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A New Partnership in Learning*

by

Frederick Rudolph
Mark Hopkins Professor of History, Emeritus
Williams College

On the occasion of
the Inauguration of Christopher N. Breiseth
as President of Wilkes College

Wilkes-Barre, Pennsylvania
April 14, 1985

* Portions of these remarks are adapted from the Association of American College's recent report, Integrity in the College Curriculum, of which the speaker was the principal author.

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Of course she never needed them, in part because she soon discovered, even though Wilkes College was not here at the time, that there had developed in Wyoming Valley a pleasant and civilized community shaped by the descendants of Yankee settlers from Connecticut and the waves of immigration that had found opportunity in the anthracite coal fields.

If Wilkes-Barre was in those days to some degree isolated, it was nonetheless connected to the rest of the world by two railroad lines and by a slender road over the mountains that led to Philadelphia, New York, and the Atlantic seaboard.

I mention all this not because I am about to launch us into an afternoon of reminiscences. The opportunity to share this important occasion with you, however, has indeed stirred memories of what it meant for me to grow up in the shelter of this safe and hospitable valley, assisted along the way by dedicated teachers in the Kingston Public Schools and Wyoming Seminary and by such incalculable experiences as Miss Susan Cassedy's dancing classes, five glorious summers at Camp Acahela, and a couple of floods.

No, we are not about to celebrate a native's return. I have nonetheless brought my mother's boots into this afternoon's proceedings because they say something about being ready for the unknown, a posture that it seems to me should represent the goal of a college education. Life itself can encourage that posture, but a college education can teach it in ways

that shape leaders and that cultivate the intellectual, aesthetic, and moral resources essential to a good and responsible life. And that, I take it, is what Wilkes College under the guidance of my friend Chris Breiseth intends to be all about.

He and you honor me today by asking me to participate in this celebration of learning, this ceremony of rededication to the education of young men and women and to the service of region and country. What few words of encouragement and warning can someone long gone from among you bring to this occasion? Your new President has spent his first months here establishing priorities, mapping out the future, clarifying the institution's mission. I notice that even while busy learning all the different ways to pronounce Wilkes-Barre, he has had time to assure friends of the College that his plans call for a winning football team.

Which brings me to my first caution: give my friend time, do not expect too much too soon, give this flagship institution of higher education in Northeastern Pennsylvania time enough to draw on old strengths as it forges this new partnership in learning.

And that means coming to terms with some of the startling statistics that are imbedded in the history of higher education in this region. In 1930 -- fifty-five years ago -- when the population of Luzerne County was a hundred thousand more than it is today, there was but one college, Misericordia, with an enrollment of 422. Fifty years later there were four colleges, with a total enrollment of 7,245. With population reduced by almost a quarter, Luzerne County enrolled in its colleges in 1980 more than seventeen times as many as it did in 1930. But that is not the whole story. For, while the county's population edged upward between 1970 and 1980, the total college enrollment in the county's colleges declined by

almost six percent. The drop was even greater for Wilkes, at a time when the enrollment at Luzerne County Community College was doubling and its own enrollment of students from outside the region was increasing.

The happy side of these statistics suggests that even during the decades when the decline of the basic economic activity of the region was robbing it of population, resources were provided for the founding and support of new colleges. Moreover, those colleges attracted, until 1980, an increasing number of young men and women who in an earlier day might not have finished high school, let alone gone on to college. The provision of colleges and the large enrollments must be attributed to a community recognition that a complex urban industrial society requires the kind of training and experience that colleges provide.

There is also a warning in these statistics. For as I read them right, the decline in Wilkes College's enrollment and the dramatic increase in that of the Community College represent a decline in the number of students experiencing a more or less general education and an increase in the number of those whose education is primarily vocational in orientation. That shift is in no way a local phenomenon. Recession, a tightened job market, a kind of aggressive materialism encouraged by the political climate -- these are some of the sources of the misguided retreat from humanistic learning and the pursuit of the educational quick fix represented by a technical education that may land the student a job but that is soon outdated and useless.

Why do I extoll the virtues of a liberal education even as I acknowledge that fewer students want one? Why do I urge Wilkes College, while also being responsible to the career interests of its students, to invigorate the arts and sciences and stand firm in their defense? Perhaps the best way to clarify my position is to hazard a definition of an educated person.

Aware as I am of Wilkes College's many-sided mission, including its commitment to graduate programs, continuing education and community needs, in the few minutes that we share this afternoon I would like to concentrate on the college's curricular obligations to its undergraduates.

An educated person, as I see it, is someone who has the capacity to recognize that he or she is a creation of the past living in the present equipping himself or herself for an unknown future. That person, therefore, is receptive to the new while respecting and understanding the past; unfrightened, even challenged, by the unknown while at the same time skeptical of the known. An educated person is someone who has succeeded in making the world comprehensible and therefore, to the degree possible, manageable.

An educated person has developed a set of attitudes, sensibilities, skills, and intellectual styles that allow that person to be flexible and resilient and courageous, an active participant, not a helpless bystander, in an often mysterious world. An educated person is capable of making responsible decisions, choosing intelligently among interpretations, reaching for informed generalization. Educated men and women are knowledgeable and wise critics of their own society. They live responsibly and joyfully, making a difference as individuals and as citizens. They find excitement in defining and living the good life. They get kicks just from being human and coming to terms with the burdens and obligations of being fellow humans.

