WILKES COLLEGE YEARS
1955 TO 1970
Faculty/Dean

Wilkes College History Professor Finds Happiness As Army Sergeant

Can a history professor find happiness as a command sergeant major in an infantry brigade?

Dr. Harold E. Cox of 80 Virginia Terrace, Forty Fort, apparently has. And he seems to like the Army enough to serve in the Reserves for 16 years, the last three of them in the 157th Infantry Brigade.

Aside from specializing in American economic history as a professor at Wilkes College, Cox also writes a column for the Sunday Independent, "The World Today," which deals in national and international affairs.

Cox began his Army career 18 years ago as an enlisted man in the active Army. After serving his two-year hitch, he entered the Reserves.

"The Army," Cox says, "kind of grew on me."

As command sergeant major, Cox is responsible for the combat readiness of the entire 157th Infantry Brigade. His duties are two-fold.

He serves as command sergeant major for the brigade's Army Test Team, which tests the combat performance of the brigade during its two-week encampment.

Heads NCO Academy

While not at Summer camp, Cox serves as head of the brigade's Non-Commissioned Officer Academy. The academy meets two weekends a month for a three-month period, and is designed to inculcate the qualities of leadership and combat readiness in the Reservist trainees who participate.

As annual training begins, Cox moves into his role as Test Team chief to put the brigade's training to some imaginative and rigorous trials.

The 157th Brigade began its Summer training at Camp Drum, N. Y., on July 25.

With a regular strength of eight enlisted men and eight officers during most of the year, the ATT increases its strength to 159 enlisted men and 53 officers in a 36-hour period at the beginning of the Summer camp. About 50 of the enlisted men are divided into five teams of 10 men each. These are the shock troops of "Cox's Army," as some term the ATT.

Unceasing Action

During the Summer camp, each of these 10-man teams maintains almost unceasing aggressor action against the brigade's units in the field. Any hour of the day or night, one of the five aggressor teams may assault or ambush a line unit.

One of these attacks by an aggressive and fast moving team give the impression of something like a 100-man attack.

The realism involved in these "war games" is as close to actual combat conditions as possible. The aggressors, nearly all of whom have served on active duty in a regular line unit, maintain a ferocious barrage during the attack using blank-firing M-1 rifles, tear gas and smoke grenades and artillery simulators.

Transportation Expert

Cox said he was very satisfied with this Summer's performance of the brigade, and he's looking forward to the upcoming Non-Commissioned Officers Academy session held at Indiantown Gap Military Reservation.

Next year, he will be overseeing the work of the academy at the same time he is taking a sabbatical leave from his duites as history professor. He plans to write a book on public transportation in Philadelphia, which is one of his main areas of interest. He has already turned out several books on transportation in the Philadelphia area.



Dr. Harold E. Cox of Wilkes College in his Army role as Command Sergeant Major Harold E. Cox of the 157th Infantry Brigade.

Francis J. Michelini, Ph. D.
[redacted]

Dr. Harold Cox
University Archivist
Wilkes University
84 West South Street
Wilkes-Barre, PA 18766

June 1, 2011

Dear Harold:

On Monday, May 2nd I had occasion to visit with Chris and Jane Breiseth at the Stegmaier Mansion in Wilkes-Barre. In the course of our conversation I mentioned my regrets that I could not locate the Historical Atlas maps of the evolution of the college campus that you had done some years ago.

I had no sooner mentioned them than Chris walked over to a book shelf and handed me a beautifully printed update of the documents I had referenced with your authorship identified as University Archivist. That triggered a recall of our conversation at homecoming last year in which I mentioned my concern about some of the materials I have from my twenty years at Wilkes as I face my mortality and try to clear out or identify a use for some of my old files.

That was the homecoming which invited Biology, Chemistry, Nursing and Health Sciences back as a special group. At that time I also discussed with Mike Steels research papers and other memorabilia from my years in the biology department. Since then I have put together a number of items that would appropriately be kept in biology department files. I have not yet delivered them to him but they are packed for delivery on my next trip to Wilkes.

I also have a great deal of "stuff" from my five years as President with a considerable collection of flood materials. These were not just college flood documents but general community publications from PP&L, Bell Telephone, Newspapers, etc. I remember at the time I told the librarians, (Dale Buehler, Lorna Darte and Fred Krohle) come to mind, that Wilkes should become the definitive repository of everything we could gather about the flood and in particular, the impact on the College.

As part of my file review efforts I put together an album of campus flood pictures and when I saw the photos of the library destruction I understood that I had posed an unlikely challenge for a tremendously overburdened group of dedicated people trying to just restore a basic library. In retrospect they may have had very little opportunity to create such a repository. I regret that but it may present an opportunity.

That reference to a library archive about the flood is simply background to my purpose in writing this letter and brings me back to our homecoming conversation.

I recall you talked about the bequest you had arranged to make to the college and the shift in your plans and change to the Nature Conservancy. As our conversation progressed and I raised the subject of my files of materials I asked

about the Wilkes Library archives relating to college history and that led to a vehement response from you about the lack of any archival investment by the college.

About that point we were interrupted by other homecoming events and I was called upon to say a few words so we never got to pursue that subject. As we broke off our conversation I was thinking about your reference to total lack of investment by the college in support of an archival effort. If we had continued the conversation I was thinking that the funds you had available for an endowment could be assigned to endow an archivist slot that could permanently influence the capacity of the University to develop a first class archival capability.

That subject kept percolating in my mind and during my visit last week I decided while still in Wilkes-Barre to visit the library and ask about the state of the flood archives in particular. I was very hospitably received and was introduced to the new librarian, Dr. John Stachacz. After some conversation about his background and the changes in the delivery of library services to students in the computer/internet age I asked about the library archives and in particular the flood related materials that I had saved. To my dismay when I mentioned archives he was not sure any existed!

That opened an entirely new conversation about archives and he mentioned that it required a very specific investment of time and talent to properly develop "Archives" at any college or university. He mentioned his previous experiences at Franklin and Marshall and noted that they seriously addressed developing college archives only within the last decade. Imagine, a college of that history and stature just getting to the point of archiving its' papers.

John was very excited at the prospect of me bringing everything I had in my files that could provide the raw materials for some future effort to develop an historical record of the part of Wilkes history that I might have in my possession. In the process of course he noted the difficulty of finding skilled staff to assign to such an initiative but felt the raw materials were critical to any future project to develop archives of historical interest.

The Historical Atlas Chris gave me provided the stimulus to recall our conversation and express the thoughts that never had the opportunity to surface during our homecoming conversation. I sincerely hope it is not an imposition on your personal estate planning to suggest that consideration be given to this option of endowing an archivist librarian position. That in turn could even lead to a sub-specialty in some curriculum that could fund a student work slot scholarship in your name!

How about that for a chain of events and thoughts exchanged with Chris and Jane Breiseth that link to our past!

Warm regards and shared memories of some great years.

"Mike" Michelini

Cc: Chris & Jane Breiseth

verizon

Verizon Message Center

Sunday, Jun 23 at 3:07 PM

From: James Agras [redacted]

To: [redacted]

Subject: Fwd: FW: PLEASE FORWARD new highs

Can you ever imagine these concerns when you went to s

There sound like a speach Dr. Farley would give. His philosophy about exclusionary clubs exactly. 7/M

Michelle

America has lost its decency, manners, politeness and soon, without quick changes, character!

Listen to the young people, F-this, F-that, and nary anyone will step up and correct them- even with wife and kids in tow!
FINALLY - - Someone in the teaching profession had the courage to set the standards so badly needed NOW.

PLEASE, MAKE THE TIME TO READ THIS and SHARE IT....PLEASE.

New high school principal

Mrs. Charles Johns is president of the Wilkes-Barre Area Council.

verizon
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Mrs. Charles Johns is President of the Wilkes-Barre Area Council.

