

Willis College: A Bucknell Promise Fulfilled,

1917 October

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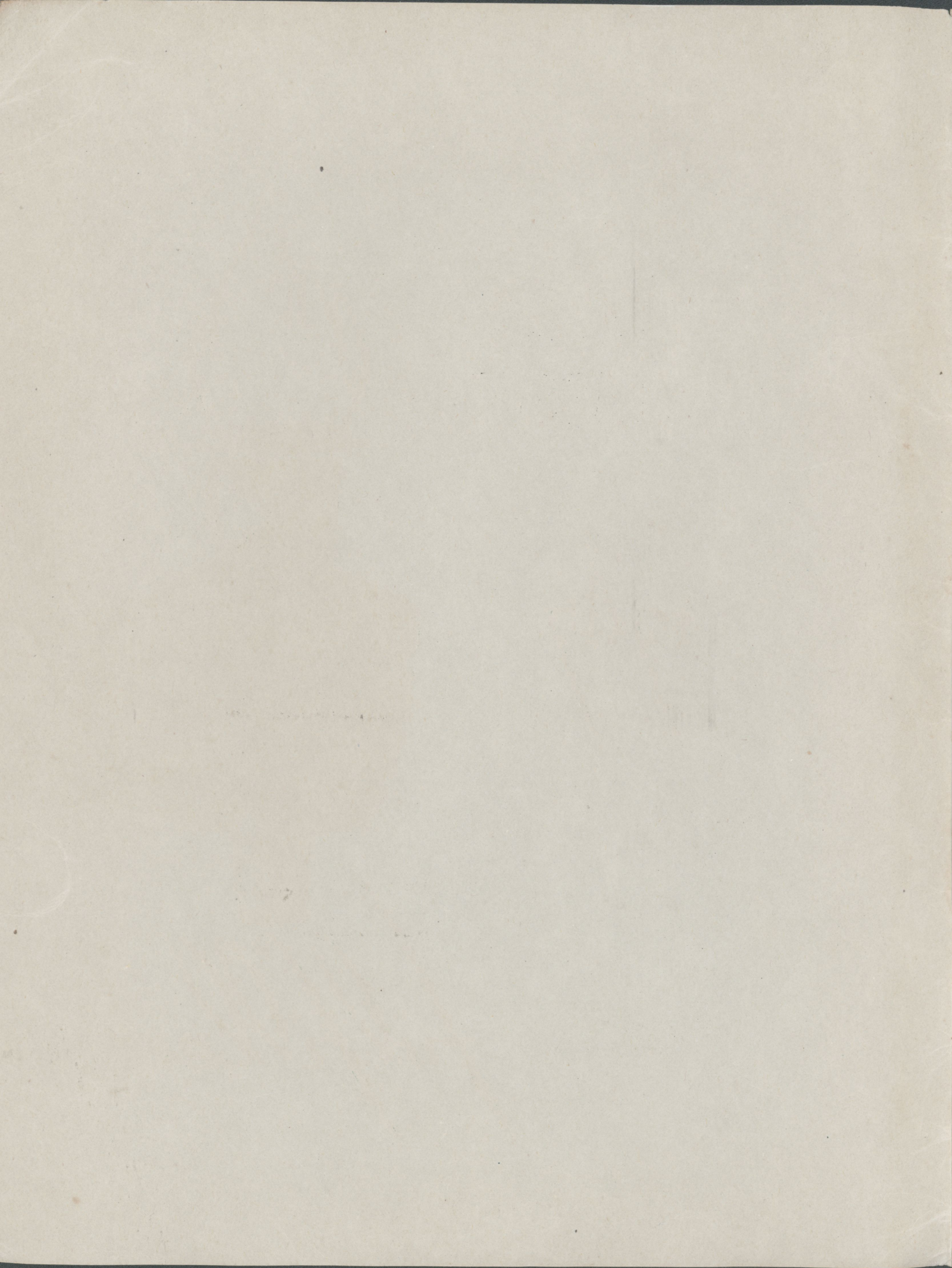
WILKES
COLLEGE

1947



A BUCKNELL PROMISE

fulfilled



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WILKES COLLEGE

CHARTERED JUNE 1947

A Bucknell Promise Fulfilled



Introduction

IN 1933, Bucknell University, situated at Lewisburg, Pennsylvania, opened a Junior College at Wilkes-Barre, Pennsylvania, sixty-five miles away, and for fourteen years provided the leadership and sponsorship for that institution, known as Bucknell University Junior College.

Bucknell promised the citizens of Wilkes-Barre and the Wyoming Valley that as soon as the Junior College should qualify for its own charter, Bucknell would withdraw and the local college would continue under a different name and under its own responsibility.

In 1947, the Commonwealth of Pennsylvania granted a charter to this college. The name was changed to Wilkes College, and, on June 26, the President of Bucknell University handed to the Chairman of the Board of the newly-created Wilkes College the full responsibility, together with over \$1,000,000 worth of assets — buildings, equipment and endowment—which Bucknell had accumulated for the local college.

This story is an unique chapter in the history of higher education in Pennsylvania. Because of a widespread interest in this unusual development, this booklet, featuring the three principal addresses given during the Charter Day ceremony, has been published for distribution to the friends of Wilkes College, the alumni of Bucknell University, and other friends of higher education in this Commonwealth.



Chase Hall, the gift of Admiral and Mrs. Harold R. Stark, serves as the college's principal administration building.



THE INCEPTION AND GROWTH OF THE JUNIOR COLLEGE

By DR. ARNAUD C. MARTS
President of Bucknell University, 1935-1945

It all started in 1933.

Do you remember 1933? The despair of the unemployed? The frustration of millions of persons trapped in the breakdown of our complicated industrial machine?

They were tragic days, which I hope America will not have to experience again.

During those dark days, word was taken to President Homer Rainey, of Bucknell, that the youth of Wilkes-Barre and the Wyoming Valley were especially depressed in spirit.