Educated men and women may surprise everyone, including themselves, by always growing intellectually, aesthetically, philosophically. They know that life is a series of real choices, of responsibilities, of decisions that cannot be postponed. They acknowledge not only the necessity to act, but the necessity to act from intellectual, moral, and aesthetic positions that are soundly reached. They find comfort, not chaos, in skepticism, paradox, ambiguity, in the certainty of uncertainty. They have learned how to know and how to be ready for the unknown.

Abraham Lincoln, I must confess, got there without going to college. As for the rest of us, the process is more difficult, not just because we

are not Abraham Lincoln but also because the world that we have inherited, unlike his, is the child of science that has unleashed great energies that we show little readiness or ability to understand or to control. In his celebrated effort to make his world comprehensible and manageable, Henry Adams turned his autobiographical wanderings, The Education of Henry Adams, into an intellectual tour of the nineteenth century. His journey led him to conclude that what the world needed was nothing less than a new, self-conscious intellectual style that was equal to the challenges that he located symbolically in the dynamos that captured his imagination at the great expositions in Chicago in 1893 and Paris in 1900.

"Thus far," Adams observed, "since five or ten thousand years, the mind had successfully reacted, and nothing yet proved that it would fail to react--but it would need to jump." Adams equipped for himself a mind that jumped, fashioning tools of analysis and attitudes of mind--observation, intuition, skepticism, a sense of paradox and ambiguity, a sense of proportion, even of beauty and value--into a most remarkable instrument for comprehending his world. It is just such an experience in education that Wilkes College owes its student. It is just such an experience that should attract them here.

For surely your business is the nurture of the qualities that are a passport to leadership and responsibility, the qualities that make a good life possible. There is to my mind no better curricular prescription for nurturing those qualities than that proposed in the recent report of the Association of American Colleges, entitled Integrity in the College Curriculum. As a member of the committee that prepared that report and as its principal author, I am of course greatly pleased that copies of it are in the hands of every member of the Wilkes faculty and that it is being looked to for guidance by the appropriate committees.

The report does not tell a college what courses it should offer. It does, however, concern itself with what happens to students when they study subjects and take courses in the various academic disciplines and vocational fields. It argues for a course of study in which the mind is trained to become an instrument of logic, critical analysis, and inquiry. Students worthy of the Bachelor's degree, it proposes, must be able to write and speak with clarity and style; they must be able to look and to listen with perception and discretion. Numbers must neither baffle nor trick them, but instead inform their understanding and enlarge the range of their minds. They must understand that everything has a past including the thoughts they may have just expressed.

Their grasp of scientific method should lead them to be better observers and more willing to acknowledge that learning involves a sequence of observations, connections, and conclusions. They should be confronting their humanity in many ways--in the inescapability of moral choice and responsibility, in the joy of art both appreciated and performed, and in access to the diverse worlds beyond the families and neighborhoods that they know best. And they should experience study in depth, the kind of focused inquiry that builds on sequential learning and that leads to both the thrill of mastery and the humility that derives from knowing that no matter how much one knows one never knows enough.

A college that sets its sights on delivering this kind of education is worthy of wide community support, and it should not be assumed that such a college must of necessity neglect its responsibilities both to the career interests of its students and the particular professional and technical needs of the community.

Education in a professional or vocational field can, if sensitive to the

skills and attitudes and style of my model educated person, provide an enriching experience in learning. The danger to intellectual growth in many vocational programs is excessive structure and overprescription of training in currently fashionable technique, ephemeral information, and obsolescent technology. Students in professional fields need the same experiences that are appropriate for students of literature and history and science, for they too should be prepared for responsible citizenship. They must learn critical analysis and the capacity to make decisions in uncertain settings and with insufficient data. They must gain the ability to write and speak clearly, sometimes on life-or-death questions, to clients, employees, and professional communities. Their practice as professionals must be informed by constant awareness of the environmental and social impact--human costs vs. political benefits, aesthetic enhancement or debasement--of the work to which they are committing their lives. In other words, students in the professional and vocational fields have a right to be treated as if they too may become educated persons.

I am reminded of the poignant complaint once made to me by a young musician about his own professionally oriented collegiate experience: "I went to Penn State. My sister went to Yale. Tell me, tell me, why didn't anyone tell me about Moby-Dick?" His accusation registered his dismay in part with the content of his education but just as much with the narrow spirit in which it had been conducted. He had learned a great deal about music and how to make it, but he had not been liberated, he had not made the discoveries that allowed him to know who he was, where he had come from, what strands of the past had entered into his experience and might enter consciously into his music.

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DR. CHRISTOPHER N. BREISETH

INAUGURAL ADDRESS

APRIL 14, 1985

TODAY IS A DAY OF CELEBRATION FOR THE BREISETHS PERSONALLY. OLD FRIENDS AND COLLEAGUES HAVE JOINED MEMBERS OF OUR FAMILIES TO HELP JANE AND ME FORMALLY EMBARK UPON THIS GREAT ADVENTURE. MOST PLEASING, OLD FRIENDS ARE MEETING NEW FRIENDS.

