

A New Responsibility

*A Charge
to the Class of
1966,
Wilkes College*

*Dr. Eugene S. Farley,
President*

Each year as I welcome a new Freshman class, I find myself groping for some means by which to enlist your full support of our efforts to make your years of College of enduring benefit. By this statement I do not mean that your formal courses will not be of great benefit to every diligent and able student. I do mean that I am concerned with influences that go beyond books and intellect into the hearts and minds of every student.

All of us sense that an educated person is not a walking encyclopedia of knowledge — although we do find persons who try to demonstrate their culture by displaying their knowledge. In most instances these persons use this display of knowledge to compensate for a sense of insecurity. They are compelled to tell all they know even though it is irrelevant to the conversation or the discussion in which they are engaged. Somehow these persons have acquired knowledge without gaining either judgment or wisdom. They know all the answers and yet they know none of the answers. They have not gained that maturity of judgment and that awareness of people and ideas that is the mark of a truly educated person.

In the "Marks of An Educated Man" the College has enumerated personal qualities that we believe distinguish the truly cultured person. As you read them in your catalogue or handbook, you will note that all of them relate to something within the individual — qualities of character, of mind, and of spirit that cannot easily be defined but which can be recognized in all who possess them.

It is the cultivation of these personal qualities that concerns me and confronts me with these recurring questions, "Are we doing all that we can and should to develop these attributes in our students? Are we helping the student to recognize and develop all of the capabilities with which he is endowed? Are we developing confidence, initiative, and responsibility? Are we assisting the student to develop respect for others, courage to adhere to an ideal, and the integrity that is essential to sound conviction? Are we opening the mind to ideas and truths that have neither been recognized nor accepted because the mind has been blocked by prejudice and misinformation? Are we cultivating reason and reducing bigotry and prejudice?"

These questions I ask myself even though I know that the answers lie partly within the student. My concern, however, is to form a partnership with you and with the faculty so that we may strive together to make your four years at Wilkes the beginning of an expanding experience through all the years of your life. We must remember that we are today the product

of our yesterdays, as tomorrow we will be the product of today.

I do not know the answers to the questions that I have posed, but I do have a few ideas that I hope will appeal to you, and will enlist your support. Just a moment ago, I remarked that your education is a joint effort requiring cooperation and rapport between the faculty and the students. At this point, I am, therefore, asking you to assume a large measure of responsibility for the character of your education and the character of your College. You are the living material with which we work. Your successes are our failures. Your measure of success, and your failures are our failures. You are both the beginning and end of our efforts.

Throughout the years, the faculty has endeavored to make the work and play of College life more productive. I now ask you, as I have asked previous classes of entering students, to assume the fullest possible measure of responsibility for making Wilkes College a vital force in the lives of all who are a part of it. This means that I am asking you to carefully examine your motives and your purposes. I then suggest that you strive to develop those personal qualities that you admire in men and women of sound achievement and creative effort. And then I hope you will go one step further by encouraging those activities and influences in the College which you believe will stimulate the development of these qualities in yourself and in others. This is the responsibility that I ask you to assume even before you commence your studies.

Possibly you are puzzled by this request, for you may have expected me to tell you what we expect of you. You may even assume that it is my responsibility and that of the faculty to prescribe your work and your standards. Although we will try to show you the way and to enlist your active cooperation, we feel that only by your own efforts can you become the type of person we hope you will ultimately be. We can offer knowledge and we can test the facts that you have learned. We cannot, however, give you understanding for understanding comes only through constructive and critical thought. We can introduce you to ideas but only you can cultivate an awareness of the truths that are essential to any depth of understanding.

We can speak to you of honesty and integrity, but only you can make the decision to be honest or to hunt for a "short cut." It may seem only a little thing to cheat in an examination or to copy a paper, but it is such little things that erode away the core of conscience that is the basis of your character.

We can try to open your minds to the diverse ideas and ideals upon which our civilization has been based,

but only you can eradicate the prejudice and bigotry that obstruct understanding.

We can encourage you to respect all men but only you can develop and demonstrate this respect, and only you can win the respect of others by first granting them your respect.

I can go on indefinitely. The purpose of my words, however, is to request that you assume your full responsibility for developing within the College an influence that will strengthen and enrich the lives of all who are associated with you and of all who will follow you. Let us always remember that as we develop and adhere to personal high standards, we also create the intangible influences that mark our College and give it worth.

These values that I hope you will accept as your goals are needed in this time of revolutionary change. It is possible that you have lived through greater change than has been the experience of all previous generations. It is apparent that the rate of change accelerates as science gives man a greater measure of control of his environment. It is almost inevitable that science and technology will, before the year 2000, so change our world that you may refer to the "jet age" as we now refer to the era of the horse and buggy. There will be this difference, however; the horse and buggy were with us for centuries before they became a symbol of backwardness — the jet age is not yet more than fifteen years with us. Obsolescence to you and succeeding generations will take place in years and decades. For previous generations, obsolescence was unknown for these generations lived as had all preceding generations.

All of these changes enlarge our physical horizons so that time and distance have new meanings. If they change our way of life without enlarging our intellectual and spiritual horizons, they can lead to emptiness and despair.

It is essential, therefore, that we give added significance to man by using our God-given talents for the enrichment of our lives, not for the cluttering of our lives with more possessions.

It is my hope that you may help us and that we may help you to accept new responsibilities. It is my hope that you will show respect for all individuals. The world has grown too small for prejudice and bigotry and hatred. These emotions cannot exist side by side with the atomic, the hydrogen, or the cobalt bomb. The price of survival in our modern world is greater vision, greater understanding, and greater sympathy for all men everywhere.

WILKES COLLEGE
INAUGURATES ITS
FIRST PRESIDENT

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Principals In the Inaugural of the First President



DR. CHRISTIAN GAUSS, *Dean Emeritus, Princeton University*

DR. EUGENE S. FARLEY, *President, Wilkes College*

MR. GILBERT S. MCCLINTOCK, *President
Wilkes College Board of Trustees*

DR. WILLIAM H. COLEMAN, *Dean, Bucknell University*

Installation of the President
by Gilbert S. McClintock
Chairman, Board of Trustees

By virtue of the authority vested in me as Chairman of the Board of Trustees of Wilkes College, I do now formally install Eugene Farley as President of Wilkes College with full faith in his ability and character to give wise and liberal leadership to the College and to set high standards of scholarship and morality for the student body to the end that the name of Wilkes College will stand for liberty and learning and truth and tolerance and the great and noble ideals that our forefathers sought to have this country constantly strive for, and I now take great pleasure in introducing Dr. Eugene Farley, the first President of Wilkes College.

Inaugural Address

By Dr. Eugene S. Farley

ON THE occasion of his inauguration, a newly elected president usually discusses the educational ideals and policies that will govern his administration. Those who listen must then await the passing of time to compare his words with his acts. In this instance, no such delay is possible. The record of eleven years of cooperative work with faculty, students, trustees, and community speaks more loudly than words. On this occasion, therefore, I can merely attempt to clarify some of the ideas that have governed developments of the past and will continue to govern developments of the future.

If education has ever been isolated from reality or from the ordinary affairs of life, it is now challenged to re-examine its structure and, if necessary, to rebuild it. Today an educational institution cannot meet its responsibilities unless it apprises its students of the problems that confront civilization, creates a greater understanding of man and the world to which he was born, and of the life that he has created through mil-

Academic Procession of Honored Guests, Trustees, and Faculty





Dr. Farley Addressing Inaugural Audience

lenniums of struggle. Never has the challenge to education been so great nor the necessity so pressing. It seems that in our era the great contributions of science have met in head-on collision all errors of the past. Institutions that have been out moded are retained because we hesitate to give up the known and venture into the unknown, even when the only alternative is chaos. We cling to prejudice and bigotry at a time when technical advances have made them more dangerous than the atom bomb. If we are to resolve the problems of our day, we must free our minds of all impediments to clear thinking. Only with clear and open minds can we attune our thoughts and acts to the trends and needs of our day.