We watched high school principal Dennis Prager of Colorado , along with Sara Palin and Tom Brokaw on TV a couple of weeks ago....what a dynamic, down to earth speaker. Even though Palin and Brokaw were also guest speakers, they did little but nod and agree with him. This is the guy that should have been running for President in 2012!

A Speech Every American High School Principal Should Give. Dennis Prager:

"To the students and faculty of our high school:

"I am your new principal, and honored to be so. There is no greater calling than to teach young people.

"I would like to apprise you of some important changes coming to our school. I am making these changes because I am convinced that most of the ideas that have dominated public education in America have worked against you, against your teachers and against our country.

"First, this school will no longer honor race or ethnicity. I could not care less if your racial makeup is black, brown, red, yellow or white. I could not care less if your origins are African, Latin American, Asian or European or if your ancestors arrived here on the Mayflower or on slave ships. The only identity I care about, the

of the Wilkes-Barre Area Council.

only one this school will recognize, is your individual identity -- your character, your scholarship, your humanity. And the only national identity this school will care about is American.

"This is an American public school, and American public schools were created to make better Americans. If you wish to affirm an ethnic, racial or religious identity through school, you will have to go elsewhere. We will end all ethnicity, race and non-American nationality-based celebrations. They undermine the motto of America , one of its three central values -- epluribus Unum, "from many, one." And this school will be guided by America 's values. This includes all after-school clubs. I will not authorize clubs that divide students based on any identities. This includes race, language, religion, sexual orientation or whatever else may become in vogue in a society divided by political correctness.

"Your clubs will be based on interests and passions, not blood, ethnic, racial or other physically defined ties. Those clubs just cultivate narcissism -- an unhealthy preoccupation with the self -- while the purpose of education is to get you to think beyond yourself. So we will have clubs that transport you to the wonders and glories of art, music, astronomy, languages you do not already speak, carpentry and more. If the only extracurricular activities you can imagine being interested in are those based on ethnic, racial or sexual identity, that means that little outside of

Mrs. Charles Johns is president of the Wilkes-Barre Area Council.

yourself really interests you.

"Second , I am uninterested in whether English is your native language. My only interest in terms of language is that you leave this school speaking and writing English as fluently as possible. The English language has united America 's citizens for over 200 years, and it will unite us at this school. It is one of the indispensable reasons this country of immigrants has always come to be one country. And if you leave this school without excellent English language skills, I would be remiss in my duty to ensure that you will be prepared to successfully compete in the American job market. We will learn other languages here -- it is deplorable that most Americans only speak English -- but if you want classes taught in your native language rather than in English, this is not your school.

"Third , because I regard learning as a sacred endeavor, everything in this school will reflect learning's elevated status. This means, among other things, that you and your teachers will dress accordingly. Many people in our society dress more formally for Hollywood events than for church or school. These people have their priorities backward. Therefore, there will be a formal dress code at this school.

"Fourth, no obscene language will be tolerated anywhere on this school's property -- whether in class, in the hallways or at athletic events. If you

of the Wilkes-Barre Area Council.

can't speak without using the F-word, you can't speak. By obscene language I mean the words banned by the Federal Communications Commission, plus epithets such as "Nigger," even when used by one black student to address another black, or "bitch," even when addressed by a girl to a girlfriend. It is my intent that by the time you leave this school, you will be among the few your age to instinctively distinguish between the elevated and the degraded, the holy and the obscene.

"Fifth, we will end all self-esteem programs. In this school, self-esteem will be attained in only one way -- the way people attained it until decided otherwise a generation ago -- by earning it. One immediate consequence is that there will be one valedictorian, not eight.

"Sixth, and last, I am reorienting the school toward academics and away from politics and propaganda. No more time will be devoted to scaring you about smoking and caffeine, or terrifying you about sexual harassment or global warming. No more semesters will be devoted to condom wearing and teaching you to regard sexual relations as only or primarily a health issue... There will be no more attempts to convince you that you are a victim because you are not white, or not male, or not heterosexual or not Christian. We will have failed if any one of you graduates this school and does not consider him or herself inordinately fortunate -- to be alive and

Mrs. Charles Johns is president of the Wilkes-Barre Area Council.

to be an American.

"Now, please stand and join me in the Pledge of Allegiance to the Flag of our country. As many of you do not know the words, your teachers will hand them out to you."

No virus found in this message.
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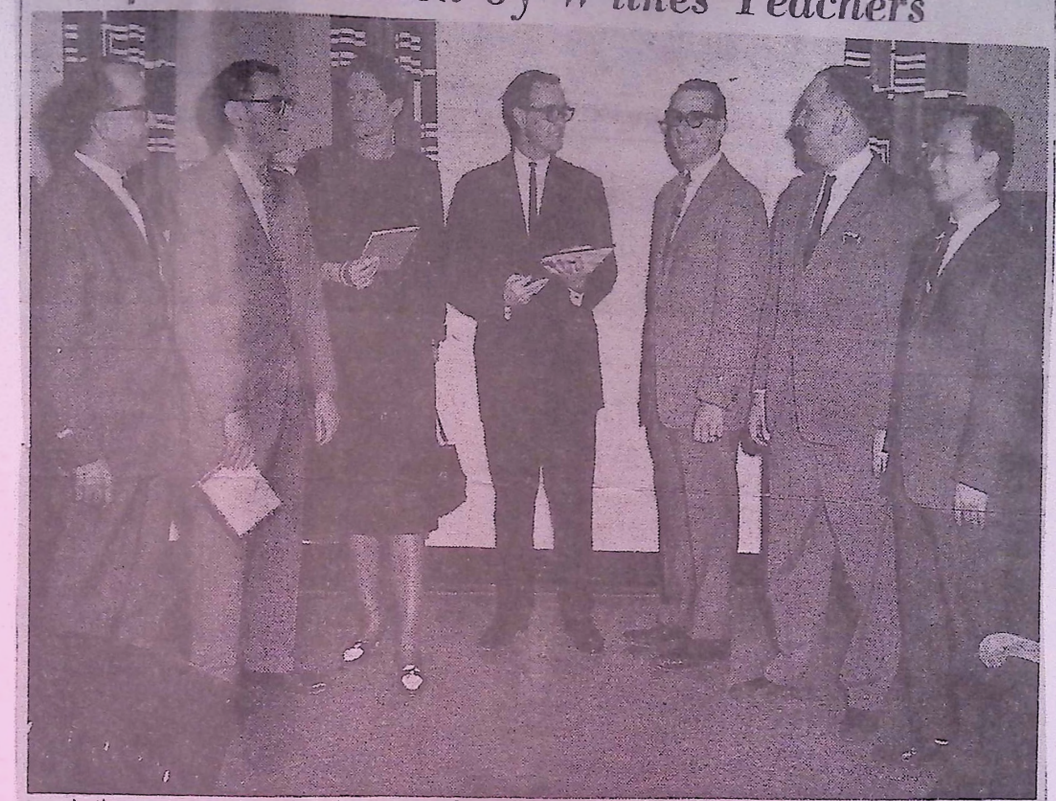
Mrs. Charles Jones is president of the Wilkes-Barre Area Council.

Feb. 23 1965

Computers Studied by Wilkes Teachers



(Photo by Ace Hoffman Studios)

A three-part computer orientation program for staff members of Wilkes College opened Saturday at the college faculty lounge. Edward M. McLaughlin is conducting the program.

At the initial session from left, Michael J. Barone, instructor of education; Francis J. Salley, assistant professor of chemistry; Nada K. Vujica, head librarian; McLaughlin, Dr. Francis J. Michelini, dean of academic affairs; Edward N. Heltzel, associate professor of engineering, and You-keng Chiang, associate professor of economics.

The first three-hour session was devoted to an introduction to the fundamentals of electronic data processing, its background and application. Second session, March 6, will deal with the various components which make up the computer. Final session, March 20, will deal with the programming languages which make the computer operative, known in the field as "software." Literature regarding the types of industries which use computers and the purposes for which they are utilized was distributed at the initial session.

