

WINTER

Volume 9

WILKES COLLEGE ARCHIVES
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JANUARY, 1962

Number 1



WILKES COLLEGE ALUMNUS

WILKES COLLEGE
WILKES-BARRE
PENNSYLVANIA
November 27, 1961

Attorney Joseph I. Savitz
Suite 1000, Blue Cross Building
South Franklin Street
Wilkes-Barre, Pennsylvania

Dear Joe:

I hope that you have some idea how much the gifts from the alumni mean to the two of us. For the rest of our lives the two lovely trays will remind us of our happy association with the students and alumni of Wilkes, and of the many friendships that we have formed within both groups. Their growing support of the College has given us satisfaction and confidence. In a very real sense, the future of Wilkes rests with our alumni. And, now on top of our appreciation of their growing support and loyalty, we have these memorial gifts which we will appreciate for the rest of our lives.

Will you please convey the gratitude that both of us feel so deeply to the alumni of the College.

Many thanks and best wishes.

Sincerely yours,
Eugene S. Farley
President

ESF:kod



On The Cover

The high spot of the recent testimonial to Dr. Farley came late during the dinner of November 8 when Reuben H. Levy presented the president with a replica of a Pontiac Bonneville sedan. Wilkes-Barre City Police guarded the original which was parked in front of the gymnasium, having been driven there during the testimonial proceedings.

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ASSISTANT EDITOR
SPORTS
ALUMNI NOTES
EDITORIAL ASSISTANT

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Kathleen O'Donnell
Arthur J. Hoover '55
Felicia Perlick '63
Elizabeth Kraft '62

Wilkes College ALUMNUS is published quarterly for the Wilkes College Alumni Association by the Wilkes College Alumni Office, 184 South River Street, Wilkes-Barre, Pennsylvania. Second class mailing privileges have been authorized at Wilkes-Barre, Pennsylvania. Subscription — \$2.00

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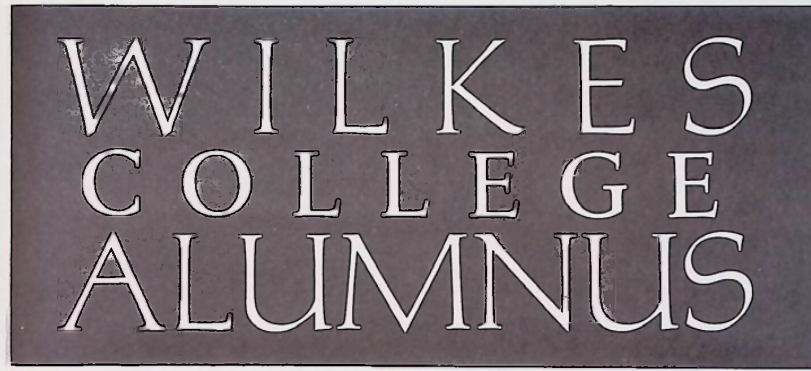


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Campus Periscope

by Betty Kraft '62

The latest addition to the Wilkes campus community is the home of the late Dr. Charles Miner at 264 South Franklin Street. The College purchased the home from Mrs. Miner and it will be used as a dormitory.

"College Challenge," bi-monthly television program of the College, is now in its second successful year of broadcasting. This program encourages students to make their education a living experience by allowing them to analyze and discuss important ideas of our time. It also keeps the community informed of College activities so they can examine and evaluate the role the College plays in a growing community. Mr. Alfred Groh is the program's moderator.

Cue and Curtain again maintained a busy schedule as it presented Noel Coward's hilarious comedy, "Blithe Spirit," and two student-directed productions — "Final Performance" and "Impromptu".

The newly-formed Wilkes College Survival Committee, working closely with the Luzerne County Civil Defense, has been blueprinting campus plans for protection and survival in case of enemy attack. Dr. Daniel Detwiler is chairman of the committee.

Wilkes campus was the setting for the Fifth Annual Conference of the Pennsylvania Council of Teachers of English. The Conference, held in late October, featured outstanding speakers and panelists from educational plants throughout Pennsylvania. "Articulation: Grade School through College" was the conference theme.

The Institute of Municipal Government sponsored the First Annual Community Growth Conference this Fall. The Conference gave those interested in the solution of the more practical problems related to the social and economic well-being of the area an opportunity to exchange ideas. In addition, it allowed them to share experiences with nationally-known authorities, who also participated in the conference.

Accountants of Luzerne and Lackawanna counties gathered on the College campus in December for the Eighth Annual Tax Clinic to hear qualified tax experts discuss taxation and tax problems. The clinic, another College-Community affair, was sponsored jointly by Northeastern Chapter, Pennsylvania Institute of Certified Public Accountants and Wilkes Commerce and Finance department.



Former "Metrecal" Roses break diet training at a Dairy Dan mobilbar.



Future engineers take advantage of an autumn day on the River Common

College and community joined ranks to honor Dr. Farley at a testimonial dinner commemorating twenty-five years of service to both the College and the community. Details of the affair are related elsewhere in this issue.

Wilkes, itself, recently gained national recognition when the "Today" show featured the College story and the important role it plays in the community, also in this issue. The College campus was aglow with the Christmas spirit as the Lettermen sponsored their annual Christmas formal. Couples whirled to the music of Jack Melton and his orchestra in a Christmas Fairyland of candy canes and holly wreaths. Mr. Ralston again led the Lettermen in carol. An extra treat was a solo performance by Mr. Ralston.

Theta Delta Rho joined with Santa Claus, himself, to bring the Christmas festivities to the oldsters of Sutton Home, Old Ladies Home, Franklin Convalescent and Summit Convalescent Homes at a special Christmas party held in honor of the elder members of the community. The Collegians entertained with Christmas carols and Mrs. Farley played several piano selections.

The Madrigal singers, Collegians, and Women's Chorus provided a holiday of music for many community organizations. Among the groups entertained were the Medical Society, Irem Temple Country Club, Mozart Club, Boston Store, and the Cambrian Club.

The Madrigal Singers made their first recording of Christmas carols this season. The original tape was made in May in the First Presbyterian Church and was subsequently pressed in October. The jacket of the seasonal recording was made especially attractive by a four-color engraving of the carol singers taken outside the Farley residence. The limited supply of records was exhausted before the college holiday recess.

Late in December, Dr. Farley requested cooperation from Wilkes-Barre City Council whereby the College would absorb properties on Wright Street now accommodating thirty-three homes. In their place a \$1,000,000 dormitory accommodating 250 students and a dining hall costing \$250,000 would be erected. (Complete story in the next issue of the *Alumnus*)

The Thirtieth Annual "Rose Bowl" of Wrestling Tournament attracted to the Campus approximately 500 wrestlers from about 70 Universities and Colleges representing twenty-four states.

And, of course... Homecoming, reported in the issue.



Decorated under the supervision of Mrs. Shirley Klein, the head table added splendor to the occasion. Seated left to right; Attorney Jesse Choper, Dr. Farley, Mrs. Jessie Conyngham, William O. Sword, Mrs. Farley, Hon. Frank Slattery, Arnaud C. Marts. Standing left to right; Dr. Jule Ayers, Reuben H. Levy, Admiral Stark, U.S.N., Ret.; Attorney Andrew Hourigan, Jr.; Attorney Joseph Savitz, Al Kishel, Rabbi Abraham D. Barras, Dr. K. Roald Bergethon.

Testimonial To Dr. Farley

For the integral part he has played in both community and college growth over the past twenty-five years, more than 900 citizens paid the Wilkes College President heart-warming tribute on November 11, 1961.

Veterans Day, observed throughout the nation on Sunday, November 11, 1961, took on new meaning within college and became "Gene Farley Day" additional more than nine hundred leading citizens gathered Wilkes College gymnasium Saturday evening to tribute to Eugene S. Farley, the man, and to Dr. Farley, the President of the College. This was not a case of College honoring its president, but rather a spontaneous upsurge of respect and gratitude on the part of Wilkes-Barre for a man who twenty-five years ago accepted both the reins of the College and the projects that were attached to them.

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Even Scranton entered into the spirit of the day. The giant billboard of WDAU-Television proudly displayed a salute to Dr. Farley. Inasmuch as the billboard is located on the Wilkes-Barre-Scranton Highway opposite the approach road to the Wilkes-Barre-Scranton Airport, countless thousands were apprised of the testimonial.

Fortunately, on March 27, 1936, when he received the appointment, Dr. Farley recognized full well that the problems of the College were tied unequivocally to those of the community. The guess is not so hazardous as to suppose it was this clear recognition then that was the indirect result of the outpouring of citizenry in the gymnasium twenty-five years and eight months later! Some might call it fate; wiser ones, vision.

The testimonial dinner to Dr. Farley was not happenstance. It all began in March when a reporter of one of the Wilkes-Barre Dailies mentioned to one of Wilkes-Barre's leading citizens that the Wilkes College president had been appointed to his present post twenty-five years ago, and "what are you going to do about it?"

What was going to be done happened very quickly. A "Friends of Eugene S. Farley" committee was appointed with Mrs. Jessie Guthrie Conyngham and William O. Sword serving as co-chairmen. The Conyngham interest in the community goes back three generations; Mr. Sword, as President of the Greater Wilkes-Barre Industrial Fund, has been working closely with Dr. Farley since the former acceded to his present post more than fifteen years ago. Serving with the chairmen were E. B. Mulligan, Jr., resident partner, Green, Ellis and Anderson; A. J. Sordoni, Jr., president, Sordoni Enterprises, Incorporated; Larry Greenspon, Greenspon Advertising Agency; Tom Bigler, Program Director, Radio Station WILK; Mrs. Shirley Klein; Attorney Joseph Savitz; David S. Davis, vice president, Miners National Bank, and Reuben H. Levy.

Coordinating the affair on a campus level and acting as college liaison were Deans George Ralston and Gertrude Doane, John Chwalek, and John Whitby.

Although the occasion was primarily a community affair, student organizations desired to be heard; and they were — with great gusto!

Actually, Dr. Farley's morning began on November 11 with a breakfast in his honor and that of Mrs. Farley in the Adams Room of Hotel Sterling. Associated Women Students played host.

As breakfast adjourned, the group re-assembled on the lawn in front of the Farley residence where they were joined by representatives of Student Government. Before their arrival, however, Wilkes Symphonic Band, directed by Larry Weed, had taken position on the lawn, and as the Farleys arrived, the band had set the scene musically. Al Kishel, Student Government President, then presented Dr. Farley with a handsomely-bound portfolio containing the autographs of eleven hundred students.

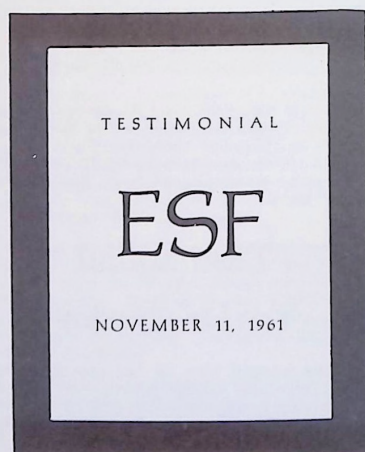
Other student units playing an important part in the testimonial were Theta Delta Rho, members of which ushered guests to their seats; The Lettermen, who took charge of checking facilities, the Wilkes College Chorus, directed by Dick Chapline, and of course, Bill Jervis and Bill Carter, without whose assistance no affair in the gymnasium is remotely possible!

The dinner was scheduled for 6:30 P.M., and one hour before this time, members of the head table convened by invitation at the home of Mrs. Conyngham for an impromptu reception. From this point, the group proceeded by automobiles driven by students to the gymnasium where Theta Delta Rho women seated them. Outside the Gymnasium the Wilkes band again serenaded the arrival of guests.

A word now about the speakers. Long before final plans were completed, the general committee decided against having a principal speaker per se. Inasmuch as this was to be a "Gene Farley Night," it was agreed to invite those who had been close to the Wilkes president over the years and who could contribute something meaningful to the occasion. Towards this end, the following were invited to participate: Dr. Jule Ayers, Pastor, First Presbyterian Church of Wilkes-Barre; Dr. Abraham D. Barras, Rabbi, Temple Israel; Attorney Jesse H. Choper, Wilkes '57, Associate Professor of Law, University of Minnesota School of Law who presided as toastmaster; Honorable Frank Slattery, Mayor of the City of Wilkes-Barre; Attorney Andrew Hourigan, Jr., President, Greater Wilkes-Barre Chamber of Commerce; Arnaud C. Marts, Chairman, Board of Directors, Marts and Lundy, Incorporated, New York; Admiral Harold R. Stark, Chairman, Wilkes College Board of Trustees; Dr. K. Roald Bergethon, President, Lafayette College; Attorney Joseph Savitz, representing the Alumni, and Reuben H. Levy, representing the "Friends of Eugene S. Farley."

High spot of the affair probably was the presentation by Mr. Levy of a Pontiac Bonneville Sedan to Dr. Farley and when Joe Savitz presented both Dr. and Mrs. Farley with matching Sterling Silver trays.

Elsewhere in the *Alumnus* are verbatim reports of all speakers which tell the story of the testimonial far better than news columns. In passing, let it be said echoes of the affair are still heard throughout Greater Wilkes-Barre, affirming indelibly that Wilkes is tied tightly to Greater Wilkes-Barre. Its fortunes are the community's and vice versa. And, just as they were twenty-five years ago, so are its problems. By cooperative effort, Wilkes and Wilkes-Barre can move on to wider horizons.



