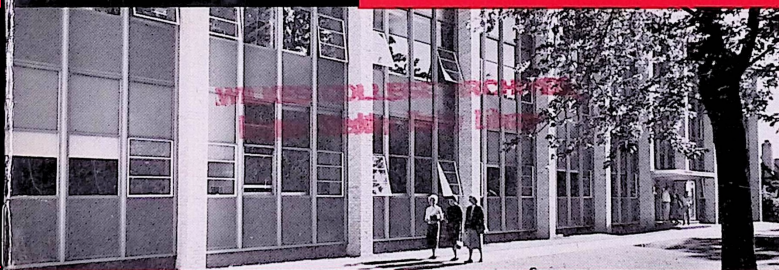


WILKES

1933

TWENTY-FIVE YEARS

1958



WILKES COLLEGE ARCHIVES
Rugene Shedden Farley Library

REPORT OF THE PRESIDENT

WILKES COLLEGE

A COMPARISON...

1933

1958

	1933	1958
Total Assets	None	\$5,831,136
Buildings	4 rented rooms	25
Students:		
Day	164	1099
Night	29	530
Total	193	1629
Faculty and Administration:		
Full time	4	72
Part time	8*	24
Total	12	96

*Commuted from Bucknell University

WILKES COLLEGE ARCHIVES
Eugene Sheldon Farley Library

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REPORT TO THE TRUSTEES ALUMNI FRIENDS

As I prepare this report I am made aware of the great contrasts between our present status and our prospects when the College was established. In 1933 the College was started without funds, without a home, without friends, and without prospects. It was a period of world-wide depression, and in Wyoming Valley people were beginning to realize that our basic economy was shifting. Our beginnings were less than humble and were only justified by the needs of the young people and of the community; and yet at that time there was little awareness of the needs of either.

All for whom I am preparing this report have participated in the development of Wilkes and can therefore share with me something of the wonder that arises from a comparison of our condition in 1933 with that of 1958. Vision has replaced blindness, conviction has replaced doubt, and thousands of warm friends have given us a substantial plant and a growing endowment. Because of the change that has taken place in the face of adversity, I think of Wilkes College as a demonstration of faith rather than as an aggregation of buildings and a group of people.

Although there was a great need for a college in 1933, the need was no greater than it had been ten or twenty years earlier; and in 1933 the obstacles were greater than at any time in the past. Perhaps it is for this reason that I think of Wilkes and its growth in the human terms of faith, conviction, and a desire to serve one's neighbor and community. After all, it is only these qualities of the spirit that have caused you to give so generously of your energies and your resources.



THE INTANGIBLES OF EDUCATION

In the midst of national concern for our expanding enrollments, many studies are being made to determine the relative advantages of small classes vs. large classes; of lecture vs. discussion; of television vs. personal contact. And, most of these studies indicate that students learn their facts just as well in large classes as in small, by the lecture method as by discussion, by television as by personal contact. If factual knowledge marks the educated person, it appears therefore, that we are justified in de-personalizing the educational processes and in streamlining education as we have streamlined the production of automobiles, refrigerators, and the innumerable gadgets of modern living.

The human being, however, is neither a machine nor a gadget; he is, on the contrary, a sensitive organism whose emotions and ideals are as important to his success as are the structure of his body and the capabilities of his brain. His compulsions and inhibitions can block the development of his greatest talents, just as well-directed and wholesome drives can lead to attainments far beyond the norm of expectation.

It is relatively easy to transmit facts, but knowledge alone does not mark an educated person. Knowledge is little more than an essential tool of thought, and like all tools it is useless without guidance, purpose, and power.

In contrast, it is difficult, if not impossible, to transmit understanding and wisdom. These qualities can be attained only through individual effort, and, as Aldous Huxley has observed, complete understanding is possible only where there is total awareness. To understand the atom, man must be aware of *all* of the elements and forces within the atom and of *all* external forces that affect the atom. So it is with man: to understand man, one must be aware of *all* of the physical, psychological, and spiritual forces that lie within the mind and body; simultaneously he must be aware of *all* external forces affecting him.

