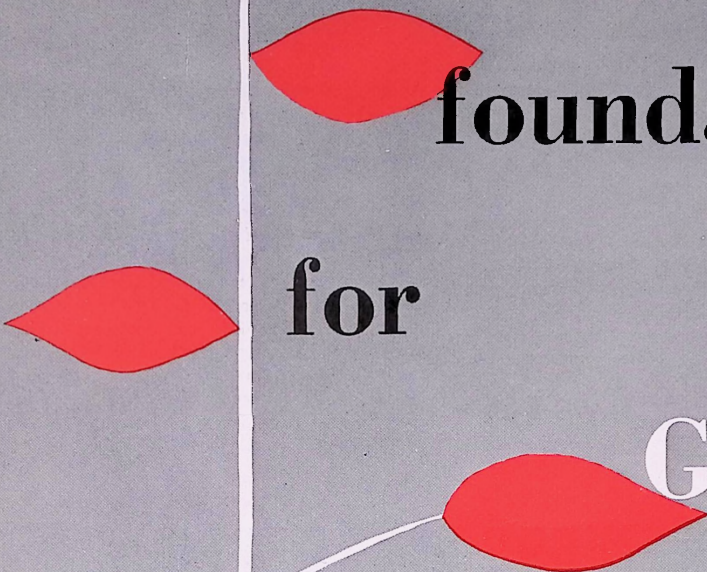
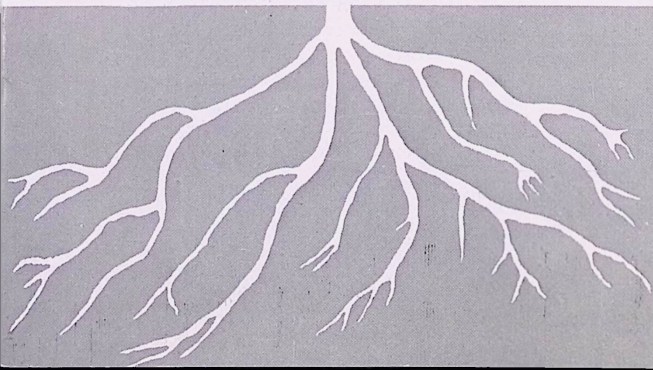
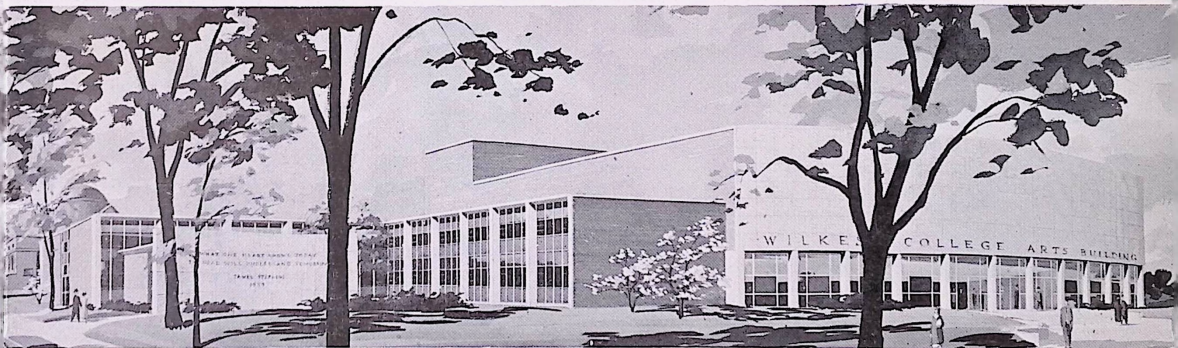




foundations for Growth

PROPOSED FINE ARTS BUILDING AND ASSEMBLY HALL



REPORT OF THE
PRESIDENT

WILKES
COLLEGE

Spring 1957

REPORT TO TRUSTEES, ALUMNI AND FRIENDS

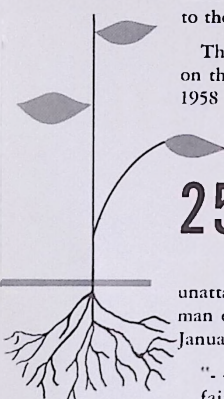
The past year has been one of fulfillment and of promise. Plans, that for years seemed to be no more than dreams, have come to fruition and foundations for further growth have been established.

