

Report
of the
President

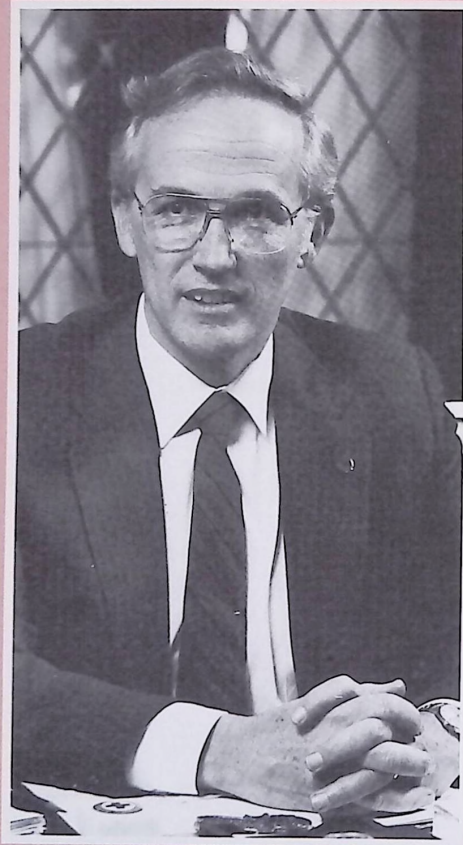


**WILKES
COLLEGE**
1987

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PRESIDENT'S MESSAGE



Wilkes College is clearly an institution on the move.

Perhaps the most striking feature to me as I enter my fourth year as President is the interrelationship between the economic development of this community and Wilkes, the community's comprehensive institution. Wilkes' tradition of strong undergraduate education, leadership in research, and service to the region have all contributed significantly to the economic growth of the area in providing the educational and technological resources that have proved central to that growth. This intersection of education and economics has been vital to the region ever since the founding of Wilkes as Bucknell University Junior College in the depths of the Depression.

Wilkes has, in turn, been the benefactor of the very recovery it helped to nourish. Only two years into our \$18,000,000 WILKES TOMORROW five-year capital campaign — the most ambitious fund drive ever undertaken in Northeastern Pennsylvania — Wilkes has already realized \$9 million of that goal as of this printing. Much of this success is due to the support of trustees and friends in the community.

The centerpiece of the WILKES TOMORROW capital effort is construction of a much needed sports and conference center for recreation and fitness activities, conferences and seminars, classrooms, offices, intramurals, and intercollegiate sports.

We have been true to our heritage in ways other than serving as the regional equivalent of a land grant institution. As you will see in the following pages, Wilkes has restructured its academic components so as to emphasize our liberal arts and sciences tradition while strengthening our professional areas. Building on the dedication of a faculty committed to the value of undergraduate education, Wilkes has continued to develop those qualities that enabled it to grow from Bucknell University Junior College to a distinguished liberal arts institution. With 3,500 full-time, part-time and graduate students enrolled in two professional schools and a College of Arts and Sciences, Wilkes continues to grow.

We are addressing the needs of the region and the demands of the nation to prepare citizens for the challenges of an increasingly complex technological culture and to prepare students for careers in fields from teaching to health care, from social work to engineering. In addressing these needs, Wilkes has assumed a character that may best be defined by our seeking university status, a consideration we will be exploring seriously over the next several months.

In this, my first President's Report, I will indicate how we have been able to build on a quality liberal arts and sciences program while preserving a student centered, intimate learning environment.

Sincerely,

Christopher J. Brewster



Over the past three years, the faculty and staff have reviewed and restructured academic life at Wilkes College.

The task began with the preparation of a carefully researched mission statement and curriculum plan, which highlighted the strengths and weaknesses of existing degree programs, faculty development procedures, and teaching/learning strategies. The product of a broadly representative process, the fifty page mission document was analyzed by the faculty during a weekend retreat and distilled into a one page mission statement.

To achieve this newly defined mission, the College restructured the academic program into three operating units, each headed by a dean responsible for developing degree programs to their full potential. This new structure includes a diverse College of Arts and Sciences and two more specifically focused units, a School of Business and Economics, and a School of Engineering and Physical Sciences.

The other major initiative of this renewed commitment to our educational mission is an ongoing comprehensive review of the general education component of our baccalaureate programs, the core curriculum. With the support of a \$300,000 grant for faculty and curriculum development from the Pew Memorial Trust of Philadelphia, the faculty have embarked on an ambitious program to renew their own competencies while reviewing and revising the traditional approach to undergraduate education.

The faculty has initiated a five-year peer review of all members, both tenured and non-tenured, that allows each participant to discuss with a group of peers his or her long-range plans for the next five years. With the help of the development fund, faculty have been able to pursue their own initiatives in the context of the redefined mission of the College.

Approximately 97% of Wilkes faculty have used these resources to retrain for the emerging curriculum. The curriculum itself will attempt to prepare students to meet the challenges of a rapidly changing society, to develop learning skills that enable them to address complex moral and ethical issues in their professional and personal lives, to achieve technological and cultural literacy, and to be responsible citizens.

In addition to the renewal of the undergraduate curriculum, Wilkes has introduced new programs in graduate and continuing education. During the last decade, Wilkes has emerged as an increasingly prominent regional center for graduate education. We offer programs in a variety of fields to meet specific community and regional needs. The Wilkes approach to graduate studies is based on the following:

1. A focus on master's degree programs designed for career advancement and professional development.
2. Selection and limitation of graduate degrees to fields with sufficient faculty, facilities, and library resources in the baccalaureate program — fields that will be augmented at the undergraduate level.
3. A multi-disciplinary approach to graduate study, emphasizing breadth and adaptability to changing professional and social conditions.
4. Concentration on graduate degree programs that will advance the educational and economic development of the region.

In the various components of academic life that follow, you will see that Wilkes is evolving as an increasingly comprehensive institution. The new curriculum, the growth of the graduate division, the emphasis on professional degree programs have moved Wilkes beyond our original profile as a small liberal arts college in Northeastern Pennsylvania.

COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences, the largest and most diverse of Wilkes' three academic units, contains fifteen departments responsible for over twenty disciplines. While some departments, such as nursing, focus exclusively on professional preparation, others, like history and philosophy, emphasize the arts and sciences as a background for careers and graduate study.

In terms of career preparation, our most recent success is the agreement between the Philadelphia College of Osteopathic Medicine (PCOM) and Wilkes. This affiliation guarantees at least fifteen qualified Wilkes students entrance to PCOM every year. The arrangement, which allows students to earn both the baccalaureate and Doctor of Osteopathic Medicine degrees in just seven years, gives further evidence of the leadership role Wilkes plays in pre-medical education in the region.

A second initiative in professional preparation is a field master's degree in education. This degree program was designed to overcome the limitations in teacher education identified in the national reports on education. The already evident interest of high school teachers in the field master's program suggests that Wilkes is identified as a center for teacher training both locally and regionally.

New programs in other professional and career-oriented areas are soon to be announced. A master of science degree in nursing, with an emphasis on gerontology, is planned for fall, 1988. We are now exploring the possibility of offering a graduate program in management information systems, in response to the need created by high technology industry moving into Northeastern Pennsylvania.

Activity has also been intense in liberal arts areas. Since faculty in the arts and sciences are deeply involved in teaching courses in the core curriculum, they have taken much of the initiative in the core review, redesigning new courses and exploring alternative offerings. Several courses based on team-teaching efforts and interdisciplinary approaches to subject matter have been introduced to supplement existing core courses.

Arts and Sciences faculty have also been active in implementing writing courses throughout the curriculum to reinforce the skills and learning techniques introduced in English composition courses. Closely related to this is the plan for a Freshman Seminar, which will be a part of the emerging core structure. This seminar will help facilitate the transition from high school to college and will especially focus on basic proficiencies.

Activities regarding the core curriculum indicate the increasingly broader interests of Arts and Science faculty. Joint departmental appointments have become characteristic as a greater number of faculty offer courses and undertake research in more than one discipline. Faculty seek out colleagues with whom to team-teach both within their own departments and in other departments and school units. In support of this trend, the Faculty Development Overview Committee has awarded funds enabling faculty to gain expertise in new and varied academic areas. One especially interesting aspect of faculty development is the creation of the Center for Instructional Communications, an on-campus teaching resource staffed by faculty from the Speech, Communications, and Theater Arts Department.

In general, the Arts and Sciences have been characterized by flexibility of approach and integration of purpose. It is interesting to note that faculty in professionally oriented fields have taken a

significant interest in the liberal arts areas. They have been active in core revision, in reinforcing writing in all disciplines, and in team teaching. Liberal Arts faculty, in like manner, have gone beyond their own areas of interest and training. They have become more aware of the needs of the professional programs and have actively promoted the objectives of those programs through team teaching and interdisciplinary efforts. Diversity of academic experience with cooperative planning and implementation characterizes the arts and sciences at Wilkes College.

SCHOOL OF BUSINESS AND ECONOMICS

The School of Business and Economics has restructured its curriculum in response to Wilkes' renewed commitment to the arts and sciences and in accordance with national trends in higher education.

Accounting and business administration professional courses are now concentrated in the junior and senior years of our programs. This "back-loading" process permits our majors to focus most of their first two years of study upon mastering the fundamental intellectual skills and fields vital to subsequent successes. To integrate our curriculum more closely with the other academic units of the institution, several team-taught courses have been introduced or are in development stages.

The accounting program has been entirely redesigned, with emphasis on more rigorous introductory courses and the establishment of a senior seminar. The business administration faculty has created a new concentration in international business as well as a variety of electives such as human resources management.

The School's third undergraduate program, economics, continues to provide the theoretical constructs and explanations underpinning the practical world of business. Internships and co-op placements are available for all our majors in growing number, variety, and geographical diversity. Finally, the School's curriculum still offers the opportunity for unique and creative double majors and major/minor packages. These specially designed packages involve such diverse disciplines as art, music, computer science, psychology, and communications.

In the graduate area, two events are worthy of mention: the Wilkes MBA at Allentown College of St. Frances DeSales and the Master's in Health Administration. After only three years, over 350 students are enrolled in the MBA in Allentown, the first graduation having taken place this year. Once relatively unknown within the Allentown business community, the Wilkes MBA program is now recognized as a major educational resource. The second noteworthy event is the recent introduction of a new degree program, the Master's in Health Administration (M.H.A.). With more than 150 students studying health care administration, health care marketing, and health care finance, the M.H.A. has begun to satisfy a long-standing need in our regional health care industry for graduate education.

The MBA on main campus remains a vigorous program which graduates annually more than fifty students who are prepared to meet the challenges of modern management.

As a consequence of the 1986 reorganization, the Small Business Development Center, Anthracite and Community Development Institute, and Small Business Institute are now part of the School. This arrangement has facilitated staff integration and interaction and has increased dramatically student participation



in the programs. Whether it is for a workshop, a training seminar, short-term advisement, or long-term consultation, the ability of the School to reach out to businesses in a multi-county area has been greatly enhanced since the reorganization.

Our students, of course, are our greatest source of pride. The quality of our graduates is steadily advancing the reputation of the School. At the graduate level, employers in the region routinely advise junior executives to enroll in Wilkes' MBA and MHA programs. Our graduates are actively sought by employers and are accepted at leading graduate and professional schools. The roster of alumni in positions of prominence and leadership grows daily.

If the first year of the School's operation is a predictor, the future is bright indeed.

SCHOOL OF ENGINEERING AND PHYSICAL SCIENCES

As a result of the creation of a School of Engineering and Physical Sciences, the faculty and staff have been able to use existing resources more efficiently and to expand curricular, research, and equipment capabilities. We pride ourselves on being able to provide our students hands-on access to highly sophisticated laboratory equipment under the direction of a committed faculty. Industry, professional accrediting agencies, professional societies, and sister colleges and universities have all paid tribute to the quality of the undergraduate experience in engineering at Wilkes College.

Our students have demonstrated the quality of their education through the awards they have received at professional society conferences. In the past three years, Wilkes students have been the recipients of

the highest awards in the Eastern Colleges Science Conference. This professional forum includes competition among first-rate science students from colleges and universities in the eastern United States. Our students were cited for their work in robotics, artificial intelligence, and optical antennas. They also placed among top award winners in the Institute of Electrical and Electronic Engineering (IEEE) competition and in regional annual meetings of professional engineering organizations.

We have placed students in the best graduate engineering schools in the country, including Cornell, Carnegie Mellon University, Rensselaer Polytechnic Institute, Massachusetts Institute of Technology and University of California at Los Angeles, and they have attained important positions in industry with such firms as IBM, Bell Labs, and RCA/GE.

The faculty in the School of Engineering and Physical Sciences are dedicated to their institution and to the engineering profession. Established in their fields, they have engaged in research projects ranging from superconductors, artificial intelligence, and optical thin films to polymers, quantum mechanics, and the study of acid rain. They have an impressive record of publications, and regularly present their research at national and international conferences. Working together with faculty who have joint appointments from the humanities and social sciences — an arrangement that is unusual in higher education — they are able to provide our students with an educational experience that is among the strongest offered by any undergraduate engineering program in the country.

As a result of the increased research activities through the Ben Franklin Partnership and other outreach programs, the School's projects have doubled over the past four years to reach an annual total of

\$650,000 in research with a variety of industries, governmental agencies, and organizations. Equipment grants and gifts have increased from \$100,000 in 1983 to \$750,000 in 1987. As a result of these projects and grants, the School now provides advanced technological facilities as sophisticated as any available to undergraduate students. These facilities include a microelectronics laboratory, microwave and communication laboratory, electron microscopy laboratory, thin and thick films laboratories, ion implantation facility, antenna range facility, water quality laboratory, computer aided design, engineering, and instruction facility, and a mechanical testing laboratory.

Through these facilities, the School has created the following service units: the Center for Environmental Quality, the Center for Computer-Aided Engineering, and the Center for Material Processing and Diagnostics.

The School has also added several conferences and a lecture series to its activities. This year will mark the fourth College and Industry Technology Conference, the only technical forum regional where industry and education can meet to discuss, present, and share ideas. It has grown from 20 to 120 participants. The Advanced Technology Seminar Series, another school program, features speakers of national prominence in science and technology. The IEEE Tele-Video Conferences, full day national conferences, were begun in cooperation with the IEEE. Three such conferences are scheduled for this year. Last year, Round Table Discussions, which are open, non-technical discussions conducted in an informal setting on a variety of subjects, were introduced.

The School has made available to the region all of its resources in terms of faculty expertise and technical facilities. This venture has had a positive effect on the

economy of the region by attracting new industries and upgrading current industries. The Technology Transfer Program, for example, has served twenty-five companies, with the college underwriting approximately 30% of the cost. Through these projects new approaches were opened up for developing solar cells, designing a model for transistors, testing water quality and flow in power plants, developing an innovative miniature antenna design, performing a gas survey, designing thin films for naval air systems, and designing automation and machine networking.

The School has also added to the environmental awareness of the area through educational programs, leadership in environmental testing and analysis, health risk assessment, and liaison formation among government and industry. We have established and staffed a modern radon testing laboratory and an advanced water-borne pathogens laboratory capable of testing for *Giardia lamblia* parasites. We have supported, through staff and facilities, the Susquehanna River Tri-State Association, now housed on the Wilkes campus. During a recent crisis, the Center for Environmental Quality provided testing equipment and faculty expertise that assisted local authorities' response to the Nanticoke toxic fire and resulted in the orderly evacuation of an entire city and its environs.

Through its articulation agreements with two and four year institutions, its six baccalaureate programs, and its master's degree in electrical engineering, the School of Engineering and Physical Sciences is the leading technological resource in Northeast Pennsylvania.

LIBRARY

Over the past several years, the mission of Wilkes College has continued to guide the library staff in managing the services and resources of the Eugene S. Farley Library. Through online networks and an electronic mail system for interlibrary lending and borrowing, the library has instant access to the holdings information of thousands of participating libraries nationwide. The library currently utilizes an integrated automated library system, which includes a publicly accessible online catalog.

All library patrons can now utilize the library catalog on computer terminals in addition to the traditional catalog on paper cards. This is the culmination of a process started several years ago.

In 1983 the library began the process of having its printed bibliography information converted to computer readable data on magnetic tape. In 1985, the Virginia Tech Library System (VTLS) software package was purchased for the College's Hewlett-Packard 3000 computer. With this, the library staff began editing catalog records as they were gradually added to the growing database of bibliography records of Wilkes' holdings. All journal titles were also downloaded into the VTLS system.

One of the most significant developments of the information age has been the ability to retrieve knowledge from a distance. Organizations and businesses have collected vast quantities of data that they have made available to those who wish to consult them by computer and telephone line. The Farley Library currently subscribes to DIALOG, a service that allows access to approximately 250 databases, encompassing 120 million records. These range from financial statements of large corporations to listings of famous artists;

from the contents of a journal article to bibliographies on almost any subject; from archaeology and ancient history to subatomic particles and aerospace engineering. The staff of the library's reference department conducts searches of DIALOG database to meet the needs of Wilkes College students, faculty, and staff. Reference staff members will also advise and help train any College department wishing to establish internal online searching services.

The E.S. Farley Library is connected to an electronic mail interlibrary lending and borrowing system, part of the online Computer Library Center, Inc., in Columbus, Ohio. Given the author, title, or publisher's book number, the reference staff can find the location of any item in the country within a few moments. A process that once took days or weeks by mailed inquiry can now be completed almost immediately.

The staff utilizes the best methods of information management that technology allows while improving upon the finest tradition of librarianship.





STUDENT AFFAIRS

Students are the core of Wilkes College. Responding to the challenges posed by an increasingly complex society, Student Affairs has restructured its program to support the personal and academic growth of each student.

The Student Affairs office now includes those services that reflect student life outside the classroom: athletics, career services, college health services, cooperative education, personal counseling, intramurals, residence life, student activities, and testing services. In the past two years, new professional positions have been added in student counseling, activities, and intramurals. The Residence Life Office now includes two professional staff members living in our two largest residences, Evans Hall and Pickering Hall. We have also achieved, over the past few years, a better balance and location of our male and female residence students.

To promote the individual attention we give students, we have introduced summer orientation programs for incoming students. Specially selected faculty advisors work closely with Student Affairs to form a cohesive team dealing with the social and intellectual life at Wilkes.

Together we have worked to strengthen student leadership in ways that allow students to assume responsibility for their own environment. The new Sports and Conference Center will fulfill a long recognized need for additional recreational space. Beyond that, through student organizations ranging from Circle K to WHEAT (Wilkes Hunger Education and Activity Task Force) our students are involved in outreach activities and leadership training that will prepare them for lives of service and leadership as citizens and parents.

SCHOLARSHIPS

Wilkes offers several scholarships to incoming students in recognition of their academic performance and leadership abilities.

Major categories include Trustees', Presidential, Dean's, and Achievement scholarships. In addition, several academic departments have scholarships specifically for students in certain majors. Among the departmental scholarships are those for Aerospace Studies, Athletics, Biology, School of Business and Economics, School of Engineering and Physical Sciences, History and Political Science, Language and Literature, Music, Nursing, Sociology, and Speech, Communications and Theater Arts.

Many Wilkes scholarships are supported by the generous donations made each year by College friends and alumni. Some have created scholarships that bear the names of donors or of persons commemorated by friends and relatives.

Wilkes scholarships support the college careers of hundreds of students each year, providing them with the means to obtain a quality education.

ADMISSIONS

New recruitment strategies by the Admissions Office are reflected in the 1987-88 enrollment figures. The incoming freshman class this fall is significantly larger than those of the past few years. This success is attributed to the heightened cooperation between Admissions staff and the entire College community, resulting in a new awareness and sensitivity to the needs of incoming freshmen.

Alumni have responded enthusiastically to the extensive outreach by Admissions to involve them in the recruitment process. We are fortunate to have outstanding alumni in various fields throughout the country who are especially effective ambassadors willing to represent Wilkes College.

A new emphasis has been placed on working closely with high school counselors to serve the needs of college-bound students. The rewards of these efforts by the Admissions staff are apparent in exceptional attendance at our visitation days and college fairs.

As a result of new Admissions strategies, we now think cohesively as a college community in areas of recruitment. The Admissions Office has provided Wilkes a solid plan of action for institutional recruitment that will serve the College well.



ARTS AND CULTURE

MUSIC

Music has always been an area that the College identified as key to the educational and cultural experience. In recent years, the public has joined the College in this view and has come to rely on Wilkes as both a source and resource for the finest in music and music education.

The list of performance groups within the Department of Music covers the musical spectrum from baroque to jazz. This range is reflected in an equally diverse curriculum. The music program has switched from the Bachelor of Arts and Bachelor of Science degrees to the Bachelor of Music degree. This move created new opportunities for individual pursuits by students in applied performance studies, theory, historical analysis, literature, methods, and large and small ensembles.

A seven-to-one student/faculty ratio allows each student individual attention from instructors who excel in the classroom as well as in performance, conducting, and composition.

The educational environment at Wilkes has attracted faculty from the most prestigious conservatories and music schools in the country, from the concert stage, and from the studio. Leaders in the cultural community, they regularly present concerts and recitals, direct community music groups, and occupy chairs in the region's Northeastern Pennsylvania Philharmonic Orchestra.

The Encore Music Camp, currently entering its fourth year, is an extension of the Wilkes music experience. Encore operates during the summer months and is open to young musicians ages 10 to 18. Performance opportunities for these young musicians include solo as well as large and small ensemble work encompassing jazz,

classical, and contemporary music styles. In three short years, Encore Music Camp has developed a reputation that reaches far beyond Northeastern Pennsylvania.

THEATER

The strong tradition of theater at Wilkes College provides an innovative program that emphasizes the creative and academic development of each student. Housed in the professionally equipped, 500 seat Darte Center for the Performing Arts, Wilkes College Theater uses to full advantage stage, shop, and backstage facilities for performance and technical experience. The curriculum merges theory and practice with the liberal arts, preparing Wilkes theater students for graduate study or careers in theater, education, or communications.

In recent years, Wilkes College Theater has established two new student scholarships and has inaugurated an outdoor summer Shakespeare festival that is quickly becoming a local tradition. Through a unique cooperative arrangement with King's College, Wilkes presents six departmental productions annually. These shows, directed and designed by members of both faculties, involve students from both campuses, and open auditions attract students from a variety of majors and disciplines.

Annual awards from the American College Theater Festival and publications by the faculty in leading theater journals enhance the growing reputation of Wilkes Theater nationwide.

ART

The Department of Art at Wilkes provides its students with the advantages of small classes, good facilities, a versatile curriculum and a professional faculty. Each of its faculty artists brings extensive professional and teaching experience into the Wilkes studios.

Through a carefully structured curriculum and strategic use of courses in other disciplines, the art department has added concentrations in communication design and art management to its fine arts and art education programs. This move extends the career potential of the department's graduates, who have already proven competitive in both graduate school placement and a perennially difficult job market.

The Department of Art remains firmly dedicated to the liberal education of art majors and to the enrichment of all students by offering them an understanding and appreciation of the aesthetic experience.

CULTURAL ACTIVITIES

Wilkes College offers an enticing fare of cultural activities for all tastes. The Sordoni Art Gallery is noted for its creativity and scholarship in presenting original exhibits, most recently the first major retrospective of painter George Luks, which has just been favorably reviewed by *The New York Times*. The gallery has combined with the Music Department to present "Celebration of Music and Art" exhibiting the works of noted musicians who are also artists. The Rosenn Lectures — featuring distinguished public figures including television journalist Bettina Gregory, historian Henry Steele Commager, and U.N. Ambassador Richard Schifter — highlight an active concert and lecture series. The Dorothy Dickson Darte Center for Performing Arts was the scene of a gala 20th anniversary and rededication to the Darte/Darling families in 1985 and is probably the most actively used hall in the Wyoming Valley, serving both academic and community groups.



COLLEGE ADVANCEMENT

College Advancement includes those departments that are primarily external in orientation or that place emphasis on advancing the cause of the College through public services, information, or financial support. These include the Offices of Alumni Relations, Annual Giving, Capital Campaign (Development), Community Relations/Planned Giving, Cultural Affairs, Foundations and Grants Management, Government Relations, Public Relations and Publications, as well as the Dorothy Dickson Darte Center for Performing Arts and the Sordoni Art Gallery.

The major undertaking of the advancement volunteers and staff during the past few years has been the WILKES TOMORROW Campaign. Following months of careful trustee review of College needs and a feasibility study, the Board, in December of 1985, undertook a five year campaign with a goal of \$18,000,000 in capital and current funding. Progress to date has been most encouraging as the following table indicates:

Purpose	Goal	Achieved to Date
Construction	\$ 5,500,000	\$1,932,506
Endowment for Scholarship and Faculty Compensation	2,500,000	1,732,698
Other Capital	—	750,130
Current Academic Support	10,000,000	4,529,342
	<u>\$18,000,000</u>	<u>\$9,050,176</u>

Perhaps the most heartening element of this campaign has been the breadth of Trustee support. Not only did 100% of the Board subscribe prior to the September 1986 public announcement, but the total of their giving is \$2.3 million, believed to be more than three times the amount any Wilkes Board had previously committed to a capital effort. The campaign is currently in its major gifts phase, with general solicitation of alumni regional chapters and community groups to begin in 1988.

In another funding activity of note, bequests totalling over one million dollars have been received during the past three years. Notable was the \$650,000 received from the estate of Miss Marian Shaeffer, a lifelong friend of Wilkes from the Wyoming Valley, and \$179,000 from the estate of Harriett Ripley, whose husband Julien taught physics and was a member of the Wilkes faculty from 1960 to 1966.

A comprehensive, year-round campaign for annual support to operations has been instituted. Community, individual, and business giving continues at impressive levels, and alumni participation in annual giving has risen from 15% in 1984 to 20% last year. A challenge from the Surdna Foundation of New York was successfully met in 1986; this challenge not only encouraged more alumni to give to the annual fund but also earned a \$50,000 endowed scholarship grant.

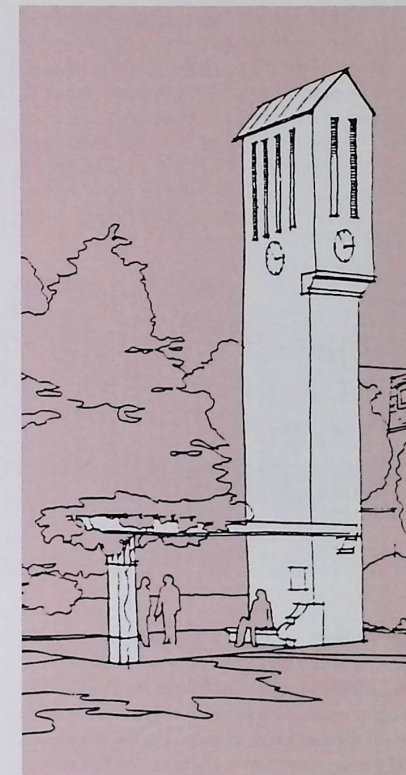
Membership in the Wilkes Club has increased each year, reflecting donors' willingness to support Wilkes with high level gifts. The 1986 "class" of 175 Wilkes Club members represents a 36% increase over the past three years.

In 1984 the Office of Foundations and Grants Management was established to seek support of private foundations, prepare requests to government granting agencies, and monitor the College's

performance under grant provisions. A major new initiative has been Wilkes' participation in the Commonwealth of Pennsylvania's Ben Franklin Partnership Program. This grant program has helped the College to create and maintain jobs in our region by assisting industries to develop new products and processes, improve productivity, and develop partnerships among schools, industries, and other organizations. The number of Ben Franklin funded projects has grown to eight in 1987-88 with a combined collaborative investment from College, industry, and state sources of \$2.6 million. Currently, the Office oversees the securing and management of more than \$1,000,000 in direct program support to Wilkes each year.

In addition to providing full news coverage, the Office of Public Relations and Publications has been responsible for the redesign of graphic materials to present a distinctive Wilkes College look. Wilkes' package of Admissions materials — viewbook, bulletin, and departmental brochures — recently won second place in a national design contest. Our public relations/publications policies are focused to support strongly the College's admissions activities.

In addition to conducting such on-campus activities as homecoming, student-alumni relations, class reunions, admissions support, and volunteer recruiting for fund-raising programs, the Alumni Office has maintained an active program of regional meetings. During the past few years Wilkes College programs have been brought to alumni in many areas, principally in the northeast, but including Florida and California.



PHYSICAL FACILITIES



College facilities are among an institution's greatest assets. Nine of the forty-plus buildings on the Wilkes campus appear on historic registries (three are on the national, and six, on the state), and the architecture is diverse. Wilkes is proud of the beauty and sense of history these buildings create on campus.

Over the last three years, renovations were made to assure the preservation of these buildings and other college facilities. New roofs were installed on seven buildings, including Stark Learning Center and Conyngham Student Center. Repointing was completed on six architecturally distinctive buildings. Electrical wiring was updated in order to keep pace with the demands of new technology requirements. Major renovations have also been made to Stark

Learning Center Lobby and it has since become a prime gathering place for our students. Wilkes is now embarking on a plan to complete renovation of all campus buildings within the next three years.

Through careful planning, seventy new parking spaces were created on campus, and at the same time, green areas were increased. Walkways and patios have been added and existing macadam walks are being replaced with concrete.

The gymnasium will be replaced by a Sports and Conference Center, with groundbreaking planned for early spring. The Charles N. Burns Alumni Tower and Carillon was dedicated during Homecoming Weekend in October. This new addition will serve as a focal point and enhance the beauty of the campus.

FINANCIAL STATEMENT

The annual independent audit of Wilkes College for the fiscal year ending May 31, 1987, affirmed another year of successful financial management of operations. Although the national norm in tuition increase was 8%, Wilkes was able to hold its tuition to a 4.5% increment as a result of fiscal management and discipline.

Management systems have been restructured to maximize the use of available resources to benefit academic programs, improve student support, and upgrade faculty salaries. Recently introduced management techniques and controls include comprehensive purchasing and contracting policies, decentralized budget management, and an institutional inventory program.

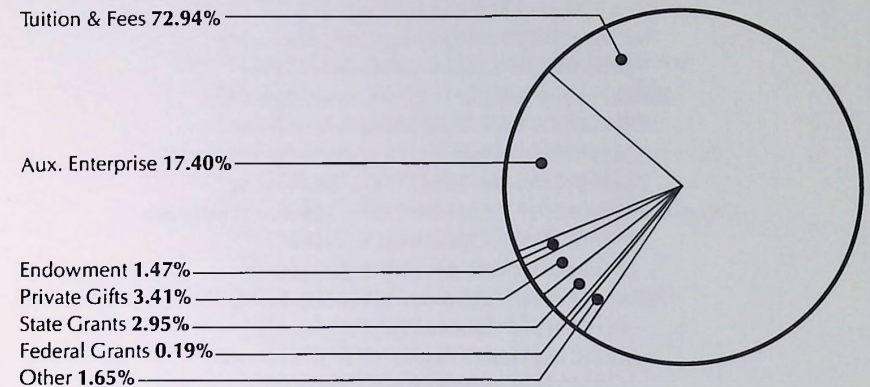
During the 1986-87 fiscal year, a substantial dollar amount was pledged to the College's capital improvement, including construction of a new Sports and Conference Center, without decreasing contributions for scholarship and operations. We also introduced a plan designed to improve the physical plant of the College this year. In addition to providing resources for the day to day maintenance of the plant, the College has been able to create a deferred maintenance fund.

