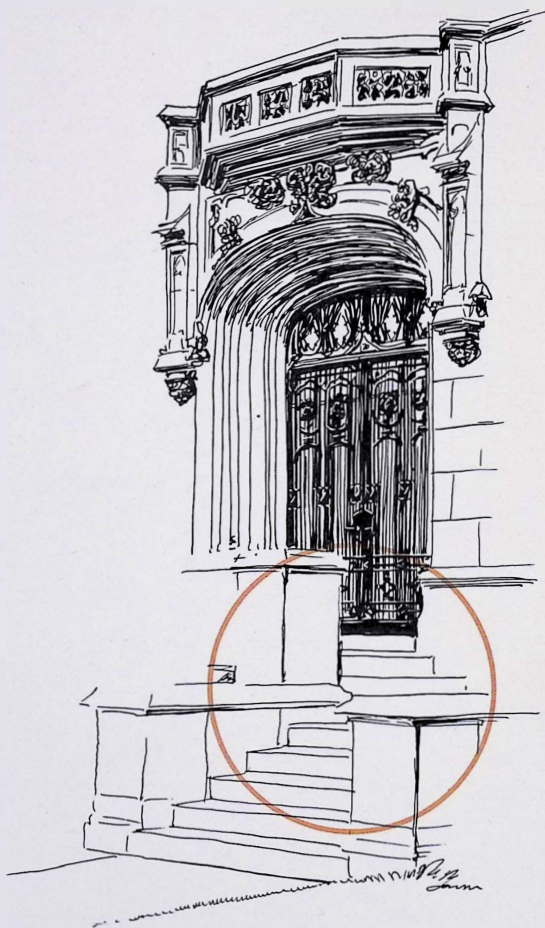


1966 REPORT of the PRESIDENT

WILKES COLLEGE » Wilkes-Barre, Pennsylvania



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Trustees, Alumni, and Friends:

During the thirty years that we have worked together, first to create, and then to strengthen Wilkes College, significant periods of growth have been interspersed by periods of pause and of consolidation. We are now finishing a period of marked development and we perhaps should pause for a moment to evaluate our present situation and to consider our future prospects.

The past three years have seen great changes at Wilkes. Three new buildings, the Graduate and Research Center, the Fine Arts Center, the Men's Dormitory and Dining Hall have been completed and the Library has been started. Enrollment has increased significantly and standards of admission have been steadily improved. The faculty has been enlarged to keep pace with the growing student body. Individual members of the faculty have continued their advanced studies, initiated research studies, or have turned to writing. As a group they have examined and revised the curriculum and have modernized many of the separate courses.

Although significant improvements have been made it seems that each advance affects the entire structure of the College and, therefore, requires compensating changes in other areas of the College. Similarly, external influences compel changes within the College, for education is now so integrated with society that social and economic changes require comparable adaptations in higher education. Modern technology and education are now so interdependent that changes in technology compel changes in education; and this process is reversed when developments in education produce changes in technology. We are caught in a cycle of change in which education generates intelligence, intelligence nurtures inquiry, inquiry cultivates science, science creates technology and, finally the cycle is completed when advances in a science and technology increase the need for highly educated scientists and skilled technicians. As never before, the welfare of man depends upon applied intelligence, and intelligence is — or should be — the product of education.

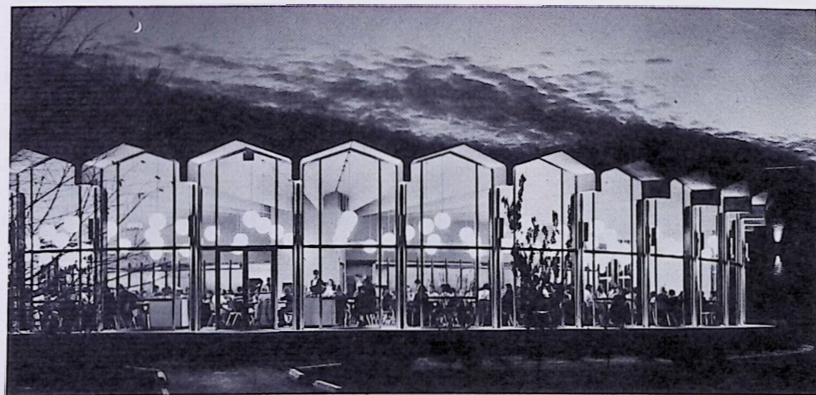
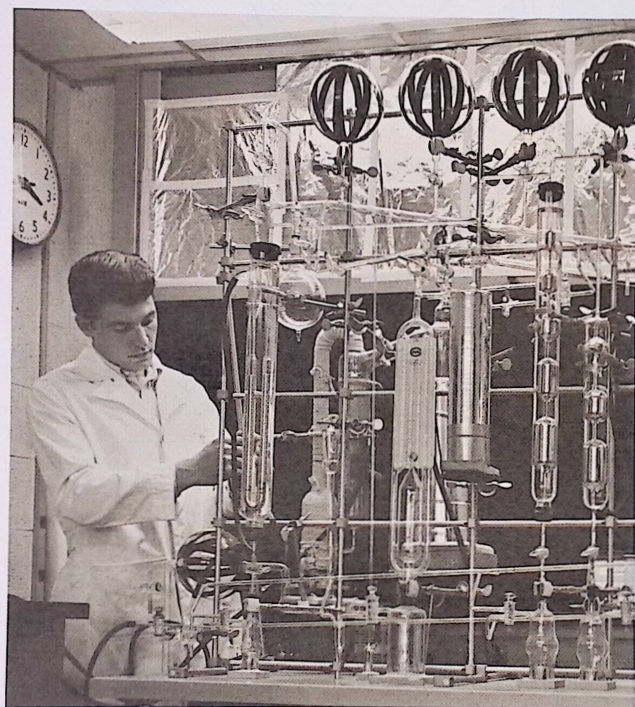
Because Wilkes College, with all of higher education, is caught in this cycle of change we must strive to participate fully in the intellectual ferment of the times. As educators we must be alert to all that is happening and we must be peculiarly sensitive to the personal and social pressures created by revolutionary change. With knowl-