Only a little more than a year has passed since Gilbert McClintock, as Chairman of our Board of Trustees, appointed a small committee to formulate plans for our Twenty-fifth Anniversary Development Program, and just a year has passed since the Board approved the projects presented to them by their committee.

The program that was outlined for completion on the twenty-fifth anniversary of the College in 1958 was comprehensive, and to some, seemed

Although no general campaign is planned before 1958, the quiet and generous response of a few friends has given us a magnificent start which we hope will gain impetus during 1957.

In last year's report to you, I outlined the nature and extent of our development program, and reported to you some of the very tangible gains that had come to the College in consequence of the interest aroused by the announcement of its needs and its record of past service. Happily, new developments have occurred since that report was made to you, and so that you may know what has been accomplished and what must still be done, I will review the program and pinpoint those things which have been done.



25TH ANNIVERSARY DEVELOPMENT

unattainable. However, as Arnaud Marts, Chairman of the Committee, reported to the Board in January 1957 —

"... Your committee proceeded with hope and faith in developing this program.

"It was our policy (however) not to attempt any general appeal in the early years of the three-year program but to seek in a quiet way, support from Trustees and other selected generous friends before projecting a general public campaign for capital funds.

"I said we proceeded with hope and faith, but in the light of what has happened during the subsequent eleven months, I doubt that our faith was as great as we then thought it to be, for the results to date have been far greater than was my faith at that time."

In these words, Dr. Marts refers to the comprehensive nature of the plans for development and to the great progress made during its first year.

GAINS OF THE YEAR

FACULTY SALARIES were given a position of primary importance in the program because of our awareness that it is the faculty which determines the character of the college and the standards of the students. In giving first priority to salaries, the Board members also revealed their awareness of the great material contributions made to the development of the College during its first quarter-century. So that this sacrifice may not become too great, it is their wish to raise Wilkes salaries so that they will compare favorably with other colleges of Pennsylvania.

Fortunately, three gifts, totaling more than \$220,000 were given for this specific purpose during the past year, and in consequence of the income received from these funds, the College will be able to increase salaries by an average of 14 percent between September 1955 and September 1957. These increases will improve the position of the faculty and will bring Wilkes

salaries to a point which is about average for the independent colleges of the state. Unfortunately, they will not fully restore the purchasing value of faculty salaries lost through inflation, nor will they enable Wilkes to compete for teachers of established reputation whose services are essential to the maintenance of the standards established by the present faculty.

The generosity of a few friends and the splendid gift of the Ford Foundation, however, have improved faculty salaries, and on behalf of the faculty I wish to express gratitude to those friends who have contributed so much to the support of those who have been so loyal and devoted. For years, these teachers have stood by the College because of their faith in our students and

we turn to friends for help so that we, in turn, may help able students of limited means.

Last year we asked for \$50,000 with which to assist some 200 of these students and, happily, 600 friends joined us by giving \$50,718 for this purpose.

A SCIENCE BUILDING for teaching and research was listed as the third step in our program of development, and as you know, funds have been provided for this building which will be completed and ready for use when college opens in the Fall of this year. After more than twenty years of painstaking development, the gift of \$1,024,426 for the erection of this building is still almost beyond my belief.

PROGRAM WILKES COLLEGE

in the mission of the College. It is gratifying, at long last, to give these men and women tangible evidence that their services are appreciated. I hope that the gains of the past two years may soon be duplicated so that our fine teachers may be justified in remaining with us and other teachers of equal ability may be persuaded to join us.

SCHOLARSHIPS were placed on a par with faculty salaries so that the ultimate purpose of the College might be realized. Fine teachers are required by the College, but superior students are essential to the best of teachers. The superior student stimulates the able teacher just as the superior teacher stimulates the able student. The two working together, and mutually stimulating each other, raise the quality of education for all.

Without the assistance of scholarship funds many of our ablest students would find the benefits of college to be beyond their grasp, and without education the benefits of their talents would be lost to mankind. So it is that each year

Early in 1956, a short visit from one of the donors was followed two weeks later by a telephone call asking if we would be willing to accept a gift for the construction of this much-needed building. You can imagine my answer, but you may never fully appreciate the graciousness with which the gift was made. I am still unsure that my own expressions of gratitude have matched the gracious expressions of the anonymous donors. I am certain, however, that all of you feel some measure of the gratitude that will always be mine. Their gift does more than make possible the erection of a science building. It turns a long-held dream into a reality that will affect our students and community for many generations.

