

REFLECTIONS – 1972
Eugene Farley

Persons – Events
Aspirations – Ideas

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WILKES COLLEGE
WILKES-BARRE, PA. 18703

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WILKES COLLEGE
WILKES-BARRE, PA. 18703

5/22/72

Dear Dr. Farley - a personal note

I've made a very serious mistake which I now sincerely apologize for. Reasons which may have seemed valid no longer seem relevant or significant. At various times in the past two years I was encouraged and advised (including by some board members) to recognize that transition from the founder-leader, an obviously strong, dominant personality - required a demonstrated independence, etc. etc.

I was a damn fool!

I should have been drawing on your strength, not ignoring it. All I can say is that precisely because you were always so strong, I had to show I could stand alone. Now forgive me.

In all honesty I have worked hard to try to make Wilkes better. You are aware of cost pressures, enrolment trends, etc. that absolutely require some tough decisions on tenure, reappointment, cost analysis of programs and on and on. The antagonisms that have resulted from changes I felt had to be made are being reflected in negative reactions to almost any proposals for staff adjustments to meet changing conditions. Some departments such as history and physics are extremely difficult to deal with.

I hope the minutes of various meetings will fill you in on much that has been happening. I look forward to discussing them with you.

I sincerely hope you will present Lindsey her degree at Commencement. Your rights to involvement at this College supersede mine or any Boards so from here on out I'm going to be me in my love and respect for you. Your image is on that medallion of office forever - no one else's.

Humbly and respectfully
Mike

STAPLES

FAIR-LEA
NOXEN, PENNA. 18636

WILKES COLLEGE

MAY 25 1973

President's Office

Dear Mike:

Thank you for your courteous invitation and your generous letter. Both are appreciated.

As the family will be present for Fuchs's graduation it seems appropriate that I sit with them. This I plan to do, so it will not be possible for me to be both a part of the family group and of the faculty.

It is encouraging to read your reports which indicate that substantial progress is being made. I was particularly impressed by your comments about the maintenance of standards. After all, a college which does not maintain intellectual and cultural standards can make no pretence of offering a liberal education.

During the years I was able to exert some influence at Wilkes the attainment and maintenance of intellectual and cultural standards and influences were always paramount.

Just the other day, I came across notes outlining the steps that could be taken to maintain standards even though enrollment should be seriously reduced. These precautions included a limitation

FAIR-LEA
NOXEN, PENNA. 18636

report the size of the faculty and of the plant.
It is likely that these recently formulated plans
were based upon my experiences in 1936 and
during World War II when adjustments
were made which enabled us to maintain
standards while limiting, and in some in-
stances curtailing our enrollment.

Sincerely,
Genevieve

May 24, 1973

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WILKES-BARRE, PA. 18703

Dr. Farley
May 1972

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WILKES COLLEGE
WILKES-BARRE, PA. 18703

Dr. Farley
May 1972

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5/30/72

Dear Dr. Farley:

Ever since I received your letter announcing your retirement from active involvement at the College I have been groping for some way to communicate to you my emotions, as well as those of all people, past, present and future, who have been, and will be, influenced by Wilkes College. I have tried to do it personally but I know I would break down and cry. You have certainly been a father to Wilkes College, but in a very real and personal way you have been a father to me. The major part of my adult life has been lived under your leadership, your guidance, and your example. In our conversations about the family we have agreed that the unspoken is of far greater significance than the spoken. Because what you have meant to me, is such a very small part of what you have meant in thousands of lives, it is very difficult for any who are close to you to feel very adequate in saying this to you.

Everywhere I go in our region or in the state, you are regarded as the prime stamp of what conviction, vision, leadership, and integrity, coupled with devotion to a job and to people, can accomplish. Despite your occasional and very human doubts there is an undying respect and gratitude for what you have accomplished for Wagon Valley. It will never die, for the future history of this institution will carry your medallion as the keystone in the chain.

of growth representing Wilkes College. It will recall to all future generations its origins and the dedicated leadership of the "father" of this institution.

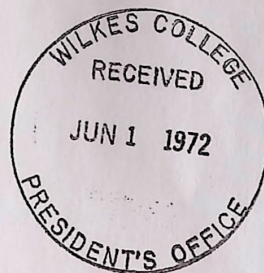
In a deeply personal way I hope I have not failed you. My shortcomings are many and the challenges to all in higher education are great. As I worry at these prospects however it only serves to make me realize the more what confronted you in the years of crisis like 1936, 1945, 1951, 1960 and I do know how many more. Those all were periods of crisis in our society and in education.

In many ways our present challenges are more amenable to solution because you not only survived those crises, but in so doing built so solidly. Wilkes can face these crises with confidence because of the character you have given it, and this is the most difficult to express. It is the intangible that is at the heart of an institution, of each of its policies and practices. That character is what we treasure most of all, and what presents the greatest challenge to preserve. Believe me, we will try our best, knowing all the while that we can never measure up to your example as well as we might wish.

Please accept my humble thanks for the kindnesses you and blessed Mrs. Farley have showered upon all of us.

Forgive me for being so inadequate in expressing my undying love, respect, and affection for you.

Mike



WILKES COLLEGE
WILKES-BARRE
PENNSYLVANIA 18703

May 31, 1972

Dear Mike:

Many thanks for your very warm and
gracious letter of May 29.

It is heartwarming to know that our
association has had some meaning to you.

If, in the future, I can be of service
to you and to the College, please call upon me.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "F. Michelini".

ESF. pc

Dr. Francis J. Michelini
WILKES COLLEGE
Wilkes-Barre, Pa.



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To: Dr. Gene Farley

From: P. Rizzo

Date: February 21, 1969 (Sorry it's late)

In Search of a President

Since receiving the request for suggestions about the next president's qualifications, some of us have been arguing with some heat and perhaps little light. But the following is the gist of these exchanges.

There is a great deal to be said for bringing in a fresh personality, some individual free of any relationship with the present trustees and administration and cheerfully innocent concerning the intimate past of the community and Wilkes. The college thus might be re-launched, even re-born, after its long and very prosperous single-president career. Such a fresh personality might be conceived as one having a solid professional and/or academic pedigree, personal strength, good judgment, and compassion coupled with a will to resist dangerous threats to intellectual freedom and community property. We believe there ought not be the slightest abatement of the sort of rigor Gene Farley has maintained for all the years of his administration. Indeed, we think the greatest care ought to be exercised to avoid a person who tends to vacillate (from perhaps too much thought) or waver (from too little determination). Not least, there ought to be some sort of evidence available attesting to the new president's natural capacity to detect the charlatans and operators among those who use the noble rhetoric traditional to academic pursuits. Sad as it is to contemplate, the colleges of the world must expect a steady increase of those pressures already being felt in this, the early period of what may be a protracted siege.

There ought not to be any predisposition towards a person from any specific academic discipline or business or government service. It is a man, not a type or species of professional, who will fill this difficult position. Said another way, it ought to be the personality who is seized for the job, not some imagined benefit that will accrue to the college because, let's say, a person formerly was governor of Nevada or shared a Nobel prize in 1957 (thrilling as either of these prospects might appear).

Where is such a fresh, innocent, strong, compassionate, sensible, solid, and percipient person to be found? And would such a person welcome the challenge of Wilkes?

In brief, he who argued for seeking a president outside the known bounds of Wilkes made a very strong case (if for no other reason than this: a far-ranging imagination easily conceives what close-to-home reality does not readily exhibit).

From the inside, we of course considered the obvious: Francis Michelini (hereafter referred to as Dr. M). The stubbornest single objection, peculiarly, was because such a choice seemed too effortless, too close to mere expedience, and ought to be avoided out of hand. We were surprised at how nonetheless this objection did lose force the more we regarded the person of Dr. M and

pooled and averaged out our experiences with him. I suppose, like many another in many a similar situation, we have taken our academic dean too much for granted.

In any event, we applied the same criteria to Dr. M as to the hypothetical outsider. Would he, for instance, satisfy the desire for "freshness"? One person remarked: who thought Harry Truman would turn out to be so full of splendid surprises? (No further parallels were intended) It didn't settle the matter, but it gave us pause. How would Dr. M perform in the number one position instead of the number two? We came back to this point later on, under questions of strength.

We all agreed Dr. M was not innocent about the relationship of community and college. But here we were nearly unanimous that for all its virtues, we did not actually want innocence. As a matter of fact, this became a key point for supporting Dr. M's candidacy. Dr. M is intimately familiar with the interlocking historical relationship of the community and the college, and has functioned easily and freely within that established framework. The thought occurred to us: suppose the trustees should decide to alter this policy traditional to Wilkes? We feel confident that Dr. M could certainly be trusted to carry out their wishes with understanding and from the right background perspective.

Regarding Dr. M's strength as an administrator, we had to agree that it was a difficult factor to evaluate absolutely. With both a number one and number two administrator strong in the way that our number one has been strong would have imposed a mighty big strain on Weckesser. It's always a troublesome path at best for number two. Besides, genuine admiration and respect, and a courtesy born of natural good manners and gentlemanliness in Dr. M all conspired to inhibit Dr. M's making obvious displays of characteristics connoting powerfulness of personality. (These are only our opinions, of course.) And everything in this regard was probably further complicated by Dr. M's deep understanding of Gene Farley's inimitable labors in the development of Wilkes College. What one could say outright is that there's no chance adversity will ever defeat Dr. M, who has had his own good share of it in life and has in addition perhaps learned a thing or two from Gene Farley's example.

Caritas, compassion--this is another quality no good man goes about parading. This much is certain: if one were to invite to one place all those persons in Wyoming Valley who would give testimony to Dr. M's multiple concerns, one would need more than just a large room to assemble them.

Despite his heavy college duties and manifold responsibilities in community service, Dr. M has never let his professional standing as a biologist and teacher deteriorate. This is an amazing fact, and is a tribute to both his energy and his sense of the fitness of things. With his professional history as a scientist and his experience in

undergraduate and graduate education programs, we would be hard put to come up with a person near or far who would be as instantly at home with the several disciplines and as thoroughly at ease with the interdisciplinary graduate and undergraduate problems of Wilkes College.

Whether or not there was any "successor-grooming" in the career of Dr. M as academic dean, the fact remains that Dr. M now has an unrivaled intimacy (Dr. Farley aside) with the immediate condition of the college, and a practically unmatchable awareness of the college's past. That theme again: Wilkes' past. Given the nature of our college, this seemed a crucial point. Reading the accumulated yearly progress reports can not be the same as having been instrumental in the making of that progress. And the total past of the college, we believe, is too fresh a memory of the present to be easily glossed or ignored.

What about the future? What sort of future could be generated out of Dr. M? We had no answers here, and few questions (surprisingly). On the basis of all the evidences we had of his judgment and general percipience, we agreed we certainly would have nothing to fear concerning the direction the college might take under his leadership in company with the trustees.

Thank you.

Philip Rizzo

WILKES COLLEGE
WILKES-BARRE
PENNSYLVANIA 18703

June 30, 1970

Dr. Francis J. Michelini
148 Dana Street
Wilkes-Barre, Pennsylvania

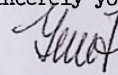
Dear Mike:

To those of you who have been associated
with the College throughout the years, I wish to express
my gratitude for your loyalty and dedication.

Only because of the wonderful support that
has been offered by so many has it been possible for us
to move ahead.

As my final act as President, I wish to thank
you for your continued encouragement and inspiration.

Sincerely yours,



President

ESF:mc

REFLECTIONS – 1972
Eugene Farley

Persons – Events
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RECOLLECTIONS

OF

PERSONS - EVENTS - ASPIRATIONS - IDEAS

Eugene Farley

Winter 1972

- Ables decoupage
- Print this to send to people!?

WHY?

As I start my thirty-sixth year at Wilkes College, members of the community periodically suggest that a personal record should be made of events, problems and decisions which related to the development of the College during its formative years.

These suggestions offered some appeal but it was not until Harold Cox, Professor of History, requested a recording of these events that the suggestion seemed of any significance. Therefore, if these reports have any value, it will be because Dr. Cox has been able to catch the "mood of the times" and the conditions in which decisions were made and programs initiated.

Eugene Farley, 1972

Education of Newark, it was increasingly apparent that politics, rather than educational policy, would determine the future of education in that city. Although Dr. John Logan and Dr. Lambert Jackson had been brought to Newark in 1927 and 1928 respectively, by a responsible Board of Education, the character of the Board had so changed by 1936 that substantial planning and constructive action were no longer possible.

A Board composed of leading citizens had been replaced by petty politicians who were more concerned with 'what they could get' than with 'what they could give.' And, as Board members were appointed by the Mayor, they reflected his views and served his interests. There were reports that some, when accepting their appointments, had simultaneously signed an undated resignation which was retained by the Mayor. Whether or not this report was true, it did indicate the subservience of the Board of Education to the Mayor who made the appointments. At the same time, there were many evidences of venality and dishonesty in the Mayor's Office. One example related to the purchase of land for expansion of the airport. When this land was offered to council for \$18,000, or a sum approximating this figure, the City Commissioners were unable to hear the offer. Within two years, ^{City} they ^{from a new group of owners} purchased this same land for ten times the sum for which it was originally offered. It would appear that their official ears were closed, but their private ears were wide open.

as subordinated to politics, and as research and politics do not mix,

Eleanor and I decided it was time to pull up stakes. In consequence, we began to look around and within a few weeks we had the choice of two school superintendencies at an increase of twenty-five per cent in income or the Directorship of Bucknell University Junior College at a twenty-five per cent decrease. Probably because of our satiation with politics, we accepted the Directorship of the Junior College. And I say "we" advisedly for Eleanor's aversion to political intrigue was probably the deciding factor.

Because John Logan, the Superintendent of Schools, was convalescing in Florida, I informed no one of my decision. Dr. Logan knew of my plans, however, and in my innocence I thought my final decision could remain unknown until his return. This illusion was soon dissipated by a midnight call from the Newark LEDGER, asking me to confirm my appointment as Director of Bucknell University Junior College. Of course, there was no denying the fact and so it was that my associates in Newark learned of my plans through the newspaper.

As a final gesture, some sixty of these friends gave a farewell dinner for us, and an associate was asked to speak. Having come from Nanticoke, he had no hope for the future of Wyoming Valley and advised these friends that my decision was insane. In the ensuing years of doubt and uncertainty, I frequently suspected his judgment was correct. I constantly sought to disprove his judgment, and I sometimes suspect that

his announcement of my insanity kept me on my chosen course.

Thirty six years later, his judgment is demonstrably wrong, but
there is much that must yet be done if this region is to extend its
renaissance and to realize its potential for further improvement.