Financial aid provided by the College increased approximately 10% over the last year. Much of the increase funded new or continued academic and leadership awards to qualifying students. In the past five years, institutional aid has increased from \$900,000 to \$1,300,000. During this same period, market value of the endowment fund rose by \$6,460,000.

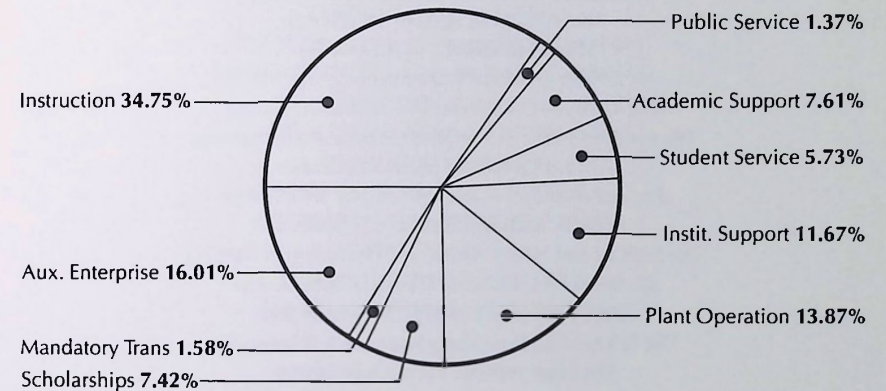
**Statement of Current Unrestricted Funds, Revenues, Expenditures,
and Other Changes
for the Years Ended May 31, 1987, 1986**

	Fiscal 1987	Fiscal 1986
Revenues:		
Tuition and Fees	\$12,741,686	\$11,678,238
Federal Grants and Contracts	32,750	52,060
State Grants and Contracts	514,620	498,412
Private Gifts, Grants and Contracts	595,396	894,375
Endowment Income and Similar Funds Income	256,745	236,698
Sales and Services of Auxiliary Enterprises	3,039,749	2,833,574
Other Sources	288,088	263,721
Total Current Revenues	\$17,469,034	\$16,457,078
Expenditures and Mandatory Transfers:		
Education and General		
Instruction	\$ 6,081,296	\$ 5,734,258
Public Service	240,025	223,548
Academic Support	1,331,224	1,249,984
Student Services	1,001,892	991,671
Institutional Support	2,041,765	2,017,769
Operations and Maintenance of Physical Plant	2,426,513	2,302,387
Scholarships	1,298,270	1,177,192
Mandatory Transfers	276,628	226,833
Auxiliary Enterprises	2,800,637	2,615,798
Total Expenditures and Mandatory Transfers	\$ 17,498,250	\$16,539,440
Other Transfers and Additions (Deductions):	\$ 54,216	\$ 107,362
Net Increase in Fund Balance	\$ 25,000	\$ 25,000

Current Unrestricted Funds Revenues - FY Ended May 31, 1987



Current Unrestricted Funds Expenditures - FY Ended May 31, 1987



WILKES COLLEGE SCHOLARSHIPS

ENDOWED NAMED SCHOLARSHIPS

Mohamad Abraham Scholarship
The Ballet Society of Wyoming Valley Scholarship
Kevin Edward Barker Memorial Scholarship
The Genevieve Todd Brennan Memorial Scholarship
The Robert S. Capin Scholarship in Accounting
Bruce R. Cardon and Charlotte J. Cardon Memorial Scholarship
Walter S. Carpenter Scholarship in Engineering
Conyngnam Post No. 97, Grand Army of the Republic Scholarship
Dr. and Mrs. S. Davenport Scholarship
Esther and William Davidowitz Scholarship
Charles and Sadie Donin Memorial Scholarship
The George F. Elliot Memorial Scholarship
Eugene S. and Eleanor Coates Farley Scholarship
The Chlora Fey Scholarship
The Fortinsky Scholarship
The Mildred Gittins Memorial Scholarship
Jewish War Veterans, Wilkes-Barre Post 212 Scholarship
William D. Jonathan Memorial Scholarship
The Grace C. Kimball Scholarship in Biology
The William Langfelder Scholarship
The Anne Vanko Liva Scholarship
The Charlotte V. Lord Scholarship
The Kathryn H. Macavoy Scholarship in Nursing
The Kathleen Hartzell Mailander Scholarship in Nursing
Arnaud Cartwright Marts Scholarship
Frances and Louis Maslow Memorial Scholarship
Robert J. McBride Memorial Scholarship
The Ruth W. and John T. McHenry Scholarship in Nursing
Dr. Jaroslav G. Moravec Memorial Scholarship
Mabel and John C. Mosteller Scholarship
The Taft Achilles Rosenberg Naparsteck Scholarship
The Ellen Webster Palmer Scholarship

Henry Blackman Plumb and Edith Plumb Scholarship
Kenneth L. Pollock Scholarship
The Charles B. Reif Scholarship for the Biological Sciences
The Dr. Samuel A. Rosenberg Memorial Scholarship
The Sidney and Theodore Rosenberg Scholarship
William B. Schaeffer Memorial Scholarship
Robert Marc Schub Memorial Scholarship
The Frances D. Shotwell Memorial Scholarship
The Samuel H. Shotwell Memorial Scholarship
The Mark Slomowitz Memorial Scholarship
The Reed P. and Dorothy Travis Memorial Scholarship
Francis A. Umphred Memorial Scholarship
Esther Weckesser Walker Scholarship
Myvanwy Williams Theater Scholarship
The Ira B. Zatcoff Memorial Scholarship
Emory and Mamie Ziegler Scholarship
William Bernhard Memorial Scholarship
Donald Carpenter Memorial Scholarship
Class of 1970 Scholarship
Eberhard Faber Scholarship
William R. Gasbarro Memorial Scholarship
Margaret Mary Hagelgans Memorial Scholarship
Klaus Holm Scholarship
Arthur Hoover Memorial Scholarship
Jewelcor Inc. Scholarship
George and Helen Ralston Scholarship
Merritt and Marjory Sorber Scholarship
Surdna Scholarship
Cromwell E. Thomas Scholarship
The Ethel and Alvan Baum Scholarship

ANNUAL NAMED SCHOLARSHIPS

American Business Women's Association Cross Valley Chapter
The Boscov's and Alexander W. Dick Foundation Scholarship
Elkay Industries, Inc. Scholarship
Franklin First Federal Savings and Loan Association of Wilkes-Barre
Greater Wilkes-Barre Jaycees
The Hazleton National Bank Annual Scholarship in Nursing
InterMetro Industries
Laventhol & Horwath Scholarship
The Leslie Fay Scholarship
Letterwomen's Club
Louis Smith Scholarship
Pennsylvania Miller's Mutual Insurance Company
The Polish Room Committee Scholarship
Prudential Bache
A. Rifkin and Company
Northeastern Chapter of Pennsylvania Society of Public Accountants Scholarship
Wilkes-Barre Rotary Club Scholarship
Wilkes College Faculty Women's Club Scholarship
M. W. Wood Scholarship

SPECIAL ENDOWMENTS

The Tom Bigler Chair of Communications
The B. G. Carpenter Outstanding Teacher Award
The W. S. Carpenter Memorial Award
The Allan Hamilton Dickson Chair of English Literature
Gilbert S. McClintock
The Frank Mehm Endowment for Farley Library Acquisitions

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WILKES COLLEGE
Wilkes-Barre, PA 18766

REMARKS OF CHRISTOPHER N. BREISETH
at the
LUZERNE COUNTY COMMUNITY COLLEGE'S COMMENCEMENT

Thursday, May 25, 1989

IT IS A PLEASURE AND AN HONOR TO BE HERE TO CONGRATULATE THE GRADUATES AND THEIR FAMILIES. THE COMMENCEMENT OF A NEW JOURNEY BEGINS TONIGHT FOR EACH GRADUATE BECAUSE OF THE EDUCATION AND DEGREE YOU HAVE RECEIVED FROM LUZERNE COUNTY COMMUNITY COLLEGE. WHEN PRESIDENT MORAN CAME TO VISIT ME AT WILKES SEVERAL WEEKS AGO, WE TOTALLY SURPRISED HIM WITH NEWS OF THE THOMAS MORAN SCHOLARSHIP IN JOURNALISM ESTABLISHED AT WILKES BY THE TIMES LEADER AND CAP CITIES FOR JOURNALISM STUDENTS TRANSFERRING FROM LCCC TO WILKES. THIS SCHOLARSHIP RECOGNIZES TOM MORAN'S DISTINGUISHED CAREER AS A JOURNALIST AS WELL AS HIS ROLE AS A BUILDER AND STRENGTHENER OF THIS WONDERFUL COMMUNITY COLLEGE. I SAVORED THE SURPRISE ON HIS FACE WHEN WE TOLD HIM THE NEWS, AT WHICH POINT PRESIDENT MORAN TURNED THE TABLES AND REVEALED THAT HE HAD COME TO OUR LUNCHEON TO ASK ME TO BE YOUR COMMENCEMENT SPEAKER. I WAS TOTALLY SURPRISED.

THIS HAPPY EXCHANGE OF HONORS TELLS A STORY BEYOND THE TWO OF US AS INDIVIDUALS. IT ALSO TELLS OF THE CLOSE RELATIONSHIP BETWEEN THE COMMUNITY COLLEGE OF LUZERNE COUNTY AND WILKES COLLEGE AS WE SEPARATELY AND TOGETHER SEEK TO SERVE THE EDUCATIONAL NEEDS OF THE PEOPLE OF LUZERNE COUNTY. I MUST ALSO EXPRESS MY DEEP GRATITUDE TO THE BOARD OF TRUSTEES FOR THEIR DECISION TO CONFER UPON ME THE HONORARY DOCTORATE OF PUBLIC SERVICE.

TONIGHT I WANT TO LOOK WITH YOU AT THE DAWN OF A NEW DECADE. FOR SOME TIME, THERE HAS BEEN INCREASING PUBLIC ANTICIPATION OF THE MILLENNIUM, OF THE YEAR 2001, AND OF ALL THAT LIES BEYOND IN THE 21ST CENTURY. WITH THE DRAMATIC CHANGES TAKING PLACE THROUGHOUT THE WORLD RIGHT NOW, HOWEVER, IT IS CLEAR THAT A GREAT DEAL WILL HAPPEN BEFORE WE REACH THE END OF THE CENTURY. JUST IN THE PAST FEW MONTHS IT HAS BEGUN TO APPEAR THAT THE 1990s WILL BE A DECADE OF POTENTIALLY DRAMATIC TRANSFORMATION FOR THE ENTIRE PLANET.

WE HAVE BEEN ABSORBED BY EVENTS IN CHINA THIS PAST MONTH, BROUGHT TO US ON TELEVISION VIA SATELLITE AS THE EVENTS TAKE

PLACE. WE ARE ALMOST LITERALLY THERE AS THE POLITICAL FATE OF THE LARGEST COUNTRY IN THE WORLD IS BEING DETERMINED. WHATEVER THE PRECISE CHANGES IN THE CHINESE POLITICAL SYSTEM TURN OUT TO BE, WHETHER THE ACTUAL EMERGENCE OF DEMOCRACY OR A PERIOD OF RENEWED REPRESSION AND POTENTIAL CIVIL WAR, THE OUTCOME WILL PROFOUNDLY AFFECT YOUR FUTURE. IN THE SAME WAY, THE EVENTS IN THE SOVIET UNION, TRIGGERED FROM ABOVE BY MR. GORBACHEV, IN CONTRAST TO THE TRIGGERING FROM BELOW BY THE STUDENTS IN CHINA, HOLD GREAT MEANING FOR YOUR FUTURE. INDEED, WITH THE THAW OVER THE PAST TWO YEARS IN THE RELATIONS BETWEEN THE U.S. AND THE U.S.S.R., WE AS A NATION MUST REDEFINE OUR FUNDAMENTAL FOREIGN POLICY OBJECTIVES. TAKEN WITH OTHER CHANGES AND PRESSURES ON AMERICA, WE MIGHT BETTER SAY THAT WE WILL BE FORCED IN THE 1990s TO REDEFINE WHO WE ARE AS A PEOPLE, WHAT OUR GOALS IN THE POST-COLD WAR WORLD SHOULD BE, AND HOW WE SHOULD PURSUE THEM IN THE FACE OF THE SIGNIFICANT CHANGES IN OUR ECONOMIC, POLITICAL, AND MILITARY CIRCUMSTANCES. STILL THE WEALTHIEST COUNTRY IN THE WORLD, WE

ARE NOW ALSO THE LARGEST DEBTOR NATION WITH A PRESSING NEED TO INCREASE OUR PRODUCTIVITY AND HARNESS ANEW OUR FABLED INGENUITY.

WHAT YOU ARE ALREADY WRESTLING WITH IN YOUR LIVES IS HOW AND WHERE YOU ARE GOING TO FIT INTO THIS RAPIDLY CHANGING ECONOMY AND JOB MARKET. UNEMPLOYMENT IN OUR AREA IS AT THE LOWEST POINT IN DECADES AND STILL DECREASING. AT THE SAME TIME, THE REQUIREMENTS FOR THE JOBS AVAILABLE ARE BECOMING MORE DEMANDING. WHILE OPPORTUNITY HAS RETURNED TO NORTHEASTERN PENNSYLVANIA AS NEVER BEFORE, YOUR INDIVIDUAL CHALLENGE IS TO BE EDUCATIONALLY PREPARED FOR IT. UNLIKE MANY IN OUR VALLEY OVER THE PAST THIRTY YEARS WHO HAD TO LEAVE THE AREA TO FIND WORK, YOU WILL FACE INCREASING OPPORTUNITIES TO REMAIN AT HOME TO SERVE IN THE PROFESSION OF YOUR CHOICE.

WE NOW RECOGNIZE THAT THE OLD SMOKESTACK, DEEP MINE INDUSTRIES SO CRUCIAL TO PENNSYLVANIA HAVE FADED, APPARENTLY NEVER TO RETURN. IN THEIR PLACE IS A NEW ECONOMY FEATURING HIGH TECHNOLOGY, INFORMATION MANAGEMENT, AND SERVICES, ALL INTIMATELY LINKED TO THE REST OF THE WORLD. IF THE ASSEMBLY LINE WAS THE

SYMBOL OF THE OLD INDUSTRIAL ECONOMY; THE COMPUTER IS THE SYMBOL OF THE NEW. AT A RECENT DAY-LONG CONFERENCE HERE AT THE COMMUNITY COLLEGE WE BROUGHT BUSINESS LEADERS TOGETHER WITH SCHOOL AND COLLEGE FACULTY AND ADMINISTRATORS. ALL OF THE BUSINESS REPRESENTATIVES EMPHASIZED THE IMPORTANCE OF READING AND WRITING SKILLS, OF MATH AND COMPUTER SKILLS, AND OF PROBLEM SOLVING SKILLS IN THOSE PEOPLE THEY SEEK TO EMPLOY. YOU AS A WORKER IN THE NINETIES, IN WHATEVER INDUSTRY, ARE GOING TO HAVE TO BE ABLE TO THINK, TO EXPRESS YOURSELF CLEARLY SPEAKING OR WRITING, TO USE COMPUTERS, TO DISCOVER AND MANIPULATE INFORMATION AND DATA, AND TO APPLY ALL OF THE ABOVE TO THE PROBLEMS OR PROCESSES OF YOUR CHOSEN FIELD, WHETHER THAT IS DESIGNING OR MANUFACTURING A PRODUCT OR PROVIDING A SERVICE; WHETHER MARKETING, DISTRIBUTING, OR MAINTAINING SUCH PRODUCTS OR SERVICES; OR NURSING OR TEACHING HUMAN BEINGS.

THE KEY TO THE SOCIETY OF THE NINETIES AND BEYOND IS EDUCATION. IT IS A LIFELONG PROCESS. THOSE WHO HAVE THE ENERGY, DISCIPLINE, AND COMMITMENT TO KEEP IMPROVING THEMSELVES

EDUCATIONALLY IN THE FACE OF RAPIDLY EVOLVING AND EXPANDING PROFESSIONAL REQUIREMENTS IN ALMOST EVERY OCCUPATION WILL BE THOSE WHO SECURE THE MOST CHALLENGING AND BEST PAYING JOBS IN THEIR FIELD. SOME OF THE ONGOING EDUCATION WILL BE PROVIDED DIRECTLY BY EMPLOYERS, OTHER BY COLLEGES OR UNIVERSITIES. EVEN AS YOU COMMENCE TODAY, COMMIT YOURSELF TO FURTHERING YOUR EDUCATION.

BUT THE 1990s WILL NOT JUST SEE A GROWTH OF MORE HIGH SKILLED JOBS. THEY WILL ALSO REQUIRE A NEW ENERGY IN TACKLING PEOPLE PROBLEMS. WE ALREADY ARE IN THE MIDST OF MAJOR REFORMS OF THE EDUCATIONAL SYSTEM IN AMERICA. WE MUST EITHER IMPROVE OUR SCHOOLS AND COLLEGES TO PREPARE OUR WHOLE POPULATION--INCLUDING THOSE NOW DROPPING OUT--FOR THE NEW GLOBAL ECONOMY, OR OUR INTERNATIONAL COMPETITIVE POSITION WILL DECLINE FURTHER. ON THE FRONT PAGE OF THIS PAST SUNDAY'S NEW YORK TIMES THERE WAS A REPORT THAT OUR CORPORATIONS ARE BECOMING AVOWEDLY INTERNATIONAL RATHER THAN NATIONAL IN THEIR IDENTITIES. THEY WILL INVEST WHERE LABOR,

RESOURCES, AND MARKETS ARE MOST FAVORABLE. THE DIMINISHING POOL OF AVAILABLE TECHNICALLY QUALIFIED LABOR IN THE U.S. IS LEADING THESE CORPORATIONS TO EXPAND THEIR OPERATIONS IN THIRD WORLD COUNTRIES, AS WELL AS IN WESTERN EUROPE.

OUR PEOPLE INVESTMENT MUST GO BEYOND THE EDUCATION SYSTEM. WE MUST FIGURE OUT HOW TO INCREASE SIGNIFICANTLY THE AMOUNT OF HOUSING AND HOW TO MAKE IT AFFORDABLE FOR YOUNG PEOPLE COMING INTO THE WORK FORCE AND STARTING FAMILIES. AN ARTICLE ON JOBS AND HOUSING IN THE CITIZENS' VOICE THIS WEEK POINTED TO THE DIFFICULTIES FACING YOUNG PEOPLE WHO WISH TO OWN THEIR OWN HOMES, A GOAL ONCE TAKEN FOR GRANTED AS PART OF THE AMERICAN DREAM FOR EVERYONE WHO WORKED HARD AND SAVED. WE MUST ADDRESS THE MASSIVE PROBLEMS OF DRUG AND ALCOHOL ABUSE, PARTICULARLY AMONG THE YOUNG. YOUR CHILDREN'S FUTURES DEPEND UPON OUR SUCCESSFULLY MASTERING THESE PROBLEMS, A MORAL WAR IF THERE EVER WAS ONE AND ONE WORTH OUR MOST CREATIVE AND DETERMINED MOBILIZATION AS A PEOPLE. WE MUST BEGIN IN EARNEST TO CHANGE OUR BEHAVIOR AND OUR PUBLIC POLICY

TO CLEAN UP THE ENVIRONMENT. WE MUST LEARN TO LIVE WITH NATURE ON HEALTHIER TERMS THAN HAS BEEN OUR CUSTOM OR WE RISK LOSING A HABITABLE GLOBE. WE MUST CHANGE OUR BEHAVIOR TO DISCOVER ANEW HOW TO INCLUDE PEOPLE OF DIFFERENT RACIAL AND ETHNIC BACKGROUNDS IN THE MAINSTREAM OF AMERICAN LIFE AND OPPORTUNITY. MUCH OF OUR NEW LABOR IS GOING TO COME FROM IMMIGRANTS, AS HAS BEEN THE CASE IN OUR PAST. WE MUST EDUCATE AND INCORPORATE THESE NEW AMERICANS INTO OUR NATIONAL FAMILY. WE MUST EXTEND OUR CONCERN AND DEVELOP NEW APPROACHES TO CARING FOR BOTH THE ELDERLY AND THE VERY YOUNG, MANY OF WHOM AT PRESENT LIVE IN OR CLOSE TO POVERTY. THIS AGENDA FOR THE NINETIES AND BEYOND SHOULD CHALLENGE THE BEST IN EACH OF US.

HELPING TO MEET THESE PEOPLE PROBLEMS MAY, IN FACT, PROVIDE MANY OF YOU WITH CAREERS. BUT THE NEED TO INVEST IN OUR PEOPLE TO HELP OVERCOME THESE PROBLEMS MUST BE OF CONCERN TO EACH OF YOU AS CITIZENS. AS WE WATCH BOTH THE CHINESE AND THE RUSSIANS ATTEMPTING TO ESTABLISH DEMOCRACY, DEMANDING FREEDOM OF SPEECH AND PRESS PLUS GENUINELY CONTESTED ELECTIONS AS THE BASIS FOR

GOVERNING THEIR NATIONS, WE SEE OUR MOST CHARACTERISTIC BELIEFS AND INSTITUTIONS BEING COPIED BY OUR LONG-TIME ADVERSARIES. WE MUST REINVIGORATE OUR OWN DEMOCRACY AND SELF-GOVERNMENT. THE CHALLENGES OF THE NINETIES DEMAND AN EDUCATED AND AWARE CITIZENRY READY TO USE OUR PARTICIPATORY POLITICAL PROCESSES TO RENEW OUR NATION. I HAVE CONFIDENCE THAT YOU WILL EXTEND YOUR ENERGIES BEYOND YOUR CAREER EFFORTS TO YOUR CITIZENSHIP RESPONSIBILITIES. ANYTHING LESS FROM THOSE OF YOU WITH COLLEGE EDUCATIONS WILL DENY AMERICA THE BEST FROM HER CHILDREN WHEN SHE NEEDS IT THE MOST. IN TURN, YOUR CHILDREN NEED TO BE TUTORED IN THEIR CITIZENSHIP, AS IN THEIR EDUCATIONAL ASPIRATIONS, BY YOUR EXAMPLE.

I CONGRATULATE YOU ON YOUR SUCCESSFUL INVESTMENT IN DEVELOPING YOUR TALENTS AND ABILITIES, DEMONSTRATED BY YOUR GRADUATION TONIGHT. CONTINUE THIS INVESTMENT AND GO FORTH AND HELP REMAKE OUR WORLD, STARTING IN YOUR HOME COMMUNITY. EMPLOY YOUR TALENTS FOR THE BENEFIT OF YOUR OWN FAMILIES BUT ALSO FOR

THE BROADER HUMAN COMMUNITY. AS THE THREATS OF NUCLEAR WAR RECEDE,
LET US REDOUBLE OUR EFFORTS TO MAKE A BETTER WORLD AND MERIT
THE GRATITUDE OF OUR GRANDCHILDREN AND THEIR GRANDCHILDREN FOR
HAVING WORKED IN OUR TIME TOWARD THE GOAL OF A HUMAN FAMILY MADE
ONE AND A PLANET SECURED FOR PLANTS, ANIMALS, AND HUMAN BEINGS.
THANK YOU.

To the Editor:

Secretary of Education William J. Bennett is at it again. In "Our Greedy Colleges" (Op-Ed, Feb. 18), he takes colleges to task for "blithely" continuing at rates that

ARE COLLEGES GREEDY?

College Presidents Respond to Secretary Bennett

A recent congressional report says that one-third to one-half of all students now leave college with debts — on average, \$8,950 at a private college. And yet, when compared to other major purchases in an individual's life, this is a manageable debt.

Thirty years ago, the price of a year at St. Olaf was equal to that of a mid-priced automobile. Today, a mid-priced automobile is considerably above the annual price of a St. Olaf education. Yet, the expense of the automobile will be repeated, while the educational purchase is a single lifetime investment.

Bennett calls for colleges and universities to act responsibly to explore financing options and alternatives. Many schools have been exploring such options and alternatives for decades.

St. Olaf pioneered a cost plan — the first of its kind anywhere. Later, we introduced the St. Olaf Trust.

We also call for colleges to assess their performance so that students and parents can determine if they are getting their money's worth. Responsible colleges have done so and can defend both their performance and their prices to those they serve.

I share Bennett's worry about the price of higher education, and it is

**National Association
of Independent
Colleges and Universities**

We have maintained a fragile financial equilibrium and kept our doors open precisely because of the financial generosity that began with General Washington and that has been regularly renewed by alumni and friends as well as by corporate and foundation patrons.

Next year's students, according to the budget adopted at last month's trustees' meeting, will pay in tuition only 56 percent of the funds required to operate the college. With room and board added, they pay \$2 out of every \$3 for current expenditures. Not one cent goes for large capital expenses as we renovate buildings and construct a new laboratory center.

To —

Mr. Secretary? colleges are greedy? Into the same time, I will draft a letter to students and parents reporting on the Washington College's financial situation. Some will undoubtedly respond by indicting the Secretary of Education to produce a more cost-effective budget. To ask this question is slightly equivalent to asking why Chopin did not spare his "Minute Waltz" to 50 seconds or so. Washington College, like peer institutions, holds the ancient ideal that genuine education cannot be reduced to a semibody-line techniques. It takes time and labor-intensive.

60 full



Dear Friend:

Recently, U.S. Education Secretary William Bennett wrote an editorial published in the New York Times under a most provocative headline: "Our Greedy Colleges." The article was just one of many attempts by Secretary Bennett to cast his large shadow across America's colleges and universities, but the baldness of this particular attack, the patent disregard for facts in his argument, and the prestige of its location in the Times drew an especially strong reaction from leaders in independent higher education.

For some time, higher education officials have listened to Secretary Bennett's criticisms without an especially concerted effort to respond in kind. The publication of the "Greedy Colleges" piece broke the dam, so to speak, unleashing a torrent of mail from college presidents to newspapers around the country.

In the pages that follow, you will read letters to the editor from these presidents, all of whom are members of the National Association of Independent Colleges and Universities. Some letters were published, others were not. A few were written in response to earlier charges made by Secretary Bennett. All show the extraordinary tenor of our times, in which a college president has a better chance of communicating with the Secretary through the nation's newspapers than through personal contact.

In a larger sense, however, these presidents were not writing letters to the Secretary, but to the American people. They attempt to unravel and explain serious questions about the value and affordability of the education they provide. They offer exceptional insight into the wide-ranging decisions a college president must make in setting tuitions, cutting costs, and evaluating academic programs. And they tell, in intimate and individual ways, of the mission and commitment of the nation's independent colleges and universities to providing access and opportunity for all students regardless of financial means.

Sincerely,

Richard Rosser
President

To Secretary Bennett: What Greed?

By Douglass Cater

Life for the college president becomes more exhilarating, to say the least, when the Secretary of Education chooses to serve as the chief scold of higher education.

Just when we are on the road again recruiting high school students for next autumn's freshman class, William J. Bennett renews his onslaught by declaring that higher education is not underfunded but is "under-accountable and underproductive." He accuses us of the sin of greed. Talk about hitting an institution where it hurts!

Secretary Bennett does not differentiate between the large universities, which carry a lion's share of the nation's research, and the undergraduate colleges, which confine themselves mostly to teaching. Nor does he distinguish between the Ivy League and the rest of us in a nation with about 3,300 institutions of higher education.

Harvard and Hopkins and Haverford can speak for themselves. For them, undergirded by heavy endowments, hurricanes hardly ever happen. They can thumb their noses at Secretary Bennett and not have to lie awake nights.

Let me instead testify for the other colleges — about half the total, with enrollments of less than 2,500 and many flying that proud banner of organized knowledge, "the liberal arts."

Not long ago, we were considered an endangered species, caught in a cost squeeze that threatened either to change our mission or close our doors. Mr. Bennett, then head of the National Endowment for the Humanities, exhorted us to make greater efforts to teach ageless ideas and values.

He certainly did not suggest at that

time, as he does now, that Federal Government policy should "help make colleges and universities accountable to the prime beneficiaries of their services — the students." Instead, he seduced us with project grants that enabled us to eschew contemporary fads even though they might have been more popular and profitable.

Let us treat Washington College, which I head, as a case study. Founded in 1782, it is one of the nation's 10 oldest colleges. The Commander of the Continental Armies provided a founding gift of 50 guineas

The president of a Maryland institution describes his 'rock and hard place' situation.

and gave written permission to use his name.

Washington College's original mission was not to train preachers in the earlier tradition of Harvard and Yale but to educate the new country's citizens — in the words of the founder, William Smith — for the "vital tasks of democracy."

This mission has placed us between the rock and hard place during stretches of our history. Our commitment to the liberal arts and the humanities has brought severe fluctuations of enrollments in periods when students — and their parents — have sought more bang for a buck from higher education.

We have maintained a fragile financial equilibrium and kept our doors open precisely because of the financial generosity that began with General Washington and that has been regularly renewed by alumni and friends as well as by corporate and foundation patrons.

Next year's students, according to the budget adopted at last month's trustees' meeting, will pay in tuition only 56 percent of the funds required to operate the college. With room and board added, they pay \$2 out of every \$3 for current expenditures. Not one cent goes for large capital expenses as we renovate old buildings and construct a new science laboratory center.

To meet long-overdue needs, I must saddle up, like my predecessor William Smith two centuries ago, and don the habit of the professional mendicant.

At the same time, I will draft a letter to students and parents reporting that once again Washington College has been obliged to raise its fees. Some will undoubtedly respond by quoting the Secretary of Education to indict me for at least one of the seven deadly sins.

Why don't we produce a more cost-effective budget? To ask this question is slightly equivalent to asking why Chopin did not pare his "Minute Waltz" to 50 seconds or so. Washington College, like peer institutions, holds the ancient ideal that genuine education cannot be reduced to assembly-line techniques.

It takes time and it takes teaching — labor-intensive teaching. We enlist 60 full-time professors for just over 800 students. Despite our best efforts, our average faculty salary is below the national average for independent colleges — less than \$32,000 a year.

Is Washington College accountable? In 1982, the trustees commissioned a hard-nosed firm of financial analysts from Boston to prepare a five-year projection of revenues and costs. It showed that we were headed toward unmanageable deficits unless rigorous corrective measures were taken.

Last month, five years later, the board adopted a budget that will be stringently in balance for the year ahead. Countless college boards across this country, to my knowledge, have gone through similar experiences without benefit of Secretary Bennett's catcalls.

America's colleges are constantly being tested in the highly competitive marketplace of student recruitment. Yet we cannot do business as if we were for-profit corporations.

When our venerable buildings get old and obsolete, we cannot tear them down simply for efficiency's sake. We

The education chief does not demonstrate awareness of small colleges' problems.

do not hire and fire faculty at will according to the latest lineup of course enrollments. Nor do we manufacture disposable products that lose a substantial portion of their value the minute they leave the showroom.

