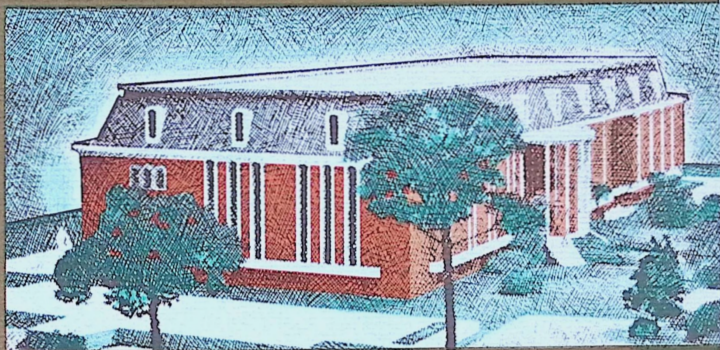
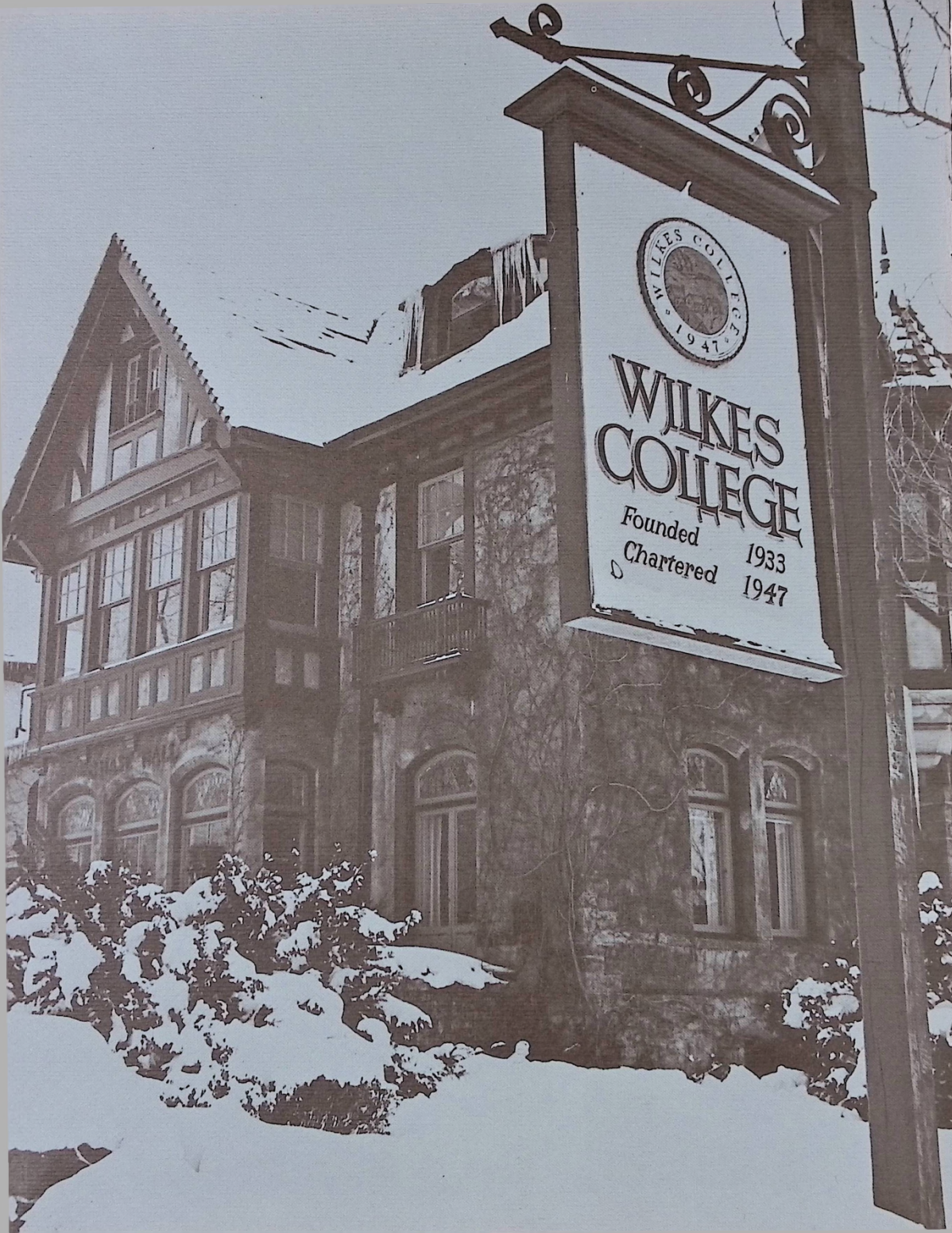




1967 REPORT of the PRESIDENT

WILKES COLLEGE + Wilkes-Barre, Pennsylvania

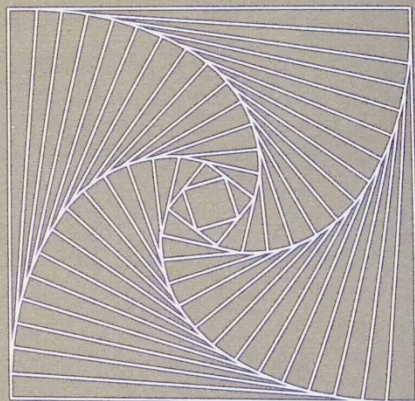


WILKES COLLEGE

Founded 1933
Chartered 1947

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The Demands of Change

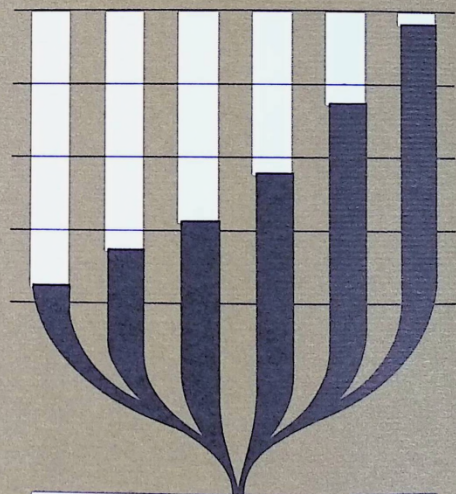
The changes taking place in our society confront education with new demands and new expectations.

