CHAPTER EIGHT

The War Years
1939-1945
ONE OF THE MAJOR problems confronting the new administration was the necessity for creating a new image for the Bowling Green institution. The legal title had been changed to university, but the majority of the public continued to regard it as a teachers' college. This attitude was shared by many of the faculty, most of whom had little interest in the development of a College of Liberal Arts, a College of Business Administration, or a graduate program (except in education). The majority of the faculty had been chosen because of their interest in the training of teachers, and many of these sincerely believed that the development of the other colleges would weaken the program in that field.

President Williams had built a strong teachers' college, but it remained for his successor to build a university. Fortunately, the new President was well-equipped for this task. Although he had spent many years in public school work, Frank J. Prout, third President of the University, was strongly convinced of the importance of a broad liberal education for teachers as well as for those preparing for other professions. From the beginning the new President was very much interested in building strong colleges in arts and in business. With the President's support and encouragement, Dean Ralph G. Harshman of the College of Business Administration and Deans Overman and Kenneth H. McFall, of the College of Liberal Arts, with the assistance of small but enthusiastic groups of faculty members, were able to bring about substantial progress in both of these colleges by the end of President Prout's administration.

President Prout was much more approachable than his predecessor and spent much time in informal visits and discussions with both students and faculty. These often took place in the corridors or on the campus. President Prout also had many more friendly contacts with the citizens of Bowling Green.
and the schoolmen of northwestern Ohio. President Williams had stayed aloof from both of these groups in order to discourage early efforts on the part of each to interfere with and dominate the affairs of the new College. These dangers were now largely past, and President Prout's friendly contacts were of great assistance in the development of a new image for the Bowling Green institution, and in meeting the many problems that arose during and following the war.

**World War II**

World War II slowed the development of the University during the first part of this period, but probably hastened it after hostilities ended. Although the war started in 1939, it had little effect on the University until after the entry of the United States into the conflict, in December, 1941. The difficulties confronting the University during the war years will be considered in this chapter and those of the post-war period in the next.

World War II brought several problems to Bowling Green State University. The first and most serious of these was the shrinkage in enrollments, due to the calling of young men into the armed forces. These decreased enrollments meant that the faculty was larger than needed and that the money available for salaries was insufficient as student fees decreased with enrollments. Since the shrinkage in attendance was largely in the number of men, Kohl Hall, the men's dormitory, presented a serious problem. Unless this hall was filled, the University would be unable to meet principal and interest payments on the bonds which had been issued for its construction. These payments had to be made from money received for room rent and food service.

The only solution to these problems was to secure war training programs. Even when these were secured they would not fully solve the faculty problem. Teachers would be required in fields in which they would not be needed when the war ended. Since most of the problems of this period were the result of changing enrollments, these must be considered next.

**Fluctuating Enrollments**

Attendance at the University during the first years of President Prout's administration was relatively stable. The on-campus enrollment for the first semester of 1939-40 was 1,462. It reached 1,600 in 1940-41, and then started to drop. It was 1,519 for 1941-42, and 1,383 for 1942-43. In 1943-44 the full effects of the war were felt, and attendance during the first semester fell to 842. This proved to be the low point, and the enrollment increased to 1,109 in 1944-45. Obviously, the decrease from 1,383 to 842, in a single year, presented serious problems to the University.

The decline in enrollments was largely due to the decreases in the number of men enrolled. During the first semester of 1940-41, there were 815 men
in attendance. The number fell to 721 in 1941-42, to 643 in 1942-43, and to 69 in 1943-44. It then rose to 110 in 1944-45. The enrollment of women, however, changed little during the war years. There were 785 women in attendance during the first semester of 1940-41, 798 in 1941-42, 740 in 1942-43, and 773 in 1943-44. The number started to increase again in 1944-45, when it reached 999.

The enrollment figures given above include only civilian students. In addition to these, in 1943-44 there were approximately 400 Navy V-12 students on campus, and in 1944-45 there were about 240. The Navy V-12 program will be discussed in a later section.

The drop in the number of men was felt in all three colleges. In 1939-40 there were 949 students (of both sexes) in the College of Education, 306 in the College of Liberal Arts, and 194 in the College of Business Administration. In 1943-44 the corresponding figures were 538, 177, and 114. Attendance started to increase again in 1944-45, when the enrollment reached 603 in education, 341 in liberal arts, and 158 in business administration.