When Secretary of Education Bennett tells you that we are greedy, simply ask him one question: Where are we stashing the accumulations of our greed? When we manage to turn up a surplus dollar, our highest priority is to deposit it in the college endowment.

Thus, we prepare for that rainy day when students and parents and patrons may possibly begin to take the Secretary seriously. 11

N. Y. Times
3/16/87.

February 24, 1987

Robert Barzilay, Editor
Letters to the Editor
The New York Times
229 West 43rd Street
New York, New York 10036

To the Editor:

Late at night we finally balanced the college's provisional budget for 1987-88, in preparation for review by the board of trustees. The bottom line represented months of intense work and painful choices. The next morning's Op Ed page carried a message to me from Secretary Bennett, flagging my attention by the title, "Our Greedy Colleges." Our colleges are at it again, he asserts, in this season of unveiling tuition increases that far outstrip inflation, fueled by greed and federal aid to students.

Alas, Secretary Bennett, we have increased our tuition 6.5% for next year. Why have we done this heinous thing? The college's market basket differs somewhat from that of the consumer price index and metropolitan New York records a higher inflation rate. But, specifically, what budget items are up?

Financial Aid, up 9.7%. This is in part our own making, since an increase in tuition requires a commensurate increase in support for needy students and a higher tuition puts more applicants in the needy group. Despite Mr. Bennett's claim that the Reagan administration has sustained financial aid allocations, the Office of the College Board calculates that since 1980 total federal aid awarded to students has decreased by 13.6% in constant dollars. On our own campus we have had to find Sarah Lawrence support for more than 20% of our students who no longer qualify for guaranteed student loans or Pell grants. Supporting these students has increased our budget.

Benefits, up 9.3%, even after employees have absorbed some of the increased costs. Surely health cost containment is a national urgency, not an institutional indulgence.

Liability and other insurance, up 17.5%, even after extensive negotiations and shifts in policies.

Printing and paper, up 16% -- items essential to the educational process.

Robert Barzilay, Editor
February 24, 1987
Page two

Equipment repair, up 11% because we are buying less equipment and the old must suffice.

Maintenance service contracts, up 6% because many antiquated buildings and systems must serve longer without remodeling.

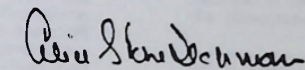
And so it goes with the many items which make up a college's budget. In the labor-intensive work of teaching, however, salaries account for more than half of our budget.

Salaries, up 5%. This is an achievement, not a problem, and we wish it could be several percentage points higher. For the seventh year in a row the faculty will receive an increase above the cost of inflation, only beginning to catch up on the salary erosion of the years 1973-81. Catch up to what? These people work long days and nights, doing some of the most important work our society requires. Sarah Lawrence, like most colleges, has never had to buy faculty, but we must not penalize them for their choice of life work. The median salary of assistant professors is less than that of pharmacists and plumbers of similar experience. Tenured teachers, our senior partners, make one-third less than the median salary of architects and less than one-half the salary of middle management executives. Faculty may indeed have the "psychic income" of interesting, flexible and significant work, but it doesn't pay mortgages or buy children's shoes. Our academics expect to have lower lifetime earnings than most professional groups, and our modest salary increases, driving up the expense side of our budget, provide a minimal salute to their labor and dignity.

Secretary Bennett cites "huge infusions" of cash from state governments, corporations and foundations into higher education and "staggering amounts" from individuals, as if educating citizens to moral and productive lives and creating and diffusing knowledge were some great misuse of public and private monies.

We deeply regret raising college costs, because it makes higher education less accessible to students who need and want it. But we are talking about a 4-5% spread between inflation and new fees. Would that we had such an uproar over a 4% cost overrun in the Pentagon.

So I must conclude that higher education in general and our college in particular is less greedy than the Pentagon, more accountable than the National Security Council and not "under productive." Outcomes, as Secretary Bennett knows, are more difficult to measure. At one small college, however, where we do not leave education to chance, we assure "real and sustained attention to education" (in Mr. Bennett's words). Such attention means that our faculty meet all of their students in small seminars and in regular individual conferences. This schedule demands long days. There may be efficiencies, but we find no short cuts to the educated and moral person: hours spent with books, in labs, in field work, with wise and sensitive scholars -- education commensurate with the cost.



Alice Stone Ilchman
President, Sarah Lawrence College

College Is Not A Product

By Dennis O'Brien

ROCHESTER, N.Y. — I am pleased that the Secretary of Education, William J. Bennett, has finally disclosed that universities are wasteful and inefficient. As a university president, I have always been ashamed to admit this fault, but I now feel that public confession is permissible. Perhaps abject admission will lead to fiscal abstinence or solvency.

Universities are not only inefficient in fact; they are inefficient in principle. The model of efficiency is the market economy, in which individuals are spurred to efficiencies of production and consumption by the discipline of market demands. The famous "invisible hand" adjusts individual decisions of producers and consumers so that an equilibrium of supply and demand is achieved. In this model, universities are spectacular failures. Our principal inadequacy is a failure of "market timing."

The efficiency of the market depends on its orientation to the present. A consumer can only wait so long for a purchase, and the merchant cannot afford to carry stale inventories. But while markets are oriented to the present, universities have an inefficient and obsessive interest in the past and future. The university library has to be the most out-of-date inventory extant. There was a day when Cicero was a hot item in the curricular market, but maintaining classical studies in 1987 is like Cosmopolitan magazine obstinately advertising bustles.

Dennis O'Brien is president of the University of Rochester.

Holding obsolete merchandise on the library shelves is bad enough, but universities also speculate in the futures market. For every philologist worrying about a verb's past tense, there is a physicist fussing about quarks — an item that probably has no sale price now or ever. It is very difficult to pretend to any level of effi-

ciency when you produce items that never have been or never will be marketable.

Of course, it's possible to make universities market-efficient. Parsons College, in Iowa, operated on the best supermarket principles. Only courses currently on the Student-Consumer Top 40 list were offered. A few faculty

were paid large salaries to mass merchandise the product. Part-time, low-paid assistants worked the check-out counters grading papers. Unhappily for advocates of efficiency, like Mr. Bennett, the Parsons model didn't inspire other colleges to follow and the college was sold.

Universities and colleges exist somewhere along the spectrum between museums and grocery markets. None — not even Harvard — can be pure museums retaining all the arts and artifacts of the past or the languages of out-of-fashion cultures. Nor do colleges move wholly in the direction of only fresh produce. Even the most present-centered community college will offer courses on Plato and all that.

A determination to "sell" the antique past and the exotic future establishes a first-order inefficiency that exponentially multiplies to orders of wastefulness beyond Mr. Bennett's

Yes,
Mr. Bennett,
we are
'wasteful.'

worst nightmares. For example, the University of Rochester's Eastman School of Music maintains the largest music library in America outside the Library of Congress. For schools sponsoring something as untrendy as the Bachs, support services for the product from outside suppliers are limited. That's partly a result of the fact that two-thirds of all music publications come from West Germany, and as the German mark has waxed our acquisition program has waned. Maybe the Department of Education would have us economize by watching a TV music channel.

What about the costs of the future? Exotic research requires equipment that one usually can't get at K-Mart. Of course, there is significant Government support for scientific research, but the grants often do not cover the true costs of the programs, such as the cost of new facilities.

Mr. Bennett has argued that universities simply charge what the market can bear — the pupils-be-damned attitude. One could argue just as plausibly that Government actions — excessive regulations plus underfunding of university research plus threats (and actions) to reduce student aid — have driven tuition costs ever higher. That scenario also is too simple and one-sided, but we seem to be caught in a game of simplicities about college costs. Given the terms of the current public debate, I would rather be wasteful than simple. □

THE BENNETT ENIGMA

By Eamon M. Kelly

Education Secretary William J. Bennett is, to borrow his own phrase, at it again. In a recent meditation on America's colleges and universities ("Our Greedy Colleges," *The New York Times*, February 18, 1987), the nation's chief education officer criticizes tuition hikes as evidence of greed; asserts that federal aid to students has increased annually since 1982; and, incredibly, argues that financial aid policies during President Reagan's administration have "consistently sought to redirect aid to the neediest students."

And now, the facts.

On Tuition Education is labor intensive. From 1970 to 1985, average real faculty salaries (after accounting for inflation) declined by 15 percent. The professoriate fared considerably worse during this period than their counterparts in competing occupations in the private sector, who experienced a net gain in income. Howard Bowen and Jack H. Schuster (*American Professors: A National Resource Imperiled*, Oxford University Press, 1986) point out that the number of Rhodes Scholars and Phi Beta Kappa graduates, arguably America's most gifted and motivated students, who are selecting careers in academia has dropped dramatically since 1960. They are choosing, instead, more lucrative opportunities in the private sector. Stories abound of law school graduates commanding \$50,000 starting salaries.

A substantial portion of tuition revenue goes right back into instruction and financial aid--higher salaries for faculty and increased subsidies for needy students--a dual strategy designed to restore higher learning's competitiveness for Ph.D.'s while increasing student access to education. This policy is hardly evidence of greed.

On Federal Appropriations for Student Assistance Secretary Bennett may not be looking at aggregate aid or factoring in inflation when he asserts that federal assistance has increased. In constant dollars, total support has actually fallen by \$2.6 billion since 1980. Moreover, the allocation of federal resources between grant and loan categories has shifted significantly. Ten years ago, 80 cents of every federal assistance dollar was in the form of a grant. By 1985-86, the figure had declined to about 48 cents out of every dollar; loans now account for nearly half of all federal aid.

And the shift toward loans as the dominant form of federal assistance may tend to discourage minorities and women from attending college. Since these groups still earn less than white male graduates even after earning a college degree, they feel the burden of loan repayment disproportionately, as a recent study prepared by Janet S. Hansen (director of policy analysis for the Washington office of the College Board) for the Joint Economic Committee of Congress points out. "Loans are not as fair," the study says, "in the sense of being neutral among different types of students, as are outright grants."

On the Targeting of Student Assistance Mr. Bennett's statements regarding the Administration's commitment to the neediest students are simply not supported by the data. In 1985-86, the Administration

entirely eliminated student aid under two grant programs that had benefited lower-income and disadvantaged groups: Social Security recipients and Vietnam War veterans. For 1988, \$4 billion is slated to be cut from federal assistance programs, including \$1 billion in grants to needy students. The Administration is promoting an Income-Contingent Loan Program in the aftermath.

Secretary Bennett admonishes colleges and universities to "shoulder their responsibilities to students, their families and taxpayers." The university I serve has increased its financial aid budget by over 300 percent in the past five years. No student is denied admission for reason of financial need. Fifty percent of all our students receive some form of aid. And, as proud as I am of our record in this area, my university is certainly not unique in allocating greater resources for student assistance; it is a trend evident across higher education.

The best argument for the government's following suit is, unwittingly, offered by Mr. Bennett himself. He notes that "on average, college graduates earn \$640,000 more over their lifetimes than nongraduates do." If true, it also means that they will pay about \$200,000 more in federal taxes over their lifetimes than nongraduates. Appropriations for student assistance are thus extremely well leveraged, it seems to me, offering the government one of the best returns on investment available today.

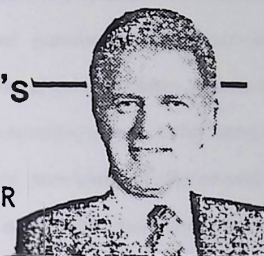
William Bennett remains an enigma. He is without question a fresh and forceful voice in education who has effectively heightened the national consciousness regarding higher learning. He makes us ask ourselves how important education is in our own lives and to the nation's future. And he has rightly called upon colleges and universities to examine how well they are doing their jobs. But by constantly emphasizing the negative, and through his confrontational and abrasive style, he is systematically alienating legislators of both parties, educators receptive to his call for greater accountability, and, I believe, growing numbers of Americans who are tiring of his schoolyard bully persona.

Since the end of World War II, with the great expansion of post-secondary education, America has come to view its college and university students as children of one national family, a human resource of incalculable value. Federal support for aid has been considered a practical investment in them and in the country's future, and the cost to taxpayers justified because the extension of educational opportunity is in the national interest. The historic rationale is as valid today as ever.

Eamon M. Kelly is President of Tulane University.

MY VIEW one reader's opinion

FREDERICK E. BLUMER



The writer is president of Lycoming College in Williamsport.

Colleges need outside support

CAN'T SOMETHING be done about rising tuition? It is no secret that the costs of library books and teaching freshmen chemistry well are soaring; it should not surprise anyone that tuition, too, has risen sharply. Unlike the Consumer Price Index, today only modestly higher than two years ago, the Higher Education Price Index which measures increases in the cost of necessities for colleges continues to out-pace the CPI. Colleges raise tuition because additional revenue is required to maintain the quality of their programs. Still more revenues are required to finance innovations and improvements.

Are these the only reasons tuition continues to escalate? Or is Secretary of Education Bennett right when he alleges that colleges are fat and growing fatter? If guaranteeing access to the handicapped and library acquisitions are wasteful, rather than wise, then there may be some extravagance — but it is trivial when compared to the increased cost of necessities. Even so, something *can* be done to bridle runaway tuition.

Dependency on tuition can only be reduced if revenue from other sources is increased. Public universities across the nation now cover approximately 54 percent of their operating costs with tax revenue. Private institutions are following suit by relying more heavily upon revenue from endowments and gifts from alumni and friends. Since colleges cannot control the costs of employee health, borrowing food, computers or other necessities and don't want to reduce their faculties to paupers, they must increase revenues from other sources. There is no magic alternative.

HOW, THEN, does one increase endowment revenue or contributions from alumni and friends? Gimicks sometimes work, at least briefly. One might announce that God will smite the president unless philanthropy rides to the rescue. But financial support is best prompted by a basic commitment to serve the public needs, by commitments reflected in the priorities of the college. Like most institutions, Lycoming College has raised tuition each year for the last 20

years — but not by choice! Our determination to offer access to any qualified student becomes more than a rhetorical pitch by virtue of one of the most generous student aid programs in Pennsylvania.

Our determination to provide access to the children of families with modest means is more than an empty promise because when our investments bring good returns (our endowment has grown 142 percent since 1980) or when alumni giving increases (up 62 percent in the last two years as total gifts increased 109 percent in the same period), we share that good fortune with our students by restraining tuition. Because that commitment becomes tangible in rates significantly lower than those at colleges offering comparable programs, Lycoming College can expect more applications, (currently up 19 percent over last year), not only from those who don't work or borrow their way through college. But it is worrisome that our ability to cope comes at the expense of other fine colleges at just the time in our national history when American youth are falling behind the youth of Japan, Germany, the Soviet Union and others.

NO COLLEGE can guarantee a free education, but today students in America are being forced to identify those colleges that keep tuition to the minimum by seeking the needed revenue elsewhere. Ironically, the most popular answer is to increase tax revenue for public institutions and increase tuition at private colleges prodded by an increasingly bizarre competition. A better answer is needed.

Can't something be done about rising tuition? Don't expect miracles — but it is time to insist upon commitments that keep tuition to a minimum. It's not easy to get out and raise the needed dollars, but that's what has to be done if tuition isn't to break the backs of our students and their families. Mr. Secretary, you could help by acknowledging that government shares this responsibility to defend that nation against enemies foreign and domestic. Requiring citizens in a technological society individually to bear the full cost of education is like requiring the militia in the age of missiles to pay for their own weapons!

The education reform movement provides great opportunities as well as substantial risks for educational leaders. Now that political leaders have grabbed hold of the movement, the challenge to those of us in education has become more complicated but also more promising. The element of divisiveness introduced by Secretary Bennett's lashing out at higher education in particular has many of us off balance and even feeling a sense of competitiveness with one another for what appears to be smaller slices of a smaller pie. But if those at the center of the enterprise—students and teachers—are not to be crushed by the potentially negative impact of this educational debate, that divisiveness will have to be countered by a spirit of cooperation rarely found among our educational institutions. Genuine reform will require developing creative new relationships between colleges and schools.

The opportunity-peril dichotomy is epitomized by our relationship with the last two Secretaries of Education. Secretary Theodore Bell, early in the Reagan administration, began the march of reform with his report A Nation at Risk. Focusing on our schools, the report detailed the costs to the nation of not making fundamental changes in the way we educate students. It helped the public recognize anew how central the educational system is to the health of our nation and gave national support for leaders in education to rededicate themselves to the changes called for by the report. The debate was on.

Then came the new Secretary, William Bennett, author of a report focusing on colleges and their curriculum, To Reclaim a Legacy, while he was head of the National Endowment for the Humanities. The report promised a leader steeped in the best traditions of American education, one who would help state and local educational leaders pick their way through the difficult demographic, financial, curricular, and professional issues facing schools, colleges, and teachers at all

levels. Hopes were dashed when Secretary Bennett turned analysis to political attack as his chosen weapon to get us thinking. In ways reminiscent of some of the more colorful if not wholly appealing partisan political characters in American history, Secretary Bennett turned to scapegoating by making, in turn, students, teachers, and college presidents the enemy, fit targets for ridicule or resentment.

What he has had to say of value has been lost in his confrontational style of pitting good guys against bad guys. Although we risk trivializing the important choices in front of us—choices the many thoughtful reports have begun to make clear—by focusing on Bill Bennett and his style of leadership, we have to acknowledge his impact upon the reform movement. He has gained the spotlight while seeking to turn public opinion against all of the constituencies of our schools and colleges. At last we can put his leadership into perspective by looking at the budget proposals for education of the Reagan administration. The gutting of almost all financial support for students reveals the bottom line of the Bennett-Reagan program for education.

To be constructive in our own leadership, we must define the problems and propose approaches that can help this mighty pluralistic system of education correct its course and increase its effectiveness with the tremendous range of students it must serve. The supportive tone struck by the Carnegie Report, A Nation Prepared, calls on us to grasp the challenge for education in the rapidly changing conditions of American, indeed of world society. Rather than suggest an educational model from some halcyon past, this report calls on us to look toward the future and the changing demands for education—and therefore for teaching—in a society no longer modeled on a manufacturing assembly line. The information, service, high technology society of tomorrow will require a different education. The ability of our people to think creatively and analytically, to solve

problems relating to the urgent issues facing the human family by using the full array of information and high technology techniques, to understand different cultures, both within our borders and beyond, and to draw together the several intellectual disciplines to further such understanding depends on the character and effectiveness of our educational institutions.

As we project the kind of educational system we will need for the twenty-first century—one that will allow our students to be skillful workers, educated citizens, and personally fulfilled human beings—we see a system that links professional development for teachers with the improvement of student learning. Indeed, the recent reports have focused on the centrality of teaching to this reform of our schools and colleges. Attracting our brightest students to careers in teaching has once again become a public imperative. How to hold and to help those teachers now in the classroom become more effective and regain a sense of professional accomplishment and pride is no less important.

Clearly, the time is ripe to launch a full scale cooperative effort by school and college professionals at the local level to increase the effectiveness and attractiveness of teaching. College presidents and school superintendents need to take the lead in creating an atmosphere for teachers and administrators from both types of institutions to come together and share their perspectives on the learning challenges posed by the students we share. The most effective teachers in the schools need to work with their colleagues in the college departments of education and the other departments to analyze how best to prepare the next generation of teachers. Such discussions should involve teachers in the specific disciplines from both sides of the school/college divide and focus on the most effective ways to promote learning by students of different ages and at differing levels of academic preparation. The separate responsibilities of schools and

colleges come together in the student-teaching or internship experience which the Carnegie report calls on us to make the equivalent in quality and intensity to the internship/residency of medicine or the law clerk preparation of the legal profession. This collaboration of school and college must be extended in new and creative ways to the continuing professional development of teachers already in the classroom.

Fundamentally, the issues we face in schools and colleges are linked by the learning needs of our students—in all their diversity—and the status of teaching as a profession. As we share our perspectives and identify problems, we need to address the bureaucratic conditions impeding the teacher as a professional. We need to join in working with school boards and college governing boards to improve working conditions and to make teaching more rewarding financially. Assessment of student learning and teacher effectiveness, performance-based evaluation and pay for teachers, faculty development and curriculum renewal, balancing career or professional education with general or liberal education are just a few examples of critical items on our common agenda. How to finance needed changes also demands our cooperative efforts as professionals and as citizens.

Both in style and in budget, the present administration has said that these challenges must be dealt with locally and not nationally. There is, however, some hope that alternative leaders in both parties will make education a top item on the national agenda in the forthcoming presidential campaign and that these leaders will offer proposals for an updated version of the G.I. Bill to help individuals fund their education for professions, such as teaching, which their country needs. We already see this public leadership at the state level.

We can be grateful that the nation has awakened to the need for an educational system that will give strong, creative support of our role in world

leadership as we approach the twenty-first century. Now we must put aside the sense of hierarchy that has separated educators at the school and college or university levels and come together as colleagues who have much to teach and learn from each other about student learning. We must step outside the protected halls of our school buildings and college campuses and help direct the discussions at the school board meetings, in our state legislatures, and in the Congress as we all are called upon to help reform our schools and colleges. If we do not, we will leave control of the agenda to others for whom politics rather than educational policy has assumed the higher priority and have only ourselves to blame for the result.

WILKES COLLEGE

Christopher N. Breiseth
Christopher N. Breiseth
President

Robert J. Heaman
Robert J. Heaman
Associate Dean of Academic Affairs

Bill Bennett has merited only a generous D

By NEAL MALICKY

William Bennett, secretary of education, has issued his annual report card on the nation's schools. His evaluation is a "gentleman's C," citing selected and sporadic data to support his persistent and caustic criticism of education in America today.

Most creative educational institutions let students evaluate their professors. Such evaluations are often of great benefit to the professors and frequently are used by deans and evaluation committees in recommending promotion and tenure.

Following is a brief evaluation by one educator at the college level of Secretary Bennett's leadership of education in America today. As one teacher to another, I hope he finds it valuable feedback.

Like any class, Bennett's work must be divided into several parts before a final grade can be determined.

A for ability to gain press coverage on the problems of education (10% of grade).

Bennett is proving to be the master of using his position as a "bully pulpit." His flair for the harsh word, the generalized critique and the manipulated statistic have brought attention from the media to him and his message.

If arrogance were a category worthy of note, he and his senior staff, would also surely get an A for arrogance.

B for probing the problems of education today (10% of grade).

Bennett's strengths are as a gadfly. He is effective at pointing out the flaws and failures of the nation's schools at all levels. He has brought these flaws to the attention of parents and the general public, as well as to members of school boards, and the academy. The resulting debate could help resolve problems.

If his criticisms were new, he would receive an A in this category. While they have been discussed regularly, by educators in meeting after meeting and tome upon tome, Bennett has provided a valuable service to the nation and to educators in emphasizing the problems we face in American education.

C for confusion of role and of message (10% of grade).

Bennett speaks from the position of the nation's leading educator as the nation's most prominent critic of education at all levels. The confusion that results is considerable.

For contrast, try to imagine the secretary of defense making speech after speech describing the failure of the nation's defense system, the inadequacy of soldiers, the paucity of leadership, the greed of generals, the oversupply of money for uneeded new weapons systems. It is impossible to imagine such statements from the secretary of defense — although any of those charges may be credible. Yet we have come to accept this confusing role from the secretary of education.

F for failure to understand or communicate with his constituency (30% of grade).

Bennett has a very selective view of colleges and universities today. He seems to view a small number of select institutions — with highly selected students, research-oriented faculty and hundreds of millions in endowments — as being the norm in higher education.

Such institutions provide a great service to our society, but they are not typical.

Bennett fails to understand that the large majority of colleges are not dedicated to a "publish or perish" philosophy for faculty, but are devoted to the teaching and learning of their students. Their modest endowments are used to support financial assistance to students who are struggling to make a better life for themselves, and to enhance faculty salaries that are far too low to encourage the excellence they give.

Bennett's failure to understand his constituents extends even more dramatically to his students. His temperate statements of two years ago that students should give up their "stereos, cars and weeks at the beach" imply a view of college students as wealthy, carefree playboys and playgirls who have no financial worries and few responsibilities.

Most college students, from my experience, are hard-working, responsible persons who seek part-time work while they are in college, and add to it large levels of personal indebtedness from loan obligations.

In his speech to commemorate the 350th anniversary of Harvard University last fall, Bennett enumerated what he believed to be many of the failures of American higher education. I gave copies of that speech, and other statements he has made, to the 15 first-year students in my class last fall. I asked them to read, discuss and write papers on their views.

Their consistent reaction was that Bennett did not understand them, what they were doing, their struggles, hopes or dreams, or the experience they were having. And they resented his arrogant view of what they were experiencing as life-changing opportunities.

F for failure to advocate for the needs of higher education and its students (40% of grade).

Because Bennett seems to view all educational institutions as being in the mold of a select few, and students as affluent, lazy and irresponsible, it is not surprising he is calling for major cuts in the support of higher education and for college students.

For the large majority of the nation's colleges and its students, his recommendations would be tickets to disaster. Fortunately, Congress and the American public have rejected many of his proposals.

With unflinching zeal, however, the secretary is trying again. In the administration's new budget, he calls for a 45% cut in the aid programs that are so vital to the continued enrollment of millions of college students.

The confusion in his position is again visible. On several occasions he has exhorted students to work in order to put themselves through college; yet



his new proposal calls for the elimination of the College Work-Study program. What is it you want, Mr. Secretary?

Many educators are aware that the disastrous federal budget deficit must be curtailed. To do so, most of us in education are willing to accept cuts in programs that are important to us. But we find unacceptable a budget that calls for massive cuts in student-aid programs and a \$27 billion increase in defense expenditures. We believe that a strong defense and a strong democracy cannot be built without a strong educational system and a well-educated citizenry.

The secretary, apparently, does not agree.

So how do we put card on Bennett? In he has averaged a B, basic areas of failure his constituency or needs, he has clear leniency should prevail of "a generous D."

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Malicky is press Wallace College.

Enemies In Washington

Not An Ogre? Secretary Bennett's Figures Are Voodoo Economics

By Thomas R. Fitzgerald, SJ

During an unusually confused session in Washington, one of the most startling statements was the following from Secretary of Education William Bennett: "Under the administration's fiscal 1988 budget proposal, all students presently receiving aid would continue to be eligible for the same dollar amount of aid." One can test his accuracy by matching fiscal 1987 appropriations against the administration's proposals for fiscal 1988. The top chart, in millions, groups in one section grant programs and College Work Study, and in the other the several loan programs.

The administration would reduce funding for Pell Grants (for poorer students) by almost 31 percent, and would offer no new funding for Supplemental Grants or grants to be matched by the state, and would eliminate a most valuable self-help program, College Work Study. The four programs together would be reduced 46 percent.

The National Direct Student Loan program — which, like CWS, entails a match from the college — would receive almost no new funding. Income Contingent Loans, a new concept that may or may not be workable and to which Congress committed \$5 million, would jump to \$670 million although it has not yet been tested. The Guaranteed Student Loan program would be reduced 61 percent. This would be achieved by eliminating the in-school interest subsidy, reducing the special allowance to lenders, increasing borrowing rates to those of the market place, adding a borrower's fee to cover the cost of defaults and reducing loan insurance. Thus students "would continue to be eligible for the same dollar amount of aid," as the secretary has stated in such a misleading fashion, but would, in borrowing the same amount, have to meet vastly greater debt service. For all student aid programs, the administration recommends that appropriations be reduced from \$8.2 billion to \$4.53 billion, a drop of 44 percent.

Secretary Bennett and I, at widely separated intervals, attended the same downtown Jesuit high school in Washington, D.C. My instructors in mathematics were the late Bob Collier and Orrell Mitchell. They taught old-fashioned mathematics. They (and I am sure their successors) did not teach the voodoo mathematics exemplified above.

Do the administration's student aid policies deprive disadvantaged students of the opportunity to attend college? The sons and daughters of lower-income families find extensive borrowing very threatening, but the secretary ignored the efforts of the administration across the years to shift the balance of the federal programs from grants to loans. In a report published last year, the National Association of Independent Colleges and Universities indicated that 70 percent of all full-time, dependent undergraduate students in private colleges were receiving some form of federal aid. Among such recipients the share of college expenses paid by students and their parents expanded from 53 percent in 1979-80 to 65.5 percent in 1983-84. It is notable that students from families with less than \$10,000 income and their parents furnished an average of \$1,945 in 1979-80, and \$2,614 in 1983-84. Note the bottom chart.

	Fiscal 87 Appropriations	Administration's 88 Proposals
Pell Grants	\$3,900	\$2,710
SEOG	412.5	0
SSIG	76	0
CWS	502.5	0
	\$4,989	\$2,710
NDSL	210	26
Income Contingent Loans	5	670
GSL	3,004	1,177
	\$8,219	\$1,873
TOTAL	\$8,200	\$4,583

Family	Parental Contribution	Student Self-Help	Total Family Contribution
Less Than \$10,000	191	461	1,945
\$10,000 to \$20,000	766	797	3,614
All Incomes Combined	1,270	1,958	3,313

In 1979-80, more than 75 percent of all federal aid recipients at private colleges received Pell Grant assistance. By 1983-84, the number was 43.7 percent. Reliance upon Guaranteed Student Loans grew. Among aid recipients from families earning less than \$20,000 annually, 33.7 percent took out GSLs in 1979-80, 62 percent in 1983-84. The average annual loan amount grew from \$1,589 to \$2,265. Students in the average private college, incidentally, come from family income groups not unlike those on public campuses across the nation. Moreover one can frequently find proportionately more minorities on private than on public campuses. Here at St. Louis University we are privileged to educate proportionately more blacks than are to be found on three of the four campuses of the state university system.

There is no evidence linking the availability of student financial aid (especially loans) to tuition increases. While federal aid rose quickly in the 1970s, tuition grew slowly. While federal aid was being curtailed in the 1980s, tuition was rising more swiftly.

Tuition has been significantly outdis-



tancing the Consumer Price Index because a college market basket is not quite the same as a family market basket. Families do not need to purchase large quantities of ever more expensive printed materials, or ever more sophisticated computers, or large amounts of general liability insurance. Moreover, in colleges — pre-eminently labor intensive — professional staff salaries increased 66.3 percent across the country during the past 10 years when the Consumer Price Index was advancing 97 percent. We simply must allow for annual salary increases each year that exceed the annual growth of the index.

The statement that "higher education is not underfunded" is even more gratuitous and misleading than the other comments already quoted. As one who has, at one time or another, served on the boards of six colleges and universities, and who in recent years has been

on accrediting committees visiting seven universities across the Midwest, I can attest that only one institution was really adequately funded, and one other almost so. All others were excessively dependent upon tuition revenue. All were compelled to pass on far too much of their operating costs to the consumers, the students. At St. Louis University at the end of the 1970s we were faced with a seriously deteriorating physical plant. During the 1980s we have spent tens of millions to bring back the quality of that plant, and even to supplement where there were serious shortcomings. But with one exception, we have consistently avoided drawing upon tuition income for these purposes, looking rather to the great generosity of our friends.

