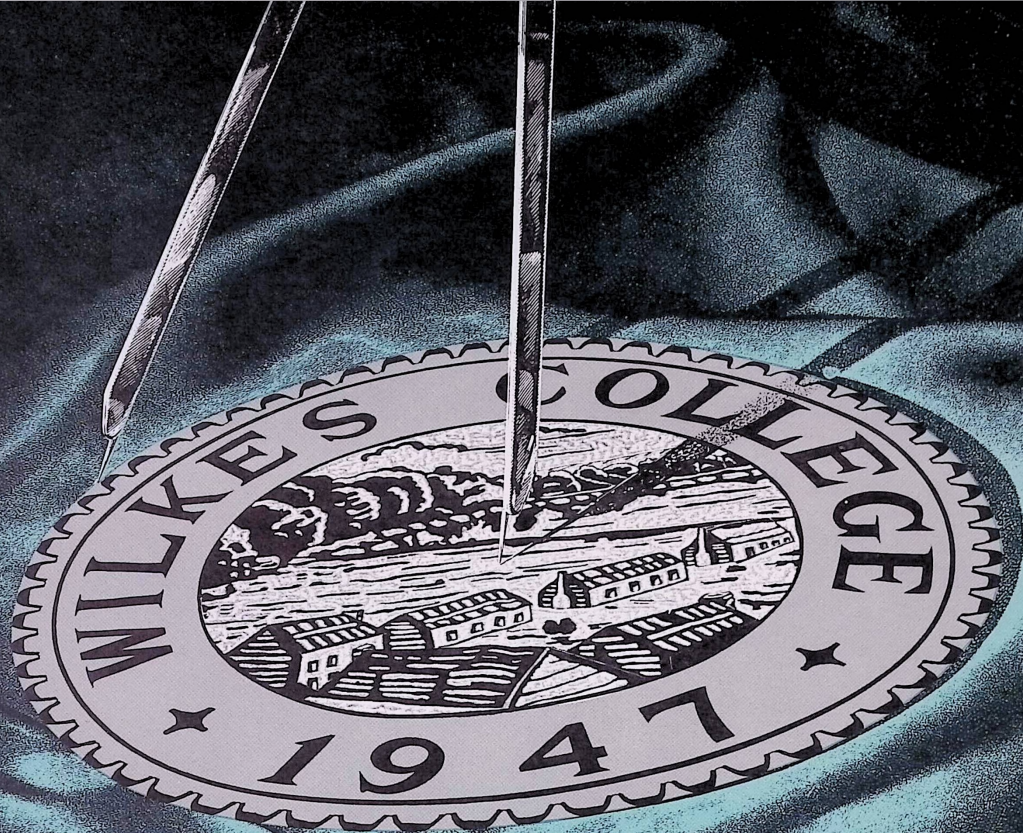




1965 REPORT
of the PRESIDENT
WILKES COLLEGE WILKES-BARRE
PENNSYLVANIA

