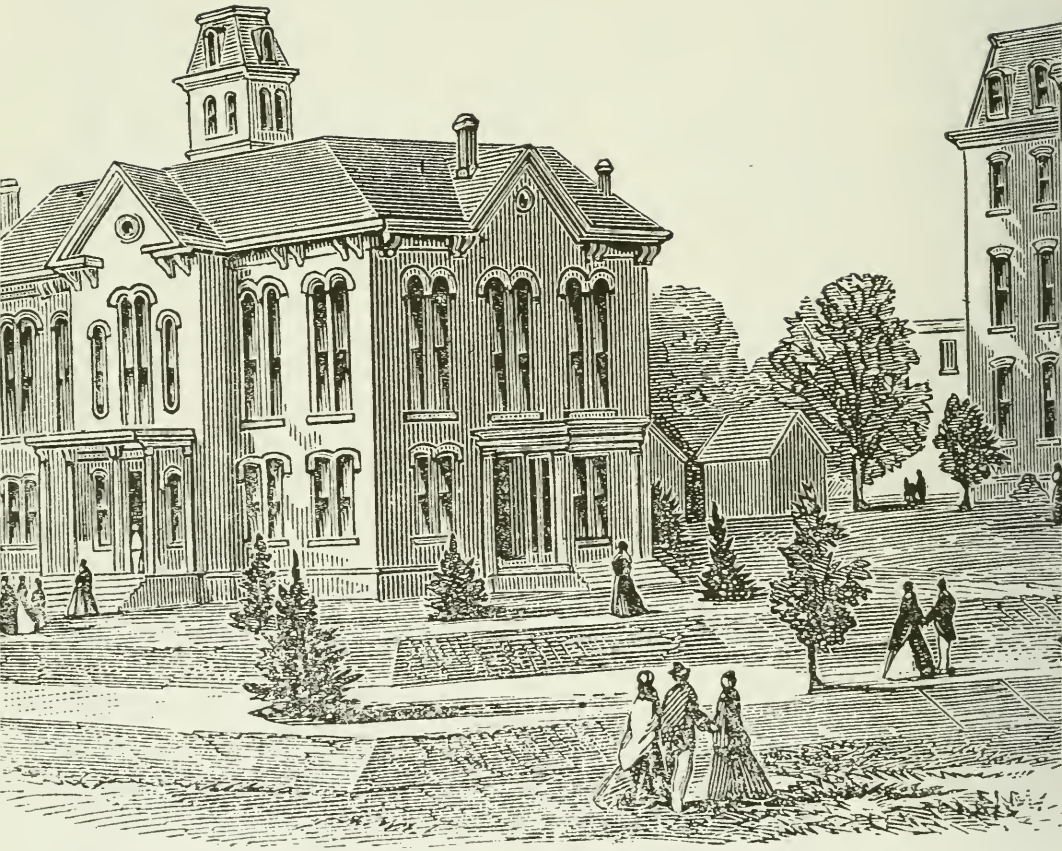
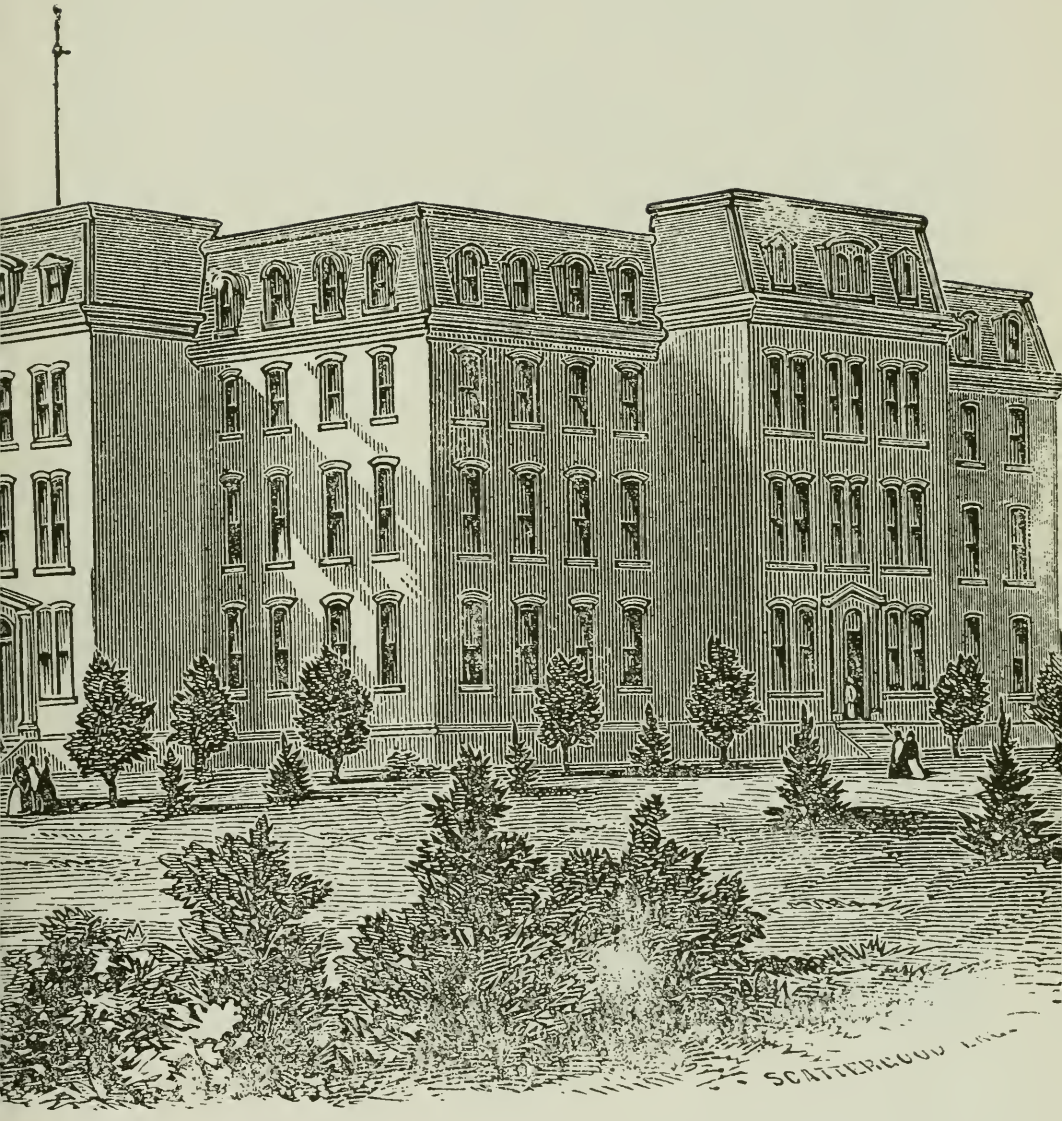
Profile Of The Past, A Living Legacy

Bloomsburg State College
1839-1979

Eda Bessie Edwards
Class of 1941

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Carver Hall

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Introduction & Acknowledgements

This history of Bloomsburg State College touches only the outline of her past. As Alma Mater, she has been a good mother, an excellent teacher, a spirit to inspire. The depth and breadth of the influence of this little College at the top of Bloomsburg's hill has been mind-boggling. Research has shown great men passed through her halls; famous persons studied in her classrooms; thousands of "ordinary people" enrolled in her courses, and everyone of them came to be part of a very elite group — the B.S.C. Alumni.

Thanks, for help with this history, are due many people. Special thanks I give to the following:

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Eda Bessie Edwards

Chapter 1

Genesis

On the northeast corner of the intersection of the streets now called Second and Iron, the villagers of Bloomsburg placed their first schoolhouse.[1] This one-room building, eighteen feet square, was built of logs. It had a mud and stick flue which ran up through the roof from the large fireplace at the end of the room directly opposite the door. In order to heat the building in winter, each day, the teacher or some of the boys rolled logs from outside, through the door and across the room to the fireplace. Often, in the coldest weather, the smaller children warmed themselves by sitting on the backlog to study. In that first school, desks were made by laying wide boards on large wooden pegs which had been driven into the sides of the building. With such an arrangement, while students were sitting at their desks writing or studying, they faced the wall. For recitation of their lessons they simply turned around to the small open area in the center of the room. The teacher had no desk.[2]

In 1812 a new school building was erected on the same site. A little bigger, its foundation measured twenty by twenty-five feet. One winter, eighty pupils were crowded into this space for lessons. At that time, the usual length of a school term was thirteen weeks. The cost of tuition for the term ranged from $1.25 to $1.50 with an extra charge of $3.00 for boys who studied surveying, a popular course in that day. This second building was used by the community until the Academy building was erected in 1838-1839.[3]

Pennsylvania's Free School Act became law in 1834. In order to comply with the provisions of this Act, the Bloom Township School District bought a plot of ground sixty-six feet by two hundred fourteen and one-half feet "...on the northern side of Third Street west of Jefferson Street."[4] A committee, made up of William McKelvey, Iddings Barkley, and John Chemberlin, contracted with Michael Rishel to build a brick schoolhouse on this plot for the sum of $1,500.00.[5]

The schoolhouse was constructed in 1838-1839. Built so that the long side faced Third Street,[6] it was two stories high with halls and stairs

dividing the building into two rooms on each floor. At the top of the stairs leading to the second floor a section of the partition was removed and a platform about eight feet square was placed there. On this platform stood two "dry-goods looking boxes" as a desk for the teacher. In this way, one teacher was able to supervise both upstairs rooms at the same time. The young ladies studied in the room at the teacher's left, the young men in the room at the teacher's right.[7]

At that time the community could boast no more than 400 inhabitants. Though the North Branch Canal had been completed in 1832 and the Irondale Furnaces were in operation since 1814, most other inducements to industrial growth in the area, such as the building of railroads, were yet to come.[8] This was an era when quality schooling beyond the common schools was non-existent, in rural Pennsylvania. To prepare their sons and daughters for college or finishing school, in little communities such as Bloomsburg, families with means had to send their young people to New England preparatory schools, or rely on private tutors. Often these tutors were the busy local preachers or young college graduates brought from the cities.

By 1839, Bloomsburg parents were very much aware of the need for facilities to prepare their young people for college entrance. They wanted educational opportunities beyond the common schools at prices they could afford. With the new building at the northwest corner of Third and Jefferson Streets ready for use, they joined together to establish an academy—the equivalent of a city high school. Often, these were spoken of as classical schools.

This privately funded school opened with a teacher who soon proved incompetent. Within a short time he was forced to leave. After much persuasion, C. P. Waller came to the community to direct the school and to teach its classes. He was the brother of D. J. Waller, the young and newly arrived Presbyterian minister in Bloomsburg. C. P. Waller had graduated from Williams College the previous spring and once in town, he went about setting up a curriculum of academy stature in the school building at Third and Jefferson Streets. After two successful years here, and with the Academy firmly established, C. P. Waller left the area to follow a career in law.[9]

For a few years after Waller's leaving, the Academy functioned only in the summertime when the teachers of the common schools were available to conduct the sessions. Then, for several years, while the classes of the common schools were using the Academy building, the classical school was held in the lower floor of the Presbyterian Church. A series of teachers came and went, some showing more success than others.[10]

Within a few years the Academy building began to deteriorate, showing signs of undisciplined occupancy, particularly inside. The crumbling ceilings and walls had holes knocked in the plaster; the desks were carved so deeply, marbles could be rolled through the grooves. Noting this and

the deplorable state of the public schools of the county, several people in the town set up private schools at various spots in the community.

One such school was established by Joel Bradley. It was held in the frame church building which had been moved from the corner of Second and Iron Streets to the rear of a lot at the southwest corner of Second and Center Streets when the Episcopal congregation decided to build a new church on their property. Bradley's school was considered a good one.[11]

At the same time, a primary school was conducted by a Mrs. Drake in a building situated where Snyder's Run crossed Main Street. (For some years before Snyder's Run was channeled under the road, a bridge spanned the town's thoroughfare at the point of Mrs. Drake's school.)[12]

In 1854, B. F. Eaton started another classical school. This was held in the Primitive Methodist Church, located on the south side of Third Street between Iron and Center Streets. (The land upon which this church stood was bought eventually by the Roman Catholic congregation and has been incorporated into their church-school complex.) Eaton's work with the youth of the town produced such good results that two years after he started his school, some of the people of the community joined together to secure a charter of incorporation.

The charter, granted by the Courts in September, 1856,[13] stated that the purpose of the corporation was the "...promotion of education, both in the ordinary and higher branches of English Literature and Science, and in the ancient and modern languages..." The "name and title" of the school was to be The Bloomsburg Literary Institute. To govern the corporation, trustees were selected: William Robinson, Leonard Rupert, William Snyder, Elisha Barton, William Goodrich, D. J. Waller, Joseph Sharpless, John K. Grotz, and I. W. Hartman.[14] The charter had been drawn and presented to the court by the Rev. D. J. Waller, Sr.

A period of time, perhaps ten years, elapsed between the opening of the Bloomsburg Literary Institute in the Primitive Methodist Church under B. F. Eaton and its reopening in the Academy building. In some of the intervening years it did not function at all. Teachers spoken of as being successful in conducting a classical school in the town at that time were William Lowery, Daniel A. Beckley, and Henry Rinker.[15]

In 1861, a complete renovation of the inside of the Academy building took place, and it is to be assumed that at that time, the second floor was made into one large classroom. Reminiscences of old men (written in 1939) recall the Academy building in 1865-66 as having two rooms on the first floor and one large room on second.[16, 17]

In the spring of 1864, D. A. Beckley was conducting a school in the Academy, and the public was invited to join the pupils for an evening of music and recitation. A souvenir program of the night, Wednesday, May 22, 1864, reads, "Programme of the Exhibition of the Bloomsburg Academy in Charge of D. A. Beckley, A.M. and A. E. White." It was lengthy and the make-up of the program reflected the times—the Civil War.

Among the songs used that evening were "The Soldiers' Battle Cry," "God Bless Our Boys Tonight," and "The Dying Patriot's Request."[18]

A year later, in the spring of 1865, the Academy building housed still another private school. A Miss Teresa Vanatta met her primary pupils in one of the rooms on first floor. It was said of her that she gave to her relatives and their "seatmates" the special privilege of bringing in the drinking water.[19]

The August 5, 1865 issue of the local newspaper carried an advertisement for the Academy term which would begin August 16 of that year. The principal was to be Rev. Henry B. Rinker, A.M. Tuition ranged from $3.50 to $7.50 per term and students were urged to be present at the opening of the school—or "as soon after as possible." The ad said the principal had experience in teaching languages and higher mathematics as well as the lower branches.[20]

In Bloomsburg, at the time of the Civil War, and for a period thereafter, the word "Academy" could mean a type of school, or it could be used to designate a particular school building—the one situated on the northwest corner of Third and Jefferson Streets. Local histories speak of Henry Rinker as one of the better teachers of that time.[21] Since local county histories also say that Henry Rinker sometimes taught school in the building on the back of the corner lot at Center and Main Streets, we can assume that the advertised "Academy" term was that of a classical school, but it is difficult to determine where it was held.

Rinker may have used the Academy building for the fall and winter terms of 1865-1866, but for the spring term that year, a different private school opened there. The teacher, a young man, unnamed, had been valedictorian of his class at the College of New Jersey, now Princeton University. In the community, hopes for a good school were high. However, one day, soon after the term began, the bigger boys of the upper classes grabbed the teacher and turned him upside down. When his gold watch slid from his pocket onto the classroom floor, one of his attackers ground it underfoot.[22]

Then, in April, 1866, Henry Carver came to Bloomsburg.[23]

Market Square (c. 1900).

Main Street from Market Square (c. 1900).

Henry Carver
1866-1871

Chapter 2

Henry Carver

A New Beginning

Henry Carver's home was in Binghamton, New York. In the spring of 1866, while he was there recuperating from a hunting accident he had sustained in California, in which he lost a hand, he decided to take a trip through the Susquehanna Valley. Arriving in Bloomsburg he was impressed with the beauty surrounding the community and decided to remain a few days. Among the influential citizens Carver met with Rev. D. J. Waller. By this time, Waller, the Presbyterian minister, had a growing family which included several sons nearing college age. When Waller and others in the village learned that Henry Carver had headed the preparatory department of the University of California, and before that had been principal of an academy in New York State, they prevailed upon him to stay in Bloomsburg to conduct a private school. As his arrival in the area nearly coincided with the episode of the "unnamed teacher" being upturned in the classroom, it is difficult to ascertain whether the beauty of the Susquehanna Valley or the challenge of the circumstances induced Carver to remain. However, shortly after the townspeople asked Carver to start a school and before he resumed his pleasure trip, he appeared at the Academy building with the "discredited teacher" and announced to the student body that within a short time he would be taking charge of the school.[1]

In April, 1866, with about 40 pupils and with Henry Carver as head teacher assisted by his two older daughters, Miss Sarah and Miss Alice, the school began smoothly and continued that way.[2] His influence over the young people attending his school was noted with approval by the townspeople. Those coming in contact with him remarked about his fairness and firmness. Even the students spoke of enjoying the pleasure of his company.

Not only was Henry Carver a good organizer and disciplinarian, but he was a colorful figure as well. Especially was he known to be a lover of fine horses. He admired well bred horses and enjoyed driving them. From the time of his hunting accident, Carver had worn an iron hook attached to

his one elbow. In order to drive his team of handsome high-stepping horses, he had special reins designed for him through which he could securely slip his hook. He took great pride in showing his driving ability and his team's speed as he drove over the dusty streets of the village.[3]

As the new term progressed, a new attitude among the pupils of the school became apparent. One example of this change of attitude is shown by the tale of the day, that first term, when the circus came to town. Always before, circus day had been a day of freedom from school—made so by the pupils themselves. Each year as the circus parade had drawn near, the schoolhouse had emptied for the rest of the day. This year the students were afraid the "privilege" might be withdrawn. The morning of circus day, they decided that when Carver came to class they would ask him if they would be "excused" for the parade. In answer to their question he said the class would talk about it after opening exercises. When the subject was brought up again for discussion, he said the question of attendance at the circus during school hours would be put to a vote. Then verbally he sketched the ideal school, talked of such a school's influence in the community, contrasted the kind of life brought about by education with the character of life in a circus, and ended by noting that should the school vote to remain in the classroom, it would be very unfair for those near the windows to take advantage of their position to watch. Unanimously, the class voted to remain in school, and those next to the street "...kept their eyes upon the books."[4]

Carver's school in the old Academy building was a very successful venture measured not only by the growth in the number of pupils attending but also by the results obtained in the classroom. At the end of the first term many parents in the area asked Carver to continue the school. This he refused to do. The facilities of the building were so poor, he said, that it was nearly impossible for the teachers to teach or the pupils to learn. Carver insisted he would remain only if new or better accommodations became available.

It was then that the Rev. D. J. Waller, Sr. reactivated the charter of the Bloomsburg Literary Institute. In order to do this, he called a meeting of the court-appointed trustees of 1856. They met in his study the evening of May 2, 1866. In attendance were D. J. Waller, Sr., William Snyder, J. K. Grotz, L. B. Rupert, and I. W. Hartman. Waller was elected president of the board and Hartman, secretary. Vacancies on the board were filled that night by the appointment of John G. Freeze, R. F. Clark, and William Neal.[5]

Two days later the board met again, filled another vacancy by appointing Conrad Bittenbender a trustee, and set up a committee to sell a thousand shares of stock in the corporation at $20 per share, payable in $5 installments. Then having decided to build, they appointed another committee to select a site for the Institute: D. J. Waller, L. B. Rupert, and John K. Grotz.[6]

In mid-May, the local weekly, in reporting the reorganization of the

Bloomsburg Literary Institute, noted the stock of the company was in demand. "No one doubts," the news item said, "the benefits to be derived from such an institution in our town..."[7] However, not everyone in the community was as enthused about the Institute's new building program as was the local editor. While trying to sell shares of stock to his friends and colleagues in the town, Conrad Bittenbender was told by one of them that the sheriff would sell out the trustees before they got a roof on their building.[8]

By the time a stockholders meeting had been called for the Court House on June 16, several sites had been offered. William Koons had a plot to sell for $2,200. Mathias Appleman would sell a three-acre piece of land for $1,200. William and Alice Snyder offered the same amount of land for $500 per acre, and for a time, D. J. Waller was willing to sell his home with land of "...200 feet fronting on Market Street and 400 feet fronting on Fifth Street for $1,200." (This is where the Memorial Elementary School of Bloomsburg is situated now.) At the meeting at the Court House Saturday afternoon, June 16, 1866, a definite decision was made to build, but a site for the building was not selected. Another meeting was called for one week later, June 22, at the same place.

When, at the second meeting of the stockholders the votes were counted, all but three had been cast for the Snyder property. Mr. Snyder's proposition had been, "I agree to give three acres of ground ...whenever it may be preferred at the rate of five hundred dollars per acre and I will donate as stock one thousand dollars and require to be paid five hundred dollars for the price of the land."

That Saturday after the stockholders meeting had adjourned, the board of trustees met. First, they elected Henry Carver principal of the Bloomsburg Literary Institute, and then instructed him to secure the draft for a building with costs not to exceed $15,000.

The next order of business that day was to consider the recommendations of the stockholders concerning the site for the school. Two committee members, Grotz and Rupert, reported agreement with the stockholders and suggested the purchase of the Snyder plot. Waller, the third committee member, differed, and handed in a written minority report to be incorporated into the minutes. It gave three reasons why Waller was in disagreement with the others on the committee. It said,

> First, the position of the building has no relation to the points of the compass or to any street, alley, building, or anything in or about the town of Bloomsburg. Second, the amount of grading...is great and necessarily expensive. Third, the immediate surroundings of the school, viz. two stables, a tavern presenting a rear entrance, a tannery, in addition to one of the most offensive roads on the score of dust in the County.

After hearing the report of the building committee the board retired to look over the site.

When the board reconvened a few days later, the trustees voted to accept the majority report of the committee. Whereupon, the Rev. Mr. Waller resigned.

One of D. J. Waller's objections to the Snyder site had been its location in relation to the Forks Hotel. He felt a school building should not be facing the back door of a tavern. At the time this particular piece of campus was bought from William Snyder, the Forks Hotel stood squarely on the point of land where Lightstreet Road and East Street came together at the end of East Second Street. The purchase of the land by the Institute was made with the assurance given to the public that the owners of the Forks Hotel would remove their building so that Main Street could be opened directly to the front of the Institute's grounds.[10] (It is interesting to note that at the time these transactions were taking place, the advertisement for the Forks Hotel in the local newspaper speaks of it as being in East Bloomsburg.)[11]

Henry Carver was architect and general contractor for the new building, the cost of which, he said, would not exceed $15,000. It is understandable that Carver should be able to design and erect the building, for as noted in the earliest catalogs and flyers of the school, he is listed as: "Henry Carver, A.M., Principal; Professor of Civil Engineering, and Intellectual and Moral Philosophy."[12] As there were no lumber mills in Bloomsburg until a few years later, he bought the timber for the building at the mills in Espy.[13] The bricks he secured locally. When in October of 1866, he found the responsibilities of construction using much of his time, Carver asked the board for help in the classroom. The trustees responded by hiring one teacher for one year for $100. Carver was to continue to be the principal of the school, erect the new building, and further solicit subscriptions for funds.

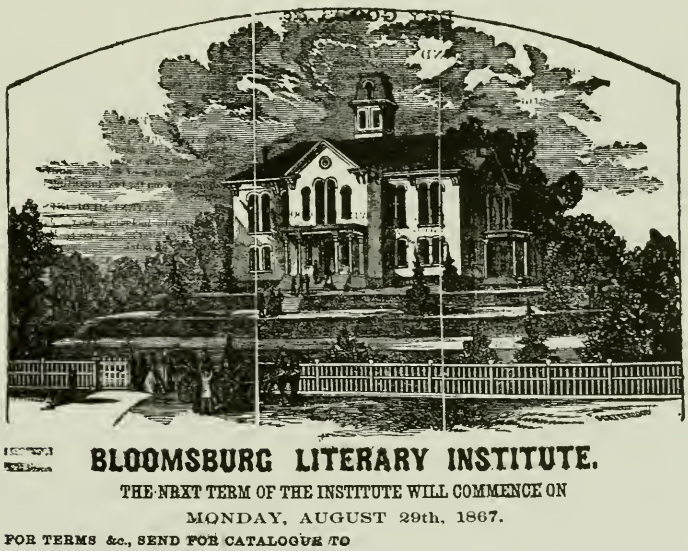
In the winter of 1866, while the new building was under construction and the school was being conducted in the old Academy building once more, Carver continued to be more than a disciplinarian. For his day, he was a great innovator. It was during the first winter of his school, that he pointed out to the students the values to be derived from the organization of a literary society. About twenty young men and women became enthusiastic about such an extracurricular activity—among them the three who would make up the first class to graduate from the building on the hill, D. J. Waller, Jr., George E. Elwell, and Charles Unangst. Anna Appleman, the future Mrs. Waller, was one of the organizers, too. Carver helped them choose a date, set the hour, and secured chaperones from the faculty for their first meeting. This meeting Carver failed to attend. He wanted it understood that this society was under the leadership of the students, and that the responsibility to make it work was theirs alone—along with that of the proper chaperones and sponsors, of course. The group formed that winter called itself the Philologian Society (and continued to be active and influential on campus until after World War I).

Though Carver elected to allow the students to create and manage their

own organization, he did not disavow the privilege of setting policy when he wished. Upon receiving the report of the first meeting, he announced that two weeks hence, the society would present its first exhibition—planned and executed by the students for the public. Nothing like this had ever been done before without teacher guidance. Invite the public? The Philos doubted they could do it. But do it, they did! And thus was set the local policy of opening to the public the program part of the weekly meeting of all literary societies on campus.[14]

Sometimes plays were produced. Sometimes the program of the evening was made up of declamations or the reading of essays or poetry. Always, debates were popular. The Philos debated local issues, political questions, religious ideas, and often the latest scientific discoveries or theories. The night the debate concerned the question, "Should the Capital of the United States Be Moved To the Mississippi?," one hundred townspeople were in attendance.[15]

By early spring, 1867, the new building, commonly spoken of then as Institute Hall, had been built and completely furnished at a cost of $24,000. On April 4 of that year, a beautiful, warm Thursday, the building was opened and dedicated. In order that continuity be established between the Bloomsburg Literary Institute of the past and the Bloomsburg Literary Institute in the new location, a procession formed at the Academy building at one o'clock in the afternoon. First came the Bloomsburg Brass Band. This was followed by the board of trustees, then the clergy, next the parents of the students, then the students, and finally, the faculty. The parade passed east on Third Street to Market, moved



Institute Hall (later Carver Hall) as it appeared in newspaper advertisement of July 12, 1867.

north on Market Street to the Square, east again on Main Street to the front of Institute Hall. There, the president of the board unlocked the door and the faculty entered first followed by the others in reverse order. On the second floor of the building, the auditorium was filled to capacity with friends and well-wishers. Speeches, music and prayers were offered that afternoon followed that evening by literary exercises by the students.[17] (The building dedicated that day is the present Carver Hall on campus, with minimal alterations.)

Much work remained to be done on the new campus. Grading around the building, making walkways, and planting trees and shrubs were some of the needs of the Institute that first April on the hill. With money scarce, Carver innovated again. He called for a "Grading Frolic." The boys came with grub-hoes, shovels, rakes, wheelbarrows, horses and carts. The girls prepared and served the meals. By the end of the day, the school had new and neat surroundings.[18] Most of the trees and shurbs planted at that time were placed to mark the boundaries of the Institute.[19] (A few are standing—the white pine, for example, on the southwest corner of the main campus, opposite the parking garage.)

The winter term had ended with the dedication of the new building. The following Monday the spring term would begin. The Saturday morning of that long weekend between terms found David Waller, Jr., George Elwell, and Charles Unangst walking together up Main Street, talking about their plans after graduation at the end of the next term. Each would be leaving home for college. As they walked along, they were pleased to see Professor Carver coming down the hill toward them. They met him at the corner of Iron and Main Streets in front of the Episcopal Church, and stopped to talk. Looking back up the hill, he said,

> Well, there's the new building, and there's the tower. But there's no bell in it. Now, we have to have a bell—a good one. The Court House and the Presbyterian Church have good bells. We want one just as good, if not better. Now hustle along and raise that money today for the bell. You can do it. It would cost $1,200, at least.

To the three young men this seemed like quite a job, but, after they had talked to the father of one of the boys, they accepted his advice and started canvassing the town, notebook in hand. As the subscriptions began to be written in the book, the news of their undertaking spread throughout the village. At that time, this small community of about 2,500 people had just supported the building and furnishing of Institute Hall for $24,000. Now they were being asked to give money to buy an expensive bell for its tower! Once again, the townspeople pledged to underwrite something for the school.[20] The original subscription book, dated April 6, 1867, carries this introduction: "We, the subscribers, agree to pay the sum annexed to our names for the purpose of purchasing a stationary bell for the Bloomsburg Literary Institute. The bell not to cost less than $1,000."

Some people pledged $50; some $25; some $10 and many gave $5. All subscriptions were duly noted in the subscription book which reads like a census account of Bloomsburg in the 1860's.[21] By evening, three tired young men had raised $1,010, enough money to buy the Menelly bell (which still hangs in Carver tower.)

A faculty of seven was needed the school-year of 1867-68. Henry Carver was principal and taught intellectual and moral philosophy as well as civil engineering—if any student wished to take that course. Miss Sarah Carver taught botany and ornamental branches; Isaac O. Best taught ancient languages; Charles Rice, mathematics and English branches; Miss Julia Guest was in the preparatory department; Miss Alice Carver, vocal and instrumental music; and Miss Dora Thompson was the assistant in music. Advertised that first year on the hill were four terms of ten to twelve weeks. Tuition, depending on the course taken, was $5, $8, or $10 per term. Piano lessons cost an extra $12 plus $3 for the use of the instrument. A course in wax fruit making (Miss Sarah's ornamental branches?) was $6, as was a course for learning to make wax flowers. "Practical use" of the sewing machine could be learned for $5 per term, or a student could receive oil painting lessons for $10 per term.[22]

The catalogs of 1867-68, and 1868-69 were published to inform local students of courses available at the Institute. Being strictly a day school, the entire student body lived in the community or near enough to Bloomsburg to commute. For this reason, only six "requirements and prohibitions" were necessarily stated in the catalogs. Of course, one was "...respectful deportment" and another, "strict attention to study" during study hours. Regular attendance was required at all school exercises and a written excuse from parent or guardian was necessary if a student were tardy or absent from class. The rules called for abstinence from "use of profane language" and forbade the use of tobacco "in any form." There was to be no drinking of "spirituous liquors" or going to "places where they are sold." Further, the catalog stated, "...no person need apply for admission who cannot or will not keep the above regulations."[23]

The story has been told many times of the Bloomsburg Literary Institute becoming a normal school. The documented version says that J. P. Wickersham, the state superintendent of the Common Schools of Pennsylvania at that time, was passing through Bloomsburg on the train and noticed the new building on the hill. Mindful of the need to establish a normal school in the Sixth District, he contacted the board of trustees and suggested one be established in the town.[24]

The normal school movement began in Massachusetts during the period in which Horace Mann was secretary of the Massachusetts Board of Education. He decried the conditions of public education in his state, noting that great disparity existed between rural and city schools; that often teacher incompetency was brought about by inadequate teacher preparation. In 1839, to deal with these problems, he planned and

established the first normal school at Lexington, Massachusetts.[25]

As other states realized their public schools were in similar condition, the normal school movement grew. In many states, some new schools were developed solely for the purpose of teacher education. In some instances, towns and cities set up their own normal schools to prepare their public school teachers. Some normal schools were founded on the campuses of established private schools simply by adding normal courses to the existing curricula.

In Pennsylvania, since the students taking courses in teacher preparation at these normal schools made known their intentions to teach in the common schools, both the normals and the students were subsidized by the State. Thus the normal schools provided educational opportunities less expensively for many more people. Entrance requirements varied from school to school, as did the work included in the courses. Much was comparable to the work included in the secondary courses of city high schools of that era. At many colleges, however, the work completed at a well established normal school was accepted for advanced standing.

Then, in the period between 1860 and 1880, the normal schools caught the influx of the young men returning from the Civil War. Many of these were too poor to attend good private schools, yet too old to attend common schools. For them the path to advancement was to attend a normal school, teach several years, and then complete the requirements for a career in law, medicine or the ministry.[26]

When in 1868 Wickersham suggested locating a normal in Bloomsburg in conjunction with the Literary Institute, the idea he was following of establishing a normal on an already existing campus had been tried before. The trustees looked into the question carefully, evaluating the effects of such a school on the community and on the Institute itself. Then, at the March meeting of the board in 1868, they appointed Carver and John Clark to present the idea to the people of the area. The trustees needed to know if support from the community would be forthcoming. Subscriptions and gifts of money would be needed to buy more land and to provide extra buildings.[27]

Some stockholders had doubts, but at a meeting of all the stockholders, when it became known that the school would continue to carry the classical and scientific courses, and that a normal curriculum would be in addition to these, the doubts disappeared and it was agreed that the establishment at Bloomsburg of the normal for the Sixth District was desirable. Carver was empowered, along with a committee, to float a subscription at $20 per share, and to secure plans for the necessary buildings.[28] The estimated cost of building and furnishing a dormitory with extra rooms for a model school and other school functions was $70,000.[29]

The board's next step was to buy more land on which to erect a

boarding hall. The purchase of an additional seven acres of land from William Snyder gave the Institute a campus of about ten acres, and was a plot of ground which presently could be described as bordering Penn Street on the west, Second Street on the south to a position just beyond the College Store, then north to a point from which the property line ran directly west through the south edge of the Grove to Penn Street.[30]

At the April board meeting, Carver presented his design for the boarding hall. The trustees agreed on the plans and awarded him the contract to erect the building at a cost not to exceed $36,000.

At 1:30 in the afternoon of June 25, 1868, there were exercises in the auditorium of Institute Hall. Following these, the board, the faculty, the students and many guests, including Governor Geary and Superintendent Wickersham, made their way to the site of the new building. They were there to lay the cornerstone. Placed in that cornerstone were:

> ...the following specific articles... A copy of the Bible; a certified copy of the Charter; names of the Board of Trustees (listed); Catalogue of Faculty and Students; State School Board (listed); Maj. Gen. Geary, Governor of the Commonwealth; Hon. J. P. Wickersham, Superintendent of Common Schools; C. R. Coburn, Deputy Superintendent; last message of Gov. Geary; copy of school laws; history of the Institute and school buildings; one copy of the Columbian, the Republican and the Democrat; building committee (listed); architect and builder, Henry Carver; advisory architect, Samuel Sloan; one specimen of each of the following currency, one ten-cent postal currency, one five-cent postal currency, one three-cent silver piece, last issue, one five-cent silver piece, old issue, and programme of the anniversary exercises.

After Judge Elwell "gave an oration", the governor spoke. Then, with the cornerstone set in place, the governor handed Henry Carver the plans for the hall and charged him with the building of it.[31] More speeches followed in the auditorium in the evening, among them, one by J. P. Wickersham.

By February, 1869, just nine months after the laying of the cornerstone,

Institute Hall (later Carver Hall) and dormitory (c. 1870).

the four-story brick building was ready for occupancy. On the nineteenth of that month, an inspection committee visited the school and reported to Harrisburg that all was in order: the application for a normal school had been made correctly; the necessary buildings had been erected, and a course of study had been adopted. February 22, 1869, Superintendent Wickersham issued a proclamation which said in part:

> Now, I therefore, State Superintendent of Common Schools, do hereby give notice, as required by law, that I have recognized the said Bloomsburg Literary Institute as the State Normal School of the Sixth District.[32]

When in May of 1869 the trustees petitioned the Court of Common Pleas to change the name of the school, they merely added "State Normal School of the Sixth District" to the already established title of "Bloomsburg Literary Institute".[33] (It is interesting to note that the catalog for that year is called the "Catalogue of the Officers and Students of the Bloomsburg Literary and Commercial Institute and Pennsylvania State Normal School".)

Course offerings included those for normal students in the elementary course, which, "if a student had a fairly good common school record," could be finished in two years. The scientific course took four years to complete and the classical course could extend over a six-year period. Offered for those young people who were preparing to enter the business world were commercial courses—bookkeeping, single and double entry; commercial law, and correspondence.[34]

By the time of the opening of the normal department, the faculty had grown from seven to thirteen and the student body from an enrollment of 40 in 1866 to 383 in 1869.

The cost for boarding students attending the fall term of twenty weeks was $100. This included "tuition, board, heat, light and washing." For the longer winter and spring terms of twenty-two weeks, the cost was $110. Tuition in the academic department (probably the same as the preparatory department which mostly enrolled commuter and day students) was one dollar per week. Tuition in the model school ranged from fifty cents to a dollar a week depending on the studies being pursued.[35]

The summer after the boarding hall opened, enrollment increased so rapidly that the trustees were obliged to purchase "for use in the dormitory more corn husk mattresses and pillows."[36]

Not only did enrollment increase at the Institute but after it had become a boarding school, the number of rules and regulations had multiplied from six to twenty-one! Among the new rules were:

> No student shall be absent from his room at night after the hour indicated by the ringing of the study bell; and in twenty minutes after the ringing of the retiring bell all lights must be extinguished.

Rooms found unnecessarily dirty will be cleaned at the expense of the occupant.

Water, dirt, or other materials must not be thrown from the windows.

Irreverance at church, amusements, visits of pleasure, gathering in groups, or noise in the rooms on the Sabbath is forbidden.

From October 1869 to June 1871, Jerome T. Ailman was a student at the school in the normal course. He kept a diary in which he seldom missed a day's notation. From his entries, much can be learned of student life of that time.

This was an era when schools were believed to have been established not only to disperse knowledge, but to build high moral character as well. In order to do this, many religious organizations, including the local churches, created opportunities for young people to study the Bible or be part of other religious activities. At the Bloomsburg Literary Institute and State Normal, the administration required attendance every Sunday morning at the church of the student's choice. If for some reason the student did not wish to return down town Sunday evening to attend a church service, "preaching" they called it then, his only alternative was to attend the union church service in the school's chapel. After dinner Sunday afternoon the entire school met in the auditorium for Bible study. Prayer meetings were held at the school during the middle of the week, and students were expected to plan their study so that they would have that hour free to attend. Sometimes these mid-week services were led by faculty members; at other times the clergy from the town came to the campus to conduct the prayer meetings. In addition, on other evenings, individual faculty members would invite small groups of students to their rooms to pray together.

The first Thanksgiving that the boarding school was open, there was no vacation. Thanksgiving was observed, however, with a morning of preaching, a turkey dinner at noon, and the rest of the afternoon given over to a "sociable". After supper, the day continued as any other Thursday at the school—study hour in preparation for Friday's classes.[37]

When reading of the difficulties to be encountered in travel in those days, it is easy to understand the limited time given to school vacations. In December, 1869, Ailman went home for Christmas. With two school companions, he left Bloomsburg by train early in the morning of December 23. Shortly after their train left the station, it was stopped for hours while the tracks were cleared of another train and the obstacle which had blocked it. Upon arriving at Northumberland, where the students were to change trains, they learned they had missed their connection. It would be twelve hours before another train would leave for "Mifflin." There was nothing for the three to do but gather their baggage about them and wait. A gentleman from Northumberland, passing by the station, heard of the young men's predicament and invited them to his home. He gave them dinner, entertained them "in his parlor" in the

afternoon, gave them supper, took them "to preaching" in the evening, and then walked with them to the station to catch their train. Ailman reached Harrisburg at 3 p.m., December 24, where he had another hour of waiting. Leaving there at 4 o'clock he arrived home "near Mifflin" at 7 p.m. Christmas Eve.[38]

Rules governing student conduct on and off campus were many and strictly enforced. In that day, the custom was to reprimand and punish infractions in public. One May evening in 1870, in chapel, two young men students were called upon to confess that they had been drinking intoxicating beverages. "The gentlemen received a stirring lecture upon the evils of yielding to temptation... and Professor Carver said that if he were speaking his last words he would say taste not, touch not, handle not."

Even for men to leave the campus in the evening or on weekends, it was necessary to receive permission from the principal. A favorite approved Saturday afternoon passtime for students was "going for a walk." Sometimes these young men walked up the hill, east of the campus, "past Senator Buckalew's handsome home." Sometimes their walks took them to and beyond the old cemetery.[39] (Quite likely this was the graveyard which was moved to develop the old Bloomsburg Country Club on land now part of the upper campus.)

One Saturday afternoon in the spring of 1870, nine young ladies and eighteen gentlemen, including Professors Carver and Brown, walked to the river and "were propelled across in a ferry driven by the current." (At that time, the bridge spanning the Susquehanna southeast of Bloomsburg had yet to be built. Also, this is the reason that in Bloomsburg, at the intersection of Old Berwick Road and East Street, the name of East Street changes to Ferry Road.) The party had a "pleasant ramble" on the hills beyond the river where they gathered flowers and greens, returning to the school by four o'clock. After this, several of the young men had the "great pleasure" of going downtown with Professor Carver for a "plate of ice cream."[40]

Often in the fall of the year, it was common practice for the faculty and students to spend a Saturday afternoon across the Susquehanna "chestnuting" on Catawissa Mountain.

Lessons and their preparation demanded nearly all the time students had from rising bell in the morning until lights out bell at night. Those who belonged to the literary society spent any extra time they could find getting ready for the public programs or in helping publish the society's newspaper. Visits by men students to local industries were considered, by the school authorities, a wise use of leisure time, and so many young men spent their Saturday afternoons walking along Fishing Creek to Rupert to visit the powder keg factory, or in going to one of the three local foundries to see iron cast, or in spending several hours some Saturday watching the laborers at the Buckhorn Glue Factory. All parts of the community

welcomed them.

June 22, 1871 the classes of 1870 and 1871 met in the model school rooms in the dormitory building and formed an Alumni Association. The officers elected that day were Mr. J. H. Garman, president; Miss Amelia Armstrong, secretary; and Mr. John Aikman, treasurer. An executive committee was selected, composed of Mr. W. H. DeWitt, Mr. A. W. Shelley, Miss Elsie Woolsey, Miss Annie Hendershot, and Miss Lizzie Schuyler. Appointed for the meeting the following year were orator, Mr. Robert Little; poetess, Miss Eva Rupert.[41]

At the school, as early as the winter term of 1871, problems had developed between the board of trustees and Professor Carver. During January there were many days when Carver failed to meet his classes; he was worrying about his daughter, Miss Alice, who was very sick; "low" was the word used to describe her state of health. At times, Carver, himself, was reported so ill he was forced to stay in bed. When, at the beginning of February, he appeared in chapel, it was said he "looked haggard." At the beginning of March it was noted that "Miss Alice and her mother had returned to the campus," although rumor had it that Miss Alice's health was very delicate. From the middle of March until commencement, June 22, 1871, Professor Carver missed many more classes because of illness.[42]

Was it overwork? Had the strenuous schedule he must have followed to create such a school in such a short time broken his health? Perhaps.

But quite likely a contributing factor had been a growing disagreement between Carver and the board of trustees. For the first six months of 1871 questions had arisen over Carver's management of the boarding hall. A resolution was introduced at a board meeting demanding that fifty cents per student per week be turned over to the trustees. This Carver was not prepared to do.

By the time the board held its July meeting, the trustees, who were personally meeting the obligations of the school and paying the interest on debts incurred in running the Institute, set up a committee to talk to Carver about his accounts. The committee, made up of Judge Rupert, John Funston, and the Rev. Waller, Sr., reported to the board at the end of July that Carver had been visited but the committee had been unable to make any arrangements with him concerning the payment to the board of fifty cents per week per student. In fact, the committee reported, Carver had offered his resignation verbally, and said if the trustees wished, he would give it in writing.

Not sure how to handle this situation, the board passed another resolution! This one stated simply that the committee would continue trying to secure the funds from Carver, or in failing to do that, would be authorized to accept his resignation.

Carver's reply was that it was impossible for him to meet the expenses of the school and pay the amount of money the board was asking. He

suggested the trustees take over the finances of the school and pay him a salary. If they did not wish to agree with this proposition, he recommended they "take the responsibility of the immediate termination of his relation to the Institute."

After the board had heard the report of the committee, the president read a communication from Carver. Though parts have no meaning for the reader today, the letter follows:

> Respected Sirs: Since things have taken the turn they have in my family, I have no good reason to assign to the boarding patrons of the school for such an unexpected charge. Also I have incurred all the expenses of advertising the term and supposing the difficulty to be one of money. In addition to what was done in committee I hereby offer to run the school for one year and pay forty cents per week for each boarding student, and will pay one half at the opening and the other half at the middle of each term. The Board on their part shall have a finance committee whose duty shall be to examine the books as often as once a month and render such counsel as they have contemplated...

He went on to ask for a committee on boilers and one to visit all departments of the school.

The board rejected all suggestions by Carver and asked the committee to tell the professor of their non-acceptance of his ideas and to ask him for other suggestions. If he had none, the committee was to ask him to comply with the board's. They called a meeting for the next night.[43]

It was about this time in the summer that Ailman, who had returned to his home after graduation in June, in his diary, mentions receiving a letter from "Professor Carver." In the letter, Carver said he was afraid he "must lose all the money he had invested" in B.S.N.S.[44]

Finally, after several attempts at a settlement, with meetings being called by the board night after night, the committee returned from a visit to Carver with a proposal: He would retain money from subscriptions which were listed (but the Minutes do not include the list); the trustees would replace the glass in the school broken by the hailstorm, and the board would make the boilers safe. Carver would have free use of the school buildings and property for one year. After that, all agreements between Carver and the board would end and the trustees would assume full responsibility for the Institute. The board accepted the proposal.

There was a further money matter of an outstanding note of Carver's. This note between Carver and I. W. Hartman must have been negotiated as part of the business of the school, and must have been near maturity. It was for the sum of $1,200. Concerning this matter, D. J. Waller, Sr. offered to take responsibility for half the debt ($600) if the board would pay the other ($600). The offer was agreed to, and once again, the members of the board went to their own pocketbooks to pay off a school debt.

The fall term opened. Professor Carver was still principal and the enrollment seemed to be remaining stable. Then in October, the board

received a letter from Carver in which he said, in part:

> ...If you think best to elect a principal for your school, you are at liberty to say I have resigned because of ill health.