According to Dr. Michelini, who made arrangements for the orientation, "This is a general information program on computers for faculty members who are non-specialists in the field. In our contemporary society, computers are playing increasingly important roles in all fields, including the humanities and social sciences as well as the strictly scientific. Our purpose is to bring to the faculty the opportunity to explore some of the implications of computer technology in their special fields so they can communicate to their students some of the horizons being opened through this new technology. This is part of a continuing program of faculty opportunities to explore new fields."

ARRE, PA., SUNDAY, FEBRU

Feb 21 1965

Council PTA Will Observe Founder's Day

The 11th annual Founder's Day dinner of the Wilkes-Barre area Council of Parent-Teacher Association will be held Thursday at 6:30 in the Coughlin High School cafeteria.

Guests are invited to come at 6 for a punch party provided by the Wilkes-Barre Board of Education.

Dr. Max Spelzman will serve as toastmaster. Mrs. W. B. Shaffer will offer invocation and benediction.

The principal speaker will be Dr. Francis J. Michelini, a professor of biological sciences at Wilkes College. Dr. Michelini is coordinator of nursing education and dean of academic affairs for that institution. His undergraduate training was at Seton Hall University where he obtained his Bachelor of Science degree in Chemistry, and graduate training was taken at University of Delaware and the University of Pennsylvania.

His master's degree in biological sciences was obtained from University of Delaware and from 1952 to 1955 he was assistant instructor in botany at the University of Pennsylvania and completed requirements for his PhD degree at the same institution.

Dr. Michelini recently was elected a director of Nesbitt Memorial Hospital. He served in the Air Force from March, 1944, to June, 1946, and resides with his wife and three children at 148 Dana St.

Mrs. Robert Postupak, dinner chairman, announces a few tickets will be available at the door.

Mrs. Charles Johns is president of the Wilkes-Barre Area Council.

March 7, 1965

Wilkes College Announces Plans For Summer Institute in Biology

985 Teachers' Seek Entry; 60 Is Limit

Dr. Francis J. Michelini, dean of academic affairs at Wilkes College announces that 985 requests for applications have been received for the Summer Institute in Biology for secondary school teachers that will be held this year at the Wilkes campus.

The application requests come from all over the United States, literally from Maine to California, for the first Summer science institute of this nature to be held in Northeastern Pennsylvania.

It will run from Monday, July 5, through Friday, August 20.

The program of this Institute will be sponsored by a $43,680 grant from the National Science Foundation, designed to meet the needs of the secondary school teacher of biology with limited preparation in the field or no recent exposure to modern concepts in biological sciences.

The objectives of the program are to provide a background that will assist teachers in interpreting the living organism as an energy system at the molecular level, an understanding of genetics and evolutionary mechanisms, and increased understanding of the organism as a member of an ecological system.

The needs of the teacher in making effective use of new text and course materials in the high school classroom have been considered in planning this program. Laboratory emphasis will be on experiments that can effectively motivate the high school student to an understanding of modern concepts of biology.

It is hoped that the courses in this program will present an intellectual challenge for these teachers. The needs of improvement of these teachers would thus be served in a variety of ways: by assisting the participants in gaining the confidence and understanding of modern biological concepts that will enable them to stimulate high school students to consideration of a career in biological science; by providing these teachers with an opportunity to strengthen their backgrounds in biology and therefore result in a student better prepared to enter into the college programs in biology; by providing a program that can stimulate these teachers and motivate them to continue work toward an advanced degree; by giving the participants the opportunity to pool and exchange information on curriculum developments, new teaching aids, science projects, and successful teaching techniques they have developed over the years in their own classrooms; and by enabling these teachers to associate intimately with a number of high quality teachers, actively engaged in research in their fields.

The institute will comprise seven weeks of lectures, discussion-recitation, laboratory work, and field trips. For purposes of encouraging maximum participation, the institute will be limited to a maximum of 40 participants. There will be major attempts to select participants with no previous institute experience from among the 800 to 1,000 expected to apply. Final selection of the participants will be made by a committee consisting of the director, the associate director, and the staff members of the institute.



Wilkes College will hold a Summer Institute in Biology for secondary school teachers this year, under the sponsorship of the National Science Foundation.

Shown above considering application requests are three who will be directly involved with the Institute program: left to right, Dr. Charles B. Reif, chairman of the Wilkes department of Biology and associate director of the Institute; Dr. Francis J. Michelini, professor of biology, dean of academic affairs, and Institute director, and Dr. Robert E. Ogren, associate professor of biology at Wilkes and Institute instructor.—(Photo by Ace Hoffman)

Institute Staff

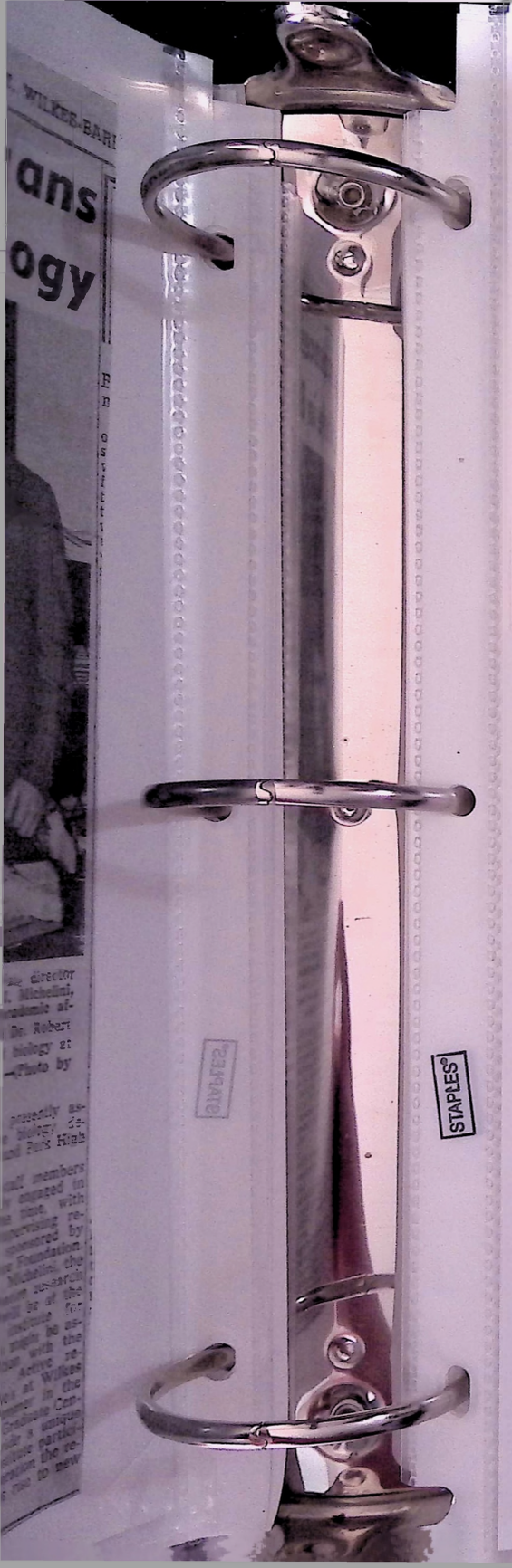
Dr. Michelini, professor of biology, will serve as director of the institute.

The associate director will be Dr. Charles B. Reif, chairman of the Wilkes department of biology.

Assisting as instructors will be two other Wilkes staff members, Dr. Robert E. Ogren, associate professor of biology, and Dr. Grace C. Kimball, assistant professor of biology. Supervisor of laboratory will be Miss Marilyn Williams, who is presently associated with the biology department at Highland Park High School, N. J.

Ann institute staff members have been actively engaged in research for some time, with three currently supervising research programs sponsored by the National Science Foundation.