As you know, this building is to be named for Admiral Harold R. Stark, a member of our Board of Trustees, a distinguished citizen of our community, and the retired Chief of Naval Operations. His services have been invaluable to Wilkes, as to his country, and we are happy to

LIBRARY—You may recall that a new library was given next precedence. With so many pressing needs it is fortunate that our former Board vice-chairman, the late Fred J. Weckesser, assured the College of a handsome and adequate library by directing that the handsome Weckesser home shall be given to the College.

DORMITORIES—My last report also stressed the need for dormitory facilities for at least 150 additional students. In this area we also have been fortunate for with all dormitories now filled, with a few students residing in selected homes, and applications for admissions greater than ever, we would be completely stymied had we not recently acquired three nearby homes.

In the Summer of 1956, we purchased the large Wadhams house across from the College Gymnasium and are temporarily using it as a classroom building. But, when Stark Hall is ready for use in September, this house will be equipped for the housing of twenty-six men. Two other homes on South River Street were offered for sale in January of 1957, and the Board deemed it advisable to purchase them for use as dormitories. In consequence, the former Reynolds residence will be made ready as a dormitory for girls by September, 1957, and the Dobson residence will be similarly prepared by September, 1958.

It goes without saying that these acquisitions would not have been possible without the generous support of friends. In this instance we are indebted to five members of the Board who have given us more than \$96,000 for use in the development program, and we hope and anticipate that the Dobson house may ultimately bear the name of the donors, Mr. and Mrs. Aaron Weiss.

The acquisition and adaptation of these homes will provide housing for 188 students, and adaptation of Barre Hall, which may soon be possible, will provide quarters for an additional 22 students and will increase our residence capacity to 210 students. As properties contiguous

to the campus are made available to us, we hope to gain additional space, for it is anticipated that dormitory rooms for 300 selected students will be required within five years.

ENDOWMENT—This major objective of our Twenty-fifth Anniversary Development Program was overlooked in last year's report, but fortunately gains in endowment equal our gains in other areas. Shortly after the development program was announced, a friend who had long been concerned about the inadequate salaries of faculty members gave \$103,000 for the endowment of salaries. Shortly thereafter, W. C. Carpenter, Jr. created the W. C. Carpenter Memorial Fund, in honor of his father, whose entire active business career was centered in Wilkes-Barre, specifying that the income received from this fund should be used to encourage the work of the science departments by supporting research projects, providing needed equipment, subsidizing students of unusual promise, and in attracting and holding a strong faculty. In July these two gifts were followed by a grant of \$115,000 from the Ford Foundation for the improvement of faculty salaries. So it happened that within a period of five months our small endowment was increased by \$776,000.

Needless to say, these funds which provide greater stability and an assured income are a welcome complement to the gifts that have been made for buildings and new facilities. Without supporting endowment it is possible that the new buildings might so increase our operating costs as to cause a sacrifice in personnel that would reduce the effectiveness of our work. These additions to our endowment provide a measure of balance that is essential to our continued development.

PARKING AREAS within easy walking distance of the College have long been needed and the Board determined to make the acquisition of parking sites an objective of our development program. During the past Summer, a friend, who requests that his name be withheld, gave funds

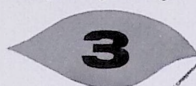


The construction of an assembly and fine arts building which can either be built in its entirety for \$1,490,000 or in sections as funds become available.

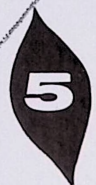
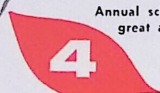
The enlargement of our endowment and the further improvement of faculty salaries.



An engineering building.



Annual scholarships to students of great ability but limited means.



The acquisition of more dormitories.

1957



with which to purchase a parking lot on Wright Street. This acquisition, with the lot behind the Wadhams house has provided space for 60 additional cars. Although this space is still inadequate to our needs, it does ease the parking problem for the faculty and for a few students who arrive very early in the morning.