After discussion of the letter and its implications, the board decided that action "at this time would be deemed inexpedient."[45]

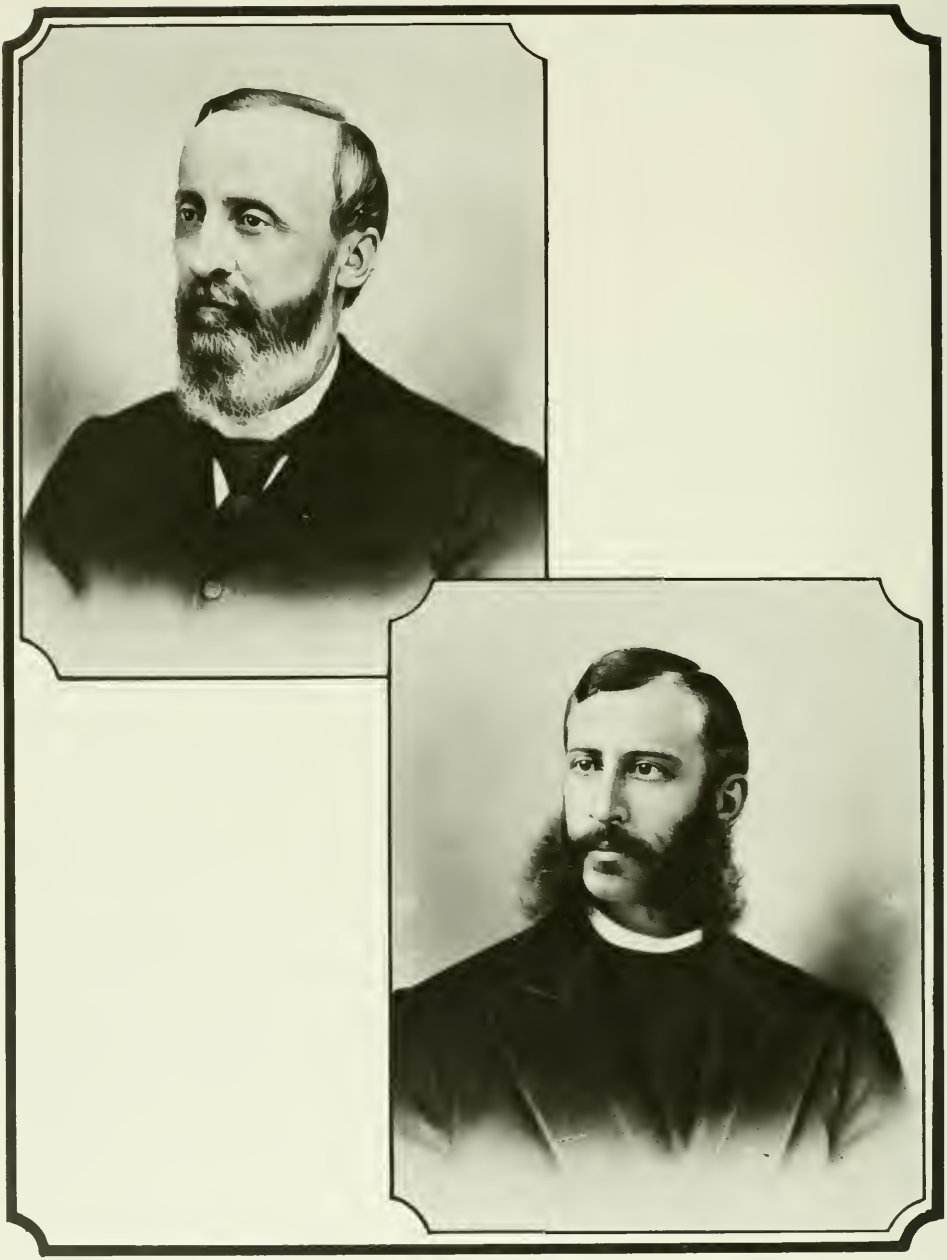
Carver left town early in November. At a meeting of the board it was resolved:

> ... that inasmuch as the Trustees have contracted with Mr. Carver to run the Normal School for the year ending June 1872, they do not in the absence of Satisfactory Authority from Mr. Carver feel themselves authorized with regard to the running of the school—Resolved that Miss Sarah Carver be requested to write to her father asking him to return and fulfill his agreement as to the running of the school, and in case he declines to do so, request him to forward to her a power of attorney regularly drawn up and executed empowering her to settle all matters in relation to the lease and School involving his interest or claims in any manner.

The matter dragged on until the end of November when Charles G. Barkley, attorney for Miss Sarah (and Professor Carver through her) submitted to the board an offer: "To wit That the leasehold interest be levied and sold. Carver be released from all claims... and allowed to retain all subscriptions which were turned over to him as per said lease." In other words, Carver would keep what he had and the lease to run the school would be sold at a public sheriff sale.

The board selected Elias Mendenhall to attend the sale to do the bidding for the trustees. He was instructed that the maximum bid he could make was $150.

December 4, 1871, at a meeting of the board of trustees, E. Mendenhall reported attending the sheriff's sale of Professor Carver's lease the previous Saturday. He had offered a bid of $1.00; the lease had been struck down at the bid, making the board not only responsible for the care and keeping of the property of the Bloomsburg Literary Institute and State Normal School for the Sixth District, but also responsible for the functioning of the school academically.[46]



Charles G. Barkley & John Hewitt
1871-1872 1872-1873

Chapter 3

Charles G. Barkley & John Hewitt

A Holding Pattern

All during the fall term of 1871, conditions at the school had been deteriorating. Virtually without the leadership of a principal, the enrollment decreased by half.[1] The faculty and those left in charge by Carver, did remarkably well in their attempts to keep the quality of education at the school at a high level. Without strong leadership, however, the young school drifted into difficulty. The school had been planned and built and expanded by one man, with a great amount of support and backing by a small group of leading citizens, and with a lesser amount of support from a majority of the citizens of the community who were more interested in commercial and industrial development than in the progress of a private school. The builder had been imaginative, innovative, well prepared in his academic field, and had been a very personable man. Among many of the townspeople as they watched the board struggling to keep chaos off the hill, the feeling was that the school, without Carver, would be unable to continue.[2]

When the board met December 2, 1871, accepting Carver's resignation and the proposal of the sheriff sale, they had no intention of closing the school. In working to insure the continuance of the Literary Institute and in fulfilling the obligation to the state for the functioning of a normal school in Bloomsburg, the trustees adopted a statement which they instructed the sheriff to read at the time of the sale of the lease. It said,

> Notice is hereby given that the person to whom the leasehold interest of Professor Carver is struck down will be required to fulfill and carry out all covenants and stipulations in the lease with the Board of Trustees.[3]

At their meeting December 4, the report of Elias Mendenhall, their representative at the sale, showed the board to be not only the directors for the stockholders who owned the school property, but also the leasees of the concession with full responsibilities for the educational program of the school.

With the normal school of the Sixth District less than two years old,

those on the board representing the State were concerned, and a call went out to J. P. Wickersham, superintendent of the common schools of Pennsylvania, for advice and suggestions. He came to Bloomsburg and met with the board December 19. Complete and open discussion of the situation took place that day. Before Wickersham returned to Harrisburg, he suggested that the man hired to fill the position of principal be Charles G. Barkley, a local attorney and county superintendent of common schools.[4] Barkley accepted the principalship effective December 20, with the understanding that the position was a temporary one, and that he would be relieved as soon as a successor could be found.

Charles Gillespie Barkley had been born in Bloomsburg January 30, 1839. While learning the trade of carriage-maker, he was involved in an accident which disabled him. He then studied to become a teacher, and at age 18 began his work in education in the common schools. He was so successful as a teacher that by the age of 24, in 1863, he was elected superintendent of common schools for Columbia County. During the six years of his teaching, he had continued studying in the field of law with Col. John G. Freeze, and in 1863, the same year that he became county superintendent, Barkley had been admitted to the Bar. For nine years he served the community in both capacities and had just made the decision to devote his full time and energy to the law when he was called upon to serve as principal of the Bloomsburg Literary Institute and State Normal School. He was only 32 years old when he assumed this responsibility.[5]

Under his guidance the affairs of the school began to show marked improvement. Enrollment picked up. Finances began to show some clear organization, and though the trustees still had a judgment against them, held by the Court, and were finding they had to meet some school debts with personal contributions, on the first day of February, 1872, they could see clearly that they would be able to pay Barkley $300 for his services.[6]

During the transaction of business at the March meeting of the board, John A. Funston, one of the trustees, brought up the subject of Barkley's wish to return to his law practice. Funston reported that the Episcopal rector, the Reverend John Hewitt, was willing to accept the principalship of the school and "give it his personal attention." Without hesitation the board elected him to the post. Also, they passed a resolution expressing their deep gratitude to Barkley for his help and efficiency in keeping the school open.

March 28, 1872, the day after the board meeting, the trustees met Hewitt in the office of John G. Freeze, and trustee and secretary of the board. Together they proceeded up the hill to the school. There, Barkley called together the students and faculty and presented Rev. Hewitt as the new principal of the Institute and Normal, whereupon, the Reverend Mr. Hewitt began his tenure with an address to the student body.[7]

Hewitt's pay was to be $800 per year plus room and board for him, his wife, children and "servant girl". Since he wished to have his laundry

done "outside" an adjustment to his salary was made.[8]

Discipline under Hewitt was much stricter. He secured from the board the power to dismiss or replace teachers, and he tightened the policy of granting students permission to leave the campus. No longer were teachers allowed to give students special privileges, or even to allow students to go down to the town. All applications for such absences from the school had to be made by the student to the principal.

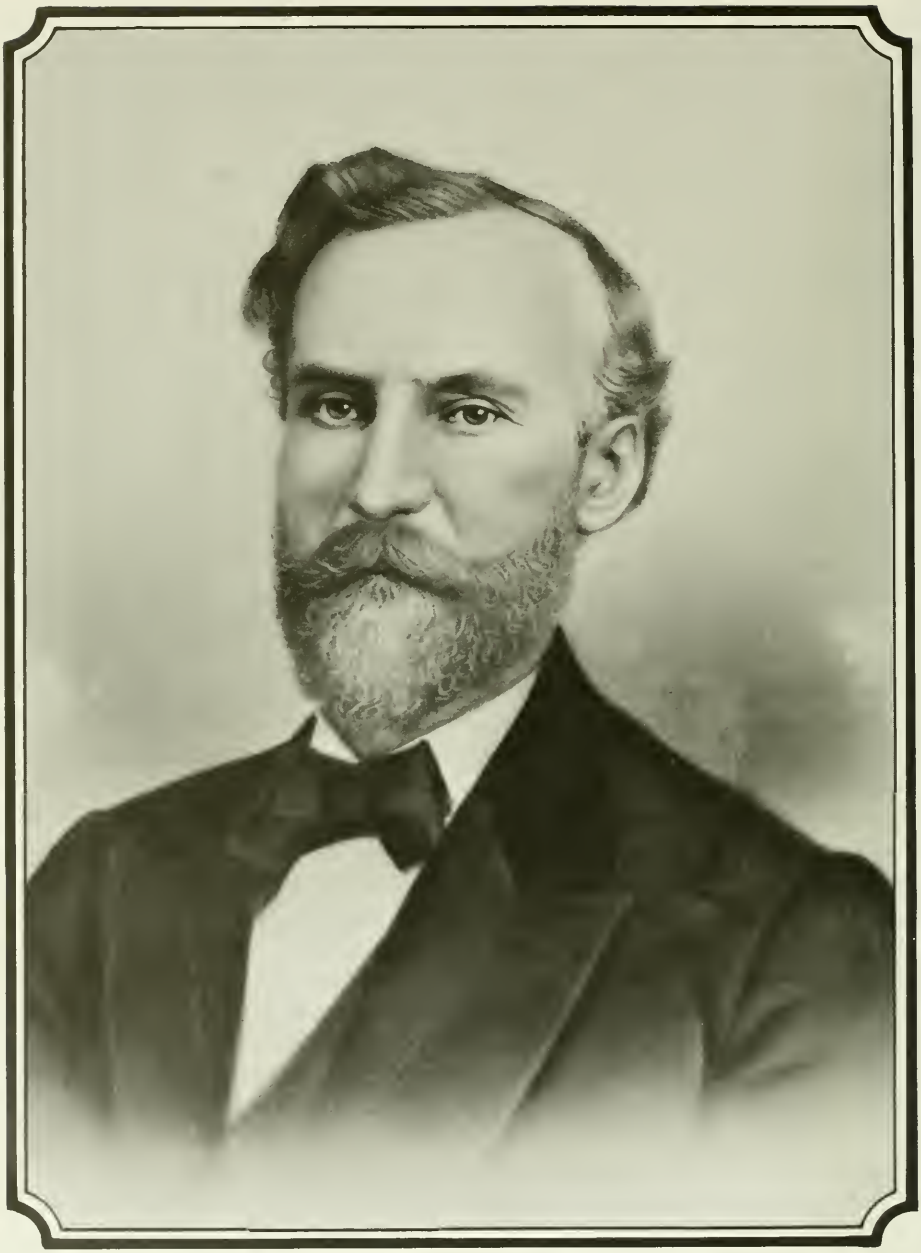
Perhaps some of the difficulty Hewitt was encountering in the school's discipline had its source in the fact that the Forks Hotel had not been removed from the foot of the hill as promised. Main Street remained blocked to the Institute grounds, and the front door of the classroom building still faced the back door of a tavern. Further, the board had found it necessary to initiate legal proceedings against the landlord of the Forks Hotel and his bartender. They had been selling liquor to students.[9]

Tuition and board for the year 1872-73 continued at $5 per week for those living in the dormitory, and this included heat and washing. Students were required to bring with them umbrellas, overshoes, towels, at least one "comfortable" and table napkins.

"Heat, washing and board" were items included in the pay scale for teachers. A Mr. Bartlett had been hired to head the classical department. He was to receive $80 per month and board. George Elwell, who lived in town, was hired that year to teach English at $70 per month and board. The music teacher was paid $50 per month and given board. If they could find a competent teacher for the model school the trustees were going to offer her $30 per month and board.

Diplomas issued upon graduation were of three kinds. To those who finished the elementary course, the degree of Bachelor of the Elements was conferred. Those graduating from the scientific course earned the degree of Bachelor of Science, and to those finishing the classical course the degree of Bachelor of the Classics was awarded. Teacher certificates were given to those students completing the normal course after they had been examined by a State Board of Examiners made up of principals from other normal schools and county superintendents. These certificates stated not only that the holders had mastered the art of teaching all the subjects of the common schools but also that they were of "good moral character" as well.[10]

At the April meeting of the board of trustees, 1873, Hewitt asked to be relieved of his responsibilities as principal of the school, effective at the end of the term. With graduation in June, Hewitt's tenure at the normal ended and he returned fulltime to the ministry in the Episcopal Church. At the board meeting at which his successor was elected, the trustees passed a resolution thanking "...the Rev. Mr. Hewitt for the able, efficient and satisfactory manner in which he (had) conducted the affairs of the school."[11]



T.L. Griswold
1873-1877

Chapter 4

T. L. Griswold

System & Solvency

When the trustees convened their meeting on the evening of June 14, 1873, again they had before them the important business of filling the office of principal of the Bloomsburg Literary Institute and State Normal School. The board had received three applications. One had been a voice nomination of a local citizen by a trustee. The other two were by letter, one from a professor at Mansfield, Pennsylvania, and the other from a professor at Oswego, New York. Discussion of the applicants was thorough and time consuming. Finally that evening, when the votes were tallied the professor from Oswego, New York had a simple majority of six votes and was declared duly elected. The secretary was instructed to write to Dr. T. L. Griswold informing him of his selection and asking him to begin his work in Bloomsburg as soon as possible. Specifically, he was to be asked to attend the board meeting scheduled for June 26.[1]

Griswold accepted the position and the conditions under which he had been elected. His salary was to be $1,800 per annum "...guaranteed by the Board for the first year..." and he was to receive one half of the net income if there should be more than the $1,800. Boarding, housing and laundry for him, his wife and family were valued at $600 per year and that amount was to be deducted from his salary.[2]

When the Griswolds moved to Bloomsburg the population of the fast growing community numbered about four thousand. In 1870, by legislative action, it had been made the only town in Pennsylvania. It gave the appearance of a prosperous, quiet and beautiful village, and had the advantage of being reached by good roads and by rail. The Lackawanna and Bloomsburg Railroad came into the town. Just two miles away, at the Rupert station of the Catawissa Railroad, omnibus service to Bloomsburg was on a daily basis. Other conveniences within the town were its banks, stores, hotels, churches, telegraph service and all the legal aid usually available in a county seat.

Griswold is listed among the faculty that first year as "T. L. Griswold, A.M. and M.D., Principal, and Professor of Mental and Moral Science, and

Theory and Practice of Teaching." Being a physician as well as an educator, he taught the physical culture classes, too. He stated that he believed a healthy mind could be found only in a healthy body. Mrs. Isabel H. Griswold also was part of the faculty. She was listed as "Assistant Principal" and she taught bookkeeping and history.

Each morning the entire school assembled in the chapel for morning devotions, and each evening after supper, they gathered again for "Chapel Exercises." Following this, the students went directly to their rooms and to their books, remaining there until the bell rang at nine o'clock to end the study hour. They were not allowed to visit in other rooms or leave their floors. Also prohibited in all the school buildings were "...roughness of conduct, shouting and boisterous laughter." Students were not allowed to miss meals without permission and strict attention "...to table etiquette..." was the order each day. These were just a few of the rules under which the "116 Ladies and 156 Gentlemen" lived that first year of Griswold's tenure. Another rule, strictly enforced, said that young men and young women were not allowed to "...pause or loiter for conversation with each other in the Halls, Society Rooms, Dining Room, or Parlors," unless they had permission to do so.

At that time, the society rooms where men and women were not allowed to loiter were in the dormitory building. There were two such parlor-like rooms, one for the Philologians, and after Griswold came, one for the Calliepians. Each organization was known as a literary society and each had its own enthusiastic following among the student body. The Philologians, having founded their society in 1866, had a well-furnished meeting room and a fine start of a library. They were a well established institution on campus when Griswold came. But in 1874, June 1, to be exact, six Philologians members resigned and organized a new society. In those days faculty not only acted as chaperones and sponsors but could be elected to full membership with all its privileges. Mrs. Dent and Mrs. Griswold were the first teachers to be chosen for this honor by the new order. Using the Greek word meaning "beautiful speech" the members of this new organization named itself the Calliepian Society. The rivalry that grew between these two literary groups on campus—sometimes comic, sometimes bitter—lasted until they disbanded.[3]

During the tenure of Griswold, he concentrated on strengthening the normal course. Part of his philosophy for running a normal (and he stated it often) was that "...the distinctive object of the Normal School is to TEACH TEACHERS for the Profession of Teaching and through them to affect improvements in the Common and High Schools of the State." Not only did he insist on knowledge of the subjects to be taught in the public schools, but he introduced new methods courses, and courses in school organization and management. He insisted on very strict supervision of practice teaching in the model school—which consisted of forty-five minutes of planned instruction by normal students each day of their

senior year.[4]

Saturday afternoon, September 4, 1875, fire started in the dormitory and within two hours, the building was completely in ruin. The devastated building had been insured for about $30,000, less than half its value.

Remains of dormitory after fire of September 4, 1875.

The Monday morning after the fire, members of the board and many interested citizens met in the Court House. The Reverend Mr. Tustin acted as chairman, and three other members of the community acted as secretaries, W. W. Jacoby, F. Cooley, and James C. Brown. The meeting had been convened to determine a course of action to be taken by the stockholders and the board of trustees. First Judge Elwell addressed the group. He was followed by Dr. Griswold, and Griswold by Rev. D. J. Waller, Sr. Others briefly offered opinions and the consensus arrived at was to rebuild on the old foundation as quickly as possible.

Committees were appointed. The first one was to procure a building or buildings suitable for housing students and faculty. Throughout the town, families had opened their homes to students and faculty over the weekend. Now, more permanent arrangements had to be made. Another committee, headed by Dr. Griswold, was to procure aid for the students. Most of them had lost their clothing, their books, their keepsakes. A committee of townspeople was appointed to secure subscriptions for rebuilding and a committee of board members was to seek immediate payment of the insurance claims.

The board of trustees met several nights consecutively, with the

members using their daytime hours to carry on the required work of their committees.

The insurance claims were estimated at $30,000, and the committee which had been instructed to ask for immediate payment reported that the company would pay at once if an abatement of one percent were accepted. Full payment could be received only if the board would agree to wait until later for settlement of its claims. The board voted for immediate payment with abatement.

Within a week of the fire, the faculty, at a meeting with trustees, submitted a proposition concerning their salaries and housing: if the board would provide housing, their salaries from the time of the fire through February, 1876, could be pro-rated, according to their contracts, by 50%. After February, and for the rest of the school year, their salaries would be as originally agreed to by the board and the individual teacher. The trustees gratefully adopted the plan.

Among the early trustees when the frustrations of personally meeting the financial demands of the school seemed nearly insurmountable, or when a tired and overworked majority had to deal with a recalcitrant or unsympathetic minority, the custom seemed to be to pass a resolution. By the end of September, the burdened and loyal members of the board did just that:

> Resolved: That the new trustees elected by the stockholders be invited to join in the liabilities of the old and original Trustees; and in case they decline to do so, they are hereby requested to resign.

The resolution was adopted—with one dissenting vote. (At the next meeting, two members resigned.)

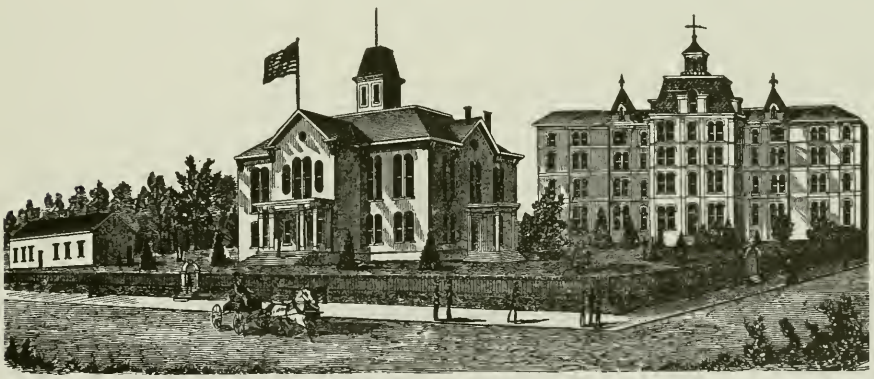
By mid-October the old bricks had been cleaned and stacked, the architect's drawings had been approved and the bid of John Sterner to build had been accepted. When completed the brick structure would be four stories high, and using much of the old foundation it would be built this time in the form of the letter T.[5] The front of the building (facing west) would measure 162 feet, and the stem of the T would be a wing extending to the rear 75 feet in length. It would be heated by steam and lighted by gas. Two bathrooms on each floor would assure those living there of "pure, soft, running spring water."[6]

October 30, 1875 the cornerstone for the new dormitory was laid. It rained heavily most of the day. Nevertheless, a large number of people gathered in the auditorium of Institute Hall for the program which preceded the actual ceremony of putting the stone in place. There was music by the band; the Glee Club sang; and four speeches were given, one by Judge Elwell, one by Robert P. Allen of Williamsport, one by the Rev. Dr. McCrow, and one by Dr. Griswold. Then a procession formed and, in the rain, moved to the corner of the building where the stone was to be laid. The old metal box from the cornerstone of the original building was

opened and to its contents which had been placed there in 1868 were added a "memorandum of the fire," a copy of the town weekly, a copy of the school paper, catalogs, programs, and "...a Hebrew sentence..." Then the metal box was put in place in the cornerstone and construction could continue.[7]

Before the fire, several large classrooms in the boarding hall had been used to provide space for a model school. If all the functions of the normal course were to be carried on during the rebuilding, provisions would have to be made for practice teaching. The board decided the best way to meet this situation was to erect a frame building of a permanent nature on the school grounds expressly for the purpose of housing a model school. One story high, it was to be 72 feet by 24 feet with its long side facing the present Penn Street.[8] This building came to be called Hemlock Hall. (It stood north of Institute Hall in the area which would become the Memorial Pinery. Part of it may have been on a portion of the site of the present Schuylkill Hall.)

At two o'clock April 6, 1876, just eight months after the boarding hall fire, a large audience gathered in the auditorium of Institute Hall for the dedicatory ceremony for the new dormitory. First there was an address by ex-Governor Pollock; his speech was followed by one by Dr. Griswold, and his by one by Rev. D. J. Waller. Those assembled then proceeded to the new building where they spent much time inspecting the new facilities and admiring the new furniture.[9] (The total cost of the building, the original part of what came to be known as Waller Hall, was $47,674.72, and was lived in by thousands of B.S.C. students until its removal in 1974.)



Institute Hall (later Carver Hall), flanked by Hemlock Hall (left) and re-built dormitory (later Waller Hall).

Affairs at the school seemed to be progressing well. The enrollment continued to increase and for the first time in the history of the school the income was sufficient to meet the expenses. Support for Griswold and

agreement with his policies seemed wide-spread in the community. The weekly newspaper, published March 23, 1877 carried a long letter from "Patron," a citizen of the town, who had visited the school the previous week to attend the Friday afternoon exercises. (Every Friday afternoon was devoted to these, and no pupil was exempt from taking part.) "Patron" had noted that the young men and women who had been appointed critics were very superficial in their judgments. Dr. Griswold, jumping to his feet, "...dissented, pointing out shortcomings..." the students had overlooked. "Patron" commented further that Griswold practiced "what he preached" and said the school was fortunate to have at its head a man so able, efficient, highly educated, cultured and conscientious as Griswold. Further, the letter called him "...a model of a Christian gentleman."[10]

Yet the evening of the same day that that newspaper was published, at a meeting of the trustees the president of the board stated that he understood the meeting had been called to look into reports circulating throughout the town concerning the moral and religious teachings at the school. It was rumored Dr. Griswold was teaching Spiritualism. Dr. Griswold was permitted to make a statement to the board. Then a committee of five was appointed "...to inquire into the matter of charges which had been made prejudicial to the religious and moral government of the school." The committee consisted of Charles Buckalew, John Funston, Leonard Rupert, Samuel Knorr, and Elias Mendenhall.

Business at the board meetings in April, May and June was mostly of a financial nature, most of which concerned debts owed to Griswold. In April an order was drawn to him for $847.20, a repayment of an $800 loan plus $47.20 interest. At another meeting he was given $515.61 to reimburse him for money he had advanced for furniture. By June, Griswold was claiming the board owed him an extra $1,000 as his share of the net profits of the school.[11]

On June 29, the board met again, and the committee of five was ready to present its findings on the spiritualism question. The report was divided. Buckalew, Rupert and Mendenhall presented a preamble and resolution which simply recommended that at morning and evening chapel services the Scriptures should be read without comment. The majority report stated that because Dr. Griswold had been ill and because so many of the committee were attorneys, tied up with the business of the May term of court, the work of the committee was late in being reported. The newspaper had noted that Dr. Griswold was so ill he had been confined to his bed. His sickness was said to be of a nervous nature. He had been unable to attend commencement in June and had put Professor Burrows in charge.[12]

The committee had had thirteen meetings and had talked to thirty-two witnesses. At the end of their report, the majority spoke of the matron at the school. It was said she had recommended a female doctor to the wife

of a professor, and the wife upon sending a snip of hair to the doctor had received a prescription of medicine to cure her disease. When the matron's husband (a professor at the Normal) was asked about his belief in such doctoring he said he didn't know whether the doctor could or could not prescribe after noting a snip of hair. He said he would have to study the matter further.

The committee majority wished to make another point concerning the faculty member who had spoken to the newspaper about the situation. Not only had he been ill-advised, they felt, but he had been disloyal to the institution employing him. Why, the committee asked, hadn't he gone to the trustees first? They were the only body legally able to do anything about the situation.

The minority report handed in by Knorr and Funston quoted at length from their interview with a well-liked and highly respected professor at the school. He told them that in Chapel Griswold had said "...the progressive minds of the ages are destined to crush out all the theological organizations of the day." Another time Griswold supposedly spoke to the students in Chapel saying, "I place very little estimate upon the pulpit trash of the day—only such men as Beecher and Chapin are entitled to notice and credit." But when the minority part of the committee heard that he had said, "we are now in as good a heaven as we shall ever be" and had added that our "sins are only physical infirmities" the two men who were the dissenting part of the committee felt Griswold had gone too far. According to the professor being quoted, the same kind of teaching was being presented in Griswold's classes. Such teachings, it seemed, were beginning to unsettle the convictions of some students who were questioning and seeking guidance from other members of the faculty.

The Griswolds, both of them, were being accused of knowing well the female clairvoyant doctor in Philadelphia, and of agreement with the nonsense about her. In fact Griswold was supposed to have recommended her, too. This doctor in Philadelphia was a believer in free love, and it was said she was living with some one other than her husband. Letters of inquiry had been sent concerning her, and the replies had not been to her credit, so ended the minority report. No actions on the reports of the committee were taken that night.[13]

A few days later the board met again. This time they convened to consider the report of the committee on discipline and instruction pertaining to the hiring of teachers for the coming year. The trustees decided not to accept the report of the committee as a whole, but to vote on each name individually. For principal, Dr. T. L. Griswold: The vote was "...yeas, 8; nays, 9." For teacher J. W. Ferree: "...yeas, 7; nays, 10." For teacher, H. E. Barrett: "...yeas, 6; nays, 11." At this point, "Mr. Buckalew moved that the report be laid upon the table."[14]

Ten days later, July 17, 1877, the board met again to proceed with the election of a faculty. The first name presented was that of D. J. Waller, Jr.

to fill the vacancy of principal created by the board's failure to re-elect Griswold. Waller was chosen by a vote of 11 for, 7 against. At that same meeting, William Noetling was elected unanimously to head the normal department and the application of J. W. Ferree, upon being reconsidered, was acted upon favorably. The selection of the rest of the faculty followed.[15]

But that was not the last of the board's relation with Griswold. At first he refused to leave his living quarters at the school until the board met his claim of nearly $2,000. This claim was based largely on the agreement between him and the board that the net income of the school—over his salary of $1,800—would be divided equally. The case dragged on and on. Adjustments were arranged only to become unacceptable before a note could be drawn.

When Griswold left town, his attorney, John G. Freeze, a member of the board who had resigned at the surfacing of these problems, carried on the fight to collect the money Griswold claimed was due him. Bit by bit and small sum by small sum, the board reimbursed Griswold.

By September, 1878, the trustees had additional worries. In combination with Griswold's legal affairs, action had been taken by I. W. McKelvy and by Rollins and Holmes for debts incurred by the board for materials and work done at the time of the rebuilding of the dormitory. These financial problems were so pressing that both the lawyers for and against the school scrambled to find solutions. One suggestion from Griswold was that part of the regular state appropriation to the normal school be sent directly to him from Harrisburg. When this proved unacceptable to the board, the three creditors foreclosed, and negotiations for a second sheriff sale were begun.

Immediately, when the plans were completed, the trustees sought a postponement of the sale. The sheriff agreed, setting no definite date, and the board found itself with a little more time to keep working toward a solution. When a special appropriation of funds from Harrisburg came through in the fall of 1880, the accounts with McKelvy and with Rollins and Holmes were settled, and enough money was left to pay the claim remaining with Griswold—plus cost and interest—a matter of some $576.

In the meantime, for a period of three years, the Bloomsburg Literary Institute and State Normal School had been expanding, running smoothly and developing an exceptionally forward-looking educational program under the leadership of D. J. Waller, Jr.

Down Main Street from the Normal (c. 1900).

Bloomsburg from the Normal Cupola (c. 1900).

David J. Waller, Jr.
1877-1890

Chapter 5

David J. Waller, Jr.

Dignity & Distinction

David Jewett Waller, Jr., born June 17, 1846 at Bloomsburg, was from a distinguished and influential family in the town. His father, the local Presbyterian minister, had been supportive of the Normal since its founding as an academy at Jefferson and Third Streets in 1839.

Waller's first primary schooling had been with Mrs. Drake at her school on Main Street. Then, for several years prior to the incorporation of the Bloomsburg Literary Institute, he had attended the classical school of B. F. Eaton in the Primitive Methodist Episcopal Church. In 1860, at age 14, Waller was sent by his family to Media, Pennsylvania, to study at the school of the Reverend Dr. Gayley. One year later, he enrolled in the preparatory department of Williams College, his father's Alma Mater at Williamstown, Massachusetts. A severe illness interrupted his studies there and continued to keep him from school for the next three years.

When Henry Carver reopened the Bloomsburg Literary Institute in 1866, D. J. Waller, Jr. was among those enrolled, and he continued at the school until his graduation in 1867, as a member of the first class to finish at the Institute after it became permanently located on the hill.

Following graduation, Waller entered Lafayette College with advanced standing and after three years of study, received a Master of Arts degree. While there as a student, he helped establish the first yearbook for Lafayette, earned membership in Phi Beta Kappa, served as president of his class, received the Fowler Prize for "proficiency in English Philology" and spoke at the commencement exercises of the Class of 1870. The year following his graduation he remained at Lafayette as a tutor of Latin and Greek.

Then in preparation for the ministry, Waller entered Princeton Theological Seminary, but after one year there, he transferred to Union Theological Seminary, New York City.

The year 1874 was a big year in the life of D. J. Waller, Jr. He completed his studies at Union, married Anna Appleman of Bloomsburg and was ordained into the Presbyterian ministry. He accepted the post of pastor of

the Logan Square Presbyterian Church, Philadelphia, and "...it looked like the beginning of a clerical career which held great expectations, both professionally and domestically..."[1]

However, the young Wallers had been in Philadelphia less than two years when the entire family was stricken with diptheria. Both Waller and his wife contracted severe cases and their infant daughter died from the disease. Recovery for Waller was very slow. Upon the recommendation of his physician he gave up his preaching duties, left the city and with Anna returned to the Bloomsburg area. After resting for a time, and preaching now and again throughout the region, he accepted the Orangeville-Rohrsburg-Raven Creek Charge, a charge which included Presbyterian churches in each of those small communities—all within driving distance of Bloomsburg.[2]

One afternoon, early in the summer of 1877, as Waller and his wife were returning from a drive in the country, they were stopped by another horse-drawn buggy driven by Daniel A. Beckley. After an exchange of greetings, Beckley remarked that he had been enroute to visit Waller on a matter of business. They arranged to meet later that same afternoon in the office of Waller, Sr. in town.

There, on behalf of the board of trustees, Beckley asked Waller, Jr. to consider the principalship of the normal school. At first, remembering his family's ties with the school, Waller was inclined to accept the position. However, he was skeptical of the offer, also. Throughout the town rumor had it that the normal school board was seriously divided because of the Griswold controversy. Furthermore, Waller was happy with his pastoral duties.

Waller hesitated. Some board members wondered why. Upon learning that Waller was not allowing his name to be placed in nomination because of the division among the trustees, Judge William Elwell, long-time president of the board, sent a letter to Waller saying that he personally could and would guarantee the cooperation of the trustees.[3]

At the board meeting July 17, 1877, Waller was elected principal of the Bloomsburg Literary Institute and State Normal School. When counted, the vote stood at 11 for, 7 against—quite a difference from the unanimity he had been promised and had hoped for.[4] However, the local press, in a news item about the reorganization of the faculty, spoke of Waller by saying, "He brings to his new field experience as a teacher, sound judgment, and the united support of the community."[5]

When Waller became principal, he headed a faculty of 12 and a student body of 288. A campus of 10 acres held three buildings—Institute Hall (now Carver Hall), the dormitory (later to be old Waller Hall), and the model school (the one spoken of as Hemlock Hall). Students paid $210 for tuition and board, including laundry and heat. "In addition," the catalog noted there would be "...a slight charge to each boarder for gas, each student being charged only for the amount burned by himself."[6] At the

opening of school each term the students were warned, "Don't blow out the lights." Most came from homes with kerosene lamps, so, since the dormitory rooms at the normal were lighted by open gas jets this was no idle warning. With each room metered the student practicing small economies made sure he extinguished his light as soon as he finished his studying.

Once more, under Waller, the school began to increase in enrollment and academically became a model of an educational institution. It was spoken of as having a beautiful and "healthful" location with a "magnificent view. The school at present offers the best facilities for professional and classical learning. The Rev. D. J. Waller, Jr., A.M., Principal, has by very close attention brought this school to its highest perfection."[8]

Faculty cooperation was high during these years. Often discussions at faculty meetings led to decisions on discipline or the setting up of policies for student activities. After opening prayer by the principal, the faculty secretary of the day, noted in the Minutes the names of those members absent and recorded the names of those members who came to the meeting late. Student deportment was a usual topic of discussion, and often regulations regarding it were decided upon at these faculty meetings. For example, at the weekly faculty meeting early in October, 1877, new rules were made governing the activities of students when not in class. "Dinner over at 7 o'clock," the regulations began. "When leaving the dining room, the students are required to pass in order as from Chapel —ladies first and gentlemen following." Quiet hour was to be from "2 to 4 o'clock in the afternoon; from 4 to 5½ o'clock," there was to be "freedom to walk about the grounds, visit rooms or sing in (the) Chapel."[9]

It had been the custom for principals of the school to live in an apartment of the dormitory with board and laundry, heat and light provided. Upon his election to the principalship, Waller had moved his family to the campus, but, by the spring of 1881 the confines of the job had begun to produce a strain on Waller's health. He asked permission of the board to move from the school and reside within the town. The trustees agreed, and for good measure added $220 to his salary—an allotment for living expenses for himself and family.[10]

By the summer of 1881 the Normal was in the Courts again. This time, the litigation was "Judgment No. 236", also known as "Mans vs. School". This seems to have been the case of George V. Mans seeking payment of a debt of over $1,200. Very little is recorded of this action against the school, but when at its meeting July 27, 1881, the board was told another sheriff sale was impending, the trustees ordered a draft of $800 in partial payment. With this, the sheriff agreed not to advertise the sale until just before the date to sell, giving the trustees a little more time to gather together their resources. By October 1881, with a draft for $552.80, the board paid the Man debt in full, plus costs, and closed the books on the

third and last threat against the school by sheriff sale.

The first telephones on campus were installed in June, 1882. At its meeting May 30 of that year, the trustees discussed the convenience to be had by putting telephones in several offices and "...unanimously resolved that [these] instruments should be put in the School..."[12]

After the beginning of the year 1884, it was noted that each time Dr. Waller addressed a group of new students he warned them of the danger of going from room to room by way of the windows. Sometimes, to emphasize this point, school authorities pointed out to the student body that the board of trustees had, in the written accounts of their meetings, a resolution which stated, "...that any student found passing from one window to another in the Dormitory Building of the Normal School shall be suspended or expelled in the discretion of the Board."[13]

This drastic action had been taken after a fatal accident occured on campus at the end of January, 1884. One evening a young man living in the dormitory had been visiting a room on the third floor and had not remembered to take his hat with him when he returned to his room on the second floor. Soon after breakfast the following morning, he went to the third floor room for his hat. The door was locked and his friends were gone. The occupants of the next room were out, too, but the door was unlocked. He entered the unlocked room, and, in attempting to enter the adjacent room through its window, stepped on the icy sill and fell to the frozen ground below. Death came before his parents could arrive in Bloomsburg from their Jerseytown home a few miles away.[14]

By the middle of 1885 it had become apparent that the growth of the school had caused overcrowded conditions in the classrooms on the campus. If the institution were to fulfill its purpose and move ahead in the field of teacher preparation, an additional building was needed for a model school. At the June meeting of the board, after some general discussion, the committee on grounds and buildings, along with the principal, was requested to study the need and present to the board at the next meeting an estimate of costs for construction of a new classroom building.

By September the plans of the architect (a Mr. Bruglar) had been adopted by the trustees and the committee had been instructed to advertise for bids. The location of this instructional building was to be between Institute Hall and the north-western corner of the dormitory. On October 19, when the bids were opened, the contract was awarded to the company of Charles Krug. The bid price was $12,485, with the contract stipulating that the building be completed by July, 1886.[15]

Work was begun immediately. It would be a two-story brick building, 79 feet by 89 feet, containing 26 classrooms. Twenty would be small recitation rooms in which Normal students would teach 45 minutes each day of their senior year. These recitation rooms were large enough for only 5 or 6 pupils, the student teacher and a supervisor. Six other, larger, ordinary-size classrooms completed the layout of the building, and were

said to be planned so that they would be "...well supplied with light, blackboard surfaces and other essentials." The six large classrooms would have a raised platform at the front for the teacher's desks.[16]

Meanwhile, as happens with every public institution, particularly those engaged in the preparation of teachers, the Normal found itself being criticized by the local press. By the end of the year, 1885, the two weeklies of Columbia County had entered into a debate about the methods courses being taught at the Normal School, especially in reading and arithmetic. In mid-December an editorial in *The Columbia County Republican* attempted to answer a letter from "Justice" which had appeared in the previous week in *The Columbian*, the county's Democratic paper. "Justice" who had defended the "new" teaching methods was believed to be the head of the department of methods—at that time Professor Noetling. The editorial pointed out that in some communities, school directors had been so concerned with the poor results of teachers using modern methods in the classroom that these directors had overruled the school administration and had insisted on the return to the old ways. "...teaching the alphabet systematically... and... mental arithmetic." The editorial went on to say,

> Our schools are deteriorating notwithstanding the majority of teachers over the last 6 or 8 years have been graduates of our Normal School... We do not desire to be in a fight against our Normal School. There are members of the faculty that are renowned for their literary culture and refinement but if it designs to prosper it must modify the methods of instruction the graduates are directed to employ. The number of pupils who have been sent out from its walls to experiment with "new" methods upon the childhood of the land is now already too large...

There was more of the same in the rest of the editorial.

Waller had just returned from County Institute at Lancaster, where he had been the featured speaker, when the December 24th issue of *The Columbian*, with its editorial, rolled off the press. Though usually aloof to all local controversy, Waller felt this was an unusual and grave situation. His leadership of the school had been attacked, and clearly, he saw the challenge. His letter to the Editor follows, in part:

> Mr. Editor: While all matters of public interest are proper subjects for discussion and public servants for criticism, it has become evident that controversy conducted in rival newspapers... may degenerate in acrimonious personalities. It does not therefore seem to me wise to enter into the present discussion about methods in the Normal School. Nor would I enter into the excited talk of a very earnest few upon the street involving old and settled questions.
>
> But when you assert upon your own responsibility that the management or system of teaching in the Normal School in recent years have injured its reputation and discredited its diploma, silence upon my part can no longer be preserved with self-respect.

One of two things is obvious. Either your position is a mistaken one, and has been rashly assumed against an institution of importance, at least at home, and ought to be withdrawn, or a thorough revolution in the administration of the Normal School is imperative.

Neither the Trustees nor the Faculty will evade or stifle a full and calm discussion of this question.

The spirit of your editorial was in striking contrast with that evinced toward the School and its methods by one of the largest and finest County Institutes in the State from which I had just returned when *The Republican* came to hand, and where more than fifty of our graduates have most enviable standing as accomplished and successful teachers.

David J. Waller, Jr.

The letter ended the debate.[17]

The contract for the new model school building, specifically, had called for a finishing date of July 1, 1886. Yet the following October, with the added classrooms so badly needed, the school was having difficulty with the contractor about completion of his work. At one point the board threatened to hire other workers and charge their wages against Krug and his local bondsman. While the construction continued slowly, a final change, or addition, was made to the building. For many years to come it would serve not only as a convenience to the school population but for generations of Bloomsburg graduates, it would be fond topic of conversation at reunions. A wooden covered bridge was built connecting the second floor of the classroom building with the second floor of Institute Hall. The original cost was $750 and for years it enabled the students in the model school to go to classes or chapel in Institute Hall without troubling to dress for the out-of-doors. (This bridge, spanning the walk from East Second Street to the back campus, was in place and in use until 1939.)

As on the campuses of similar colleges of that day, discipline was strict. Perhaps by today's standards it would be considered extreme. One spring day, the main discussion at a faculty meeting centered around several seniors who had "deliberately disobeyed regulations" as to Sunday quiet hour. The decision was that these seniors should be "put upon the campus" until senior examinations late in May.

When a young lady from the dormitory and a young gentleman student had gone "together without permission to the Catholic Church," they, too, were "put upon the campus."

The young women of the school wished to play ball outside in nice weather. One of them carried their request to use the ball field to a weekly faculty meeting. After the question was presented a thorough discussion took place as to the propriety of girls playing on the boys' field. It was thought best that the girls be given the "privilege of using the open space below the grove."

After the purchase of the grove another question arose at faculty meeting. What would be the best time of day for the girls to stroll in the

grove? "It was, on motion, resolved that the gentlemen have the forenoon and the ladies the afternoon till teatime."[19]

Life at the Normal was not all grimness, gloom and strict compliance with regulations. Always at a boarding school there is one prankster, at least. Such a young man was on the B.S.N.S. campus in the 1880's. One afternoon when he had nothing to do, he decided to take a nap. He dreamed he saw all the chairs in the chapel marching around the room. The chairs climbed to the belfry and went out on the roof where they performed a war-dance. When the young man awoke he revealed his dream to a few trusted friends, and he and his allies decided to put all the chapel chairs around the belfry that night.

At 1:30 a.m., after removing the chairs from the auditorium, the boys found the belfry door locked. Quickly they carried the chairs back to the chapel and slid them under the rostrum. By 3:30 a.m. all the young men were back in their beds.

Next day, a bright, sunny June morning, the student body and the faculty trooped into the chapel for prayers and opening exercises. The entire assembly room was without furniture—except for one chair. With

The B.S.N.S. faculty of 1887: (first row, from left) Dora A. Niles (drawing and painting), Enola B. Guie (physical culture and education), William Noetling (rhetoric, theory and practice of teaching); (second row) the Rev. David J. Waller, Jr., principal; Bessie Hughes Racer (arithmetic and grammar), Sara M. Harvey Bakeless (model school), Gertrude LaSchelle (model school); (third row) I. W. Niles (music), J. G. Cope (mathematics and botany), Charles H. Albert (arithmetic, geography and bookkeeping), George E. Wilbur (higher mathematics and history); (fourth row) J. W. Ferree (natural sciences), Francis Howe Jenkins (grammar and composition) and H. A. Curran (ancient and modern languages).

the calmness which had become his trademark, Waller climbed to the podium and noted that since there were no chairs, the school would stand for worship.

The school authorities had great difficulty finding the chapel chairs. The search continued day after day, until one afternoon in going to the rostrum on the platform, Dr. Waller noticed the rug was loose. Upon investigation, he found the chairs. (Years later, in recounting the story, Waller remarked that he knew there was some shred of honor among the boys; the only chair not taken was the one for a little lame girl who attended the Normal. Too, Waller said that always he had wondered how "the dreamer" had been able to get so many chairs in so small a place in so short a time! As for "the dreamer"? He became a Methodist minister.)[20]

Some desirable land adjoining the campus became available and throughout the late summer and fall of 1888 much discussion in board meetings centered around ways and means to buy this land. Col. John G. Freeze owned one parcel and he was willing to sell. In looking ahead to expansion for the school the trustees liked what they saw in the 3¼ acres. It had a beautiful oak grove covering nearly three of the acres and was adjacent to the northern and western boundaries of the campus. By the end of October the board decided to accept the recommendation of the committee on grounds and buildings and authorized the purchase of the Freeze land for $3,500.[21] (On much of this acreage, over the next century would be built Science Hall, part of Schuylkill Hall, the edge of the Pinery, part of Northumberland Hall, a maintenance building, a power plant, a laundry, and the Pergola. At one time, a small greenhouse and a small lagoon were partly in and partly out of this purchase.)

Yet, within the matter of months, when the school's administrators and the board of trustees began planning another building program, it was decided to extend the capacity of the dormitory rather than to construct a new building on the recently bought land. The decision was to add a wing 43 feet wide and 103 feet long to the rear of the dormitory T. This would serve to enlarge the dining room and kitchen, and on first floor where the wing ran out to East Second Street there would be a room suitable for manual training, a course which had just been mandated by State law.

The contract for the addition was let to Thomas E. Gorrey August 5, 1889 at a cost of $20,300. Money was tight. In order to pay the bills, loans had to be taken, always with security guaranteed by the individual members of the board. For this building, one note was backed by C. W. Miller, Levi Waller, Mr. Funk, and Mr. Billmeyer of the board. Another loan was secured by Trustees Drinker and Shock and D. J. Waller, the principal. The final loan needed for this construction was made after 15 local citizens obligated themselves for the sum of $5,000.[22]

Through all the difficulties of raising money, never did it occur to the members of the board to limit the expansion of the school or decrease its activities. And so, once more in 1889, on July 15, the trustees completed

negotiations which had been going on for months for the purchase of eight lots on the south side of East Second Street, four lots east of Wood Street, and four lots west of Wood Street. The price of the eight lots was $4,525.[23] (Many graduates will remember these plots as being across the street from Long Porch with flower beds in full bloom from spring through fall. Recent graduates will locate these plots as the site of Elwell Hall.)

Nor was this board of trustees which worked so closely with Waller interested only in the physical set-up of the institution. They worked just as hard for high academic standing as they did for construction of new buildings or the buying of land. Professor Noetling asked for and received "Solar Camera" for use by his classes. When a military company was organized on campus, swords, belts and other articles of equipment were purchased.[24] In support of the literary societies' effort to establish a reading room (library) the board provided books, space, and periodicals. A chemical laboratory was fitted up, and additions were made to the specimen cabinets in the biology department, all of these while the School was receiving very small allocations from the State.