William O. Sword

Dinner Chairman; President, Greater Wilkes-Barre Industrial Fund



... This is a great occasion ... an occasion at which I feel quite humble, yet greatly honored to act as your chairman, together with that grand friend of everyone — Mrs. Jessie Guthrie Conyngham, who with her family has served Greater Wilkes-Barre for a generation. ... I could not have worked with those of you who have interested yourselves in industrial development and the future of Greater Wilkes-Barre without knowing and appreciating the great contribution Eugene S. Farley has made in this area ... indeed in all areas that make for social, economic and cultural growth of our community ... But there are others on this platform who are much more qualified than I am to develop this thought, and you'll hear from all of them ... My job as chairman is to get this "off the ground" ... Before I do, however, I would be quite ungrateful were I to neglect thanking those on our committee and sub-committees who have made this the success it promises to be ... The beautiful program at each of your places mentions them, but allow me to go briefly into detail ... If you thrill at the table decorations, you have Mrs. Shirley Klein and her committee to thank ... If the overall color and decorative motif gives you a lift, look to Andrew Palencar, art instructor at Coughlin High School ... Dick Chapline and the Wilkes College chorus will speak for themselves ... Larry Weed and the Wilkes Symphonic Band have already spoken ... In spite of a temporary setback, Larry Greenspon, assisted by Tom Bigler, apprised the public what was happening ... Ned Mulligan with a lot of help from his committee put our program together ... And Jack Sordoni, Jr., chairman of the ticket committee saw to it that you folks came to enjoy it ... I wish to mention at this time particularly our "Gal Friday" who helped everyone when the occasion arose ... and it arose frequently ... She is Mrs. Barbara Fritz, of the Wilkes College Public Relations Office. And hovering in the background, unseen as he usually is, was Pop Clewell wrapping the package! To the press, radio and television stations go our warm thanks ... And now, allow me to present the young man who will keep things moving from here on in ... He is a Wilkes College alumnus who is making a name for himself ... During his undergraduate days he carved a niche in the fields of debating and public speaking. As a matter of fact, he was on the team that won the Harvard Tournament in 1957 and was ranked number three in the United States ... Graduating from Wilkes, cum laude, he attended the University of Pennsylvania Law School, and again graduated cum laude in 1960 ... Before taking on his present profession as an assistant professor at the University of Minnesota, he was a Law Clerk to Chief Justice Earl Warren of the United States Supreme Court ... Here, as a Friend of Eugene Farley, is Jesse Choper who will preside as toastmaster for what is to follow ... Mr. Choper!

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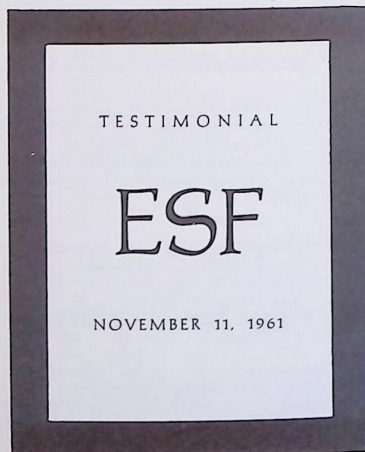
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William O. Sword

Dinner Chairman; President, Greater Wilkes-Barre Industrial Fund



... This is a great occasion ... an occasion at which I feel quite humble, yet greatly honored to act as your chairman, together with that grand friend of everyone — Mrs. Jessie Guthrie Conyngham, who with her family has served Greater Wilkes-Barre for a generation. ... I could not have worked with those of you who have interested yourselves in industrial development and the future of Greater Wilkes-Barre without knowing and appreciating the great contribution Eugene S. Farley has made in this area ... indeed in all areas that make for social, economic and cultural growth of our community ... But there are others on this platform who are much more qualified than I am to develop this thought, and you'll hear from all of them ... My job as chairman is to get this "off the ground" ... Before I do, however, I would be quite ungrateful were I to neglect thanking those on our committee and sub-committees who have made this the success it promises to be ... The beautiful program at each of your places mentions them, but allow me to go briefly into detail ... If you thrill at the table decorations, you have Mrs. Shirley Klein and her committee to thank ... If the overall color aand decorative motif gives you a lift, look to Andrew Palencar, art instructor at Coughlin High School ... Dick Chapline and the Wilkes College chorus will speak for themselves ... Larry Weed and the Wilkes Symphonic Band have already spoken ... In spite of a temporary setback, Larry Greenspon, assisted by Tom Bigler, apprised the public what was happening ... Ned Mulligan with a lot of help from his committee put our program together ... And Jack Sordoni, Jr., chairman of the ticket committee saw to it that you folks came to enjoy it ... I wish to mention at this time particularly our "Gal Friday" who helped everyone when the occasion arose ... and it arose frequently ... She is Mrs. Barbara Fritz, of the Wilkes College Public Relations Office. And hovering in the background, unseen as he usually is, was Pop Clewell wrapping the package! To the press, radio and tele- vision stations go our warm thanks ... And now, allow me to present the young man who will keep things moving from here on in ... He is a Wilkes College alumnus who is making a name for himself ... During his undergraduate days he carved a niche in the fields of debating and public speaking. As a matter of fact, he was on the team that won the Harvard Tournament in 1957 and was ranked number three in the United States ... Graduating from Wilkes, cum laude, he attended the Uni- versity of Pennsylvania Law School, and again graduated cum laude in 1960 ... Before taking on his present profession as an assistant professor at the University of Minnesota, he was a Law Clerk to Chief Jusice Earl Warren of the United States Supreme Court ... Here, as a Friend of Eugene Farley, is Jesse Choper who will preside as toastmaster for what is to follow ... Mr. Choper!

If words could articulate the deserving phrases due Dr. Farley this evening, I am sure that the distinguished speakers have done that job well, and I would not hope to attempt to add too much to what they have said. But in his traditionally modest and humble fashion, Dr. Farley has shifted the cause of all of this back to others. And I would like to say a few words after he's spoken so he is unable to shift back that responsibility.

Dr. Farley said that the College owes much to the Faculty and the Trustees, and no one would question that. The important point I think is particularly concerning a really outstanding faculty here at Wilkes. The faculty that I've compared while teaching at fine schools like the University of Pennsylvania, University of Minnesota. A faculty that man for man is not surpassed, I think, in many schools throughout the country.

But ladies and gentlemen the crucial point is this — who secures and who keeps a faculty of this nature, the responsibility redounds to the college president. And for this we are indebted to Dr. Farley.

I come back to Wilkes having graduated four years ago, see many additions of buildings; now certainly the Trustees have shared a great responsibility for this, but again it's Dr. Farley to whom the ultimate responsibility redounds.

Now I haven't known Dr. Farley for twenty-five years but I did know him before I came to Wilkes College. I recall attending a high school conference when I saw this great big fellow who was representing Wilkes and listened to what he had to say and decided then that I was going to come to Wilkes College.

And I came, and I learned, and I can honestly say that I don't think I could have gotten a better education in any institution in the country.

I remember walking down South River Street many times and all of a sudden feeling a fantastic pound on the back, to turn around and see that big hand you could mistake for an ironing board and there was Dr. Farley. And I was not unique in receiving this sign of good will and hospitality here at Wilkes.

Dr. Farley — thank you for this fine faculty. Thank you for this enlarged physical plant. From all who have graduated, thank you for your friendship and last, just thank you Dr. Farley.

Jesse H. Choper

*Wilkes '57 Associate Professor of Law
University of Minnesota School of Law;
Toastmaster*



Honorable Frank Slattery

Mayor of the City of Wilkes-Barre



As Mayor I have many chances to eat out and varied dinners in this City, the finest out-pouring of fine people I have. You are all cordially welcomed to the Barre and to this Testimonial.

At one time there was a Wilkes-J Wilkes College. There could no longer be Barre without this institution, which all of us so much and to each of us of better living.

Gene, I am about to have the honor of key of the City of Wilkes-Barre to know why . . . because there is not one of Pennsylvania which is locked to every heart has been open long hence I do know why Gene, so that you could you to remind you that a great city, wants you, a great man, to have the

Atty. Andrew Hourigan

President of Greater Wilkes-Barre Chamber of Commerce and a member of the Wilkes College Board of Trustees

History records that even Napoleon stood in awe, speechless before the pyramids so I cannot tell you how speechless I have never stood before the pyramids. But tonight, as I stand before Dr. Farley, the speakers who will address this wonderful audience, I feel as though I would prefer to take a chair for two!

And the pyramids, as Wonders of the Ancient World, offer me an example. It has been said that each man makes his own stature, built in the history of this area has any one man done such a masterful job only himself, but his friends and neighbors, too. We honor tonight Dr. Farley. Others will speak of his varied attainments, but it is my pleasure to honor a community leader of tremendous stature — just as great figuratively as literally.

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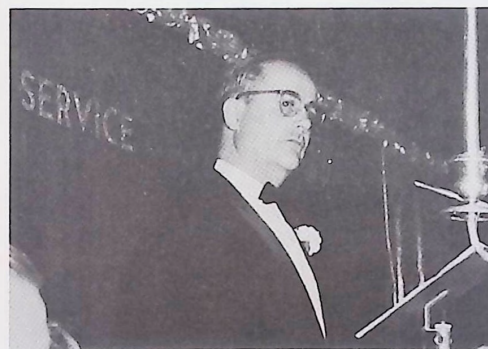
Mayor of the City of Wilkes-Barre



As Mayor I have many chances to evaluate the vari- ous and varied dinners in this City, and this is the finest out-pouring of fine people I have yet beheld. You are all cordially welcomed to the City of Wilkes-Barre and to this Testimonial.

At one time there was a Wilkes-Barre without a Wilkes College. There could no longer be a Wilkes-Barre without this institution, which has given to all of us so much and to each of us a little bit more of better living.

Gene, I am about to have the honor of presenting the key of the City of Wilkes-Barre to you and I don't know why . . . because there is nothing in this part of Pennsylvania which is locked to you. Certainly every heart has been open long hence to you. But I do know why Gene, so that you can keep it near you to remind you that a great city, in a great state wants you, a great man, to have this key always.



Atty. Andrew Hourigan, Jr.

*President of Greater Wilkes-Barre
Chamber of Commerce and a member of
Wilkes College Board of Trustees*

History records that even Napoleon stood in awe, speechless before the pyramids. I have never stood before the pyramids so I cannot tell you how speechless I would be. But tonight, as I stand before Dr. Farley, the speakers who will follow, and this wonderful audience, I feel as though I would prefer to take a chance on a pyramid or two!

And the pyramids, as Wonders of the Ancient World, offer me an apt point of refer- ence. It has been said that each man makes his own stature, builds himself. Never in the history of this area has any one man done such a masterful job of building not only himself, but his friends and neighbors, too. We honor tonight a giant of giants. Others will speak of his varied attainments, but it is my pleasure to speak of him as a community leader of tremendous stature— just as great figuratively as it obviously is literally.

My associations with Dr. Farley are more recent than those of many of you — and my personal observations must therefore stress the quality and quantity of his performances in the last decade. In that time, Gene Farley has been a far-sighted, fearless, visionary who has sought improvements in all phases of the Valley's socio-economic welfare. He has always been a tireless leader in implementing his own recommendations for community betterment. Despite the magnitude of his creative talents, however, he has constantly been a team player. In community ventures, Gene has been ever mindful of the fact that we need workers as well as leaders. We shall never forget his determined persistence in pursuing the most difficult, almost impossible soliciting assignments in the recent Industrial Fund campaign. His performance as an ordinary worker matches his example as a leader — an attainment which his unassuming modesty alone makes possible.

It happens frequently that when one sets up a near and limited objective, he also opens up more distant and general goals. Dr. Farley came here to set up and guide a college. He enlarged that goal so that soon he was heading a Community College. He then realized that such an institution in a declining community was doomed. So he broadened his perspective to encompass community improvement and revitalization as a new general goal.

In this expanded field of activity, he has sponsored and encouraged the Committee of 100, the Industrial Fund, the Chamber of Commerce, the United Fund — and a host of local other organizations which had never known such vigor as they demonstrated with the assistance of the Farley "touch". In revivifying community organizations, he has truly had the Touch of Midas. Still, as we pay our tribute to him for a lifetime already brimming with superlatives, he sits there, I am sure, thinking of more distant goals for the further improvement of the college, and for the community that his college has endowed.

"Great men hallow a whole people and lift up all who live in their time." Never was this aphorism more true than in the case of Gene Farley. A whole generation of Wilkes-Barreans have been inspired to greater efforts by his sterling example and work. His students today, while receiving excellent college educations, are also receiving basic instruction in community responsibility, and bid to become the leaders of tomorrow.

With an enthusiastic note of personal admiration and affection, I join them and you in saluting the man who has given us all such magnificent example and inspiration.



Arnaud C. Marts

Chairman of the Board of Directors, Marts and Lundy, Inc., and a member of Wilkes College Board of Trustees



Our Chairman has referred to the manner in which I was tossed into Wilkes-Barre 26 years ago as President of your little three-year-old Junior College, and he has told you how I found it necessary to include a weekly visit to Wilkes-Barre in my 3-day-per-week efforts to be president of Bucknell University at Lewisburg. It is fortunate for you that my remarks have been limited to 10 minutes; otherwise I would probably reminisce for the next hour.

