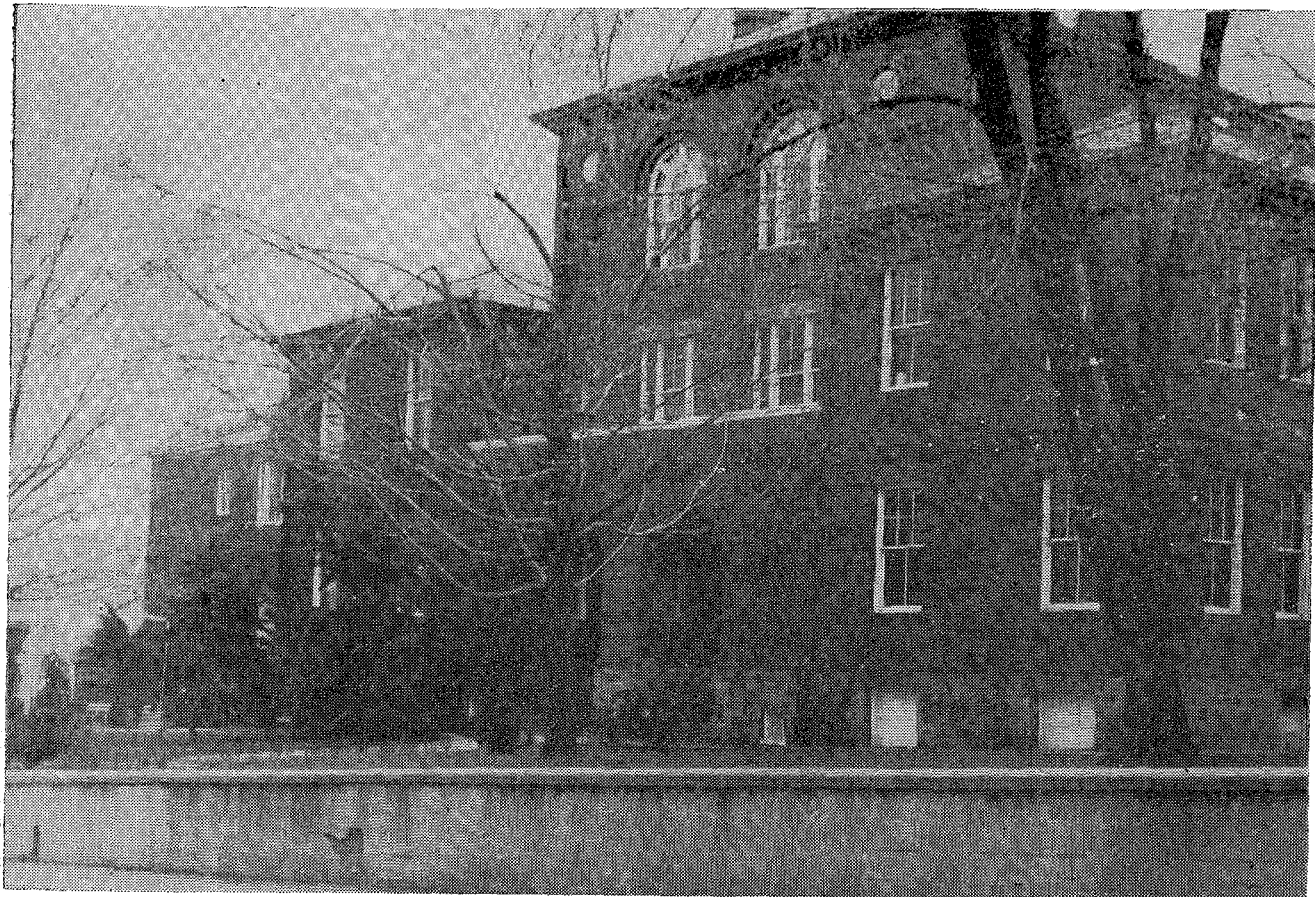




State-To-Date

State Teachers College, Frostburg, Maryland, June 8, 1950

Vol. 2; No. 7



The President Speaks . . .