According to Dr. Michelini, the facilities of the entire research center at Wilkes will be at the disposal of the institute for whatever problems might be assigned in connection with the institute program. Active research continues at Wilkes throughout the summer in the new Research and Graduate Center, and will provide a unique opportunity for institute participants to see in operation the research which gives rise to new knowledge.



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STAPLES

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...ions which now threaten to embroil us in other major
...land wars in Asia. The American people should be told
exactly what our commitments to such countries as
Thailand, Laos, Cambodia, Burma, and Malaysia consist
of. That we have such commitments to those nations is a
matter of public record, but the details of the agree-
ments remain shrouded in official secrecy.

"—Recognition that the President of the United States
does not have any authority under the Constitution to com-
mit combat troops to defend any nation until such action is
approved by the Congress in a clear declaration of war.

"—The enactment of federal statutes that will allow
the Congress to oversee in a more accurate and efficient
manner the workings of the Army and the entire Defense
Department. The people's representatives have a right to
know how three-quarters of the taxpayer's dollar is spent.
Also, improved Congressional supervision will hopefully
decrease the possibility of this country becoming involved
in future conflicts whose origins, like those of Vietnam,
become cloudy."

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Eisenhower memorandum
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Biology Teachers Study at Wilkes



Young "scientists" of the area, vacationing from many schools last week completed intermediate science studies at Wilkes College where teachers of high school biology from schools in 17 states assembled for Summer institute.

The seven-week institute was sponsored by the National Science Foundation, Washington, D.C., and was one of several conducted on other college and university campuses.

Above, Thomas Adams, an instructor at Central High School, Quincy, Mass., oversees a study session composed of seventh grade students in a curriculum study. (Photo by Paramount Studio).

1960's(?)

In Statement to Presidential Commission

Kingston Resident Cites Reasons for Campus Unrest

A Kingston resident has been invited to submit a written statement to the President's Commission on Campus Unrest by the panel's executive director, William Matthew Byrne.

He is Fred D. Walters of 307 North Sprague Avenue, a 26-year-old member of the community who feels that more young people should become involved in government.

Walters says he was advised by Byrne that because of his experience with youth in the military, academic life and politics, his opinions on the subject of campus unrest would be welcomed by the Commission.



FRED WALTERS

Walters sent his communication to Former Pennsylvania Governor William W. Scranton, chairman of the commission.

Portions of his statement follow:

"I think we can clearly see that by this year 1970 America has become a land of protest.

"It is unfair to say that all protest and demonstrations are good, just as it is unfair to say that they are all bad.

"One cannot support or condemn a particular protest until the merits, if any, of the particular social issue being protested are examined.

"All major protest movements are social in nature, for such movements act as mirrors that reflect the gravest ills of a society.

"In the America of this past decade the gravest social problem has been the war in Indochina, and the protest movements have served, for the most part, as clear and accurate mirrors.

"Nor should it be considered unusual that the anti-war protest originated on the campuses, and then spread throughout our society. For young men of college age are those most affected by war, being the ones who will fight it, and their concern is natural.

"But there is much more than self-preservation involved. Colleges and universities are the primary institutions responsible for the research and experimentation needed to improve the quality and length of man's life, and war and destruction are the natural enemies of such productive efforts.

Intensity Escalates Protests

"The intensity of the anti-war protests on the campuses has escalated as the war escalated. On a simple graph we would see the number of protests numbering close to zero in 1961-63; then the number would rise as the presidential election of 1964 grew closer and students protested Goldwater hawkishness; but then when it is apparent that peace candidate Lyndon Johnson has won our graph's line dips; and of course the number of protests shoots back up again as the Gulf of Tonkin Resolution is passed, as United States aircraft strike at North Vietnam, and as more and more ground combat troops are introduced into Vietnam.

"Today the line runs right off our graph, considering the invasion of Cambodia and the international and domestic results of that escalation.

"It would be unfair to say that every student on every college campus protested or disagreed with past and present Administrations' handling of the war. Indeed, there are such active college organizations such as the Young Americans for Freedom (YAF) who generally support the Kennedy-Johnson-Nixon war policies.

"But is also true that the overwhelming number of students, perhaps as much as 85 or 90 per cent, take a substantially more "dovish" position on the war.

Such a position would include a more rapid or immediate pull out of American troops, a coalition government in Vietnam, and less military involvement in all of Asia.

". . . The alienation of the students has been so complete that regardless of what this Commission achieves campus protests, on a large scale, will still be with us.

". . . I would suggest as a very basic measure that the Administration take whatever steps necessary to bring as many students as possible into government.

". . . Most important of all I urge this Commission to recommend to the President these steps which I believe will bring the war in Indochina to a more rapid end.

"—A cessation of all offensive military missions in Indochina, and the withdrawal of American troops to guarded enclaves as recommended by several prominent American generals. This would leave the burden of defending the Vietnamese countryside to the already well-equipped and trained ARVN. From the enclaves, American troops should be withdrawn to the United States as soon as logistics allows. Any Vietnamese who do not trust the abilities of their own army to defend them should be allowed to return to the United States, or appropriate countries of their choosing, and that the United States will assume such transportation costs as would be necessary.

8/16/70

Limit Future Commitments

"After withdrawal we should make it perfectly clear to the nations of Asia, including South Vietnam, that United States support in the future will be limited to those necessities deemed appropriate to maintaining the basic freedom of the involved peoples, excluding, except in time of a world war, major military supplies and all military manpower. Such support should also be conditional upon the nature of the regime supported; our support of each and every nation, merely because it proclaims itself as anti-communist, should be ended. We now supply and arm throughout the world nations which repress their people, and are every bit at dictatorial as any communist country. Just two examples; fascist Spain and Greece.

"An end to all secret military treaties and conventions which now threaten to embroil us in other major land wars in Asia. The American people should be told exactly what our commitments to such countries as Thailand, Laos, Cambodia, Burma, and Malaysia consist of. That we have such commitments to those nations is a matter of public record, but the details of the agreements remain shrouded in official secrecy.

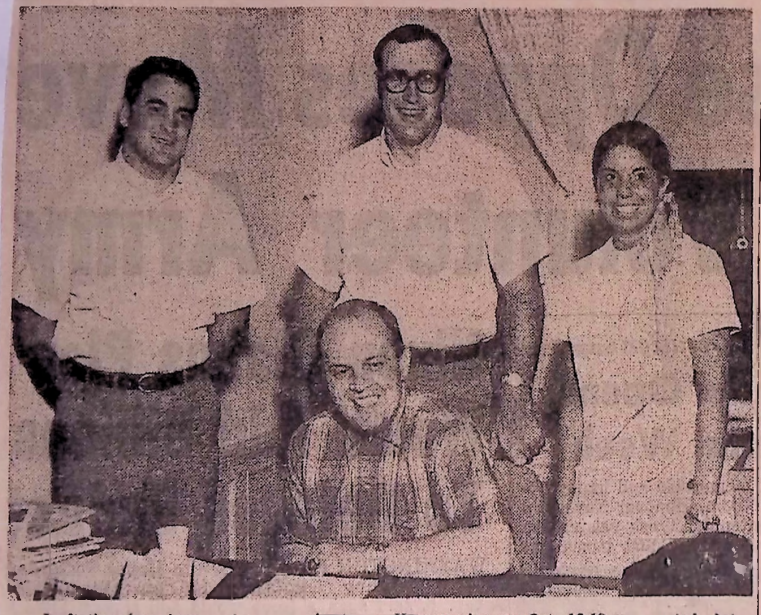
"—Recognition that the President of the United States does not have any authority under the Constitution to commit combat troops to defend any nation until such action is approved by the Congress in a clear declaration of war.

