

# AFTERNOON WITH THE ADMINISTRATOR

by James Gornley

Highacres recently celebrated its fortieth anniversary concurrent with the dedication of the new physical education building. Commemoration and dedication ceremonies provided the matrices wherein education utility was lauded, prospects were optimistically anticipated, and reminiscences were shared and savored. In the long run, the realization of these prospects and the creation of future nostalgic ruminations will be the task of the administrators. Often janissaries to education's turks, the administration is responsible and accountable for education in operation, thereby incurring much of the wrath and little of the gratitude of the system's wards. For William Schneider, education administration has been more than responsibility and accountability. It has been hard work, the system, personal contribution...and... people.

Mr. Schneider entered education administration as a counselor to the post-W.W. II veterans seeking education under the GI Bill. Working for the Penn State office in Pottsville, he tested and counseled those veterans. Re-

flecting on today's veterans, Mr. Schneider finds them to be much the same as those he encountered in that first assignment. "They seemed to be better motivated and had more direction than the average student."

The Philadelphia Credit Center at Swathmore came next. Here he was involved in the development of evening classes for workers in private industry, formerly employed by the Defense Department, who were seeking a technical certification from Penn State. It was from this certification program that the present associate engineering degree was derived. "Penn State and Purdue were in the forefront of developing these programs in the East."

Mr. Schneider was then assigned to the Highacres campus as assistant director in 1950. The student population was then approximately 300 students. It was while serving in this capacity that the fine art of administration revealed itself to him. The principle revelations were familiarity with the college catalogue as an arbiter of procedure and the necessity of recognizing and anticipating changes in methods ever-present in any procedural animal.

When asked about factors

or experience that led to his selection of education administration as a career, Mr. Schneider cited the influence of a few outstanding teachers he had as a student in Pottsville. "They were English and history teachers. They developed an awareness of western civilization and a desire to learn more."

Characterizing education administration as a "tremendous field," he strongly urged its consideration as a career choice. Mr. Schneider also remarked that it may best be preceded by prior experience as a teacher, to emphasize the "accidental nature" of administration. When queried about the personal assets required in the field, he stressed the necessity of "liking to talk to people."

Looking toward the future, Mr. Schneider anticipated a vigorous and comprehensive expansion in the facilities and services offered at the Highacres campus. The equipment and instructional service specialties of the library system will provide the core of the future campus. This system of information and resources will be geared to satisfy such diverse demands as the needs of a housewife returning to school for a degree, to a busy engineer with a special interest in various scientific esoterica.

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