We now live in a period of transition, and in this time of change, it is hard for the best informed to maintain that equanimity and sureness of vision which are so much needed in a chaotic world. It is possible that only a few may ever gain the vision and capacity for leadership that are our greatest needs.

It is equally apparent that we cannot select such leaders in their infancy or even in youth, for leaders are made, not born. It becomes imperative, therefore, that all young people be given an opportunity for development so that the trials of the years may reveal those who are capable of constructive work and sound leadership. Educational opportunities for all are essential, if we are to develop the leaders so badly needed in all fields of human endeavor.

It is futile in a democracy to develop outstanding leaders unless we also develop a citizenry capable of discriminating between that which is sound and that which is unsound. It is not likely that an educated people, possessed of adequate information and sound judgment, would have permitted a Hitler to usurp all powers of government or would have remained passive under the rule of a Mussolini—or a Hughey Long—or a Pendergast. A people who are not informed, alert, and free cannot distinguish the good from the bad. They will inevitably follow the demagogue who promises a solution of all their problems, even though these problems can only be solved through the efforts of individuals willing to assume, and capable of assuming their own responsibilities. In public affairs as in private life, no good is attained from failure to meet responsibility.

While we are considering the availability of education, we must give heed also to the competing ideals that are in conflict today. If we believe in the individual as the source of all great ideals, we must cultivate those institutions that nurture the individual. It is not enough to give lip service to ideals of freedom, decency, and democracy. Lip service gives the impression of hypocrisy and destroys faith in those great ideals and institutions which we pretend to revere.

Today we cannot afford such hypocrisy, for it weakens the bulwarks that we seek to build, and renders us vulnerable to the ideological and frontal attacks of our opponents. Today we must demonstrate by our acts a driving faith in the ideals that we profess.

We have claimed equality of opportunity for all, and with succeeding generations we have more nearly realized our claims. In this day, we are challenged to advance this ideal of opportunity as it never before has been advanced. Our schools and colleges have been created to give this opportunity, and they are the instruments by which new doors of opportunity are opened. All of us with open eyes have seen fine young men and women contribute to our well-being only because opportunities for education were opened to them. They have strengthened the nation because they were given a chance to improve themselves. Through our schools and colleges, we must extend these opportunities, for the future belongs to "that way of life" that best develops its youth.

We cannot avoid this great challenge, and we must recognize that the issues of our day will be decided in the minds of men and not in armed conflict. The most that we can gain through conflict is temporary freedom to live in accordance with our own ideals. Wars may give us a respite from tyranny, but they never assure freedom, stability, or decency.

These goals of human endeavor are not the products of force. They are reflections of the human mind and spirit, just as surely as conflict, slavery, and cruelty also reflect the inner forces that motivate men. The world that man has created is, after all, no more than a reflection of his values and ideals. It is not the form of totalitarianism that is in conflict with democracy and Christianity so much as it is those ideals that govern the actions of men. Were it merely the forms, there would be no conflict, for forms are inert. The ideals and spirit that motivate men on the contrary are dynamic and must constantly seek new outlets in action.

Sometimes knowledge and quickness of the mind have been the foremost objectives of education. During those centuries when truth could only be guessed, and when discovered was often denied, it is understandable that knowledge should have been deemed the chief mark of the educated man. In our western civilization, knowledge and truth now are fairly accessible to those who seek them, even though each one of us is constantly called upon to distinguish truth from falsehood and from half-truth.

In our society as in all societies, there are those who would use or distort the truth to their own advantage; thus the search for truth must be ever pressed. It is possible, as never before, to learn the truth if we but seek it, but having discovered the truth we also have learned that fact alone does not give the needed answers. A man may know all the facts, but be unable to use them because he lacks understanding of their significance.

This essential emphasis upon understanding does not reduce the need for facts; without knowledge there can be no true understanding. Thus, it is that knowledge must be expanded so that understanding may be advanced. We must not conclude, however, that knowledge alone creates understanding. All of us have known encyclopedic minds that babble facts, but never arrive at sound decisions.

The demand of our time for "understanding" places a great responsibility upon the teacher. He can no longer be content with lectures and quizzes that test the ability of the student to "parrot" that which he has read or heard. He must somehow develop an atmosphere that encourages intellectual inquiry, constant evaluation, and mental drive. This is a never-ending task, for methods that stimulate one student may discourage another. The teacher who cultivates understanding must always be a learner ever questing with students for a better understanding of man and of his world. Such a teacher will never be on a pedestal, for he must always work with his students. He will have no need of isolation, for as he succeeds in opening new vistas to the student, he develops a feeling of kinship with "another" seeker for understanding.

This cultivation of understanding is a challenging task, but the teacher still cannot be satisfied. He must go still further. It is not enough that the chemist shall understand principles of chemical reaction. It is not enough that a student shall understand society and the individual. The chemist must develop techniques for the skilful handling of materials and for the control of chemical processes. The student must learn the relationship between action and reaction. He must recognize that in the field of human affairs, every action has a corresponding reaction. He must develop skill in working with others so that he will be able to control, or at least foresee, human reactions as clearly as the chemist controls and foresees chemical reactions. When we can control ourselves, when we come to know our neighbor, and when we cultivate friendly relations, we will close the gap between science and human inadequacy. We will then harness science to the service of mankind and remove the threat that confronts our civilization.

The closing of this gap between scientific and social development is the great challenge of our time. It is a direct challenge to every college and every teacher. It requires great understanding, great skill, and great faith. We cannot close this gap unless we have faith in our neighbor and faith in a Power beyond self. Only from such faith can we gain the strength and patience essential to the task before us.

Introduction of Dr. Christian Gauss
by Mr. McClintock

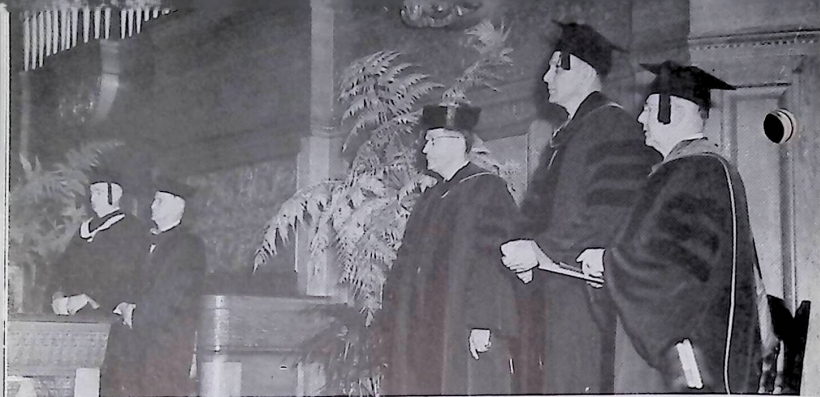
More than forty years ago I was fortunate enough to have assigned me, as my preceptor in Princeton University, Christian Gauss, one of the brilliant young group of scholars that Woodrow Wilson brought to Princeton in his great educational experiment. Later Professor Gauss was made Dean of the University, and under his long tenure in that office, he became admired, respected and beloved by the student body, and by his writings and speeches, well known throughout the country as one of our leading educators. I am proud to be able to introduce to you tonight Dr. Christian Gauss.

Address

By Dr. Christian Gauss

AS A retired college teacher, I feel deeply honored to have been invited to take part in this ceremony. The ancient Romans had the custom of marking the most significant dates on their calendars in red. This is such a red lettered day in the history of Wyoming Valley. Let me assure you that it is also a red lettered day for me. Even if I did not remind you by my example, I am sure you would all realize that old men have a habit of gabbing about the past, their past. They draw all good things into their orbit and interpret them in their favor. I like to feel that the invitation extended to me allows me to claim that my interest in this new college goes back through two generations. You all know how much Wilkes College owes to the Chairman of your Board of Trustees. It was my great privilege as a teacher forty years ago to discuss with him the problems of man and his destiny. Perhaps you can allow me to flatter myself that through him in indirect line I am one of the remoter ancestors of Wilkes College. I can assure you in any case that no mere outsider could take as deep a pride as I do in what you have accomplished for education here in Wilkes-Barre.

