

# WILKES



JOHN WILKES, Esq.

Late Member of Parliament for Aylesbury. Voorheen Lid in het Parlement van Engeland wegens Aylesbury.

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## ALUMNUS



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## On the Cover:

John Wilkes, after whom Wilkes College is named, is one of the great names in English history. A firebrand in parliament, Wilkes constantly attacked King George III and was interred in the Tower of London twice because of his views. Always a defender of American freedom in parliament, his battles with the King aroused much enthusiasm in the Colonies and he was honored as a hero in defense of freedom by the Colonists. He became Lord Mayor of London and Chamberlain of London and in these posts he continued to lead the fight for the Colonists in America.

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Trustees of Wilkes College, administrative officials and guests are shown at the speakers table at the Dinner in the College Commons honoring Admiral Harold R. Stark as he assumed chairmanship of the Board.

Seated, left to right: Rev. Dr. Jule Ayers, Mrs. Reuben H. Levy, Reuben H. Levy, Walter S. Carpenter, Mrs. William H. Conyngham, Admiral Stark, Dr. Eugene S. Farley, president; Mrs. Farley, Frank Burn-

side, Mrs. Frank Burnside, Mrs. James P. Harris.

Standing: Attorney Joseph J. Savitz, William Conyngham, Mrs. William Conyngham, Mrs. Charles S. Roush, Rev. Charles S. Roush, Miss Annette Evans, Mrs. Charles E. Clift, Miss Mary R. Koons, Mrs. Aaron Weiss, Mrs. Joseph J. Kocyan, Dr. Joseph J. Kocyan, Dr. Samuel M. Davenport, Mrs. F. E. Parkhurst, Jr., F. E. Parkhurst, Jr., George Guckelberger, Joseph F. Lester, James P. Harris, Attorney Charles H. Miner.

## ADMIRAL HAROLD R. STARK HONORED BY COLLEGE AND COMMUNITY

Admiral Harold R. Stark, newly elected chairman of the Board of Trustees of Wilkes College, was honored at a Dinner in the College Commons, attended by more than 250 friends, trustees, and faculty. The celebrated affair was held on Wednesday, January 6, 1960.

Admiral Stark expressed his appreciation to friends of the college who came to pay tribute to him and, to Wilkes which, he said, he is proud to be able to serve. He recalled the friendship of the late Gilbert S. McClintock, who, he said, found the college a babe in swaddling clothes and left it on its feet. "Yet," he added, "our work is hardly begun."

He spoke of Dr. Farley as providing devoted leadership, inspiration, and imagination in serving as president of Wilkes College and added that the loyalty of the faculty has been an important factor in the development of the college.

"The support of the community," he said, "has made possible the sub-

stantial gains of the college. And, through the years, cooperation between the college, Chamber of Commerce, the Industrial Fund, and business and labor, has created a favorable climate for the future development of our community."

In singling out his friends, Admiral Stark said, "it seems like home," and spoke of the gathering as a family reunion. He said that he accepted the position of leadership at Wilkes College, "that I might be of more service to this community which I love."

Frank Burnside, vice-president of the Boston Store, in speaking on behalf of the board of trustees, welcomed Admiral Stark back to Wyoming Valley and to Wilkes. He spoke affectionately of Admiral Stark as the intimate of statesmen and sovereigns who came from retirement to take command in time of need. "A proven and experienced leader answers the unanimous call of associates, friends and the commu-

nity," Mr. Burnside said, "to lead Wilkes College in its second quarter-century of service."

He recalled the spirit and character of Admiral Stark in perpetuating the ideals and program of Wilkes College, and who now leaves retirement to carry on in the tradition of the late Gilbert S. McClintock, first chairman of the board.

"A beloved leader is lost," he said, "and a gap is created in the ranks. A man steps in to fill the gap, humbly and almost shyly, though he has already earned several times over the highest honors his nation and community can conceive."

This tribute to Admiral Stark expresses to him, the profound respect of this community and the gratitude of all those people who are Wilkes College, he said. Mr. Burnside regarded the appointment of Admiral Stark to this position of leadership as a motivating force "which will

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## South Africa: Its Peoples and Problems

South Africa is a country, slightly smaller than the State of Alaska, located at the very Southern end of the African continent. It is a country rich in potential, laying claim to having within its boundaries the world's richest supplies of diamonds and gold, huge deposits of iron, coal and other basic minerals, and vitally important uranium deposits. Roughly, there are 15 million people living here, of which 9 million are indigenous African Natives, called Bantu, 3 million white people called Europeans, just under a million Indians, and the rest a mixture of races called Coloreds. The white people are subdivided into two groups called The Afrikaansers, who are descendants from the original Dutch and French Huguenot settlers, and the English-speaking South Africans, a term used to designate either the descendants of the 1820 settlers, or other 'foreigners' or 'uitlanders' as they were originally called.

South Africa is the most developed country South of the Sahara. It is probably the only country in Africa that has any real legal claim to be called a white nation. When the first white settlers came here in 1652, they settled at Capetown, and moved inland from there. They encountered a group of people called the Hottentots, who have since become extinct as a group in South Africa, and who live on only in their embodiment in the colored people. It was not until the late 18th and early 19th centuries that they came in contact with the Bantu who were migrating from the Northern part of Africa, into the Southern part and much of South Africa's history, and problems centers around the conflicts that emerged when these two groups collided. Until diamonds were discovered in the 1860's, and gold in the 1870's, South Africa was content to maintain a subsistence economy, shut off from the rest of the world. The Afrikaaner developed as a pastoral person, embracing Calvinistic Christianity, and embodying it in the Dutch Reformed Church, the largest single Church in South Africa.

The Afrikaaner resented change, especially that brought by the 'uit-

landers' who came to develop the Diamond and Gold industries. The eventual result of conflict between 'uitlanders' and Boers, as the Afrikaansers are also called, was the Boer War, fought between England and the Boers, from 1898 to 1902. In 1910, the various colonies were consolidated into the Union of South Africa, and it became an independent nation within the British Commonwealth of nations, a position that it maintains even today, although there is a large movement in South Africa, dedicated to making South Africa a Republic.



David Vann

David Vann, '58, recently returned from a year's study at Rhodes University in South Africa under a Rotary Scholarship. We thought his letter to us might interest you.

South Africa is confronted with enormous problems, most of which are embodied, and can be seen through the principle known as Apartheid (pronounced apartate). Apartheid is an indefinable term, even amongst governmental specialists. Basically it means total separation of all races, in every sense of

the word, but in actuality, this is envisioned by everyone, including the government, as being an impossibility. In present practice, it means separate busses for Europeans, and non-Europeans, except in a few places. It means separate post office doors and rooms, separate public facilities, separate educational facilities, separate train coaches, and separate entrances to train stations, separate movie theaters, etc.