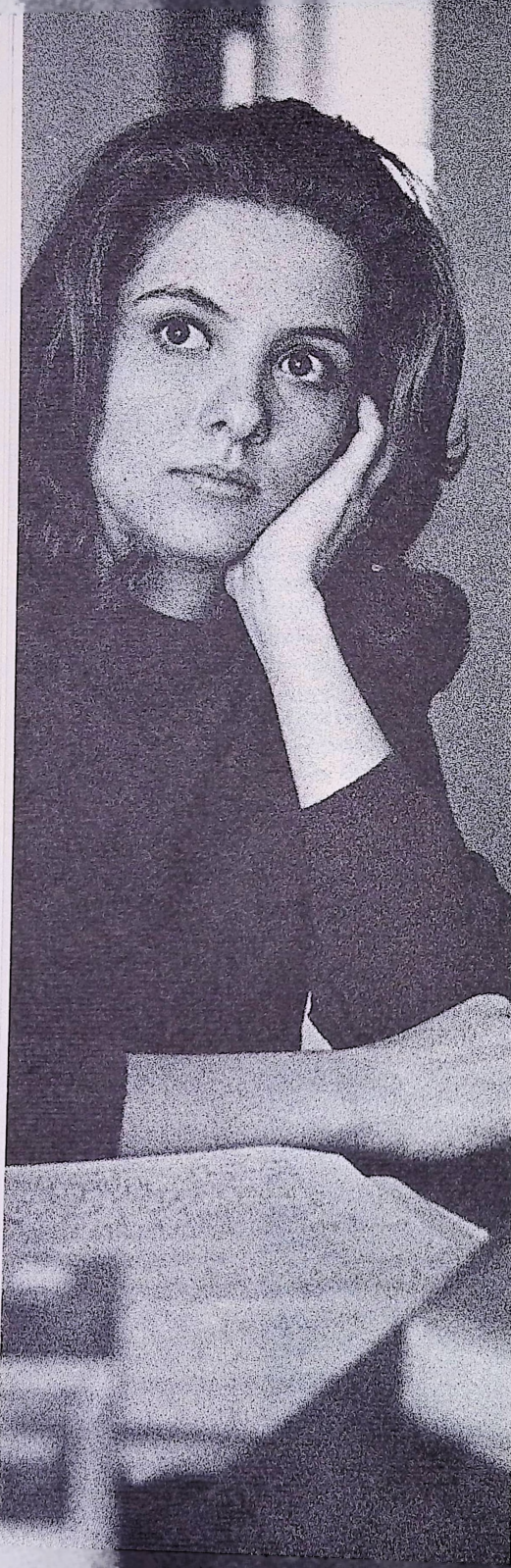
edge doubling in each decade the teacher is "put to it" to keep abreast of his own specialty, and if he is to be effective, he must also be keenly aware of developments in related specialties. In addition, he must have some understanding of the multiple influences that affect the personal lives, thoughts, and values of students. Unless we can meet these many demands, we cannot expect to share in shaping events nor can we hope that our students will be prepared to play an effective part in their work or their community.

It is doubtful that any of us can foresee the exact character and the full extent of the demands that will be made upon us but it is apparent that all who are concerned with education must possess some awareness of these demands. We know that higher education must provide the trained personnel required by industry and government. We sense that a new world perspective is required if the human problems resulting from the increasing interrelations of the world's varied economies and cultures are to be resolved. We know that our resources, both human and material, must be utilized more effectively. We know that these challenges must be met if tragic alternatives are to be avoided. We have reached a point of decision. Success can lead to the development of a new world civilization; failure can lead to slow decay or instantaneous extinction.

Alert and intelligent students sense these contrary possibilities, even though they may not fully understand their causes or their consequences. Because of their awareness they are restless. They feel that something must be done, and they struggle to comprehend and resolve the dilemmas of the present which are the products of the past. Given an adequate opportunity for critical evaluation and constructive effort they may resolve the dilemma of modern man; denied this opportunity, they will create continuing unrest. We must, therefore, encourage their full participation in all efforts to comprehend and resolve the dilemmas of contemporary civilization. For their part students seek involvement; they know their future will be determined by today's decisions.

In the midst of unprecedented and dynamic change, all who deal with the emerging generations are confronted with the difficult and paradoxical task of maintaining established values while developing new values that are essential to the maintenance of personal and social integrity.





