

ROADMAPS FOR PENNSYLVANIA'S NEXT GOVERNOR

by Christopher Breiseth **

Pennsylvania's next governor will face critical decisions in five primary areas: economic development, education, communications, environment, and transportation.

The Pennsylvania Independent College and University Research Center--the research arm of Pennsylvania's independent four-year colleges and universities--has examined these five "keystone topics" and made recommendations to the candidates.

Our purpose is to identify opportunities for the new governor within the framework of a progressive and comprehensive state policy. In total, we made 20 recommendations. All of them are important. Several follow.

In economic development, Pennsylvania has some of the highest business taxes in the nation. The current tax system relies too heavily on property tax assessments and our low, flat personal income tax is regressive.

We recommend the next governor set competitive tax ceilings in comparison with neighboring states. He also should adopt the Pennsylvania Chamber of Business and Industry's call to form a commission to study the state's tax structure.

The state must also broker partnerships among government, industry and higher education because an educated and skilled labor force is a prerequisite for economic expansion. For that reason we recommend the governor convene a special task force to examine the role higher education institutions should play in economic development.

Concerning education, Pennsylvania has some of the richest and most successful school districts in the nation. Yet we also have many districts that are under-funded and educationally weak. At present the debate focuses on how to provide equitable funding for each district. We think the real question is how to ensure equal opportunity to each student.

Pennsylvania should link its schools through a telecommunications network. This would allow us to measure

equity in terms of student access to high-quality instructional resources, not merely in terms of a district's expenditure per pupil.

Of course, more than schools need to be networked. To remain competitive in the new era of "organizational agility" Pennsylvania's businesses and citizens must have the ability to communicate in all modes--voice, video, data, text and graphics--and to move large volumes of information quickly and easily. We need an integrated state-wide telecommunications network.

To realize this vision, an Office of Information and Telecommunications Technology should be established to coordinate and direct all state telecommunications activities, avoiding duplication and ensuring compatibility. New Jersey, Oregon, Maine, Mississippi and Tennessee have made major commitments to develop coordination networks. We should, also.

Another challenge for the new governor will be to convince the public that environmental conservation and economic growth are mutually supportable.

Historically, environmental issues here have been polarized, negotiations confrontational and regulations centralized, rigid and narrowly focused. Thus, recent efforts to clean up contaminated or abandoned industrial sites have been obstructed by unreasonable regulations and clean-up standards, undue ownership liabilities and long court delays.

Environmental litigation must be replaced with dispute resolution. Money now spent on litigation could be re-channeled by the Department of Environmental Resources (DER) to develop needed mediation expertise and by industry to clean up damaged sites for reuse.

Also, since forests, wetlands and farmland are threatened by inefficient development patterns, DER should develop a geographic information system (GIS) to balance the economic, cultural and ecological elements of land-use planning. And the state should pass legislation promoting the recycling of municipal solid wastes, especially waste paper.

Our 19th-century ancestors made Pennsylvania the

transportation hub of the east. Our roads, canals, inclines and railroads were vital to the industries that made Pennsylvania rich. The creation of "Pinchot roads" 75 years ago and the turnpike 50 years ago were also visionary. Unfortunately, our transportation infrastructure has been allowed to wear out and much of it has disappeared.

Pennsylvania must reclaim its place as the "Keystone State" by taking full advantage of its location. With better highways, rail and air transportation and ports, Pennsylvania's businesses will have better access to markets and a clear advantage over competitors.

A more balanced allocation of available funds among mass transit, passenger and rail freight, air, port, and highway programs is essential. At present, 60 percent of Pennsylvania's transportation dollar goes to highways. The next governor should encourage transportation planning and development and focus on improved rail service to suburban communities to ease congestion and improve air quality. The major emphasis in highway spending should be to fix the current infrastructure.

We feel that Pennsylvanians will only arrive at the proper answer if they are asking the right questions. Our intent as college and university presidents is to stimulate thought and debate by the candidates and the public on five vitally influential issues that are not always front and center when the sound bites start flying.

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** Dr. Breiseth is president of Wilkes University in Wilkes-Barre. He was a member of the Pennsylvania Independent College and University Research Center steering committee that produced a series of "white papers for the next governor."

WILKES UNIVERSITY PLAN PREPARES FOR 21ST CENTURY

By Christopher N. Breiseth, Ph.D. *

Students know the argument well. During their lives they can expect to change careers three times, on average, and to change jobs more often than that.

Higher education today is all about change and flexibility. We prepare students to be life-long learners who can adapt to circumstances they cannot always foresee.

At Wilkes University we are putting into practice what we teach our students. Over the next three-to-five years, Wilkes will change. It is a carefully planned exercise that builds on our strengths and forges an even stronger institution for the future.

In December, I appointed a strategic planning committee of trustees, administrators and faculty to recommend ways to strengthen the university. Their conclusion: Wilkes must adapt to help its students respond to the dramatic change that will be a part of their adult lives. As a small, private institution, Wilkes must focus resources on programs for which there is demand and for which we have faculty and facilities to achieve excellence.

I reviewed the recommendations and presented them to the full University Board of Trustees, which approved them on May 22.

One of the most exciting elements of the plan is a new general education experience designed for 21st century life. Working through the faculty, Wilkes will replace its general education requirements with a more focused 43-to-46 credit hour core curriculum by the 2000-2001 academic year. Students will graduate with greater emphasis on written, oral, analytical and critical thinking skills, as well as a more cohesive exposure to the academic disciplines. They will also acquire skills in the use of the latest technologies.

Among the most visible recommendations is the creation of one administrative entity from three of our current schools. The School of Business, Society and Public Policy, The School of Liberal Arts and Human Sciences and the School of Engineering will be drawn together into a new College. The School of Pharmacy will remain a free-standing school. This allows us to achieve a more effective use of personnel and to promote interdisciplinary cooperation among faculty.

To gain the curricular and financial objectives of the consolidation of the schools, we will combine 22 academic departments into 11. Services to students will not be affected. Students will still be able to major in the individual disciplines in each department. The consolidated departments will be :

- English, History, Philosophy and Foreign Languages
- Economics, Communications, Political Sciences, Sociology, Anthropology and International Studies
- Chemistry, Biology and Health Sciences Programs
- Environmental Engineering and Environmental Science
- Mathematics and Computer Science
- Engineering and Physics
- Accounting and Business Administration
- Education and Psychology
- Nursing
- Aerospace Studies
- Music, Theater, Dance and Art.

Prudent stewardship also requires that we phase out consistently underenrolled degree programs in Art, Physics, Economics, and Materials Engineering as well as the Masters in Health Care Administration. These programs will end only after current students, including incoming freshmen earn their degrees, Wilkes will continue to offer courses in these areas to support the entire curriculum, which includes 46 degree programs.

One result of this decision is that we will be better able to manage tuition levels, an important consideration for our students, their families and the University.

The strategic plan also calls for a process to develop new academic programs in response to demands and opportunities in the future. Changing circumstances require the periodic addition of new programs. A recent example was the creation of the School of Pharmacy in 1994. The first class of Doctors of Pharmacy will graduate in 2000.

We will meet the goals of the plan over the next five years by gradually reducing the size of our 138-member faculty. Thirteen faculty posts that are presently vacant will not be filled. Five non-tenured faculty have been given one-year's notice. Another five to seven non-tenured faculty members may be released during the next several years. Nine to 12 other positions will be absorbed through a generous early retirement plan. No tenured faculty will be laid off.

The University anticipates reducing the size of its 258-member staff by approximately 15 positions over the next year.