After one stays here for a while, one is amazed by the lack of contact, or attempts at contact between groups. A Master-Servant relationship is maintained between white and non-white, to the extent that any movies, etc., that attempt to show that such a relationship is not universal, are promptly either not shown, or censored to the point that understanding of them is impossible. In politics, only the white man is allowed to vote, all other races are excluded.

All forms of labor are generally performed by the non-white, while the supervisory positions, and administrative positions are held by whites. All non-whites are required to have passes, before they can either get a job, or they can move from place to place. These passes are required to be on his person at all times, and the abuse of the pass system, though frowned upon is widespread. Intermarriage between white and non-white is prohibited, and anyone even suspected of contravening the Immorality Act, which deals with all types of white and non-white socialization, are strongly condemned by their community, and usually subjected to a prison sentence. There have been over 5000 violations of this law since its inception in 1950, and violations are on the increase.

In South Africa, civilization can be seen at nearly every level of human existence. The Raw native, in the Reserve Areas, certain sections of the country, comprising about 13% of the land, that are set aside for exclusive occupation of the Natives, and forbidden to white men unless they have special permission to

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## NEW OFFICERS SEATED

On January 8 the new officers of the Alumni Association were introduced at an alumni dinner at the Host Motel. Taking office were Clayton Bloomburg, President; Dr. Robert Kerr, Vice-President; Russell H. Williams, Treasurer; and Anita Janerich, Secretary; and Arthur Hoover as member-at-large.



The Wilkes College Alumni officers for 1960 are shown prior to their official seating on January 8 at the new Host Motel. Left to right: Russell H. Williams, Treasurer; Anita Janerich, Secretary; Clayton Bloomburg, President; Dr. Robert Kerr, Vice-President.

A bronze plaque was presented to Attorney Joseph J. Savitz, retiring President, by Russell Picton, Executive Alumni Secretary. The award is given to the Past President in appreciation for services to Wilkes College and to the Alumni Association.

In receiving the award Atty. Savitz expressed his thanks to the officers who served with him and extended his remarks to review the past two years of his term.

Just two years ago this week, I took office . . . with some trepidation and high hopes . . . as the incoming president of Wilkes College Alumni Association. As retiring president, I have lost my trepidation but I'm

happy to report that the "high hopes" not only remain, but have soared.

Two years ago, my hopes included the strengthening of our association and making it an effective instrumentality in enhancing the stature and reputation of our college. Fortunately, the sturdy groundwork laid by my predecessors, and their continued devotion, gave us a foundation from which to grow.

Our alumni association has gained for itself an enviable position as an organization worthy of its heritage. It meets regularly with a full complement of officers and executive board, plans and executes alumni policy and contributes to the all-important

a crowd!"

This, of course, is indicative of the growing social popularity of the organization, a long time in coming.

Is this, however, the ultimate goal?

Are we, as Wilkes alumni, content to sit back, smug in the accomplishment of social acceptance alone? Personally, I know of no graduate who would admit to that, not even to himself. It is my impression that those who attended our alma mater and worked to acquire an education were of a hardy breed, toughened by their personal struggle to elevate themselves by nourishment from the school's "tree of knowledge", so that they would be equipped with the

development of the college itself.

In the past several years, your association has taken part in annual graduations — presenting an award to the outstanding graduate during graduation exercises, followed by an alumni-sponsored cocktail-dance for the graduates and friends. The annual homecoming affairs in the fall are best remembered for their warm conviviality, renewal of old friendships, sports events, annual meeting . . . all topped by the increasingly popular dinner-dances; the pleasant problem now created by the latter affair is how to handle the overflow crowds . . . quite a switch from the past worry of "how can we attract

mental resources to sustain themselves in a world of indiscriminate competition. That this breed of man and woman, by nature of background, environment and achievement, had a strong, unwavering sense of obligation and loyalty to that institution which helped each one to pull himself "by his own bootstraps" . . . to elevate himself to some stature and higher level of achievement.

This loyalty manifests itself in many ways: it results in a warm spot in our hearts for the school; in speaking well of the school and in recommending it to others; in partaking in

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# IDEALS FOR THE SPACE AGE

by Dean George F. Ralston

What to say to you this morning as you begin this challenging, oft-times happy, sometimes heartbreakingly confusing episode in your life, has been a puzzle for me. Very candidly, my plight has been little different from that of a million freshmen on the campuses of our colleges throughout our country this morning. But there has been a predominant compulsion to think with you this great morning of your life about the age in which we live, about the traditions which have been our heritage, and about the ways and means through which we can undergird ourselves to sustain our great liberal traditions.

You who sit in this auditorium this morning, the Class of 1963, whether consciously or not, enter college at the most profound time in all of human existence. For your generation and your contemporaries, the face of the world has changed. In the blinding light and the graceful arc of the rocket, the familiar world of time and space known to our fathers has dropped away. You and I are both exhilarated and terrified by the "onrushing revolutions in knowledge" which are overtaking us. What one philosopher has called "The Third Great Revolution of Mankind" has been gradually

taking shape since the Second World War. It is now upon us with all the stunning impact of new facts and new ideas. This "great come-and-get-it day" in which you live, this day of unlimited possibilities which opens up before your enchanted eyes also has its counterpart in the terrible human problems of hate, greed, and poverty; the struggle for power and the threat of atomic war are still unsolved. Mankind yearns for brotherhood, yet it is divided by race, nation, and ideology. Paradoxically, our world has become smaller, yet human beings are farther apart. As we have conquered the physical universe, we have failed to conquer ourselves.

Whether you know it or not, or whether or not you accept it, your generation has the responsibility for deciding whether the human race is to prosper or decline, whether our conduct will lead to a beginning or an end. Someone has said that this is the "age of the quick and the dead. You are either quick or you are dead." The challenge that faces you is one of danger and opportunity. You can meanly lose or nobly save mankind. Really, your challenge is that of survival.

To put it very briefly, The Space Age in which you live is nothing less than the age of the quest for knowledge. Physical prowess, if we could only come to realize it, is no longer legitimate competition for international indulgence. Our real quest is for the greatest possible knowledge.

And so, as you sit here this morning at a time of greatest moment for you and mankind, what can you search for, what should you be doing in college to insure survival for yourselves and posterity?