Continuing Growth — Because the future is but a projection of the past, I present, as usual, figures which reveal something of the growth that has taken place since the founding of the College in 1933. As you examine these trends you will note that the rate of growth shows no indication of slowing. Enrollment mounts steadily in response to the growing demand for more education. Facilities and faculty are enlarged to accommodate the larger student body. Programs are changed as we endeavor to keep abreast of economic and social developments, and educational standards are steadily increased.

Enrollment: Even though John Whitby, our Director of Admissions, strives to control the growth of enrollment it is difficult to check this growth without jeopardizing the steady and balanced development of the College. It is noteworthy, however, that in spite of expanding enrollments, standards of admission are steadily raised. Of this year's freshman class 92.5 percent graduated in the upper half of their high school class and 45 percent finished in the upper fifth. It is anticipated that admission standards will continue upward, but we foresee and we seek only a slow and steady escalation. We believe that by controlling our rate of growth we will be able to adapt our program and facilities to changing conditions without detriment to the personal and professional relations of students and faculty.

CHRONOLOGY OF PROGRESS
1933 and 1935 — 1965 and 1966
ENROLLMENT BY FIVE YEAR INTERVALS

AS OF OCTOBER 1 OF EACH YEAR									
Year	DAY			EVENING			Day and 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
1966	2045	90	2135	542	550	1093	3228	869	4097

*Includes Veterans under the G. I. Bill.

PROJECTIONS

AS OF OCTOBER 1 OF EACH YEAR									
Year	DAY			EVENING			Day and Evening Total	Summer	Grand Total
	Under Graduate	Graduate	Total	For Credit	Non Credit	Total			
1970	2300	125	2425	750	350	1100	3525	1000	4525
1975	2800	300	3100	900	350	1250	4350	1000	5350

Scholarships: The first scholarship was offered at Wilkes — then Bucknell University Junior College — in 1936, and the second was given in 1937. Each was given so that an education might be made available to a young person of outstanding promise but of limited means. Because of help given at that time, one recipient is now a distinguished scientist and the second has attained prominence in business. I often wonder if their talents would have been lost had the opportunity not been opened to them at the right time.

Since these two scholarships were granted, the educational needs of our young people and our society have multiplied and the need for scholarships has been further increased by the growing cost of education.

Today, only the educated or trained can find a satisfactory position in our economy, and only those who are prepared can be expected to make any significant contribution to our society. Those who are not equipped by education are not only denied a place in our modern economy, they become a liability to it. In consequence, it is wasteful, and even reckless, to deny any young person an opportunity for development.

Ordinarily a privately supported independent college would be but little concerned by the need for extending opportunities for higher education. Wilkes, however, is committed to this end by its original and continuing purpose. It was founded in 1933 to bring educational opportunities to the largest center of population in the Commonwealth (and probably in the United States) possessing no college for men and women. Since its founding it has endeavored to expand its services so that all qualified students of the area may be served. In recent years it has joined with other colleges of the Commonwealth in urging the creation of a massive state program of scholarships so that a student, regardless of his means or the cost of tuition, may attend the college of his choice. This state scholarship program will supplement the present program that has been supported by private gifts, and should enable the College to extend opportunities for higher education to all able and deserving students wishing to attend Wilkes.

The need for joining public with private support of higher education is of particular concern in Pennsylvania, where citizens have already invested several billion dollars in the private sector of higher education, and where one-half of the students are still enrolled in independent colleges. Only a partnership of public and private interests can preserve the dual system of higher education in Pennsylvania and thereby enable students to attend the type of college they prefer, be it private or public, denominational or non-denominational.

If attendance at independent colleges is not to become the exclusive privilege of the well-to-do, a scholarship program must bridge the gap between the high tuition charge of the non-tax supported college and the low tuition charge of the tax-supported institution. A jointly supported scholarship program will help the independent colleges meet the increasing costs of education without excluding qualified students of limited means.

Because Wilkes was created in the midst of the great depression, and because its original purpose was to bring education to young people who were denied an education because of economic barriers, the College is peculiarly committed to the broadening of educational opportunity. In consequence, we have steadily enlarged our scholarship support so that any qualified student may attend the College. From the small beginning that has already been discussed, the scholarship program has been steadily enlarged, as is shown in the following table.

SCHOLARSHIPS 1955 - 1966

Academic Year	Total Value of Scholarships Granted	Number of Students Aided	Average Grant
1955	\$ 54,936.	210	\$262.
1956	62,060.	232	268.
1957	72,485.	272	266.
1958	76,157.	274	278.
1959	76,226.	276	276.
1960	81,515.	284	284.
1961	86,645.	319	271.
1962	97,375.	332	293.
1963	118,300.	403	294.
1964	170,000.	518	328.
1965	218,475.	685	320.
1966	246,950.	728	340.