WHILE THE RESPONSIBILITIES OF OFFICE REST UPON ME, MY FAMILY SHARES THE JOYS AND THE BURDENS. ABIGAIL AND ERIKA HAVE LEARNED HOW TO DIRECT THE MAN DELIVERING PIZZA TO THE RIGHT RESIDENCE HALL AFTER HE RINGS OUR CHIMING BELL AT 11:30 P.M. WE HAVE ALL GROWN ACCUSTOMED TO THE GREETINGS OF FRIENDLY WYOMING VALLEY NEIGHBORS WHEREVER WE GO. LYDIA IS AHEAD OF ALL OF US IN LEARNING NAMES OF STUDENTS AND DISCOVERING WHAT SHE CAN ABOUT THEIR BOYFRIENDS AND GIRLFRIENDS.

MUCH MORE IMPORTANT TODAY THAN OUR PERSONAL SATISFACTION, HOWEVER, IS THE CELEBRATION OF CONTINUITY AND RENEWAL FOR WILKES

COLLEGE. WILKES IS A TRIUMPH OF DEDICATION BY INDIVIDUALS WORKING TOGETHER OVER THE PAST HALF CENTURY TO BUILD AN INSTITUTION OF HIGHER LEARNING IN WILKES-BARRE. ONE NEED NOT DWELL UPON THE IMPORTANCE OF PRESIDENTIAL LEADERSHIP FOR A COLLEGE THAT HAS KNOWN EUGENE FARLEY, FRANCIS MICHELINI, AND ROBERT CAPIN, NOR ON TRUSTEE LEADERSHIP WHEN RECALLING ARNAUD MARTS, GILBERT McCLINTOCK, ADMIRAL STARK, AND LOUIS SHAFFER, NOR ON FACULTY LEADERSHIP WHEN CONSIDERING THE QUALITIES CONTRIBUTED BY HUGO MAILEY, SAMUEL ROSENBERG, CHARLOTTE LORD, CHARLES REIF, AND CROMWELL THOMAS. OUT OF THE DEPTHS OF ECONOMIC DEPRESSION, THROUGH FLOODS AND FINANCIAL EXIGENCY, WILKES COLLEGE HAS RISEN EVER STRONGER AS A CENTER OF LEARNING DEDICATED TO MEN AND WOMEN FROM ALL ECONOMIC CONDITIONS, ALL RELIGIONS, ALL ETHNIC AND RACIAL BACKGROUNDS AND, INCREASINGLY, FROM ALL AGE GROUPS. FEW COLLEGES, WHETHER PUBLIC OR PRIVATE HAVE EMERGED SO DIRECTLY OUT OF THE HOPES AND NEEDS OF THEIR HOST COMMUNITY OR GIVEN BACK MORE THAN WILKES COLLEGE.

IN THE FOLKWAYS OF AMERICAN HIGHER EDUCATION, THE INAUGURATION OF A COLLEGE OR UNIVERSITY PRESIDENT IS ALSO A

CELEBRATION OF THE INTELLECTUAL ENTERPRISE ITSELF. THE WONDERFUL REPRESENTATION TODAY OF SO MANY LEARNED SOCIÉTIES AND SISTER INSTITUTIONS, AS OLD AS LINCOLN COLLEGE, OXFORD, AND AS YOUNG AS SANGAMON STATE UNIVERSITY, AS LARGE AS U.C.L.A. AND AS SMALL AS DEEP SPRINGS COLLEGE HEIGHTENS OUR AWARENESS OF THE TRADITIONS OF SCHOLARSHIP AND THE DIVERSITY OF INSTITUTIONS OF HIGHER LEARNING. WITH FRED RUDOLPH'S CONTRIBUTION TO THE PROCEEDINGS, WE ARE BROUGHT IN PERSONAL CONTACT WITH TWO OF THE THREE MAJOR NATIONAL REPORTS ON UNDERGRADUATE EDUCATION WHICH ARE GIVING DIRECTION TO OUR COMMON ENTERPRISE THIS YEAR AT A TIME OF UNCERTAINTY. PROFESSOR RUDOLPH CONTRIBUTED TO THE REPORT OF THE NATIONAL ENDOWMENT FOR THE HUMANITIES AND WROTE THE REPORT OF THE ASSOCIATION OF AMERICAN COLLEGES ENTITLED, "INTEGRITY IN THE COLLEGE CURRICULUM." WILKES COLLEGE HAS CONSULTED THESE NATIONAL REPORTS WITH CARE TO DISCOVER DIRECTIONS APPROPRIATE FOR OUR LOCAL SITUATION. WHAT OUR CEREMONY TODAY REPRESENTS IS THE COMMUNITY OF EDUCATORS WHICH EXISTS WITHOUT REGARD TO THE BOUNDARIES OF PUBLIC AND PRIVATE, OF RELIGIOUS AND SECULAR, OF REGION, STATE OR EVEN NATION. RECOGNIZING THIS LARGER

COMMUNITY AND ACKNOWLEDGING THE MAJOR ISSUES FACING THE EDUCATIONAL ENTERPRISE NATIONALLY, I WANT TO ADDRESS MYSELF TO WILKES COLLEGE.

