

DECEMBER

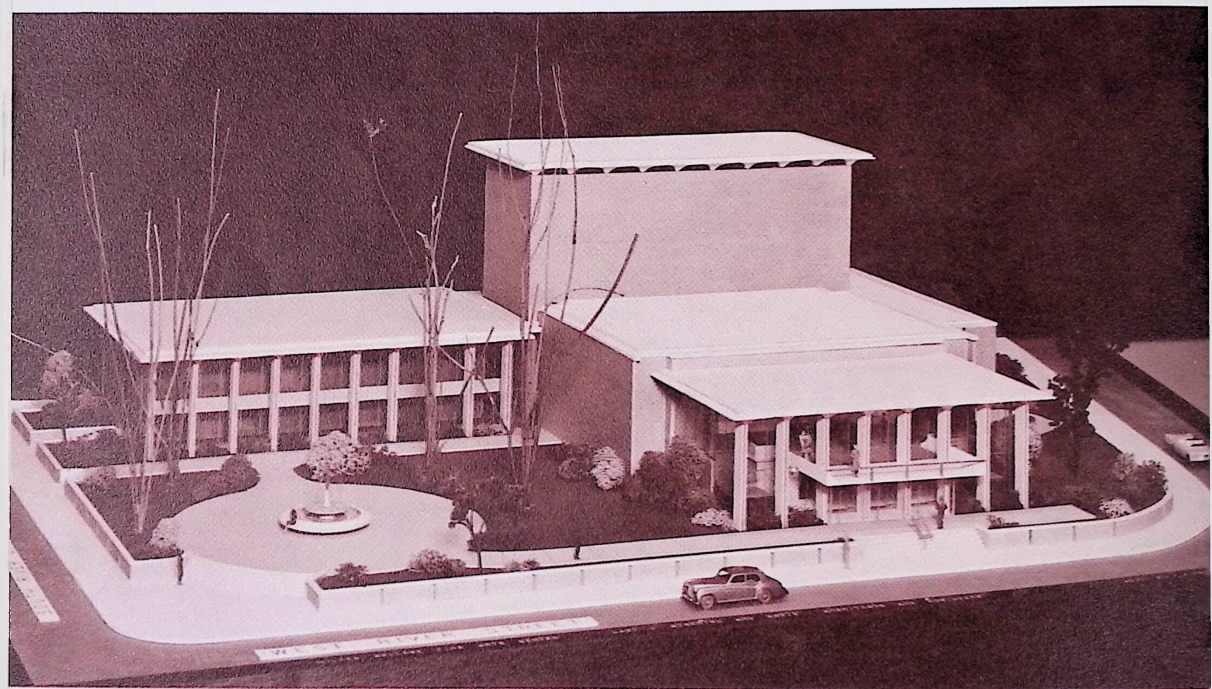
1964

REPORT
| OF THE
PRESIDENT



WILKES
COLLEGE

WILKES-BARRE,
PENNSYLVANIA



ARCHITECT'S MODEL: CENTER FOR THE PERFORMING ARTS

AN EMERGING COLLEGE

“ Today is the product of all our yesterdays.
Tomorrow will be the product of all our todays.”

Trustees, Alumni, and Friends:

For several years I have reported that we are establishing foundations upon which to build a dynamic college. As I review the developments of the past two years, I am impressed anew by the truth of this statement. A new feeling of intellectual and physical drive reveals itself in the changes that have occurred and in those that are being planned. With foundations fairly well established, with a dedicated faculty and administrative staff, it almost seems that I am now a casual observer of events. Projects and plans that were once mere dreams are developing into reality as members of the College team, separately and cooperatively, undertake their given tasks and enlarge the areas for which they are responsible.

Possibly a review of selected high points in the development of the College will enable me to share with you some of my own sense of wonder at these changes.

A BACKWARD GLANCE

When Bucknell University established the Junior College in 1933 its first purpose was to provide educational opportunities to young people caught in the backwash resulting from the collapse of the once great anthracite industry. In 1936, when I first began my work with you, relatively few of our young people considered a college education to be either attainable or desirable. Few of our citizens were sufficiently optimistic to consider the possibility of an economic renaissance based upon diversified modern industries, nurtured by, and nurturing, new opportunities for cultural and intellectual satisfactions.