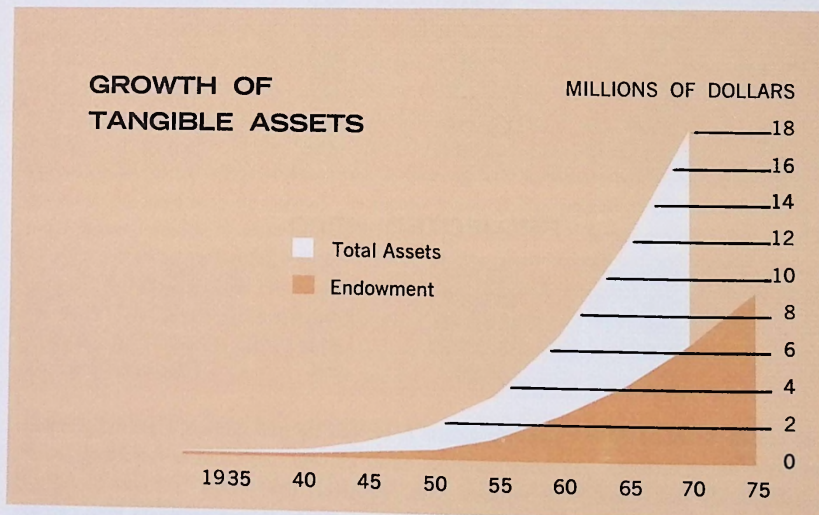
PROJECTED NEED

1967	290,000.	775	380.
1968	330,000.	810	410.
1969	400,000.	850	425.
1970	450,000.	870	475.
1975	750,000.	900	840.

This steady increase in scholarship grants is caused by two factors, a growing enrollment and rising tuitions. As more students enter college, the number requiring assistance naturally increases. It is equally true, however, that every increase in tuition also increases the amount needed by individual students. Many students who can afford a tuition of \$800 cannot pay \$1200. So it is that each increase in tuition increases the number requiring assistance and the amount of aid required. Faced with the inevitability of rising costs, we recognize that increased scholarship aid is essential. Only with the continuing support of friends and increased participation by the Commonwealth can Wilkes, or any independent college, continue to serve the educational needs of all able and ambitious young people.

Tangible Assets: It is apparent that a growing enrollment requires enlarged physical facilities. Fortunately our facilities have expanded as the enrollment has increased and as new programs have been introduced. Within the past three years, three new buildings have been completed and a fourth has been started. In January of 1964 the Graduate and Research Center was dedicated. This was followed in October of 1965 by the dedication of the Fine Arts Center; and then in 1966 the new Men's Dormitory and Dining Hall were opened and work on the new library was started. During this same three year period five additional properties were acquired. One is now used for faculty offices, two will ultimately be adapted to dormitory use, and two will be demolished to provide additional parking space. It is anticipated that this pattern of acquisition, use, and construction will continue until the full area designated by the City Planning Commission for college development is acquired.

The extent and character of our growth is shown in the following table, which reports the varied gains of the past and projects these into the immediate future.



TANGIBLE ASSETS

As of June 30 of each year by five-year intervals
1935 — 1965 and 1966

Year	Buildings and Equipment	Endowment Trust Fund (Market)	Special Funds	Debts	Total (Net)
1933 Origin					
1935	\$ 20,000			\$22,500	\$ - 2,500
1940	177,000			28,000	149,000
1945	301,000	\$ 150,000			451,000
1950	1,452,546	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	4,355,000	761,680		11,918,876
1966	8,662,905	3,725,452	1,302,239	325,000	13,725,452



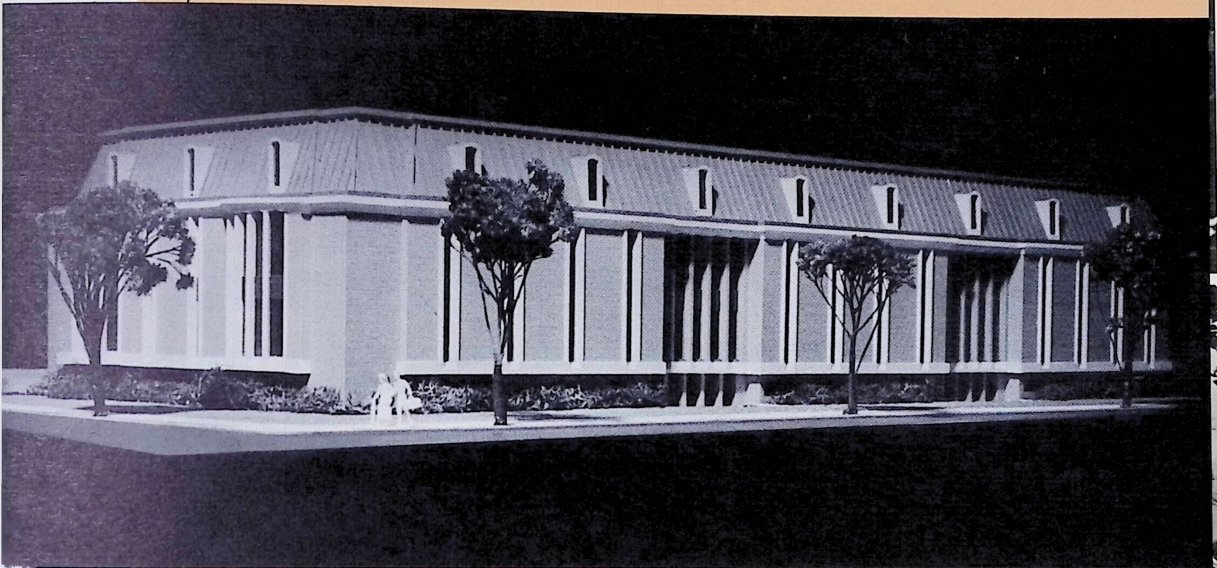
PROJECTIONS

1970	12,000,000.	5,000,000.	1,000,000.	2,000,000.	16,000,000.
1975	16,000,000.	7,000,000.	1,000,000.	3,000,000.	21,000,000.