DURING THE PRESENT ACADEMIC YEAR WE HAVE RESPONDED TO THESE NATIONAL CHALLENGES. A MISSION TASK FORCE, REPRESENTING ALL CONSTITUENCIES OF THE COLLEGE, HAS BEEN MEETING SINCE OCTOBER ALMOST EVERY FRIDAY AT 7:45 A.M. TO REVIEW RECOMMENDATIONS FOR FUTURE DIRECTIONS BASED UPON ANALYSES OF MAJOR CHANGES AFFECTING THE COLLEGE OVER THE PAST TEN YEARS. THE REPORT FROM THIS TASK FORCE IS NOW BEING DISCUSSED ON CAMPUS. I AM IMPRESSED BY THE QUALITY OF THINKING REFLECTED IN THE REPORT. THERE MUST BE MORE DISCUSSION OF THE DOCUMENT BEFORE WE DISTILL FROM IT A CONCISE NEW STATEMENT OF MISSION. BUT THE EXTENT OF CONSENSUS ON THE MAJOR CHARACTERISTICS OF WILKES AND ON WHERE WE OUGHT TO BE GOING IN THE NEAR FUTURE IS HEARTENING.

ANOTHER EFFORT DESERVES MENTION TODAY. A FACULTY COMMITTEE HAS ESTABLISHED A PERIODIC EVALUATION SYSTEM FOR ALL TENURED AND NON-TENURED FACULTY LINKED TO FACULTY DEVELOPMENT

AND THE CONTINUING REVIEW AND MODIFICATION OF THE CURRICULUM. THROUGH THE COLLEGE'S SUPPORT OF FACULTY MEMBERS IN THEIR OWN LEARNING, LINKED TO THE CONTINUING DEVELOPMENT OF THE CURRICULUM, WE CAN CREATE A COLLEGIAL CLIMATE FOR LEARNING AT WILKES COLLEGE SECOND TO NONE. SINCE I BELIEVE THAT ONE OF THE MOST EFFECTIVE WAYS FOR STUDENTS TO ACQUIRE A COMMITMENT TO LIFE-LONG LEARNING IS TO ENCOUNTER IT IN THEIR FACULTY, THIS NEW FACULTY DEVELOPMENT EFFORT CAN DIRECTLY INCREASE THE EFFECTIVENESS OF STUDENT LEARNING. FOR THIS REASON, I AM PARTICULARLY PLEASED TO ANNOUNCE THAT THE PEW TRUST HAS THIS PAST WEEK APPROVED A FACULTY DEVELOPMENT GRANT OF \$300,000 TO WILKES COLLEGE TO BE USED OVER THREE YEARS, WITH AN INVITATION TO REAPPLY FOR A FOURTH AND FIFTH YEAR.

THE RELATIONSHIP BETWEEN FACULTY AND STUDENTS REMAINS AT THE HEART OF THE EDUCATIONAL ENTERPRISE. FRED RUDOLPH'S BOOK, MARK HOPKINS AND THE LOG, HELPED UNDERSCORE THIS PIVOTAL RELATIONSHIP. HOPKINS WAS A PRESIDENT OF WILLIAMS COLLEGE FOR THIRTY-SIX YEARS IN THE MIDDLE OF THE NINETEENTH CENTURY AND HELPED ESTABLISH THE NORMS FOR THE LIBERAL ARTS COLLEGE IN

AMERICA. "THE IDEAL COLLEGE," SAID WILLIAMS ALUMNUS JAMES A. GARFIELD, "IS MARK HOPKINS ON ONE END OF A LOG AND A STUDENT ON THE OTHER."

IN KEEPING WITH OUR OWN FINE WILKES TRADITIONS, THE COLLEGE WILL GIVE FIRST PRIORITY TO THE STRENGTHENING OF TEACHING. THE OTHER SIDE OF THE LEARNING EQUATION IS THE STUDENT. WE COMMIT WILKES TO THE STRENGTHENING OF STUDENTS' INVOLVEMENT IN THEIR OWN LEARNING. THE METAPHOR OF MARK HOPKINS AT ONE END OF THE LOG ASSUMES A STUDENT AT THE OTHER, WITH GOOD QUESTIONS AND GOOD RESPONSES, ABLE TO CARRY ON AN INTELLIGENT CONVERSATION. WE MUST HELP STUDENTS TAKE CHARGE OF THEIR OWN EDUCATION. FOR THEM, IT IS A LIFE-LONG PROCESS WHICH SHOULD BE GIVEN FOCUS WHILE AT WILKES EVEN AS INTELLECTUAL TOOLS OF ANALYSIS, QUANTITATIVE REASONING, WRITING, AND SPEAKING ARE HONED.