1972

When I arrived at the Junior College in April, 1936, I soon became very conscious of two facts. The first was that many highly motivated students of exceptional ability had seized the opportunity offered by the establishment of a local ^{college} institution they could attend while living at home. Their economic condition in the midst of the 'great depression' would not allow them to finance an education away from home, but by work and sacrifice they could finance an education at home. In consequence, they grasped the opportunity offered by the creation of a local college. The second fact was the ^{existence of a} wide range of abilities and motivations existing within the student body. Whereas a large portion of the students were exceptionally able, an equal proportion were incapable of involving themselves in sound intellectual endeavors. After consultation with Arnaud Marts, the president of Bucknell University, we agreed that we would exclude those who showed little possibility of benefiting from strenuous intellectual exercise and large doses of academic work. This decision was made with an eye to the future of the College rather than to the immediate requirements of the existing situation. We were aware that a significant reduction in enrollment would be disastrous financially, but we were equally aware that we could not serve students of such disparate abilities. The Director of Admissions was instructed therefore at this critical period to refuse admission to applicants whose records indicated little likelihood of successful achievement in the academic climate that we wished to create. So it was that this

early decision established the pattern of admissions which has determined the character of the College during its first third of a century. Fortunately, the decision attracted more able students and, in consequence, that statistical phenomenon known as a bimodal curve was ^{replaced} ~~succeeded~~ by a normal distribution of students coming from the upper levels of their high school classes.

How bi-modal is a curve today?

through exploitation of its natural and human resources, its initial success must depend upon the vision and dedication of a few leaders. Fortunately, Bucknell University Junior College won the interest and support of persons possessing vision, dedication and influence. The individual responsible for the choice of these persons was Arnaud Marts, president of Bucknell University.

Although as a trustee of the University Dr. Marts had questioned the advisability of establishing the Junior College, after accepting the presidency of the University he gave this new institution the support and leadership that was required. Although Bucknell faced financial difficulties when, in 1935, he was persuaded to accept the presidency, he decided to maintain the Junior College because of the service he believed it could offer to the young people of Wyoming Valley. This was a remarkable decision in light of the problems that faced him at Bucknell. The great depression had reduced the enrollment and income of the University but certain fixed obligations remained and, to add to his difficulties, the newly-created Junior College was operating with a deficit.

Under such circumstances, it is doubtful that any other president would have sustained the Junior College, Dr. Marts, however, possessed faith in education and in young people. Therefore instead of abandoning the struggling Junior College, he concluded that an effort must be made to make it self-sufficient. When he reached this decision, he was fully aware that Wilkes-Barre was suffering from a special depression of its own, but he also knew it comprised the largest population

strengthened, and to this end he enlisted the support of community leaders. Andrew Sordani, who was already a trustee of Bucknell, was soon joined by other Wilkes-Barreans. Among those who joined the Bucknell Board and served on the Junior College Committee were two persons who gave genuine impetus to the Junior College. They were Gilbert McClintock and Daniel Roberts.

Gilbert McClintock, in the 1930s, was the outstanding citizen of Wilkes-Barre and his influence was felt in every activity that related to human welfare. Probably no other person could have won the support of the community for the new Junior College. His roots were in Wyoming Valley and his fortune had come from coal. He knew that great fortunes had been made through exploitation of both human and natural resources and wished to redress the exploitations of the past by devoting the remnants of his fortune to the education of children whose parents had been among the exploited. In a sense he was a product of the past and a harbinger of the future. He retained the habits of the nineteenth century but his vision was for the future. He wished the young people of the area to cultivate and release their minds so that they could make constructive contributions to the changing times of the twentieth century. Much of his liberal thinking he credited to Christian Gauss, Dean of Princeton, his adviser during his college days and a lifelong friend. I suspect that it was his ties with the past and his interest in the future that enabled him to gain a position of influence in a community that in 1936 looked back upon a lost cause rather than forward to an era of promise.

line but had gained position and wealth through his early involvement with the Woolworth Company. As is the case with many men who have created their wealth through concentrated effort, he had had little time to become involved in civic affairs. His first involvement in such affairs came in 1935 when he was introduced to Arnaud Marts by his neighbor, Andrew Sordani. From this association there developed a desire to render service to his neighbors and to young people. Knowing the needs of Bucknell, he gave support to Arnaud Marts' efforts in behalf of the University and it was his generosity that enabled the University to rebuild the main building which had been destroyed by fire. Without his initial gifts the progress of Bucknell, initiated and inspired by the leadership of Arnaud Marts, might have been long delayed.

Although Mr. Roberts had little faith in the future of Wilkes-Barre and in its newly-established Junior College, he was the first to offer substantial support. And as has been suggested, this support resulted from his faith in Dr. Marts and his desire to support his plans for the Junior College.

His first support of the Junior College came shortly after I arrived in Wilkes-Barre in April of 1936. A luncheon meeting had been called for the Y. M. C. A. - the only reasonably attractive place then available in which to hold such a luncheon - and I was the speaker. Although I have no remembrance of what I planned to say, my memory of a few remarks that I did make is still vivid. Seated between graduates of Lehigh and of Lafayette, I was criticized for Bucknell's temerity in establishing a Junior College in territory that they deemed sacrosanct to

They were equally unaware that in the country at large twenty-five to thirty per cent of high school graduates then continued their education. They were unaware that the future of a community, as of the country, depends upon the intelligence and education of its people. They may or may not have been aware that political control of the area rested firmly in the hands of the coal companies, primarily the Glen Alden Coal Company.

As a newcomer, I may have been equally unaware of these facts, but my background did not prepare me for acceptance of their idea that education should be limited to the few who could afford to leave home to gain their higher education. In consequence, I concluded that it was time to speak out even though I suspected that by so doing I might give offense to some. On the other hand, it offered an opportunity to awaken them to the need of their own community for more education. My remarks were therefore directed to that point. In brief, they were as follows: "Wilkes-Barre is probably the only community that has had a college thrust upon it. Other communities have concluded that their future well-being and stability depend upon an enlightened leadership. In consequence, they have created colleges to prepare their youth for their future responsibilities as citizens and leaders."

I do not know the general response to these remarks, but it must have been fair for I received no intimations of hostility from those who were present. Daniel Roberts, a member of the Bucknell Board, was present and his response was encouraging. As he shook my hand after the luncheon he said, "Gene, you gave them hell and they needed it."

The fourth person to play a significant part in the formative years of the College was Dorothy Dart. In 1937, one year after my arrival in Wilkes-Barre, the gifts of Conyngham and Chase Halls enabled us to terminate our lease on the building originally rented by the College. These two buildings were the first property received by the College, and money was required to adapt them to College use. To attain these essential funds, Dr. Marts initiated a campaign for \$30,000. This was deemed by some persons to be an impossible sum to raise in a depressed area in the midst of a world-wide depression. The sum was raised, however, and Dorothy Dart was the most substantial contributor.

Not until we had started the campaign did I hear of Mrs. Dart, and it was then that a member of the planning committee remarked that she would have no interest in helping the new College. Fortunately, this prediction was wrong for Mrs. Dart did have such an interest and this interest grew with the passing of the years. Her sustained interest and generous support throughout the years enabled us to translate a dream for the College into a reality. Throughout her thirty-one years of association with the College, she quietly and anonymously gave substantial sums. A half-dozen of our early properties were acquired through her generosity, and she always gave to our scholarship and building campaigns. She insisted on anonymity, however, and I early learned of the sincerity of this desire. When one of our first buildings was acquired, an individual somehow guessed that Mrs. Dart had given it. Word of this leak got back to Mrs. Dart and she quickly advised me, "I have asked that my gifts be

that thereafter I professed complete ignorance of the origin of many gifts that came to the College at critical times. In my desire to observe her wishes, there were public occasions when I must have seemed to avoid her, but such incidents were generally followed by letters expressing my heartfelt thanks for her encouragement and support. She not only gave financial support but she gave encouragement when it was most needed. Somehow she seemed to sense those times when I was discouraged and dubious as to the practicability of our efforts. How she could have sensed these doubts, which I am sure others did not recognize, I do not know, but invariably a letter of encouragement came when discouragement was leading to doubt and possible abandonment of a cherished goal. Perhaps a quotation from one of her letters will give some understanding of her sympathetic and supportive intuition:

"I strongly feel that your greatest value has been your constant and never failing vision -- 'Where there is no vision the people perish.' I have felt, at times, that you were attempting too much, and pushing us too fast but now I see how wrong I was. You never ceased making far sighted plans.

"Open your eyes and see what has happened in a small city in so short a time!"

1968, she would not allow her name to be connected with the building. It was only a few weeks before her death in 1969 that she yielded to the persuasion of her daughter, Katherine Darling, and myself. She then agreed that her name could be associated with the building and, shortly after her death, Mrs. Darling found in her mother's papers the inscription which now is engraved in bronze in the foyer of the Fine Arts Center. It reads:

THE
CENTER FOR THE PERFORMING ARTS

PRESENTED TO WILKES COLLEGE

BY

DOROTHY DICKSON DARTE

IN LOVING MEMORY OF

HER FATHER AND MOTHER

ALLAN HAMILTON DICKSON

AND

KATE PETTEBONE DICKSON

1965

Foley

Throughout her years of association with the College, Mrs. Darte's support enabled us to translate a dream for the College and the community into a reality. May those who assume responsibility for the further development of the College be sustained in their efforts by similar dedication and loyalty. Her great qualities are rare, and my

*Auth
Appt*

and it is their vision and dedication which maintains the vitality of our institutions and our civilization.

The second chairman of our Board of Trustees did not join the Board until 1947. He had, however, demonstrated his interest in the College by his gift of Chase Hall in 1937. Admiral Harold Stark, Chief of Naval Operations at the outbreak of the Second World War, and Commander of our European Fleet during the war, was born in Wilkes-Barre and throughout his life retained a great interest in the community. Although he reached retirement age while in Europe he was retained as European Commander for the duration of the war at the request of Winston Churchill. Upon his retirement from active service, the Board of Trustees of the College invited him to become a member of the Board. He served for seventeen years, and from 1959 to 1964 was Chairman of the Board. At all times he involved himself in the affairs of the College. He gave generously of his time and energies, and always led our campaign for funds by a generous gift. He interested his friends in the College and used his influence in its behalf.

As Gilbert McClintock was the ideal person to cultivate an awareness that the community must educate its youth if it was to survive as something more than a defunct mining town, so was Admiral Stark the ideal person to translate our aspirations for students, College and community into a program of action. He always envisaged the distant goals of the College and, in consequence, he was always prepared to take the

those actions that were needed if the idea was to gain substance. His mind was always searching for new ideas and his support of these ideas was unlimited.

At his second meeting with the Board, there was some opposition to a proposal that I deemed essential to the welfare of the College. Concerned lest I be discouraged by this opposition, he stayed after the meeting and left me with this counsel, "I have dealt with presidents, kings and common seamen, and I have learned that there are times when you must take a stand and stick to it." He did not then know, what he learned through his later service on the Board, that there were those who always opposed an idea that was new but always supported it when they had become accustomed to it.

In another instance, he showed his openmindedness and firmness. For six months following his election as Chairman, the Trustees considered a project that some of us deemed vital to the future of the College. For six months we explored all possibilities and finally the Board adopted a plan of action. No sooner was the decision made than someone tried to weaken the decision by proposing an alternative that had been considered and rejected. Very quietly Admiral Stark remarked, "We have already considered all possibilities. The decision has been made." So it was that he avoided indecision and division. He sought all opinions while reaching a decision but once the decision was made he expected united support of this decision.

The Institute
today

but wished to know all facts and to consider all alternatives. And once the decision was made, he was ready to act upon it. When we sought funds from the Ford Foundation for support of three College projects relating to the community, he joined me in an appeal to the Foundation. So it was that we gained a gift of \$150,000 for support of the Institute of Municipal Government established by Dr. Hugo Mailey and for the Labor-Management-Citizens Committee directed by Dr. Samuel Rosenberg. We also asked for \$45,000 to establish a regional research office that would collect statistics and make studies which would reveal the strengths and weaknesses of our region. Originally ^{this} ~~the~~ research office was a part of the College but after several years we concluded that the program would be more effective if dissociated from the College. In consequence, the offices and funds were transferred to the Pennsylvania Economy League and then to the Economic Development Council of North-eastern Pennsylvania which was founded to continue this work.

Admiral Stark also joined me in a visit to the Kresge Foundation to request support for the new graduate and research center which was required if we were to obtain the staff needed to sustain a commitment that we had made to bring R.C.A. to Wilkes-Barre. In 1960 we had promised to introduce a graduate program in chemistry and physics if R.C.A. would establish a plant in the area. Shortly after the commitment was made we discovered that we could not attract the science faculty required

opportunities for independent research. We also learned that such research was impossible unless our newly-constructed science building was enlarged to provide the space and equipment required for research. Admiral Stark again joined me in appealing to Jack Busby, president of the Pennsylvania Power and Light Company for the company's support of our efforts. Recognizing that graduate and research programs would assist the economic development of the region, Mr. Busby gave substantial support to our efforts to raise funds for the research center. His faith in our efforts was soon justified, for the commitment that brought R.C.A. to Wilkes-Barre ultimately produced 5,000 to 7,000 new jobs and gave a vital boost to the sustained efforts of the Industrial Fund and the Chamber of Commerce.

In these instances, as in many others, Admiral Stark's dedication and influence enabled the College to realize some of its potential for increased community service and improved education.

Behind all efforts of the College was Andrew Sordani. He was on the Bucknell Board when the Junior College was established and he supported ^{every} each effort to strengthen the College. He did not always envision the part that higher education could play in the renaissance of the area, but his loyalty and support were ^{always} a constant source of strength and encouragement. But for his friendship and support, I am sure I would have given up the struggle and would have left the College and the community in the period 1954 - 1957. At that time we seemed in the

twenty-fifth anniversary as an opportunity to strengthen our vision and strengthen our resolve. At his suggestion, a committee was appointed to formulate plans for our twenty-fifth anniversary. These plans were reported and they gave new life to the College. Once more Arnaud Marts' vision and leadership ended the doldrums in which we found ourselves and a new period of vigorous development commenced.

The vision of Arnaud Marts would have been less effective than it was had it not been for the foresight of Andrew Sordoni. Before most of us recognized the future needs of the College, he acquired and gave to the College the site on which the library now stands. Without his foresight, a five-story apartment would have been erected on this site and this would have blocked the development that has since taken place.

All of the persons who have thus far been mentioned were members of the Board, but one of our great friends never joined the Board. Walter S. Carpenter, Jr. has given generously to the College but he seldom has allowed mention to be made of his gifts. Without his support, however, Wilkes could not have rendered the service nor attained the stature that are now taken for granted. Because his support was of such great significance, it will be discussed more fully in the section relating to the twenty-fifth anniversary of the College.

Throughout these early years, all Board members played a vital part, but there are others than those I have mentioned who played an especially significant role in establishing the College. Reuben Levy and Aaron Weiss played a leading part in the early efforts to build a new

development. Reuben Levy joined with Andrew Sordoni in purchasing Barre Hall which has since been demolished to make way for the construction of the new learning center. Aaron Weiss, with his wife Tess, gave us Weiss Hall, shortly after he became a Trustee. Just before entering his second meeting with the Board, he asked if it would be inappropriate for him to purchase for the College a building that he knew we needed. He was quickly assured that it would be most appropriate, most helpful and most appreciated.