The decreased enrollments during the period from 1939 to 1945 were paralleled by corresponding decreases in the number of degrees conferred. In 1940 there were 230 graduates from the College of Education, 27 from the College of Liberal Arts, 25 from the College of Business Administration, and 13 from the master's program. In 1945 the corresponding figures were 130, 18, 13, and 4.

Government Programs

Dudley A. White of Norwalk, who was a member of the Board of Trustees from 1940 to 1945, made important contributions to the University, although his term in office was short. During World War II, he was a naval officer stationed in Washington, D. C., where he was of great service to the University in securing naval training programs for the University, and in dealing with the Pentagon during those critical years. His son, Dudley A. White, Jr., was appointed to the Board in 1963.

In the fall of 1939, Bowling Green State University was selected to participate in the Civilian Pilot Training Program, sponsored by the Civil Aeronautics Authority. This program was open to sophomores and upperclassmen and earned three semester hours of credit for those completing the entire course. A member of the University faculty was in charge, but the flight training was given at the Findlay airport.

In June of 1942, the Civilian Pilot Training Program was supplanted by a full-time program for Navy V-5 enlistees. Groups of cadets were given ground and flight instructions for periods of eight weeks. They were housed and fed on the campus and given class instruction by members of the University faculty. Flight instruction was given at the University airport (purchased in 1942), under a private contract with a flight instructor. The program was discon-
continued in 1945. Nearly 1,000 cadets participated, but they were not enrolled in the University, and were not counted in the enrollment figures.

In April, 1943, Bowling Green State University was chosen as one of the schools to offer the Navy College Training Program known as V-12. Class instruction under this program started in July, 1943. In the spring of that year, representatives of participating schools were called to New York, given outlines of the two-year curriculum, and briefed on its objectives. The Navy V-12 Bulletin, published November 1, 1943, contained the following statement:

The courses of the fully prescribed programs have been molded so as to conform rather closely to those which are standard in the colleges and universities of the nation. The purpose . . . is to obtain adequately prepared men for Navy needs, within time limits required by the national emergency.

This Bulletin also stated:

Each institution shall determine whether or not credit toward a degree at that institution will be given for the completion of courses in the various curricula. Inasmuch as the content of most courses is practically equivalent to that of standard college courses in the same subjects, it is hoped that credit will be given quite generally.

Bowling Green State University granted such credit, since instruction was given by members of the college faculty, and the standards maintained were at least equal to those of civilian courses.

The V-12 program divided the year into three terms of 16 weeks each. Since the University had already announced the calendar for 1943-44, no changes were made for the summer of 1943, or the year 1943-44. The regular program for civilian students was continued and separate classes were scheduled for the V-12 enrollees. Because of the inconvenience and added expense of this arrangement, the University calendar for 1944-45 was changed to conform with the V-12 program. Navy and civilian classes in the same subject were combined. With the termination of the V-12 program, at the end of the 1944 summer term, the University returned to its former calendar.

Although the service training programs helped solve the problem of too many faculty members, it created rather serious difficulties with respect to the housing of civilian students. The boys in the V-5 and V-12 programs were housed in Williams and Kohl Halls, and on the top floor of the Elementary School (Hanna Hall), which was altered to provide additional housing. The withdrawal of Kohl Hall (a men's dormitory) from civilian use caused little difficulty, since the number of men in college was greatly reduced. Conversion of Williams Hall (a women's dormitory) to military use created some difficulty, because the number of women in school did not decrease. To help solve the situation, the trustees, on April 15, 1943, authorized the housing of women in the Women's Physical Education Building. The on-campus housing shortage continued throughout the war period and became much more acute after the war was ended.
Wartime Shortages

The faculty in 1939-40 consisted of 73 members, 31 of whom had the doctor's degree. Increasing enrollments brought about an increase to 85 in 1940-41, 55 with the doctorate. Then, attendance started to decline, and the number on the faculty dropped to 77 in 1942-43. The quality, however, was maintained, since 33 of the number had the doctor's degree. Before the start of the 1942-43 school year, it became obvious that, due to the war, there would be a very large decrease in enrollments in all colleges, including Bowling Green State University. This created a very serious problem with regard to the faculty. On February 24, 1942, the trustees authorized President Prout to reduce the teaching staff in order to save approximately $29,000 for 1942-43. On March 20 they authorized the issuing of contracts to this reduced faculty. The contracts were to include the clause, "this contract is given subject to the exigencies of the present war."

The difficulty was partly solved by the fact that a number of faculty members asked for leaves of absence to enter the armed services, or other types of war work. Others decided to take advantage of the situation to pursue further graduate work, and several were granted leaves for this purpose. Even with all of these, however, the staff was still too large, and it was feared that further reductions would have to be made for 1943-44.