THE ADMINISTRATIONS OF MY WORTHY PREDECESSORS AND FRIENDS, MIKE MICHELINI AND BOB CAPIN, BROUGHT THE FACULTY INTO PARTNERSHIP WITH THE ADMINISTRATION AND TRUSTEES IN THE GOVERNANCE OF THE COLLEGE. THE TRANSITION WAS NOT AN EASY ONE, BUT I AM CONFIDENT THAT THIS PARTNERSHIP IS NOW FIRMLY ESTABLISHED. IT IS TIME

TO INCREASE THE INVOLVEMENT OF STUDENTS IN THE PROCESS. THEIR CITIZENSHIP IN THE BROADER SOCIETY CAN BE ENCOURAGED BY PARTICIPATION IN GOVERNANCE AT WILKES. IN THE 1960'S AND 1970'S STUDENT INVOLVEMENT WAS DEFINED IN TERMS OF POWER. NOW I THINK WE SEE MORE CLEARLY THAT SUCH PARTICIPATION IS A SIGNIFICANT DIMENSION OF A STUDENT'S EDUCATION. STUDENTS CAN BE INITIATED BY THE COLLEGE INTO THE GOVERNANCE PROCESSES OF OUR SOCIETY THROUGH A CREATIVE NURTURING OF THEIR INVOLVEMENT WITH OTHER CONSTITUENCIES SO THAT TOGETHER WE STRENGTHEN THE COLLEGE. ALONG WITH INTERNSHIP AND COOPERATIVE EDUCATION OPPORTUNITIES, SUCH PARTICIPATION TEACHES STUDENTS HOW TO COMBINE THEORY AND PRACTICE. OUR REGION AND OUR NATION NEED SUCH BROADLY EDUCATED INDIVIDUALS. THE EFFORTS WE MAKE TO EDUCATE OUR STUDENTS AS WHOLE PERSONS WILL AFFECT THE QUALITY OF LEADERSHIP IN OUR NATION IN THE 21ST CENTURY.

WE COMMIT OURSELVES AS A COLLEGE TO A MORE EFFECTIVE COMBINATION OF PROFESSIONAL PREPARATION AND LIBERAL LEARNING. WILKES OFFERS DISTINGUISHED PROFESSIONAL DEGREE PROGRAMS IN SUCH FIELDS AS ENGINEERING, TEACHING, BUSINESS, ACCOUNTING,

NURSING, COMPUTER SCIENCE, AND COMMUNICATIONS AND, WITH THE MEDICAL COLLEGES IN PHILADELPHIA AND PITTSBURGH, JOINT DEGREE PROGRAMS IN PODIATRY, OPTOMETRY, PHARMACY, MEDICAL TECHNOLOGY, PHYSICAL THERAPY, OCCUPATIONAL THERAPY, AND DENTAL HYGIENE. WITH MORE THAN 70% OF OUR UNDERGRADUATES MAJORING IN THESE PROGRAMS, THE OPPORTUNITIES FOR PROFESSIONAL PREPARATION REMAIN A HALLMARK OF A WILKES EDUCATION. OUR LABORATORY, CLINICAL AND INTERNSHIP EXPERIENCES ARE AMONG THE BEST THAT I HAVE SEEN. AT THE SAME TIME, WILKES HAS PRESERVED A LIBERAL ARTS AND SCIENCE CORE CURRICULUM TO INTRODUCE STUDENTS TO THE MAJOR INTELLECTUAL TRADITIONS. THE COLLEGE WILL CONTINUE TO OFFER UNDERGRADUATE MAJORS IN ART, BIOLOGY, CHEMISTRY, EARTH AND ENVIRONMENTAL SCIENCES, ECONOMICS, ENGLISH, FOREIGN LANGUAGE, HISTORY, INTERNATIONAL STUDIES, MATHEMATICS, MUSIC, PHILOSOPHY, PHYSICS, POLITICAL SCIENCE, PSYCHOLOGY, SOCIOLOGY AND THEATER ARTS. WE COMMIT OURSELVES TO STRENGTHEN THESE DISCIPLINARY AND INTERDISCIPLINARY PROGRAMS. AT THE SAME TIME, WE WILL FOSTER MORE CONVERSATIONS AMONG THE DISCIPLINES TO HELP STUDENTS BRING THESE SEPARATE DIMENSIONS OF HUMAN KNOWLEDGE TOGETHER. AGAIN,

THE FACULTY MUST SHOW HOW THIS CAN BE DONE AND THE STUDENTS WILL FOLLOW. WE WILL DEVELOP OPPORTUNITIES FOR STUDENTS TO APPLY THEIR KNOWLEDGE OF THE DISCIPLINES GAINED FROM THE CORE CURRICULUM TO AN ANALYSIS OF THE ISSUES FACING THEM IN THEIR CHOSEN PROFESSIONAL AREAS. WE WILL HELP STUDENTS UNDERSTAND THE FUNDAMENTAL INTERDEPENDENCE OF THE WORLD'S PEOPLE AND EXPOSE THEM TO THE INTERNATIONAL OPPORTUNITIES AVAILABLE, EVEN FOR INDIVIDUALS PLANNING TO REMAIN IN NORTHEASTERN PENNSYLVANIA. WE WILL FIND WAYS TO MAKE OUR STUDENTS MORE SENSITIVE TO THE CONNECTION BETWEEN OUR PHYSICAL ENVIRONMENT AND OUR CULTURAL ENVIRONMENT.