Two women who joined the Junior College Board in its early years quietly supported all plans for development. Mary Koons, who joined the original Board in 1938, has always been a stalwart supporter of the College and has quietly but effectively assisted us during her thirty-three years of association with the College. Annette Evans, although not a member of the original Board, was the first person to discuss the possibility of a bequest to the College. When she discussed this with me in the early 1940s, the future of the College was so uncertain that she indicated, in the event of its closing, her estate would revert to the Historical Society. After joining the Board, she established the Annual Fine Arts Fiesta and used the College to assist in preparation for their annual programs. Through her will she ultimately provided for support of arts in the College and for the continuation of the Fiesta. During the decade following her decision to designate Wilkes as a beneficiary of her estate, the condition of the College so improved that she then designated the College as the agent to

Re Annette
Evans Society?

diverted to the College.

The attention that has been given to individuals may seem irrelevant to future Wilkesonians. I believe we should always recognize, however, that it is the individual who gives substance and vitality to an institution.

Once the individual is submerged, the institution becomes an impersonal machine which neglects the individual and, in so doing, creates a sense of alienation and even of hostility. It is well to remember, therefore, that all who attend Wilkes are able to do so only because of the interest, dedication and generosity of those persons who created and sustained the College in its period of doubt and uncertainty. [It is also true that each generation must produce individuals who will carry on with the work of earlier generations. No institution is self-sustaining; it is sustained only by the vision and the will of individuals. It grows in vigor only as members of succeeding generations nurture it by their own commitment and dedication.]

And
later

Established, as it was, in the midst of the great depression, Bucknell Junior College was able to attract a strong faculty. At that time, as today, professional men of great competence exceeded the number of positions that were open to them. In consequence, a small group of able and dedicated teachers were brought to the College between 1933 and the beginning of World War II.

Although some of these teachers were primarily interested in a job, a large portion were dedicated teachers and were convinced that the Junior College could and should play a central part in planning for the economic and social renaissance of the region. Their aspirations were great but their expectations for immediate change were unrealistic. Like the students of the late 1960s and early 1970s, they envisioned a new and better society, but they were not willing to accept the need for small steps that must precede the attainment of any great goal. Although their vision for the distant future was correct, they could not envision the immediate goals that must first be attained.

In consequence, they were impatient and sometimes contemptuous of those who endeavored to establish attainable goals. Although they were frequently contemptuous of my small plans, they did influence my thinking. They were, in some part, responsible for my desire to participate in all attempts to initiate economic, social and political improvements. They did not recognize, however, that time, patience, thought and effort are required if people long accustomed to exploitation are to replace the habit

means, we first asked for scholarships and, as usual, Gilbert McClintock was the first to respond. When I reported to him the needs of one of the ablest students ever to attend the College, he immediately gave the sum that was required for his education. The boy to whom this help was extended graduated from high school at fourteen, finished the Junior College at sixteen; and with the aid of the N. Y. A earned his bachelor's degree from Penn State at eighteen. At nineteen, he received his master's degree from the University of Chicago, but his Ph. D. from the University of California was delayed by the war and by his involvement in naval research. Today he is professor of cryogenics at Penn State, is recognized as an expert in his field and is the author of several books. Without the aid offered by Gilbert McClintock, would this career have been stopped before the boy was sixteen?

Dorothy Dart gave the second scholarship to a young man who was earning every penny of his educational costs. At all times he skimmed in order to further his education, and at one time he wore on his back most of the clothes he possessed. He also has moved ahead in his chosen field and is today vice-president of a national organization of business men. Where would he be but for the help received from Mrs. Dart?

Following the creation of a few scholarships, our second step was to gain possession of our own buildings. In 1937, we were given Chase and Conyngham Halls; (Conyngham was destroyed by fire on December 28, 1968); in 1938, Frederick Weckesser gave Susquehannock Hall, known as

College until he was displaced by the Army Air Corps in 1943. Since the termination of the war in 1945, it has served as a dormitory. In 1941, Allan Kirby gave the home of his parents for use as an art center and library. The needs of the library soon forced out the arts, and by 1968 the enlarged library collection forced the library to move into newly-completed quarters. Kirby Hall is now used by the Department of Modern Languages.

These developments suggest the many small gains that, when ultimately compounded, established the College and started the growth which has recently been designated as our "Forward Thrust."

In thirty-six years, the growth of the College and the economic and social improvements of the community have exceeded the hopes of the original faculty. These gains were attained not by "a great step forward" but by many small steps all directed toward the twin goals of educational and community improvement.

Heath and I discussed the comparative values of public forums or musical programs. All of us acknowledged that the forums would be controversial and perhaps divisive whereas the musical programs would interest only a few persons but would arouse no animosities. Both Mr. McGlintock and Mr. Heath felt that the need for information and thought was greater than the need for beauty. In consequence, a forum series was initiated in the Fall of 1937. One or two of the meetings attracted several hundred persons, but the average attendance was only fifty to sixty.

Open discussions and musical programs were equally foreign to the culture of Wilkes-Barre in 1936, and there was some skepticism and suspicion as to the purposes of the forum. To allay the suspicions of these persons, we invited members of the Legion to attend our forums. Four or five of their members attended with great regularity until they were convinced that nothing sinister was intended.

As I look back upon these programs, I am now surprised at their diversity and character. Anna Louise Strong spoke of Russia's experiment with communism, a member of the F. B. I. discussed problems of security, James McDonald discussed the Near East and the desire of the Zionists to establish a Jewish state in Palestine, and Robert Neville, a foreign correspondent of the Herald-Tribune, spoke of "Spain in Revolution." These topics seemed pertinent in 1937, but in 1972, as I make these notes, their pertinence is even greater. The Near East, Russia's plans for the future, and national security are all problems of contemporary concern. Only

Most of the forums were conducted without incident, but two led to memorable incidents before or after the discussions. In retrospect, I am surprised that Anna Louise Strong created no furor in the community for she was an ardent advocate of the communist cause. Her participation in the forum was suggested by her brother, Howard Strong, then executive secretary of the Wilkes-Barre Chamber of Commerce. With a recommendation from an official of the Chamber of Commerce, I was completely unprepared for her espousal of Russian communism. Her presentation, however, was so undramatic that no antagonism or belligerence was displayed at the meeting. Only after the forum, in the discussion at Mr. Strong's home, did sharp differences of opinion reveal themselves, and it was in these discussions that I was charged with ignorance and blindness. But for these charges, it is unlikely I would remember either Miss Strong or the forum in which she participated.

As the friendly discussion of communism progressed, one of the participants advanced the thesis that as people were conditioned to communism and gained new economic and political opportunities, the need for government would fade away. This, of course, was then one of the favorite arguments used by those who supported theoretical communism. They assumed that education and economic and political equality would reduce the need for government. They also argued that the totalitarianism of the original communist regime would give way to complete freedom when the citizenry was prepared for enlightened, responsible and unselfish action. As the discussion reached this point, I ventured the opinion that no group

another revolution would be required to wrest power from the existing dictators. At this point, an older man in the group turned to me with this pointed remark, "You are very young and inexperienced; you are unable to see the great changes in human nature that will grow from this new economic and political system." Although I then felt very much alone in the group, I responded, "No men who have held power have ever given it up voluntarily. This has been true in the past and I suspect it will be true in the future." And his reply to this was, "You are very young and ignorant. You may learn better in time." Unfortunately, I have not learned better in the succeeding third of a century for I am more than ever convinced that freedom requires a balance of powers within the economic and political structure of the system. We can only enjoy freedom when law and personal conviction are both directed toward the maintenance of justice. Laws and systems must be created to preserve order and to maintain freedom, but the system must always be used for the maintenance of justice. So it is that during the past thirty-five years my differences with the gentleman have not been diminished by age, enlarged experience or increased knowledge.

The second forum that created some furor was Robert Neville's "Spain in Revolution." Representing the conservative Herald-Tribune, I was unprepared for the demands and threats that resulted from Neville's engagement.

No sooner had Neville's participation in the forum been announced than I was visited by a delegation from the Knights of Columbus demanding that I cancel his contract. Being unaccustomed to such procedures,

until the night of the forum was any action taken. Then, as Mr. Neville and I appeared at the Junior College building a few minutes before the scheduled forum, we were confronted by a delegation of some ten to fifteen persons.

Neville had been advised of their protests while we dined together, but it did not seem appropriate to involve him in this local confrontation. He therefore went into my office while I met with the delegation in an outer office. There they proceeded to exert all the pressure that they could, and so long as I endeavored to keep the discussion on an amicable level they increased the pressure. Finally they advised me that they represented sixty-seven per cent of the population of the area and that they would drive me from the community if Neville spoke. At this point, the moderate influence of my Quaker mother was displaced by the anger of my Irish ancestors. In violent and profane words, I advised them that if they drove me out of town I would publicize their actions and reveal their identity and their motives. This sudden change in character led to a quick understanding. They agreed that they would make no further effort to block the meeting. I have always assumed that they could not understand the quiet obstinacy of a Quaker but that they could understand the violent reaction of an angered Irishman.

Although there was no attempt to obstruct the meeting, there was an attempt to divert discussion during the question and answer period. During this period, a priest in their group started a speech which was intended to prove that the Germans and Italians were required to intervene

tempted to suggest that these ancient treaties were apparently more binding upon contemporary governments than were some treaties signed by these same governments. Fortunately, I did not yield to this temptation for a small man suddenly jumped to his feet and shouted, "That isn't a question; it's a speech." For several minutes many of us had reached the same conclusion, but in light of the earlier confrontation I had hesitated to interrupt the declamation. With two persons speaking simultaneously I was forced, as moderator of the meeting, to intervene. At first I used the gavel but still the priest persisted; then I used the gavel and one big foot pounding on the floor; and finally I used the gavel and two big feet on the floor. This combination made so much noise that the priest desisted long enough for me to advise him that we welcomed a question but not a dissertation. He had no question; so the question and answer period was resumed.

As the discussion ended, Mr. Neville left the platform and hastened to the small man who had interrupted by shouting, "That isn't a question; it's a speech." As we left the meeting hall, I asked who the man was. Neville replied that he was an Asturian miner whose relatives had been killed when Franco moved into the Asturias to suppress a strike of miners. ~~Apparently, Franco's techniques were not gentle; he had lined~~ ^{To end the strike, Franco} the strikers up and then shot them down. Needless to say, the little man who had lost his relatives in this massacre was not receptive to any attempt to provide legal justification for Franco's seizure of power or for German and Italian intervention.

although friends reported that I was occasionally charged from the pulpits with sympathy for communism. In consequence of these charges and threats, Eleanor wished me to accept other opportunities for she insisted, "They will ultimately get you." Ironically, it may have been these charges that caused me to stay. I used to reply to Eleanor, "Someone has to make the fight for freedom of expression in this community and so far we have been backed by the outstanding leaders of the community." Thirty-six years later I wonder if such tenacity was justified, but nothing that was done in these years can now be undone. And today freedom of expression is taken for granted in a fashion that was inconceivable in 1936 and 1937. Who knows why this is so?

the College but no mention has been made of conditions that led to their acquisition.

When I arrived at the College, it was operating at a deficit and was offering classes in the building across from the Y. M. C. A. (In passing, it is interesting to note that two colleges started classes in the same building - Bucknell Junior College in 1933 and King's College in 1946.) This building was rented for \$10,000 per year, and reduction of this rent offered a possible means of reducing our operating deficit. After consultation with Gilbert McClintock, it was agreed that he, with Julius Long Stern, another trustee, and I should seek the support of another trustee in requesting a \$2,500 reduction in rent. The suggestion was refused and we were left with but two alternatives - pay the rent and continue to operate at a deficit or seek properties of our own.

What building?

A few weeks after this conference, I met Arnaud Marts at a convention in Atlantic City. When advised of the Board member's refusal to cooperate, he quietly responded, "We cannot accept that type of trusteeship." And it was then and there agreed that we would try to acquire one or more of the empty mansions on South River Street. After consultation with Gilbert McClintock, it was agreed that Arnaud Marts would visit Richard Robinson, the nephew of Mrs. John Conyngham who then owned but did not use the house that for thirty years -- until it was destroyed by fire on the night of December 28, 1968 -- was known as the John N. Conyngham Hall. Mr. Robinson was interested in Dr. Marts' appeal

house, Edward B. Mulligan, a subsequent trustee of the College, must have discussed the need of the College with Admiral Stark. In consequence, Ned Mulligan, Jr. called to ask if the College would be interested in accepting the Chase house which had been left to Admiral and Mrs. Stark upon the death of his sister, Mrs. Fred Chase. So it was that in the Spring of 1937, within a period of fifteen minutes, I received phone calls from Arnaud Marts and Ned Mulligan advising me that both buildings were being given to the College. Within this fifteen-minute period the second step required for establishing the College was taken; We acquired the first properties required by the College. We eliminated our deficit and we provided the base from which future expansion would take place.

In 1938, Fred Weckesser, soon to become vice-chairman of the Board of Trustees, gave us the first Weckesser Hall, now Susquehannock Hall. As has already been indicated, this was used as the residence of the Director of the Junior College from 1938 to 1943; from 1943 to 1944 it served as headquarters for Air Crew assigned to the College for training; thereafter it has served as a dormitory.

The gift of the first Weckesser Hall was followed in 1941 by the gift of Kirby Hall. This was given by Allan Kirby as a memorial to his father and mother. He desired that it be used as an art center because of the interest of his father in establishing an art center on the ground now occupied by the Dorothy Dickson Darte Hall, Center for the Performing Arts. In the 1920s Fred Kirby, Fred Weckesser and Gilbert McClintock

Streets with the expectation that an art museum would be established on it. Although the original plans for the museum collapsed with the economic decline of the region, the Society continued to hold title to the property. It was therefore natural for Allan Kirby to suggest that his father's home be used as an art center. Subsequently, Gilbert McGlintock reorganized the Society for Arts and Sciences so that the site intended for the museum could be turned over to the College. This was done about 1959, and in 1965 and 1967 Dart Hall was completed.

Meanwhile, with the termination of the war in 1945, the increase in enrollment resulting from the return of veterans required a rapid increase in facilities. In rapid sequence we acquired Gies Hall -- since demolished to make way for the new library -- Pickering Hall, Barre Hall, Butler Hall, Ashley Hall, Denison Hall and the former president's house at 146 S. River Street. Of these buildings, Ashley Hall was given by the owners; Pickering and Gies Halls and 146 S. River Street were purchased with funds presented by Mrs. Dart; Barre Hall was acquired with funds donated for that purpose by Andrew Sordani and Reuben Levy. In 1949, the gymnasium was constructed with funds obtained through a special campaign. At about the same time, Andrew Sordani purchased the corner lot at S. Franklin and South Streets on which the library was erected in 1968. But for his vision, the library could never have been constructed on that site and the natural expansion of the campus would have been blocked by the construction of an apartment house.

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miracles so that the College might attain the stature required for genuine service.

We need to register this type of commitment in this campaign.

create and then to develop the College, the demand for better services continually increased the need for enlarged facilities. To provide these facilities, it was necessary to conduct broad-based public appeals at relatively short intervals.

The first campaign for \$30,000 resulted from the gift of Conyngham and Chase Halls. The gift of these buildings gave us needed space but this space was not adapted to college purposes. Their acquisition therefore necessitated our first campaign for funds with which to remodel these homes.

