



WILKES COLLEGE

Report to Alumni and Friends

With twenty years of growth behind us, it seems well to review with you the developments of our first twenty years and to discuss the problems that confront us and the policies that guide us. We take satisfaction in the growth of the past twenty years for this growth has taken place amidst conditions that sometimes have been far from favorable.

During its early years, few people possessed a faith that the College would really serve this community, and many doubted that it could even survive. The College slowly demonstrated that it could serve the community and at the same time could open new possibilities to the able young people of the area. The proof of service attracted ever increasing support, and an ever increasing flow of gifts enabled the College to develop far beyond the dreams of its founders. Each gift gave new strength to the College and expanded its field of service. In consequence of this past growth, the possibilities for the future are greater than ever before.

All of you know that Wilkes is a newcomer among American colleges, but it is doubtful that you have fully appreciated the varied conditions that have faced it during its short history. In less than a quarter of a century it has experienced the trials, tribulations, hopes, and promises of many an older institution. It was founded in the midst of our greatest depression, and at a time when the declining use of coal seemed to forecast an end to the economy of Wyoming Valley. Through seven years of depression the College clung to its task, and then it survived five lean years of war because of the conviction that it had a part to play in the rebuilding of the economy of our area.

ADMISSION POLICIES

No single factor exerts a greater influence upon the character of the College than does the admissions policy. This policy determines the calibre of the student body, which in turn determines the quantity and quality of the work that can be expected.

Inevitably the work demanded of students influences their working habits and thus sets the limit to their achievements in the years beyond graduation. If students are associated with others capable of producing substantial quantities of work, they will develop habits of work that lead to high production.

The influence of admission policies upon the quality of work is even more significant. A keen, analytical mind grasping for increased understanding constantly broadens its intellectual interests and horizons. A mind that lacks penetration and analytical ability, on the contrary, dampens all discussions, restricts the character of class work, and exerts a depressing influence upon the intellectual developments of the entire student body. The ability and interests of students are the strongest influences for or against intellectual growth.

As admission policies are the first measure of student ability, they establish the intellectual limits within which faculty and students will work.

During a period of development and maturation, a policy of selective admissions temporarily limits enrollment and thus affects the financial position of the College. Refusal of more than one-half the applicants adds to our financial problem at a time when college enrollments are low and the reputation of Wilkes is still to be established. The admission of these rejected students would, however, require a lowering of standards and a complete reorganization of lower division courses. Their presence would exert a depressing influence upon the attainments of able and ambitious students and thus would be detrimental to them and to the College. Their admission might temporarily relieve our financial problems, but it would permanently impair the reputation of the College and would reduce its attractiveness to students of outstanding ability and ambition.

At this stage of our development we cannot maintain a large enrollment and at the same time establish a reputation that will continue to attract able and serious students. To stimulate superior students and to establish a sound reputation, it is necessary that a process of selective admissions be followed. Even though temporary difficulties may result from this policy, it is believed that by 1957-1960 this policy, if accompanied by sound work and a good public relations program, will attract an increasing number of able students and thus relieve Wilkes of the periodic crises confronting those independent colleges which seek the greatest possible enrollments in periods of abundance as well as in periods of scarcity.

ENROLLMENT TRENDS AND PROSPECTS

War and international unrest have caused extreme fluctuations in college enrollments since 1939. International conflict will always affect college enrollments, and drawn-out conflicts will inevitably disrupt the growth of colleges as it disrupts the lives of our boys.

During the six years of World War II, college enrollments steadily declined from a high of 1,493,203 in 1939 to a low of 560,000 in 1944. With cessation of fighting, men and women whose education had been delayed returned to the colleges, and in consequence of the release of this pent-up demand, enrollments mounted to a new peak of 2,456,841 in 1949. As the delayed needs of the veterans were satisfied, another decline in enrollments was expected, but the outbreak of the Korean War hastened and exaggerated this decrease so that a post-war low of 2,116,440 was reached in 1951.