Quickly and briefly on this occasion, I wish to mention four actions which I took with Gene Farley, whom we honor here tonight, which I remember with special satisfaction. *First.* The most important thing which I helped to do in those days was to find and bring Gene Farley and Eleanor Farley to the College. We needed a leader, a man of great courage, vision, strength and charm. We asked the Dean of Education of the University of Pennsylvania for a suggestion. He said, "The best student I have ever had as a candidate for the Ph.D degree in education is a Quaker with an Irish name — Eugene Farley." We looked him up; he and Eleanor visited Wilkes-Barre. All we could show him were 200 students in a rented 4-story building on Franklin Street. He looked at those crowded rooms; he looked at an area with unemployment and discouragement evident in every direction.

You ask, — "Did he not see how difficult and impossible it would be to build a quality College here?"

He saw it alright and spoke of each difficulty and handicap. In fact, he saw a lot more than we showed him. We didn't hoodwink him a single bit.

You ask, — "Then why in the world did he take the job?" Simply because he knew a college *had* to be built here, for the sake of young people and for the sake of the future of this community. And, because *he* had been given the opportunity to do it. In short, he took the impossible job for two reasons — first, because it was almost impossible, and second, because he had the courage and spirit and zeal to tackle the impossible — he wasn't looking for the easy job — he was looking for the job *worth doing*.

Second. We began to help gather around this new little Junior College, far away from its Alma Mother, a Board of Trustees, of public-spirited men and women of Wilkes-Barre, who would have their own responsibility for their own educational institution. Mr. Gilbert McClintock needed no urging — he had the vision at once and agreed to accept responsibility as Chairman. Other leaders were recruited on the so-called "Board" promptly — Edward B. Mulligan, Charles H. Miner, Jr., James P. Harris, Mrs. Charles E. Clift, Mrs. Franck G. Darte, Dr. Samuel M. Davenport, John Davis, Thomas F. Farrell, John A. Hourigan, Mrs. Edward H. Kent, Reuben H. Levy, Judge

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This, I could not have accomplished, if Gene Farley had not been the leader of the little College. These men and women were smart, as well as public spirited. They were smart enough to know that the little College could not succeed without a leader who could and would put brains, skill and unselfish devotion at the very heart and center of the venture. And, they understood human nature and character well enough so that they were able to recognize that kind of a man in the person of Gene Farley. I am sure many of them would not have accepted the responsibility and would not have stayed with the College through the heat of the long struggle if Gene had not been the College's leader. They looked at Gene, and saw a *man*, through and through, and accepted responsibility on the Board.

Third. I realized that it was extremely important to be able to say to the Bucknell College Trustees,

"Build up your resources as quickly and fully as you can; be assured that when you are able to get your own Charter from the State of Pennsylvania, Bucknell will turn all of the property of the Junior College over to your new Wilkes-Barre College. In other words, in building up the resources of Bucknell Junior College, you are not adding to the capital assets of Bucknell University of Lewisburg; on the contrary, you are creating permanent assets for your own local College right here in Wilkes-Barre."

Now, there were men and women in Wilkes-Barre who found it hard to believe that Bucknell University really had such an unselfish interest in the youth of this Valley. There were actually people, in short, who did *not* believe me!

So, I requested the Trustees of Bucknell to put such action on their official record. I then made this action known in Wilkes-Barre, and re-assured you here.

A few years later, one or two newly added Bucknell Trustees, began to wonder what the Junior College at Wilkes-Barre was all about and what its future relationship to Bucknell University was to be. So I asked the Bucknell Board of Trustees to *re-affirm* my promise on their records. They did so. This same question was raised a third time while I was the peripatetic President of Bucknell. You know Boards of Trustees of Colleges and of other institutions change constantly, and when a man comes on such a Board, he is frequently tempted to believe that everything the Trustees had done before his arrival was a bit stupid.

So the question of the future of Bucknell Junior College was murmured about by some new Trustees for the third time, and for the third time, I had the Bucknell Trustees officially re-affirm the promise to Wilkes-Barre.

It is fortunate I did, for by 1946 when the Junior College was able to qualify for its own Charter from the State and was ready to launch out on its own under the new name — Wilkes College — it had capital assets of \$2,000,000 or more, and there was a completely new Administration and Board at Bucknell, who, in the quaint words of the Old Testament "Remembered not Joseph." Some "Johnny Come Latelies" were saying, "Why did we carry the Junior College when it was poor, and give it away when it became prosperous?"

If I had not been able to refer to our three promises and re-affirmations in the official minutes of the Trustees — well, why worry about worries that are over? I asked the new President of Bucknell to come to Wilkes-Barre and in a public ceremony, in which many of you participated on the green lawn between Chase and Kirby Halls, to hand over to Gilbert McClintock and Gene Farley, Chairman and President of Wilkes College, a symbolic deed to the multi-million dollar property of the Junior College. Thus the umbilical cord was severed, and the multi-million dollar infant Wilkes College was on its own.

The fourth and last thing which I will mention was our success in persuading generous citizens of Wilkes-Barre to give to the Junior College their beautiful homes on West River Street. Mrs. John Conyngham and Admiral Harold Stark put the Junior College in orbit for evermore, when they gave their properties in 1936, and Mr. Allan Kirby boosted it farther toward the stars by the gift of his father's house in the following year. Mr. Weckesser soon gave a useful house on Franklin Street. Others followed with the gifts of other property.

These early gifts came so quickly, one after the other, that a certain degree of consternation was aroused in the minds of other property owners. Mr. Julius Stern was in Bermuda when he learned of one of these series of gifts. He sent me a radiogram which read — "Do not take my house for the Junior College until I can return and remove my furniture."

I had a dear friend in New York, a native of Wilkes-Barre and of West River Street, who retained close ties with Wilkes-Barre. He came to me in sorrow and distress and asked if I knew what I was doing in taking those beautiful residences over for college use. I replied that what I was *trying* to do was to make college education possible for hundreds of ambitious able boys and girls of the Wyoming Valley who could not afford to leave home for College.

His rather heated reply was that, in fact, I was helping to ruin the most beautiful section of his beloved city; that the students would swarm over their lawns, jam the streets with their cars, and dominate that section in a noisy, unpleasant manner.

I wonder if his forecast was correct. I asked an old resident of Wilkes-Barre, himself born and raised on West River Street, the other day if the College had destroyed the West River Street area in that manner. He replied, "On the contrary, the College has probably saved those blocks from becoming an area of remodeled apartments and rooming houses."

Of these four things which I recall of the early years of this College, by far and away the most important was bringing Gene and Eleanor Farley here. None of the other things would have been possible without this Quaker with the Irish name, at the head and heart of the College.

It has been well said that, "every great institution is the lengthened shadow of a man." That is preeminently true of Wilkes College and of Gene Farley.

I shall leave it to others to eulogize Gene more fully and more gracefully. I shall sum up my appraisal by saying, of the four things I was able to help accomplish for Wilkes College, the greatest of these was to bring Gene and Eleanor Farley to Wilkes-Barre to create Wilkes College.

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Thank God for Gene and Eleanor Farley!

Their lives here have enriched and blessed the lives of thousands of young people and their families. They have given new courage and leadership and heart and spirit to this great city — so much in need of what they brought.

And when we and they have passed off the scene, men and women not yet born will be reaping the rewards, material, intellectual, cultural and spiritual, of the labors of Gene and Eleanor here.

They may never hear of Gene Farley one hundred years from now (such is the way of life) but just the same their daily lives will be blessed because he was here.

If you care to count the waiters ushers and chorus, then more than 1,000 strained the seams of the gymnasium to pay tribute to the Wilkes College president.



Admiral Harold R. Stark

U. S. N. Retired, and Chairman of the Board of Trustees of Wilkes College

Someone asked me yesterday if I had prepared a talk for tonight -- I replied no and at present I feel very much like the man who, when called upon, got on his feet and said, "Before I got up, only God and I knew what I was going to say, and now only God knows."

But thoughts and incidents well up fast when I think of Gene Farley.

One day this fall, I called on a very dear and elderly lady, who, among other things, asked me if I knew Dr. Farley. I said "yes", and then I wish you all could have heard her eulogy of him, and she wound up with "He is a good and a great man". I had to resist the temptation to use the vernacular and say, "Dear Lady, 'you said a mouthful'."

Then I walked up Franklin Street and saw a lovely picture of young girls, and boys -- teen-agers -- smiling with their books in their arms on their way to classes.

I thought -- all this is a dream come true for a wonderful young man -- who 25 years ago came to this town -- with little of this world's goods -- but with a very dear girl and help mate at his side -- Eleanor -- and great ambition to serve his fellow man -- to do good to others -- and to this community.

And today we see what he has wrought.

And the tangible evidence here to-night.

And in the hearts and minds of those who have reaped where he has sown.

And will continue to do so -- for a long long time ahead.

It would seem that his cup is quite full -- but I know from close contact with him these last few years he feels that all that has gone before is just a beginning--and that greater than ever before are the opportunities ahead for service to Wilkes College, its devoted, splendid faculty, its fine student body -- and to the citizenry of this entire area, whose welfare is ever in his mind and entwined with his every thought and effort.

His gratitude to all who have made it possible for him to do the things which have been done is unbounded, and to talk with him you might think he has merely been an enthusiastic spectator, --

But we know the main spring, the driving force, the tireless and devoted builder -- Gene Farley

and may he be spared to us for many years to come -- to continue his great service. Good luck Gene and God Bless you --

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Dr. K. Roald Bergethon

President of Lafayette College

Mr. Choper, President Farley, honored guests at the head table, ladies and gentlemen, and last but not least the estimable speakers who have preceded me, who have so brilliantly assured my continued cultivation of the virtue of modesty.

Except for one consideration the thought of speaking to you at this juncture of the evening would have caused me despair. This consideration was the fact that you would be here — not to listen to me — but to express your affection for a man. I realized that it was not important whether or not I might be an outstanding speaker; we would be thinking together about an outstanding subject. I recognized that all would be well if somehow my heart could speak to your heart and we could together continue to take joy in this man Gene Farley.

That we at Lafayette think well of Gene Farley, I am sure you know. When I greet him now, I greet him as an Honorary Alumnus as well as a colleague and friend. Just a few weeks back he did us the honor of accepting from our College the Doctor of Letters Degree in recognition of his work at Wilkes College and in education in general. In the citation for that ceremony there was a sentence which I wrote and spoke as a fellow college president in Pennsylvania, but which had its origins some years back. It was a sentence which I think all you here would agree with. It read: "Because you serve high purpose without pretence and exercise power without pretension, you are everywhere greeted with joy and are ever recalled with friendly warmth."

This is of course Gene Farley as you have known him. It is Gene Farley as his fellow college administrators have known him now for some twenty-five years in this Commonwealth and throughout the Nation. It is also the way I came to know him about ten years ago at a conference we both attended. He was already a long-time college president and was accustomed to speaking with the mighty. I was then an assistant professor, young and unimpressive and notable chiefly for the lack of wisdom to keep my mouth shut in the presence of my betters.

It was there that Gene Farley and I learned that we believed in the same things and stood for the same principles. What I remember very vividly, however, and what he probably would not think of at all, is that this rather imposing "big shot" as I saw him from my worm's eye view, was willing to give time and friendly attention to the possibly least important member of this conferring group.

I am sure that the warmth that binds us in our regard for Gene Farley stems in large part from the simple directness of his response as a human being to other human beings. It is this that pervades his educational thinking. This is what he expressed in the television program on Wilkes College the other day when he ended his remarks by saying that the college song was not merely a college song but a community song. A lot of college presidents might say this kind of thing, especially when on the cam-

paign trail. Gene Farley has lived it and worked it, as you well know after twenty-five years with him in town. With Gene all thinking and all acting have to relate as directly as possible to the most basic needs and values of real live human beings.

I think, of course, that we must realize that Gene does not fulfill every possible characteristic of the presidential image. I think, for example, of a story that is associated with one of Lafayette College's previous presidents, President Cattell. This Mr. Cattell had a son. This son became a psychologist and a professor himself. Evidently for one reason or another he came to have a somewhat uncomplimentary opinion of his father, or at least an uncomplimentary opinion of his father as a college president.

In any case, the story goes that young Cattell was one day talking with his daughter who had just received a new rag doll. She was seeking a name for this rag doll and she asked him for suggestions. He suggested that she call it "President." And she said, "Why, Daddy?" Then he says, "Well, because college presidents will lie in any position."

I think we just have to face up to the fact that Gene Farley can't meet the requirements of that image of the college president.

As a matter of fact, I think we have to recognize another possible weakness in him. You know he is a Quaker. Well, you know some characteristics that Quakers are supposed to cultivate. For example, there is that story about a Quaker who was milking a cow. He had no sooner gotten the milk pail full of milk than the cow kicked it over. This infuriated him. He sought some means of expression for his anger. Finally he went and stood before the cow and looked her in the eye and said, "Thee knows I am a Friend. Thee knows I cannot beat thee. Thee knows I cannot kick thee. Thee knows I cannot curse thee. But what thee does not know is that I can sell thee to an Episcopalian."

Any of you who know Gene Farley at all would know that he would never have talked to that cow that way. He would never turn over any of his problems to anybody else Episcopalian or otherwise. In addition to being uncompromisingly forthright, he is a bit of a fighter. Indeed at first glance one might think that he had a rather unquakerish delight in battle!