WE WILL HELP STUDENTS UNDERSTAND THE RELATIONSHIP BETWEEN THEIR BIOLOGY AND THEIR PSYCHOLOGY, EVEN AS WE DESIGN A NEW SPORTS-RECREATION FACILITY GUIDED BY A BELIEF THAT MIND AND BODY NEED TO BE BROUGHT INTO A BALANCED, HEALTHY RELATIONSHIP. WHILE WE WILL HELP OUR STUDENTS GRASP THE ESSENTIALS OF THE COMPUTER, WE WANT THEM TO LEARN TO LISTEN TO POETRY AND TO EXPRESS THEMSELVES CREATIVELY IN WRITING. WE WILL CONTINUE TO OFFER THEM OPPORTUNITIES TO DEBATE, TO ACT, TO SING, TO PERFORM ON

A MUSICAL INSTRUMENT, TO PAINT, AND TO POTTER IN ORDER TO DEVELOP THEIR PERSONAL CAPACITIES TO CREATE, TO EXPRESS AND TO PLAY. WE WILL CONTINUE TO DRAW THEM INTO CAREFUL READING AND DISCUSSION OF THE WORLD'S LITERATURE. WE WILL STIMULATE THEM TO DISCOVER THE HISTORICAL ROOTS OF THEIR CULTURE AS A MEANS OF UNDERSTANDING WHO THEY ARE AND WHERE THEY HAVE COME FROM SO THAT THEY MIGHT MAKE BETTER CHOICES ABOUT WHERE THEY ARE GOING. WE WILL USE OLD WAYS AND FIND NEW WAYS TO HELP STUDENTS UNDERSTAND THE RELATIONSHIP HISTORICALLY AND IN THE PRESENT OF INDIVIDUAL FREEDOM AND INDIVIDUAL RESPONSIBILITY. AS WE APPROACH THE BICENTENNIAL OF THE UNITED STATES CONSTITUTION IN 1987, WE WILL FIND WAYS TO APPRECIATE ANEW THE GENIUS OF OUR POLITICAL TRADITIONS AND THE BURDENS OUR STUDENTS MUST SHOULDER IF THESE SHOULD SURVIVE ANOTHER HUNDRED YEARS. IN THESE AND OTHER EDUCATIONAL ACTIVITIES, WE WILL STRIVE TO HELP STUDENTS INTEGRATE KNOWLEDGE AND EXPERIENCE. FROM SUCH EFFORTS WE SHALL CONSCIOUSLY PREPARE WILKES STUDENTS TO GRASP THEIR RESPONSIBILITIES AS CITIZENS, PARENTS, LEADERS AND PROFESSIONALS IN PARTICULAR CAREERS.

WE DO NOT PROPOSE IN THIS WORK TO MAKE WILKES AN ISLAND. WE WILL CONTINUE THE INVOLVEMENT WITH OUR COMMUNITY WHICH HAS MARKED WILKES FROM THE FIRST. OUR GRADUATE PROGRAMS WILL ADDRESS THE NEEDS OF THE REGION AND IN THEIR DESIGN INVOLVE REPRESENTATIVES FROM THE INDUSTRIES AND OTHER INSTITUTIONS TO BE SERVED BY THE PROGRAMS. DRAWING ON OUR FIRST-RATE FACULTY AND LABORATORIES, WE WILL TRAIN GRADUATE STUDENTS IN RESEARCH TECHNIQUES DIRECTLY APPLIED TO PROBLEMS FACING THIS AREA AND ITS INDUSTRIES, BOTH LARGE AND SMALL.

WE WILL COOPERATE WITH OTHER COLLEGES AND UNIVERSITIES IN THE REGION AS WE ANALYZE THE NEED FOR ADDITIONAL AREAS OF UNDERGRADUATE AND GRADUATE STUDY SO AS TO AVOID UNNECESSARY DUPLICATION OF PROGRAMS AND TO FIND WAYS TO USE OUR HUMAN, PHYSICAL AND FINANCIAL RESOURCES JOINTLY. WE WELCOME FRIENDLY COMPETITION WITH OUR SISTER INSTITUTIONS. IT HAS IMPROVED THE QUALITY OF HIGHER EDUCATION IN NORTHEASTERN PENNSYLVANIA. BUT WILKES WILL ALSO WORK FOR COOPERATIVE EFFORTS. THE STUDENTS FROM THIS REGION DESERVE A GOOD WORKING RELATIONSHIP AMONG THE POST-SECONDARY INSTITUTIONS WHICH CAN HELP INDIVIDUALS DISCOVER

THE CURRICULA AVAILABLE ON DIFFERENT CAMPUSES SO THEY CAN DRAW ON COURSES FROM MORE THAN ONE COLLEGE IF THAT HELPS MEET THEIR EDUCATIONAL GOALS. THROUGH SUCH COOPERATION WE CAN RETAIN, EVEN EXPAND, THE SUPPORT OF OUR HOST COMMUNITIES AS OUR NATIONAL OFFICIALS CUT BACK FUNDING FOR HIGHER EDUCATION. WE MUST DESERVE THE SUPPORT OF THOSE WHO KNOW US BEST AND NEED US MOST. WE NEED THEM MOST ALSO.