Avoiding further international complications it seems likely that college enrollments will increase slowly until 1957 when they will be accelerated by the increased birth rate that began in 1940. Between 1957

and 1960 a large increase in enrollments is anticipated, and thereafter a long period of expanding enrollments is suggested by the ever increasing population and the growing demands for college training.

It is not likely that Wyoming Valley and the vicinity will experience an increase in population in the immediate future, for conditions which cause our population to move elsewhere can only be reversed by sustained effort. In consequence, it is likely that the trend toward higher enrollments will be counterbalanced locally by a temporary decline in population. To compensate for local trends and to participate in the expected upsurge in enrollments, it will be necessary to expand the dormitory and dining facilities so that students from other areas may be accommodated.

The practicability of attracting a large number of dormitory students is suggested by the experience of the past three years. In spite of declining college enrollments throughout the nation, the number of dormitory students admitted to Wilkes has steadily increased and additional dormitories have been needed each year. As the reputation of the College becomes better known, and as our campaign for out-of-town students gains momentum, it is likely that the number of dormitory students will continue to increase.

PLACEMENT

Placement of students is a threefold task. The first task is to obtain part-time work for students who must earn a significant portion of their tuition. The second obligation is to assist students in their choice of vocations. The final responsibility is the placement of graduates in occupational fields for which they have prepared.

Part-time employment is of great importance because more than half of the students earn some portion of their tuition. To serve them, the director of placement maintains constant contacts with local employers who desire student help for evenings, weekends, or vacations.

Although half of our graduates obtain positions without aid from the College, the remaining half are assisted and advised by the Placement Bureau. Through the director of placement their job opportunities are multiplied, and they are encouraged to give considerable thought to the type of employment that will offer the greatest opportunity for advancement and personal satisfaction. At this critical point in their careers, seniors are encouraged to examine their own capabilities and interests and to inform themselves concerning the merits of different jobs and companies. Our chief concern is for the ultimate success of the student rather than for immediate earnings.

Since the Placement Bureau was organized in 1950, the number of companies with which the College has been in contact has constantly increased. Last year the director of placement was in touch with 118 employers, and 51 concerns sent their representatives to the College for preliminary interviews. In consequence of these efforts, all but three members of the graduating class were placed by June and of these three students one girl had just been married, one man has indicated no interest in an immediate job and the intentions of the third are unknown. In 1953, any senior who wished a job and was willing to go where work

was available, could obtain employment before graduation. At the present time employers are seeking teachers, technicians, accountants, and writers beyond the ability of the College to provide them.

Although our graduates are now in demand in every field, the demand for teachers is particularly great. The tremendous expansion in school population combined with teachers' low salaries is creating a teacher scarcity. If salaries were of the best, the expanding population alone would tax the capacity of the colleges to provide trained personnel. Unfortunately, low salaries and limited opportunities for advancement tend to discourage many young people from entering the field, and in consequence qualified teachers are not available in sufficient numbers and students are able to choose their jobs.

A number of our graduates in education were offered three or four jobs, and one girl was offered nine before she accepted a position. Although this condition will not last forever, it is gratifying to find that our graduates in education are in increasing demand.

Because of the placement service, students are better able to select and obtain the type of work that offers a real opportunity for future development.

FACULTY

Although necessity has forced the College to center much attention upon the acquisition of buildings, endowment, and equipment during these twenty formative years, we have never forgotten that the real character of the College depends upon its faculty.

We recognize that only the faculty can set standards and create the stimulating atmosphere that should characterize every independent liberal arts college. By their attitudes and personalities they either cultivate a spirit of inquiry and search, or blight the inherent curiosity of youth and repress the dynamic qualities of mind and spirit.

It is not an empty assumption that the influence of the faculty affects the lives of graduates. Four years of stimulating associations will lead to continued development of the individual graduate; four wasted years can never be recovered and seldom prepare the individual for productive achievement. The faculty should so awaken and stimulate the mind that new interests will ever challenge and lure the college graduate.

There is ample evidence that the independent liberal arts college exerts a strong influence upon the minds and characters of its students. Studies of distinguished men of science show fifty per cent greater productivity of talent in the small liberal arts institutions than in their nearest competitors, and men listed in "Who's Who in America" show a similar weighing in favor of the small liberal arts college. As size alone can hardly be the determining factor, such results must come from the liberating atmosphere of the colleges and the stimulating influence of the teachers.