In the first place try to recognize the value of a balanced education. With all the palaver about Soviet

achievement in science we are apt to over-emphasize science. Certainly we have to do a better job in science if we are to hold our own in the world. The world is too much with us to overlook this fact. The 20th Century is remarkable for its unprecedented conquest and better understanding of the physical world, and the progress is continuing at a terrific pace. Man need no longer be a victim of external circumstances. And with all the progress of science to date, even science at this moment is on the verge of all manner of imponderables. But science is only one aspect of the crisis which faces you. It will not be enough to develop techniques that can make super-bombs and super-missiles. It will not be enough because there is even a more serious problem in the control of these weapons. Somehow you must strive to find new techniques in human-engineering, techniques and knowledge to deal effectively with problems created by the Space Age. Above all we need wisdom more than inventions. You must find ways to understand the problems involved in human survival. Yes, in the first place you will need a balanced philosophy if you are to sustain yourselves. We are a society which rests on an enlightened citizenry, able to make moral, social, and political judgments. Scientific and technological training in themselves cannot develop people to make such judgments. You must have a balance of humanities and social sciences.

In the second place the challenge you face calls for a respect for excellence. You are called upon as never before to live life on "tip-toe" — to live up to the full measure of your potential. The rate at which things change in this age requires that you do your utmost. The adage, "He

who hesitates is lost," was never more true. Respect for excellence — an idea which we can confidently draw from our classical heritage of freedom, this respect we must revive, emulate, and sustain. It is truly the challenge born of our free competitive system. Today we talk and worry about the uncommitted people of the world and their great potential, but what about the uncommitted people here this morning in our midst? Those of us who are bound by no ideal, having little vision, warming no ambition, strengthened by no discipline. You must have the sensation of commitment: commitment to excellence and devotion to quality. Surely a respect and a striving for excellence is an essential ingredient to sustain you in the Space Age.

Now there is a third factor and it is the foundation under everything. It is the element of moral character. The Space Age will run riot unless there is integrity. And this boils down to your individual philosophy — your reason for being. Strange as it may seem our conquest of the external world has brought with it a lack of moral fiber and of self-control in man. We have neglected the spirit of man and he has become a mystery and probably a menace to himself. If there is anything that holds our experiences together and gives balance to our lives, it is moral integrity. Our allegiance must be to a power that is beyond ourselves, even when superficial appearances are to the contrary. In an age of unlimited power we are called upon to fight more than a rear guard action for our present limited insights, but to give ourselves wholly to the fight for justice, human decency, and welfare in the present and future. This struggle for moral convictions, for correct attitudes and action, though seldom taught directly in college, commences during your college years. Concretely, it means that you must tackle and understand the responsible use of power. We have mastered the forces of nature. We can produce unlimited food supplies and inexhaustible energy. Power released from the atom can lift from the backs of men the burdens they have borne for centuries. We have discovered remedies for deadly diseases of body and mind. By harnessing new energies we can raise human well-being to undreamed of levels. The old causes of war —

hunger, poverty, and hopelessness — need no longer apply. But there is a threat in all of this progress if there is no conscience. In a very real and true sense the most important crisis you are called upon to meet is moral and spiritual. The entire story of man in his history, the great ideas he has given birth to, the noble dreams he has died for, the truth he has discovered about himself and his world, the progress he has made in turning truth into action, the high faith about life's meaning and about God's activity in history — all these worthy adventures can only be saved and given meaning for good if they are based upon conscience — accountability to a higher power. Yes, Class of '63, our tradition is spiritual — the age of science notwithstanding.



Dean George F. Ralston

Benjamin Franklin in a letter to Joseph Priestly expressed our thought here very aptly. He wrote: "O that moral science were in a fair way of improvement, that men would cease to be wolves to one another, and that human beings would at length learn what they now improperly call humanity."

And now as you begin college in the Space Age might not the creed of Albert Schweitzer in his philosophy of Reverence for Life be yours: "The scholar does not live for his science alone, even if he is useful in the community in so doing. It does not permit the artist to exist only

for his art, even if he gives inspiration to many by its means. It refuses to let the business man imagine that he fulfills all legitimate demands in the course of his business activities. It demands of all that they sacrifice a portion of their own lives for others."

In the final analysis you must assume your responsibilities for solving the problems of world peace, world health, world justice, and world citizenship if we are going to survive. This demands truth and love. It means that no man is a stranger to his fellowman, that man belongs to man, that man has claims on man. As Carl Sandburg puts it: "There is only one man in the world and his name is All Men." This I submit to you in conscience — a commitment to something bigger than ourselves. In all you are getting here at Wilkes — get this.

As you begin this vital experience today try to live every experience as if a world were at stake. Develop to the fullest your resources — intellectual, physical, and emotional. This will require that you be an individual — an uncommon individual. Don't be afraid to alter your lives deliberately in order to live intelligently. This is more than a matter of happiness — self-respect is involved. Cultivate wide-awake living. This is the kind of living Seneca had in mind when he advised, "As long as you live, keep learning how to live."

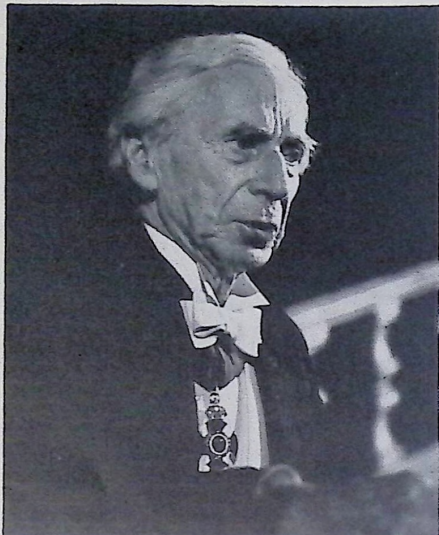
Now as I leave you to the whirl of froth affairs — just one parting word. Remember, — to achieve requires discipline. This is a word we shy away from today, but in a very real sense discipline is synonymous with the individuality that guarantees liberty. In our tradition we must have a certain kind of discipline, self-discipline. It is what Lord Moulton called "Obedience to the unenforceable." It is the principle of personal conduct — obeying the rules of conduct which no one can be compelled to obey. This sort of discipline sets the moral standard not only of individuals, but of nations. This is the law of cooperation not the competition of acquisitiveness. It is the practice of each contributor to the good of all. If you follow this advice you will learn that our liberal tradition puts the emphasis on duties — not rights. The rights will always follow the performance of duties. Remember this.

Dean George Ralston's address to the Freshman Class so clearly outlines the ideals toward which we are working that I have wanted it made available to all students and friends of the college.

As we move ahead our goals may change but the great ideals that motivate and guide us will remain constant.