Because Arnaud Marts was head of one of the great fund-raising companies of the nation, it was almost inevitable that we should conduct a broad-based campaign. Members of the Junior College Committee of the Bucknell Board therefore agreed ^{in 1937, but} with some reluctance, to make an appeal for the \$30,000 with which to remodel the newly-acquired mansions to the needs of the College. Fortunately, very few changes were required at Chase Hall, but with Conyngham Hall major changes were required to permit the installation of science laboratories.

Dr. Marts prepared the booklet for this first campaign and entitled it, "A Miracle of Our Day." In this booklet he pointed to the fact that a depressed area, caught in the midst of a world-wide depression, was attempting to help itself by helping its youth. And as I look back upon the spirit of hopelessness and futility that then permeated the people of Wyoming Valley, I marvel at their willingness to try to help themselves

ership of Dr. Marts this miracle would never have occurred. The economic decline would have continued and there would have been no revival of the spirit. This decline would have nurtured further depression of the spirit, and this depression of spirit would have led to further economic decline. Dr. Marts recognized that a resurgence of the spirit was essential to the renaissance of the regional economy.

As has been indicated, this first campaign was successful. It was, however, more successful than is suggested by gifts of more than \$30,000. Its greatest importance was its awakening of the people. It made them aware of the new possibilities that could result from a greater vision and a stronger resolve. *Dr. Marts*

Six years passed before another campaign was undertaken and this time its goal was the creation of an independent four-year College. Prior to the war, Bucknell University had agreed to grant complete independence as soon as the Junior College received sufficient local support to assure its survival as an independent College. To assure this survival, accreditation by the Commonwealth was essential, and \$500,000 in endowment was required to gain State accreditation. To gain this endowment, two campaigns were planned. The first was planned for 1943 with a goal of \$150,000. The second was planned for the year following the war - at that time an unknown date. The first goal of \$150,000 was attained and the major gift in this campaign was made by Mrs. Grace Clift, one of the original Trustees of the College. The second campaign for \$225,000 was conducted in 1946. This campaign went fairly well, but at the last

as though a successful campaign had ended in a small measure of failure.

happily, this portent of failure was wrong. A few days after the last report meeting, Frederick Weckesser called to ask Gilbert McClintock and me to see him. A time was set and Gilbert opened the conference by stating, "I knew you would put us over the top. I am grateful to you." Mr. Weckesser replied, "There are some uncertainties about the College that I would like to clear up." He then asked a number of pointed questions and after a half hour he rose, extended his hand and thanked us. Gilbert and I, of course, extended our hands to say good-bye but suddenly Mr. Weckesser's hand was withdrawn and \$25,000 worth of Woolworth stock was thrown on his desk. I was slow to move but Mr. McClintock picked up the stock almost as soon as it hit the desk. He then repeated his original statement, "I knew you would put us over the top. I thank you."

And, this gift put us over the top by \$8,000.

With the funds given to the College between 1943 and 1947, we attained our ^{essential} first endowment and six additional properties.

Having attained these immediate goals, we hoped for some respite from fund raising. But, no respite was allowed us. In 1947, the Middle States Association of Secondary Schools and Colleges accredited the newly-created Wilkes College with the proviso that we construct a gymnasium which would meet the needs of our physical education program. (Heretofore we had depended upon the facilities of the Y. M. C. A.) To satisfy this requirement and to improve our endowment, we conducted

the gym was completed in 1949.

After the construction of the gymnasium in 1949, we seemed to be in the doldrums for seven or eight years. Perhaps we were consolidating our position but there were times when it seemed we had reached an ultimate plateau. This was an unhappy situation for me as I felt the need for growth was mandatory. Unless we continued to grow, we could not render the services that had kept me in Wilkes-Barre and further planning would be futile. And, to make my own situation more trying, I had recently refused two other college presidencies and had bypassed a third.

In the midst of this critical period, the leadership of Arnaud Marts once again raised our sights and provided a plan for aggressive action. In 1955 he proposed that a special committee of the Board be appointed to prepare plans for our twenty-fifth anniversary in 1958. Gilbert McClintock, then chairman of the Board, acquiesced and a committee composed of Gilbert McClintock, Arnaud Marts, Harold Stark and me was appointed. We held several meetings to consider the future needs of the College and to establish some priority for these needs. It was very easy to list our needs for as a new College operating on a shoestring, in old mansions, our needs were unlimited. To establish priorities was more difficult for all needs were pressing. Mr. Marts, therefore, presented our proposals to the College with the thought that our priorities would be determined by our luck in obtaining support for the various projects that were proposed.

- (2) the acquisition of additional land; (3) an Engineering Building;
- (4) a Classroom Building, including laboratories for the sciences;
- (5) a Library; (6) increased income for faculty salaries and student aid;
- (7) an increased permanent endowment.

The response from members of the Board was fascinating. Some accepted it as a challenge; some were dubious; and two stated very bluntly that the proposals were preposterous. Apparently, these two doubters had no faith in either the future of the region or of the College. Although they had been on the Board for two years, they had not gained the vision that motivated the four of us who made the recommendations.

These two considered the proposals so preposterous that both spoke of resigning from the Board. Before they could act, however, the recommendations of the committee were translated into action and funds for the construction of a science building were given by Walter S. Carpenter, Jr. His fortuitous involvement in our efforts, with its happy and amusing nuances, will be reported in a separate section. His gift did lift us out of the doldrums and initiated a sequence of events which carried the College forward at a lively clip.

Although the recommendations for our twenty-fifth anniversary were presented in 1955, no major campaign for funds was initiated until 1960. In that year we were again forced by the thrust of events, to conduct another campaign. Just after Stark Hall (science) was completed in 1959, J. Muir (Bing) Crosby, executive secretary of the Chamber of Commerce,

chemistry, physics and engineering. Without these programs, they advised him that they could not come to Wilkes-Barre. He wished to know if our new science building would enable us to offer these courses. He also asked if I could visit with their representatives if they should come to the College the following week. As I was planning to attend a conference in Nova Scotia at that time, I asked "Bing" if he could make an appointment for me to meet with their representatives as I passed through Somerville on the following day. He made the appointment. I visited with Dr. Alan Glover, the R.C.A. Vice-President in charge of the Transistor Division. He advised me that without a graduate program they could not attract and train the young engineers and scientists that were essential to their work. As Wilkes-Barre did not offer these graduate programs he remarked, "It looks as though we will locate our new plant in Ohio on an acceptable site that is not too far from a graduate school."

With eighteen per cent unemployment in Luzerne County, with the advice that R.C.A. expected to employ 3,000 people, with the awareness that Bill Sword's program for industrial development was beginning to gain momentum, and in expectation that Admiral Stark, the newly-elected chairman of our Board, would support any commitment that I made in behalf of the community, I then and there promised that Wilkes College would offer the needed programs if they would come to Wilkes-Barre.

Upon reaching Pugwash, Nova Scotia, I wrote to advise key

their support. A few days later, "Bing" Crosby called to advise me that officials of R. C. A. had examined our science facilities and it appeared that they would locate their new plant in the Wilkes-Barre area. With this good news I proceeded to forget R. C. A. and to enjoy the conference. The good news did not last, however, for two weeks later Mr. Crosby called to advise me that the R. C. A. officials were reconsidering their decision but wished to consult with me before changing their plans. In consequence, I requested "Bing" to make an appointment for them to meet with me the day after I returned home. So it was that my vacation began and ended with conferences with representatives of R. C. A.

For three hours we discussed their needs and the ability of the College to satisfy its commitments to them. They also expressed concern about our labor record and advised me that other officials of the company had criticized them for even considering Wilkes-Barre because of its reputation for poor labor relations. *It was insisted* ~~They were advised~~ that if they located in Wilkes-Barre they would constantly be harassed by labor disputes. Fortunately, Bill Sword, who was then head of the Industrial Fund, had asked Dr. Samuel Rosenberg, head of our Department of Commerce and Finance, to form and serve as chairman of a Labor-Management-Citizens Committee. Dr. Rosenberg had formed the committee, had gathered statistics regarding losses caused by strikes and had participated in the settlement of several labor disputes. In our discussion, I therefore asked the R. C. A. officials if they would meet with Dr. Rosenberg after lunch. In the afternoon conference, Dr. Rosenberg

average. At the end of the conference they seemed satisfied, and when they left I was hopeful that their decision would favor Wilkes-Barre. There was, however, to be one more flurry before the final decision was made.

Four weeks after this second conference, Dr. Glover called to advise me that the labor question still troubled some of their officers and that they wished to confer with me once more. An appointment was set and we once again reviewed the labor record and examined the success of the Labor-Management-Citizens Committee. As the meeting ended I asked them to advise me of their decision before publicizing it. This I asked so that our Board might be fully advised of all commitments that I had made for the College.

Fortunately just before this third meeting with representatives of R.C.A., Bill Sword and Dr. Rosenberg had arranged for the Labor-Management-Citizens Committee to have their picture taken for inclusion in an article that was to appear in the New York Times. As we assembled for the picture, I advised the members of the L.M.C.C. of R.C.A.'s continuing concern about our labor record. This started a free discussion of the problem and finally one of the labor leaders suggested that we move to the Board room at the College so that we might give adequate consideration to the concerns of R.C.A. After an hour's discussion, one labor leader suggested that R.C.A. would be offered a six-month interlude before labor would attempt to organize their employees. The six or eight labor leaders

should not open any negotiations with the electrical union that was dominated by communists. As I later reported this limitation to the officials of R. C. A. I thought I detected a ^{sympathetic} ~~warm~~ response in their eyes although no word was said.

Although I had asked the R. C. A. personnel to inform me before a public announcement was made, someone advised me that the story might break in a hurry and that it would be wise for me to advise the Board of the progress made in our negotiations. This was good advice as two days later a police officer stopped me as I left a luncheon at the Hotel Sterling to inform me that the officers of R. C. A. had met with Governor David Lawrence and that the local radio stations had just announced that R. C. A. would come to Wilkes-Barre. So it was that I heard on the street that months of negotiation had ended successfully. That afternoon I received three calls from different officers of R. C. A. advising me of their decision.

When these commitments were made to R. C. A., our total resources including endowment, buildings and equipment were valued at less than \$6,000,000. Within the next five years it cost us \$2,000,000 to meet our commitments, but the challenge enabled us to accelerate our development while meeting our commitments. It was the commitments to R. C. A. that necessitated another campaign for funds in 1960. So it was that the lack of material progress from 1948 to 1958 was ended. Mr. Carpenter's gift of the science building, Stark Hall, enabled us to offer the graduate programs required by R. C. A. and this commitment

To construct this wing we, of course, were required to seek funds with which to satisfy our commitment, but prior to seeking funds for the research center we had, in 1960, requested our friends to assist us in a "Three Phase Campaign which would provide funds (1) to support the new graduate program; (2) an enlarged scholarship program for able students of limited means; and (3) to develop athletic facilities on the land recently purchased from the Glen Alden Coal Company. This land is now the site of our field houses, tennis courts and hockey field.

And, then again in 1962! Why so soon? Not because of zest for campaigns nor because any of us wished to again dip into our own personal funds, but because a new opportunity was offered to us which we deemed too important to bypass.

In early 1962, Jack and Barney Sordoni were entertaining at dinner and among their guests was our present governor, Milton Shapp. After dinner, he and Charles Epstein discussed the community efforts to initiate plans for the economic redevelopment in Wilkes-Barre. In the exchange of ideas, Mr. Shapp remarked that no community could attract modern industry without a research center which could continue the education of their scientific personnel. I do not know how far the discussion went that night, but it went far enough for Charles Epstein to suggest to Jack Sordoni that the two of them should arrange for Mr. Shapp to meet me at breakfast on the following morning. A call was immediately made and the next morning the four of us breakfasted at the Hotel Sterling.

of some food. Mr. Shapp abruptly inquired if I had ever thought of establishing a research center such as had encouraged the development of great technological industries on Route 128 outside of Boston. With a bit of a grin I replied, "I have often thought of it but the folks in this town already consider me a damn fool and I have not wanted them to realize what a big fool I am."

In the conversation that followed, it developed that Mr. Shapp was vice-chairman of the Area Development Administration, a Federal organization responsible for encouraging development in depressed areas. During the next few months we exchanged ideas and I obtained an estimate of costs for the construction of a graduate and research center. Simultaneously, Mr. Shapp explored the possibility of our receiving help from the Area Redevelopment Administration. The upshot of our discussions was that we were assured of \$400,000 in A.R.A. funds if we could raise the rest of the building costs, approximately \$600,000. It was late Spring when we received this commitment from A.R.A. and the Trustees immediately authorized another campaign. Although we ordinarily would have sought time to prepare for a campaign, we deemed it essential to start immediately if we were not to risk the loss of the A.R.A. grant. In consequence, and in the face of some demand for delay, we conducted a hurried campaign during the Summer of 1962 and, simultaneously, we engaged an architect to complete plans for the building.

Thomas Kiley, president of the First National Bank, agreed to serve as chairman of the campaign committee but in the early part of the

of the Board, got off to a limping start. The limp did not last long, however, for Arnaud Marta persuaded Andy Sordoni to give \$50,000. Admiral Stark gave a similar sum. Thereafter, Admiral Stark and I visited Jack Busby, president of the Pennsylvania Power and Light Company, and Amos Gregory and Howard Baldwin of the Kresge Foundation. Both gave substantial sums as did trustees and other friends. By Fall, we had secured enough support to start construction.

The following Spring while construction was in progress, I took a four-month vacation because of a heart attack. So it was that the Research Center was the first of our buildings to be constructed without me constantly hovering over it. I did return to work, however, in time to plan the dedication ceremonies.

The initial dinner meeting of the dedication was addressed by William Lawrence, science editor of the New York Times. The next day we held a luncheon addressed by Governor William Scranton, Jack Busby, of the Pennsylvania Power and Light Company, and our long-time congressman, Daniel J. Flood, who with Senator Paul Douglas had co-sponsored the bill creating A.R.A. It was particularly appropriate that Congressman Flood should play a principal part in a dedication which was made possible by legislation he had initiated. Later in the second day we climaxed the program with a ceremony in the gymnasium. The principal speaker on this program was Frank Graham, chairman of A.R.A., but the speaker who attracted most attention was Mrs. Lyndon B. Johnson. She had long

of our Graduate and Research facility gave her a significant opportunity to gain a first-hand acquaintance with such a project. On Monday of the week set for the dedication Bill Blatt, the executive head of A. R. A. called to ask if we could arrange for her to participate in our dedication. On Tuesday I called to advise him that plans for her participation had been completed, and on Friday morning she arrived at the airport with a plane full of cameramen and newsmen.

Meanwhile, things had gotten a bit hectic. The Secret Service and officials of A. R. A. moved in and took over. Because Eleanor and I were then moving some things from the farm to the city, there were clothes on beds and chairs that had to be disposed of quickly. Eleanor moved them into closets with little care for tidiness and then was shocked to find the police and Secret Service poking into every nook and cranny. She was simultaneously advised what the luncheon would be, who would serve it, and who could be present. At this point she wished to know who was the hostess and whose house we were living in. I could not answer her in an acceptable fashion for the A. R. A. officials had taken over and, as had been indicated, were even advising us who could attend the luncheon. The selected guests were Mrs. Johnson, Mrs. William Scranton, Bill Blatt, Mrs. Liz Carpenter - Mrs. Johnson's press secretary - and our Dean of Women, Mrs. Peg Ahlborn.