It is perhaps impossible to define what it is that stimulates an individual's self-development. It may be the influence of a teacher, a student, a friend, or a parent. It may be success, or it may be failure. It may be reading, study, or discussion which lengthens

the student's vision and deepens his understanding. As the thing that stimulates one person may leave another untouched, it is impossible to put a finger on any single factor with the certainty that this is it. We must create varied influences if all students are to be awakened and challenged.

In spite of our uncertainty we suspect that it is the teacher that awakens and stirs the latent intelligence and interest of the student. He, more than any other, creates an atmosphere that is conducive to constructive and critical thinking. Through his class work, but even more through personal association, he cultivates an intellectual camaraderie which nurtures the natural curiosity and awakens the constructive interests of students. This happy association of minds requires and also creates the stimulating and friendly atmosphere that is favorable to intellectual learning. The development of these relations between students and faculty depends, in great part, upon the vision and character of the faculty and their acceptance of objectives which combine a fair measure of intellectual freedom with rigid self-discipline.

During the past eight years the Wilkes faculty has passed through a period of transition. As a junior college the attention of the faculty was centered upon the general courses of the first two years and little specialization was demanded, but as a four-year institution it has been necessary for the faculty to teach both the general courses of the lower division and the more specialized courses of the junior and senior years.

No great problem has confronted the faculty because of this transition, but it has necessitated continual graduate study by younger members of the faculty so that they may qualify for advancement and for specialized instruction. When only two years were offered, relatively few of the faculty were required to hold the doctor's degree, but as a four-year institution the permanent core of the faculty must have doctorates in their specialized fields.

To attain a proper distribution of advanced degrees, faculty members have been encouraged to continue with graduate study, and promotions have been determined by progress in graduate study as well as by success in teaching. Because of these policies, one-third of the faculty now holds the doctor's degree and nine additional members are well advanced in their graduate studies. When these nine faculty members gain their final degrees, fifty per cent of the faculty will then have the doctorate. It is our hope that thereafter we may maintain this level.

Since the war we have sought to bring together and hold a mature and devoted faculty and, on the whole, we have succeeded. Seldom have we had more than one resignation per year, and never have we had more than two resignations and one retirement in a single year. This small turnover in the faculty means that each year the maturity and experience of the faculty have increased and the effectiveness of their teaching and their influence has grown. If we can pay salaries that are sufficient to hold these people, we may look forward to a continuance of this same stability and a further strengthening of the faculty through expanded training and experience.

Salaries are the constant problem with Wilkes, as with most independent institutions. During the past eight years it has never been possible to increase faculty salaries as rapidly as the dollar has depreciated. In consequence, faculty salaries do not now possess the

value that was theirs at the end of the war. Under such circumstances, teachers frequently are tempted to seek other employment, but fortunately Wilkes has avoided significant losses because of the attachment and the loyalty of the staff.

It does not seem likely that in the near future we can increase salaries to a level that will restore their earlier buying value. We must hope, therefore, that the fluctuations in economic trends may ultimately react in favor of college faculties. Whereas the faculty salaries go up more slowly than is usual in periods of inflation, they go down more slowly during periods of deflation. It is hoped that with the continued support of friends, the College may not only hold its faculty, but may ultimately strengthen its economic position.

A faculty that is to give its full measure of loyalty must participate in the establishment of policies and must feel that it is responsible for creating the atmosphere and influence desired by the College. To encourage the development of such an influence it has been our constant effort to seek the full participation of the faculty in formulating and executing policies. Only through such participation can we be sure that the policies and objectives of the College will have the united and wholehearted support of the teachers.

In this process of developing and adopting a policy, there are, of course, many differences in opinion. These differences are for the most part stimulating in that they require consideration of many points of view and of varied facts before an agreement can be reached. Where there are sharp differences of opinion, repeated conferences are needed to create a harmonious understanding. However, once a common policy is at last agreed upon, even the dissenters can support it wholeheartedly because they have participated in its formulation and adoption.