Impersonal relations in education do not create awareness nor do they develop confidence. These qualities cannot be transmitted by impersonal relations and must be nurtured, therefore, by personal influences that awaken the mind and encourage both inquiry and effort.

As Dr. Hammer of our faculty has remarked, "One method of teaching may be no better than another in transmitting facts that can be measured by an examination, but one type of education may be much more effective in developing the resources that lie hidden within the student. But, unfortunately, it takes at least ten years to demonstrate the difference."

Although these differences in education cannot yet be measured, we believe they are great enough to profoundly affect the lives of those who study with us. It is therefore the development of these intangibles — confidence, assurance, awareness, understanding — that gives us primary concern, and it is these unseen and immeasurable qualities that we strive to nurture.

We do not believe that there is any short-cut or any means of eliminating the human equation in the development of these qualities. Our faculty, therefore, continually seeks for means that will develop the intangibles that are the real mark of an educated person.

25th ANNIVERSARY DEVELOPMENT PROGRAM

The year of 1958 not only marks our first quarter century of service, it also marks an increase in resources and a broadening of our horizons. These enlarged resources portend a change in the character of the College.

Although the College has long been committed to the maintenance of high scholastic standards and to community services, its efforts and influences have been limited by its resources. In the future, as in the past, the extent of our resources will determine the extent of the services that we can offer, but the great gains resulting from our Twenty-fifth Anniversary Campaign have so markedly increased our resources as to justify the thought that Wilkes College is now entering a new era of service.

The ideals and aspirations of the first twenty-five years have been proven and have been accepted by our many friends. The advances of the past have extended our vision and increased our confidence so that we look forward to an even greater realization of our hopes in the quarter century that lies ahead. With faith in our work, and with the support of our ever-growing circle of friends, that which was impossible yesterday is possible today, and that which is impossible today will be possible tomorrow.

The climax of our development program in 1958 dramatizes the gains that have come to the College during its first twenty-five years and three events of the past year accentuate the gains of the past and point the way to the future. These three events are:

1. In September of 1957 we dedicated a new science building and, at the suggestion of our anonymous donors, named it for our beloved associate, Admiral Harold R. Stark. The opening of this million dollar building established a teaching and research center that will enable the science facilities to work under the most favorable of conditions, and the endowment of this work by the Carpenter Memorial Fund provides resources for the support of both teaching and research.
2. In February of 1958 the final phase of our Anniversary Program culminated in an appeal for \$500,000 from friends in the community. Their response enabled us to close the campaign with pledges and gifts of \$502,387, which have since increased to \$568,770.
3. In May of 1958 the College purchased the Glen Alden properties on South River Street when they were unexpectedly offered for sale. The special value of these properties to the college was so great that there was no hesitancy in changing our immediate plans so that we might acquire these properties.

So it is that our twenty-fifth year began with the construction of Stark Hall, saw the completion of a successful campaign for funds, and ended with the purchase of the Glen Alden properties.

The acquisition of the Glen Alden properties gives the College twenty-five thousand square feet of badly needed classroom and office space, a parking area for sixty cars, and a dormitory for twenty-four students. It, also, will release for use as dormitories, houses that have heretofore been used as classrooms, and will enable the college to accept a minimum of at least fifty additional dormitory students.

I may add that the decision to purchase the Glen Alden properties was influenced by two designated gifts totaling \$100,000. Albert List of the Glen Alden Corporation, recognizing our problem, offered a personal gift of \$50,000 so that we might finance the purchase, and another good friend gave \$50,000 for alterations of the main building. Faced with the opportunity to gain needed space and to solidify our holdings on South River Street, and assisted by such generous contributions, there was no apparent

reason for holding to our original plans at this time. We hope, however, that within the next few years we may be able to return to these plans and again consider the possibility of erecting a much needed assembly hall, additional dormitories, and enlarged facilities for our steadily increasing group of resident students.