This is our fiftieth anniversary year. Is it not a good time to look back through the years and evaluate the achievements of a half century of teacher education in Western Maryland?

The initial step for teacher education was taken when the Maryland Legislature in 1899 set aside twenty-five thousand dollars for a building designated as State Normal School No. 2. Fifty-seven students enrolled when the doors were opened in September, 1901, and the first class of eight was graduated in June, 1904. In the past forty-seven years, 1,806 diplomas have been awarded to 225 men and 1581 women. Of this number, one hundred eleven were awarded men and women who had previously graduated from the two or three-year program and returned to earn a degree. At least another thousand at-

tended the College for one or two years and transferred to other colleges or discontinued college work.

About five hundred of these graduates are now teaching in the State; others have moved to other states but have continued to teach. Superintendents throughout the State have said time and again that the graduates of this College have and are rendering fine service.

Let us take a look forward and predict some next steps in teacher education in Frostburg. What changes will take place? What will be the demands made upon the College? Certainly some of the following changes will occur:

(1) More men are entering and will enter the profession. In the next ten years, as many men will graduate as have graduated during the past forty-seven years. In fact there are more

than two hundred men now enrolled in the College.

(2) A better qualified teacher will be required to meet the demands made upon teachers who will work with young people who are preparing to live in a much more complicated world.

(3) The College will become more selective in enrolling prospective teachers.

(4) The State will invest more money in education. Educational facilities will be offered qualified youth regardless of place of residence or economic status. More than 1200 young people are now graduating from Allegany County high schools annually. Frostburg can anticipate a Freshman enrollment of at least 200.

(5) More young people will continue their general education by at-

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"Parking Seems To Be One of the Easier Problems"

President Speaks . . .

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tending the two year junior college.

How is the College planning to meet these needs?

Maryland now stands third among the states in the Union in salaries for teachers. Better salaries will attract and have attracted better instructors. A good salary schedule offers a more secure situation economically and will attract men students who have the responsibilities of providing for families. The college can become increasingly selective in its recruitment program. Those who enter teaching must measure up to higher standards, an interest in teaching and potential professional competency.

The Colleges in the State that prepare teachers must constantly be alert to changes needed in the curriculum so that the best preparation can be given students.

It is necessary to examine the physical facilities at this College and predict the expansion needed if young people are to be adequately prepared as teachers.

One way of evaluating our facilities is to examine the facilities at other teachers colleges in Maryland; Towson, Salisbury and Bowie, and com-

pare our facilities with theirs.

Towson, 84 years old, with an enrollment reported in the 1950 Budget as 725 but actually with 903 enrolled, owns 88 acres of land and has invested \$1,697,678 in land, buildings, and equipment. The 1949 legislature appropriated \$1,260,000. Salisbury, 25 years old, with an enrollment in 1949-50 of 300, owns twenty-nine acres of land, and has \$921,746 invested in land, buildings and equipment. An additional \$375,00 was appropriated in 1949. Bowie, with an enrollment of 163, owns 187 acres of land and has invested \$647,546 in land, buildings and equipment. \$750,000 was appropriated at the last regular session of the legislature in 1949. The State Teachers College at Frostburg as reported in the Budget of 1950 has an investment of \$537,915 with a campus of 7¼ acres. \$275,000 was appropriated for a science building and for land in 1949. Approximately thirty-two acres were purchased in 1949 and 1950. The enrollment reported in the 1950 Budget is 428.

Why the difference? Why does Frostburg have so little? Are Marylanders living in the western part of the State not interested in Higher

Education for their sons and daughters? Are they ineffective in our halls of legislation? Are they uninformed? Again, I ask why this difference? How long will it continue? When will opportunities be equalized? Maryland has given lip service to the ideal of equalizing educational opportunities; but have opportunities been equalized? Can we not make that dream come true? In making these comparisons, let us remember that we are happy that the other Teachers Colleges have the facilities they have. We do not want them to have less. In fact we know they need more and want them to have more. We merely want comparable facilities.