As we implement our plan, we build from curricular and financial strength. Wilkes has long been recognized for offering a demanding and high-quality education. Enrollment for Fall 1998 is six percent ahead of last year's pace. Retention rates remain high. Ninety-eight percent of Wilkes graduates are employed or in graduate school within six months of earning their degrees. Our endowment is approximately \$24 million and alumni financial support rose 10 percent in the last year alone. Construction is beginning on the new \$7.5 million Student Center/Dining Commons on South River Street, which is funded through private gifts.

The goal is clear and we will achieve it: a stronger, leaner, more focused Wilkes University, better prepared to serve our students, city and region in the 21st century.

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** Dr. Breiseth is president of Wilkes University.

EARTH CONSERVANCY: STATUS REPORT

We are approaching the critical stage in the bankruptcy proceedings involving the offer of the Earth Conservancy to purchase the Blue Coal property. Objections to the sale are now being heard in Judge Thomas's Court and the Earth Conservancy will have a chance to respond. At the end of this process, the court will rule on whether or not the offer is acceptable.

As Chairman of the Board of the Earth Conservancy, I am concerned that the public understand the broad outlines of what the Earth Conservancy hopes to do. We are an innovative organization of citizens designed to meet three challenges: (1) finding the best techniques to clean up environmentally damaged land; (2) applying such techniques in ways that create new products and processes leading to new industries; and (3) making this happen on the nearly 17,000 acres of Blue Coal land that have lain in bankruptcy for seventeen years. If we succeed, we will help the region reclaim extensively damaged land, returning it to a healthy condition for a variety of uses: industrial development, housing and recreation, to name the most likely.

The Federal Government, through the Defense Department, has provided an initial \$14 million to secure the land to establish an applied research center to develop applications for proven environmental cleanup technologies in ways that can generate new industries and create jobs. Additional funds from a variety of sources will supplement this amount to meet the Earth Conservancy purchase offer that amounts to \$14.6 million. An additional \$6 million is expected from the original \$20 million Congressional appropriation to start the first projects of the Earth Conservancy. These projects include:

- ° A comprehensive land survey, using the most advanced computer modeling techniques, to determine the exact condition of the land, including the environmental problems. All planning for the ultimate use of the land will be based upon this survey. The survey technique itself should be applicable to environmentally damaged lands throughout the world.

° The beginning of the land reclamation and remediation process, working in cooperation with E.P.A., D.E.R., Luzerne County and the local governments to select the most appropriate damaged sites for initial attention.

° The waterjet recycling operation to develop an efficient method to recycle traditional ordnance at the locations where it is stored. The prototype has been developed by the University of Missouri at Rolla, one of the University partners with the Earth Conservancy (along with King's College and Wilkes University). Wilkes engineers will seek to develop the equipment that permits the recycling on a mass production basis, again at the site where the ammunition is stored. There is no plan to bring ammunition to our area for the recycling, nor is there any plan to work with nuclear and chemical weapons.

An additional project to develop wetlands to help purify the acid mine water before it flows into the Susquehanna and on into the Chesapeake Bay is almost ready to go. We are selecting the best site, which may or may not be on Blue Coal land. If the former, it would have to await the resolution in Bankruptcy Court of the Earth Conservancy offer.

The private, not-for-profit entity (like private colleges and universities, the Greater Wilkes-Barre Partnership, the United Way of Wyoming Valley and the Lackawanna Valley Heritage Authority, to name a few) seems well suited to help cut through the tremendous problems associated with environmentally damaged land. More than 10% of commercial land in America is environmentally damaged. It is virtually impossible to sell such land because of the bottomless pit of remediation and litigation expenses before clear title can be transferred. I suspect this is part of why previous efforts to buy the Blue Coal lands have failed. Our hope is that the Earth Conservancy can work with all the partners required (including the environmental agencies at both the state and federal levels, local governments, and private businesses including the banks) to focus resources on the cleanup

rather than on litigation. The planning process for the land, including that found to be clean by the survey and that available after cleanup, needs to involve all parties, especially the communities adjacent to the land involved. How this is done will itself require time, cooperation, creativity and trust. It will be difficult, but what is the alternative to a wholehearted effort by all of us to bring this crucial part of our region back into productivity, health and beauty?

The League of Women Voters is sponsoring a half-day symposium on the Earth Conservancy on Thursday, August 12, in Stark 101 at Wilkes University for the first full public discussion of all aspects of the Earth Conservancy. We welcome this opportunity to discuss the best approaches to our efforts to revitalize our region. We need your ideas even as we hope to explain our plans.

Christopher N. Breiseth
Chair, Earth Conservancy Board of Directors

D R A F T

What does the apparent new public rectitude suggest in the Hart/Biden/Ginsburg cases? Is this merely a marvelous new example of public hypocrisy or is there something deeper at work as men of public prominence are ^{made} meant to pay for private transgressions. I suggest that their private transgressions, which have seemed the individual right of Americans for the past 15 to 20 years, are now being weighed in terms of their public consequences. It is not merely a question of public hypocrisy—although some of this is surely present—but there are deeper issues which the fading career of Ronald Reagan, the dominant political figure of the last decade, throws into sharper relief.

The fact that transgressions in the private domain, the very domain which seem to be a pivotal issue in the Bork hearings (Robert Bork seemed insufficiently supportive of the individual's private rights in matters of sexuality), hints at changes taking place which are not simply ideological judged on a left/right spectrum. With Gary Hart on the liberal part of the spectrum being forced to give up his race for the presidency and Judge Ginsburg on the right politically being forced to give up his bid for the Court, it is clear that no one sector of American opinion is out to be more moralistic than any other. Indeed, the apparent dismay of public figures occupying very different ideological positions at the vulnerability of these public candidates suggests that no simple moral McCarthyism is at work.

From a perspective on an American campus, I would suggest that a sea change is taking place in our culture and these prominent public figures are provocative symptoms of a new concern for standards in the private realm which secure integrity for the public interest. A great stimulator of this change is the menace of AIDS, and the AIDS menace is only the most dramatic of the threats faced by our culture as it wrestles with issues of public and private mores after

(2)

a period of extraordinary protection of individual rights and standards. AIDS has made clear that what we do in private, whether it be taking drugs, abusing alcohol, having sex without regard to consequences for ourselves or others, ~~are not tenable practices~~ ^{must be} tested by the community's need to survive. More important, the fundamental responsibility in any culture of adults providing the young with clear guidance on the essential do's and don'ts of personal behavior has been lacking over the last two or three decades ~~as a society~~ ^{while our} ~~with vast~~ ^{has explored the vast} new resources for personal freedom and liberty, ~~have been explored~~. If it is the job of a culture to raise the young to take over and preserve that culture, then the scorecard for America over the last two to three decades has been barely passing. Our children have been pushed into a kind of freedom in which choice is required on the most basic issues of their identity, including sexuality; ~~and~~ the relatively dramatic license permitted adults ^{to indulge themselves with lessening respect for traditional} has communicated to them the opportunity, indeed almost obligation, for young people to exercise ^{a similar} ~~that~~ license. prohibitions

My point is no simple argument that the sins of the fathers will be visited upon the sons ^{unto} ~~under~~ the third generation. Rather it ~~is that~~ the freedom we have exercised in a context of weakened social structures and clearly defined social expectations has led to a condition in which young people are literally threatened in their ability to survive and with them our culture to survive because of the epidemics and abuse which are weakening our young to carry on the responsibilities this culture demands that they shoulder.