"—The enactment of federal statutes that will allow the Congress to oversee in a more accurate and efficient manner the workings of the Army and the entire Defense Department. The people's representatives have a right to know how three-quarters of the taxpayer's dollar is spent. Also, improved Congressional supervision will hopefully decrease the possibility of this country becoming involved in future conflicts whose origins, like those of Vietnam, become cloudy."

Excellent summary
JM

Greater Wilkes-Barre Area Colleges Will Greet 7,600 Students

Local Wilkes Alumni Will Meet



Invitations have been sent to approximately 2,000 members of the Wilkes College Alumni Association who are living in the Greater Wilkes-Barre Area to attend a general meeting of the organization on Wednesday, Sept. 9, at 8 p.m. in the Crystal Ballroom of the Hotel Sterling.

Among those assisting with the plans for this meeting as well as the 23rd annual Homecoming on Oct. 16-18 are, seated, Art Hoover, college director of alumni affairs, standing, Pete Winebrake, chairman of the Homecoming; Ed Burke and Sandra Walters.

Carl Zoolkoski was appointed chairman of the Sept. 6 program by Dr. Carl Urbanski, temporary chairman of the reorganization committee for the Greater Wilkes-Barre Area Chapter.—(Photo by Paramount Studio)

Enrollment Increase Of Nearly 700 Noted; Wilkes to Have 2,500

By CLARK LINE
Staff Writer

Over 400 incoming students will be absorbed by Greater Wilkes-Barre area colleges next month with enrollments swelling to more than 7,600, which is an increase of nearly 700 students over last year, according to estimates from local college administrators.

Wilkes College forecasts the largest enrollment among area colleges as it prepares to enter its 24th year. Freshman orientation will be held on Sept. 8 and classes will begin Sept. 14.

Wilkes anticipates 800 incoming students and projects its total enrollment at about 2,500.

King's College will enroll approximately 650 new students, a gain of 225 over last year. Previously a men's college, King's will enter its first year as a full-fledged coeducational institution. A total enrollment of 1,800 is expected.

Classes at King's will begin on Sept. 17 following freshman orientation on Sept. 14.

College Misericordia, Back Mountain's women's college which was founded in 1924 by the Sisters of Mercy, will welcome 271 incoming students during orientation Sept. 13 to 15. Total enrollment is expected to reach 1,069. Classes will begin Sept. 16.

LCCC to Open Sept. 3

Luzerne County Community College has streamlined its academic calendar to begin classes on Sept. 3 so that final examinations can be given before the Christmas recess.

Having turned away students last year, Comunity Colege expects a capacity enrollment of 1,500. About 600 new students will be admitted.

Pennsylvania State University's Hayfield Campus in Lehman Township expects a new student enrollment of about 300 and a total enrollment of 400 students.

The center will offer a new highway construction technician course, which is unique among curricula of higher education institutions in the state.

New Highway Course

The new course is designed to meet he need for technical assistants in the expansive highway construction programs throughout the nation.

Wilkes-Barre Business College estimates its enrollment will increase slightly to an expected total of 350 students. Included will be approximately 200 to 225 new students.

Officials of Penn State's Highacres Campus in Hazleton were not available for comment on enrollment.

Greater Wilkes-Barre Area Colleges
Will G 7 600
4-2 SUNDAY INDEPENDENT, WILKES-BARRE, PA., AUGUST 31, 1969
STAPLES
STAPLES®

Retirement gift to Mrs. Edith Namisniak – June 1964
Mrs. Namisniak served ten years as Microbiology instructor. Her replacement was Dr. Ruth Kimball.
The department was a three person department at the time.
Dr. Charles B. Reif; Charles Krivenko, Student President of Biology Club; Gordon Roberts; Mrs. Namisniak; Nicolo Cortiglia, artist; Dr. Michelini, Academic Dean

DR. ROSENBERG REAPPOINTED

Executive Reservist With Dept. Of Labor



Dr. Samuel A. Rosenberg, above, chairman of Wilkes College's Department of Commerce and Finance, has been reappointed as an executive reservist of the Department of Labor, Washington, D. C. He will represent the public in the area of wage stabilization.

The appointment, made by the Secretary of Labor and Dr. Rosenberg's selection is the only one in this particular category in Northeastern Pennsylvania and is for a three-year tenure.

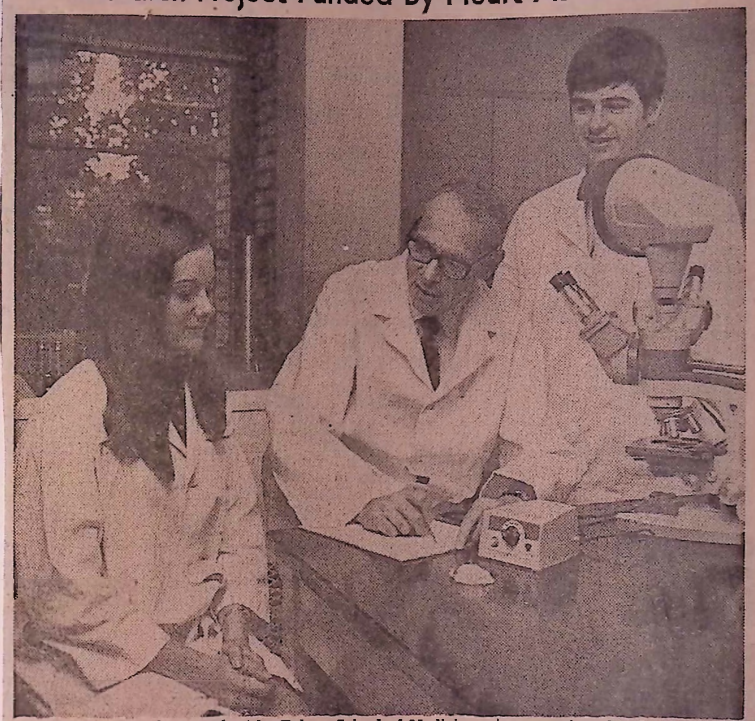
During the early stages of economic development in Greater Wilkes-Barre, he contributed his services in the labor-management field to the several industrial funds of the Greater Wilkes-Barre Chamber of Commerce. Together with the late William O. Sword he was instrumental in the formation of the Labor - Management - Citizens Committee and subsequently became its executive director. At the time of its formation, the LMC was the second only group of its kind in the United States and did much to attract industry to the local area. Although the committee operates for the most part behind the scenes, its accomplishments speak for themselves in terms of labor peace in the area.

Dr. Rosenberg is affiliated with many professional organizations and has published several books since 1950. He was also deputy impartial chairman of the Dress Industry of Pennsylvania; a labor arbitrator; and chairman, Minimum Wage Board of the Laundry Industry of the state of Pennsylvania.

1970's

Excellent review of Dr. Sheldon Cohen's research

Research Project Funded By Heart Association



Dr. Sheldon G. Cohen, professor of experimental biology at Wilkes College, has been supervising a research project at Wilkes this summer which has included Theresa Sapp, research associate; Donna Reese, and Richard Stankus, student assistants. Project is funded through a special grant from the Northeastern Pennsylvania Heart Association. Title of the current research is "Inflammatory Cell Responses Associated with Hypersensitivity Reactions."

Pictured in the Wilkes laboratory from left to right are Miss Reese, Plainsville, senior biology major; Dr. Cohen; and Richard Stankus, West Pittston, 1970 biology graduate who will enter the Tulane School of Medicine.

This current project is a continuing aspect of a long range research study that has been under investigation in Dr. Cohen's laboratory for the past few years. The overall program has been aided by research grants from the National Institute of Allergy and Infectious Diseases of the U. S. Department of Health, Education and Welfare's National Institutes of health. The grant from the Northeastern Pennsylvania Heart Association to Wilkes College has contributed to the support of two student participants.

Dr. Cohen's research in recent years has been concerned with the study of inflammatory processes that are often observed accompanying the development of immunity and the body's related response to infection and allergic diseases.