As for being underproductive, anyone in our university can attest to the annual analyses of class size and teaching load, to the staff reductions that have followed and the discontinuance of programs that were inadequately supported. I have seen similar efforts in other colleges and universities with which I am intimately familiar, but would wryly concede the efforts at SLU have been unusually vigorous. As for being under-accountable, I think Mr. Bennett must mean underaccountable to himself. In varying ways a college president is accountable to his board, to faculty, students, alumni and benefactors, and to the market forces that will push his institution to disaster if it prices itself beyond the reach of its clientele.

Our future rests with our young; we must give to their preparation for life in the 21st century as high a priority as possible. While the secretary of education should not simply be a lobbyist for education, it is important that he reflect its needs and explain its problems to his associates who have so little understanding.

As Sen. J. James Exon of Nebraska told the secretary at the key meeting of the Senate Budget Committee, "I wish you were as strong an advocate for education as Secretary Weinberger is for defense." It is a tragedy that he has chosen instead to attempt to discredit higher education, and in this our voodoo doctor seems to be a latter-day Rambo loose in the Cabinet Room.

Thomas R. Fitzgerald, SJ, is president of St. Louis University.

NEW YORK TIMES, MONDAY, MARCH 9, 1987

Letters

College Tuition Is Not-So-Simple Arithmetic

To the Editor:

Secretary of Education William J. Bennett is at it again. In "Our Greedy Colleges" (Op-Ed, Feb. 18), he takes colleges to task for "blithely" continuing to increase tuition at rates that outstrip inflation, motivated by greed and by what he terms increases in Federal financial aid in recent years.

His article is more crafty than convincing, more fiddling than forthright. To begin, Mr. Bennett's argument that availability of student aid encourages colleges to push up tuition at excessive rates is incredible.

In the 1970's, Federal funding of student aid increased significantly — by at least a factor of three — and tuitions fell behind inflation. In the present decade, Federal funding of student aid has stalled, while tuitions have increased faster than inflation. This pattern is just the reverse of that predicted by Mr. Bennett.

His assertion that Federal expenditures for student aid have increased greatly in real terms since 1980 is simply wrong. Programs generally available to college students under Title IV (Pell grants, college work study, guaranteed student loans, etc.) are, in the aggregate, up less than 10 percent in real terms over the period from 1980-81 to 1985-86. And if one counts in specially directed aid programs — including Social Security benefits that have been eliminated by this Administration and Vietnam veterans programs that are winding down — total Federal student aid is down nearly 14 percent in real terms over this same period.

Federal aid to students would be down much more if the Reagan Administration had achieved its budget objectives. Repeated efforts to gut aid programs have been resisted year after year by Congress, which is where credit for present levels of Federal student aid properly belongs.

As for tuition, Mr. Bennett compares presumed tuition increases of 6 percent to 8 percent with inflation during 1986 of "about 1.8 percent," a number that is apparently a reference to the Consumer Price Index. This is a measure of inflation as seen by the average middle-income consumer, defined in terms of a representative market basket of consumer goods and services. It weighs energy costs heavily and rose little in 1986 because of the sharp drop in energy costs.

But the Consumer Price Index and its cost of bacon and gasoline have little relevance to the costs borne by colleges and universities, which are

dominated by compensation of faculties and staffs. A better measure of changes in these costs is the Higher Education Price Index, which increased in 1986 by 4.4 percent. This measure of inflation, which has risen by more than the Consumer Price Index in every year since 1982, is a more appropriate and sensible measure of cost changes for comparison with tuition changes.

Driven largely by the needs of colleges to restore real salary levels ravaged by a dozen years of uncontrolled inflation, tuitions have increased faster than inflation, however defined, in recent years. But, obviously, there is much more to this story than Mr. Bennett would have us believe.

PAUL E. GRAY
President, Massachusetts
Institute of Technology
Cambridge, Mass., Feb. 27, 1987

Insurance Squeeze

To the Editor:

In 1985, our nation adopted a public policy that everyone who desired to do so and could profit from it should go to the college of his or her choice. Grant and loan funds for education sprang into being. But now, in grimmer budgets, the Federal Government is retrenching, especially on subsidized loan programs, throwing more of the burden on the states — and the students.

It has long been true that virtually everyone had a continuing debt to pay



Nurit Karlin

for two things: their homes and their automobiles. In the future, we will see more and more people carrying three debts: the mortgage, the automobile payments and the student loans. The burden of student loans may be great, but loans are often the only oppor-

tunity a person has to go to college.

To continue making college possible (still a national imperative) is essential that there be loan money available for students. As director of a consortium of 11 universities, I tell you that as Federal programs shrink, private loans become more and more important.

However, private loan programs that supplement the government programs require insurance by major triple-A-rated multiline insurance company.

Unfortunately, there is an elephant in New York State and elsewhere to require that such credit enhancement be offered only by multiline insurance companies. These most do not exist. A requirement that kind would require the multiline insurers to make the soul-searching decision whether or not to capitalize (at enormous cost) a monoline insurance company for financial guarantee purposes. If the decision should be negative (as is likely in almost every case) private sector supplement loan programs would disappear.

Enlightened state government should not, through unnecessary regulation of insurance companies, make the situation even worse. The risk of default in supplemental programs is small, and the overall credit risk to the insurer is minuscule.

In this regard, the New York State Insurance Department should be able to solve the social problems arising in the American spirit. Private enterprise will do it and do it well. It must be some public supervisory private enterprise when the welfare of large numbers is at stake, but reaction to mythical disasters can interfere with providing private solutions to public-policy issues.

One would not ordinarily count the efforts of state government to regulate large insurance companies with the success or failure of profit initiatives to supply low loan funds for students. But this attitude of the Insurance Department would materially affect such programs. Since New York is an acknowledged leader in the insurance industry, this practice could be widespread and have a deleterious impact on millions of Americans more and more at their own expense the education on which we all rely in the future to keep our country great.

(Rev.) JOHN P. WHELAN
Executive Director
Consortium of Universities
the Washington Metropolitan
Washington, Feb. 15,

Commentary/Counterpoint

Proposed limit on college costs unfair to responsible institutions

In recent speeches, Secretary of Education William Bennett has criticized colleges for their irresponsibility in pricing, asserting that they simply charge what the market will bear.

He further argues that if the nation's educational institutions are not willing to hold the line, it will be up to the government to curtail student aid. "Federal aid," he says, "has fueled the cost spiral."

Bennett's position that colleges should not raise tuition and fees more than 1 percent above the inflation rate assumes that all colleges are at or above the appropriate price level. Many colleges not only are striving to hold the line, but historically have done so. Some of those colleges, including St. Olaf, were cited as good buys in higher education in a recent article in *People* magazine.

Under Bennett's proposal, colleges could not, without penalty, increase the quality of their offerings and services if that change meant real-dollar cost increases to the institution. Thus, colleges which have historical-

ly been "underpriced" as well as colleges which seek more costly improvements in quality would be disadvantaged were Bennett's proposal to become national policy.

Bennett cites the Consumer Price Index (CPI) as a basis for his assertions. He might better cite the Higher Education Price Index (HEPI), which deals more appropriately with the costs colleges and universities face in purchasing goods and services. In 1985, the CPI increase was 3.9 while the HEPI increase was 6.7. For 1987, comparable figures are estimated at 2.9 and 4.4. In the last five years the HEPI has been well above the CPI.

But, if Bennett insists on using the the CPI as a base, then a college such as St. Olaf can show that in 10 of the 16 years beginning with 1971-72 its comprehensive fee increase was well below the CPI increase.

Over the entire 16-year period, St. Olaf's comprehensive fee increase has been less than the compound annual 1 percent above inflation rate Bennett calls for as a ceiling.

As to his contention that federal aid has fueled the price spiral, from 1979-80 to 1982-83, the years in which federal student aid was most available, St. Olaf's actual fees were below its real dollar (1971-72) fees by the largest amount. At least for St. Olaf, there is no evidence that the availability of federal student aid has caused price increases.

On the contrary, a key reason for such increases is that we've been forced to increase institutional funds dedicated to student aid — a direct result of the decrease in federal funding.

A recent congressional report showed that one-third to one-half of all students now leave college with debts — on average, \$8,950 at a private college. And yet, when compared to other major purchases in an individual's life, this is a manageable debt.

Thirty years ago, the price of a year at St. Olaf was equal to that of a mid-priced automobile. Today, a mid-priced automobile is considerably above the annual price of a St. Olaf education. Yet, the expense of the automobile will be repeated, while the educational purchase is a single lifetime investment.

Bennett calls for colleges and universities to act responsibly to explore financing options and alternatives. Many schools have been exploring such options and alternatives for decades.

During the 1960s, St. Olaf pioneered a guaranteed cost plan — the first of its kind anywhere. Later, we introduced the St. Olaf Trust.

Bennett also calls for colleges to assess their performance so that students and parents can determine if they are getting their money's worth. Responsible colleges have done so and can defend both their performance and their prices to those they serve.

I share Bennett's worry about the price of higher education, and it is incumbent on us to act responsibly. But Minnesota's private colleges in general and St. Olaf in particular do not deserve the kind of across-the-board policy Bennett proposes. Melvin D. George, Northfield, Minn. President, St. Olaf College.



December 14, 1986

letters from readers

Bennett assailed for faulty logic

Dear Editor,

Education Secretary Bennett is guilty of gross oversimplification of the problem of college costs. His logic is faulty on several grounds.

First, in attacking the federal government for "wasting" millions on student aid, he overlooks the fact that Pell grants and other federal assistance have helped millions of American students obtain college degrees. The administration has spent thousands of times more stockpiling nuclear weapons without questioning the consequences of these expenditures.

If public policy makers want to get at the real problem of rising college costs, they ought to turn to the question of cost containment in state financing of higher education. Too often, students are forgotten in the political battle over public funds for institutions.

If wealthy students paid more of their share of costs at public colleges and universities, millions of dollars would be freed to reduce costs for less affluent students.

Bennett says parents' ability to pay is being eroded, but the facts don't bear out his arguments. According to Terry Hartle of the American Enterprise Institute, the percentage of income required to meet college costs for families with college-age children has remained quite stable since the 1970s. And a recent survey by the Cooperative Institutional Research Program shows that the percentage of students greatly concerned about college costs has remained about the same over the last decade.

Surely, rising costs are a serious concern for parents and educators alike. But Secretary Bennett's simplistic potshots do little to improve the quality of debate in this important area.

Donald E. Fouts
President
The Federation of Independent
Illinois Colleges
and Universities



January 6, 1987

Editorial Page Editor
Christian Science Monitor
One Norway Street
Boston, MA 02115

Dear Editor:

I was surprised to see the Monitor quote as fact the opinions of U.S. Education Secretary William Bennett in its December 30 editorial on student loans. As is obvious, the student loan burden has risen because tuitions are increasing and federal grants are decreasing. But to blame tuition increases on the availability of federal aid, as Mr. Bennett claims, is in Washington parlance, "misinformed" -- otherwise known as "wrong."

As a matter of fact, college tuitions and federal aid seem to move in opposite directions. Tuitions grew at the slowest rate in the 1970s when federal aid tripled. Tuitions have grown at a more rapid rate in the 1980s, when federal aid was choked back by the Reagan administration.

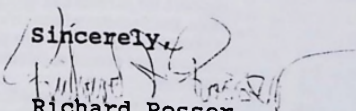
Indeed, some of the blame for tuition increases can be laid directly at the Secretary's door: as the federal government cuts back on aid programs, colleges must provide more support for needy students from their own budgets, forcing tuition increases.

Colleges are concerned about the rising loan burden. There are ways for colleges to become more efficient without sacrificing quality, and that is happening. Families will also have to participate through better and earlier financial planning, and my organization's PAVING THE WAY project seeks to help families in this way. But government must play a role as well to preserve access for all students, rich or poor.

I remind the Monitor that the 1988 budget just submitted by the Reagan Administration would cut over a million needy students from federal grant programs and eliminate nearly a million campus jobs aimed at the very poorest students. The Administration proposes to replace current grant and work programs with a new loan program that would substantially increase student loan burdens.

I hope that the Monitor will be more discerning in the future when it adopts the Mr. Bennett's arguments for its own. The simple, pat statements the Secretary makes, as appealing as they may be to the media, are often just plain wrong.

Sincerely,


Richard Rosser
President

SPEAKING OUT

Democrat and Chronicle

Colleges strive for best education at lowest cost

By Rosa Marie Baston

Education Secretary William Bennett's recent well-publicized charges that higher education is financially irresponsible are a cause for concern to all of us.

The value of a college diploma went unquestioned by generations of American parents. A degree meant not simply increased earning power, but, more importantly, the expansion of one's horizons, a widening of one's opportunities.

A college degree was a goal for which many of our parents willingly sacrificed new cars, vacations, even basic necessities. Higher education was an essential component of the American dream. Now, allegations from the man who is presumably the highest federal advocate for education call the purpose of these sacrifices into question.

As president of a small, independent college, I find Mr. Bennett's charges especially troubling. Almost 80 percent of Nazareth's students receive some form of financial assistance.

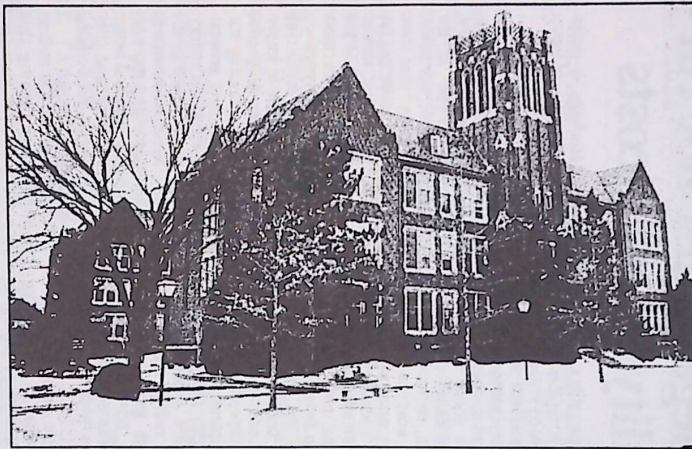
They are not affluent; 60 percent of them report family incomes of less than \$45,000 a year. They and their families must make many tough decisions about the value of their college degrees.

Those of us who administer this nation's colleges have a moral imperative to provide the highest quality education for the least cost. And our students have a right to demand that we function as careful stewards of our institution's resources.

We have heard much from Mr. Bennett about the tuitions increasing faster than the consumer price index. I believe that our students, as careful consumers, will realize the false analogy at the base of this criticism.

College costs are simply not related to the representative "market basket" of goods and services that are used to calculate cost-of-living increases for the average household.

The Consumer Price Index measures the cost of 382 items purchased by urban families in the general categories of food and beverages, housing and apparel, transportation, medical care and enter-



Nazareth College's administration building, Smyth Hall, on the East Avenue campus in Pittsford.

tainment. In a college budget, some of these items are non-existent and others absorb a much larger share of our annual expenditures.

Colleges are highly labor-intensive. Faculty and staff salaries and fringe benefits constitute by far our largest single expense, and items such as insurance — up 300 percent at Nazareth in the past four years — security, equipment, energy, books and maintenance claim the lion's share of the remaining expenditures.

In addition, social and economic changes in the country at large require other increasing and unavoidable expenses.

Last year, Nazareth constructed and equipped two new computer labs, expanded our career placement staff, increased funds for student services by 10 percent and for student aid by 14 percent. Replacement of obsolete equipment — from typewriters to sophisticated scientific instruments — cannot be put off if we are to provide our students with

the quality of education they deserve.

The amount of money Nazareth must provide for financial aid has also climbed rapidly, in part to compensate for the decline in federal aid to students. And reductions in other federal programs have caused additional disruptions.

This year, for example, Nazareth will pay 70 percent of the money students will earn for on-campus work-study jobs and the federal government will pay 30 percent. Eight years ago the percentages were exactly reversed.

Next year, if the president's budget proposals are adopted, no federal funds will be available for work-study programs.

With federal expenditures on higher education going down, tuitions will inevitably rise as colleges scramble to make up the difference and try to meet ever-escalating costs for energy, equipment and personnel.

With these factors in mind, it is not responsible

to suggest, as Mr. Bennett has, that colleges simply "charge what the market will bear." I know it is not true at Nazareth. Our programs, facilities and resources have recently been subjected to a series of probes that surely must constitute the most searching self-examination in the college's 63-year history. We are:

- Developing a strategic plan which will determine how the college's resources should be most effectively allocated to expand existing academic programs and develop new ones.

- Following up on a comprehensive study of buildings and grounds which produced detailed recommendations on how we can make the most productive use of our space.

- Completing a year-long campus maintenance audit which will pinpoint projects to be undertaken during the next 10 years to avoid more costly expenses in the future.

- Initiating a major change in our investment-endowment philosophy aimed at producing a greater total return.

- Introducing measures to cut energy costs by approximately \$90,000 a year.

Other colleges and universities can surely present a comparable case. But even if we give evidence that we are serious about cost containment, Secretary Bennett will provoke us with the question of faculty productivity. Professors, he maintains, teach only four hours a week at our major universities, less than seven overall.

In that case, we call to his attention the fact that Nazareth faculty are expected to teach 12 hours a week, which means — based on the traditional rule of thumb of two hours preparation for every hour of instruction — that they spend approximately 36 hours weekly on classroom teaching.

If we add a conservative 15-20 hours more a week for student advising, committee projects and scholarly work, then you have a 50-55 hour work week.

As for whether this effort pays off in a product of value to our students, favorable attitude surveys, increased retention rates, above average number of alumni donors to the college and other indices indicate that Nazareth may be on the right track.

I believe that the sacrifices made by many Nazareth students and their families were worth it. And I know I can speak for at least one college community when I say we are committed to ensure that the value of this education continues.

Rosa Marie Baston is president of Nazareth College.



March 3, 1987

OPINION

SHELDON HACKNEY

An opposing view

Colleges must not cut quality to curb costs

PHILADELPHIA — Educational opportunities should be determined by a student's abilities and interests, not financial status. The individual student benefits, but so does the nation if students attend the schools that can challenge them.

At Penn, we admit students on their academic qualifications, then work with them to find the necessary financial support. We hold to that policy despite the rising costs and changes in federal student aid that have left most U.S. colleges in a financial crunch.

Higher education is a complex and expensive enterprise. It's labor intensive, and that labor is highly specialized. Top scholars are expensive to attract and retain, especially in fields such as business, law, medicine, science, and engineering, where we compete for employees with the for-profit sector.

The rapid increase in knowledge also has its costs. Major new disciplines are emerging, and simply keeping up with existing ones increases expenses yearly. Lab equipment is more sophisticated and more expensive now, and computers — Penn, for example, has 10,000 computer work stations — have become an integral part of teaching, research, and administration.

In recent years, colleges have assumed a greater burden in providing student financial aid, augmenting state and federal aid with their own funds. This year, more than 40 percent of Penn's students will receive financial aid, including more than \$20 million from university resources.

In addition, universities are

Sheldon Hackney is president of the University of Pennsylvania.

as large as small cities and require many of the same support services. Penn is the largest private employer in the Philadelphia region; our public safety force is larger than most of the state's 900 municipal police departments; our annual utility costs are upward of \$18 million; and insurance costs have doubled in two years.

In response to mounting costs, universities have implemented cost-saving programs, ranging from purchasing stationery at bulk rate to generating their own electrical energy. They have more intelligently managed their endowment portfolios to provide a more secure economic base and better endowment income, and they have approached fund-raising more creatively.

Penn will spend \$30 million in endowment income this year and raise more than \$140 million in research funding, and more than \$50 million from alumni and friends to augment tuition revenue, which covers less than one-half the cost of the education we provide.

Colleges must continue to hold down costs without sacrificing their educational missions. But federal aid is vital both to assist individuals in reaching their potential and to ensure that society will have an educated citizenry, a future generation of doctors, engineers, teachers, and other college-trained professionals, and the benefit of the kind of basic research that is best done by academic institutions.

Lehigh University



Peter Likins, President

Alumni Memorial Building 27
Bethlehem, Pennsylvania 18015
telephone (215) 758-3155

March 6, 1987

The Editor
The New York Times
229 West 43rd Street
New York, N.Y. 10036

Dear Sir:

Education Secretary William J. Bennett maligned Yale President Benno C. Schmidt, Jr. in a column appearing on 18 February 1987, asserting that Schmidt's reference to "continuing cutbacks of governmental support for student aid" in his letter announcing Yale tuition increases "flies in the face of the facts." Secretary Bennett should ask someone to explain "the facts" to him before he spews his poison in the public press.

Lehigh University students also received a letter from their president attributing tuition increases in part to continuing cutbacks of governmental support for student aid. Those who read both that letter and Secretary Bennett's charge must wonder where the truth lies. In this sense Secretary Bennett maligns me too, and I cannot let the challenge go unmet.

The facts at Lehigh University are as follows: Federal grants to undergraduate students at Lehigh dropped by 37% in current dollars between 1980-81 and 1985-86. Federally subsidized loans to undergraduates fell by 30% during this same five-year period. Inflation of college costs during this period greatly magnified the adverse impact of this steep decline in the availability of financial aid dollars to Lehigh students.

If the budget currently proposed by the administration is adopted, the federal withdrawal from higher education will be greatly accelerated. We estimate that the loss of federal grants from 1980-81 to 1987-88 would be 79% in current dollars, with federally subsidized loans falling by 54% in that same period.

Those members of the administration who face these realities honestly explain the federal withdrawal from higher education in philosophical (or ideological) terms: "Education is the proper business of state and local government."

Perhaps this explanation could be made to serve the needs of state colleges and universities, if state legislators could be persuaded to increase taxes to compensate for federal tax cuts.

But independent colleges and universities that attract most of their students from out of state are denied substantial access to state student aid benefits, which are usually limited to resident students attending resident institutions, and generally focused on students in state schools.

At Lehigh, where the student body is drawn increasingly from beyond the state borders, financial aid grants from state sources fell by 36% from 1980-81 to 1985-86, almost matching the percentage reduction in federal grants. As our growing reputation attracts students from across the land, we lose financial aid support from all government sources. Is this the way to reward performance? Is it too much for us to expect that at least the Secretary of Education would understand the implications of his own budget?

Sincerely,

Sincerely,
Peter Atkins

What are the Facts, Mr. Secretary?

by Richard Rosser, President
National Association of Independent Colleges and Universities

Truth is an elusive commodity, particularly in the realm of politics. We expect truth from our public officials, but are often disappointed by the political balderdash we receive in its place.

A disappointing example of what our political leaders attempt to pawn off as "truth" appeared recently in an editorial printed in these pages from U.S. Education Secretary William Bennett. The truth according to Bennett: college tuitions go up because, as the headline asserted, colleges are greedy. How sad it is that the nation's leading educator is so eager to attack colleges without regard to facts -- or the truth.

What are the facts, Mr. Secretary? Colleges are greedy? Where do you think those tuition dollars are going? Into the pockets of trustees? Sorry, Mr. Secretary, trustees do not receive compensation for their service. To underworked, overpaid faculty? Sorry, Mr. Secretary, faculty and professional staff salaries are still 11 percent below where they were a decade ago, and you'll find very few professors who couldn't use their college degrees to make far more money elsewhere.

Why do tuitions go up, Mr. Secretary? Because it's expensive to educate a student. Period. And no matter how high tuition is set, it doesn't cover the full cost of education at any institution. The difference is made up through endowment income

(and large endowments are concentrated in a handful of schools), gifts, government aid, and direct subsidies for students at state-supported public colleges.

Why are tuitions lower at some schools? If they're public colleges, they're subsidized by taxpayers -- which doesn't mean the actual cost is any lower, just that the tab is spread more widely. If they're independent colleges, it means that a school has a less costly program, or special funding from another source. And for you to imply that tuitions go up for any other reason than to pay for education is irresponsible, and dead wrong. And we in higher education are tired of it.

What are the facts, Mr. Secretary? You write that federal student aid has increased in real dollars since 1980. The fact is, Mr. Secretary, that you are wrong. Federal funding for need-based (grants, loans, and work-study awarded to the poorest students) student aid has stayed even with inflation since 1980, while the need has grown.

Indeed, Pell Grants, the most important federal grant program for needy students, have fallen 12 percent in constant dollars. Much of the aid that is awarded now goes to part-time students or students at trade schools, not to poor students who want to attend independent or public colleges full-time. We must also add to these cuts the elimination of \$2 billion in Social Security education benefits in 1982; Mr. Secretary, how can you claim that federal aid has increased on the current watch?

I should add that for my own institutions, the independent colleges and universities, the news is somewhat worse. Federal need-based aid for our students, who do not receive the considerable state subsidy enjoyed by public college students, has fallen 14 percent since 1980.

And whom do we thank for the aid that has remained? It was Congress, due to bipartisan support for American college students and their families, that soundly rejected most of the more than \$5 billion in need-based student aid cuts the Reagan Administration has requested over the last seven years. Were it up to you, the massive cuts you so blithely dismiss would be fact; you write as if your proposal to cut \$3.6 billion from student aid in the 1988 budget were someone else's idea.

What are the facts, Mr. Secretary? You write that the Administration's financial aid proposals would not hurt disadvantaged students. The fact is that your budget would cut nearly a million Pell Grants, and that the working poor would be hardest hit. The fact is that a family earning \$15,000, trying to send a kid to college, might not be considered "needy" under your plan. The fact is that in the 1980s, federal Pell Grants for students at independent historically Black colleges fell in value by over a third -- and 42 percent of these students came from families below the poverty line. The fact is, you're already asking these students to borrow more than their families' annual incomes to pay for college. You think they're eager to borrow more? Who will be hurt, Mr. Secretary, by your cuts? It surely isn't the rich kids.

What are the facts, Mr. Secretary? The availability of federal aid allows colleges to increase tuition? Why do you keep repeating this falsehood? The fact is, according to the American Enterprise Institute, that tuitions went up slowly in the 1970s when federal aid rose quickly, and increased quickly when federal aid was curtailed. The facts are exactly opposite to your statement.

I've just come to Washington after spending a decade as a college president, out beyond the Beltway. I can tell you that I speak for most, if not all college presidents, in saying that we are appalled at your goals and deeply disturbed by your methods.

America's system of higher education is a national treasure, but it is certainly not without faults. We need the benefit of your insight and the help of your staff and advisors to overcome the very real problems we do face to provide better education for our students. Is it not possible that you, as the nation's most prominent educator, can find a way to help build up, rather than plunder, our country's higher education resources?

abbed hold of the movement, the challenge to those of us in education has become more complicated but also more promising. The element of divisiveness induced by Secretary Bennett's lashing out at higher education in particular many of us off balance and even feeling a sense of competitiveness with other for what to be smaller slices of a smaller pie. But if those

College Tuition Is Not-So-Simple Student aid? A quiet retreat in Arithmetic

PHILADELPHIA — Educational opportunities should be determined by a student's abilities and interests, not financial status. The individual student benefits, but so does the nation if students attend the schools that can be challenge them

At Penn, we admit on their ac- ROCHESTER, N.Y. — I am pleased tions, then we find the nec- that the Secretary of Education, Wil- support. We ho- liam J. Bennett, has finally disclosed despite the ris- that universities are wasteful and changes in feder- inefficient. As a university president, that have left m- I have always been ashamed to admit leges in a finan- this fault, but I now feel that public Higher education, abject admission will lead to fir

plex and expensive, absolute or solvency. It's labor intensive, a- Universities are not only ine- bor is highly speciali- in fact, they are inefficient in, ple. The model of efficiency is - scholars are expensive market economy, in which individ- tract and retain, espec- als are spurred to efficiencies of pro- fields such as business duction and consumption by the disci- medicine, science, and pline of market demands. The fai- engineering where we compet- mous "invisible hand" adjusts indi- employees with the for- vidual decisions of producers and consumers so that an equilibrium of supply and demand is achieved. In this model, universities are spectacular failures. Our principal inadequacy is a failure of "market timing."

The rapid increase in know- The efficiency of the market depends on its orientation to the edge also has its costs. Major new disciplines are emerging and simply keeping up with existing ones increases expenses yearly. Lab equipment is more sophisticated and more expensive now, and computers — Penn, for example, has 10,000 computer work stations — have become an integral part of teaching, research, and administration.

In recent years, colleges have assumed a greater burden in providing student financial aid, augmenting state and federal aid with their own funds. This year, more than 40 percent of Penn's students will receive financial aid in more than

College Is Not A Product

The university library has to be the most out-of-date inventory extant. There was a day when Cicero was a hot item in the curricular market, but maintaining classical studies in 1987 is like Cosmopolitan magazine obstinately advertising bustles.

Dennis O'Brien is president of the Rochester.

What are the facts
Where do you think the
pockets of trustees?

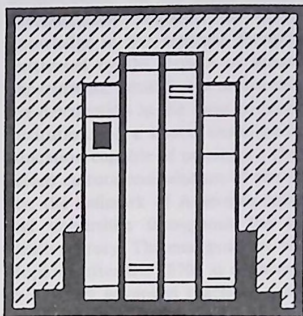
Another Turning Point

How Universities Respond to Society's Changing Needs

by Christopher N. Breiseth

We appear to be at a turning point in the evolution of colleges and universities in America. As in earlier periods of our history, the institutions of higher education are changing in response to the knowledge needs of society. In reading Roger L. Geiger's *To Advance Knowledge: The Growth of American Research Universities, 1900-1940* and Richard Norton Smith's *The Harvard Century: The Making of a University to a Nation*, one revisits those forces and personalities shaping our major universities during the decisive decades of their development as the centers for scientific research. When turning to *New Priorities for the University: Meeting Society's Needs for Applied Knowledge and Competent Individuals*, by Ernest A. Lynton and Sandra E. Elman, one encounters the colleges and universities now emerging in response to the urgent demand for knowledge by the rapidly changing world around us.

Our society's essentially democratic impulse beckons us to broaden the access to education for our citizenry—men and women of all ages and conditions. The societal and environmental problems we face require comprehensive integration of all our intellectual tools if we are to diagnose accurately and prescribe intelligent remedies. The increasingly sophisticated technologies of our information society facilitate the organization of knowledge for direct application to problems on a scale neither possible—nor perhaps necessary—before. Our universities, historically the institutions in which research,



TO ADVANCE KNOWLEDGE: THE GROWTH OF AMERICAN RESEARCH UNIVERSITIES, 1900-1940, by Richard L. Geiger, New York: Oxford University Press, 1986, 325 pages, \$27.50.

THE HARVARD CENTURY: THE MAKING OF A UNIVERSITY TO A NATION, by Richard Norton Smith, New York: Simon and Schuster, 1986, 397 pages, \$22.95.

NEW PRIORITIES FOR THE UNIVERSITY: MEETING SOCIETY'S NEEDS FOR APPLIED KNOWLEDGE AND COMPETENT INDIVIDUALS, by Ernest A. Lynton and Sandra E. Elman, San Francisco: Jossey-Bass Publishers, 1987, 195 pages, \$19.95.

teaching, and preparation of individuals for careers and citizenship have taken place, now face the challenge of changing sufficiently to meet society's needs or yielding their role to other institutions already developing educational programs directly responsive to the requirements for knowledge and its application to real problems and issues. From the Lynton/Elman perspec-

tive, the time is now for colleges and universities to make conscious, determined efforts to respond creatively to those educational imperatives everywhere being identified as critical for the continued vitality of the United States.