The cost of drug abuse and alcohol abuse among young people has been great. The increase ^{the} in proportion of children born out of wedlock, particularly to teenage mothers, has been an obvious threat to our essential social structure, particularly that of the family, but also to our solidarity as a society. Herpes

and other sexually transmitted diseases were clearly indicating the limits of medical science to cover for our abuse of sexual mores which, with modest variations from culture to culture, have been built into ^{almost} every cultural system in human history. ~~But~~ ^{have} AIDS confronts us with all of these vulnerabilities and raises the ante one step higher. AIDS, whose transmission we know is most menacing through sexual promiscuity and drug abuse by needles, literally poses our social and cultural issues in life and death terms. The sophistication with which the public is responding to the AIDS challenge—a challenge to public education greater than any we ^{have} faced in this century—~~there~~ ^{indicates} is a dawning recognition by the public at large that we must impose standards and repair structures which were dismantled in the heady days of the 1960s and 1970s when the burdens of the old ways gave way to demands for individual freedom. As we begin to glimpse the need to tell our young what they must do to survive in matters of sexuality and drug and alcohol abuse, we are rediscovering the need to convey clear teaching to our young people on what they must do and must not do if they are to increase their chances to live into adulthood. Given youth's belief in its immortality, we adults are confronted with the need to make urgent the educational challenge to break through this confidence and suggest that the issues of personal behavior are ones which require the gravest attention and person discipline. That this confronts the overwhelming message ^{of our culture} ~~of our culture~~ ^{expressed} through film, song, and ^{the} example of our most "beautiful people" merely suggests how daunting the challenge is. ^{What} ~~What~~ we might call ^{our} ~~culture~~ ^{instinct} to survive can be glimpsed within our response to public leaders who have presented themselves to us this year for great public trust. Their private behavior ^{provide the examples allowing us} ~~becomes a means~~ to discuss the behavior we must encourage if we are to regain control of the messages we need to give our young

(4)

people. This is no left-wing or right-wing set of issues. It transcends them all. And out of the common sense of our people, one is seeing the establishment of standards that those with ambition for themselves or for their children will study and respect as an apparent new force in our public life. Both Gary Hart and Douglas Ginsburg in commenting on their apparent transgressions referred to the lessons they hoped their own children would learn. In that simple, uncomplicated response of fathers and husbands, there is an essential instinct to help our children survive. Leadership in times of crisis may come in ironic ways. The contribution of Messrs. Hart and Ginsburg may be greater as events unfold than any simple victory in a political election or confirmation for a high judicial appointment.

Back on campus the demand to increase our attention to issues of moral and ethical importance confronts those of us who would lead to increase awareness by faculty and students that these age-old problems of behavior and standards are inseparable from ^a culture^s which ^{has} ~~have~~ the will to survive. We may not like the articulation of the problems that are emerging from a media which seems to have little control or direction in amplifying our concerns. We may not wish to be identified with the religious fundamentalist approach which views the victims of our social unconcern as fit victims of God's judgment. Whatever our unease with such articulations, the pressure of events is clearly upon us to find the ways to stimulate purposeful discussion on our campuses which will be our contribution to help our students, including the future teachers among them and surely the future parents among them, how important it is to reach social consensus on what our young must know if they are to grow and reproduce another healthy generation to sustain the culture.

English 298. Topics.
Humanism and the Humanities:
A Study in Values

I.

". . . What we want is some notion of what man really is, so that we will know what or whom we are trying to educate.

And here it is that we discover something very important about man, something that even the least religious person must find himself mystified by: man is the one 'thing' we know that is completely resistant to our efforts at metaphor or analogy or image-making. What seems to me to be the most important literal characteristic of man is his resistance to definitions in terms of anything else. If you call me a machine, even a very complicated machine, I know that you deny what I care most about, my selfhood, my sense of being a person, my consciousness, my conviction of freedom and dignity, my awareness of love, my laughter. Machines have none of these things, and even if we were generous to their prospects, and imagined machines immeasurably superior to the most complicated ones in existence, we would still feel an infinite gap between them and what we know to be a basic truth about ourselves: machines are expendable, ultimately expendable, and men are mysteriously ends in themselves."

Wayne C. Booth, "Is There Any
Knowledge That a Man Must Have?"

II.

Humanism "is not so much a movement as an attitude which can be defined as the conviction of the dignity of man, based

on both the insistence on human values (rationality and freedom) and the acceptance of human limitations (fallibility and frailty); from this two postulates result--responsibility and tolerance."

Erwin Panofsky, Meaning in the Visual Arts

III.

"The sciences and the humanities are all of a piece, one and the same kind of work for the human brain, done by launching guesses and finding evidence to back up the guesses. The methods and standards are somewhat different, to be sure. It is easier to prove that something is so in science than it is to make an assertion about Homer or Cezanne or Wallace Stevens and have it stand up to criticism from all sides, harder still to be Homer or Cezanne or Stevens, but the game is the same game."

Lewis Thomas, "On Matters of Doubt"

The Quest for Truth:

The Examples of Socrates and Galileo

W Aug. 28. Introduction: materials and methods

"The thing to do, to get us through the short run, the years just ahead, is to celebrate our ignorance."

Lewis Thomas, "On Matters of Doubt"

F 30. Lecture: "Celebrating Our Ignorance"

Reading: Wayne C. Booth, "Is There Any Knowledge That a Man Must Have?"

Lewis Thomas, "Humanities and Science";
 "On Matters of Doubt" in Late Night
Thoughts on Listening to Mahler's
Ninth Symphony

"For we are lovers of the beautiful, yet simple in our tastes, and we cultivate the mind without loss of manliness."

Pericles, "Funeral Oration"

- M Sept. 2. Lecture: "Lovers of the Beautiful": A Portrait of Fifth-Century Athens (slide illustrations)

Reading: Pericles, "Funeral Oration"

"For if you kill me you will not easily find a successor to me, who, if I may use such a ludicrous figure of speech, am a sort of gadfly, given to the state by God; and the state is a great and noble steed who is tardy in his motions owing to his very size, and requires to be stirred into life. I am that gadfly which God has attached to the state. . . .!"

Plato, The Apology of Socrates

- W 4. Lecture: "I Am That Gadfly": Socrates and the Politics of Repression

Reading: Plato, The Apology of Socrates

Film: Socrates (Rossellini)

- F 6. Discussion: The Apology

M Sept. 9. Discussion: The Apology

"January ten, sixteen ten
Galileo Galilei abolishes heaven."

Brecht, Life of Galileo

"Take note, theologians, that in your desire to make matters of faith out of propositions relating to the fixity of sun and earth you run the risk of eventually having to condemn as heretics those who would declare the earth to stand still and the sun to change position-- eventually, I say, at such a time as it might be physically or logically proved that the earth moves and the sun stands still."

Galileo, Note in preliminary
leaves of his own copy of
the Dialogue Concerning
the Two Chief World Systems--
Ptolemaic and Copernican

W 11. Lecture: "Abolishing Heaven": The Life and
Times of Galileo

Reading: "Letter to the Grand Duchess Christina"

Videotape: Segment on Galileo from PBS series
The Ascent of Man by Bronowski

F. 13. Discussion: "Letter"

"The production of ideas, concepts and consciousness
is first of all directly interwoven with the material

intercourse of man, the language of real life. Conceiving, thinking, the spiritual intercourse of men, appear here as the direct efflux of men's material behavior. . . . We do not proceed from what men say, imagine, conceive, nor from men as described, thought of, imagined, conceived, in order to arrive at corporeal man; rather we proceed from the really active man. . . . Consciousness does not determine life: life determines consciousness."