1. Knowledge doubles every decade but men do not know what to do with this knowledge.
2. A burgeoning population disrupts the ecological balance and jeopardizes the future of man.
3. A technological society exploits our natural resources but pollutes the land, the air, and the water upon which we depend!
4. Communications bring men together physically but they remain separated by past prejudices, differing cultures, unyielding institutions.
5. Social awareness and social conscience render unacceptable inequities and injustices that have heretofore been accepted.
6. The release of thermonuclear energy creates an awareness of the fine balance between existence and survival.
7. Our modern economy depends upon education to provide a continuing flow of skilled workers and enlightened leaders.

These problems are the product of mens' minds: and they can only be resolved by applied intelligence and enlightened concern. They are the by-products of past education: they are the great challenge to education — today and tomorrow.

Faced with a growing awareness of these varied challenges and growing responsibilities, all educators must grope for solutions to the human dilemma. They can offer no ready-made answers for they recognize the variety and complexity of these problems, and they know that their solution is rendered most difficult by the involvement of millions of human minds in both the creation and the solution of these problems.

The students and faculty of Wilkes are increasingly aware of man's dilemma and together they search for answers.



Growth

It has sometimes been suggested that the growth of the College should be halted and its position consolidated. Although such reasoning is comprehensible it does not recognize the ever-growing demand for higher education, nor is it, in my opinion, compatible with our desires to raise the quality of our education and to enlarge those services that are essential to the vitality and growth of our regional economy. Those who bear the responsibility for strengthening our educational program are convinced that able teachers seek association with others of equal ability and comparable interests. In consequence, a department with twelve to twenty teachers is more attractive to able faculty members than is a department with three or four members. This is so because the rapid growth of specialized knowledge requires a sharing of intellectual interests in an environment that is favorable to intellectual alertness and professional growth.

Larger departments also are better able to provide the special services that are needed by public and private groups, and research is stimulated and minds are sharpened by an exchange of ideas between specialists in any given field. Because of these varied factors it is anticipated that further growth will contribute to continued improvement.

In light of these conclusions, and to demonstrate the extent of past growth and the prospects for continuing growth, the statistical tables suggested by Admiral Stark while he was Chairman of the Board of Trustees are continued in this report.

CHRONOLOGY OF PROGRESS

1933 and 1935 — 1965, 1966, and 1967 — Enrollment by Five Year Intervals

FOR CREDIT

Year	UNDERGRADUATE					Under-graduate Total	GRADUATE	NON-CREDIT	GRAND TOTAL
	Full-time Day	Part-time Day	Part-time Evening	Part-time Summer	Total				
1933 Origin	164					164	29		193
1935	154					154	155		309
1940	206					206	171		377
1945	240					240	83		323
1950	757		1072	195	1267	2024	103		2127
1955	873		666	318	984	1857	108		1965
1960	1137		486	395	881	2018	112	46	2176
1965	1722	48	530	668	1246	2968	90	394	3452
1966	1967	78	543	869	1490	3457	90	467	4014
1967	2202	95	526	937	1558	3760	110	470	4340

PROJECTIONS

1970	2400	115	650	1000	1765	4165	125	350	4640
1975	2800	130	800	1000	1930	4730	300	350	5380

Growth continued . . .

The record of growth reported in the preceding tables does not reveal those intangible influences that are of greater significance than are bricks, mortar and endowment. They do show, however, that resources vitally essential to the support of an improved intellectual and cultural climate are steadily increasing. They also show something of the college program and suggest something of its efforts to serve both students and community.

The statistical tables reveal, for instance, that from its beginning as a Junior College, graduate courses have always been offered at Wilkes. These courses were first offered because of our association with Bucknell University. Later, when Bucknell terminated its offering of graduate courses in education, Temple University filled this gap by offering graduate courses in education at Wilkes. Then, in 1960, Wilkes introduced its own graduate courses in chemistry and physics to meet the commitment that helped bring RCA to this region, and in 1967 a similar program in biology was introduced. In the latter year an agreement with Lehigh University joined the faculties and resources of the two institutions in a cooperative effort that will further expand our graduate programs to meet the growing needs of modern industry.

It is natural that having cooperated with Bucknell and Temple to provide graduate courses during a period of economic decline, the College should enlarge its program to meet the needs of the community in these more promising times. To do otherwise would be to abdicate an opportunity that has been created by three decades of work.

Although the College, when first established, confined its admissions to local students, the number of boarding students has steadily increased since the end of World War II. In the intervening years the number of boarding students has increased from 37 to 706 as dormitory and dining facilities have been added. Whereas in 1946 the first boarding students lived in two dormitories, Susquehannock and Butler Halls, today's resident students are housed in eighteen family-sized residence halls and in the new dormitory, which accommodates two hundred and sixty-two men. In spite of this expansion, the applications for admission from out-of-town students have increased much more rapidly than our housing capacity. In consequence, we were able to accept only 25% of the applications received from non-commuting students in 1967.

TANGIBLE ASSETS

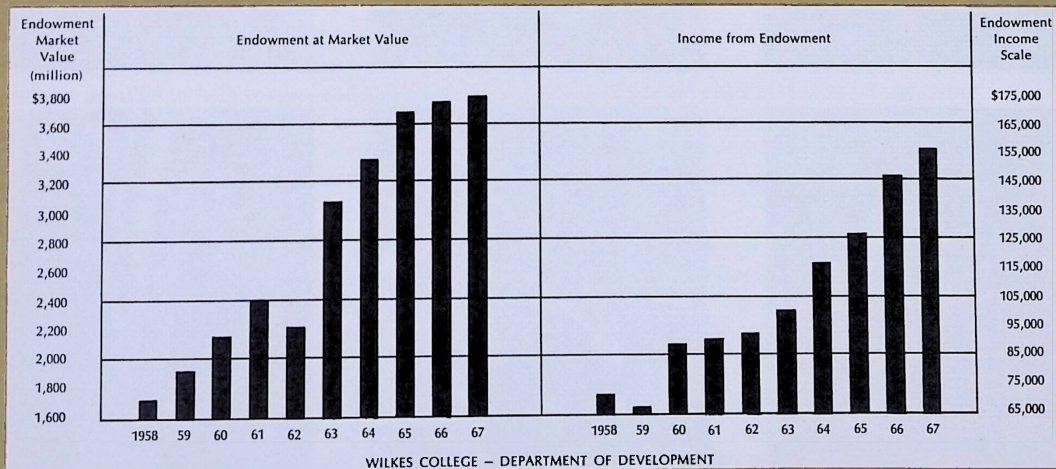
As of June 30 of each year by five year intervals