Mrs. Scranton was a welcome but unexpected guest. We had

dedication she received a call from the White House asking if she would join Mrs. Johnson. In consequence, Mrs. Scranton called to ask if she could accept the invitation she had recently refused. We were, of course, delighted and arranged to meet her the next day.

To greet Mrs. Johnson, Eleanor and I, with two leaders of the Student Government carrying a beautiful bouquet of Texas roses, met at the airport. The four of us had been cleared with the Secret Service so we were allowed to approach the plane as it landed. At the last moment we were joined by a young woman in a green coat who had received no clearance. As the five of us moved toward the plane, an official from A. R. A. blocked us by stepping in front of the newly-arrived lady in the green coat. He demanded, "Who are you and why are you here?" To which she replied, "I am Mary Scranton." The official put his head in his hands and offered his immediate apologies. In spite of this embarrassment, I suspect he was placed at ease by Mrs. Scranton's response, "Do not feel concerned. I understand. You are doing your job."

After we had greeted Mrs. Johnson, she was whisked away on a tour of manufacturing plants so that she could meet the workers. She arrived at the house earlier than expected. Apparently the crush of people had been so great that she needed to escape from the constant pressures of the crowds.

a sign that read, "Ask no questions. We are already confused." When she left the office the little sign had disappeared. We hope she enjoyed showing it to friends in Washington.

The high point of our dedication was supposed to have been the awarding of our first honorary degree to Walter S. Carpenter, Jr. To us, it was the most significant part of the program, but it became almost an anticlimax. When Mrs. Johnson finished her brief remarks, she left the meeting so that she could be present at a White House reception scheduled for that night. With her went half of our audience, and so it was that we awarded our first honorary degree to Mr. Carpenter with a diminished audience. He sensed what was happening and was a wonderful sport. He later remarked, "Lady Bird stole the show, didn't she?" Thus ended the events that were immediately related to the dedication. Its results, however, were widespread and prolonged. In 1961, a remark made by Milton Shapp regarding the need for a research center led the way for developments that have changed the program of the College and have strongly influenced its long-range effects upon the community.

Although funds had been provided for construction of the Research and Graduate Center, we still were faced with a routing investigation by the General Accounting Office. Because the Area Redevelopment Administration program was designed to create employment for local residents of depressed areas, the investigating mission critically questioned the value of a program that required the employment of outsiders. Of course, Ph.D.s were not then living in the community, and because Ph.D.s were required for graduate

professional personnel was the first step in upgrading industry and in creating jobs. They were critical of our decision but finally accepted it. Developments since 1964 have demonstrated the soundness of our approach for within five years regional employment was increased by some 5,000 persons and the type of work was upgraded. We anticipate that the ultimate effects upon the regional economy will exceed the constructive improvements of the past ~~seven years~~ ^{decade}. It takes time and repeated efforts to create a new economy and a new culture. In this instance as in previous instances, we were forced by earlier success to raise funds in order to grasp a new opportunity.

And then in 1966, the growth of the College again forced us to undertake another campaign. For five years the Kirby Library had been filled to capacity and space for new books was provided by reducing the number of study stations available to students. We were caught in a pincer movement: more books were essential but so were study stations for students. Books are, after all, only useful when used by students. Our concern for the library was further increased by doubt that Kirby Hall could sustain the ever-increasing weight placed upon it by a steadily-growing collection of books. We were also certain that the Middle States Association of Secondary Schools and Colleges would refuse to extend our accreditation unless adequate library facilities were available by 1969. We had no acceptable choice but to try again.

In 1966, we therefore undertook a campaign for \$1,500,000 to

\$1,250,000. It was of course disappointing to end what I assumed would be my last campaign for the College without attaining our goal. Büt, as in the past, our campaign had won new friends for the College and, as usual, we were to receive help that would put us "over the top."

During the summer, Lalor Burdick of the Longwood Foundation called to inquire how much we needed to attain our goal. I advised him that we had come within \$250,000 of our announced goal but that the need to purchase the chosen site had increased our need by about \$160,000. In response, he asked me to give him an estimate of our revised needs.

Immediately upon conclusion of our telephone conversation, I called Walter Carpenter to thank him for exerting his influence in our behalf with the Longwood Foundation. He replied that he had done nothing. To this I responded, "Lalor Burdick has just asked me how much we now need for the library, and he advised me that you have just left his office. Once again, many thanks." A few weeks later we received a check for \$450,000 and immediately obtained bids for construction of the library. Unbelievably, these bids were below our estimates and, in consequence, gifts and grants exceeded our need by about \$400,000.

One year after completion of the library, I advised Walter Carpenter that gifts and grants had exceeded the cost of the building by the amount of his gift. With a twinkle in his eye he remarked, "Well then, I guess you can return the money I gave the College." "That was what I feared," I responded. Whereupon he asked how we would wish

need support for the library," he replied, "and I suggest you use it as an endowment for the library." Needless to say, this was done and we continue to benefit from the income of this endowment. Once again this friend, who had been born and raised in Wilkes-Barre, gave us critically-needed support. And, as on previous occasions, he made his gift quietly and inconspicuously.

When the Longwood check for \$450,000 reached me, I thought I received it quietly and circumspectly but apparently my impression was wrong for Dr. Micholini suddenly burst into my office to find out what was wrong. Apparently I had let out a whoop which reverberated even in his distant office. At any rate, two weeks later I found that I was standing straighter and moving more freely. Without realizing it, the failure to attain our goal had borne heavily on me. When we were assured of success, the sense of depression naturally was replaced by gratitude for the gifts *received* *from* of some fourteen hundred friends who, by large and small gifts, had enabled us to construct a building that was essential to our continued accreditation.

With this building completed, I announced my retirement for 1979 and assumed that my last major campaign was completed. Unfortunately, this was not to be for a disastrous fire destroyed Conyngham Hall on December 28, 1968, and with it went any expectation that my last year in the presidency would include no major campaign. This ~~dream~~ *expectation* disappeared with the fire, for I was convinced that we must replace Conyngham Hall with new and enlarged facilities if we were to retain three recently-adopted

"environmental science" and in 1967 the Faculty and Board had approved programs in "electronics and materials engineering." When these programs were adopted, we knew that new facilities would ultimately be required, but we concluded that another campaign would be impractical before 1972 or 1973.

Rather than risk the loss of these newly-adopted programs, I wrote to the Trustees on December 30, 1968, recommending one more campaign. This recommendation was made with mixed feelings for as I entered my final years in the presidency, at the age of seventy, I had no relish for another campaign. I was, however, most anxious to pass on to my successor a College that was in a position to maintain the progress that had characterized the ^{it} College during the 1960s. In response to my appeal, the Trustees agreed to undertake the largest campaign thus far attempted. In 1969, we therefore conducted a campaign for \$3,000,000, and because it followed ten years of vigorous growth, we adopted the campaign theme "To Maintain the Forward Thrust."

When the Board authorized the campaign, the site had not yet been determined, and we knew that our choice of adequate sites was limited. After hearing the internationally known architect, Edward Durell Stone, describe the advantages of quadrangular buildings, Francis Michelini suggested that by demolishing the old homes in front of Stark Hall it would be possible to gain the advantages described by Mr. Stone on land already owned by the College. In consequence, Drs. Michelini and Roselle began to plan for a very substantial enlargement of Stark Hall.

would be able to obtain a Federal grant with its attached restrictions and requirements, I advised them to plan the best and most complete building of which they could conceive. They did an outstanding job and, in cooperation with the concerned departmental faculties, they developed plans that are adapted to modern needs and should adequately meet the particular needs of the College for several decades. Meanwhile, although we anticipated no public support, we started negotiations with the State officials and, after twelve months of negotiation, we were granted \$241,000 of Educational Defense funds. This grant made us eligible for an Appalachia grant and within another six months we were assured of an Appalachia grant of \$500,000. These grants gave us a great boost, but they required close adherence to our original plans and specified that construction should start by December, 1971. These requirements put us in a straightjacket of our own creation. We had to proceed with the original plans, regardless of cost, or lose Federal grants amounting to \$741,000.

We initiated our official campaign in the late Summer of 1969 and terminated it in the Spring of 1970. We did not attain the goal of \$3,000,000 which we sought during the campaign, but in the Summer of 1971 we did approximate this objective. Meanwhile, firm bids totaling \$5,860,000 were received in the Spring of 1971, and we were faced with the need to borrow money or to abandon all of the plans and programs developed over a three-year period. As heretofore we had never started the construction of academic buildings prior to the acquisition of essential funds, and as the future of higher education, at this critical time, was in a state of flux and uncertainty, we

create obligations that would restrict the freedom of ^{the new} future administration.
~~If we failed~~
~~By failing~~ to act immediately we would lose the Federal grants and would be compelled to abandon newly-adopted programs which were designed to meet the demands of our changing technological economy. Neither choice was entirely desirable but a choice had to be made. The newly-elected president, Dr. Michelini, recommended that we proceed, and the Board supported his recommendations. As the person who bore and had borne the major responsibility for raising funds, I expressed greater doubts than others regarding the advisability of borrowing funds for construction of an academic building. Possibly more than others, I was aware that we had lost most of our old supporters without yet winning new supporters of equal commitment and ability. And long experience had convinced me that it was generally an unsound practice for a non-profit institution to borrow money for the construction of academic facilities. As we proceed with construction, I hope that good fortune may accompany this work as it has accompanied all previous efforts. From thirty-five years of experience, I am convinced, however, that good fortune depends upon the commitment and dedication of those who are responsible for the future of the College. A new administrative team and a changing Board of Trustees have made a critical decision. The results of this decision will depend upon their commitment, for outsiders are hardly likely to support plans that are not fully sustained by those who formulate and administer them.

As I finish this account of the major campaigns we have conducted in the past thirty-five years and then consider the annual scholarship

resulted from these campaigns, the College has grown because of the support given by friends, but I am now very much aware that these campaigns were never a pleasure to me. They were accepted and welcomed only because they provided the means for serving our students and community. When I finally make a retirement stick, the greatest pleasure will come from the fact that I will no longer beg - even for a very worthy cause.

Each major campaign has been a milestone in our development, but our most rewarding gifts were received between campaigns. In a sense, they were a by-product of the campaigns for it was through constant campaigning that we sold our hopes for the College and won support for our aspirations.

BETWEEN CAMPAIGNS

Although campaigns are conducted for the primary purpose of gaining the private support upon which the independent colleges of our country must depend, they serve a more enduring purpose. They force the college officers to critically examine their objectives, to formulate long-range plans and to establish immediate priorities. They enable the College, once these things have been determined, to tell their story to all who may be interested. If this is well done, new friends are won and the support that is offered between campaigns frequently exceeds the support gained during campaigns. This has been our experience at Wilkes. Our largest gifts have not been made during campaigns, but they have been made to support specific projects that were formulated in long-range plans and publicized during the recurring campaigns conducted by the College.

Following World War II the Trustees became greatly concerned by the inadequacy of faculty salaries that could be paid by the College. This concern reflected itself in our efforts to establish a reasonably significant endowment and the inclusion in our long-range plans of proposals for an ever increasing endowment. To meet the immediate needs of the faculty, Arnaud Marts suggested that we create a fund that would be depleted over a period of years by appropriations to faculty salaries. I do not remember that others made contributions to the fund, but Dorothy Darto quietly presented us with \$185,000 to be used for this purpose. Some portion of the principal was placed in the annual budget for salaries

of the faculty by providing an endowment of \$ 285,000 for a chair of English to bear the names of her parents Allan Hamilton Dickson and Kate Pettibone Dickson. It was understood that the professor appointed to the chair would have a record of literary achievements which would encourage others to engage in creative writing. Unfortunately we have not yet attained the services of a productive writer and in consequence, the income has been used to encourage younger members of the English department to cultivate their literary interests and to extend and broaden their education.

Our first major building came to the College between campaigns and in the midst of prolonged doldrums. As has been previously stated, Arnaud Marts in recommending a program of development for our Twenty-fifth Anniversary, noted our need for a new science building. In consequence of this recommendation, Admiral Stark wrote to his boyhood friend, Walter S. Carpenter, Jr., advising him of our plans and needs. It was a modest letter and seemed to me unlikely to arouse Mr. Carpenter's interest. It did arouse his interest, however, and gained the friendship and support of a man whose encouragement and ^{generosity} ~~support~~ have enabled the College to enlarge its facilities and improve its services.

A week or so after Admiral Stark wrote, I received a call from Mr. Carpenter asking if I could see him the following Saturday. I was not only able to see him, but was eager to do so. When Saturday came, the weather was not good, and at 7:30 a.m., Mr. Carpenter called to

trip, as a severe hail storm was predicted for midday. In this one instance the weatherman was right, for on the dot at twelve noon, hail stones the size of golf balls pounded on our roofs in Wilkes-Barre. At that moment it seemed that the weather had terminated a relationship that had been created by the friendship of two men who had grown up in Wilkes-Barre.

The relationship was not terminated, however; it was merely delayed. Two weeks later, Mr. Carpenter called to say that he had a few free hours and to ask if I could see him that night or the following morning. Of course, I was very available, and that evening I met for the first time the man who was to play such a vital part in the growth of the College. We had dinner at the Westmoreland Club and visited for over three hours, discussing plans and prospects for the College, while touching upon many topics that were completely unrelated to the College. For me, it was a most enjoyable visit and when we parted, it was agreed that he would meet Gilbert McClintock at the house at nine the next morning.

The next morning we discussed the past growth and future prospects of the College. ^{Mr. Carpenter} He advised us that he was there because Admiral Stark had ordered him to be there. To which comment I replied, "Thank God you credit Harold Stark with that authority." He indicated no particular interests, except to ask where we would hope to construct

near of the recently acquired buildings on South River Street and pointed to three garages which we had remodeled ^{for} to use as classrooms. With that, he left and I feared that the site of the garages in the backyards of ^{five} ~~four~~ old houses - then used as dormitories - would hardly appeal to him as a promising site for a science building.

Again, several weeks went by without word, and then at noon my secretary managed to reach me to advise that Mr. Carpenter had called three times and requested that I call him at 2:30 p.m. In light of the events of the afternoon it was ironic that I had spent the morning appealing to small business concerns for gifts to the Community Chest - the predecessor of the United Funds - for gifts which ranged from \$15.00 to \$50.00.

After luncheon I stopped at Gilbert McClintock's office, as was frequently my practice, to discuss affairs of the College and to advise him of the call I was to make at 2:30 p.m. About 2:10 p.m. I started to leave so that the call could be made promptly, but he insisted that the call be made from his office. At 2:27 p.m. I put through the call and immediately received from Mr. Carpenter the blunt question "How did you arrive at your estimated cost of \$300,000 for a science building?" After a short moment that seemed interminable, I ^{replied} ~~reported~~ that this figure had been suggested by our architect and that I assumed he had reached the figure by ^{multiplying} ~~guessing~~ the number of square feet we

square foot of an engineering building recently completed at Bucknell. "That figure," he replied, "is inadequate. I will send you a check for \$900,000 within two weeks." With this news I began to babble, "Boy! Oh Boy, Oh Boy that's wonderful" which I assume is no proper way to express your thanks for such a gift, but I am sure it conveyed to Mr. Carpenter my sense of gratitude.