WILKES COL

WEST RIVER STREET

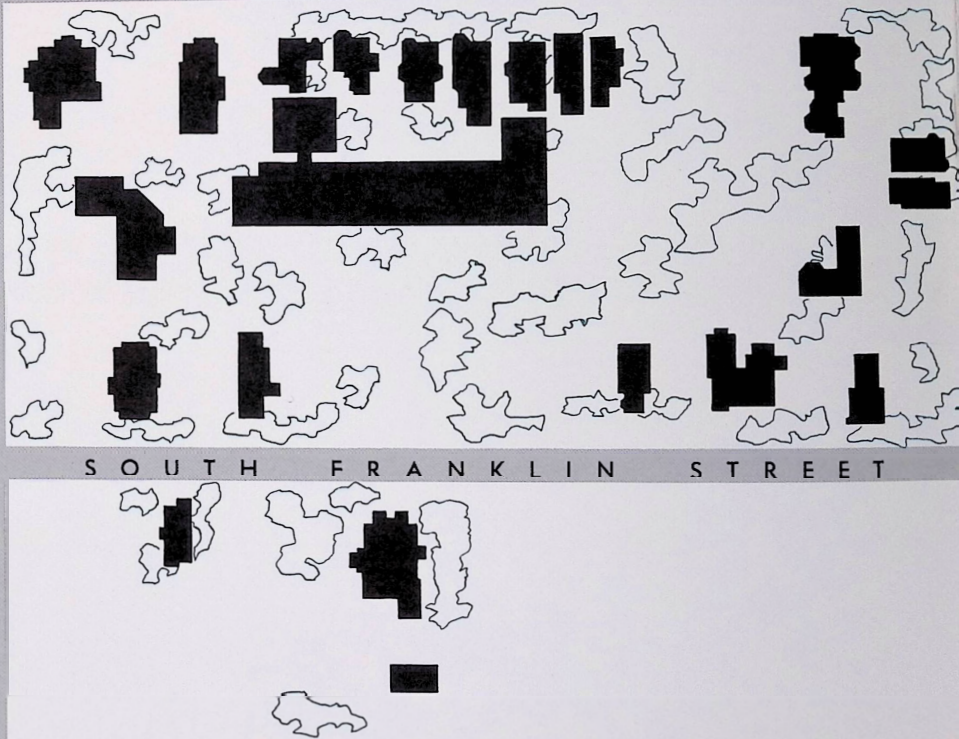
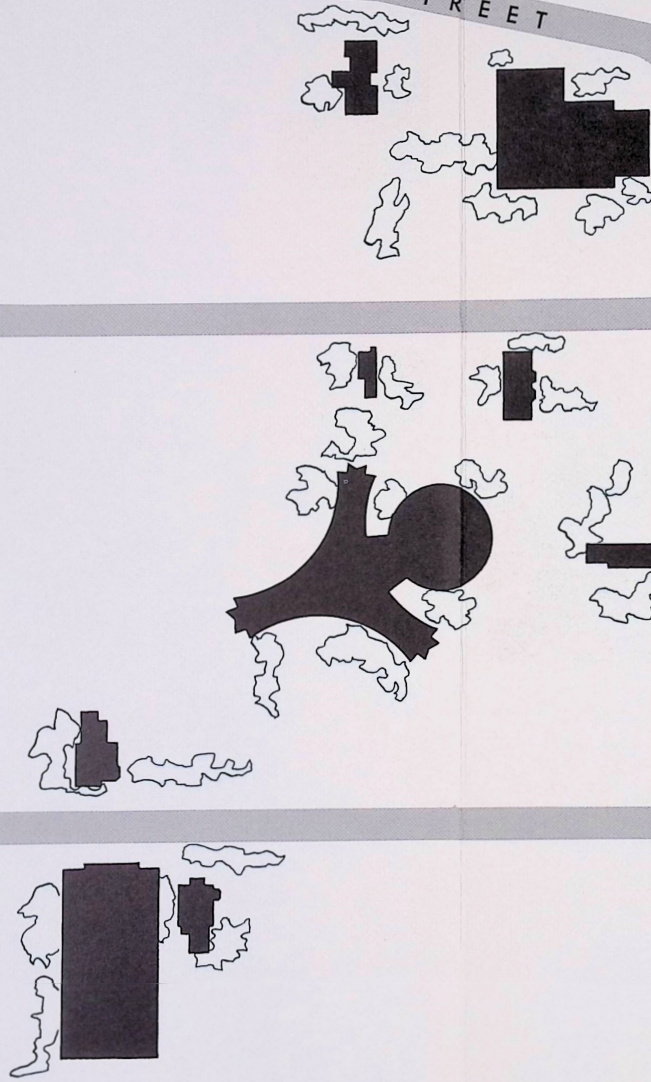
SUSQUEHANNA