The extent of our gains during the past year may give you the impression that our task of development is finished, at least for the moment; but such is not the case, for the tasks that lie ahead are even greater than the achievements of the past. If we are to reach the goals set for our twenty-fifth anniversary, we must still acquire funds for:

1. the construction of a fine arts building and assembly hall which can either be built in its entirety for \$1,490,000 or in sections as funds become available
2. the enlargement of our endowment, and the further improvement of faculty salaries
3. an engineering building
4. annual scholarships to students of great ability but limited means
5. the acquisition of more dormitories

The events of the past year raise our hopes and sustain our faith that somehow in some way *the College will achieve the goals that have been set for it by the needs of the students and the community.*

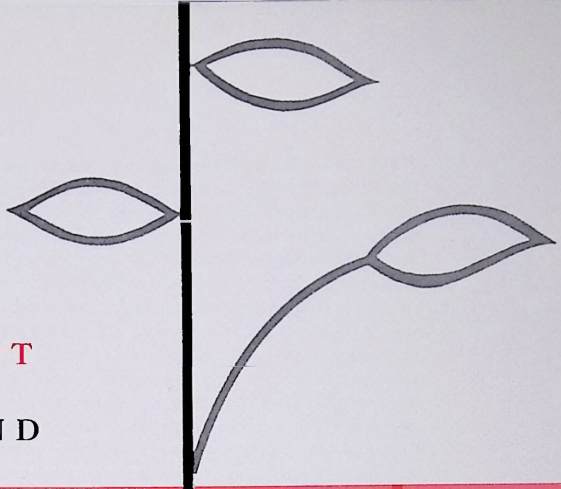
STUDENT SERVICES

A recapitulation of the material gains of the past year may give the impression that we have lost sight of our *reason for being*, the enhanced well-being of students. Fortunately, this is not so, for the material gains of the past year give the faculty and administration a bit of release from the struggle for survival and so enable them to give greater attention to the intellectual and spiritual needs of students.

PROGRESS REPORT

DEVELOPMENT FUND

FEBRUARY 18, 1957



	RECEIVED	PLEGDED	TOTAL
1. Anonymous gift for the endowment of faculty salaries	\$ 103,356.25	\$	\$ 103,356.25
2. Irrevocable trust created by a Trustee		100,000.00	100,000.00
3. Anonymous gift for Stark Hall	1,024,406.00		1,024,406.00
4. Gifts of five Trustees for use in purchasing properties and constructing buildings	62,715.60	40,177.65	102,893.25
5. Gift of a Trustee to be used for the improvement of teachers' salaries	4,600.00		4,600.00
6. Gift of the parking lot on Wright Street by a Trustee	2,500.00	2,500.00	5,000.00
7. Gift of the Ford Foundation for the endowment of teachers' salaries	115,000.00		115,000.00
8. Creation of the W. S. Carpenter Memorial Fund.	558,000.00		558,000.00
9. Gift of property at the end of the River Common by the Wyoming Valley Society for Arts & Sciences	50,000.00		50,000.00
10. 610 pledges to the Annual Scholarship Fund....	50,718.00		50,718.00
TOTALS	\$1,971,295.85	\$ 142,677.65	\$2,113,973.50

For years faculty members have been concerned lest the ever-mounting demand for specialized training cause an irretrievable loss of personal and social values. They have recognized that the accelerating development of our technology is revolutionary in character, and that the area of man's knowledge expands so rapidly that specialization becomes more and more essential. Paradoxically, there is the ever-present danger that men may become so highly specialized that they become mere cogs in a great man-made machine. Education can contribute to this unhappy destiny, and may do so quite unintentionally, unless educators continually re-assess their purposes, their values, and their program.

In the rush to keep up with new developments in science and technology, great human and spiritual insights may be lost, and once these insights are lost, our civilization will drive ahead without reason and with no other purpose than the creation of change. The advancement of mankind will be forgotten and the juggernaut of technology may destroy its creator.

Although such a possibility lies before us, it need not be if men will continually evaluate their motives, their desires, and the ends for which they strive. Specialization can make great contributions to the well-being of men, if specialists are able to see their specialties in relation to the welfare of mankind.

The revolutionary changes through which we are passing destroy old patterns and old values, and men are sometimes left without a sense of direction or significance. Our generation must grope its way from the assumed verities of the past to the greater verities that are opened to us by our expanding knowledge of man and his universe. But, in this process, man must not lose all sense of purpose and of value, for he cannot do so without destroying the integrity of his personality and the character of his civilization.

Educators of our times are caught in the dilemma that confronts modern man everywhere, and because of their peculiar responsibilities they

must constantly evaluate their work in terms of contemporary social and personal needs. In the midst of accelerated change, they are responsible for preserving the transcendent values of the past while they simultaneously acquaint their students with the newer patterns and values of contemporary life. They are expected to lead their students into an era of change and assist them to gain understanding of the natural and social forces with which they must live, and simultaneously they are expected to encourage them to develop, within themselves, those personal values and standards that are the basis of personal integrity.