Hundreds of capable boys and girls were graduating from high schools each year, anxious to go on with their education. But there was no college here and they were without the funds to enable them to go away to college, and without jobs, and without hope for their future careers. There was despair in the hearts and souls of the ambitious youth of this Valley.

It was suggested to President Rainey by Dr. F. G. Davis that Bucknell might send some of its teachers to Wilkes-Barre to offer freshman and sophomore college classes for these ambitious but thwarted boys and girls. This suggestion was acted upon; a building was rented, educational equipment was installed, announcement was made, and a dozen Bucknell professors began to commute the 65 miles from Lewisburg. One hundred and ninety-three qualified young men and women were enrolled in the fall of 1933, the first year, and the Bucknell Junior College opened the bright doorways of hope to a generation of frustrated youth. The sun of opportunity began to shine a bit again.

I became president of Bucknell in 1935, and I soon discovered that I had a duty here in Wilkes-Barre as well as one in Lewisburg. At that moment, the Junior College was in rented quarters, was already in debt \$30,000, and operating at an annual deficit, and was becoming a burden to us at Lewisburg.

Our original temporary purpose had been achieved. We could well retire from Wilkes-Barre without criticism from the public. But a deeper, more permanent need had been revealed; we had sensed the hunger of the youth of this great community for the advantages of a local college. Could we retire 65 miles out of range of the yearning eyes of those young people? Our consciences said, "Stay." We stayed, resolved to help you establish a permanent college here, on your own local foundations.

Wilkes-Barre needed a college, wanted a college, but could not meet the requirements of the Commonwealth of Pennsylvania for a college charter until it should be a "going concern" with a minimum of \$500,000 endowment. It looked like a long, long trail.

At that period of crisis, we had the good fortune to learn of Dr. Eugene S. Farley, a young educator with the physique of a wrestler, the face of an angel, and the heart of a lion. We induced him to become the Director of the Junior College and to make the fight with us. He came with full knowledge of the difficulties, at a smaller salary than he was then receiving, against the warnings of his friends, (although his best friend, his wife, encouraged him), but with zest for the creative job and with courage to face all difficulties. It was a kind Providence that led us to him, and today I want to thank Eugene Farley publicly for the noble manner in which he has led the Junior College to the victory celebrated today, and I am proud to acclaim him as the first president of Wilkes College.

We promised that Bucknell would promptly step out of the situation here, just as soon as the Junior College could acquire the strength to meet the requirements of the Commonwealth of Pennsylvania for its own charter, and that then the Junior College would assume its own name and its own management, and that Bucknell would then turn over all the accumulated assets to the local college without any further ownership, or control.

Do you know—there were some people here in Wilkes-Barre and elsewhere who just didn't believe me when I said that? "What's Bucknell's game? What do they get out of it?" some asked. It just didn't seem possible that a college would do that—sponsor a little Junior College when it was weak and poor, and then disown it when it should become strong, and turn over to it voluntarily a million dollars worth of equipment and endowment.

This I promised, and today President Spencer will turn over all these assets to Wilkes College.

I am glad that I can be present here today at the fulfillment of this, my pledge of ten years ago.

While we at Bucknell were providing the sponsorship and the initial leadership for this college, you here in Wilkes-Barre and the Wyoming Valley sprang energetically to the assumption of your responsibilities for the Junior College.

First, a Junior College Board of Trustees was established, composed of several of your best citizens. A list of the present members of this Board is printed in today's program. These men and women took over more and more responsibility and initiative, year by year, and for the past few years have been carrying the *entire* trusteeship of the Junior College. I wish that I might pay tribute to the particular service of each one of these trustees, past and present, but time does not permit. I am sure all of the members of the Board would want me to acknowledge publicly the service rendered by the Chairman of the Board, Mr. Gilbert S. McClintock, who caught the vision of the Junior College the first moment it was mentioned to him, and who has given his leadership unsparingly ever since. I thank him sincerely. Wyoming Valley youth owe him and the other trustees a great debt of gratitude.

Then, we intimated that the Junior College was prepared to receive gifts of buildings in the South River Street area, and gifts of money for equipment and endowment. There were some who thought I did more than "intimate." Our gentle intimation brought amazing responses.

First, Mrs. John N. Conyngham gave us her spacious residence. A week later, Admiral and Mrs. Harold Stark gave us beautiful Chase Hall. Mr. and Mrs. Weckesser then gave us a most useful residence

on Northampton Street, which adjoined Mrs. Conyngham's property. And a little later Mr. Allan Kirby gave us his late father's commodious mansion bordering on Chase Hall. Soon after this, Mr. Julius Stern, whose home was situated in the next block, sent me a message, begging me not to take possession of his home for the Junior College until he at least had an opportunity to talk it over with me.

Within the last two years, four other buildings within the block have been given or acquired. And, year by year, a host of you gave money, generously and wholeheartedly, to equip the buildings and to build up the \$500,000 endowment required by the Commonwealth of Pennsylvania before a Charter for your own college could be issued.

Will you forgive me if I single out one check for special mention? It was given by a dear friend who is no longer with us, Mr. Daniel C. Roberts. We were trying to raise that first fund of \$30,000 with which to equip Conyngham and Chase Halls, and how big that sum looked in those days! Mr. Roberts slipped a check for \$5,000 into my hand and said, "I don't believe you can build a college here, but if you must try, here's some help for you." It had a most helpful result at a moment of real crisis and proved to be only the first of many gifts by Mr. Roberts. Very substantial sums have come from many other friends, who want nothing said about their generosity. I hope I will be forgiven for saying that the youth of this Valley would not have a college today except for the generous gifts of Mrs. Darte, Mrs. Clift, Andrew Sordoni, Mr. and Mrs. Weckesser, Gilbert McClintock, Reuben Levy, S. H. and R. H. Kress, Allan Kirby, Julius Stern, George Guckelberger, Miss Mary Koons and many others. Gratitude is due you all.