We are told that in the practice of the Church of Rome bishops from an established diocese might be sent out to those who had not yet seen the light. They had two ways of extending their hands. Sometimes they spoke with palms turned up. The irreverent were then likely to say they came with begging hands. On other occasions they addressed their people with palms turned down. When this was true, all men agreed they came with hands of blessing. I make it plain, therefore, that I come not with begging palms but with hands of blessing. Whatever else I may say, my main purpose is to give thanks to all



Dr. Christian Gauss with Mr. Gilbert McClintock. At the extreme right are: Dr. W. H. Coleman, Dr. Farley, and Dr. C. S. Roush of the First Baptist Church

of you in this audience and above all those who have helped to lay the foundations of this college. In the first instance, we are here to give thanks to the Trustees, Officers, and Faculty of Bucknell University whose interest and labors make them the authentic and direct ancestors of Wilkes. We are here to give thanks no less to the members of the Board of Trustees of Wilkes College who guided the steps of this infant institution through particularly difficult and troubled times and to the Officers of Administration and the Teachers of this Faculty whose devoted work make this day possible.

Above all, our thanks are due to Dr. Farley who guided Bucknell Junior College through its toddling years and now takes over its Presidency as it moves into its independent adolescence and prepares to take its recognized place among the full-grown colleges of Pennsylvania and of these United States. The patience, the wisdom, the courage, and the spirit that he has shown in difficult days is the best augury any of you could ask for its success.

It has become a prescribed ritual that the speaker inducting a new president must tell him what to do and how to do it. Above all he must tell him what not to do and hedge him around prohibitions. Dr. Farley has won your confidence. He deserves it. He has also won the confidence of all American educators who know what he has already achieved here. For

that reason, I am going to violate custom and ritual and address my caveats and my warnings to you. You who are here have proved your devotion by your interest and by your gifts and by your self-sacrifice. You are proud of what you have done and you have a right to be proud. This is the moment of triumph and jubilation. I have no desire to dampen your ardor and enthusiasm. But this is also the moment when, without animus, we can and should face some of the harsher truths of higher education today which are only the facts of our contemporary life in the largest sense.

The founding of a college has always been a major enterprise for any group of public spirited citizens. It could never be undertaken lightly. But I must warn you that you have had the courage to found Wilkes College at a critical and momentous juncture in our culture. We have already entered upon the most revolutionary era in all history. We have already moved into what the greatest historian of this century, Arnold Toynbee, calls a time of troubles. We are facing the most serious challenge that has ever confronted civilized man.

It should not startle any of you if I say that man is his own worst enemy. You have all seen families broken, communities corrupted, even nations destroyed, by the selfishness, the self-seeking use of power by man. Man is free to save or to destroy himself. When we say God made man in his own image, we mean that he gave man creative power. The creative gift is associated with the divine in all religions. There is also something of the devil in us all. We can use our creative power to build or to destroy—and alas, it is easier to destroy than to build. After the terrible destruction of the Lisbon earthquake in the 18th Century, the historian Gibbon, who had spent his life in studying the Decline of Roman Civilization, still concluded that man has more to fear from his own passions than from the convulsions of nature. Your forefathers here in the Wyoming Valley had their homes destroyed by Indians armed only with bows and arrows. An Indian coming down from the hills with bow and arrow is not a threat to you now. Man's destructive potential as we know from Hitler's example depends upon the power resources at his command.

Every increase in man's power has forced revolutionary changes in man's life. The discovery of steam produced by coal

in your hills, brought us what we call the industrial revolution. All the painful readjustments in our way of life forced by that revolution are so petty as to provide no possible basis of comparison. Let us ask ourselves where we stand now. One of our ablest scientists, Dean Hugh Scott Taylor, has put it this way: If we begin with Adam and Eve in the Garden of Eden and consider all the increases in power that have been brought within man's command through the invention of tools of various sorts, the use of wind and water power, then of steam, electricity, internal combustion engines, high explosives, TNT, up to 1937 when the release of interatomic energy was made possible and profitable, and consider all power resources at man's command as our unit of measure as *one*, then the potential power at man's command today can be rated as 40,000,000. The magnitude of this revolution staggers the imagination. The young men and women now passing through Wilkes College must help the world to solve this problem.

One phase of this problem is plain. We must reduce those passions which in the past have prompted men to use power for destructive purposes, to gain selfish, personal or political ends. That means we cannot afford to use power to gain nationalistic advantages.

In 1800 the core of higher education lay in the classic and Hebraic Christian tradition. These were the great unifying elements in the history of our culture. These unifying elements have disappeared. Instead of teaching those things which reinforce this sense of the common heritage of all civilized men, we have substituted nationalistic history. If you asked a group of Americans what is it most necessary to teach, many would tell you, American history. In other words, not those things we have in common with other men, but those things which make us different and superior. This tendency is not confined to our country but we have carried it farther than other peoples, further perhaps than any modern peoples except for the Germans.

One of the regrettable facts about our present situation is this. It would have been easier for the founders of our nation to move toward making common cause with all men, toward life in One World, than it is for us today.

Our Declaration of Independence is not a nationalistic

document. It has become almost unAmerican to say this. We did not revolt against King George because our forefathers believed we were a peculiar and unique breed of men. We fought our Revolution because we believed then that all men, everywhere, were created free and equal. It was not because our rights as Americans had been violated, but because our rights as human beings had been violated. The education which our forefathers received emphasized this common heritage of all civilized men. Our education today is centered around nationalistic conceptions.

In most institutions the core of our education is to be found in more and more courses of American history, American literature, American civilization. Oddly enough, it is courses of this character that have been multiplied in our schools and colleges since World War II. These courses are designed to teach us that Americans are not like other people; they are unique and incommensurable and have no common denominator with lesser breeds outside our law.

The basis for common conduct for all men finds too little place in our modern curriculum. We are even afraid to remind ourselves that our nationalistic doctrines are very much akin to those of the Pharisees who were forever thanking God that they were not like other men. It is of course proper and desirable that our young people should know the history of our country, but as now taught in too many cases, with our preoccupation with the contemporary, we make of Americanism a separatist and divisive doctrine. We usually teach it as something that began with the Revolution in 1776, or at the farthest with the discovery of a West Indian island in 1492 by a Genocese.

We have deformed the philosophy of our founders by cutting it off from its roots, which go much deeper into the past and into the funded experience of mankind. Much that is important in American history today happened long before 1776 or 1492. I need only remind you that the anniversary which arouses the deepest emotional response in the majority of Americans is not the Fourth of July, but Christmas; not something that happened in Philadelphia in 1776, but something that happened in far off Palestine 1947 years ago.

There are particular reasons which I am sure will make you mindful that here in Wilkes-Barre it would be unfit to take

too short-sighted, too limited a view. It was over two thousand years ago that the Greek stoics came to recognize that all good men everywhere must be governed by one law, by one code of conduct. They were all citizens of one city. They called this city of mankind, Cosmopolis. We still keep the word though we have forgotten its meaning. To these ancient peoples a cosmopolitan was not one of those excessively wealthy and often rootless persons who maintains residences in New York, London, Paris, and Palm Beach and changes his domicile with the seasons. To them cosmopolis was the City of Man. In this City of Man, all men of whatever origin, enjoyed the same rights and privileges. From them we drew that doctrine in our Declaration of Independence and in our Bill of Rights, that all men are free and equal. In this sense, your community, Wilkes-Barre, is truly a cosmopolis. Men have come here from forty different nations. They and their descendants have built this center of civilization and they have created its wealth and its prosperity. Believing in the promise of American life, in the principles of our Declaration, and our Bill of Rights, they are your loyal citizens, your true cosmopolitans. You have had the courage to name your college Wilkes College after a man who was not an American in our later nationalistic sense. By birth he was an Englishman, a foreigner, an alien; by spirit and conviction he stood for the same things, the same ideas in which our founders believed.