SOUTH RIVER STREET

SOUTH FRANKLIN STREET

W. ROSS STREET

W. SOUTH STREET



LEGE CAMPUS

1965

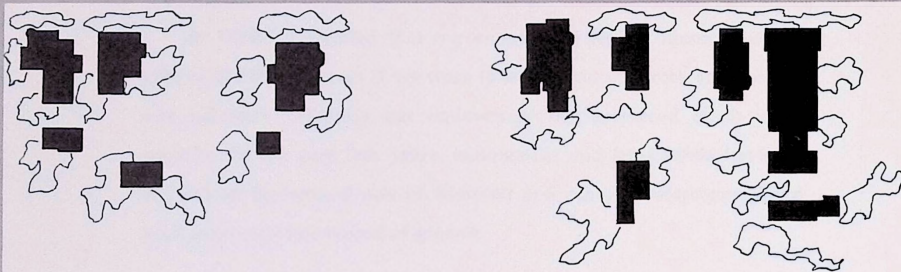
R I V E R

↑
WILKES ATHLETIC FACILITIES
ON WEST SIDE

BRIDGE

W. NORTHAMPTON STREET

W. MARKET STREET



Trustees, Alumni and Friends:

During the three decades of my association with you I have on three occasions projected our needs and plans into the coming decade. Three times these projections have proven to be inadequate, and three times we have exceeded the goals that were set.

Possibly the most startling illustration of this tendency to exceed suggested goals is shown by a comparison of the goals established in my 1950 Report, "New Vistas for Wilkes College," with the actual gains that we have made.

In 1950 I suggested that our endowment should increase at the rate of \$50,000 per year if we were to strengthen our work and enlarge our influence. Happily our endowment has increased much more rapidly. In the past five years, endowment and trust funds have increased at the annual rate of \$440,000 and other developments have kept pace with this record of growth.

As all of you have participated in this growth, in one way or another, I am sure you will be interested in comparing the goals for 1950 with the progress we have made toward and beyond their attainment.

GOALS SUGGESTED IN 1950 and GOALS ATTAINED BY 1965

	Goals Set	Goals Attained
Scholarship Grants (Annual)	\$ 25,000	\$ 170,000
Endowment and Trust Funds	\$1,270,000	\$4,355,000
Buildings and Plant	1. Library 200,000 volumes 2. Assembly Hall 3. Dormitories for 100 students 4. Science Building 5. Art gallery and studios 6. Playing fields and tennis courts 7. Classrooms and offices	Scheduled for construction in 1966 and 1967 — 300,000 volumes Completed-Center for the Performing Arts Present capacity: Dormitories for 490 students Under construction: Dormitory for 260 students Total — 750 Stark Hall Graduate Center Research Center Planned for completion before 1970 Field House, football field, soccer field, baseball field, hockey field, all-weather tennis courts Parrish Hall Weckesser Hall 76 W. Northampton St.

Chronology of Progress

So that you may be continually informed of our progress it has been my practice in recent years to report our tangible gains in the form of a chronological record. Although this report is now familiar to you I include it once again because it suggests new goals that now are both desirable and achievable.



CHRONOLOGY OF PROGRESS

1933 and 1935-1965

ENROLLMENT BY FIVE-YEAR INTERVALS

YEAR	AS OF OCTOBER 1 OF EACH YEAR								
	DAY			EVENING			DAY & EVENING TOTAL	SUMMER	GRAND TOTAL
	UNDER- GRADUATE	GRADUATE	TOTAL	FOR CREDIT	NON- CREDIT	TOTAL			
1933 Origin	164	—	164	29	—	29	193	—	193
1935	154	—	154	155	—	155	309	—	309
1940	206	—	206	171	—	171	377	—	377
1945	240	—	240	83	—	83	323	—	323
1950	757	—	757	1072*	—	1072*	1829	195	2024
1955	873	—	873	666	—	666	1539	318	1857
1960	1137	—	1137	486	—	486	1623	395	2018
1965	1770	90	1860	530	394	924	2784	668	3452