All in all, it seems that this relatively new college has already acquired a faculty that is both stable and strong. We are confident that it will grow stronger in the years ahead.

CURRICULUM POLICIES

To exert a significant influence for good, the curriculum of a community college must be adapted to the needs of its students, its community, and its times. Only by constant adjustments to contemporary needs can such a college prepare its students for active and constructive participation in public life and for successful accomplishments in a profession or business.

Whereas the college that specializes in the liberal arts, the sciences, engineering, or business can attract the clientele that it desires, a community college must adapt its program to the needs of a broad segment of the local population. This adaption requires a variety of courses, and if constant attention is not given to a basic program for general education, the liberalizing influences of the college may be submerged and lost in a program of special training. As narrow training by itself serves neither the best interests of the individual nor the nation, it is necessary to seek a balance between specialized training which prepares for a profession, and general education which stimulates the intellectual growth of the individual.

Although Wilkes' first concern is to unleash and develop the great resources of human personality, it is

also faced with the necessity of preparing each student for a job or profession which will assure him a place in our economy. If it is to serve the student adequately it must somehow combine practical training for a profession or business with educational influences that will assure the fullest intellectual development.

This dual obligation poses no great difficulty, but it does require teachers who combine a sympathetic understanding of the practical needs of students with an ability to stimulate varied interests and to cultivate habits of intellectual inquiry. In these days of specialization there is a growing need to emphasize the broader objectives which make us aware that economic security depends not only upon personal competence, but also upon the maintenance of favorable economic and social conditions. This generation must recognize that personal competence and responsibility are of greatest significance only when they are related to a sense of social obligations. Once this is recognized, the students become aware of the need for combining the best of general education with the narrower specialties of their chosen careers. They soon understand that specialization without breadth and depth of vision is stultifying and that breadth and vision are as essential to success as is professional competence.

To maintain a proper balance between general education and professional training, the curriculum committee continues to re-examine the curricula and constantly encourages faculty members to re-examine and reorganize their courses so that they may be of greatest interest and benefit to students. Such reorganization is essential if the courses are to be stimulating and are to keep abreast of current developments. In some subjects research has so expanded the field of knowledge that a complete reorganization of teaching material is periodically required. Not only must content be changed, but the objectives of the course must shift as scientific findings open entirely new areas of knowledge.

No one seems to have discovered a pattern that will entirely satisfy the demand of business for trained personnel and the need of both society and business for men of vision and understanding. Frequently it is assumed that a return to the liberal arts will provide both breadth and depth of vision, but there is no assurance that the liberal arts or any other group of subjects will create those qualities of equanimity and perspective that are the great need of our civilization. There is even some difficulty in currently defining the liberal arts. Although they were clearly defined in the middle ages when man's knowledge of himself and his universe was sharply limited, it is more difficult to make a sharp definition in this era of ever expanding knowledge. Studies that were once of greatest significance are crowded out by the growing demands of the social and natural sciences. In consequence, educators must strive constantly to maintain some intellectual balance, as they adapt the curriculum to ever changing conditions and demands.

Under these circumstances it is perhaps futile to describe a liberal or general education in terms of subjects. The character of education must be judged by its purpose and its results. If it releases the mind and

develops the talents of the individual so that a long period of continual self-development results, it is truly a liberal education. If, on the contrary, it merely passes on information or transmits skills, it is anything but a liberalizing influence.

Because of the need for combining general education with professional training, the Wilkes faculty strives to encourage breadth of understanding and intellectual curiosity so that the individual may continue to extend his horizons and his interests. As a means of orienting its thinking and work, the faculty has formulated general objectives which it seeks to develop through all activities of the College—in the classroom, in discussion, and in student activities. So that these objectives may stimulate and guide both faculty and students, they have been "spelled out" as:

The Marks of an Educated Man

1. He seeks truth, for without truth there can be no understanding, and without understanding the problems that separate us are insoluble.

2. He is able to communicate ideas in a manner that assures understanding.

3. He has faith in man. He respects differences because he knows how they have come to be. He fears uniformity because it confines both mind and spirit. He is aware of his own limitations and his neighbor's possibilities.