It is Gene's character as a fighter that I want to talk about just a couple of minutes. It is this feature of him which has made him enormously important in educational work, not only in Wilkes-Barre but throughout the Commonwealth.

When I say Gene is a fighter I don't mean that he likes to hurt people, likes to beat at people, or likes to do damage. It was characteristic of him as an undergraduate that his sport was wrestling. This is a sport in which one tries one's strength against the strength of another person under the most stringent rules of fair play. It requires strength. It requires nimbleness. It requires endurance. It requires stubborn purpose. But most markedly it is a sport in which one can exert one's fullest powers without at any stage doing violence to friendly feelings or intentions.

And this is precisely the character of Gene Farley's so-called fighting over the years. He has been single-minded in his pursuit of the welfare of Wilkes College, the youth of the community, the community as a whole, education in the Commonwealth. On behalf of that single-minded purpose he has wrestled with one agency and one set of problems after another. His career is a long series of locking grips with one difficulty after another and holding on tenaciously until the difficulty was overcome.



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There is another characteristic of this kind of fighting spirit. A wrestler is typically an individualist. The contest of strength between grapplers is of individuals. The interest in the sport is in individual development.

By the same token Gene Farley has always had the individual, the independent single person and the independent social unit as the beneficiary of his efforts.

It is for this reason that beyond Wilkes-Barre he has become in the Pennsylvania Association of Colleges and Universities the outstanding leader of the independent colleges and universities. (He has been a leader in, and in 1957-58 was the President of, the Pennsylvania Foundation of Independent Colleges.) He is now the chairman of the Commission of Independent Colleges and Universities of this Commonwealth.

For four legislative terms he served as Chairman of the Pennsylvania Association of Colleges Legislative Committee; he took part in action after action which furthered education in the liberal arts colleges or which prevented adverse effect on these institutions by blocking or preventing adverse legislation.

Among the positive achievements in which he participated was the change in the legislation affecting taxation of bequests. Up to 1957 charities and other collateral beneficiaries of bequests were taxed 15% of the amount of the bequest. In great part because of Gene Farley's efforts, effective July 1, 1957, this law was changed to exempt from this inheritance tax bequests to institutions, such as colleges, churches, old folks' homes, orphanages, and so on.

It is impossible to estimate the positive value and the strengthening of independent education which resulted from the efforts Gene Farley invested in this legislative program. It is impossible to estimate or to forecast the importance that his leadership will have in the Commission of Independent Colleges and Universities as in the coming years the present problems of privately supported education are increased by further inflation and enormously rapid growth of tax-supported institutions. The leadership in this Commission of Independent Institutions, in this educationally leading state, can come to have national significance. I am glad it is in his hands. I think Wilkes College and Wilkes-Barre are lucky that this big and energetic fellow is endowed with worthy ideas and great human affection. Because this is so, he will continue to be a blessing to your community as well as to this Commonwealth.

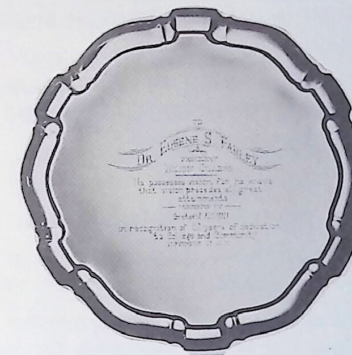
As a colleague in the business of college administration I cannot sit down without one further thought. We are fortunate to have Gene Farley. Because of my own experience in this kind of work I would say that we could not have Gene Farley if there were not at his side the person known as Mrs. Farley, Eleanor Farley, or the First Lady of the Wilkes College Campus. There are college presidents who can do the work of the presidential office alone. There is no one who can fulfill the demands of the presidential function without the direct help and the selfless support, indeed the infinitely loving support of an able and willing companion in marriage.

I could not laud Gene without praising Eleanor. I think perhaps one of the wonderful things about Gene and Eleanor is that even in this moment of public recognition their personal and private contentment can only be complete if they fully share this happy moment and all it means.

PRESENTATION OF ALUMNI GIFTS

by Attorney Joseph J. Savitz '48

"We are humble and proud to have been selected to make the alumni presentation to our great blond father. For 25 years, the alumni of Wilkes College have tried to praise and express their sincere appreciation to this outstanding leader of our school. Tonight, Dr. Farley, we have before us a sterling silver tray, beautifully engraved . . . and I hope you will forgive me for taking it apart at this moment . . . I want to say that the glitter of this tray hardly matches the brilliance and ray of sunshine and hope that our great President has manifested during his career at Wilkes College.



TO
DR. EUGENE S. FARLEY
PRESIDENT
WILKES COLLEGE

*"He possesses vision, for he
that vision precedes all great
attainments."*

PRESENTED BY
GRATEFUL ALUMNI
in recognition of 25 years of devotion
to College and Community
NOVEMBER 11, 1961

Dr. Farley, as the master hath engraved, so have our hearts been engraved with love and affection. You know, we at both students and alumni, as well as Dr. Marts and Dr. Bergethon, know the value of the First Lady of Wilkes and she has been a living angel on our campus. In recognition of this, and to indicate the great love and affection the alumni have for a matching sterling silver tray which

TO
ELEANOR C. FARLEY

"A woman of valor . . . The heart of her husband is safely trust in her. She openeth her mouth with wisdom, and the law of kindness is in her tongue."

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The Alumni want all of you to know our great women on silver trays.

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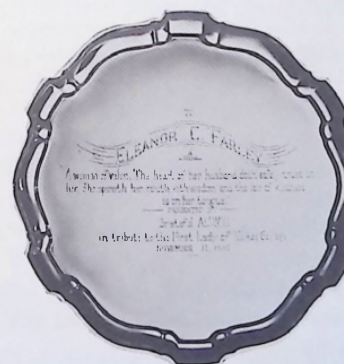
Dr. Farley, as the master hath engraveth this tray, so have our hearts been engraved with deep bonds of love and affection. You know, we at Wilkes College, both students and alumni, as well as Admiral Stark, Dr. Marts and Dr. Bergethon, know of the great value of the First Lady of Wilkes and the fact that she has been a living angel on our campus. In recognition of this, and to indicate the great regard, the love and affection the alumni have for her, we have a matching sterling silver tray which reads:

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The Alumni want all of you to know that we carry our great women on silver trays.



Presentation by

Reuben H. Levy

Retired; a member of Wilkes College
Board of Trustees



When it became known that our Community planned to honor Dr. Farley who has contributed so much to the cultural, social and economic life of our Valley — his many friends expressed their desire to add something of a tangible nature that both he and Mrs. Farley might be able to enjoy. When someone came through with the information that friend Gene needed an automobile and moreover contemplated buying one the idea met with immediate approval, and plans were then formed for the acquisition of an automobile for presentation at this gathering this evening.

As treasurer of this project I can honestly say that this was one of the most pleasant experiences I have ever had. On behalf of our committee I want to express my warmest thanks for your generous response and cooperation. I know that you appreciate as I do the pride and genuine pleasure of participating in Gene's and Eleanor's gift. And it is now my pleasure to present to you, Dr. Farley, on behalf of your many friends the gift that we hope you and Mrs. Farley will enjoy to the fullest.

(Here Mr. Levy presented Dr. Farley with a toy replica of a Pontiac car). But, Gene, the real car is out front and here are the keys.



Acknowledgment by

Dr. Farley

During the past weeks, whenever I have thought of all that you are doing for Eleanor and me, a short prayer, given to me by Admiral Stark, has run through my mind — "O Lord, I thank Thee for all Thou hast given me — But may I ask for one thing more — A grateful heart"

It is hardly necessary to pray for a grateful heart when there is so much reason for gratitude; but the lines of the prayer are a constant reminder of our good fortune.

This evening's testimony of friendship is but an added demonstration of your friendship. Throughout the years, you have quietly shown your feelings by the encouragement and support that you have given all efforts to strengthen our College and our

community. Naturally we are moved by this outpouring of goodwill, but this occasion has a deeper meaning for Eleanor and me. It reminds us of those occasions when the going was uncertain, and you then gave encouragement and support. Without this constant and steadily growing support, I would have faltered long ago.

Because I know how much you have done to aid us, I cannot but wonder, if this dinner is not really a testimony to the goals that can be gained, when a group of grand people place the welfare of others, and of the community, ahead of their own personal interest. I think you have done this on many occasions, and it is because you have so frequently demonstrated your willingness to place a creative cause above your own special interests, that I have come to have so much faith in the future of Wilkes and of the community of which it is a part.

If Eleanor and I could have our way, we would make this dinner a testimonial of our gratitude to you, who are doing so much for your neighbors and your community — and in so doing, are establishing the foundations for a better tomorrow. In a very real sense, you demonstrate in all of your civic efforts the great ideals upon which our western civilization has been based; and by these efforts, you strengthen this civilization in its present struggle for survival.

It is difficult to summarize the ideals of a college or of a civilization in a few words, but I would like to try to do so, for I feel that it is these ideals that unite us today and give hope for tomorrow.

These ideals are basic to every institution that is committed to the preservation of freedom and to the enrichment of the lives of all men. I would summarize these ideals briefly (and most inadequately) in terms of faith. They are:

1. A college committed to respect for ideas and for individuals is needed everywhere throughout the world.
2. A college dedicated to service can be an asset to the community.
3. A college that awakens and releases the creative and spiritual resources of each of us can unite us in a job that is bigger than any one of us.
4. A college committed to the traditions of freedom must cultivate an atmosphere that will encourage fearless and intelligent inquiry.
5. A college dedicated to community service can do nothing without the support of community groups.

These convictions have governed our efforts over the years, and your friendship, and united support, have made possible some real progress. Because of your encouragement and generosity, we can look forward to the advancement of the great educational tasks to which we have committed ourselves. It is my hope that in the few years during which I can still work with you, the gains of the past quarter century may be duplicated. If we can do this, I believe that the impetus of our united efforts will assist those who must succeed us.

We have been united in an effort to create a college and to rebuild our community. We have dedicated ourselves to these two efforts because of a conviction that respect for *individuals and ideas* is the cornerstone of freedom, and the key to human progress. It is, I believe, the quest for these great ideals of our common heritage that has united us.

In a *very real sense*, the cause of Wilkes College is the cause of free men everywhere, for only as freedom is cultivated in the home and in the community can freedom survive in the world.

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Board of Trustees

When it became known that our Community planned to honor Dr. Farley who has contributed so much to the cultural, social and economic life of our Valley — his many friends expressed their desire to add something of a tangible nature that both he and Mrs. Farley might be able to enjoy. When someone came through with the information that friend Gene needed an automobile and moreover contemplated buying one the idea met with immediate approval, and plans were then formed for the acquisition of an automobile for presentation at this gathering this evening.

As treasurer of this project I can honestly say that this was one of the most pleasant experiences I have ever had. On behalf of our committee I want to express my warmest thanks for your generous response and cooperation. I know that you appreciate as I do the pride and genuine pleasure of participating in Gene's and Eleanor's gift. And it is now my pleasure to present to you, Dr. Farley, on behalf of your many friends the gift that we hope you and Mrs. Farley will enjoy to the fullest.

(Here Mr. Levy presented Dr. Farley with a toy replica of a Pontiac car). But, Gene, the real car is out front and here are the keys.

Acknowledgment by

Dr. Farley

During the past weeks, whenever I have thought of all that you are doing for Eleanor and me, a short prayer, given to me by Admiral Stark, has run through my mind —

"O Lord, I thank Thee for all Thou hast given me — But may I ask for one thing more — A grateful heart"

It is hardly necessary to pray for a grateful heart when there is so much reason for gratitude; but the lines of the prayer are a constant reminder of our good fortune.

This evening's testimony of friendship is but an added demonstration of your friendship. Throughout the years, you have quietly shown your feelings by the encouragement and support that you have given all efforts to strengthen our College and our

community. Naturally we are moved by this outpouring of goodwill, but this occasion has a deeper meaning for Eleanor and me. It reminds us of those occasions when the going was uncertain, and you then gave encouragement and support. Without this constant and steadily growing support, I would have faltered long ago.

Because I know how much you have done to aid us, I cannot but wonder, if this dinner is not really a testimony to the goals that can be gained, when a group of grand people place the welfare of others, and of the community, ahead of their own personal interest. I think you have done this on many occasions, and it is because you have so frequently demonstrated your willingness to place a creative cause above your own special interests, that I have come to have so much faith in the future of Wilkes and of the community of which it is a part.

If Eleanor and I could have our way, we would make this dinner a testimonial of our gratitude to you, who are doing so much for your neighbors and your community — and in so doing, are establishing the foundations for a better tomorrow. In a very real sense, you demonstrate in all of your civic efforts the great ideals upon which our western civilization has been based; and by these efforts, you strengthen this civilization in its present struggle for survival.

It is difficult to summarize the ideals of a college or of a civilization in a few words, but I would like to try to do so, for I feel that it is these ideals that unite us today and give hope for tomorrow.

These ideals are basic to every institution that is committed to the preservation of freedom and to the enrichment of the lives of all men. I would summarize these ideals briefly (and most inadequately) in terms of faith. They are:

1. A college committed to respect for ideas and for individuals is needed everywhere throughout the world.
2. A college dedicated to service can be an asset to the community.
3. A college that awakens and releases the creative and spiritual resources of each of us can unite us in a job that is bigger than any one of us.
4. A college committed to the traditions of freedom must cultivate an atmosphere that will encourage fearless and intelligent inquiry.
5. A college dedicated to community service can do nothing without the support of community groups.