During the past year, our faculty has been groping with these problems and they plan to continue their self-examination in the years ahead. So far, no revolutionary changes in curriculum have resulted, but there are many evidences that faculty members are successfully attacking these problems. They continually strive to give breadth and depth of understanding in even the most specialized courses; they are simultaneously seeking for a pattern of education that will enlarge the horizons of their students and will encourage them to seek new and greater understanding of man's relation to man, and man's relation to his universe. Rather humbly, they are driven to conclude that the answers they seek may emerge from the inter-play of minds, the competitions of ideas, and the evaluation of accepted standards, rather than from any fixed pattern of education. It has been a humbling and stimulating experience to share in this quest of the faculty, and even though the ultimate results are still unknown, I am encouraged to believe that our students will gain from this continuing quest even though the faculty may discover no final answers to the educational problems that emerge in this era of accelerated change. Because of their quest, I am sure that they will be more effective teachers and counsellors in the years ahead.

For some years we have been concerned about the failure of many able students to achieve in

proportion to their capacities. Since the first study of student failure was made about 1950, we have been increasingly conscious of the fact that able and promising students can fail as readily as the less able student. Some years ago we were inclined to blame the failure of these students upon laziness and lack of ambition, but continued experience with these students has made us aware that emotional disturbances can block the individual as completely as does lack of ability. In consequence, student advisers with the assistance of a specialized consultant, are now seeking to prevent failures that eight years ago would have been considered inevitable.

For years we have been content to assist freshmen as we have assisted upper classmen, but recent experiences suggest that the freshmen face special problems that require special help. To meet these special needs, four members of the faculty have been given reduced teaching loads for the first term and each freshman has been scheduled to meet with one of them for two half-hour conferences. These interviews are not concerned with the scheduling and the selection of courses, for this responsibility still remains with the regular faculty advisers. They are, however, intended to establish rapport between students and faculty and to encourage friendly discussions of any questions that concern the student. As was anticipated, students are concerned with the greater freedom and responsibilities of college life, and with the resultant doubts that develop in their minds. The limited assignments of the high school sometimes fail to prepare them for the broader assignments of the College, or for the latitude allowed in completing term papers, and in reporting on collateral readings. Instead of assignments for the day, they are given assignments for the day, the month, or the term, and, in consequence, some become overly concerned whereas others are too little concerned. Some are impressed by the magnitude of the assignments that confront them while others remain unaware of these assignments until papers are due or examinations are imminent. Either ex-

treme is disastrous and both require understanding and a planned schedule of work for their solution. Sharing these problems with sympathetic counsellors has seemed to benefit many freshmen, and we hope that losses may be cut by this added service.

You will gather from this section of my report to you that we are probing into areas which are promising but in which results cannot be foretold. It is my personal conviction that such probing is essential to the maintenance of a dynamic and alert faculty. We cannot be content, in these revolutionary days, with practices of the past but must constantly search for procedures that will keep our students abreast of the times without destroying their faith in ideals and institutions that must be maintained in the midst of change and doubt.

Every college has a responsibility to the civilization and people that support it, and this responsibility is to be satisfied only in the character of the students, their capabilities, and their adherence to the great ideals that are the foundations of a people, a nation, or a civilization. These ideals are relatively intangible but so are electricity and the power of the atom; great ideas are the dynamic force that lead men to the attainment of that which has, heretofore, been unattainable. In this generation it appears that the survival of our civilization may ultimately depend upon man's concern for his neighbor and the recognition that cultural gains are only possible where men are so concerned.

THE ALUMNI

Because of its newness, the College has been slow to turn to its alumni for help. Its first concern has been to assist the growing body of alumni to establish themselves in their businesses, their professions, and their homes. Most happily, graduates have recently urged the establishment of an active alumni organization and have expressed a desire to support their college in its efforts to improve and expand its services. In

WHAT THE HEART KNOWS TODAY . . .

consequence of their desire, a full-time alumni secretary was appointed in 1955 and plans were made to keep in touch with alumni and to assist them in establishing a sound organization.