I cannot hide from you the fact that difficult days may lie ahead for your new college which now takes its independent place among the higher institutions of learning of our country. There are three reasons why I believe you will succeed:

1. The spirit of unselfish devotion in which you are working.
2. The philosophy of education you have chosen to follow, the Marks of an Educated Man which I enumerate:
 - (a) He seeks truth, for without truth there can be no understanding, and without understanding the problems that separate us are insoluble.
 - (b) He is able to communicate his ideas to others in a manner that assures understanding and enlists cooperation.

- (c) He is tolerant, for his knowledge creates an awareness of his own limitations and his neighbor's possibilities. He respects differences because he knows how they have come to be. He fears uniformity because it confines both mind and spirit.
- (d) He possesses vision, for he knows that vision precedes all great attainments. "Where there is no vision, the people perish."
- (e) He cultivates inner resources, for he knows that crisis reveals the strength or weakness of a man, and he knows that crisis demands independence of judgment and action.

3. The third reason why I think you will succeed is because of the public spirited man you have chosen to guide your college.

The courage and devotion which you have already shown in fostering this school is proof that you will not falter and turn back. I know that you will support your human and humane President as he takes over the responsibility of teaching to your young men and women, without distinction of race, color, or creed, those arts and sciences that make for human dignity and human happiness everywhere in the world. I am proud to welcome Wilkes College into the larger fellowship of American Colleges.

Introduction of Dr. William Coleman
by Mr. McClintock

Since the time when the Junior College was created by Bucknell University, the officers, trustees and faculty of our foster parent have at all times and in all ways guided us and advised us and have given us material and intellectual aid and comfort. Without their help we could not have grown to be an independent College, so it is fitting and proper that Dr. William H. Coleman, Vice-President of Bucknell University, now give to us the greetings of his University, and I am happy, therefore, to introduce to you Dr. Coleman.

Greetings from Bucknell

By Dr. William H. Coleman

WILKES COLLEGE is Bucknell's promise fulfilled. What is now Wilkes College was born in 1933 in the tragic depression era in response to a Macedonian call from the youth of Wyoming Valley: "Come over to Wilkes-Barre and help us for we have a great desire for educational opportunities."

Bucknell, herself faced with grave and perplexing problems, answered the plea.

Fourteen years have brought momentous changes. How vividly I recall the rented quarters on the third floor of the Wilkes-Barre Business College building where the institution first began its life. Across the street the new YMCA building was rising. My lectures in English Literature were punctuated with the sound of rivets.

Today this institution is housed in a group of fine buildings on a beautiful campus, with assets valued at one and a half million dollars and with a student body larger than Bucknell University had in 1933.

Here is, indeed, an epochal achievement made possible by the vision and energy of men like Daniel C. Roberts, Attorney Gilbert McClintock, Andrew Sordoni and a host of others.

On the occasion of the Charter Day, June 26, Dr. Arnaud C. Marts, former president of Bucknell, whose interest in the Junior College is of long standing, declared, "Let us keep this college a sacred place dedicated forever to truth, to wisdom, to culture, to the highest ideals, to nobility of life, and to all those qualities of mind, soul and character which are the finest aspirations of youth."

That the first president of Wilkes College, Dr. Eugene S. Farley, will keep this trust inviolate is guaranteed by his past

performance. For 11 years he has guided the destinies of the Junior College. He is familiar with its problems and its future is safe in his hands.

Today, Bucknell University, on the occasion of his inauguration, presents its felicitations and best wishes for a fruitful administration and hails her daughters, Wilkes College, as she takes her place among the ranks of American colleges.



9/6/70
~~8/25/70~~

THE NEED FOR A NEW PATRIOTISM

We enter an unknown world as we enter the eighth decade of the twentieth century. This world is unknown because man, its creator, has released physical and human forces that are beyond his comprehension. To live in this new world of his own creation, he must gain a greater comprehension of himself, of his institutions, and of the new forces he has released. Simultaneously, he must adapt his old beliefs and loyalties to these new conditions, and he must do this without sacrificing those great personal values and national ideals that have given hope and integrity to succeeding generations.

The character of our nation has been affected by technological and social change as have our personal lives. The full impact of change upon our nation and our personal lives is seldom comprehended; we take too much for granted. But, if you think that our lives have not been affected by technology, those of us who were members of the services in 1918 have only to review the sixty to seventy-five years in which we have lived to create an awareness of the changes that have taken place. We were born in the serene days of the "horse and buggy"; we are now living in the age of automation and instant communication. And, those who served in the 1940s are very aware of the material, social and moral changes that affect the lives of their children. The standards and influences of the 1940s are not those of the 1970s. And yet there is need to preserve those values that are enduring in all generations.

Probably the changes in our mode of living during the past three decades have exceeded the changes that have occurred, heretofore, in any

three centuries. And if we consider the changes of the twentieth century, we are shocked to discover that the changes resulting from science and technology have altered men's lives, and values, and institutions in seven decades more than they were altered in the preceding thousand years. And, the rate of change continues to accelerate so that the changes of the next decade will probably be greater than the changes of the last three decades.

To prepare to live in the midst of radical change, we must give thought to the effect of these changes upon the quality of our lives. We are painfully learning that material progress, if unguided, can destroy the quality of our physical environment. So it is that we are, of late, concerned with pollution, overpopulation, and waste of our natural resources. So it is that we are at last awakening to the fact that our spiritual and human values are also being altered and eroded.

To conserve these values, it is necessary that they be equated to the changing needs of modern man. And, as patriotism has been one of the great but unseen forces of the past, we need to give thought to the nature and the effects of patriotism in the new world in which we live and in the newer world that is emerging. The nation, like the atom, contains so much power that it must be governed carefully. And because patriotism is the unseen force that sustains the nation, we must give much thought to the nature of this force. In the past it has unified people; in the future it may be called upon to unify nations. As it is no longer possible for modern man or modern nations to exist in isolation, we are now compelled by common sense to reconsider the nature of our patriotism and the effects upon our nation and upon all peoples

whose lives are affected by the economic, social, political and military power of our United States, "the Colossus of the Free World."

In this decade, the powers of the two super states are so great that these powers must be used carefully and thoughtfully. Like the atom, their power is so great that it can destroy; like the atom, this great power can be useful only when used judiciously.

You and I were raised in that period when the American Dream offered hope to men in our own and in other countries. On this new continent it seemed possible to break the fetters of the past and to gain new opportunities for self-realization under a system of laws that guaranteed "liberty and justice for all." It was a great dream and it led to great advances and great achievements. It seems, somehow, to have been lost to the post-war generations, and some regard it as an irrational delusion. These critics condemn our failure to translate the great ideals and aspirations of the past into a Utopian reality. They do not sense that our progress was made as men of many nations became the diverse peoples of one nation. They see only the failures and none of the gains.

They have not yet learned that human betterment results from man's eternal quest for something better. The ideal must always lure us toward a goal that is better than goals already attained. Our critics have not yet learned that all gains in human welfare are the results of painstaking effort, dedicated involvement and human suffering. They believe that ideals which have sustained our efforts should be today's reality. They do not recognize that it is acceptance of these ideals that causes dissatisfaction with "what is" and leads us to search for something better. Nor do they realize that it is man's continuing quest that nurtures the best in man.