Do you know the handicaps in physical facilities at the College? Let us examine them.

Five hundred students are expected in September, 1950. There are nine available classrooms. Eight instructors will have no offices except their classrooms. When a class period closes, the instructor must hurriedly pick up his material and go to the library, located on the third floor, where he hopes to find a vacant chair or else go to his home for

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"Kitchen To Serve 400 or 500 Students"

President Speaks . . .

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study. If a student at the close of a class period desires to ask a question of the instructor, he must refrain from doing so because another group is waiting for the room and another instructor is waiting to enter the room. In the nine classrooms at each period of the day, there are approximately two hundred fifty students in classes. The other two hundred have only the library with a seating capacity of 72. The Day Room, a room approximately 20x30, has chairs for forty students. The Varsity Shop can accommodate comfortably about twenty-five. Other students must be content in hallways. Facilities of a good college must not be limited to class work and library work. Opportunities for social contacts are quite important, the give and take of conversation and discussion; the opportunities to play together are vital factors in one's educational program.

Let us next look at the gymnasium-auditorium. Most of our students have come from high schools where they have enjoyed modern auditoriums. Permanent seats, elevated floors, dressing rooms, are taken for granted. What a shock when they enter

the College auditorium! No dressing rooms, floor not elevated; seats not good looking or permanent. The high school gymnasium is a separate room designed for games and play. With us we have but one room, a combination gymnasium and auditorium, where the chairs must be set up and taken down after each convocation. Physical education classes for men and women must go on at a rate of thirty six fifty-minute periods a week—seven periods a day. Is this not a real schedule problem? In fact, we have reached the point where physical education classes alone can no longer be accommodated in one gymnasium to say nothing of the demands made upon the same room as an auditorium.

When can Maryland Singers use the auditorium? When can the Little Theatre group use the auditorium? When can Children's Literature groups practice their skills before an audience? When can the Elementary School schedule assembly programs? Seldom, if ever. Yet, these activities are a vital part of the educational program for teachers.

A third critical situation is that of providing opportunities for the

music department and for visual education instruction. There is but one room available for music instruction and visual education. When eighty people engage in group singing in a room close to clerical workers, it can annoy. It does annoy. When students practice on pianos close to other workers, efficiency can be interrupted. To be able to operate machines for visual education is as essential as to know how to teach one to read. It takes practice to learn. The room is in constant use from early morning to late evening and the program must be curtailed.

Another critical situation is the kitchen. More than four hundred students are fed each day for the noon meal. About one hundred twenty-five eat three meals a day in the dining room. Our kitchen is a room about 20x30 in which eight to ten workers must prepare vegetables, salads, desserts, and meats; cook them; get them into service dishes and into the dining room. How can they do it? Only by super-human effort.

Another shortcoming is the library. The library is located on the third floor in a make shift room. We can-

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"Faculty, Students and Elementary Children"

President Speaks . . .

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not meet the standards of the American Association of Colleges for Teacher Education as to number of books. We have no more space and more weight in this room is forbidden by the state architect. What must the answer be? A new library building designed for a library. The College does not and has never had a well equipped library.

How are resident men housed? There are more men enrolled in the College than women. Fortunately for us, however, most of them are commuting students. The twenty-five resident men must secure rooms in private homes and eat in the College dining room. If a student is located some distance from the College he suffers many inconveniences. He may be compelled to remain at the College from early morning until after dinner in the evening. Our hostesses have maintained splendid relationships with the College and have tried to make real homes for our men. With this arrangement, men pay about two dollars a week more than women students. Is this fair? Should not resident men have a residence hall? Sup-

pose even a woman resident student becomes ill or contracts a contagious disease. Naturally one would expect that such student be isolated in an infirmary. We have none nor do we have a vacant room in the Women's Residence Hall. Just a few days ago a student from New York City had swollen glands. "Is it a case of mumps?" said she. Scared and knowing that no infirmary was available she telephoned her parents to come for her. They arrived the next day by noon. No mumps! They were so happy she didn't have them, the trip seemed of minor importance.