1935 — 1965 and 1966 and 1967

Year	Buildings and Equipment	Endowment Trust Fund (Market)	Special Funds	Total	Debts
1933 Origin					
1935	\$ 20,000	\$	\$	\$ — 2,500	\$ 22,500
1940	177,000			149,000	28,000
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	13,725,452	
1967	9,521,013	3,749,710	4,748,263	18,018,986	1,600,000
PROJECTIONS					
1970	12,000,000	5,000,000	3,000,000	21,000,000	2,000,000
1975	16,000,000	7,000,000	3,000,000	25,000,000	3,000,000

Growth of Endowment and Endowment Income

1958 - 1967



Growth continued . . .

To keep abreast of the growing enrollment three new buildings, the Graduate and Research Center, the Fine Arts Center and the Men's Dormitory—Dining Hall were completed between 1964 and 1966. A fourth building, the library, will be completed by June of 1968, and the classroom and studio wing of the Fine Arts building will be started in the spring of 1968. In the same four year period nineteen additional residences were acquired, Ralston Field and the contiguous athletic facilities were purchased, and the forty acre plot at Concrete City was given by the Glen Alden Corporation to provide an area for the training of regional police, fire, and defense workers. And, as we review this growth, we are assured of its continuance.

Although these tangible developments have resulted from our response to the increasing demand for higher education, they would be useless were they not matched by a comparable growth of the faculty. Happily, it has been possible to both enlarge and strengthen the faculty during these years of growth. From eighty in 1960, the full time faculty has grown to one hundred and thirty-six in 1967 and, in spite of nation-wide demand for Ph.D.'s, the number of persons holding this final degree has been increased to forty-four. Within the next decade it is anticipated that the proportion holding this final degree will be increased to fifty percent.

These developments of the past are the roots from which the future Wilkes will emerge. The future is always unknown, but it has been our experience that when an immediate objective is attained new opportunities and demands give new vision and create new goals. In Tennyson's words, "Yet all experience is an arch wherethro' gleams that untravell'd world, whose margin fades for ever and for ever when I move."

Had the final objectives of the College been attained we might now contemplate a prolonged pause. None of the long-range objectives of the College has been attained, however, nor is it likely that they ever will be. The nature of our society and its growing dependence upon education render unlikely — if not impossible — the attainment of final objectives. Once an immediate objective is attained, greater objectives challenge us.

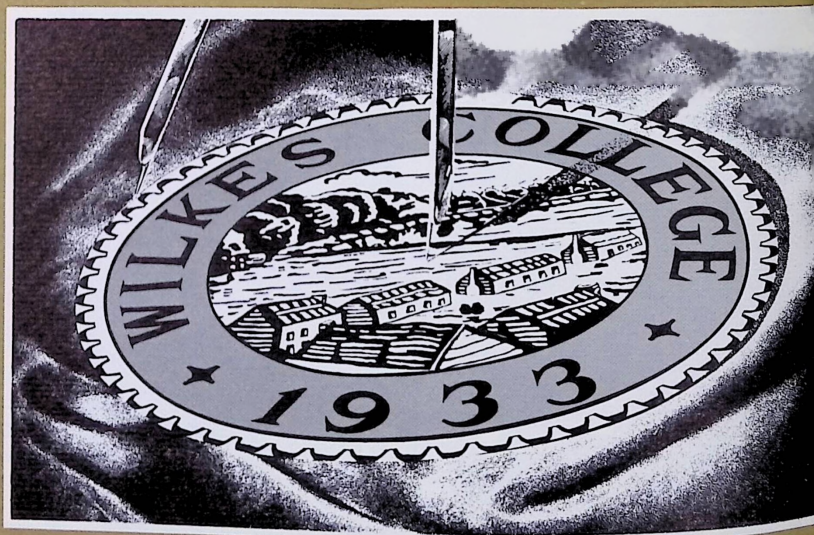
Growth continued . . .

Today, as always, there are immediate needs which must be satisfied as early as possible. The most pressing of our present needs are:

- *1. **Construction of the classroom and studio wing of the Fine Arts Center.** Within the past few years the art and music departments have more than doubled. In consequence, new and larger facilities are required.
2. **An addition to the gymnasium** is essential if our physical education program is to be maintained at an acceptable level.
3. **A Team-Teaching building** is needed to relieve overcrowding in classroom buildings and to permit the use of modern methods and devices in our work with students.

* An anonymous gift of \$1,050,000 has been given to the College so that the studio and classroom wing of the Fine Arts Center may be ready by September, 1969.