Marx and Engels, The German
Ideology

M Sept. 16. Lecture: "Life Determines Consciousness":
Brecht, Marx, and the Concept of
Epic Theatre

Reading: Marx and Engels, The Communist Manifesto
Brecht, The Life of Galileo

Film: Galileo Galilei

W 18. Discussion: The Manifesto

F 20. Discussion: Brecht's Galileo

M 23. Discussion: Brecht's Galileo and history

W 25. Panel discussion: Galileo's recantation
and Socrates' death

F 27. Examination

Culture and Tradition:

The Examples of Homer and the Old Testament

"A rereading of Homer and the Old Testament is the first step toward the formulation of an existential philosophy of engineering. These works reinforce our intuitive belief that engineering is a basic instinct in man, the expression of which is existentially fulfilling."

Samuel C. Florman, The Existential Pleasures of Engineering

". . . If technical proficiency were alone sufficient to identify man's active intelligence, he would for long have rated as a hopeless duffer alongside many other species. The consequences of this perception should be plain: namely, that there was nothing uniquely human in early technology until it was modified by linguistic symbols, social organization, and esthetic design. At that point symbol making leaped far ahead of toolmaking and, in turn, fostered neater technical facility."

Lewis Mumford, "Technics and the Nature of Man"

M Sept. 30. Lecture: The Problem of Identity: Homo Sapiens or Homo Faber?

Reading: Lewis Mumford, "Technics and the Nature of Man"

"I venture to hope that the civilized world . . . will accept with delight and enthusiasm the certainty that Ilium did really exist, that a large portion of it has now been brought to light, and that Homer, even though he exaggerates, nevertheless sings of events that actually happened."

Heinrich Schliemann,

Field journal, June 17, 1873

W Oct. 2. Lecture: "Ilium Did Really Exist": The
Historical Troy

"Myths stick together to form a mythology, a large interconnected body of narrative that covers all religion and historical revelation that its society is concerned with, or concerned about. . . . Myths take root in a specific culture, and it is one of their functions to tell that culture what it is and how it came to be, in their own mythological terms. Thus they transmit a legacy of shared allusion to that culture."

Northrop Frye, The Secular
Scripture

F Oct. 4. Lecture: "The Legacy of Shared Allusion":
Mythology and Cultural Values

Reading: Homer, The Odyssey

"Autolykos replied:

'My son-in-law, my daughter, call the boy
by the name I tell you. Well you know, my hand
has been against the world of men and women:

odium and distrust I've won. Odysseus
should be his given name.'"

Homer, The Odyssey

M Oct. 7. Lecture: "Odysseus Should Be His Name": The
Theme of Identity in Homer

W 9. Discussion: The Odyssey

F 11. Discussion: The Odyssey

"And God said, Let us make man in our own image, after
our likeness: and let them have dominion over the fish
of the sea, and over the fowl of the air, and over the
cattle, and over all the earth, and over every creeping
thing that creepeth upon the earth. So God created
man in his own image, in the image of God created he
him; male and female created he them. And God blessed
them, and God said unto them, Be fruitful and multiply,
and replenish the earth, and subdue it. . . .

Genesis 1: 26-28

W 16. Lecture: "Dominion Over All the Earth": The
Old Testament and the Problem of
Identity

Reading: Genesis 1-4

Francis Bacon, The Advancement of
Learning (selections)

Emmanuel G. Mesthene, "Technology and
Wisdom"

"A wandering Aramean was my father; and he went down into Egypt and sojourned there, few in number; and there he became a nation, great, mighty, and populous. And the Egyptians treated us harshly, and afflicted us, and laid upon us hard bondage. Then we cried to the Lord the God of our fathers, and the Lord heard our voice, and saw our affliction, our toil, and our oppression; and the Lord brought us out of Egypt with a mighty hand and an outstretched arm, with great terror, with signs and wonders; and he brought us into this place and gave us this land, a land flowing with milk and honey."

Deuteronomy 26: 5-10

- F Oct. 18. Lecture: "A Wandering Aramean Was My Father":
The Exodus Story and the Concept
of Sacred History

Reading: Genesis 12-50; Exodus 1-15

- M 21. Lecture: "The God of Our Fathers": The
Concept of Covenant Theology

Reading: Exodus 19-23; 30-34

- W 23. Discussion: The Exodus story

Reading: Numbers 9-21; Deuteronomy 31-34;
Joshua 1-6

Guest lecture, week of Oct. 21, on the
principles of biblical criticism

- F 25. Discussion: The Exodus story

Reading: Psalms 136; 137

M Oct. 28. Examination

The Crystal Palace:
Science and Human Values

"At that time . . . new economic relations will be set up, completely ready-made and also computed with mathematical precision, so that in a flash the conceivable questions will disappear, simply because all the conceivable answers to them will have been obtained. Then the Crystal Palace will be built. Then . . . well, in a word, those will be halcyon days."

Dostoevsky, Notes from
Underground

"Few things are more purifying to our conception of values than to contemplate the gradual rise of man from his obscure and difficult beginnings to his present eminence."

Bertrand Russell, "If We Are
to Survive This Dark Time"

"progress is a comfortable disease"

e e cummings, "pity this
busy monster manunkind"

W 30. Lecture: "Those Will Be Halcyon Days": The
Idea of Progress

Reading: Russell, "If We Are to Survive This
Dark Time"

Karl Jaspers, "Is Science Evil?"
 cummings, "pity this busy monster
 manunkind"

Film: A Clockwork Orange

F Nov. 1. Discussion: A Clockwork Orange

"Had I wished to present man 'as he is,' then I should have had to use such a bewildering confusion of line that pure elementary representation would have been out of the question. The result would have been vagueness beyond recognition."

Paul Klee, "On Modern Art"

M 4. Lecture: "A Bewildering Confusion of Line":
 The Image of Man in Modern Art
 (slides)

Reading: Lord Clark, "The Blot and the Diagram"
 William Barrett, "The Testimony of
 Modern Art"

W 6. Discussion: Modern art (additional slides)

F 8. Discussion: Modern art (additional slides)

S 10. Field trip: Museum of Modern Art, New York City

"I have ever hated all Nations professions and
 Communities and all my love is towards individualls
 for instance I hate the tribe of Lawyers, but I
 love Councillor such a one, Judge such a one for so

with Physicians will not Speak of my own Trade)
 Soldiers, English, Scotch, French; and the rest but
 principally I hate and detest that animal called man,
 although I hartily love John, Peter, Thomas and so
 forth. This is the system upon which I have governed
 my self many years (but do not tell) and so I shall
 go on till I have done with them I have got Materials
 Towards a Treatis proving the falsity of that Definition
animal rationale; and to show it should be only
rationis capax.

Jonathan Swift, Letter to
 Alexander Pope, 1725

M Nov. 11. Lecture: "That Animal Called Man": Yahoos,
 Houyhnhnms--and Laputans

Reading: Swift, Gulliver's Travels

W 13. Discussion: Gulliver's Travels

F 15. Discussion: Gulliver's Travels

"Of course, this very stupid thing, this caprice
 of ours, may be in reality, gentlemen, more advantageous
 for us than anything else on earth, especially in certain
 cases. And in particular it may be more advantageous
 than any advantage even when it does us obvious harm,
 and contradicts the soundest conclusions of our reason
 concerning our advantage--for in any circumstances it
 preserves for us what is most precious and most impor-
 tant, our personality, our individuality."

Dostoevsky, Notes from Underground

M Nov. 18. Lecture: "Our Personality, Our Individuality":
The Most Advantageous Advantage?

Reading: Dostoevsky, Notes from Underground

Film: 2001

W 20. Discussion: Dostoevsky and Kubrick

F 22. Discussion: Dostoevsky and Kubrick

"Man has, as it were, become a kind of prosthetic God."

Freud, Civilization and Its
Discontents

". . . The spear, the bow, the gun, and finally the missile had given him weapons of infinite range and all but infinite power.