You and I can agree that patriotism requires loyalty, integrity and courage, but in this complex nation of ours it is not possible for all of us to possess the same values or to seek the same goals. We can, however, be united in our quest for decency, justice and equality of opportunity -- not for people of one nation, or creed, or color but for all peoples. If we do this, we restore the American Dream and give new vitality to our patriotism. We may even, in spite of the fear created by our vast power, regain the confidence of those people who have come to mistrust and fear us. Because we have become so powerful, we must use this power for the welfare of mankind and of nations. If we can restore some measure of faith in our national ideals, the Statue of Liberty may once again become a symbol of hope.

I have spoken of a "new patriotism" but have not defined this new patriotism. To do so would be presumptuous for each of us must determine within his own heart what he can do to translate our great national ideals into national goals and achievements.

We are challenged by the gains we have made and by the ideals upon which we have been nurtured. We have placed our faith in the hope that man under law can attain and maintain a measure of freedom -- a freedom that is sustained by justice and by the belief that man responds to good will, integrity and fairness. Let us search our consciences as did the founders of our nation. Let us renew our faith in ideals that will enhance the welfare of our neighbors and will unite us as we move into the uncertainties of the unknown future.

4/6/70
8/25/70

THE NEED FOR A NEW PATRIOTISM

We enter an unknown world as we enter the eighth decade of the twentieth century. This world is unknown because man, its creator, has released physical and human forces that are beyond his comprehension. To live in this new world of his own creation, he must gain a greater comprehension of himself, of his institutions, and of the new forces he has released. Simultaneously, he must adapt his old beliefs and loyalties to these new conditions, and he must do this without sacrificing those great personal values and national ideals that have given hope and integrity to succeeding generations.

The character of our nation has been affected by technological and social change as have our personal lives. The full impact of change upon our nation and our personal lives is seldom comprehended; we take too much for granted. But, if you think that our lives have not been affected by technology, those of us who were members of the services in 1918 have only to review the sixty to seventy-five years in which we have lived to create an awareness of the changes that have taken place. We were born in the serene days of the "horse and buggy"; we are now living in the age of automation and instant communication. And, those who served in the 1940s are very aware of the material, social and moral changes that affect the lives of their children. The standards and influences of the 1940s are not those of the 1970s. And yet there is need to preserve those values that are enduring in all generations.

Probably the changes in our mode of living during the past three decades have exceeded the changes that have occurred, heretofore, in any

three centuries. And if we consider the changes of the twentieth century, we are shocked to discover that the changes resulting from science and technology have altered men's lives, and values, and institutions in seven decades more than they were altered in the preceding thousand years. And, the rate of change continues to accelerate so that the changes of the next decade will probably be greater than the changes of the last three decades.

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TESTIMONY BEFORE A SUBCOMMITTEE
OF THE COMMITTEE ON APPROPRIATIONS
HOUSE OF REPRESENTATIVES

TESTIMONY

PRESENTED TO A SUBCOMMITTEE

OF THE

COMMITTEE ON APPROPRIATIONS

HOUSE OF REPRESENTATIVES

The Honorable Daniel J. Flood, Chairman

by

Eugene S. Farley, President

WILKES COLLEGE

May 22, 1969

HEARINGS BEFORE A SUBCOMMITTEE
OF THE COMMITTEE ON APPROPRIATIONS
HOUSE OF REPRESENTATIVES

Mr. Chairman, Members of the Committee: I very much appreciate the opportunity to appear before you to discuss the program and plans of NIH, and in particular the National Institute of General Medical Sciences, which have direct impact on smaller regional colleges. As the President of such a small college, which receives grants from several of the Institutes of NIH, I am aware of the tremendous contribution which can be made in developing a college and a region by the judicious use of small grants.

As this Committee well knows, The National Institutes of General Medical Sciences long ago established an experimental program to develop science in the small college and its notable successes with Providence College and Haverford College in particular demonstrate what can be done.

Science as exemplified in the relatively modest research and training programs of the small college can serve to attract industry to a region, to provide technical manpower for small industries as they develop and to provide a nucleus of technical manpower and research leading to the development of new industrial capability, as in all others, is the provision of adequate, rapid, reproducible clinical laboratory data for use in diagnosing and treating disease. A small engineering school such as that at Wilkes College, coupled with industry such as the Radio Corporation

of America, which is located in the Wilkes-Barre area, might join together in the production of instrumentation for automation of these clinical laboratories and provide help to the region not only in better medical care but in greater economic strength.

This need for close cooperation between labor, management, industry and the academic community led to critical programs in chemistry and physics being introduced in 1960 in consequence of a commitment made to bring RCA to Wilkes-Barre after the community had been advised that RCA would not establish a plant in this community because no graduate programs in science were offered. As a result Wilkes College agreed to offer these programs, and RCA came to Wilkes-Barre.

Thus far, this commitment has resulted in the creation of 4,000 jobs directly, and probably 3,000 additional jobs have been created to service and supply the three plants that resulted from this early commitment.

Since these first graduate programs were offered, others have been added, and it is planned to expand the graduate programs as our growing regional economy requires them.

I am sure it is clear to this Committee that the introduction of the graduate programs had one unanticipated effect. The commitment to introduce graduate studies required the enlargement of the faculty and it soon became apparent that the College could not attract the personnel required for graduate teaching unless it also initiated a program of research. In consequence, a Research and Graduate Center was constructed with funds

provided jointly by the Area Redevelopment Administration and by friends of the College. This was the first of several programs in which government and private business have cooperated to strengthen the education program of the College. As we look back on the commitments that were then made, and examine the events that have since occurred, it is quite evident that the efforts of the College and the community would have been inadequate had they not been supplemented by support from both the Federal and State Governments.

In the past few years, several scientists on the faculty have been increasingly concerned by the damage that is being done to our environment. In consequence, four undergraduate courses in Environmental Science have been introduced to acquaint students with this growing problem, and an Institute of Environmental Science has been created to study those conditions that must be maintained if the environment of Northeastern Pennsylvania is not to deteriorate in consequence of continuing pollution of our environment.

Since the graduate program was introduced and the Research Center was completed, about two dozen of our scientists have been involved in basic research. Some of their studies relate to the effect of living organisms upon the acidity of water; one study relates to the mechanical properties of solids, another attempts to discover whether or not electrolysis may be used to reduce acidity in water and to abstract iron from some of our polluted waters. These are merely samples of the research studies that are needed if the environment of the region is not to be damaged beyond recovery within the next half century. Being of a fundamental nature,

these investigations may very well relate to health research as well as to the environment. Several of our faculty, of course, are investigating matters of clear concern to the field of health and medicine.

Because no single type of institution can satisfy the varying educational demands of a modern industrial complex, the four-year colleges of the region have long urged the establishment of technical and vocational institutions which will serve those students who are uninterested in the academic programs of the colleges. Happily, vocational and technical schools, and a community college have been established in recent years. These institutions are designed to provide for the varied needs of students and the continuing needs of industry for a continuing flow of skilled workers.

It has long been accepted that the primary purpose of any educational institution is the development and transmission of ideas and the stabilization of our society. It is now apparent, however, that in our rapidly changing society, the expansion of ideas is just as important to the continuing welfare of man as is the transmission of ideas. This is so because technology and population growth are now changing our environment and mode of life so rapidly that comparable changes in practice and thought have become essential to the maintenance of stability of the individual and of the society that sustains him.

A static society is no longer possible nor is it possible to sustain a changing society with static ideas. To maintain a measure of stability in the midst of change, ideas and ideals must be attuned to the changes that are taking place about us. The impact of change, for better or for worse,

now affects the lives of all Americans. And, because the good and bad consequences are not easily distinguished, it becomes the responsibility of higher education to interpret the nature of change and to study the desirable and undesirable consequences of technological developments. While industry harnesses technology in its laboratories and factories, and while government encourages and guides the uses of technology into constructive channels, higher education is called upon to study and report the possible consequences of technology so that an enlightened people may be prepared to evaluate the promises and threats that are the inevitable consequence of technological developments.