There were, of course, several crises in the upbuilding of Bucknell Junior College to which we can look back and say, if this or that had not been accomplished at that time, there would not be a Wilkes College now. In two of such crises, Senator Andrew Sordoni, by his positive action and generous support, saved the day. His name should always be honored as one of the real builders of Wilkes College.

And while the money was coming in, students were literally pouring into the classrooms of the Junior College in almost appalling numbers. Today there are 1,300 students enrolled, which was the maximum enrollment admitted by the mother institution, Bucknell, ten years ago. How the child has grown! And during all this growth, the faculty maintained the very highest quality of instruction.

So, I came to the end of this Bucknell story. From now on it will be the Wilkes story. May I express a hope and prayer.

First, to the Wilkes students of today and tomorrow. Never take Wilkes College for granted. This opportunity has been placed here for you at a great cost of effort and devotion. This is no casual institution, put here lightly. It was built out of human sacrifice: because of faith in you. Faith that you will use these facilities in service to your fellow men. I beg you not to enter these classrooms and laboratories in any selfish spirit. The men and women who have founded this college want you to grow, not simply that life may be easier and richer for you, personally, but they want you to grow in order that you may be better citizens of America and of the world; in order that you may be enabled to help solve the great social and moral problems of your generation; in order that you may use your increased knowledge and power to bear the burdens of the weak, and to help bring a better and a finer world for all mankind.

To all friends of Wilkes College, may I ask that you keep this college a sacred place, a shrine dedicated forever to truth, to wisdom, to culture, to the highest ideals, to nobility of life, to all those qualities of mind and soul and character which are the finest aspirations of youth. May God bless Wilkes College during all the years to come, that it may be a bit of His Kingdom on earth.

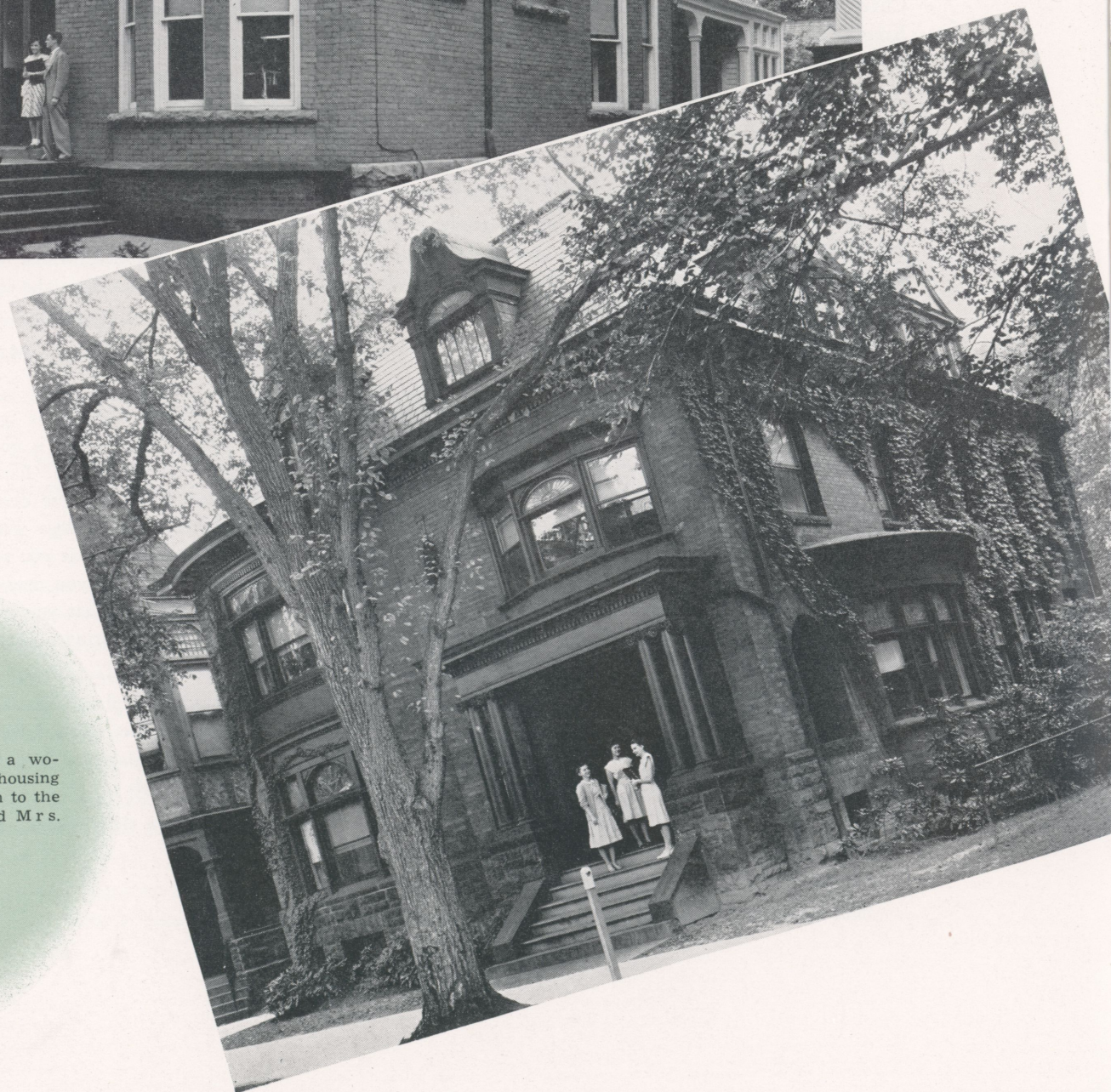
May Wilkes College ever inspire and teach its sons and daughters to live like the children of God, in a brotherhood of intelligent, unselfish men and women of all lands.

Farewell to Bucknell Junior College of yesterday!

Hail to Wilkes College of today and tomorrow!



Students in music, journalism, and secretarial practice attend classes in this building, gift of a member of the Wilkes College Board of Trustees.



Weckesser Hall, a women's dormitory housing 25 coeds, was given to the college by Mr. and Mrs. Fred Weckesser.