Although this report shows steady progress, the significance of these total gains can be grasped only when the nature and character of each gain is understood. For instance, the completion of the Graduate and Research Center in 1964 is evidence of our resolve to meet the growing educational needs of business and industry in Northeastern Pennsylvania. The Arts Center has given the College a beautiful facility which will contribute to the cultural life of the community as the graduate and research center has contributed to the economic life. The Dormitory and Dining Hall are evidence of the broadening appeal and purpose of the College. Although originally established to provide educational opportunity to the students of a particular locale, the College has steadily achieved wider recognition so that today students come from Florida and Maine on the East Coast and from Minnesota and California in the West. Foreign students come from all continents and from many countries. This broad geographic representation reflects our belief that it is valuable for students from diverse cultures to meet and to know one another. These contacts and the resultant friendships cultivate better understanding and provide a basis for the improvement of human relations on our shrinking and crowded globe.

To provide a center for all academic and intellectual activities a new library has long been needed. The capacity of the Kirby Library has long since been exceeded, and to ameliorate this unsatisfactory situation the science collection has been moved to the Graduate Center and students have been compelled to study in other buildings. By 1968 the new library will relieve this unacceptable condition by providing shelves for 300,000 volumes and study stations for six hundred students. With its completion, the pent-up needs of faculty and students will be released and opportunities for wide reading and independent study will be gained. We believe the completion of the library will create a new atmosphere and will stimulate more creative effort in the arts, sciences and humanities.

Although we may pause in our efforts for the moment, there are pressing needs which must be kept in mind. At the moment our physical education facilities are most inadequate. Even though they are supplemented by the facilities of the Y.M.C.A. and the Jewish Community Center, they should be enlarged as early as possible. We are also in need of more classrooms and more offices which can be provided by adding classrooms, studios, offices, and exhibition rooms to the Center for the Arts. The erec-



tion of these buildings will enable us to meet other major needs by adapting newly acquired properties to College use.

Facilities alone are not enough. If we are to gain greater stability and offer adequate faculty salaries, our endowment also must be enlarged. For this, as for new facilities, we must seek the support of friends who can help through gifts, bequests, and grants. As we summarize our growing needs it is encouraging to note that if the gifts and grants of the next five years equal those of the past five years, our immediate needs will be resolved. I have faith that with our united efforts we can, at the very least, maintain the rate of thrust that we have attained in the immediate past.

The Library Campaign — Although it has been known since 1959 that a new library would be essential to reaccreditation by the Middle States Association in 1969, other obligations heretofore have made it impossible to undertake its financing and construction. It was originally anticipated that the library would be attached to the rear of Weckesser Hall, the only college site of sufficient size to permit construction of a library. These plans were changed in 1965 when the City Planning Commission, which had already approved construction of the library on this site, requested the Board of Trustees to select another site in the three-block area zoned for future expansion of the College. The Trustees acquiesced and several possibilities were explored before it was finally decided that the library would be built at the corner of South and South Franklin Streets, provided one or two contiguous properties could be acquired at a reasonable figure. The needed space was acquired when the Christian Science congregation agreed to sell their property so that the library could be constructed on this preferred site.

Prior to acquisition of the Church property it was estimated that the library would cost \$2,100,000 and the College had received assurance that \$600,000 in federal funds would be given to assist the financing. Because the cost and the grant had both been announced, it was concluded that in spite of the added cost of land we should ask our friends only for the \$1,500,000 originally suggested.

When this decision was made we had no assurance that even this sum could be obtained. The need, however, was so pressing that further delay was unthinkable. We therefore started the campaign with a mixture of doubt and hope, but with the knowledge that we had no acceptable alternative, and with the awareness that the generous support of friends had heretofore enabled the College to meet each pressing challenge.

The campaign progressed very much as expected and by the summer of 1966, 2676 persons had pledged \$1,260,000. Then in the fall, while we were wondering how to raise the required balance, a check for \$450,000 was received from the Longwood Foundation. With this gift we were assured of the full sum required for construction of the library and the acquisition of land. So it was that before construction started, all of the required funds were assured.

The support received in this campaign again reflects the changes that are taking place within the College. Whereas in earlier campaigns most of the support came from the community, in this instance over \$900,000 came from outside the community and alumni increased their giving to about \$100,000.

The Unexpected — Some things result from planning. Other things are the unexpected complement of planning. This year the hoped for and the anticipated were climaxed by two unexpected evidences of attainment and recognition.

Although a decision was made thirty years ago to admit only students deemed capable of sound intellectual effort, and although the calibre of our student body has been steadily improved, all of us were happily surprised when we were listed in **The College Discovery Index** of Columbia University Press as one of the ninety-two most selective colleges in the United States. Nothing has been more gratifying than this recognition, which will strengthen our appeal to the type of student we desire.