* Includes Veterans under the G. I. Bill

TANGIBLE ASSETS

As of June 30 of each year
by five-year intervals

YEAR	BUILDINGS AND EQUIPMENT	Endowment Trust Fund (Market)	SPECIAL FUNDS	DEBTS	TOTAL
1933 Origin	0	0	0	0	0
1935	\$ 20,000 ⁽¹⁾	————	————	\$22,500	\$ —2,500
1940	177,000	————	————	28,000	149,000
1945	301,000	\$ 150,000	————	————	451,000
1950	1,452,546 ⁽²⁾	520,418	\$298,017	————	2,270,981
1955	1,897,997	966,775	167,986	————	3,032,758
1960	3,810,407	2,151,598	901,927	————	6,863,932
1965	6,802,196 ⁽³⁾	4,355,000	761,680	————	11,918,876

⁽¹⁾ A single rented building

⁽²⁾ Fourteen buildings

⁽³⁾ Thirty-nine buildings

PROJECTED GROWTH OF CAMPUS

1965 -- 2000

Prior to the designation by the City Planning Commission in 1961 of the three-block area bounded by Northampton, Franklin, Ross, West River, South, and South River Streets for College use, it was impossible for the College to develop long-range plans for the growth of its campus. The designation by the Planning Commission of this three-block area for campus expansion now makes long-range planning possible. Simultaneously, regional, State, and the national developments require careful planning if the College is to participate in the growth of Northeastern Pennsylvania and in the improvement of American higher education. Among the most important of these regional and national developments are:

1. the increasing dependence of business and government upon trained personnel and research,
2. the burgeoning enrollments in the community colleges, four-year colleges, and universities of the nation,
3. the economic and cultural renaissance of Northeastern Pennsylvania.

So that our projected plans for campus developments may be related to past developments, two maps of the campus are presented, one at the beginning of the report and one at the conclusion. The first

map shows the campus as it is in 1965; the second shows the campus that is planned for the year 2000.

As you view these maps, you will recognize that careful planning, cooperative action, and substantial funds will be required to create by 2000 the campus that is now deemed essential to the vitality of the College and to its continued participation in the growth of Northeastern Pennsylvania. Easy as it is to draw plans for the campus of 2000, the translation of these plans into reality will require continued commitment and dedication.

Although I deem it essential to present these plans as a guide for our future efforts, all of us must recognize that both the timetable and the goals will be modified by local conditions, changing patterns of higher education in the Commonwealth and in the nation, and by international events. An examination of our past makes it quite apparent that if Wilkes merely maintains the rate of progress of the past decade, most of these goals will be attained and some will be exceeded by the end of the century.

JOINT, PRIVATE, AND PUBLIC PARTICIPATION

Prior to 1963 Wilkes relied solely upon private philanthropy, but since 1963 new patterns of governmental support have been developed so that the growing need for extended educational opportunities may be satisfied. In consequence of these newly-adopted governmental policies, Wilkes College has received substantial federal aid. Under terms of the Flood-Douglas Bill, the College received in 1964 and 1965 a little less than \$400,000 for the construction of the scientific research

center. Simultaneously, the Urban Redevelopment Program made available two and three-quarter acres on which we are now constructing the dormitories and dining commons. In the spring of 1965, federal funds in the sum of \$605,000 were promised to assist the financing of a library that will cost approximately \$2,150,000. In addition, approximately \$1,300,000 of federal funds have been made available during the past four years for student loans and research.

These governmental grants are evidence of increasing public concern for the extension of opportunities in higher education. They suggest a developing pattern of governmental participation that may be enlarged as the need for more education is felt in both the Commonwealth and the nation.

Within the next decade a pattern of governmental action will develop that will influence and may even determine the future character of higher education in both the State and the nation. If this pattern is to include and strengthen the independent colleges, the leaders of these colleges and universities must participate in governmental planning for higher education.