4. He possesses vision, for he knows that vision precedes all great attainments. "Where there is no vision, the people perish."

5. He cultivates inner resources and spiritual strength, for they enrich his daily living and sustain him in times of crises.

6. He has ethical standards by which he lives.

7. He is aware of the human struggle for progress and comprehends the forces that have assured or jeopardized this progress. He knows that man's progress requires intellectual vigor, moral courage, and physical stamina.

8. He is conscious of his responsibility as a citizen, and participates constructively in the social, economic, and political life of the community.

In this period of transition we cannot waste time and energy yearning for a return to the great educational traditions of the past, for the economic and cultural patterns that produced those traditions no longer exist. We must seek persistently to develop a program that will satisfy the demands of our technological economy and our shifting cultural patterns while at the same time we strive for breadth of understanding, lengthened vision, constructive thinking, and personal integrity.

PLANT AND FACILITIES

Unless a new college starts with the large sums required for buildings and equipment, there must be times when the staff will look back and wonder how they could have done so much with so little, even as they look ahead and wonder how they will acquire the facilities required by the demands that will be made upon the college in the future. As we look back upon the post-war days, it does not seem possible that so many students could have been accommodated before we acquired Hollenback, Sturdevant, McClintock, and Sterling Hall. We also wonder how we did our job before the Gymnasium and Lecture Hall were built.

Although it now seems incredible that we could have accommodated a larger day enrollment in a smaller plant, we also feel some qualms as we face the future. Can we expand our dormitory and dining facilities in time to care for the ever increasing number of applications from out-of-town students? How can we acquire funds for the construction of an auditorium and art center? Should we plan a new science and engineering building for class use only, or should we allow sufficient space for research projects? How can these buildings be fitted into a comprehensive program when many years must elapse before we acquire the property needed for a well rounded and attractive campus?

The future contains many question marks, but the growth of the past promises continued development. While events of the past two decades indicate that further growth can be expected, the trends that have been established during these two decades also suggest what must be done if further growth is to be assured.

No college develops within a vacuum; it grows only when it plans for the needs of the times. In our own situation it would be ridiculous for a new college to plan for further expansion if the population of the country were declining. With an exploding national population -- 200,000,000 is predicted within three decades -- it would be foolish for a relatively young college to ignore this condition and merely seek to establish its present position more firmly. To do so would be to ignore great obligations and opportunities. Inevitably this exploding population will increase the need for liberal independent colleges committed to high standards and will at the same time afford Wilkes an opportunity to attain the status in size and character that is desired for it.

Although it is apparent that the national population will increase and that college populations will grow proportionately, there is no evidence that the downward population trends in Wilkes-Barre will be reversed in the immediate future. It is desirable, therefore, to balance the downward local trends in Wyoming Valley by seeking students from crowded areas in which population growth outpaces the growth of colleges. By appealing to this group, we strengthen our own college, we offer opportunities that will soon be needed, and we attract to the College and to the community many outstanding students.

It is apparent that if Wilkes is to attract and accommodate students from other areas, dormitory and dining facilities must be enlarged. At the same time, a new auditorium and science building will make the campus more attractive and will enable the College to broaden its teaching program and expand its services to the community. Although it is the quality and character of our work that will ultimately establish the reputation of the College, we must recognize that attractive buildings and a pleasant campus influence students when they select a college.

Because the building needs of the next decade have already been stated in detail, it is unnecessary to list them again. This report merely seeks to provide current information concerning our building needs and to outline the general prospects that lie ahead of us. It is apparent from the review of current trends that a long-range program of development is essential if the College is to maintain its services and extend its influence.

In spite of immediate difficulties, we must plan for future growth. If we do not push ahead, we miss the opportunity for extended service and will inevitably slip backward. This is not going to happen if our vision is great enough and our program is sound.

ENDOWMENT

The endowment of the College is vital to its present stability and to its future growth. Although still small, the income has enabled the College to render a better service than would have been possible without it. The endowment has increased steadily and with growing momentum during the past few years. Started in 1941 with a small balance left over from the funds contributed for the conversion of Kirby Hall, it received its first real boost in 1944 when \$150,000 was raised by direct appeal to the community.

