

CAMPUS SHADOWS

FIVE MORE YEARS  
ARE FINISHED

1945 - 1950

Bloomsburg State Teachers College  
Bloomsburg, Pennsylvania

April 1950

## SPECIAL ANNOUNCEMENT

It is a professional pleasure to announce the placing of the Bloomsburg State Teachers College on the accredited list of the Middle States Association of Colleges and Secondary Schools as of April 28, 1950.

This recognition of academic quality, along with membership of long standing in the American Association of Colleges for Teacher Education, and power to confer degrees as authorized by the State Council of Education, is announced at this time to all those interested in the improvement of education in the Commonwealth of Pennsylvania.

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### FOREWORD

At the turn of this half-century, it is well to look back, look around and then look ahead.

Near the close of World War II, the final proofs of a similar report of progress were checked by President Harvey A. Andruss while waiting for transportation to England, where he was to act as head of the Accounting Department of the First American Army University at Shrivenham, Berkshire, near Oxford.

That publication, titled "Five Years Are Finished (1940-1945)", contained a description of progress at Bloomsburg State Teachers College during the first half of the present decade. We are attempting herein to complete a description of the last half of the decade, hence the title, "Five More Years Are Finished (1945-1950)".

Certainly the first half of the Twentieth Century was crammed with change. No one will deny that it was a half-century of progress, but it was also a period of confusion, bitter conflict and shattered hopes. A world, weary and disillusioned by war, is now seeking peace.

The uncertainties of the future have been intensified by the challenge of the atomic age which has, in turn, deepened and broadened the responsibilities for higher education. American colleges and universities face the need for improving traditional tasks and for assuming new tasks created for them by a rapidly-changing world.

*What has been happening at our College? What about Bloomsburg from 1945 to 1950?*

## "Five More Years Are Finished"

(1945-1950)

by

JOHN A. HOCH

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### A Continuing Service To All

It is not necessary for one to be a college graduate to see that the kind of world in which we would like to live—the American kind of world—rests on a foundation of education. America's most important economic asset is its educated population—not simply men and women who can read and write, but men and women who have ideas and a background of ideas and information.

Americans have long realized that education for all is an obligation as well as a necessity in a democracy. Because education is the foundation of any democracy, the United States has devoted many of its best minds and billions of its wealth to maintain an extensive system of public schools. The level of education attained by more and more Americans has steadily risen.

Maintaining this record of progress is not an easy task and it grows increasingly difficult. To begin with, we have failed to provide a reasonable equality of educational opportunity for our boys and girls. Most states having difficulty financing public education, face the task of overhauling antiquated tax structures to provide new sources of school revenue. Millions of dollars worth of new school buildings and equipment are desperately needed in every state of the Union.

*But America's urgent and most pressing need is teachers!*

According to the United States Bureau of Labor Statistics, we must recruit and educate nearly 1,000,000 new teachers during the next ten years (1950-1960). The immensity of the job constitutes a tremendous challenge to institutions educating teachers.

These institutions, moreover, face an even greater challenge to make certain that those who want to teach are fitted to do the job as it should be done. Teachers need to know not only *what* they teach but *how* to teach.

Teacher-education institutions have still another responsibility, and that is to those already teaching. In-service educational needs are greater than ever before, and if standards of the profession are to be raised, we must provide in-service teachers with opportunities to continue their education.

Bloomsburg State Teachers College has not stood still during the past five years. As before, we have continued to grow through service. We have not kept to our ivory towers; we have endeavored to extend our facilities to meet every need. Our usefulness does not end with any one period nor end with any one graduating class—  
*ours is a continuing service to all.*

## Enrollment

The largest factor in our enrollment picture during the past five years was the ex-G. I. The greatest number of veterans of World War II were registered during the College year 1946-47 when 477 veteran enrollees were reported. Veteran registration fell off only slightly during the next two years but showed a sharp decrease in September, 1949, when approximately 350 veterans enrolled. The enrollment for the second semester was even smaller, showing only 278 veterans.