THIS COOPERATION MUST INCLUDE NOT ONLY OUR SISTER COLLEGES AND UNIVERSITIES. IT ALSO MUST INCLUDE OUR COLLEAGUES IN THE SCHOOLS. WE WILL WORK CLOSELY WITH EDUCATORS DEALING WITH ALL GRADE AND AGE LEVELS TO FIND MORE EFFECTIVE MEANS OF HELPING PEOPLE TO LEARN. WE CALL UPON OUR EDUCATIONAL COLLEAGUES THROUGHOUT THIS AREA TO JOIN IN A CAMPAIGN TO REESTABLISH LITERACY IN OUR COMMUNITY. WE REDEDICATE OURSELVES TO THAT OBJECTIVE AT WILKES. WE WILL WORK WITH TEACHING COLLEAGUES IN SCHOOLS AND COLLEGES ON NEW PEDAGOGIES IN EACH MAJOR DISCIPLINE AND SKILL AREA TO HELP STUDENTS LEARN. WE HOPE THAT THROUGH FACULTY EXCHANGE ACTIVITIES, SOME OF OUR FACULTY WILL HAVE THE OPPORTUNITY TO TEACH IN THE SCHOOLS TO LEARN FROM OUR COLLEAGUES THERE AND

PROMOTE A TWO-WAY FLOW OF IDEAS ON TEACHING/LEARNING STRATEGIES.

IN OUR PROGRAMS AT THE UNDERGRADUATE LEVEL TO EXPAND TEACHER PREPARATION AND AT THE GRADUATE LEVEL TO HELP TEACHERS ALREADY IN THE CLASSROOM TO BE MORE EFFECTIVE, WE WILL MAKE A CONTRIBUTION TO THE QUALITY OF EDUCATION THROUGHOUT THE REGION. THOSE OF US IN TEACHING MUST APPROACH EACH OTHER AS COLLEAGUES IN A NEW HORIZONTAL RELATIONSHIP WHICH RECOGNIZES THE CENTRAL IMPORTANCE OF LEARNING, WHETHER FOR THE PRE-SCHOOLER, THE TEENAGER, THE TRADITIONAL UNDERGRADUATE OR THE MIDDLE-AGE CONTINUING EDUCATION OR GRADUATE STUDENT. IF WE COOPERATE EFFECTIVELY IN APPROACHING THIS AMBITIOUS GOAL OF HELPING PEOPLE TO LEARN, REGARDLESS OF AGE OR CONDITION, WE CAN REESTABLISH TEACHING AS THE HIGH CALLING IT MUST BE IF WE AS A SOCIETY ARE TO PROGRESS. GIVEN THE CHANGING NATURE OF OUR POPULATION, IF WE DO NOT DEVELOP NEW WAYS TO PREPARE EFFECTIVE TEACHERS WHO CAN WORK WITH ALL INDIVIDUALS AND HELP THEM REACH WELL-DEFINED LEARNING OBJECTIVES, INCLUDING THE ABILITY TO READ, WRITE, COMPUTE AND ANALYZE, WE ARE STARING AT A POST-INDUSTRIAL, INFORMATION-AGE AMERICA WITH AN INCREASING PROPORTION OF ITS POPULATION ILLITERATE AND THEREFORE EXCLUDED

FROM ITS ECONOMIC OPPORTUNITIES AND SOCIAL RESPONSIBILITIES.
TO THIS GREAT WORK OF STRENGTHENING OUR EDUCATIONAL SYSTEM AND
THE PREPARATION OF AN EDUCATED CITIZENRY UPON WHICH EFFECTIVE
SELF-GOVERNMENT MUST DEPEND, WILKES PLEDGES ITSELF AND INVITES
PARTNERSHIP WITH OTHERS.

ONE MORE COMMITMENT IS NECESSARY FOR ALL THE REST. WE
MUST TELL OUR STORY MORE EFFECTIVELY. I HAVE BEEN STRUCK IN
TALKING WITH ALUMNI BY HOW MUCH THEY VALUE THE QUALITY OF THEIR
WILKES EDUCATION. THEY RECALL THE INTELLECTUAL RIGOR OF THEIR
CLASSES. THEY REMEMBER HOW THEY LEARNED TO WRITE AND TO CARE
FOR LANGUAGE IN DR. REIF'S BIOLOGY CLASSES. THEY REMEMBER HOW
DETERMINED INDIVIDUAL FACULTY MEMBERS WERE TO HELP THEM OVERCOME
DEFICIENCIES AND MEET THE HIGH WILKES STANDARDS. THEY ALSO
ADMIT HOW SURPRISED THEY WERE TO FIND THEMSELVES BETTER PREPARED
FOR GRADUATE OR PROFESSIONAL SCHOOLS THAN STUDENTS FROM LARGER,
MORE PRESTIGIOUS INSTITUTIONS. THEY CONCLUDE THAT WILKES FACULTY
TAUGHT THEM HOW TO THINK, TO SPEAK, AND TO WRITE.