It was during this year of growth and expansion (1888-89) that the prayer meetings of the men students and those of the women students developed into the organization of the Y.M.C.A. and Y.W.C.A. on campus.[25]

In March of 1890, Governor Beaver appointed D. J. Waller, Jr. superintendent of public instruction to fill the vacancy in that position caused by the death of E. E. Higbee the previous December.[26] At the March meeting of the trustees, after the transaction of routine business, Waller excused himself and William Neal, president of the board, read Waller's letter of resignation. The relationship and cooperation between principal and board had been extremely cordial and supportive for thirteen years. Though all wished Waller well and felt the entire school had been honored by his appointment, his impending departure was keenly felt.

Communication after communication was read that evening at the board meeting. When the rumor of his leaving spread, alumni, townspeople, county patrons, interested neighbors and businessmen wrote to the trustees urging the board to keep Waller at the Normal. The faculty, as a whole, prepared a letter which each teacher signed. Students, individually, and as members of classes and campus organizations wrote letters telling of their need for Waller to remain—for his inspiration to students, for his counsel and guidance. The senior class prepared a very whereas-ish letter asking the board to keep Waller by "making it too advantageous for him to leave."

Despite all these communications the board accepted Waller's resignation with deep regret, appointed a committee to frame "an appropriate and proper resolution" to be sent to Waller, and ask the committee on instruction and discipline to begin search for a new principal.[27]

Judson P. Welsh
1890-1906

Chapter 6

Judson P. Welsh

Expansion & Service

July 3, 1890, at Commencement exercises at the Normal School, D. J. Waller, Jr. ended his tenure by handing the keys of the institution to William Neal, president of the board of trustees. In turn, Mr. Neal passed the keys to Judson P. Welsh, principal-elect "who was thus installed as Principal of the School."[1]

Welsh had been elected at the board meeting April 10, 1890. After a short period of time during which he and the trustees were in correspondence about salary, Welsh and his wife agreed to come to Bloomsburg State Normal School for $2,000 per year with living accommodations furnished. He would be chief administrator and she would head the department of elocution.[2]

Judson P. Welsh had been born in 1857 in the stone house which still stands beside Green Creek on the family farm near Orangeville. He graduated from the Orangeville Academy in 1874 and from the Bloomsburg Literary Institute and State Normal School in the normal course in 1876. He earned a B.A. degree from Lafayette College in 1882 and then accepted a teaching position at West Chester State Normal School. The next year, he married Alma Sagar, also a teacher at West Chester.[3] During the next eight years, as Welsh taught and filled the post of vice-principal, he became widely known as a writer. He was the author of a popular textbook, *Practical English Grammar*, and he wrote many articles for magazines on the subjects of English and Pedagogy.[4] Meanwhile he continued his studies at Lafayette, receiving his A.M. in 1887, and his Ph.D. in 1891, a year after he became principal at Bloomsburg.

Welsh moved his family into the apartment provided at the school in the summer of 1890, but soon he began building a house on the family farm near Orangeville, which for many years would serve as his summer home. This proved very convenient, for besides being within driving distance of Bloomsburg Normal, Welsh had the space and equipment to carry on his hobby—the raising of prize poultry and pure-bred cattle. (He was the first

owner of a pure-bred herd in Columbia County and was considered an expert in this field.)[5]

With the coming of Judson P. Welsh to the campus, many changes took place at the Bloomsburg Literary Institute and State Normal School. He carried out the plans begun under Waller for implementation of the course in manual training. Practically everyone in the school was obliged to take it—men and women of the normal and preparatory courses, as well as boys and girls of the model school. Accidents happened very infrequently in the class, but one accident drew much attention and was reported thus:

> Mr. Seeley tried to shake hands with a circular saw in the manual training room the other day. The saw wasn't injured in the least, but Mr. Seeley has felt cut-up about it for some time...[6]

Additional commercial courses were put in the curricula for those wishing terminal courses and for those wanting preparation for teaching commercial subjects. Previously, some commercial studies had been scheduled at the school—bookkeeping and shorthand, commercial law and penmanship.

These continued to be taught and in addition, more advanced courses in these subjects along with methods courses were introduced. The new teacher gave lessons in shorthand and typewriting using "The Remington Standard No. 2" for the typing classes, and the "Pitman System" for shorthand.[7] Welsh was sure these new courses would attract students to the campus.

Change was to be found in the physical plant, too. With the completion of the east wing to the dormitory a "piazza" about 140 feet in length

Dormitory (later Waller Hall) with original piazza or porch. Lycoming Hall is now located on this site.

connected the front and rear wings where they abutted on East Second Street.[8] (This came to be called Long Porch and was the favorite gathering place on campus for generations.) All living quarters for students received new coats of wallpaper; in each room, near the ceiling, a molding was placed from which to hang pictures; the beds in the girls rooms were supplied with springs, and for the first time, if a professor living in the dormitory wished to cover his floors, the school provided rugs.

Perhaps the greatest changes were those in the rules and regulations governing social behavior at the school. No longer did the teachers stand in the halls with notebooks in hand to record demerits against students who whispered as they passed between classes. No longer was it considered a misdemeanor if a boy and a girl spoke to each other, or smiled, or passed notes to each other in the halls—without permission. Nor, were the professors required to compute a mathematical summary of each student's deportment and read it aloud in chapel at the end of the month.[9]

However, discipline was still strict, as evidenced by an episode which took place near the end of the first year of Welsh's tenure. One Sunday, a young lady from the Normal left the school grounds during quiet hour, and "rode out" with a young gentleman from the town. She did not return until after supper. A special meeting of the faculty was called, and after much discussion it was noted that two courses of action were open: Either the young lady could be sent home until final examinations, allowed to return to the school long enough to take the tests, and then be sent home immediately, or she would be publically reprimanded before the boarders and be required to make a public apology and "...not allowed to appear in any class performance during commencement." The second course of action was chosen.[10]

By November 1891 the board of trustees was discussing again the need for more space in the dormitory. This time there was added talk about the need for a gymnasium. The following March, when architects came to present their plans, not only were the trustees ready to look at those for a gymnasium and an addition to the boarding hall, but instructed Kipp's, an architectural firm from Wilkes-Barre, to make plans for renovation of the auditorium, also.

When approved, the plans for changes in Institute Hall's chapel called for "...construction of a gallery around the hall, needed alterations and improvements of the stage, the laying of a new floor and a resetting of the hall with opera chairs." There would be a seating capacity of 1,026. The contract price was $3,950.[11]

The addition to the dormitory was to be made at the building's north end and was to extend to within twenty feet of the model school. Classrooms on first floor, a lecture room for science on second floor, and living space for boarding students on third and fourth floors would add many needed facilities to the school. At the same time, the trustees

First floor corridor of north addition to dormitory (later Waller Hall) before Tiffany windows were installed. Through the years this corridor was heavily traveled because it connected Waller Hall with the model school (later Noetling Hall) and the old gymnasium (later Husky Lounge).

planned for the construction of a gymnasium. It would have a gallery which would serve as a running track, and a floor space of 5,000 square feet. This building would stand just north and west of the north addition to the dormitory and would be made of brick.[12]

On February 22, 1894, the twenty-fifth anniversary of the school's becoming a Normal was celebrated with the dedication of the new construction. Engraved invitations had been sent out, and it was a distinguished audience that gathered that day to hear the speech of Professor Coughlin, superintendent of the City Schools of Wilkes-Barre. After he had spoken, the audience proceeded to the gym for a "gymnasium exhibition" staged by the students. This was followed by a dinner.[13]

Several times during the previous fall, in discussing the new gymnasium the question of an instructor for "physical culture" had been brought up at board meetings. Finally, the position was filled at the December meeting, 1893, when the trustees chose A. K. Aldinger of Oil City.[14]

With the coming of Aldinger to Bloomsburg State Normal School, basketball arrived as well, within three years of the game's invention. It became a very popular spectator sport and drew many fans to the campus. The drawback was that the student body seemed to lack tall,

This old postcard photograph, taken from the "back campus," shows the original gymnasium (left center) which later became Husky Lounge. Photo also shows the enclosed "bridge" that connected the model school (later Noetling Hall) and Institute Hall (later Carver Hall).

husky young men. Aldinger found a way to overcome this. He introduced night classes in physical education. Athletically inclined young men from the town and nearby communities were encouraged to enroll. From these he made up much of his first basketball teams. In fact, the B.S.N.S. team which beat the University of Pennsylvania in basketball had two regular students on it and all the others were from the night physical education classes. At first the game was played with nine men on each team and the

Interior of original gymnasium with running track (later Husky Lounge).

court was divided into three zones. Players were not allowed to move from the area designated for their particular positions. Some early accounts record the positions as attack, centre, and guard, while others call them home, center, and goal.

When Aldinger came, no dancing was allowed at the Normal. Nevertheless, he introduced what he called, "artistic steps." As he felt this was a necessary part of his program, such dancing was allowed.[15] Of course men and women students couldn't dance with each other. Boys danced with boys; girls with girls.

The gymnasium exhibition grew to be the outstanding event each winter on the hill. Spectators came from miles around. At these, very often class rivalry ran rampant. One year, on the date of the exhibition several metropolitan newspapermen were in town covering the mystery-murder of Tom McHenry. During the evening they had nothing to do so a local attorney suggested they attend the gym exhibition. Their account says,

> ...Bedlam broke out when a Junior turned loose a small pig dressed in Senior colors. ...Instantly all hands jumped into the fray. Some grabbed muskets used in [Military] drills from the sidewalls. Others grabbed Indian clubs and went after each other. ...Order was brought about only when Professor Aldinger and his assistant joined in, laying low several students.[16]

The ravine south and west of the grove had been filled in and graded to make an athletic field. Enclosed by a high board fence, it had a cinder

Baseball team of 1899. Note dormitory for "hired help" in the background (later named North Hall).

track, and a baseball diamond (which was located on the area that would become the site of Science Hall). The field was used by the football and baseball teams as well as by the outdoor "physical culture" classes. Because the spring term never ended until near the first of July, baseball was an ideal spring sport, and the Normal's schedule included Bucknell, Dickinson, Gettysburg, Susquehanna U., Carlisle Indians, State College and other larger and established schools. This was the time when in football, there developed the intense rivalry with Wyoming Seminary which would last for well over forty years.

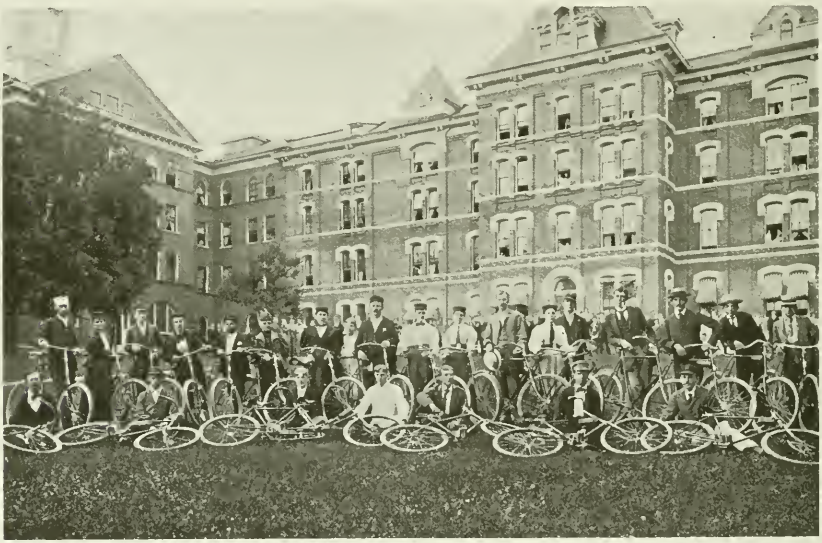
The *B.S.N.S. Quarterly* was begun in 1894. At that time it was a magazine-type of communication established for alumni, students and friends of the school. For many years the pedagogical department used the *Quarterly* to publish articles written by the professors at the school on new methods of instruction, new books available and ways of evaluating school-work. The Philologians and the Calliepians used the *Quarterly* as a means of communication with the alumni of their respective literary societies. The work of the Y.M.C.A. and Y.W.C.A. was recorded at length in the early issues, and the administration used it to keep in touch with graduates and to advertise the Normal.[17] At one time, one of the four issues each year took the form of the catalog and circular of the school. (In 1926, after a lapse of four years, it became the voice of the Alumni Association and has been in continual publication since that time.)[18]

North Hall, home to hundreds of male students through the years.

By 1894 construction was nearing completion of another brick dormitory building, this one for the "hired help" of the school. Located just north and east of the students' boarding hall, it was three-stories high

with a "handsome tower" on its northwest corner. When finished, it would house the laundry in the basement, serve as living quarters for employees on first and second floors, and provide for an infirmary on the third floor, although "...need for such [a facility] is very slight indeed as the pure air of Normal Hill together with the regularity of life are tonics..." enough.[19]

After the building of the new brick model school, Hemlock Hall had served as servants' quarters and storage space. For several years, Welsh had been recommending its removal. With the completion of the dormitory for the "help," he suggested, once again, taking down the long gray frame building. In 1894, Hemlock Hall was razed and only the doors and windows were put aside for future use.



The Normal cyclers.

Bicycles were popular on the Normal campus during the latter half of the 1890's, not only among the students, but among some faculty as well. "Mrs. Sutliff and Principal Welsh" were said to be owners of beautiful bicycles. At one time, the local press estimated there were "...at least thirty-five bicycles on campus."[20]

During the Welsh administration, parties were elaborately planned and carried out. Some warm spring evening a party for the seniors might be held in the grove, lighted by electric lights and Japanese lanterns, and hosted by Dr. and Mrs. Welsh.[21] Or, the faculty might plan a banquet to honor one of their members or the principal. For instance, one Saturday night they gathered in Professor Cope's apartment and at nine o'clock went into the dining room. There, forty-five places were set at a table shaped like a hollowed-out diamond. Centerpieces and candles were in pink and green, and the hollowed-out section was banked with ferns. The

meal began with blue points and terrapin soup and continued through roast turkey, a variety of vegetables and salads, cheese and crackers, ice cream with whipped cream, coffee, mints, and salted almonds! Throughout the dinner, the school orchestra played appropriate music.[22]

Quite likely, this school orchestra was that one begun by Mrs. Ella Stump Sutliff, (a young and accomplished piano teacher on campus who

The B.S.N.S. Orchestra of 1900: (seated) DeForrest Hummer, cello; Charles Breon, violin; Mrs. Sutliff, soloist; Claude Stauffer, violin; Mrs. Hartline, violin; (standing) Frank Miller, flute; Lambert McHenry, cornet; Thomas Metherell, bass viol; and Jacob Rehm, trombone.

after a few years of teaching married the young mathematics teacher on campus, William Boyd Sutliff.) She and Mrs. Daniel Hartline, also a teacher in the school, were very active in the musical life of the Normal, and for many seasons were the only two women members of the orchestra, Mrs. Sutliff playing and conducting.[23]

In November of 1895, Bloomsburg State Normal School made history by being the first school of its kind to try student government. On November 14 of that year the election of the first school Senate took place with the choosing of twelve members by ballot.[24] For the next several years this Senate met regularly not to govern through introducing innovative procedures for campus living, but to mete out punishment for misdemeanors.

Again the need for classroom space became apparent as the turn of the

century neared. Money was tight, as usual, and the appropriations from Harrisburg were needed to run the normal department. The trustees and administration began looking carefully at the buildings already on campus as to better utilization of space. The laundry shared the basement of the "help's" dormitory with the chemistry department. The music department took over the space on third floor originally planned for the infirmary and began what came to be called "the golden days of music"[25] on the campus. The infirmary was changed to the tower rooms in the same building.

These moves helped, but still more classroom space was needed as the enrollment hovered around 600. One plan called for changes to the "front building," Institute Hall, including adding a wing on the north side. First, the boilers were moved from the basement to a newly constructed stone boiler house on Penn Street. While this was being done, other improvements were being made inside and out. Wainscoting was put on all the walls of the first floor halls and classrooms. It was decided to replace rather than rebuild the tower, which in turn would alter the upper front of the building. The contract for all this work—except for the building of the boiler house—was let to a Mr. E. T. Long for the contract price of $3,600.

While this work was being done, the trustees kept on reviewing the architect's plans for a wing on Institute Hall—for classrooms—preferably a place for the music department. Evening after evening, month after month, they met to discuss this north wing. Each time they postponed making a decision about such an addition until the idea became lost in other construction going on.[26]

With the finishing of the new front and tower on Institute Hall, blind windows were placed in the openings planned for a tower clock. There was no money for a clock at that time. William Housel, steward at the Normal School for fifteen years, thought a clock should be bought for the tower and suggested a way to raise the money—sell turkey dinners at the Bloomsburg Fair.

It was the year 1901, and at that time, the Fair was of only four days' duration. Mr. Housel, the students and faculty rented an eating booth just inside the main gate and prepared to serve turkey dinners. The food was cooked at the school, rushed to the fairgrounds where it was served by the faculty and students. The weather was excellent those four days of 1901, and attendance at the Fair matched the weather. When the word spread throughout the crowds that the Normal was serving turkey dinners to raise money for a tower clock, the stand had more business than it could handle.

By the end of Fair, enough money had been raised to buy the clock and have it installed. Mr. Housel went to New York City to make the purchase and installation followed quickly.

On three sides of the tower, clock faces were put in place without any

difficulty, but on the fourth side, the side facing east (toward old Waller Hall) the roof of the building extended beyond the window making it impossible to see that particular face from the dormitory building. A solution was found by placing a smaller clock face in the row of blind windows thirty feet above the level of the other clocks.[27] The Seth Thomas Clock, installed, cost $1,287.61.[28]

For the years around the turn of the century, in the students' dormitory building, there were bathtubs made of zinc encased in wood, but in these bathrooms, there were no lavatories. Each year upon registering for rooms, the students were required to rent washbowls and pitchers, mirrors (if they wanted them) and room keys. At the end of the year, upon return of these items the deposit was refunded—if the items were in good condition.

After the Spanish American War, appeals came from Cuba, Puerto Rico, and the Phillipine Islands for "capable and well trained" Spanish-speaking teachers. The salaries offered were liberal (for that day), $50 per month and up. At Bloomsburg State Normal School the immediate response to this appeal was to add to the faculty Senor Alfredo Lope Acin, a native of Puerto Rico. He came highly recommended for his "scholarship and teaching ability". He spoke "only purest Castillian," his recommendation said.[29] Within one year, the principal was able to forward to the United States authorities the names of 150 graduates who were willing to teach in the schools of the Phillipine Islands.[30]

Also, within several years of the close of the Spanish American War, wealthy families in Cuba and Puerto Rico began sending their sons to school in the United States. As early as 1902, there were Cuban students on the campus of the Bloomsburg Normal. For the initial group of four, the individualized teaching of English presented no problem, but when the Cuban contingent increased rapidly to 16, and then to 25, it became evident that control of these students would need to be the responsibility of a teacher who spoke Spanish fluently. Senor Acin, no longer being at Bloomsburg, the board hired Mr. Rocky. Still more Cubans came and Mrs. Schoonover was engaged to assist Mr. Rocky and teach Spanish classes.[31]

(Many of these students returned to their homes in Cuba and Puerto Rico and there accepted positions of leadership in the schools and government. One, Juan Jose Osuna, became dean of the School of Education at the University of Puerto Rico and attained international renown as an educator. While at Bloomsburg State Normal, he had lived with the Welsh family, spending his summers with them at the Orangeville farm. He asked that upon his death he be buried at Orangeville "among the beloved Pennsylvania hills." 'Twas done.)[32]

For some time, the principal and the board's committee on buildings and grounds had been working toward an expansion of the campus which would add not only land, but also a residence for the principal, a "scientific building" and a new athletic field. Negotiation with J. L. Dillon

had resulted in the Normal School holding an option to buy land adjacent to its eastern boundary.

The committee on buildings and grounds had toured the entire campus, plus the land in the option, with the purpose of planning for needed facilities and locating them. Early in July, 1903, at the regular meeting of the trustees, the committee brought in this recommendation:

> ...if the plot of ground belonging to Mr. Lloyd C. [J. L.?] Dillon East of the Normal School and West of Spruce Street running from the extension of Second Street to Lightstreet Road and upon which along Second Street are located his greenhouses could be obtained at a reasonable price (we would have) no hesitation in recommending the purchase. The reasons for this are that we could then with little expense for grading make a new athletic ground East of the School grove, which would give the School the present athletic ground for the contemplated scientific building and other buildings as they might be needed.
>
> ...We would also have plenty of ground for the tennis courts and the present tennis courts could then be taken for the principal's home.[33]

At a specially called meeting, July 17, 1903, before action could be taken on the above recommendation, which had been tabled, a new proposal was made by the same committee. A letter had been received which read as follows:

> Bloomsburg, Pa.
> July 16, 1903
>
> Messrs. Brown, Peacock, and Clark
> Committee on Buildings and Grounds
> Bloomsburg State Normal School
>
> Gentlemen:
>
> I am authorized by the heirs of Mr. and Mrs. Charles R. Buckalew to make you an offer of their property above the school for the sum of six thousand dollars, to be paid for at the School's convenience at 5%. This is less than the land cost before any expenditure thereon by Mr. Buckalew.
>
> Very truly
> L. E. Waller[34]

The board bought it. They would pay $500 upon execution of the agreement, they decided, and $500 per year, unless able to pay more, plus 5% interest, on the unpaid balance.

This house was offered to Professor Dennis for his family's use but after inspecting the property, he said he found it "too big and too expensive" for his purpose. The board, then, decided to fix it up for the principal's home. B. W. Jury, a local contractor, was asked to plan renovations and prepare an estimate of the cost of such changes. He recommended the removal of some partitions and closets, the building of other closets, changing the

main stairway and "fitting up" a bathroom. He noted that the interior needed wallpaper and paint and many of the mantles needed replacement of tiles. Outside, repairs to the porch were necessary, and the exterior was badly in need of a coat of paint. When the trustees decided to add the installation of electricity to the house, they upped the cost of renovation to $3,201.96![35]

Thursday, February 4, 1904, about two o'clock in the afternoon, fire started in the employees' dormitory. Before it could be brought under control, it had destroyed completely the two upper floors.[36] Nine pianos of the music department had been ruined, and several students, as well as many employees, had sustained personal losses—clothing, books, and other items. The walls were sturdy so a temporary roof was put on the building to protect the basement and first floor. Immediately, plans were implemented to rebuild. This time, the music department would be on first floor," the chemistry laboratory on third floor, and the laundry would remain in the basement.[38]

Fire in employees' dormitory on February 4, 1904. Building was named North Hall in 1908.

May 9, 1904, at a meeting of the trustees, the committee on buildings and grounds was instructed by the board to complete the purchase from J. L. Dillon of 5½ acres "...east of the Normal School and running along Lightstreet Road *to* Spruce Street for $5,000." Also, the Committee was to take option on "...3$^{6}/_{10}$ acres adjoining upon which stand his greenhouses and stables."

When the renovations to the principal's house had been completed, and Welsh and his family had taken up residence there, the board, at its July meeting, 1904, passed a resolution naming the house and grounds Buckalew Place.[39]

It was about this time that the bronze fountain, gift of the Class of 1904, was installed at the head of Second Street at the entrance to the campus directly in front of Institute Hall.[40]

Buckalew Place.

Another view of Buckalew Place.

The year 1905 saw much construction on campus. Among the lesser items were the pigsty and the henhouse. The Normal had an agreement with the milkman that when he delivered the milk each day, he would take away the garbage—"waste" they called it. By 1905, the milkman was no longer willing to deal in waste disposal for the school. When he set a date after which he would no longer cart away the garbage, Welsh suggested to the board that the Normal raise hogs. The pigsty was built at the southeast corner of Buckalew Place and at the same time a poultry pen was added to the barn there.[41]

Hopes ran high in 1905, for construction of the much talked of and badly needed "scientific building." When a maintenance appropriation for

the Normals passed the Legislature, the trustees felt they should not allow this new appropriation to be absorbed in the running expenses of the School so the board instructed its committee on buildings and grounds to "procure preliminary plans" for a hall to be built on the site of the athletic field. At the same time the committee was to advertise for bids for the grading of a new athletic field east of the grove.

The governor vetoed the appropriations bill.

The board met, again, and decided to proceed with the building. The plans they accepted were those of a Mr. Ohl of Wilkes-Barre, and his price estimate was over $52,000, though the actual cost would be more like $75,000.[42] It was to be a brick structure 109 feet by 68 feet with a two-story annex on the north side which would contain two lecture rooms.[43] The building would house the music department, the science departments—biology, chemistry and physics—with a laboratory for each.

Science Hall (circa 1929).

When the contractor began "laying the foundation" of the building, he found the old athletic field had been made on "filled land." An ordinary foundation would never hold the proposed building. Pilings would have to be driven through the fill to the bottom of the old ravine. Equipment to do the job had to be brought to Bloomsburg from Philadelphia. Day after day, as the students sat in their classes in Institute Hall, and the model school building, they heard the rhythmic, relentless pounding as the pilings were driven into place.[44] Once the foundation was finished, the construction moved ahead quickly.

A few years previous to this, the Alumni Association had sought and received permission of the board of trustees to build an Alumni Hall. From

The Alumni Hall that never was.

this would be conducted Alumni business; in it would be held Alumni meetings, and provision would be made for the Philologian and Calliepian Societies to meet there. With the announcement of this project, there was great enthusiasm and pledges of money and gifts of money flowed into the treasury of the Association—especially from graduates who had been members of the literary societies. Encouraged by these, the officers had a plan drawn by an architect. To be constructed of brick, the plans called for a small building, beautiful in its simplicity, which would have been a fine addition to any campus. (The drawings can be found, presently, in the College Archives.)

Within a few years, the payment of pledges slowed considerably, and monetary gifts dwindled to almost nothing. When, with the completion of the "scientific building," the literary societies were given permanent meeting quarters on second and third floors, Alumni Hall was doomed. At a meeting of the Association in 1906, it was decided to return the money to those members who had contributed it and to divide equally the interest the money had earned.[45]

In July, 1906, the board of trustees called a special meeting to consider the request of Welsh for termination of his contract with the School. He had been offered the position of vice-president of Pennsylvania State College. This, he felt, was an opportunity for personal advancement.

There were some questions about it, however, and so until these were answered, he asked for a conditional release. He promised to have a definite notification of his plans on file with the board by September 1. Welsh had been principal of the Normal for sixteen years. In that time, the School had grown physically and academically. It had become well-known beyond the boundaries of the Sixth District, and so, the trustees were reluctant to end their cordial relationship with so successful a principal. Nevertheless, they granted his conditional release. By mid-August, the board had received Welsh's letter of resignation.[46]

David J. Waller, Jr.
1906-1920

Chapter 7

David J. Waller, Jr.

Grace & Goodwill

Within ten days of Welsh's resignation, a special meeting of the trustees was called. The board's committee on instruction and discipline had been informed by "private sources" that Dr. David J. Waller, Jr. would consider being a candidate for the position of principal of the Bloomsburg Normal School again. Therefore the committee wished to recommend unanimously that Waller be asked to return to Bloomsburg. Further, the committee suggested the board offer Waller $4,000 per year cash salary and living quarters at Buckalew Place, not to include heat, water, or light.[1]

At the time, Waller was about to open the fourteenth year of a tenure as principal of Indiana State Normal School, Indiana, Pa. He had gone there in 1893 following a three-year term as State Superintendent of Public Instruction. When administrations changed in Harrisburg, Waller was succeeded in the superintendency by Nathan Shaffer, who upon learning that Indiana Normal was searching for a new principal, recommended Waller very highly. "Secure Dr. Waller if possible," Shaffer had said. "There is no better educator in the State."[2]

The years in Indiana had been a productive and pleasant time for Waller and his family. After thirteen years, their ties to Indiana, the school and the town, were many and deep. The Normal School was said to have grown in every way under Waller's leadership, and in the larger community, he and his family were said to have been active and loved.

Knowing this, the Bloomsburg Trustees paused in their deliberation to ask the committee on instruction and discipline to reconsider the yearly salary for Waller. Some of them feared the Indiana Normal Board might match the $4,000 cash offer. The committee retired but in a few minutes returned to the room with the suggestion that the yearly cash salary for Waller be set at $4,500.[3] The board approved and the election took place.

Waller accepted the job with the understanding that he would be allowed to remain in Indiana to open the new school year. It would be a matter of only a few weeks.[4] To this the board agreed and for the first of

many times to come, William Boyd Sutliff was selected acting-principal "...until such time as the new principal shall take charge..."[5]

Everywhere Waller had lived and worked stories of his fine associations had flowed on to the next community to which he and his family would move. It was as though legends were beginning to grow about the head of the man. When the family moved from Indiana, one account said of Waller, "...he has stamped his own noble nature upon the character of thousands of youth..." Another said, "...he has won the admiration, gratitude, and friendship of all the teachers who have ever worked with him." Some spoke of his efficiency in administration and of his public spirit as a community citizen. To the students his outstanding qualities were "...his kindness of heart, his strict sense of justice, his reserved and gentle speech..." A colleague wrote, "...When you saw him for the first time with his quick firm step, his easy poise... you recognized a man of refinement..." This writer went on to say that though Waller was a man of firmness and reserve, also he was a man who put all others at ease in his presence.[6]

All ages revered the man. The story was told in the O. H. Bakeless family that once when John Bakeless was a small boy he was very puzzled when Waller stopped at their home to "pay a call." John thought the dignified Waller was someone from the Old Testament.[7]

By mid-October Waller had returned to Bloomsburg and taken up his duties on the hill. A reception, planned by the trustees, brought the faculty, students, and townspeople to the campus to greet the family. Among the changes Waller must have noted as he went about the grounds and buildings once again were the new tower and clock on Institute Hall, a new "scientific building" on the baseball diamond, the north wing addition to the dormitory building, a gymnasium, a new athletic field surrounded by a high, new board fence, and a balcony and permanently installed seats in the auditorium.[8] His predecessor had been a busy man.

As Waller returned to the Bloomsburg Normal, he found the enrollment just under 500—497 to be exact. Of these, 74 were pupils in the model school and 423 were students taking normal and preparatory courses. About half of the school's population (285) boarded and roomed in the dormitories. At Bloomsburg Normal the picture presented by the enrollment was much the same as it was at every other normal school or coeducational academy throughout the country in the early decades of the century; there were about twice as many young women as men (323 to 174).[9]

Within a short time, the enrollment climbed again to about 600. In 1908, in an effort to provide the best possible rooming facilities in the buildings already on campus, Waller and the trustees turned their attention once more to the smaller dormitory—the one that usually had been called "the laundry building." Now that the new Science Hall was

housing the music department, and the laboratories, and with the infirmary changed to the north side of the laundry, the third floor of the building could be made into living quarters with bath and toilet facilities for sixteen students. When the renovations were completed and the new rooms furnished, the trustees decided that a building used for housing students should be known as something other than "the laundry." They named it North Hall.

(North Hall it remained through many changes of functions—boys' dormitory, girls' dormitory, boys' dormitory, again, day men's baliwick, and finally faculty offices. When a new boys' dormitory was built just to the north of it, the original employees' dormitory became Old North Hall. Then, in the mid-1960's, the building was razed and on its site was constructed Luzerne Hall.)

When living accommodations were provided on campus, it was expected by the administration that these facilities and no others would be used by the students. It was with much surprise, then, that the principal and the board received a request from two Russian students at the Normal asking that they be allowed to live in private homes in the town. Granting such permission would be against the rules of the school, the trustees thought. The secretary of the board was instructed to search the records for the policy on rooming. Finding none, immediately, the Trustees set up a committee to shape one. The finished version was rather limiting in scope:

> Students who attend the Bloomsburg State Normal School are allowed to board in the town only on the following conditions:
> 1. When their circumstances are such that in order to secure the advantages of the School they need to rent a room or rooms and board themselves. In such cases the arrangements and location must be approved by the Principal.
> 2. When they are given a home by some family where they pay for the same with their service. This arrangement must also be approved by the Principal.
> 3. When they are given a home by a relative or friends for which they render no compensation.[10]

Quiet changes took place on the campus within the first few years of Waller's second tenure: The principal was furnished a private office; the library was moved to the second floor of the north wing of the dormitory building, and the Class of 1908 gave money for the construction of the lagoon.

The lagoon, created simply to make a beauty spot on back campus, stood near the southern and eastern edges of the grove. A fountain was erected there and around its base, a small pool formed in which were rocks, ferns, sedges, blue flags, and sometimes goldfish. The overflow was channeled under a tiny rustic stone bridge to become lost in the drainage of the grove.[11] (Sometimes biology classes checked the lagoon for water

The Lagoon, as it appeared in later years. Montour Hall is now located on the approximate site.

bugs or water beetles, for toads, frogs, or salamanders. Sometimes the botany classes studied the plants in and around the pool, or planted new ones. Nature study classes watched the birds which were drawn to the spot by the sound of the fountain's water. And, in later years, the lagoon was a never ending source of interest to the pupils of the Benjamin Franklin Laboratory School. For them, the rustic bridge became the "fairy bridge" and in the winter the frozen fountain became their "ice castle.")

Not all changes were quiet ones in those days. About this time the rivalry between the two literary societies reached new heights. After Science Hall opened each of the societies was given a room on third floor from which to conduct its business. With formal dedications and with pomp and fanfare, both societies opened their new homes. On one wall of their room the Philologians had a large blue banner painted. On the banner they had their motto inscribed in gold letters, "Speech is the Image of the Mind." The Calliepians, not to be outdone, placed their motto in raised bronze letters on a slab of oak and hung it on a wall of their room. It read, "Praestantia aut Nihil."

One November night, the Philos fearing "...that the recently erected line of electric light poles along the walk to Science Hall might suffer from lack of paint during the winter weather... painted the poles blue—Philo blue. In February, the Callies "...equally desirous of protecting the same poles..." painted the poles Callie yellow. Before the paint could dry, the Philos discovered the trickery and treated the affair as good Philos would. They

repainted the wet poles blue. Next morning, to the chagrin of the two literary societies, there stretching across back campus was a row of ugly green lamp poles! The school authorities ended the matter; they ordered the poles painted black.[12]

When the Wallers had returned to Bloomsburg they had moved into the Waller residence built by D. J., Sr. It was situated at the southeast corner of Market and Fifth Streets and with its lawns and surrounding buildings covered the block on which the Memorial School now stands.[13] This left Buckalew Place, the school's property on Lightstreet Road, in limbo for much of the entire time Waller remained principal of the school. Periodically, someone from the Normal would live there for a short time or the trustees would rent it, or part of it.

With the Reverend Mr. Frisbee planning to leave his job as steward at the school, the administration asked him to vacate the six rooms he and his family had been occupying in North Hall and, until his work was finished, to move to Buckalew Place. The Frisbees may have lived there from the spring of 1909 until March, 1910.

After the Frisbees moved, Buckalew Place was rented to the Driesbach family. However, Mr. Driesbach's agreement with the board did not provide for his use of the entire house. Reserved for the use of the school were the parlor and library and the stables at the barn. Mr. Driesbach's rent was $12 a month.[14]

From 1895 on, there had been talk throughout the state of implementing an act of the Legislature which called for the establishment of rural high schools in the Commonwealth. The greatest deterrent to these schools was the lack of well prepared teachers to conduct them. From time to time schoolmen would suggest that it was the job of the normal schools to introduce courses for the training of these teachers. At other times the normal school principals themselves would remember the Act and wonder aloud how long it would be before the training of teachers for the rural high schools would be tied to the special appropriations for which they were asking now and then. Fifteen years passed. No effort was made to expand the offerings of the normal schools to include the preparation of young men and young women for high school teaching.

Then, early in 1910, Nathan Shaffer, the State Superintendent of Public Instruction, called all the principals of the State Normal Schools to Harrisburg. The time had come, he told them, to prepare and institute at their respective normals a four-year course of study for the sole purpose of preparing teachers for the high schools of Pennsylvania.

Several times during the winter and early spring, the principals met in Harrisburg to map out the studies. By the middle of May, they had developed and adopted a four-year course which could be implemented in each school by the opening of the next fall term. At Bloomsburg, Waller believed the new course would draw an increase in enrollment and he thought a few students, already attending the Normal, might be graduated

from the four-year course as early as 1913.[15]

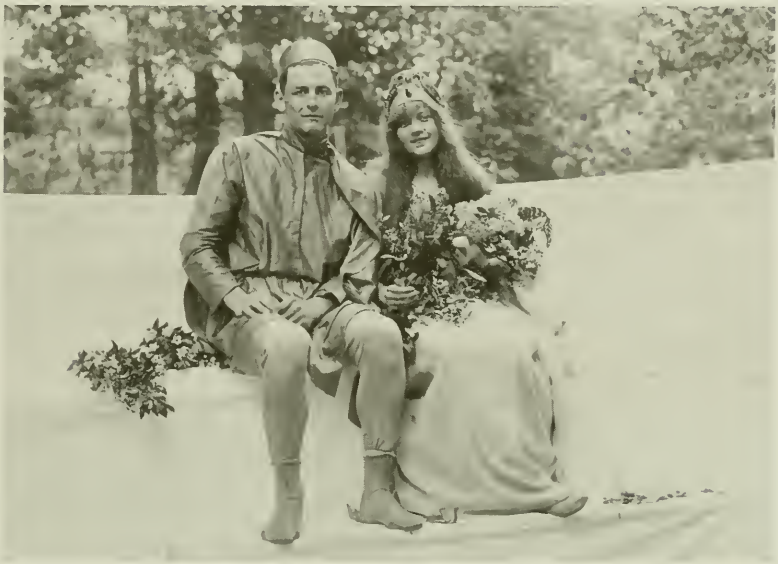
At the time of the building of Science Hall, the trustees had taken an option on land owned by J. L. Dillon but the state of the finances of the school had been such that the board had exercised only part of the option. By 1910, the school was ready to complete the transaction. This would mean acquiring a plot of very desirable land of three and a fraction acres adjacent to the new athletic field on the north and extending to East Second Street on the South. The plot known as the "greenhouse lot" bordered the School's property on the west and Spruce Street on the east. There had been an inquiry from the Dillon Estate concerning the School's intention about the ground, and the board had instructed its secretary to notify Dillons of the School's wish to purchase the land specified in the option for $8,000. The transaction, from beginning to its completion, would consume nearly three years, but at that May meeting of the board of trustees, the machinery had been set in motion.[16]

The traditions of May Day festivities began at Bloomsburg State Normal School one beautiful May afternoon in 1910. The students, faculty and patrons of the school gathered on the front lawn of the campus before Institute Hall (now Carver) for the ceremony. There seated before the main building, while the orchestra played on the porch, a senior girl, Lyla Anwyl, of Edwardsville, was crowned Queen of the May by the Prime Minister, Harry Smith. The model school children performed folk dances and sang May Day songs. The members of the literary societies read May Day poetry and girls from the physical culture classes wound May poles, three of them.

Following the ceremony, the faculty and students strolled to the grove where they played games until suppertime. After a picnic under the trees, the first May Day ended as the students returned to study hour in their rooms.[17]

(This tradition of May Day grew and spanned the eras of the shirtwaist, bobbed hair, saddle shoes, bobbi socks, and miniskirts. Always music and dancing were part of the celebration. Sometimes skits or dramas were presented, especially after the pergola was built. Sometimes during the afternoon and early evening of May Day, the literary societies held ice cream festivals on campus. Sometimes, the residents of the town joined the School in staging a town parade on May Day. After the ceremony of the crowning of the Queen, the town band would march up the hill to the campus where the student body would fall in line and march back down into the town. Sometimes from front campus to North Hall, the graceful terraces were one huge mass of whirling, weaving May poles wound by freshman girls in pastel bouffant skirts. Many years, the elaborate plans for the exercises brought so many visitors to the back campus that bleachers stretched from Carver Hall to Science Hall. Then, in the late 1960's, with the building boom on campus, accompanied by dust, mud, the loss of open spaces, as well as a change in student attitudes and

wearing apparel, May Day at Bloomsburg became a tradition of the past.)



The May Queen of 1915 was Miss Josephine Duy (Mrs. Franklin S. Hutchison). Her escort was J. Harold Eves of Millville.

The last May Day ceremony at the College in 1963.

Professor Dennis of the science department was very interested in the wireless telegraph. After studying the possibility of establishing a station on the campus, he asked the administration to allow such a set-up. He

estimated the equipment would cost about $75. When finished, the station would have a sending radius of 500 miles and a receiving radius even greater, Dennis expected. Because of Bloomsburg's location, the school could be in contact with five large cities, New York, Philadelphia, Baltimore, Washington, and Pittsburgh. No other normal school anywhere had a wireless station. The only two colleges in the East which were working in the field of the wireless were Cornell and Princeton. At the meeting of the board of trustees in October, 1910, the decision to authorize the construction of a wireless station met with unanimous approval.[18]

As the work progressed in Science Hall, interest in the town and on campus ran high. Within less than four months the class, under Dennis' guidance, was ready to begin transmission. A news item tells the story of that first attempt:

> The first test of the wireless telegraph station at B.S.N.S. was made yesterday and communication was established between the wireless system of Edward B. Tustin, Jr. and that of the School. [The Tustin family lived on the northwest corner of Market and Third Streets, Bloomsburg.][19] the signalling was very satisfactory as far as it went, but a high wind carried away the overhead wires and these will have to be replaced before an altogether satisfactory test can be made.[20]

Within a few weeks, the wireless station on campus was reporting contacts with Cape Cod to the northeast and Baltimore to the south.

The "Old" Alma Mater had its beginnings sometime around 1911 or 1912. To quote "Doc" Elna H. Nelson, "On occasion, we did sing *Bloomsburg Will Shine Tonight*, but the sentiment expressed in that wouldn't make one's heart ache much..." Then the class of 1911 chose as the tune for their class song the air, *Annie Lyle*. To it they put the following words:

Far above the town of Bloomsburg
On its hills of blue
Stands old Normal bright and cheerful
Glorious to view.

Chorus:
Lift the chorus, speed it onward
Sing her praises true
Hail to thee, dear nineteen eleven
Hail to white and blue.

By the peaceful Susquehanna
With its stately shores
Reared against the arch of heaven
High its banner soars.

How we love thee, dear old Normal
How thy praises swell
May thy path be ever onward
Mid sweet memories, dwell.[21]

One day, with "appropriate revisions" Professor Dennis took this song to Mrs. J. K. Miller, for many years director and teacher of the music department. Dennis asked her to check the words and tune to see if they could be combined into a school song. He thought it was about time the Normal had one. Both liked what they heard that day and Bloomsburg's first Alma Mater was introduced to the student body. Originally it was:

Far above the river winding
Midst the mountains grand
Stands our Normal dear to students
Far throughout the land.

Chorus:
Bloomsburg, Bloomsburg, Bloomsburg Normal
Up on Normal Hill
Years to come shall fine us ever
True to Bloomsburg still.

Far and wide though we may wander
Still our hearts are true
To our hilltop Alma Mater
We our pledge renew.

Ever seaward Susquehanna
Never resting flows—
Ever upward striving, climbing
Onward Bloomsburg goes.[22]

Early in the year 1912 the board of trustees in regular meeting transacted the business before it with dispatch until it came to an item on the agenda which called for deeper inquiry. In prefacing the discussion, Waller stressed that this was a "sounding-out," not a request; that he had placed it on the agenda so that the board might be prepared should the request be made. There were fifteen medical students in the preparatory department, he said. All of them were good students and all of them could be trusted, he added. To aid in teaching this group, Professor Hartline was thinking of asking the trustees to secure a cadaver. It would cost $35 and a bond for $1,200 would need to be posted to assure "respectful disposal" after dissection. A room in the basement of Science Hall where the professor kept his cats could be used to house and work on the body.

The matter was discussed thoroughly. Then the board in unanimous accord went on record as considering the securing of a cadaver for the medical students as "...not prudent..."[23]

Before a judgment is made of the trustees, it might be well to consider "the times" in small rural communities such as Bloomsburg in the year 1912. The Puritan ethic was still strong in the lower reaches of the Wyoming Valley and in the broad farming valleys of the middle Susquehanna. The strictest manners and mores of the late Victorian era may have dissolved in the cities, but not in the villages and small towns of Central Pennsylvania. The strictest deportment was expected of those

working in the church or with the youth of the region. These trustees, who individually and collectively, gave of their time, their energy, and often of their treasure, were not about to allow any incident to take place on campus which would create sensationalism in the town—even for good scientific reasons. These men were the product of their times and should be judged by the time in which they lived and worked.

For half a century, the memorial of the Class of 1912 was known as Senior Walk. Originally when planned, the walk was said to lead from "front campus" to the "upper campus." The path from Institute Hall had a definite and decided elevation as it ran past the clump of hemlocks which grew at the side of the Model School and went on to the front door of the main dormitory. At the point of steepest rise, the Class's plans called for steps to be constructed, flanked by low pedestals which would hold large bronze lions at the top and large bronze eagles at the bottom.[24]

"Senior Walk" led from the south lawn of Carver Hall to Waller Hall. Note the lions and eagles at the steps. South entrance to Carver Hall is shown at left.

When the steps were completed, a complaint was received at the principal's office concerning the positioning of the eagles. The British lion, some patriotic student or faculty member pointed out, should never rest above the American eagle. Immediately, the bronze castings were reversed.[25]

Somehow through the years this walkway became known unofficially as "Senior Walk." No one knows when or why, but quite likely it gained its name because of its use each year by the graduating classes in robed procession from the lobby of the dormitory to the auditorium for commencement exercises.

(In time as the wings and the beaks of the eagles were broken by wear

and the weather, the birds were removed from their pedestals and electric lanterns were installed in their places. The lions, through the years, continued their stationary stance at the foot of the steps until with the construction of Scranton Commmons the area they guarded was taken for building purposes and the lions were shuttled here and there around the campus in storage. Presently, they rest in the Alumni Room in Carver Hall—much the worse for wear.)

This was the era when domestic science became part of every normal school's offerings. The courses had been mandated by the State and funds had been appropriated to introduce them into the curricula. At Bloomsburg the administration first advertised the new domestic science course as being available at the opening of the fall term of 1912. Part of the first floor or basement of Science Hall had been turned into an up-to-date kitchen with gas and coal range, hot and cold running water, cupboards, work space and tables. Fully equipped for food preparation, the domestic science suite also included a dining area for serving. To complete the study, a sewing room had been blocked out and furnished with cutting table and the latest model sewing machines. Not only were these courses taken by the students, but women from the town and surrounding community came to the campus to take lessons in dressmaking and millinery.[26]

For many years the Quarterly had served the School well as the official publication, but as happens periodically on every campus, early in 1913, some young men and women, imagining the smell of printer's ink in their nostrils, brought forth a new student sheet. Simply known as the "B," it was established to cover "...the local side of affairs..." The newspaper lasted less than a year and seems not to have left much of an imprint on the Normal.

One controversy it did record concerned the school's colors. The January issue gave considerable space to Professor Cope's discussion of the subject and quoted him as saying that the school colors "...are not and never have been lemon and maroon..." Further, Cope elaborated:

> Lemon and a dark shade of red—garnet, to be exact—were adopted a dozen or more years ago after a most exciting campaign. This color is sometimes called "Maroon" incorrectly. ...However maroon sounds much better than garnet and rhymes with tune and moon and various other words with poetical suggestions.

The trouble, Professor Cope suggested was not with the choice of the colors, but with the names of the colors.[27]

Lemon and Garnet! B.S.C.'s colors? Somehow, through the infinite wisdom of time and repetition, the colors of maroon and gold became a reality.