This decrease (nearly 45%) is indicative of the sharp reduction in veteran enrollments to be expected during the next few years. If it continues, the ex-G. I. will be a negligible factor in our enrollment by the end of the next half decade.

It should be noted that, after enrollment figures became stabilized in the college year 1945-46, the total student enrollment (full-time students) was maintained at a fairly constant level. The total enrollment leveled off at a figure slightly in excess of 800 students, well within the limitations of existing facilities, faculty and plant. In other words, when other collegiate institutions were literally "packin' 'em in" to a point where students were "hanging from the rafters", enrollment at Bloomsburg never exceeded 850 full-time students.

Because of this fact, we do not anticipate too much difficulty in recruiting good replacements for the veterans presently enrolled. It is rather difficult to predict an enrollment trend, because enrollments in institutions of higher education are markedly influenced by general economic and social conditions. If present conditions remain relatively stable, however, the total enrollment at this college should level off at approximately 800 men and women.

### Enrollment (Full-Time Students) (1945-1950)

|         | Veterans | Non-Veterans | Total |
|---------|----------|--------------|-------|
| 1949-50 | 557      | 338          | 895** |
| 1948-49 | 451      | 388          | 839** |
| 1947-48 | 474      | 306          | 780** |
| 1946-47 | 477      | 270          | 747** |
| 1945-46 | 104      | 237          | 341   |

\*\* Does not include Liberal Arts Freshmen

Summer sessions showed a marked increase during the period. As mentioned previously, the war-time practice of operating four three-week sessions during the summer months was discontinued in 1946 when a program of three sessions, two of three weeks and a regular session of six weeks, was begun. Enrollment for all three sessions steadily increased from 1946 to 1948, but a slight decrease was noted in the summer of 1949.

It is interesting to note the growth and development of the summer sessions during the period:

|      | Pre-Session | Regular Session | Post-Session | Total |
|------|-------------|-----------------|--------------|-------|
| 1949 | 414         | 560             | 336          | 1310  |
| 1948 | 468         | 570             | 383          | 1421  |
| 1947 | 371         | 483             | 340          | 1194  |
| 1946 | 248         | 353             | 238          | 839   |
| 1945 | 194         | 188             | 93           | 475   |

### Broadening and Integrating the Program

Rigid conformity to traditional patterns of curricula and methods is a barrier to progress in any institution of higher learning. Colleges, keenly aware of their shortcomings, are constantly engaged in studying their educational deficiencies in light of an ever-changing world. At the same time they are constantly seeking to extend their services.

Because these problems are so important, the Bloomsburg State Teachers College has taken steps, during the past five years, to:

- gradually expand, increase and broaden the elective offerings
- develop curricula in Retail Selling, Safety Education, Radio Education and Aviation
- provide for the needs of in-service teachers through extension centers
- develop a program of initial selection for admission and continual screening after admission
- provide for a comprehensive and integrated program of student personnel services
- cooperate with the Pennsylvania State College in the education of freshman students in the field of Liberal Arts

The elective offerings of the College have been broadened in the fields of Social Studies, Biological and Physical Science, Mathematics, Geography, Business Education and Elementary Education. Subjects with an educational value have not been discarded because they have no vocational value, because "how to live" is regarded to be equally as important as "making a living."

In the field of Business Education, a Retail Selling sequence was added to the curriculum in 1946. Since that time it has developed to include actual store experience and carries six semester hours credit. Offerings in the Accounting field have also been enlarged and a popular course in Taxation is now offered.

In order to meet demands in Pennsylvania for teachers certified to teach Safety Education in the elementary and secondary schools, the College established during the summer of 1948 the basic courses in Driver Education and Training and General Safety Education. Offerings in this field will be expanded at the rate of one additional course each year, and during the 1950 Summer Session a new course will be available for teachers who wish to extend their certificate to include Safety Education. Nine credit hours will be required for certification after September 1, 1950.