This \$150,000 was but one step toward the \$500,000 required by the State for the granting of a charter, and additional funds were needed following the war if the College was to serve the young people of the community by offering a full college program. To satisfy the State's requirements and to provide funds for needed facilities, another campaign for \$425,000 was conducted in 1946. From this effort \$432,000 was realized, and after the endowment fund had been brought up to the \$500,000 level required by the State, the balance was used for the construction of a Lecture Hall and the purchase of needed properties and equipment.

Since 1947 some funds have been transferred to the endowment from other accounts, but most of the increase has come from bequests which, if we are to judge by the experiences of other colleges, must hereafter be looked to as the chief source of endowment.

The growth of the endowment fund and the general character of investments are shown in the following table.

Endowment Fund Investments **1949 - 1953**

Year	Appraised Value		Stocks		Total
	Cash	Bonds	Preferred	Common	
1949	\$ 1,164	\$339,101	\$ 92,670	\$ 69,075	\$502,010
1950	520	250,548	141,340	128,010	520,418
1951	7,346	193,209	150,740	224,796	576,091
1952	25,791	144,601	181,220	250,995	602,787
1953	1,193	141,890	231,700	301,133	675,916
1954	1,631	128,364	248,125	347,119	725,239

In view of the dependence of independent colleges upon supplementary funds, it is apparent that the Wilkes endowment must be substantially increased if the College is to maintain a basis for stable operation and extended service. As a non-denominational independent college, Wilkes is not in a position to seek funds from an affiliated church or from the State. It must seek its own support so that it may continue to serve people of all denominations with complete impartiality and with complete freedom from political control. As its position is strengthened by a growing endowment, it will cultivate even more effectively the unity and solidarity that result from personal friendships and adherence to sound ideals.

There is strength in this position of independence for it is in the American tradition of freedom and of respect for those who differ from us. In an atmosphere of intellectual freedom students are encouraged to develop that independence of judgment and integrity of the mind that are the basis of a sound personality. By cultivating respect for individual opinions and for freedom of inquiry, the College nurtures those attitudes and viewpoints that are the bases of American democracy and which assure unity and strength in the midst of diversity. To maintain such a position of independence in a competitive situation, a substantial endowment is sessential.

GIFTS

The generous gifts of many friends have made possible the growth of the past sixteen years, and it is gifts upon which we must depend for future growth. Only as resources are given can the College extend its services and translate its plans into a working program. A glance at the past and a consideration of known plans for the future give assurance that past growth is but a forerunner of greater growth.

When the College was founded in 1933, it sought no support from the community, and in consequence accumulated a deficit of \$33,000 in its first four years. When help was first sought in 1937 and 1938, three buildings -- Chase, Conyngham, and Weskesser halls-- were given to the College and a small group of friends contributed funds for their adaption to college use.

In consequence of the interest awakened by these gifts and because of an ever growing recognition of the significance of the College to the community, gifts have tended to increase in numbers and in amount with the passing of the years. In the past decade and a half nearly one and one-half millions have been given to the College and there is every indication of increased giving in the future.

GIFTS

1937 - 1953

Real estate and equipment	\$ 439,601.00
Cash and securities	\$1,037,550.00
Total	<u>\$1,477,151.00</u>

The major part of these gifts has come to the College in consequence of a series of campaigns conducted for building and endowment funds. It seems likely that in the future there will be some change in the pattern of giving. Instead of the larger sum coming through regular campaigns, it appears that increased sums will come from annual giving and from bequests. This does not mean that there will be any cessation of campaigns, but the past events indicate that each campaign encourages annual giving and bequests, and thus increases the proportion of gifts received in the intervals between campaigns.

As a new college, it was natural that few bequests would be received in the early years. Only after years of proven service can people be expected to plan for the College in their wills. Recently, however, never a year has passed without some bequest coming to the College which significantly increased its strength. It is anticipated that gifts from such sources will tend to increase in the years ahead because friends now include the College in their plans. Even though the College is still very young, bequests in the last five years totaled \$162,000.