These convictions have governed our efforts over the years, and your friendship, and united support, have made possible some real progress. Because of your encouragement and generosity, we can look forward to the advancement of the great educational tasks to which we have committed ourselves. It is my hope that in the few years during which I can still work with you, the gains of the past quarter century may be duplicated. If we can do this, I believe that the impetus of our united efforts will assist those who must succeed us.

We have been united in an effort to create a college and to rebuild our community. We have dedicated ourselves to these two efforts because of a conviction that respect for *individuals and ideas* is the cornerstone of freedom, and the key to human progress. It is, I believe, the quest for these great ideals of our common heritage that has united us.

In a *very real sense*, the cause of Wilkes College is the cause of free men everywhere, for only as freedom is cultivated in the home and in the community can freedom survive in the world.

So far, I have made no mention of the real creators of the College — the Faculty, and the Board of Trustees. Both groups contain an unusual number of dedicated persons. Both groups represent diverse backgrounds and diverse viewpoints, but this is good. As one trustee remarked when this diversity was called to his attention, "You don't make progress unless you have sound differences of opinion." In spite of their differences, both groups are united in their desire to do a better job for our students, and to build a stronger college.

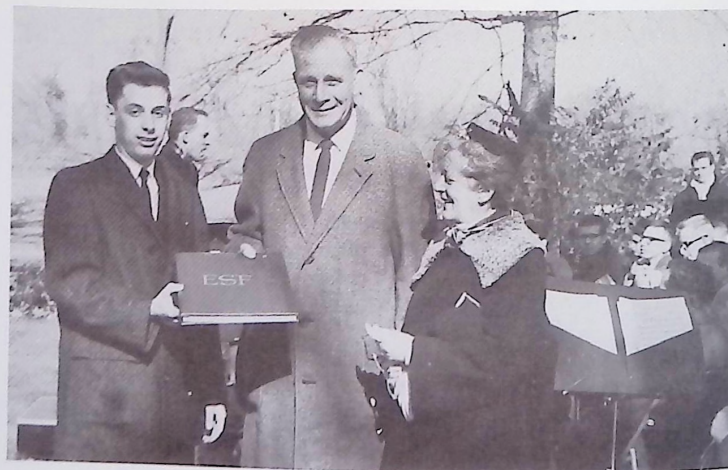
Individually and collectively, I am indebted to these two groups — The Faculty and the Board of Trustees. They have given encouragement when it was needed; they have given thought to every project that was considered; they have given time and talent and means. Only because of their loyalty and conviction has the College grown in stature as it has grown in size.

And in leadership we have been unusually blessed. While serving as President of Bucknell, Arnaud Marts, now Vice-Chairman of our Board, envisioned new opportunities for the young people of Wyoming Valley. To create these new opportunities, he turned to the natural leader of the community, Gilbert McClintock. Mr. McClintock, for the next twenty-two years, served as Chairman of the Board of Trustees and gave his support to every effort to strengthen the College. In particular he supported our efforts to encourage freedom of inquiry and intellectual soundness. Following his death, Admiral Stark brought to the leadership of the board, his breadth of experience, his devotion to the community, and his conviction that whatever should be done should be attempted. And through all these years Arnaud Marts continued to guide us and gave to us the full benefit of his work with hundreds of colleges.

But leadership is not always seen. It is sometimes deliberately hidden. So on this occasion, I wish to thank those modest persons who have given both moral and financial support when it was most needed. Although they wish to remain unknown, I cannot let this occasion pass without expressing my gratitude to them.

I hope that you have gained some picture of the team that has built Wilkes College. I am happy that with the passing of each year, the team has grown stronger and has increased in numbers.

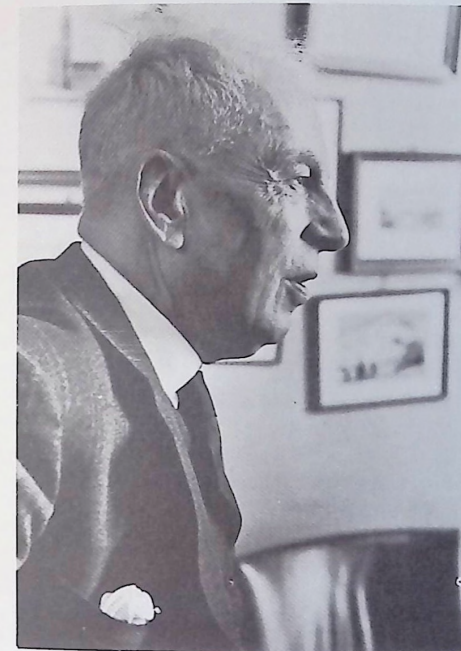
For your support of our efforts to create an influence that is conducive to the release of human talents, and thus to the betterment of our community, and for your friendship and encouragement, Eleanor and I are most grateful.



On the morning of November 11, members of Student Government congregated on the lawn in front of the Farley residence to present Dr. Farley with a scroll autographed by 1100 students. As always, Mrs. Farley is at Dr. Farley's side. Wilkes College Symphonic Band may be seen in the background.

Has America Neglected Her Creative Minority?

*A British point of view on a disturbing
question by Arnold Toynbee,
famed historian*



Dr. Arnold Toynbee has written that progress and growth of civilization come from successful response to human or environmental challenge, and that part of the success is always due to leadership by a creative minority. "Reconsiderations," his latest book, is the twelfth volume of his well-known "A Study of History," in which his theory of challenge and response is fully presented. His article in The Alumnus has been written for alumni magazines.

America has been made the great country, a series of creative minorities; the first, on the Atlantic seaboard, the founding fathers of the pioneers who won the West. These successful creative leaders differed, of course, very much in backgrounds, outlooks, activities, and achievements, but they had one important quality in common: they were aristocrats.

They were aristocrats in virtue of their genius, and not by any privilege of inheritance, for the founding fathers were aristocrats in common with the rest of the world as well. Others among them, however, were not aristocrats: professional men, and Franklin, who was the greatest genius in this goodly company, was a self-made man. The truth is that the founding fathers' success was something of secondary importance. The quality that distinguished them all and brought them to the front was their power of creative leadership.

In any human society at any time and place, at any stage of cultural development, there is present a small percentage of potentially creative people. The question is always: Will this potential be realized? Whether a potentially creative minority is an effectively creative one is, in every society, a question.

The answer will depend on whether the society is sufficiently in tune with the contemporary world, and the majority with the minority, to establish a climate of confidence, and cooperation between them. Creative leaders cannot give a lead unless the rest of the society is ready to follow it. Prophets who have received honour in their own country because they have 'before their time' are no less well-known figures than prophets who have received a response from the world made the fortune of their mission.

This means that effective acts of creation require the cooperation of two parties, not just one. If the people do not respond to the prophet's genius, through no fault of the prophet's own, will be as barren as the talent that was written on a napkin and was buried in the earth. This means that the people, as well as the prophet, have a part to play. If it is incumbent on the prophet to deliver his message, it is no less incumbent on the people to turn a deaf ear. It is even more incumbent on the people to make the spiritual climate of their society conducive to creativity that the life will have been crushed by the prophet's potential message before he has begun to deliver it.

To give a fair chance to potential creativity in any society of life and death for any society. This is because the outstanding creative ability of any society is a small percentage of the population is mankind's ultimate asset, and the only one with which Man has to

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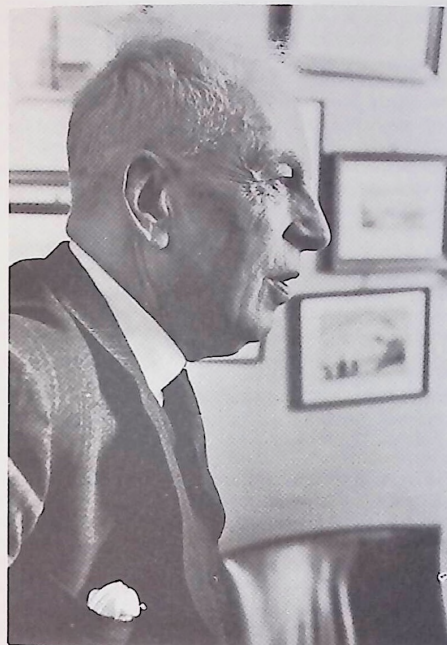
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America has been made the great country that she is by a series of creative minorities; the first settlers on the Atlantic seaboard, the founding fathers of the Republic, the pioneers who won the West. These successive sets of creative leaders differed, of course, very greatly in their backgrounds, outlooks, activities, and achievements; but they had one important quality in common: all of them were aristocrats.

They were aristocrats in virtue of their creative power, and not by any privilege of inheritance, though some of the founding fathers were aristocrats in conventional sense as well. Others among them, however, were middle-class professional men, and Franklin, who was the outstanding genius in this goodly company, was a self-made man. The truth is that the founding fathers' social origin is something of secondary importance. The common quality that distinguished them all and brought each of them to the front was their power of creative leadership.

In any human society at any time and place and at any stage of cultural development, there is presumably the same average percentage of potentially creative spirits. The question is always: Will this potentiality take effect? Whether a potentially creative minority is going to become an effectively creative one is, in every case, an open question.

The answer will depend on whether the minority is sufficiently in tune with the contemporary majority, and the majority with the minority, to establish understanding, confidence, and cooperation between them. The potential leaders cannot give a lead unless the rest of society is ready to follow it. Prophets who have been 'without honour in their own country' because they have been 'before their time' are no less well-known figures in history than prophets who have received a response that has made the fortune of their mission.

This means that effective acts of creation are the work of two parties, not just one. If the people have no vision, the prophet's genius, through no fault of the prophet's own, will be as barren as the talent that was wrapped in a napkin and was buried in the earth. This means, in turn, that the people, as well as the prophet, have a responsible part to play. If it is incumbent on the prophet to deliver his message, it is no less incumbent on the people not to turn a deaf ear. It is even more incumbent on them not to make the spiritual climate of their society so adverse to creativity that the life will have been crushed out of the prophet's potential message before he has had a chance of delivering it.

To give a fair chance to potential creativity is a matter of life and death for any society. This is all-important, because the outstanding creative ability of a fairly small percentage of the population is mankind's ultimate capital asset, and the only one with which Man has been endowed.

The Creator has withheld from Man the shark's teeth, the bird's wings, the elephant's trunk, and the hound's or horse's racing feet. The creative power planted in a minority of mankind has to do duty for all the marvellous physical assets that are built into every specimen of Man's non-human fellow creatures. If society fails to make the most of this one human asset, or if, worse still, it perversely sets itself to stifle it, Man is throwing away his birthright of being the lord of creation and is condemning himself to be, instead, the least effective species on the face of this planet.

Whether potential creative ability is to take effect or not in a particular society is a question that will be determined by the character of that society's institutions, attitudes, and ideals. Potential creative ability can be stifled, stunted, and stultified by the prevalence in society of adverse attitudes of mind and habits of behavior. What treatment is creative ability receiving in our Western World, and particularly in America?

There are two present-day adverse forces that are conspicuously deadly to creativity. One of these is a wrong-headed conception of the function of democracy. The other is an excessive anxiety to conserve vested interests, especially the vested interest in acquired wealth.

What is the proper function of democracy? True democracy stands for giving an equal opportunity to individuals for developing their unequal capacities. In a democratic society which does give every individual his fair chance, it is obviously the outstandingly able individual's moral duty to make a return to society by using his unfettered ability in a public-spirited way and not just for selfish personal purposes. But society, on its side, has a moral duty to ensure that the individual's potential ability is given free play. If, on the contrary, society sets itself to neutralise outstanding ability, it will have failed in its duty to its members, and it will bring upon itself a retribution for which it will have only itself to blame. This is why the difference between a right and a wrong-headed interpretation of the requirements of democracy is a matter of crucial importance in the decision of a society's destiny.

There is at least one current notion about democracy that is wrong-headed to the point of being disastrously perverse. This perverse notion is that to have been born with an exceptionally large endowment of innate ability is tantamount to having committed a large pre-natal offence against society. It is looked upon as being an offence because, according to this wrong-headed view of democracy, inequalities of any and every kind are undemocratic. The gifted child is an offender, as well as the unscrupulous adult who had made a fortune at his neighbours' expense by taking some morally illegitimate economic advantage of them. All offenders, of every kind, against democracy must be put down indiscriminately according to this misguided perversion of the true democratic faith.

There have been symptoms of this unfortunate attitude in the policy pursued by some of the local educational authorities in Britain since the Second World War. From their ultra-egalitarian point of view, the clever child is looked askance at as a kind of capitalist. His offence seems the more heinous because of its precocity, and the fact that the child's capital asset is his God-given ability

and not any inherited or acquired hoard of material goods, is not counted to him for righteousness. He possesses an advantage over his fellows, and this is enough to condemn him, without regard to the nature of the advantage that is in question.

It ought to be easier for American educational authorities to avoid making this intellectual and moral mistake, since in America capitalists are not disapproved of. If the child were a literal grown-up capitalist, taking advantage of an economic pull to beggar his neighbour, he would not only be tolerated but would probably also be admired, and public opinion would be reluctant to empower the authorities to curb his activities. Unfortunately for the able American child, "egg-head" is as damning a word in America as "capitalist" is in the British welfare state; and I suspect that the able child fares perhaps still worse in America than he does in Britain.