Eventually, the pioneer work done on the campus of the Bloomsburg Normal in preparing students for efficient and effective use of library

facilities was gathered together into one course, and became a prescribed part of the course of study at every State Normal School. In 1913 when it was introduced, it was considered very innovative. Given the name library economics at Bloomsburg, as it spread across the State it became known as library science.[28]

School gardens, or "farms," 20 feet by 30 feet, under the cultivation of senior Normal students and model school pupils, were supervised by Professor Hartline. (These were situated on the plots or vacant lots the school had bought on the south side of East Second Street across from the "long porch" of the larger of the two dormitory buildings. One era of graduates will remember the large flower beds there with Wood Street bisecting the lots. The present generation will locate the "farms" as the site of Elwell Hall.)[29]

For several years, these agricultural classes introduced a wide variety of crops, vegetables and grains. They followed the latest methods of cultivation of that day, and at one point raised chickens, pigeons, and silkworms, also.[30] One year, the excess products not used at the School sold for a profit of $293.55.[31]

When the present century was in its teens, a group of fifteen young men on campus banded together to organize the FLC. Each took a vow that he would not shave his upper lip. Each would trim and shape a moustache but not one of the fifteen would sport a bare upper lip. Their organization they named the Fuzzy Lip Club. Some of the girls at the Normal, on noticing the changed appearance of the boys, and hearing of the club's objective, started a society of their own. Their first rule prohibited any member from accepting attention from a man of the FLC. For a few weeks the FLC prospered, but eventually a break appeared in the code when a young man with an itchy lip "patronized a barber shop." The FLC died a lingering but natural death.[32]

The winter of 1915 was a particularly cold one in the region. Many skating parties from the Normal were arranged for the ponds just outside of town. That winter sleigh rides throughout the countryside and sledding parties on Normal Hill were especially popular. Tales were told of breath-taking glides as young people on sleds would start at the fountain in front of Institute Hall and end their non-stop rides at the fountain at Market Square.[33]

The ice-house stood to the west of the barn on the grassy slopes of the back campus. A rather nondescript building, it was given a coat of paint from time to time and used for the purpose for which it was built if no other pressing need called for its space. Then, as the Class of 1915 graduated, the trustees found themselves with a memorial fund to transform the ice-house into an infirmary. Occasionally, for several years prior to this, such a conversion had been discussed, never to seriously. Taking a more thorough look at such a possible change, the administration saw that by moving the infirmary they could have four

Beginning the popular sled run from the B.S.N.S. fountain to Market Square.

double rooms in North Hall available for student housing. At times these were needed; the school population reached 800 now and then.

Eventually, the changes were made, and the refurbished ice-house became a place for the care of sick students. Shortly afterwards, a young woman at the school contracted diptheria. The girl's mother, a trained nurse, came to the campus to care for her daughter. The mother was deeply impressed with the fine and convenient new facilities. The trustees and the town's board of health were impressed also when no other students became ill from the disease. During this same period, at Lock Haven State Normal School, where no separate accommodations had been provided for the caring of communicable diseases, when several cases of diptheria appeared, the health authorities of that town had closed the Normal.[34] (As the years passed, this B.S.N.S. ice-house infirmary became the place of quarantine on campus and later generations of students irreverently dubbed it "the pest house." Still later, the old ice-house was converted for housing for a member of the staff.)

Locally, as early as 1912, trustees and townspeople alike had spent much time discussing the possibility of the State buying the school. In May, 1911, the Act of Assembly of May 18th, better known as the School Code, contained provisions for the State to buy all of the Normal Schools. In Bloomsburg, the board weighed very carefully the advantages and disadvantages of selling the Literary Institute. Still at this time the high school and college preparatory departments were the predominate courses of study. After much discussion among themselves and with the stockholders, the trustees signified to the State Board of Education that they wished to explore the possibility of the sale of the school to the

Commonwealth. A committee was appointed to begin the negotiations: the principal, D. J. Waller, Jr.; the president of the board of trustees, A. Z. Schoch; an attorney of the town, Levi E. Waller; and members of the board, J. C. Brown and N. U. Funk.

Early in 1913, the committee traveled to Harrisburg to meet with the State Board of Education. They had been asked for a copy of the original charter of the Bloomsburg Literary Institute and the decree of the Court. The fact that the entire State Board was present that day gave the committee the feeling that the purchase of the school was being seriously considered. After presenting its case, the committee was asked to withdraw from the room. The State Board wished to discuss and review the information it had just received. In a short while, the Bloomsburg men were asked to return to the room and the State Board, on behalf of the Commonwealth, offered $10,000 for the land and property of the Bloomsburg Literary Institute, with State assuming all debts of the corporation.

A stockholders meeting was called for 2 p.m., April 10, 1913. 1,339¾ shares of stock, with a par value of $26,795, were involved in the balloting that Saturday afternoon. Not one vote was cast in opposition to the sale.

The matter dragged on.

Early in 1915, as news spread that the Legislature had appropriated $100,000 toward the purchase of the State Normal Schools, reports surfaced that the sale of the Bloomsburg school was imminent. Later that spring, hopes ran high, again, when a committee from Harrisburg inspected the Normal and commented on the excellent condition of the institution. This committee was confident the sale would be completed shortly. Upon leaving they asked for a statement of the floating indebtedness of the school to take with them.

Again, a period of waiting ensued.

Then, near the end of 1915, the State Board informed the trustees that too much time had elapsed since the stockholders had voted to sell the school. The Attorney General suggested that another stockholders' meeting be called and the vote taken again. As such a meeting had to be advertised once each week for sixty days in two local papers, the earliest date for which the meeting could be scheduled was February 1, 1916. That day, the stockholders gathered in the reception room of the Normal and once more unanimously cast their votes to sell the school.

There followed much correspondence between the trustees and the Department of Public Instruction. Several more trips were made to Harrisburg by the committee to try to find a way to reduce the outstanding debts covered by promisory notes. Over these a newly State-appointed board of trustees would have no control. When the matter had been cleared to the satisfaction of the State, the school authorities, and the local individuals holding the promisory notes, the board met in the presence of Harry S. Barton, Notary Public, "...to execute the Deed of

Conveyance of the Property of the School to the State."

On July 17, 1916, a meeting of the board of trustees of the Bloomsburg Literary Institute and State Normal School was convened on the campus. The session had been called to dissolve the corporation and to distribute the $10,000 received from the State for the sale of the school. A trustee moved that the purchase money be placed in the hands of the Court and that that body be instructed to divide the money equitably among the stockholders. The motion carried. The next order of business was the reading of a letter from Dr. George J. Becht, by now State Superintendent of Public Instruction, in which he named the newly State-appointed trustees: A. Z. Schoch, James C. Brown, John M. Clark, Paul E. Wirt, M. G. Youngman, L. E. McGinnes, Voris Auten, Benjamin Apple, and Charles W. Miller. A trustee called for the reading of the minutes of this meeting. The minutes were read and approved. Then, with solemn finality, Mr. A. Z. Schoch, president of the board of trustees, rang down the gavel in adjournment for the last time.[35]

(It is interesting to note that the State had reappointed the entire local Board. In the history of the purchase of the Normal Schools by the Commonwealth, the Bloomsburg Literary Institute's Board of Trustees was the only board retained in its entirety.)

At the school, the year 1916 was an unusual and noteworthy one for more reasons than the change of name after State ownership. 1916 was a time of beginnings, many of them especially good. Two contributions of the class of 1916 added much to the life of the school: the memorial gift of the pergola erected among the oaks of the grove, and the class record which became the first *Obiter* of the school.

Actually, the previous year, the Class of 1915 had created the first yearbook on campus. This they had christened *Onward*. It was edited by Roy C. Kindig of Harveysville, and as the editor explained, the name of the yearbook signified the objectives of the class. The Class of 1916 wanted its yearbook to be "...a collection of passing remarks said by the way..." Loosely written into Latin this intent of the staff came out Dictum Obiter. As the book was being prepared for the printer it was suggested that the word "Dictum" be dropped from the title and the Normal's yearbook simply became *Obiter*. Edited by W. Earl Tubbs of Shickshinny, this first volume was dedicated to Dr. D. J. Waller, Jr., the dearly loved and admired principal of the school.[37]

Though Bloomsburg and its environs seemed healthy in the fall of 1916, the epidemic of influenza was beginning to make itself felt in many parts of the country. Throughout Pennsylvania there was much talk of keeping schools closed until cold weather. The board of trustees met in special session early in September for the purpose of confirming a date for the opening of school. The president of the trustees reported that Dr. Dixon of the State Board of Health had given permission to the Normals to open provided no children under sixteen years of age were enrolled. With this

fact established, Waller noted that a letter could be sent immediately to each student listing September 11 and 12 as days for registration and September 13 as the first day of recitation.[38] In just one week, Waller said, the school could be ready to open for the fall term.

One week later after classes had begun, the board met in regular session. The president remarked that the local health officials would have been "happier" had the Normal not opened until October 3. Waller, in his report, spoke of a full school enrolled and stated that the health among the students was excellent. Two other Normal Schools, Kutztown and West Chester, had opened, too, he said.[39]

Besides guarding against an invasion of influenza on campus, the authorities at the school had other worries. As throughout the whole country, with the spread of war in Europe, inflation rose to complicate daily living in America. The committee on instruction and discipline brought to the board a request from those professors residing off-campus for an increase in salary to help cover the higher cost of living. Realizing the difficulty these teachers were having in providing adequately for their families, the board gave the committee power to act. At the school as the war progressed, the high cost of food and fuel eventually led to an increase of 50 cents per week for boarding students. Some renovations and pieces of equipment were needed on the campus: Though the costs for these were climbing with the inflation, the board accepted the recommendations of the principal and added bathroom facilities, the installation of lockers for visiting athletic teams, and "wash-and-iron" rooms in the girls' dormitories.

During these years of the war, shortages plagued most schools, and Bloomsburg was no exception. However, the situation at the Normal was never untenable. With careful stockpiling of coal and wise use of the supply, the school never ran out of fuel. At one point, rumor had it that the school would have to close because it was unable to purchase enough flour to supply the kitchen. This was only hearsay; because of judicious buying before the shortages began, never, throughout the war, was the school without flour.[40] Sugar, however, was a different story! The shortage of sugar on the hill was very real, and when replacement of the supply became impossible, the handicap was overcome by the "...generous use of syrup."[41] (Maple, we assume.)

As each term opened, young men and women failed to return to the classrooms. Some felt it their duty to go to work in defense plants and after the United States entry into the war, students and faculty left the campus to join the Armed Forces. By the beginning of 1918, the Honor Roll at the school was lengthy and growing. The war effort so absorbed the thinking of every member of the student body that when the Fourth Liberty Loan Drive took place, this little school overpledged its quota by $8,800. A banner, hung from the stage of the auditorium, proclaimed the achievement.[42]

Facilities at the school were used to provide space for Red Cross classes at both adult and junior levels, and faculty and students spent every extra available hour knitting sweaters, socks, helmets and scarfs.[43]

In 1918, when in all its fury influenza broke upon the campus, the epidemic was a devastating experience for the school. Many members of the student body were stricken with the disease. Several died. Day by day the number of ill increased until there were thirty-four down at one time. Two days after the last case developed, the local board of health placed a strict quarantine upon the school. For four weeks the people living in the dormitories—about three hundred of them—were not allowed to go onto the streets of the town. Nor were students from Bloomsburg permitted to attend classes on campus. Professors who lived in the town moved into the dormitories in order to continue their teaching. There they remained, away from their families, for the duration of the quarantine. Within the town, itself, fifteen to twenty new cases of influenza were reported each day through October and well into November.[44]

As the war wound down and the dreaded influenza reached its peak in the region, Bloomsburg Normal once again stood ready to open wide its doors and continue the education process.

It was during this era that Professor Oscar Bakeless, a long-time member of the faculty, procured for the Normal some of its most prized possessions. Always a lover of beauty, many of his hours not spent in the classroom were used to unleash his boundless energy in the pursuit of art. Not content just to view and absorb the work of great artists himself, he

Tiffany window in Noetling Hall, now featured in Andruss Library.

dreamed of filling the classrooms and the passageways of the buildings at Bloomsburg Normal with copies of great paintings and pieces of sculpture. Among the artists he admired most were those who worked with stained glass. Through the efforts of Bakeless, the two literary societies obtained two Tiffany glass windows in November, 1918, and had them installed at the landing in the west hall of the model school facing Institute Hall.[45]

The next year, 1919, in celebration of the fiftieth anniversary of teacher education at Bloomsburg, Bakeless, with the aid of Waller and the Alumni Association, raised money to purchase another group of Tiffany windows "...of exquisite color and design with the subject and legend, *Truth and Virtue.*" These were placed in the large arches beside the door and in the

Tiffany windows in Waller corridor outside the old gym, later Husky Lounge. The windows have been incorporated in the west wall of Andruss Library.

space above the door which led into the north wing of the dormitory building. The following year the ceremony of dedication with the unveiling of these windows was a part of the Commencement week activities at the school.[46] (These treasures in all their grandeur above those brown wainscoted walls graced the hallway opposite the gymnasium entrance for about fifty years. In the mid-1960's, knowing that the building of which they were a part would be razed to make space for a new dormitory and a student union, the college's administration had the architect incorporate the priceless windows in the design of the Harvey A. Andruss Library.)

Less spectacular than stained glass windows but very important to the

The west wall of the Harvey A. Andruss Library features the Tiffany windows which were once in Waller and Noetling Halls.

school, its students and its graduates, was the addition of summer school in 1919. These six weeks of classes during the summer were planned to provide an opportunity for graduates of the two and three courses to add credits toward completion of the four-year course. Too, the summer work helped teachers-in-service obtain needed credits for permanent certification. At that time, it was possible in Pennsylvania for a young man or a young woman to secure a teaching position simply by passing the County Superintendent's examinations in August. At the Bloomsburg Normal, summer school was planned to prepare applicants for such examinations. The inauguration of this summer school program was sanctioned by Waller and the board with the proviso that the income from tuition be sufficient to cover the salaries of faculty employed.[47] This program was planned and directed by William Boyd Sutliff. Within a few years, summer school at Bloomsburg was very effectively serving middle and eastern Pennsylvania's teachers and schools.

At the end of the Great War, as World War I was sometimes called after the fighting stopped, the Class of 1919 established a fund to be used to create a memorial to the fifteen former students who lost their lives in the massive hostilities which had ended the previous year. The memorial was to be a living one and was to take the form of a planting of pine trees on the northwest lawn just south of Science Hall. There sixteen pines were planted in the design of a six-pointed star with a steel flagpole erected in the middle. On May 30, 1919 the War Memorial Pinery was impressively dedicated.[48, 49]

Above: *Dedication ceremony for the War Memorial Pinery, between Carver Hall and Science Hall, in 1919. A pine tree was dedicated to each B.S.N.S. student or alumnus killed in World War I.*

A bronze plaque on a boulder near Schuylkill Hall shows the star-shaped planting of pine trees which became known as the War Memorial Pinery. The names of B.S.N.S. students and alumni killed in World War I are inscribed on the plaque.

Three years later, May 30, 1922, an erratic boulder bearing a bronze plaque with a diagram of the planting and the names of those who lost their lives "over there" was placed beside the flagpole in the center of the group of trees. The names inscribed on the tablet are: Walter Page, '15-'17; Hodder, '15-'18; Andres, '06; Straub, '11-'14; Turner, '08; Adams, '13; Neuberger, '00; Montgomery, '15; Kunkle, '11; Olmstead, '08-'10; Williams, '00; Krumm, '14-'15; Robbins, '15; West, '04-'08; and Meryl Philips, '09-'11. After the dedication of the boulder, a program of music and oratory

marked the completion of the War Memorial Pinery.[50]

(Through the years, the pines grew tall and straight and each day the flag flew among them. Periodically a professor who had served in the Armed Forces during World War I—often Dr. Kimber Kuster—would take his classes among the trees and review the story of their planting. Then, in the early 1960's, six of the trees were removed to make room for the building of Schuylkill Hall. Today, ten tall pines stand behind that dormitory, and in their midst is a boulder bearing fifteen names beside a fine steel flagpole—what remains of the gift of the concerned class of 1919 which wanted to perpetuate the memories of one brave nurse and fourteen brave soldiers.)[51]

From the time of the State's purchase of the normals, all who were associated in any way with education in Pennsylvania anticipated that in the near future these schools would offer only teacher training courses. The principle on which the normal school movement had developed was simple and straightforward: To prepare teachers for the mandated schools of the state. Tax money, according to the thinking of the Department of Public Instruction, should be used only for the purpose for which it was appropriated. In most circles, this was interpreted as meaning that those normal schools which originally had been private academies or institutes to which normal courses had been added were facing a problem, the elimination of their classical and preparatory departments. By the beginning of 1920, the expected had become fact and when on March 23 of that year the State decreed that the normals existed solely for the training of teachers, the Bloomsburg Normal School became a very different institution.

Until this time, the majority of the student body was enrolled in the preparatory department. Many were residents from the town or communities within commuting distance, and a segment of the boarding students living in the dormitories were preparing for college entrance, too. Many local young people began their schooling on the hill and graduated twelve or thirteen years later from the preparatory department.

It is true that the model school, directed by O. H. Bakeless, was used in the normal curriculum for student teaching purposes, but it is also true that the instruction in the model school was designed to give the pupils a truly enriched education. Beginning in kindergarten and continuing through grade nine, the basic subjects were thoroughly taught, but the added lessons in art and music along with the study of languages—German, Greek and Latin which began in fifth grade—tended to make the model school quite different from the public schools of that day.

When the ninth grade was completed, the students moved on to the junior class. This was the first year of a three-year program in which students were called juniors, middlers, and seniors.[52] The courses in this department were two in number, classical and scientific. Some classes were the same as those taken by the normal students, but generally

speaking, the preparatory students had a broader, deeper exposure to the subject matter, and took no teacher training studies at all.

From its beginning on the hill under Carver, the Institute had had a reputation for excellence and proficiency in producing well-prepared scholars. Graduates had been accepted at the best colleges throughout the land, many with advanced standing, e.g. 1867, D. J. Waller at Lafayette; and Warren Knedler who did not stay to graduate was given advanced standing at Harvard.[53]

The corps of instructors who met these classes was a group of stimulating teachers. There was Professor Albert, the great and good friend of Booker T. Washington. There was Professor Brill who, as he stroked his very bald head from front to back, made the characters of ancient and medieval history come alive.[54] There was the versatile Professor Hartline who, after studying the geological survey map of Columbia County, explored the country-side on his bicycle to plan the trips his classes in geology would take. Some of these trips were within walking distance of the school. Others called for conveyances from the livery stable downtown, the favorite vehicle being an old horse-drawn band wagon.[55] There was Miss Swartz, who had no great warmth about her personality and who seemed to regard her pupils with a cold blue eye, but in her rhetoric classes she could inspire the individuals to speak with great finesse.[56] In English, Professor Foote made a lasting impression on every student he taught. His avocation of woodworking was shared from time to time with some of the young men at the school, as his tools and workbench provided release from an often rigid schedule. Professor Cope was an enthusiastic teacher of physics who to relax read Browning and was a great ice skater in the wintertime.[57] In his spare time, A. B. Black, who taught penmanship, pursued his study of Elizabethan literature. His private collection was very complete and included a Second Folio of Shakespeare.[58] And then, there was Mrs. J. K. Miller. A graduate of Boston Conservatory of Music, her background enabled her to give to her students a deep and complete understanding of the subject and through such learning to develop an intense appreciation.[59] Professors Dennis and Jenkins were highly respected, but quite likely, the most dearly loved and revered figure on campus was the principal, D. J. Waller. He was a strict disciplinarian, albeit a kind one, but "impartial" might be the word to describe best his relationship with students. He believed each individual, whether teacher or student, should approach every situation in life in a dignified manner. Perhaps that is the reason he stopped Mrs. Miller in the hall one day, and asked her to stop whistling. It was unseemly, he thought.[60]

About to become 74 years of age, D. J. Waller, Jr. wrote to the board of trustees in February, 1920 stating he would not be a candidate for the principalship of the State Normal School at Bloomsburg for the coming year. He was sending his letter early so that the trustees would have

plenty of time to select his successor, and so that the new principal would have plenty of time to make arrangements for the opening of the fall term. He wrote that he had appreciated the many kindnesses and the fine support that had been his in the relationship which had spanned a second tenure of another 13-year period.[61]

The board took no action on the letter at that meeting.

At the regular meeting of the board in March, Waller's resignation was accepted with deep regret. During the month following the receipt of his letter, a committee had prepared a warm and gracious resolution thanking Waller for his judicious guidance and leadership of the school. Though he would be deeply missed the trustees wished him well in retirement. They ordered the resolution spread upon the minutes, and instructed the secretary to send copies to the members of Waller's family.[62] (This revered and beloved man lived in the community twenty-one years after his retirement. Often he participated in school functions and was always active in Alumni affairs. In 1939, at the celebration of the 100th anniversary of the founding of the school, Waller was present to ring the bell in Carver Tower.)[63]

D. J. Waller Jr., ringing bell in Carver Hall.

Charles H. Fisher
1920-1923

Chapter 8

Charles H. Fisher

A Break With The Past

July 7, 1920, the board of trustees of the Bloomsburg Normal met in the afternoon to elect Waller's successor. First they set the salary for the new principal at "$5,000 and home." Then, they reviewed the qualifications of eight applicants and decided that the best fitted for the position was Charles H. Fisher. His credentials were impeccable, and his recommendations were from highly respected men in the field of education, including Dr. Finigan, then State Superintendent of Public Instruction. Fisher was chosen unanimously.[1]

Charles H. Fisher had graduated in 1904 from Labanon Valley College and then had continued his studies at Union Theological Seminary. He had earned a Master of Arts degree at the University of Pennsylvania and had completed a doctorate at Columbia University. His first teaching position had been in the high school at York, Pa., and this had been followed by several years of teaching in the schools of Trenton, N.J. In 1912, Fisher had gone to West Chester State Normal to head the department of education. During his years at West Chester, he had served, also, as part-time professor of education at Swarthmore College. Just prior to his election to the Bloomsburg post, he had been an assistant director of the Teachers Bureau of the State Department of Public Instruction at Harrisburg.[2] Thus when Fisher arrived in Bloomsburg to fill the position vacated by Waller's retirement, he came directly from the source of change which would alter so effectively the very nature of the school at the top of Bloomsburg's hill.

His election must have been a mere formality that June day in 1920, for at that meeting as soon as the selection had been made, Fisher was asked to come into the room. After being verbally notified of his appointment, the newly-elected principal discussed with the board the course of study for the normal schools which had been drawn up by the State Department and which would become effective with the opening of the fall term. Instruction at the normals would be for the preparation of teachers only. Then Fisher produced a list of seventeen new teaching positions which

would need to be filled.[3]

At Bloomsburg, when this new course of study was put in operation, the college preparatory department of the school ceased to function. Several teachers had realized their subjects would be eliminated from the school's offerings and had sought employment elsewhere. Others, hopeful that the changes would not take their jobs waited until they were told their services were needed no longer. Among the subjects dropped that fall were all higher mathematics, Spanish, Latin, and the two sciences, chemistry and physics. At the opening of the fall term, in 1920, fourteen teachers who had been part of the faculty the previous year were no longer teaching at Bloomsburg State Normal.

However, because one of the requirements for admittance to a Pennsylvania State Normal School was the completion by an applicant of 15 units of high school work, the two-year high school course continued to be part of the normal system for several more years. In the early 1920's there were still rural areas in Pennsylvania which did not provide education beyond the eighth grade. To prepare for entrance to a normal school, some students in the Sixth District enrolled at Bloomsburg Normal to earn high school credits before beginning their studies in the teacher training course.[4]

Generally speaking, until this era in Pennsylvania, high school teachers throughout the State had been prepared by the degree granting Liberal Arts colleges. Many elementary teachers had completed their preparation for teaching at a State Normal School. The normals, unlike the colleges, issued certificates rather than diplomas. A certificate from a normal listed the subjects satisfactorily completed by the graduate and gave him the right to teach any or all of those subjects in the schools of Pennsylvania for a period of two years before additional credits needed to be earned for continued certification.

The new two-year course of study for the normals began with a semester of general education. By the start of the second semester, a student preparing for a career in teaching was required to choose one of the four fields of specialization offered. They were:

Group I. Kindergarten-Primary
(Kindergarten through Grades 1, 2, 3)

Group II. Intermediate
(Grades 4, 5, 6)

Group III. Grammar Grades and Junior High School
(Grades 7, 8, 9)

Group IV. Rural
(Grades 1 through 8)[5]

These fields of study led to a more "in-depth" preparation of the State's elementary teachers and to a more definitive certification.

Soon after his arrival, it must have been with much pleasure that Fisher

welcomed two of his former colleagues to the campus. A. L. Rowland and Francis B. Haas of the Department of Public Instruction visited the Normal, officially, in the fall of 1920. Fisher took them to all the schools in the town and to several schools in the surrounding rural area. He spent a day with them in the model school and another attending Normal classes. When Haas and Rowland returned to Harrisburg, Fisher reported to the board that the State officials were "satisfied and pleased" with what they had observed.[6]

Perhaps as an outgrowth of this visit by the men from the State Department, steps were taken to "...bring the work of the Normal School and that of the town schools in closer relationship." Three rooms in the town schools began to be used for practice teaching of grades 4, 5, and 6. This would ease the crowded conditions in some of the classrooms of the model school, where it was said one teacher might have fourteen student teachers to plan for and supervise in one day. By opening additional classrooms for practice teaching in the town, students were able to participate for longer than the original 45 minutes each day. Roxana Steele, the director of the training school, would supervise the town classrooms in which the Normal placed student teachers. Harriet Moore of the Normal's music department, would devote half her time to teaching in the town schools, as would George H. Hall from industrial arts, A. B. Black in penmanship, and George Keller in art.[7]

At the time of Fisher's appointment, housing for his family had created a problem for the board. Evidently Buckalew Place could not be used. Either it was leased to someone else or badly in need of repair. Until late September or early October when the trustees rented Dr. John's house for $50 a month, Fisher had been unable to bring his family to Bloomsburg to live.[8] The lease with Dr. John was in effect until April 1, 1922. At that time, though painted and papered, the house at Buckalew Place needed to be rewired. Nevertheless, the Fisher family moved into it. They would live there while the repairs were being made, Fisher said.[9] (Once more, Buckalew Place became the residence of the chief administrative officer of the Bloomsburg Normal, and through several renovations continued to the present as the gracious home of the college's president.)

During the Fisher tenure at the school changes were many, some not as significant as others, but noteworthy nonetheless, if for nostalgic reasons only: The model school came to be known as the training school. Round tables, seating eight, at $15 a piece, replaced the old tables in the dining room. Comfortable "substantial" rocking chairs were bought to make Long Porch attractive.[10] A dietician was hired to reorganize the kitchen and dining room, and one semester each year to teach classes in nutrition.[11] And, sex education came to the campus! A Dr. Sina Stratton visited the Normal once each month, Fisher reported to the board, to lecture to the senior students and the older boys and girls of the training school. "...She is a specialist in moral education," he said, "and has been

The dining room before the round tables were purchased.

Purchase of round tables added a nice touch to the dining room.

giving special attention to problems in sex hygiene, which she treats in such a sane manner that she is proving to be very helpful to our students."[12]

In June, 1921, William Boyd Sutliff became the first dean of instruction at Bloomsburg when that post was created in the normal schools throughout the State. (Besides serving as chief academic officer of the institution from June, 1921 until his retirement in June, 1937, for many years, Sutliff was the entire math department.)

Dean William Boyd Sutliff.

Also, 1921 marked the beginning of extension work by the school. Legislation had decreed that the State Department require all teachers to be holders of State certification by 1927. Graduates whose temporary certificates had not been made permanent, teachers whose positions had been secured by passing the county superintendents' examinations, and some who were teaching who may have earned degrees in fields other than education now found themselves in need of professional courses to qualify for state certification. To meet these needs, extension classes were begun in September, 1921. The classes met in the late afternoons and evenings and on Saturday mornings. That first year, twenty-five classes were organized which enrolled over 700 teachers-in-service.[13] The centers were in Hazleton, Danville, Williamsport, McAdoo, Plains, Edwardsville, Freeland, and Bloomsburg. Two automobiles were purchased to provide

transportation for the faculty involved in the extension work. Sometimes county superintendents used these extension credits as a substitute for the required attendance at County Institute.[14]

At this time, many Bloomsburg students used rail transportation from their homes to the school. At the opening of each new semester or at vacation time, representatives of the Normal wearing badges, usually faculty members, were at the railroad stations to meet the trains and to assist the students. A student's baggage could be delivered to the school simply by leaving the baggage check with the teacher plus 35 cents for each trunk and 15 cents for each suitcase.[15]

Among the items packed in those trunks and suitcases were such required necessities as blankets or bed comforters, towels, table napkins, and a large laundry bag. If the trunks and suitcases belonged to a young woman, they would contain the additional necessities for her physical culture classes. "All young women," the catalog stated, "must be provided with a gymnasium costume consisting of bloomers, a middy blouse, and a pair of gymnasium slippers." Other items suggested but not required were "...three or four good framed pictures, window curtains, rugs or carpet."[16]

Soon after Fisher had come to Bloomsburg Normal, several rooms were set aside just north of the main entrance to the four-story dormitory building for a bureau of educational research.[17] This was something entirely new on campus and became a source of some controversy. It began, one semester, with lectures by two young men who had graduated from college with degrees in educational measurements, and it expanded rapidly until courses had been developed for the faculty as well as for the students. No one seemed immune to the use of the jargon of the bureau; the conversations in the hallways and across the campus were excited talk of I.Q.'s, criteria, mental and chronological ages, curves, norms and means. Nor did anyone—faculty or student—seem exempt from the testing of intelligence and the measuring of the results. At the height of the bureau's popularity, students were hired to help with the clerical work. When it became noised about that only those students with the highest I.Q.'s were being asked to work in the bureau in their spare time, several unhappy situations developed. At times, students having access to the confidential data of the test results created problems not only among other students, but among the teaching staff as well. Those faculty members who refused to become involved in "the new fangled thing" were accused by the more enthusiastic as trying to retain "the Status Quo"—a dreadful accusation! (The bureau, as set up by Fisher, seems to have died a natural death with his departure. However, the work of testing and measuring went on with the addition of new courses in psychology and educational measurements.)[18]

When the boys came back to the campus after World War I, they found an entirely different social atmosphere at the Normal. No longer were the women students not permitted to leave the grounds unless chaperoned.

No longer was the only entertainment in Bloomsburg on Saturday night the programs of the two Literary Societies at the Normal. The girls had been emancipated. Weekends they were allowed to go into the town after the evening meal. They wore bobbed hair and short skirts. They went to the "movie palace" on Saturday night. Attendance at the Philo and Callie meetings became less and less. Fewer students were interested in becoming members and carrying on the work of the organizations. Finally, while Fisher was serving as principal, representatives of the two societies met with members of the faculty and administration to study the situation. They decided that both organizations had served the school and students well, but that there was no longer a need for them on this campus. The members agreed, and the Philologian and the Calliepian Societies ceased to function.[19]

In 1922, the three-year course for teachers of junior high school was instituted at the normals throughout the State. On the Bloomsburg campus, a one-room junior high school for practice teaching was established in a room on the ground floor of the main building (Institute Hall, now Carver Hall. From there it would move into Science Hall, and later into the schools of the town and nearby communities). To many local people who were interested in the Normal and its activities, the establishment of the three-year course signified the first step toward college status.[20]

On June 1, 1923, the board of trustees met in special session. This meeting had been called when notification had reached them that Fisher would not be a candidate for reelection to the position of principal. He had accepted the presidency of the State Teachers College at Bellingham, Washington. Though he was sorry to be leaving Bloomsburg Normal School, the post in Washington was a promotion he felt he should take.

The board accepted Fisher's resignation with regrets.[21]

G.C.L. Riemer
1923-1927

Chapter 9

G. C. L. Riemer

Now A College - First Degree

Within a month after the trustees accepted the resignation of Fisher, the board met again and unanimously elected a new principal of the Bloomsburg State Normal School, G. C. L. Riemer (Guido Carl Leo Riemer).[1]

Born in Saxe-Weimar, Germany in 1873, Riemer came to America with his family in 1882. After completing his early education in the public schools of Clarion, Pa., he enrolled at Bucknell University where in 1895 he earned a Bachelor of Arts degree and in 1896 a Master of Arts degree. In 1900 he completed work at Harvard for a second degree of Master of Arts. From there his studies took him to the University of Leipzig, Germany from which he received a Doctor of Philosophy degree in 1905. However, his professional career began a few years earlier, in 1901, as a professor of German at Bucknell—a post he held until 1918 when as the anti-German sentiment swept across college campuses, Bucknell (as well as Bloomsburg Normal) dropped the study of German from its curriculum. From 1918 until 1923 when Riemer was elected to the principalship at Bloomsburg, he was an official in the Department of Public Instruction at Harrisburg.[2]

He came to a school which three years before had dropped its largest department, the college preparatory course, and which had devoted those three years to expanding its teacher education program. The campus covered about nineteen acres of land with lawns, athletic grounds, an oak grove, and seven buildings for carrying on the business of a normal school.[3]

At this time, the board, as well as Riemer, considered the old housing policy to be in need of an updating. Young women as well as men were asking permission to live off campus. One of Riemer's first efforts, after he had moved his family to Buckalew Place, was to develop a new set of "Rules and Regulations for Students Living Outside Dormitories." The following, obviously for women, was adopted by the trustees shortly after Riemer became principal:

Students living in the town are under the protection and supervision of the Normal School, and the Principal reserves the right to form such rules and regulations as will promote the best interests of the student and the School.

Students are asked to conform to the following regulations:

1. Students living in the town are to be in the homes in which they live, or in the school during the day and evening.
2. Evening study hour should begin at seven o'clock and continue until 9:30 p.m. Any student wishing to spend that time in the School library may do so by securing the required Library Slip from the House Mother.
3. Students will not attend parties, dances, or movies. Nor will they go in automobiles with young men except with special permission from the Dean of Women. Permission slips will be secured from the Dean to be presented to the House Mother.
4. Students living outside the dormitories will not leave the town without permission from the Dean of Women.
5. Students will attend church on Sundays.
6. Students will entertain young men but one evening a week and then with the permission of the House Mother.
7. At 10 o'clock P.M., students will be in their own rooms and quiet should prevail.[4]

Not only was the new broom "sweeping clean," but it was sweeping in many corners. No sooner had the rules and regulations been adopted governing girls who lived off campus, than the new principal turned his attention, and the board's, to the teachers in the training school. In the preparation of new teachers, their responsibility was great, Riemer thought. But, he contended, unless training teachers from time to time had contacts with others in like positions and occasionally studied at some college or university, their work with the young people of the Normal could become static. Riemer presented his case so well that before his first semester at Bloomsburg had closed, the trustees had agreed that no increment in pay would be given any training teacher for the year 1924-1925 unless the individual teacher attended a summer session of some advanced institution.[5]

Soon after the beginning of the second semester of the school year, 1923-1924, February 20, to be exact, a new school weekly was published for the first time. The name, *Bloom-in-News*, had been selected by the student body as had its editor, Walter P. Berninger. The paper must have had the sanction of the administration for three teachers were assigned to help with its publication, Helen Babb, Edna Monro, and Samuel L. Wilson.[6] The first issue, containing four sheets, set the editorial policy by saying, "Students, this is your paper. Alumni, this is your paper." Advertising took much space, and it is interesting to note that during the week of February 25, 1924, at the Victoria Theater in Bloomsburg, Jackie Coogan played in *Long Live the King;* Tom Mix played in *Eyes of the Forest*, and William Desmond in *Breathless Moment.*[7] By the sixth issue both theaters in the town were advertising in *Bloom-in-News.* At the Columbia Theater, *The Covered Wagon* was showing, while the

competition at the Victoria Theater was *Held to Answer* plus a fashion show staged by the Leader Store of Bloomsburg. *Bloom-in-News* continued on a regular basis through the remainder of the second semester of that year. The last issue, an eight-page paper, was published May 29, 1924. It had shown the student body that a campus newspaper could be published at Bloomsburg.

With the opening of school in September, 1924, the notion of a school newspaper surfaced again among the students. The administration approved again, and once more assigned Samuel Wilson and Edna Monro as advisors. Edison Harris of Edwardsville was chosen editor. With publication about to begin, the school decided on a name change. Instead of *Bloom-in-News*, the paper was called *Maroon and Gold*.[8] (For nearly half a century, the college newspaper would continue to bear that name.)

In the summer of 1924, someone in Connecticut sent George Keller a three-month old bear cub. From early childhood Keller had taken on the challenge of training any animal that happened to wander into his backyard. Immediately, with the arrival of the bear cub, the art department at the Normal set about preparing for a production of the play *The Three Bears*. It would be presented the following winter, but the work on it would begin during the summer with the training of the bear cub. "It is as tame as a dog of the same age," Keller reported.[9]

By the middle of October, the Junior High School Art Club, which had become deeply involved in the production, was in great difficulty. The play was scheduled for December 12, and "Grump," the bear cub was not well. On the twenty-first of October, the local press reported his demise.[10] In some way, known only to Keller, a replacement was found and upon shipment to Bloomsburg the new cub proved a very able and trainable young bear.

December 12, the show went on. It was a huge success. The Junior High School Art Club attained new status, and George Keller's ability to handle wild animals was firmly established.[11]

(Keller's hobby of training big cats first led to his own animal show in a field beside Old Berwick Road. For several years, as he perfected his technique of handling wild animals, he taught art at B.S.T.C. during the winters and followed the carnival and circus trails during the summertime. His act was daring and unique. Having driven into a single cage, five incompatible big cats—an African lion, a leopard, a mountain lion, and two panthers, he would enter the cage and make the animals perform at his command. He worked at th Steel Pier, Atlantic City, performed at the World's Fair, New York City, and worked for a time with the great Barnum and Bailey Circus. Eventually he gave up his teaching career and became part of the world of show business. His life ended with a heart attack in the enclosure with his animals in Corpus Christie, Texas while with the Shrine Circus.)

Throughout the State, great strides had been made in establishing high

schools in the small towns and rural districts. By the spring of 1925, the enrollment for the high school course at the Bloomsburg Normal had become so small that Riemer suggested the course be dropped. The board accepted his recommendation.[12] From the opening of the fall semester, 1925-1926, the school at the top of Bloomsburg's hill ended a period of its existence as a multi-purpose educational institution and entered that period in its history when it would serve one purpose only—the preparation of teachers for the public schools of Pennsylvania.

For several years, upon visiting the campus, representatives from the State Department had advised making North Hall into a dormitory for men. This would provide space for girls in the North Wing (Library Hall) on third and fourth floors of the main dormitory. All men would be housed together in one building on campus as would the women. Finally in the spring of 1925 plans were approved for the renovation of North Hall and the work was begun. Until that time some of the employees were housed in sections of North Hall, as well as students. With the intended changes in use of the dormitory, the question arose of quarters for the help. One suggestion was conversion of the barn into living space. (This was the big gray barn which stood just north and a little east of North Hall. Presently, part of Northumberland Hall stands on its site.) The idea must have had some credibility, for though the barn stood as a barn and storage space for at least thirty-five more years, in April, 1925, the school sold its team of horses and its wagon. Riemer reported that besides the money received for the sale of the team and the vehicle, the school would save $1,020 in wages to the teamster and about $400 in feed for the horses.[13]

Friday and Saturday, May 15 and 16, 1925, the Bloomsburg Normal School hosted a large meeting of educators from northeastern Pennsylvania. There had been over 2,000 responses to the invitation to the conference. On Friday, though public schools were in session, hundreds of administrators and teachers were in attendance. One of the key studies the first day chaired by Riemer, was titled "Supervision Not Inspection." It led to a discussion of ways to combine the strength and influence of County Superintendents and district principals in providing in the public schools practice teaching and other laboratory experiences for normal school seniors. The second day several hundred more teachers-in-service poured onto the campus. From this two-day meeting the Northeastern Convention District of the Pennsylvania State Education Association (P.S.E.A.) sprang into being.[14] (It has been said that the beginning of P.S.E.A.'s gaining strength can be attributed partly to such regional organizing efforts throughout the State. Also, it is interesting to note that in the beginning and for about thirty-five years after such organizations were formed, administrators and teachers had many professional goals in common toward which they worked as a team.)[15]

In 1926, a year of renovation was begun. Perhaps because Governor Pinchot had lunched on campus the previous year and had been inclined

to praise the management of the school, the Normal had received a $100,000 appropriation for rewiring buildings, updating the kitchen, replacing wooden stairs with tile and steel fire towers, and in the girls' dormitory creating a spacious lobby at the main entrance. (Until this time, stairs had wound their way from just left and right of the first floor doorway facing west to the fourth floor. By removing these, and opening two offices on either side of the stairwell, an attractive and generous-size area was provided in front of the dining hall for gathering together and visiting.) With the elimination of the central stairs, small lobbies were created on the upper three floors, also.[16]

Lobby in dormitory building (later Waller Hall), with entrance to dining room (later the library and bookstore) in background.

For some time, normal school leaders throughout the State had been thinking of and working toward a degree program for both high school and elementary teachers. Early in March, 1926, the Board of Normal School Principals met in Harrisburg to pass upon a four-year course of study which would lead to a degree in these fields. By March 25, they had approved the four-year plan and had sent it to State Superintendent Haas for his sanction. When his approval was received, the principals prepared for implementing the new expanded courses at the opening of the fall term.[17]

On June 4, 1926, the State Council of Education extended to Bloomsburg State Normal School the "privilege" of granting degrees. On the completion of four years of prescribed study a graduate could be awarded either a Bachelor of Science degree in the field of secondary schools, or a Bachelor of Science degree in the elementary field. This did not mean the two- and three-year courses had been discontinued. These

would be part of the Normal's offerings for the next decade.[18]

With the granting of degrees went a change in status of the school, and along with this, once again, a change was made in the name of the institution. The often-told story of the school community learning of its new station goes something like this: Riemer had been in Harrisburg attending the June 4 meeting. He returned that Friday evening to the campus where a large party or dance was being held in the gym. Standing in the entrance, he clapped his hands to get the attention of everyone and then said, "Tonight, I want you to sing the old school song, but put the word *College* wherever Normal has been sung." Those in attendance say it was done with gusto.[19]

Officially, the decree to grant degrees was not forthcoming until December 17 of that same year (1926) when A. Z. Schoch, president of the board of trustees, accompanied by Riemer met with representatives from the other normals in the offices of the Department of Public Instruction. There officials presented the paper setting forth the decree to the Board Presidents who in turn passed the document to their respective principals.[20] The ceremony over, Schoch and Riemer returned to Bloomsburg. Later in the year, word was received that the official name of the school would be State Teachers College, Bloomsburg, Pa.[21]

At the time the Normal became a college, with power to grant Bachelor of Science degrees, the school had among its faculty: G. C. L. Riemer, principal; W. B. Sutliff, dean of instruction and teacher of mathematics; Clair Conway, dean of women and teacher of English; George Keller, dean of men who also taught art; C. M. Hausknecht, business manager; Earl Rhodes, director of the training school; May Hayden and Maude Campbell, teachers; Lucille Baker, Grade IV and Bertha Rich, Grade VI in the training school; Anna Garrison (Scott), Grade V; Ethel Ranson, junior high school supervisor and mathematics teacher; O. H. Bakeless and John Fisher, the department of educational psychology and measurements; Alice Johnston, Ethel Shaw and Samuel Wilson, in the English department; Howard Fenstemaker, the whole foreign language department (which had just been reinstated when Latin, French and German became part of the required offerings of degree-granting institutions); Nell Maupen and Edward Reams in social studies; H. Harrison Russell, geography; Harriet Moore and Jessie Patterson in public school music; and in the six-person health department under the direction of E. H. Nelson were Thornby Booth, Kathryn Loose, Lucy McCammon, Marie Lee, the nurse, and Irma Ward, the dietitian. In the library were Pearl Mason and Helen A. Russell.[22]

At this time, the Bloomsburg Hospital had a thriving school of nursing. In September, 1926, permission was given for the use of the science laboratories on campus by the nursing students from the hospital. Usually these science courses covered a sixteen week span. This cooperative effort between these two community institutions lasted for several years.[23]

When the College began the preparation of teachers for the secondary

schools, it became necessary to find classrooms in which the seniors could do their student teaching. With no high school classes on campus, the administration turned again to the town's public schools. Once more, classrooms and cooperating teachers were available, but the number was limited. At Riemer's suggestion, the board authorized him to contact the Berwick and Danville schools about developing student teaching centers in their systems.[24] By December, 1926, negotiations with the schools of Berwick had been completed and cooperating teachers were ready to begin working with BSTC students at the opening of the second semester. This marked the first time student teachers had gone out of the town district for their laboratory work.[25]

Meanwhile, life at the College went on much as usual. Freshmen customs were introduced to the campus about the same time the school received a new name. The incoming freshmen were compelled to wear black dinks and green ribbons to show their humble status. The students living in the dormitories still had to bring their own table napkins;[26] the Women's Student Government Association continued to flourish;[27] as did the Debating Club, newly organized by Alice Johnston. Two years before she had started a dramatic club called the Bloomsburg Players; it, too, was a popular organization.[28] Music was everywhere on campus; there was the group called the "Double Quartettes," a Senior Girls' Glee Club, a Junior Girls' Glee Club, a BSTC orchestra, and a "Uke Club".[29]

The artists and lecture series brought good music to the campus on a regular basis. Ethel Fowler Brown, class of 1927, remembers an opera company presenting "The Barber of Seville"[30] during the same era in which Pablo Casals enchanted the students and townspeople with his cello.[31] Lectures were part of this cultural program, too. Admiral E. Byrd spoke twice at the school, once after his flight to the North Pole and again after his return from Antartica. This very flamboyant figure was a favorite with the students as he strode about campus wearing, instead of a topcoat, a dark cape lined with red.[32]

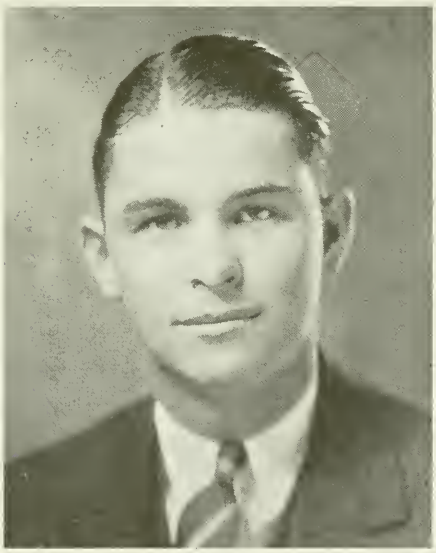
If some cultural or social event were to take place at the school in the evening often girls living in the dormitory would invite commuting students to stay with them overnight. These guests were required to follow dormitory regulations as well as their hostesses—lights out by ten o'clock, and all quiet until rising bell at 6:45 a.m.[33]

Until the middle of the 1920's, many commuting students from Berwick and Danville came to school each day on the trolley. The stop for the College was at the intersection of East Street and East Main Street. Here the students disembarked and hurried up the hill to their classes. Sometimes in winter, trolley travel was slowed or completely disrupted by heavy or sudden snowstorms.[34]

Intercollegiate sports at the school at this time were the usual ones: Football, basketball, tennis and track. For girls there was a very well organized sports program in basketball, tennis and field hockey.[35] (In girls'

basketball, this was the era of the three-section court, and the guards, forwards and centers were not allowed to move beyond their particular sections. The center was always the tallest girl on the team, and assisting her at the position of side-center was the quickest girl on the team. As the forwards and guards were confined to their own sections, often they were unable to receive the tap as the centers jumped. The side center's purpose was to get the tap and pass it to the forwards on her team. It was a cumbersome game, but quite ladylike.)