As I babbled, Gilbert McClintock tried to ask me what it was all about. Of course, I could not reply, as the conversation with Mr. Carpenter continued for several minutes. Finally, Gilbert placed a paper and pencil ^{before me} with the question "How much?" I wrote \$900,000. He shook his head. I nodded my head, and he took off to the next office to advise his law partner, Jim Harris, who was ^{also} a member of the College Board, of this gift. He did not even give me a chance to advise him that Mr. Carpenter requested that the source of the gift should not be announced publicly, but should be confined to Trustees of the College.

That evening as I prepared for bed, it suddenly occurred to me that no man ever gave that much so nonchalantly. Naturally the thought caused a bit of unease, but I went to sleep with the thought, "You have already stayed too long in Wilkes-Barre. If you have made a mistake in reporting, it will be time to leave."

Two weeks later when Gilbert McClintock called to advise me that he had received a check for \$900,000 I advised him of my bed-time trepidations. His response was, "And after that promise, you sure would have needed to leave town."

plans and was, therefore, able to give a firm estimate. Mr. Carpenter asked how we were coming along with our plans. I advised him that he had been right; the building would cost substantially more than originally believed; and we were trying to eliminate certain portions of the building in order to complete it with the sum that he had given us. He responded, "I don't ^{think} ~~believe~~ you should cut back on your plans. Let me know how much you will need to complete the building as you originally conceived it. I think I may be able to persuade a few friends to help." ^{us.}

*Carpenter
Hall?
Do we have?*

Following this conversation, I conferred with the architect and he gave me a new estimate of about \$1,024,408. This figure I reported to Mr. Carpenter and he raised several questions which I could answer only after consultation with the architect. But, while I was getting the answers, a check for \$124,408 - or whatever odd amount was required to meet the final cost of the building - was received. So it was that his generosity enabled us to complete the building that had been planned because of this same generosity.

A second major building, the Dorothy Dickson Darte Center for the Performing Arts also was given to us between campaigns. Several years before we started our campaign for the Graduate and Research Center, Mrs. Darte discussed the possibility of constructing a drama center on the site given to us about 1950 by the Wyoming Valley Society for Arts and Science. After consultation with the architect, we concluded that a theater seating five hundred could be constructed for about \$500,000. In consequence, Mrs. Darte quietly gave \$500,000 in stocks with the

and to start construction, but delay was recommended by mining engineers so that we could determine what effect the flooding of the mines would have on the foundations. This need arose from the Port Griffith disaster of 1959. In that year the river, during the flood season, broke through a mine which had penetrated the area below the river. The mine ^{owners} had not observed the precautions that are required to prevent such disasters. Twelve miners were killed and mining in the upper Wyoming Valley came to an end. With the river pouring into the Port Griffith mine, all mines in the Upper Valley were flooded. For several years, the mine waters pushed their way down the Valley and other mines were closed as the water ^{from the flooded mines} ~~filled the mines.~~ *stopped all mining in the upper Valley.*

Ordinarily, the flooding of the mines would seem to have no possible connection with the construction of an Art Center. We were advised, however, that as the waters rose in the mines they might create an unstable condition in the 93 feet of alluvial gravel which covered the rock on the selected site. Shifting of this gravel would impair the foundations of the building. Because of this warning, we waited four or five years while the water in the mines rose some 1,500 feet - a rise that is unimaginable to any one unfamiliar with deep mining. Meanwhile, the architect advised us that inflation had increased the cost to \$750,000. This was ~~very~~ embarrassing, but when Mrs. Darte was advised of this

test, and the Farleys considered all possible types of staging and visited several recently constructed college centers. At Harvard we saw the beautiful Loeb Theater but were advised by a recent graduate who had been active with their players, that the technical equipment was so complex that it had caused one group of students to establish an off-campus theater which could operate without the limitation imposed by technical supervisors. After visiting the Loeb Theater, we stopped at Amherst and were shown their lovely theater which had a minimum of technical equipment. Our next visit was at Dartmouth where the Hopkins Center was then under construction. This beautiful building contained two theaters, but it was the smaller theater that attracted our attention. It contained, however, all of the technical lighting equipment which had alienated some of the Harvard students. As we left, I advised Al Groh and Jim Lacy to complete their plans, but to omit the complex lighting control system we had observed at Harvard and Dartmouth.

In late 1963, just as we completed construction of the Research and Graduate Center, plans for the Center for Performing Arts were completed and bids were received. Again I was embarrassed, for the bids were in excess of \$980,000. Mrs. Dart accepted this figure, and again added to the original sum that she had given about 1960.

Not until construction was well under way did I discover that Al Groh and Jim Lacy had ignored my admonition to avoid the installation

cost of \$196,000. With this knowledge I growled to Al Groh that he should never ask for technical lighting experts. "We cannot afford them and the theater is for students." After the theater was in operation, Al, on two occasions, asked for technical help and on each occasion he was reminded of my earlier admonition. Happily, the students soon mastered the intricacies of the lighting system and the performances have benefited immeasurably from it. I frequently advise Al Groh that he is fortunate to have students who can handle this technical equipment better than he can.

In the early stage of planning, our Dean of Women, Mrs. Gertrude Doane, asked her brother, Leigh Allen, if he would take care of the decor. He advised her that he could not accept another client at that time, but she, having learned some of the techniques of begging required of the administration of an independent college replied, "I am not asking you to accept a client, I am asking you to give your services." He did and, in consequence, we have the linen tapestries made in Germany in accordance with his specifications; the unusual design on the walls of the theater, the matching curtain for the proscenium arch, the carpeting made to meet his specifications, and the Swedish glass used in the lighting fixtures. His contributions turned an attractive building into a lovely building.

Prior to the construction of the Center for the Performing Arts, Mrs. Dart and Miss Annette Evans had often discussed with me the possibility of constructing a building that would house all of the arts. Both women had been interested in the arts for many years, and both

aside for such a building, provided it had not been completed during her lifetime. Once again, Mrs. Darté advised me to have the architect complete plans for such a building. The plans that were completed in 1965 provided for an extension of the theater which includes facilities for the music department. This addition created no problem as the theater had been designed in expectation that the art building would be attached to it. In the final plans for this addition, provision was made only for the music department. Between 1955 when the discussions first began, and 1965 when the plans were drawn, both the art and music departments had grown so much that it was impossible to accommodate both on the site of the Center for the Performing Arts.

Unhappily, Mrs. Darté did not live to see the music building completed. In 1969, she died after a fall that broke her hip and, with her death, we lost a friend who, with a handful of others, had turned a dream for the College into an emerging reality.

An idea is like a seed. It takes shape; it lies dormant in the midst of an inhospitable environment; it germinates and grows when the climate becomes favorable. With a seed, the climate depends upon temperature and moisture; with an idea, the climate depends upon the needs of people, their economic condition and their readiness to accept and support an idea.

Proposals for the initiation of medical education in Northeastern Pennsylvania were first heard in the mid-nineteen fifties when neither the economy nor the population could support a medical program. In 1972, with a more favorable climate, the long dormant idea ^{has} ~~may~~ become a reality.

In the 1950s, a group of physicians from Nanticoke discussed the possibility of establishing a two-year medical school and, after several years of discussion, they requested me to meet with them. I did so and we then reviewed the problems and the possibilities. We had not gone far with this review before it became evident that the problems were many and the possibilities scant. At that time, unemployment in Wyoming Valley approximated eighteen per cent, people were moving from the area in quest of work, money was not available, and the aspirations of those who remained were inhibited by a sense of futility.

Andrew Sordoni, one of the few men possessing the vision and the means to undertake a major task, became interested because the

Board, Mr. Sordoni wished to explore all possibilities and, in consequence, he wished to know how much it would cost to build a hospital and medical school on the site now occupied by the Dorothy Dickson Darte Hall. When I advised him that \$10,000,000 would be required to construct a minimum facility, he concluded that this was too much to undertake. In consequence, the Wyoming Valley Hospital was modernized and enlarged on its Dana Street site.

Although I considered the idea totally impractical at that time, I did not forget it. In consequence, when, a couple of years later, I received an invitation to attend the dedication of Dartmouth's new medical building, I accepted it. Because Dartmouth offered only the first years of a medical program, it occurred to me that a two-year medical school might be possible if supported jointly by Wilkes and one of the medical schools. At any rate, on the basis of a hunch, I attended the conference and left it with some hope and substantial doubt.

In spite of my doubts, I did discuss the possibility of establishing a two-year medical center in Wilkes-Barre with Gaylord Harnwell, then president of the University of Pennsylvania. To my surprise, he showed enough interest to introduce me to Dr. Isadore Ravdin, the head of Penn's medical school. Again I was surprised by a show of interest from Dr. Ravdin. These exploratory discussions ended, however, when the Hershey Foundation gave Pennsylvania State University some \$55,000,000 to erect a hospital and medical school at Hershey. As the medical schools of the

another two-year medical school was dropped.

In 1967 and 1970, the idea was rejuvenated once again. In 1967, when I became Chairman of the Board of the Wyoming Valley Hospital, the administrator, Ben Badman, asked me to join with him in developing long-range plans for the development of the Hospital, similar to plans we had periodically developed at Wilkes.

It was apparent that the value of the proposal would depend upon the character of the Planning Committee. Mr. Badman, therefore, suggested that Max Rosenn be asked to serve as chairman, and Max's assumption of this task opened new possibilities for medical service to the Hospital and to the Community.

The Planning Committee, after months of exploration, developed a plan for expansion that could be effected in three stages. While the Staff and Board were considering these plans and were exploring the possibilities of financing them, Mr. Rosenn was appointed Secretary of Public Welfare by Governor Scranton. He retained this position for about a year and then returned to Wilkes-Barre to resume his activity in the law firm of which he was then the senior partner.

Because of his experience as Secretary of Public Welfare, he was fully aware of the state's plans for improved medical care. Among these was a plan to establish an outpatient treatment center at the Retreat State Hospital. As Retreat is poorly located for outpatient treatment, it was suggested by Mr. Rosenn that the Wyoming Valley Hospital abandon

center that would ultimately provide accommodations for a comprehensive medical complex.

Such a plan, of course, depended upon the cooperation of the regional hospitals and, in consequence, discussions were conducted with individuals connected with these hospitals. After receiving expressions of interest from these individuals, two meetings were held in Weckesser Hall to discuss the pros and cons of the proposal. Naturally, there was some reluctance on the part of hospital Staffs and Boards to sacrifice any measure of their independence. This reluctance was anticipated; and it was recognized that unless members of the various hospital Boards and Staffs were convinced that these plans would ultimately improve medical care for the people of Northeastern Pennsylvania, their support of the medical complex could not be expected.

The Staff and Board of the Wyoming Valley Hospital early committed themselves to support of the proposed medical complex, even though, in so doing, they knew they were binding themselves to terminate the hospital of which they were a part. They made this commitment unanimously but with some doubt and considerable concern. Although they did not relish the idea of closing their own hospital, they were willing to support the medical complex because of their conviction that a major complex would permit the development of health resources far beyond those that could be offered by any number of independent hospitals. Fortunately, the Boards and Staffs of several other hospitals lent some measure of

years of the complex.

Fortunately, State officials looked upon the plan as a possible prototype for the future delivery of medical care in the Commonwealth. They gave their wholehearted support to the acquisition of the 400-acre site purchased for this purpose by the Greater Wilkes-Barre Chamber of Commerce. This site, bounded by Routes 81 and 315, is within five minutes of the Turnpike exit and is almost adjacent to the Veterans Hospital. Because of the major roads that lead to it, it can be reached by automobile within an hour by approximately one million persons living within a sixty-mile radius.

After plans had been considered and commitments of support had been received from individuals associated with local hospitals and from State officials, a series of meetings were called in the Spring of 1969. These meetings were designed to present the plan and to encourage discussion. The first meetings were held in Weckesser Hall because the College offered a fairly neutral site.

Following the suggestions of Max Rosenn, an architectural sketch of the proposed health complex was prepared and a statement was formulated which reported the step-by-step evolution of the idea. These were presented to representatives of all local hospitals at a meeting held on May 14, 1969. On June 10, another informal meeting was held and Edgar Lashford, executive vice-president of the Greater Wilkes-Barre Chamber

diately called a meeting for June 25 to consider proposals for a permanent organization which would assume responsibility for further planning and for implementation of the plans. Several meetings were held in quick succession. The organization was named "The Wilkes-Barre Area Health and Planning Council, Inc." and two regional surveys were authorized to evaluate the adequacy of existing health services and of foreseeable needs. The first study was completed in 1970, and it is anticipated the second survey will be reported by February 1972.

While all of these ideas were taking shape, Dr. Fred Stone of the National Institute of General Medical Services called to ask if Wilkes would be interested in holding a seminar with other colleges to consider the possibility of adapting programs which would train researchers and technicians who would complement the work of the practicing physician. We were very much interested, and in the Spring of 1969 such a seminar was arranged by the N.I.G.M.S. The colleges represented were Swarthmore, Haverford, Dickinson, Franklin and Marshall, Albright and Bucknell. Because of his great interest in the area of medical care, the final address of the conference was given by Congressman Daniel J. Flood, then Chairman of the Subcommittee on Labor, Health, Education and Welfare. Speaking from this background of experience, he, of course, gave particular attention to Federal involvement in planning for and financing of major health programs.

In the Winter of 1969 and 1970, while visiting several foundations, I discussed the possibility of a five-year program in Biomedical Science which could shorten the time required to satisfy the educational require-

without significantly increasing their facilities or their staffs. In brief, Wilkes College proposed a five-year program in Biomedical Science which would prepare students for admission to the third year of cooperating medical schools. This five-year program would also prepare persons for medical research and for participation in existing and in newly-developing areas of health care. The practicability of this program depended, of course, upon its acceptance by at least one medical school. I felt, however, that within a few years, acceptance of some such program would be forced by the shortage of doctors, by the mounting costs of medical education and by the need for extending the period of medical training into residencies that required a minimum of three years.

Fortunately, and by sheer coincidence, Dr. Ralph Rozelle, Director of the Wilkes Graduate Program, while seated at a dinner next to Dr. Wilbur Oaks, head of the Department of Internal Medicine at Hahnemann Medical College, ^{got} entered into a general conversation which led Dr. Rozelle to mention our proposed biomedical program. He immediately discovered that the staff at Hahnemann was considering a program in family medicine that had ^{similar} ~~identical~~ objectives and which required the cooperation of an undergraduate institution. In consequence of this identity of interests, Hahnemann and Wilkes have developed plans for a cooperative program in which the first two years will be offered at Wilkes, the next two years at Hahnemann and the final two years of the Hahnemann program would be offered in Wilkes-Barre in cooperation with Wilkes College and the local hospitals. During the Summer of 1971, Drs. Rozelle and

Their proposals were favorably received by these officials for, as Dr. Kenneth Endicott, Director of the Bureau of Health Manpower Education remarked, "The program is innovative and is designed to attain objectives that have been established by the Federal government."

