

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

go into business or government offices and demand salaries in excess of those paid college graduates. It was found that with the return of peace this situation increases enrollment so that Bloomsburg's business enrollment was highest among Pennsylvania Teachers Colleges.

4. The expansion of the offerings of State Teachers Colleges, both in the field of Teacher Education and in other fields, is receiving consideration. Whatever may be the outcome, the year 1946 brought an interesting experiment to the campus in the

"Farm Out" program. Bloomsburg's part in this plan terminated in 1949 when the need for dormitory space for women elementary education students forced the College to conclude temporarily its form of a cooperative agreement with the Pennsylvania State College under which the College accepted 76 Liberal Arts freshmen for their first year of collegiate life. Twenty-two other Colleges and collegiate institutions were engaged in the Freshman part of the agreement. Nearly 250 Penn State freshmen were accepted during the three years the cooperative agreement was in effect.

ORGANIZATION OF THE COLLEGE

W. B. SUTLIFF

BOARDS OF TRUSTEES

The story of the work, self-sacrifice, and devotion to the cause of establishing and maintaining an institution of learning for the youth of Bloomsburg and vicinity, should be told by one more capable of depicting the life and times of that era, than is the present writer.

Bear in mind that public high schools were unknown in this section. It was a period when private enterprise in Pennsylvania, at least in the rural districts, was necessary to even think of offering comparable educational advantages to that of the great preparatory schools of New England.

Realizing the fact that many parents were financially unable to send their sons and daughters to such schools and being assured of the fact that young men and women of great potential capabilities were without adequate educational opportunities, prominent citizens early began a movement to provide a school for advanced work which the public schools did not offer.

The first available record of a meeting of the Trustees is that of May 2, 1866. This, however, is not the beginning of the project. It is a matter of record that as early as 1856, D. J. Waller, Sr., had written a charter for, and a corporation was legally formed, to sell stock, elect trustees, and carry on the business of a school to be known as the Bloomsburg Literary Institute.

The first available record states that D. J. Waller, Sr., was elected President and I. W. Hartman, Secretary. Other members were Wm. Snyder, J. K. Grotz, and L. B. Rupert.

Vacancies caused by the resignation of E. C. Barton, Wm. Goodrich, Joseph Sharpless, and Wm. Robinson were filled by the election of John G. Freeze, R. F. Clark, Wm. Neal and Conrad Bittenbender.

The sale of 1000 shares of stock at \$20 per share was authorized. The June report shows that 596 shares had been sold, realizing \$11,920 cash. Remember that was a non-profit corporation and that any hope of the return of the capital investment was non-existent. The years which followed were years of seeking funds, selling stock and securing loans.

A gleam of light came when, in 1866, the State agreed to share the burden to a slight degree, by the promise of an annual appropriation in return for an agreement to add to the curriculum of the Literary Institute, certain prescribed courses and facilities for the education and training of prospective teachers for the public schools of Pennsylvania.

The first requirement of the State was the erection of a suitable dormitory to house and board prospective students. A vigorous campaign was at once organized by the Trustees to sell stock in the corporation. A bond issue of \$30,000 at 6% was floated. The Campus was enlarged by the purchase of land and the dormitory was erected on the site of Waller Hall.

The first State appropriation of \$10,000 was received in July, 1870. A small building to be used as a "Model School" was built about where the flag pole now stands. This was sometimes referred to as "Hemlock Hall."

The disastrous fire of 1875 which completely destroyed the dormitory was followed by a demonstration of courage and belief in

the future of the Institution, by the Trustees and the faculty, which deserves notice.

The Trustees called a public meeting in the Court House, set forth their plans and reached a decision to rebuild at once.

The faculty submitted an agreement, signed by each teacher to the effect:

1. That the Trustees provide a house or room for each member of the faculty, to be paid for from the current funds received by the operation of the school.
2. All agreed to accept in money, the net income of the School over and above the current expenses of the operation of the School, to be divided among the teachers in the ratio of their former salaries.

The students were provided with homes in town, but the rent of houses for the faculty, maintenance of Carver Hall, etc., had to be paid as well as other current expenses. No record can be found as to how the teachers fared.

On April 26, the completed building was opened for inspection. On July 6, the Trustees received a special State appropriation of \$30,000 and executed a mortgage for that amount to the State.

As an illustration of the time, the question of providing an improved system of lighting Institute Hall (now Carver Hall) was discussed. Lighting by gas was desired. No funds were available. C. W. Miller, one of the Trustees volunteered to pay for the necessary pipes and for proper installations. Needless to say, the offer was accepted.

The Board at that time consisted of the following:

On the part of the Stockholders:	On the part of the State:
John Wolf	C. W. Miller
C. B. Brockway	D. A. Beckley
E. R. Drake	
David Lowenberg	

Troubles for Trustee were not all financial. In the spring of 1877, certain charges were brought against the Principal, Dr. Griswold. After a careful and painstaking investigation, believing the charges to be fully substantiated, the Principal was dismissed and a new Principal was elected. Dr. Griswold was ordered to vacate his living quarters, but refused to do so and did not leave until late in August.

An idea of prevailing wages may be gathered from a report dated August, 1877. "The Committee on heat reported the resignation of the 'engineer' and recommended the hiring of Luther Benchoff to replace him at a salary of \$25 per month."

September 25, 1878. A low point seems to have been reached on this date. In some manner certain creditors had obtained a writ and a sheriff's sale was imminent. The minutes read: "The question of what action the Board should take in reference to the sheriff's sale of the personal property of the Normal School, under the execution of McKelvey, Rollins and Homer and Dr. Griswold, which sale is advertised for tomorrow at ten o'clock, was then duly considered by the Board." A committee of three was appointed to confer with the Sheriff, asking a postponement to October 15. The Sheriff consented. The supposition is that a settlement was made with the creditors for we hear no more about a sheriff's sale.