What has saved us from failure with such working conditions? A strong faculty devoted to the task of helping young people develop their potentialities in spite of physical handicaps. Youth, energetic, hopeful, cooperative, and determined to make the best use of available facilities have adjusted themselves to the situation. They know we are making the best use of all we have. They know the maintenance staff keeps one of the cleanest group of buildings in the State. They know that the food is unusually good. They know that we have friendly and pleasant relation-

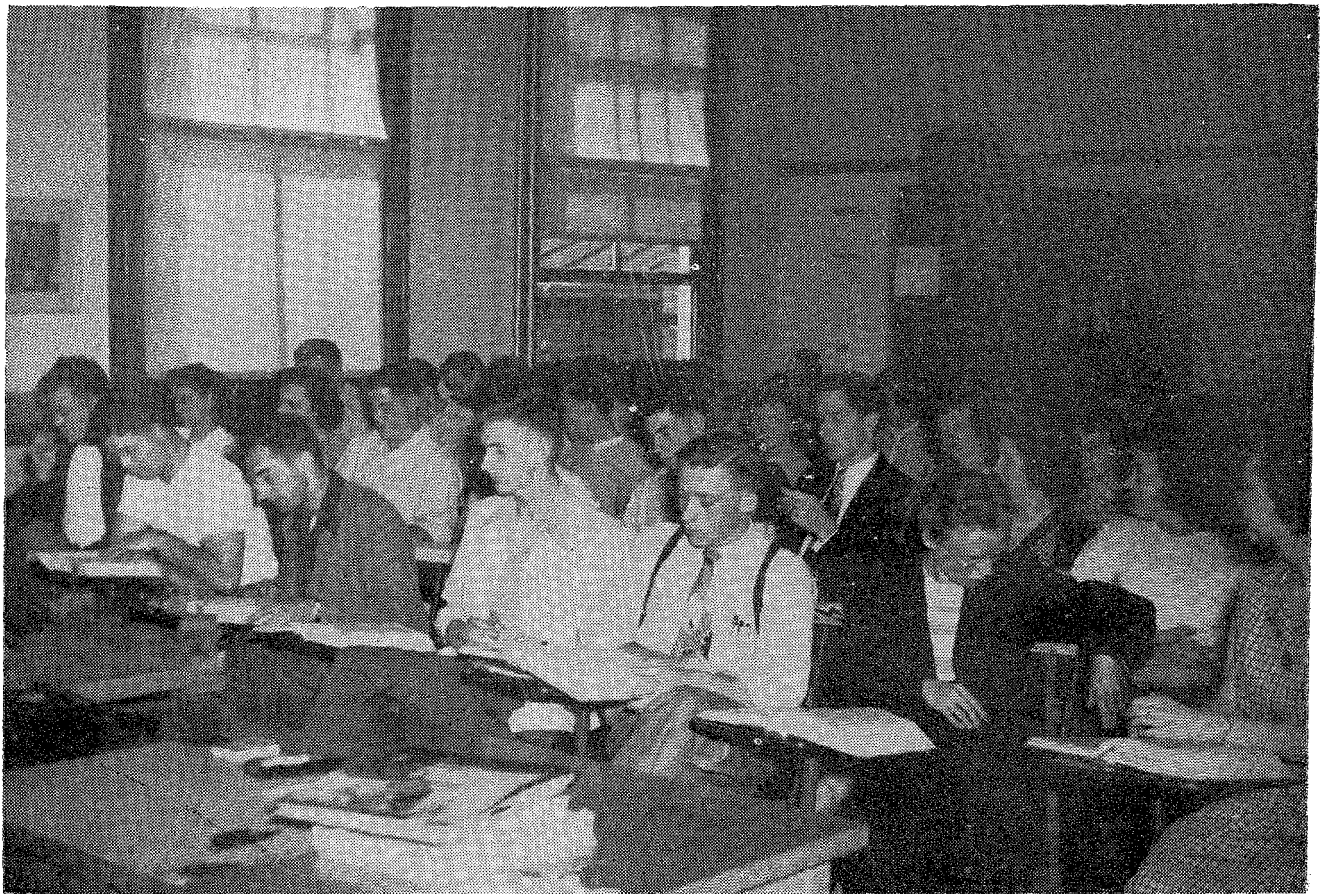
ships and that griping doesn't help. They also know that the united effort of all citizens in Western Maryland can bring appropriations of a million and a half dollars for the College in February, 1951, which is needed for the following buildings:

Library and Administrative Wing	\$440,000
Gymnasium and Recreation Building	410,000
Auditorium and Music Rooms	450,000
Dining Hall	150,000
Men's Residence Hall	245,000

These are not luxuries; they are essentials. Will you help us get them? Do these things:

(1) Contact the legislators this summer and secure promise of support for this program.

(2) Ask the candidates for governor to commit themselves now to appropriate liberally for this college. The last new building, the Elementary School was built in 1935. An addition was made to the Women's Residence Hall in 1948 and 1949. Land was bought in 1949 and 1950. This is the year for new buildings.



"This Is Indicative of Crowded Classes"

From The Faculty . . .

The measure of this college, as of all colleges, is the product produced and the faculty on this campus has long had reason to be proud of the teachers we have sent into the public schools of Maryland. Nevertheless, we believe we can give the students who come here a better education and better equipment for the work in Maryland schools if some of the physical handicaps under which we now operate are removed. What affects the morale of faculty members, individually and collectively, affects the morale of the students and either hinders or helps, directly or indirectly, every student who comes here.

Some members of the teaching staff have been here for many years and expect to spend the rest of their teaching careers here in spite of the lack of buildings and necessary equipment to do the best work they are capable of doing. Other able teachers, unlike Caesar's famous troupes, have come, have seen, and have gone their way, discouraged by the crowded conditions and lack of decent facilities for living and working. Those who consider themselves permanent mem-

bers of the staff are concerned over the problem of maintaining a stable staff from year to year because they know from sad experience that an education program is a process which takes years of working together to accomplish and that any degree of unity and coherence cannot be attained with a large turnover in staff every year.

We know what needs to be done. Faculty members need offices in order to hold conferences with students and to plan work adequately. Daily, faculty members hold conferences in the hallways, sitting on crowded benches, or sometimes even standing, with crowds of students swirling around them because no office or classroom is available for such a conference at that time, and that time is the only time the instructor and student can arrange the conference (schedules being what they are). Half the members of the teaching staff do not have offices; and classrooms are all in use most of the teaching periods of the day. Many instructors find that all classroom preparation must be done at home. Often-

times a teacher finds it necessary to hold a conference with a student in the teacher's own home because the conference is impossible to schedule at the college. One faculty member, new this year, does not even have locker space to hang her wraps but must carry them with her from classroom to classroom, along with her brief case and all teaching materials.

The housing problem is another obstacle against which staff members work. Some instructors do not live near the campus. Some who have come to the staff during the past five years have been unable to find any suitable place to live; men with wives and children found no home better than a rented furnished room in a tourist home. It is easy to see that a professor who finds no place at the college to hang his proverbial hat and no home in town worth the name of home for his family, looks upon his stay as temporary and departs at the earliest possible moment.

Although the housing problem for faculty members has improved some

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"Three Courts For Nearly Fifty Students"