In light of this recognition, the winning of two Middle Atlantic Conference championships in athletic competition was especially gratifying. Under John Reese's tutelage we have come to take championship wrestling teams in stride and in 1966, after winning the M.A.C. championship, our wrestlers went on to place second in the National Collegiate Athletic Association College Division Wrestling Tournament.

On the football field our teams have not enjoyed a prolonged record of success. Within the last three years, however, they have moved from the bottom to the top of the Middle Atlantic Conference and, significantly, this resurgence commenced when we were questioning the advisability of continuing intercollegiate football. For years our record was so poor and the expectation of defeat so demoralizing that we felt it necessary either to abandon football or to strengthen our teams.

Editorial reprint — June 10, 1966 Times Leader-Evening News

Recognition For Wilkes College

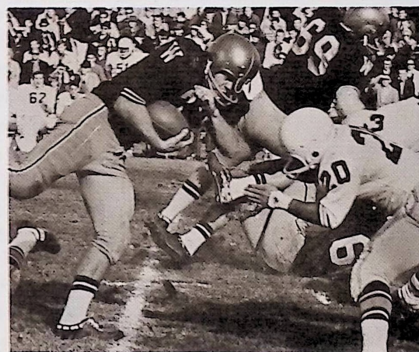
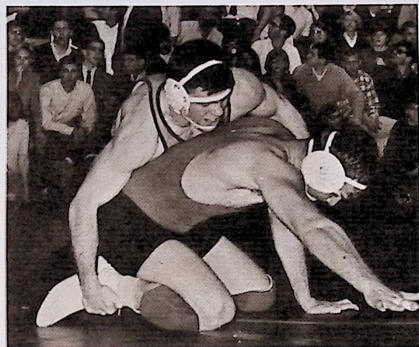
Inclusion of Wilkes on the list of America's most sought-after higher institutions of learning constitutes national recognition for the local college.

Out of 3,658, only 92 made the grade. Last year, the list was limited to 58.

This is a singular distinction. Many colleges and graduate schools reject applicants with A and B averages. They require 600 scores and more for the scholastic aptitude tests.

It is an honor to be included with such institutions as Harvard, Yale, University of Pennsylvania, Princeton, U. S. Military Academy, Vassar, Dartmouth, Massachusetts Institute of Technology, Stanford and all the rest, especially when Wilkes is a relative newcomer on the scene.

The local college, of which Dr. Eugene Farley is president and Attorney Charles Waller is chairman of the board, is in line for congratulations on this accomplishment.

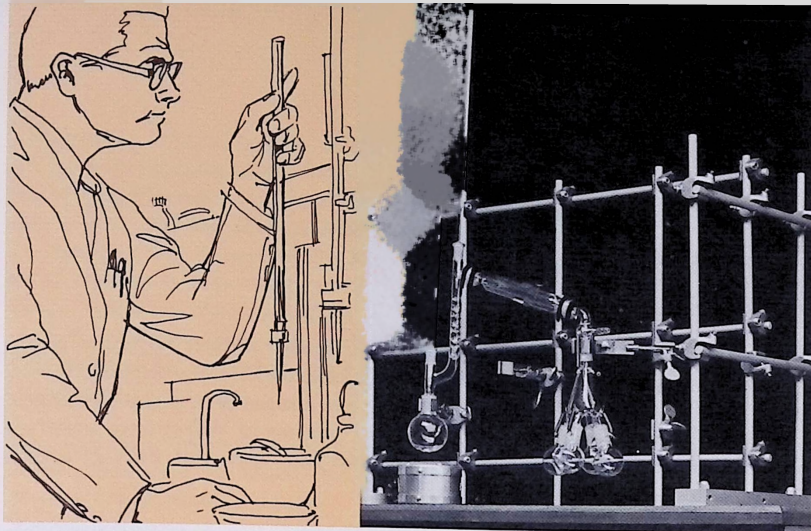


Although we have long known that our athletic policies made it impossible for us to compete with teams that subsidized their players, we did not wish to abandon policies that we deemed compatible with the major objectives of the College. We also were aware that few colleges participate in intercollegiate football without some subsidization. With the new Ralston Field approaching completion and with a coaching staff that was beginning to demonstrate its competence we did not deem it advisable to eliminate football, and therefore, we decided to slightly modify our policy. Under this modified policy, two tuition scholarships per team may be offered to students testing above 550 on both of the College Board Examinations and who graduate in the upper two-fifths of their high school class.

Ironically, the tuition grants we offered this select group of student athletes were so small that no football player thus far has accepted the grant: all who qualified for such aid were offered greater support by other colleges. Our search for such students, however, did attract good players, and some of our own students who had shown no desire to play decided to compete for positions on the team. Fortunately, this renewed interest was combined with a competent coaching staff and, as a result, the team progressed rapidly. In 1965 they won the championship of the Northern Division of the Middle Atlantic Conference. In 1966, with an unblemished record, they again won the Conference Championship and received the first Lambert Bowl, an award signifying football supremacy among the small colleges of the East.