At this moment a "Master Plan for Higher Education in Pennsylvania" is being formulated by the State Board of Education and it is already apparent that policies developed by them will determine the future participation of independent colleges in the Commonwealth system of higher education. By providing scholarships and grants, the "Master Plan" can encourage the continued development of independent higher education in Pennsylvania. By failing to recommend an adequate program of scholarships and grants the State Board can weaken and possibly destroy a number of independent colleges. If

the "Master Plan" recommends an inclusive program, the fifty-six independent colleges, now enrolling more than 70,000 students and with a total investment in endowment, special funds, plant and equipment approximating \$650,000,000, will not only maintain their place in the Commonwealth's system of higher education but will enlarge their services to the State.

At the moment, however, there is no certainty that the State will see fit to maintain the independent colleges as a part of the Commonwealth system, for there are some who feel that the use of tax funds for scholarships in independent colleges will deprive the public colleges of needed funds. In contrast, there are others who believe that the support of the private sector of higher education will actually strengthen the public sector. These persons believe that by offering partial support to independent colleges, the State will ultimately have a greater resource available for the support of the public institutions. They are convinced that without some State support many of the independent colleges must ultimately be replaced by the State colleges at a much greater cost to the taxpayers. In the long run, it is assuredly more economical to preserve existing institutions than it is to replace them with newly-established public colleges.

In spite of opposition to public support of independent colleges, I dare to hope and to anticipate that the Commonwealth and the Federal Government will utilize and conserve the great educational resources of the nation by sustaining both the private and public sectors of higher education. By so doing, the State and nation will preserve that diversity in higher education which has contributed so substantially to the vitality of our pluralistic society. Although the struggle for the use and control of public educational funds may not be resolved for many

years, I have faith that the broader view ultimately will prevail and that diversity in higher education will be maintained. If this is so, Wilkes, with other independent colleges, should be prepared to enlarge and strengthen its services in the years ahead.

While noting that some persons oppose the use of public funds for the support of independent colleges and universities, it should also be noted that others oppose the acceptance of any tax funds by independent colleges. They oppose the acceptance of tax support because of their fear that tax support ultimately will lead to political control. The practical choice, however, is not between these two extremes. Under existing circumstances, it is certain that tax support of higher education will be enlarged as economic and social conditions require. These public funds may be used solely to support publicly-controlled institutions or they may be used to maintain independent colleges that have served the people of the Commonwealth for more than two centuries. With proper safeguards, I believe that the independent colleges can accept public funds without sacrificing their freedom. Under any circumstance, the independent college will be freer of political domination than is true of those institutions which rely entirely upon the support of tax funds.

THE PERSONAL FACTOR

Recent events in American colleges suggest that communication between students and faculty has been reduced by rapid expansion and by increased emphasis upon research. Student unrest, we believe, is the natural and inevitable consequence of this break in communication and of attempts to cheapen education by depersonalizing it. Whenever college faculties or administrations forget that the student is

both the beginning and the end of education, a sense of isolation and frustration by the student is inevitable and unrest is the natural consequence.

Although Wilkes is planning to expand its facilities and its services, you may be sure that we will endeavor to maintain a close rapport among students, faculty, and administration. To maintain and strengthen this rapport, we will strengthen existing lines of cooperation and, in addition, we will establish new channels of communication so that students, faculty, and administration may gain a greater sense of cooperation. First and foremost we will, in the future as in the past, encourage responsible participation by both students and faculty in the maintenance and improvement of intellectual, moral, and social standards.

We are aware of the diverse problems that confront us as we endeavor to enlarge the influence and services of the College. Because of this awareness, we recognize that, as we advance, new and unexpected challenges will confront us. We hope, however, to be prepared psychologically, spiritually, and materially to meet these challenges.

As we face the unknown future, we are grateful for your past encouragement and support. Only because of your help have we attained our present status. It is my hope that you will continue your association with Wilkes as we strive to find and maintain a proper place for the College in the changing pattern of American higher education and in the cultural development of Northeastern Pennsylvania.