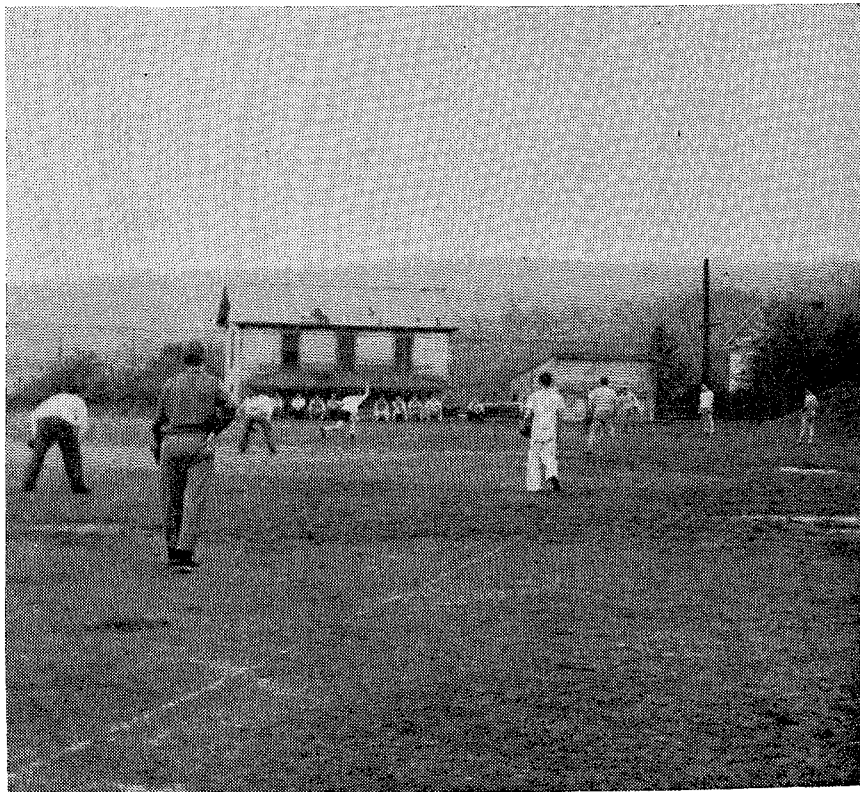
From the Faculty . . .

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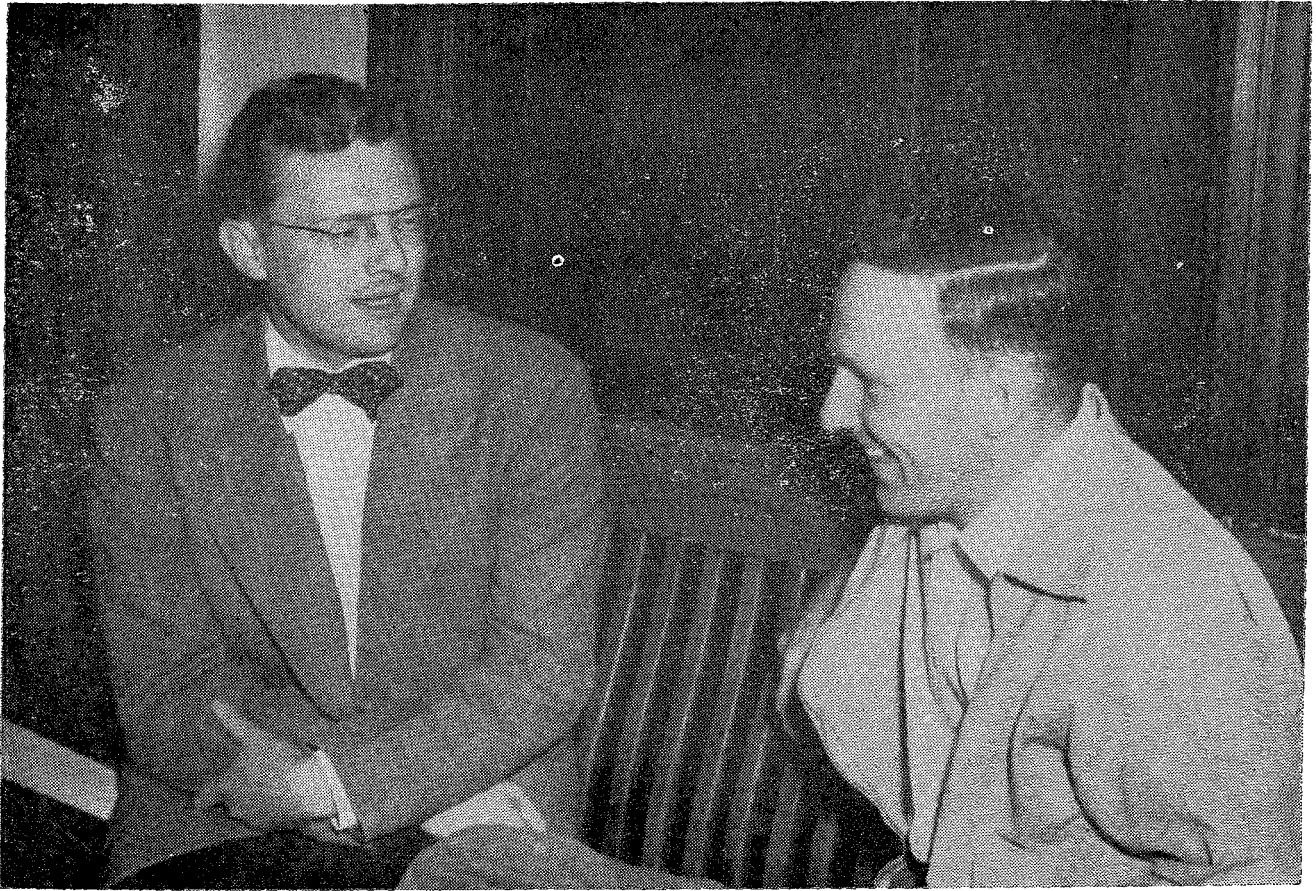
this year, the problem still exists and that problem, added to the crowded campus is small, the buildings are few and near together, it has been impossible to establish any desirable degree of professional comradeship on the campus because there is no place for teachers to meet in informal gatherings for interchange of ideas and fostering of friendly feeling.