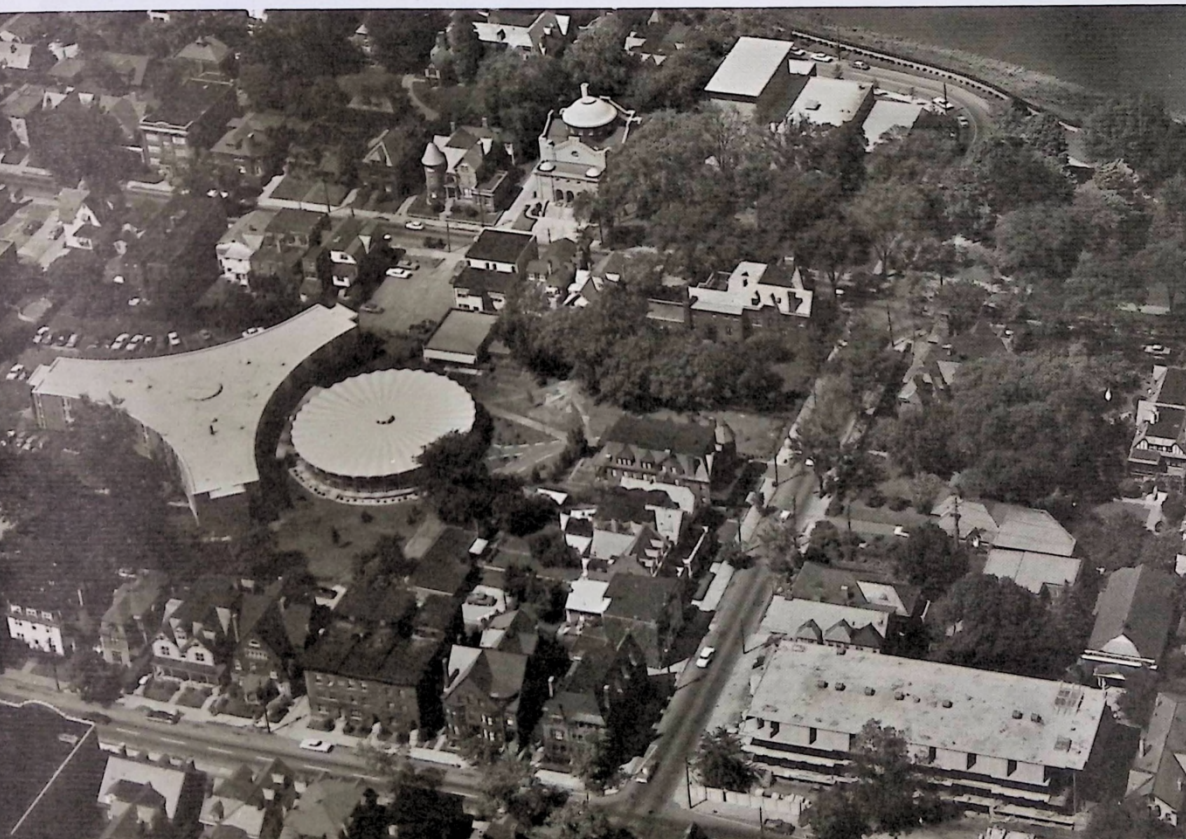
This building will be especially designed to combine **lectures, seminars, and individual study** in a coordinated program of instruction.



4. **Additional dormitories** are needed to assure a stable and balanced student body and to permit admission of the growing number of applicants from within the United States and abroad.

As in the past, dormitory space will be acquired by the purchase of homes in the area designated for campus growth by the City Planning Commission. These buildings will provide attractive homes for students until a sufficient number of contiguous properties are obtained to permit construction of modern dormitories.

We speak of these added facilities with no finality, for past experience suggests that once they are provided there will be continuing need for other facilities. Modern education is not static; it is dynamic and adaptive and must continually change if it is to serve. To maintain our complex economy and to cultivate the greater vision and deeper understanding that are essential to the vitality and usefulness of our society, the dimensions and quality of education must be continually extended. Without a better understanding of himself and of his environment, man may find that the agents he has created have become his master rather than his servant.



External Programs



Although the Junior College, when established in 1933 at the request of leaders from Kiwanis, Lions, and Rotary, was expected only to provide educational opportunities for young people, it soon became apparent that education without accompanying cultural and economic developments would be relatively ineffective. In consequence, the two leaders who brought me to Wilkes-Barre in 1936, Gilbert McClintock, Chairman of the Junior College Committee, and Arnaud Marts, President of Bucknell University, readily agreed that the task we were undertaking involved more than the education of young people. When this conclusion was reached we were not sure how much was involved. We soon learned, however, that the opportunities for constructive service were unlimited.

Fortunately, Paul Gies of the Music Department and former conductor of the Bach-Reger Festival at Heidelberg, gave us a beginning. In 1934, he offered to conduct a philharmonic orchestra but soon found that local talent and support were inadequate. Then, in cooperation with Bernard Burgunder, he created and conducted a sinfonietta which offered beautiful programs until the personnel was scattered by the demands of World War II. At almost the same time, Mr. "Pop" Gies started the Bach Festival which gave truly distinguished performances until it also surrendered to the demands of war. This Festival he planned to revive following the war, but his death prevented this. Fortunately, his work was continued when the group that had worked with him established themselves as the Wyoming Valley Oratorio Society. In a similar fashion, his efforts to establish an orchestra also bore fruit some years later when the concertmeister of the Sinfonietta, Ferdinand Liva, requested support of the College in attempting a second philharmonic orchestra. In cooperation with Mr. Liva a second beginning was made, and to provide leadership and obtain support a Board of Directors was selected. The Wilkes-Barre Philharmonic now operates independently of the College, although it still rehearses at the College and a number of its players come from the music department of the College. Mr. Gies' efforts illustrate what can be done when talented and dedicated personnel are available.