Sincerely yours,  
DR. EUGENE S. FARLEY  
President





DAVID SEYMOUR, MAGNUM

## UNIVERSITY EDUCATION AND MODERN CONDITIONS\*

by Bertrand Russell

BERTRAND RUSSELL, 3rd Earl Russell, has been described as a philosopher who is harder to sum up in a short space than any philosopher since Plato. Certainly he is the most eminent English philosopher of the twentieth century; certainly he is a writer of rare power and wide range, enough to have earned him the Nobel Prize for literature in 1950. Upon presentation of the Nobel Prize, he was characterized as a "champion of humanity and freedom of thought."

History, social theory, science, mathematics, logic, epistemology, religion, education: all have been Lord Russell's concern.

He has written this article for alumni publications exclusively. We hope you find it thought-provoking.

Education is a vast and complex subject involving many problems of great difficulty. I propose, in what follows, to deal with only one of these problems, namely, the adaptation of university education to modern conditions.

Universities are an institution of considerable antiquity. They developed during the twelfth and thirteenth centuries out of cathedral schools where scholastic theologians learned the art of dialectic. But, in fact, the aims which inspired universities go back to ancient times.

One may say that Plato's Academy was the first university. Plato's Academy had certain well-marked objectives. It aimed at producing the sort of people who would be suitable to become Guardians in his ideal Republic. The education which Plato designed was not in his day what would now be called "cultural." A "cultural" education consists mainly in the learning of Greek and Latin. But the Greeks had no need to learn Greek and no occasion to learn Latin. What Plato mainly wished his Academy to teach was, first, mathematics and astronomy, and, then, philosophy. The philosophy was to have a scientific inspiration with a

tincture of Orphic mysticism.

Something of this sort, in various modified forms, persisted in the West until the Fall of Rome. After some centuries, it was taken up by the Arabs and, from them, largely through the Jews, transmitted back to the West. In the West it still retained much of Plato's original political purpose, since it aimed at producing an educated elite with a more or less complete monopoly of political power. This aim persisted, virtually unchanged, until the latter half of the nineteenth century. From that time onwards, the aim has become increasingly modified by the intrusion of two new elements: democracy and science. The intrusion of democracy into academic practice and theory is much more profound than that of science, and much more difficult to combine with anything like the aims of Plato's Academy.

Until it was seen that political democracy had become inevitable, universal education, which is now taken for granted in all civilized countries, was vehemently opposed, on grounds which were broadly aristocratic. There had been ever since ancient times a very sharp line between the educated and the unedu-

cated. The educated had had a severe training and had learnt much, while the uneducated could not read or write. The educated, who had a monopoly of political power, dreaded the extension of schools to the "lower classes." The President of the Royal Society, in the year 1807, considered that it would be disastrous if working men could read, since he feared that they would spend their time reading Tom Paine. When my grandfather established an elementary school in his parish, well-to-do neighbours were outraged, saying that he had destroyed the hitherto aristocratic character of the neighbourhood. It was political democracy — at least, in England — that brought a change of opinion in this matter. Disraeli, after securing the vote for urban working men, favoured compulsory education with the phrase, "We must educate our masters." Education came to seem the right of all who desired it. But it was not easy to see how this right was to be extended to university education; nor, if it were, how universities could continue to perform their ancient functions.

The reasons which have induced civilized countries to adopt universal

education are various. There were enthusiasts for enlightenment who saw no limits to the good that could be done by instruction. Many of these were very influential in the early advocacy of compulsory education. Then there were practical men who realized that a modern State and modern processes of production and distribution cannot easily be managed if a large proportion of the population cannot read. A third group were those who advocated education as a democratic right. There was a fourth group, more silent and less open, which saw the possibilities of education from the point of view of official propaganda. The importance of education in this regard is very great. In the eighteenth century, most wars were unpopular; but, since men have been able to read the newspapers, almost all wars have been popular. This is only one instance of the hold on public opinion which Authority has acquired through education.

Although universities were not directly concerned in these educational processes, they have been profoundly affected by them in ways which are, broadly speaking, inevitable, but which are, in part, very disturbing to those who wish to preserve what was good in older ideals.

It is difficult to speak in advocacy of older ideals without using language that has a somewhat old-fashioned flavour. There is a distinction, which formerly received general recognition, between skill and wisdom. The growing complexities of technique have tended to blur this distinction, at any rate in certain regions.

There are kinds of skill which are not specially respected although they are difficult to acquire. A contortionist, I am told, has to begin training in early childhood, and, when proficient, he possesses a very rare and difficult skill. But it is not felt that this skill is socially useful, and it is, therefore, not taught in schools or universities. A great many skills, however, indeed a rapidly increasing number, are very vital elements in the wealth and power of a nation. Most of these skills are new and do not command the respect of ancient tradition. Some of them may be considered to minister to wisdom, but a great many certainly do not.

But what, you may ask, do you mean by "wisdom"? I am not prepared with a neat definition. But

I will do my best to convey what I think the word is capable of meaning. It is a word concerned partly with knowledge and partly with feeling. It should denote a certain intimate union of knowledge with apprehension of human destiny and the purposes of life. It requires a certain breadth of vision, which is hardly possible without considerable knowledge. But it demands, also, a breadth of feeling, a certain kind of universality of sympathy.

I think that higher education should do what is possible towards promoting not only knowledge, but wisdom. I do not think that this is easy; and I do not think that the aim should be too conscious, for, if it is, it becomes stereotyped and priggish. It should be something existing almost unconsciously in the teacher and conveyed almost unintentionally to the pupil. I agree with Plato in thinking this the greatest thing that education can do. Unfortunately, it is one of the things most threatened by the intrusion of crude democratic shibboleths into our universities.

The fanatic of democracy is apt to say that all men are equal. There is a sense in which this is true, but it is not a sense which much concerns the educator. What can be meant truly by the phrase "All men are equal" is that in certain respects they have equal rights and should have an equal share of basic political power. Murder is a crime whoever the victim may be, and everybody should be protected against it by the law and the police. Any set of men or women which has no share in political power is pretty certain to suffer injustices of an indefensible sort. All men should be equal before the law. It is such principles which constitute what is valid in democracy.

But this should not mean that we cannot recognize differing degrees of skill or merit in different individuals. Every teacher knows that some pupils are quick to learn and others are slow. Every teacher knows that some boys and girls are eager to acquire knowledge, while others have to be forced into the minimum demanded by Authority. When a group of young people are all taught together in one class, regardless of greater or less ability, the pace has to be too quick for the stupid and too slow for the clever. The amount of teaching that a young person needs depends to an enormous extent upon his ability and his tastes. A stupid

child will only pay attention to what has to be learnt while the teacher is there to insist upon the subject-matter of the lesson. A really clever young person, on the contrary, needs opportunity and occasional guidance when he finds some difficulty momentarily insuperable. The practice of teaching clever and stupid pupils together is extremely unfortunate, especially as regards the ablest of them. Infinite boredom settles upon these outstanding pupils while matters that they have long ago understood are being explained to those who are backward.