To meet this new responsibility, the studies of the colleges must be relevant to the interests of students and to the needs of their communities. Without this relevance, they will find it impossible to play the constructive part that is demanded of them in a changing society. If the colleges are to meet this challenge, every faculty member must be alert to the changing demands that are imposed upon the colleges. If they are to meet the increasing demand for understanding and relevance, it is essential that they relate their work to the needs of government and of business. In turn, they must rely upon business and government if they are to assume these new and ever-mounting obligations.

An excellent example of such interreactions is the development of programs within NIGMS which are directly related to man's health and well-being through the close cooperation of this Institute with industry. The programs of NIGMS in the treatment of trauma, the development of new techniques in

anesthesiology and radiology, the program for the development of an automated clinical laboratory are all directly related to the well-being of all of us. The NIGMS has worked closely with industry and with the national laboratories of the Federal Government in the development of instrumentation vastly needed in our hospitals. When such instrumentation has been developed by research to the prototype stage, the plans have been turned over to industry for production as a profit-making venture. It is very apparent that a new hospital in this region, for example, would be forced to draw upon much of the information and research knowledge of this Institute in providing modern medical care.

Any alert person is aware of the explosion of knowledge that is taking place about us. It is now estimated that research doubles our fund of knowledge every ten years. If this is so, the ever-increasing rate at which knowledge increased almost amounts to an explosion.

Unfortunately, there is a reluctance to accept the reorientation of thought that is required if we are to benefit from this ever-increasing fund of knowledge. The rapidity with which knowledge increases makes it impossible for any individual to keep abreast of any but a small fraction of the knowledge that is added. In consequence, specialization becomes essential and a fracturing of understanding becomes probable. There is a real danger that the increase in knowledge will result in intellectual indigestion rather than increased understanding.

To assure the proper use of the knowledge now available to us, education must bridge the gap between the thought of frontier thinkers and the rest

of us whose daily work demands our attention and our energies, and tends to limit our understanding of the great events that are taking place about us. In a world that is shrunk in size by the ever-increasing speed of transportation and communication, the need for greater understanding is imperative because distances no longer separate men, and communication is almost instantaneous. Inevitably, technology draws the peoples of the world closer and closer together in time and space. And, once again, it becomes the responsibility of educational institutions to create that understanding and sentiment which will cultivate enlightenment and trust so that mankind may benefit from his expanding knowledge and his new technologies.

The effect of our new technology is also brought home to us by our growing awareness that the uneducated are unemployed and unemployable. If they are to find a constructive place in our society, it is apparent that the advantages of education must be extended. Failure to provide some opportunity for training condemns the untrained to idleness and dependence upon public welfare. It also leads to hopelessness and frustration which will create unrest, violence, and chaos.

Needless to say, the varied and numerous responsibilities now imposed upon higher research and education require both diversification in and dispersion of educational institutions. Although it is possible for the great research centers of the country to expand man's knowledge, it is not possible for them to transmit this knowledge unless there are strong supporting institutions in all regions of the country. Further, it is impossible for the personnel required by our modern society to receive

their education and research training in a few great institutions. The demands for personnel far exceed the capabilities of a few great centers, and, in addition, the daily exchange between business, government, and education require that educational institutions be near at hand. In consequence, regional centers of higher education have, in the past two decades, become essential to the effective functioning of our economy and the maintenance of a stable society.

When Wilkes College was established, its purpose was to bring opportunity to the largest center of population in the United States having no college open to men and women. It soon became apparent, however, that unless the economy of the area was revitalized that the service could not be strong. Therefore, in order to strengthen education, it was concluded by the Trustees and Administration that the College should cooperate with all groups attempting to develop a new economy. In consequence of this commitment, community services were introduced. Because of this commitment, the College now seeks new opportunities to render additional services to a changing community.

As has been indicated, this commitment calls for service to industry, service to governmental agencies, and service to the young people who come to the College in quest of an education. The experience of the past shows that every success creates new opportunities and new demands. Because this is so, the College is at this moment probing, with local hospitals and health agencies, the possibility of establishing a modern center for medical and hospital care that will assure our medical leaders

of the modern facilities and specialized personnel that are essential to the maintenance of modern practice in the rapidly changing areas of health care. And like modern industry, such a hospital and medical center will require a continuing flow of trained personnel, access to research facilities, and association with research specialists. These developments promise much for the future of the region, but it is apparent that such facilities and services will require the support and cooperation of educational, business and political leaders. Only by combining our resources and uniting our efforts has it been possible to transform Northeastern Pennsylvania from a seat of unemployment to a progressive and forward-looking region with a promising future.

We must recognize, however, that the future depends upon an ever-increasing awareness of the opportunities that are opened to us by each forward step and a readiness to grasp the opportunities that result from past achievements. In Northeastern Pennsylvania, as in all regions, the future depends upon the vision and the character of its educational institutions.

Because Northeastern Pennsylvania has been compelled to build a new economy, in order to survive, its experience is relevant to all regions. It demonstrates that progress requires the united efforts of business, labor, government, and education; for only when all parts of an economy function effectively is real progress possible. In Northeastern Pennsylvania we learned this the hard way, but because we did learn this lesson we look forward to a bright future. And, in this future, education is designed to play an increasingly significant part. Our business leaders are now seeking those industries

that show the greatest promise for the future, and these industries are those that require and attract well-trained and educated persons. Because the type of industry that we now desire depends upon research, our regional leaders are giving increasing attention to research training. To further their economic efforts they support existing schools and colleges; they encouraged the introduction of graduate courses, and have established technical schools and a community college.

I hope I have made clear the close relationship between the government, the academic environment and the community. The academic environment must provide research and research training. In order to achieve maximum results in minimum time, we must rely upon the government to supply funds for the individual investigator and for the training of our future generation of scientists. The research conducted and the people trained must be relevant to the needs of the community, and the community in turn must be responsive to the improved technology flowing from the college to the general benefit of the people. The NIGMS is heavily engaged in all of these activities. Its highly specialized training programs in biomedical engineering and the clinical sciences are providing vitally needed manpower for our hospitals and teaching and research laboratories. Such a program should not be curtailed. As any educator knows, the young man in college today is the useful scientist or physician of ten years from now, and the number of people in training today must be those needed ten years from now rather than the needs of the immediate tomorrow. The research base of the college which feeds information directly into the community and paves the way for technological advances in the provision of medical care must also

be advanced. The highly specialized programs of NIGMS in pharmacology, in automated clinical laboratories, and in the study of trauma are providing such advances. The provision of line items in the budget for the last two items mentioned would give considerable aid in their development.

The development of new instrumentation demands that contracts be let with commercial concerns and with the national laboratories for prototype development and study. It is therefore essential that the contract funds of this Institute be increased significantly. Obviously the community will benefit economically from such funds.

In conclusion, Mr. Chairman, it is my firm belief that NIGMS should receive additional funds in highly specialized areas of research, in the training of individuals vital to the delivery of health services, and in the collaborative or contract research areas so that new prototypes can be developed. I, therefore, propose that NIGMS should receive a total of approximately \$180 million rather than the \$157 million proposed in the present 1970 budget.