The College in 1945 began to extend its services to meet the needs of in-service teachers by establishing a number of off-campus extension centers. The program was designed to assist teachers to complete the requirements for the degree of Bachelor of Science in Education. Credits could also be used to make certificates permanent and to extend certificates to include teaching in the elementary school. A number of "refresher" courses were offered for former elementary teachers who had returned to the profession because of the critical shortage of elementary teachers.

As evidence of the expanding program of in-service education, the College established two extension centers in September 1945. These were increased to six by 1948. Saturday morning classes on the campus for teachers-in-service were resumed at the beginning of the fall semester 1949.

At the same time techniques were developed to improve selection of students for admission to the College. In addition to graduation in the upper half of his high school class, an applicant must now file a statement of recommendation by his high school principal and have a personal interview with the Dean of Instruction before he is admitted to the College. All incoming students are required to take a battery of mental, achievement, and aptitude tests. These test results are plotted on a profile record card used, with other records in the student's file, for guidance purposes. At the end of each grading period students are carefully screened to eliminate those who have shown little or no professional promise.

Realization of the importance of counseling in the program of a teacher-education institution led to the appointment, in 1949, of a full-time Coordinator of Guidance and Personnel Services. This person compiles and maintains adequate records, establishes contact with the student, interviews, and conducts follow-up activities. These activities do not relieve other faculty members and administrative officers from responsibility in the counseling of students, but rather serve to coordinate the efforts of all these educational agents.

The year 1946 brought an interesting experiment to the campus in the form of a cooperative agreement with the Pennsylvania State College under which the College accepted 76 Liberal Arts freshmen for their first year of collegiate life. Twenty-two other State Teachers Colleges and collegiate institutions were engaged in the Freshman "Farm Out" program. Our part in this plan terminated in 1949 when the need for dormitory space for women elementary education students forced the College to conclude temporarily its part of the agreement. Nearly 250 Penn State freshmen were accepted during the three years the cooperative agreement was in effect.

The most important change in the calendar during the period was the transition from the war-time schedule of three terms of sixteen weeks each to a calendar of two semesters of eighteen weeks each. This change was effected on September 10, 1945. Because the accelerated program for graduation in three calendar years operated during the period, approximately 48% of our regular student body were able to prepare themselves for teaching positions one year sooner than in previous years.

## Improving the Physical Plant

Despite the fact that scarcity and high cost of labor and materials made it difficult to secure much-needed construction on the campus during the period, improvements and additions to the physical plant of the College were secured at the cost of \$325,000. Of this total, nearly \$11,000 were spent during the past year for minor improvements under limited construction (local) contracts.

Many of the changes which have been made are not apparent to the casual observer, but to those who live on the campus and attend classes the improvements are easily discernible. Hazards which were considered to be dangerous to the health and safety of faculty and students have been largely eliminated by an extensive program of repairs.

More than \$100,000 were spent to build new fire towers in Carver and Noetling Hall, rewire Science Hall with safety conduit, build fire walls in Waller Hall, and to effect other improvements which made possible a wider and more extensive use of these old buildings.

An extensive remodeling program was carried out in Noetling Hall, making available an Audio-Visual Aids laboratory, Speech and Psychology clinic, several attractive classrooms and faculty offices, a well-equipped and comfortably furnished Day Men's Room, and modern lavatory facilities for men and women.

The old gymnasium in Waller Hall was renovated and remodeled into a Student Lounge and Recreation center. The ceiling was lowered, covered with acoustical tile, and an elevated lounge was built along the east side of the room. The room was completely repainted, and the floor was sanded and refinished.

In order that living quarters in the dormitories might be more attractive and more comfortable, a painting and repairs schedule was formulated and carefully followed. New floor covering was laid in a number of buildings, while other improvements were made in the lavatories and shower rooms of Waller Hall. A new and modern lavatory and shower room was built on the first floor of North Hall.