The Veterans' Guidance Center and the Wilkes College Bureau of Highway Safety are housed in Ashley Hall, deeded to the college by Mrs. Marion A. Ahlborn, Dr. Henry A. Carr, and Mrs. Rocena Wolfe, heirs of the Ashley Estate.



Purchased with funds donated by trustees and members of the community, the men's dormitory provides accommodations for 40 students.



THE PROCESS OF TRANSITION

By DR. HERBERT L. SPENCER
President of Bucknell University

I should like, first of all, to offer my congratulations, upon this significant occasion, to the trustees, faculty, and students of Wilkes College and to express our deep appreciation to the men and women whose efforts, over the past decade, have made possible this Charter Day ceremony.

This is an important day in the life of your college and I am indeed happy to have a part in it. From the students and faculty at Bucknell University I bring greetings and best wishes to our new sister college as we share in your happiness today.

When I became president of Bucknell University in 1945, I found the Bucknell Junior College very much of a going, flourishing concern, due largely to the untiring efforts of Dr. Marts, Dr. Farley, and the Junior College trustees.

I was very much pleased to learn that students in the Junior College were upholding Bucknell's high reputation for scholarship and leadership and I noted with pride the fine records they were making in our leading colleges and universities. From my observation of those who transferred for their last two years to the University at Lewisburg, I was able to determine to my complete satisfaction the superior quality of the instruction offered by the faculty of the Junior College under the able direction of Dr. Farley.

I concluded, then, that it was no mere chance that two of the eight students graduated with honors at our Commencement this month were transfers from the Junior College. They were simply continuing the Junior College's own tradition for scholarship and leadership.

And when the Junior College launched, in 1946, its drive to complete the endowment fund of \$500,000, in anticipation of becoming an independent, four-year college, I had a very real appreciation of the work of the College and of the need for expanding its services to provide four instead of only two years of college instruction.

Until that goal could be achieved, however, it was necessary to make some provision for those Junior College students who wished to continue their work. Until 1946, these students had been able to transfer for their junior and senior years to the University or to another college of their choice. But 1946 marked the great upswing in college enrollments as thousands of veterans returned to college campuses. Bucknell, like most of the colleges, did everything possible to fulfill its commitments to its former students, and our facilities were extended to the utmost.

Transfer students from the Junior College had long received priority at the University, but we

finally reached the point where it became necessary to limit sharply the number of transfers we could accept, as returning upperclassmen filled all available dormitory and classroom space.

To meet this contingency, the Board of Trustees of Bucknell University authorized the Junior College to offer, in 1945-46, the third year of college work in Wilkes-Barre. In doing so, they were continuing the basic purpose of the Junior College as expressed at the time of its founding—that of providing college training to meet the needs of youth in the Wyoming Valley area.

That the Junior College was fulfilling a very real need became increasingly apparent in the post-war years. In the second semester of the 1945-46 term, the enrollment totaled 419 students. But when the College opened for the fall term last October, its student body numbered 1,032 men and women, and last February even this number was increased, as 1,328 students were enrolled.

Great credit is due the director and other officials of the College for the capable manner in which they met the increased demands placed upon them. Once more, the trustees and other friends of the institution rose to the occasion as they sought to supply additional physical facilities in order that the College might offer a maximum of service. Through gifts and purchases, the College was able to secure four much-needed buildings in the course of the past year and a half, and to obtain much vital equipment.

Dormitory accommodations for a limited number of women students were provided for the first time during the 1945-46 college year and in the fall of 1946 the College opened its first dormitory rooms for men.

But this inevitable expansion was not limited to the physical plant alone, and many new teachers were added to provide a faculty of superior training and quality. As the College broadened its scope and the range of student interests increased, a well-rounded program of extra-curricular activities gradually developed to give added meaning to the lives of many young men and women.

By last Spring it had become obvious to all of us that we could not ignore the requests of our Junior College students that they be given an opportunity to complete their fourth year of college work and receive the bachelors degrees they so much desired. Accordingly, the Board of Trustees of Bucknell University provided the necessary authorization by which the Junior College could offer, in 1947-48, the fourth year of the college course.

At the same time, the Board expressed the hope that the Junior College would succeed in raising by 1948 the endowment fund which was necessary before application could be made for a charter as an independent institution.

That this step met with the approval of the college's home community was soon evidenced by the generous support given the endowment drive, support which enabled the Junior College officials to report to us last month, almost a year ahead of schedule, that they had achieved their long-hoped-for goal of a half million dollars in endowment.

I might add that the success of this drive in which the public-spirited citizens of Wyoming Valley played so large a part offered tangible proof that the Junior College had indeed become an important part of the community it sought to serve and that it was fulfilling the purpose which motivated its creation 14 years ago.

The necessary papers were immediately prepared and presented to the State Council on Education, requesting approval by that body of the plans for transforming Bucknell Junior College into an independent, four-year community college.