Luckily, this need was eliminated when Bowling Green State University was chosen as one of the schools to offer the Navy College Training Program, known as V-12. This created new problems for the University, since there would now be a shortage of faculty members instead of a surplus. This situation resulted in several individuals withdrawing their requests for leaves of absence, but this was not enough.

Since the Navy V-12 program was largely pre-engineering in character, the University would have to offer many more classes than ever before in certain subjects, particularly in mathematics, physics, and engineering drawing. The regular staffs in these departments, even if all were available, would be totally inadequate. The situation was rendered more difficult by the fact that colleges, all over the country offering the V-12 program, were faced with the same problem. Although there was a serious shortage in all three of these teaching fields required for the V-12 program, Bowling Green was able to secure a competent staff, before the program began in July. To augment the new instructors, the University hired a number of faculty wives. High school teachers in neighboring schools were employed for either full or part time. Several administrators also taught part time, and a number of faculty members from other departments helped. For example, the Dean of Students taught mathematics, and the University Architect taught engineering drawing.

Several of the individuals hired at this time were employed on a permanent basis, since they were well qualified and their services would be required after the war was over. It was necessary, however, to hire a number for the emergency only. In many cases, while well qualified to give the fresh-
man and sophomore courses in the V-12 program, these individuals did not have the requisite training to join the permanent faculty. In addition, the University would not need so large a staff in mathematics, physics, or engineering drawing after the end of the war and the V-12 program.

Departments and Courses

Increases in enrollments and faculty, during the early years of this period, made it possible for most of the departments of the University to increase their course offerings, to some extent. Three new departments were created. The first of these came in 1939-40, when the Department of Business Administration was divided into Business Administration and Business Education. All courses for the training of teachers of business subjects in the public schools, and typing and stenography, were placed in the new Department of Business Education. The next change came a year later with the 1940-41 school year. Before this time, a few introductory courses in art, art appreciation and history, and elementary design had been offered in the Industrial Arts Department. The catalog, published in April, 1940, announced an increase in the offerings in this field, and the creation of a separate Department of Art. Twelve courses were offered by this department for the 1940-41 school year.

A few courses in journalism were offered in the English Department as early as 1939-40. The offerings in this field were greatly expanded in 1941-42, when a separate Department of Journalism was created. Eleven courses were announced by this department for the first year.

New Curricula

The addition of new departments, and increased offerings in the old ones, made possible a number of changes in the curricula offered. The College of Education added programs in distributive education in 1941-42 and dramatic arts in 1943-44. Minors were offered, for the first time, in art and speech in 1940-41, and in Spanish in 1942-43.

With the creation of the Journalism Department, in 1941-42, the College of Liberal Arts offered a four-year curriculum in this field. The same year saw the addition of a four year pre-professional social work curriculum. Since many of the students were preparing for transfer to professional schools after one or two years at Bowling Green, a number of pre-professional curricula, ranging from one to four years, were described in the catalogs of this period.

Increased offerings in old departments and the addition of new departments also enabled the College of Liberal Arts to offer new majors and minors. In 1940-41 a major was added in home economics and minors in art and German. Next year, 1941-42, increased offerings in the Departments of History and Political Science made it possible to discontinue the major in a combination of history and political science, and to offer a major in each of these fields. A minor in Spanish was added in the same year.

In 1939-40 the College of Business Administration discontinued the plan
of majors and minors, and outlined four-year curricula in accounting, business finance, general business, marketing, and secretarial administration. A four-year curriculum in industrial management, and one- and two-year curricula in business training were added in 1942-43. No further additions were made during this period.

No significant changes were made in the graduate program during the war years. Enrollments decreased, and all of the University's resources (financial and otherwise) were needed for the undergraduate civilian and the government programs. Expansion of work in the graduate field had to be left until after the end of the war. The only change was the addition, in 1942-43, of a divisional major in the social studies. This was planned for high school teachers in this field, and included courses in economics, geography, history, political science, and sociology.

New Buildings

In 1941 the University started the policy of building small, cottage-type dormitories to house student social groups. Two of these were completed in 1941, and two more in 1942. These housed the Five Sisters, Skol, Seven Sisters and Three Kay local sororities. No new dormitories of this type were built during this period, but others were added after the war. The policy of furnishing University housing for social groups was a strong factor in bringing national sororities and fraternities to the campus.