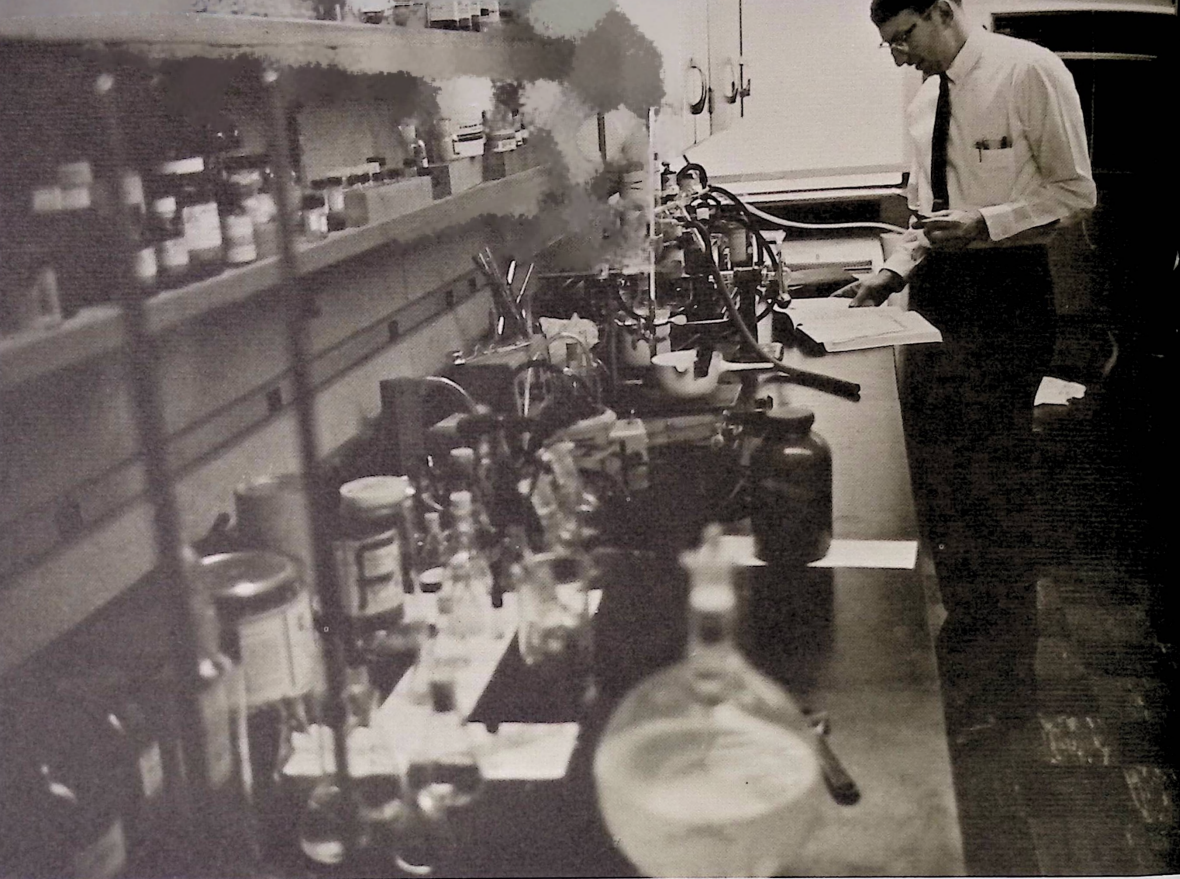
The next external programs were offered by Hugo Mailey and Samuel Rosenberg. Dr. Mailey organized and developed the Institute of Municipal Government without any financial support and for many years he gave fifteen to twenty hours per week to this project without compensation or the least reduction of his teaching load. Ultimately a grant from the Ford Foundation made it possible to reduce his teaching load so that he could give more attention to the expanding work of the Institute, which is now known as the Institute of Regional Affairs and is supported by an annual grant of \$12,000 from the College. During the years of its existence 75 percent of the public officials of Luzerne County have participated in its varied programs. This year approximately 475 public officials and employees are participating in 29 courses which are designed to increase the effectiveness of their public services.

In 1957 Dr. Rosenberg was called upon by William Sword, then serving as Executive Vice-President of the Chamber of Commerce, to provide leadership for the Labor-Management-Citizens Committee. Dr. Rosenberg qualified for this work because of his experience with labor-management courses offered by the College for the employees of several regional concerns. In consequence of his work with the College and with the Chamber of Commerce, a number of strikes have been avoided or settled and the labor reputation of the region has been improved. His work also received support from the Ford Foundation, but for the most part it has been financed by the Chamber of Commerce. These two programs are significant because they demonstrate the willingness and ability of faculty to work with business and industry in attacking our economic problems.

A grant from the Ford Foundation also permitted the College to establish a research center to gather statistical data and make special studies which can provide needed information to those who are interested in the redevelopment of our regional economy. When the Ford funds were exhausted, a grant of \$150,000 from the Area Redevelopment Administration was supplemented by grants from regional business concerns totalling \$315,000.

Several years of experience with the Area Research Center suggested that it could serve more effectively if it were dis-associated from the College. As a result, the work and the funds were transferred from the College to the Economic Development Council of Northeastern Pennsylvania. This Council has since completed a number of significant studies and has recently been designated by the State Department of Commerce as the Local Development District Organization under The Appalachian and Economic Development Administration Programs. This Organization is regional in its scope and serves seven counties of Northeastern Pennsylvania. Because of its designation by the State Department of Commerce, its Board was broadened to include representatives of business, labor, and government. It still receives financial support from both business and government. As with the Philharmonic Orchestra, this development demonstrates the ability of the College to initiate services which can later become self-sustaining.