Without these weapons, often though he had used them against himself, Man would never have conquered his world. Into them he had put his heart and soul, and for ages they had served him well.

But now, as long as they existed, he was living on borrowed time."

Arthur C. Clarke, 2001:

A Space Odyssey

"I believe that man will not merely endure; he will prevail."

William Faulkner, Nobel Prize
Acceptance Speech

M 25. Lecture: "Man the Prosthetic God": On
Civilization and Its Discontents

Reading: Freud, Civilization and Its Discontents
Faulkner, Nobel Prize Acceptance Speech
Gunther Anders, "Commandments in the
Atomic Age"

- M Dec. 2. Discussion: Freud
- W. 4. Discussion: Freud; Faulkner and Anders
- F. 6. Videotape: Segment on "Knowledge and Certainty"
from PBS series The Ascent of Man
by Bronowski
- M 9. Summary and evaluation: the "celebration of
ignorance"

OP-ED PIECE

One of the effects of the current recession is a new consumerism among college-bound students. According to the March 18 issue of The Chronicle of Higher Education, applications for admission have increased up to 27 per cent over last year for some private colleges and up to 10 per cent for some public colleges and universities. These increases are occurring at a time when the number of high school graduates is down and while we are experiencing the worst recession since World War II. Part of the explanation for the increase in the number of applications is that students are applying to a greater number of institutions in the hopes of getting the best deal; they are shopping around. As students—and parents—shop around they need to be acutely aware that in the world of education, as in the rest of the consumer world, you get what you pay for.

Because of the huge investment of financial aid dollars in students by private colleges and universities—\$3 billion for undergraduate financial aid—the actual cost of a private education is much less than the sticker price. This financial aid contribution may well account for the fact that the median family income for students at four-year independent institutions of higher education is the same as that of students in state colleges and universities: \$36,000.

The major consideration in selecting a college or university has to be the quality of the program and the quality of the education the student will receive. Access to fully credentialed faculty with the Ph.D. in hand (as opposed to teaching assistants), hands-on access to equipment and facilities, and the opportunity to work directly with faculty are all factors that need to be taken into consideration when looking at colleges. These qualities contribute importantly to the fact that although independent colleges and universities nationally enroll 21 per cent of all students (nearly 40% in Pennsylvania), they award 33 per cent of all bachelor's degrees (51% in Pennsylvania), 40 per cent of all master's degrees (55% in Pennsylvania), 36 per cent of all doctoral degrees (49% in Pennsylvania), and—incredibly—60 per cent of all first professional degrees in fields like law, medicine, engineering, and business (percentage in Pennsylvania is also 60%).

The fact that the student-to-faculty ratio in independent colleges in Pennsylvania is 15:1 as opposed to 23:1 for the public sector institutions contributes to the greater success rate for graduation. Students entering a private college or university directly from high school have a degree-completion rate of 54 per cent within six years, while state institutions have a completion rate of 43 per cent for the same group.

I know that in the Culture and Values course I teach it is much easier to promote discussion and to engage the students in the material because I know each of the students and can call upon them by name. The fact that I am also able to respond personally to each of the essays they hand in every week means that these students get personal feedback on a regular basis. Such a classroom is simply not possible in courses with hundreds of students in class.

Quality, caring, and close relationships are the hallmark of independent sector institutions. With the raised consciousness of the new consumers of higher education, it is important that students and their families make their judgment of which institution to select not solely based on money.

As one considers the cost of higher education generally, it is important to recognize that an education is an even better investment today than previously. A college degree continues to be the passport to the most rewarding jobs in almost every professional field. A typical college graduate will earn \$362,000 more than a high school graduate over a lifetime. The return on investment in a college education is about 10 per cent annually.

Of course, we all know there is more to life than money. Education, at whatever cost, helps us to discover the many dimensions to life and thereby lead more satisfying and contributing lives.

HISTORY — Founded in 1933 as Bucknell University Junior College. Chartered in 1947 as an independent liberal arts college for men and women.

ENROLLMENT — (Fall 1982) — Undergraduate, 1,964; part-time, 156; graduate, 249; summer (1982) 1,264.

ALUMNI — 15,476.*

FACULTY — Full-time, 158; Doctoral Degrees, 92.

MAJORS AND DEGREES — Wilkes College awards the degrees of Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of Music (B.Mus.), and Bachelor of Science (B.S.). Majors include accounting, art, biology, business administration (with concentrations in banking and finance, economics, health care management, management and industrial relations, and marketing), chemistry, communications (with concentrations in broadcasting, communication theory, journalism, organizational communication, or speech), computer science, earth and environmental science, economics, education (elementary and secondary education), electrical engineering, engineering management, English (with concentrations in linguistics, literature, or writing), environmental engineering, French, German, history/political science, international studies, materials engineering, mathematics, medical technology, music, nursing, philosophy, physics, psychology, sociology, Spanish, and theater arts. Individualized studies are also available.

Preprofessional programs are offered in dentistry, law, medicine, optometry, pharmacy, and veterinary science. The College offers affiliated programs in optometry with the Pennsylvania College of Optometry; in podiatry with the Pennsylvania College of Podiatry; in dental studies, medical technology, physical therapy, occupational therapy, and health records administration with Temple University; in medical technology with Hahnemann University; and in pharmacy with Duquesne University and Temple University. It also offers a two-year transfer program in engineering (aeronautical, chemical, civil, industrial, or mechanical engineering), a five-year B.S.-M.S. degree program in mathematics, and a five-year B.A. (history)-M.B.A. degree program.

GRADUATE DIVISION — Graduate work is offered in biology, business administration,



ROBERT S. CAPIN
President, Wilkes College

chemistry, earth and environmental sciences, education, English, history, mathematics and computer science, and physics. Information concerning admission to the Graduate Program may be obtained from the Office of the Director of Graduate Programs. The College issues a supplementary graduate bulletin.

ACADEMIC PROGRAM — Wilkes College operates on a dual-semester calendar, each semester consisting of fourteen weeks. Optional summer sessions are also available. The number of credit hours to be completed for graduation is contingent upon the number necessary to fulfill the major and degree requirements as well as the liberal arts core requirements. These requirements consist of specified credit hours in the following areas: English composition, physical education, fine arts, electives in the humanities, electives in the sciences and mathematics, and electives in the social sciences.

A cooperative education program with various businesses, industries, and agencies is available for academic credit.

The College offers an intensive five-week summer program in its Academic Support Center for students whose academic preparation shows some deficiencies. Pennsylvania residents from educationally or economically disadvantaged backgrounds



WILLIAM L. CONYNGHAM
Chairman of the Board

should also inquire about the College's Art 101 program.

An Air Force ROTC program is available.

OFF-CAMPUS ARRANGEMENTS — Various types of off-campus opportunities are available along with the regular cooperative education programs and internships offered through the different academic departments. The political science department offers internships and co-op programs for a semester of work experience in Harrisburg, New York City, and Washington, D.C. The Wilkes College nursing program has an extension in the Hazleton, Pennsylvania, area that permits students living in that area to acquire a baccalaureate degree in nursing without having to move from their home community. Wilkes also offers special four-year degree programs through the Weekender Program, held on the campus of Keystone Junior College in La Plume, Pennsylvania. Students enrolled in this program work toward their baccalaureate degree during every third weekend. Cross-registration for course work is also available to Wilkes students at a nearby college.