It is instructive by way of comparison with present requirements to consider the interplay of external factors, institutional traditions, and key personalities at earlier decisive periods in the history of American higher education. Geiger explores, in *To Advance Knowledge*, the process by which the great research universities took shape. He focuses on five colonial and early national colleges that became universities: Harvard, Yale, Princeton, Columbia, and Pennsylvania; five state universities: Michigan, Minnesota, Wisconsin, Illinois, and California; and six private, specialized universities developed after the Civil War or in our own century: Cornell (part public, part private), Stanford, Johns Hopkins, Chicago, M.I.T., and Caltech.

The older colonial colleges began with the need to provide a broad classical education for the elite, including religious preparation for the clergy. The Morrill Land Grant Act of 1862 responded to the need for universities to provide their states with research and technical services and the education of leaders for the full range of institutions and essential activities. Originally these land grant universities focused upon agriculture and the mechanic arts, later on the engineering required by the advanced industrial economy of the last decades of the nineteenth century. In the decades between the Civil War and World War I, there was little outside financial support for research in the major private and land grant universities. After World War I, in response to the needs of industry and government, pri-

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vate wealth was invested in the universities to carry on research. The foundation activities of the Carnegies and the Rockefellers led the way in supporting this new research dimension of American higher education.

The government's interest in university research and development efforts was stimulated by the military requirements of war. Thus began the significant federal support of scientific research within the universities and the concomitant expectation that these universities were essential resources for the nation. During World War I, the National Research Council linked university scientists and industry to help achieve large-scale production of optical glass, nitrates, and poison gas, among many other contributions to the war effort. The accomplishments of this wartime partnership were hailed as the wedding of pure and applied science, resulting in what Geiger calls an "ideology of science." This government-university-industry partnership proved to be crucial in generating financial resources for the research activity itself upon which the modern American economy and the nation's world leadership were built over the first five decades of this century. Foundation assistance from corporate wealth was critical to these research efforts between the two wars, but it was dwarfed during World War II by direct government support. Co-opted by the government to help achieve its military objectives, the universities lost an important measure of their independence during World War II and thereafter as they became dependent on government financing to expand and sustain a high level of research activity.

Beyond this, the research imperative diverted colleges and universities from their most important calling, from the perspective of those committed to undergraduate education. Because serious research was carried on primarily within the graduate domain, the graduate faculty of the universities became the dominant influence in higher education. The tension between the teaching of undergraduates and research within specialized disciplines was heightened within the professoriate by the research needs of the nation as well as by the competition among universities and

within the emerging academic disciplines or professions for distinction in the advancement of knowledge.

The educational mission at the graduate level became the advancement of knowledge. The most high-powered faculty members were drawn to research opportunities, including superior laboratory facilities, talented colleagues, and time for research, rather than to opportunities for teaching undergraduates. At the same time, the specialization required to develop knowledge in the separate disciplines, buttressed by the growth of academic departments, contributed inexorably to the devaluation in the most prestigious institutions of a liberal undergraduate education capable of passing on the received culture and wisdom of the society, the hallmark of American colleges and universities throughout the nineteenth century. The emergence of Johns Hopkins after the 1870s as a university to develop advanced teaching and research in the major academic disciplines, along lines suggested by the German universities, epitomized this new graduate level research university with its goal of preparing Ph.D. scholars in the disciplines.

Richard Norton Smith's *The Harvard Century* charts these changes of mission within one institution. At Harvard we see the role of individual leaders, particularly the five presidents from Charles William Eliot (1869-1909) to Derek Bok (1970-), in this transformation. Indeed, the subtitle, *The Making of a University to a Nation*, suggests the emergence of the nation's needs as determinative for even the oldest and, by most accounts, the best university. The central place of Harvard graduates in running the country since its earliest decades is an old theme. Less emphasized is the story of how the nation's needs reshaped Harvard.

Charles W. Eliot, a chemist, saw the need to advance knowledge and not just teach boys. During his four decades as president, graduate education was established at Harvard. When President Eliot told George Santayana to teach facts, not ideas, the nonplussed philosopher described the democratic and superficial consequences for Har-

vard of such a utilitarian approach to learning. "College, and all that occupied the time and the mind of the College, seemed to the College an end in itself," observed Santayana, but "seemed to president Eliot only a means. The end was service in the world of business." Eliot's instrumental view of knowledge and of the university as a servant to society—particularly business—was in accord with the mission of the land grant universities emerging in the same decades. By establishing endowed professorships in the disciplines and by creating sabbatical leaves for research, Eliot powerfully strengthened the graduate-research emphasis at Harvard.

The apparent devaluation of a cohesive liberal arts and sciences curriculum in Eliot's initiation of electives, with the resulting opportunity for more specialized teaching by the faculty, was countered somewhat by his successor, Abbott Lawrence Lowell (1909-1933), a humanist. Declaring the majesty of learning and of disciplined study, President Lowell focused on a balanced general curriculum with individual concentrations to provide a demanding, competitive framework for undergraduate student efforts, capped by comprehensive examinations. He believed such disciplined study was essential for citizenship, just as the House system he established at Harvard was central to shaping character. Lowell also introduced the tutorial system, indicating his belief that how one learned to think, write, and speak was as important as what one learned. Taking their inspiration from Oxford and Cambridge rather than from German universities, Lowell's reforms reflected a commitment to a meritocracy by which Harvard attracted bright young men of varying backgrounds from around the country to be educated as leaders for the nation. This democratic impulse was checked, of course, by Lowell's scarcely veiled system of quotas for Jews and exclusion of blacks from college dormitories.

Lowell was succeeded by another chemist, James Bryant Conant (1933-1953), in the same year, as Conant later recalled, that FDR and Hitler came to power. Conant committed Harvard to help lay the educational basis for "a unified, coherent culture suited to a

democratic country in a scientific age, no chauvinistic dogma, but a true national culture fully cognizant of the international character of learning." The scientific age demanded of Harvard a pre-eminent research faculty, which Conant continued to build. One is inclined after reading Smith's account of Harvard to conclude that as a university president, Conant played a role of national leadership that has few, if any, parallels in our history. The absence of such national leadership from an educator since his presidency is as revealing of our changing circumstances as a nation as Conant's influential presidency was revealing of the coherence and clarity of leadership in America during World War II.

Conant worked for more than a year to prepare the nation to enter the war against Hitler in the face of great opposition from colleagues at Harvard. During the war, he helped mobilize the scientists and other academics for the war effort, becoming himself one of the key figures in organizing the Manhattan Project. After the war, he continued the role of public leadership by urging reform of the nation's school system and improvements in the ways teachers were prepared. He urged Harvard's faculty to help rebuild the post-war world. Such leadership taxed the tolerance of key elements at Harvard. His two successors, Nathan Pusey (1953-1970), another humanist, and Derek Bok, a lawyer, have not ventured nearly so far from the Yard to provide leadership, although the professional services of Harvard's faculty and those of other universities continue to be extended throughout the world.

Even as Conant worked to restructure Harvard to support the research and leadership missions, including such initiatives as establishing tenure to assure the quality of the graduate faculty, he sought to revitalize the general education of undergraduates for the years after World War II. But the academic specialization he had fostered dominated, and the undergraduate curriculum continued to be based upon the concentration or major, general education distribution requirements, and electives, as is still the case throughout most American universities.

Derek Bok took the opportunity,

At last we have a book that put the reform pieces together.

coming as president after the upheavals at Harvard had forced President Pusey into early retirement in 1970, to call for a new core curriculum to replace the fragmented mix of courses that passed for general education. Under Dean Henry Rosovsky, an exile from the Berkeley turmoil of the 1960s, Harvard took the lead by calling for a core curriculum experience for all Harvard undergraduates. Harvard's example is being responded to by colleges and universities across the country.

The interesting question to consider after reading *New Priorities for the University* is whether the elite research universities, as they are currently structured, can provide leadership to the rest of higher education for the changes required to meet society's need for applied knowledge as well as for sufficient numbers of competent individuals. Clearly, the universities will continue to be centers of research—both pure and applied—for government and industry, as well as centers for preparing future Ph.D.s in the various academic disciplines. These roles had already emerged for them by the end of World War I. But one can doubt that these universities will provide the kinds of leadership Lynton and Elman think colleges and universities must provide in the improvement of undergraduate teaching and in the application of current knowledge to meet the broad needs of society as it approaches the uncertainties of the twenty-first century.

Lynton and Elman believe we are on the threshold of a new kind of university in which scholarship, instruction,

and professional service are integrated to bring the university's faculty and students into direct contact with the local and regional communities beyond the campus. Working together with all sectors of the community to organize useful knowledge and apply it to problems that faculty and students help to diagnose, the university will provide key resources in disseminating information, knowledge, techniques, and technologies to meet the needs of the community. In addition, such colleges and universities will be educating and preparing individuals drawn from all classes and conditions to contribute their talents to meet the identified needs.

The educational experience of students in the new, expanded university will combine both the practical and the theoretical, with direct experience in the field coming early enough in the undergraduate program to provide a basis for appreciating the value and importance of theory and to strengthen the students' inclinations to apply theory to help solve problems and meet demonstrated needs. Such an education must be built upon a liberal arts foundation. Although Lynton and Elman stress the goal of a "liberally educated" individual, they believe that we in education must recognize the powerful emphasis on career preparation by most of our students and develop ways to help them understand the broader social, ethical, and economic contexts within which their careers will exist. Educationally, this may suggest more integrative, liberally oriented courses in the upper division after exposing students during their lower division experiences to the career areas themselves. Obviously this preparation could help students understand that dramatic change itself is an essential characteristic of their world and that they must prepare to deal with it personally, professionally, and as citizens for the rest of their lives.

For faculty, this expanded university requires more direct contact with realities beyond the campus. Rather than progressing from kindergarten through the Ph.D. without a break, the future teacher needs the same kinds of direct contact with the real world that students need. Current faculty members

need opportunities to engage this real world so as to know how best to serve it and to help prepare students for such service as well.

A key resource that faculty can offer is the ability to disseminate the latest knowledge and techniques in their fields of expertise for the benefit of their communities. This process will involve learning from the original research findings of the major universities and applying the results at the local level. In a world where knowledge is increasing at a staggering rate, the ability at any moment to discover, organize, and share the latest information in one's field that applies to actual situations should be a requisite competency of a college or university faculty member. Helping students acquire this competence will be a major responsibility of the faculty in the emerging university.

If faculty members are to acquire such expertise, which may be regarded as an appropriate substitute in many institutions for the original research leading to new knowledge that in theory is expected of most college and university faculty, the university must support and reward the effort. This will require modifying traditional support systems. Lynton and Elman consider the types of modifications needed in evaluation and reward systems to support faculty, both veteran and novice, to adapt to this new style of teaching, action research, and service. The cross-disciplinary perspectives the students need to acquire will require cross-disciplinary learning by the faculty members themselves. Responsive faculty must be protected from departmental colleagues who may be inclined to punish members for getting off the disciplinary reservation. The academic culture itself must undergo substantial change to create a supportive climate for faculty members who take risks and become more involved with the community and with their students' learning. New revenue sources for the university and for individual faculty members can result from providing services beyond the campus. The university must develop ways of handling such revenues and such relationships, even as it works to protect the independence and integrity of the university and the faculty in the resulting partnerships with business

and government.

Lynton and Elman's approach does not suggest a blueprint for all colleges and universities. They celebrate the diversity within our system of higher education, pointing out the current efforts of other advanced countries to overcome the limitations of homogeneous, centralized university systems in order to stimulate such diversity and allow more local control and variety among separate campuses. Lynton and Elman insist that the many healthy changes they see emerging in American colleges and universities be brought together to reinforce each other:

In its scholarship and professional activities as in its instruction, the modern university is characterized by a constant interplay, a reciprocal interaction between the specific and the general, theory and its application, action and reflection. Basic research is linked to its applications; questions posed by practical situations generate new research initiatives. New ideas flow beyond the borders of the campus; new conceptual and methodological issues, in turn, are explored within the academy. The model of the extended contemporary university that we envision is really a modernized version of the uniquely American land grant and state university tradition in that the institution as a whole is dedicated to a broadly defined utilitarian, instrumental purpose.

Lynton and Elman's analysis can stimulate and expand an awareness of the opportunities for service by all who carry responsibilities to guide our institutions of higher education, including those at the major research universities. As a product of public and private universities and colleges, large and small, old and new, I myself will bet on the small- to medium-sized private or independent colleges and universities to take the risks necessary to promote the mutually reinforcing characteristics of Lynton and Elman's expanded university. The scale of such institutions makes possible the frequent interactions of faculty across disciplines required by Lynton and Elman's curricular proposals. The institutional flexibility needed to modify policies, procedures, and rewards in support of the "new" faculty role beyond the campus is also likely to be greater on such campuses. The enrollment competition and even the decreased federal support put ever greater pressure on these institu-

tions to develop an educational experience of such obvious quality and relevance that students will be attracted, despite higher tuition. Colleges and universities demonstrating such leadership will deserve financial support from non-governmental sources, including alumni, just as the new scientific research activity in the major private universities was supported by alumni in the 1920s in the earliest successful fund-raising efforts by these universities. The desire to survive in health is a powerful incentive for energetic initiatives to overcome some of the structural limitations imposed on our colleges and universities by the old research model.

In short, I think it is more likely that the models for the very modern university, à la Lynton and Elman, will come not from the heavily endowed, large private universities, guaranteed of their enrollments and relatively immune from the needs for applied knowledge beyond the campus by their host communities and regions; nor from the large public universities where the separate disciplines, buttressed by fortress-like departments, will continue to resist the changes. Rather, the initiatives will come from the small- to medium-sized private colleges and universities and those relatively small public universities where sufficient autonomy and flexibility exist to permit real presidential leadership to mobilize the intellectual and financial resources necessary to meet local and regional needs.

Geiger, Smith, and Lynton and Elman emphasize the critical importance of presidential leadership if universities are to adapt effectively to changing circumstances. Present and would-be college and university presidents, provosts, and deans will do well to study the challenges facing campuses of all sizes and sponsorship as outlined in *New Priorities for the University*. At last we have a book that puts reform pieces together. The prospect it holds forth is exciting and can help revitalize education to assist society in utilizing our dramatically expanding knowledge to meet our problems and consciously create a more just, environmentally safe, and economically productive nation and world. □

*File
C.N.B.*

WELCOME
BY PRESIDENT BREISETH
at the
DEDICATION OF THE MARTS CENTER

Friday, February 17, 1989

WE COME TODAY TO CELEBRATE A MAJOR COLLECTIVE ACCOMPLISHMENT. THIS BEAUTIFUL NEW SPORTS AND CONFERENCE CENTER IS THE RESULT OF THE LABOR OF MANY INDIVIDUALS. THE WORKMEN, UNDER THE DIRECTION OF THE SORDONI CONSTRUCTION COMPANY, TRANSLATED THE IMAGINATIVE ARCHITECTURAL DESIGN OF PETER BOHLIN AND RUSS ROBERTS INTO REALITY. THE BOARD OF TRUSTEES OF WILKES COLLEGE THROUGH COUNTLESS MEETINGS AND EXTRAORDINARY PERSONAL GENEROSITY COMMITTED THE COLLEGE TO BUILD THIS GRAND STRUCTURE AND HAVE PERSONALLY CONTRIBUTED MORE THAN HALF THE NECESSARY FUNDS. THE BANKS, PUBLIC OFFICIALS, AND A LARGE NUMBER OF GENEROUS BUSINESSES, FRIENDS, AND ALUMNI, MOST IN THIS VALLEY, HAVE GIVEN CRITICAL ASSISTANCE TO THE PROJECT. FINALLY, THE STAFF OF WILKES COLLEGE FROM ALL MAJOR DIVISIONS--ACADEMIC AFFAIRS, BUSINESS AFFAIRS, AND DEVELOPMENT--HAVE WORKED TO DEVELOP THE CONCEPT, TO RAISE THE MONEY, TO OVERSEE THE ACTUAL

CONSTRUCTION AND PREPARE THE BUILDING FOR ITS USE THIS SEMESTER AND FOR THIS CELEBRATION. AS THE SPEAKERS THIS MORNING WILL INDICATE, AND THE NAMING OF THE BUILDING REVEALS, THERE ARE ALSO--AS GEORGE RALSTON MIGHT SAY--A CLOUD OF WITNESSES FROM OVER MORE THAN A HALF CENTURY WHO PREPARED THE WAY FOR THIS CELEBRATION. I WELCOME US ALL TO THIS DAY AND AM PLEASED TO CALL UPON THE PRESIDENT OF THE ALUMNI ASSOCIATION, BRUCE GOVER, TO BE OUR MASTER OF CEREMONIES.

INTRODUCTION OF DR. GARY SOJKA
BY PRESIDENT BREISETH
at the
DEDICATION OF THE MARTS CENTER

Friday, February 17, 1989

IT ALSO SEEMS FITTING TO HAVE WITH US TODAY THE PRESIDENT OF BUCKNELL UNIVERSITY. DR. GARY SOJKA AND I ASSUMED OUR PRESIDENCIES AT THE SAME TIME, ATTENDED EACH OTHER'S INAUGURATIONS, AND--AS OF TODAY--PRESIDE OVER INSTITUTIONS OF HIGHER LEARNING THAT BOAST OF MAJOR BUILDINGS CARRYING THE NAME OF ARNAUD C. MARTS. DR. SOJKA, DEAR COLLEAGUE AND FRIEND, WE ARE HONORED THAT YOU MADE THE JOURNEY FROM LEWISBURG TODAY TO REPRESENT OUR PARENT UNIVERSITY ON THIS AUSPICIOUS OCCASION.

PRESIDENT BREISETH'S REMARKS
at the
DEDICATION OF THE MARTS CENTER
Friday, February 17, 1989

TWO PAINTINGS ADORN OUR STAGE TODAY. THE PAINTING TO MY RIGHT, DONE BY A WILKES STUDENT, IS OF THE MINER HOME WHICH STOOD UPON THIS SPOT UNTIL AFTER THE FLOOD FROM HURRICANE AGNES WHEN IT WAS JUDGED TO BE TOO DAMAGED TO BE RESTORED. THE HOME WAS GIVEN TO WILKES COLLEGE BY MRS. GRACE SHOEMAKER MINER, IN MEMORY OF HER HUSBAND, DR. CHARLES H. MINER. THEIR SON, CHARLES H. MINER JR., IS ON OUR STAGE TODAY AND HAS HELPED THE COLLEGE AT EVERY STEP OF THE WAY FROM ITS DAYS AS BUCKNELL UNIVERSITY JUNIOR COLLEGE. HE HAS BEEN ON THE BOARD OF BUJC AND OF WILKES FOR MORE THAN 50 YEARS. HIS SISTER, STELLA MINER MOAT AND HER HUSBAND HARRY, ARE OUR IMMEDIATE NEIGHBORS TO THE NORTH OF THIS CENTER. WE HOPE THE MINER FAMILY WILL ACCEPT OUR THANKS AGAIN FOR THE FARSEEING GIFT OF THEIR LAND ON WHICH THIS BEAUTIFUL NEW CENTER HAS BEEN BUILT. TO RECORD THIS THANKS A PLAQUE, ALREADY INSTALLED IN THE FOYER, READS:

TO THE MEMORY OF DR. CHARLES H. MINER (1868-1959)
A PIONEER IN PUBLIC HEALTH, A LEADER IN HIS PROFESSION
AND THE COMMUNITY. THE SITE OF THIS BUILDING WAS
GIVEN BY HIS DEVOTED WIFE, GRACE SHOEMAKER MINER
(1879-1969).

[ASK CHARLIE TO STAND TO RECEIVE THE THANKS OF THE AUDIENCE.]

THE OTHER PAINTING IS A PORTRAIT OF DR. ARNAUD C. MARTS
FOR WHOM THIS SPORTS AND CONFERENCE CENTER IS TODAY OFFICIALLY
NAMED. THE PAINTING IS BEING GIVEN TO WILKES COLLEGE BY MRS.
ARNAUD MARTS, WHO UNFORTUNATELY CANNOT BE WITH US TODAY. THIS
IS HER FAVORITE PORTRAIT OF DR. MARTS AND IT IS A MARK OF HER
DEVOTION TO THE COLLEGE THAT SHE HAS GIVEN IT NOW TO BE HERE
FOR THIS DEDICATION AND TO HANG HEREAFTER IN THIS BUILDING.
ANNE MARTS COMMISSIONED THIS PAINTING BY NICCOLO CORTIGLIA,
WILKES-BARRE'S OWN MASTER PORTRAITIST, FOR HERSELF. NICK
CORTIGLIA'S WIDOW IS WITH US TODAY. SHE IS ALSO A CLOSE FRIEND

OF ANNE MARTS AND WILL CALL NEW YORK AFTER THIS CEREMONY TO SHARE THE IMPRESSIONS FROM THIS DAY. ANNA CORTIGLIA, PLEASE LET US WELCOME YOU, AND THROUGH YOU, WELCOME ANNE MARTS.

IT IS WONDERFULLY FITTING THAT THIS MAJOR STRUCTURE SHOULD BE NAMED FOR ARNAUD MARTS. AS ACTING PRESIDENT OF BUCKNELL UNIVERSITY IN 1936, DR. MARTS HAD TO HELP BUCKNELL MAKE THE DIFFICULT DECISION WHETHER TO LET THE NEW JUNIOR COLLEGE IN WILKES-BARRE REMAIN OPEN. FROM HIS RICH ORGANIZATIONAL AND MANAGEMENT EXPERIENCE AS FOUNDER AND LEADER OF MARTS AND LUNDY, THE FOREMOST FUND-RAISING FIRM IN THE NATION, HE KNEW THAT ONLY WITH A REAL LEADER COULD LITTLE BUJC BECOME VIABLE AND STOP DRAINING ENERGY AND RESOURCES FROM THE PARENT BUCKNELL CAMPUS IN LEWISBURG. HE SET OUT TO FIND A DIRECTOR AND DISCOVERED EUGENE SHEDDEN FARLEY. DR. FARLEY STUDIED THE ENORMOUS OBSTACLES PRESENTED BY A COMMUNITY SUFFERING FROM THE DEPRESSION AND THE DECLINE OF THE CRUCIAL ANTHRACITE INDUSTRY. HE AGREED TO ACCEPT THE DIRECTOR'S POSITION BUT ONLY IF DR. MARTS WOULD CONSENT TO

STOP IN WILKES-BARRE EACH WEEK WHEN COMMUTING BETWEEN LEWISBURG, WHERE HE PRESIDED OVER BUCKNELL, AND NEW YORK, WHERE HE CONTINUED TO MANAGE MARTS AND LUNDY. DR. MARTS AGREED THAT HE WOULD DIRECTLY HELP BUILD THE LITTLE COLLEGE INTO AN INDEPENDENT INSTITUTION AND THE SEMINAL ROLE OF EUGENE FARLEY BEGAN. LET US WELCOME DR. FARLEY'S SON AND DAUGHTER-IN-LAW, BOB AND BARBARA FARLEY.

THE CLOSE COLLABORATION BETWEEN DR. FARLEY AND DR. MARTS PROSPERED THROUGH MORE THAN THREE DECADES. DR. MARTS DESIGNED AND HELPED CARRY OUT ALL THE MAJOR FINANCIAL CAMPAIGNS, INCLUDING THE FIRST WHICH HE TITLED "A MIRACLE IN OUR DAY." AS WE NOTED IN THE CITATION FOR THE HONORARY DOCTORATE OF HUMANE LETTERS AWARDED POSTHUMOUSLY TO DR. MARTS AT COMMENCEMENT LAST MAY, HE WENT TO MR. KIRBY TO ASK HIM TO GIVE HIS HOME TO THE COLLEGE AND DID THE SAME WITH THE CONYNGHAMS AND THE STARK-CHASE FAMILIES. FROM THOSE FAMILIES, WE ACQUIRED OUR FIRST THREE BUILDINGS AND WITH THEM THIS LOVELY CAMPUS. WHEN BOARD CHAIRMAN GILBERT MCCLINTOCK DIED SUDDENLY, VICE CHAIRMAN MARTS REFUSED TO ACCEPT

THE CHAIRMANSHIP. HE INSISTED THAT THE BOARD APPOINT SOMEONE WITH LOCAL ROOTS WHO COULD PERSUADE KEY FAMILIES IN THE COMMUNITY TO PROVIDE THE FINANCIAL SUBSTANCE ON WHICH THE COLLEGE MUST DEPEND IF IT WOULD GROW. HE URGED THE BOARD TO SELECT ADMIRAL HAROLD STARK. THE NAMING OF OUR BUILDINGS TELLS THE STORY OF THESE FOUNDERS. WE HAVE THE STARK LEARNING CENTER, THE FARLEY LIBRARY, MCCLINTOCK HALL, CHASE HALL, KIRBY HALL, CONYNGHAM HALL (THOUGH THIS WAS NOT THE FIRST HOME GIVEN BY THE CONYNGHAMS), THE ANNETTE EVANS HOUSE, AND THE DOROTHY DICKSON DARTE CENTER FOR THE PERFORMING ARTS. WE HAVE HAD THREE MINER HALLS. THUS IT IS PARTICULARLY APPROPRIATE THAT AS WILKES COLLEGE, THE SUCCESSOR TO BUCKNELL UNIVERSITY JUNIOR COLLEGE, PREPARES TO BE CONSIDERED FOR UNIVERSITY STATUS, THE MAJOR NEW BUILDING OF THIS DECADE BE NAMED FOR THE REAL FOUNDING FATHER, ARNAUD C. MARTS.

DR. MICHELINI, WHO COULD NOT BE HERE TODAY, RECALLED THAT DR. MARTS HELPED RAISE THE \$600,000 IN 1950 FOR THE OLD GYM IN

RESPONSE TO PRESSURES OF THE ACCREDITING ASSOCIATION TO BUILD SUCH A FACILITY FOR WILKES' STUDENTS. NOW, AGAIN PARTLY IN RESPONSE TO THE LAST ACCREDITING TEAM WHICH URGED THE COLLEGE TO EXPAND ITS INDOOR RECREATIONAL AND ATHLETIC FACILITIES, WE HAVE BUILT THIS NEW AND EXPANDED CENTER. ONLY THIS TIME IT HAS COST MORE THAN \$6 MILLION. INSPIRED BY DR. MARTS' LEADERSHIP DURING EARLIER FUND-RAISING CAMPAIGNS, AND CONTINUING TO CALL UPON THE HELP OF MARTS AND LUNDY, WHOSE PRESIDENT BRUCE FREEMAN IS HERE TODAY, OUR BOARD TOOK ON THIS CHALLENGE. TODAY WE CELEBRATE OUR FOUNDERS AND OUR PRESENT BOARD MEMBERS WHOSE VISION HAS HELPED PREPARE THE WAY FOR A BRIGHT FUTURE FOR WILKES WELL INTO THE NEXT CENTURY.

BEFORE CALLING UPON BRUCE FREEMAN TO SHARE MRS. MARTS' RESPONSE TO THESE EVENTS, I WANT TO MAKE ONE OBSERVATION ABOUT THE HISTORICAL SIGNIFICANCE OF THE WILKES TOMORROW CAMPAIGN. JUST AS DR. MARTS KNEW THAT THIS PRIVATE COLLEGE COULD ONLY SURVIVE AND PROSPER WITH THE WHOLEHEARTED SUPPORT OF FAMILIES AND BUSINESSES IN WILKES-BARRE, WE KNOW THAT THIS SUPPORT MUST NOW

BE BROADENED TO INCLUDE ALL OF THE ALUMNI WHO ARE THE DIRECT BENEFICIARIES OF THEIR BUJC OR WILKES EDUCATION. THE WILKES TOMORROW CAMPAIGN BEGAN THROUGH THE BOARD OF TRUSTEES, COMBINING BOTH ALUMNI AND NON-ALUMNI, TO PROVIDE THE LEADERSHIP IN RAISING FUNDS. THE GREATEST PROPORTION OF DOLLARS RAISED TO DATE HAS COME FROM THIS COMMUNITY, INCLUDING MANY OF OUR TRUSTEES. NOW WE ARE MOVING THE CAMPAIGN OUT ACROSS THE COUNTRY AND URGING THE ALUMNI TO BEGIN SHOULDERING AN INCREASING PART OF THE BURDEN TO RAISE FUNDS FOR WILKES. WITH THIS BEAUTIFUL AND MUCH-NEEDED BUILDING AS A MAJOR OBJECTIVE OF THE WILKES TOMORROW CAMPAIGN, THE NAME OF ARNAUD MARTS IS ONCE AGAIN LINKED WITH A CRITICAL NEW AMBITION OF WILKES TO SECURE THE SUPPORT IT NEEDS TO BECOME A MORE AND MORE SIGNIFICANT INSTITUTION OF HIGHER LEARNING. LONG AFTER WE HAVE PAID FOR THE MARTS CENTER AND TAKEN ON NEW, AMBITIOUS CHALLENGES I BELIEVE THAT THIS CAMPAIGN WILL BE REMEMBERED AS THE ONE THAT MOBILIZED THE WILKES ALUMNI FOR THEIR

ALMA MATER. DR. MARTS WOULD BE PLEASED AND PROUD TO HAVE BEEN ASSOCIATED WITH THIS COMING OF AGE OF HIS CHILD.

TO BRING US GREETINGS FROM MRS. MARTS, I WANT TO CALL UPON BRUCE FREEMAN, WHO AS A YOUNG FUND-RAISER USED TO CARRY MESSAGES BACK AND FORTH BETWEEN THESE TWO INTELLIGENT, STRONG-WILLED MEN, DR. FARLEY AND DR. MARTS. NOW AS PRESIDENT OF MARTS AND LUNDY HE HAS BEEN DIRECTLY SERVING WILKES IN THIS CAMPAIGN, CONTINUING A RELATIONSHIP BETWEEN THE COLLEGE AND THE FIRM THAT GOES BACK ALMOST TO THE BEGINNING.

BRUCE FREEMAN.

PRESIDENT BREISETH'S REMARKS

ASSEMBLY/PRESS CONFERENCE

MONDAY, OCTOBER 23, 1989

I have asked you to join Board Chairman Frank Henry and me to hear a communique received this past week from Donald M. Carroll Jr., Secretary of Education for the Commonwealth of Pennsylvania. At 12:15 p.m., Mr. Henry and I will go over to the Marts Center for a press conference to share the same news which we wanted the Wilkes community to hear first:

"Dear Dr. Breiseth:

By the authority vested in me under the Nonprofit Corporation Law, Act of May 5, 1933, P.L. 289, as amended, and based upon the recommendation of staff, I am pleased to grant to Wilkes College approval of the right to assume the nomenclature of university..."

This official action in Harrisburg represents the culmination of a long process begun in September 1985, when the Board of Trustees met in the Poconos to discuss and adopt a revised statement of mission for Wilkes College. The trustees recognized at that meeting that Wilkes had grown beyond the characteristics of a small, liberal arts college and become a comprehensive undergraduate and graduate institution serving its students and this region in ways more consistent with the mission of a university. At a subsequent meeting, they authorized the administration to study the question of whether or not Wilkes should apply for university status.