If the educational policy of the English-speaking countries does persist in this course, our prospects will be unpromising. The clever child is apt to be unpopular with his contemporaries anyway. His presence among them raises the sights for the standard of endeavour and achievement. This is, of course, one of the many useful services that the outstandingly able individual performs for his society at every stage of his career; but its usefulness will not appease the natural resentment of his duller or lazier neighbours. In so far as the public authorities intervene between the outstanding minority and the run-of-the-mill majority at the school age, they ought to make it their concern to protect the able child, not to penalise him. He is entitled to protection as a matter of sheer social justice; and to do him justice happens to be also in the public interest, because his ability is a public asset for the community as well as a private one for the child himself. The public authorities are therefore committing a two-fold breach of their public duty if, instead of fostering ability, they deliberately discourage it.

In a child, ability can be discouraged easily; for children are even more sensitive to hostile public opinion than adults are, and are even readier to purchase, at almost any price, the toleration that is an egalitarian-minded society's alluring reward for poor-spirited conformity. The price, however, is likely to be a prohibitively high one, not only for the frustrated individual himself but for his step-motherly society. Society will have put itself in danger, not just of throwing away a precious asset, but of saddling itself with a formidable liability. When creative ability is thwarted, it will not be extinguished; it is more likely to be given an anti-social turn. The frustrated able child is likely to grow up with a conscious or unconscious resentment against the society that has done him an irreparable injustice, and his repressed ability may be diverted from creation to retaliation. If and when this happens, it is likely to be a tragedy for the frustrated individual and for the repressive society alike. And it will have been the society, not the individual, that has been to blame for this obstruction of God's or Nature's purpose.

This educational tragedy is an unnecessary one. It is shown to be unnecessary by the example of countries in whose educational system outstanding ability is honoured, encouraged, and aided. This roll of honour includes countries with the most diverse social and cultural traditions. Scotland, Germany, and Confucian China all stand

high on the list. I should guess that Communist China has remained true to pre-Communist Chinese tradition in this all-important point. I should also guess that Communist Russia has maintained those high Continental European standards of education that pre-Communist Russia acquired from Germany and France after Peter the Great had opened Russia's doors to an influx of Western civilization.

A contemporary instance of enthusiasm for giving ability its chance is presented by present-day Indonesia. Here is a relatively poor and ill-equipped country that is making heroic efforts to develop education. This spirit will put to shame a visitor to Indonesia from most English-speaking countries except, perhaps, Scotland. This shame ought to inspire us to make at least as good a use of our far greater educational facilities.

If a misguided egalitarianism is one of the present-day menaces in most English-speaking countries to the fostering of creative ability, another menace to this is a benighted conservatism. Creation is a disturbing force in society because it is a constructive one. It upsets the old order in the act of building a new one. This activity is salutary for society. It is, indeed, essential for the maintenance of society's health; for the one thing that is certain about human affairs is that they are perpetually on the move, and the work of creative spirits is what gives society a chance of directing its inevitable movement along constructive instead of destructive lines. A creative spirit works like yeast in dough. But this valuable social service is condemned as high treason in a society where the powers that be have set themselves to stop life's tide from flowing.

This enterprise is fore-doomed to failure. The classic illustration of this historical truth is the internal social history of Japan during her two hundred years and more of self-imposed insulation from the rest of the world. The regime in Japan that initiated and maintained this policy did all that a combination of ingenuity with ruthlessness could do to keep Japanese life frozen in every field of activity. In Japan under this dispensation, the penalty for most kinds of creativity was death. Yet the experience of two centuries demonstrated that this policy was inherently incapable of succeeding. Long before Commodore Perry first cast anchor in Yedo Bay, an immense internal revolution had taken place in the mobile depths of Japanese life below the frozen surface. Wealth, and, with it, the reality of power, had flowed irresistibly from the pockets of the feudal lords and their retainers into the pockets of the unobtrusive but irrepressible business men. There would surely have been a social revolution in Japan before the end of the nineteenth century, even if the West had never rapped upon her door.

The Tokugawa regime in Japan might possibly have saved itself by mending its ways in good time if it had ever heard of King Canute's ocular demonstration of the impossibility of stopping the tide by uttering a word of command. In present-day America the story is familiar, and it would profit her now to take it to heart.

In present-day America, so it looks to me, the affluent majority is striving desperately to arrest the irresistible tide of change. It is attempting this impossible task because it is bent on conserving the social and economic system under which this comfortable affluence has been

acquired. With this unattainable aim public opinion today is putting an premium on social conformity; and this ardise people's behaviour in adult life to creative ability and initiative as the of egalitarianism in childhood.

Egalitarianism and conservatism work creativity, and, in combination, they formidable repressive force. Among the present-day American way of life place nowadays to lament that the conv career for an American born into th of the American people is to make a ployee of a business corporation with work of the existing social and econ dismal picture has been painted so brilli hands that a foreign observer has not

The foreign observer will, however, American critics in testifying that this attitude and ideal that America needs i If this new concept of Americanism the pioneers, the founding fathers, and would all deserve to be prosecuted an humously by the Congressional commit activities.

The alternative possibility is that stands condemned in the light of the this is surely the truth. America rose revolutionary community, following th leaders who welcomed and initiated ti tive changes, instead of wincing at the In the course of not quite two centu Revolution has become world-wide. April 1775 has been "heard around vengeance. It has waked up the whole Revolution is proceeding on a world and a revolutionary world-leadership needed.

It is ironic and tragic that, in an age world has come to be inspired by the or spirit of Americanism, America herself her back on this, and should have be servative power in the world after h as the arch-revolutionary one.

What America surely needs now is original ideals that have been the sour The ideals of 'the organisation man abhorrent to the original settlers, th and the pioneers alike. The econom the Virginia Declaration of Rights is is "frugality." The pioneers were not with money-making; if they had bee have achieved what they did. Amer world's need, today, is a new burst of A and this time not just within the confi tent but all round the globe.

America's manifest destiny in the history is to help the indigent major struggle upwards towards a better li dreamed of in the past. The spirit embarking on this mission is the spir century American Christian mission: is to prevail, America must treasure creative ability that she has in her.

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Is creative ability to take effect in a society a question that will be determined by that society's institutions, customs, and laws? Potential creative ability can be stifled by the prevalence in society of certain habits of mind and behavior. What is the ability receiving in our Western world, particularly in America?

Present-day adverse forces that are contrary to creativity. One of these is a wrong understanding of the function of democracy. There is an anxiety to conserve vested interests, and interest in acquired wealth.

What is the proper function of democracy? True democracy is for giving an equal opportunity to in-employing their unequal capacities. In a democracy which does give every individual his obviously the outstandingly able minority in-ity to make a return to society by using his ability in a public-spirited way and not for personal purposes. But society, on its duty to ensure that the individual's given free play. If, on the contrary, to neutralise outstanding ability, it will duty to its members, and it will bring about a situation for which it will have only itself to blame. Why the difference between a right interpretation of the requirements of democracy and of crucial importance in the determination of its destiny.

One current notion about democracy is that it is due to the point of being disastrously wrong. The notion is that to have been born with a large endowment of innate ability is to have committed a large pre-natal offence. It is looked upon as being an offence in itself. This wrong-headed view of the function of democracy is of the kind of which every kind of gifted child is an offender, as well as the child who had made a fortune at his own expense by taking some morally illegitimate advantage of them. All offenders, of every kind, must be put down indiscriminately. This misguided perversion of the true function of democracy.

Symptoms of this unfortunate attitude are to be found in the local educational system since the Second World War. From the point of view, the clever child is not a kind of capitalist. His offence is because of his precocity, and the capital asset is his God-given ability.

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A contemporary instance of enthusiasm for giving ability its chance is presented by present-day Indonesia. Here is a relatively poor and ill-equipped country that is making heroic efforts to develop education. This spirit will put to shame a visitor to Indonesia from most English-speaking countries except, perhaps, Scotland. This shame ought to inspire us to make at least as good a use of our far greater educational facilities.

If a misguided egalitarianism is one of the present-day menaces in most English-speaking countries to the fostering of creative ability, another menace to this is a benighted conservatism. Creation is a disturbing force in society because it is a constructive one. It upsets the old order in the act of building a new one. This activity is salutary for society. It is, indeed, essential for the maintenance of society's health; for the one thing that is certain about human affairs is that they are perpetually on the move, and the work of creative spirits is what gives society a chance of directing its inevitable movement along constructive instead of destructive lines. A creative spirit works like yeast in dough. But this valuable social service is condemned as high treason in a society where the powers that be have set themselves to stop life's tide from flowing.

This enterprise is fore-doomed to failure. The classic illustration of this historical truth is the internal social history of Japan during her two hundred years and more of self-imposed insulation from the rest of the world. The regime in Japan that initiated and maintained this policy did all that a combination of ingenuity with ruthlessness could do to keep Japanese life frozen in every field of activity. In Japan under this dispensation, the penalty for most kinds of creativity was death. Yet the experience of two centuries demonstrated that this policy was inherently incapable of succeeding. Long before Commodore Perry first cast anchor in Yedo Bay, an immense internal revolution had taken place in the mobile depths of Japanese life below the frozen surface. Wealth, and, with it, the reality of power, had flowed irresistibly from the pockets of the feudal lords and their retainers into the pockets of the unobtrusive but irrepressible business men. There would surely have been a social revolution in Japan before the end of the nineteenth century, even if the West had never rapped upon her door.

The Tokugawa regime in Japan might possibly have saved itself by mending its ways in good time if it had ever heard of King Canute's ocular demonstration of the impossibility of stopping the tide by uttering a word of command. In present-day America the story is familiar, and it would profit her now to take it to heart.

In present-day America, so it looks to me, the affluent majority is striving desperately to arrest the irresistible tide of change. It is attempting this impossible task because it is bent on conserving the social and economic system under which this comfortable affluence has been

acquired. With this unattainable aim in view, American public opinion today is putting an enormously high premium on social conformity; and this attempt to standardise people's behaviour in adult life is as discouraging to creative ability and initiative as the educational policy of egalitarianism in childhood.

Egalitarianism and conservatism work together against creativity, and, in combination, they mount up to a formidable repressive force. Among American critics of the present-day American way of life, it is a commonplace nowadays to lament that the conventionally approved career for an American born into the affluent majority of the American people is to make money as the employee of a business corporation within the rigid framework of the existing social and economic order. This dismal picture has been painted so brilliantly by American hands that a foreign observer has nothing to add to it.

The foreign observer will, however, join the chorus of American critics in testifying that this is not the kind of attitude and ideal that America needs in her present crisis. If this new concept of Americanism were the true one, the pioneers, the founding fathers, and the original settlers would all deserve to be prosecuted and condemned posthumously by the Congressional committee on un-American activities.

The alternative possibility is that the new concept stands condemned in the light of the historic one; and this is surely the truth. America rose to greatness as a revolutionary community, following the lead of creative leaders who welcomed and initiated timely and constructive changes, instead of wincing at the prospect of them. In the course of not quite two centuries, the American Revolution has become world-wide. The shot fired in April 1775 has been "heard around the world" with a vengeance. It has waked up the whole human race. The Revolution is proceeding on a world-wide scale today, and a revolutionary world-leadership is what is now needed.

It is ironic and tragic that, in an age in which the whole world has come to be inspired by the original and authentic spirit of Americanism, America herself should have turned her back on this, and should have become the arch-conservative power in the world after having made history as the arch-revolutionary one.

What America surely needs now is a return to those original ideals that have been the sources of her greatness. The ideals of 'the organisation man' would have been abhorrent to the original settlers, the founding fathers, and the pioneers alike. The economic goal proposed in the Virginia Declaration of Rights is not "affluence"; it is "frugality." The pioneers were not primarily concerned with money-making; if they had been, they could never have achieved what they did. America's need, and the world's need, today, is a new burst of American pioneering, and this time not just within the confines of a single continent but all round the globe.

America's manifest destiny in the next chapter of her history is to help the indigent majority of mankind to struggle upwards towards a better life than it has ever dreamed of in the past. The spirit that is needed for embarking on this mission is the spirit of the nineteenth-century American Christian missionaries. If this spirit is to prevail, America must treasure and foster all the creative ability that she has in her.

The Wilkes College Story

On John Chancellor's "Today" Program

On Wednesday morning, November 8, 1961, at 8:47 o'clock, the John Chancellor "Today" program brought to thousands of television viewers on the National Broadcasting Company network the "Wilkes College Story." If you were one of the many alumni, notified by postal, who saw the capsule, no doubt it brought you a certain nostalgia of undergraduate days. From others who never heard of Wilkes College before the show was aired, it brought congratulatory messages. So much for the tremendous impact the effort commanded.

The filmed segment of "Today" consumed just about seven minutes, yet it involved more than two working days for the NBC production crew who arrived on the campus the week before the telecast. Heading the vanguard the previous Wednesday was Paul Conyngham, "Today's" crack roving reporter. Met at the Wilkes-Barre-Scranton Airport by John Whitby and John Chwalek, both of whom were directly responsible for NBC's interest in the College, Mr. Conyngham began script preparation for the program which was to be aired the following week. Meeting with Dr. Farley and members of the Administration and later with the heads of various departments, the announcer-producer mapped out his production schedule for the following day.

Bright and early the NBC camera crew arrived Thursday and the campus of the College resembled somewhat the West Coast's Television City. For those of you who saw "Today" on November 8, no description is necessary; for those of you who did not, no description is possible!