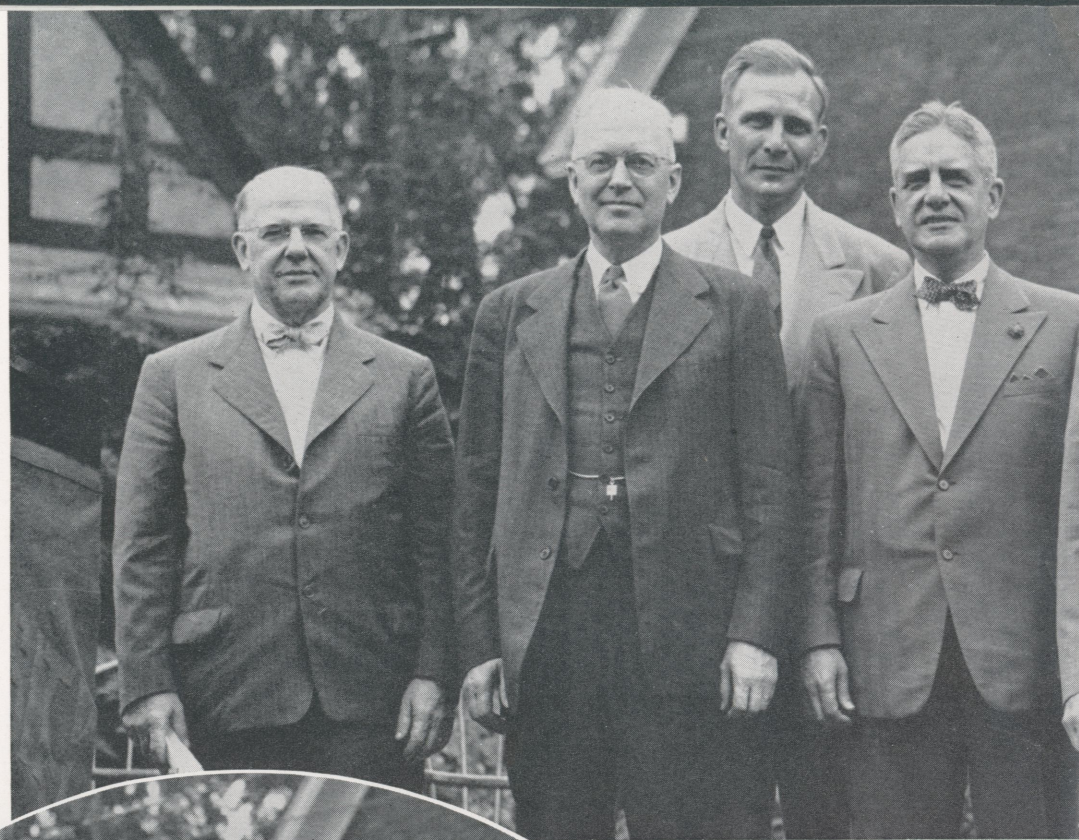
The Council reviewed the petition and late in May announced its decision: approval of Wilkes College and a recommendation to the Court that a charter be granted. Application for the charter was then made, and on June 4 the Luzerne County Court of Common Pleas granted the charter under which Wilkes College came into being as an independent, four-year college of higher education for men and women. And so we mark today the successful completion of the career of Bucknell's Junior College and the birth of Wilkes College as a community institution of higher learning dedicated to the ideals of scholarship and spiritual leadership which have made America's colleges the finest in the world.

Bucknell University is proud of Wilkes College and of the part which she has played in its founding. As you face with confidence the great future which awaits your college, please be assured of our very deep interest and our very sincere wishes for your success.

And now, in my official capacity as president of Bucknell University and acting under authorization of Bucknell University's Board of Trustees, I take great pleasure in conveying to the chairman of the Board of Trustees of Wilkes College this very valuable paper.

Mr. McClintock: This paper transfers officially from the Board of Trustees of Bucknell University to the Board of Trustees of Wilkes College assets which have been gathered and accumulated for the Junior College to the total of approximately \$1,000,000.

Bucknell University hereby gladly gives over to the Trustees of Wilkes College these enormous values for the service of the ambitious and fine-hearted youth of the Wyoming Valley.



Principals in the exercises June 26 were: (l. to r.) Dr. Charles S. Roush, minister of the First Baptist Church, Wilkes-Barre; Dr. Herbert L. Spencer, president of Bucknell University; Dr. Eugene S. Farley, director of Bucknell Junior College and president-elect of Wilkes College; Dr. Arnaud C. Marts, former president of Bucknell University; Dr. Henry I. Klonower of the State Department of Education; and Attorney Gilbert S. McClintock, chairman of the Wilkes College Board of Trustees.

CHARTER DAY CEREMONY



On behalf of Bucknell University's Board of Trustees, President Spencer transfers to Mr. McClintock assets exceeding \$1,000,000 accumulated for the Junior College.



Mr. McClintock receives from Dr. Klonower the charter creating Wilkes College.

WILKES COLLEGE HIGHLIGHTS

1933 June 6 —Report to State Council of Education proposing the establishment by Bucknell University of a Junior College at Wilkes-Barre.

June 9 —State Council approved report.

June 12—Bucknell University rented third floor of Wilkes-Barre Business College as quarters for Bucknell University Junior College.

July 26—Dr. John H. Eisenhower appointed first director of Junior College. Staff included two administrative officers, five resident teachers, and nineteen commuting professors.

Sept. 14—Junior College opened; 193 students enrolled in classes during first year.

1934 Sophomore work offered for first time at Junior College.

Entire building rented and laboratories and library added.

Resident faculty included fifteen men and women.

1935 Junior College Committee from Board of Trustees appointed, with Gilbert S. McClintock, chairman.

1936 Dr. Eugene S. Farley named director of Junior College to succeed Dr. Eisenhower.

1937 First buildings presented to Junior College as Admiral and Mrs. Harold R. Stark gave Chase Hall and Mrs. John M. Conyngham donated Conyngham Hall.

1938 Friends of the college contributed \$28,000 for the alteration of Chase and Conyngham Halls.

Mr. and Mrs. Frederick J. Weckesser gave the residence at 78 West Northampton street for use as residence of the director.

1939-40 Gifts totaling \$7,273.50 given to assist worthy students and to purchase equipment.

1941 Kirby Home for Education given by Allan P. Kirby. A small group of friends joined with Mr. Kirby to provide \$55,480 for alterations and endowment of the building.

1943 First contingent of 1200 Army Air Force cadets arrived at Junior College for training.

1944 \$150,000 contributed toward Endowment Fund by citizens and firms of Wyoming Valley.

1945 Building at 154 South River street presented to the Junior College by two trustees.

1946 Launching of drive for \$350,000 for endowment and \$75,000 for expansion of Junior College.

Ashley Hall given by Mrs. Marion A. Ahlborn, Dr. Henry A. Carr and Mrs. Roccena Wolfe.

Lot at corner of South Franklin and South streets presented by a member of the Board of Trustees.