AS I BECOME BETTER ACQUAINTED WITH THE WILKES STUDENTS

OF TODAY, I DISCOVER THAT THEY HAVE FOUND THE SAME CHARACTERISTICS IN THEIR WILKES EDUCATION. AS I WATCH THE DEDICATION OF FACULTY TO STUDENTS HERE TODAY, I REALIZE THAT OUR MOST VALUED TRADITIONS ARE INTACT. BUT WE NEED TO IDENTIFY THESE TRADITIONS AND TELL THEIR STORY FAR AND NEAR. WE NEED TO INTERPRET THE WILKES OF TODAY FOR THE ALUMNI ACROSS THE COUNTRY SO THAT THEY WILL REALIZE THAT THE GREAT WORK OF GIVING STUDENTS THE CHANCE TO REALIZE THEIR INTELLECTUAL POTENTIAL IS STILL THE CENTRAL MISSION OF WILKES COLLEGE. WE NEED TO ASK FOR THEIR SUPPORT, BOTH MORAL AND FINANCIAL, TO INCREASE THE STRENGTH AND RANGE OF THIS FINE INSTITUTION. AS WE FIND WAYS TO TELL THE WILKES STORY, WE HOPE THAT OUR ALUMNI -- RECOGNIZING THEIR OWN EXPERIENCE REFLECTED IN THAT STORY -- WILL TELL THEIR CHILDREN AND OTHERS ABOUT THIS FINE SMALL COLLEGE, IN THIS LOVELY URBAN SETTING, WITH ITS DEDICATED FACULTY AND ITS CURRICULUM BALANCING THE LIBERAL ARTS AND THE PROFESSIONAL.

FINALLY, A PERSONAL WORD TO OUR STUDENTS. THE EFFORTS WE MAKE AS TRUSTEES, ADMINISTRATORS, STAFF AND FACULTY ARE JUSTIFIED ONLY BY YOUR GROWTH, YOUR INCREASED UNDERSTANDING,

AND YOUR DECISION TO MAKE YOUR LIVES COUNT. THERE IS NO GREATER POWER WE KNOW TO HARNESS FOR GOOD THAN THAT OF INTELLIGENT HUMAN WILL, INFORMED BY THE SOURCES OF SPIRITUAL AND MORAL INSPIRATION AVAILABLE TO EACH OF US. THE REWARD FOR MOST OF US IN EDUCATION IS NOT MATERIAL, BUT THE OPPORTUNITY TO HAVE A POSITIVE IMPACT ON YOUR LIVES. WE SEEK TO HELP YOU BETTER UNDERSTAND YOURSELF IN RELATION TO OTHERS AND TO YOUR PHYSICAL ENVIRONMENT. WE WANT TO STIMULATE YOU TO ASK PENETRATING QUESTIONS AND PURSUE ANSWERS WITH ANALYTICAL RIGOR AND CREATIVITY. THIS IS MUCH MORE IMPORTANT THAN THAT YOU ACCEPT OUR QUESTIONS OR REPEAT OUR ANSWERS. IF WE CAN HELP STRENGTHEN YOU TO LIVE CONFIDENTLY AND COURAGEOUSLY IN THE FACT OF AMBIGUITY AND TO BRING ENERGY AND INTELLIGENCE TO YOUR WORK, IF WE CAN HELP YOU TO SEE YOUR LIVES AND WORK AS PART OF THE UNFOLDING DRAMA OF HUMAN HISTORY, WE SHALL HAVE SUCCEEDED. IF WILKES CAN HELP PREPARE YOU FOR THE WORK OF THE WORLD AND FOR THE LIFE OF THE MIND, IF WE CAN BOLSTER YOUR COMMITMENT TO ETHICAL BEHAVIOR AND CONCERN FOR OTHERS AS WELL AS FOR YOURSELF, WE WILL REDEEM THE HOPES OF THE FOUNDERS OF WILKES, INCLUDING EUGENE FARLEY WHOSE ETHICAL

HANDPRINT CAN STILL BE FOUND THROUGHOUT THE COLLEGE.

OUR COMMUNITIES, OUR REGION, OUR NATION, OUR WORLD CAN BE GIVEN DIRECTION FROM INDIVIDUALS EDUCATED IN A PURPOSEFUL, ETHICALLY SENSITIVE, PRACTICALLY ORIENTED ENVIRONMENT. WILKES COLLEGE WILL STRIVE TO MAINTAIN SUCH AN ENVIRONMENT WHILE CONSCIOUSLY ADAPTING ITS CURRICULUM TO HELP YOU UNDERSTAND AND CREATIVELY COPE WITH THE FORCES TRANSFORMING OUR WORLD. THROUGH THE ROLE I AM PRIVILEGED NOW TO ASSUME, I PLEDGE MYSELF TO HELP THIS WILKES COLLEGE COMMUNITY OF LEARNERS GRASP THE EDUCATIONAL CHALLENGES FACING EACH OF US AND FIND WAYS TO MEET THEM TOGETHER FOR THE STRENGTHENING OF EACH AND THE BETTERMENT OF ALL.