The encouraging events of the 1957-58 college year were but the climax of the development program for which plans were formulated and announced in the fall of 1955. The years of 1956, 1957, and 1958 were all years of great gains, and when Arnaud Marts, chairman of the Twenty-fifth Anniversary Development Committee presented his report to the Board asking for the discharge of the committee, he reported gains totaling approximately \$2,939,000 for the period between October 1955 and June 1958. His report showed the gains that are listed on the right of this page.

Those of you who have watched and participated in the plans and growth of the College can appreciate the satisfaction that comes from these events which translate a dream into reality. The gains of this past year have erased the doubts that sometimes entered our thoughts and have justified our conviction that that which *should be done*, *can be done*.

As I mention the doubts of the past, I am reminded of a speaker who first came to the College in 1948, and again in 1952 and in 1956. During his latest visit he confided that he thought in 1948 we had only one chance in ten of creating the College of which we dreamed; by 1952 he conceded to himself that we perhaps had a fifty-fifty chance, but by 1956 he was convinced that the support of our many friends and the devotion of the faculty practically assured the development of a college which could set for itself and its students intellectual and academic standards of the highest order.

Since his last visit in 1956 the resources of the College have been doubled, and today, I suspect, he would be even more sure of our future. I am glad, however, that he did not inform me of his misgivings until the steady pace of our development had caused him to adopt a more optimistic view.

PROGRESS REPORT DEVELOPMENT FUND

June 30, 1958

	<u>Received</u>	<u>Pledged</u>	<u>Total</u>
1. Gifts for faculty salaries--			
a. Expendable fund created by two Trustees	\$ 117,751.25		\$ 117,751.25
b. Endowment--			
Anonymous gift	103,275.75		103,275.75
Ford Foundation	230,500.00		230,500.00
2. Irrevocable Trust created by a Trustee		\$100,000.00	
3. Anonymous gift for Stark Hall	1,024,406.00		1,024,406.00
Interest on Stark Hall Fund	29,393.10		29,393.10
4. Gifts of six Trustees for use in purchasing properties and constructing buildings	122,314.50		122,314.50
5. Creation of the W. S. Carpenter Memorial Fund	547,000.00		547,000.00
6. Gift of property at the end of the River Common by Wyoming Valley Society for Arts and Sciences	50,000.00		50,000.00
7. 1600 undesignated pledges	179,003.69	280,878.59	459,882.28
8. Annual Contributions--			
a. Scholarships 1955-58	119,104.20		119,104.20
b. Alumni 1955-58	13,890.31		13,890.31
c. Pennsylvania Foundation For Independent Colleges	21,603.07		21,603.07
Totals	\$2,558,241.87	\$380,878.59	\$2,939,120.46

COUNSELLING OF FRESHMEN

For some years we have been concerned by the failures of students during their first year in College, and for the past two years faculty advisers have been assigned to consult with freshmen during their first term in college when adjustments to a new situation are most pressing.

These counsellors have approached this task with the assumption that each student would have difficulties that were peculiarly his own. This has proven to be true, but it has also been found that many problems and difficulties are common to a great number of students although the pattern will differ with each student. The most frequent problems confronting freshmen arise from:

1. A new situation which offers:
 - A. Greater freedom
 - B. More responsibility
 - C. Longer assignments
 - D. Higher standards of achievement
 - E. Need for more planning
 - F. Less supervision and direction
2. Emotional conflicts that temporarily or, in severe cases, even permanently, prevent constructive work.
3. Financial problems arising from an excess of hope and a shortage of cash.
4. The necessity of adjusting to and working with persons with different backgrounds, interests, and opinions.

Assistance rendered by these faculty advisers has increased the stability and achievement of many students, and, in consequence, freshmen failures, dismissals, and withdrawals have been reduced approximately ten percent. This improvement means that the prospects for these students have been improved. Therefore, a special counsellor will be engaged in February of 1959 who will enroll freshmen during the second term of each year and then will



counsel these same freshmen during their first term in college. By providing this counsel, it is anticipated that the gains of the past two years will be retained, and it is hoped that they also may be extended.