Although the average passer-by is not aware of the fact, extensive repairs have been made to rain gutters, spouting, and roofs on nearly every campus building. Major repairs have been made to the roofs of North Hall, Waller Hall, Noetling Hall, and the Benjamin Franklin School, while a new roof will be placed on Science Hall during the coming year.

One of the best-known landmarks of the College, the Long Porch, was torn down and replaced during the past year with a handsome brick porch and colonnade. The old wooden structure was in an unsafe condition. Replacement cost was approximately \$20,000.

During the period there was great improvement made in classroom facilities, laboratories and equipment. Classrooms have been repainted and redecorated. New floor coverings were laid. Lighting

was improved. Laboratory equipment valued at \$25,000 has been secured and placed in use. Audio-visual equipment worth more than \$20,000 has been placed in the new Audio-Visual Aids Laboratory in Noetling Hall.

The College Library was extensively remodeled and renovated. As a result, the floor space was increased by more than 2500 square feet, and adequate facilities are now available for the 30,000 volumes on hand. The large room was repainted and redecorated; stacks and shelving were relocated; new lighting fixtures were installed, and facilities for work and study were greatly improved.

It is almost impossible to detail all the improvements made during the past five years to the physical plant, but a few more must be mentioned. A new type washing machine has increased the capacity and efficiency of the College laundry; new kitchen equipment, including a modern dish-washing machine has made it possible to streamline the task of the kitchen staff. A number of improvements in the College Dining Room, including attractive floor covering, entirely new and modern lighting fixtures, redecoration, and a new serving counter have made living at Bloomsburg increasingly pleasant.

Not all the improvements have been confined to buildings, but constant attention has been given to the campus itself. The results of this work are seen in the well-kept lawns, terraces, and carefully-groomed athletic fields. The area east of the Centennial Gymnasium has been terraced and landscaped, new sidewalks and curbs have been laid at a number of points around the campus, and considerable attention has been given to the Mt. Olympuss athletic field.

Representatives of the General State Authority have made a number of visits to the campus in recent weeks relative to a proposed building and renovation program. The GSA announced in December, 1949, a multi-million dollar construction program at the fourteen State Teachers Colleges. Aimed at eliminating fire and health hazards at the institutions, the new project calls for extensive new building and renovation and modernization of structures which have outlived their usefulness after as many as 75 years of service.

Although no commitments have been made by the GSA regarding reported proposals to build three new buildings and renovate four present structures on the campus, a tentative allocation of \$293,000 has been made to enlarge and improve the present heating plant.

### **Improving Faculty Status**

One of the basic factors in improving the status of the individual faculty member is the obvious influence of financial remuneration. Immediately preceding the period, a cost-of-living increase for all instructional and non-instructional employees receiving less than \$3750 was made effective as follows: 15% additional, October 16, 1942, and 10% additional, September 1, 1944. Salary rates, therefore, at the beginning of the period were approximately 25% higher than before the war period.



On August 1, 1946, the Governor granted an increase of 5% on salaries which were higher than \$3564 for 36 weeks of teaching, while in September, 1948, an increase of 10% was granted on all salaries then earned (the increase not to exceed \$600).

Although no individual employee received all the increases, the following are typical samples for the faculty during the period:

|                   | 1942   | 1950   | Increase | Percent |
|-------------------|--------|--------|----------|---------|
| Bachelor's Degree | \$2160 | \$3159 | \$ 999   | 46%     |
| Master's Degree   | 2760   | 4041   | 1240     | 45%     |
| Doctor's Degree   | 3360   | 4383   | 1023     | 30%     |