To accomplish these purposes, class managers were appointed in 1956 to establish and maintain contacts between members of the various classes. After extended discussion, the alumni secretary requested these managers to write personal letters to their classmates urging them to contribute to a fund that would increase faculty salaries. Needless to say, the response was not unanimous for many are still in graduate schools, others are not yet fully established, and, regrettably, a few are disinterested. The first response has been heartening, however, and individual alumni are showing an increasing desire to share in the future of their college. In the first alumni appeal 20.4 percent of the alumni receiving Wilkes diplomas made some contribution. Russell Picton, the Alumni Director, and the officers of the Association hope to increase the proportion of donors until the participation of Wilkes Alumni compares favorably with the participation of alumni of many older colleges.

Prospects for such participation have been enhanced by actions of the undergraduate classes. Recognizing that the cost of their education is being borne by gifts of loyal friends and recognizing that continued giving will be required in the future, these classes, one by one, voted to establish a class fund during their undergraduate years that would be maintained in perpetuity. They voted to start these class funds by taxing themselves one dollar per term while they are in college, and they hope to develop this fund in perpetuity through annual gifts after graduation. This early recognition of the part they must play in the future of their alma mater encourages us to hope for their continued loyalty and support in the years ahead. Needless to say, it is personally most gratifying to know that students and alumni are joining in the effort to create a

College to which they can refer with growing satisfaction and pride. If the faculty has encouraged them, they in their turn are encouraging and supporting the faculty.

STUDENT EMPLOYMENT

A recent survey was made to determine the amount of time devoted to study and to outside work by our students. Although the course work requires from 42 to 52 hours per week — the amount of study varying with the course — we find that a little more than 50 per cent of the students are also earning a portion of their tuition through outside work. The time devoted to these jobs varies with the needs and opportunities of the students, but the average time given to outside work is 15 hours. These figures show why we are sometimes concerned lest the student make too great a sacrifice to gain an education, but it is gratifying to note that many students who carry these work schedules tend to make above average grades. Apparently, their motivation is so great that it compensates for the limitations of time.

In recent years, you may have heard college graduates referred to as "the world's most wanted men." The demands for graduates each Spring justifies the phrase for during the past few years demand for Wilkes graduates has far exceeded the number graduating. At times the number of employers interviewing our graduates has been nearly three times the number of graduates. Just this past year 105 industries and 126 school systems visited the College to interview 93 graduates in search of jobs.

Although many students now seeking jobs might profitably delay their work in order to obtain further training, the acceptance of a job at the time of graduation does not preclude further training. Many of the technical jobs require advanced training, and in consequence, companies frequently offer training programs to young graduates and, in many instances, they encourage and finance the graduate training of

THE HEAD WILL UNDERSTAND TOMORROW

their most promising young men. The scientific and technological developments of our time require continual study if a man is to keep abreast of the developments within his chosen field.

APPRECIATION AND ANTICIPATION

The passing of each year increases my gratitude to those who have permitted me to work with them during the past 21 years. The growth of the past 20 years has resulted from the growing support of an expanding group of friends. Perhaps I refer too frequently to the beginning of the College in the midst of doubt and uncertainty, but the confidence and vision of the present are in such contrast to the doubt and obscurity of the past that those of us who have known both conditions must necessarily marvel at the change.

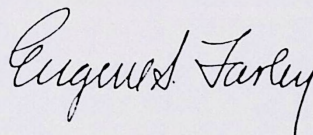
Last year we announced great plans, but were completely in the dark as to where and how we could find the means to translate the plans into reality. Almost miraculously, new friends joined with old to assure the significant achievements of the past year. Now, a year later we face the second half of our Twenty-fifth Anniversary Development Program with the same hope and the same misgivings that were ours a year ago. If by some miracle, the events of the past year can be

duplicated, the goals that we have set for 1958 will be attained, and we can then move toward new goals with assurance that we are equipped materially and I hope spiritually, to render services of ever increasing value.

In closing, I wish to express my gratitude to trustees, friends, faculty, alumni and students for the great privilege of sharing with all of you in this task of building a new and virile college, committed to community service and dedicated to the liberal ideals that have done so much to release and nurture the spiritual and intellectual resources of mankind.

With your continued support, I am sure that we can move forward in the future as in the past, inspired and encouraged by our faith in one another and by our conviction that the cause in which we are engaged will exert a force for good in the lives of our young people and our community.

Faithfully yours,

A handwritten signature in dark ink, reading "Eugene S. Farley". The signature is written in a cursive, flowing style with a large, prominent "E" and "F".

President