Outsiders who come visiting to the campus see students and faculty going about their business in a business-like way; they talk with students and teachers and hear no complaining but rather enthusiasm for the work in hand. This is no false front put on for show. It is true. Nevertheless, such an attitude is maintained in spite of the handicaps involved. What could be accomplished if the facilities on this campus equalled or approximated those on any other campus of any other state educational institution in Maryland is a star to which Maryland State Legislators should hitch their wagon.

Dorothy G. Howard
Department of English



"The Remainder of the Fifty"



"Counseling Quarters in Main Hall"

The Men Speak . . .

The housing problem for male students at Frostburg would be greatly simplified if the men had a dormitory of their own. As the housing program for male students now stands, the men room in private houses and eat in the dining room of the women's residence hall. Although this plan has been working satisfactorily for years, there are many inconveniences that occur with such a plan.

Many of the rooms are located one-half mile or more from the campus which is a long distance to walk when weather conditions are extremely uncomfortable and a man has to balance his body against an armful of books and a strong wind to get to his room.

With the many obligations that college life necessitates, many men become absorbed in subject matter, members of the opposite sex and other thoughts of campus life and often forget important things when they leave their rooms at 7:30 in the morning. At this hour they are usually half-asleep and groggy from studying or other activities until the early a. m. hours. This forgetfulness

becomes a serious matter when the unfortunate male must, after breakfast in the dormitory, again dress to defy the elements and trudge for a ten minute walk (both ways) to his room to obtain the forgotten article. By the time the student gets to class and has recalled many of the words learned in Sunday school, he has lost much interest in his class and the learning process is retarded.

The absence of a men's residence hall on the campus at Frostburg plays no small part in making more difficult the teaching of the most important objective of education, namely living together in a democratic nation and getting along well with others.

It is much more difficult for the men to get together and study and work as a group when they are scattered over an area of several square miles than it would be if they were all quartered in one building. Under the present setup the average male student has only one person for a roommate and meets the other students only during class hours and meals. Each student must learn to get along well with one personality

under the present plan whereas life in a dormitory would require that the student learns to get along with various types of personalities and would result in more students learning to become better citizens under a democratic form of government. A dormitory life during college would help prove the necessity of getting along with others and would result in better educated personalities entering the educational profession from Frostburg.

A stronger fraternal attitude among the men would exist if they would all sleep under the same roof. The older students could help the new students adjust to campus life and students could exchange ideas more easily.