During the same period, there was also noted a marked improvement in the degree-holding status of the faculty. According to figures prepared by the American Association of Colleges for Teacher Education, the following table shows to what extent the degree-holding status of the faculty has been raised during the past five years:

|                      | 1945 | 1946 | 1947  | 1948  | 1949  | Percent |
|----------------------|------|------|-------|-------|-------|---------|
| Bachelor's Degree    | 3    | 7    | 5(1)  | 3     | 1(1)  | 2       |
| Master's Degree      | 19   | 21   | 28(3) | 30(3) | 34(3) | 68      |
| Master's plus 1 year | 7    | 10   | 11(3) | 11(5) | 5(2)  | 10      |
| Doctor's Degree      | 6*   | 6    | 6     | 6     | 10(1) | 20      |
| Total                | 35   | 44   | 50(7) | 50(8) | 50(7) | 100     |

( ) Pursued studies toward a higher degree during this year or during summer.  
 \* Includes one faculty member now on leave of absence pending retirement.

Another factor that affects the status of the faculty member is the matter of "teaching load". According to the most recent figures available (December, 1949) no faculty member has more than 17 teaching periods a week, while approximately one-third of the faculty teach only 15 periods a week. Two-thirds of all classes scheduled range in size from 11 to 25 students; in fact, only 66 classes have an enrollment from 26 to 35 students. Thus with an *optimum* rather than a *maximum* "teaching load", the individual faculty member has greater interest and zeal for professional accomplishment; he is better able to perform his tasks to the advantage of himself and the student.

Finally, the action of the State Legislature in 1949 in making it possible for the faculties of the State Teachers Colleges to transfer from the Pennsylvania School Employees Retirement System to the Pennsylvania State Employees Retirement System has had a wholesome effect upon the faculty of the College. The transfer will make it possible for a faculty member to look forward to a larger retirement allowance which in turn will insure a more comfortable level of subsistence after retirement. Most of our faculty members have indicated that they will take advantage of the opportunity to transfer.

## Student Activities

Extra-curricular activities provide recreation, relaxation, and employment, but educators are agreed that they also provide an opportunity for the participants to develop leadership. Since the development of leadership is one of the important objectives of a Teachers College, Bloomsburg requires every student to participate in at least one extra-curricular activity each semester.

The end of World War II brought with it a full-scale resumption of many student activities curtailed or terminated by the pressure of the war-time programs on the campus. Campus social life, blighted by heavy academic schedules, gas rationing and other emergency restrictions blossomed again in the formal brilliance of the annual Senior Ball, the gala beauty of the Junior Prom, Sophomore Cotillion, and the Freshman Hop. Frequent square dances in the Waller Lounge added a touch of warmth and friendliness to campus social life.

In the field of intercollegiate athletics, the outstanding success of the Maroon and Gold football team won nation-wide publicity for the College. Beginning in 1946, the Husky gridders compiled a brilliant record of 27 victories, six losses, and one tie. The 1948 club was the only undefeated and untied college football team in Pennsylvania, and it was declared one of the co-champions of the Teachers College Conference, an achievement also won by the 1949 Huskies who lost only one game in nine starts.

Outstanding records were also compiled by the varsity basketball, soccer, baseball, and track teams during the past five years. The 1949 baseball team is especially worthy of mention since it piled up twelve straight victories to compile the first unbeaten season since the halcyon days of Danny Litwhiler in 1935.

Intramural athletics for men were resumed on a minor scale in 1945 and by 1949 have developed into a year-round program, including touch football, soccer, basketball, swimming, volleyball, track, softball, tennis, horseshoes, and golf. Intramurals for women have developed around the activities of the "B" Club and a weekly Open House program in the Centennial Gymnasium.

Since the opening in 1947 of the remodeled and renovated Waller Lounge, excellent facilities are available for dancing, ping pong, cards, and reading. A canteen provides light refreshments, and the profits from its operation are used to publish the Yearbook. The lounge is also used for small informal dances, parties and receptions.