ACADEMIC FACILITIES — The Eugene S. Farley Library houses 164,000 volumes, 1,250 current journal and newspaper subscriptions, over 400,000 units in microforms, and a collection of audio-visual

equipment and materials to serve the educational needs of the College. Study carrels are available throughout the four-story complex. Complete laboratory facilities are available for biology, chemistry, earth and environmental sciences, engineering, nursing, physics, and psychology. There are two campus art galleries, the Conyngham Gallery and the Sordoni Art Gallery. The Conyngham Gallery is a gallery for student displays. The Sordoni Art Gallery is professionally equipped and staffed and runs numerous exhibitions each year by regionally, nationally, and internationally known artists. The laboratories, the computer center, the Sordoni Art Gallery, and many of the classrooms are housed within the Stark Learning Center. The Dorothy Dickson Darte Center for the Performing Arts is a fully-equipped 500-seat theater for the presentation of plays, concerts, ballets, and other performances and lectures. Adjoining the Center for Performing Arts is the Dorothy Dickson Darte Music Hall, which contains studios, practice and rehearsal rooms, faculty offices, and WCLH-FM, the College's 2,000-watt radio station.

ATHLETIC FACILITIES — Gymnasium, football stadium, athletic fields for soccer, baseball, field hockey, and cross country, with six outdoor tennis courts; intercollegiate sports in 13 areas (eight men, five women), an active intramural program.

EXPENSES — Tuition, \$2,525 per semester; room and board, \$1,270 per semester; incidental expenses, \$400 per semester. (All subject to change.)

SCHOLARSHIP AID/FINANCIAL AID — Currently 1,768 students receive aid in various forms, amounting to \$7,900,693. This includes college scholarships amounting to \$1,025,084 held by 953 students. Approximately 303 work study students employed on campus earn \$234,830.*

HOUSING — 805 (410 men and 395 women) students are in residence on campus.

OPERATING BUDGET — 1983-84, \$15,270,000.*

ADMINISTRATION — Robert S. Capin, President; 36-member Board of Trustees; William L. Conyngham, Chairman.

*Approximations
(An Affirmative Action/EEO Institution)

CPB. Whether we stay in a one year cycle or a two year cycle, we need to make sure we are not overburdening the students. We need to make sure we are not overburdening the students. We need to make sure we are not overburdening the students.

QUESTIONS TO PRESIDENT

Q. Alumni giving has increased by % over the past year and we know how much this means to Wilkes, how have these additional contributions helped, and in what areas will they be used?

A. The alumni contributions help in a variety of ways. These funds go directly into operating budget. One can look at the amount of endowment that would be necessary to generate this kind of annual income. And an institution that is more than 85% dependent on tuition, such additional operating dollars are crucial to the quality of the operation. The funds we receive from the alumni in the Annual Fund go primarily to support student scholarships. In a period of decreasing federal student financial assistance and increasing tuition fees, the ability of the college to help students meet these costs is crucial to our ability to recruit ~~a~~ balanced and talented student body.

Q. It's obvious that the relationship between the Alumni and the College has developed and reached new heights in the past year, In your plans for keeping this enthusiasm high, can you give us an overview of what happens next?

A. This may go back as part of the answer to the previous question that ~~I didn't really add~~. Evidence of increased alumni participation ~~in giving~~ is a very important sign to foundations and ~~even~~ to major ~~individual~~ *donors* ~~givers~~ that the recipients of the

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want to

Wilkes education are loyal and ~~desirous~~ ^{time} of keeping the institution healthy. Thus, every year that we are able to show an increased proportion of ~~of alumni~~ ^{of going} contributing to the College ~~will~~ strengthen our raising funds elsewhere. Beyond the fundraising, the evidence of alumni helping to identify students for recruitment, representing the College at College Fairs, helping students locate internships or co-op ed experiences, assisting students with career placement opportunities in their firms or practices, all contribute to a sense that we are a connected family, going back to the students of earlier years to those who are now at the college and those who are being recruited in the near future. Initiatives by all of us at the College ~~and~~ ⁱⁿ recruitment, fundraising, ^{and} career placement, ~~that~~ ^{are} draw the alumni in more effectively ~~will~~ ^{are} show the world, including our students and prospective students, that this is not only a talented but also a dedicated family of Wilkes people.

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~~I know a precious resource~~ and yet

Q. Many of our alumni because they had lost touch with the College in the past and because they didn't feel we were doing anything for outreach felt that the only time they heard from us was in a fundraising capacity. Are you saying, while fundraising is important, there are other aspects of that family group that they can lend to

~~definitely!~~

Let me tell you why some people

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What were
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now
Chances
Alumni
one
most
person
And yet

A. You are interviewing me on the 15th anniversary of the Hurricane Agnes flood. I think it's an important point that Wilkes, ~~in the early 1970s~~ ^{in the early 1970s} following the flood of 1972, was caught up in two ^{pivotal} powerful events; the passing from the scene of

Dr. Farley, who had been the dominant leader of this institution almost from its ^{inception} ~~beginnings~~ and the flood which required us to ^{almost the} ~~almost~~ ^{readability} ~~literally~~ rebuild the College from ground up. That ~~leadership~~ transition and that rebuilding effort ~~absorbed~~

~~energies beyond, I think, the awareness of those who were living here and working so faithfully for the College.~~ As an outsider

Because I was new to the area it was clear to me.

coming in, it was clear to me that I was the first president to have the opportunity to look beyond these two events with the important work of transition and rebuilding having been completed. It was clear that one of the things that suffered during those years was the ability of the College to extend its

efforts ~~out~~ ^{effort} around the country and the world to reach its natural supporters. Now that ~~work~~ is proceeding with increasing vigor

and the response of alumni to area meetings and dinners has been increasingly enthusiastic. When we go back to a community for a second time, we are having double the size of turnouts; the correspondence is flowing between the college and its alumni;

George Ralston is playing along with Tony Shipula a very creative role in keeping the Wilkes that has been in touch with the Wilkes that it is becoming. I think that that work, while it was maintained over the difficult years, it was (? ver) for the College

to summon the energies that is demanded of reaching a diverse and widely-scattered group of 15,000 people.

The federal Government much more accessible to all of our students. I think our Financial Aid Office in particular has a reputation of being very sensitive to the needs of our new students. We are spending a large amount of money out of our operating budget to fund student aid. We are attempting through

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I think, as much as any institution I know of, we are very comfortable with the relationship between our past, our present and future.

Q. So on the basic concept, we agree that we do have our traditionalists and futurists but there is not going any great deal of conflict in your mind?

A. I think you're going to see some major curricular innovations at Wilkes over the next few years, much of it cost-disciplinary or intersp ?; and among those people providing leadership will be some of our older faculty, as well as some of our younger faculty.

On the other side
Q. The Budget Crunch - We are all feeling that crunch both on federal and state levels. What about Wilkes College financial aid packages? Are we doing anything that is looking at short-range, long-range goals that will make education more acceptable to students who are experiencing the crunch that these federal or state programs are initiating? X

A. I think that the efforts of our Financial Aid Office in concert with the Admissions Office has made the financial aid that this available from the College, from the State, and from the Federal Government much more accessible to all of our students. I think our Financial Aid Office in particular has a reputation of being very sensitive to the needs of our new students. We are spending a large amount of money out of our operating budget to fund student aid. We are attempting through

6

the present capital campaign to increase the size of our endowment that can be directed at more scholarship assistance. So that I think that among our own dollars we should at bay an increasing pool to draw from. I also think that public sources of loans and outright grants will gradually increase. I think, unless there is an unexpected financial crisis in the country, that even the present administration is finally recognizing that the public supports aid to education, and that you are going to see this sector of our economy receive its share of tax dollars. That is perhaps an optimistic view, but I think the presidential candidates of both parties have recognized the absolute centrality of effective education if America is to be competitive in a world economy. And that means education from pre-school on through Ph.D. training in graduate school and continuing education on through one's adult life. We are going to have more and more money in education. The opportunity for a College like Wilkes is to be worthy of the students who would seek to come here to advance their own education and to be eligible for whatever public financing strategies had been authorized by the taxpayers. I'm optimistic that we will do well with both private sector dollars as well as public dollars.