Building at 191 South Franklin street purchased by Junior College trustee.

Third year of college work offered in 1946-47.

1947 May 29—Application for a charter as an independent, four-year college presented to the Luzerne Court of Common Pleas.

June 4 —Application approved by the State Council on Education. Charter for Wilkes College granted by court.

June 26—Charter formally presented.

July —Building at 193 South Franklin street purchased by the Board of Trustees.



With enrollment of approximately 1700 men and women this fall, Wilkes College students enjoy their beautiful campus on South River Street.

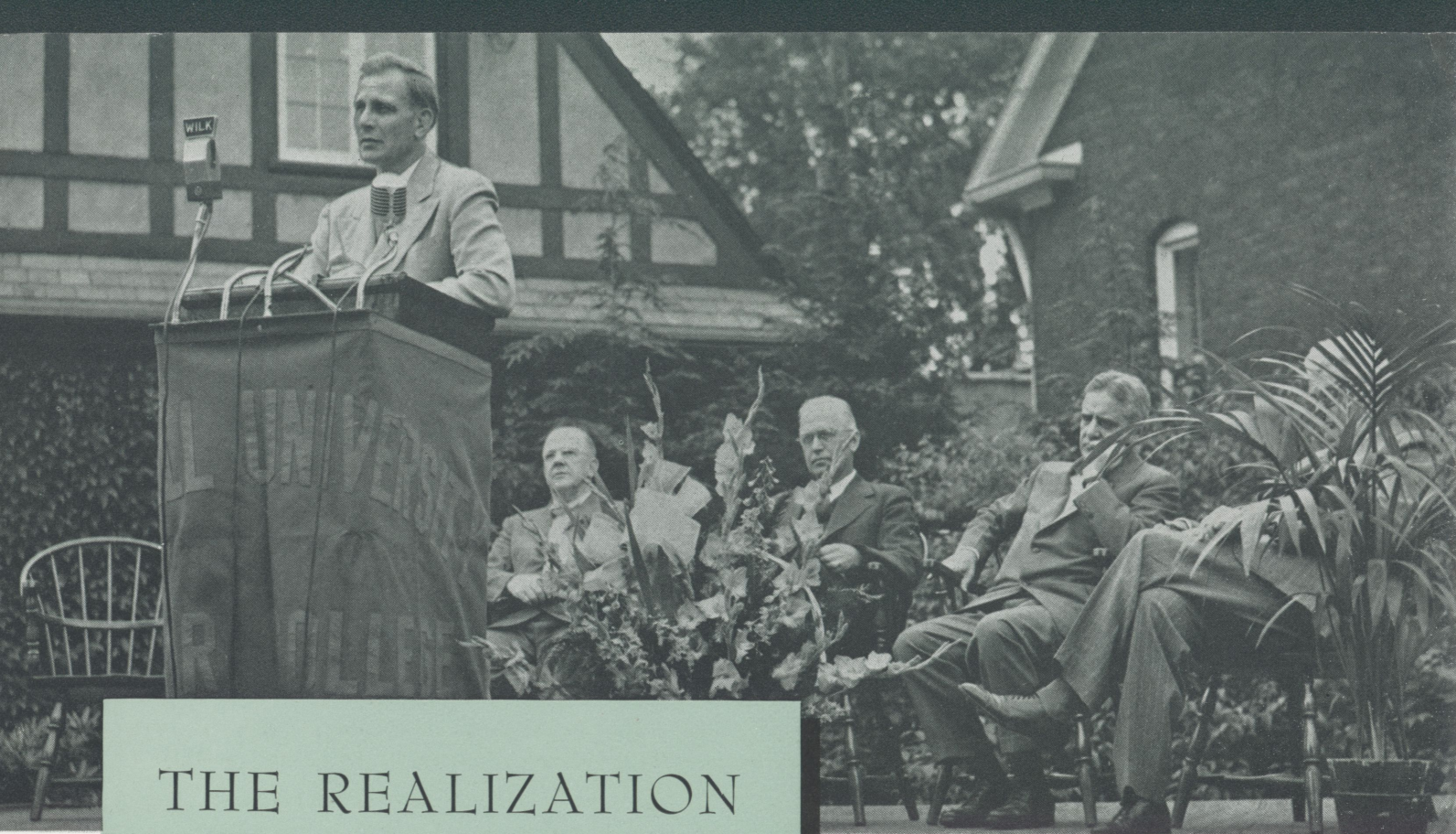
The Kirby Home for Education, the gift of Allan P. Kirby, contains the college library and also provides space for classrooms and faculty offices.



John M. Conyngham Hall is used primarily for physics and chemistry laboratories. Mrs. John M. Conyngham was the donor.

Students receive practical training in play production in Chase Theatre, their dramatics workshop on the grounds of Chase Hall.





THE REALIZATION OF A DREAM

By DR. EUGENE S. FARLEY
Director of Bucknell Junior College, 1936-1947
Now President of Wilkes College

The founding and growth of Bucknell University Junior College are tangible evidences of the vision possessed by a small group of men. Prior to 1933, no college for men and women existed in Wyoming Valley. In consequence, the youth of this Valley were denied opportunities offered young people in every other community of this size within the United States; and the community was denied those advantages that result only from trained intelligence.

A few men in Wilkes-Barre and a few men in Lewisburg recognized the tragedy and the needs of the community and decided to establish a new college. Thus the dream was translated into a reality and new opportunities were opened to the young people of this community.

It is some times easier to start a task than it is to complete it, for enthusiasm can wane and difficulties can appear insurmountable. After four years of effort, the University officials must have been tempted to close the college, for it was a drain upon their own resources and the community had not yet recognized the value of a local college and accepted it as "its own." Fortunately for this community, a new president of the University, Arnaud Marts, held the conviction that this community should have a college and he possessed faith that intelligent effort would win support for this much needed institution. When he would have been fully justified in closing the Junior College, he determined instead to make a new start. He, therefore, reorganized the college and in 1937 the upward climb was started. It was slow and almost imperceptible at first, but with each succeeding year the growth of this new college was accelerated.