For many years, the University had felt the need for a social center for students, and had considered the possibility of building a student union. President Williams, during his administration, had plans prepared for such a building. However, investigation indicated that the experience of several other colleges of the size of Bowling Green showed that student unions were not usually self-supporting. As a result, plans were dropped, and the building was not constructed.

Talk of a union was revived early in President Prout's administration and finally, on February 21, 1941, the trustees authorized the use of the balance of $10,000 in the Student Activity Fund for the construction of a student house on campus. This balance had been accumulated to meet any emergency that might arise in financing student activities. All agreed that this was the emergency. On March 18 of the same year, the trustees voted to enlarge the proposed building in order to provide rooms for from 10 to 12 men in the lofts. This action served two purposes. It helped meet the need for additional dormitory space for civilian male students, and it also made it possible, legally, to issue bonds for an additional $10,000 for dormitory purposes.

In order to reduce the cost to a minimum, the original plan was to have a log building built by students under the direction of a faculty member from the Industrial Arts Department. In addition, an attempt was made to use NYA (National Youth Administration) enrollees, transported by truck daily to and from Toledo. However, it soon became apparent that it would take too
long to finish the building in this way, and a contract was let for its comple-
tion. It was ready for use in 1942, and was promptly named Falcon's Nest by 
the students. Although too small from the beginning, it still served a useful 
purpose for many years. When the new student union was started, the Falcon's Nest was sold to the Portage American Legion Post. It was moved to that 
village, and still serves as a legion hall and community center. When the new union building was constructed, the name Falcon's Nest was preserved by giv-
ing it to the cafeteria.

With the exception of the small, cottage-type dormitories, only one per-
manent building was constructed during the years from 1939 to 1945. This 
was the Johnston Health Service Building, completed in 1942. In addition to 
well-equipped hospital facilities and 36 beds, it housed the offices of the Uni-
versity Health Service. The availability of this building was another important 
factor in enabling the University to secure service training programs during 
the war. This facility was named for Dr. H. J. Johnston, a former trustee.

When, in 1942, the University was assigned a Navy V-5 program for the 
training of Navy pilots, it became necessary to buy land for a flying field. 
Negotiations were started for the purchase of a tract lying east of the cemetery 
and north of Ridge Street. Since this land was once owned by the grandparents 
of Mrs. John W. Bricker, wife of the Governor of Ohio, the new field was 
named Bricker Field. Gov. Bricker had cooperated with Sen. Fred Adams in 
securing air fields for each of the state universities. The trustees and the 
owners of this land failed to reach an agreement on the price, and the Univer-
sity finally purchased 120 acres north of the Poe Road. A portion of this was 
part of the H. J. Heinz farm, but the company purchased other land in order 
to make this tract available to the University. Runways, two hangars, a cen-
tral control tower, and a large building to be used as a hangar and repair 
shops were constructed for the use of the V-5 unit.

In 1943 the trustees requested President Emeritus Williams to vacate the 
house he occupied. The house was converted into a dormitory to house the Las 
Amigas local sorority. This action was caused by the acute housing shortage 
for women. President Williams purchased a home on East Court Street, a 
block from the campus, and lived there until his death.

The Inter-University Council

Prior to 1939, each of the state-supported universities presented its own 
budget to the Director of Finance and the committees of the General Assembly. 
As a result, members of the Assembly would play one university against an-
other, often to the detriment of all the institutions concerned. To meet this 
situation, the Inter-University Council was organized in 1939. This was a 
voluntary body composed of the presidents and business managers of the sev-
everal institutions. From 1939 to 1963, the universities discussed their budget 
proposals in this Council and presented a single budget request to the General
Assembly. In general, this body functioned effectively, and its efforts resulted in more adequate and more equitable appropriations for the support of higher education in Ohio. Bowling Green State University may be proud of the fact that its business manager, E. J. Kreischer, played a prominent part in the organization and work of this body.

The impartial attitude which usually (if not always) characterized the actions of the Inter-University Council is well illustrated by an incident in its early history. For a number of reasons, Bowling Green State University had, from its beginning as a normal school, always been the underdog, with respect to state appropriations. To correct this situation, at the meeting of the Council held on February 14, 1941, Ohio State University requested that the Director of Finance transfer $30,000 from its requested budget to that of Bowling Green State University. This request was carried out and placed the Bowling Green appropriations more nearly on a par with those of the other state universities. This increased the Bowling Green appropriations not only for that year but for each ensuing year, since appropriations were always affected by the amount for the previous biennium. Thus, through the generosity and fair-mindedness of Ohio State University, Bowling Green was at last able to overcome the handicap under which it had labored for so long.