Student participation in the government of the College community is through the College Council of the Community Government Association. Increased student interest in College affairs has resulted in delegation of authority commensurate with the degree of responsibility the students have been willing to assume. Membership and participation in the National Student Association have brought invaluable contacts to our student body. Representatives have attended annual conventions of the Eastern States Association of Professional Schools for Teachers and the Associated Student Government Associations of the State Teachers Colleges.

Campus publications have attracted increasing interest and attention during the period. Through the weekly newspaper, the Maroon and Gold, students have been kept informed of current happenings at the College, while the Obiter, the College yearbook, has faithfully mirrored campus life during the year. In 1949, a new publication, the Olympian, made its debut. It contained short stories, poetry, editorials, cartoons, and other literary efforts of the student body.

In keeping with the times, the Student Handbook was redesigned and streamlined for the 1949-50 term. Appropriately titled "The Pilot", this attractive publication aims to inform students about college life at Bloomsburg.

### Widening Horizons

It is important for any college to provide opportunities for its students to broaden their cultural horizons. To this end, we have attempted to schedule a broad program in the field of music, drama, art, and lecture. Considerable progress has been made along these lines during the past five years.

Through the medium of an annual "Artists Course", a number of outstanding concert and dramatic artists have visited our campus. The Margaret Webster Shakespeare Company's "Taming of the Shrew" featured the 1949-50 program which included a recital by Miss Evelyn MacGregor, star of the "American Album of Familiar Music." In addition, enthusiastic audiences applauded the Eva Jessye Choir, Henry Scott, pianist; Margaret Daum, Franklin P. Adams, and the late Elissa Landi.

In 1948, in cooperation with the Bloomsburg Civic Music Association, the College was able to offer additional cultural opportunities. Such noted artists as Thomas L. Thomas; Miss Eula Beal; the National Male Quartet; Francine Falkon, of "Hour of Charm" fame; Iva Kitchell, internationally famous dance satirist; and Sidney Foster were presented in off-campus concerts to large and appreciative audiences.

Outstanding speakers were brought to the campus to discuss trends and happenings in world affairs, ethics, politics, and education. Among these were such platform personalities as Dr. Bernard Iddings Bell, Dr. Donald Hatch Andrews, Robert Kazmayer, Judge Harold Kessinger, Harrison Wood, Brigadier General H C. Holdridge, and Elmer "Sizzle" Wheeler.

A start has been made in the building of a library of recorded music which will be available to those interested in the music of the masters.

All this, plus record concerts, varied and entertaining assembly programs, open forums, conferences and professional meetings have helped develop community interest in things cultural.

## Improving Alumni Relations

The past five years have seen constant growth and improvement in the services rendered the College by the General Alumni Association. Because a strong and active body of alumni can make invaluable contributions to any institution of higher learning, the increasing activity and interest of the Bloomsburg graduates is most encouraging.

The membership of the Association, headed by Dr. Elna H. Nelson, is larger now than in any previous year. According to a 1950 report, 1637 members have paid dues for the present year. This number represents an increase of 20% over the paid membership of a year ago and an increase of 40% over the total membership in 1945.

County and district clubs are active in nine areas, and periodic meetings are held to stimulate interest and activity in the affairs of the Association. Alumni in the vicinity of the Nation's capital organized the Washington, D. C., Club in 1947, while clubs in Montour, Lackawanna, Luzerne, Susquehanna and Wyoming, Dauphin, Union, Columbia, and Philadelphia counties have been active. Plans for the coming year include the organization of an alumni group in New York City.

In 1948, the Association created annual Distinguished Service Awards which are presented each Alumni Day to those graduates of the College who have distinguished themselves in the field of public service. Recipients of the honor in 1948 were Dr. Francis B. Haas, Pennsylvania State Superintendent of Public Instruction and former President of the College from 1927 to 1939; Danny Litwhiler, outfielder for the Cincinnati Reds; and Dr. John C. Connor, formerly Headmaster, West Nottingham Academy and a member of the Board of Trustees, Lafayette College. Honored in 1949 were Dr. Lindley Dennis, Executive Secretary, American Vocational Association; and Miss Ida Sitler, Emeritus Professor of Biology, Hollins College, Virginia.