ENROLLMENT

Enrollment has increased slowly but steadily since the Korean crisis, and it is anticipated that it will continue to make the same advances in the next few years. However, as has been indicated in previous reports, the Board and Administration wish to maintain as small an enrollment as is consistent with the needs of the community, the stabilization of the student body, and economy in administration. In accordance with this plan, the freshman class will probably be allowed to increase by 20 to 40 students per year until it appears that an admission figure has been attained which will assure a stable enrollment in the day school of approximately 1200.

This figure was not decided upon arbitrarily but was suggested by a consideration of population and enrollment trends in our community; the growth in dormitory enrollment, the desirable size of the student body, the economical use of the college plant, and the maintenance of a balanced faculty. Although our judgment of these factors may be in error and cannot, therefore, be final, careful consideration of all these factors suggests a figure of 1200 as both reasonable and desirable.

Some of you may wonder why Wilkes desires to remain as small as possible when other colleges are striving to become as large as possible. But the answer is very simple — we do not believe that we can increase indefinitely in numbers without sacrificing some of those influences that distinguish a well-educated person from one who is merely well-informed.

Many studies have been made to determine the relation between the size of the college and the success of graduates, and, in most instances, the results have shown that gradu-

ates of smaller institutions make significant contributions to society more frequently than do graduates of larger colleges. This suggests that the intangibles resulting from close personal contacts exert a greater influence upon the growth of the individual than can be developed by the impersonal experience of students in large institutions. This result may not come from size alone, but is related to it. It may, be that size attracts a certain type of faculty and student and that, in consequence, a different result is attained. Be that as it may, there is much evidence that suggests the desirability of restricting enrollment where individual development is the end.

PROFESSIONAL INTERESTS OF THE FACULTY

The strength of the small college faculty lies in its dedication to teaching rather than to research or writing, but no faculty can be intellectually alert unless its members continually strive to stimulate their own thinking and to increase their professional competence. It is therefore with considerable satisfaction that I report upon the intellectual and professional efforts of our faculty.



Although the faculty has given nearly all of its time and energies to teaching, a greater interest and participation in research and creative work has been noted in the past few years. In most instances this work has been sponsored by foundations or by industry, but in several instances the faculty members have financed their own studies. This interest in original work is welcomed, for it stimulates the professional development of teachers and enriches their instruction. In addition, it sometimes gives student assistants an experience in research work that is of lasting benefit to them.

Within the past twelve months several studies supported by grants have been completed, others have been started, a few have been extended, and a self-financed study by Dr. and Mrs. Hoh-Cheung Mui has been pushed forward. The completion of any study never leads to a cessation of effort, for each study opens new vistas. Fortunately, new grants for the continued research have been received. During the summer two grants have been made by the National Science Foundation, a third by the Northeastern Pennsylvania Heart Association, one by the National Institute of Health and the Ciba Pharmaceutical Products Company has given a grant for a student-sponsored research project.

Doctors Sheldon Cohen and Francis Michelini have recently exhausted grants that were used in studies of allergies and sensitization, and in the rates of growth of selected plants. Since the completion of these projects, Dr. Cohen has launched a small project that has been financed by the Ciba Pharmaceutical Products, Inc., and he is now planning a study that may indicate some relation between allergic reactions and diseases of the heart and blood vessels. These latter studies are being financed by a grant from the Northeastern Pennsylvania Heart Association. Simultaneously, Dr. Miche-

lini is working on a project entitled, "Developmental Processes in *Xanthium Ithlaicum*, Moretti," through which he hopes to gain a knowledge of minute chemical differences that exist in different stages of the plant's development. The solution of this problem, it is hoped, will give a more fundamental understanding of the uncontrolled cell growth of cancer.

Dr. Charles Reif is endeavoring to establish the relation of similar molecular structures that appear in both plants and animals. Specifically, he is seeking to establish the nature of the synthetic mechanisms of chlorophyll of plants and hemoglobin of the blood. These products seem to develop by identical steps up to a certain point, and then changes in molecular structure appear. The purpose of the study is to determine whether or not it is possible by changing the environmental influences at a critical point to modify the further development of each substance. The studies of Doctors Reif and Michelini are both supported by grants from the National Science Foundation.