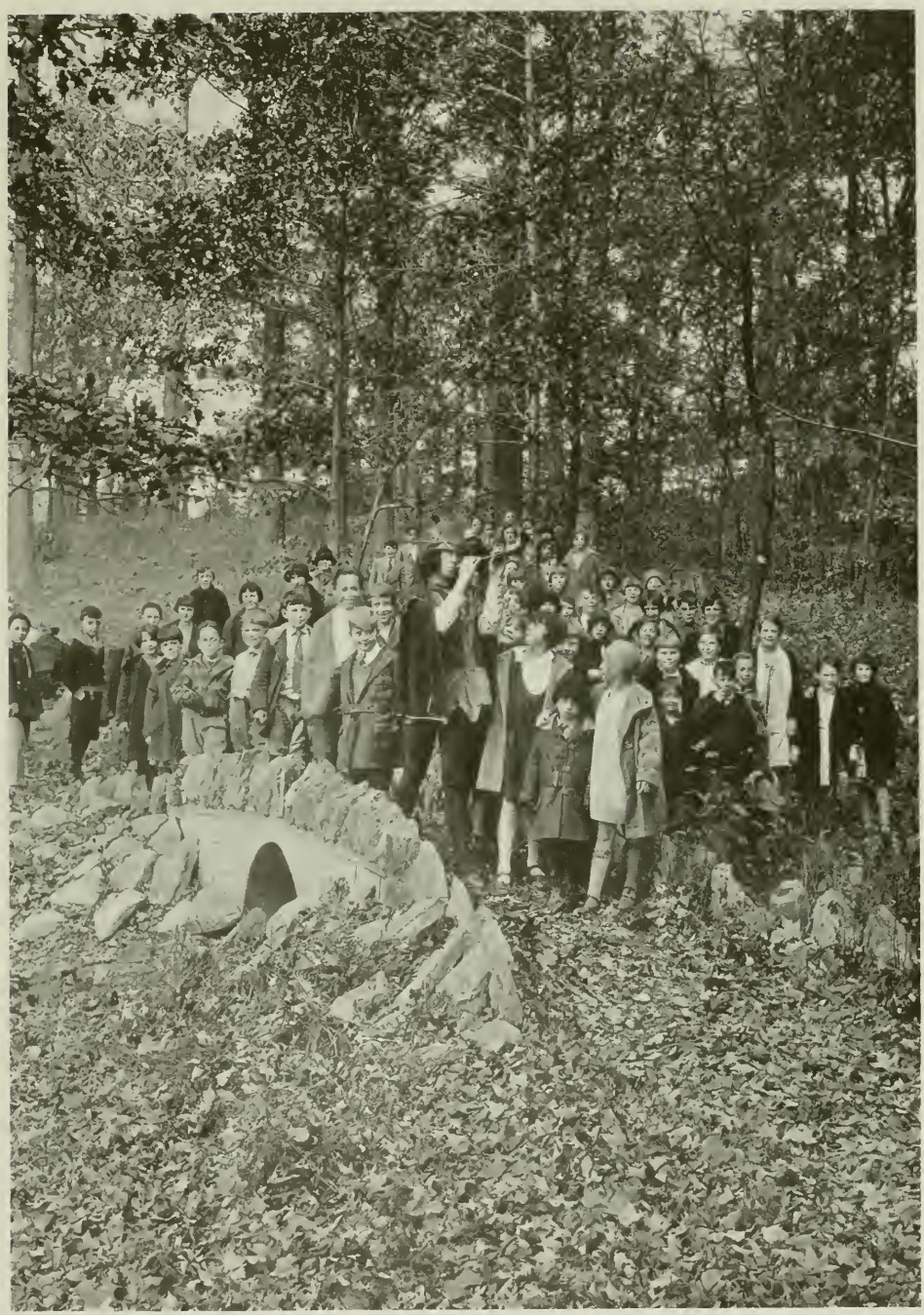
The Class of 1927 was the last class to finish a non-degree program. However, the class had the distinction of having one member with enough earned credits to fulfill the requirements of the degree course. On Friday, June 10, 1927, at 10:30 a.m., at the commencement exercises, Arthur C. Jenkins became the first graduate from the State Teachers College at Bloomsburg with a Bachelor of Science degree.[36]



Arthur C. Jenkins.

As early as January 1927, there had been rumors around town that Riemer was not going to continue as principal at Bloomsburg. His plans for the future had not been made known, it was said, but the same source that reported Riemer's intentions to leave noted that the board of trustees were considering several applicants.[37] No action is recorded in the board's minutes concerning a resignation or any request for one. Yet at the meeting of the trustees in April, a resolution was unanimously passed appointing Francis B. Haas to the principalship of the Bloomsburg State Teachers College.

Riemer remained at the College through the June Commencement, and then seems to have faded away until his election one year later to the position of principal of Clarion State Teachers College.



Pied Piper of Hamlin, fall of 1926.

Francis B. Haas
1927-1939

Chapter 10

Francis B. Haas

A Growing Unity Within

It was said that both Indiana and West Chester State Teachers Colleges had sought Haas to fill a position at each of those schools, but he had chosen to become principal at Bloomsburg.

From 1925 until 1927, Francis B. Haas had been Pennsylvania's State Superintendent of Public Instruction. With the inauguration of Governor Fisher, Haas had resigned, not because he felt he could not work with the new administration but because the office he filled was a political appointment. He believed he should withdraw to allow the new governor to fill the post with a man of his own choosing. When word of Haas's resignation spread across the State, every county superintendent except one wrote to the Governor urging that Haas be reappointed.[1]

A native of Philadelphia, he had graduated from the School of Pedagogy in that city and had earned degrees at Temple University and the University of Pennsylvania.[2] He began his career in education in the upper elementary schools of Philadelphia, first as a teacher and then as a principal. While working in the Philadelphia School system, he reorganized the upper grades into departmentalized classes—a new idea, then—and introduced a systematic schedule of "play days" within the city.[3] In 1920, Haas went to Harrisburg as assistant director of Teachers Bureau of the Department of Public Instruction. Five years later, he was appointed to the office of State Superintendent for Pennsylvania. In the intervening months between Haas's resignation and his moving to Bloomsburg, he had been enrolled in teacher training courses at Columbia University.

On June 20, 1927, when the trustees met, Haas attended the board meeting for the first time as principal of B.S.T.C., a post to which he had been elected April 11, 1927.[4] At that April meeting, a resolution had been spread upon the minutes which said:

> Resolved, That Francis B. Haas be and hereby is elected Principal of the Bloomsburg (Pennsylvania) State Normal School for a term of three years beginning July 1, 1927 at an annual cash salary of $6,000, $6,500 and $7,000

for the respective years and maintenance which shall include the use of the Principal's residence, together with the cost of heat, light and water for the same and food supplies for the Principal and his family.[5]

When Haas, with his wife and three children, moved into Buckalew Place they found the house badly in need of repairs. "It is our intention," he told the board, "to furnish and maintain the Principal's residence in keeping with the dignity and social needs of the institution." Inside, the house should be painted and papered, he thought and "...certain plumbing modifications made so that the house may be returned to a one-home plan..." Estimated cost of the renovations ran between $1,500 and $2,000.[6] The trustees approved the repairs.

At the time of the change of administrations on campus, the town of Bloomsburg had grown to a population of about 10,000 inhabitants. There was a newly constructed public library on Market Street, a new junior-senior high school on Center Street and a new hospital in town. Bloomsburg could be reached by three railroads: The Delaware Lackawana and Western with its station between Sixth and Seventh Streets at Market Street; the Pennsylvania with its station across the river, just over the bridge; and the Reading with its station standing at the west end of Fifth Street near the Fair Grounds. Though trolley travel had been discontinued, regularly scheduled buses ran between Bloomsburg and nearby communities, Berwick, Hazleton, Sunbury, Danville, and Catawissa.[7]

When Haas began his tenure at Bloomsburg, he found three buildings on campus carrying new names. At the annual meeting of the Alumni Association in the spring of 1927, O. H. Bakeless moved that three buildings be named for three outstanding former teachers of the School; that Institute Hall become Carver Hall; that the training school become Noetling Hall, and that the girls' dormitory and office building become Waller Hall. The motion was adopted enthusiastically by the Alumni Association, and a committee of three was appointed to seek the approval of the board of trustees. The committee members were Fred Diehl, R. Bruce Albert, and Howard Fenstemaker.[8] At their regular meeting in June, the trustees agreed with the wishes of the alumni, and further suggested that a "...suitable tablet be placed on each building thus to perpetuate the names of these men."

Previously, the contributions of Henry Carver and D. J. Waller, Jr. have been noted. The respect and deep affection with which these two men were remembered by graduates make it easy to discern why they were honored in this manner. But who was Noetling?

A rather spare man with a snow-white rounded goatee, William Noetling was a teacher of pedagogy at the Bloomsburg State Normal School from 1877 until his retirement in the spring of 1900. Born in Mifflinburg, the son of a German physician, Noetling attended the academy in his

hometown in the winters and worked as a carpenter's assistant during the summers. After finishing the work at the Academy at Mifflinburg, he prepared for college entrance at the Academy at New Berlin. He began his college studies at Bucknell University and then went to Union College at Schenectady, New York, where he was known for high scholarship. After earning an A.M. at Union, he took courses in architecture and civil engineering. Having completed those studies, he enrolled for one term at the Academy of Music, Geneseo, New York. Then, desiring to make his education broad and well-rounded, he went to Amherst, Massachusetts to study at Dr. Sauvier's School of Language.

Professor William Noetling.

At one time, Noetling's career in education found him vice-principal of the Missionary Institute at Selinsgrove, now Susquehanna University. From there he went to Belleville, Illinois to teach. Before returning to Snyder County as superintendent of schools, he conducted a private school at Waynesboro, Pennsylvania.

He was the author of many published articles on education, and of a much used textbook in the field of algebra and geometry.

Noetling was a pleasant man and with his quaint humor endeared himself to the Bloomsburg Normal students as well as the children of the model school. When the model school, which had been built during his tenure, was to be among the buildings receiving names of outstanding teachers at the institution, it was a fitting and obvious move that the

training school become Noetling Hall. The plaque placed inside the building read, in part:

In loving memory of
Professor William Noetling
. . . . . .
A True Man – A Sympathetic Friend – A Great Teacher[9]

In the summer of 1928, renovations had continued on campus; old wooden stairs seemed the most pressing job. They were removed, first in the dormitories, then in the other buildings, and steel and tile fire towers were installed. That summer, single beds replaced the last of the double beds in the girls' dormitory. In the gymnasium permanent bleachers were set in place and the running track was removed except for a section on the south side of the room which was kept for added seating.[10]

The school year of 1928-29 found the student handbook revived on campus. It was the work of many people, alumni, trustees, faculty and students. It contained information gathered from many quarters. Rules and regulations of the school were printed in it, as were suggestions for making campus living a little easier for the lowly freshmen. For example, under "General Information," it said:

> Bathrooms at Teachers College are modern and sanitary. It is a mark of good breeding to keep bathrooms in a clean and healthful condition. Details such as washing out the lavatory basins and flushing toilets are important.
>
> Chapel is held on Monday, Wednesday, and Friday at 10 a.m. Devotional exercises and worthwhile programs are presented. Attendance is compuslory...
>
> Telephone service: Women students receiving messages will not be called to the telephone. The student's name will be posted on the bulletin board and by calling at the Dean of Women's office, the message or the telephone number may be secured.

Perhaps the most valuable, and by far the most interesting information in the handbook was contained in the "Tips for Freshmen":

> Don't forget that what you do at Bloomsburg counts for more than what you say.
>
> Don't yield to the temptation to do dishonest work. You came to College to develop your mind, not to ruin your conscience.
>
> Learn the songs and yells printed in this book. College spirit is obtained only by true loyalty. Believe in your College and then give it all you have.
>
> Living in a dormitory doesn't confer upon one the privilege of being a house wrecker.
>
> Obedience to law is liberty. Preserve your liberty.
>
> Do not do anything at school that you would be ashamed of at home. They may hear about it.[11]

A year or so later the following suggestions were added to "Tips for Freshmen":

> Don't be afraid to be yourself, be ashamed not to be.
> Don't cut chapel, or classes, or friends.
> Don't acquire a back-row reputation.
> Don't criticize the meals. The poorest ones could be worse and at some institutions they are.[12]

November 17, of 1928, saw the first Homecoming Day on campus. The football game in the afternoon was with Wyoming Seminary on (Old) Mt. Olympus. We lost. Following the game there was an informal reception in the gymnasium for old grads, and in the evening, a dance ended the festivities.[13] Homecoming had been a great success, and was on its way to becoming a tradition.

There is a story told concerning the acquisition of the parcel of land on which now stand Centennial Gymnasium, Sutliff Hall, Bakeless Center for the Humanities, Andruss Library, and part of Haas Center for the Arts. To Haas, if the College were to grow, the land across Spruce Street, just to the east of the campus, was the most reasonable site for expansion. The land was part of the Dillon estate, and to postpone the purchase of it, Haas believed, in time, could curtail the growth of the College. Already, lots were being sold in the area. C. M. Hausknecht had built a house on one lot facing East Second Street and Edward Reams owned a new home situated on a lot facing Spruce Street. Haas went to the board asking permission to present the case to the State. The trustees approved the action.[14]

But the story goes back much further. John R. Townsend was a member of the board of trustees for many years. He was active in the days when trustees of the school not only made the decisions, but found the money for the acquisition of land and the construction of buildings. When a strip of land was bought from the Dillon family on which to build (Old) North Hall, Townsend had urged the board to buy the rest of the land to the top of the hill. This would have given the school all the ground from Penn Street to Buckalew Place north of East Second Street, with the exception of the Dillon home. At that time, finances of the School were so tight that the purchase was impossible. But Townsend didn't let his dream die; he passed it on to his son.

In the 1920's, Joseph Townsend, the son, was appointed a trustee of the College by the Governor. When Dr. John A. H. Keith, state superintendent, came to Bloomsburg on an official visit, Townsend offered to show him through the buildings and then take him to the country club (now upper campus) to show him the magnificent view. To get to the country club, Townsend drove Keith over the land on which Centennial Gymnasium stands. There they stopped, while Townsend told Keith of his father's dream. He spoke of the great possibilities the parcel held for the future growth of the College.

"I have never seen its equal," Keith is supposed to have said. "The State of Pennsylvania cannot permit this marvelous expansion site to escape it. You go ahead and see what can be done about it and I'll be back soon with our budget secretary so that he has the picture and there will be no chance of failure at our end." Within a few weeks, Keith and the budget secretary returned to Bloomsburg.[15, 16]

In the meantime, the College authorities in conference with the Dillon estate had arrived at the purchase price of $75,000 for the 18½ acres. Within a year or two, the State Department had sought and received an appropriation for the purchase of the land. On October 25, 1929, this valuable piece of property became part of the campus of the State Teachers College, Bloomsburg.[17]

For many years an annual event at the School was the Rotary-Kiwanis-College Night which was begun soon after Haas came to the College. He spoke to the board about inviting the members of the Rotary and Kiwanis Clubs and their wives to the campus. His reason, he said, was for "...acquainting them with our situation and needs. The College is an institution with whose aims and purposes these groups should be familiar and with which they should be have a sympathetic interest." The trustees approved the idea, and the clubs accepted the invitation. The night of the first party about 400 guests were in attendance.[18] They were impressed with the gracious new lobby and the freshly decorated dining room. After a roast chicken dinner, a pattern was set for the Rotary-Kiwanis-College nights which would be followed for the next quarter of a century: The guests joined the student body in the auditorium for a program of music and drama. (That first "College Night," the orchestra played several pieces, the college chorus sang several numbers, and the Bloomsburg Players presented the one-act play, *The Pot Boilers*.) Then, after the program in the auditorium everyone went to the gymnasium (Old Husky Lounge) for dancing.[19]

At the beginning of Haas's tenure, the registration fee for day students (the commuting women were called "locker girls" then) was $15; for boarding students, $12.50. Board, room and laundry for eighteen weeks of living on campus was $144.00, and an estimate for the cost of books was $20.00.[20]

For some time, requests had been sent to Harrisburg by the principal and by the board for a new power plant, a new training school and a new laundry building. By the middle of the summer of 1928, after several visits to the campus by officials from the State Department, word was received in the principal's office that the State Teachers College at Bloomsburg would receive an allocation to redo its power plant, making it "efficient and sufficient," that $125,000 would be appropriated for the construction of a new training school, and $25,000 for a laundry building.[21]

When the bids for the two buildings were opened, they totaled about $165,000. After a trip to Harrisburg to explain the reasons for the

differences between the allocation and the bids, Haas was told to go ahead with the construction. In a short time ground was broken for the buildings. The site chosen for the laundry was at the edge of the Grove near the athletic field. This building would have in its basement the dressing rooms for the athletic teams in outdoor sports. The new training school was placed on a section of land at the northwest corner of Spruce and East Second Streets with the main entrance facing Spruce Street.[22]

The day the cornerstone was put in place for the new training school, January 31, 1930,[23] the event was marked by ceremonies at the site and in the auditorium. D. J. Waller, Jr., a member of the Class of 1867, and president emeritus, was on hand to ask the Invocation. In attendance also was A. Z. Schoch who, at that time, had served on the board of trustees for thirty-seven years. The speaker for the occasion was Fred Diehl, former student and president of the Alumni Association. As the cornerstone was set in place, Haas noted that often in this age of steel the new name given this particular building block was "Date Stone." Using the older name he preferred, he noted the cornerstone was in place with its metal box containing:

The Benjamin Franklin Training School, with Professor Ream's home, in 1934.

A copy of the program of the day's exercises, signatures of officials, faculty members and students of the College and Training School, College Catalog, College handbook, latest edition of the *Maroon and Gold*, College Publication, latest edition of *The Morning Press*, list of directors of the school districts cooperating in the teacher training programs; an American flag—, a Holy Bible—, a College pennant—, a Summer School Bulletin and a copy of the County Institute program for 1929.[24]

The building, which would be completed and ready for use with the opening of school in the fall of 1930, would be two-stories high with a basement finished and furnished for a play area. The school would have a large demonstration room and contain seven suites, each including a session room, a group room with cloakroom facility, and an office for the training teacher.[25]

When the question arose concerning a name for the building, many suggestions were received. The choice was Benjamin Franklin Training School. At the dedication of the building on Homecoming Day, 1930, Haas explained why this new laboratory school had been named for a figure from history rather than for some beloved Bloomsburg teacher. "Franklin," he said, had "...contributed so much to so many phases of human endeavor" that the name was most appropriate.[26]

As 1930 began, the word rumored about the campus was that the College was seeking permission from the Department of Public Instruction to incorporate into its teacher training curricula a new course of study for the preparation of commercial teachers. Among the State Teachers Colleges, only Indiana carried such courses. Haas had received assurance from Harrisburg that a department for commercial teaching might be established at Bloomsburg if he could prove a reasonable demand for it. Immediately Haas sent letters to all high school principals, supervising principals, and superintendents in the area. Forty-four answers were received. After checking with the senior classes, the principals reported 93 young people interested in such a course. By the end of February, approval had been granted by the State for Bloomsburg to open a new department for the training of commercial teachers, the course work to begin as early as the opening of the fall term of 1930. At the regular meeting of the board of trustees, Haas was given the power to select a faculty, secure equipment and make any other necessary arrangements for the establishment of the new department.

In March, Haas went to Indiana State Teachers College. It was imperative, he thought, to see a well-functioning commercial department in action before final plans were made for the introduction of business education at Bloomsburg. Furthermore, Haas had an interview scheduled with a member of Indiana's commercial faculty.

At a meeting of the board of trustees in April, Haas reported that he had been able to secure the services of Harvey A. Andruss "...now in the Department of Commerce at the State Teachers College, Indiana," that he would head the new commercial department on Bloomsburg's campus. Of Andruss, Haas said, "He has ten years of experience in this field, four in high school commercial teaching, two years as instructor in the Northwestern University School of Commerce, and four years as instructor and supervisor in the State Teachers College at Indiana."

When the school term began in September the new commercial department had thirty-five students enrolled. Andruss, having laid out the

course of study, headed the department and had hired as his assistant Margaret Hoke. By the beginning of the second semester, as the enrollment increased to fifty, there was evidence the program was a popular one in the area. Another teacher was needed and Marguerite Murphy was chosen to fill the post.

In the new department enthusiasm ran high among the students, and during that very first year, with the help of the faculty, they organized a Junior Chamber of Commerce on campus. (Within a few years, this would become the Business Education Club, and for a long period of time would be one of the largest and most active extracurricular organizations at the School.) Then, in the spring of the first year of the department's existence, a High School Commercial Contest was planned. Letters were sent to high schools within traveling distance of the College inviting them to send their best commercial students to participate in planned and supervised competition in commercial subjects. Seventy-five high school representatives were on campus that early May Saturday and the contest was a great success.[27] (This activity became a tradition at the school and often was instrumental in recruiting very fine students for the College. Initiated in the spring of 1931, the contests grew in scope and continued to be part of the service of the department until 1966.)[28]

Changes were taking place on campus other than renovations, new courses, or construction of the first new building in a quarter of a century. By an act of the Assembly, in the spring of 1929 the chief administrators of the State Colleges ceased to be principals of their institutions and became presidents. At Bloomsburg this piece of legislation gave Haas the distinction of being the last principal of B.S.T.C. and the first president of the College. Immediately, with his usual thoughtfulness, Haas recommended as a courtesy and honor, D. J. Waller be designated president emeritus by the board. The suggestion was approved wholeheartedly by the trustees.

Other changes of this same particular era were in the field of athletics: During the school year 1930-31 the first cross country team was organized and the year before that, the College had put its first wrestling team on the mats. (The wrestling team hadn't attained much recognition for outstanding performance that first year as its only win had been against another newly established team, East Stroudsburg.)[29] The field of athletics had been expanded by the addition of two sports.

The basketball season of 1930-31 was a very good one with the team winning 17 out of 18 scheduled games. The local press pronounced the team's passing attack unbeatable and declared Bloomsburg the state champions of the State Teachers Colleges.[30]

It was at this time that through the efforts of O. H. Bakeless an Alumni Room was opened in Waller Hall. It housed the athletic and academic trophies of the past and had plenty of display cases for future ones. The room offered a place for relaxation for returning alumni and faculty members. It had files of pictures, newspapers and books with work tables

The alumni room in Old Waller Hall.

for study and comfortable chairs for resting.[31] (Located in old classroom K on the first floor of the north wing of Waller Hall, it was just around the corner form the post office and near the entrance to the old gymnasium.)

New clubs and national honorary fraternities had their beginnings at

The Maroon and Gold Band (1939).

this particular time of changes on the campus: 1927-1928, Alpha Psi Omega; 1930-1931, Kappa Delta Pi and Phi Sigma Pi.

For many years the College had had an orchestra but had never gathered together the right combination of musicians to organize a band. In the school year 1930-31, through the efforts of Howard Fenstemaker, a fine new band was formed. (At first, it was spoken of simply as The Band, but within a very short time it had been dubbed The Maroon and Gold Band.) The Band, all male, nattily attired in white duck trousers and black sweaters, appeared for the first time at the Rotary-Kiwanis-College Night, January 8, 1931.[32]

That same evening, as part of the entertainment for the two service clubs, a new school song was sung. The words had been written by Haas, and one day, taking these to Howard Fenstemaker, he had hummed a tune he thought would go well with his words. Fenstemaker wrote down the tune, arranged the music for The Band, and presented the song to the student body. The College adopted it enthusiastically.[33]

Maroon and Gold

In the days to come when others boast
And college tales are told
To the glad refrain add a joyful strain,
A cheer for Maroon and Gold.
And be not weak in praise
Nor slow to honor.

Chorus:

Keep the colors proudly flying!
Raise them high, Maroon and Gold!
Colors royal for the loyal
And a cheer for the brave and bold.
Fling a challenge to the honest foe
And the colors bravely hold;
Sound the noble cry with courage high:
Hurrah! Hurrah! Maroon and Gold.

To the power of the old Maroon,
To the glory of the Gold,
As the team goes by, lift the colors high,
A pledge to the faith of old.
To the Men, to the Team, to the Spirit
Of Old Bloomsburg.

Chorus:[34]

These were depression times. It had begun with the great stockmarket crash of 1929, but was not really felt on the Bloomsburg campus until about the spring of 1932. After a meeting in April of the board of presidents of the State Teachers Colleges, Haas returned home certain there would be a budget revision by the first of June. The presidents had agreed that throughout the State Teachers Colleges there would be no

increments in salary for faculty and no leaves with pay.[35] By the opening of school in the fall, a reduced budget had been mandated by Harrisburg and along with it had come a directive calling for a 10% reduction in the number of students at each College. At Bloomsburg, though the dean of instruction's office noted that this limiting of the enrollment would create a waiting list of 109 eligible freshmen, on registration day the actual number of students attending B.S.T.C. was just nine less than the previous year.[36] However, the following January no second semester freshman class was admitted.

During these early Depression years, there were rumors rampant throughout Pennsylvania that a number of the State Teachers Colleges would be closed. (Some people mentioned the closing of four schools; some said seven.)

Soon after the 1933 Commencement exercises, Haas had some very serious and difficult decisions to make. At Bloomsburg, the limited budget made it imperative to furlough some personnel and to discontinue some positions. Then, when the State Legislature met again, the decision was made not to close any of the Teachers Colleges but to make a faculty salary reduction of 10% across the board. With this news from Harrsburg came a communique which said, "The Governor also directs that all purchases and contracts should be limited to those firms that are flying the Blue Eagle and thus getting behind the President," which meant that Franklin D. Roosevelt's National Recovery Administration (NRA), or "flying the Blue Eagle," had reached the campus of B.S.T.C.

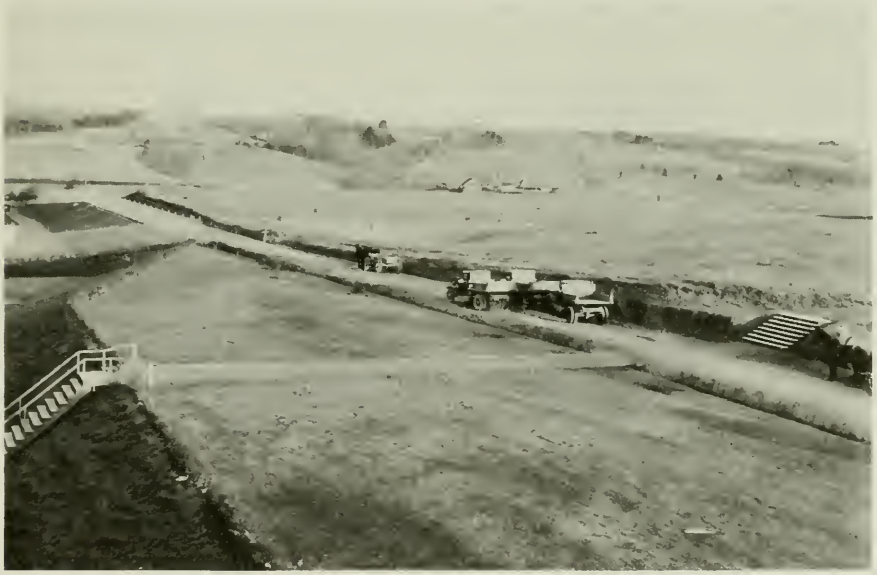
Before the Depression days would end, many Federal programs would be much in evidence on the campus. Some would provide jobs for workers from the community. Some programs, such as the National Youth Administration (NYA) would help the students directly. On campus, young men and young women who were in need of financial aid could earn as much as $12 per month if they were boarding students, and $9 per month if they were commuters. Some of these jobs were clerical; some were janitorial. (In those days $12 would provide spending money for the whole month, buy all the bobby (socks) a girl would need, and by the time the next check arrived she might have been able to buy a new sweater or blouse. In those days a student could go to the H. and C. Drug Store on the southwest corner of Main and Iron Streets, where for 5¢ he could buy a cup of coffee, and for a nickle more he could buy a "sticky bun" with pecans and buttery sauce half-way through the bun. If the rolls were small, there would be two on his plate. In those days a boy could take his date to Ash and Naunas' on East Street and for 10¢ buy her a big double dip sundae covered with chocolate and marshmallow sauce and topped with peanuts. $12 went a long way!)

Also of help to the students was the reduction in fees. The activity fee was lowered from $15 to $10 and the cost of room and board was reduced from $144 per semester to $126.

Coal prices and oil prices reflect the times, too. As contracts for these items were signed in the early and mid-1930's, the board was informed that the oil for the president's residence was 6½ cents per gallon, and the coal for the power house was $1.80 per ton.

Then, in 1934, under the Emergency Relief Administration (ERA) Haas asked for grading of a new athletic field at the top of the hill, the building of tennis courts on the newly acquired land and other grading and cleaning of the campus. Money to do this work would come from Federal funds under the Public Works Administration (PWA) and would provide much needed employment for the community.

Soon the local newspaper was reporting that under the PWA a new field was about to be constructed. One hundred twelve laborers would be needed, the Press said, and they would come from the county's relief roll. Each man would work for six hour days a week, and be paid 50¢ per hour. It was expected the project would last about eleven weeks. The budget for this work was said to be $30,000, a goodly amount of cash to be flowing into the community in 1934 and 1935. Besides the men involved, seven teams of horses and two trucks would need to be rented, giving added revenue to the area.[37] (For a time, the field which was completed in 1935 was called New Mt. Olympus, because the original Mt. Olympus, named by Professor Dennis, was still a part of the campus and was used for track and intramural sports. Then as the old field was used less and less and the new field became the focus of all outdoor athletic events, the word "new" was dropped from the title and the field simply



Work on the recreational field project (including the football field which became the new Mt. Olympus) began in December 1934. The project was completed by the Work Division of the State Emergency Relief Board.

was called Mt. Olympus. In the mid-1960's part of it became the sites of the Andruss Library and the Bakeless Center for the Humanities. The remainder of Mt. Olympus was made into parking lots. At present, plans are being developed to use this parking area as the site of the new Human Services Building.)

But the Depression years had their lighter moments, too. Keller, the professor of art, was the owner of a team of huskies. When Admiral Byrd returned to Bloomsburg to lecture for a second time, he spoke to Keller about taking some of Keller's huskies with him on his next expedition to the South Pole. After some correspondence it was agreed that four dogs from Bloomsburg would accompany the admiral. They would be shipped to Byrd when word was received in Bloomsburg that he was about to start the trip. Later in the summer Byrd wrote to Keller asking that the huskies be sent to New Hampshire October 1.[38] Interest on campus and in the town ran high as Byrd's travels—and the huskies'—were followed daily in the news.[39]

About this time students and alumni turned out to enjoy a "Depression Dance." Sponsored by the Men's Glee Club it was held in the gymnasium. With no money for decorations the members of the club gathered together "left-overs" from other parties, once used trimmings from former dances, and odds and ends their girlfriends had in their rooms. These they placed "in a haphazard fashion" around the gym. About two hundred students and alumni who could scrape together the price of admission agreed the dance was a great success.[40]

In the fall of 1933, at the pep rally before the Homecoming game, Haas remarked to the student body that if the football team won the game against East Stroudsburg on Homecoming Day, he and Howard Fenstemaker would write another College song. When the game ended, the score stood Bloomsburg 9, East Stroudsburg 7.[41]

On March 15, 1934, the students and the guests from the Rotary and Kiwanis gathered in Carver auditorium for another College Night program.[42] As the program was nearing its end, the Maroon and Gold Band took places on the stage, and after a lively rendition of *Billboard March*, introduced a new College Song called *Old Bloomsburg*. To quote a Bloomsburg editor, it was "the joint effort of two local boys—Dr. Haas and Howard Fenstemaker." Again, Haas had written the words and hummed the tune to Fenstemaker who had arranged the music. "Everyone agreed it was a marvelous addition to the College repertoire."[43] The words follow.

Old Bloomsburg

There are colors to cheer,
There are names to revere,
There are stories of others told,
But the colors we cheer
And the names we revere
Belong to Maroon and Gold.

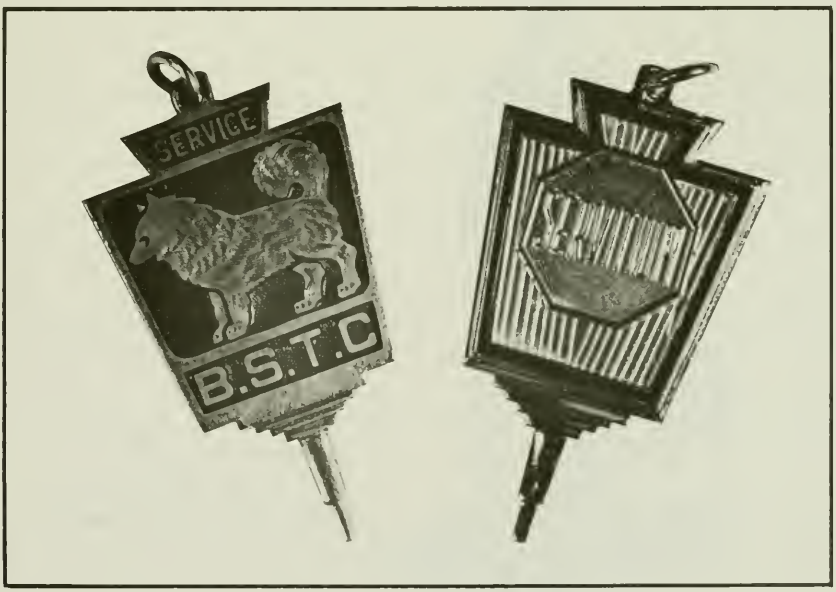
There's a glorious past,
There are names that will last,
There's a spirit that sends a call
Here's a team to defend,
Here's a pledge to the end
To the colors that must not fall.

Chorus:

All together now for Bloomsburg
Take the colors to the goal (Rah! Rah!)
Another score for Alma Mater
Another victory on the scroll.
All together now for Bloomsburg
Maroon and Gold in every play (Rah! Rah!)
It's the spirit of Old Bloomsburg
It's the end of a perfect day.[44]

For over a year, students and faculty had worked to find an equitable way of evaluating student participation in extracurricular activities. For some time the College community had felt a need for an award for those young men and women who when not involved in classes or study gave of their time and talent in the service of the school. Awards were given to those who participated in athletics for the College, why not an award for other services? The orchestra, the Band, the dramatic organizations and other clubs brought the College before the public and added another cultural dimension to campus life.

After much discussion and revision, a point system for evaluation of seniors evolved, and a Service Key was designed for the award. The gold



Early and later versions of Service Key.

key, in the form of an elongated keystone, bears a maroon face with a gold husky head imprinted on it. The first to receive this highly respected award from the College were members of the Class of 1934.[45]

The choice of the Husky head on the Service Key was a natural choice. The previous October (October 9, 1933) in Assembly, the students had chosen the Husky as the School's mascot almost by unanimous vote.[46] The first Husky to serve the College in this capacity was one of Professor Keller's team. To quote the owner, "He's a full-blooded Eskimo Husky, a splendid specimen of his breed, and the fact that he was handy was the principal reason why the College decided to call their athletes Huskies."[47] But other B.S.T.C. sources said the Husky was chosen "...for its many fine stalwart qualities."[48]

The first mascot was named Roongo, a contraction of Maroon and Gold.[49] It was said he was one of the Huskies of Prof. Keller's which had gone to the South Pole with Admiral Byrd. Roongo was succeeded by Roongo II, a Labrador Husky.[50] (Roongo II was borrowed by the University of Washington to accompany the football team the year Washington played in the Rose Bowl. In 1951, Roongo III arrived in Bloomsburg just before Alumni Day. For 7 or 8 years she lived on campus, but was sold to a private owner in the winter of 1958-1959. In 1969, the Delta Omega Chi fraternity bought a young Husky as a College mascot and named her Nikki. Since the McCormick family has lived at Buckalew Place, several Huskies have been given to them for a campus mascot.)

Roongo with Donald Albert Watts, Class of 1937, who became the first full-time executive director of the Alumni Association in August, 1975.

As plans were made for the academic year 1934-35, the president reported to the board:

> You may be interested to know that the Teacher's Day we inaugurated last year as an experiment, met with such success that we will offer two days during the present College year, the first, Saturday, October 20, 1934, and the second, Saturday, February 16, 1935. On these days the College develops a two-session program.[51]

That October, Haas reported to the trustees that over 500 teachers-in-service had attended the first Teacher's Day of the year.[52]

(Sometime through the years, perhaps during World War II, this annual event was eliminated from the School's calendar. Then, in 1947, Teacher's Day was begun again. At first the principal activity was the teaching of demonstration lessons by members of the faculty. On the Saturday of Teacher's Day, the training school classes were in session, and classes from the Bloomsburg Junior and Senior High Schools were brought to the campus to take part in the demonstration lessons.

(As the Teachers's Day concept grew, textbook companies set up elaborate displays in the gymnasium and the format of the event came to include nationally known speakers in education and various related fields. No longer was Teacher's Day a Saturday morning workshop. Beginning Friday afternoon and extending through Saturday, the old Teacher's Day became the Annual Education Conference. Held in late September or early October, the activity continued to be part of the school's calendar until the fall of 1973.)

In the early years of the College, and as late as the early 1930's, at the Commencement Exercises the usual procedure was to give diplomas to those graduating from the four-year degree course, and to present provisional teaching certificates to those students who had finished two or three-year courses in elementary education. A change took place in 1935. All who participated in the May Commencement that year received degrees for completion of the four-year course. (It was true that in the elementary field, a two-year course was still available until 1937, and in 1937 and again in 1938, elementary education students could enroll at the College in a three-year course. These people were able to become teachers without degrees, but their certificates were temporary and dependant on completion of the degree work. At the College, after 1934, the courtesy of participation in Commencement activities was no longer extended to others than those who had finished four years of work, thus making the Class of 1935 the first in the history of the School to have every graduate receiving a degree.)[53]

Though the effects of the Depression were still very evident on college campuses across the State, Haas felt a need to expand the work of the School. Over the previous years of his administration, he had written many letters to the State Department in Harrisburg setting forth the

educational needs of the area, and expressing his belief in the College's ability to meet these needs by training teachers in additional fields. Each time he had requested consideration of new programs of study, decisions concerning his requests had been laid aside because of "limited resources." Learning that Lock Haven's application for a new department of health education was being seriously considered, Haas wrote Harrisburg asking the Department to justify this expenditure for the setting up of so specialized a department when the Colleges were in such financial difficulty. When further he learned that Shippensburg was trying to get authorization for departments of commerce, art, and physical education and that Edinboro was asking for a commerce department, Haas called a meeting of the executive committee of the board of trustees and then fired off a letter to the chief of the Teachers Division, Department of Public Instruction. In part, Haas said,

> ...For a number of years this institution has been interested particularly in developing special courses for Industrial Arts, Special Class Teaching, Art and Health Education. Originally,... these (requests) have been held in abeyance...

Then he went on to tell of the coming meeting of the executive committee of the board of trustees. He asked for information from the Division and noted that "...no doubt a request will be made for approval of additional departments."

True to Haas's prediction, the executive committee of the local board unanimously went on record asking for approval of the State Council of Education and the Superintendent of Public Instruction

> ...for teacher training departments in the fields of Industrial Arts, Art Education, and Special Education, since there is a wide field of service available in the Northeastern section of Pennsylvania for these types of teacher training.

The resolution and letter went on to say that Bloomsburg's location was favorable and that the College could adapt its present facilities easily "...to render such service."

By the summer of 1935, the persistence of Haas had been rewarded. On June 21, the State Council of Education had taken action granting the State Teachers College, Bloomsburg, the right to establish "...the group of sequential courses for the preparation of teachers for mentally handicapped children..." However, before the College could enroll students in this course, there were certain preliminary preparations which needed attention: a shop for handicraft work had to be set up in the Benjamin Franklin Training School, a teacher specifically trained in this field had to be hired, and a class of mentally handicapped children had to be assembled.[54] It was not until summer school, 1936, that the first classes of the new course were scheduled on campus. These were a temporary

offering under the instruction of Miss Helen O'Donnell of Scranton.[55] A permanent teacher for the handicapped class was not available until the second semester, January, 1937. With the arrival on campus of Miss Amanda Kern, special education at Bloomsburg was underway.[56]

One of Miss Amanda Kern's special education classes in the Benjamin Franklin Training School in 1938.

At the close of the school year, 1936-1937, the last member of "The Old Guard" retired. William Boyd Sutliff, the first dean of instruction at B.S.T.C. emptied his desk drawers and retreated to his home on East Second Street across from the old pine tree at the corner of the campus. From there he could keep his eye on his beloved school while he became more actively involved in the activities of the town.

Appointed to fill the vacancy created by Sutliff's retirement was Harvey A. Andruss, the founder and head of the commercial department. Upon his becoming dean of instruction, William B. Forney, teacher and supervisor at the School was assigned to the post of director of business education.[57]

Talk among Haas and the trustees concerning the need for additional buildings had been a continuing matter of business at board meetings from as early as the summer of 1931. They had recognized the limitations of the gymnasium and realized that any attempts to extend its usefulness would be mere "stop-gap" procedures. Also, they believed there were real needs for an academic building to be used as a junior high laboratory school, for a men's dormitory and for a shop with storage space. These

Dr. Francis B. Haas, second from left, at a meeting of Dauphin County Alumni Association at the Harrisburger Hotel on October 22, 1938. Also in photo, from left, are Miss Mary Meehan, Mrs. Jacob Schiefer, Jesse Y. Shambach, Dr. Paul L. Cressman and R. Bruce Albert, who was president of the Alumni Association at that time.

new buildings, in turn, would call for an addition to the heating plant.

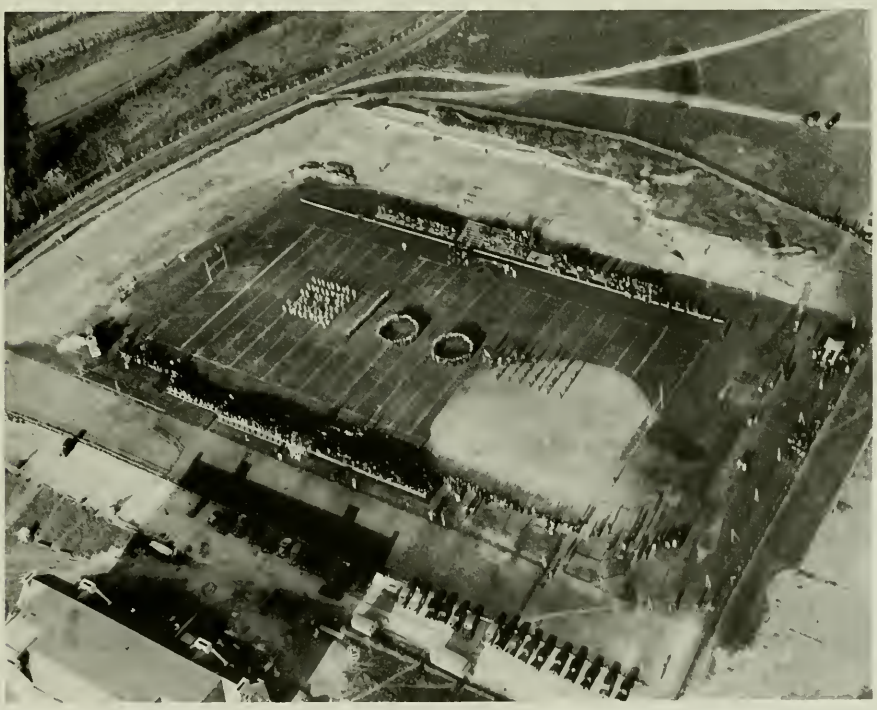
It was evident to the administration of the College that the only money available for building purposes was to be found in the Federal public works programs. Application could be made through the State Department and a project of this magnitude would provide many needed jobs in Columbia County. Perceiving the advantages of having specifications for each of the four buildings to accompany the application for Federal funds, the board hired Victor Gondos of the architectural firm of Gondos and Gondos, Philadelphia.

The applications for the four buildings were processed by the State and in 1937 were accepted by the Federal funding agencies. In June of that year, Gondos was told by the General State Authority that he had been chosen architect of the new construction at B.S.T.C. and that his firm should "complete PWA form 156."[58] It looked as though the biggest building program in the College's history was about to get underway.

The School was to receive a grant in Federal funds of $578,000.[59] Bids were asked for, and after several delays, on January 5, 1938, the bids for the construction of the four buildings were opened. The total estimated cost was $617,992.[60] More money from the government was unavailable. At the College the decision was made to build a gymnasium with pool, a shop with storage space, and a junior high school. Later an allocation would be sought for a redesigned men's dormitory.

On January 19, 1938, "Exercises Commemorative of the Inauguration of the General State Authority Projects" were held in the auditorium in Carver Hall.[61] There were many distinguished guests in attendance at that assembly: Haas; D. J. Waller, Jr., president emeritus; Dr. H. V. Hower, president of the board of trustees; Fred Diehl, president of the Alumni Association; Nathan Krause, president of the Town Council; Carli Morneweck, a representative of the Pennsylvania Department of Public Instruction, and Joseph Cunningham from the General State Authority. After the speeches and several musical selections by the Maroon and Gold Band, the entire audience went to the site of the gymnasium for the ground breaking. As the symbolic shovels of earth were turned over by the dignitaries, it was the hope of everyone there that the new buildings would be completed and in use by the time the College commemorated its one hundredth anniversary in 1939.[62]

Proud of its one hundred years of existence and of its achievements in that time span, the School planned a gala Centennial Celebration. The Alumni Association and the faculty started the affair by setting up a Centennial Student Loan Fund, most of the donations being $100 gifts—$1 for each year of the College's history.[63]



Homecoming Day, October 29, 1938, on Mt. Olympus next to Junior High School (now Navy Hall). Bakeless Center for the Humanities and the Harvey A. Andruss Library are now located on this site. The half-time ceremony noted the 100th year of the College.

At the time of the big Centennial Celebration the campus covered about 55 acres. Everyone spoke of the part facing the river as the "east campus." The part facing Science Hall was called the "back campus," and anything located "up the hill" beyond North Hall was said to be on "upper campus."

Carver Hall's first floor contained four classrooms, and according to official count, the auditorium on second floor could seat one thousand persons. "The Bridge" joining the second floors of Carver and Noetling Halls was still in place but was slated for removal the following summer. An addition to the north side of Carver Hall was planned also for the summer of 1939, enlarging the stage area and giving space for additional faculty offices.[65]

Noetling Hall was the headquarters for the business education department and on its first floor were several classrooms used for speech and psychology. Also, Noetling Hall contained the day women's lounge and faculty offices. In the basement, when the industrial arts courses had been discontinued, the space had been made into gracious social rooms for club meetings and other activities.[66]

With the opening of an Alumni Room and the establishment of offices for the department of health and physical education, the number of classrooms in Waller Hall was reduced to one—Room L, at the northeast corner of the building just opposite the post office. At the time of the Centennial Celebration, Waller Hall was the hub of the College wheel. It contained the offices of the president, of the dean of instruction, of other faculty and staff members, as well as the dining room, the kitchen, the business office, the College store, the post office, and the dean of women's office.

In the 1930's and 1940's the dean of women's office stood at the end of the hall opposite the south fire tower which served as the main entrance to the girls' living quarters. One window in the office faced "east campus," the other overlooked Long Porch. Here in this office, each coed who had permission from the dean to leave the campus after six o'clock in the evening "signed out" and by ten o'clock, "signed in." Signing out not only meant she wrote her name upon her card, but noted where she was going and when she expected to return. Each parent or guardian had on file in this office a letter to the dean saying the young woman was to be granted permissions to visit at home on weekends. If such a letter were not in the dean's office, a special one had to be written for each trip home. For automobile riding, a special letter had to be in the student's file. And, of course, there were particular rules emanating from the dean of women's office which governed a girl's conduct at a dance:

> During dances, women students may walk on Long Porch and east campus.
> During dances, women students are not allowed on back campus.
> During dances, women students must not sit in parked automobiles.[67]

On second floor of Waller Hall were the library, the magazine room, the infirmary and several faculty apartments. With third and fourth floors devoted to living space for women, Waller Hall was the busiest building on campus.[68]

The old gymnasium, built adjoining Waller and Noetling Halls, was still in use at Centennial time, although the entire College community was eagerly awaiting the dedication and use of the new gymnasium at the top of the hill.

Science Hall housed the music department as well as the entire art department, and was the home, with laboratories, of all the science courses. It contained several lecture rooms with raised platforms in front for the lecturer, and in the basement, in the area formerly used for domestic science classes, social rooms with kitchen facilities provided space for club and fraternity meetings.

North Hall was the only building on campus containing living accommodations for men. The basement of North Hall had been made into a lounge area for day men. Here, they held their annual smokers. Here, sometimes, to these affairs of good fellowship, Haas would bring his violin and entertain "the boys" with selections in the style of Jack Benny.

The laundry— with athletic locker rooms in the basement— had a new companion building in the grove at Centennial time, but the new shop had not been taken over by the School from the General State Authority.