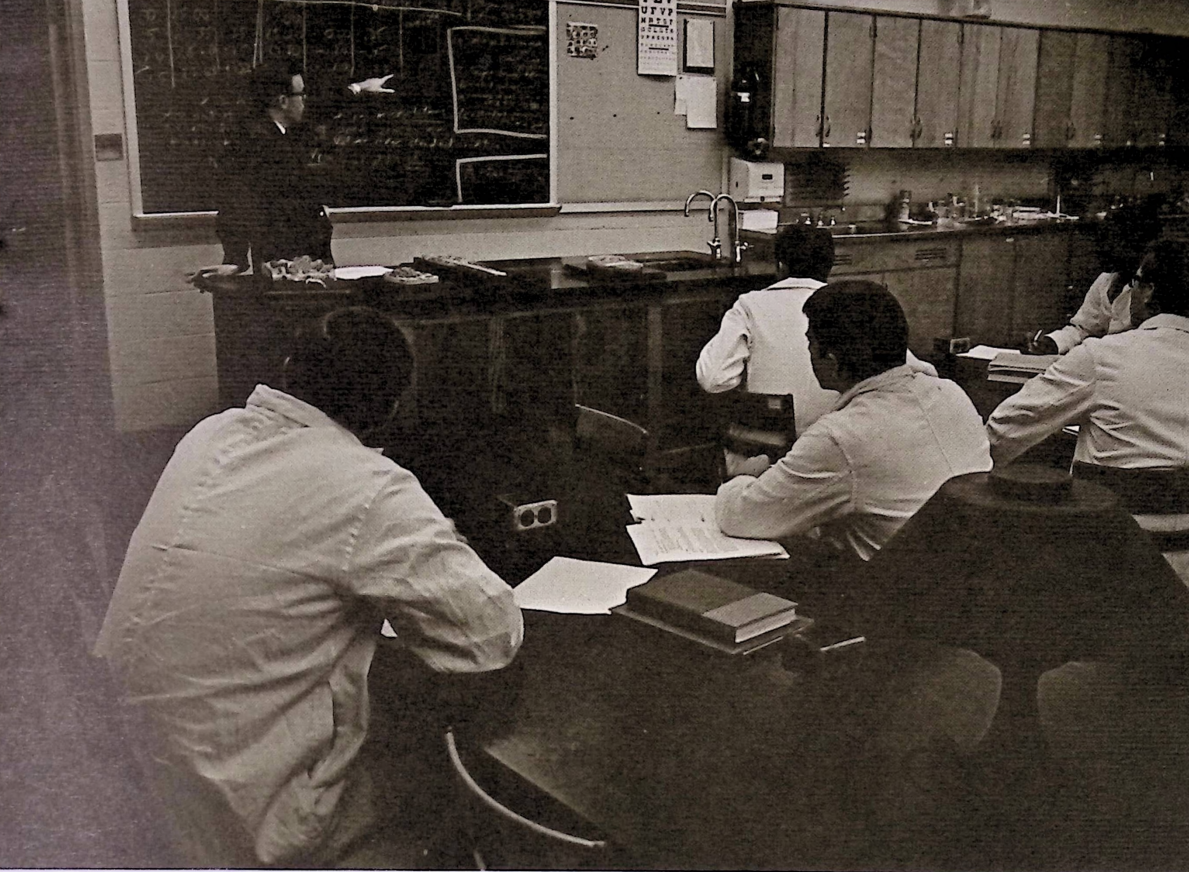
In the sciences the movement of special services has been in the reverse direction; services that were initiated as external have been incorporated in the academic program of the College. Our experience with Sheldon Cohen reveals this reverse movement. In 1959 Dr. Cohen was given space in Stark Hall to conduct his continuing study of allergies — their causes, results, and side-effects. Because of his involvement in research, other members of the biology department were encouraged to initiate research projects of their own and, today, all senior members of the department are involved in research as well as in teaching. The ultimate consequences of this involvement are continuing professional growth and the extension of the departmental program to include graduate studies leading to the Master's degree.



External Programs continued . . .

Another example is the commitment to the Radio Corporation of America which required the College to offer a Master's degree in chemistry and physics. In this instance an external commitment necessitated the expansion of our internal program.

The cost of staffing and operating these graduate programs in biology, chemistry, and physics has been substantial, but the results have been productive. When the College made its commitment to R.C.A. there were only three Ph.D's in the science division. Today there are twenty-five members in these three departments holding this degree, in spite of the fact that men with these qualifications are in short supply and great demand. They have been attracted to our faculty by the opportunity to combine research with teaching in a relatively small college that places more emphasis upon teaching than upon research. We have found this involvement to be productive for both students and teachers. The professional growth of the faculty has been stimulated and students, both undergraduate and graduate, have benefited from involvement in various research projects.



Practically all members of the science faculty have developed their own research projects and have received financial support from diverse groups and agencies including the Heart Association, the National Institute of Health, The Air Force, The National Science Foundation, The Kanarr Brothers, The Research Corporation, Petroleum Research Fund, The Office of Naval Research, The Office of Education, and many others.

Within the past two years members of the social science faculty have also become involved in external studies and projects which are designed to stimulate interest and give new motivation to high school students. Several regional projects have been developed that are designed to raise standards in high schools while extending new opportunities for education to privileged and underprivileged students.

Secondary school students whose talents have been undeveloped because of a lack of opportunity and incentive are now involved in programs that will cultivate new incentives and open new opportunities to them. The students involved in this "Upward Bound Program" have been selected by their high school teachers because they judge them capable of greater achievement.

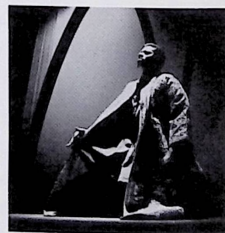
Since June of 1967, sixty of these students have worked under the direction of Dr. Eugene Hammer in a program which is designed to raise their sights and increase their confidence. It is anticipated that many of these students will be motivated to improve themselves so that they may become more effective adults. Of course, if this awakening and stimulation is to be effective, the Colleges must be prepared to assist them with scholarships, loans and work.