This evil is greater the greater the age of the student. By the time that an able young man is at a university, what he needs is occasional advice (not orders) as to what to read, and an instructor who has time and sympathy to listen to his difficulties. The kind of instructor that I have in mind should be thoroughly competent in the subject in which the student is specializing, but he should be still young enough to remember the difficulties that are apt to be obstacles to the learner, and not yet ossified as to be unable to discuss without dogmatism. Discussion is a very essential part in the education of the best students and requires an absence of authority if it is to be free and fruitful. I am thinking only of discussion with teachers but of discussion among the students themselves. For such discussion, there should be leisure. And, indeed, leisure during student years is of the highest importance. When I was an undergraduate, I made a vow that, when in due course I became a lecturer, I would not think that lectures do any good as a method of instruction, but only as an occasional stimulus. So far as the able students are concerned, I still take this view. Lectures as a means of instruction are traditional in universities and were no doubt useful before the invention of printing, but since that time they have been out of date as regards the abler kind of students.

It is, I am profoundly convinced, a mistake to object on democratic grounds to the separation of abler from less able pupils in teaching. In matters that the public considers important no one dreams of such an application of supposed democracy. Everybody is willing to admit that some athletes are better than others and that movie stars deserve more honour than ordinary mortals. That

(continued on page 15)

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Attorney Joseph I. Savitz

## Alumni Fund

### Special Campaign Goals -

### 50% Participation and \$20,000;

### Total Goal For 1960 - \$270,000

Savitz, '48,  
Appointed Chairman

Because of a series of seemingly unrelated events, Wilkes College is on the threshold of outstanding developments in 1960. As a result of these new developments Wilkes is again turning to the community and to the alumni for \$270,000. The money is to be used for campus consolidation, scholarships, a graduate program and athletic facilities. A brochure will be mailed to you on February 10 which will explain the program in detail so, for now, permit me to explain to you our part in the entire picture.

For the past quarter of a century, Wilkes College has had the good fortune to have expanded its campus by acquiring many of the beautiful homes in the most beautiful part of the city. One phase of our development, athletic facilities, has been neglected because of other more timely needs.

This year, the College has been offered and hopes to accept areas for athletic facilities for both men and women that will be second to none in the small college ranks.

Artillery Park — an attractive nuisance since the withdrawal of the Barons — has become available to responsible user. We have contacted the proper authorities in Harrisburg and sought permission to use the field on a long term lease basis. Although nothing has been settled, we are extremely optimistic. This area would be used for Baseball, Football and Soccer in intercollegiate competition and intramural activities.

While this was being investigated, the Athletic Committee of the faculty suggested building a fieldhouse on property opposite Artillery Park owned by Glen Alden. Further inquiry revealed that four acres of land were available for purchase. An existing building in addition, then could be used as the core for a fieldhouse that would contain dressing rooms for all sports. The four acres also contain room for playing areas for women's sports, tennis courts, an archery range and parking facilities.

The estimated cost for these facilities is as follows:

<b>Artillery Park:</b>	
Removal of stands, grading, seeding and planting	\$ 5,000
Portable stands	15,000
	<hr/>
	\$ 20,000

<b>Glen Alden Property — four acres</b>	
Purchase	30,000
Enlarging and conditioning existing building for team use	30,000
Grading, paving, planting and fencing areas for courts, fields,	40,000
	<hr/>
	100,000
	<hr/>
	TOTAL \$ 120,000

These two properties present the college with the first opportunity it has had to acquire much needed outdoor facilities for athletics and physical conditioning.

#### GOALS ADOPTED

As graduates, we are all aware of the need for these facilities because we know how handicapped our own athletic program was as students. The members of the Executive Committee of the Alumni Association believing that this need will appeal to all alumni have recommended that our share in this goal for 1960 be \$20,000.

This is an ambitious goal and one that will need the support of every alumnus. We are counting on 50 per cent participation — nearly double that which we have had in the past.

Alumni giving serves two purposes. First, it is an important source of revenue and indirectly provides for faculty salaries, physical plant expansion and funds for scholarships or grant-in-aids.

Second, and more important, alumni contributions indicate to Foundations, business, industry, professional people and other potential contributors, the degree of interest and concern of alumni for their college.

The community has aided and continues to aid the college every year. This year we are again turning to our friends to help us attain our goal of \$270,000. We must indicate our enthusiastic support too. This year, we have a wonderful opportunity to do so and we are counting on you to come through with flying colors. During the months of February and March, you will be called upon to do your share — your share means a contribution — no matter how small or large. We do not expect large sums from anyone but we do expect and hope for a gift from everyone.

## ALUMNI SURVEY (First of Three Parts)

From February 14 - 16, Wilkes College will be visited by a group of educators, who will study every phase of the College to re-approve us for re-accreditation by the Middle States Association of Secondary Schools and Colleges. This is done every ten years so that the quality of education given by our colleges will meet with certain standards.

One phase of the College family that will be reviewed concerns our alumni. Their advanced education, occupations, and graduate school records from other institutions of higher learning which they attended will be appraised by this group in order to see if Wilkes College is doing a sound job both in preparing the student for his occupation and for advanced training.

Thanks to your enthusiastic participation in our Alumni Survey, these facts have been accumulated, and they present an exceptionally fine picture.

Statistics and surveys can be awfully dull reading,

#### Area Group IV — Subcommittee on Outcomes, Graduate

Prior to 1955 there was no full-time Executive Alumni Secretary. As a result, information concerning our alumni was not accumulated. No personal dossier was kept, and a large percentage of alumni addresses were outdated. Our survey was an opportunity to gather much-needed information concerning our alumni.

The Middle States Association suggested that two test classes be chosen for an alumni survey. We decided to poll them all — graduates and non-graduates from 1935 to February, 1959. As a result of four years of work, we felt that our graduates' addresses were approximately 80% correct. Our survey has borne this out. We now feel that our graduate files are approximately 90% correct. However, our 30-hour or non-graduate files are only 60% correct.

The first period of our college's history was 1933-1947 as Bucknell University Junior College. We were concerned, therefore, lest this group would not take an active part in our survey. This would then, in effect, make our percentage of participation very low and our results not valid. There is, without a doubt, good reason why this group might not answer. First, many had been away so long that they no longer identified themselves with the college; and second, many had received their certificates from B.U.J.C. and had gone on to other institutions from which they received their degrees and felt a closer kinship.