Q. Would you advise then that College is still a good investment for parents who have to pick up the tab for their children's education?

A. It is hard to look at the world's economy and see what opportunities are available to a young person without a college

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education. One can get certain kinds of specialized training for some technical fields where fairly good salaries are possible. But if you take almost every sector of our life - healthcare, business, the law, all the helping professions, all the service industries that are going to dominate - the leadership and even the middle level management jobs are going to people who have prepared themselves through higher education and continuing education. Thus parents who do not find ways to help their children have access to this marvelous educational systems of ours are really abandoning them to an economy that has changed dramatically over the last 40 years. Those of us in higher education are being forced to change dramatically because the requirements of this economy by this economy of what we do and how we do it in educating people have changed so much. And that's part of what I see happening at Wilkes in a very exciting way. I think, with over 70% of our students in pre-professional programs, we are required to find new and effective ways to balance a liberal arts and science education on the one hand and a rather focused pre-professional and professional education on the other. That's what is being called for across the country so that while one takes on a professional credential, one has also been educated as a whole person ready to be an ethically sensitive, moral individual within a profession as well as a parent and citizen. And I think that, again, Wilkes has sought to do well throughout the years. When one reads "An Educated Man or Woman," one is reminded that those issues have been tended to by the College throughout. At the same time given the centrality

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of Wilkes as an institution of higher learning in northeastern Pennsylvania, which itself is going through tremendous growth and change, we are being stimulated by our surrounding region to meet more and more needs of that region. As we do this, we are going to give students more and more opportunities to be experiencing the direct needs of the society they are going out into as adults, or that they are re-experiencing as adults who are coming back to college for more education. And part of the challenge to educators now is to work effectively with people in their local communities to bring education and research and the application of knowledge to the actual problems that we are trying to (solve?) as a society. For students to be in the middle of that process along with their teachers is the new wave in education, and Wilkes is going to be right at the forefront of that new wave.

(7) *In the grey x etc*
In our last Q there was
Q. It's been a year since we organized the new academic *Give the Score of ex p etc*
structure, what benefits have students and faculty derived from that new structure?

A. Externally, we have been able to communicate very fine curricular opportunities offered at the College by the relabeling implied in the reorganization. A rather tangible example of this is that our Dean of the School of Engineering is now the head of the Association of Engineering Deans throughout the Commonwealth. By the way, our Dean of Graduate Studies is the chief of all the Deans of Graduate Study ~~around~~ the Commonwealth of Pennsylvania, so we are occupying leadership positions among our colleagues. *the re-structured has ex*
As we have been able to communicate our curricular programs more

9
effectively, students have been able to look at Wilkes in comparison with other institutions ~~they are considering~~ in the professional areas; and I ~~think~~, when we look at this year's recruitment statistics, we ~~will~~ find that the new ^{street} labeling has had a direct ^{impact} on increasing enrollment in particular areas. ^{such as} ~~This~~ ^{Expt} ~~may lead us to consider some other organizational modifications~~ ~~which will help in this outreach activity.~~ ^{Internally} ~~In addition, the re-~~ ^{new} organization drew several new individuals into leadership in Academic Affairs allowing a more collegial effort in addressing our problems and our opportunities. We've had more creativity this past year in looking at some tough issues, such as curricular reform, performance, evaluation affecting salary, decisions, the further expansion of faculty development activities across disciplines to create the new curriculum that is emerging at Wilkes. ^{without the re-} I think without drawing these additional individuals ~~into effectively full-time administrative assignments,~~ it would have been very difficult to maintain the progress that had begun over the previous two or three years. I think it has also promoted a sense of teamwork by people throughout the College, ^{so} ~~and the size of~~ Wilkes is small enough that we really can work together as a cohesive team. ^{and} We are large enough to have a diverse and comprehensive curriculum at both the undergraduate and master's level, ~~so that~~ we are really, in effect, a small university. The re-organization put us in the position to study the question of whether Wilkes ought to seek university status, which we are seriously considering at the present time.

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now that you've mentioned U.S. what
Q. University Status: Do you see that happening in the near

11

of the abandonment of some of the commitments to discipline learning in the 1960's and 70's affended Bill Bennett deeply, as a serious scholar and humanist. I think he let that anger spill over in his present job to begin campaigning against higher education. In taking on the most obvious symbols of that system, Harvard, Yale, Princeton, he ignored the impact on more modest institutions, such as Wilkes, and many of our sister institutions in this region, which are struggling with the financial realities of small endowments, heavy dependence on tuition, families with very modest incomes desirous of the best education possible for their children. I think, to our kinds of people, Bennett's attack has been irresponsible in the extreme. He has done uncalculated damage to the middle rank, modestly financed private institutions, which account for some of the best quality higher education for middle and lower income Americans. That he comes from such a background himself, makes this cavalier attack all the more confusing. At the same time, there is evidence now that privately he's gotten the message that members of both parties have listened to their constiuents and realized that, while we are all concerned to cut the deficit and move towards a balanced budget, there are cuts in essential programs, and education is such a program, that are self-defeating in terms of America achieving a high level of performance in an increasing competitive world to come. I understand that, within the administration, Secretary Bennett is now arguing that the cuts have gone deeply enough; and he is attempting to restore some of the funding for direct grants to control this overwhelming indebtedness that we are passing on to individual students even

Wilkes University

Krista Gromalski
Communications Assistant
University Relations
Wilkes-Barre, Pennsylvania 18766
(717) 831-4773/FAX: (717) 824-2934
E-MAIL: gromalsk@wilkes1.wilkes.edu

Written by Dr. Christopher N. Breiseth, president, Wilkes University

The concept of promoting Wilkes-Barre as a college town now being embraced by area leaders will prove mutually beneficial for both the academic and business communities in the Wyoming Valley.

Wilkes has a long-standing tradition of serving the community both in educating students of the area and in developing academic programs responsive to local needs. It was the foresight of early leaders of the community who first recognized the need for an institution of higher learning in the Wyoming Valley that led to the establishment of Bucknell Junior College in 1933 at the depth of the Great Depression. Community leaders also provided the impetus for the transition to the four-year Wilkes College 50 years ago.

As the 21st Century approaches, we are exploring ways to further strengthen the linkage between the Wilkes community and downtown Wilkes-Barre. Given our location, Wilkes is inevitably entwined with the city. We approach the

-MORE-

1ST ADD - Breiseth Op-Ed

challenge of marketing the two entities in a cooperative and enthusiastic frame of mind. In all our communications with prospective students, we hope to convey the message that they will become part of a community which extends beyond the campus borders, a lovely small city on the banks of the Susquehanna River. In the same way, prospective businesses can be recruited to Wilkes-Barre knowing that their customer base will comprise students and faculty from Wilkes, as well as our neighboring institutions—King's College, Luzerne County Community College, College Misericordia and Penn State University at Lehman.

A tangible indicator of progress on this front will be the placement of interstate highway signs identifying the five institutions of higher education in our area. This cooperative venture, jointly coordinated and funded by the colleges, local businesses, the Wilkes-Barre Chamber of Business and Industry, Luzerne County and the Pennsylvania Department of Transportation, will ensure that motorists on Interstate 81 will identify Wilkes-Barre as a college town. We hope they will be enticed to stop, as well as, to visit.