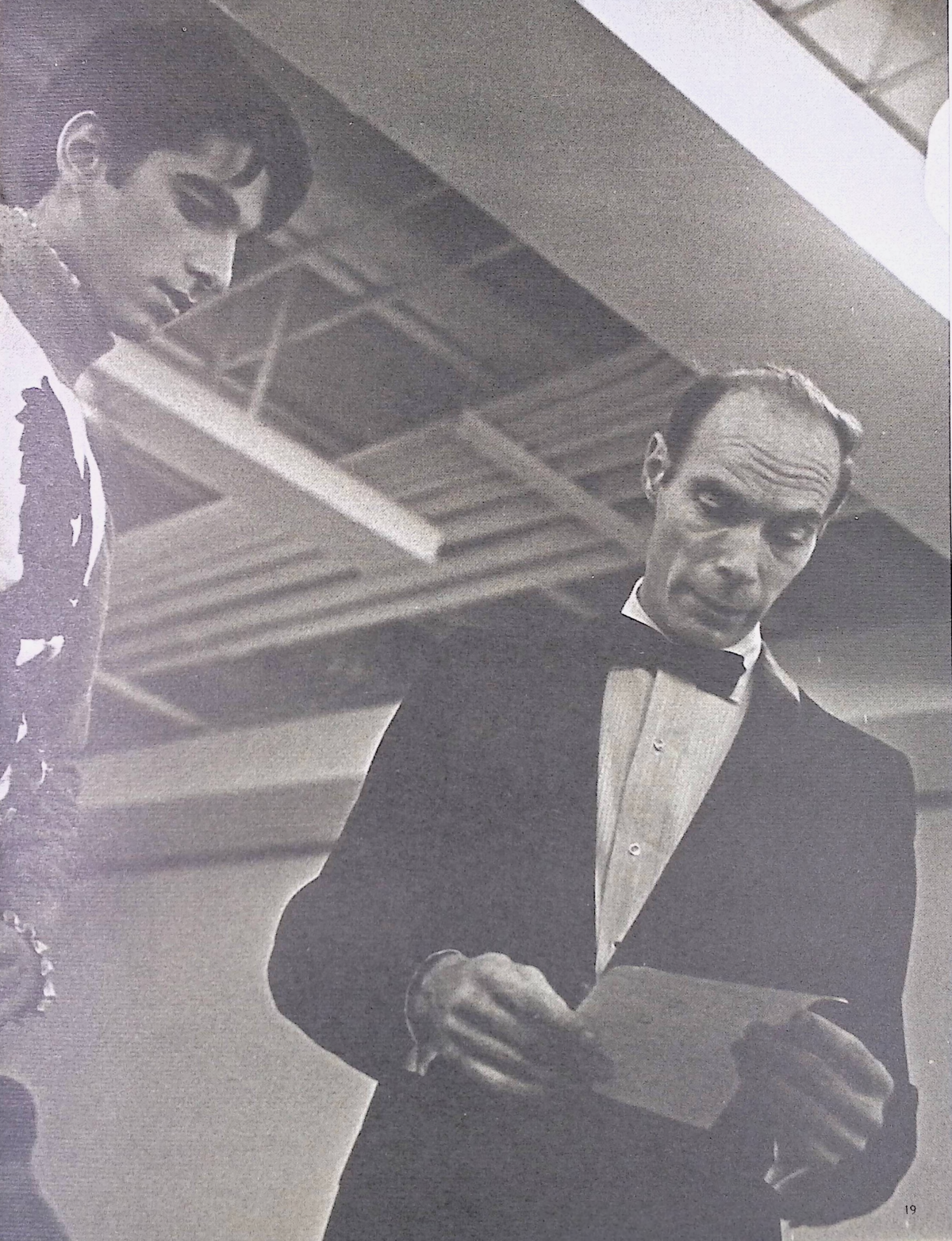
At the other end of the scale selected secondary students of outstanding ability are engaged each Saturday in research programs which will challenge their imagination while demanding application and self-discipline. As with the underprivileged group, this program is designed to raise their sights so that they will develop to the full the substantial talents they have already demonstrated.

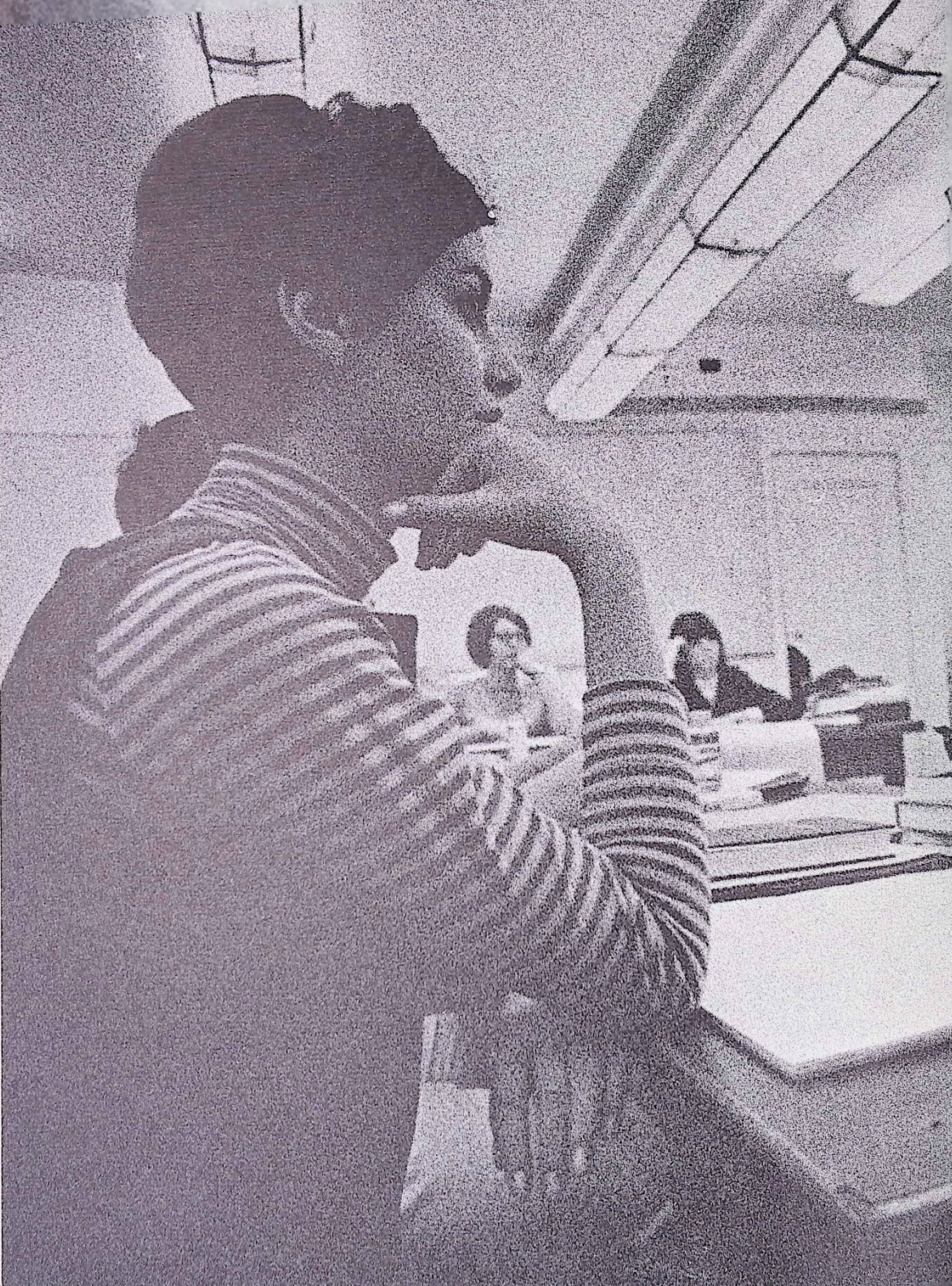
Simultaneously, Alfred Groh has developed a program of cultural improvement for high school students interested in drama. During the past summer fifty-three high school students from the five county region including Luzerne, Lackawanna, Susquehanna, Wayne, and Wyoming, designated by the State as Region "M", lived and worked at the College. They participated in a program which called for dramatic interpretation, the planning and construction of props and sets, the planning of proper lighting, and other activities relating to the selection and production of plays. When this project was proposed it was intended only for high school students, but when the plans were finally completed graduate students in Education from Lehigh University also were involved. In consequence, fifteen high school teachers received training and graduate credit in high school dramatic productions by working with 53 high school students. Both teachers and students were directed by Mr. Groh and a staff of experienced drama teachers and producers. This program will continue for two years (under a grant provided through Title III of the Elementary and Secondary Education Act of 1965) and it is anticipated that a program in music will be added to it in the summer of 1968.