Organizational Problems

During President Offenhauer's short administration, the Policies Commission studied the perennial problem of University organization, and lines of authority and communication. The statement of 1929 had become inadequate because of the growth of the institution and the establishment of the College of Business Administration. In 1938 a committee which Dean Harshman chaired reported a plan to the Policies Commission. This report was discussed but it was never adopted, because of the death of President Offenhauer.

President Prout, on assuming office, was soon confronted with the same problem, and a working agreement was reached in a conference with the academic deans. This plan was announced in a letter to the faculty, dated April 28, 1939. The letter contained the statement:

This plan is not necessarily permanent, but will be in force until further notice. It can be changed at any time, if change seems advisable.

The letter confirmed the division of the departments among the three deans, as previously made in 1935, and added the Art Department to Dean Hisseng's (Education) list and Speech Department to Dean Overman's (Liberal Arts). It also defined lines of authority between faculty, department, deans, and the President, as follows:

All matters concerning any department, or the members of the department, should first be taken up with the dean to whom the department is assigned. Said dean has full authority to act in all routine matters.
Final decision on all matters of importance, concerning the interests of more than one department, or of the university as a whole, will rest with the Council of Academic Deans, subject to the approval of the president.

It is understood that the line of communication is from faculty member to department head to dean to Council of Academic Deans and President. A faculty member should not go over his department head to the dean, or president; and a department head should not go over the dean to the president.

These definitions simply confirmed procedures that had usually been followed since the change from college to university.

There were a few changes in administrative officers during this period. For a number of years, the offices of Dean of Women and Dean of Men had been independent of each other, but with the 1939-40 school year the work in this area was unified under A. B. Conklin, first Dean of Students. Prof. Conklin also served as Dean of Men.

After his retirement in 1939, President Williams became President Emeritus and Director of Alumni Relations. For a number of years, he had felt the need for maintaining closer relations with the growing body of alumni and for more complete alumni records. On his retirement, he requested the Board of Trustees to make this work his chief assignment. He established an office on campus, and started the University’s first file of alumni records.

Under President Williams, except during emergencies such as the threat to convert the University into a mental hospital, little attempt was made to inform the public on University affairs, or to promote its interests through publicity. The little news that was issued was usually given out by the President. In 1941, however, President Prout felt that the University suffered from the fact that the people of northwestern Ohio were often poorly informed concerning the services it rendered and the problems it faced. As a result, in 1941, the position of Director of News Bureau was created, and Paul W. Jones was appointed to the position.

As we have seen, the decreasing enrollments due to the war threatened the University with a surplus of faculty members. In an effort to relieve this surplus, a number of teachers were assigned to administrative duties. The University librarian resigned in the spring of 1942, and Dr. Frank C. Ogg of the Mathematics Department was appointed acting librarian. Although he had no training in this field, Dr. Ogg rendered fine service, particularly in improving the collection of books for the College of Liberal Arts and the graduate program. With the coming of the Navy V-12 program to the campus, Dr. Ogg’s services were again needed in the Mathematics Department.

Dr. Ogg was succeeded by Dr. Paul F. Leedy, who was appointed University Librarian in 1944. Dr. Leedy was at that time Associate Professor of
English, but had developed a strong interest in library work. Although he already had a doctor's degree in English, he now studied for and received the Bachelor of Arts degree in Library Science from the University of Michigan. In spite of the handicap of inadequate finances for a number of years, Dr. Leedy made an outstanding contribution to the University by greatly increasing and improving its library facilities.

Prior to 1939, the dean of each college was the chief counselor on academic matters for all students enrolled in his college. By 1943 this task had grown to the extent that the office of Dean of Freshmen was created, and Kenneth H. McFall was appointed to the position. His duties, in addition to counseling with freshmen after their arrival on campus, included visiting high schools in northwestern Ohio, and advising seniors concerning their college plans.

Faculty Committees

A number of additions were made during this period to the list of standing committees. For several years prior to 1940-41, the University had been conducting an orientation program for new students. By 1940-41 this had grown, and a faculty committee, known as the Orientation Committee, was set up to plan and administer the program. In the same year, 1940-41, a Publications Committee was appointed. Its chief duty was to select editors and staffs for the Bee Gee News and The Key. With the completion of the Falcon's Nest in 1942, a committee was appointed to supervise its use. This committee, called the Student Union Committee, was composed of two faculty and three student members.

For a number of years prior to 1942-43, many faculty members had been complaining about students' deficiencies in written English. These complaints were not confined to the English Department, but came from all departments of the University. By 1942-43 this situation had become so serious that a faculty committee was appointed to plan and carry out a remedial program. This was called the Committee on Deficiencies in Written English.