For this work, his group has sought and been able to establish animal models of such disease states. Their object has been to examine tissues affected in this filtrating blood and tissue cells, matter, identify the abnormal in- and in turn to relate their appearance to the induced causative factors. By investigating these pathological developments it is hoped to obtain pertinent information that can be applied to an understanding of the mechanisms and control of allergic reactions from which specific types of tissue inflammation may evolve.

Dr. Sheldon Cohen research in 1970's before flood.



LAUNCH OF APOLLO 16
KENNEDY SPACE CENTER, FL. 32899

POST CARD

KENNEDY SPACE CENTER, FL
APR 16
PM
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APOLLO 16
YOUNG • MATTINGLY • DUKE

COMMANDER
John W. Young

COMMAND MODULE PILOT
Thomas K. Mattingly II

LUNAR MODULE PILOT
Charles M. Duke

Daniel J Flood M.C.

US 8c
UNITED STATES IN SPACE

ADDRESS
President Michelini Wilkes College
Wilkes Barre, Pa
U.S.A.



X-mas relations 1974
Mr. & Mrs. Sheldon Curtis
Mr. & Mrs. Paul Werner
Pres & Mrs Michelini
Mr. & Mrs Lou Skaffer

t review of Dr. Sheldon
& research

ct Funded By Heart Association



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nisms and control of allergic re-
actions from which specific types
of tissue [illegible] may
evolve.

Cohen research in 1970
d.

STAPLES

WILKES COLLEGE
RECEIVED
APR 20 1972
PRESIDENT'S OFFICE

mr & mrs. Abel Curtis
Paul Werner

atty & Mrs. Louis Shaffer

Christmas reception 1973/74



PHOTO BY
ACE HOFFMAN STUDIOS
WILKES-BARRE, PA.





DR. ROSENBERG

1970's

Excellent review of Dr. Sheldon

seated

Rep.
Gov. Richard Thornburg
Rep. Eleanor Taylor

Bob row - l-r
Sen. Joe Loeper
David Gray - SSHE

F. J. Michelini - CICU

Bob & Libby Capin

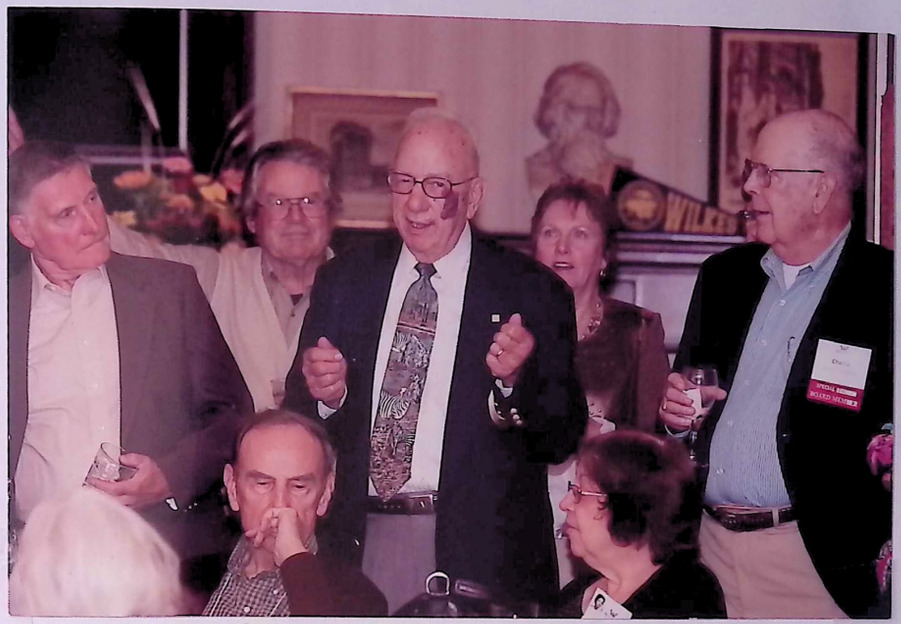
Christmas reception - 1974

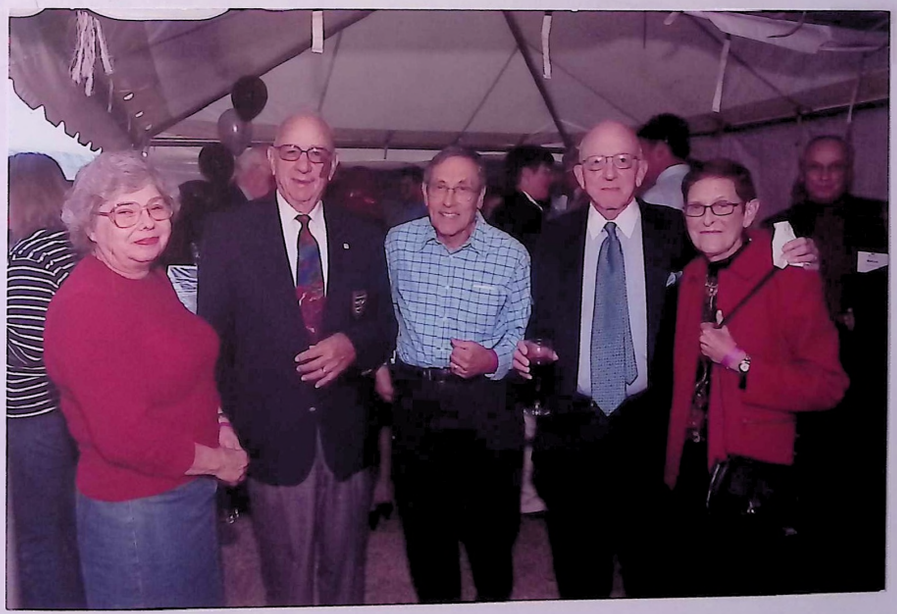
PHOTO BY
ACE HOFFMAN STUDIOS
WILKES-BARRE, PA.

STAPLES





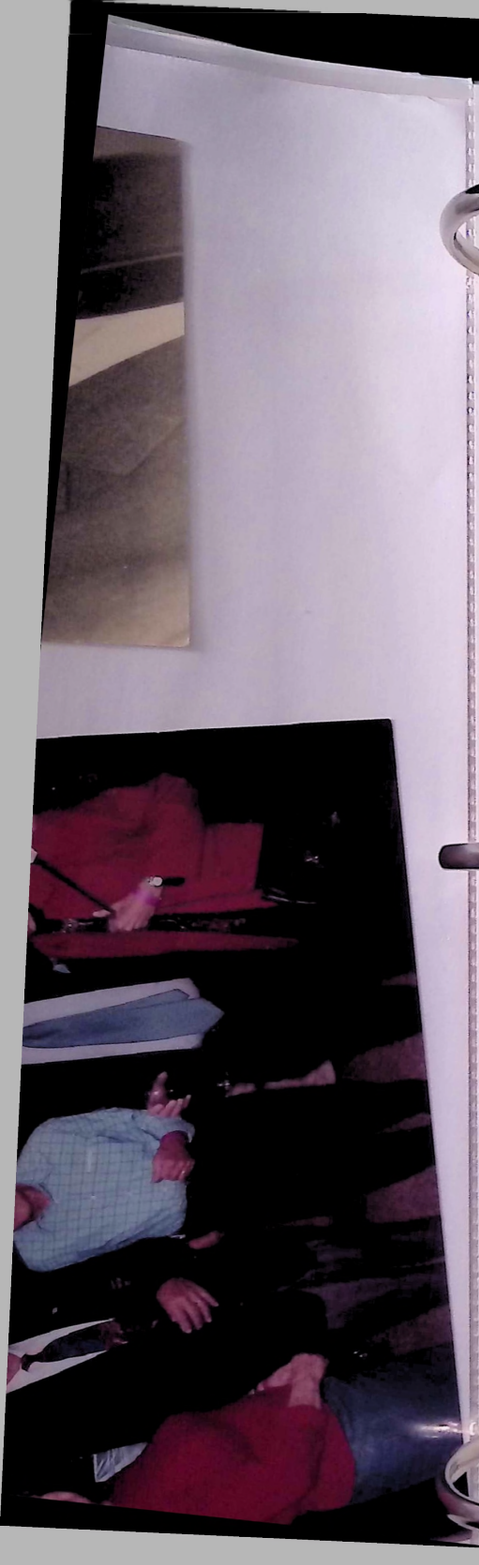












REMARKS IN TRIBUTE TO UMID NEJIB - NOVEMBER 1, 2002

HONOR TO BE HERE TO PAY TRIBUTE TO SUCH A GOOD MAN,

OUTSTANDING SCIENTIST AND TEACHER.