Until the past year it has not seemed that annual campaigns for support would be necessary. However, recent economic developments have made it impossible for the College to increase its endowment as rapidly as the dollar has depreciated. In consequence, there is an ever increasing demand for scholarships, and the College must seek aid from its friends if the assistance required by outstanding students is to be provided. Trends of the last four years reveal the need for scholarship funds. In these years scholarship grants have increased from \$18,000, to \$25,000, to \$36,000, and during the past year to \$41,000.

We find that many students of great promise cannot obtain a college education unless they are given some scholarship aid. Although the College wishes to assist such outstanding students, it never gives a scholarship for full tuition. It gives only a portion of the tuition because of its conviction that it should help only those who are willing to help themselves. Each student who receives aid is required to earn a significant portion of his tuition, and in some instances to borrow from a rotating loan fund.

Since the end of the war, gifts have never fallen below \$53,000 for any year, but the College has received few uncommitted gifts. In most instances funds have been given for a specific purpose: the establishment of an endowment fund, the purchase of property, or the construction of a building. These gifts have enabled the College to expand its plant, improve its facilities, and extend its services. Each improvement has been essential to the growth of the College, but unfortunately each expansion of plant or service increases maintenance costs and thus necessitates increased income. It is because of this fact that endowments must be expanded with each addition to the plant, and annual funds for scholarships must be sought from friends. Each step forward requires another step so that we may maintain a balanced program.

COMMUNITY RELATIONS

Although Bucknell University established its junior college to provide new educational opportunities for the young people of Wyoming Valley, those of us responsible for the development of the College have long recognized that it must also assume responsibility for extended community service.

Just three years after the opening of the College, this challenge was made to us by an article in the *Survey Graphic*. The writer pointed out that Wilkes-Barre was a sharply divided community, and then almost as an afterthought he added: "The newly founded junior college is the first attempt that has been made to unite the people of Wyoming Valley. It remains to be seen whether or not it can succeed."

As the newly appointed Director of the College, I was surprised by this statement for at that time I had thought of the College only as an institution for the education of young people. Slowly, and with the passing of each year, this statement has gained greater meaning. Today the concept of community service is deemed to be as much a responsibility of the College as is the education of students.

This obligation has been increased rather than lessened by the economic problems of the Valley, for we clearly recognize that the College cannot grow indefinitely if the economy of which it is a part is not sound. We have deemed it enlightened self-interest to join in every plan for community betterment, and all of us have been happy to participate in efforts for economic, political, and cultural improvement. To put this belief into action the College invites community groups to come to the College and encourages its faculty to work with other groups in the community.

To provide for men and women who work during the day, an evening program has been developed and a number of utilitarian courses in merchandising, accounting, business administration, secretarial studies, and nursing education are included. These courses open opportunities for advancement and self improvement to many persons. When the evening student matriculates, courses may be selected without regard for an over-all plan of education, but any student who wishes to earn a degree must balance the professional and utilitarian courses with an equal number of courses in the humanities, the social sciences and the natural sciences.

Many community activities are centered in the College, and in some way or another depend upon the College for support or cooperation. For some years Dr. Hugo Mailey of the Political Science Department has worked with borough, police officials, and members of the minor judiciary in a series of seminars and lectures designed to familiarize borough and police officials with the best and most constructive practices developed in progressive communities of the nation. This program has required cooperation with local officials and has resulted from the mutual desire of College and local officials to work with one another for the advantage of our communities.

The Wyoming Valley Philharmonic Orchestra is another instance of cooperation between the College and a community group. As the Music Department grew, it became apparent that leadership and facilities for the development of an orchestra were available within the College if the community was interested in developing and supporting a philharmonic of its own. It was believed that a local orchestra would serve a three-fold purpose: It would assure music lovers of an opportunity to enjoy music that is seldom available in small cities, it would offer musicians an opportunity to use and enjoy their talents, and music students would gain experience and encouragement.