The simultaneous recognition of scholastic strength and athletic achievement was most gratifying, for it is seldom that top ratings are simultaneously won in both scholarship and athletics. Further gratification comes from the fact that the scholastic averages earned by the teams are slightly higher than the average earned by the student body as a whole.

Although we have been pleased with the success of our teams, I hope we will always remember that the purposes of the College are intellectual, and that athletics are of value only as they contribute to the development of the individual. In their proper place these activities provide constructive experiences for some and diversion for many. They are of significant value, however, only so long as they remain in balance.



Community Services — Community services, started some years ago, have been continuously enlarged as we have built upon the results of earlier efforts.

Within the past year the Institute of Municipal Government, organized in 1952 by Dr. Hugo Mailey, has broadened its program and has become the Institute of Regional Affairs. As is suggested by the title, the efforts of the Institute are no longer confined to governmental activities, nor are they limited to the immediate community. The newly organized Institute of Regional Affairs has really been formed by integrating a number of activities initiated and conducted by members of the Wilkes faculty. Because of its broadened perspective, it has received research and service grants which we believe will be of significance to the region.

One of these new programs was offered this winter in cooperation with the Keystone Job Corps Center operated at Kislyn by the Radio Corporation of America. In this project members of the Institute cooperated with the administrators of the Job Corps Center in an effort to orient the newly assembled staff of the Center to their work with the undereducated and underprivileged young women assigned to Kislyn.

A similar service was offered by the Institute in the summer of 1966 when a program for members of the Youth Opportunity Corps was offered on the campus.

While expanding its services the Institute has also intensified its in-service training programs for government officials, and at the moment some 450 public officials are participating in the programs of the Institute. This work has been greatly assisted by the gift of a training site. In 1964 the Institute received from the Glen Alden Corporation a 40 acre site valued at upwards of \$60,000. This is used for field training of fire, police, Civil Defense, and military personnel. A special advisory committee composed of parties interested in the use of this site now assists the Institute in planning its use and improvement.

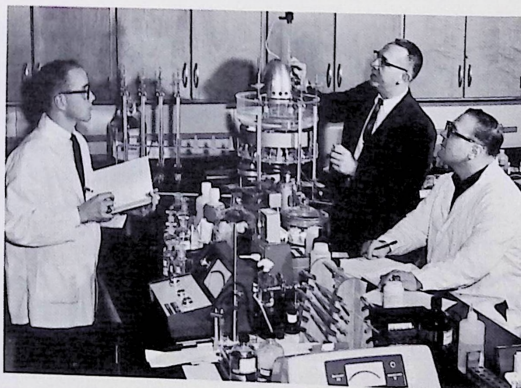
Although the graduate programs in chemistry and physics are an integral part of the College, they were initiated and have been maintained as a community service. They were first introduced to provide opportunities for graduate study to members of the staff of the Radio Corporation of America. Happily, the professional staff at RCA has

increased in recent years, and in consequence the number of their employees enrolling in these courses has increased. In addition, graduates of other colleges are now starting their graduate studies at Wilkes, and we are pleased to note that all full time graduate students who have earned their Master's degree at Wilkes have continued their graduate studies at major universities. Those who work with RCA, of course, continue with the Company.

The research staff and facilities are also proving of significant value. They attract faculty members of outstanding ability and assist local coal companies to ameliorate some of the water pollution problems that plague them. In addition to these applied research projects, members of the staff have also initiated basic studies which may be of significance in the future.

The Area Research Center, which was established with a Ford Foundation grant, has been separated from the College and is now known as the Economic Development Council of Northeastern Pennsylvania. The funds pledged to the College Research Center have been transferred to the Council, and the original program has been extended. The EDC has completed studies of the airport, of regional tourism, and of the occupational needs of regional industries. It has recently been designated by the Pennsylvania Department of Commerce as the Northeastern Development District. This district includes seven counties of the region, and will permit and encourage cooperative planning.

Dr. Rosenberg's leadership in labor-management continues. He still renders effective service as Executive Director of the Labor-Management-Citizens Committee, and members of the economics staff continue to prepare foremen for increasing responsibilities in management.



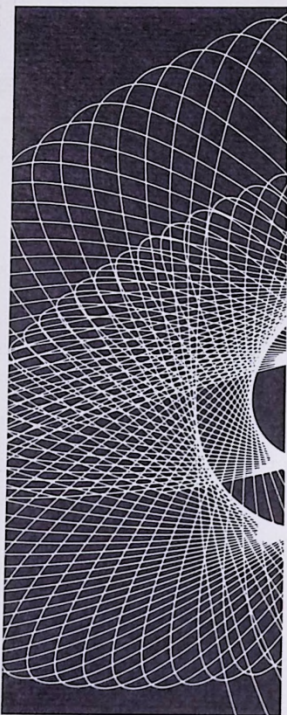
Although the "Cue 'n' Curtain" is not a service group by desire, it does render a community service in alternate years. This year the Musical "Camelot" was staged by Cue 'n' Curtain in cooperation with the Kiwanis Club of Wilkes-Barre. The \$6,000 cleared by this effort will be used by the Kiwanis Club to finance some of its community projects. In the past, hospitals have received special equipment, the Scout camps have been improved, and the work of the Wheel Chair Club has been supported. This year the Club will use the proceeds to further the work of its Charitable Foundation.