Meanwhile a task force comprised of department chairs studied the College's academic organization and recommended to me that we restructure Wilkes into a College of Arts and Sciences, a School of Business and Economics, and a School of Engineering and Physical Sciences, which we did in 1986. In January 1988, I recommended that university status be explored by the Academic Deans, the Faculty, and the Long Range Planning Committee. Later that spring the Long Range Planning Committee recommended to me that Wilkes seek university status. The Faculty through a secret ballot did the same. I then urged the Board of Trustees at their May 1988 meeting to authorize the College to apply to the Department of Education, in keeping with its guidelines to have Wilkes College designated a university.

With the hard work of Vice President George Waldner, we submitted the application late in 1988 and were reviewed by an evaluation team representing the Commonwealth of Pennsylvania in the spring of 1989. They made their report this past summer, which we had a chance to review before it became official. After responding affirmatively to their recommendations, we at the College awaited the action of Secretary Carroll which now has arrived.

Wilkes College has evolved into a regional center for educational excellence. Designation as Wilkes University recognizes the progress we have made as an institution of higher education over nearly six decades. It also symbolizes the remarkable recovery of economic strength and public confidence of the Wyoming Valley. Becoming Wilkes University can further inspire us in our work on campus and in the community to better serve our students and this region. The designation as a university does not change what we are. Rather, it describes more accurately what we have become. Perceived expectations of Wilkes both on campus and in the community may change. We welcome the challenge of heightened expectations that will make Wilkes an even stronger institution. We will continue to offer high quality education which stresses the personal involvements of teachers with their students. We hope to extend even further the talents of our faculty and students to help apply knowledge to the solution of problems, not only in this region but in the nation and the world beyond. We will continue to work closely with our sister institutions to build alliances between schools and colleges in order to improve the entire educational system in our area.

We will begin the 1990s as Wilkes University, assuming the new name on January 1, 1990. The whole Wilkes community and its neighbors will be invited to celebrate this new opportunity for service at a Convocation to be held at 11:00 a.m. on Friday, February 16, 1990, in the Arnaud C. Marts Center.

For the graduates of 1990, as for the graduates of 1949, there will be a choice of designation on their diplomas. In 1949, the graduates of the new four-year Wilkes College chose either a Bucknell University or a Wilkes College diploma. In 1990, the graduates will choose to receive either a Wilkes College or a Wilkes University diploma.

Now Mr. Henry and I must meet with the press to share with them what we have just shared with you. Thank you for joining us for this special moment in the history of Wilkes College, soon to be Wilkes University.

*File
CNP*

WILKES COLLEGE

PRESIDENT BREISETH'S CONVOCATION ADDRESS

11:15 A.M., THURSDAY, SEPTEMBER 3, 1987

GYMNASIUM

IN THIS GYM, WHERE SO MANY WILKES STUDENTS HAVE EXERTED THEIR BEST FOR THEIR ALMA MATER, WE ARE PARTICIPANTS IN A "FIRST" FOR THE COLLEGE. TODAY WE WELCOME THE CLASS OF 1991 AT THE SAME TIME THAT WE CONGRATULATE THE GRADUATES WHO COMPLETED THEIR ACADEMIC WORK THIS SUMMER, MEMBERS OF THE CLASS OF 1987. THIS CONVERGENCE OF CONVOCATION AND COMMENCEMENT COMES AS WE PREPARE TO SAY GOODBYE TO THIS GRAND OLD BUILDING. IT WILL SEE ONE MORE WINTER ATHLETIC SEASON AND THEN GIVE WAY TO A LARGE, HANDSOME NEW SPORTS AND CONFERENCE CENTER WHICH WE HOPE WILL BE READY FOR USE BY THE END OF 1988.

WITH A SPECIAL SENSE OF THE COMINGS AND GOINGS BEING COMMEMORATED TODAY, LET ME TURN FIRST TO THE CLASS OF 1991

AND TO THAT LARGE CONTINGENT OF TRANSFER STUDENTS FROM OTHER COLLEGES AND UNIVERSITIES WHO HOPE TO GRADUATE WITH A WILKES DEGREE. MANY OF YOU HAVE COME TO WILKES WITH A CLEAR PROFESSIONAL OBJECTIVE TO PURSUE A CAREER AS A NURSE, AN ENGINEER, AN ACCOUNTANT, A TEACHER, A DOCTOR, A LAWYER, OR ANOTHER CALLING FOR WHICH YOUR EDUCATION HERE WILL HELP PREPARE YOU. OTHERS WILL TASTE THE CURRICULUM AND TEST YOURSELVES BEFORE COMMITTING TO A MAJOR OR A PROFESSION. SOME WILL DISCOVER NEW INTERESTS AND UNSUSPECTED APTITUDES THAT WILL CAUSE A SHIFT IN CAREER HORIZONS AND MAJORS. EACH OF YOU WILL CHART A UNIQUE PATH THROUGH WILKES, ALONG THE WAY, THERE WILL BE INDIVIDUALS WHO WILL EXERT A GREAT INFLUENCE UPON YOU AND THE CHOICES YOU MAKE. SOME WILL BE FACULTY, OTHERS WILL BE YOUR PEERS. BUT THE GREATEST INFLUENCE IN DETERMINING THE PATH WILL BE YOU YOURSELF.

I JOIN MY WILKES FACULTY COLLEAGUES, WHO ARE HERE TO HELP YOU WITH THE EXPLORATIONS ALONG THE WAY, IN CHALLENGING YOU TO TAKE THIS ONCE-IN-A-LIFETIME EXPERIENCE

AS YOU BECOME MORE INVOLVED IN YOUR OWN LEARNING, YOU WILL DISCOVER YOU ARE A PART OF THIS COMMUNITY OF LEARNERS. IF YOU MAKE FIRM YOUR IDENTITY AS ONE WHO KNOWS AND RESPECTS THE LIFE OF THE MIND DURING THESE YEARS AT WILKES, YOU WILL BE ON YOUR WAY TO BECOMING AN EDUCATED MAN OR WOMAN, ABLE TO THINK CLEARLY, INDEPENDENTLY, CRITICALLY AND CREATIVELY. YOU WILL ALSO BE ABLE TO APPLY YOUR KNOWLEDGE AND UNDERSTANDING TO PROBLEMS NOT ONLY IN YOUR PROFESSION BUT ALSO TO ISSUES FACING YOU AS CITIZENS AND PARENTS IN YOUR FUTURE COMMUNITIES.

IN THIS SPECIAL PLACE, LEARNING AND PREPARATION FOR LIFE WILL TAKE PLACE NOT ONLY IN THE CLASSROOM BUT ALSO WITH FRIENDS IN LATE-NIGHT BULL SESSIONS OR IN COOPERATIVE EDUCATION INTERNSHIPS IN THE COMMUNITY, OR ON THE ATHLETIC FIELD AS A MEMBER OF A WILKES TEAM, OR AS A CAST MEMBER IN A PLAY, OR AS A PERFORMER IN A MUSICAL GROUP, OR AS A MEMBER OF THE DEBATE TEAM, OR DURING A JUNIOR YEAR ABROAD. YOU ARE DEVELOPING YOURSELF FOR A LIFETIME, NOT JUST FOR

ONE JOB. DON'T UNDERESTIMATE YOUR POTENTIAL AND DON'T SQUANDER THIS OPPORTUNITY.

ONE OF THE OPPORTUNITIES YOU WILL HAVE HERE IS TO HELP TAKE CARE OF THIS WILKES COLLEGE COMMUNITY, MAKING IT YOUR OWN AND LEAVING IT WHEN YOU GRADUATE A BETTER, STRONGER PLACE BECAUSE OF YOUR EFFORTS. WHAT YOU DO TO PRESERVE AND MAINTAIN THE LOVELY BUILDINGS, BOTH NEW AND OLD, WILL HELP ASSURE THEIR SURVIVAL FOR FUTURE GENERATIONS OF WILKES STUDENTS. WHAT YOU DO TO HELP PROTECT EACH OTHER THROUGH RESPONSIBLE BEHAVIOR CAN AVERT TRAGIC CONSEQUENCES WHICH CAN ALL TOO EASILY RESULT FROM IRRESPONSIBLE BEHAVIOR. FROM A KEEN UNDERSTANDING OF YOUR INTERDEPENDENCE WITH OTHERS IN THIS COLLEGE COMMUNITY, DEVELOPED THROUGH AN ACTIVE, INVOLVED WILKES CAREER, YOU WILL BE BETTER EQUIPPED TO RECOGNIZE AND FOSTER THAT LARGER INTERDEPENDENCE CHARACTERIZING THE DIFFERENT PARTS OF OUR NATION, INDEED THE MANY PARTS OF OUR WORLD. WILKES COLLEGE IS THE MICROCOSM OF THE LARGER COMMUNITIES YOU WILL INHERIT AND RESHAPE

THROUGH THE TALENTS AND VALUES YOU TAKE WITH YOU WHEN YOU GRADUATE FROM WILKES. BY CONSCIOUSLY HELPING TO SHAPE THIS COLLEGE COMMUNITY AND TO PRESERVE AND PERPETUATE ITS TRADITIONS, YOU ARE EQUIPPING YOURSELF TO DO THE SAME ON A MUCH LARGER STAGE.

LET ME TURN TO GRADUATES OF THE CLASS OF 1987, WHO TODAY EMBARK UPON A JOURNEY TO THAT WIDER WORLD. YOU HAVE GAINED IN CONFIDENCE AND COMPETENCE, BECOMING MORE INDEPENDENT INTELLECTUALLY AND PERSONALLY BECAUSE OF YOUR WILKES EDUCATION. AT THE SAME TIME, YOU PROBABLY HAVE A KEENER SENSE NOW THAN EARLIER IN YOUR LIVES OF HOW MUCH YOU OWE TO OTHERS, PARTICULARLY YOUR PARENTS, WHO HAVE DEDICATED THEMSELVES TO YOU SO THAT YOU MIGHT HAVE A COLLEGE EDUCATION. YOU HAVE ALSO DISCOVERED HOW LITTLE YOU KNOW OF WHAT THERE IS TO KNOW, BUT YOUR APPETITE HAS BEEN WHETTED TO LEARN AS MUCH AS YOU CAN LEARN IN YOUR ALLOTTED TIME.

I HOPE THAT YOUR WILKES EDUCATION HAS PREPARED YOU TO UNDERSTAND AND BE INTERESTED IN THE PROBLEMS AND

OPPORTUNITIES FACING THE HUMAN FAMILY AS WE APPROACH THE
MILLENNIUM. CONTROLLING THE NUCLEAR ARMS RACE, REVERSING
THE ABUSE OF OUR ENVIRONMENT, FINDING WAYS TO OVERCOME
ANCIENT FEARS AND HATE AMONG NEIGHBORING PEOPLES ARE ALL
OBJECTIVES TO BE MET IN YOUR LIFETIME IF THE HUMAN FAMILY
IS TO HAVE A PROMISING FUTURE. A TEST OF BEING AN EDUCATED
MAN OR WOMAN WILL BE YOUR CAPACITY AND INCLINATION TO ENGAGE
SOME OF THESE FUNDAMENTAL PROBLEMS, WHETHER AT A LOCAL
OR NATIONAL OR INTERNATIONAL LEVEL, EVEN AS YOU GO ABOUT
MAKING A LIVING. SUCH ENGAGEMENT FROM PRIVILEGED, COLLEGE
GRADUATES LIKE YOU IS A NECESSITY IF YOUR CHILDREN AND
GRANDCHILDREN ARE TO FACE A PROMISING FUTURE. I AM
SUFFICIENTLY OPTIMISTIC TO BELIEVE THAT EDUCATION IS THE
MEANS BY WHICH HUMAN BEINGS CAN INTELLIGENTLY PREPARE
THEMSELVES TO ADDRESS THEIR SHARED PROBLEMS THROUGH
POLITICAL, ECONOMIC, SOCIAL, AND ETHICAL ACTIVITIES, LEADING
TO A HEALTHIER WORLD.

YOU ARE LEAVING WILKES AT A TIME OF GENERALLY HEIGHTENED

AWARENESS THAT FORCES ARE CONVERGING DEMANDING THE BEST OF OUR LEADERS AND OR OUR FELLOW CITIZENS. THE WORLD'S POPULATION CONTINUES TO GROW, PUTTING PRESSURE ON RESOURCES THAT ARE MORE AND MORE UNEVENLY DISTRIBUTED. THERE IS INCREASING DESIRE IN THE INDUSTRIALIZED WORLD TO ACHIEVE POLITICAL STABILITY AMONG THE GREAT POWERS TO ALLOW A TRANSFER OF RESOURCES FROM MILITARY SPENDING TO OTHER FORMS OF INVESTMENT TO IMPROVE THE HUMAN CONDITION. OUR SCIENCE AND TECHNOLOGY ARE PUSHING US INTO AN ERA WHERE UNDERSTANDING AND CONTROL OF NATURE AND OF MAN OFFER NEW OPPORTUNITIES FOR MASTERY OF AGE-OLD LIMITATIONS. AT THE SAME TIME, THE TWIN MENACES OF DRUG ABUSE AND AIDS SHOW HOW VULNERABLE WE REMAIN AS INDIVIDUAL HUMAN BEINGS TO OUR IMPULSES AND THE SOMETIMES IRRESPONSIBLE ACTIONS OF OURSELVES AND OTHERS. INDEED THE THREAT OF AIDS CONFRONTS US WITH PROFOUND ETHICAL DILEMMAS THAT ARE AS OLD AS HUMAN SOCIETY AND MAY FORCE US TO RECOGNIZE ANEW THAT THE PROBLEMS INHERENT IN THE HUMAN CONDITION, PROBLEMS WHICH ALL RELIGIONS HAVE STRUGGLED

WITH, ARE AS REAL AND URGENT IN OUR LIVES TODAY AS THEY WERE FOR THE GREEKS IN THEIRS, OR THE MONKS AND NUNS IN MEDIEVAL EUROPE, OR THE PURITANS COMING FROM ENGLAND TO NEW ENGLAND IN THE SEVENTEENTH CENTURY. EVEN AS THIS MONTH WE CELEBRATE THE BICENTENNIAL OF OUR CONSTITUTION, PERHAPS THE MOST REMARKABLE DOCUMENT TESTIFYING TO THE CAPACITY OF HUMAN BEINGS TO ADDRESS THEIR PROBLEMS WITH REASON WITHIN THE CONTEXT OF SELF-GOVERNMENT, WE ARE DISCOVERING ONCE AGAIN THAT WE ARE STILL CHILDREN OF THE SAME HUMAN FAMILY AS THE FOUNDING FATHERS AND MOTHERS. IF WE HAVE OPPORTUNITIES WITH OUR ORGANIZED INTELLIGENCE AND MASTERY OVER NATURE NEVER POSSESSED BY EARLIER GENERATIONS, WE STILL HAVE THE SAME BUILT-IN LIMITATIONS WHICH FLOW FROM OUR NATURES. AND NATURE STILL RESISTS OUR CONTROL. TO THE STUDENTS JUST COMING THROUGH THESE DOORS OF LEARNING AND TO THOSE NOW PASSING BEYOND TO DEAL WITH THIS RAPIDLY CHANGING WORLD, I URGE YOU TO TREAT YOUR TALENTS AND TRADITIONS AS PRECIOUS INHERITANCES UPON WHICH DEPEND NOT

ONLY YOUR FUTURE BUT THOSE OF YOUR CHILDREN AND YOUR
CHILDREN'S CHILDREN. HAVE A GOOD YEAR. HAVE A GOOD LIFE,
RICH IN PERSONAL ACCOMPLISHMENT AND IN SERVICE TO OTHERS.

WILKES COLLEGE
WILKES-BARRE
PENNSYLVANIA-18766

TESTIMONY BEFORE THE GOVERNOR'S
TECHNOLOGY TRANSFER TASK FORCE

Friday, October 30, 1987
Philadelphia, Pennsylvania

Good morning Ladies and Gentlemen. My name is Christopher N. Breiseth. I have been President of Wilkes College in Wilkes-Barre since July of 1984. Wilkes College is the only independent, nondenominational comprehensive institution in northeastern Pennsylvania. It has a growing number of graduate degree programs. With a current enrollment of 1,700 full-time undergraduates and an additional 1,500 part-time undergraduate and graduate students, Wilkes has structured its programs and curricula to prepare students for the demands of the 21st century.

My message this morning concerns the important role of the small to middle-size colleges and universities in the transfer of technology. I cite the case of Wilkes College, which I know best, as an instance of the major intellectual resource available to the Commonwealth of Pennsylvania in these institutions that you on this Task Force should draw upon in your recommendations to the Governor on technology transfer. As you are aware, northeastern Pennsylvania has suffered decades of economic depression since the decline of the anthracite coal industry in the 1920s. Attracting business and industry to the region has been a labor over decades of many people and involved colleges and universities along with government and industry. Our region is now beginning to show the fruits of this labor with an increasingly vibrant economy. Quality education and the availability of technical expertise of faculty has been a major attraction in bringing companies to the region and holding those we have. Since 1960 when RCA built its solid state division plant because Wilkes committed its resources to build the physics, chemistry, and engineering curriculum, Wilkes College has been an active partner in attracting and retaining industry. Our contributions include many of the aspects of technology transfer you on this Task Force have identified: (a) research on specific industrial projects; (b) application of known technology to specific industrial objectives; (c) direct technical assistance to business and industry; (d) educating students with the skills necessary to contribute state-of-the-art techniques in the industrial setting. By "students" I include those already in the work force such as those working for a Master's of Science in Electrical Engineering at Wilkes who bring problems for their graduate research directly from their companies.

I have recently reviewed three books on research and higher education in Change magazine and have appended a copy to my testimony. I strongly recommend to members of this Task Force one of the books, by Ernest Lynton and Sandra Elman, New Priorities for the University: Meeting Society's Needs for Applied Knowledge and Competent Individuals, Lynton and Elman see us on "the threshold of a new kind of university in which scholarship, instruction,

and professional service are integrated to bring the university's faculty and students into direct contact with the local and regional communities beyond the campus." This is the critical perspective I urge you to consider as you help the Governor broaden the Commonwealth's programs to stimulate technology transfer programs. The colleges and universities, public and private, large and small, need to be active partners in building and strengthening their local and regional economies.

Wilkes College has, since its inception in 1933 as Bucknell University Junior College, recognized this concept. Service to the northeast Pennsylvania region has been a key part of its mission. Although we have not had access to the major financial resources available to large research institutions, we have worked with the research and equipment dollars available. Working together with all sectors of our community, including joint ventures with specific businesses, we have organized useful knowledge and applied it to problems our industry partners, our faculty and our students help to diagnose and to solve. We have become a key resource in disseminating knowledge of techniques and technologies to meet the needs not only in the northeast but, in many cases, also on a national level. In addition, we are educating and preparing individuals drawn from all classes and conditions to contribute their talents to meet the identified needs.

The program developed at Wilkes College parallels the recommended plan of action currently being considered by this Task Force. Wilkes was the first higher education institution in Pennsylvania to establish a Small Business Development Center in 1979. Recognizing the importance of small businesses to the economy, the College decided to utilize its resources, both human and technical, to provide direct assistance to the small business community. The SBDC, combined with the Small Business Institute, is alive and well at Wilkes and continues to offer vital assistance to the community and provide an invaluable hands-on experience for our students.

Recognizing the direct impact of technology transfer on business and industry, the SBDC and the School of Engineering and Physical Sciences have joined forces in bringing the resources of the School's Technology Transfer Program to the business sector.

In 1979 the Department of Engineering launched its Technology Transfer Program. Initiated by local requests, the College decided to fill the gap as a resource for advanced technology.

The objective of the TTP was to help local industry acquire the technology resources available through the School of Engineering and Physical Sciences. To qualify as a TTP project, it has had to:

- a. be unique and new;
- b. improve productivity and capability;
- c. help retain the industry in the area, attract new ventures or expand current operations.

Most of the problems faced by companies are not on the "cutting edge" of technology and do not involve what we might call pure research. Rather they require the application of already-discovered techniques and technologies to the particular business's problem or objective. As an example, since 1979 the Wilkes Department of Engineering, now the School of Engineering, has completed 39 TTP projects which have "run the gamut" of technology transfer from CAD, to chemical analysis, to microwave technology. We have assisted a small businessman improve his production line for a total cost of \$800, while aiding GE/RCA Solid State to compete effectively in the global semiconductor market and have evidence that we have perhaps helped retain this crucial facility in our area. We are capable of meeting the chemical analysis needs of a plastic recycling firm while performing electrochemical research on solar cells and photo voltaic materials research in cooperation with the Jet Propulsion Laboratory. We have helped develop new knowledge in the field of high speed semiconductor organic thin film fabrication for the Navy even as we helped institute a computerized system for patient data base and diagnostics in a cardiologist partnership. The average contribution of Wilkes College to these TTP projects has been 30 to 35% of total cost.

We were therefore in a good position to participate in the Ben Franklin Partnership Program when it was developed. Wilkes has submitted proposals and received funding through the Partnership since its inception in 1984. Indeed, this program allowed us to complement and expand our TTP and entrepreneurial services to the community. Beginning with a modest project in 1981, we currently have eight projects for a total Ben Franklin state allocation of over \$300,000. More important is the fact that most of our projects are matched on a business to government ratio of 1-2 and even 1-1, a testament to the College's abilities and reputation in the eyes of local industry. The combined value of this collaborative investment this year will be worth \$2.6 million.

My objective in reciting this history is to urge this group to recommend that in its TTP initiative the Commonwealth not overlook a valuable resource in small to medium-size colleges and universities. The major research universities have a leadership role to play, but there are assets and even advantages in the smaller institutions which should be built upon by the Commonwealth. I recommend strengthening the infrastructure of small colleges and universities in technology transfer to take advantage of the rich diversity of the Commonwealth's higher education community.

There is ample evidence to support this concept. The SBDC state network has, since its inception, combined the talents of both private and public colleges and universities to create a unique system that provides valuable service to the business community. The NET/ATC at Lehigh University has recognized the vast array of resources available throughout our section of the state and is working with community and junior colleges and private/public colleges and universities to bring the best to bear on economic development and technology transfer problems. I believe this has been a major factor in the Partnership's success. This broad base of support also assures availability of a wide range of resources.

The model for the new university capable of helping local business apply scientific knowledge, business techniques, and technology will not come alone from the large public and private universities. Initiatives will also come from the small to medium-size private colleges and universities and those relatively small public universities where sufficient autonomy and flexibility exist to permit the mobilization of intellectual and financial resources necessary to meet the local and regional needs.

The major factor in making our program a success has been that resources can be brought together across the disciplines to meet a specific need in a minimum amount of time and bureaucratic red tape. The scale of small to medium-size private or independent colleges makes possible the frequent interaction of faculty across disciplines. The institutional flexibility needed to modify policies, procedures, and rewards in support of the "new" faculty role beyond the campus may also be greater on such campuses. This scale of college and university is the only one we have in northeastern Pennsylvania.

This has assisted Wilkes and her sister institutions in northeastern Pennsylvania in meeting the Ben Franklin Partnership challenges. I wholeheartedly agree with the Task Force's recommendation that the program be continued. One recommendation I have to suggest is a logical extension of the existing program. This year, many good eligible projects under Ben Franklin could not be funded due to budget restraints. Adding to the problem is the funding cycle deadlines. A worthy project may not receive consideration until the next funding year. A more flexible program to meet these drawbacks is needed.

Perhaps the Task Force should consider the concept of a shared investment program. If a project is proposed with precise, unique objectives, and requires research equipment at the college or university, the state could help provide such equipment, sharing the cost with the college or university and industry. This would provide state-of-the-art research equipment at a local site which could respond in a timely manner to the industry or firm. As in the current Ben Franklin formula, the industry's contribution would produce a direct payback. Government stimulation would build on the investment made by the College.

Another possible incentive to be pursued is the stimulation of information sharing between large and small colleges and universities, such as the Lehigh Superconductivity Consortium.

Finally, the most important role of all higher education institutions is the education of its students. To maintain the quality of instruction you must maintain research and scholarship. All of these programs I have mentioned contribute to the student's education by providing research opportunities and hands-on experience. In turn, by providing advanced training, the colleges and universities produce a highly qualified employee. At Wilkes College, we have a growing number of graduate programs, including Master's of Science in Electrical Engineering, Mathematics, and Physics.

For this testimony, I have included a copy of a project listing which illustrates the scope of projects undertaken by the Engineering, Earth and Environmental Sciences, and Physics Departments, including projects to help improve the environmental quality of northeastern Pennsylvania.

The key to success, we believe, is not the creation of a new layer of services statewide, but the strengthening and expanding of existing programs such as those I have described at Wilkes College. Duplication and waste is avoided since the community network and resources are already in place. The smaller and medium-size colleges and universities have already begun investing in this effort and should definitely be included in any state plan on technology transfer.

In formulating a program of enhanced support for TTP to recommend to Governor Casey, I would urge the Task Force's consideration of the following:

1. encouraging through state financial assistance the partnership between business and colleges and universities to:
 - (a) apply the most advanced techniques and technologies to increase productivity through state-of-the-art manufacturing processes;
 - (b) develop education programs to equip the existing work force in particular businesses and industries with the latest techniques and technologies;
 - (c) foster research projects at the colleges or universities directed at specific problems or opportunities of industry or particular business to increase their productivity and their competitive market position nationally and internationally as well as expanding the number of jobs;
 - (d) provide funds for projects meeting the above objectives which have been fostered but not funded through the Ben Franklin Partnership and Penn TAP.
2. providing such state support in the form of:
 - (a) sharing the cost of equipment required at the colleges or universities for the research or training of students/personnel;
 - (b) sharing the cost of faculty research time and technical assistance time;
 - (c) investment in the form of scholarships, perhaps even a few special faculty chairs in Technology Transfer (Casey Chairs) for leading exemplars in this form of applied research to work within and between several related colleges and universities and industries in a region to give visibility to the Technology Transfer process (such Casey Professors could constitute a high-level resource group to aid the state, the universities and colleges, and industry in promoting technology transfer).

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3. recognizing the importance of the small to medium-size colleges and universities to promote such technology transfer given their:
 - (a) people intensive ability (as compared with the capital intensive capacity of major research universities) to respond to the needs of the local or regional area;
 - (b) facility to work across and among the disciplines with the greater flexibility inherent in small institutions.
 - (c) ability to utilize students in the technology transfer activities in the local community as part of the experiential component of undergraduate education common to many of our smaller public and private colleges and universities.
 - (d) ability to stimulate or respond to local initiative which itself is responsive to market conditions.

Where the Governor's Task Force on Technology Transfer through its recommendations can encourage this local partnership of business and colleges or universities in applying the most advanced business concepts and scientific technologies to make local business competitive, you will be helping Pennsylvania make its contribution to America's competitive position in the world.

Thank you for allowing me the opportunity to present my views.