This project, first suggested and now conducted by Ferdinand Liva of our faculty, is sponsored and supported by some eight hundred members of the Wyoming Valley Philharmonic Society. Although its financial resources are still inadequate, an encouraging beginning has been made which we hope may lead to years of continuous development which will benefit both the community and the College. It is an example of what can be done when the College and the community combine their talents and their resources.

Lectures have also been opened to the community. During the past year, Leroy Bugbee of Wyoming Seminary gave four lectures on the Far East, and a series of lectures on "The Foundations of Freedom" began on February 19 when Erwin Canham of *The Christian Science Monitor* discussed "The Spiritual and Intellectual Foundations of Freedom." The lecture by Mr. Canham will be followed by two others: "The Economic Foundations of Freedom" and "The Political Foundations of Freedom." All of these lectures are offered to members of the community without charge because of a gift that has been made for this purpose.

A new project in cooperative action was started in the fall of 1953 with the establishment of the Anthracite Institute for Developing Schools. In this instance the College cooperates not only with the local public schools, but also receives encouragement and cooperation from the Kellogg Foundation and Columbia University. During the past summer Dr. Daniel Davies of Columbia University asked if the College would wish to participate in the Cooperative Program in Educational Administration which has been financed by a grant from the Kellogg Foundation. As this whole project is concerned with the improvement of public education, the College was eager to participate and offered the fullest possible use of its resources. At the same time Dr. Eugene Hammer came to the College as head of the Education Department, with the understanding that he would serve as executive secretary of A.I.D.S. A number of school districts have already joined in this cooperative study group which seeks ways and means

whereby the schools may strengthen their programs and thus contribute to the welfare of the children and the improvement of our communities.

Cooperative action also seems to produce worthwhile results with the hospitals of the Valley. Since the program in Nursing Education was introduced in 1952, we have had to turn to the hospitals for help, and are happy that they in turn have sought aid from the College. In consequence, a member of the Wilkes faculty teaches psychology and sociology in four hospitals, and the College faculty also teaches the sciences in one of these hospitals. Such arrangements will last only so long as they are mutually advantageous, but it is our hope and anticipation that experience with this type of cooperation will prove to be so worthwhile as to lead to its extension.

Members of the faculty of course join many community groups and as individuals carry their share of community responsibilities. Although I am in no position to name all their activities, it is interesting to note that in addition to active membership in churches of all denominations, P.T.A.'s, and service clubs, they render significant service as members of various boards and committees. Merely to name some of the boards on which they serve will give some idea of their desire and willingness to cooperate in community projects. Among the known boards with which they are affiliated are the Industrial Fund, Chamber of Commerce, Georgetown Community House, Boy Scouts, Family Service Association, Recreation Association, and the Wyoming Valley Hospital.

In addition, the head of our Economics Department serves as Chairman of the Idea Committee of the Chamber of Commerce. The work of this group is of particular significance because many ideas for community betterment originate in it and are then translated into working programs by the Board and Committees of the Chamber.

The value of this participation in community affairs will increase as the position of the College is strengthened and its resources expanded. A good be-

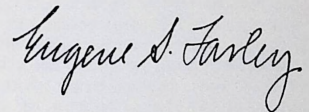
ginning has been made, but many opportunities for community service are deliberately overlooked because of the heavy college load and the normal limitations of time and energy. You may be assured, however, that the College will always seek to serve this community of which it is a part.

TO SUM IT UP

The growth of the first twenty years is but a prelude to many generations of continued development. The worth of the College has been demonstrated. With the continued help of our many friends, our plans for the next decade will be translated into a reality and new plans must then be formulated for the following decade. In all planning we are guided by the conviction that our strength will depend upon the quality of our work and the character of our graduates rather than upon size and numbers.

In closing, I wish to add a personal note. It has been a gratifying experience to work with you during the past eighteen years. From your interest and support I have gained both stimulation and vision, which I hope have been used for the benefit of our students and our College. My years of work with you have developed two strong convictions. By himself a man can do little, but in cooperation with his friends and neighbors much can be done. My second conviction is that strong institutions are built only by those who wear rose-colored glasses; their optimism develops the creative force and vision essential to constructive development.

Faithfully yours,



EUGENE S. FARLEY
President