The same was true of another new building part way up the hill. Intended for the new junior high school on campus, it was similar in design and intended function to the Benjamin Franklin Training School beside which it stood facing east on Spruce Street.[69]

At the very top of the hill stood the new gymnasium with pool, offices and several classrooms. A beauty of a building, it waited in place for the grand opening during Centennial weekend.

Thus, as alumni, friends of the College, students, faculty, and administrators gathered together the weekend of May 26 and 27, 1939, to celebrate the one hundredth anniversary of the founding of the School, they could note with pride what was taking place. For the third consecutive year, the B.S.T.C. track team had won the State College Championship allowing the School to keep the trophy permanently. Bloomsburg had placed first in half the events, with Van Devender setting two new State records in the hurdles and Kemple breaking the established time in the 880 yard run.[70] Also these guests and members of the College community could note the growth academically at the school. There was a new flourishing business department less than ten years old, a speech correction clinic, and an infant department for training teachers to work with the handicapped.

In celebration, the day men and day women opened the weekend Friday evening with a style show. Modeled that night were clothing worn by the well-dressed students at Bloomsburg during the different eras of the

The 100th anniversary of the College featured many special events and programs. Participants in a pageant on May 26, 1939, included (front row) Rowena Troy and George Lewis; (second row) Dorothy Englehart, Muriel Rinard, Claire Sirrocco, Miriam Utt, Marie Parsell, Martha Wright, Charles Girton, Jean Shuman, Clifton Wright and Lois Slopey; (third row) Lucy Jane Baker, Lorraine Snyder, Vivian Frey, Mary Aikman, Norman Cool, Isabelle Olah, Aldona Maslowsky, Mary Betty Conner, Lois Johnson, Arlene Swinesburg, Ruth Sharretts, Dorothy Albertson, Ethel Lauer and Edwin Wenner.

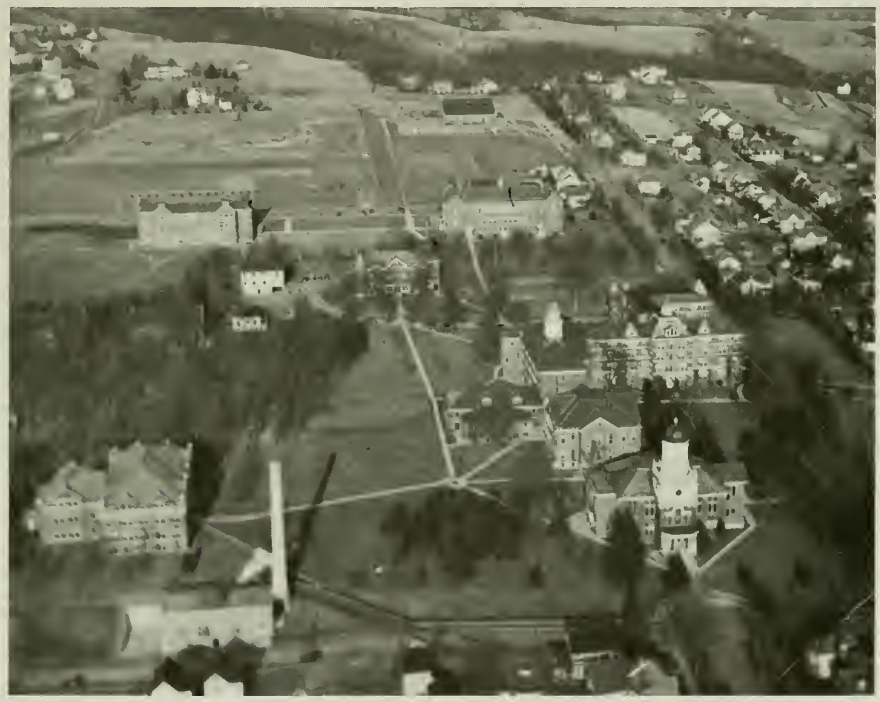
School's history. Replete with music of each period, the show was under the director of Ethel Ranson and Harriet Moore.

That same evening in Carver Auditorium the Bloomsburg Players presented two one-act plays which had been given on that stage before. One, *The Romancers*, had been given by the Calliepian Society in 1911, and the other, *Between The Acts*, had been presented by the Philologian Society in 1901. As the evening progressed, much to the amusement of the audience, the old rivalry between the two literary organizations sprang forth once again. The Callie challenge was led by Elna "Doc" Nelson, and the Philo response by Howard Fenstemaker.

Saturday morning at 10 o'clock a dedicatory ceremony had been planned for the new gymnasium. Spirits had been dampened somewhat when the previous week word was received on campus that the Department of Public Instruction refused to accept 10 million dollars worth of construction from the General State Authority. Among the buildings listed was B.S.T.C.'s new gymnasium. The dedication of the new buildings would be postponed. All other planned activities would take place in the old gymnasium and Carver Auditorium.[71]

On August 23, 1939, Governor Arthur H. James announced that he had appointed Francis B. Haas as Superintendent of Public Instruction for the second time. Haas accepted the position. Less than a week later, August 29, Haas was in Harrisburg to take the oath of office, signing his commission with the same pen he had used to sign a like commission in 1925.[72]

Dean Harvey A. Andruss was selected by the board to be acting president of the College until a president should be named.[73]



This aerial photograph, taken in the early 1940s, shows the campus as it remained until the massive building program began in the early 1960s.

Harvey A. Andruss
1939-1969

Chapter 11

Harvey A. Andruss

New Programs, New Buildings, New Strength

Officially, the thirty year tenure of Harvey A. Andruss as president of the College began August 30, 1939 when "...Upon motion...and unanimously carried, it was resolved" by the trustees, "that Mr. Harvey A. Andruss, Dean of Instruction, be named Acting President until such time as the Board...elects a President to succeed Dr. Francis B. Haas."[1]

Andruss had earned his A.B. degree and his Phi Beta Kappa Key at the University of Oklahoma in 1924. In 1926, he had completed the work for an M.B.A. at Northwestern University and held the Certificate in Public and Private Business. He had taught in the schools of Oklahoma, at Northwestern University, at Indiana State Teachers College, Indiana, Pennsylvania, and in 1930 had come to Bloomsburg to organize and direct the department of business education. In 1937, upon Dean Sutliff's retirement, Andruss had been appointed dean of instruction. He was the author of three business education textbooks and four workbooks in the field of business at the high school and college levels. Many articles written by him about the business world and the preparation of business teachers had been published in professional journals.*

In the community, Andruss was active in the work of the Presbyterian Church; he was serving as a director of the Bloomsburg Public Library; he was a director and active member of the Kiwanis Club; he had served as chairman of the Bloomsburg Salvation Army, and he had been instrumental in reactivating a chapter of the American Red Cross in Bloomsburg, serving for a time as president of the local organization.[2, 3]

In 1939, at B.S.T.C., the well-groomed campus was a show place of the region; the enrollment at the College hovered between 630 and 675; the faculty, of about forty members, was adequate and well prepared for the fields in which its members taught; the academic offerings not only were appropriate for the public's needs, but also were attractive to the prospective students. To all appearances, growth and prosperity seemed certain as Andruss assumed the leadership of the School.

But this was the end of the pre-World War II era. Beneath the apparent

tranquility on campuses across the country, pressures and problems were rising and constantly growing because of the war in Europe. A general increase in business and industrial activity brought on by the war was affecting college enrollments across the United States. Young men and women were being lured by good job opportunities and by high wages to the defense plants.

Looking ahead, Andruss realized that B.S.T.C., a professional institution, would be particularly susceptible to decreased enrollment. Then, with the passage of the Selective Service Act of 1940, all evidence pointed to the need for the administration of the College to find ways to keep the institution in tune with the times.

One of the first steps taken was to affiliate with the Civil Aeronautics Program which was sponsored by the Federal Government in cooperation with colleges. For Andruss, this involved travel—to Harrisburg, to Lock Haven, to Williamsport, to Washington. With the town willing to lease the airport from Harry L. Magee, the Civilian Aviation Authority (C.A.A.) pilot training program became feasible.[4] At the board meeting September 4, 1940 Andruss reported to the trustees the certainty of aviation training at the local airport and on November 18, at its regular meeting, he told the board of the first ten students (nine men and one woman) chosen from 75 applicants who had begun their 72 hours of ground school work under William McK. Reber, and who would be starting their 35 hours of flight training under Sam Bigony.[5, 6]

Even with C.A.A. on campus and the city newspapers in the library headlining the brutal war in Europe, there was a serenity at the College that belied the times. It was as though the Age of Innocence were coming to an end, and, while aware of it, the student body was determined to enjoy it. For example, much time and planning went into the mock Republican Convention in the spring of 1940. With great hoopla, with many speeches, with bands, banners, and cheering, on April 25 the Republican students nominated Senator Robert Taft for the U. S. presidency.[7]

It was that same spring, and again in the fall, that two students by means of two original three-act musical plays presented a picture of "Campus life in swing time." These "...innovations were the first time that production was entirely in the hands of students from composition to direction to management." The first, *Fumbles Forgotten* and the second, *Burned Bridges*, completely ignored the dramatic changes about to take place in the lives of every member of the student body. The music for the two plays was written by Richard Foote, Class of '41, the books and lyrics by Eda Bessie Beilhartz,[8] also Class of '41.

The Freshman Hop, the Sophomore Cotillion, the Junior Prom, all were program dances evenly spaced through the year and each brought out the colorful and graceful evening gowns of the era. Faculty and students alike danced away the evening in the old gym to dreamy tunes such as

Stardust, or *Smoke Gets In Your Eyes*, or *September In the Rain*. When the band started playing *Goodnight, Sweetheart*, the dancers drifted to the hall to say goodbye, the girls going up library stairs to the dormitory, the boys leaving campus by Senior Walk, or heading past the post office for Old North Hall.

As students crossed the campus for classes, they could be heard singing *The Dipsy Doodle*, or *The Three Little Fishies*, or *I'll Never Smile Again*, or perhaps *Chatanooga Choo-Choo*.

The sports of the era were not exactly exciting, but the students supported all athletic activities and enjoyed them. In football, the teams lost some, won a few. In track, after winning the State Teachers College Championship for five years consecutively, the College lost in its sixth try. Soccer, being a young sport on the hill, had mediocre seasons. The basketball teams won more games than they lost, with the scheduled 14-game season of 1941 being typical—Bloomsburg won 11, lost 3. That year, Bill Kerchusky was named to the Associated Press's All Pennsylvania Basketball Team.

But underneath this apparent serenity, there was stirring a recognition of the conflict beyond the campus. Lying on desks in the rooms of the girls' dormitory could be found half-knit sweaters and socks of khaki-colored yarn, which when finished would be sent to Europe through the Red Cross.

When the Selective Service Act became effective, representatives of the draft board met on campus one fall day to register all male students who were 21 years of age or older. That morning as the men were milling around in the hallway in front of the old gym, someone noted that this date was Bill Kerchusky's 21st birthday. As the gym doors opened, one mighty push sent Bill to the head of the line, making him the first man on campus to register for the draft. A dubious birthday present![9]

For some time, Mrs. Howard Fenstemaker had been trying to get her husband to discard an old, fading, navy-blue topcoat, but with the first cold weather each year, Fenstemaker would begin wearing the topcoat to classes in Science Hall. One fall, a drive for good used clothing was started on campus for *Bundles for Britain*. The announcement of the drive was made at a pep rally-assembly one Friday morning. Going to the podium, Fenstemaker announced that if the football team won the game on Saturday he would give his favorite topcoat to *Bundles for Britain*. The next day, B.S.T.C. won. Tuesday morning in assembly, with a suitbox under his arm, Fenstemaker made good his promise, adding his topcoat to the collection of clothing to be sent to England from the College.

Late in 1940, the Governor appointed a completely new board of trustees for Bloomsburg. This board considered as its first and most important item of business the selection of a president for the College. From August, 1939, until January, 1941, Andruss had been doing the work of a president while carrying the temporary title of acting president.

On January 8, 1941, the trustees at their organizational meeting nominated Andruss for the position of president of the Bloomsburg State Teachers College and then unanimously elected him to the post. However, announcement of his selection was not made until a week later when confirmation of his appointment by the Governor was received January 15.[10, 11]

From time to time, "hearsay" would lift the rumor that some of the State Teachers Colleges would be closed or sold to local school districts for vocational training centers. Among the more substantial rumors were two which surfaced in 1941, when several bills were introduced in the State Legislature concerning the status of the schools. One bill would have transformed some of the State Teachers Colleges into vocational-technical schools run by the State because the sponsor of the bill believed there was a surplus of teachers and a shortage of skilled workers. The other bill introduced at the same time would have established one vocational-technical school in the eastern part of the State, and one in the western part. Many legislators believed that the private colleges were capable of providing enough teachers for the public schools of the Commonwealth and that support for the Teachers Colleges was a waste of taxpayers' money.[12] Against such a background the Andruss administration set about updating its offerings, changing to meet the times, and extending its services to meet the needs of its immediate region. For example: Under the name *B.S.T.C. Educational Clinic*, four individual clinics were established in the remodeled rooms of Noetling Hall. This meant that as the College inaugurated its speech clinic, B.S.T.C. had services to offer the public schools of Columbia, Montour, Northumberland, and Luzerne counties without cost to the schools—in the fields of speech, psychology, hearing and reading.[13]

In late May of 1941, Dr. T. P. North, who had been acting dean of instruction, was appointed to fill that post on a permanent basis.[14]

The war changed the composition of the faculty as well as student enrollment. Several professors were in reserve units, and were called into the services. For instance, by late summer, 1941, the board was called upon to grant a leave-of-absence for Herbert McMahan, a teacher in the business department. He had been ordered to report for active duty in the Naval Reserve.[15]

At the same board meeting at which the trustees had acted upon the McMahan matter, they had approved Andruss's proposal for the collaboration of the College and Penn State in offering classes on the Bloomsburg campus, using Bloomsburg professors, in technical and general engineering subjects. Andruss had been in contact with the Pennsylvania State College and with the proper authority in Harrisburg. (When these classes were instituted they were held in Science Hall four nights each week for a 15-week term. Though the courses did not carry college credits, they brought to the campus 2,000 people from the

surrounding area to take science, engineering, drafting and management war training courses. From 80 to 90 percent of those who enrolled found defense industry jobs upon completion of the studies. This cooperative war-time night school was under the direction of Roy D. Snyder.)[16, 17]

In 1941, the "big scare" in Pennsylvania was the outbreak of infantile paralysis. Just as the public schools and colleges were about to begin their fall terms, a rash of cases spread across the State. As the fear leap-frogged from community to community, the Department of Health asked the superintendent of public instruction to delay the opening of schools. On the hill, Benjamin Franklin Laboratory School was already in session when the College received the directive from Harrisburg on September 2. Immediately the training school was closed, and the fall opening of the College was delayed for several weeks.[18] No student was known to have contracted the disease, but panic in an absentee form had touched the campus.

At the College two of the three new buildings stood undedicated and unused. Since early 1939 efforts had been made to open the gymnasium at the top of the hill. Completed except for electrical power it had been shown to the public and alumni on occasion, and during one summer school session the pool had been filled for a swim party, only to be emptied the next day. Continually, throughout 1939, 1940, and 1941, the College Administration had tried to find a reasonable and equitable solution to the electrical installation problem. Without electricity, the building could not be used for classes or games. Finally, in February, 1942, at a meeting of the board of trustees, Andruss announced, "...I am pleased to report that we now have power and light in the new gymnasium and we expect to use the gymnasium floor for the first time for a basketball game on Friday evening, February 27, ...in a game with West Chester."[19] The game was played as scheduled. It was the last game of the '41-'42 season. At its close, the score stood Bloomsburg 44, West Chester 40.[20]

For some time, the consensus of opinion around the College had been that the new gymnasium building should be named for Dr. Francis B. Haas. When he had been approached concerning the matter, he had made known his feelings that college buildings should not be named for living persons.[21] Remembering this, as plans were being made for the dedication of the building on Alumni Day, Andruss took up with the board of trustees the matter of a name for this facility. "Upon motion" it was decided,

> ...that the new gymnasium be dedicated in the name of The Centennial Gymnasium to commemorate the century of existence of the College from its beginning in 1839 to 1939, the date of the laying of the cornerstone...[22]

Called one of the most impressive exercises in the history of B.S.T.C., the dedication of the new $300,000 facility was the highlight of Alumni Day, May 23, 1942. Among the dignitaries who participated were Dean

Emeritus Sutliff, Governor Arthur H. James, Dr. Francis B. Haas, and Dr. A. K. Aldinger of New York City who in January, 1894 had opened the Old Gym with a "gymnasium exhibition."[23]

Centennial Gymnasium in December, 1940.

When the fall term began in 1942, Andruss reported to the board that only 285 regular students were enrolled. Then he added, "...our budget for the year was based on 325." He went on to say that 40 aviators were on campus, that the number was to be increased to 80, which would bring an added revenue to the College of $40,000. The second semester of that year, only 260 regular students enrolled, and of these, 26 were called to military service before the middle of February. The "aviators" of which Andruss spoke were aviation cadets of the V-5 program who were receiving their pilot training at B.S.T.C. and at the Bloomsburg airport.[24]

After June, 1942, the C.A.A. program was no longer offered at the School. From September, 1940 until the program ended on campus, over 100 students at the College had received ground school instruction and flight training as part of their undergraduate work. From this group, came some of the first United States pilots to see active service in the war. Then in the summer of 1942, men in uniform came to the campus.

By September, 1942 the School had been designated a Navy Aviation Center and in November, with five other colleges and universities (Georgia, Chicago, Purdue, Texas Christian and Arizona) Bloomsburg had been chosen as a Naval Flight Instructor's School. In the spring of 1943, with other public and private colleges in Pennsylvania, Bloomsburg was inspected as a possible site for the Navy V-12 training. Nine institutions in the State were approved. Among them, Bloomsburg was the only State

Teachers College. The following August, the V-5 Program was reinstated and combat pilot trainees arrived in Bloomsburg once more. Before the war's end, the little College at the top of the hill could count 550 Army and Navy Air Cadets and 500 officer candidates who had trained on her campus, plus the 250 Navy men who had been enrolled in the Flight Instructor's School.[25, 26, 27] Classroom space in the new junior high school was utilized for Navy classes, and unofficially, the building came to be called "Navy Hall".

Junior High School in May, 1941. Later named Navy Hall.

The usual college calendar as agreed to by the board of presidents of the State Teachers Colleges consisted of two semesters, each of 18 weeks, a pre-summer session of three weeks, a summer session of six weeks, and a post-session of another three weeks. At the College, because the Navy trainees and the regular students attended many of the same classes, and because the Navy's calendar did not coincide with that of Pennsylvania's State Teachers Colleges', Andruss sought and received approval in the fall of 1943 for Bloomsburg to function on the trimester plan. Aware of the difficulty this could pose for teachers-in-service, a summer school of 12 weeks (3-6-3) was superimposed on the trimester calendar.[28]

With fewer than 200 regular students on campus and most of them girls, the arrival of the Navy brought changes to the college other than those of a yearly calendar. For the first time in many, many years, men

were housed in Waller Hall. Reserved for women students were the rooms on library hall on third and fourth floors, and on second floor all rooms from the elevator to the infirmary. The remainder of Waller Hall's living space was allotted to the Navy. Of course these changes entailed some inside renovations to the old building; different and additional plumbing was needed; sturdy dividing doors were installed; and clearly, the entrances designated for women and those designated for Navy men had to be understood by everyone.[29]

Navy men in front of Carver Hall, 1945.

Of all the men registered as regular students (perhaps no more than 25 or as few as 17) by 1943 about half were members of reserve units of the Army, Navy or Marine Corps. As such, in addition to their regular schedule of studies they were required to carry extra hours of health and physical education, including drill. Not since the turn of the century had there been drill on campus.[30]

At times not only the College but the entire community became involved in Navy problems. During the summer months the Navy trainees wore white. The laundry facilities at the College proved inadequate. An appeal for laundry help went out through the local U.S.O. Home after home in the town offered the use of their washing machines to the sailors to keep their uniforms "navy white."[31]

During the winter of 1943, the directors of the Bloomsburg Hospital expressed an interest in having beginning nursing students from that institution take fundamental science class work at the College. When Andruss presented the request to the trustees he noted that Federal funds

would be available; that at the College, classroom space posed no problems, and that courses in biology, physiology and the social sciences could be taught by the existing faculty. Support for such cooperation was great enough among the directors and trustees of both institutions that in the late summer Andruss went to Washington to consult with the Public Health Service about the feasibility and funding of the plan. Upon his return, the arrangements were completed and in September, 1943, nursing students began their course work at the College again. This relationship continued until the Bloomsburg Hospital phased out its School of Nursing.[32, 33]

The atmosphere at the College was different as school opened in the fall of 1943. Perhaps it was the accelerated war economy, or perhaps the sight of uniforms on campus and in the town. That fall, even a football team was among the missing. With the regular student population overwhelmingly female, with gasoline rationing eliminating the use of chartered buses to transport teams, with a school budget so tight that support of a football team would have meant increasing the activity fee, the faculty, administration and students voted to cancel the intercollegiate schedule of football games. It was for that reason that on Homecoming Day, Saturday, October 16, 1943, the feature of the afternoon was a football game between the "Reds" and the "Whites." Both teams were composed entirely of V-12 Navy men, and, to quote the local newspaper, "...the "Reds" won, 6-0, ...in as good an exhibition of the gridiron sport as was ever staged on a Homecoming Day."[34] College football returned to the campus the following year, but, in truth, for the ensuing several years the teams in all sports were Navy teams—football, soccer, baseball, track, wrestling, swimming, and basketball. For example, in basketball in 1944-1945, the team Bloomsburg put on the court was made up of one civilian and the rest Navy men.[35]

Student government has a long history at Bloomsburg. However, by some quirk of tradition, the nominees for president were always male students. For the school year 1942-1943, Boyd Buckingham was elected to head C.G.A. That year, in second spot as vice president was Joanne Fice (Buckingham). Soon after the end of the first semester, Buckingham was called to active duty in the Air Force. For the first time in the history of student government at the College, B.S.T.C. had a woman student presiding at the C.G.A. meetings and leading the activities of the School's governing body. A short time later, Mary Lou Fenstemaker (John) Class of 1945, was elected president of C.G.A. but nearly forty years would elapse after Fenstemaker's election before tradition would break again and another young woman would be elected to head C.G.A. in 1981.

During the war years students and townspeople joined in first aid and home nursing classes held on campus which were sponsored by the American Red Cross. Forney, head of the business education department, was active in training the town's air raid wardens. The knitting and

bandage making continued all during the war at churches, at club meetings and in the social rooms at the College. The faculty wives, at their meetings, made bandages for the Red Cross while one of their members read aloud from the Classics.

To understand fully the ability of this little College to recoup and continue through all the changes brought about by the war, it is necessary to look at what was happening to the faculty. Perhaps Andruss said it best when, in recounting to the board the additions and renovations made to the plant he ended by saying,

> ...a far greater adjustment has been made by the faculty... When a musical director and language instructor becomes a mathematics teacher, a dean becomes an aviator, a coach learns to teach navigation, a physical education director becomes a drill master and a geography instructor becomes a weather man, we have a campus revolution...[36]

A unique outgrowth of the aviation activities on campus was the development of an aviation course in the department of secondary education. This was a flight course in aeronautics which was first given in the summer session of 1942. It was offered only to high school teachers-in-service. Sponsored jointly by the College and the Civil Aeronautics Administration, Bloomsburg was the first institution in the nation to prepare secondary teachers in the field of aeronautics on a purely educational and instructional basis.[37] The success of the summer program led to an area of certification in the secondary education curriculum. Approval for such certification was granted by the Department of Public Instruction in 1943. At one time a faculty of twelve was required to teach the course work.[38] By 1955, however, demand for the program had dwindled and aeronautics at B.S.T.C. was terminated.

At the meeting of the board of trustees June 20, 1945, Andruss asked for a leave-of-absence in order that he might accept an invitation of the War Department to be an educational consultant and professor of accounting at one of the Army Universities which were about to be established in England and France. He asked that the leave be granted for no less than seven months and for no longer than a year. The board approved, calling the leave a "military leave," and at Andruss's suggestion, designated Dr. T. P. North as acting president.[39]

On July 1, Andruss was commissioned a colonel in the United States Army, and was sent to Shrivenham, England to help organize the university for G.I.'s which was being established there. By August, the local press reported Andruss was heading the accounting department of Army University Center, #1, and that about 500 soldiers were enrolled.[40]

By January, 1946, Andruss was back in his post at B.S.T.C. At their regular meeting, the trustees noted the citation awarded him by Brig. Gen. C. M. Thiele. In part, it read as follows:

> During the past few months you have been a part in the most important part of the Army Education Program. The establishment of an educational program on the University level was unique in military history. The planning, selection of staff, supervision, and operation of Universities on foreign soil created many problems which have been met and solved.
>
> As Branch Head of the Accounting Department your ability, zeal, resourcefulness, loyalty and devotion to duty reflected credit to yourself and the military service, and contributed materially to the success of Shrivenham American University. Your services have been invaluable in the solving of innumerable problems.
>
> For an all too fleeting period of four months, we have been associated in what, by universal testimony of all participants, was made up from the most distinguished teachers and scholars in the American Academic World. Only a unique project such as this could attract so high a level of teaching ability and scholarly attainment. In this group you have taken an active part...

Then the general, in this citation, went on to express his personal appreciation and good wishes to Andruss, personally and professionally.[41] (B.S.T.C. had been represented on the world stage not only by her students and alumni but also by her chief administrator.)

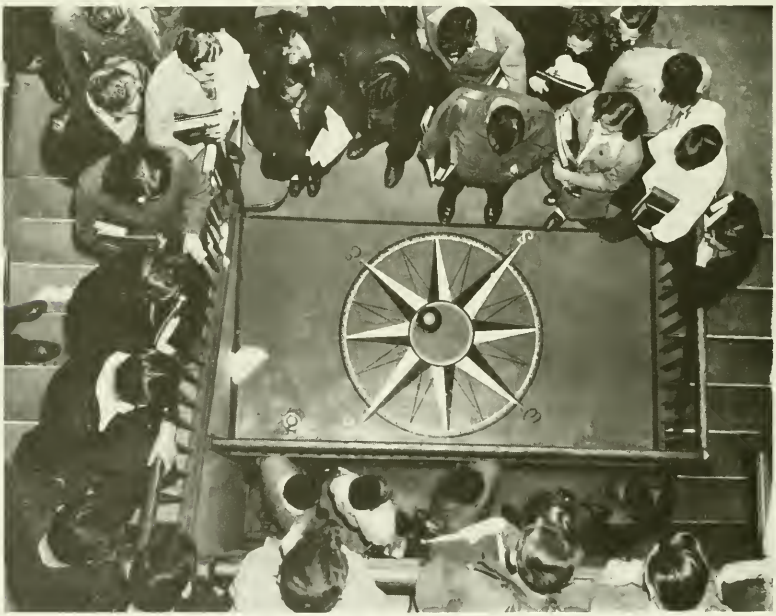
Looking ahead to the end of the war, Andruss proposed to the trustees that College credits be given to the cadets who had completed work at B.S.T.C., if they requested the College to do so. Too, he suggested these men be informed of this action, in case, upon return from the war, they were interested in continuing their studies at Bloomsburg. The board approved.[42] Shortly after the cessation of hostilities the effects of this letter could be noted on campus.

The opening of the fall term in 1945 found veterans returning to B.S.T.C. and by the second semester of that year the great veteran enrollment was in full swing. Two Acts of Congress had established benefits for the returning soldiers. Public Law 346 provided for one year of education, plus the number of months of service for the men and women who had served at least 90 days in active service after September 16, 1940. The second law was applicable to veterans with disabilities whose handicap had been incurred in service after the date of September 16, 1940. Benefits under these laws could be used by both full-time and part-time students. However, the program of studies for each veteran was not to extend over a period of more than four years.[43] By January, 1946, the big problem at B.S.T.C. was finding suitable housing for veteran families.[44] There were so many married ex-G.I.'s that a new organization appeared on campus called the Dames Club. It was made up of the wives of veteran students and was purely social in character.

Beginning with the fall semester of 1946, along with returning servicemen, the enrollment was augmented by the coming to the campus of about 75 Penn State freshmen. The second year after the end of the War, veterans had swelled the enrollments at colleges and universities throughout the country. When the Pennsylvania State College found it

could not accommodate all of its students at its State College campus, a call for help went out to the smaller institutions in the Commonwealth. The presidents of the State Teachers Colleges met with Penn State's president and the solution to the problem was to "farm out" the freshman classes of Penn State until the veteran boom should end. For the next four years, 1946-1947 through 1949-1950, Penn State liberal arts freshmen studied at B.S.T.C. By the early 1950's, the shortage of elementary teachers throughout the area increased so dramatically the number of women enrolling in the elementary curriculum at Bloomsburg that Andruss found it necessary to end the agreement with Penn State. All housing space was needed for incoming B.S.T.C. students.[45] At the College, the "housing pinch" had begun.

The same year that freshmen from the Pennsylvania State College began their studies at Bloomsburg, a new device was installed in Science Hall, which for a few short years was the scientific wonder of the campus. Harold Lanterman, S. I. Shortess, and H. Harrison Russell, all professors in the science department, had asked for the Foucault Pendulum as a teaching aid. It took its name from a French scientist, Jean Bernard Foucault, who had suspended his invention from the ceiling of the



Foucault Pendulum in Science Hall, 1946.

Pantheon in Paris to prove the rotation of the Earth. In the United States, only five other colleges and universities along the Atlantic seacoast had installed the device. At Bloomsburg, under the supervision of Nevin T. Englehart, Class of 1905 and superintendent of grounds and buildings for

over forty years, the pendulum was suspended in the front fire tower of Science Hall. It worked with great accuracy.[46]

The first Distinguished Service Awards to outstanding alumni and friends were presented at the annual meeting of the Alumni Association in the spring of 1948. Suggested by E. H. Nelson, the awards are made each year as a feature of Alumni Day. No more than three awards are to be made in any one year, and any graduate of Bloomsburg or any person who has served the College in any capacity is eligible for the honor. In 1948, the first awards were made to Francis B. Haas; Daniel Webster Litwhiler, Class of 1938; and John Gilbert Conner, Class of 1883. (Litwhiler had been an athlete at B.S.T.C., particularly in baseball. At the time the award was given, he was a member of the Cincinnati baseball team with a game scheduled in Philadelphia for the Saturday of Alumni Day. At the College, his young son accepted the award for him. For many years, Conner had been headmaster of West Nottingham Academy, Maryland, and after leaving the education field, had founded the Conner Millwork Company of Trenton, New Jersey. Always, he had been civic-minded in any community in which he lived, and he had been a supporter of B.S.T.C. throughout the years.)[47]

(The custom of giving the Distinguished Service Awards continues. Throughout the years since 1948—except for 1976 when no awards were made—the group of recipients has included three college presidents, deans, teachers, college professors, missionaries, a literacy expert, a Nobel Prize scientist, a sculptor, several writers of children's books, a judge, an historian, a radiology pioneer—just to mention a few of the professions in which graduates of B.S.C. have served with distinction.)

In the school-year 1948-1949, a new publication appeared on campus called the *Olympian*. A literary magazine, it contained short stories, poetry, cartoons and essays which had been created by B.S.T.C. students.[48] The magazine was well received and through the years has continued to be a creative outlet for students with literary talent.

This was the same year that the football and baseball teams coached by Robert Redman completed undefeated seasons. The football team the following year did nearly as well, dropping only one game. It was at the end of the undefeated seasons that the College began honoring its graduating athletes who had participated for four years in at least one sport by awarding them life-time passes to Bloomsburg's athletic events.[49]

The most noticeable change to the physical plant in 1949-1950 was the renovation of Long Porch. In place of the old structure with its wooden floor and wooden balustrades and posts there appeared a new porch of brick and tile. Fifteen graceful colonades faced East Second Street and seven faced the inner court of Waller Hall.[50]

Academically, the school year 1948-1949 saw the College receiving accreditation by the American Association of Colleges for Teacher Education. At that time, this was a new national organization and B.S.T.C.

"Long Porch" on Waller Hall.

was among the first to receive accreditation from it. The following spring, 1950, the College was accredited by the Middle States Association of Secondary Schools and Colleges.[51]

To meet the demands of the changing state requirements for the public school system, the administration added to the curriculum. In 1948, a course in driver education was established, and in 1951 a program of studies for public school nurses was begun, as was a similar program that same year for public school dental hygienists. In the meantime, in 1950, the College had been selected as one of eight teachers colleges in eight different states to cooperate with Columbia University on what came to be called the Citizenship Project.

In 1951, for the second time in four years, the Husky football team had an undefeated season under Coach Redman.[52] That year, the College was one of only seventeen in the United States whose football teams had won every scheduled game. Following on the heels of such a football season, Coach Harold Shelly was credited with having "basketball wizardry." His team had closed the winter's schedule with 12 wins and 4 losses. "Chuck" Daly was called the "Ace," having been high scorer for the season. After Daly were Byham, Williams, Linkhorst and Erickson.[53] The pride of the School in its athletic teams was reflected in the local press, the alumni publication and the College newspaper.

However, by 1952, scheduling intercollegiate sports for B.S.T.C. involved a few problems. The football schedule, particularly, would see some changes in the coming years, and with tongue-in-cheek, Andruss explained the situation to the trustees. In part, he said:

> Some years ago when our relations with East Stroudsburg became strained over local fans tearing down the goal posts at East Stroudsburg following our winning a football game; the hospitalization of several players on both teams the next year following the game, and shortly thereafter the basketball game resulted in a disturbance on the floor which had to be quieted by a police officer, we reached the decision that the cessation of relations would be desirable... Shippensburg, Millersville, and Lock Haven have chosen not to continue to play us in football...

Andruss went on to say Lock Haven wished to play Bloomsburg at a time for which the team was scheduled with another college, and that Shippensburg had "...caused quite a commotion in the press."[54]

In 1952, when the Legislature increased the bonding limit of the General State Authority, the effect of the action was the same as money having been made available to the State Teachers Colleges for building purposes. At Bloomsburg, Andruss pointed out to the trustees the greatest building needs on campus: A dining room-kitchen-storage facility. This, he said, should be one of the first new buildings constructed at the College. For some time, questions had been arising concerning the safety of the kitchen-dining room set-up. For example, the only exit from the kitchen for the people working there was through the dining room. The library was inadequate and had been so noted by the committees of the accrediting agencies when the College had been evaluated. Dormitory space for men was a high priority as was a garage-paint shop for campus maintenance. Also, with continued growth in enrollment, another auditorium was needed—one large enough to seat the entire student body.[55]

By April of that year word had been received from Harrisburg that funds were forthcoming for the requested rewiring job at the College. The communication also said funds would be available for the construction of a new dining hall and for one other project on campus which the School should name immediately. Andruss chose to have the old dining room renovated for library use.[56]

In the beginning at Bloomsburg the era of physical growth began at a leisurely pace. As though laying a foundation for the building boom to come, the administration initiated a series of renovations which kept the College running efficiently and comfortably during the years of physical change to the plant. Most renewal projects were to Carver and Waller Halls. The first involved changing the four classrooms in Carver Hall into administrative offices for the president, the dean of instruction, and business manager.

After the opening of Centennial Gymnasium and during the late war years, the old gymnasium between Waller and Noetling Halls had been used as a canteen and lounge. Walter Rygiel was the faculty advisor and a senior, Eileen Superdock, was the first student manager. Enough profit was realized the first year to help finance the publishing of the *Obiter*. Then spoken of as Waller Lounge, its renovations of the 1950's included a

fireplace built on its north wall, a new floor, and in the bleacher area on the east side of the room, a mezzanine for watching television. The College Book Store was moved from its place near the post office to the west side of the lounge in the space formerly occupied by the visitors' bleachers. Just to the left of the main entrance, the canteen was enlarged. Renamed the Husky Lounge, a businessman from the town, Horace Williams, was hired to manage it.

In other parts of Waller Hall, the old administrative offices received a face lift and became the offices of the social deans. The post office was enlarged. Several student offices were renovated. A faculty lounge was created, and on the outside of Waller Hall, a portico was added at the main entrance.

Within a very few years of the moving of the administrative offices to the first floor of Carver Hall, other changes were made in and around that building: The fountain at the top of College Hill was removed and in its place was built a limestone entrance to the campus. The exterior brick walls of Carver Hall were painted and, at the front of the building, the porch was renovated. It was also at this time that the porches at Buckalew Place were redone.[57]

Plans were made in the school year 1953-1954 to commemorate the 85th anniversary of teacher education at Bloomsburg, and at the same time to honor the twenty-seven alumni who had lost their lives in World War II. At an open house February 19, 1954 the new administrative offices

"The Bloomsburg Beacon," lighted in honor of alumni and students who died in World War II.

were shown to the public, and at a program in the auditorium, Carver Tower was lighted for the first time. Dedicated to the Gold Star Alumni of World War II, the lighted tower was named the Bloomsburg Beacon.[58] (Throughout the years since then, each night the lights have been switched on in memory of: Kenneth M. Allen, '44; John L. Atkinson, '43; Lamar K. Blass, '37; Leonard Bower, '41; John R. Carr, '34; Robert W. Cresswell, '45; Joseph J. Evancho, '37; John Hancock, '40; James Harman, '42; Earl J. Harris, '42; Leo J. Hoffman, '46; John L. Hower, '45; Woodrow W. Hummel, '33; Donald Jenkins, '43; Walter J. Kania, '44; Clyde C. Kitch, '35; Allen A. McCracken, '45; Paul J. McHale, '40; Thomas W. Reagan, '37; Walter H. Reed, '41; Cyril J. Rowland, '38; Albert E. Rudy, '48; Mary F. Schuyler, '33; Michael Soback, '44; Victor R. Turini, '41; Chalmers S. Wenrich, '39; and Anthony C. Yenalavage, '43.)[59] After the program in the auditorium a reception for invited guests was held in Waller Lounge and the Freshman Hop in Centennial Gymnasium continued the festivities that night for the students.[60]

While these changes were being made to the physical plant, changes had taken place in the administration and staff. C. M. Hausknecht, the always understanding business manager for over forty years, retired and Paul G. Martin, Class of '38, took his place. In 1953, when Dr. Kehr left the College after completing her twenty-fifth year as dean of women, Elizabeth Miller (Williams) came to B.S.T.C. to succeed Dr. Kehr. In 1955, at the retirement of T. P. North, John Hoch, former coach, dean of men, and director of public relations became dean of instruction.

Enrollment at the College in 1955 stood at 817. The ratio of men to women was 5 to 3. By this time the veterans on campus were men returning from Korea. They had come back to a country with increasing unemployment, but with educational benefits for men who had served in that Asian conflict. Pennsylvania veterans were returning to a State which had been increasing teachers' salaries. Across the Commonwealth, in the public schools, the average teacher was earning $4,000.[61] At B.S.T.C., when the Korean veterans enrolled, business education became the largest division.

The 1956 football season is remembered as the season of the "red paint." The Huskies of B.S.T.C. and the Monarchs of King's College were scheduled to play each other Saturday afternoon, October 27, in a Homecoming football game at Meyers High School Stadium, Wilkes-Barre. Relations between the schools had never been unfriendly until after the game the previous year. Then feelings had become rather strained. King's outstanding passing back had been hospitalized and had been unable to play in the next three games. At Bloomsburg the administration had made known the hope that no similar incident would occur this year.[63]

Then, early on the morning of October 24, officials at King's were awakened by a disturbance outside. Upon investigating they found "...the main building smeared with red paint." Later, red paint was discovered on

Hafey Hall, and at Meyers Stadium. Some of the paintings said "BSTC" or "Go Huskies" or "BSTC beat King's." In their haste, the vandals had spilled the paint on the sidewalks and had dropped in the bushes two brooms, a paint brush, and a five-gallon paint can.

The affair was investigated by the Wilkes-Barre police who estimated the cost of clean-up at $10,000. Bloomsburg authorities estimated the damage at $1,000. On a glazed tile building the paint was easily removed but on the rough brick and limestone, the paint presented a much more difficult problem.[64]

Wilkes-Barre newspaper men talked about a "shocked Wyoming Valley" and found such reprehensible actions unbecoming future teachers. The day after the "discovery," the Bloomsburg Press headlined, "14 Students Are Suspended at Local College." All were sophomores and juniors. No football players were involved. Each suspended student had been required to deposit with the College a sum of $50. If the cost of removing the paint amounted to more than $700, the cost was to be prorated among the fourteen.[65]

The following Saturday, the two teams met on a soggy field at Meyers Stadium. Bloomsburg could not be stopped. Jack Yohe's men romped to a 25 to 7 victory over the Monarchs in what the local press called a "sparkling performance."[66]

The actual cost of the clean-up at King's was $549. At B.S.T.C., a committee made up of Hoch, dean of instruction, Miller, dean of women, and Yohe, dean of men, met with the suspended students individually and all were reinstated. Only ten chose to return to their studies.[67]

The first new building to be completed on campus since the Depression (W.P.A.) era was the dining hall. Occupied in 1957, the first meals were served there April 23 at the return of students from Easter vacation.[68] Simply spoken of as the College Commons, it could seat from 800 to 900 persons at tables of eight in the dining area, and another one hundred in the foyer. Outside, and running the complete length of the building, was a flagstone patio on which could be seated a hundred people. (This building is located on the old tennis courts which were just east of Lycoming Hall. It is now the College Store.) An underground passage led from Waller Lobby to the Commons. In inclement weather the women from the dormitory were able to go to meals without going outside.[69] Sometimes, when the building was first used, this feature was spoken of as the "subway," but eventually everybody called it the "tunnel." As the need for workspace increased on campus, the College bank's office was made underground with its entrance in the tunnel's side wall, and after the library moved to the former Waller Hall dining room, the workshop of the library was underground with its back entrance in the side of the tunnel.

Ever mindful of the need for good public relations with the community and of keeping good rapport between the alumni and the College, the administration and faculty had worked through the years to bring people

"The Commons," a new dining facility first used on April 23, 1957. Now it is the College Store.

Husky Lounge (formerly the original gym, then Waller Lounge).

to the campus. Each year B.S.T.C. had continued to have the Homecoming festivities in the fall, and Alumni Day activities in the spring. Each winter a basketball tournament for high school teams of the area had become a fixture of the winter season. The business contest for high school students had had a new feature added to it—an annual fashion show. The Future Teachers of America, which later became the Student P.S.E.A., invited high school chapters of this national organization to spend a full day on campus each spring. The annual sales rally, sponsored by the business education department, invited business and commercial representatives from the town and nearby communities to dinner before the program of the rally. In order to acquaint school officials who were looking for new teachers with graduating seniors of B.S.T.C., a placement brochure was prepared each year and sent to superintendents and principals throughout the State.[70]

Near the end of 1956, word was received from Harrisburg that funds had been set aside for two of the buildings for which the College had asked. One was to be a classroom building, the other a dormitory. In approving the plans for these two, the administration and the board decided the dormitory should be one for men. With the enrollment that year standing at 1,045, finding good living accommodations for male students was a serious problem. The site chosen for the dormitory was near the east end of the grove to the north of North Hall, and to the west of Navy Hall. As plans progressed, the old gray barn was razed, and the "pest house" was torn down. The site for the classroom building was west of Centennial Gymnasium. Two stories high, the first floor of this new building would serve as classrooms and laboratories for the science department. The second floor would be developed for the work of the business education department.

When the time came for the two buildings to be named, Andruss suggested that the men's dormitory be called North Hall. He noted that the name, North Hall, had been used for men's living quarters for many years and would perpetrate a familiar name for many alumni, since the old facility would be torn down eventually for still another dormitory. As for a name for the classroom building, Andruss suggested Sutliff Hall, honoring Dean Emeritus William Boyd Sutliff.[71]

Sutliff had been born near Stillwater on January 20, 1867. (The year Carver Hall was dedicated.) When he was still very small the family moved to Town Line in Huntington Valley. He attended grade school there and then went to the Huntington Valley Academy. After teaching in the country schools for several years, he enrolled in the normal course at the Bloomsburg Literary Institute and State Normal School, and graduated with the Class of 1891. For several years he remained at the School as an assistant teacher, then entered Lafayette College where he completed work for a B.A. in 1898, and for an M.A. in 1900. Returning full-time to Bloomsburg, among his many other duties, he became a teacher of

New North Hall, now Northumberland Hall.

mathematics. Always interested in athletics, in his student days he had served as team manager, and as an instructor, he became the School's faculty athletic manager. Three different times during Waller's second administration Sutliff was called upon to be acting president of the Normal in Waller's extended absences. In 1921, when the office of dean of instruction was created, he became the first to fill that position. He served in this post until June, 1937.[72]

In 1898, he married Ella S. Trump, a teacher of music at the Normal and an accomplished pianist. To this union were born two daughters and a son.[73]

Through the years, in the School's newspaper there would appear poems describing some particular thing on campus, or telling some bit of interesting history of the College. Simply signed "Q," very few people knew Dean Sutliff was the author. At his retirement, his secretary, Mrs. Gertrude Horne, having clipped the poems as they appeared in the *Maroon and Gold*, had them printed into a bound volume and presented the book to the dean. For some years after Sutliff's retirement, copies of this book were on sale in the College Book Store.[74]

For twenty years after he left his duties at the School, Sutliff continued to be active in the civic life of the town. He served for many years as a member of the Bloomsburg School Board, was active in the work of the Presbyterian Church, in Kiwanis Club, and in the Caldwell Consistory.[75]

As he celebrated his 90th birthday in 1957, the local press reported a party given at the College in his honor. In part, the article said:

...The Dean, who still walks with a firm step, places his pinochle bid in a firm voice, and discusses with equal ability affairs of the present and events of the past, hasn't changed much in the twenty years since his retirement...

The newspaper went on to say the dean had called the tributes paid to him "taffy," but said he liked taffy. "Well," continued the item, "he'll have to admit he supplied the ingredients for the taffy and they are of grade **A** quality."[76]

Frail and aging, he was in attendance for the laying of the cornerstone of Sutliff Hall and again for the dedication of the building in 1960. On June 5, 1962, at the age of 95, Dean Sutliff died.[77] Though the classroom building honors his work and devotion to the College, the memories his former students hold are the man's real legacy.

Present for cornerstone ceremony for Sutliff Hall in 1958 were (from left) Jo Hays, E. H. Nelson, Judge C. W. Kreisher, William Boyd Sutliff, Judge Bernard Kelly and Dr. Harvey A. Andruss.

Toward the end of the 1950's the "baby boom" of World War II began hitting the college enrollments across the country. As this increase of students on campuses coincided with the expansion brought about by returning Korean Veterans, a period of rapid growth and readjustment was evident at educational institutions regardless of their private or public affiliations. At B.S.T.C. where one of the duties of the dean of instruction had been the interviewing of every applicant for admission, the press of other academic affairs for the dean led to the creation of the position of director of admissions. In June, 1958, hired to fill the post and that of

director of placement was C. Stuart Edwards.

A division of special education having been established in 1957 under the direction of Donald Maietta, a request for funds to provide housing for this division had been forwarded to Harrisburg. Later in reply, the administration had been offered $100,000 with which to add "a small building to an existing building specifically for the purpose of training teachers for the mentally retarded and teachers in the field of speech correction." Andruss believed a wiser use of the funds would be to refurbish the basement of Navy Hall for $60,000 and with the remaining $40,000 purchase much needed equipment for the division. The board of trustees agreed and when the State Department's approval was received in 1958, the renovations were begun. At the completion of the project, the division of special education became permanently located in Navy Hall.[78]

This was the era of Sputnik, and the cry throughout the country was for more science and more foreign languages to be taught in the public schools. Every college of education in America met the challenge with experimentation, especially in the training of elementary teachers. The most successful and widely used "new" method was team-teaching. At B.S.T.C., the elementary education division, under the direction of Royce O. Johnson, was ready. Newly instituted was the requirement of an area of compentency in one academic field. For example, a graduate of the elementary curriculum would hold a degree in elementary education with a field of specialization in mathematics, or perhaps art, or music, or one of the sciences or foreign languages. Thus as team-teaching became popular throughout the State, graduates of Bloomsburg were equipped to become resource people or team leaders in specific fields. Bloomsburg was one of the first colleges to adopt this approach to teacher education.[79]

Because interest in aviation had a long-standing record at B.S.T.C., in 1958, and again in 1959, Andruss was invited to be one of a delegation of four Pennsylvania educators to the World Congress of Flight sponsored by the Air Force Association. Also, this organization was the sponsor of the World Forum of Aero Space Education. The first meeting Andruss attended was in Dallas, Texas; the second was at Las Vegas, Nevada at which the Atlas missile had been shown to the public for the first time. Once more, a representative from B.S.T.C. had been in the foreground at the beginning of a new era. As Andruss returned home, his hope was that the College could become a center for certification of "...earth, air and space sciences."[80] (Eventually, B.S.C. became one of the first colleges in the country to certify secondary teachers in earth and space science.)