One of the first steps was to establish community responsibility and control of the college. This was done in 1938 by creating and placing responsibility for the college with a local Board of Trustees headed by Gilbert S. McClintock, whose interest in the community and its young people has caused him to give untiring service to the cause of the college. The local Board soon acquainted itself with the college and with its prospects, and as they gained familiarity with the needs of the college and the community, their vision of an expanded service increased.

In 1939, they engaged an expert in practical education, W. W. Charters, to discuss with them a basic program of education that would serve the needs of the community. By 1940, they were considering a plea from students to

extend the college to include a four-year program. At this time, they were aware of the need for higher education in the community, but the undertaking then seemed impossible.

With encouragement from President Marts, they did decide, however, to expand the campus already created by gifts of buildings from Mr. and Mrs. Fred Weckesser, Admiral and Mrs. Harold Stark, and Mrs. John N. Conyng-ham. In consequence of their decision, they sought and received from Mr. Allan Kirby, the Kirby Home of Education, along with a financial contribution for its adaptation to college use. Then, with the cooperation of other friends of the college, they raised a fund of \$60,000 for alterations and maintenance of this building. The funds not required for construction created the endowment fund which has grown consistently during the past five years.

This step was no sooner completed than the country was plunged into war and the college, in its infancy, faced the uncertainties and threats of war. Under such circumstances, plans for expansion were postponed although they were never forgotten. In fact, they grew during the war as experience revealed again and again the dependence of our nation and of the world upon a trained and educated citizenry. The need for education throughout the nation appeared in unusually sharp focus *in this area* where it had so long been neglected.

In war as in depression the college succeeded in expanding its services and in strengthening its position. Late in 1942, a call from President Marts revealed that although Bucknell University was being considered as a center for the training of Air Crew students, there was a likelihood that a naval contingent would be quartered there. He suggested that a trip to Washington might enable the Junior College to obtain a position in the training program.

That evening the Director of the college took the only satisfactory wartime route to Washington—a Greyhound Bus. During the night, his long frame shifted innumerable times in an effort to fit it into seats that had been built for shorter persons. At 5:30 A. M., he watched Washington start to awaken and at eight he conducted a solitary invasion of the Pentagon Building. No guides had yet arrived so an Air Corps Captain escorted him to the proper office. The request for a contingent was submitted and certain details were given to the interviewing Major. As the Director was about to leave, an officer with a familiar appearance entered the next office. Inquiry revealed that he was Col. J. Henry Pool of Wilkes-Barre, who has since become a member of the Board of Trustees of the college. Further inquiry revealed that he was responsible for obtaining cooperation of the colleges in training pilots, navigators, and bombardiers. A short visit was natural, and although no agreement was reached and nothing has ever been said by him, we may strongly suspect that his influence was largely responsible for the assignment of an Air Corps contingent to the Wilkes-Barre college. Unofficial reports of the standing attained by this contingent lead us to believe that he has felt no need to regret any help that he may have rendered to the college and to the community.

During the war days, action was more imperative than words, so that it was not too surprising when some weeks later a lieutenant appeared with word that he was to be commander of the Air Crew contingent assigned to the college. In this fashion we learned that "we were in." He also brought word that the contingent would arrive in ten days but that we were to assume no financial obligations until a contract was signed. As it was impossible to prepare for 250 Air Crew students without some expenditure, a small group of the Trustees agreed to underwrite the necessary expenditures. Because of their backing, the college was ready to receive the boys when they arrived.

For fifteen months, these boys had their headquarters in Weckesser Hall, which has served successively as Director's residence, Air Force Headquarters, and dormitory for women. During their stay, the boys were quartered on two floors of the Hotel Sterling.

Naturally, civilian enrolment fell during the war, for few men remained with us more than one or two terms. Only those who graduated from high schools during their sixteenth and seventeenth years could enter college, and as they reached their eighteenth birthdays, they were drawn into the armed forces. College was definitely an "in and out affair" for several years.

Even before the Air Crew left, a number of the Trustees were convinced that the college should be expanded immediately following the war to include four years. To make this possible, they conducted a campaign for \$150,000 in 1944, with the understanding that in two or three years they would raise the balance of the \$500,000 required by the State for the chartering of an independent college. In accordance with this plan, they instituted a cam-

paigned in 1946 to raise another \$425,000 for endowment and expansion. It is the successful culmination of this campaign which makes possible this first Charter Day of the new Wilkes College.

During depression, the college was founded and its roots established in the community. Following the depression, it encountered the vicissitudes of war. It seems inevitable that a college which has prospered under such conditions should anticipate a bright future. To survive the times of its infancy it required sound foundations. They have been created and they now provide the basis for future growth.

It is no accident that the college has prospered in the midst of adversity. A combination of circumstances and conditions has made its success inevitable.

In the first place, it was based upon the right concept of service. This community was the largest in Pennsylvania, and probably in the United States, offering its young people none of the advantages of higher education. It was right that an institution should be created to serve the community and its young people.

In the second place, its ideals were right. It sought to establish high scholastic standards, to assist students in their search for truth, and to cultivate an understanding of the problems that confront us. The college is not content to merely pass on beliefs and practices of the past. It presents these only in the conviction that the past can provide a guide to the critical and inquiring mind of the constructive thinker.

In addition, the college was, and is, based upon the belief that people of all backgrounds and faiths must learn to live together. We believe that this ideal in living cannot be gained through precept, but must be attained through practice. The college includes in its controlling board, in its faculty, and student body people of many faiths and backgrounds. All participate in creating policies under which the college operates, and all bear their full share in creating the atmosphere and shaping the ideals of the college.

Only as we learn to work and think together can we hope to make an intelligent and successful attack upon the threatening problems of our times. Our daily living must exemplify our ideals and hopes. In our small way, we must contribute to the total welfare by establishing about ourselves small circles of friendliness and understanding. Separation and isolation are dangerous in this era. As we cannot live apart, we must learn to live together without too much regard for color, or race, or creed. We must cultivate ideals and interests that will surmount the obstacles that divide us. The cultivation of greater understanding between individuals of many groups is possibly the transcendent ideal of the college.