With the June, 1940, commencement, the University instituted a system of graduation with honors. Three types of honor were conferred, namely, cum laude, magna cum laude, and summa cum laude. In 1942-43 a faculty committee known as the Honors Committee was appointed to administer the program.

For many years, the University had charged an activity fee, which was administered by the Activity Fees Committee. This committee apportioned the money received among several areas, including the Entertainment Course, and the athletic, music, social and speech activities. The money appropriated for the Entertainment Course, athletics, and social activities had, for some time, been administered by separate committees in charge of each of these activities. In 1943-44, similar committees were set up for music activities and speech activities.
The Policies Commission Fails

The Policies Commission never became an effective agent for faculty participation in administration. This was partly due to the untimely death of President Offenhauer before the functions and powers of the commission were fully established. The greatest difficulties arose from the conflict of duties and authority among the faculty as a whole, its standing committees, the Executive Committee, and the Policies Commission. This confusion is illustrated by the opening paragraph of a report the secretary of the commission made to the faculty in March, 1940. It read:

All who have had a part in the work of the Policies Commission have been confronted with its indefiniteness of purpose, confusion in procedure and ineffectiveness in outcomes.

Possibly there was another reason for the failure. Although a small group of the faculty was sincerely interested in participating in and contributing to the formation of University policies, it is doubtful if the majority were either interested or willing. In any case, as a result of all of these factors, the commission was finally discontinued in 1942.

Formation of the University Senate

On May 28, 1941, President Prout, on the recommendation of the Policies Commission, appointed a committee to consider the reorganization of, or a substitute for, this body. The early discussions of this committee convinced its members that a new body was needed to take the place of the Policies Commission, but that it would be futile unless the University adopted some general organization for the administration of academic affairs. They felt that President Prout’s letter of 1939 was only a temporary solution to the latter problem. It also was inadequate, since it had not included either the Policies Commission or the Executive Committee. As a result, the committee asked for, and was granted, authority to consider the larger problem.

The committee consisted of the deans of the three colleges, plus three faculty members, with the author as chairman. After considerable study, this committee recommended a plan to the President, who submitted it to the faculty for study and discussion. As a result of these discussions, several amendments were made, and the plan, as amended, was adopted and approved by the President, on May 26, 1942. It was put into effect with the opening of the University in September, 1942.

One important feature of the new plan was the definition of lines of authority and communications between faculty members, department chairmen, deans, and President. These definitions, in the main, simply formalized procedures that had been usually followed in the past. However, some faculty members had been in the practice of ignoring their department chairman and trying to deal directly with their dean or with the President. Some department chairmen had, if they thought the dean was unsympathetic, taken their prob-
lems and suggestions directly to the President. Since these practices had led to confusion and ill feeling, the new plan attempted to prevent them.

The first report of the committee had recommended the formation of college faculties, but this suggestion was not approved by the faculty. The majority of the faculty were not yet ready for such a reorganization. The division of the departments among the three deans remained unchanged, except for the assignment of the new Department of Journalism to the dean of the College of Liberal Arts.

The most important part of the new plan was the creation of the University Senate. The committee members were unanimous in their firm conviction that, in order to build a strong university, the faculty should assume a larger role in discussing, and in making recommendations concerning academic problems. They also believed that the faculty, as a whole, had become too large to afford an efficient instrument for the accomplishment of this purpose, and that the existing Policies Commission was too small. It was for these reasons that they recommended the new body. The plan provided that:

The University Senate shall be composed of chairmen of departments, professors, associate professors and assistant professors who have passed the probationary period.

The plan, as originally drafted by the committee, included only professors and associate professors. The assistant professors were added after discussion of the proposed plan by the faculty.

The powers and duties of the Senate were specified as follows:

The Senate shall meet at the call of the President of the University who shall be its presiding officer. It shall have the power to study problems of interest to the University as a whole and to make recommendations to the Executive Committee and President.

The plan also provided that:

The President of the University shall, in consultation with the dean, appoint one faculty member to represent each of the colleges of the University to constitute a Faculty Advisory Committee. The Committee shall meet at the call of the President of the University, who shall be the presiding officer, to discuss problems of interest to the University as a whole. The Advisory Committee shall also meet with the Executive Committee on request.

The Advisory Committee was included in the new administrative organization at the request of President Prout. The plan stated:

The purpose of this committee is to enable the President to secure faculty opinions when, for lack of time, or other reasons, he does not wish to consult the Senate.

