

The Era of the Siemens Administration (2)

HUMBOLDT STATE — PART 6

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Curricular Development: General Factors

The years following 1950 were those of rapid growth in student enrollment, numbers of faculty, and in campus expansion in all of the California State Colleges. At Humboldt, this growth was almost spectacular during the administration of President Cornelius H. Siemens.

During this period the college community became more cosmopolitan, having attracted students with varied educational backgrounds and objectives from all over this state, from other states, and from some foreign countries. Racially and ethnically this college community was also more typical of the general population pattern of the country. Furthermore, our faculty was more cosmopolitan, representing varied training acquired in universities all over the United States. Contemporary with this growth was the development of the curriculum.

When Dr. Siemens assumed Humboldt's presidency this institution was badly in need of campus improvements and of more adequate financing. During the ensuing years he rendered signal services to the institution in meeting its expanding needs. In justice to previous administrations and faculties, however, it must be stated that the new President found a sound, stable, vibrant college with an enrollment of six hundred students and a loyal faculty of some fifty members, offering a relatively limited but well balanced program in teacher education, the liberal arts, in occupational fields, and enjoying a fine reputation among the California State Colleges as an institution of high scholastic standards.

Already graduates from this institution had

distinguished themselves in education, business, and the professions. Even today a number of practicing physicians and dentists in this area attest their indebtedness to Telonicher, Lanphere, and MacGinitie.

Curriculum Development to 1965

Curriculum development during the period under consideration was the special responsibility of the Dean of Instruction. I had two valuable assistants during this time. Dr. Joseph C. Trainor, Associate Dean for Curriculum, served as the Secretary to the Academic Council which, at the time, also performed the functions of a curriculum committee, and he kept in constant touch with the instructional program in each of the Divisions. He also prepared the instructional sections of the College Catalog, assisted in the preparation of staffing formula reports, and did the research and preparatory work that was incorporated into our applications to the Board of Education and soon to the Trustees of the State Colleges, for approval to offer new programs. Dr. John F. Pauley, on the other hand, assisted in incorporating the additional necessary course offerings in our annual staffing formula report. The two continued this work after I retired in the summer of 1964.

Final plans were, of course, formulated following consultation with the faculties of the appropriate departments, and had to receive the approval of the President who took the responsibility for presenting our applications to the Trustees. In

more recent years the University Curriculum Committee and the Academic Senate also played a role in curriculum development.

As previously mentioned, the instructional program of Humboldt State College developed in accordance with the functions assigned to it by law, and has been influenced and conditioned by two important factors.

First the College, now the University, serves a very large area—as large as the State of Indiana. It is approximately two hundred and fifty miles distant from the nearest baccalaureate institution. Additionally it is recognized by the state as a regional service institution, with its program geared to serving the peculiar needs of the region.

From its inception teacher education remained a cardinal program at Humboldt, intended to provide teachers to serve the elementary and secondary schools of this region, including the upgrading of the teachers in the field. And, as a regional service institution, it developed programs in the various disciplines of the humanities, biological sciences, physical sciences, and social sciences, and in such occupational fields as business administration, social work, journalism, nursing, and engineering.

Second, the region in which the University is located offers an unparalleled natural laboratory for field work in the broad field of the biological sciences—mountains with their varied elevations, climatic conditions, flora, and fauna; the ocean with its bays, sandy and rocky beaches, tidewater areas and islands; rivers, lakes, marshes, wilderness areas; vast forest of many types; low agricultural lands and range lands, all of which make it a natural and logical environment for the study of the entire field of natural resources, specifically wildlife management, range management, forestry, fisheries, oceanography, and natural resources conservation. Recent national trends emphasizing the protection of the environment and the need for increasing the food supply have given great impetus to these programs.

The 1976 College Catalog listed twenty-four approved majors leading to the Bachelor's degree and twelve majors leading to the Master's degree in Liberal Arts; twelve professional and occupational programs leading to the Bachelor's degree and four to the Master's degree; and in addition to these, standard teaching credential programs for elementary and secondary teaching; supervision and pupil-personnel services. Concurrent with this was the development of the physical facilities on the campus, especially science laboratories, which

made possible the full implementation of these programs. Other additions and changes have occurred since.