The third factor assuring success is the faculty. Men and women from many great universities have joined the staff and are quietly and effectively performing their duties. They have loyally supported the plans for growth and have given service beyond that which is usually required.

The fourth factor that has assured the growth of the college has been the willingness of Trustees and friends to place the welfare of the college before their own interests. Because of this habit of thought, differences concerning policy and practice have always resolved themselves and united action has resulted. The Trustees have gone further; they have given generously before they asked others to give. Their generosity and faith have encouraged others, and their willingness to give of themselves and of their sustenance has provided the means whereby the college has expanded its plant and obtained its equipment. On this occasion, I could wish to pay tribute to them individually, but if one name were mentioned, all should be mentioned. They have all given in proportion to their means, and all have carried their obligations so well that the failure of any one would have threatened the success of our united efforts.

Needless to say, no college can be created by a handful of men. A college grows from the efforts and gifts of many people. Approximately fifteen hundred people have given that the services of the college might be expanded. To everyone of them, we are indebted and grateful. We hope to demonstrate our appreciation through the services rendered succeeding generations.

Because the foundations of the college have been soundly laid; because the ideals for which it stands are right; and because of the unselfish support that has been given, we can all look forward to continued growth and extended service.

During the past eighteen months, the college has been given or has purchased four additional buildings within the block between Northampton and South Streets. At present, the college is completing arrangements for further expansion so that this year's enrolment may be increased from 1,300 to 1,600 to meet the pressing demand of veterans and high school graduates. After this next year, it may be forced to expand still further or its enrolment may slowly recede to normal levels. If those of us responsible for the character of the college do our work intelligently and effectively, we may be sure that the normal enrolment of the future will far exceed the pre-war enrolment of our infancy. At the same time, we must constantly strive to strengthen our work so that each graduate will render a greater service and in his small circle will exert an influence for understanding, goodwill, and intelligent action.

WILKES COLLEGE

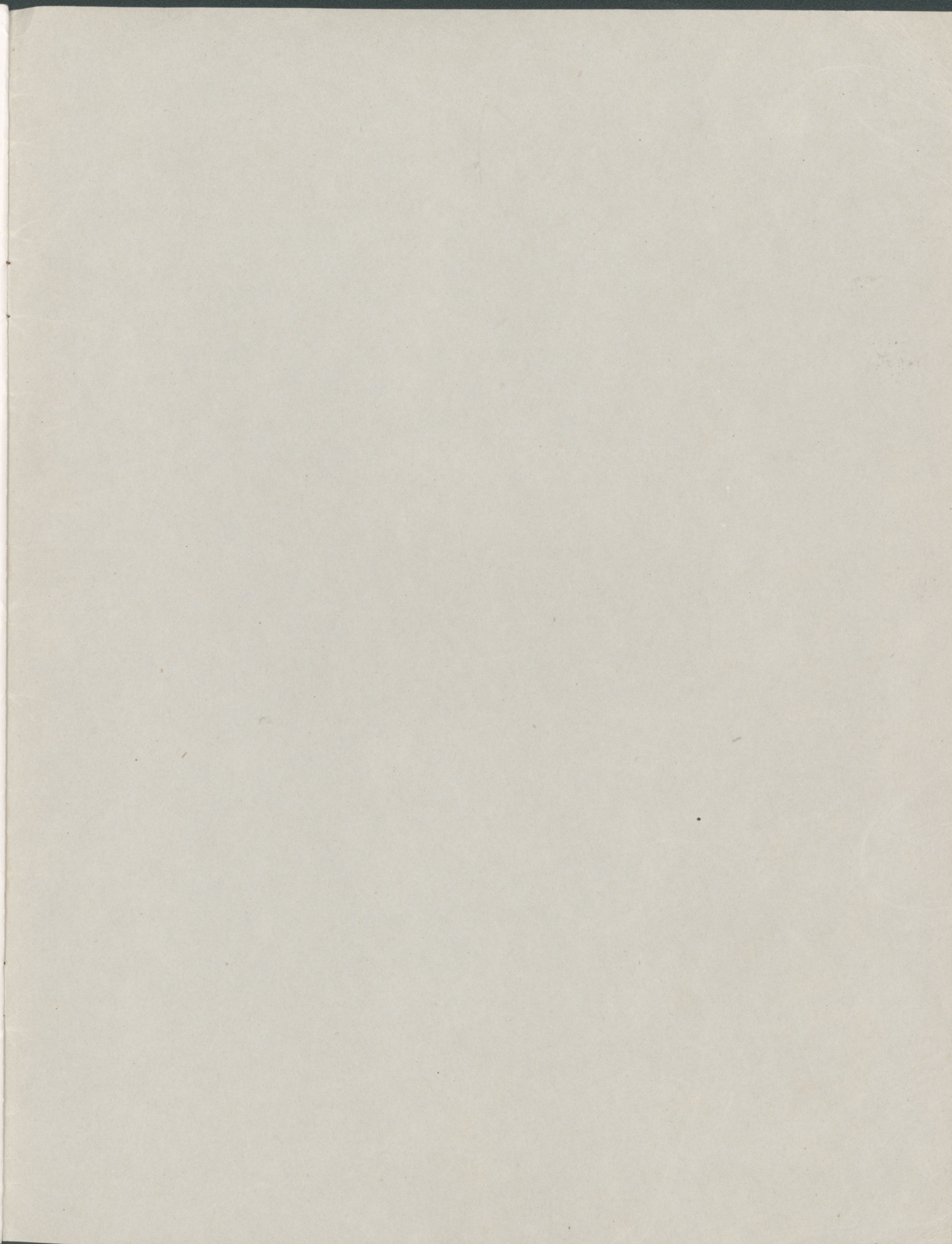
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