Faithfully yours,

Eugene S. Farley
President

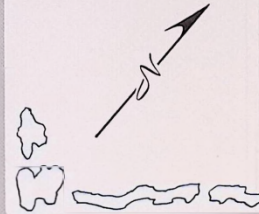
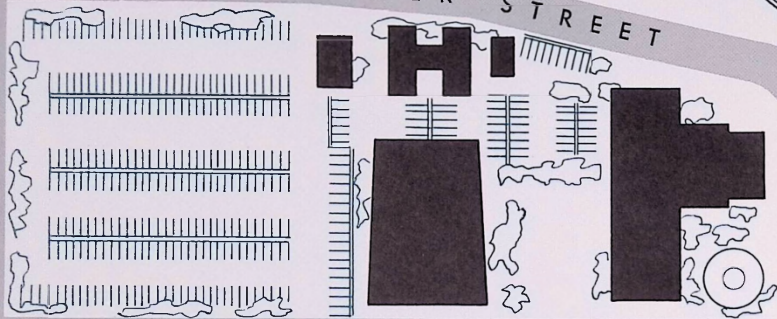
WILKES COLLEGE CAMPUS

2000

WEST RIVER STREET

SUSQUEHANNA

RIVER

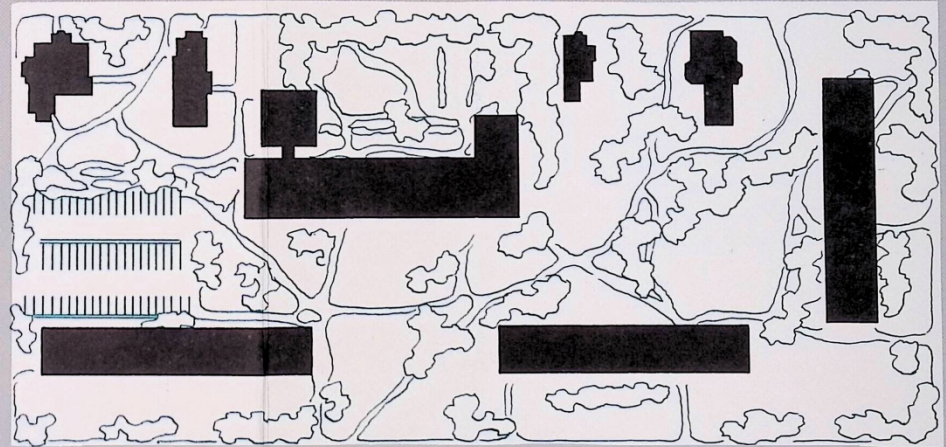
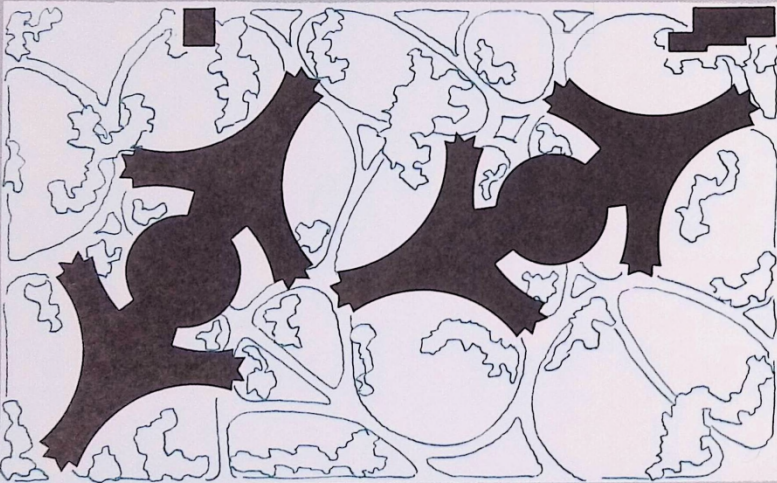


SOUTH RIVER STREET

ROSS STREET

SOUTH STREET

NORTHAMPTON STREET



SOUTH FRANKLIN STREET

W.

W.

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