For several years Dr. and Mrs. Hoh-Cheung Mui of the History and Sociology Departments have been conducting studies of the tea drinking habits of the English people. Strange to relate this seemingly innocuous study suggests that these habits have affected the course of the empire and the economy of the British Commonwealth. Last year the Muis gathered material in England for about eight months, and during the summer of 1958 they worked in the library of Yale University. Unfortunately, no grants have been available for this study, and they have financed it themselves.

Last year Dr. Symmons, Professor of Sociology, received a grant from the Social Science Research Council and was given a year's leave to study the political aspects of social thought in Poland 1918-1939. Dr. Symmons is now organizing his material for publication and in the fall will read an essay on Polish National Ideologies, 1918-1939 to the Polish Institute in Arts and Science.

In the field of creative writing Alfred Groh has written some poems for children, and has completed the score for two short operas to which the music was composed by an alumnus, William Crowder.

Although teaching is our primary concern, we are grateful that members of the faculty are now able to engage in other projects that are of interest to them. If carried to excess, such projects can interfere with the effectiveness of instruction, but when conducted in moderation, these projects add vitality and interest to the work of the teacher.

It is my hope that opportunities for research and creative work may be extended in the years ahead.

Wilkes, as a liberal college, is committed to the great tradition of independent thought and inquiry that has been responsible for the development of our economic, political, and social institutions. Adherence to this tradition causes us to encourage critical thought even though such thinking may seem to lead to diversity of opinion and to a clash of ideals. We believe, however, that independence of thought, when associated with respect for the individual and with a staunch conviction that man's continued progress depends upon the creative thought of individual minds, can lead to a unity of feeling and of purpose that transcends the inevitable differences of opinion. We further feel that the clash of ideas does much to awaken the mind of the individual to the great variety of ideas and ideals that have captured the minds of men in all generations. We consider familiarity with these varied ideas essential to intellectual development, to mature judgment, and to creative work. And, although it may seem contradictory to search for unity

A QUEST FOR

in the midst of diversity, our experience sustains the conviction that unity is attainable when men respect others who hold, with integrity, to different beliefs and convictions.

In this generation we are becoming ever more aware of the differences that divide the peoples of the world, just as we grow ever more aware of the common hopes and aspirations of men of all races, creeds, and nationalities. In spite of Fascism, Communism, and Orwell's "1984," it is impossible to conceive that men, whose thoughts and ways of life are separated by differing traditions, cultures, and ideals, will ever think and believe alike, and therefore it becomes ever more essential, in our shrinking world, to attain unity that is based upon a knowledge and understanding of human differences and upon respect for those who differ from us.



UNITY

We must recognize that the only alternative to diversity is a uniformity that is based on ignorance, or is imposed by a dictatorship that strives to destroy those qualities of the mind and spirit that have released men from bondage to their environment and have enabled them to create their great civilizations.

Believing that one function of education is to acquaint persons of diverse backgrounds and beliefs with one another, and in this way to break the psychological barriers that separate mankind, Wilkes encourages diversity while it simultaneously stimulates participation in creative activities that develop understanding of others and maturity of self.

From time to time this policy which excludes the formation of divisive groups within the College, has been reviewed by trustees, faculty, alumni, and students, and each time sentiment has strongly favored its continuation. In consequence, all campus groups are open to any student wishing to join in their constructive efforts. Experience has proven this policy to be effective, and we are convinced that it accords with needs of mankind for a greater understanding of all peoples. The effort to create friendly understanding within our own group is small, but we hope that it will become a significant influence in the lives of those who have joined in the work and ideals of the College.

The atmosphere and influence of a college are the true marks of its character, and as the inheritors of the liberal tradition, we must be fully aware that a truly liberal education is designed to open the mind to ideas that motivate men so that the informed mind may adopt its own values and be free to acquire any knowledge that will contribute to a better understanding of men and of their universe. Among men of maturity and enlightenment there can be no "iron curtains," for the informed mind will always seek knowledge and truth and will strive to break through the barriers of prejudice, fear, and hatred that so frequently separate man from his neighbor and from the knowledge that gives him a measure of control of the great forces of nature.

