

# WAR AND COOPERATIVE PROGRAMS (1941-1945)

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Before the passage of the first selective service act in 1940, it was evident that the enrollment in technical and professional curriculums of colleges and universities would be affected. First, the national guard was called to the colors, then the upsurge in employment in heavy industry with its increasing wage level and the possibility of war turned the minds of high school graduates away from the preparation for peace to that for war.

Looking beyond their campuses, some administrators saw that a transition must be made. They realized that gradual, rather than abrupt, changes require less adjustment on the part of faculty and students, and that alumni have time to understand just what is happening at their Alma Mater. As a result, as early as 1939, some colleges began to teach First Aid courses to larger numbers and there was some talk of undergraduates flying. However, not until September, 1940, was the stirring change being felt.

Confronted by all these confusing forces, the Bloomsburg State Teachers College, on learning of the Civilian Pilot Training Program, began in June, 1940, to explore the possibilities of re-opening the Bloomsburg airport. On the basis that Pennsylvania High Schools taught automobile operation as a present life need, and that aviation was rapidly becoming an important mode of transportation, training students to be teachers of ground school aviation courses seemed to be a proper undertaking for a state teachers college.

During the next two years, one hundred undergraduates were given ground school instruction at the college and learned to fly at the Bloomsburg Airport.

This Civilian Pilot Training Program marked the beginning of the new phases of education later to be christened by the name of "War Training Programs" since many of those completing these early flying programs went directly into the Air Forces.

Space will not permit nor will the time or patience of the reader justify the detailing of the seven war programs spread over the period of the next five years.

Facilities were converted. Dormitory space used for women was changed so as to be used by the men, the dining room gave way to a cafeteria, laboratories were expanded to meet the new science and mathematic requirements—all of which was accomplished by an expenditure of over \$200,000.

No less important was the transition made by the personnel. When a language instructor becomes a teacher of mathematics, a dean of men an aviator, a physical education director a drill-master, a geographer becomes a weatherman and the art instructor teaches mechanical drawing, there is truly a campus revolution. After all, plant changes mean little unless personnel is able to adjust itself to meet the new war needs.

War programs—seven in all—followed row on row; first,

elementary flying and then advanced flying for civilian undergraduates who went directly into the air forces, aviation cadets for both the army and navy, engineering, science and management training courses for industrial workers, naval flight instructors, Navy V-12 officer candidates, student nurses from the Bloomsburg Hospital, and Civil Air Patrol.

The numbers using college facilities for meeting as classes are not available. Those who were instructed by college faculty and for whom records were kept show that 1160 different persons were served in the war programs. This record had not been equalled by any college of similar size in the country either in the number and the variety of the programs or in the total enrollment.

During this period the college operated on a three term calendar year. Each term was 16 weeks long, but summer sessions were three or six weeks in length to accommodate the teachers-in-service. Sensing the end of the war, the regular calendar of two eighteen week semesters was resumed in September, 1945, and the last of the war programs, the Navy V-12 unit, was terminated in October of that year.

Development in teacher education was ever in the mind of the administration during the war period. Speech Correction as a field of specialization was added during this period. Spanish became first an elective field for Business Education students, then a field of specialization for secondary students. Pioneer work at Bloomsburg brought forth the first curriculum for the education of instructors of Aeronautics in a teachers college in America.

An idea of the balance between the Teacher Education development and the War Programs can best be depicted by placing them in parallel columns, shown as follows: (1940-1945)

## Teacher Education Developments

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

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

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

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

Experimental Laboratory School in Aviation, Summer of 1944.

## War Programs

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

Civil Pilot Training for 100 college students.

High School Teachers of Aeronautics, 100.

Naval Flight Instructors, 250.

Army and Navy Aviation Cadet Program, 550.

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

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

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

# POST-WAR DEVELOPMENTS

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

1. The salaries of elementary teachers are equalized with the salaries of secondary teachers who have equal qualifications, and there is a marked incentive for young women to come to college in order to teach younger children in the elementary grades. Additional subsidies for teachers of special classes for the mentally retarded are proof of these expectancies.

2. High school teachers are in demand in certain academic fields, such as Mathematics; Science; and Foreign Languages, particularly Spanish. The English and Social Studies fields always have been and possibly always will be overcrowded, since many college Seniors in Liberal Arts Colleges decide shortly before they

graduate to complete the minimum requirements for certification. The kind of student who does not decide what he is going to do with his education until he is a Senior is usually one who does not have the prerequisites for successful work in Mathematics, Science, Languages, and in similar fields of about equal difficulty. Therefore, we have the cry that "there are too many teachers," based on the fact that the number of certificates issued is in excess of the number of positions available. The question "are there too many teachers?" has never been conclusively answered, and requires careful study.

3. Business Education as an activity on the college level has suffered marked variations in enrollment, both on account of the large number of men enrolled in this field, and also because it was possible for the high school graduate, with very little training, to