So, once again, the translating of another dream into a solid program has become a reality.

Unfortunately, there was for a time a possibility that the Wilkes-Hahnemann program in medical education would be blocked by the violent opposition of a small group of local physicians. For varied reasons - mostly irrational - they opposed a program that had been recognized as desirable by federal officials. Their opposition was so violent as to jeopardize for several months a great opportunity for the upgrading of medical and health services in Northeastern Pennsylvania. Happily, their opposition was overcome as the character of the Wilkes-Hahnemann Program was defined.

What happened
to it?

Although a few large gifts have made possible the development of Wilkes, many small gifts have also played a great part in our plans. Three small gifts have given especial inspiration and encouragement to me.

During our 1970-1971 campaign, the smallest gift was a single dollar. When I received it, my mind flashed back two decades to a student who was then trying too hard and who was defeating himself by his quest for perfection. By his blind drive for the unattainable, he broke himself and was permanently hospitalized. Twenty years later, the smallest gift came from this man. It must have been inspired by some memory of his two years at the College. Somehow his teachers had created a spark of light which continued to glimmer after years of discouragement.

The second small gift that meant much to me came from a woman who had cared for my offices in Chase Hall from 1938 to 1960. In March of 1971, I received a phone call at my home. It began abruptly and without introduction.

"Docto' Faaley, I read in de paper yo'a havin' a campaign for money to rebuild Con-in-ham Hall. I want to give yo' five dolla's."

"Zezzie," I replied, "that is wonderful of you to offer help, but I am afraid you should not give that much. You need all you have."

"Docto' Faaley, yo'know yo' can always do whaat you wanna do, an' I wanna help."

... have missed seeing you since our Christmas calls stopped with Mrs. Farley's death.

"Docto' Faalay, yo' come to see me when yo' can. I'll mail yo' five dolla's tomorrow."

Two days later a five dollar bill arrived with a letter from Zessie. The letter and the bill were slipped under my blotter as a reminder of true generosity. One year later another letter and another five dollar bill were received. Again, both the bill and the letter were saved. Today both bills and both letters are framed and hang in my office to remind me of a generous and dedicated friend who still remembers Wilkes as she lives alone on the meager check received from Social Security. Her words, "Docto' Faalay, yo' know yo' can always do what yo' wan'a do, an' I wan'a help," will always give me a spiritual lift.

Although her two bills are framed, the College has received two substitutes which will serve Zessie's purpose as fully as would the bills she mailed to us. Her two bills are serving a better purpose. They provide hope and inspiration.

A third gift that I will always remember, came from an alumnus who had been injured in World War II, had suffered for years with arthritis, had continued his work and activities with the support of a cane, had been hit by a reckless driver, and was having his hip joints replaced with artificial joints.

In 1971 when he wrote to advise me of his latest difficulties, I assumed that his annual gift of \$50 could not be forthcoming, but as I read the letter I

THIS LETTER I KNOW IS LONG OVERDUE BUT WHEN YOU READ IT I KNOW
you will understand. At the Alumni meeting held here, Dolores and I had hoped so much to see you but at the time you were ill.

"First, let me wish you a 'Happy New Year' and many good years ahead of you.

"This summer, July to be exact, I had an artificial left hip put in. It was my 13th major operation in some ten years. Most of this is caused by the Arthritis but I was hit by a car two years ago this March 13th, and that really started the troubles. I must undergo three more operations due to the accident. A new right hip will be done in June, then my right knee and last my right hand, if I get through it all.

"It has not been easy for my nice family for the last 15 years but I hope things will be brighter before 1971 is over.

"At the present, I am still teaching here at North Plainfield High School. I am looking for some good students to enter Wilkes and shall try to get at least one.

"The enclosed \$50.00 gift I shall more than double if all goes well for me a year from now.

"If time prevails for you, do drop us a line. We would both love to hear from you."

If this alumnus has received from the College a fraction of the courage and inspiration that he has given, we have served better than we have dared to hope.

every college needs a new president with new ideas every seven years.

After thirty-six years at Wilkes, I hope that they are wrong -- or at least I hope they were wrong prior to the 1970s. During my last three years in the presidency, when all colleges were constantly faced with threats of violence, I often wondered why anyone wanted to be a college president and whether anyone could last for seven years. It now remains to be seen whether these new presidents, if they last for seven years, will hold to their pronouncements when their tenure of seven years is completed. Their opinions are hardly substantiated by past experience. Many of our great institutions have gained stature under the leadership of men who have committed themselves for the long pull. By way of contrast, one successful college president observed that ten years were needed to firmly establish the character of an institution.

During the late 1960s, violence, student unrest, arson, Vietnam, Kent State, S.D.S., the Weathermen, idealism, anarchism, permissiveness, impatience, disillusionment and doubt created a brew that was as dangerous as T. N. T. Under these circumstances, it was circumspect for the untried president to prepare for early retirement. As we enter the '70s, the explosiveness of the late '60s has been followed by a reduction in violence which results from an increase in patience, more understanding and some moderation of student demands. There is another possible explanation, however, that may explain this relative quiet. So much has been granted that there is little left to demand. A more hopeful alternative

Following the violent protests against the invasion of Cambodia and reaction to the tragic events at Kent State, violence did diminish. Some unexplained sequence of events has moderated the expectations of students and of young faculty members and has reduced their violence and their extremism. Although many experts in education will attempt to explain this abrupt change in attitude and action, none can be sure of the mix of events that caused this change. Some may insist that the announcement that our forces would be withdrawn from Vietnam led to some relaxation. Others suggest that the expectations of reform became more realistic or that students were given so many privileges that, for the moment, their appetite for change was satiated. A few have concluded that the unemployment and economic recession have exerted a sobering influence. Some violent activists have recognized that violence begets both violence and repression, and in consequence of this recognition they have opted for slower and more peaceful measures of reform. Some of the most violent activists have been driven underground.

Each of these influences has had its effect upon the mood of young people, and for the year 1971-1972 the college scene is relatively quiet. Demands for change do persist and some of these demands are rational and desirable whereas others are irrational and potentially destructive. The problem now confronting men and women responsible for the maintenance and governance of our colleges is to distinguish the demands that are rational from those which could destroy the integrity and character

proposals and demands so that they may determine the probable effect of each demand upon the character of their own institution. Unless governing bodies are prepared to define and support the established character of their college, they have no basis for intelligent evaluation of student and faculty demands. Having once determined the desired character of their college, they must then clearly define the responsibilities of each segment of the institution. Failing to make these decisions and to act upon them, the unity and integrity essential to the maintenance of institutional character will disappear; and with this disappearance the reason for the existence of many institutions will also disappear.

There should be no need to make this statement, but it is merited by the recent failure of Boards, Administrative Officers, faculties and students, to accept their own particular responsibilities and to acknowledge their own limitations. In recent years, faculties have frequently assumed that they were capable of governing their institutions. If this were true, as it was in the Middle Ages, faculties should be prepared to accept salaries and working conditions that compare with those of the earlier period. Students seeking immediate change must be reminded that individuals and societies have created colleges so that the critically constructive capacities of young minds may be nurtured as they wrestle with new ideas and discover new truths. The capacity to handle ideas and to make decisions requires experience and maturity. Societies have not created institutions to be governed by the transient students for whom they have been created.

responsibilities and be prepared to defend a rational position. Possibly the power and responsibilities of Trustees should have been questioned and defined a quarter of a century ago. Had the vital questions of Board responsibility been considered adequately in the 1950s, their powers and responsibilities might not have been challenged and their positions weakened in the 1960s. Without previous preparation, many Boards were too quick to acquiesce to ill-considered demands, and their institutions were weakened by too-ready acquiescence. By uncertainty and irresolution, trustees and administrators have weakened their own position. To restore the working balance that is essential to the maintenance of viable institutions, Trustees must carefully consider and reclarify their responsibilities.

During the last three years of the 1960s, when constantly faced with threats of violence from outside organizers, isolated faculty members, and a handful of students, I often wondered why anyone would wish to become the president of a college. And I suspected that few would survive the contemporary stresses and strains of the job. At that time and under then-existing conditions, the seven years recommended as a reasonable period of tenure by several prominent college presidents seemed longer than my own tenure of thirty-four years. Fortunately, there are always hardy or foolish souls who gladly accept a college presidency. Some of these new presidents have gained control of their constituencies, but others have resigned within one, two or three years.

years at wakes -- five times the time allotted to contemporary presidents. And, as I look back over these years, I find myself asking, "Why? What? and How?" When these questions are asked in 1972, I find no reasonable answers; but unanswerable though they are, they do keep returning to puzzle me.

As I ruminate upon these questions, I recognize the ridiculousness of asking them, and yet by asking them I gain some new perspective and some better understanding of my own motives. Continuing consideration of these questions brings into focus the sharp contrasts between the accepted values of 1936 and of 1972. During these thirty-six years the individual, the community, and the world have all changed; past errors have been compounded and old fears and animosities have been perpetuated. And, in a period of instant communication, these have combined to create the fears and neuroses that now haunt mankind. But, in spite of mounting tensions, we must recognize that some fears, animosities and prejudices have diminished as men have gained a greater measure of understanding, of tolerance and of compassion. In spite of real gains it seems, at this moment, that fear and animosity still outweigh understanding and compassion.

The current news of religious and national hatreds in Ireland cannot but create pessimism as to man's ability to uproot the animosities and fears of the past. Yet all of us whose forebears came from Ireland can be grateful that our parents and grandparents migrated to these shores. By their migration they released us, to some degree, from the bitterness

that continue to poison and embroil North and South Ireland, most of us have gained some measure of release from past suspicions and animosities. The moderating and freeing influences of this new land have had their healing effects. More than we are aware, the "American Dream" has exerted an intangible but wholesome influence. Although cynics deny that the "American Dream" ever had meaning, and idealists give it meaning beyond reality, this "dream" has influenced all who accepted it even though they have failed to fully sustain it. Is it not evident that the prejudices and fears brought to these shores by our forebears have been moderated by the ideals and hopes and expectations that inspired them to migrate to America?

The tangible and intangible influences of this new land have been varied. They are physical, economic and social; but they are also idealistic and psychological. More than the doubting cynic is willing to admit, many influences that moderate our passions and our actions are products of the "American Dream." The hopes created by this "dream" have been diminished by recurring wars, corruption, greed, injustice and by prejudice, ignorance and fear; but even as our confidence diminishes, our need for idealism increases. To sustain our confidence, we grope for vision that will give new hope.

We are slowly and painfully learning that without faith in ideals that can inspire and sustain us in periods of doubt, we become no more than animals; our brain instead of being our greatest source of hope becomes an instrument of despair. We are caught in a paradox because

repeated disillusionment. Just as we are able to envision something better, so are we able to envision catastrophe; and, when we simultaneously envision both, we become subject to doubt and depression. Torn between the two extremes of hope and despair, we lose hope of man's ability to live with and sustain the social, economic and political institutions that he has created. As we teeter between the extremes of hope and despair that have always confronted the thoughtful man, our vision is beclouded and our faith is diminished. To sustain ourselves in the midst of revolutionary change, we must make the conscious choice that sustains hope. Only by so doing can we support those groping efforts which give meaning to life.

As I cogitate upon the contrasting influences that affect all of us, I find myself wondering what combination of forces brought me to Wilkes-Barre in 1936 and have held me for more than one-third of a century. These influences were impelling but they were never rational in any economic sense. As I now see it, they were a product of the "American Dream" and a Quaker background. Somehow the practical was interwoven with the idealistic, and the combination of pragmatism and idealism created an irresistible challenge. Eleanor noted these binding influences and participated in their creation, even though she sometimes wished that I could free myself from the intangible webs that held me. I often felt her concern, but not until her death did I discover the depth of her feelings. In a verse that she had written but never had shown to me she revealed her feelings:

Each struggling alone,
Your net visible to all,
A web of closely tangled duties--
Interesting, challenging,
Constructive, fruitful too--
But wound about you, hand and foot,
Endlessly encircling mind,
Arms and legs, never ceasing
To tangle you relentlessly, hopelessly.
Each thrust to free yourself
Constricts your web
Tighter, tighter...

"My web is not seen by others,
Not even you.
It is a web of love--
Gossamer, shining, airy, light,
Yet deceiving in its lightness--
Binding tighter with each thrust
Toward freedom.
With each eager try to open
One small door out which to fly,
Gossamer web again enfolds me,
Winds me ever tighter, firmer,
Holds me rigid, breathless, stunned.

"Tighter, tighter holds your web.
Self-made, wanted, approved by all
Except me--I see you bound,
Hopelessly entangled in the mesh.
Each feeble thrust
To free yourself
Constricts you more.

"If I ever find an exit
Will you care to go with me?"

It is probable that this verse was written after my heart attack
in 1963, when she was concerned lest my continuing efforts to strengthen
the College might be fatal. Unhappily, it was she who did not survive to
see the attainment of those goals to which she had made such great
contributions.

and interpersonal, rational and irrational. In other words, these webs were quite a mix; all were personal; some were idealistic and some were realistic.

Possibly the strongest strand in the "binding web" was a desire to open new opportunities to young people of outstanding promise. I felt that young people of this region could be our greatest resource and hope provided they were encouraged to develop their own particular talents. Without these talents, our society would be impoverished; were these talents developed, our society would be enriched. These feelings which were based upon faith in the improvability of men were reinforced by my first exposure to a community that had offered prosperity to the few at great cost to the masses. It seemed that, under the then-accepted system, neither the exploited nor the exploiters developed those qualities of mind and spirit that are essential to the survival of our civilization. From my recognition of the double-edged character of this exploitation, I gained an ever-growing faith in education as the instrument that could open new opportunities to all who were capable of enlarging their horizons.

In 1972, as I observe the character of contemporary education, I wonder if my faith was justified. Today there is much emphasis upon knowledge, but the effort to translate this knowledge into understanding and wisdom is inadequate. Uncertainty and indecision regarding desirable academic, social and ethical standards paralyze faculties and administrators.

In spite of these current deficiencies, I am still convinced that an education which opens and enlarges the horizons of the mind is our

of critical evaluation and self-discipline. We can hardly hope to attain great social goals unless we first attain great personal goals. To attain great personal goals, we must develop those qualities of character that distinguish men of productive achievement. Unhappily, many of the long-admired qualities that have distinguished men of great achievements are now looked upon with doubt and cynicism. Without these personal qualities men lose confidence in one another, and without this mutual confidence our society loses stability and vitality.

It is doubtful that today's permissiveness will develop these qualities of character. Yet permissiveness in education is now rationalized as openness; in reality, it may be an abdication of responsibility. How can the teacher who sets no standards and inspires no effort be regarded as an educator? In the midst of radical change, the responsible educator must challenge students to develop personal standards that will stimulate the individual and inspire others. By setting high standards, the teacher is not imposing his personal standards upon the student, he is designating milestones which will encourage the student to cultivate his own standards and to develop that self-discipline which is essential to all great attainments. Each accepted challenge prepares the student to meet successively greater challenges.