Project Listing - Engineering/Earth Environ/Physics

Title	P I	Type	CLASS	DESCRIPTION	Allocation	Date	Status
		BFP					
TOTALS	\$1,294,425.00						
NUMBER	25						
TITLE	P I	Type	CLASS	DESCRIPTION	Allocation	Date	Status
U.S. Department of Energy	Dr. Nejib	GRANT	TRN	Cons'n & Alternate	16,118.00	Sep-78	Complete
Stanley Manufacturing Co.	Dr. Nejib	TTP1	RDD	Process automation	836.00	Jan-79	Complete
American Asphalt Paving Company	Dr. Nejib	TTP2	RDD	Process automation	4,022.00	Feb-79	Complete
Landaus, Inc.	Dr. Nejib	TTP3	RDD	Computerization	885.00	Jun-79	Complete
Ruckno, Inc.	Dr. Parker	TTP4	RDD	Design assmnt system	885.00	Jun-79	Complete
Eberhard Faber, Inc.	Dr. Nejib	TTP5	RCH	Alarm design	14,220.00	Jul-79	Complete
Pliscott Electronic, Inc.	Dr. Afrashteh	TTP6	RD	Temp controller	1,936.00	Jul-79	Complete
National Science Foundation		TTP7	RD	Lab equipment	15,200.00	Feb-80	Complete
National Science Foundation		GRANT	RCH	Radiation study	10,485.00	Feb-80	Complete
Eberhard Faber, Inc.	Dr. Nejib	TTP8	RD	Alarm design	3,850.00	Sep-80	Complete
Pliscott, Inc.	Dr. Afrashteh	TTP9	RD	Comp temp controller	890.00	Oct-80	Complete
Eberhard Faber, Inc.	Dr. Nejib	TTP10	RD	Smoke detctort design	20,800.00	Feb-81	Complete
Penn State Seed Company	Dr. Parker	TTP11	RD	Office automation	1,707.00	Mar-81	Complete
Encon, Inc.	Dr. Nejib	TTP12	RD	CAD heating elemnts	1,887.00	Apr-81	Complete
C.W. Schultz and Son, Inc.	Dr. Parker	TTP13	RDD	Office automation	1,722.00	May-81	Complete
Manrique and Schroff, M.D. Associates	Dr. Nejib	TTP14	RDD	Patient data base	2,475.00	Feb-82	Complete
Pennsylvania Funeral Directors Association	Dr. Parker	TTP15	DD	Office database	1,600.00	Jun-82	Complete
IBM Corporation	Dr. Yu	TTP16	RD	Substrate for elct cct	23,514.00	Feb-83	Complete
RCA Solid State Division	Dr. Dolny	TTP17	R	HV dist on device edge	17,000.00	Feb-83	Complete
Materials Testing Lab and Program Development	Dr. Nejib	BFP	EQPT	Mech anical properties	15,000.00	Sep-83	Complete
Hybrid Microelectronics Laboratory	Dr. Dolny	BFP	EQPT	Thick film process	10,000.00	Sep-83	Complete
Office Automation Seminar	Sandy	BFP	TRN	Office eqpt	5,000.00	Sep-83	Complete
Data General Corporation (EQPT)	Dr. Nejib	GRANT	EQPT	College DG 10000	110,000.00	Dec-83	Complete
Jet Propulsion Lab	Dr. Orehotsky	TTP21	RD	Solar cells	70,453.00	Dec-83	Complete
RCA Solid State Division	Dr. Nejib	TTP22	TRN	CAD SPICE appl'n	7,000.00	Feb-84	Complete
Ingersoll-Rand Corporation	Dr. Nejib	GRANT	EQPT	Gen purpose	1,000.00	Mar-84	Complete

Project Listing - Engineering/Earth Environ/Physics

RCA Solid State Division	Dr. Dolny	TTP-23	RCH	HV dist on device edge	18,750.00	Apr-84	Complete
Endure, Inc.	Dr. Nejib	TTP-24	RCH	Rstivity new material	4,000.00	May-84	Complete
Data Acquisition and Process Control	Dr. Nejib	BFP	RDD	System auto & counting	95,000.00	Sep-84	Complete
Material Testing; Procedure Dev. & Training	Dr. Janecek	BFP	EQPT	Mechanical properties	32,000.00	Sep-84	Complete
Microelec. Design & Dev. Hybrid IC	Dr. Dolny	BFP	EQPT	Microelectronics	125,000.00	Sep-84	Complete
Polymer Technology Transfer	Dr. Faut	TTP-25	RD	Recycling	51,800.00	Sep-84	Complete
Pennsylvania Power & Light Co.	Dr. Case	TTP-26	RD	Water seepage	9,350.00	Jun-85	Complete
Radon Detection & Data Analysis	Dr. Redmond	TTP-29	RDD	Radon survey NEPEC	37,300.00	Sep-85	Complete
Materials Evaluation & Training Consortium	Dr. Janecek	BFP	TRN	Seminar and conference	20,000.00	Sep-85	Complete
Thermal Conduction Model for Transistor Package	Dr. Ghorieshi	BFP	RD	Computer modeling	39,500.00	Sep-85	Complete
Polymer Technology Transfer	Dr. Faut	BFP	RD	Recycling	50,000.00	Sep-85	Complete
Bethlehem Steel Corporation	Dr. Case	TTP-30	RDD	Water quality	13,970.00	Oct-85	Complete
RCA	Dr. Ghorieshi	TTP-31	RCH	CAD model heat sink	12,000.00	Sep-86	Complete
Materials Requirements Planning System	Dr. Nejib	BFP	RDD	Process automation	19,000.00	Sep-86	Complete
Mechanical Stress Model for Transistor Packages	Dr. Ghorieshi	BFP	RDD	CAD modeling	61,000.00	Sep-86	Complete
System Automation of CNC Network	Dr. Nejib	BFP	RD	Plant automat CAD/CAM	29,500.00	Sep-86	Complete
Thick Film for Hybrid Microwave Circuits	Dr. Yeroushalmi	BFP	RD	Substrate properties	57,225.00	Sep-86	Complete
BF Equipment Match	Dr. Nejib	BFP	EQPT	CAD lab	109,600.00	Oct-86	Complete
PP&L	Dr. Case	TTP-32	RDD	Water quality	16,800.00	Oct-86	Active
PA Sewage Treatment Forum	Dr. Nejib	GRANT	TRN	Conference	7,500.00	Mar-87	Active
NSF (Modulation Doped Pseud. Hetrostructures)	Dr. Choudhry	GRANT	RCH	Semiconductors	12,000.00	Jun-87	Active
Naval Air Development Center	Dr. Razavi	TTP-34	RD	Thin film	23,892.00	Jun-87	Active
University of Illinois	Dr. Janaswamy	TTP-35	RCH	Patch antenna	12,100.00	Jun-87	Active
Gas Chromatography-Mass Spectrometer	Dr. Nejib	GRANT	EQPT	GC/MS	75,000.00	Jun-87	Active
CAD/CAM Plant Integration	Dr. Nejib	BFP	RDD	Plant automat CAD/CAM	43,000.00	Sep-87	Active
Communication Center for Electronic Vaulting	Dr. Armand	BFP	RD	Sattelite systems	90,500.00	Sep-87	Active
High Conductivity Material for Microwave	Dr. Razavi	BFP	RDD	New material properties	46,000.00	Sep-87	Active
Improving Radon Testing & Trapping	Dr. Maxwell	BFP	RDD	New testing approach	45,000.00	Sep-87	Active
Mechanical Stress Model for Transistor Packages	Dr. Ghorieshi	BFP	RD	CAD model	52,250.00	Sep-87	Active
Recycling of Household Refuse	Dr. Redmond	BFP	RD	New treatment	145,000.00	Sep-87	Active
Thick Film for Hybrid Microwave Circuits	Dr. Yeroushalmi	BFP	RDD	Circuit parameters	24,500.00	Sep-87	Active
Naval Air Development Center	Dr. Razavi	TTP-36	RD	Thin film	10,000.00	Sep-87	Active
National Science Foundation	Dr. Choudhry	GRANT	RCH	Semiconductor properties	12,000.00	Oct-87	Active
Royer Foundry & Machine	Dr. Janecek	TTP-37	RD	New material	18,000.00	Sep-87	Pending
Lehigh University	Dr. Razavi	TTP-38	RD	Superconducting	15,740.00	Sep-87	Pending
PP&L	Dr. Case	TTP-40	RDD	Water quality	27,300.00	Sep-87	Pending
Air Force (Rome Air Development Center)	Dr. Razavi	GRANT	RCH	New thin film	58,850.00	Sep-87	Pending
PP&L	Dr. Case	TTP-39	RDD	Water quality	9,951.00	Oct-87	Pending
BF Equipment Match	Dr. Nejib	BFP	EQPT	Workstations	75,000.00	Oct-87	Pending

Project Listing - Engineering/Earth Environ/Physics

Pre-Freshman Engineering Program	Dr. Farooq	GRANT	TRN	Students	13,900.00	Oct-87	Pending
Scalar Formalism Rel. Quantum Field Thry. (Yr 1)	Dr. Hostler	GRANT	RCH	QM physics	44,025.00	Oct-87	Pending
Scalar Formalism Rel. Quantum Field Thry. (Yr 2)	Dr. Hostler	GRANT	RCH	QM physics	39,579.00	Oct-87	Pending
Celotex Corporation	Dr. Nejib	TTP-25		Design & Development	17,250.00	Oct-84	Not Funded
Eastman Kodak Company	Dr. Razavi	TTP-28		Research & Development	55,000.00	Jun-85	Not Funded
Energy Analysis & Diagnostic Centers	Dr. Ghorieshi				71,400.00	Jul-86	Not Funded
Educational Resource Network Integration	Dr. Sycros	BFP		Entrepreneurial Services	52,000.00	Sep-86	Not Funded
National Science Foundation	Dr. Farooq			Thin Film Laboratory	16,947.00	Nov-86	Not Funded
National Science Foundation (Yr 1)	Dr. Farooq			Teacher Enhancement	67,000.00	Dec-86	Not Funded
National Science Foundation (Yr 2)	Dr. Farooq			Teacher Enhancement	36,600.00	Dec-86	Not Funded
National Science Foundation (Yr 3)	Dr. Farooq			Teacher Enhancement	36,600.00	Dec-86	Not Funded
System Automation of CNC Network	Dr. Nejib	BFP		Plant automat CAD/CAM	42,550.00	Sep-87	Not Funded
CAD For Tool Engineering and Production	Dr. Nejib	BFP		R&D CAD/CAM	10,800.00	Sep-87	Not Funded

- data - exp grad is in state

Chris - FH
M P.

President's Letter

published occasionally
for administrators, faculty, staff and students
of the University of Scranton

P.L. 25
Silver Anniversary February 19, 1987

Dear Members of the University Community:

SPECIAL TOPIC

This is a normal time for a President's Letter, and there are a number of things to report to you. Because of the current intense interest in police actions, however, I thought that I should write to you about this single matter, explaining what I understand about this unusual course of events.

HIGH PROFILE AND RHETORIC

At the outset, I must admit that I am puzzled by a number of things that have happened. The high profile given to beer parties by the morning press is surprising. The misinterpretations, angry rhetoric and exaggerations of some people, which seem to reveal a seething that is just below the surface, are astonishing. It is difficult to deal with this.

RESTRAINT

I have tried to keep my cool and not to respond even to harsh criticisms. That has not been easy to do, but thus far, the University has issued only one statement, that which I published in letter form on February 11. I have consented to only one press interview, that with The Aquinas which appeared on February 18. It was our hope that restraint would allow these matters to go the normal route of a local story of this type.

RIGHTS AMID MIXED ALLEGATIONS

Let me inform you of some of the details of the events of the past few weeks. For me, the central issue is one of justice. Otherwise, I might have kept perfectly silent. My reading of statements by witnesses relating to recent mass arrests forced me to speak out on this one issue. Rights must be protected, even if one assumes improper behavior and guilt. A person does not have the right to break a law, but even those suspect or guilty of doing this retain certain basic civil rights.

WEEKEND PROBLEMS

After events of February 6 and 7 involving the arrests of many students, a repeat of previous actions which have occurred since the arrests just before graduation last May, the University administration considered whether or not to respond publicly, thinking that the high profile given to these interactions might lessen and that these stories might find their reasonable place among noteworthy happenings in our City. Such was not to happen and special attention continued.

STUDY HAPPENINGS

Of course, right after the incidents we began to try to discover exactly what happened, whether stories in the press were accurate and how police reports matched the reports of student witnesses. We knew that we were dealing with an important matter and that careful study was needed.

REASON FOR
ANNOYANCE

I realized that through the years our neighbors in the hill too often have had good reason to be irritated and annoyed by the actions of some of our students and that our City officials have had good reason to be concerned about the incidence of underage drinking city-wide. After all, we have even witnessed tragic automobile accidents related to this.

ENDS AND
MEANS

I also could see why some believed that mass arrests would serve as a deterrent to future parties. Even if the arrests proved to be such a deterrent, however, that in itself might not be enough to justify them if there is unbalance in applying the law, or if the human rights and dignity of some suspects are violated in the process. Of course, I recognized that sometimes the police have no practical choice in such matters, and large numbers must be arrested on the spot. After serious reflection, I found it necessary to state my concern about what I perceived to be negative effects of these arrests. And I wanted to do this in a manner which assured that a nuanced statement would be published in its entirety without delay.

EFFORT AT A
BALANCED
STATEMENT

My letter appeared on February 11, and I assume that most of you saw it. It mentioned the University's educational efforts on alcohol abuse and specified the work of BACCHUS, a student group. In addition, it mentioned an understanding with the City which was believed to have been worked out in December, and subsequently identified as a misreading. Regardless of the details of the specific conclusion of that meeting, there were problems noted in any mass arrests of young people involving police dogs and other displays of force. Considering the appearance of concentration on the hill neighborhood, it was not surprising that our students believed they were being singled out for special attention.

PROPRIETY OF
MASS ARRESTS

My letter did not deny wrong-doing by some students. It clearly did not condone underage drinking or alcohol abuse of any kind. It did not criticize the enforcement of the law. It did, nevertheless, raise questions about processes used and concluded: "I do not claim that the solution is simple. I know, however, that mass arrests, with the techniques used, are not the answer." That is still my opinion.

MULTIPLE
APPROACHES

With that single letter written, my Administration's decision was to review our own efforts to control underage drinking and to renew dialogue with student leadership and between University and City officials. Meanwhile, our hope remained that the focus on these events would stop.

A PRODUCTIVE
MEETING
REPORTED
INCOMPLETELY

When University and City officials met on February 13th, progress was made. There was agreement on a number of points, at least one specific plan for a change of strategy in dealing with underage drinking problems was discussed, and future meetings were planned for a resolution. A common statement was agreed upon. On the morning after this productive meeting, however, a report in the newspaper again focused on the negative. It mentioned nothing related to the University's recognition of the "problem in our area," "the obligation incumbent upon all to enforce the law," "the reaffirmation of our educational programs," the University's determination "to continue to apply its established disciplinary code in cases of the violation of alcohol laws" (since July, penalties have been given to 147 students ranging from fines to probation and suspension, with many of these relating to alcohol). Instead of reflecting the promise of the meeting, in the morning clouds were painted. The Mayor, Director of Public Safety and the Chief of Police have all expressed their disappointment at this report.

"WILD-EYED
LIBERAL"

Some communications to me by citizens reveal a gross misinterpretation of my February 11th letter, distortions that are not difficult to understand in the light of the way this issue has been treated. Surely, as is the way in such matters, the question will not die rapidly and it will be very difficult to correct erroneous impressions. Basic fears and angers always emerge in situations like this. Even raising a question is intolerable to some. Of course, there have been some light moments too. For example, I am tempted to send a recent letter calling me a "wild-eyed liberal" to my friends who considered me conservative.

CONTINUED
RESTRAINT AND
STUDY

What now? While dozens of signed reports by student witnesses have been written, the University will continue to refrain from attempting to respond to every report, erroneous or not, despite the dangers of this. The University is reviewing its own policies and the application of its disciplinary code. Educational efforts too will be emphasized.

SEEKING
ADVICE

The University itself has engaged legal services from several sources to advise it concerning certain overriding legal questions relative to University responsibilities and the rights of citizens. This is intended for guidance in the future. University counsel will not be directly involved in the defense of specific cases. Students are obtaining their own counsel. Some, I must tell you, feel restrained not only by costs, but by fear of the effect on them and their careers. Some fear reprisals. The devastating effect of these arrests and citations on many should not be underestimated.

February 19, 1987

TO SPEAK OR NOT
TO SPEAK

Let me repeat that I realize that from a public relations point of view, it might have been better if I had not expressed my concerns publicly. Memories are long. Our students should not violate the law but, on the other hand, I have a unique responsibility to a group of young people who are especially vulnerable. Even if there is sometimes reprehensible and even illegal behavior, it is essential that we always be very jealous of those personal liberties relating to privacy and personal dignity for which many Americans fought and died and for which most of our ancestors, at great sacrifice, immigrated to this country.

A VOICE WHICH
DISTURBS

It is never easy to raise one's voice on behalf of a point of justice, especially if there is a genuine basis for concern about misbehavior. I believe so strongly in the American principles of freedom, that I accept the risk of the wrath of some of my fellow citizens and neighbors. And while urging obedience to the law and committing myself to actions which contribute to the development of good citizenship within our University community, I cannot allow myself to be silenced by fears of misunderstanding and opposition.

LET US PUT THIS
BEHIND US

Now, even realizing that narrow focus by others may continue, let us be large enough to place this behind us. Let us devote ourselves to maintaining the positive spirit for which this University has become famous and which contributes significantly to our attractiveness to students, this year applying in the largest numbers in our 99 year history.

TO STUDENTS

To students, a few words of advice. Study hard without distraction. Continue your generous volunteer work in the City. Raise money for good causes. Enjoy your young lives fully, using the multiple appropriate avenues open to you. Rise above any anger. Do not even return intolerance for perceived intolerance. Obey the law and be good neighbors. When City and University guidelines are published, please follow them carefully. Fulfill the trust that this great University places in you, that I place in you. The tension which I know some of you feel will soon be over. And, please, do not spread negative impressions on campus or abroad. That will not help the City, the University, or you. Remember that truth has a mysterious way of prevailing.

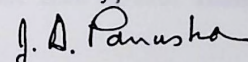
WORKING TOGETHER

Let me close by quoting the uncited final paragraph of the statement agreed upon by City and University officials at our February 13th meeting:

"It was clear to all that cooperation is essential because all sides share the same goal: a healthy University and a healthy City, working together in harmony, as has been accomplished in so many ways for so many generations."

SPRING IS COMING Peace. Let us get this behind us.

Sincerely,



J.A. Panuska, S.J.

JAP:mc

ARTICLE FOR THE BEACON
From Christopher N. Brelseth
April 28, 1987

As we all prepare for the end of the 1986-87 academic year and the adventures ahead, I want to reflect upon some developments at Wilkes over the past year. Now near the end of my third year as president, I sense the growing strength of the College in almost every area.

The new administrative organization has given sharper focus to our curriculum, including the exciting discussions over a revised core curriculum. Faculty are working together ever more effectively to prepare for these changes even as they are committing themselves individually to professional development activities linked to the curricular needs of Wilkes. This collaboration is taking place within departments and between departments and schools. The interdisciplinary perspectives we have been working to foster in our students are being demonstrated among the faculty.

Recent statewide appointments suggest the growing recognition of Wilkes' educational leadership by colleagues elsewhere in the Commonwealth. Dr. Umid Nejib, Dean of the School of Engineering and Physical Sciences, has been elected President of the Association of Engineering Colleges of Pennsylvania, while Dr. Mahmoud Fahmy, Dean of Graduate Studies and Continuing Education, has been elected President of the Pennsylvania Association of Graduate Schools. I have been named to a state task force to help strengthen the preparation of teachers and the profession of teaching itself in Pennsylvania in light of the recent Carnegie Commission report on teaching. A national conference on teaching was held at Wilkes earlier this month bringing school and college representatives together to discuss the Carnegie report. Fred M. Hechinger, education specialist on the New York Times, member of the Carnegie Commission and recipient of an honorary

doctorate from Wilkes, gave a forceful keynote address. Our new friends from throughout the country were impressed by the talent, dedication, and innovative programs for teachers they saw at Wilkes. They were also admiring of the beauty of the campus and of Wilkes-Barre.

While enrollment figures for the fall will not be complete until late August, the early indications are positive. We appear to be bringing in a large and talented freshman class. The competition to enter Wilkes among strong students has increased in just one year. The efforts of the Admissions staff, led by Bernie Vinovrski and aided by the faculty support and enthusiasm indicated above, have contributed to this optimistic picture.

Along with improvements in almost every athletic team's performance and the continuing winning ways of our debate team, student efforts are also shining through. The musical and drama performances seem to get better and better. The quality and character of The Beacon itself has added to the positive tone on campus which has encouraged serious discussion of difficult issues. No indicator of improvement struck me more forcefully than the initiation of 80 students into the national Physics Honor Society this past week. I believe this is a sign of renewal of disciplined intellectual development not only among Wilkes students, but among students in general as the demands of a much more competitive world begin to be understood.

We are preparing for more physical changes on the campus to better utilize our buildings to improve student life. Not all the plans are complete, but we hope to make some moves this summer that will bring students and faculty together more effectively. There may be surprises greeting returning students next fall which I think will add to the sense of improvement on our campus. I am optimistic about the energies and leadership coming from the Student Affairs staff under Dean Lampe-Groh as this will affect the quality of student life on campus.

A little-noted but significant change began this past year in the area of increased student responsibility. While some of the irresponsible behavior, primarily associated with alcohol abuse, continued, there has been growing evidence of positive initiatives by students themselves to create social opportunities not dependent on alcohol and drugs. The programming of weekend cultural and recreational activities took a quantum jump over those last year. As revealing to me, those students who were brought before the disciplinary boards for infraction of the rules accepted the judgment and punishments from their peers in ways that indicated understanding of the need for this campus community—as for the society at large—to have laws which must be enforced for the safety and health of all.

Finally, I have been impressed over the past several weeks when meeting seniors in various settings to discover the successes they are having in gaining entrance to graduate and professional schools and to good entry-level jobs in their fields of preparation. As we join in your Commencement on May 17, I hope seniors will be thinking not only about your professional futures but about your citizenship and your continued personal growth. You will have the opportunity at Commencement to hear an historian, Dr. John Hope Franklin, and a poet, Dr. Samuel Hazo, both of whom will receive honorary doctorates of humane letters. Dr. Hazo has given stirring poetry readings at Wilkes and in our region over the past several years, using the power of poetry to help us better understand our contemporary lives. Dr. Franklin, one of the nation's most distinguished historians, will speak about the bicentennial of the Constitution. From his career as the leading scholar of the Black experience in America and as an intellectual architect of the monumental Brown vs. The Topeka Board of Education decision

of the Supreme Court in 1954 calling for desegregated schools, he will challenge us all to act upon our knowledge and our values as citizens to preserve and strengthen this self-governing nation.

Good luck to all of us as we approach important new opportunities and responsibilities starting this summer.

"COMMENCEMENT: A TIME OF PREPARATION"

ADDRESS BY C. N. BREISETH

PITTSTON AREA COMMENCEMENT

6:30 P.M., FRIDAY, JUNE 12, 1987

I AM HONORED TO SHARE THIS VERY SPECIAL NIGHT WITH THE GRADUATING CLASS OF 1987 FROM PITTSTON AREA SENIOR HIGH SCHOOL AND YOUR FAMILIES. THERE WILL BE SEVERAL IMPORTANT BENCHMARKS IN YOUR LIVES THAT DEFINE KEY TRANSITIONS FROM ONE STAGE TO ANOTHER. GRADUATING FROM HIGH SCHOOL IS SUCH A BENCHMARK. THE QUESTION ON YOUR MIND TONIGHT--AND PERHAPS EVEN MORE ON THE MINDS OF YOUR PARENTS--IS WHAT COMES NEXT? SOME OF YOU MAY FEEL FAIRLY CERTAIN, OTHERS NOT SO SURE.

WHETHER YOU ARE GOING TO COLLEGE DIRECTLY OR TO GAINFUL EMPLOYMENT OR TO TAKE A BREAK AND THINK IT OVER, THE WORLD IS WAITING. ONE CAN LIST MANY PROBLEMS THAT WILL NEED YOUR ATTENTION, PERHAPS AS SPECIALISTS WHO WILL BE ABLE TO ATTACK THE PROBLEMS DIRECTLY, CERTAINLY AS CITIZENS AND CONCERNED PARENTS. YOU WILL EACH HAVE A DIFFERENT LIST. YOUR LIST MAY TOUCH PROBLEMS WITH WHICH YOUR CAREER OR CAREERS WILL DEAL. PUBLIC HEALTH, CARE OF THE ELDERLY, CLEANING UP THE ENVIRONMENT,

IMPROVING OUR EDUCATION SYSTEM. NUCLEAR ARMS CONTROL. SOCIAL JUSTICE FOR ALL PEOPLE IN THIS COUNTRY, PERHAPS ELSEWHERE IN THE WORLD. AMERICA'S COMPETITIVE POSITION. THE FEDERAL DEBT. ALTERNATIVE ENERGY SOURCES AS THE SUPPLY OF OIL RUNS OUT.

MY ADVICE TONIGHT IS TWOFOLD. FIRST, LOOK ON THESE PROBLEMS AS OPPORTUNITIES TO MOBILIZE YOUR INTERESTS AND TALENTS TO MAKE A DIFFERENCE, WHETHER IN THIS COMMUNITY OR ON A LARGER NATIONAL OR EVEN INTERNATIONAL STAGE.

SECOND, RECOGNIZE AT THIS EXCITING JUNCTURE OF YOUR LIFE AS YOU ASSUME ADULT RESPONSIBILITY, THAT THE DEEPEST PLEASURES YOU WILL EXPERIENCE WILL BE WHEN YOU GIVE OF YOURSELF TO OTHERS.

THERE WILL BE UNRELENTING PRESSURE ON YOU TO BE FINANCIALLY SUCCESSFUL, AND I JOIN OTHERS IN WISHING YOU WELL IN THIS QUEST. BUT I ALSO JOIN OTHERS IN ENCOURAGING YOU TO THINK ABOUT WHAT YOU HAVE TO GIVE TO YOUR FAMILY, YOUR FUTURE SPOUSE AND CHILDREN, YOUR COMMUNITY, YOUR NATION. DON'T UNDERSSELL YOUR ABILITIES TO MAKE A REAL DIFFERENCE IN ONE OR SEVERAL ARENAS

OF ACTIVITY. IF YOU HAVE LOST A FRIEND YOUR AGE, THINK ABOUT DOING MORE TO DEVELOP YOUR TALENTS SO YOU CAN GIVE AS IF FOR BOTH OF YOU. LIFE IS PRECIOUS. MAKE YOURS COUNT.

NO MAN, NO WOMAN IS AN ISLAND. WE NEED EACH OTHER--IN THE SIMPLE THINGS AND IN THE GREAT. TAKE YOUR OWN LIFE SERIOUSLY, TREAT IT WITH CARE AND RESPECT, DEVELOP YOUR ABILITIES AND SHARE THEM GENEROUSLY WITH OTHERS. IF EACH OF YOU DOES THIS FAITHFULLY, I GUARANTEE THAT THE QUALITY OF OUR COMMUNITY WILL ABSOLUTELY IMPROVE. YOU ARE IMPORTANT TO THE FUTURE. I HOPE A HEALTHY PERCENTAGE OF YOU WILL BECOME TEACHERS AND, WITH CHRISTA McAULIFFE, KNOW THAT THROUGH THIS WORK YOU TOUCH THE FUTURE.

WHEN YOU REACH THE AGE I AM NOW, THE YEAR WILL BE 2017. TAKE ANY ONE OF THE PROBLEM AREAS OR OPPORTUNITIES I MENTIONED. IMAGINE HOW DIFFERENT THEY WILL BE WHEN YOU ARE FIFTY. AS YOU STEP ACROSS THE THRESHOLD TO ADULT RESPONSIBILITY TONIGHT, COMMIT YOURSELF TO MAKE A DIFFERENCE IN AT LEAST ONE PROBLEM AREA OVER THE NEXT THREE DECADES. GOOD LUCK. THE WORLD IS WAITING.

File C.N.B.

TO: Joseph Chisarick
FROM: Jane Manganella
DATE: January 27, 1987
RE: Management Information

Enclosed is an update of Management information to be included in the bond prospectus. If further information is needed, please contact me at ext. 440.

Management

The daily affairs of the College are administered and managed by the administrative officers of the College who are appointed by the President. The President is elected by and serves at the pleasure of the Board. The present College administrative officers and the position and business and academic experience of each follow:

Christopher N. Breiseth, President and Chief Executive Officer

President Breiseth received the baccalaureate in History, with highest honors, in 1958 from the University of California at Los Angeles, where he was a member of Phi Beta Kappa; the B.Litt. in Modern British History from Oxford University in 1962; and the Ph.D. in Modern European Intellectual History from Cornell University in 1964.

He joined the faculty at Williams College in 1963 where, in addition to teaching, he served as President of the Williams Chapter of Phi Beta Kappa and as the Liaison Officer for Fulbright, Marshall, and Rhodes Scholarships.

Between 1967 and 1969 Dr. Breiseth, on leave from Williams College, served in the Office of Economic Opportunity in Washington, D.C., as Chief of the Policy Guidance Branch of the Community Action Program. In 1970-71 Dr. Breiseth was a post-doctoral Danforth Fellow in Black Studies at the University of Chicago.

He joined the History faculty at Sangamon State University, Springfield, Illinois, where he was elected as the first chairperson of the Faculty Senate and chaired the History Program.

In addition to his academic responsibilities, Dr. Breiseth was President of the Board of Directors of the Springfield Urban League from 1977 until 1979.

He accepted the Presidency of Deep Spring College in California in 1980 and served for three years as President and Dean of the select two-year liberal arts college before returning to Sangamon State University, where he taught until he was chosen as fourth President of Wilkes College.

*Gerald E. Hartdagen, Vice President for Academic Affairs and
Dean of the Faculty*

Dr. Hartdagen is Vice President for Academic Affairs and Dean of the Faculty. He is responsible for the College of Arts and Sciences, the School of Business and Economics, and the School of Engineering and Physical Sciences, and is responsible for all academic and student-related activities. He is in charge of departments dealing with Student Affairs and Services, Admissions, Continuing Education and Graduate Studies. Hartdagen's previous title was Dean of Academic Affairs at Wilkes.

*Paul A. O'Hop, Sr., Vice President for Business Affairs and
Auxiliary Enterprises*

Paul A. O'Hop, Sr. is Vice President for Business Affairs and Auxiliary Enterprises. He is responsible for the Business Office, Computer Center, Finance Office, and the Office of Human Resources Management. O'Hop served as a member of the Commerce and Finance Faculty at Wilkes before his appointment to the vice presidency.

Richard F. Charles, Vice President for College Advancement

Richard F. Charles serves as Vice President for College Advancement. He is responsible for fund raising, including the recently announced WILKES TOMORROW Capital Campaign, Alumni Relations, Public and Governmental Relations, and Cultural Affairs. He was formerly Dean of Development at Wilkes.



Wilkes College

Wilkes-Barre, Pennsylvania 18766

TO: Jane Manganello
FROM: Joseph Chisarick
DATE: December 22, 1986

We are in the process of preparing alternative finance plans for possible construction of the new SCC. One of the alternatives is the issuance of tax-free bonds. In order for us to be in a posture for immediate action, we need to have certain information updated for inclusion in a bond prospectus. Please review the attached information section, have it updated and return to Joseph Chisarick by January 8, 1987. Please call at extension #264 if you have any questions.

Management

The daily affairs of the College are administered and managed by the administrative officers of the College who are appointed by the President. The President is elected by and serves at the pleasure of the Board. Robert S. Capin, the President and Chief Executive Officer of the College, has announced his intention to leave office upon the appointment of his successor, but, in any event, not later than May 31, 1984. The Board has appointed a Search Committee to nominate his replacement. The Search Committee, which has commenced its work, consists of members of the Board and the faculty, alumni and one student. The present College administrative officers and the age, position, and business and academic experience of each follow:

June Mangarella
Robert S. Capin, age 57, President and Chief Executive Officer

Chris
President Capin has held the position of President and Chief Executive Officer of the College since 1975. He previously served the College as Dean of Academic Affairs, Professor of Accounting, Registrar, Director of Evening and Summer College at various times dating back to his initial appointment to the full-time faculty in 1959. Prior to joining the College, he was associated with the accounting firm of Lavenoth & Horwath. President Capin earned a B.S. degree from Wilkes College in Accounting and a M.B.A. degree from Lehigh University. He also is a Certified Public Accountant in the Commonwealth of Pennsylvania.

Sam
Gerald Haridagen, age 51, Dean of Academic Affairs

Dr. Haridagen has served as Dean of Academic Affairs at the College since July, 1979. As Dean, he is responsible for the academic programs of the College. Prior to joining the College, he held the position of Dean of Academic Affairs and Vice President of Concordia College in Moorhead, Minnesota. He previously served as a faculty member in the Departments of History at Purdue University and Lycoming College. He obtained a B.A. degree in History from the University of Maryland and a M.A. and Ph.D. from Northwestern University.

Oilob V.P.
Andrew Shaw, Jr., age 51, Dean of Management

Dr. Shaw has served the College as Dean of Management since 1977. From 1972 until his appointment as Dean, he was Assistant to the President of the College. In 1972 he also was appointed Director of the Institute of Regional Affairs at the College, a position which he still retains. He is responsible for the maintenance and enhancement of physical facilities, the operation of the business office, bookstore, campus security and other administrative support services. Additionally, he serves as the Affirmative Action Officer for the College. Dr. Shaw holds a B.S. degree in Political Science from Wilkes College, a M.G.A. from the Fels Institute of the University of Pennsylvania, and a D.P.A. from Nova University. Prior to joining the College, he served as an executive officer of the Pennsylvania Economy League.

R.F. Charles V.P.
Thomas F. Kelly, age 35, Dean of External Affairs

Dr. Kelly has served as Dean of External Affairs since 1977. Prior to joining the College in this capacity, he taught at Cornell University. From 1969 to 1974, Dr. Kelly held various administrative positions at Wilkes College including Director of Development, Assistant to the Chancellor, and Director of the Evening and Summer college. Dr. Kelly is presently responsible for nine administrative offices at the College which concern college relations and institutional advancement (*i.e.* fundraising). He holds a Ph.D. in Administration of Higher Education from Cornell University, a M.A. degree in Economics from Lehigh University and a B.A., summa cum laude, from Wilkes College.

X
George F. Ralston, age 65, Dean of Student Affairs

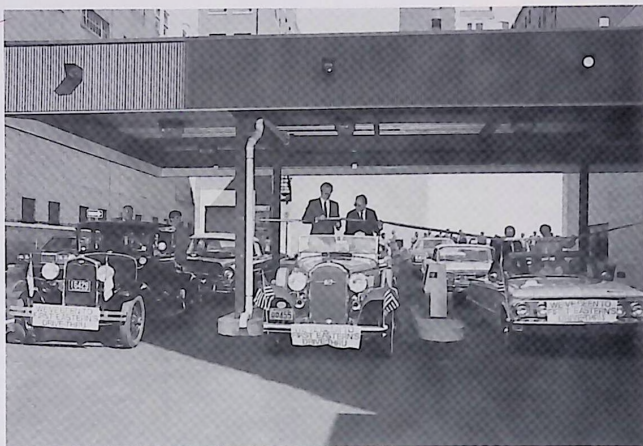
Mr. Ralston has served the College since 1946. He served as Dean of Men from his initial appointment until 1977, when he was appointed Dean of Student Affairs. He is responsible for student support services including personal and academic counseling, the operation of residence halls, the infirmary, and student activities. Mr. Ralston holds a B.A. degree from the University of North Carolina and a M.A. from Columbia University. Prior to joining Wilkes College, Mr. Ralston served as a Major in the United States Army.