When World War II started there were isolated glimmerings of an economic resurgence, but the forces of the community were not yet mobilized. Only a few leaders were prepared to attack the economic problems of the region, but even they did not fully comprehend the varied and prolonged efforts that would be required to create a new economic base upon which the social welfare of the people could rest. The war provided temporary employment for many, but these war years did not see the establishment of lasting industries. Following the war, unemployment grew to emergency proportions, many people left the region, and many lost hope.

Fortunately the difficulties confronting the community also aroused community leaders whose roots were in the community and whose welfare depended upon the economic stability of the region. At first these leaders made separate and isolated attempts to create new jobs and a new economy. Ultimately they recognized that a united effort was necessary if a dynamic economy were to replace the waning coal economy. With their recognition of this need began the varied and productive attempts that have recently caused the Governor's Committee on Science and Technology to refer to the "industrial renaissance of Northeastern Pennsylvania."

TOWN AND GOWN

These community developments may seem alien to a report on Wilkes College. They are, however, closely related to the growth of the College, for the College has participated in these developments and has benefited from them.

During and immediately following the war those men and women responsible for Wilkes College recognized that the College could not grow unless a new economy was developed in Northeastern Pennsylvania. Because of this realization there developed an experiment in "Town and Gown" relations which has been inspiring and fruitful. As a result of this awareness members of the faculty and administration have sought ways and means of participating in and encouraging constructive community efforts. In consequence of their desire to initiate and encourage community developments, the Philharmonic Orchestra was formed; the Institute of Municipal Government was created; the Fine Arts Fiesta was assisted; and leadership was given to the Labor-Management-Citizens Committee which was initiated by the Greater Wilkes-Barre Chamber of Commerce. In its latest community effort the College established a Graduate and Research Center. It is anticipated the Center will attract and serve modern industries dependent upon research and upon the continuing education of their scientists, engineers, and management.

The experiment in "Town and Gown" relations is well underway. It has been fruitful to both "Town" and "Gown." We believe it will be even more fruitful in the years ahead.

The "Town" must speak for itself, but it is my responsibility to advise you of the developments within the College that have been made possible by your support and encouragement. Here is a record of our continuing growth.

CHRONOLOGY OF PROGRESS

WILKES COLLEGE 1933 - 1964

ENROLLMENT

BUCKNELL UNIVERSITY JUNIOR COLLEGE	DAY	EVENING	TOTAL
1933-34 the year of founding	164	29	193
1936	157	175	332
1941	199	156	355
1946	797	235	1032

WILKES COLLEGE			
1951	596	1179	1775
1956	1011	510	1521
1961	1171	437	1608
1962	1234	431	1665
1963	1330	469	1799
1964	1544	436	1980

TANGIBLE ASSETS

YEAR	BUILDINGS & EQUIPMENT	ENDOWMENT MARKET VALUE	SPECIAL FUNDS	DEBTS	TOTAL
1933	0	0	0	0	0
1936	21,000	0	0	28,000	—7,000
1941	270,000	0	0	3,500	266,500
1946	362,000	150,000	0	0	512,000
1951	1,608,118	576,091	248,181	0	2,432,390
1956	2,000,418	1,561,274	1,161,027	0	4,722,719
1961	4,044,492	2,407,923	1,088,726	0	7,541,141
1962	4,161,521	2,183,713	1,580,318	0	7,925,522
1963	5,419,273	3,053,221	1,657,232	0	10,129,726
1964	5,928,654	3,356,515	2,185,953	0	11,471,122

It is noteworthy and encouraging that the preceding tables reveal a rate of progress that increases with the passing years. In part, this acceleration results from the pressure of growing responsibilities that accompany each forward step; in greater part it results from the ever-growing support of generous friends and socially responsible business leaders. Only by their generous and united efforts has this progress been made possible.

YEARS OF TRANSITION 1962 - 1964

Although the steady growth of the College has forced a continuous re-evaluation of our responsibilities, our purposes, and our work, the past two years, in particular, have been a period of marked change. In consequence of this transition, new opportunities and new responsibilities compel a searching re-evaluation of our work and a revamping of our program and our plans.