Recognizing the opportune time for having new programs approved in the Dean's office, we sometimes took the initiative of submitting to the Trustees for approval of new programs, even though certain inadequacies were reported to us by the Departments concerned. Particularly notable was the area of programs covering the broad field of natural resources. Specifically we applied for graduate degree curriculums in Wildlife Management, Forestry, and Fisheries which were approved. The President and I felt that without graduate programs we could not establish our uniqueness and pre-eminence in this field among the California State Colleges, nor would we be eligible for cooperative programs with, and grants from the federal or state governments. Such pre-eminence later strengthened our claim for university status and for such grants. President Siemens played an active role in obtaining this status for Humboldt.

Another program, thought relatively insignificant in its early stages of development because of its later national accreditation became an important factor in the effort to secure for Humboldt university status. This was the nursing curriculum. The development of this program in which I took a real personal interest, entailed "Blood, sweat, and tears," for it started from nothing except for some basic science courses.

For years it was known that the local hospitals were handicapped by the lack of trained registered nurses. Students from this area would go to San Francisco for such training; but, after graduation, they would remain to work in that city. This problem was first brought to my attention in a letter from Dr. Theodore Loring, a Eureka practicing obstetrician and gynecologist, who urged us to plan a program for registered nurses at Humboldt. Such a program, however, required clinical experience at a hospital accredited by the American Medical Association and the American Hospital Association. Hospitals in this area were not accredited.

In consultation with the local hospital and medical staff as well as with the accrediting agencies, we determined that the first step toward accreditation was the inauguration of a system of medical records kept for each patient entering a hospital. Such records were practically nonexistent. It took years to solve this problem and to improve other hospital conditions; but, finally the

three hospitals in Eureka and the one in Arcata were accredited.

Following this up in 1958, we added to the faculty a Director of Nursing, charged with the responsibility of organizing a pattern of courses that would, upon completion, qualify our students for the Bachelor's degree, and further to qualify them to take the state examination for licensing as registered nurses. We had to "bootleg" this position because during this first year of curriculum construction, no nursing students were enrolled.

In the fall, the Director and I presented our program to the State Board of Nurse Examiners at Sacramento, and soon after the Board sent one of their staff to this county to survey local facilities and practices and report to the Board.

Following this report, we reappeared before the Board but our petition was disapproved because of some technical deficiencies. I appealed for help to Dr. James Enochs, then at the State Department of Education, and through his efforts and compliance with the Board's suggestions we were, upon our second appearance before the Board, given permission to go ahead with the program. The curriculum first appeared in the College Bulletin for 1959-60.

Meanwhile, we concluded arrangements with local hospitals for scheduling our students for clinical practice; but soon two other problems developed. To implement a four-year curriculum required a minimum of two instructors. Thus we hired an additional nursing instructor. Although we publicized our program to the local high schools, only six students enrolled in the program during the first year. So the student-teacher ratio for nursing was three to one, with the overall college ratio standing at around fourteen to one. That meant, in a way, "robbing Peter to pay Paul," but it was feasible under the overall staffing formula, and we did it. It was a wise and profitable decision in the long run.

Another problem that plagued us was the transportation of students to the Eureka hospitals. Few had private cars; there was no public transit system; and the state assumed no responsibility for such function. We organized a Nursing Advisory Council, including as members hospital administrators, other citizens, and our Director of Nursing. The Council was chaired by Mrs. Phillip Dohn, wife of a prominent Eureka orthopedic surgeon and a long-time friend of the college. Through their efforts and other improvisations we succeeded in meeting this problem. Eventually the state recognized the transportation of students as a

legitimate item of expense in the budget. In any case, for years this Nursing Advisory Council rendered valuable service to us as a liaison between the College, the hospitals, the medical fraternity, and the community at large.

Progress was slow because in California there were still hospital-attached nursing schools offering three-year programs in registered nursing. However, with the recent development of the nursing degree programs in the State Colleges and Universities, these schools have declined. Their place was taken, however, by the California Junior Colleges which, like the College of the Redwoods, offer two-year programs for registered nurses. Such development locally has created serious scheduling problems for students enrolled in clinical practice courses, and Humboldt State competes for placement with the College of the Redwoods. Although no longer in existence, the Eureka Adult Education Department developed a two-year program for vocational nurses which further compounded the problem.

Because of these and other difficulties the nursing program limped until we hired a new Director of Nursing in the person of Miss Helen Allen, a well educated and experienced woman. Her dynamic leadership, know-how, and personality are responsible not only for founding of the nursing program on a sure footing, but for improving the services rendered by local hospitals. In 1976 this program was served by a faculty of six and had an enrollment of some one hundred students, with a long waiting list; many of our graduates proved successful as registered nurses thus enhancing the program's reputation. More and more the bachelor's degree in nursing is prerequisite to holding government positions in the health field; through the years a number of non-degree nurses have enrolled at Humboldt for advanced work. With the increase in population, the expansion of medical and hospital services through Medicare, Medi-Cal, private insurance programs, and the insistence of physicians upon treating their patients at hospitals, the demand for registered nurses has multiplied and Humboldt is now in the fortunate position of being able to supply this demand.