The second thread in my "binding web" was the hope that the College might stimulate and participate in an economic and social renaissance of the region. When we came to Wilkes-Barre in 1936, there were no evidences of hope for the future of the anthracite region.

the vice-president of one oil company then remarked, "Oil would have no future were its research no greater than that which is maintained by the coal companies." Although facing the inevitable loss of markets for coal, the community was not yet ready to search for new industries. The future looked bleak and it seemed doubtful that a new and constructive vision could be created.

Beneath the surface, however, a new fermentation was taking place in the minds of community leaders. Men with substantial investments were beginning to recognize that a new economic base must be established if they were not to lose everything they had and, simultaneously, labor leaders were recognizing that there would be no place for labor unless new jobs were created. Once these facts were accepted, a few men were prepared to consider a plan for action.

To discuss the economic problems of the region, Percy Brown, one of the region's most progressive merchants and definitely our finest restaurateur, initiated a series of luncheon meetings. These 1949 luncheons were repeated eight or ten times, and each was limited to ten guests. At each luncheon, suggestions for immediate action were offered but Percy Brown always insisted the purpose of the meetings was to consider needs not to adopt plans. Finally these sessions ended when Bill Sword proposed that someone should give up his own work and volunteer to organize the efforts of the community. Some such suggestion must have been anticipated for Bill had no sooner made the

an enlarged vision. The downward trend was slowed, and a decade and a half later statistical charts showed an upward trend in population, production and income.

Before Percy Brown called this series of meetings and Bill Sword assumed leadership, other efforts had been initiated. Immediately following World War II, the Junior Chamber of Commerce raised about \$250,000 and constructed the first shell building on Carey Avenue. Following this successful effort, they made one more attempt to raise funds but discovered that they could not succeed without the backing of leading citizens. Fortunately, their one successful effort stimulated others, and a group of community leaders including Sam Mitchell, Aaron Weiss, Reuben Levy, Andrew Sordoni and Tom Hicks was organized to promote economic development. Their concern was to provide jobs and to fill empty buildings. With the unemployed constituting eighteen per cent of our population, they had little concern for the character of the jobs, and their greatest success was in attracting the needle trades. The needle trades desired a plentitude of cheap female labor, and female labor was cheap because the men had no work. With the closing of the mines, the woman frequently became the family breadwinner. Although the needle trades paid poorly and work was not always steady, some income was better than none. It was following the attempts of the J. C. C. and this second group that the Industrial Fund was formed under the leadership of Bill Sword. To assist him, he asked one hundred citizens to promise their support and it was then that the slow and painful turnaround

depended upon many collateral efforts. In 1950, while negotiating with a great electronics concern, Bill Sword was advised that the firm required a plentiful supply of trained labor and a graduate program for their top personnel. To provide the trained labor, Bill immediately asked several of us to visit school boards on the West side of the Susquehanna River to request the continuance of a dying vocational school that had been started in Kingston during the final years of World War II. His efforts were successful and, in consequence, twenty-one school systems promised their support of this vocational school. Bill's efforts to attract industry had awakened these school boards and a segment of our population to the interdependence of education and modern industry.

Not all of his efforts were successful for there were those who doubted and those who could not see. As we visited the various school boards, we gained some insight as to the vision and abilities of their members. Most of them were receptive and, finally, all but Plymouth Borough promised their support. When the Plymouth Board discovered that all other districts were supporting the vocational school, they protested that we had excluded them. In a meeting at the Hotel Sterling, we listened to their protest and then assured them that they were welcome and their participation was desired. So it was that the original vocational school was saved and the way was paved for the later construction of the modern and more adequate vocational-technical school now located in Pringle.

It definitely convinced me that a graduate program must be introduced whenever such a program was needed to attract industry. Because of this conviction, a decade later I committed Wilkes to offer a graduate program in chemistry and physics provided R. C. A. would establish a plant in Wilkes-Barre.

Throughout the years, I have been held in Wilkes-Barre by a conviction that higher education is essential if our young people and the community are to survive and grow. At the end of my twenty-fourth year, when the commitment was made to R. C. A., my dreams for the College and the community were joined. Education was demonstrably enriching the lives of young people and in so doing was contributing to the creation of a new economy.

knowledge, faculties so emphasize the acquisition and dispensation of knowledge that they obscure its real purpose.

Knowledge is an instrument to be used by the teacher to stimulate thinking, enlarge understanding and nurture intellectual curiosity. These by-products of knowledge influence the thought, the actions, the values and the character of the individual. When this is so, these by-products are more important to education than is the acquisition of knowledge. Properly conceived acquisition is but a first step in the use of knowledge. Its final significance depends upon the manner by which it is acquired and handled. This being so, the intellectual climate in which knowledge is shared does much to determine its value. Offered dogmatically, knowledge discourages independent and creative thinking; offered in an environment of intellectual ferment, it stimulates constructive thinking and reduces the likelihood of irrational thought. In his "Meaning of Culture," Powys compares the acquisition of lifeless knowledge with the accumulation of change in a man's pocket. As change can be jangled in the pocket, so may knowledge be jangled in the human mind. Although the pedant may derive pleasure from the "jangling" of his inert knowledge, such knowledge is of little value to him or to anyone.

Our rapidly expanding knowledge of a limitless universe sometimes makes man feel infinitely small but this should not result from man's acquisition of knowledge for the acquisition itself is the product of the human brain. This being so, man's stature is enlarged, not diminished,

enlarged by his greater understanding of those forces that govern the universe and all of its elements including man. His growing knowledge of these natural laws may destroy earlier beliefs but ultimately it must lead to greater understanding of universal law. Man may yet discover his true relation to the universe of which he is a part. In recent years, applied and penetrating intelligence has enabled man to release and direct vast powers of nature that heretofore were unknown and untapped. Unfortunately, man has not yet demonstrated his ability to understand and govern himself. Until he learns this great lesson, it is doubtful that he can use these vast powers of nature in his own best interest. As Somerset Maugham noted just before the outbreak of World War II, "Man has always found it easier to die than to learn the multiplication table." If he can now release and direct into creative effort the vast resources of the human mind and spirit, he may yet channel the vast resources of the universe into creative work. There is no assurance, however, that he has yet attained sufficient control of his emotions to assure the free exercise of his intelligence.

The direction of human capacities into constructive effort is education's great challenge in this eighth decade of the twentieth century. In this period of crisis, our major energies should be directed toward the release and use of human talents. This should be our primary concern for our survival may depend upon our ability to substitute reason for bias. If we can but release and use human resources as we have succeeded in

leased are more likely to destroy rather than to enrich our civilization. To this end, all knowledge must be made relevant, and education must become a dynamic influence in our lives. If education is to exert such influence, teachers must be ready to enlarge their own horizons so that they may enlarge the horizons of their students. I wonder how many teachers possess either the essential vision or conviction. With all the emphasis that is placed upon curriculum and method, we should remember that only the teacher can provide the inspiration. The instructor who cares for his students and loves his subjects creates an aura which stimulates and inspires. Great teachers will always strive for something better, and their striving will cultivate within them resources for greater giving. It was to cultivate something of this vision that the "Marks of an Educated Man" were formulated as World War II was drawing to a close.

ready
subject

"MARKS OF AN EDUCATED MAN..."

- "1. He seeks truth, for without truth there can be no understanding, and without understanding the problems that separate us are insoluble.
- "2. He is able to communicate his ideas to others in a manner that assures understanding and enlists cooperation.
- "3. He is tolerant, for his knowledge creates an awareness of his own limitations and his neighbor's possibilities. He respects differences because he knows how they have come to be. He fears uniformity because it confines both mind and spirit.

- "5. He cultivates inner resources, for he knows that crisis reveals the strength or weakness of a man, and he knows that crisis demands independence of judgment and action."

These "marks" appeared in the catalogue for several years with little more than an occasional jesting comment to suggest that they had been noted. Then, in 1947, Christian Gaus, the Dean of Faculty at Princeton, in the address which he gave at my inauguration as president, alluded to them as the finest statement of their kind that he had seen. This comment naturally pleased and so surprised me that I gave the "marks" a second look and then the whole faculty reviewed and revised them in a series of dinner meetings. This discussion and review gave vitality to these "marks."

REVISED

"MARKS OF AN EDUCATED MAN..."

- "1. He seeks truth, for without truth there can be no understanding, and without understanding the problems that separate us are insoluble.
- "2. He is able to communicate ideas in a manner that assures understanding.
- "3. He has faith in man. He respects differences because he knows how they have come to be. He fears uniformity because it confines both mind and spirit. He is aware of his own limitations and his neighbor's possibilities.
- "4. He possesses vision, for he knows that vision precedes all great attainments. 'Where there is no vision, the people perish.'
- "5. He cultivates inner resources and spiritual strength, for they enrich his daily living and sustain him in times of crises.

jeopardized this progress. He knows that man's progress requires intellectual vigor, moral courage, and physical stamina.

"8. He is conscious of his responsibility as a citizen, and participates constructively in the social, economic, and political life of the community."

Their revised version emphasizes the same principles but broadens them and makes them more specific. In place of "tolerance" with its negative connotations, the faculty adopted the more positive statement, "has faith in man." This precise statement may seem unrelated to tolerance but the supporting statement calls for respect for differences, warns against uniformity and suggests that the educated man should be aware of his own limitations and his neighbor's possibilities. Any individual possessing these qualities would find it difficult to maintain any great degree of intolerance. Today, this new statement may have greater meaning than it had in 1948, for faith in man becomes of increasing importance as tolerance becomes mere acquiescence. Tolerance has little meaning when it reflects lack of commitment and concern. As men abandon long-accepted standards - good or bad, rational or irrational - faith in man is needed if we are not to be engulfed by a sense of drift and futility. Faith in man opens the minds of men to the potential value of all individuals whereas tolerance may suggest arrogance or indifference.

As men abandon long-accepted beliefs, a vacuum is sometimes left and nothingness leads to purposelessness, futility and despair. To give

faith in this verse from "My Country":

"Let us not fear man; let us fear
Only what he believes in....
It is Nothing we must fear; the thought of Nothing;
The sound of Nothing in our hearts....
The belief in Nothing."

In the faculty discussion of faith, one suggested "mark,"

"Man has faith in a Power beyond self," was eliminated by an odd and unexpected merging of conflicting thoughts. Opposition to this statement containing a capital "P" in Power was not unexpected from our agnostic, but the more vigorous opposition expressed by a fundamentalist caught me by surprise. He opposed this statement because he reasoned that matters of intellect could not be related to faith. He assumed that intellect required open eyes and an open mind whereas faith required blind acceptance of dogmatic creeds. He could not accept faith as an essential element in all creative work.

Inclusion of "ethical standards" was a significant addition for it assumed that the educated man should be concerned with the maintenance of those personal relations that are the cement which holds our society together. Without some commonly-accepted standards, it is doubtful that any democracy can survive. Unless the vast majority of its people are governed by adherence to "ethical standards," men lose their trust in each other.

When the faculty concluded that the educated man "is aware of the human struggle for progress and comprehends the forces that have assured or jeopardized this progress," they were emphasizing the con-

... progress and improvement depend upon the willingness of each generation to continue the struggle for human betterment. How much frustration and bitterness would have been avoided between 1967 and 1970 had our instant reformers comprehended the endless struggle and commitment that are essential to improvement and progress.

And then the last "mark" was added because of a conviction that the educated man bears some responsibility for the maintenance and improvement of his society. What is education all about unless it creates social awareness and commitment? If education ends with the acquisition of knowledge, this product of education is, as Powys suggests, "so much change to rattle in the pocket of its possessor."

The meaning of the "marks" remained the same for several years but, once again, in the '60s Al Groh improved the form and provided a meaningful introduction:

"EDUCATION AT WILKES

"The spirit of the College derives from the ideals of the Faculty and the quality of its instruction; from its library, its laboratories and equipment.

"The spirit of the College is the integrity of its mission, the intellectual climate that enriches the student as a person.

"The College believes that no attention can be too great which intensifies a student's thinking or deepens his interest or develops his techniques and skills.

"It believes that a good student commits himself to the disciplines of his work. To learn, to master, and to understand he must accept the responsibilities that he shares with others."

"possesses vision, for he knows that vision precedes all great attainments;

"is aware of the diversity of ideas and beliefs that exist among men;

"has faith in the power of ideals to shape the lives of men;

"knows that man's progress requires intellectual vigor, moral courage, and physical endurance;

"cultivates inner resources and spiritual strength, for they enrich his daily living and sustain him in times of crisis;

"has ethical standards by which he lives;

"respects the religious convictions of all men;

"participates constructively in the social, economic, and political life of the community;

"communicates ideas in a manner that assures understanding, for understanding unites men in their search for truth."

As suggested by one visitor, these "marks" may be pious platitudes or they may be inspiring reminders of the task that confronts all educators. Their significance lies not in their words but in the minds of those who read them.

Although each person is in some measure responsible for his own education, the conscientious teacher will always strive to create those influences that stimulate and inspire the student. All of us must remember at least one teacher who inspired us but, unhappily, each of us may also remember a teacher who discouraged us. In my own instance, I think of

...through me in time and would have given me encouragement. By way of contrast, I think of two math teachers who always encouraged and inspired, and a professor in graduate school, who opened the windows of my mind and stimulated thought that was both critical and creative.

Recognizing the need for interaction between the mind of the student and the teacher, the "Marks of a Master Teacher" were formulated to complement the "Marks of an Educated Man." Their intent was to remind all of us that rapport and interaction are essential elements in all educational endeavors.

"MARKS OF A MASTER TEACHER"

- "1. He recognizes that knowledge is not an end in itself but is an instrument with which he may awaken students to the failures, achievements, potentialities, and aspirations of mankind.
- "2. He recognizes that knowledge is a dynamic force for progress only when it is possessed by inquiry and constructive minds concerned with the welfare of mankind.
- "3. He looks upon the knowledge of today as a stepping-stone to the greater knowledge of tomorrow.
- "4. He recognizes that teaching involves the intimate engaging of his personality with the personality of the student.
- "5. He uses his subject to quicken the interest of the student and to divert this interest into constructive and creative channels.
- "6. He cultivates a respect for truth and a desire to seek the truth.

"8. He seeks to discover and awaken the latent talents of his pupils, recognizing that there are untapped resources within each person.

Interest is essential

"9. He knows that personality and confidence grow with achievement, and thus he seeks to guide his students from success to success.

"10. He shows respect for each student for he knows that respect is essential to the development of personality.

"11. He knows that a mature and stable person must recognize both the limitations and the infinite possibilities of the human personality.

"12. He is aware that humility and faith are essential to a stable and balanced personality.

"13. He comprehends that bigotry and ignorance enslave the mind and prevent the release of the inherent capacities of the individual.

"14. He encourages the student to develop ideals and standards that will challenge and guide his efforts toward self-improvement and greater service.

"15. He strives to cultivate an understanding of man and society."

As with the "Marks of an Educated Man," these suggestions are mere platitudes unless they become an integral part of the teacher's commitment to his work.