Finally, the new plan included the Executive Committee which had been in existence and operation since the establishment of the College of Liberal Arts in 1929. This committee, at this time, was composed of the President of
the University (chairman), the registrar (secretary), and the deans of the colleges. Its powers and duties were specified in the plan as follows:

The Executive Committee shall meet at the call of the President. Subject to the approval of the President and Board of Trustees, it shall have final decision in all academic questions. Any member may request the President to call a meeting.

The plan of 1942 defined the official organization under which the University operated until 1951. It proved satisfactory in all respects but one. The deans of the respective colleges still had no faculty they could call their own. This weakness was most serious in the College of Liberal Arts. The College of Education had the Education Department, and the College of Business Administration had the Department of Business Administration. However, the Dean of the College of Liberal Arts had no group with which to discuss and plan the program of his college. He was forced to operate with a few departments and individual faculty members who were sincerely interested in the development of the liberal arts program. Among the latter, special mention should be made of Clayton C. Kohl, Charles H. Otis, Frank C. Ogg, Gay W. Allen, W. Heinlen Hall, Alfred M. Hayes, and Dr. Leedy. Two other men should also be mentioned. These were Dr. Harshman, Dean of the College of Business Administration, and Lloyd A. Helms, Professor of Economics. Although their primary interest was in the field of business, both believed strongly in the value of a broad, liberal education, and were always ready to contribute to the development of a strong program in the College of Liberal Arts.

A New Tenure Policy

A number of studies were undertaken during this period by committees of the University Senate. Probably the two most important were the Committee on Tenure and the Post-War Planning Committee.

The first action of the Board of Trustees came on January 12, 1938. At this time the Board adopted the 1925 statement of principles of American Association of University Professors as the official tenure policy of the University. While this was welcomed by the faculty, they felt that this general statement needed revision and amplification to meet the specific conditions at Bowling Green. This feeling resulted in the appointment of a Senate committee to study the whole problem of appointments, promotions leading to tenure, tenure, and leaves of absence. The committee consisted of G. W. Allen, F. C. Ogg, and Dr. Leedy, chairman. After careful study and investigation of tenure policies at other institutions, this committee presented a detailed statement to the University Senate. The plan (with some minor revisions) was approved by the Senate on March 18, 1944, and adopted by the Board of Trustees on May 5 of the same year. It was the official tenure policy of the University until it was revised in 1953.

This 1944 tenure policy provided permanent tenure for all full professors and probationary periods of two years for associate professors, five years for
assistant professors, and six years for instructors. Permanent tenure could be secured in two ways, by promotion to higher rank or by being re-employed after the end of the probationary period.

Post-War Planning Committee

Near the close of the war, the North Central Association of Colleges and Secondary Schools, and other similar bodies, urged their member colleges to make careful plans for meeting the problems that they would have to face in the post-war period. Most colleges and universities undertook such studies, and the U.S. Office of Education acted as a clearing house to collect information and to make it available to all who were interested.

Even before the national movement was organized, the University Senate set up two central committees, and a number of sub-committees to study this problem and make recommendations. The Central Committee on Curricula was composed of representatives of each of the three colleges, with the author as chairman. W. H. Hall represented the College of Liberal Arts; H. C. Witherington, the College of Education; and B. L. Pierce, the College of Business Administration. The second central committee was the Committee on Buildings. Its members were W. H. Hall, E. J. Kreischer, and the author as chairman.

The representative of each college on the Central Curricula Committee also acted as chairman of a sub-committee of his college. Each of these sub-committees, in addition to the chairman, had two other Senate members, plus the dean of the college, ex officio. In addition, each department of the University set up a committee to make studies and formulate plans for post-war development. In many cases, these committees consisted of the entire staff of the department. The reports of the sub-committees were carefully studied by the Central Curricula Committee, which in turn submitted its report and recommendations to the University Senate on December 4, 1944. The Central Committee on Buildings reported at the same time.

In addition to curricula problems, the Central Committee studied the University and the probable conditions and problems of the post-war period. Several of its findings and recommendations are of sufficient interest to warrant some comment here. The first of these was the question of enrollments. The largest attendance before the United States entered World War II had been 1,600 students in 1940-41, but everyone realized that all institutions would face greatly increased enrollments when the war ended. Estimates ranged from 25 per cent to 100 per cent. Since Bowling Green had been growing more rapidly than most colleges before the war, the committee considered a 50 per cent increase to be a conservative estimate and recommended that plans be made on the basis of 2,500 students immediately after the close of the war. Although many considered this estimate too large, it proved to be much too conservative. The enrollment jumped to over 3,800 in the fall of 1946 and to almost 4,500 in 1947.
Another problem considered by both the central and sub-committees was the constantly recurring one of faculty organization. As we have seen, the University at this time was still operating with a general University faculty serving all three colleges. Many faculty members were dissatisfied with this arrangement, and a number of recommendations for change were made to the Central Committee. One sub-committee prefaced its report with the following quotation from Pope:

For forms of government let fools contest
That which is least administered, is best.