Curriculum Development after 1964

Since I retired in the summer of 1964 I have not been associated with and have no intimate knowledge of, the development of the curriculum.

But from the study of the college bulletins and other documents I found here and there, I am able to give a summary that might prove instructive.

By 1966, in order to provide for a more orderly and noncompetitive instructional program in the California State Colleges, the Chancellor's Office issued instructions to prepare a five-year Academic Master Plan listing all curriculums currently offered, and projecting instructional needs from 1968 to 1973. The Plan was to be submitted to the Trustees for approval, and thereafter, each individual application for approval of a new curriculum was to be with reference to the Plan, and was to be evaluated in terms of the total program of the College and the available institutional resources, including the additional resources required to implement the new program.

Such a plan was prepared under the direction of Dr. Joseph C. Trainor, and projected the following new programs for 1968 through 1973:

Baccalaureate degree programs in:

- Asiatic Studies
- Geography
- Medical Technology
- Molecular Biology
- Philosophy
- Range Management
- Russian

Master's degree programs in

- Mathematics
- Oceanography

The report noted the discontinuance of the previously offered program in Pre-Medical Science, since student needs were being met by the offerings of the Biological and Physical Sciences.

But, again, as it often happened, the following October (1968) Chancellor's Office asked the College to prepare a new Academic Master Plan, revising the old Plan and projecting instructional needs to 1978—a Ten-Year Master Plan.

Pursuant to instructions, a new Academic Master Plan was submitted to the Chancellor's Office, which repeated the projected programs listed in the old Plan and added the following new projections, 1968 to 1978:

Baccalaureate degree programs in:

- East Asian Studies
- Medical Technology
- Water Pollution Biology

Master's degree programs in:

- French
- Geology
- Natural Resources
- Political Science
- Sociology
- Spanish

This was quite an optimistic program.

Either because of failure to obtain approval from the Trustees or because of lack of demand (the Chancellor's Office had prescribed a certain minimum enrollment for each graduate program), the following programs were discontinued and others were revised as shown in the 1975-1976 College Bulletin.

Baccalaureate degree programs discontinued in:

- Engineering Science
- Medical Technology
- Molecular Biology
- Office Administration
- Radio-Television
- Russian
- Water Pollution Biology

Master's degree programs discontinued in:

- Economics
- French
- Geology
- History
- Mathematics
- Music
- Oceanography
- Political Science
- Spanish

Undergraduate and some graduate courses continued to be offered in all the above fields.

On the other hand, new baccalaureate programs appeared as offered in the College Bulletin:

- Anthropology
- Liberal Studies
- Speech Major

Also, some changes took place. The Civil Engineering curriculum, as such, was discontinued and was replaced by a revised program in Environmental Resources Engineering; and the Master of Arts degree program in Business Administration now took the title of Master of Business Administration.

The School of Natural Resources continued to offer undergraduate programs in Fisheries,

Forestry, Oceanography, Range Management, Watershed Management, and Wildlife management, but because of insufficient demand for the Master's degree in each of these disciplines, the School consolidated four Master of Science degree programs (Forestry, Fisheries, Watershed Management, and Wildlife Management) into one program leading to the Master of Science degree in Natural Resources. During their graduate years, students were allowed to concentrate on one of the special disciplines. Also, an interdisciplinary curriculum was organized leading to the same degree.

Radical changes also took place in the Teacher Education program. Formerly a credential program for elementary teachers required a four-year major in education, including a subject-matter minor. Pursuant to new legislation, the elementary and secondary teacher was now to be a "liberally educated person prepared in the subjects he is to

teach" with preparation in professional Education. The new policy did not fundamentally change the program for the Secondary credential, but basically changed the Elementary credential patterns by requiring the completion of a liberal arts major in the undergraduate years and expanding this program into the fifth year. The phasing out of the old programs and the superceding of the new created serious problems for both the students and the Education faculty, and led to very complicated transitional procedures. The University's Bulletin became a complicated document emphasizing the need for program counseling of students by faculty advisors.

NOTES

Currently the Nursing Department has 13 faculty and approximately 125 students in the program.