Of great concern during these years was the shifting responsibility for leadership within the Board of Trustees. In a very short period the services of the three top officers of the Board were lost to the College. First, Andrew J. Sordoni, Vice-Chairman of the Board and a founder of the College, was removed by death. Next, Admiral Harold R. Stark, under whose dedicated leadership great strides have been made, was forced by ill health to withdraw from active participation in the many works to which he had given so much. And then, Dr. Arnaud C. Marts, devoted guide and leader through the early years of doubt and in the later years of promise, advised us that he could no longer serve as Vice-Chairman of the Board.

The loss of these three leaders caused great concern, for their withdrawal from positions of leadership could well have caused a period of hesitation and uncertainty. Fortunately, there was no faltering. Mr. Charles Waller and Mr. Louis Shaffer immediately and effectively assumed the responsibilities of Chairman and Vice-Chairman. Because of their willingness to accept these new responsibilities the solidarity of the Board has been maintained and plans for the further development of the College move forward. All of us are indebted and grateful to the three men who so long assumed the responsibilities of leadership and to their successors who so willingly and effectively assumed these same responsibilities.

Within the first nine months of 1964 two events of particular significance to the future of the College have been noted. In January, the Graduate and Research wings of Stark Hall were completed, and in August, ground was broken for the Center for the Performing Arts.

In dedicating this new Graduate and Research Center, Governor William W. Scranton, under whose leadership the Commonwealth has made remarkable economic gains, emphasized its economic importance to the region, as did Mrs. Lyndon B. Johnson, whose interest in education and economic redevelopment brought her to the College. The College also was privileged during the dedication ceremonies to confer its first honorary degree upon Walter S. Carpenter, Jr., a great industrial leader and warm friend, whose devotion to the place of his birth has enabled Wilkes College and other local institutions to enlarge their services to the people of this area.

Completion of the Graduate Center was required by the commitment the College made to bring the Radio Corporation of America to Wilkes-Barre. While meeting this commitment to R. C. A., a grant from the Area Redevelopment Administration, created by legislation introduced by our own Congressman, Daniel J. Flood, permitted the College to construct research facilities which perfectly complement the Graduate Center. The two units now provide scientific personnel and research facilities which are essential to the growth and economic health of every industrial community. These research and graduate facilities cost \$1,000,000; \$600,000 was provided by generous friends and businesses; the balance of \$400,000 was granted by A. R. A. The addition of these two facilities to Stark Hall gives the College a completely modern science complex valued at \$2,500,000.

Just eight months after the dedication of the Science Center, ground was broken for the long-awaited and long-delayed Center for the Performing Arts. This building will occupy a site that is most appropriate for a cultural center. It is being erected on the plot facing the River Common and bounded by West River, South, and South River Streets. It will overlook the Susquehanna River and Kirby Park. It has been designed by Lacy, Atherton, and Davis with the counsel of Donald Oenslager and Leigh Allen, prominent New York designers and architects, and will provide a distinguished center for the creative and performing arts. It will encourage students to participate in creative activities that will broaden their interests and enrich their lives. It will enable the College to strengthen its work in the arts and will provide a much-needed hall for conferences, recitals, and dramatic productions. We believe it will enable the College to broaden its program in a manner that will cultivate hidden interests, nurture creative talents, and will give satisfaction to our students in both their college and adult years.

The athletic facilities were also expanded and improved during 1964. Seven and one-half acres were added to the recently-acquired field house and playing fields that adjoin Kirby Park on the West side. These acres were graded and seeded during the summer and will be ready for use by the football and soccer teams in the fall of 1965.

The acquisition of a new dormitory on West River Street provides permanent housing for twenty girls, and the renting of two floors of the Y. M. C. A. provides temporary quarters for forty-two men. With these facilities the College now has 451 students in residence and with the completion of new dormitories and a dining hall in September of 1966, the College will increase the number of residents to more than 700.

The intellectual and spiritual influences of the College are less easily described than are the tangible assets and the student body. It is frequently assumed that the curriculum is a fair indicator of the character and nature of a college. In a broad sense this is true. We all know, however, that it is not possible to judge the quality of an institution without an understanding of those subtle influences that affect the lives of all who are associated with it.

VALUES AND EVALUATIONS

sible to obtain the faculty that is desired.