Dick Chapline and the Wilkes Chorus — all seventy-five of them — set the scene and created an atmosphere which lasted throughout the program with the Wilkes Alma Mater composition, used also to fold the show. Following identification, Paul Conyngham took his viewers on tour of the College wherever it related to community activity.

In an interview with Dr. Farley, the President emphasized the important role Wilkes plays in community development and brought into focus how community growth parallels that of the College, and vice versa. He pointed to the persuasive force engendered by inaugurating a Graduate Division leading to a Master Degree in Chemistry and in Physics. This, the President said, has already proved invaluable in attracting industry to the community. The new RCA plant in Crestwood Industrial Park is concrete proof of this.

Moving into other areas of College activities as they relate to the Community, the NBC sound cameras brought to the Nation the Labor-Management-Citizens Committee, Area Research Center, and the Institute of Municipal Government. Camera lenses watched an LMC committee meeting, exposed a police course in action, roamed around central city, and through the entire program, the vital force of College was felt.

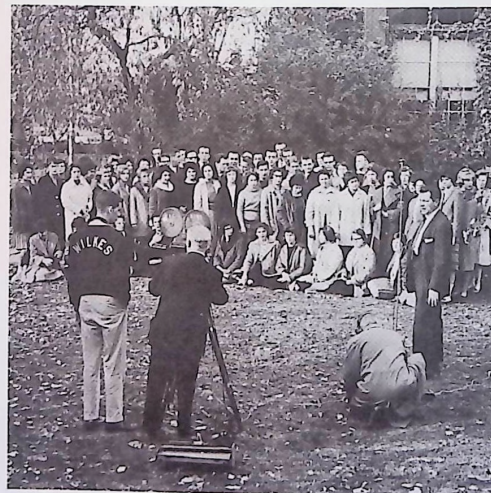
Here was a College that was unique, and because of its uniqueness, it was selected by "Today" from hundreds of other independent colleges to call the Nation's attention to the importance of higher education to community growth and progress. And its impact upon viewers was great.

From Maine, California, Florida, Arizona, and other states of the Union, letters came to the College. All of them praised the program; some requested information about the College. Certainly, no one can deny that Wilkes College won thousands of friends. Only with the passage of time will one be able to determine how many alumni were added because of "Today."



Above: John Chwalek, Guidance Counsellor (left), and Paul Conyngham (right) lend moral support to NBC's cameraman as he captures an on-campus scene.

Below: The cameraman "wraps up" the efforts of the Wilkes Chorus.



14th Annual Homecoming • Hug

Some 550-600 Alumni returned for the 14th Annual Homecoming festivities on October 20 and 21. Several months of planning by the General Chairman, Attorney Gifford Cappellini, '45; Co-Chairmen, Nancy B. Williams, '56 and Attorney Harry Hiscox, '51; by the Alumni Association officers: President, Clayton A. Bloomburg; Vice-President, Russell H. Williams; Secretary, Anita Janerich and Treasurer, Leonard Mulcahy and by the Executive Committee became a reality when the Homecoming weekend "kicked-off" with the annual Warm-up Party on Friday evening in the Crystal Ballroom of the Hotel Sterling. Co-Chairman, Russell Williams, '50 and Eugene Roth, '57, and their committee kept the program running smoothly. Faculty members, alumni and guests from all the chapter areas soon filled the Ballroom and an atmosphere of warm greetings and renewed acquaintances prevailed. Theta Delta Rho, women's sorority at Wilkes, provided appropriate decorations for the event.

Promptly at 10:00 p. m. the officers, executive committee, and chapter representatives convened in Parlor "E" for a brief meeting.

Immediately afterwards, the large gathering in the Crystal Ballroom was brought to order for a brief meeting by Clayton Bloomburg, '49, out-going President of the Association.

Attorney Joseph Savitz, '48, Chairman of the Constitution Revision Committee, presented his committee's report. The revised constitution was accepted unanimously. Following this report, discussion was held concerning alumni participation in the community-wide testimonial dinner honoring Dr. Farley's twenty-five years of service to the College and to the community.

Prior to the Warm-up party, a committee of alumni judges headed by Dr. Carl Urbanski, '57, completed a review of all Homecoming displays in preparation for the awards presentation the following day.

Hollenback Hall, men's dormitory won two trophies, one for the best over-all display, the other for the best display of men's dormitories. Weiss Hall, women's dormitory, won the trophy in that area.

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struction of College activities as they relate to the NBC sound cameras brought to the campus by the Management-Citizens Committee, the Institute of Municipal Affairs, and the Institute of Municipal Affairs. A large number of LMC committee members watched an LMC committee presentation in action, roamed around the campus, the entire program, the vital role of the college was felt.

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Florida, Arizona, and other states came to the College. All of them requested information about Wilkes. Only with the passage of time will it be possible to determine how many alumni of "Today."



Above: John Chwalek, Guidance Counselor (left), and Paul Conyngham (right) lend moral support to NBC's cameraman as he captures an on-campus scene. Below: The cameraman "wraps up" the efforts of the Wilkes Chorus.



14th Annual Homecoming • Huge Success

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With business all cleared up, the entire alumni in attendance settled down to an enjoyable evening of pleasant memories and "do you remember?"

Homecoming activities on Saturday got off to a fast start with the Wilkes-Hofstra soccer game at 10:00 a. m.

Promptly at noon the Theater Alumni met in Chase Theater for their annual business meeting and to review plans for the coming year. In the afternoon, the Wilkes-Lycoming football game, the pre-game crowning of the Homecoming Queen, Leona Baiera, '62, the dedication of the new athletic facilities and the presentation to the College of the Neil Dadurka Memorial Scoreboard by John Mulhall, President, class of '60, became the focal points of alumni interest.

The Alexander Room at the Host Motel was the scene of the class reunion dinners on Saturday evening. Vester Vercos, President, class of '51, performed a flawless job as master of ceremonies. Guests of honor Dr. and Mrs. Farley, were seated with the reunion committee members at the head table. Members of the classes of '36, '41, '46, '51 and '56 listened attentively as Dr. Farley spoke of the development plans of the College for the years 1980 and 2000.

Later in the evening, the Annual Homecoming dance, highlight of the weekend was held in the spacious Dorian Room. Here, some 550-600 alumni and guests joined for the final social event of the weekend.

Election of officers was completed during the Saturday festivities. Elected to guide the association for the following year were:

Russell H. Williams, Advertising Manager, Eberhard Faber Corp., President; Leonard Mulcahy, Certified Public Accountant, Charles S. Rockey & Co., Vice-President; Anita Janerich, Pennsylvania Department of Public Welfare, Secretary; Eugene Roth, Attorney, Treasurer.

A unanimous vote of thanks was given by the large group in attendance to the retiring officers of the Association.

WITH THE CLASSES . . .

'35

GEORGE M. JACOBS is the owner of George M. Jacobs Distributing Company at 19 New Bennett Street, Wilkes-Barre. Mr. and Mrs. Jacobs, the former IRMA L. HEWITT, Class of '36, reside at 164 North Pioneer Avenue, Shavertown, Pennsylvania.

'42

ELMO CLEMENTE, CPA, will head the group of local accountants and businessmen who will act as resource personnel in advising students of both accounting and secretarial career opportunities at the Wilkes-Barre Business College. The panel of accountants and businessmen will be available to give guidance information to students while they are enrolled at the school. Elmo will also serve as chairman for the 1961-62 school term.

'46

CALVIN W. KANYUCK of 229 West Main Street, Glen Lyon, Pennsylvania is a teacher at the Lake-Lehman Area Schools, Harvey's Lake, Pennsylvania.

'47

DR. FRANK J. KEATING announced that he has opened dental offices at 450 Warren Avenue, Kingston. Dr. Keating, formerly of Larksville, practiced the past nine years in Montrose. Dr. Keating has lectured extensively on Dental Hypnosis and has used it in his practice.

'48

ATTORNEY JOSEPH J. SAVITZ was elected national Judge Advocate of the Jewish War Veterans of the United States at the 66th annual convention of that organization held in Baltimore, Maryland during the week of August 14-20. This is the second highest office in this national veterans organization. Mr. Savitz is a past president of the Wilkes College Alumni Association and the first alumnus to have been appointed to the Board of Trustees on which he presently serves. He is a partner in the law firm of Rosenn, Jenkins and Greenwald, Wilkes-Barre.

REESE E. PELTON, instructor of instrumental music in the Forty Fort Borough schools, has been named as a charter member of the National Advisory Board of Music Educators. The National Advisory Board of some 500 instructors across the nation has been formed to provide constant and detailed information to a central office for study, interpretation, and publication. The studies deal with all phases bearing on music education and are published as both confidential and public reports. Mr. Pelton participated in the original study of the board covering dealer-school relationships.

'49

BERNICE LEAGUS was graduated recently from Pennsylvania State University with a doctorate in bacteriology. She is assistant professor of bacteriology at the College.

Army Capt. SAMUEL ELIAS completed two weeks of winter warfare training at The Cold Weather and Mountain School, Fort Greely, Alaska, on December 10. Captain Elias received instruction in skiing, building snow huts and the application of infantry tactics to the terrain and weather conditions of the far North. Most of the training was conducted in the mountains and on the glaciers that rim Fort Greely, the Army's northernmost fort. The captain is now qualified to give winter warfare training to other personnel from his unit. He is regularly assigned as assistant exchange officer in the U. S. Army Alaska's Headquarters Company at Fort Richardson. Captain Elias arrived in Alaska on this tour of duty last February.

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JEAN K. DOUGHERTY of Hatboro has been certified by the Commonwealth of Pennsylvania as an authorized Psychological Examiner. Miss Dougherty is currently attending Temple University as an advanced graduate student in psychology and is employed by the Centennial Joint Schools of Bucks County.

JACK PHETHEAN has been named by the Commission of Secondary Schools of the Middle States Association of Colleges and Secondary Schools as a member of a visiting committee. He will travel to Waverly, New York, on February 27 for a three day study with other members of the committee of all aspects of the Waverly Senior High School. As a part of the project, Jack will meet frequently with the committee to discuss observations made concerning educational offerings of the high school. Jack and his wife reside in New Milford, Pennsylvania with their three daughters.

EUGENE G. BRADLEY of Harrisburg received a master's degree in Social Work from the University of Pennsylvania School of Social Work in June. He is a Clinical Social Worker in the Harrisburg State Hospital.

'52

ROBERT M. RUDNICKI was named superintendent of the Berwick plant of the Consolidated Cigar Corporation, New York City. He had been assistant superintendent of the Berwick cigar plant, which employs some 700 persons, the past two years. Prior to that, he had been foreman for about two and one-half years at Consolidated's West Pittston plant. He resides with his wife and children at 420 East Broad Street, Nescopeck.

CHESTER J. PLEBAN has accepted a position with the trust department of The First National Bank of Wilkes-Barre. He began his duties with the bank on September 5.

'54

JOHN B. VALE has been awarded the degree of master of science in education by Bucknell University. He was one of 70 students upon whom degrees were conferred by Bucknell at the close of the summer term. Mrs. Vale is the former NORMA LOU CAREY, Class of '52.

'55

Mrs. Kenneth Tuttle, (JANETECK-ELL), is Chief Administrative Dietitian, Main Kitchen, at the John Hopkins Hospital, Baltimore, Maryland. Janet is residing at 228 West Lafayette Avenue, Baltimore 17, Maryland.

ANGELO R. PAPPÀ, a resident of Bridgeton, New Jersey, is teaching at Bloomfield, New Jersey High School.

ANNIE P. FINDLEY wrote "They're Learning To Live Again" for the American Journal of Nursing, June Issue. She is presently head nurse on the psychiatric unit of the Veterans Administration Hospital in Perry Point, Maryland.

'56

DONALD D. McFADDEN successfully passed the law exams of the Luzerne County Board of Law Examiners. He is with the Corporation Rulings branch of the Internal Revenue Service, Washington, D. C., after completing a three-months course in tax laws.

MICHAEL J. BARONE wrote a series of articles for the Wilkes-Barre Sunday Independent entitled COLLEGE PREPARATION. There were six articles in the series.

'57

MARTIN J. NOVAK is a senior engineer at the HRB-Singer, Inc., State College, Pennsylvania. Mr. and Mrs. Novak (VIRGINIA LEONARDI'58) reside at 1227 Old Boalsburg Road, State College, Pennsylvania with their two sons, Martin, Jr., 1½ years old and John, 7 months.

NICHOLAS R. KELLER was appointed a Second Lieutenant in Battery B, Second Howitzer Battalion, 109th Artillery, Pennsylvania Army National Guard. He is a surveyor in civilian life, employed by Yule, Sticklen, Jordan and McNee of Camp Hill.

JACK TIPPITT has been transferred to San Juan, Puerto Rico by Price-Waterhouse Accountants.

GEORGE W. WEAVER is a graduate student at Brigham Young University. He resides in Provo, Utah with his wife and son, David Jay.

Mrs. Lena Moore (LENA MISSON) is teaching Mathematics at the Dallas Junior High School, Dallas, Pennsylvania.

GEORGE R. KUCIK has been notified that he has passed the Washington, D. C. bar examinations. He is presently employed in the anti-trust division of the United States Justice Department, having been appointed to this position under the attorney general's honor program.

DR. LESLIE P. WEINER is serving his internship at Jackson Memorial Hospital, Miami, Florida.