Despite this, we agreed to contact all alumni.

We ultimately decided that along with total contact we would poll the classes of 1948 and 1955 as special test classes. This poll was tied in with Mr. Gaito's survey concerning the educational goals of students and the alumni's opinion as to whether these purposes were served in their particular cases. The class of 1948 was chosen because it was the first class graduating as alumni of Wilkes College, and the class of 1955 was arbitrarily chosen because

but I think you will find this Alumni Survey interesting and informative. Time passes by rapidly, and it has been amazing to our faculty, to whom this report was submitted, that you have accomplished so much since you left the College.

This survey, the first compiled by this office, was in every sense successful. Your unstinting cooperation, the information which you gave, and the faculty's reception of this compiled survey was far beyond our highest hopes and expectations. We earnestly hope that you enjoy it, and that you feel the sense of satisfaction that we all felt here.

This is the first of three parts. Succeeding issues of "The Alumnus" (April and July) will carry the remainder.

Here, in verbatim, is the first part of our "Alumni Report" as it was presented to the faculty in November.

they had been "out" three years and should have become relatively oriented in their chosen fields.

Having selected the classes to be studied, we examined the reports on other surveys to see what techniques would yield the highest returns. Our findings were not very encouraging since responses to similar questionnaires generally ranged from 25% to 50%. We patterned our program by adopting what we considered the best techniques of each. Our general questionnaire was eight pages in length. The class of 1948 and the class of 1955 received 12-page questionnaires incorporating Mr. Gaito's survey. We ran no pre-test on the questionnaire.

Since 1948, the college has graduated 1,945 students who make up 77% of the entire alumni graduates. This is important for it means that the preponderance of young graduates will weigh the averages. Only 607 of these were graduated in the period from 1935 - 1947.

So that we could receive the best possible returns, a carefully-planned timetable was established. It ran as follows:

1. The Alumnus magazine mailed in October, 1958, contained a feature article by George Elliot, Chairman of the Accreditation Committee.
2. The January issue of the Alumnus carried an article by the Executive Alumni Secretary concerning the survey.
3. February 20 — a postal card was mailed warning of the impending mailing of the questionnaire.
4. March 6 — Questionnaire mailed.
5. March 30 — Postal card reminder sent.
6. The April issue of the Alumnus again mentioned the importance of all alumni returning their questionnaire.
7. April 14 — Letter sent to those whose questionnaire not as yet received urging completion of questionnaire.



8. April 22 — Second questionnaire sent to those who did not return the first.
9. May 1 — Letter from George Ralston urging completion of questionnaire and again mentioning the Middle States Association and the importance of our alumni survey.
10. May 20 — Dual postal cards mailed requesting information concerning why questionnaire was not returned. We culled our lists somewhat from these replies. A few were not interested in Wilkes College.
11. June 1 — Final reminder letter.
12. July issue of *Alumnus* — last request for completion of questionnaire.

We were surprised and pleased as the returns began to come in. Twenty-two per cent responded to our first questionnaire mailed March 6. Two re-

mindings, one on March 30 and the other on April 14, 1959, brought the returns to twenty-nine per cent and then to thirty-two per cent.

A second questionnaire was mailed to those not answering. Another reminder letter and a dual postal card reminder, spaced two weeks apart, brought the total to fifty-nine per cent. A final reminder letter and additional telephone contact raised our final total to a substantial sixty-two per cent.

\*\*\*\*\*

Below are listed the total number of alumni in each graduating class and the percentage of each class represented in the final results. The percentages have been adjusted by eliminating those graduates who were deceased and those who, according to our files, have become lost. Non-graduates who are affiliated with these classes are not included in this table, but are included in the "Analysis of Data."

TABLE 1

Year Graduated	Total in Class	Total Lost or Deceased	Adjusted Total	Number Returned	Adjusted Percentage
1935	75	10	65	28	43%
1936	38	10	28	9	32
1937	42	8	34	15	44
1938	44	13	31	18	58
1939	49	12	37	17	46
1940	51	10	41	15	37
1941	60	19	41	23	56
1942	47	6	41	23	56
1943	33	4	29	17	59
1944	36	6	30	18	60
1945	37	6	31	11	35
1946	29	4	25	14	56
1947	37	4	33	20	61
1948	130	10	120	71	59
1949	235	14	221	105	48
1950	241	19	222	129	58
1951	163	4	159	102	64
1952	149	6	143	74	52
1953	107	6	101	67	66
1954	155	7	148	88	59
1955	143	8	135	87	65
1956	185	1	184	130	71
1957	177		177	110	62
1958	220	1	219	154	70
* 1959	23		23	18	78
Totals	2,506	188	2,318	1,363	

\*—Includes February, 1959 graduates only

#### ANALYSIS OF DATA

1. Total graduates contacted	2,318
Total 30-hour alumni contacted	835
Total Alumni contacted	3,153*
2. Total alumni contacted	3,153
Total questionnaires returned	1,941*
Percentage of alumni answering	62%
3. Total graduates contacted	2,318
Total graduates responding	1,363
Percentage of graduates responding	59%
4. Total 30-hour alumni contacted	835
Total 30-hour alumni responding	578
Percentage responding	69%

5. Total questionnaires unanswered	1,212
Graduates unanswered	955
30-hour alumni unanswered	257
Percentages	
Graduates	79%
30-hour alumni	21%
6. Grand total returned (All Alumni)	1,941
Graduates returned	1,363
30-hour alumni returned	578
Percentages	
Graduates	71%
30-hour alumni	29%

\*—Base figures

#### EXPLANATION OF ANALYSIS

1. These figures show the total number of graduates (2,318) who were contacted for this survey. The total was derived at by adjusting the total number of graduates, allowing for those who have become lost and for those who are deceased. The total 30-hour alumni with correct mailing addresses (835) were also added.
2. Of the total number of alumni who were contacted (3,153), 62% took the time and effort to sit down and answer the questions and return this information to us.
- 3-4. It is interesting to note that 59% of the total graduates responded to the survey as compared to a 69% return by the total 30-hour alumni.
5. Of the 1,212 unanswered questionnaires, 955 or 77% were not returned by our graduates. 257 or 21% were not returned by our 30-hour alumni.
6. The comparison of the percentages shows that 71% of the 1,941 questionnaires returned were sent in by graduates, while 29% were returned by 30-hour alumni.

Analysis two (2) is most important for it indicates that 1,941 or 62% of all alumni polled returned the questionnaire. This 62% will be used as the base figure (or 100%) for all data compiled in this survey.

At the onset, our total mailing list contained the names and addresses of 3,323 alumni. The Post

Office, however, returned 170 of our questionnaires, stating that the addresses were outdated. We therefore used 3,153 as our base figure.