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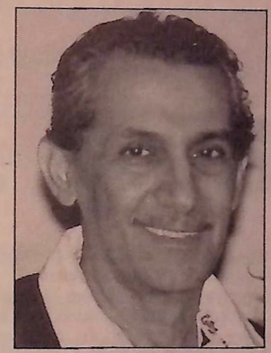
Prepare agenda write minutes nothing official until it appears in Bulletin

Dr. Umid R. Nejib

July 18, 2002



Dr. Umid R. Nejib, of Lehman Avenue, Dallas, died Thursday, July 18, 2002, at Jefferson University Hospital.

He was born on Feb. 22, 1937, in Baghdad, Iraq, and was the son of the late Sania Khalil and Rashid Nejib.

He attended Baghdad College Jesuit High School and The University of Baghdad, graduating first in his class, and earned a Ph.D. in electrical engineering from the Carnegie Institute of Technology, Pittsburgh, Pa.

Dr. Nejib was past president of the Northeastern PA Arab American Association and the PA Engineering Deans. He served on the Interfaith Council and the board of St. Vincent de Paul Soup Kitchen, the Board of the NEPA Industrial Resource Center and Earth Conservancy Board. He was also a member of the Northeastern Pennsylvania Islamic Association.

He was a member of the IEEE, SWE, ASEE, Association of Old Crows, Sigma Xi (President), Sigma Pi Sigma, Eta Kappa Nu, IIE, NSPE, PSPE, AOPA, MADD, National Geographic Society, USAF Association, and the USOC. He was elected to the board of the PA Society of Professional Engineers.

He was a professor of electrical engineering at Wilkes University for 37 years and also served as dean of the School of Science and Engineering. He was responsible for the development and accreditation of 4-year engineering degrees as well as the Mas-

languages.

Dr. Nejib received numerous awards and citations throughout his career:

- Selected to serve as one of the advisors to the ASST to the President of the United States for Science and Technology;
- Recognized by the Governor of Pennsylvania for modernization of Pennsylvania Industries;
- Nominated for the U.S. Presidential Medal for Engineering and Technology;
- Selected to participate in the U.S. Air Force National Security Forum;
- Recognized by Congress for efforts in development and implementation of Earth Conservancy.

In addition to his parents, he was preceded in death by his son, Omar, in 1992.

He is survived by his wife, Barbara E. King; daughter, Perri U. Nejib, Annapolis, Md.; brothers, Surood R. Najib, Trucksville, Pa.; and Naweed R. Najib, Falls Church, Va.; sisters, Zala Najib, Baghdad,

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He was a professor of electrical engineering at Wilkes University for 37 years and also served as dean of the School of Science and Engineering. He was responsible for the development and accreditation of 4-year engineering degrees as well as the Master's program and the Doctorate of Pharmacy.

Dr. Nejib served on the faculty of the University of Baghdad and the University of West London. He was founder and President of the STR Corporation and consulted with Westinghouse, Frito-Lay, Naval Air Development Center, AMP, GE, Pressed Steel, Bethlehem Steel, RCA/Harris, Catrel USA, Diversified Records, DOD-DARPA/ARPA, Hewlett Packard, UGI, Mountain Productions, UNESCO/ICEEE, Gentex, Ford, National Science Foundation, Dept of Energy, and the PA Dept. of Education.

He has published over 120 papers in the field of engineering and engineering education and holds 4 patents. In addition, he was fluent in Arabic, Kurdish, Turkish and German languages.

Dr. Nejib received numerous awards and citations throughout his career:

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Islamic Funeral Services will be held Friday at 1:45pm at Al-Noor Mosque, Ertley Drive/Scott Street, Wilkes-Barre (all friends are welcome). Burial services will be held at Maple Hill Cemetery, Hanover Township at 2:30 p.m. Calling hours will be held Friday evening from 6 to 9 p.m. at Mamary-Durkin Funeral Service, 59 Parrish St., Wilkes-Barre.

Those who desire may give memorial contributions to the Omar Nejib Memorial Scholarship, c/o the Development Office, Wilkes University, 87 W. South St., Wilkes-Barre, PA 18766.



REMARKS IN TRIBUTE TO UMID NEJIB - NOVEMBER 1, 2002

HONOR TO BE HERE TO PAY TRIBUTE TO SUCH A GOOD MAN, OUTSTANDING SCIENTIST AND TEACHER.

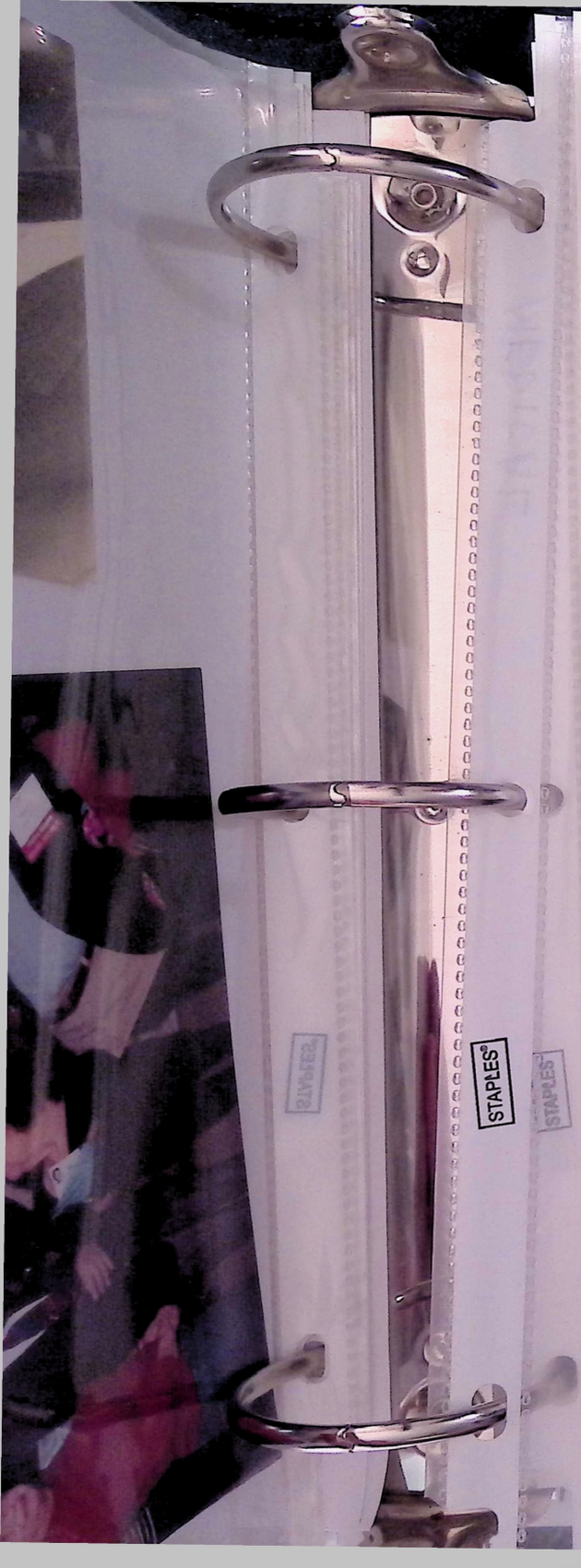
CONTEXT OF MY TIME AT WILKES, 47 YEARS AGO. COLLEGE OWNED ABOUT TEN BUILDINGS, BIOLOGY DEPARTMENT IN CONVERTED CARRIAGE HOUSE BEHIND CONYNGHAM HALL, THE ORIGINAL THAT BURNED DOWN. CONSTRUCTION OF THE ORIGINAL STARK HALL IN 1957 ESTABLISHED THE SCIENCES AS ACADEMIC PRIORITIES, (POST SPUTNIK ERA).