From time to time the Association provides scholarships of \$50.00 each to worthy students in the Freshman and Sophomore classes. During the past five years, 17 scholarships, totaling \$850 were awarded to beneficiaries selected and recommended by a Faculty Scholarship Committee. In addition, the Bruce Albert Memorial Scholarship of \$100 was awarded each year to a deserving student.

During the same period, loans totaling \$2380 have been made from the Alumni Loan Fund.

An increase in annual dues of one dollar was voted by the Association at its last general meeting in May, 1949. The additional one dollar will provide an increased number of scholarships to worthy young men and women who are preparing to become teachers in the public schools of the Commonwealth.

Increased Alumni interest in the development of a sound program of intercollegiate athletics resulted in the formation of the Husky Club in 1946. Contributions to the Husky Fund have totaled \$1650, and through this organization, scholarships are made available to deserving athletes. A bronze plaque, commemorating those of the Alumni of the College who gave their lives in the recent conflict, also bears the names of individuals and organizations who have made contributions to the fund.

With a growing and increasingly-active Alumni Association, there is little doubt but that significant contributions will continue to be made by those men and women who have graduated from the "Friendly College."

### Placement

Perhaps the pragmatic expression of confidence of the ever-expanding community which a teacher-education institution serves is the placement record of its graduates. Reduced to the simplest terms, Bloomsburg has an excellent record of placement.

As the result of a survey made in 1941 covering 1925 graduates of the College from 1931 to 1940, it was revealed that 77.27 percent of our graduates were engaged in teaching. Because this survey covered all but one percent of the graduates, the figures indicate that the institution was fairly successful in quantitative placement.

A further survey was made by President Harvey A. Andruss in 1949, including the original period from 1931 to 1940 and covering an additional period of eight years from 1940 to 1948, inclusive. Results of this study, involving a total of 1818 graduates, show that the overall teacher placement figure for ten years of 77.27% grew to 83.40% in the period from 1941 to 1945 and increased to 88.73% in the period from 1946 to 1948.

From the following figures it would seem that, as far as placement of graduates is concerned, objectives pursued by the institution have resulted in a high level of employment.

#### Five Year Survey (1941-45)

|            | Graduates | Teaching | Percent |
|------------|-----------|----------|---------|
| Elementary | 183       | 174      | 95.08   |
| Secondary  | 128       | 98       | 76.56   |
| Business   | 207       | 160      | 77.24   |
| Total      | 518       | 432      | 83.40   |

#### Three Year Survey (1946-48)

|            | Graduates | Teaching | Percent |
|------------|-----------|----------|---------|
| Elementary | 97        | 97       | 100.00  |
| Secondary  | 95        | 81       | 85.26   |
| Business   | 83        | 66       | 79.52   |
| Total      | 275       | 244      | 88.73   |

The questionnaires were not compiled in terms of present occupations, but in terms of the question: "Have you ever been regularly employed as a teacher?" Anyone who taught regularly for one year was counted as a teacher. Any other gainful occupation was classified under "Other Occupations", while the "Miscellaneous" classification included Unemployed, Married (never having taught or been employed), Enrolled in Graduate School at the time of the Survey, or Armed Forces Service, etc.

It is significant to note that the over-all picture shows the number employed has increased from 92.9% to almost 96.7%, a gain of 3.8%, which the number teaching increased from 77.27% to 88.73%, a net gain of 11.46%. This would seem to indicate that more of our graduates are going into teaching.

### Looking Ahead

Great opportunities loom ahead, and in order to meet the challenge posed by these broadening horizons our College must continue to grow in service to others.