To make the college town concept work will require a psychological change as we move from being the "old coal town." That change is underway. Just as Wilkes has modified our programs and services to better meet the needs of our students, the downtown leadership is encouraging merchants to identify and fulfill the needs of our students and faculty and thus cultivate their business. A student-friendly

-MORE-

2ND ADD - Breiseth Op-Ed

downtown will increase the amount of foot traffic, as students and faculty alike are encouraged to view the city as an extension of their campus and participate in its social and cultural life. At the same time, the colleges are joining together to promote activities centered around the downtown area. It is too early to predict whether a joint collegiate center and bookstore on Public Square for Wilkes and King's students can be made financially feasible. But the very exploration of the proposal, at the same time that Wilkes, King's and College Misericordia have signed a consortium agreement allowing students to cross-register for courses on each other's campus, is a sign of new thinking. These initiatives will contribute to the sense of commitment by the community and the colleges to the youth of our area. The future of both the city and the educational institutions rests in no small part on the success of these efforts. The first step in positioning the region for success in the knowledge industry will be in creating an environment where leaders in business and academia can thrive. By all indications, college towns have all the necessary ingredients. We at Wilkes are delighted to be part of the mix.

Welcome. We are pleased that you are interested in Wilkes College. In selecting a college, you are now making one of the most important decisions of your life.

On the following pages, we hope to "introduce" you to the many features of Wilkes, of which we are proud: our students, our faculty, our programs, and our curriculum. We want you to see our beautiful campus, composed of elegant mansions and contemporary state-of-the-art classrooms and labs.

Wilkes started as a junior college in 1933, a satellite of Bucknell University. In 1947 it was chartered as a private four-year liberal arts college.

Wilkes continued to grow [not in numbers, we still boast an 13:1 student-faculty ratio - but we've grown] toward excellence in our mission, our faculty, and our curriculum. Wilkes is now recognized as a comprehensive institution, including several graduate programs.

The student-faculty ratio is 13:1, with 1,750 full time undergraduates. The college includes the School of Business and Economics, the School of Engineering and Physical Sciences, and the College of Arts and Sciences, with eighteen academic departments in all. We think the Wilkes student has the best possible education, a strong liberal arts base for understanding the world and society in all their complexities, while developing expertise in a specialized field for a career.

Whatever the field of choice, Wilkes graduates are eminently qualified to help lead a community, a region, and a nation into the 1990's and beyond.

The School of Engineering and Physical Sciences has the reputation as the Center for Advanced Science, Engineering, and Technology in Northeastern Pennsylvania. If you become a student in our Engineering program, you would have, on a daily basis, access to equipment and faculty expertise as fine as any in the nation.

Wilkes has placed 100% of its pre-med students in medical schools and allied health fields. Over 90% of its accounting graduates are in positions of business leadership. Wilkes boasts a pre-law track that helped produce four judges now presiding within Luzerne and Lackawanna Counties and several others in federal and state courts. Three of its communications graduates serve as anchorwomen at NBC, ABC, and CBS affiliate stations.

While Wilkes has maintained a strong liberal arts tradition, its science, professional, and graduate curriculum, including a Master of Business Administration and a Master of Health Service Administration, have been instrumental in moving us to comprehensive status.

Wilkes' affiliation with its community has never been stronger, especially in cultural enrichment. The campus houses the finest Performing Arts Center in this region, encompassing departments of music and theater. Our library includes over

180,000 volumes of books and bound journals, and is one of the most important resource libraries in Northeastern Pennsylvania.

Wilkes College is moving with enthusiasm and a new commitment into the 21st Century. We hope you will choose to know us better. We invite you to visit us for a tour and conversation.

Perhaps we may have the privilege of welcoming you as a member of the Wilkes College Family.

File C.N.B.

This annual report of gifts has special meaning for all of us because it has been a year of significant growth at Wilkes College. We have reached many of the goals we set for ourselves when we launched the Wilkes Tomorrow Campaign just 2 years ago.

The Sports and Conference Center construction is underway with a projected completion date of December 1988. Annual giving has increased by 9.3% and Trustee and Alumni giving continues to serve as an inspiration to all. Special thanks must also be extended to members of the Business and Corporate community whose gifts have generously supported the capital campaign.

This report will underscore the crucial role of philanthropy in College financing. We cannot do it without you.

As you know, approximately 85% of our income is tuition generated. If we can meet escalating operational costs by increasing annual and scholarship support, we will achieve another major goal -- to hold tuition costs down and still provide students the excellent education that is synonymous with Wilkes College.

The record of giving is substantial but we are consistently challenged to improve that record if we are to continue to prepare students to meet future challenges in an ever changing society.

*Chris,
This is "the" letter with correction in
Annual (rather than Private) Giving already
made.*

**Opinion Piece to Regional Newspapers from Christopher N. Breiseth,
President Emeritus of Wilkes University**

Young people represent the future of Northeastern Pennsylvania. While few would deny this truism, our behaviors as a region do not always reflect a shared understanding of its importance.

The Great Valley Technological Alliance made clear that in the new Knowledge Based Society, regions that attract the brightest and most motivated young people will be the most successful global competitors. The intellectual investment that makes a region thrive requires the presence of responsive colleges and universities, adequate entrepreneurial investments and a political climate that supports both. Areas with even greater potential are those where a full range of cultural amenities is present. The optimal model: traditional downtowns that cater to the cultural, aesthetic and entertainment tastes of young knowledge workers.

Consider this ambiance in its most highly developed form: Atlanta, Boston, Philadelphia and with the help of local government, business leaders and revitalized universities, New York City. Smaller cities have also joined these ranks: Raleigh/Durham, San Jose, Burlington and Providence.

For the Wilkes-Barre/Scranton region, this means that the greatest promise for a bright future is our colleges and universities – thirteen in number. In the Northeastern Pennsylvania Association of Colleges and Universities (NEPACU), our area college presidents are working together with the Great Valley Technology Alliance to forge an even tighter partnership between business and education that will strengthen the quality and quantity of the Knowledge Economy workforce. Our downtown colleges and

universities, Wilkes University, King's College and University of Scranton lead this educational/business alliance.

Some believe that these institutions are a curse on the downtowns because they harbor college students who live on campus and in the surrounding neighborhoods. But, demonizing students as neighbors is inseparable from discouraging young people from coming here or from staying after graduation. This perspective inhibits real opportunities for regional rebirth.

My seventeen years as president of Wilkes University and as an active citizen of the greater Wyoming Valley community moves me to passionately declare that our colleges and universities, along with our K through 12 system, represent some of our greatest assets. They are preparing our young people for the future – for our future. How we as citizens, business leaders, government officials, even journalists, treat college students will directly impact the quality and character of Northeastern Pennsylvania in the 21st century.

Where there have been colleges and universities there have always been town-gown problems as young mindsets threaten the older generation and its value system. College campuses bring that tension into focus, but a society that does not embrace its young people and does not help them acquire the skills and attitudes that will prepare them for adult responsibilities faces failure in the future.

It requires the creative, patient and persistent efforts of neighbors and community officials to protect our neighborhoods while helping students become adults. Cooperation, communication and mutual respect must be fostered by all concerned. Such

interaction provides the college students with experiences that will affect how they work as adults to build their communities and raise their children.

I urge my fellow citizens to support our colleges and universities, engage our students in dialogue, encourage them to consider staying in the area after graduation to contribute their talents, their hopes and their dreams – including their own children – to our future. They are the area's future doctors and nurses, lawyers and teachers, business leaders and public officials, artists and musicians, our citizens. To those of us over thirty, particularly those of us over fifty, let me say that we need these young people as much as they need us. I hereby call for a Declaration of Intergenerational Interdependence, based upon careful listening to each other and mutual sensitivity to each other's hopes and fears. We all have everything to gain. If we do not engage each other in such a positive spirit, this region has everything to lose.