There would be more opportunities for bigger and better bull sessions. There are times when men like to congregate for sessions which are for men only and unless they meet in some off-campus rendezvous many times their bull sessions are broken up by some unsuspecting female who wants to enter the conversation but

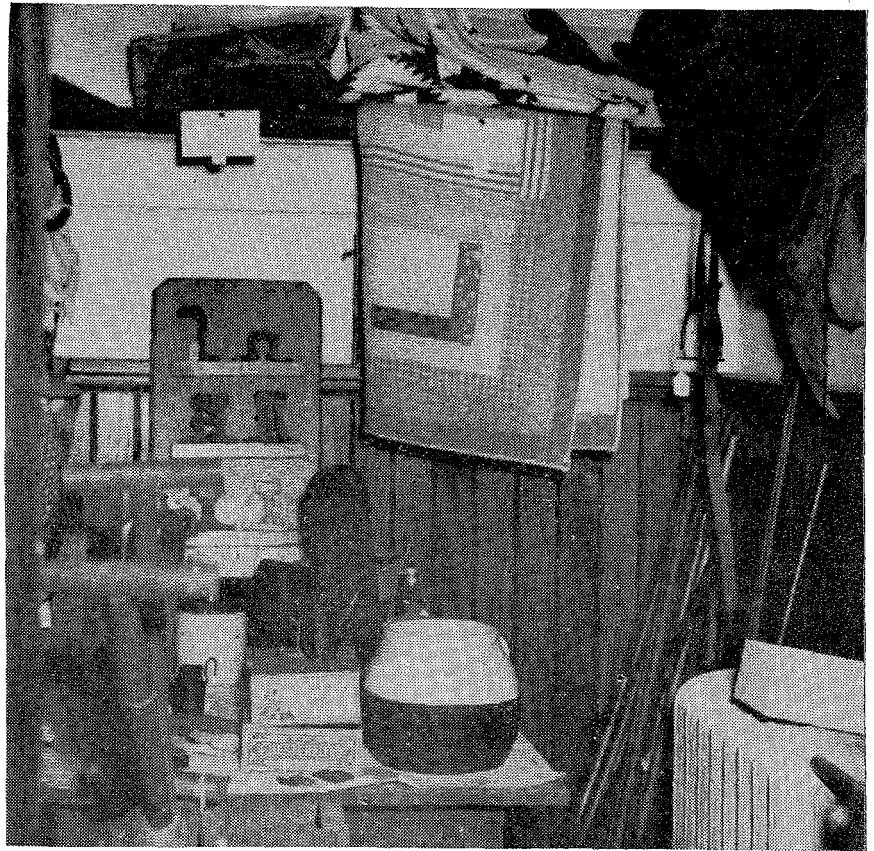
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Dear Reader:

This issue of State-To-Date is sent to you in order to present and explain some of the difficulties under which both faculty and students work. The duty of Frostburg State Teachers College is to graduate personnel well trained to fill the teaching positions in the Maryland school system. With the equipment available it is practically impossible to meet this obligation successfully.

We ask YOU, the citizens and voters of Maryland, to read, study, and discuss the views set forth in this paper. If, after so doing, you feel that the College is inadequately equipped for the work it is doing, we ask you to use any and all influence within your power to help us, the future teachers of Maryland, to be prepared sufficiently to fulfill the duties which will be ours.

—The Editors



"What Could Be The Best Museum in This Area"



"The All-Purpose Room or 'The Gym'"

The Men Speak . . .

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knows nothing at all about sports, new model cars, algebra, or comparisons of the weak sex to atom bombs.

A dormitory would be an added incentive for males to enroll at the college. Just the fact that the building is there and that the school is equipped with proper facilities for male students makes the campus more interesting to males who must decide in which college they would like to spend four important years of their lives. An increased male enrollment would directly affect the female enrollment and a new men's dormitory would be a conspicuous factor in increasing the overall enrollment.

Frostburg needs a men's residence hall among other things. The old army adage that you can go anywhere if you have enough men and equipment holds true here. Frostburg has the men, all that is needed is the equipment.

Allan Williams