It is interesting to note that the two test classes (1948 and 1955) ran very close to the overall poll:

TABLE 2				
Test Classes	Class	Graduates	Returns	Per Cent
	1948	120	71	59%
	1955	135	87	65%

Only seven of the twenty-five classes had less than a 50% return — and two of these were over 45%.

On July 1, we began the seemingly endless task of analyzing the results.

Surveys such as this are often considered unreliable when the returns are small. Our exceptionally

high return and the candid comments we received with many of the questionnaires gives us reason to believe that this survey is valid.

#### PART I — THE ALUMNUS AT HOME

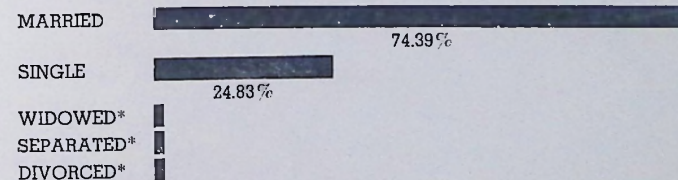
We asked our alumni for information concerning marital and family status. We also asked them to list their spare time activities in community, cul-

tural, and recreational activities. We did not ask for information which might cause some of our alumni to resent our requests and fail to return the form.

#### MARITAL STATUS OF WILKES ALUMNI

The marital status of all the alumni who responded is as follows:

Chart No. I



\*—less than 1/2 of 1%



Of the 1,941 questionnaires returned, here is the numerical breakdown concerning marital status:

Married	1,444
Single	482
Divorced	6
Widowed	5
Separated	4

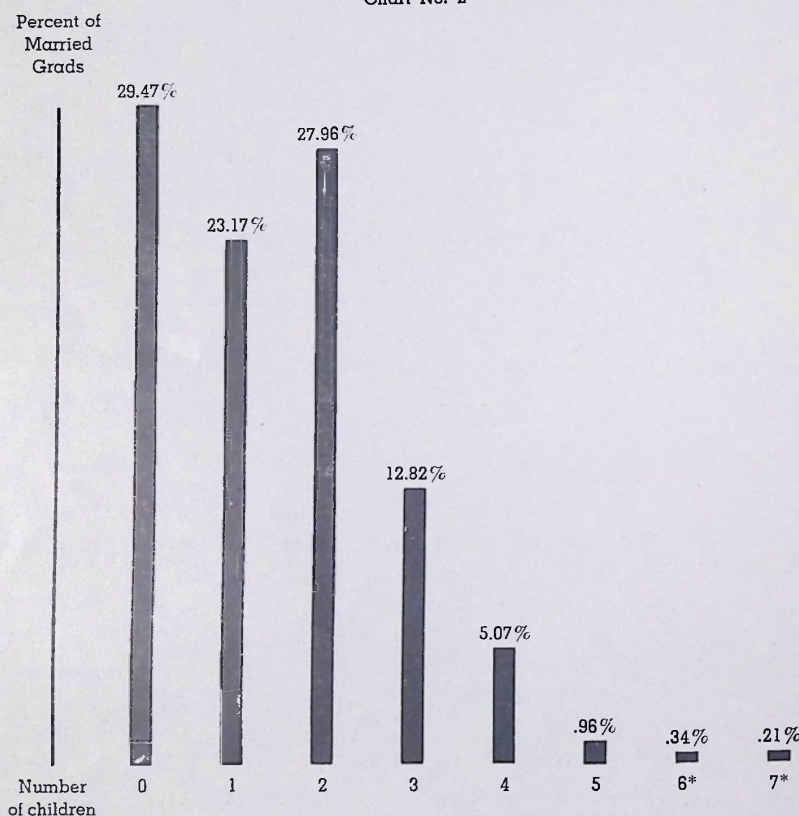
1,941

Note:—The totals above are not the true totals because many of our alumni are married to other alumni. Thus, there is duplication in reporting. Using these figures, 70.5% of our alumni have children.

FAMILY STATUS  
Table No. 3

Married Alumni with —	
No children	430
One child	338
Two children	408
Three children	187
Four children	74
Five children	14
Six children	5
Seven children	3
Total number of children	2,132

SIZE OF FAMILIES  
Chart No. 2



\*—less than ½ of 1%

(Next Issue: Community; Cultural and Recreational Activities; Occupations)

## ADMIRAL STARK

(continued from page 3)

further the cause of liberal education, the cause of the community college, the cause of Wilkes College."

He quoted the role of Wilkes, as of all liberal college, to be "the creation of unity among diversity, the subordination of special interests to the general. This has always been democratic society's most challenging task. It is especially so in a pure democracy, and the liberal college is perhaps our closest approximation to a pure democracy."

In conclusion, Mr. Burnside said, "Here is the cause, here is the motivating force to which all of us here tonight, all of our friends of Wilkes and liberal education everywhere are dedicated. On behalf of our associate trustees, the administration, faculty, and all of the people that are or will be part of Wilkes College, it is wonderful to have you aboard, Sir, and to welcome you to your latest command."

Dr. Eugene S. Farley, president of Wilkes College, drawing a verbal picture from the career of Admiral Stark, illustrated his quiet simplicity, real dedication, and integrity. "It is these personal qualities," he said, "that inspire all of us as teachers, board members, and students. It is this man, as Winston Churchill said, whose dedicated leadership meant so much to the free world that now gives this same devotion to his community and permits us to enjoy his leadership today."

Dr. Farley referred to the serenity which comes to all associated with Admiral Stark, "a serenity which comes when we do the best we can, accept the results whatever they may be with the knowledge that what we have done was accomplished to the best of our ability."

"Admiral Stark's presence as chairman of the board of trustees brings to the community wisdom that comes from long experience," he said. "Every ounce of energy we can spare will go toward the betterment of the community, and we turn confidently to Admiral Stark for his counsel, advice, and guidance."

The Wilkes "Collegians," under the direction of William Peters, senior music major, entertained at the Dinner. Invocation was offered by Rev. Dr. Jule Ayers, First Presbyterian Church, Wilkes-Barre.

## SOUTH AFRICA

(continued from page 4)

enter, has not seen a bit of progress in the last five thousand years. I visited the hut of one of these people. It had a floor made of cow dung, its roofs and sides consisted of matted grass, its implements were primitive, except for the iron pot provided by white civilization, the inhabitants were heathens, wearing the barest essentials in clothing, and consisted of one man, five wives, and numerous children. The man purchased each of his five wives by paying for them with cows.