'58

The Jewish Community Center of Wyoming Valley in Wilkes-Barre has joined with the Council of Jewish Federations of Welfare Funds in granting a \$2,000 scholarship to MAX B. GREENWALD for graduate training in Jewish communal service. Mr. Greenwald, a second year student at Yeshiva University School of Social Work, is one of twelve advanced social work students who have received grants for the 1961-62 academic year.

GAIL MacMILLAN of Wilkes-Barre is teaching English in the Wilkes-Barre City Schools.

HARRY L. SMITH, Jr., of 252 East Noble Street, Nanticoke has received his Master of Science in Education degree at Bucknell University. He is presently on the faculty of Forty Fort High School in Forty Fort.

GERALD A. MINTURN of Ivory Gardens, Owego, New York is a Junior Engineer at IBM in Owego.

LARRY L. GRONINGER is doing graduate work at the Stella Elkins Tyler School of Fine Arts of Temple University. He is presently living at 518 East Washington Lane, Philadelphia 44, Pennsylvania.

'59

FREDERICK J. ROBERTS of Shavertown recently received a Master of Arts degree in Politics from Princeton University.

EUGENE J. PRICE of Merchantville, New Jersey, is teaching English at Pennsauken, New Jersey High School.

Mrs. James Watkins, the former FRANCINE BISHOP, is teaching fifth grade at Cape May Court House, New Jersey. She and her husband who is also teaching at Cape May Court House are presently residing at 341 44th Street, Sea Isle City, New Jersey.

ANTHONY J. MENDOLA received a Master of Science degree in Music Education from Ithaca College, New York, in August.

MARION J. KLAOWNN is the Promotion Assistant on Construction Methods and Equipment magazine with McGraw-Hill Publishing Company in New York. She was formerly in charge of employee publications at American Surety Company until June of last year.

CARROLL R. DAVENPORT is a music instructor at Sherburne Central School, Sherburne, New York. Carroll resides with his wife and son at 14 South Washington Street, Oxford, New York.

CHARLES J. GAREIS recently participated with other personnel from the 7th Finance Disbursing Section in a three-day Army training test at Camp Atterbury, Indiana. The 7th, which is regularly located at Fort Benjamin Harrison, Indiana, is a Strategic Army Force (STRAF) unit. The test, which included a blacked-out night motor march, combat and reconnaissance patrols and defense against day and night mock aggressor attacks, was designed to evaluate the 7th's ability to perform its assigned mission as an accountable disbursing office under simulated combat conditions.

ELIZABETH K. SCHWARTZ is working in the Personal Trust Department of The Philadelphia National Bank, Philadelphia.

'60

CLIFFORD KOBLAND of 107 A Fernhill Road, Fullerton, Pennsylvania, is a psychiatric caseworker in the Allentown State Hospital, Allentown.

ALLYN C. JONES, an Army enlistee, was assigned to F Company of the Second Training Regiment of the U. S. Army Training Center, Infantry, Fort Dix, New Jersey, for eight weeks of basic training.

Ensign assigned Island recently he serve with the

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55
Mrs. Kenneth Tuttle, (JANETECK-ELL), is Chief Administrative Dietitian, Main Kitchen, at the John Hopkins Hospital, Baltimore, Maryland. Janet is residing at 228 West Lafayette Avenue, Baltimore 17, Maryland.

ANGELO R. PAPPÀ, a resident of Bridgeton, New Jersey, is teaching at Bloomfield, New Jersey High School.

ANNIE P. FINDLEY wrote "They're Learning To Live Again" for the American Journal of Nursing, June Issue. She is presently head nurse on the psychiatric unit of the Veterans Administration Hospital in Perry Point, Maryland.

56
DONALD D. McFADDEN successfully passed the law exams of the Luzerne County Board of Law Examiners. He is with the Corporation Rulings branch of the Internal Revenue Service, Washington, D. C., after completing a three-months course in tax laws.

MICHAEL J. BARONE wrote a series of articles for the Wilkes-Barre Sunday Independent entitled COLLEGE PREPARATION. There were six articles in the series.

57
MARTIN J. NOVAK is a senior engineer at the HBB-Singer, Inc., State College, Pennsylvania. Mr. and Mrs. Novak (VIRGINIA LEONARDI) 58) reside at 1227 Old Boalsburg Road, State College, Pennsylvania with their two sons, Martin, Jr., 1 1/4 years old and John, 7 months.

NICHOLAS R. KELLER was appointed a Second Lieutenant in Battery B, Second Howitzer Battalion, 109th Artillery, Pennsylvania Army National Guard. He is a surveyor in civilian life, employed by Yule, Sticklen, Jordan and McNee of Camp Hill.

JACK TIPPITT has been transferred to San Juan, Puerto Rico by Price-Waterhouse Accountants.

GEORGE W. WEAVER is a graduate student at Brigham Young University. He resides in Provo, Utah with his wife and son, David Jay.

Mrs. Lena Moore (LENA MISSON) is teaching Mathematics at the Dallas Junior High School, Dallas, Pennsylvania.

GEORGE R. KUCIK has been notified that he has passed the Washington, D. C. bar examinations. He is presently employed in the anti-trust division of the United States Justice Department, having been appointed to this position under the attorney general's honor program.

DR. LESLIE P. WEINER is serving his internship at Jackson Memorial Hospital, Miami, Florida.

58
The Jewish Community Center of Wyoming Valley in Wilkes-Barre has joined with the Council of Jewish Federations of Welfare Funds in granting a \$2,000 scholarship to MAX B. GREENWALD for graduate training in Jewish communal service. Mr. Greenwald, a second year student at Yeshiva University School of Social Work, is one of twelve advanced social work students who have received grants for the 1961-62 academic year.

GAIL MacMILLAN of Wilkes-Barre is teaching English in the Wilkes-Barre City Schools.

HARRY L. SMITH, Jr., of 252 East Noble Street, Nanticoke has received his Master of Science in Education degree at Bucknell University. He is presently on the faculty of Forty Fort High School in Forty Fort.

GERALD A. MINTURN of Ivory Gardens, Owego, New York is a Junior Engineer at IBM in Owego.

LARRY L. GRONINGER is doing graduate work at the Stella Elkins Tyler School of Fine Arts of Temple University. He is presently living at 518 East Washington Lane, Philadelphia 44, Pennsylvania.

59
FREDERICK J. ROBERTS of Shavertown recently received a Master of Arts degree in Politics from Princeton University.

EUGENE J. PRICE of Merchantville, New Jersey, is teaching English at Pennsauken, New Jersey High School.

Mrs. James Watkins, the former FRANCINE BISHOP, is teaching fifth grade at Cape May Court House, New Jersey. She and her husband who is also teaching at Cape May Court House are presently residing at 341 44th Street, Sea Isle City, New Jersey.

ANTHONY J. MENDOLA received a Master of Science degree in Music Education from Ithaca College, New York, in August.

MARION J. KLAOWNN is the Promotion Assistant on Construction Methods and Equipment magazine with McGraw-Hill Publishing Company in New York. She was formerly in charge of employee publications at American Surety Company until June of last year.

CARROLL R. DAVENPORT is a music instructor at Sherburne Central School, Sherburne, New York. Carroll resides with his wife and son at 14 South Washington Street, Oxford, New York.

CHARLES J. GAREIS recently participated with other personnel from the 7th Finance Disbursing Section in a three-day Army training test at Camp Atterbury, Indiana. The 7th, which is regularly located at Fort Benjamin Harrison, Indiana, is a Strategic Army Force (STRAF) unit. The test, which included a blacked-out night motor march, combat and reconnaissance patrols and defense against day and night mock aggressor attacks, was designed to evaluate the 7th's ability to perform its assigned mission as an accountable disbursing office under simulated combat conditions.

ELIZABETH K. SCHWARTZ is working in the Personal Trust Department of The Philadelphia National Bank, Philadelphia.

60
CLIFFORD KOBLAND of 107 A Fernhill Road, Fullerton, Pennsylvania, is a psychiatric caseworker in the Allentown State Hospital, Allentown.

ALLYN C. JONES, an Army enlistee, was assigned to F Company of the Second Training Regiment of the U. S. Army Training Center, Infantry, Fort Dix, New Jersey, for eight weeks of basic training.

Ensign ROBERT V. STEVENS is assigned to the ice-breaker "Staten Island" at Seattle, Washington. He recently returned from Japan where he served the last year and a half with the U. S. Navy.

CHRISTINE M. WINSLOW is an Administrative Assistant for the Department of Health, Commonwealth of Pennsylvania, in Harrisburg.

KATHRYN J. McDANIELS of Wilkes-Barre has passed the national certification examination conducted by the Board of Registry of Medical Technologists of the American Society of Clinical Pathologists. She is one of six graduates of the 1961 class at Geisinger Medical Center, Danville, entitled to use the professional designation M.T. (ASCP).

ARTHUR D. HONTZ is teaching Business Education at the Dallas, Pennsylvania Senior High School.

GEORGE WATSON is a supply officer at the Middletown Material Area, Olmstead Air Force Base. He is residing at 2308 A Logan Street, Harrisburg, Pennsylvania

61
JOSEPH M. DROZDOWSKI is an instructor under a teaching assistantship in the Department of Mathematics at Florida State University, Tallahassee, Florida.

JANICE N. BRONSON is teaching in the San Bernadino, California city schools.

WILLIAM E. VanFOSSEN, a staff accountant with Haskins and Sells, is in Saudi Arabia as a member of the auditing staff performing an audit for the Arabian-American Oil Company in Daharan, Saudi Arabia. The assignment will last several months.

NORMAN E. CROMACK is Chairman of the Department of Mathematics at Franklin Township High School, Franklin Township, New Jersey. The Cromack family resides at 63 Stella Drive, Somerville, New Jersey.

DIANE YUDISKAS is teaching third grade at the Lacey Township School in Forked River, New Jersey.

ROBERT A. SALLAVANTI is studying for the degree of Bachelor of Science in chemical engineering at Bucknell University.

BENJAMIN JENKINS is teaching history at Lake-Lehman High School, Dallas, Pa.

Pvt. ROBERT S. EVANS of 654 North Franklin Street, Wilkes-Barre is stationed with the U. S. Army at Fort Dix, New Jersey.

R. JOYCE ROBERTS is doing graduate work in clinical psychology at Temple University, Philadelphia.

'61 cont.

THOMAS D. SHAFFER of 117 Pringle Street, Kingston has entered Bucknell University where he is studying for the degree of bachelor of science in civil engineering.

MITCHELL J. CZOCH, Jr., of Wilkes-Barre is teaching at the Noxen building of the Lake-Lehman Schools, Dallas, Pennsylvania.

BRUCE D. WHAITE was graduated from Officer's Training School at Med'na Air Force Base in Texas on November 7 as a Second Lieutenant in the Air Force. He is now stationed at Williams Air Force Base in Arizona and is undergoing flight training.

DANIEL A. SPINICCI of Kingston is a student at Bucknell University studying for the degree of bachelor of science in mechanical engineering.

ANN COTNER, ELIZABETH GABEL and THOMAS WILLIAMS are teaching in the Kingston Borough Schools.

SANDRA BIBER is teaching eighth grade English in the Bernard Baruch Junior High School at 330 East 21st Street, Manhattan, New York. During the summer she worked as a secretary in the purchasing and shipping department for the Near East College Association. This association acts as the trustees of six colleges in the Near East. These colleges are the American University in Beirut and International College in Lebanon; Athens College and Anatolia College in Greece; and Robert College of Istanbul and the American College for Girls in Turkey.

MICHAEL CORDORA of West Pittston is studying for the degree of bachelor of science in chemical engineering at Bucknell University.

Down the Aisle . . .

'52

DR. JOSEPH J. STUCCIO was married on Thanksgiving Day, November 23 to Sandra Sue LeGros in St. Therese's Church, Wilkes-Barre. Dr. Stuccio served his internship at Abington Memorial Hospital and a three-year residency in urology at Temple University Hospital in Philadelphia. He is on the staffs of the Wilkes-Barre General Hospital and Wyoming Valley Hospital. The couple is presently residing at 93 Edison Street, Lafayette Gardens, Wilkes-Barre.

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In Memoriam

GEORGE TRYBA, JR., Class of 1957, died unexpectedly on October 16 at Hanover High School after being stricken with a heart attack in the supervising principal's office.

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Surviving are his parents, Mr. and Mrs. Tryba, Hanover Green, with whom he and a brother, Thomas.

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'57

a son, to Mr. and Mrs. Eugene Roth, 89 Carey Avenue, Wilkes-Barre, on October 13.

'58

a daughter, to Mr. and Mrs. Barr Gartley, 88 Railroad Street, Wilkes-Barre, on October 4.

a daughter, to Mr. and Mrs. Bruce Miles of Stratford, Connecticut, on Christmas Day. Mrs. Miles is the former TONI SCUREMAN, Class of '60.

a son, to Mr. and Mrs. Joseph Rowker, 18 Stark Street, Hudson, Pennsylvania, on September 8.

'60

a son, to Mr. and Mrs. Walter Glogowski, R.D. No. 5, Shavertown, Pennsylvania, on November 17.

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THE CLASS NEWS that you have been reading has come from this questionnaire. There will continue to be class notes as long as you continue to send this back to us with information concerning you and your eventful lives – without it we are lost.

- by  LLEWELLYN & MCKASE Inc.