Dr. Stanley Holden, Associate Professor of Physics, has developed a three-year program supported by federal funds that is designed to upgrade the teaching of sciences and mathematics in the high schools. This project is sponsored by the Luzerne County Schools and serves the same five county region of Northeastern Pennsylvania designated as Region "M". It is anticipated that this program will raise the level of achievement in the high school science and mathematics classes of the region so that students will be prepared for more advanced work in these areas when they enter college. It is further expected that all high school students will gain a better understanding of science and mathematics and of their ever increasing effect upon the lives of men and the nature of our society.

External Programs continued . . .







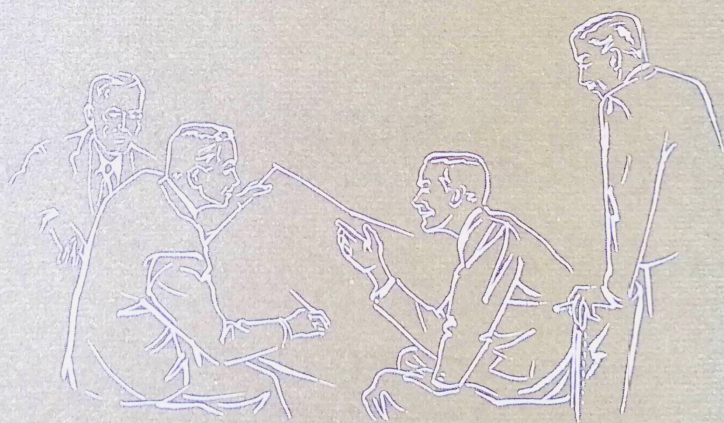
External Programs continued . . .

This program involves the science and mathematics faculties of high schools in the five counties and requires the services of some 10 or 12 persons drawn from Wilkes College and the high schools of the region. If it is successful, as we expect it will be, it will have a lasting effect upon the work in science and mathematics in both the schools and colleges of the region. Through upgrading of science and mathematics programs in the high schools, able students will begin with more advanced work in college, and Northeastern Pennsylvania students will be able to compete with able students from other areas.

Another program designed to encourage continuing improvement of the elementary and secondary school curricula has been introduced into the region by the Department of Public Instruction. The College has provided office facilities for the headquarters of the Area Curriculum Center of Region "M" and has appointed Dr. Henry Gatski, Director of the Curriculum Center, to the College Faculty.

In this section on "external programs" I have only partially indicated the wide ranging involvement of the College in projects that are of economic and social significance to the people of the region. The possibilities for such productive work are unlimited, for the growing complexity of our technological society demands greater understanding and ever increasing skills. More than most of us yet realize, a broad educational program serving students and adults of diverse abilities and interests is now essential to the maintenance and vitality of modern industry and to the intelligent adaptation of social and political practices to contemporary conditions and needs. Man has learned to adapt his environment to his needs, but in so doing he has created conditions that jeopardize his survival. It is essential, therefore, that he also learn to control the consequences of technological change.

Ordinarily a small college does not become involved in such programs, but at Wilkes we have felt impelled to do so because of our recognition that education both contributes to and depends upon the social, political, and economic institutions of our world. It is also our conviction that education is an essential factor in the maintenance of a dynamic economy and a social environment that will improve the physical, spiritual, and intellectual condition of man.



Political Concern

For several centuries the independent colleges of the Commonwealth rendered service with little concern for the work of other colleges or for the political climate in which they operate. Today, the multiplicity of colleges and the wide-spread effects of public spending require cooperative action and State planning in higher education if ill-considered action is not to be damaging to existing institutions and wasteful of public moneys.

To provide for both cooperative action and State planning the colleges and universities of the Commonwealth for many years advocated the creation of a Commission on Higher Education with power to plan and to coordinate the work of all institutions of higher education. During the Scranton administration such a commission was created and a "Master Plan for Higher Education" was formulated. Unfortunately, the Council on Higher Education has not been granted the power to enforce its proposals and, without the power to assure effective coordination and cooperative planning, it is feared that the anarchic and chaotic conditions which now jeopardize the future of many colleges will continue.

To assure the most effective development of higher education, to prevent damage to existing institutions, and to assure the most economical use of public and private funds, the essential powers of coordination and planning must be centered in some responsible and authoritative body. Unfortunately, there is opposition to the granting of these essential powers and, in consequence, this step toward order and economy may be blocked unless an informed and concerned opinion is able to counter the present opposition.

Because the future of the independent colleges depends upon long-range planning and cooperative action, all who believe in the dual system of private-public higher education must familiarize themselves with all moves affecting higher education. Once informed, the proponents of this dual system must cultivate the support of elected officials who share their concern. Without an enlightened involvement, legislative action may weaken and even destroy a number of independent colleges without intent or any awareness of the consequences.