Inaugural Program

Wilkes College

November 12, 1947

Wilkes-Barre, Pennsylvania

Delegates

UNIVERSITY OF PENNSYLVANIA.....	Hon. John J. Aponick
DICKINSON COLLEGE.....	Amos B. Horlacher
FRANKLIN AND MARSHALL COLLEGE.....	Perry F. Kendig
LAFAYETTE COLLEGE.....	Robert G. Crosen
HAVERFORD COLLEGE.....	Julian S. Long
BUCKNELL UNIVERSITY.....	William H. Coleman
MUHNENBURG COLLEGE.....	Sherwood R. Mercer
PENNSYLVANIA STATE COLLEGE.....	H. C. Wiener
ALBRIGHT COLLEGE.....	George W. Walton
CEDAR CREST COLLEGE.....	Mrs. Paul Cendalino
CENTENARY JUNIOR COLLEGE.....	Hurst R. Anderson
SCRANTON KEYSTONE JUNIOR COLLEGE.....	Leland D. Freidenburg
WILSON COLLEGE.....	Mrs. George Turrell
UNIVERSITY OF SCRANTON.....	Rev. Father J. Eugene Gallery, S.J.
COLLEGE MISERICORDIA.....	Agnes P. Loughlin
UNIVERSITY OF BRIDGEPORT.....	Harry A. Becker
HAZLETON UNDERGRADUATE CENTER OF PENNSYLVANIA STATE COLLEGE.....	Amos Goss
FARLEIGH DICKINSON JUNIOR COLLEGE.....	Peter Sammartino
WALTER HERVEY JUNIOR COLLEGE.....	Donald E. Deyo
JERSEY CITY JUNIOR COLLEGE.....	Frank J. McMackin
KING'S COLLEGE.....	Rev. William S. Scandlon, C.S.C.

Inaugural

RECITAL

ACADEMIC PROCESSION

INVOCATION Dr. Charles S. Roush
First Baptist Church

CHORAL CLUB Bach Chorale
"Now Let Every Tongue Adore Thee"

INAUGURATION OF THE FIRST
PRESIDENT OF WILKES COLLEGE..... Mr. Gilbert S. McClintock
Chairman, Board of Trustees

INAUGURAL ADDRESS Dr. Eugene S. Farley

GREETINGS FROM BUCKNELL UNIVERSITY Dr. William H. Coleman
Vice President

"CONCORDIA" SINGING SOCIETY Handel
"Let Their Celestial Concerts All Unite"

ADDRESS Dr. Christian Gaus
Dean, Princeton University

BENEDICTION Dr. Charles S. Roush

ALMA MATER Choruses and Audience

RECESSION

Alma Mater



Wilkes, our Alma Mater
We pledge our hearts to thee.
Honor, faith, and courage,
Truth and loyalty,
In our work and in our pleasure,
Guide us as a friend;
We shall always love thee,
Loyal to the end.

Thou shalt lead us onward,
In search of finer heights.
May we find the pathway
That thy spirit lights.
May our deeds and our devotion
Ever swell thy fame.
Wilkes, we stand to greet thee!
Glory to thy name!

OFFICE OF PUBLIC RELATIONS
WILKES-COLLEGE
WILKES-BARRE, PENNSYLVANIA



Following is the text of an address presented recently by Dr. Eugene S. Farley, President of Wilkes College, to the Superintendents' Association of Northeastern Pennsylvania.

This entire text was carried as a feature article in the September, 1964 issue of "*The Bulletin*," official publication of the Pennsylvania School Boards Association.

Dr. Farley's words leave little doubt that establishment of the community college has come to represent, most particularly in our area, an economic necessity. It is for this reason we felt you would be more than mildly interested.

EDWARD J. WALLISON
Director

Why Make Up Your Mind?

A Wilkes College Brief . . .

Fall, 1961



WILKES COLLEGE
Wilkes-Barre, Pennsylvania

Why Make Up Your Mind?

"Why make a decision today?"

"Perhaps if I wait, everything will right itself."

Was this the thinking of the French and English leaders in power when Hitler entered the Ruhr? Was this the thinking of the German people when the concentration camps and crematories were public knowledge?

"It can't be true!"

"It is too shocking to be true!"

Was this the thinking of those who should have made firm decisions when Hitler was rising to power through the "big lie," intimidation, and ruthless daring.

But it was true, and 40,000,000 people died because no decision was made.

Indecision determines the future as surely as does decision. There is no such thing as a prolonged drift of events, for indecision always leads to a forced

decision. When events are allowed to drift because of indecision, some would-be dictator - - petty or great - - seizes the opportunity to direct events to his own advantage. Indecision inevitably creates a vacuum. In human affairs, as in nature, there is always pressure to fill a vacuum.

We can recognize the results of a decision. We seldom recognize the results of indecision. Yet it is likely that indecision has done more to deter the progress of man and to weaken civilizations than great decisions have done to advance the welfare of mankind. Throughout history, indecision has created periods of drift and these periods have written all too much of the history of mankind.

Churchill once called World War II the world's most unnecessary War. Did he mean that a firm decision in 1936 could have checked Hitler's rise to power and so have saved the world from the tragedies of war? As we look back, we see that from 1934 to 1939 the great nations were paralyzed by the failure of their leaders to act decisively in the interests of peace.

We are living now in a period in which the free peoples of the world have counted upon the drift of events to resolve their problems. It should be apparent by this time that lack of decision leads only to

decline and to disaster. If freedom is to survive the successive attacks of dictators, the free peoples of the world must make many hard decisions. They must support leaders who are able and willing to make firm decisions that are designed to preserve our lives, our institutions, and our ideals. Failure to make sure decisions invites dictators of both the right and the left to fill the vacuum created by indecision.

We should beware of placing our faith in leaders who have failed to make decisions in their own daily affairs. We must recognize that the ability to make a great decision grows from the habit of making little decisions. Failure to make little decisions creates the need for great decisions. Failure to make little decisions renders the individual incapable of making any decision.

There is as much need for decision in the daily life of the individual as in the life of a nation and a civilization. The decisions that an individual makes or fails to make irrevocably shape the character of the individual and of society. When a student cheats a little bit in an examination, he weakens the fibre of his character. When he fails to accept a responsibility, he becomes less dependable. When he is less than honorable, he establishes a pattern of dishonor. Decisions are the building blocks of sound character in individuals and in society.

It is the purpose of education to provide the facts that make the right decisions possible. It is the responsibility of education to develop standards and moral values by which decisions may be evaluated. It is the obligation of education to challenge the individual so that he will gain the courage to make and adhere to decisions that contribute to human welfare.

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THE COMMUNITY COLLEGE

An Essential Factor

DR. EUGENE S. FARLEY

President » Wilkes College « Wilkes-Barre, Pa.



ELIEVERS IN DEMOCRACY have placed their faith in the improbability of man. They have recognized that without education wide-spread intelligent responsibility would be lacking and that ignorance, indecision, and indifference would ultimately destroy the institutions and the freedoms for which our forebears struggled throughout the centuries. The American dream of self-government and equal opportunity has been based upon the faith that education would create independent citizens conscious of their public and private responsibilities. Their faith has never been fully proven, — and in all probability it never can be, — but neither has it been disproven. Responsible generations of intelligent men have, through education, expanded the areas of freedom and opportunity open to all men. Through education, successive generations have enlarged their own capabilities, and in so doing they have expanded their own horizons, and the horizons of succeeding generations.

By nurturing the latent capabilities of individuals, education has enlarged man's knowledge of nature and has expanded the boundaries of his thoughts. By releasing and controlling the physical power of fossil fuels and of the atom, man has steadily expanded the activities in which he *can* engage, and in which he *must* engage. If men are to prosper in an industrial technology that perpetually changes as science pushes back the horizons that heretofore have circumscribed the thoughts and acts of men, then their education must continually be

extended. A static education cannot serve a dynamic society.

In the twentieth century man's knowledge has increased beyond the dreams of those who were best acquainted with the knowledge, the thought and the achievements of the early nineteenth century. Unfortunately, the educational system that nurtured the minds of those who were responsible for these great changes has failed to keep abreast of the new world that they have created.

The education of teachers does not develop an adequate understanding of the new knowledge that is being made available, nor have administrators and school boards fully recognized the need for the continuing education of teachers. They have failed to recognize that the doubling of knowledge every ten to fifteen years requires continuing study by teachers. Teachers cannot interpret and give direction and purpose to the thought of students growing up in the midst of change unless they themselves are able to keep abreast of the ever-expanding front of knowledge.