As the second semester of the school-year 1959-1960 opened, much attention was centered on the coming evaluation the following year by the Middle States and NCATE accrediting agencies, and on the requests of the College over several previous years to award master's degrees. With an enrollment which had doubled since the last accrediting, it was evident to those concerned with the preparation for the evaluators' visit, and to those

concerned with the application for graduate studies, that a review of the concentration of administrative duties was in order. The outgrowth of this study was the establishing, in 1959, of academic departments within the College, each with a chairman who would assume administrative duties within the department and be responsible to the dean of instruction. At a meeting of the board of trustees, the organizing of the following departments was approved and the first chairmen appointed:

Communications—English, speech and foreign languages, chaired by Cecil Seronsy
Mathematics and science, chaired by Kimber C. Kuster
Education and psychology, chaired by Ernest Englehardt
Art, Robert P. Ulmer
Music, Nelson Miller
Social studies, geography, John J. Serff, Sr.[81]

Many familiar faces: The faculty in 1959.

1960 was a year of change—with continuity. The most significant change concerned the nature of the College itself. By an Act of the State Legislature, the purpose of the fourteen State Teachers Colleges across the Commonwealth ceased to be strictly teacher preparation.[82] At B.S.T.C. the announcement was marked by a name change on the limestone entrance at the head of College Hill. The metal letters had read Bloomsburg State Teachers College. One sunny summer afternoon, several maintenance men, accompanied by Dr. Andruss, removed the word Teachers. The letters then spelled out Bloomsburg State College. Once again the School had become multi-purpose.

In 1960, a change took place administratively on campus. Until that

Dr. Andruss and Dean John A. Hoch remove "Teachers" from name of school.

time, ultimate responsibility for student life as well as academic affairs rested in the office of the dean of instruction. With the rapidly increasing enrollment and with expanding academic patterns, the activities and work of the social deans were coordinated by the creation of a new position, dean of students, filled for the first few years by J. Alfred McCauslin.[83]

Approval to offer graduate studies and grant master's degrees was received in 1960, and by commencement that spring, the administration was ready to announce the appointment of a director of graduate studies. He was Thomas B. Martin, director of business education at the College. He would continue at that post and also assume the duties of the graduate studies position. Courses at the graduate level were to be offered for the first time in the summer school sessions of 1961.[84] The first degrees authorized were M.Ed. in business education and M.Ed. in elementary education. (In less than twenty years, courses leading to master's degrees in more than twenty-five areas came to be offered. Presently the graduate degrees offered include M.A.'s and M.S.'s in almost every academic department in the College, as well as the M.B.A.)

As for continuity with change at B.S.C., as the new decade began, such continuity was on campus. For example, assembly was still a required activity for all students except student teaching seniors. However, freshmen met on Tuesdays and upperclassmen on Thursdays. Long Porch still had its rocking chairs, but the evening attraction from the porch was the lighted fountain in Waller Hall Courtyard. Vending machines had been placed in the smokers on third floor of Waller Hall, and while students didn't need them to get into the smoking rooms, a plastic I.D. card had been issued to every member of the B.S.C. community. Walter Rygiel's shorthand classes continued rolling up honors in competitions, taking

The fountain in Waller Courtyard.

fifth place in 1960 in the world contest.[85] (But this was merely an isolated incident among the past honors Rygiel's shorthand classes had brought to the College and a mere indication of the honors which were to come. For three years in succession, under his guidance the students of his shorthand classes had placed first in the National Shorthand Contest sponsored by the Estherbrook Pen Company. For the next several years, Rygiel entered teams in the International Shorthand Contests sponsored by the Gregg Publishing Company. In these, his students earned three third places, and one fifth place; then in 1966, B.S.C. reached second place and in 1967, the Rygiel-coached team won the International Competition.[86] In 1967, 25,000 students from Asia, Europe, North America and South America participated. Among the 1,300 teams which had entered the contest was the winning twenty-eight member team from B.S.C.)

In athletics, as the wrestling season ended in March, 1960, the big sports news on campus was the winning of the National Association of Intercollegiate Athletics (NAIA) Wrestling Championship. The wrestling team under Coach Russell Houk, director of athletics, had won the Pennsylvania State Colleges Championship earlier in the season and had moved on to win the national competition.[88] (The following year, as Houk and his men defended their title at Golden, Colorado they met a neighboring team they couldn't beat—Lock Haven State College. For several years to follow, these two colleges would dominate the wrestling in the area and in the NAIA, with first one team winning the championship and then the other.[89]

(Three times in his coaching career at Bloomsburg, Houk was named "Wrestling Coach of the Year" by the NAIA, and in 1966, he was selected to be a member of the Olympic Games Committee.[90])

For many years, part of the student teaching experience of the business education division had taken place in the high schools of the Williamsport area. In 1961, it was deemed necessary and advisable to open additional student teaching centers for business in the Bethlehem-Allentown region. At the same time, the division of secondary education started student teaching centers in the schools of Bucks County. Schools there were large, modern and expanding. Job opportunities for B.S.C. graduates could increase as the student teaching centers grew. For the Bucks County and Bethlehem-Allentown centers, resident supervisors were hired to coordinate the projects.[91]

(Eventually, because of increased enrollments, additional student teaching centers in business were opened in Easton. Secondary centers were added in Montgomery and Dauphin Counties and in the city of Philadelphia. Still later, elementary student teachers joined those in secondary and business at these locations, as did some students from special education. An outgrowth of this expansion has been a steady increase in Bloomsburg's enrollment from these regions.)

The social policy in the early years of the 1960's spelled out for the first time two regulations governing two situations never encountered before on campus. The first, approved by the board in June, 1961, concerned the marital status of students. Published in the student handbook, the statement said:

> 1. Continuance of attendance at college is contingent upon persons contemplating marriage notifying the dean of students at least one week before the marriage ceremony.
> 2. Married women in cases of impending maternity shall be required to take maternity leave from active enrollment at the college for a period of not less than one year, such leave to include time minimums of four months subsequent to the birth of a child.[92]

The other regulations was one about the wearing of shorts on campus. Quite detailed, it enunciated clearly the policy for all residents of the College and further stated that failure to comply would lead to the elimination of the wearing of all shorts and slacks on campus. No short shorts were allowed, only the "just-above-the-knee Bermuda shorts," and very specifically, the essence of the ruling was spelled out in this manner:

> 1. Bermuda shorts and slacks may be worn after 4 p.m. on weekdays, after 12 noon on Saturdays and not at all on Sundays.
> 2. Bermuda shorts may be worn to all sports events.
> 3. Bermuda shorts may be worn downtown.
> 4. Bermuda shorts are prohibited in a. the library, b. the College Commons, c. the administrative offices, d. classrooms, e. social events, except where

specified, f. Husky Lounge until after 4 p.m.
5. Dungarees are prohibited on campus.
6. People wearing Bermuda shorts or slacks are not allowed to loiter in Waller Hall lobby.

Too, this was the era when the student handbook pointed out to college community that:

> The use of liquor on campus or off is cause for dismissal.
> Men's apartments are out of bounds for all women. Women's apartments are out of bounds for men.
> Men shall wear shirts with collars in the dining room. For evening meals and at noon on Sunday, men shall wear ties and jackets.[93]

On May 23, 1962, B.S.C. received approval from the State Council of Education to grant bachelor of arts degrees in the humanities, the natural sciences and the social sciences. The following year was spent in organizing and perfecting these programs. With the opening of the fall term, 1963, the first liberal arts courses were offered. Dr. Alden Bucher who had been elected director of the new division, reported an enrollment of eighty students.[94]

For several years, speculation had been that the State would buy the Bloomsburg Country Club for additional campus for B.S.C. As early as 1960, State Superintendent Boehm had asked the General State Authority to purchase the land as soon as possible. The following year when the deeds were examined, it was found that twenty-one acres of the country club would revert to Mr. and Mrs. Harry L. Magee if the land were not used for a golf course. Nevertheless, the General State Authority agreed to buy the other 47 acres of the country club as well as the Dillon and Heiss properties fronting on Lightstreet Road. By mid-November, 1962, Andruss could report to the trustees that the transactions had been completed. Forty-seven acres of the country club had been bought for $100,000; the Dillon home and land of approximately 1 8/10 acres had been purchased for $50,500, and the Heiss property, lying between the Dillon land and Buckalew Place had cost the State $23,500. The form of the lower campus was becoming one large rectangle, except for the six private properties facing Spruce and East Second Streets.

Academically, 1963 saw an innovation in admission policy at the College. Through the office of admissions, a program was initiated which was called "trial freshmen" but came to be spoken of as "summer freshmen." That first year, fifty high school graduates who had not met all the requirements for admission were given the chance to attend the regular six-weeks summer session. These were young men and women who had the necessary rank in their high school classes, had been recommended by their high school principals or counselors, had passed their health examinations, and had had favorable reports on their interviews with college personnel. Only on their College Board tests had

they made a poor showing. If, upon taking two college courses in summer school, one in English and one in mathematics, these young people could earn at least a C average, unrestricted admission would be offered them. Of the first group of 50, 34 were admitted to B.S.C.[96] (The summer freshman program continues and it is interesting to note that practically every summer freshman admitted finishes four years of work for a degree, and that over the years, an inordinate number of campus leaders has emerged from these groups.)

As Schuylkill Hall (West Hall) was being built between Carver Hall and Science Hall.

The office of placement was able to report at the end of August, 1963, that all graduates of that year had been placed. Thirteen of the class had entered graduate school; three had married; five had joined the Armed Services, and all others were employed—a remarkable record![97]

Early in 1963, Andruss had asked the trustees for a semester's leave of absence to travel. The board approved the leave. He chose the second semester of the school-year 1963-1964. While he was away, John Hoch, dean of instruction, filled the post of acting president and continued the work of his own office.[98]

Upon Andruss's return a new position was filled—that of assistant to the president. For some time the need had been evident, and the previous summer the board had approved the creation of the post. At the meeting of the trustees on June 26, 1964, James B. Creasy, a teacher in the

business division, was chosen as the first to fill the position.[99]

Plans had been made to celebrate the 125th anniversary of the founding of the College and to mark the twenty-fifth year of Andruss's tenure as president. He had become president a few months after the Centennial Celebration on campus, and he had guided the College through much growth and many changes. For example: In 1939, the cost of room, board and laundry per semester was $126; in 1964, $306. In 1939, the community activity fee had been $10; in 1964, $25. In 1939, the estimated cost of books had been $20; in 1964, $60. The campus at the time of the Centennial Celebration had consisted of 60 acres; in 1964, it covered an area of 107 acres. The 1939 budget for B.S.T.C. had been $292,824; in 1964, the B.S.C. budget was $2,571,230. When Andruss became president the student body numbered 670 and was taught by a faculty of 47; in 1964, the enrollment was 2,132, taught by 134 faculty members.[100, 101]

One event of the year of celebration was a testimonial dinner honoring Andruss for his quarter of a century of service to the School. Held in the College Commons October 15, the highlight of the evening was the presentation to the College of the Andruss portrait painted by Niccolo Cortiglio.[102]

During the year, the students, faculty, administration and guests joined in special convocations to note the 125th year of the School's existence. Among the honored guests at one of these convocations was William Scranton, then governor of Pennsylvania.

As a keepsake, a colorful brochure was prepared which had in it a brief history of the College and many pictures of campus scenes of 1964.[103]

The anniversary year was a good year to be at B.S.C., especially for young women. Two girls' dormitories opened that fall, originally called West Hall (now Schuylkill Hall) and East Hall (now Montour Hall). West Hall faced the inner campus with its back toward Penn Street, and stood just south of Science Hall. Rectangular in plan, it had been necessary to build a notch in the rectangle in order to preserve the boulder and flag-pole in the World War I Memorial Pinery. East Hall was located east of Science Hall at the southern edge of the Grove. With these added living facilities five hundred more students could be housed on campus.

At the College the 1960's were to see the lapse or change of several long-standing traditions. As has been noted previously, May Day became obsolete. Ivy Day, a vine planting, speech making observance, became a tree planting ceremony. (Ivy Day began about 1909. In the earliest Ivy Day ceremonies, the lengthy programs combined all the features of a class night—class poem, prophecy, song and class will with a serious oration by a chosen member of the class, a speech by the principal or a member of the faculty, and the planting of the ivy at the walls of one of the buildings. For a time, about 1912, the seniors were "gowned in class colors." Then followed a time when the members of the class wore white dresses and suits. Somewhere through the years, the seniors began wearing the

Schuylkill Hall (originally West Hall). Boulder contains plaque showing the star-shaped War Memorial Pinery.

Montour Hall (originally East Hall).

commencement caps and gowns, the custom continuing through the 1950's. Until the pergola was built in 1917, the exercises, which took place

in the grove, used either a temporarily built platform or a carpet of evergreen boughs. In 1925, the "class night" activities and the faculty speeches were eliminated from the Ivy Day program and in their places were dramatizations, poetry reading, and folk dancing. 1934 saw the simplification of the tradition to include only the senior oration, school songs, and the planting of the ivy. During World War II the exercises were very restrained, and then from 1945 until 1951, the Ivy Day ceremony followed the baccalaureate service.[104] Once again, in 1951, Ivy Day activities took place in the evening. As the seniors and their friends gathered in the courtyard of Waller Hall, the representative of the Class of '49 illuminated the fountain, a gift of that class. Then as the senior oration was completed, the Class of '51 planted ivy in the courtyard.[105]

Ivy Day in the early 1930s.

(In the 1960's, trees became the symbol of the decade but the change in tradition still contained the idea of the graduating class leaving a living, growing remembrance on campus. This, too, has been abandoned, and the tradition of Ivy Day is part of the history of B.S.C.)

1966 was marked by the razing of old North Hall and the beginning of a structure at the same location which at first was spoken of as South Hall (now Luzerne Hall). A four-story building, it would contain living accommodations for 300 students, as well as recreation rooms, study areas, and apartments for counselors.[106] Luzerne Hall was completed in 1967.

For many years, on Lightstreet Road, across from the back of Science Hall, there had been an automotive business known as the Boyer Garage. In 1966, the estate of Mr. Boyer was in the process of being settled and the

Luzerne Hall (originally South Hall).

building was sold to a local businessman. The School, feeling keenly the need for storage space and a garage for motor vehicles belonging to the College, leased the structure.[107] When renovations were completed, the purchasing department and the mail room moved to the front offices of the Boyer Building, and in the rear, space was arranged for a storage area and garage. The second floor, which had been an apartment for Mr. Boyer, was made into faculty offices. (When the degree nursing program was initiated the Boyer Building became the headquarters for the nursing department.)

Until the middle of the 1960's, the policy of the College had been to recognize only professional and honorary fraternities. For several years requests from students for social sororities and fraternities had been channeled through the social deans to others in the administration. In 1966, a faculty committee made a study of the question and brought in a favorable report. A decision was made to allow a probationary period of three years in which fraternities and sororities could become established. If, at the end of that time, these organizations proved of service to the College and community, permanent status would be granted.[108] Among earliest on campus were the Delta Epsilon Beta Sorority and the Sigma Iota Omega Fraternity. (Permanent status was granted in 1969.)[109]

The new library, begun in 1964, was completed in 1966, and opened at the beginning of the fall semester in September. The New York firm of Fisher and Butler was secured to move the books and equipment from the Waller Hall Library (old dining room) to the new structure. The moving took one full week.[110] The new three-story brick library houses more than

stacks of books and racks for magazines. In it are a study area seating 750 people, a small auditorium, a media center with projection room, offices and work spaces for the library staff. At the time of construction, there were several classrooms on third floor, but in order to expand the stack areas, these have been eliminated. Near the west entrance facing Spruce Street, the magnificent Tiffany windows have been incorporated in the design of the building.

On October 12, 1967, the building was dedicated and named The Harvey A. Andruss library. (It is fitting that the library at B.S.C. should honor the man who, through depression's end, war-time and confusing expansion, had been instrumental in maintaining a college at which academic excellence was always the primary goal.)

(Attending the ceremonies were guests and family from far-flung places, among them, Harvey A. Andruss, Jr., his wife and daughter and son. The family at Buckalew Place always had been part of campus life at the College as Mrs. Andruss graciously accepted her role at the School and in the community. In the years during which Dr. and Mrs. Andruss lived on campus, over thirty-two young men and women received board and lodging at the residence. Some lived with the Andruss family for a full four years.)

Interior of Andruss Library in days of freshmen dinks and name signs.

On that same date, October 12, 1969, the new auditorium was dedicated, also. Named in honor of Francis B. Haas, the dedicatory message was given by Andruss. He noted that this structure carried the

Haas Center for the Arts.

name of a man who not only had served B.S.C. as president for twelve years, but also had served the entire Commonwealth as state superintendent under five governors.[112] The building, containing a 2,000-seat auditorium, also has a gallery for exhibits, classrooms, offices, facilities for drama and music groups and lounge areas.

For some time the need for classroom space on campus had been evident to the administration. As a partial solution to the problem, it was suggested that the Benjamin Franklin Laboratory School be closed and the space be utilized for College classes. The increased enrollment in the elementary education division at that time had brought about the opening of new student teaching centers in towns and communities as far away as Philadelphia. It had been noted that the increased elementary enrollment had coincided with the period of construction of new schools throughout Pennsylvania. The elementary classrooms in these new systems were fully equipped with the best and most modern materials, while Benjamin Franklin was in need of some updating. With these reasons in mind, the decision was made to phase-out, over a period of several years, the laboratory school on campus. June, 1967, saw the last sessions at the training school.[113] (In place of the kindergarten, children's library, group rooms, and homerooms, now there are college classrooms, a reading clinic, faculty offices, the housing office, the office of admissions, and the computer center.)

On campus, the "turbulent sixties" probably began with the skate-board sit-in. Spring had arrived on the hill, and with it the craze for

skate-boards. The sidewalks, roads, and pathways were perfect for a daring dash on wheels. With a bit of speedy adjustment here and there around construction mud, a student could maneuver a ride, via skate-board, from above Centennial Gymnasium, either by way of East Second Street or by the driveways and paths of back campus, to the foot of College Hill. Within two days, three students had broken bones and the administration had banned skate-boards on campus. The protest began. Several student leaders gathered their followers together in Centennial gym and harangued them about students' rights. They vowed to stay there until the ban on skate-boards was lifted. They notified the newspapers and the television and radio stations. The long night on the bleachers began. About midnight, tired and full of "junk food," some of the dissenters started leaving. Told by the media that if they would stay until morning, the sit-in would make the newspapers and the broadcasts, the majority remained. Next morning, the protestors having become newsworthy, the sit-in ended.

If the "turbulent sixties" began with the skate-board sit-in, at B.S.C., dissention went into print on campus September 29, 1967, with the first issue of the *Gadfly*.[114] Definitions of gadfly vary. Some say a gadfly is an insect which stings; some define gadfly as a person who annoys or irritates. Published weekly, this aptly named underground newspaper launched an attack on the status quo. By March, 1968 the *Gadfly* seemed well established but the articles in it had become so vicious and vituperative that the Committee on Student Affairs, made up of faculty and students, sent to the president several recommendations for compliance by the publishers of the *Gadfly*. They were:

> The *Gadfly* shall not carry B.S.C. on its masthead or nameplate.
> The *Gadfly* shall print in a conspicuous place that the paper is published independently and unofficially and without recognition by B.S.C.
> The *Gadfly* shall state that the editor assumes full responsibility for its content.
> The *Gadfly* shall be distributed through the Book Store as are all other publications.[115]

Finally near the end of the first year of its existence, the articles in the *Gadfly* became so malicious that fifty-five members of the faculty circulated a petition asking for an investigation of the paper.[116]

For several years, the publication continued on a rather sporadic basis. Less vicious and more generalized, its lifespan ran into the '70's. Periodically, after an absence of months or semesters, it would surface for a time, then die as its financial support dwindled.

In 1967, the division of business education received State approval to institute a new curriculum to train managerial personnel for the business world.[117] With the admittance of freshmen into these courses in the fall of 1968, the business division had returned to an area of training which had

been implemented by Henry Carver one hundred years before.[118]

On March 16, 1968, at the mock Republican Convention on campus, Gerald Ford, destined to be the 38th president of the United States, was the keynote speaker. At that time, Ford was the minority leader of the House of Representatives. Plans were for him to fly into the Williamsport Airport where he would be met for the drive to B.S.C. When word was received in Bloomsburg that his plane would be late, the local Republican Committee sent a private plane to the airport. Ford arrived on time for the opening of the convention, and in his speech predicted a Republican victory in 1968 and an honorable peace in Viet Nam.[119]

President Gerald R. Ford, then minority leader of the U.S. House of Representatives, at GOP Mock Convention on March 16, 1968.

The era of expansion of the physical plant was at its greatest in 1968. That year, at one time, eleven buildings were under construction or in design, along with three auxiliary projects such as extending steam and electric lines or updating the power plant.[120]

On lower campus, two buildings neared completion and would be dedicated at the annual meeting of the Alumni Association in April, 1969. One, a dormitory, was located on the two grass plots across East Second Street from Long Porch. Several years before, part of Wood Street had been closed from Second Street to Pine Avenue in order that one large eight-story dormitory for men could be placed there.[121] Finished in 1968, it would accommodate about 700 students. The name chosen for the

building was Elwell Hall, honoring three generations of a local family which had been associated closely with the School.

The Honorable William E. Elwell had been one of the State's outstanding jurists. At the first Molly Maguire trial in Bloomsburg in which the defendants were acquitted, he was presiding judge. He was a trustee of the Bloomsburg Literary Institute before it became a Normal School and served as president of the board from 1868 to 1887.[122]

His son, George Edward Elwell, was a member of the Class of 1867, the first class to graduate from the Institute after its move to the hill. Having received a degree from Trinity College, young Elwell returned to Bloomsburg as the assistant principal of the Fifth Street School, and then for two years taught English literature, German and French at the Normal. In 1874, he was admitted to the Bar and became a part of the local law firm of Elwell and Brockway. At the time of the second Molly Maguire trials in Bloomsburg, Elwell was one of the seven counsels employed in defense of Hester, Tully and McHugh. (It is interesting to note that at the time of the dedication of Elwell Hall in 1969, there was a group of dissident students who wanted to picket the building and disrupt the meeting because, they said, Judge Elwell had issued the death sentence for the Molly Maguires. Perhaps the reason they did not follow through with their plans was the discovery that their information was false.)

From 1887, when his father retired as a trustee, until 1906, George Elwell served on the board of the Normal School. A fine public speaker, an accomplished musician, he was active in the community in many ways.[123]

His son, G. Edward Elwell, graduated from the Bloomsburg Literary Institute and State Normal School in 1905. Returning to Bloomsburg in 1913, he became a faculty member of foreign languages at the Normal and taught until 1921, when the family printing business demanded his time.[124]

The other new structure dedicated in April, 1969 was a classroom building. It was located on the site of the five residences which had been adjacent to Mt. Olympus and which had faced East Second Street. From the time of the administration of Haas, the College had discussed with Harrisburg the necessity of owning these six properties—five on the north side of East Second Street and one on Spruce Street. When in the mid-sixties money was appropriated for these purchases, the decision was made to construct a classroom building there.

The building was completed in 1968 and dedicated the following spring. Air-conditioned, with classrooms, laboratories, offices for faculty, and an area for exhibits, it houses the departments of chemistry, physics, biology, earth and space science and mathematics. The name given the structure was Hartline Science Center, in honor of Daniel S. Hartline, Harriet Franklin Keffer Hartline, and H. Keffer Hartline.[125]

Dr. Daniel S. Hartline was a dearly loved teacher at the College from 1890 until 1935. A graduate of West Chester State Normal School, he came to Bloomsburg to establish the manual training course at the

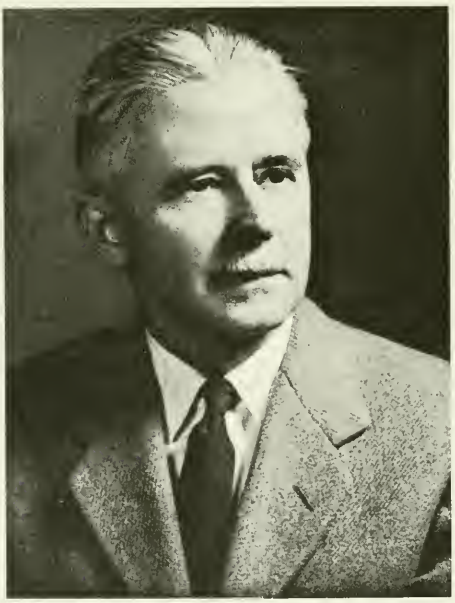
Above: *Hartline Science Center.*

Daniel S. Hartline.

Normal. After three years, he left to further his studies at Lafayette College where he received his bachelor's degree in 1897. Returning to Bloomsburg he organized the department of biology and, except for the two years—1901 and 1902—at the Universities of Heidelburg and Bonn, Germany, remained as head of the biology department until his

retirement. He was a leader in the Boy Scout movement in Columbia County and received the highest honor given by Scouting, the Silver Beaver Award. He was instrumental in bringing about State ownership of Ricketts Glen so that, in the words of a local newspaper man, it might be "preserved in its pristine state." Responsible for the introduction of the gray squirrel on campus, Hartline was to live to see the animals a part of the entire community.[126]

As had D. S. Hartline, Harriet Keffer had attended West Chester Normal School. Then in the early 1890's she had enrolled at Bloomsburg and while a student at the School had served as "custodian of the library." Graduating in 1892, she left the area to teach in the common school of the eastern part of the State, but returned to Bloomsburg Normal in 1896 as an assistant in reading and literature. On August 26, 1897, she married Daniel S. Hartline. With his return to the Bloomsburg campus that year, the new young family became an active part of the Normal's social life. An accomplished musician, Mrs. Hartline often joined Mrs. Sutliff in playing duets at College and community functions. For many years the two women were part of the early orchestras on campus. From 1920 through 1926, Mrs. Hartline was a member of the faculty at the College.



H. Keffer Hartline.

H. Keffer Hartline, son of Daniel and Harriet Hartline, was a member of the Class of 1920 at the Bloomsburg State Normal School.[127] A graduate of Lafayette College in 1923, he continued his studies at John Hopkins Medical School and became a fellow at John Hopkins University in medical research. He took further studies at the Universities of Leipzig and

Munich in Germany. At one time associated with the staff of the Rockefeller Institute, he was a leader in the nation in biological research.[128] He had been a member of the Space Science Board which preceded the National Aeronautics and Space Agency (NASA). It was reported, "He is credited with influencing the formation of NASA and establishing its lines of biological research."[129]

In 1965, the Alumni Association gave the Distinguished Service Award to Keffer Hartline. Two years later, in 1967, he received the Nobel Prize for Medicine, along with two others for his research and discoveries on the work of the human eye.[130]

At the same time that Hartline Science Center was dedicated, a large lecture hall, room B134, was named the Kimber C. Kuster Lecture Hall. The department of biological science had recommended this be done to honor the former student of Hartline's who had been chosen to head the department upon Hartline's retirement.[131]

Kimber C. Kuster.

Kimber C. Kuster had finished the Normal course at Bloomsburg with the Class of 1913. After several years of teaching, he returned to the campus in 1916 as assistant to Hartline in biology. Called to active duty in World War I, he served as a sergeant of the 314th Infantry Division in France. After the war he completed studies at the University of Michigan,

earning a B.A., and M.A., and a Ph.D. there. Later, he taught at the Oregon State College, was an instructor of zoology at the University of Michigan and professor of biology at Bloomsburg State College.[132] In 1960 he was selected as the first chairman of the science department at the local school. However, long before that he had established the reputation on campus of being an excellent and fair teacher, a scholar, a wise friend to students and a kind and gentle man.

Construction of Bakeless Center for the Humanities, April 1969, with Navy Hall and Haas Center for the Arts in the background.

During the mid-year Commencement at the College, on Wednesday, January 22, 1969, Dr. Harvey A. Andruss announced that he would be retiring from the office of president of B.S.C. as of the following September 1.[133] For thirty years, beginning in August, 1939, he had filled the position. Longer than any other president or principal in the 130-year history of the institution, he had guided the affairs of the School. For two years before becoming president he had served as dean of instruction and for seven years before that had worked to establish and develop the business education division. Thirty-nine years of one man's life had done much to shape the image and the heart of the School. When Andruss retired, he left the College better than he found it—with a better and expanded physical plant, with a growing reputation for fine educational achievements, and with as sound a fiscal policy as could be found in the State. He had steered the College on a course of moderation which incorporated change from a single purpose school to a multi-purpose one, and did so without lowering standards or losing students.

Writing in "The Passing Throng..." column, Edward F. Schuyler, editor of The Morning Press, said in part that, "Bloomsburg State College has rounded out 130 years of service in education and for 30 of those years it had the same administrator, Dr. Harvey A. Andruss, who is bowing out

come September (1969)."

"That's the longest tenure of any one man as head of the institution in its history..."

"It is also true that under no president has there been growth or change such as under Dr. Andruss. You can say, of course, that there should have been more change, after all the period was longer. The facts are, however, that any five years of that period...there was greater change and probably double that of the tenure of any other principal or president in its history."

It was very appropriate that one of the first pieces of business transacted by the board of trustees after Andruss's retirement was the passing of a resolution to be spread upon their minutes which states:

In Grateful Recognition
of three decades of leadership and dedicated service
to

Bloomsburg State College
this Board of Trustees is pleased to record
in its official minutes
that

Harvey A. Andruss
has been designated
President Emeritus[134]

*It is interesting to note that Dr. Andruss was the author of four books and at least fifty professional magazine articles and yearbook publications. The four books are:

1. "Business Law Cases and Tests" — Published by Ronald Press (1934) — 224 pages.
2. "Ways to Teach Bookkeeping and Accounting" — Published by Southwestern Publishing Company (1937) — First Edition, 178 pages — Second and Revised Edition (1942), 320 pages.
3. "Better Business Education" — Published by Gregg Publishing Company (1942) — 390 pages.
4. "Burgess Business Law" — Published by Lyons and Carnahan (1952) — 610 pages. The first edition was a textbook which Dr. Andruss studied in high school.

Item 2 represents the first book dealing with the teaching of bookkeeping and accounting and was so popular among teachers that it went into a second edition. An outgrowth of the commercial contests held annually for high school students were two new test forms: (1) the problem-point test, and (2) the true-false correction test which were given to a large enough number of students coming from many high schools to justify these new variations of existing forms of scoring tests so as to more accurately define the results of learning.

Robert J. Nossen
1969-1972

Chapter 12

Robert J. Nossen

A meeting of the board of trustees was called for July 11, 1969 to interview candidates for the presidency of B.S.C., a position which would become vacant September 1 with the retirement of Harvey A. Andruss. More than forty persons had applied for the post. After a joint committee, composed of members from three sections of the College community, trustees, students and faculty, had screened the applicants, two remained. The board selected Robert J. Nossen.[1]

Nossen had begun his career in education in South Forks High School, California. His B.A. degree was earned at the University of California at Berkeley, and his M.A. and Ph.D. at Northwestern University, Evanston, Illinois.

His move to Bloomsburg was from the State University College at Fredonia, New York. For nine years he had been at Fredonia, serving the school in a number of positions: vice president for academic affairs, dean of the college, dean of the arts and sciences, and professor and chairman of English and speech. Before going to Fredonia, he had been professor and chairman of English at Lamar College of Technology, Beaumont, Texas, and before that assistant professor of English at Creighton University, Omaha, Nebraska.[2]

Nossen came to Bloomsburg as the enrollment climbed past the 4,000 mark (4,130). Of these, about 1,600 lived on campus, about 1,000 lived in the student housing in the town, and the rest of the enrollment was made up of commuting students. Still showing the effects of its teacher education background, in the fall of 1969, by curriculum the enrollment was divided thus: elementary education, 248 men, 711 women, for a total of 959; secondary education, 730 men, 428 women, for a total of 1,158; special education, 55 men, 228 women, for a total of 283; in the new arts and sciences, 195 men, 132 women, for a total of 327; in business administration, 374 men, 16 women; and in business education, of the 327 enrolled, 195 were men.[3]

September found a date set for the opening of bids on the field house

and athletic fields on the upper campus. These and the plans for the building and fields were to be delivered to the General State Authority in Harrisburg by September 23, 1969. With trenches, piles of earth, wooden cross-walk over ditches, tree cutting, construction fences, clattering machinery and the like, both the lower campus and the upper campus soon were to be under the disruptive influence of construction.[4]

At the beginning of October, Dr. William Jones, then head of the division of special education, received word that the center for learning and communication disorders at B.S.C. had been approved as a public facility by the board of examiners of the American Speech and Hearing Association. This was an outgrowth of the work of that division and was a note-worthy mark in the extended services of special education.[5]

In connection with communication disorders, the division of special education had sought approval from the Department of Public Instruction, Harrisburg, for a new curriculum in the field of education for the deaf. It was understood that approval would be forth-coming early in 1970, and plans could go forward for implementation of the new courses.[6]

As growth continued through the end of the 1960's and into the 1970's, parking space for students' automobiles became an issue between the College and the town. More commuters, more off-campus living quarters, and more students owning cars, plus loss of parking space because of construction added up to a serious problem for home owners near the College and for the administration. To alleviate this somewhat, the College rented a large lot on Lightstreet Road from the Bloomsburg Hospital. Also it had been decided in the mid-1960's to build a tri-level parking garage near the lower campus. By October 1969, a plot of ground south of Carver Hall had been purchased from five home owners and all of the houses had been vacated except the Hassert House. Hassert House had been Dean Sutliff's home. After his death Mr. and Mrs. William B. Hassert bought it and converted it into dormitory space for girls. In following East Second Street to the top of the hill, Hassert House had been the second house from the second intersection of Penn and East Second Streets. Just west of Hassert House had stood the brick home of the Charles Meel family, and on the east of Hassert House was the Raub home. Adjoining Mrs. Raub's home was the property of Mrs. Shortess, the widow of S. I. Shortess, formerly a professor of chemistry and physics at the College. These four substantial homes were vacated in September and October, along with that of the Stoker family on Penn Street. Upon this site, construction of the tri-level garage was begun.[7]

Across the country, the war in Viet Nam was reflected in the student unrest on college campuses. During October, 1969, at B.S.C. the efforts and energies of the students were channeled by some of the faculty into an organized *Teach-In*. The event was planned to coincide with the date of the nationwide Viet Nam Moratorium on October 15.

John Hoch, dean of instruction, announced the policy of the

administration. Facilities for the *Teach-In* would be furnished by the College. The teachers taking part were expected to inform the office of the dean of instruction if their participation in the *Teach-In* would cause them to miss their regularly scheduled classes. Also, provisions were to be made by students for make-up work for classes missed.[8] About fourteen or fifteen instructors took part. The first session opened at 9 A.M. on Wednesday, October 15, with discussion of the subject "Patriotism and Viet Nam". Other topics throughout the day were: "Historical Analysis" (of Viet Nam). "Psychological Warfare and Propoganda," "American Involvement in Viet Nam," and "Philosophical Perspective." In the evening a movie was shown, and after a recapitulation the *Teach-In* part of the Moratorium was over.[9] However, in front of Carver Hall, the reading of the names of men killed in Viet Nam continued through the night.[10]

Then, toward the end of October, just as the *Teach-In* was about to become a memory, talk surfaced on campus of an increase of $100 per year in the basic fee. About 1,000 students gathered in Husky Lounge on the evening of October 24, after the trustees meeting, to demonstrate their stand against the suggested increase. Next morning, a small second demonstration took place in front of Carver Hall. The demonstrations over, the students, using other channels, made known to Harrisburg their opposition to the proposed increase.

An entirely different *Pilot* appeared in 1969-1970. No longer the small pocket size (3″×5″) edition of the student handbook, the new *Pilot* not only took a larger form, but showed extended coverage of the problems facing students at that time. Under "Social Conduct" policies dealt with such problems as drugs, possession of firearms, forgery, gambling, theft, lewd or indecent conduct, and assault and battery. By this time, in the girls' residences, signing-in and signing-out had become writing a name on a sign-out sheet, and was an act recommended particularly if a young woman left the building after ten o'clock in the evening. "It is strongly urged," the *Pilot* read, "that no woman leave her residence unaccompanied after 6 P.M. unless (she lives on campus and) plans to remain on campus." The time of regular permissions, Mondays through Thursdays, for freshmen girls was 11 P.M., for sophomore and junior women, 12 o'clock. Fridays and Saturdays permissions for girls ran until 1 A.M. Of course, senior women had unlimited permissions as none were housed on campus.[12]

Beginning in the school-year 1969-1970, students were allowed to entertain members of the opposite sex in their rooms. The rules governing these visitations were:

> ...male guests must be signed into the women's dormitories by their hostesses.
>
> ...female guests need not be signed-in in men's dorms, but must be accompanied by their escorts at all times.

The hours for visitation were: Fridays from 5 P.M. until 1:30 A.M.; Saturdays from 1 P.M. until 1:30 A.M.; and Sundays from 1 P.M. until 11:30 P.M.[13]

Begun during the Andruss administration, the *Bloomsburg State College Joint Statement on Rights, Freedoms, and Responsibilities of Students* was adopted by the College community during the first semester of the Nossen tenure. The work of the Executive Council on Student Affairs and the Ad Hoc Student Committee of the Student Government Association, the statement followed suggestions which were sponsored and endorsed by the U. S. National Student Association, Association of American Colleges, American Association of University Professors, National Association of Student Personnel Administrators, and National Association of Women Deans and Counselors. Along with the preamble, the body of the statement concerns itself with freedom to teach and freedom to learn. It speaks of faculty evaluation of students' work, of students' records. It sets standards for student affairs and student organizations, speaks of the objectives and privileges of student publications, and establishes procedural standards for disciplinary action.[14] A well thought-out statement, the paper gathered together the thinking of many diverse segments of the College and set the standards and machinery to deal with campus questions.

Several academic changes took place early in the Nossen tenure. One far reaching change concerned general education. Previously, prescribed courses had been assigned students to meet the requirements of graduation. With the restructuring of the general education program much responsibility for choice of courses rested with the students. Required courses in English composition and physical education were augmented by special electives in the humanities and the arts, social/behavioral sciences, and natural sciences and mathematics.[15]

Another academic change initiated at this time was the addition of pass-fail grading. Any student upon successfully completing one year of work at the College was allowed to register for an elective course outside his major on a pass-fail basis. No more than two such courses could be taken in this manner at any one time, and once the student had decided to pursue this grading system for a particular course, the decision could not be revoked. The instructor of the course was not informed of the student's decision and therefore reported a standard grade for the student. The computer center, apprised by the registrar, translated the grade to P for pass or F for fail.[16]

At its regular December meeting, the board of trustees had discussed once more the naming of buildings and had concluded that appropriate names for dormitories would be the names of the counties of Pennsylvania from which came large numbers of the College's students. A list of the buildings with a suggested county name for each was prepared and sent to a student committee for student reaction. In reply, the students asked for several changes, but in general, the College community—students,

faculty, administration—was in agreement. West Hall became Schuylkill Hall; East Hall became Montour Hall; North Hall became Northumberland; South Hall became Luzerne. The tallest dormitory on campus, completed in 1970, the nine-story brick residence for women just west of Haas Auditorium at the north edge of the campus, was named Columbia Hall.[17]

Columbia Residence Hall, north of Northumberland Hall and west of Navy Hall.

Believing that every college of distinction should have an Alma Mater with original music, Donald Messimer, a graduate of B.S.C. in 1970, while a student wrote words and composed music for a new school song. Adopted during a time in which school spirit was a campus taboo and tradition was a mark of the Establishment, the song, always spoken of as the New Alma Mater, has met with limited acceptance. Used principally to end Commencement exercises several times a year, it is unfamiliar to the student body and to alumni. Though the song has two stanzas, only the first is usually sung.

Alma Mater

Bloomsburg State
We proudly sing to thee
Of glories and of honors
Which have framed thy majesty;
Though we'll depart
Not one will hesitate
To pledge our lifelong loyalty
To Bloomsburg State.

Bloomsburg State
Stand firm against thy foes,
Let victory thy colors see
While honor be thy goal;
Maroon and Gold
Let none thy fame berate
As forward on to victory
Goes Bloomsburg State.

Surely this original tune deserves better treatment. Surely, too, the old Alma Mater deserves to the taken out of moth balls. The fact is that B.S.C., an institution established in 1839, should be able to include in its repertoire of school songs its Alma Mater and its New Alma Mater. At College events, either could be used—or perhaps both—for each is representative of an era.

Beginning in the afternoon of Sunday, April 12, and continuing through Sunday, April 19, 1970, a week of activities marked the inauguration of Nossen as president of B.S.C. The week of the celebration began with the Awards Convocation in Haas Auditorium (which would become known as Haas Center for the Arts in 1971) and was followed by the Awards Day Dinner that evening. On Tuesday afternoon, Andrew Hudson, landscape artist, met with the student body and in the evening opened his one-man show to the public in Haas Gallery. On Wednesday, April 15, at an invitation luncheon, the new dining room facility was dedicated and named the William W. Scranton Commons. With Governor Scranton at the luncheon were his wife, Mary, and several other government guests, Dr. George Hoffman of the Department of Public Instruction, State Representative Kent Shelhamer and Judge George Heffner.[18] An open house for the public viewing of the new dining hall followed lunch. That same evening in Kuster Lecture Hall, visiting geologist, D. Oliver Shaffer, spoke on the subject "Lunar History." On Friday, April 17, the program planned for the evening was titled "Concert in Honor of Robert J. Nossen." On Saturday, April 18, was called "Inauguration Day" and began at 2 P.M. with the "Inauguration Convocation." A reception followed at 4 P.M. and in the evening two "Inaugural Balls" were staged on campus. Ending the week-long festivities was the presentation of *Judas Maccabeaus* by the Music Department on Sunday, April 19.[19]

At 11 A.M., Wednesday, April 22, 1970, an Earth Convocation, marking

Governor and Mrs. William W. Scranton, right, with Senator Preston B. Davis at dedication ceremony for the William W. Scranton Commons.

William W. Scranton Commons, on Second Street, southeast of Carver Hall.

National Earth Day, was called for Haas Auditorium. The announcement said that following the assembly, lunch would be served in Scranton

Commons and the guest at the luncheon would be Dr. John T. Middleton of the National Air Pollution Control Administration. Then, at 5:15 P.M. there would be the "Permanent Disposal of an INFERNAL COMBUSTION MACHINE...at the practice field near the President's house." The announcement ended with "...Bring a shovel!"[20] True to plans, an old automobile was buried behind Buckalew Place.

Then, as April was closing and activities were beginning to center on final exams and Commencement, the United States Army entered Cambodia. All across the country college campuses erupted in demonstrations. At Kent State, the deaths of four students in a clash with the Ohio National Guard brought a new wave of violent protests to colleges. On the B.S.C. campus, the demonstration was well planned and orderly.

The day prior to the gathering, the faculty and administration met to set up some ground rules: All classes would meet as scheduled; no tests would be given the day of the demonstration; no penalties would be attached to students' grades for missing classes. An estimated 500 faculty and students gathered on the terraces between (Old) Waller Hall and Montour Hall. The student moderator was Tom Brennan, and the keynote speaker was Richard Drinner, history professor, from Bucknell University. Part of the agenda for the day was a memorial service for the four students who lost their lives at Kent State. This was read by Mary Tolan, assistant dean of women at B.S.C.[21]

This time of tension and protests among the students and faculty came to the Bloomsburg campus as an administrative transition brought about a changed mood and temper at the College.

Early in the summer of 1970, Nossen presented to the board a new administrative plan which would create two vice presidents—one for academic affairs and one for administrative services—with the vice president who served as dean of the faculties being senior vice president. Two positions of associate vice president would be formed, also—one for student affairs and one for development and external relations. Further, the plan called for the College to be divided into four schools with a dean for each school. There would be the School of Arts and Sciences with academic departments plus music, and health and physical education. there would be a School of Business with business departments and business education. There would be the School of Professional Studies which would include education (education foundations, elementary, secondary, field services), reorganized health related sciences (public school nursing, medical technology) and human resources and services (special education, learning disorders, education of the deaf, communication disorders, reading clinic, educational media, and international education). The fourth school would be that of graduate studies.

At their June meeting the trustees approved the plan, and by

September 1, 1970, the posts had been filled except for that of vice president for administrative services. As the new college year began, John Hoch was serving as vice president for academic affairs and dean of the faculties, Elton Hunsinger as associate vice president for student affairs, Boyd Buckingham as associate vice president for development and external relations. The four deans were: Edson Drake, arts and science; Emory Rarig, business; C. Stuart Edwards, professional studies, and Charles H. Carlson, graduate studies.[22]

The new medical technology course, approved by the State in August, 1970, consisted of 98 semester hours of College work on the B.S.C. campus and one full year of clinical work at an affiliated hospital. Upon completion of these four years of study, and the passing of the registry examination, the College conferred the bachelor of science degree upon the graduate.[23, 24]

On October 24, 1970, at the Annual Education Conference which featured Stuart Udall who spoke concerning the environment, the luncheon was highlighted by the formal dedication and naming of the newest classroom building. Located between Haas Auditorium and the Andruss Library, the facility was named the Bakeless Center for the Humanities. Completely air-conditioned, the building provided 36 classrooms, 66 faculty offices, a faculty lounge, a language laboratory, and storage space.[25] (Presently, part of the storage space in the basement has been made into the College Archives.) John and Katherine Bakeless were in attendance at the luncheon, and John paid special tribute to his parents and three teachers from the early years of the century, Professors Cope, Hartline and Brill.

The building, bearing the family name, Bakeless, was dedicated to honor Oscar H. Bakeless, Sarah Harvey Bakeless, John E. Bakeless, Katherine Little Bakeless, and Katherine Bakeless Nason.[26]

O. H. Bakeless was born at Shamokin Dam, Pa., the son of John C. Bakeless, a contractor and builder. Oscar Bakeless attended the schools of Shamokin Dam and then studied at Professor Noetling's Normal Institute at Selinsgrove. For several years he taught in the public schools of Union and Snyder Counties and then entered the Bloomsburg Literary Institute and State Normal School, graduating in 1879. After finishing at the Normal, Bakeless taught at Catawissa for a time and then enrolled at Lafayette College. Upon graduation from there, in 1890, he returned to the Bloomsburg Normal as an instructor and remained at the School for two years. Shortly after his marriage to Sarah Mae Harvey in 1892, he moved to the United States Industrial School for Indians at Carlisle, Pa., more commonly spoken of as the Carlisle Indian School where he was principal of the academic department. Returning to B.S.N.S. in 1902, he headed the department of pedagogy from then until his retirement in 1929. In the meantime, he had continued his studies on the graduate level at Columbia and Harvard Universities. His death came on his 75th birthday,

Bakeless Center for the Humanities.