The Deans and Personnel Officers have been particularly concerned lest the growth of the College decrease those personal relationships which they have cultivated. They recognize the possibility that large numbers may reduce the personal contacts, but they are convinced that with adequate personnel and with the maintenance of friendly professional attitudes it will not only be possible to maintain the warm relationships of the past, but that these personal relationships may be improved.

3.

ing and improving these standards. In a joint effort can we hope to create an atmosphere that is conducive to intellectual inquiry, constructive evaluation, and moral integrity.

Each incoming class is charged with the assumption of this responsibility, and the Curriculum Committee of the faculty strives continually to develop a program that will challenge the students. Within the past two years the faculty has modified the curricula and at this time individual faculty members are endeavoring to create the subtle influences which are even more important than the curricula. On their part, the students have assumed greater responsibility for the maintenance of academic standards and for the tone of the College.

Last spring the Student Government was consulted about the possibility of developing a statement of philosophy that would advise incoming students of the ideals for which the College stood. It was suggested that the purpose of this statement would be to inform prospective students that they were welcome if their ideals were in accord with this philosophy. The Student Government discussed this suggestion and then made a counter-suggestion that they deemed more constructive. They proposed a summer reading program for incoming freshmen to be followed by student and faculty-led discussions of the ideas presented in these books. Their recommendations were adopted and, due to their initiative, a good beginning has been made in raising our intellectual sights. All of us recognize, however, that much more remains to be done.

In addition to the freshmen reading program, the students have recommended the initiation of a broader social activities program. In consequence of their suggestions, a week-end game night has been initiated in the gymnasium, foreign movies have been brought to the College, and a number of trips have been initiated by student groups. The Student Government feels that much more should be done, and with this the administration is in hearty agreement. Both groups recognize that to some extent the expansion of this program requires more adequate facilities.

Although the faculty agrees that the attainment of fine standards requires the full assumption of responsibility by students, they also are aware of the part they must play in establishing these standards. Because of the ever-increasing demand for specialization and concentration, the faculty is concerned lest our students graduate without cultivating that perspective and understanding of men and society that are basic to education. In consequence, they have adopted a core curriculum which requires all students to familiarize themselves with the cultures and thoughts of both the past and the present. This program requires each student to gain familiarity with the humanities, the social sciences, and the physical sciences. Depth in his chosen major is still required, but the student is also required to delve into the thought and experience of other academic disciplines. In this core program are included some sixty hours of study. ~~William W. Scrantom, while recognizing the liberal arts as a means of~~ made remarkable economic gains, emphasized its economic importance to the region, as did Mrs. Lyndon B. Johnson, whose interest in education and economic redevelopment brought her to the College. The College also was privileged during the dedication ceremonies to confer its first honorary degree upon Walter S. Carpenter, Jr., a great industrial leader and warm friend, whose devotion to the place of his birth has enabled Wilkes College and other local institutions to enlarge their services to the people of this area.

Completion of the Graduate Center was required by the commitment the College made to bring the Radio Corporation of America to Wilkes-Barre. ~~While meeting this commitment, the College has~~ These recommendations have specified the goals that we wish to attain and tentatively outline the steps that are required to assure the continued growth and development of the College. The major recommendations of the administrative staff are summarized in the following paragraphs.

The growing interest in colleges and the increasing population indicate that enrollment will continue to rise. Mr. Whitby, the Director of Admissions, recommends, therefore, that we expand our dormitories and educational facilities so that more students may be admitted. Simultane-

ously he proposes to assist the effort to attain the highest possible academic standards by steadily raising the requirements for admission.

In making this recommendation, he points to the fact that the student body already tests above average on the College Board Examinations, and that more than 40% of our students come from the first fifth of their high school class and more than 80% come from the upper half of their high school class. He believes, however, that with the continual increase in applications it will be possible to slowly but steadily raise these standards of admission. Such an improvement in admissions will involve no drastic changes; it will allow a steady improvement of the work that is being done by students and faculty.

The Graduate and Research programs that were initiated several years ago have attracted a number of Ph.D.'s, and the Research program has received good support from industry, from the military services, and from governmental agencies. It is anticipated, however, that within the next five years, the number of Ph. D.'s in the science faculty will be increased so that research and teaching may both be strengthened.

2.