SELF-EVALUATION

In preparation for the visit of a team from the Middle States Association of Colleges and Secondary Schools, the faculty is vigorously examining the entire College — policies, program, staff, organization, and finances. Needless to say, this self-evaluation will reveal both strength and weakness, but it will give all of us a better understanding of what has been done and what must be done. In addition, I hope it will confirm the faith of the faculty in the outstanding worth of their efforts.

The real measure of our work is, of course, the achievements of our graduates, but these achievements manifest themselves slowly and some more immediate measure is desired. The success of our graduates in graduate and professional schools gives us such a measure, and we have been gratified in comparing graduate and undergraduate records to discover that only three of one hundred and eighty-nine graduates made poorer records in their graduate work than in their undergraduate studies. These reports suggest that the faculty is doing a sound and constructive job even as they constantly endeavor to improve their work.

In addition, we have been gratified by the recognition of our efforts given by educators. In one specific instance, Fred Hechinger, former Educational Editor of the Herald Tribune and now Associate Publisher of the Bridgeport Sunday Herald gave us a great encouragement by comparing

our work with the work of older, well-recognized colleges. Because of the great concern of parents that their children might be unable to gain admission to the colleges of their choice, the popular magazine, *Woman's Day*, requested Mr. Hechinger to clarify the situation confronting high school graduates. He pointed out that too many were seeking admission to a handful of "name colleges" and suggested that a number of less well-known colleges offered work that was equal to the best. At one time the editors asked him to name a dozen of these colleges, but for some reason the list was never published. Mr. Hechinger was good enough, however, to tell me that he had included Wilkes in the list and authorized me to quote him as follows:

"My special purpose in writing the article "Why Vassar?" in *Woman's Day*, was to make parents and potential students realize that there are a great many first-rate colleges whose names are relatively unknown outside their own region. "It was my personal hope that this realization would help those colleges in their already significant struggles for self-improvement, while at the same time offering many able students a first-rate education in those institutions.

"Among the list of a dozen or so examples of colleges of this nature, I had included Wilkes College, along with such other schools as Carleton College, Lawrence College, and Earlham College."

Because of Mr. Hechinger's wide knowledge of our nations colleges, I was happy to know that he deemed our work comparable with that of older, well-recognized institutions.

COLO

The developments of the first quarter century have far exceeded the greatest hopes of any who were concerned with the founding of the College. Although a few citizens, in 1933, remarked that the local college might outgrow its parent, Bucknell University, none who were responsible for the College believed this would be true. It is interesting to note, however, that the resources and enrollment of Wilkes are now greater than were the resources and enrollment of the parent institution when Bucknell founded its junior college in Wyoming Valley.

We are not so much concerned with size as with the character of our work, and it is our desire to demonstrate that education is an experience in quality. We, therefore, do not believe it desirable to stretch our resources by expanding more than is necessary to assure the young people of the area an opportunity for the greatest self-realization and development.

The sound and substantial growth of Wilkes College in its first quarter century opens new vistas of service for the next quarter century. Our increased resources have been

POINT

accompanied by added responsibilities and by new opportunities, and, in consequence, we now feel that a new era of development opens before us.

With a minimum of resources the faculty has created a fine intellectual climate as is indicated by the successes of our students in the graduate schools of our great universities. They have, however, created this climate by giving excessively of their energy and their time. It is my hope that in the next few years we may release them from an excessive load in teaching so that they may have both time and energy for more independent thinking and creative work. With such a release of energies, we may then expect them to develop an even stronger intellectual climate that will stimulate all who are touched by it. With adequate resources, they will be able to encourage even more independent and creative thinking by their students.

I hope that with this release of faculty talents education at Wilkes may become *a real experience in quality*.

Faithfully yours,

Eugene S. Farley



Charles Parrish Hall

Isaac Chapman Hall
1958 — 1959



Obadiab Gore Hall