Wednesday, September 6, 1933, at the Bloomsburg Methodist Church as he conducted the mid-week prayer service.[27]

The following spring, Alumni Day, 1934, the Alumni Room in Waller Hall was dedicated and named for him. For years, such a lounge area for returning alumni had been his dream, and he had worked untiringly to establish it. That day, Bakeless's colleague and long-time friend, Charles Albert, in his speech of dedication told much about Bakeless, the man and Bakeless, the teacher:

> He was a good classroom teacher, logical, concise and definite. In all his pedagogical interpretations, he was sane, sound and sensible. He had the wisdom and the rare good judgment to retain all that was good in the old and to accept only what was good in the new. Every student ...was inspired by his simple honesty of purpose and his enthusiasm for and intense interest in all that looked toward higher and better things.
>
> He had the rare ability to know what to teach and how to teach it, and the still rarer ability of inducing his students to make mental contact with the mind of the teacher.
>
> He was always doing something for somebody. Scores of worthy young men and women have been helped financially by his generosity...
>
> Practically all of the splendid pictures and works of art that now grace the walls and corridors of our buildings together with the beautiful artistic glass windows are the results of his endeavors. He had a great hunger for things beautiful..[28]

As a teacher in the model school, Sarah Mae Harvey, Class of 1884,[27] taught classes and supervised student teachers. In 1892, she married

Professor O. H. Bakeless.

Oscar Bakeless. To this marriage were born a son, John and a daughter, Katherine. For one year, 1920-1921, Sarah Bakeless became a member of the faculty again, this time as a teacher of English.

Katherine Bakeless Nason, the daughter of Sarah and Oscar Bakeless, was a member of the Class of 1918.[30] Throughout her life, she has been a supporter and benefactress of the College.

John E. Bakeless, the son of Oscar and Sarah Bakeless graduated with the Class of 1913. Born at Carlisle, he moved with his family to Bloomsburg in 1902. A great reader from his early childhood, Bakeless recalled that the library at the Normal, with its thousands of books, had a "conveniently located, unlocked window" which he used when the library was closed. It was said by the people of the town that the young John Bakeless was an unassuming boy, but engaged in a conversation, he could discuss any subject. Because of his great interest in botany, as a child, often he could be found "tagging along" with Professor Hartline's field trips.

In 1918, after graduating from Williams College, magna cum laude and with membership in Phi Beta Kappa, he was called into World War I service and commissioned a second lieutenant. Discharged after the war, he entered Harvard and received his M.A. in June, 1920. Near the end of his work on his master's degree, he took time from his classes to write an economic study. He had learned that his undergraduate college, Williams, offered a prize of $500, and publication of an economic book-length paper in a competition known as the Wells Prize. Bakeless had never studied economics before, but after three weeks of work, he was ready to send his study to Williams and resume his work at Harvard. He won the Wells

Prize and his book, *Economic Causes of Modern War* was published by Williams College in 1921.

In 1920, Bakeless and Katherine Little of Bloomsburg were married. Then when Bakeless entered Harvard to study for his Ph.D. the young couple moved to Cambridge. During this time, Bakeless was a part-time teacher of Greek at Groton School, and served as the literary editor of *Living Age*, an *Atlantic Monthly* magazine dating back to 1844. In the years 1922 and 1923, "...Bakeless performed a feat of scholarship which had not been achieved in over a hundred years. He took the graduate Bowdoin Prize two years in succession ...in literature in 1922 and in biology in 1923 ...The last man before Bakeless to achieve it was Ralph Waldo Emerson."[31]

Among the many books authored by Bakeless were: *The Origins of the Next War*, published in 1926 about the Danzig Corridor, and *Christopher Marlowe, the Man in His Time*, a definitive biography whose research stretched over twenty-two years and carried the Bakelesses through much of the British Isles. It was in Great Britain while researching this book that Bakeless found seven unknown documents about Marlowe and his family. *Daniel Boone, Master of the Wilderness* was followed by a "double-header biography," *Lewis and Clark: Partners in Discovery*. When this book was published in 1947, the *New York Herald Tribune* said:

> It would seem that Mr. Bakeless has fixed the biography for good; there is no reason why anyone should work in that field again. That is what he set out to do, and in doing it, he has put history, scholarship and the reading public permanently in his debt.[32]

Still other books followed: in 1959, *Turncoats, Traitors and Heroes*, a picture of the period of the American Revolution and in 1970, *Spies of the Confederacy*.

In the meantime, during World War II, he had served as chief intelligence officer of the Allied Forces in the Balkans. He returned from World War II to continue his writing, his part time teaching, his lecturing, and editing. It was said, "...John Bakeless" was an "...alert, rapidly moving person with thick hair, a clipped, bristly moustache and a penchant for digging up long buried facts..."[33] It is true, in one short life time, he had been a scholar, a newspaper reporter, a teacher, a writer, a soldier, an historian, a traveler, a linguist, an editor and he had honed the laborious process of research and historical writing to a consummate skill. John Bakeless was a fascinating lecturer, a delightful letter writer and the world's best conversationalist.

Katherine Little Bakeless, daughter of Judge and Mrs. Robert Little of Bloomsburg, was a member of the Class of 1915 at the Bloomsburg Literary Institute and State Normal School. After receiving her diploma from the music department, she continued her studies at Peabody

Conservatory in Baltimore. She has studied under famous piano teachers both in the United States and in Europe. An accomplished pianist, she left the field of music to become a writer. Publishing her first book in 1940, about composers, she concentrated her writings on books for young people. Her husband's publisher suggested Katherine rewrite some of John's books in prose suitable for the youth of the country. She liked the idea, and his *Turncoats, Traitors and Heroes* became her *Spies of the Revolution*, for example. It was said that in their travels, the Bakelesses stopped at local libraries to see which Bakeless had the most books on the shelves. In public libraries, Katherine won. In university libraries, John won.[34]

What could be more appropriate than naming the building, in which are taught English, literature, art, languages, and history, the Bakeless Center for the Humanities?

In that building was established a language laboratory named to honor Howard Fenstemaker—for many years, the complete foreign language department plus English, war-time mathematics, history, and always extracurricular music. A native of Berwick, Fenstemaker graduated from the Berwick High School in 1910 and from the Bloomsburg Normal in

Howard F. Fenstemaker '12.

1912. His work for his bachelor's degree was completed in 1918 at the University of Michigan where he graduated magna cum laude and as a member of Phi Beta Kappa. During World War I he served with the United States Army in France, and upon his return from the war, married his Normal School classmate, Ruth Nuss. To this marriage were born a son,

Howard, Jr., and a daughter, Mary Lou (John), who, following in her father's routine, has become chairman of the foreign language department and an outstanding contributor to the cultural and academic life of the College community. In 1936, Fenstemaker received his A.M. from New York University. Presently, he and his wife, the former Mary Edwards of Bloomsburg, live in Espy.

In 1961, the Columbia County branch of the Alumni Association at its annual meeting at the College unveiled a portrait of Fenstemaker painted by Eleanor Herre.[35] This marked for Fenstemaker thirty-five years of teaching at the campus on the hill. The testimonial given by Kimber C. Kuster tells much about both men. In part, Kuster said:

> Howard and I date our friendship back to our student days at "Old Normal." There were times when we enjoyed the hospitality as week-end guest, each in the other's home. Later we were stamped with the traditions of the same University. When I came to Bloomsburg to live we shared family hospitality, joys and sorrows, and the rare experience of instructing each other's children...
>
> Howard and I never quarreled, differed in politics, or in intrinsic value of his puns. We have never loaned each other significant sums of money, for a very good reason. However, I would not hesitate to give him the key to my home.
>
> Speaking for all of you, it is a great pleasure to tell Howard ...how highly we esteem him for his warm friendship, sterling character, impeccable integrity, sly humor, spontaneous punning, high scholarship, and charitable tolerance of the opinions and conduct of all of us; to express our admiration of his versatility as a teacher...; for his unusual talent as a composer and transposer of music; for his contributions to civic organizations as officer and pianist, and as organist, deacon, choir director, and teacher in his church; for his tireless devotion to the College Alumni Association; for the selfless spirit that allowed him to happily accompany well-paid artists with the compensation of only a handshake...; for never grumbling about his salary but saying, "If the Lord could trust me I believe he will see that I get more"; and for his genuine affection for all of us.[36]

Sometime during the second year of the Nossen tenure at the College, the coaches of intercollegiate sports and other members of the physical education department became embroiled in a bitter controversy. Seemingly it was "a power struggle" between two factions but grew with such intensity that soon both faculty and students became involved. Angry demonstrations were staged at various locations on campus, including the lawn of Buckalew Place. In the town, business and professional leaders took sides and advertised their opinions in the local press. On campus the temper of the School was far from conducive to learning. Then on May 19, 1971, four head coaches resigned. The town's newspaper headline read, "4 BSC COACHES RESIGN IN DISPUTE CONCERNING ATHLETICS" and beside the first article under headlines just as large, a second item appeared, "DISPUTE STEMS FROM DIFFERENCES BETWEEN COACHES, DR. NOSSEN."[37]

But the controversy had not ended with the resignations. Others were to become involved. The entire School and its intercollegiate athletics

program were to be discredited. A call had gone out from the Office of the President of the College to the National Collegiate Athletic Association (NCAA) asking for an investigation of the athletic policies of B.S.C.[38, 39] At the board meeting in June, 1971, the trustees were informed that payment of $150 had been made to the district representative of the NCAA, District II, Williamsport, Pa., to cover expenses for services concerning "...our Physical Education and Athletic program."[40]

On September 30, Governor Milton Shapp was on campus. He had come, he said, to explain his plan of appointing a student to the board of trustees of each of the State Colleges. While the governor was at the School, he was presented a petition by the students. This paper stated that the students were dissatisfied with the administration of the College, citing confusion, lack of rapport, lack of trust and pointing out that this state of affairs had been exposed by the resignation of the four coaches. The petition further stated that involvement by the student body had brought no solutions to the existing problems and they asked for outside help by the governor. Following this general statement were many sheets of paper, each carrying space for fifty signatures. Eighteen sheets were completely filled. Forty-nine were partially filled, many of the partially filled ones, nearly complete.[41, 42]

At the January, 1972, meeting of the board of trustees, the decision was made to "investigate all charges and counter-charges relative to the operation of the College." On February 28, 1972, three independent citizens of Pennsylvania who had no present or past connections with the School, were asked to "...examine all relevant facts concerning the present situation at B.S.C. and to report to the trustees on the current problems of the College..." This committee was composed of Duane E. Wilder, William C. Heyn, and John L. Worrilow. Having interviewed over 90 persons, faculty, townspeople, students and trustees, the committee submitted a report March 22.

They found that the trustees had gone beyond their responsibilities in asking the president to leave. Trustees, they pointed out, had the duty of recommending but not the power of appointing or dismissing personnel. That particular power lay in the office of the Governor of Pennsylvania. The president of the College, they found, had "...taken major steps to improve the programs of the College, ...but during the controversy he had acted in such a way as to compromise and destroy his effectiveness." The committee recommended he find a job elsewhere.[43]

When the board of trustees met on April 28, 1972, an excerpt was read from a letter sent to William Booth, chairman, by Nossen. The excerpt said, "...Nevertheless, I now believe it advantageous, not only professionally for me, but also for the College, to submit my resignation, to be effective September 1..." The resignation was accepted unanimously.[44]

In late June, while summer school was in session, the rains came! In

two days Tropical Storm Agnes poured over sixteen inches of rainfall on the Bloomsburg Area. With similar amounts falling everywhere east of the Appalachians, the rivers and creeks rose higher than even "old timers" could recall. Water flowed over bridges, down streets of cities and villages, spread over farmlands and suburbs with a current so strong houses and trailers; barns, sheds, and livestock; trees, crops, and bridges were washed away. When the rampaging waters receded, the awful mud demonstrated Agnes's destructive force. High on Bloomsburg's hill, the College opened wide its doors. Families from the region moved into Waller Hall, Elwell Hall, and any vacant rooms that could be found in other residences. With them they brought whatever they had been able to save, including family pets. Students went to work making the flood victims comfortable; the Commons prepared and served meals; students manned telephones, cleaned halls and rooms and acted as baby-sitters and entertainers for the youngsters stranded at the College. After the flood waters subsided, students with shovels, brooms, mops and scrubpails helped throughout the town with the clean-up.

On campus the new administrative building which had yet to be used became the flood center for aid to the Agnes victims. Many agencies had offices and headquarters there. Among them were the office of the Small Business Administration, the American Red Cross, Legal Aid, the Office of Emergency Preparedness, to name a few. Once, again, the town had found the college on the hill a good neighbor.

All through July, the flood claimed priority in the minds of the people on campus. Then as tensions eased and the College community began to look within itself for an interim president, the athletics issue broke wide open again.

At the College, a press release from the NCAA in the form of a Western Union Telegram arrived at the office of the president at 9:30 A.M. on the morning of August 19, 1972. It was released to the press at approximately 3 P.M. August 21.[45] The local newspaper carried the story on page one the morning of August 22, 1972 with the headline, "NCAA Places B.S.C. on Probation".[46] The probation period of two years carried with it as a penalty the exclusion of all B.S.C. teams from championship competition during those years. The decision had been based on the charges that the College had broken rules governing financial aid to student athletes by arranging for them jobs at the College, "...for which they received payment but did not work." Further, it was alleged that funds "...from sources outside the College" had provided "...improper assistance and extra benefits to student-athletes." Also, the NCAA charged the School with ethical violations, saying that an official at the College had, "...changed the grades of certain student-athletes in order that these young men could remain eligible to participate in intercollegiate athletics." Still other allegations concerned the office of admission. Here it was charged that a college official, in order to assure admission to the College of athletes whose high

school academic achievements were low had altered high school records, and that this same official had disregarded the published entrance requirements in admitting student athletes of questionable academic background.[47]

After days of conferences on campus, telephone conversations by those involved to the president of the NCAA and other officials of the organization at the headquarters in Kansas City, after weeks of trying to track down sources, the charges that high schools records had been changed and that admission requirements had been violated were proven false. On August 28, 1972, at 4 P.M., Nossen sent a telegram to Brown, Secretary, NCAA Committee on Infractions, refuting the violations of admissions practices and asking that that section of the charges "...be removed, in its entirety..."[48] On August 31, 1972, Nossen's last day at B.S.C., another telegram was sent from the president to the headquarters of the NCAA confirming the telegram of August 28, and suggesting a retraction in the press.[49]

This retraction was not forthcoming until November 6, 1972. The press release stated that three alleged violations (two in admissions and the one concerning athletes on the payroll but not working) had been "...found to be untrue and have been retracted and removed from the original NCAA Confidential Report."[50] Furthermore, the ban had been lifted on participation in post-scheduled competition for all teams except wrestling and the probation period for that team had been reduced from two years to one.[51] These changes had been brought about by the efforts of a local attorney, unbiased faculty members, and Dr. Charles H. Carlson, the newly appointed acting president.

Charles H. Carlson
1972-1973

Chapter 13

Charles H. Carlson

Quiet Efficiency

Charles H. Carlson, named acting president of Bloomsburg State College in late August, 1972, began his tenure in that position on September 1. He had been appointed by Governor Milton Shapp to fill the office for one year while a search committee at the College screened applicants for the permanent position.

Carlson had earned his B.S. at San Jose State College, San Jose, California, his master's and doctoral degrees at Columbia University, New York City. Carlson had joined the faculty at Bloomsburg in 1959 as a member of the music department. He had served as director of graduate studies and in the fall of 1970 when the School of Graduate Studies had been created he had been appointed dean of the school and director of research activities.[1]

Among the problems facing Carlson were the general mood on campus, the advent of faculty unionization (APSCUF) and the probation placed on the College by the NCAA. The College community—faculty and students—seemed as determined as Carlson to bring about an atmosphere on campus that would be conducive to study, learning, and teaching. A solution to the NCAA problem took two months to unravel and entailed much travel and many meetings for Carlson throughout September and October. However, by November 8, at the meeting of the trustees the board was able to commend him "...for his efforts on behalf of the College with the National Collegiate Athletic Association." At the same meeting, the student representative to the board expressed the thanks of the entire student body for Carlson's handling of the affair.[2]

Once more, James B. Creasy was called upon to serve as assistant to the president. He had served in this capacity during the latter part of the Andruss administration, and for the first semester of the Nossen tenure. In the meantime he had completed his doctoral studies, and had returned to the College as a teacher of one course in the School of Business and as the first director of continuing education.[3] During the interim year of the presidency his work as assistant to Carlson was invaluable in restoring

continuity and stability to the College community.

With Carlson as acting president of the College, the position he had held as dean of the School of Graduate Studies and director of research activities was filled by Hobart H. Heller. Previously, Heller, who had retired as vice president for academic affairs at Central Illinois State University, had served B.S.C. in the capacity of professor-at-large or, as his job description could have read, trouble shooter wherever needed. His most recent assignment had been acting vice president for academic affairs after John Hoch's return to the teaching faculty.

An Agnes-related matter of this time concerned the portion of the upper campus on which had been placed 40 mobile homes. These were for flood victims whose houses had sustained such damage they were not usable. All the mobile units had been filled and while the day to day operations of the court were under the jurisdiction of the Department of Housing and Urban Development (HUD), still the College had related responsibilities. For example, a drainage problem developed because of the construction on the upper campus, and because of the preparations made for the mobile home court, so a drainage ditch had to be dug and a fence erected between the College property and the privately owned lots on Country Club Drive.[4]

Though the new field house was completed, and bus service from the lower campus was scheduled for students having classes in the new building, construction was still continuing on the upper campus. The football field with track facilities was in the beginning stages, and permanent bleachers seating 4,000 would be erected soon. Near the stadium, grading was taking place in preparation for the making of a baseball diamond and practice fields. With the opening of the fall term the administrative offices which had been located in (Old) Waller Hall moved to the new administration building at the top of the hill beyond Haas Center and Andruss Library. As students returned to the campus, they could see the College Union going up in all its glory while they walked past it on their way from the dormitories to the temporary union in the old College Commons. The new union, located in the center of the living area on campus would be easily accessible to students. It was surrounded by dormitories.

These three new buildings—the administration building, the student union and the field house—were dedicated and formally named on Alumni Day, May 5, 1973. At a meeting in the auditorium of the Haas Center for the Arts, the building housing administrative offices, the business office, vaults, a conference room, lounges, and an area for receiving and storing supplies was named to honor D. J. Waller, Jr. His service to the College as principal covered a period of 27 years. The dormitory which had borne his name was slated for demolition. Since in the life of the College, at some time, all administrative offices had been in that building, it was appropriate that the new building for administration

Waller Administration Building, located on the site of the Dillon Home, between Centennial Gymnasium and Buckalew Place.

should continue to use the name, Waller, a name familiar to thousands of alumni. In his remarks of dedication, C. Stuart Edwards told of Waller's contribution to the College and to the State of Pennsylvania.[5]

The second building named and dedicated that day was the College Union. Though incomplete in the spring of 1973, nevertheless it was

Kehr College Union.

named the Marguerite W. Kehr College Union, and dedicated that Alumni Day. Dr. Kehr was present at the dedication and spoke briefly. Frail and aging, she had made the trip by air from her home in Lake Charles, Louisiana, to thank the College for honoring her.

The three-story brick building, completely air-conditioned, contains the College bank, a formal lounge, a snack bar and eating area, offices for student publications and student life personnel, a post office for commuters, a room for watching television, a listening room, a multi-purpose room, the infirmary, bowling allies, a game room, the office of community activities and storage space.

In the fall of 1928, when Kehr became the new dean of women at the Bloomsburg State Teachers College, she came with an impressive background for the position. She was a graduate of the University of Tennessee, and held master of arts degrees from Wellesley and Bryn Mawr Colleges. Her Ph.D. she had earned at Cornell University. She had had six

Dr. Marguerite W. Kehr.

years of experience as dean of women and assistant professor of education in Michigan at Lake Forest College. On leave of absence for rest and recreation, she had been contacted by B.S.T.C. officials when the dean of women on campus became too ill to complete the school-year. Kehr filled the position for the rest of the term.[6] Upon the resignation of the B.S.T.C. dean, Kehr was asked to remain. For the next twenty-five years (until 1953) she stayed at that post. To several generations of young women she was dean, omnipotent authority, confidante, supporter, confessor, and friend. She never forgot a name, always remembered incidents in the

college life of returning alumni, and year after year, recommended the labeling of the trees on campus with both their English and scientific names. After her retirement she returned to the campus from her home in Washington, D.C., each Homecoming and Alumni Day until her health and her move to Louisiana prohibited travel.

In 1930, soon after assuming the position of dean, she became instrumental in the organizing of a chapter of the American Association of University Women (AAUW) in Bloomsburg, and served as its first president. For the year 1940-1941 she was elected president of the Pennsylvania Association of Women Deans. From 1938 through 1941 she was an advisor to the United States National Student Federation, and from 1947 until 1968, she served in an advisory capacity to the National Student Association.[7]

At the dedication of the College Union, a review of her career was presented by Boyd Buckingham.

When a College Union was constructed on campus in 1972-1973, former graduates suggested Dr. Kehr be honored by having such a building named for her. The name was the unanimous choice of the Committee charged with finding suitable names for new buildings. (Her name, Kehr, correctly pronounced sounds like the word care, a fitting name for a dean who really did care for the thousands of young men and young women who passed through her office on the way to keeping a "date.")

The third building dedicated in May, 1973 was the Elna H. Nelson Field House. Plans for it on the upper campus site had been discussed as early as March, 1966.[8] In attendance on the day of its naming were Mrs. E. H. Nelson (Caroline) and her daughter Mrs. Thomas C. Davies (Patricia).

Elna H. Nelson, better known to former students as "Doc" and to his colleagues as "Jack," was born at Dybeer, Wayne County, Pennsylvania in 1888. He attended the Bloomsburg Literary Institute and State Normal School, graduating with the Class of 1911. He received his A.B. from the University of Michigan in 1917, his M.ED. from Harvard in 1924, and his Ph.D. from New York University in 1932. His teaching career began in the rural schools of Wayne County. After graduation from the Bloomsburg Normal, he became an instructor at Dickinson Seminary, Williamsport, Pa. (now Lycoming College) and taught there from 1911 until 1914. From 1917 until 1922 he was head of the department of physical education at Highland Park Junior College, Highland Park, Michigan, with time out in 1918 for service in the Army during World War I. In 1922 he moved to Bethlehem, Pennsylvania to become director of physical education and recreation in the public schools of that city. In 1924, he returned to Bloomsburg State where he remained as teacher, coach and director of athletics until 1945.[9]

Always engrossed in sports, he was particularly interested in baseball and coached it at the College. During his coaching years, baseball was not as popular on campus as were football and basketball. Nevertheless,

Nelson was able to inspire his teams to play well, and for his teams, he made playing the game fun. For him one highlight of his career as a coach was the undefeated baseball team of the spring of 1934; another was the grandslam home run hit by Danny Litwhiler to win the game against the University of Pennsylvania one Easter vacation when Nelson took the team on a tour.[10]

Dr. E. H. Nelson.

During World War II, he served as director of military and physical fitness for the V-5 and V-12 programs.[11]

Leaving B.S.T.C. in 1945 to become head of health and physical education in the Department of Public Instruction, Harrisburg, he remained in that position only two years. In 1947 he returned to the town of Bloomsburg as secretary of the Caldwell Consistory. Here he remained until his death June 7, 1961.

Always, Nelson had been the member of the Class of 1911 to act as a force to draw the class together for reunions, or to keep the ties between the Class and the College intact. Hospitalized in April of the Class's 50th reunion year, he directed the planning for the event from his hospital bed with his wife carrying out his instructions at the College and in the town.[12]

For many years he had been president of the Alumni Association. He was a past president and past lieutenant governor of Kiwanis; a past chairman of the American Red Cross, Bloomsburg Chapter; active in Scouting and in the lay work of the Presbyterian Church.[13]

The building named to honor him contains a varsity basketball court, an indoor track, a six-lane swimming pool, handball courts, equipment rooms, therapy rooms, classrooms, shower and dressing rooms, and offices for the health and physical education faculty.[14]

In the spring of 1973, the office of the acting president received a directive from the Pennsylvania Department of Education calling for a long-range planning program for the College. A commission of 16 members was appointed by Carlson, chaired by Lee Hopple of the department of geography and earth science.[15] Hopple, Jerrold Griffis (vice president for student life) and Mary Beth Lech (a student) attended seminars at Millersville State College conducted by the Pennsylvania Department of Education. At these meetings the representatives of all the State Colleges worked on redefining the mission of the institutions. Carlson chaired the sessions on "Tenure and Academic Excellence." On campus, this was the beginning of the long-range planning program.[16]

Early in the summer of 1973, "Shorty" Hitchcock, a member of the B.S.C. wrestling team who had just completed his junior year, after a series of try-outs was selected to be a member of the United States wrestling team competing in the World Collegiate Games in Moscow. The first B.S.C. student ever to participate in international competition, Hitchcock, wrestling in the 198 pound class, won the silver medal, placing second to the Russian gold medal winner.[17]

On July 30, as the interim year was about to end, Governor Milton Shapp appointed a new president for Bloomsburg State College, James H. McCormick. He would begin filling the position September 1. The year had been a good one for the School. Under the quiet and efficient leadership of Carlson, the College was returning to a state of stability and purpose.

James H. McCormick
1973-

Chapter 14

James H. McCormick

Impact, Cohesion & Collegiality

On August 30, 1973, James H. McCormick became the fourteenth president of Bloomsburg State College. A graduate of Indiana University of Pennsylvania, he had earned his M.A. in curriculum and administration at the University of Pittsburgh, had taken graduate work at New York University in 1961 and had completed his doctoral studies at the University of Pittsburgh in 1963. Post doctoral credits were earned in political science and economics at the University of Pittsburgh, and in higher educational administration at Columbia University. He had attended the Institute on College and University Administration, University of Michigan, and the Institute in Long-Range Planning in Higher Education at the University of Pittsburgh.

From 1959 until 1961, McCormick had taught social studies in the Punxsytawney Area Joínt School District. In 1962 and 1963 he was a graduate assistant at the University of Pittsburgh. At Shippensburg State College, as an associate professor, he had taught in the department of education and psychology during 1965-1966, and during 1969-1970, he had taught at the graduate level in the field of organization and administration of community colleges.

His administrative experience included: academic counselor; administrative intern to the superintendent and secondary administrator at Baldwin-Whitehall Schools, Pittsburgh (1961-1964); assistant superintendent at Washington City School, Washington, Pa. (1964-1965); at Shippensburg State College, he had served as assistant dean for academic affairs, acting dean of teacher education, assistant to the president, and vice president for administration.[1]

As he began his work at B.S.C. McCormick was the youngest president to direct the work of the School since 1877 (Waller, aged 31). With his wife, the former Maryan Garner, and his two sons, David and Douglas, he had moved into Buckalew Place, and once more the president's residence became a home and a center for gracious living on campus.

McCormick's style of operation was to build a future on the present.

With only a change or two, such as appointing Boyd Buckingham vice president for administration, he used the management team already in place. He defined his constituencies and consulted them when he needed information on which to base decisions. From the very beginning of his administration, he made his office accessible to all sectors of the college community and he used this intracommunication on which to build a relationship and understanding of the entire life of the campus. The local chapter of the Association of Pennsylvania State Colleges and Universities Faculties (APSCUF) was consulted and listened to, as were the union of the non-instructional personnel, the students, the alumni, the management team of vice presidents and deans, the board of trustees, and the Department of Education in Harrisburg. Perhaps the secret of the success of McCormick's style of administration has been his willingness to delegate authority, always monitoring the progress of the work.

(Of necessity when studying an on-going administration, a time limit must be set. The date set for completing this study shall be the end of the academic year (1978-1979.)

When McCormick came to B.S.C., the total enrollment was 5,155. Of these, 4,652 were undergraduates. Among the full-time undergraduates there were 1,850 men and 2,465 women. Part-time undergraduate men numbered 131, part-time women, 206. At the graduate level, the count was 503. Of these only 47 were enrolled full-time—28 men, 19 women, while part-time enrollment stood at 456—164 men, 292 women.

By way of contrast, over a period of declining college attendance across the country, at B.S.C. in 1979, the total enrollment was 6,264. Of these, 5,546 were undergraduates: Full-time undergraduates, 2,051 men and 2,688 women; part-time undergraduates, 267 men, and 540 women. In 1979, the figures for graduate studies showed 17 men enrolled full-time and 243 part-time. Women enrolled in graduate studies full-time numbered 46, part-time 412—for a full graduate school of 718. Proportionally, the difference between enrollment of men and women at B.S.C. had stayed much the same during McCormick's first six years, while the over-all enrollment had increased by 1,109 students.

Far greater contrasts were shown when enrollments were checked by curricula: In 1973, business administration had 746 enrolled; in 1979, 1,660. In 1973, arts and sciences, 991; in 1979, 1,342. In 1973, public school nursing, 7; 1979, 0. In 1973, medical technology, 105; 1979, 112. In 1973, teacher education enrolled 2,460; in 1979, 1,467. These figures broken down still further showed: 1973, business education-196, 1979-184; 1973, elementary-1,054, 1979-579; 1973, secondary-504, 1979-169; 1973, special education-458, 1979-375; 1973, communication disorders-248, 1979-160. Teacher education had decreased by nearly a thousand, and business administration had increased by about 900. The enrollment in the arts and sciences had jumped about a third.[3]

The long range planning commission, instituted during the Carlson

interim year, was expanded from 16 members to 37 members to include all segments of the college community as well as people from the town. In 1975, the planning commission, which until that time had been responsible to the vice president for academic affairs, was transferred to the office of the president. With this move, the faculty chairman of the commission became the planning coordinator.[4]

The first result of the commission's work was the *Concept Document*, defining the needs of the people of the region served by the College and setting up goals and objectives to meet these needs. This *Concept Document* of B.S.C. was the first of its kind to be received in Harrisburg and was rated highly.[5]

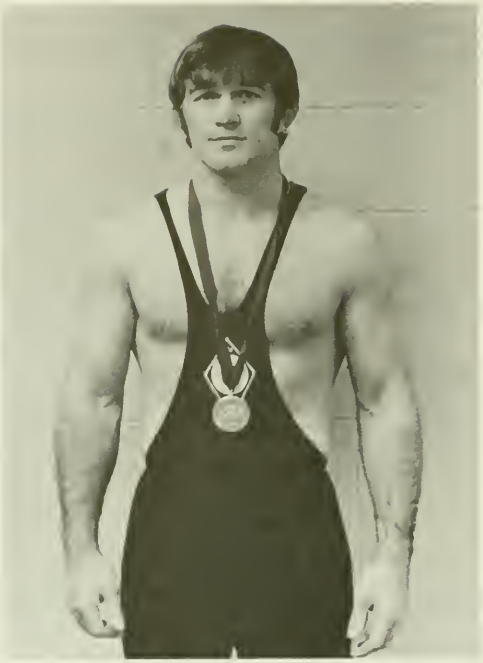
An outgrowth of the *Concept Document* was the *Two-Year Action Plan 1974-1976*. Again, this work was well received by the Department of Education. It proved to be invaluable to the B.S.C. administrators in the preparation of the budgets for the next two years.[6] A year later, this plan was followed by the *Three-Year Action Plan 1975-1978* and it, by the *Three-Year Action Plan 1976-1979*. Still later, a *Five-Year Action Plan 1978-1983* was prepared. These along with a revised *Concept Document* have pointed the way to continued growth and expansion at the College.[7] "The planning commission has provided a thorough examination of the institution, but its most important function has been to serve as a legitimate base for instituting and sustaining change. It seems to have been the major instrument in improving the College's self image and the image at the state level."[8]

As the College grew, its reputation in sports spread. "Shorty" Hitchcock, back from Russia with his silver medal from the World Games, was named "Outstanding Wrestler" of the NCAA Division Championship Competition, 1974, at Fullerton, California, where he won in the 177 pound class. From there, he went to the NCAA Major College finals at Ames, Iowa, and in what Coach Roger Sanders called "practically a flawless performance" won again.

In basketball, John Willis was the outstanding record breaker. During the 1973-1974 season he had continued breaking the records in basketball that had stood for some time at B.S.C. In the first three years he played for Coach Charles Chronister he broke eight college records.

The swimming team of Coach Eli McLaughlin competed in the NCAA events at Long Beach, California in the spring of 1974. Swimming in the meet was Stu Marvin, who was the Pennsylvania champion in the 50-yard and 100-yard free-style. This swim team of McLaughlin's had competed in the Pennsylvania Conference Championship meet at Edinboro State College, and the team had set two conference records along with four B.S.C. team records.[9]

By 1974 the athletic complex on the upper campus was ready for use. A stadium with football field, eight-lane all-weather running track and areas for field events had been constructed. Its permanent bleachers could seat



Floyd "Shorty" Hitchcock.

4,000 and its temporary bleachers a thousand more. At the top of the permanent bleachers on the west side of the field a press box had been made to accommodate radio, television and newspaper personnel. Named Redman Stadium, the name honored Robert B. Redman, teacher and coach of football and baseball at B.S.C. from 1947-1952.

Redman was a graduate of Sayre High School in 1926. At Swarthmore College he had been an outstanding three-sports athlete, and earned his B.A. from there in 1930. Work for his M.A. was completed at Duke University in 1941. He had attended the University of Wisconsin and Penn State, taking studies at the graduate level. At the time of his death, he had completed all the classwork for his Ph.D. at New York University.

Before coming to Bloomsburg, Redman had taught mathematics and social studies and coached football at Sayre High School from 1931-1937. He had been a teacher of math and head football coach at North Senior High School, Binghamton, New York from 1937 until 1942. From 1942 to 1946 he had served with the United States Navy during World War II, reaching the rank of lieutenant commander. Following his stint in the Navy, he had been a coach at Triple Cities College of Syracuse University at Endicott, New York. At B.S.C. from 1947 to 1952, his teams in football and baseball gained recognition statewide. Redman left the College to work in the school system of East Orange, New Jersey, first as a coach, then as high school principal and finally as superintendent of schools.[10,11,12]

Above: *Nelson Fieldhouse, Redman Stadium and Litwhiler Field on upper campus (formerly the Bloomsburg Country Club).*

Robert Redman (right) with John Hoch, March 1948.

The baseball field just east of Redman Stadium became known as Litwhiler Field. Named in honor of Daniel W. Litwhiler, it, along with three practice fields, completed the construction on the upper campus.

Litwhiler, a graduate of B.S.C. in 1938, had played baseball for "Doc" Nelson. He broke into the professional leagues in 1942 with the Brooklyn Dodgers and that season played every inning of all 151 games scheduled, handling 317 chances without an error—the first major league player to do so. He continued his errorless streak into the next season, setting the record at 187 games. His glove ended its career in a display case at the Baseball Hall of Fame, Cooperstown, New York. Litwhiler played in the All-Star game in 1942 and in two World Series.

He is credited with helping to break the color barrier in professional

baseball. When Jackie Robinson was making a place for himself in the line-up of the Brooklyn Dodgers, Litwhiler was playing for the Cincinnati Reds. As the Dodgers came to town, grumbling among some of the Cincinnati players, particularly among those from the South, increased noticeably because of the Black from Brooklyn. Because Litwhiler was credited with being "level-headed," he was asked to pose for a picture with Robinson. He did, and through the years the two maintained a close friendship.

After leaving professional baseball, he became a manager in the Minor Leagues, and then, when recommended by Ford Frick as coach for baseball at Florida State University he accepted the position. From there he moved to the post of head coach of baseball at Michigan State University. Successful in his college coaching, Litwhiler's philosophy has been, teach first, then win.[13]

Danny Litwhiler with Dr. Andruss.

When McCormick came to B.S.C. the College newspaper, published by the C.G.A., was called *Maroon and Gold*, the name it had used since September, 1924. About mid-way in his first six years, the official news organ of the student body, still a part of the budget of the C.G.A., had had a name change and was now called *Campus Voice*.[14]

During that first year of the McCormick tenure, the book store moved again. With the opening of Kehr Union, the building originally called

College Commons ceased being the temporary student union and in the winter of 1973-1974 became the College Store. Among college stores, it is a model, with 9,000 sq. feet of carpeted floor space and a variety of wares—student needs and supplies, as well as textbooks.[15]

Under James B. Creasy, continuing education had become more than just a few night courses in typing or English composition, or science courses. It had had planned expansion and had proved to be a responsive and effective organ for meeting some of the community's needs.

In the fall of 1974, a new School was established at the College called the School of Extended Programs. It incorporated the former continuing education, summer sessions, international education and all other studies that did not require enrollment in one of the degree programs. Richard O. Wolfe, Class of 1960, was appointed dean of the new school.[16] A full professor in education, he had served for the year 1972-1973 as acting director of continuing education while Creasy had been assistant to the president.

Mini-courses were developed to give opportunities for study or for perfecting skills over a short time. Mini-courses, as well as term-length courses, were devised to fill specific needs in the community. Some were set up to meet cultural interests, some to meet recreational interests.

Since 1973, mini-courses, and other non-degree courses not only have met on campus, but have traveled to meet needs where needs are found. For example, in the field of health services, courses have been taught at hospitals in Danville, Berwick, Harrisburg, and Scranton. Non-degree classes have been held in such institutions as the Muncy Correctional Institution, the Federal Prison, Lewisburg, the School of Hope, Williamsport.

With the program of international education within the School of Extended Programs student teaching assignments were made in countries of Europe, South America and Asia. Travel through participation in the Pennsylvania Consortium for International Education has led to students from foreign countries studying at B.S.C.

In 1974, at the time the School of Extended Programs was created, it offered between 25 and 30 non-degree courses to perhaps 400 to 500 persons. In five years—to 1979—the number of courses nearly tripled and the enrollment had expanded past the 1,000 mark. Summer school had increased in the number of students and in the number of courses offered, both at the undergraduate and graduate levels. International education had become an active operative at B.S.C. for study abroad and has brought a more cosmopolitan air to the campus.

During the fall of 1974, the Alumni Association began a fund drive to raise $50,000. Harvey A. Andruss was honorary chairman and Howard Fenstemaker served as general chairman. The drive, planned to cover a span of 18 months went "over the top" in subscriptions. The Association decided the time had come to hire an executive director, and a job

description was prepared. A committee from the board of directors screened the applicants and recommended Donald A. Watts, Class of 1937.[17] The choice was a happy one.

Through support from the president's office, the executive director of the B.S.C. Alumni Association has been made an employee of the College with most of the executive director's salary written into the College budget.

Before legislation passed lowering the voting age to 18, the custom at the College had been to announce to students 21 years of age and over that if they had registered they were permitted to go home to vote. Usually, that ended the matter and everyone stayed on campus ignoring the voting business and a chance for a home cooked meal. Then came the activism of the sixties and early seventies. The voting age became 18. In Bloomsburg, the scene changed. On election days, long waiting lines of young people formed at the polling places. To alleviate this, a new voting district was formed in the town in 1973. Spoken of as the B.S.C. district, legally it is called Voting District #2, Third Ward.[18]

Involvement in governance at Bloomsburg began for the faculty during the last two years of the Andruss administration as a committee wrote and rewrote guidelines for an organization representative of all sectors of the College. The organization was to be a vehicle for hearing complaints, for registering agreement or disagreement with College policies, for providing information for decision making. The result of the work of this committee was the establishing of the College Senate during the first semester of the Nossen administration.

Then, during Carlson's year as president, two new constituencies appeared on campus, the planning commission and the unions for faculty and for non-instructional employees. Often matters once handled by the College Senate had become part of the activities covered by the collective bargaining units or the commission. The Senate found itself ineffective.

A study by the Senate Rules Committee found there was a need for an organized body, separate from the unions and the administration but including both, as well as the students. The result, in 1975, was an internal agency in the partnership of College governance called the Representative Assembly.[19, 20] Through McCormick's leadership, these three diverse bodies of representatives from all distinct sections of the College community have avoided differences and conflict, and have served as a single force to bring the elements of the campus together for growth, physically and academically.

A study of the effects of collective bargaining on college campuses was made in 1977 by two men from the Pennsylvania State University's Center for the Study of Higher Education. Six institutions were examined, one among them being B.S.C. The published report says, "An aura of harmony prevails..." and it goes on to cite all segments of the College participating in the decision making process. Further, the report shows

that collective bargaining at B.S.C., rather than being an adversary to the administration has become a part of the process of governing. "The College," the report ended, "has been regarded as a model in terms of its planning, and its success is due to the functions of the Office of the President and the inclusion of the unions in the process."[21]

During the academic year 1975-1976, the College received approval to grant the master of business administration degree (M.B.A.). This gave depth to the undergraduate program and, in essence, produced a five-year program in the field of business administration. This year of study beyond the regular four-year course provides advanced background for careers in the business and industrial world.

Near the beginning of 1975, the College, along with all the other State-owned institutions in Pennsylvania, was informed that it would be allowed to fill only ten per cent of the vacancies which would occur through retirement or resignation. No new positions were to be created. The fiscal affairs of the State were in need of repair, and as the State administration and the Legislature looked for items on which to cut back or to eliminate funding, the support given higher education came under close scrutiny. There were several reasons for this: People in general, and Legislators in particular, had reacted unfavorably to student activism on college campuses. Economically, the State government was having difficulty meeting its expenses because of inflation. Collective bargaining, in its first negotiations, had secured a very generous settlement which was putting stress on the State's budget for higher education.

Soon after the "freeze" on hiring was received at the College, a new directive from Harrisburg called for the lay-off of a number of faculty and a number of non-instructional personnel. The plans for retrenchment demanded the same across-the-board cuts at all the State Colleges. The B.S.C. administration protested, as did other schools, individuals and some Legislators. No consideration had been given to colleges which had increased enrollment, or which had been understaffed during the previous biennium. No consideration had been given schools which incorporated budgetary revisions and prudent management on their campuses. The directive from Harrisburg had generalized that the State institutions had problems exactly alike and that each should cut back in the same manner. Institutional personnel, under the union contract, would receive a full year of employment before termination, making those to be furloughed still part of the faculty through May, 1976.

At Bloomsburg, retrenchment caused a furor. Some who were informed of their possible dismissal used the ensuing year as a leave for retraining; some looked for positions elsewhere. Constantly, the administration tried to find ways of explaining to the State Department the situation at Bloomsburg as it differed from other State institutions. Finally, at a meeting of the board of trustees in March, 1976, a definitive resolution was prepared to be sent to Harrisburg pointing out the College's needs, its

actions, and its plans. Ironically, while the board was in session working on this strongly worded statement, a message was received from the State Office informing the president that retrenchment was off through 1977-1978. The board continued to act upon its resolution "...for dissemination to all B.S.C. employees."[22]

Once more in 1979, the retrenchment call went out; this time only non-instructional employees were involved. Some were terminated. Within a week after the termination date, the retrenchment orders were lifted and the workers recalled.

Throughout this entire period, whether or not retrenchment was an issue, McCormick and his administrative assistants had responsibly set up balanced budgets, had monitored carefully the work in all departments, had asked for absolute needs only, and through the long-range planning had shown the direction in which the College was going. This kind of administration paid off. A certain amount of autonomy in the fiscal and personnel affairs of the School has been granted to B.S.C. by the Department of Education in Harrisburg.

On January 1, 1976, Bloomsburg State College entered into an agreement with Wilkes College and the United States Air Force for the creation of a consortium for Air Force R.O.T.C. instruction.[23] This was similar to the cooperative program initiated in 1970 between B.S.C. and Bucknell in which students from both schools received military training under the United States Army's R.O.T.C. plan.[24] For Air Force R.O.T.C., Bloomsburg cadets travel to Wilkes College each week; for Army training to Bucknell University. Upon graduation, the commission of Second Lieutenant is received.

On October 31, 1976, a new dormitory for women was dedicated and named Lycoming Hall. Located on the site of the former Waller Hall which had been razed in 1974, it completed the campus plan for residences, at least for the next decade or two. In Lycoming Hall are an apartment for a resident dean, lounges, study rooms, recreation rooms, and housing for 250 women.

Nor are the facilities at the top of the hill used only by College students. A principle of the present administration is to use wisely as many of the school's facilities for as many of the citizens of the Commonwealth as need them. This principle is consistent with the College's objective of serving all segments of society. With this in mind, the director of housing schedules conferences on campus—some large, some small; some during the academic year; some during College vacations; some during summer sessions. In the recent past among the conferences on campus which have no relation to the activities of B.S.C. have been those of the Pennsylvania Materials Center for the Hearing Impaired; Pennsylvania Association of Realtors; South Highlands Baptist Church, Tuscaloosa, Alabama; Middle States Tennis; American Guild of English Handbell Ringers; the Arabian Horse Association, and for several years, the annual week-long meeting of

North wing of Waller Hall before demolition.

The demise of Husky Lounge.

Razing old Waller Hall (center) with Elwell Hall in background.

Lycoming Residence Hall (on site of old Waller Hall).

the Central Conference of the United Methodist Church.[25]

At the College, every effort has been made to provide equal opportunities for employees and for students. The Affirmative Action Office, the Human Relations Planning Committee and the Center for Academic Development are involved in eliminating discrimination on campus.

The Center for Academic Development helps disadvantaged young people from all ethnic backgrounds find equalized educational

opportunities at Bloomsburg. Admitted to the center on a different basis than the admission requirements for students to degree programs, C.A.D. students participate in a summer school, and during the first semester on campus, receive tutoring and counseling, academically, financially, and socially. Once these students enroll in a degree-granting program they participate as all other students. For them, there is no lowering of course standards. They must meet the requirements of the program.

Among the graduates at the spring commencement, May, 1979, were 51 who received the first B.S.N. degrees granted by B.S.C. (Each of these 51 holders of the bachelor of science in nursing had a job waiting for her after graduation.)

This program of studies had been added to the offerings of the school of professional studies in the fall of 1974, when Dr. Gertrude Flynn was employed to plan courses of study which would lead to a degree program in the field of nursing.[26] For several years prior to Flynn's coming to Bloomsburg, professional studies had made a survey of the health services needs of the region and of the State. Another study had examined the resources of the College and of the area in relation to the requirements for instituting such a program. The decision of the administration was to establish this new, far-reaching extension of the health services offered by the College.

By January, 1975, Flynn had submitted a program proposal to the Board of Nurse Examiners and had been informally advised that students could be admitted to the program. A revised proposal was sent to the Department of Education in March, 1975, and the reply to this was to admit students to the program in September, 1975, with the understanding that an on-site evaluation would be made during the first semester.[27]

Sixty freshmen student nurses were selected from 300 applicants. The enrollment in the department was increased when 25 more advanced students with some training registered for classes. As the department began its first year, the entire faculty numbered three. The course work was extended considerably though interdisciplinary studies. Of particular help were the chemistry and biology departments.

Among the hospitals of the region, the response for cooperation has been exceptionally favorable. Student nurses go to the hospitals in Bloomsburg, Berwick, Lewisburg, and the Maria Joseph Manor, Danville for clinical experiences in their sophomore year. During the junior year, the student nurses of B.S.C. receive advanced clinical experience at hospitals in Williamsport and Harrisburg. Senior student nurses participate with the Pennsylvania Health Services, various community Home Health Services and the Visiting Nurses Association.

In the first four years of the program's existence, the faculty grew from three at its inception to 17 by the graduation of its first class; enrollment grew from 85 in the fall of 1975 to 256 in the spring of 1979.

What did it cost to attend Bloomsburg State College in 1979? For an

undergraduate, full-time freshman, first semester student who was a resident of Pennsylvania, the cost for the semester could be estimated at about $1,126, including room and board on campus. Broken down, the fees were: Basic fee, $475; advanced registration, $50; activity fee, $35; student union fee, $10; degree fee, $5, with room and board, $551. For out-of-state students, the costs of attending were $415 higher—for non-residents the basic fee was $890. It should be noted, however, that only new students paid the advanced registration fee of $50, and so for each ensuing semester after the first, the estimated cost would be about $1,076.[28, 29]

McCormick continues as the fourteenth president of Bloomsburg State College. Under his guidance there have been significant changes, continuing improvements, and judicious use of resources. The first six years of his tenure have carried the hallmark of stability and growth.

Alumni, patrons and friends of B.S.C. can look with pride to the past and with confidence to the future.

Chapter Notes

Chapter 1

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[29]Bloomsburg State Teachers College, Minutes (Board of Trustees), May 25, 1943.

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[39]Bloomsburg State Teachers College, Minutes (Board of Trustees), June 20, 1945.

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[51]Bloomsburg State Teachers College, Minutes (Board of Trustees), February 15, 1950 and June 8, 1950.

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