There has been some question whether or not the College would sacrifice its intimate relationship with students in the effort to promote research. This is contrary to the aspirations of the science faculty. All of the science faculties are primarily interested in teaching; they feel, however, that they cannot keep abreast of the ever-expanding mass of knowledge in the sciences unless they are also involved in research. It is also significant to note that a graduate faculty must participate in research and that without the combination of research and teaching it would be impossible to obtain the faculty that is desired.

The Deans and Personnel Officers have been particularly concerned lest the growth of the College decrease those personal relationships which they have cultivated. They recognize the possibility that large numbers may reduce the personal contacts, but they are convinced that with adequate personnel and with the maintenance of friendly professional attitudes it will not only be possible to maintain the warm relationships of the past, but that these personal relationships may be improved.

3.

It goes without saying that it will be impossible to improve the work of the College and enlarge its influence unless the facilities keep pace with the growing aspirations and responsibilities of the College. To provide these facilities, the College has in the past year completed its Research and Graduate Center, and by September of 1965 a Center for the Performing Arts will be completed.

DEVELOPMENT
PLANS

DORMITORIES

To provide for the ever-increasing number of out-of-town students requesting admission, a new dormitory and dining hall will be started in April 1965. The dormitory will be filled with incoming students in September 1966, and the new dining hall will provide for new students and relieve overcrowding in our dining Commons.

To give some idea of the need for dormitories, I call attention to the increasing number of resident students. In 1960 they numbered 240 and in 1964, 451 students were living in dormitories. By 1966 we anticipate that dormitory enrollments will be approximately 700.

LIBRARY

The most pressing need of the College is for a new library. When Allan Kirby gave his father's home to Wilkes College, we were provided with much-needed library facilities which have served us for more than twenty years. This commodious and handsome home is now overcrowded and there is no space for additional volumes. When Mr. Kirby gave the home to the College, there were approximately fifteen thousand volumes in the library. Today there are between sixty-five thousand and seventy thousand volumes, and new books will be added at the rate of six to nine thousand per year.

In consequence of this development, every bit of space in Kirby Hall is required for books, and by providing space for books, we have almost eliminated study stations for students. Whereas we should have study stations for five hundred students, we are now reduced to approximately eighty.

This unsatisfactory situation cannot remain unresolved. Although the students have responded unusually well, and their use of books has increased threefold in the last two years, it is not possible to continue with such inadequate facilities. In addition, the construction of a new library is required if we are to retain our accreditation. The Middle States Association of Secondary Schools and Colleges extended our accreditation in 1958 because they understood that a new library would be constructed before their next evaluation in 1968. Therefore, to provide adequate space for books and students, and to assure continued accreditation, a new library, capable of housing at least two hundred and fifty thousand volumes and of seating at least six hundred students, must be erected within the next two or three years.

The cost of the dormitories, dining hall, and library will approximate \$3,600,000. The financing of this construction offers a real challenge, but it is encouraging to note that the construction of these buildings in the next three years requires no increase in the rate of support that has been attained in the past three years. The construction of these facilities is essential to the College. We have confidence that through a combination of gifts from friends and Federal grants and loans we can complete these buildings and maintain the uninterrupted development of the College.

FUTURE PROSPECTS

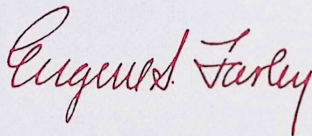
The developments of the past thirty years, and particularly those of the past decade, indicate the probability of a bright future for both the College and the Community. Both have seen hard times and both have participated in the wide-ranging efforts to improve the economic and cultural condition of the region. Each has succeeded in its efforts and each has helped the other. We have now attained a position from which it is possible to envision a brighter prospect than would have been possible even ten years back. With the continued support of its many friends, and the growing support of its alumni, Wilkes can continue to translate into reality the hopes and dreams of those who believe in and have faith in the work that Wilkes is undertaking.

In the future, as in the past, the College will seek ways and means whereby it can work with community and regional leaders in developing an attractive and dynamic cultural and economic environment.

The developments of the past and the prospects for the future have all been made possible by the generous support of friends. For all that you have done, we are most grateful.

It has been my great privilege to join with you in this effort for nearly thirty years. It is my hope that we may continue to push ahead with even greater vigor.

Faithfully yours,



President