And lest you think at this point that I labor under the delusion that this criticism does not apply to the colleges and to college administrators, let me stress the opinion that the colleges are more guilty than the rest of the educational world. It is the responsibility of the colleges to advance and interpret all knowledge. When they fail

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in either aspect of this responsibility they contribute to the lag between "what is" and "what should be."

Even as many of us have failed to keep abreast of the expanding front of knowledge, so have we failed to adapt our educational institutions to the industrial technology upon which our economic welfare is based. We have been disconcerted by "drop-outs" and the very apparent relationship between curtailed education, unemployment, delinquency, and crime, but we have failed to create institutions and programs that will prepare all individuals for a constructive place in our industrial economy. Although there are many places where we have failed to bridge the gap between the schools and our economy, in this article we are concerned with post-high school programs that extend the opportunity to both students and adults for the continuation of their general, vocational, and technical education beyond the secondary school.

In this area of education Pennsylvania has been among the most laggard of states. Only in the past year has the State adopted enabling legislation which will permit the creation of community colleges, but even this belated legislation will be meaningless until it is implemented. To give meaning to this legislation the newly-created Board of Education and the Commission on Higher Education must formulate working plans for the development of community colleges, and the legislature must provide funds for the construction of buildings and for the support of new programs.

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At the moment some persons are concerned by the increased costs that community colleges will impose upon the communities and the State. This hesitancy would be justified were this not an investment in the development of human resources. It is, however, an essential investment, and community colleges are now indispensable to the vitality of our economy and the prosperity of our workers. Industries require a continuing flow of trained workers and those industries that are based upon modern technology cannot afford to establish themselves in areas where trained workers are not available and where opportunities for the retraining of workers are not offered. The demands of technology and the pace of technological development require first the training and then the re-training of workers. This training and re-training of skilled workers is a major responsibility of community colleges. In our industrial society technological training is as essential to the maintenance of industry as is general education to the maintenance of free political and economic institutions.

There are some who doubt the soundness of an investment in community colleges. To these doubters I point to the laggard position of Pennsylvania in the establishment of community colleges and to the loss of industries and jobs during the past two decades. If industry had kept abreast of current trends, it would have required more technologists, and if technological education had been provided, more technological industries might have located within the State.

For many years now our young people have migrated from the State in search of better job opportunities. Had these job opportunities been available within the State they would doubtless have remained near their homes. Unfortunately they have migrated because Pennsylvania industry has been slow to adapt itself to newly developing technologies. As has already been suggested, there is strong probability that failure to provide an adequate post-high school program of technical education has contributed to the industrial lag which has caused the emigration of our young people. This is more than surmise, for industrial leaders have advised us that technical education is an essential factor in the selection of sites for modern plants. They have found that no modern industry can meet competition unless its personnel is kept abreast of scientific and technological developments.

So far, I have emphasized the vocational-technological importance of the community college. Possibly I have over-emphasized this aspect, but I have done this deliberately. In Pennsylvania we have been slow to recognize the growing interdependence of education and industry. Education has cultivated the brains that have created modern technology and science. Now education is required to provide more training so that scientists may continue to expand our frontiers of knowledge while technologists apply this knowledge to create new products and to develop new methods of production. In the midst of this technological revolution we cannot

relax our efforts, we must redouble them. Pennsylvania, if it is to recover its place in the emerging economy of the nation, must fill the educational void that has too long existed in the Commonwealth.

There is also a possibility that I have given too little attention to the extension of general education via the community college. This also is deliberate. In Pennsylvania we have a diverse system of colleges that offer an academic education beyond the secondary school. These colleges are widely dispersed and they exist in every significant center of population within the State. In a sense, they have encouraged the existing imbalance in the educational program. By extolling the virtues of that which is academic and by belittling the value of technical training they have discouraged and delayed the development of technical education. By doing their own job quite well they have unintentionally obstructed the development of a program of education that is essential to our economy. Existing colleges can meet the need for further academic education and some of the needs for semi-professional personnel. They are not, however, ready to provide a program that will provide technical and vocational training for all high school graduates. To supplement the work of the colleges and to fill the existing void, we must establish technically-oriented community colleges in every industrial center. In so doing we should provide academic programs adapted to the needs of students whose primary interests are vocational and technical. We should complement the work of exist-

ing colleges without duplicating their efforts.

In the long run it may well be that the training and re-training of adults will be the most important function of the community college. All of us are aware that the skills required by industry change with great rapidity. Few of us realize, however, that, as the head of one great industry recently remarked, the high school graduate of today will be required to develop four or five new skills during his productive years. The remarks of this business leader accent the importance of retraining. Continuous re-training is essential to the welfare of the individual, of industry, and of the economy.

It is not enough, however, for the community college to devote itself exclusively to the technical training of adults. These institutions must also provide programs that will cultivate individual interests and talents. As jobs become more highly mechanized and monotony is thereby increased, the maintenance of mental and physical vigor requires a nurturing of creative interests. It is not enough that modern man shall find his place in an industrial society; he must also increase his significance as an individual. This is essential to his mental health and to the vigor of our complex society.

In all of this planning we must remember that without greater understanding of man and society, technical knowledge can lead to the decline of our civilization. To cultivate adequate understanding adult education must also concern itself with the character and vitality

of our social, political, and economic institutions. Without such understanding, these basic institutions lose their vitality and demagogues can persuade an ill-informed people to destroy the institutions and to abandon the ideals that have given our forebears a sense of purpose and direction.

Pennsylvania has been slow to recognize the interdependence of education and modern industry. It has not given adequate support to the training of men and women beyond the college and this lack of support has limited the number of pioneer thinkers within its boundaries. It has completely failed to provide an adequate program of post-high school technical training. To restore the proper balance between education and our industrial economy, community colleges must be established and graduate education must be given greater support. The community colleges should never duplicate existing programs, but they should fill the educational gap that has too long existed in our State.

A balanced program of education is essential to the maintenance of a sound and growing economy.

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MOOSIC LIONS CLUB

Moosic, Pennsylvania

February 15, 1963

*Pop cleared
for the morgue*

Dr. Eugene S. Farley
146 S. River Street
Wilkes-Barre, Penna

Dear Mr. Farley:

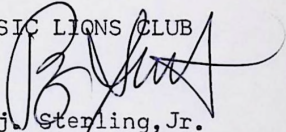
We had our photographer with us last evening to take some pictures of our President, Chester Zielinski, when he was going to make the presentation to Mr. McCole. In the meantime, the other presentations were made first and there being no photographer there at the time, we leaped in and filled the gap. I hope this met with the approval of the committee.

We'd like to present you with a copy of the picture of the presentation with the compliments of the Moosic Lions Club.

If you would like additional copies, let us know.

Sincerely yours,

MOOSIC LIONS CLUB


Benj. Sterling, Jr.
Secretary

BS:ik
Enc

COMMONWEALTH OF PENNSYLVANIA

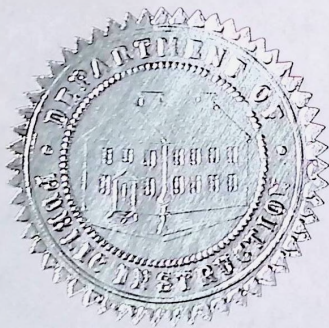


DEPARTMENT OF PUBLIC INSTRUCTION

THIS CERTIFICATE IS AWARDED TO

EUGENE S. FARLEY

*In Grateful Recognition of Outstanding Service to
Education in Pennsylvania*



Awarded and Presented this 2nd day of OCTOBER 1962

David L. Lawrence

GOVERNOR

Charles Harold Deam

SUPERINTENDENT OF PUBLIC INSTRUCTION

George W. Hoffman

DEPUTY SUPERINTENDENT

George F. Zupolenshoff

DIRECTOR OF THE BUREAU