Although these biennial musicals impose a heavy burden on Alfred Groh and his students, they do provide a stimulating experience for students, and they do give the Kiwanis Club funds that support some of their varied service programs.

In many cases faculty and students are catalysts in developing programs. Last year, for example, a request from a Family Service Association worker for assistance in helping a young prisoner develop basic reading and writing skills led to development of a testing program which helps to determine prisoners' needs and capabilities. This request led our students and faculty to develop an educational program for prisoners which was ultimately incorporated in the community action program of the Office of Economic Opportunity operated by the County Schools Board. Another program for the tutoring of migrant workers was initiated by members of the Student Government.

The community services of the College are not clearly defined. They are initiated when it appears that the College can render a significant service to the community. As suggested, these services are sometimes initiated by faculty members, at other times by students. All such activities are now coordinated in the Office of Regional Affairs.

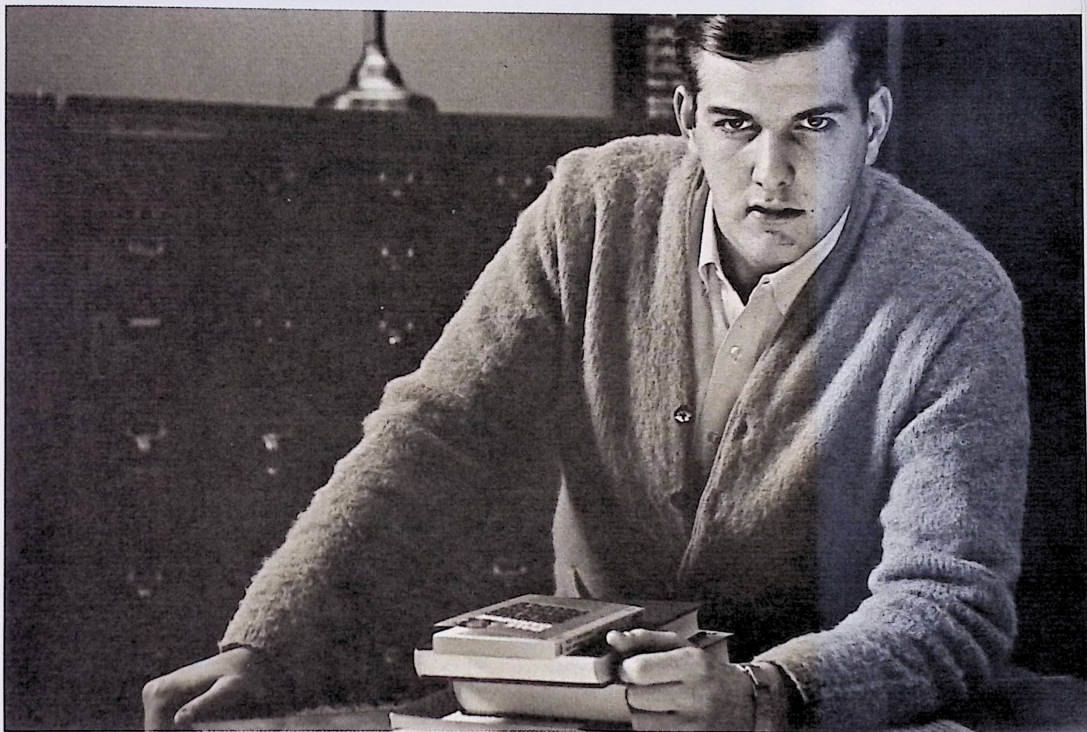




Of The Future — We live in an era of planning. Although we recognize that long-range plans must be modified from time to time we are also aware that without constructive planning we cannot prepare to meet the demands that will be made upon us, or to accept the opportunities that may be offered us. We have long since discovered that constructive effort and broad vision must precede any significant achievement. Without a vision of the future we have little sense of purpose and no goals to strive for.

It has already been mentioned that higher education is caught in the revolutionary forces of our times. It has been indicated that the involvement of higher education in all aspects of organized living will increase. Recognizing the certainty of increasing involvement of higher education and acknowledging the uncertainties of the future, we deem it essential that we plan for increasing participation in all aspects of American life. To do so, Wilkes must endeavor to discover the contributions that it can make in our evolving society and our region.

In recent years, many observers have predicted that the days of the liberal arts college are limited. They admit that a few of the strongest may survive, but they suggest that others must become semi-universities if they are to prosper. To a surprising degree, Wilkes, because of its efforts to serve the community, has become a semi-university. In 1960 we introduced a Master's program in the sciences so that RCA would establish a plant in this area. In



the future I anticipate that, in cooperation with other institutions, we will offer work beyond the Master's degree. A few years ago this possibility would have seemed ridiculous. Today it merits consideration. If, as is predicted, the demand for **graduate** education in the last quarter of this century will exceed the demand for **undergraduate** education in the first quarter, the advisability of enlarging and extending our graduate program must be continually reviewed. And, as the graduate program is enlarged, we must anticipate a comparable increase in research. The two are inseparable; a graduate program without research is inconceivable.

We believe that this graduate program will strengthen our undergraduate program. Interest in the two programs attracts faculty members who wish to combine teaching with research. It also permits students to join with faculty members in projects that are productive and challenging.