Then there are the Location Natives, and the coloreds. These people have achieved a smattering of civilization, but on most, it is still a thin veneer. The Location Natives are those who live in a special area usually located a few miles from the center of the white man's town, and inhabited entirely by people of his race. Many of them embrace a form of Christianity, which we would not recognize as such. Christianity is a Sunday religion, while primitivism serves them throughout the week. They wear tattered old clothing, usually discarded by the white man, earn a pitiful wage, lower than 15 dollars per month in many cases, save for years to purchase their wives with money instead of cows now, and subsist at the barest minimum standards of living. Non-white unions are not allowed to organize, and the pass system is so effective, and governmental observation so close, that it is virtually impossible for them to hope for an increase in their standard of living by engaging in strikes, etc.

The coloreds, the educated natives, as well as some of the Indians, are often on an equal cultural and civilized plain with many of the whites. But they are not allowed to benefit from this. Educated people outside of the white class have no opportunity to use their education in many cases. An Indian in Grahamstown with an Oxford education runs a small shop. They can advance in the teaching profession, but recent government legislation tends to show that education in the future will be more indoctrination than education, and they are therefore unattracted to it.

Many former non-whites who were educated, were moving to Ghana, but the government has all but stopped this completely.

Recently the government introduced what has been known as the separate Universities Bill, which brings nearly all education, from Primary to University, in the lands of the government. Under its terms, all those Universities in South Africa (Capetown, Witwatersand and Natal) which formerly allowed both whites and non-whites to attend in the past, will not be allowed to register any new non-white students in the future. Fort Hare, a non-white affiliate of Rhodes University, and located about 60 miles from Rhodes, will be taken over by the government, and only members of the Xhosa tribe will be allowed to register next year. With this move has come a purge of non-sympathetic members of the staff of Fort Hare, and a great deal of worry from other Universities as to whether or not they will be the next to receive a purge.

Many white men live at an extremely low standard of living, while most enjoy an extremely high standard of living. To protect the uneducated white man, the government wishes now to introduce a job reservation bill which will exclude the non-white from certain types of occupations. Most leaders of industry are against job reservation, because the white man is not skilled enough to fill many occupations, and there is a constant cry throughout South African history for more skilled labor.

To carry out its policies, the government has proposed setting up black states within South Africa, and to give the black man control over local administration. On the surface it sounds good, but in practice it can not work. Industries are to be developed on the periphery of these Bantu areas, as they are called, and the Bantu are expected to return to the Bantu areas every night after finishing work. The fact that they are to be located on the periphery is significant, in that it indicates that the Bantus are not to be allowed to develop any necessary managerial skills.

The future can hold tremendous possibilities, but with present governmental policies, all of Africa, much of Asia, and even parts of Europe are turning against the Union.



#### BERTRAND RUSSELL

(continued from page 9)

is because they have a kind of skill which is much admired even by those who do not possess it. But intellectual ability, so far from being admired by stupid boys, is positively and actively despised; and even among grown-ups, the term "egg-head" is not expressive of respect. It has been one of the humiliations of the military authorities of our time that the man who now a days brings success in war is no longer a gentleman of commanding aspect, sitting upright upon a prancing horse, but a wretched scientist whom every military-minded boy would have bullied through his youth. However, it is not for special skill in slaughter that I should wish to see the "egg-head" respected.

The needs of the modern world have brought a conflict, which I think could be avoided, between scientific subjects and those that are called "cultural." The latter represents tradition and still have, in my country, a certain snobbish pre-eminence. Cultural ignorance, beyond a point, is despised. Scientific ignorance, however complete, is not. I do not think, myself, that the division between cultural and scientific education should be nearly as definite as it has tended to become. I think that every scientific student should have some knowledge of history and literature, and that every cultural student should have some acquaintance with some of the basic ideas of science. Some people will say that there is not time, during the university curriculum, to achieve this. But I think that opinion arises partly from unwillingness to adapt teaching to those who are not going to penetrate very far into the subject in question. More specifically, whatever cultural education is offered to scientific students should not involve

a knowledge of Latin or Greek. And I think that whatever of science is offered to those who are not going to specialize in any scientific subject should deal partly with scientific history and partly with general aspects of scientific method. I think it is a good thing to invite occasional lectures from eminent men to be addressed to the general body of students and not only to those who specialize in the subject concerned.

There are some things which I think ought to be possible, though at present it is not, to take for granted in all who are engaged in university teaching. Such men or women must, of course, be proficient in some special skill. But, in addition to this, there is a general outlook which it is their duty to put before those whom they are instructing. They should exemplify the value of intellect and of the search for knowledge. They should make it clear that what at any time passes for knowledge may, in fact, be erroneous. They should inculcate an undogmatic temper, a temper of continual search and not of comfortable certainty. They should try to create an awareness of the world as a whole, and not only of what is near in space and time. Through the recognition of the likelihood of error, they should make clear the importance of tolerance. They should remind the student that those whom posterity honours have very often been unpopular in their own day and that, on this ground, social courage is a virtue of supreme importance. Above all, every educator who is engaged in an attempt to make the best of the students to whom he speaks must regard himself as the servant of truth and not of this or that political or sectarian interest. Truth is a shining goddess, always veiled, always distant, never wholly approachable, but worthy of all the devotion of which the human spirit is capable.

#### NEW OFFICERS SEATED

(continued from page 5)

alumni activities; in working on committees for solicitation of funds, and in actual monetary giving for scholarship aid and gifts to the school to meet its expenses and encourage its spiritual and physical growth.

The alumni's part in the latter aspect has been more than noteworthy.

Although Wilkes alumni are comparatively young, and have not yet reached their peak of production, their contributions to the college in recent years have exceeded \$27,000. In the capital gifts campaign in 1958, alumni pledges approximated over \$18,000.

It is important to note that direct support from the Wyoming Valley community in its campaign drives has exceeded \$600,000 in the past 5 years, but that former students are assuming their share in greater proportion in each campaign.

All of this points up the substantial role of our association has played, and will continue to play, in the future growth of Wilkes College. In a few short years, our association has grown from a passive one to one of action.

We, as alumni, have been alerted to the needs of the college; we are aware of the important function each has played in supporting the college's activities and growth.

We are pledged and honor-bound to build a stronger school so that the blazing torch of inspired education will be made available to and benefit ourselves and our posterity.

The role of responsibility of alumni is an ever-increasing one, as are the problems of the world. Our responsibility stems from our right to an education, and securing one. Our opportunity implies an obligation and duty. As alumni with a broader perspective, we can understand and stand up to these problems by doing our bit in good conscience and with high resolve.

Your newly-elected officers are sincere and devoted men dedicated to great accomplishments this year; they need and are deserving of your support and interest to achieve their objectives.

Let's play our role to the hilt!