A recent report by the Carnegie Foundation for the Advancement of Teaching showed that 20% of American youth between the ages of 18 and 21 are enrolled in institutions of higher learning. California leads the several states with 30%, while Pennsylvania's average of 7% is far less than the 12% figure reported for New York State.

Obviously, Pennsylvania must narrow the gap between her present low percentage and the national average, or the future of the youth from 18 to 21 in the Commonwealth will continue to suffer.

*What steps will Pennsylvania take to close this gap?*

The answer to this question may well indicate the future development of our College.

To meet the needs for higher education among the youth of New York State, there was created the State University of New York comprising 33 separate institutions of higher education which include eleven State Teachers Colleges, eleven state-operated institutions, and eleven "contract" colleges. By expanding opportunities, New York has shown that if there is a college with low or medium fees within commuting distance, a higher proportion of youth will attend college. An increase in the total number of college enrollees cannot help but affect the enrollment of all collegiate institutions within the state. California's experience is similar.

*Does the answer for Pennsylvania lie in similar expanded programs of higher education?*

The community college presents new educational frontiers. A relatively new and developing educational institution, the community college attempts to meet the post-high school educational needs of youth in the college-age group. Ordinarily, the standard two years of college work are offered, but many of the newer institutions are developing programs to meet the vocational and general educational needs of students who are preparing to go directly into civic and semi-professional life.

A recent report of the President's Commission on Higher Education defines the community college as the next great area of expansion in higher education.

*Does the Pennsylvania answer lie within the area of developing a system of tuition-free or low-cost community colleges?*

It is well recognized that lack of funds acts as a curb to college enrollment. Federal or state scholarships are advocated by many as the solution to the problem of increasing college enrollments. Following broadly the precedent set by the G. I. Bill, the President's Commission on Higher Education recommended a Federal program of scholarships at the undergraduate level based primarily on need; these scholarships to be available for all types of institutions of higher learning.

This suggestion, and many other similar proposals, are bound to have a direct influence upon the development of higher education.

*Does the answer for Pennsylvania lie in extending educational opportunity through government scholarships?*

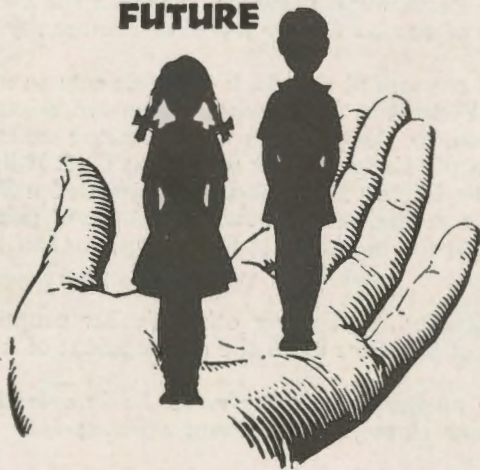
The College participated successfully in the education of Liberal Arts freshmen for the Pennsylvania State College, and conducted various war programs for the Army, Navy, U. S. Department of Commerce, and the Pennsylvania Board of Nursing. In view of this accomplishment it is believed that a Teachers College might well be of service in fields other than teacher education.

In some states, teachers colleges serve as regional colleges, granting four-year and five-year degrees in addition to the B. S. in Education. Some offer general education, while others specialize in various fields of vocational and business training.

*Does the answer for Pennsylvania lie in a similar program of expanded opportunities through regional colleges?*

The answers to these questions may well affect all the youth in Pennsylvania between the ages of 18 and 21 years, but whatever the direction of higher education in Pennsylvania, changes will be felt in any institution responding to the needs of the public it serves. Our College has kept in step with the times. Its future growth and development cannot help but reflect the demands that will be made of it, and the confidence it has inspired in the people of the Commonwealth whom it has so ably served.

**EDUCATION  
MOLDS OUR  
FUTURE**



**BETTER SCHOOLS MAKE  
BETTER COMMUNITIES**