1ST FIRST EASTERN BANK[®] EDITION

Vol. 2 No. 21

August, 1987

Ribbon Cutting Held



Unlike the traditional ribbon cutting, officials from the bank cut the ribbon from antique cars. A short parade around downtown Scranton followed the ribbon cutting. At left in Carmen DeLeo's 1931 Ford Coupe are Bob Gilbert, vice president and area manager and Stephanie Bewick, assistant vice president and branch manager; at center in George Schumacher's 1932 Buick Convertible are Joseph McKeown, executive vice president, Peter A. Roberts, senior vice president and Richard M. Ross, Jr., chairman and chief executive officer; at right in Wayne Trivelpiece's 1963 Mercury Comet are Mayor David Wenzel, Robert V. Horger, former president of Scranton National Bank, and City Councilman Thomas Comerford.

A \$300,000 downtown modernization and beautification project was recently dedicated at our Scranton Office.

Bank and civic officials cut a ribbon to symbolically open expanded parking and drive-through facilities at the Lackawanna and North Washington Avenue location. Richard M. Ross, Jr., chairman and chief executive officer noted that the bank is one of the largest businesses located on Lackawanna Avenue. "We believe our efforts complement plans for a downtown revival and increase our ability to better serve customers," he said.

Peter A. Roberts, senior vice president, said the project has been designed in two phases. The first phase consisting of a drive-up facility for two lanes with a third lane available for future expansion. Access to the drive-in facility is from Lackawanna Avenue, with an exit on to North Washington. The second phase, a rede-

sign of the walk up window which now accommodates a 24 hour MAC automated teller machine. In addition to the drive-through and 24 hour banking, First Eastern also has provided parking facilities, including space for the handicapped, adjacent to the Scranton office on Lackawanna Avenue.

Robert G. Gilbert, vice president and Lackawanna County-Wayne County area manager, said our Scranton Office was the former Scranton National Bank, with additional branch locations in Clarks Summit and South Side. Scranton National was acquired by First Eastern through a merger in September of 1984, the year it observed its 50th anniversary. The former Scranton National Bank began its expansion of Lackawanna Avenue in 1967 with the purchase of the Western Union Telegraph Building. The purchase of the site provided the Bank with a new lobby area, private offices and a conference room, which were completed in 1978.

For Everyone's Benefit



**The Bone and Joint Health Letter
Published by
Bone & Joint Associates, Inc.
Wilkes-Barre**

What is Exercise Capacity

Lifting weights, sprinting in a 100-yard dash, or running a marathon each depend on different sets of muscles and different sources of energy. The type and amount of energy available to perform each specific activity determines exercise capacity. Exercise capacity is defined in terms of work and power. Work is the application of a force through a distance (eg., carrying a 5 lb. weight 400 feet). Power is work accomplished through unit of time. It expresses that intensity of effort required to perform an activity.

There are two energy systems in the body. The anaerobic system is a short-term limited system. It provides an immediate source of energy for bursts of intense activities. Prolonged effort, such as distance running, depends on utilization of oxygen and the aerobic system is needed.

Aerobic capacity refers to the maximum rate at which one's body can use oxygen. It takes two to three minutes of exercise to reach a level of oxygen consumption such that one's body begins to need more oxygen to meet its energy needs. During this delay, the anaerobic system supplies energy and thus is utilized at the beginning of any exercise activity. Between the third and tenth minute of exercise, both anaerobic

and aerobic systems are at work.

Beyond ten minutes requires the use of the aerobic system to supply energy. There are a variety of sophisticated tests to measure exercise capacity and maximal oxygen consumption. However, a simple method to determine aerobic exercise capacity is to monitor the heart rate. A highly fit subject with a large stroke volume — the amount of blood pumped from the heart with each beat — will accomplish considerably more work because more oxygen is circulating. The poorly fit subject will demonstrate a high heart rate after relatively little work in order to pump the same amount of blood.

Aerobic and anaerobic system development is not necessarily interchangeable. For example, a man who lifts heavy loads with breaks in between may not be able to keep up with a man who is physically weaker, but lifts and carries lighter loads continuously throughout the day. The first has a large exercise capacity with respect to bursts of intense physical activity and his anaerobic system is well-developed. The second man has a high exercise capacity — less intense work required over a prolonged period of time — because his aerobic system is well-developed.

FROM HERE TO THERE

Pamela Aftewicz from the Hanover Mall Office to the Blackman Street Office.

David Alusik from the Wyoming Valley Mall Office to the Kidder Street Office.

Albert Belton from the Duryea Office to the Lackawanna County Area.

Ann Ferris from the Accounts Processing Department to the Exceptions Department/OC.

Rita Hughes from the Throop Office to the North Scranton Office.

William Jones, an assistant cashier, from the Crossroads Office to the Fairview Heights Office.

Deborah Kempinski from Student Loans to Bank Investments/Corporate Headquarters.

Eleanor Kisthart from the North Scranton Office to the Scranton Office.

Lisa Marsellas from the Bookkeeping Department/OC to the Student Loan Department/Corporate Headquarters.

Sharon Martin from the South Side Office to the Scranton Office.

Michelle Miller from the Wilkes-Barre Center Office to the Hanover Mall Office.

Judy Spencer from the Hanover Mall Office to the Blackman Street Office.

Kelly Swisher from the Briar Creek Office to the Berwick Office.

Dale Vongphommachanh from the Scranton Office to the South Side Office.

Maria Yandoli from the Wyoming Valley Mall Office to the Hanover Mall office.

FIRST EASTERN BANK **EDITION**

Vol. 2 No. 21

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**Issued Monthly
By And For Bank Personnel**

**BOB HEIM
Director of Public Relations**

**DEBBIE DARLING
Editor**

**Your First Edition Hotline
4777**

Ten Commandments of Human Relations

1. Speak to people
2. Smile at people
3. Call people by name
4. Be friendly
5. Be cordial
6. Be genuine
7. Be generous
8. Be considerate
9. Be alert
10. Have a sense of humor

Add to this a BIG DOSE of patience and a DASH of humility. IT WORKS!

Money Donated to Campaign



The bank recently pledged \$100,000 to Wilkes College to support the college's Tomorrow Capital Campaign.

Wilkes President Christopher N. Breiseth said the money will be used to help pay to build a new sports and conference center.

According to Richard M. Ross, Jr., chairman and chief executive officer, the donation represents the largest gift given by the bank to any institution.

Ross said, "First Eastern has a tradition of commitment to, and interaction with, the community. This gift in support of the Wilkes Tomorrow Campaign is a reflection of that dedication. Not only do we employ a substantial number of Wilkes alumni, but the college also serves as a resource for graduate programs and continuing education courses for our professional

group."

The proposed sports and conference center is a multi-purpose facility for recreation and fitness activities, conferences and seminars, intramurals and inter-collegiate sports. In addition, the new facility will provide additional classroom space and a full floor of offices.

Breiseth acknowledged the First Eastern gift by saying, "Wilkes College and First Eastern Bank share a mutual commitment to the community. We accept this very generous gift with deep gratitude."

At the presentation are seated, left to right, Wilkes President Christopher N. Breiseth and Richard M. Ross, Jr., chairman and chief executive officer. Standing, Thomas B. Hadzor, director of the Capital Campaign and William R. Mainwaring, president.

"Extraordinary Service"

This month's "Extraordinary Service" column is dedicated to Bette Foote, an assistant vice president at our Stroudsburg Office, whose extraordinary service merited the following letter:

Dear Sir:

We have been making an attempt to write this letter for some time now. Unfortunately, letters of commendation take longer than letters of complaint.

I want to relate the very pleasant experience we had in refinancing our mortgage with your bank. We processed our application in Stroudsburg, PA with Ms. Bette O. Foote at 639 Main Street. From the outset, she was such a fine professional to deal with that the process was not only efficient, but friendly as well. Ms. Foote gave us an image of your bank that serves the industry well. You are truly lucky to have her on board.

We own a vacation home in Bushkill, PA at Saw Creek Estates. We look forward to using your services in the future. It is a delight to deal with your organization. We would recommend your bank to anyone thanks to our wonderful encounter with Ms. Foote.

Our Best Wishes.

Sincerely,
Philip A. Serpico

PR UPDATE

Did you know that:

The Bank, once again, received an "A" rating in Sheshunoff & Company's March 31, 1987 ratings. Sheshunoff & Company is the leading bank information and consulting firm in the country. Today over 10,000 banks use their services to analyze banks and to achieve higher performance.

The Bank recently made a contribution to the chairman of the Coal Miners Memorial Monument Fund. The monument will be located on an area fronting the Daniel Flood Apartments on East Main Street, Plymouth. The memorial is a tribute to the coal miners in several counties.

The Bank was a "Silver Sponsor" (\$5,000) for the recent Keystone State Games held in Wilkes-Barre. The Keystone games brought together the Commonwealth's finest amateur athletes to compete in a variety of sports.

Robert Dohman, an assistant cashier in Information Services at the Operations Center, recently attended Boy Scout Summer Camp with 14 boys aged 11 to 14. The boys earned 53 merit badges and 11 advancements in rank. The summer camp was held at Camp Acahela in Bear Creek. The boy scout troop was Troop 11 of which Dohman is the assistant scout master. Dohman has also joined the Penn Mountain Boy Scout District Advancement Committee.

Richard M. Ross, Jr., chairman

and chief executive officer, and chairman of the Committee for Economic Growth (CEG) will be one of the many speakers at the seminar being held in conjunction with the "Red Carpet Day" to be held in Wilkes-Barre on September 11. Representatives from 600 to 700 businesses throughout the county have been invited to visit Wilkes-Barre for the event. The event, sponsored by CEG, aims to introduce the business executives and officers to Wilkes-Barre and to convince them of the area's advantages as a location for their businesses.

If you or someone you know has done something newsworthy, please let us know so we can pass it on. Call Debbie in Public Relations at ext. 4777.

Promotions Listed



WILLIAM E. BELL



JOHN H. SANDERS



BEVERLY B. HENSON



MERI ELLYN SLOVINSKI

William E. Bell has been promoted to a vice president, John H. Sanders has joined the bank's executive staff as an assistant vice president, and Beverly B. Henson and Meri Elyn Slovinski have been promoted to assistant cashiers.

Bell is a Public Finance Associate in our Capital Markets Group. He is responsible for underwriting and financial advisory services to municipalities and non-profit organizations involved in tax exempt financing. He is a graduate of Wyoming Area High School, received a BS degree from Pennsylvania State University, and received his Masters in Public Administration from Marywood College. Prior to joining First Eastern, Bell was the Project Administrator for the State Public School Building Authority and Pennsylvania Higher Educational Facilities Authority in Harrisburg.

He is a member of the Pennsylvania Association of School Business Officials, International City Management Association, Pennsylvania Association of Municipal Authorities, Wyoming Valley Chapter of the American Institute of Banking (AIB) and a member of the Board of Session at Second Presbyterian Church, Pittston. He also serves as chairman of the MPA Advisory Board at Marywood College and has participated in fundraising campaigns for Wilkes College and the Economic Development Council of Northeastern PA. Bell and his wife, Elaine, have three daughters, Erin, Cathleen, and Cara. The family resides in West Pittston.

Sanders is a member of the Retail Lending Department with responsibility for the bank's indirect lending program under the Consumer Loan Department. Prior to joining the bank, he served as a branch manager for a local financial institution. He is a graduate of Lackawanna Trail High School and Indiana University where he received a BA degree and was a member of the Sigma Nu Fraternity.

Sanders is a member of the Wyoming Valley Chapter of the AIB and the Dunmore YMCA. He and his wife, Katherine, have a son John. The family resides in Scranton.

Ms. Henson is the administrative services manager for the Information Services Departments at our Operations Center. She serves as the accountant for the Operations Division with responsibility for budget preparation, capital spending forecasts, accounts payable, fixed assets and cost analysis. Prior to joining the bank in December of 1984, she served as an administrator for Legal Services of Northeastern Pennsylvania Inc., and as an accountant for General Motors Corporation. She is a graduate of Wyoming Valley West High School and is a cum laude graduate of Wilkes College where she received a BA degree in English. She also was graduated from The Krannert Graduate School of Management at Purdue University where she received an MS degree in Management with a major in Finance.

She is a member of the National Association of Accountants, the Wyoming Valley Chapter of the AIB and St. Mary's R. C. Church, Swoyersville. Ms. Henson resides in Wilkes-Barre and is the daughter of Mrs. Irene Bartkovitz and the late Mr. Joseph P. Bartkovitz.

Ms. Slovinski is the assistant manager at our Market and Ridge Street Office, Nanticoke. She handles all types of customer service and assists in the daily operations of the branch. Prior to this position, she served in various capacities throughout the bank system including Proof Department, Savings Bonds Department, commercial teller, lead teller, note teller, and platform assistant. She is a graduate of G.A.R. Memorial High School and Luzerne County Community College where she received an Associate degree in Banking. She has received the Foundations of Banking Diploma and the General Banking Diploma through the AIB and has received the Transition to Management Workshop Certificate from Penn State. She has also attended various AIB workshops and seminars.

Ms. Slovinski is on the Board of Directors for the AIB and serves as First Eastern's Chief Consul. She is a member of the National Association of Bank Women, The Little Theatre of Wilkes-Barre, and Christ United Presbyterian Church, Wilkes-Barre.

Learning Materials Donated



Students taking business courses at Berwick High School will benefit from a donation of learning materials made to the school's Business Department by the bank.

The sets of educational literature, which will be used in the school's banking curriculum, were purchased by First Eastern through the American Bankers Association.

Topics in the course, which comes complete with slides and instructor's guide, include the Business of Banking, Careers in

Banking, and Banks and Banking Services.

Pictured at the presentation of the learning program materials are, left to right: Mary R. Clapp, vice president and Southern Area manager; Joan Evans, chairperson of the high school's Business Department; Gabriel D. Alessi, assistant vice president and manager of the Berwick Office and James R. Burrows, assistant cashier and manager of the bank's Briar Creek Office.

Milford Administrative Office Opens



The bank has opened an office in Milford at 120 Harford Street. The new location, which is a temporary site, marks our entry into Pike County.

Joseph R. Gray, a vice president who will serve as manager of the new office, said the present office is being used as a "lending center" and offers limited services pending

construction of a new First Eastern full service regional office nearby at West Harford and Sixth Streets. Target date for completion of the new office is mid-1988.

Gray is pictured above near our Milford Administrative Office along with Debbie Mondell, a secretary at the office.

Stonier Graduate



JOSEPH R. ROGOWICZ

Joseph R. Rogowicz, a vice president in the Commercial Lending Department, has graduated from the American Bankers Association Stonier Graduate School of Banking.

Rogowicz is one of more than 300 bankers from around the nation who are 1987 graduates of the three-year program. These bankers have come from all over the country to interact in an environment that promotes sharing of ideas and perspectives.

The Stonier curriculum, designed for mid-level to senior-level bank officers, provides the knowledge base, analytical techniques and management concepts needed for effective bank management.

Requirements for graduation include attending three two-week resident sessions, completing ten extension problems and submitting a formal thesis or three applied research/writing projects related to performance areas of banking.

Rogowicz, a commercial account officer, is responsible for the staff services and administration functions in the Commercial Banking Department. These responsibilities include product development, marketing, and bank-wide credit and loan administration. He is a graduate of Nanticoke High School and received a BS degree in Business Administration from Wilkes College.

Rogowicz is a member of the Greater Wilkes-Barre Chamber of Commerce, the Chamber's Government Affairs Subcommittee, Robert Morris Associates, American Institute of Banking, and is presently serving on the Governor's Energy Council in Wilkes-Barre. He is also an adjunct faculty member at Luzerne County Community College and is an active participant in fundraising activities for the Wyoming Valley United Way, Wilkes College and King's College. Rogowicz and his wife, Karen, reside in Kingston Twp.

The American Bankers Association is the national trade and professional association for America's commercial banks. Assets of ABA member banks are approximately 95 percent of the industry total.

Bond Closings Held



Proceeds from a \$7 million bond issue were recently received by the Luzerne County Community College to finance the new Advanced Technology Center building on the campus of the college.

First Eastern Bank's Capital Markets Group served as managing underwriter for the bond issue with assistance from PNC Investment Company, an affiliate of Northeastern Bank. The authority that issued the bond is the General Municipal Authority of the City of Wilkes-Barre in concurrence with approval by the City of Wilkes-Barre.

The bond issue is guaranteed by Luzerne County and the timely payment of principal and interest is further guaranteed by pledges of the yearly appropriation to the College from the Commonwealth of Pennsylvania. The bonds are insured by the American Municipal

Bond Assurance Corporation and will, upon receipt of the insurance policy, be rated AAA by Standard & Poor's Corporation and Aaa by Moody's Investors Service. Bonds rated AAA have the highest rating assigned by Standard & Poor's and Moody's.

Those attending the closing are, seated, left to right, Robert Reilly, Wilkes-Barre City Council member; Mercedes Leighton, City Controller; Jim Phillips, Luzerne County Commissioner; Frank J. Trinisewski, Jr., chairman, county commissioners; Frank P. Crossin, county commissioner; William A. Runner, Jr. and William E. Bell, both vice presidents, First Eastern Bank's Capital Markets Group. Standing, Allan Kluger, Esq., solicitor, Luzerne County Community College (LCCC); Ted Hughes, treasurer, General Municipal Authority of the City of Wilkes-Barre; Robert McGuire, secretary, municipal authority; Dr. William Camp, associate dean of Academic Services at LCCC; Joseph Gasper, associate dean of Business Services at LCCC; Robert Conway, chairman of the municipal authority; John Hosage, D.D.S., chairman of the Board of Trustees, LCCC; Leonard Falcone, secretary of the Board of Trustees, LCCC; Raymond F. Lowery, Jr., assistant vice president, PNC Investment Company; Richard Goldberg, Esq., solicitor, Luzerne County; Patrick J. Aregood, Emil J. Warren, both vice presidents, Merchants Bank, North and bond issue trustees; and Donald McFadden, Esq., bond counsel.



Proceeds from a \$2,225,000 bond issue were presented to the Delaware Water Gap Municipal Authority. The money will be used for construction of a sewer system for the borough of the Delaware Water Gap.

Butcher and Singer, Inc., a major regional investment banking firm, and First Eastern Bank's Capital Markets Group served as co-managing underwriters for the bond issue. First Eastern also serves the authority as trustee and paying agent.

Those attending the closing are, seated, left to right, Francis R. Drake, secretary, Delaware Water Gap

Municipal Authority and former president of the First National Bank of Stroudsburg which merged with First Eastern Bank in September of 1971; Wayne MacWilliams, chairman of the municipal authority; Barbara B. Dixon, assistant secretary/assistant treasurer, municipal authority; and Victor A. Todd, treasurer of the municipal authority. Standing, Lillian R. Cohen, assistant secretary and assistant trust officer, First Eastern; William A. Runner, Jr., vice president, Capital Markets Group, First Eastern; Thomas Weichel, Mayor of the Borough; Clark Anderson, project engineer, BCM, Plymouth Meeting, PA; Daniel Corveleyn, Esq., borough solicitor; Celia Siptroth, secretary/treasurer, Delaware Water Gap Borough Council. Missing from the photo were Kevin Finley, first vice president, Butcher and Singer, Inc. and Richard Wood, bond counsel, Rhoads and Sinon, Harrisburg, PA.

Trust Seminar

The Trust Department recently coordinated and presented an Asset Management Seminar for residents of LaBar Village (a retirement community). The program featured Trust Department and Investment Department services concentrating on asset management. Pictured are officers of the bank who participated in the seminar.



Virginia Masters, who is now retired and acts as a consultant for the Trust Department, welcomed the members of LaBar Village and spoke on "How our Personal Banking Services Can Help You." She was also the coordinator for the seminar.



David Jenkins, vice president and manager of First Eastern Brokerage Services, Inc., spoke to the group on "Investing through Discount Brokerage Group."



From left, Alexander Sickert, an assistant vice president, spoke on the "Trust Department as Your Money Manager and Up-date of Estate and Financial Planning." Kenneth J. Krogulski, a vice president and Trust Officer, spoke on "Portfolio Management and Your Circumstance and Needs." Joseph J. Dougherty, Jr., senior vice president and Trust Officer who heads the Trust Department, gave closing comments at the end of the seminar.



Beverly A. Hay, assistant vice president and manager of our Stroudsburg Office, spoke to the group on "The VIP Program for LaBar Village Residents."



Amy McCluskey, an assistant investment officer, explained "Investing through the Capital Markets Group."

Retirements:



Marion Berry is pictured above with a ray of "Good Luck" wishes from her friends at our Fairview Heights Office. Marion has retired as head teller at the Fairview Heights Office a position she held for six years. A First Eastern Bank employee since 1971, Marion was honored by her co-workers, former co-workers and managers at a retirement dinner which was held at Perugino's Restaurant in Luzerne. She received a number of sentimental gifts at the dinner and has since received a photo album of the event.

Marion and her husband, Dick, plan to do some traveling and spend more time with their family. Marion has two children: Bonnie Kroll, of Lancaster and Martin Garinger of West Virginia and two stepchildren, Janet Johnson, Wilkes-Barre, and Karen O'Neill, Fairport, New York. Her grandchildren are Karen and Chris Kroll, Timmy and Amy Garinger, Raymond, Kristen, and Ryan Johnson, and Keegan O'Neill.



A retirement party was held at the Brass Buckle Tavern and Restaurant in Conyngham honoring Dorothy David the new accounts clerk at our Conyngham Office who is taking advantage of the early retirement plan that the bank has offered this year. Dorothy has been employed by the bank for the past 15 years and prior to being a new accounts clerk she worked as a teller at that same office.

Honoring Dorothy on her retirement were all employees of the Conyngham Office, previous employees, officers, and friends. Dorothy had several gifts bestowed upon her and was "Roasted" by many of her fellow workers. All those attending had an enjoyable evening.

Pictured above are, left to right, Mary Clapp, vice president and Southern Area manager; Retiree Dorothy David; and Jerry Lambert, assistant vice president and manager of the Conyngham Office.



Helen Lindenmuth, head teller of the Scotttown Office, retired from the bank after 19 years of service. Mrs. Lindenmuth started with the bank in 1968 as a teller at the East End Office, Bloomsburg. She then transferred to the newly opened Scotttown Office where she served until retirement.

A retirement party was held at the Lightstreet Hotel. Helen was joined at the party by many present and former bank employees. She was escorted by her husband, Jay and three of their four daughters; Donna, Jean and Sue, and one granddaughter.

Pictured above, left to right, are Chris Conroy, assistant cashier and manager of our Scotttown Office; Helen Lindenmuth, retiree; and Mary Clapp, vice president and Southern Area manager.

Realtors Dinner



The Bank recently sponsored the cocktail hour at the Pocono Area Realtors dinner which was held at Peppe's Restaurant, East Stroudsburg. As a promotion for the bank's Retail Programs a drawing for a portable TV AM/FM Radio Combination was held.

Pictured at the festivities are, left to right, Robert Roderick, senior vice president and head of the Retail Lending Department; Jeff Shrader, assistant vice president, Mortgage Department/Stroudsburg Office; Laura Lewis, vice president, Mortgage Department/Corporate Headquarters; Richard Geisinger, vice president, Pocono Area manager; Louise Floria, John W. Monaghan Realtors, prize winner; and Ken Hawk, president of the Pocono Mountains Board of Realtors and a realtor with Koehler-Marvin Realty.

First Edition Clicks . . .

AND THE WINNERS ARE
FIRST EASTERN BANK! The team of Michelle Yale, a teller at our Kingston Office, and Joseph Carey, an assistant cashier in our Retail Lending Department, won this year's American Red Cross Swim-A-Cross held at the Kingston Pool. Several teams competed in four events and the team with the highest number of points was named the winner.



Michelle and Joe competing in the "Wet Clothes Rally" event. They had to put on designated clothes and take them off in the quickest amount of time.



Michelle competing in the "Fill Bucket With Water" event. She had to fill a bucket with water from a central container using a paper cup which had holes all over it!



Joe competing in the "Bean Bag Throw" in which he had to throw 5 bags at a target; closest bag wins.



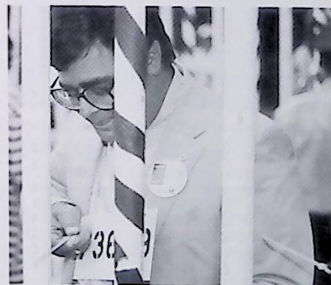
Bob Gilbert, a vice president and manager of our Lackawanna/Wayne County Areas, was recently inducted as president of the North Scranton Rotary Club. His friends from the bank's Lackawanna Area sent him a "present" the night of his induction!



Retirees from our Southern Area started a "Retirement Club" which meets regularly for breakfast. Members of the club are seated, left to right, Kathryn Sittler, Weston Hippensteel, and Helen Beckevich. Standing, Jay Hess, William Lindenmuth and Frederick Houck.



Joe Boris, an assistant cashier in our Marketing Department, was this year's "criminal" to be locked in jail to raise money for the American Heart Association. With the help of his many friends, Joe, raised \$384 for a great cause.



HUMBLE HELP!!

First Edition Clicks, continued



Joseph Pickett, an assistant cashier in our Marketing Department, is pictured, at left, presenting Marlon Berry, a recent retiree from our Fairview Heights Office, and her husband Dick with the VCR they won in the drawing held in conjunction with "Family Day."



Sally Jarmiolowski celebrated her "Big 40th" birthday on Saturday, August 1. To celebrate her friends at our Fairview Heights Office appropriately decorated her teller window.



Two visitors arrived at our Fairview Heights Office... a penguin, representing our "VERY POPULAR" Christmas Club premium, was dressed in a tuxedo and top hat complete with beak and webbed feet to deliver "Best Wishes" and balloons to Marlon Berry for her retirement. A white rabbit, with a large number "40" around her neck, delivered "Happy Birthday" wishes with flowers and balloons to Sally Jarmiolowski. These very special visitors and gifts were the efforts of Sally Jarmiolowski's husband and children, Tommy, alias "the penguin" and Holly, alias "the white rabbit."

This Month's Puzzle:



Tune-up and Try Music Trivia

1. Buddy Holly and the _____
2. Booker T and the _____
3. Dicky Doo and the _____
4. Little Anthony and the _____
5. Peter, Paul and Mary sang about a creature who lived in a land called Honalee. His name was _____
6. Elvis Presley had two top hit singles in 1956. What were they? _____
7. "Rock Around the Clock" by Bill Haley and the Comets was the theme song of which 1955 movie? _____
8. Which popular singing team, now making a come-back tour, were born on the same day: October 13, 1947? _____
9. Which pop superstar released an album of instrumentals under the alias "Eivets Rednow?" _____
10. Name the 1958 hit monster song that climbed to number one just one week after its release? _____

Solutions to Last Month's Puzzle:

States of the Union Quiz

1. Michigan (3,121 miles); 2. Oklahoma (means "Red People in Chictaw); 3. Kentucky (both Civil War leaders); 4. New Jersey;
5. Wyoming (Nellie Taylor Ross in 1924); 6. Wisconsin; 7. West Virginia (June 20, 1863) & Nevada (October 31, 1864); 8. Maine; 9. Indiana (Fort Wayne); 10. Florida (Jacksonville 827 square miles); 11. Iowa; 12. North Carolina (in 1981 34.5%); 13. South Dakota;
14. Alaska; 15. Ohio (Ohio State Univ., Columbus, 50,000 students); 16. Connecticut (1640); 17. North Dakota; 18. New Mexico (Nearly half of U.S. uranium output); 19. Texas (Houston, Dallas, and San Antonio); 20. Colorado.

Rx For Safety

- 1 teaspoon *knowledge*.
 - 1 cup of *courtesy*.
 - 1 pinch of fine *attitude*.
 - 1 tablespoon *skill*.
 - 1 lb. *judgment* — good quality.
- Stir until the mixture is solid.
Serve every day.



NEWS RELEASE
October 27, 1988
For Immediate Release

*File
Brewer*

For Information Contact:
Amy L. Hart
717-232-4446

The Pennsylvania Association of Colleges and Universities (PACU) has announced the appointment of Amy L. Hart, formerly of Pittsburgh, as director of the Pennsylvania Campus Compact. Pennsylvania Campus Compact is a coalition of university presidents that works to create public service opportunities for their students and to develop public policies that encourage and reward student involvement. Ms. Hart was formerly the coordinator of Project VYTAL for the United Way of Allegheny County and was Program Director of the University of Pittsburgh and Carlow College offices of the Collegiate YMCA.

Dr. John D. Welty, President of Indiana University of Pennsylvania, was made chair of the Campus Compact Board of Directors at their September 19, 1988 meeting. Dr. Welty served on the PACU task force that recommended the formation of the Compact, as well as being chair of the search committee for the director's position. Indiana University is a charter member of Pennsylvania Campus Compact.

Campus Compact is a national project affiliated with the Education Commission of the States (ECS) with national headquarters at Brown University in Rhode Island. Pennsylvania is one of only three State Compacts and is the only one operated by a non-governmental agency.

The Compact will provide technical assistance to member campuses, identify sources of financial support for student

(more)

involvement in citizen service, and provide a variety of opportunities, both local and statewide, for students to get involved in community service. The Compact will organize workshops for administrators, faculty, and students at member schools, as well as gather information on activities statewide. Areas of student involvement can be literacy training, services to the elderly and/or handicapped, community improvements or whatever local circumstances dictate.

Charter members of the Pennsylvania Campus Compact are: Harry Ausprich, Bloomsburg University of Pennsylvania; Mary Patterson McPherson, Bryn Mawr College; LeVerne McCummings, Cheyney University of Pennsylvania; Foster F. Diebold, Edinboro University of Pennsylvania; M. Daniel Henry, Gannon University; Kenneth B. Woodbury, Jr., Harrisburg Area Community College; John D. Welty, Indiana University of Pennsylvania; Robert W. Neff, Juniata College; David W. Ellis, LaFayette College; Peter Likins, Lehigh University; Bryce Jordan, Pennsylvania State University; Ruth Leventhal, Penn State Harrisburg; Anthony F. Ceddia, Shippensburg University of Pennsylvania; Joel L. Cunningham, Susquehanna University; Sheldon Hackney, University of Pennsylvania; Howard J. Burnett, Washington and Jefferson College; Kenneth L. Perrin, West Chester University of Pennsylvania; Oscar E. Remick, Westminster College; Christopher N. Breiseth, Wilkes College; and Mary-Linda Merriam, Wilson College.