Nevertheless, this committee and most of the other sub-committees recommended changes in the existing plan. The three principal plans of organization proposed were (1) the existing university type with possibly some changes, (2) a divisional type, and (3) a college type. The Central Committee made no recommendation, but submitted all plans proposed to the Senate when it made its final report on December 4, 1944. Discussion in that body soon showed that the faculty was still sharply divided and that agreement was impossible. As a result, no change was made in the existing organization at this time.

The foreword of the Central Committee's report to the Faculty Senate contained the following statement:

The committee regards its report as marking the beginning rather than the end of post-war planning. Such planning must be continuous for the duration of the war and several years following. . . . If this report serves to stimulate thought and discussion concerning the objectives of the University, conditions after the war, and ways of meeting these conditions, it will have served its purpose.

These hopes of the committee were more than realized. The fact that the studies and recommendations of the various committees proved helpful in guiding the course of the University after the war was possibly the least important outcome. The greatest gain came from the fact that so many of the faculty participated in the study. Never since the early beginnings of the institution had such a large proportion of the faculty become familiar with and interested in the functions and problems of the University as a whole. Even more important, they had enjoyed the opportunity of studying these problems, and participating in the planning of University policies.

Fees and Expenses

A few changes in fees occurred during this period. Beginning with the 1939-40 school year, the registration fee was raised from $22.50 to $30 a semester. In 1940-41 a physical activity fee of $1.50 and a library fee of $1 a semester were added. The first of these entitled the student to use of the physical education plant and equipment, towel and swim suit service. The library fee
entitled the student to use the library facilities, and the money derived supplemented the inadequate state appropriations for the purchase of library books. With the opening of the Falcon’s Nest, a student union fee of $1 a semester was added in 1942-43. Finally, the library fee was increased to $2 in 1945-46.

The cost of board and room also increased slightly. In 1939-40 room rent was $1.50 a week in rooms for two and $2.00 in single rooms. Board was $3.50 a week in the women’s dormitories and $4 in the men’s dormitories. Men who desired could reduce the cost of board by joining the Co-operative Boarding Club, which occupied the third floor of Kohl Hall. This club did not prove very popular, and it was discontinued in 1941-42. However, private co-operative boarding clubs for both men and women continued under University sponsorship as late as 1946.

By 1944-45 room rent had increased to $2.25 a week with a few rooms renting for $2.50. Board also increased to $4 a week for women and $4.50 for men.

These increases in fees and living expenses raised the total necessary cost of a year at Bowling Green from approximately $293.50 in 1939-40 to $308 in 1944-45. The cost of attendance at Bowling Green State University continued to be the lowest of any college in Ohio, according to a survey made by the Ohio College Association and published in 1947.

Summer Sessions and Extension

The summer of 1940 still showed the effects of the increase in training requirements for elementary teachers. There were 900 enrolled in the regular term, and 90 in the post-session. After 1940 the post-session was discontinued. Consequently, summer attendance dropped to 715 in 1941, and to 588 in 1942. Two terms of five weeks each were offered in the summer of 1943, with enrollments of 381 and 320. In addition, in July, 1943, the Navy V-12 program started with an enrollment of approximately 400.

Since the Navy V-12 program divided the school year into three terms of 16 weeks each, the summer terms in 1944 and 1945 were 16 weeks in length. However, to accommodate students desiring a shorter term (mainly teachers in service), a summer session of eight weeks was also scheduled. The attendance, in 1944, was 410 civilian students and 378 Navy V-12. In 1945 the corresponding figures were 379 and 140.

Off-campus offerings in extension classes rose, starting with the year 1937-38. To administer these increased offerings a director of extension was appointed in 1939. Attendance at off-campus centers was 429 in 1939-40, and reached 495 in 1940-41. This proved to be the peak. Off-campus attendance dropped to 406 in 1941-42, and to 189 in 1942-43. The Director of Extension was granted a leave of absence, in 1943, to enter the Red Cross service, and classes in off-campus centers were discontinued for the remainder of the war period.