I RETURNED FROM A YEAR AT THE NATIONAL SCIENCE FOUNDATION IN 1963 AS ACADEMIC DEAN AND SHORTLY THEREAFTER CHARGED WITH RESPONSIBILITY OF FACULTY RECRUITMENT FOR EXPANDING STUDENT BODY AND A COMMITMENT TO THE REGION TO EXPAND THE TWO YEAR PHYSICS AND ENGINEERING PROGRAMS TO FOUR YEAR, JOINING ~~PHYSICS~~ Chemistry, MATH, AND BIOLOGY, AND ULTIMATELY ALL TO MASTERS DEGREE STATUS.

THAT WAS WHERE DR. NEJIB ENTERED THE PICTURE IN THE LATE 1960'S

THIS MORNING I RESEARCHED THE COLLEGE BULLETINS FROM 1962 THROUGH 1980 AND LET ME SHARE MY NOTES ABOUT CURRICULUM IN ENGINEERING WITH YOU.

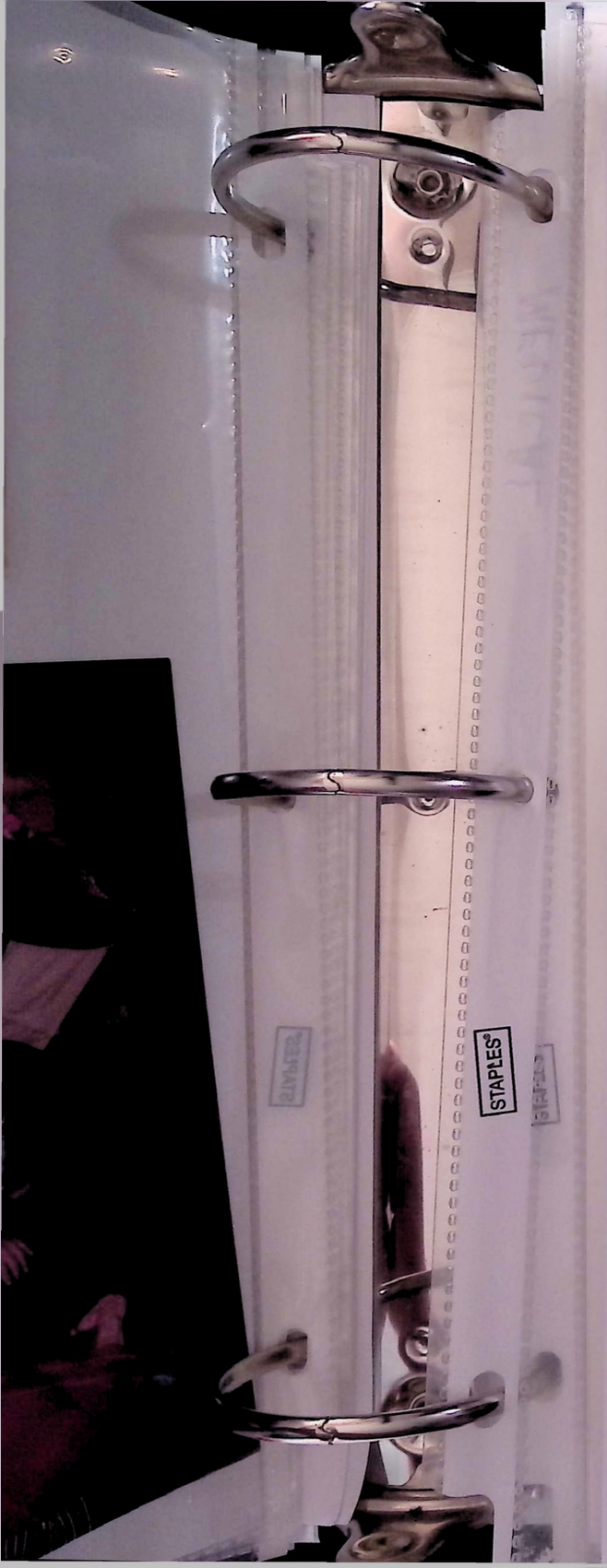
FROM THE EARLIEST DAYS OF THE COLLEGE UNTIL 1969 THE BULLETIN DESCRIBED THE BASIC TWO YEAR COURSE DESIGNED



FOR STUDENTS INTERESTED IN ENGINEERING TO PROVIDE THE FOUNDATIONS FOR TRANSFER TO BACCALAUREATE ENGINEERING SCHOOLS. THOSE STUDENTS SUCCEEDED AT THE BEST. LEHIGH, DREXEL, NYU, PENN STATE, PENN, BUCKNELL, AND MANY OTHERS. IT IS INTERESTING TO NOTE THAT THE ONE COURSE IN ELECTRICAL ENGINEERING WAS DESCRIBED AS FOLLOWS: "--TO DESIGN, CONSTRUCT, AND OPERATE ALL ELECTRICAL GENERATING EQUIPMENT". THERE WAS NO LISTED FACULTY AND IT CLEARLY PREPARED STUDENTS FOR EMPLOYMENT BY PP&L, GENEROUS SUPPORTERS OF THE COLLEGE.

DR. NEJIB IS A FACULTY MEMBER OF RECORD BEGINNING IN 1965 BUT HIS REAL SERVICE BEGAN A FEW YEARS LATER. THERE WERE OBVIOUSLY YEARS OF PLANNING INVOLVED FOR FACULTY APPROVALS OF THE PROGRAMS THAT FIRST APPEARED IN THE 1969 - 70 BULLETIN. THAT WAS THE FIRST PUBLICATION TO DESCRIBE FOUR YEAR PROGRAMS IN ELECTRICAL ENGINEERING AND MATERIALS ENGINEERING, CLEARLY THE WORK OF UMID NEJIB. SUDDENLY THERE APPEAR DESCRIPTIONS OF THE CURRICULAR REQUIREMENTS IN THESE AREAS THAT LISTS ELECTROMAGNETIC FIELDS I AND II; ELECTRONIC CIRCUITS I AND II; PHYSICAL ELECTRONICS; SOLID STATE DEVICES; ENERGY TRANSMISSION AND RADIATION; ELECTROMECHANICAL ENERGY CONVERSION; ADVANCED ENGINEERING LAB I AND II.

IN THE MATERIALS ENGINEERING CURRICULUM APPEAR COUSES TITLED MATERIALS SCIENCE; CRYSTALLOGRAPHY; X-RAY



DIFFRACTION; CRYSTAL GROWTH AND DEFECTS; CRYSTALLINE ANISOTROPY; INSTRUMENTATION LAB AND INDEPENDENT RESEARCH.

I WENT FROM DEAN TO PRESIDENT IN JULY OF 1970 AND I STILL HAVE THE MEMORY OF A REQUEST FROM ALEX PAWLENOK TO APPROVE A RESEARCH CONTRACT BETWEEN DR. NEJIB AND PENNDOT. IT WAS CLEAR THAT STUDENT INQUIRY WAS BEING INCORPORATED INTO THOSE COURSES AND THIS WASN'T TEXT BOOK TEACHING, THERE REALLY NO TEXT BOOKS IN THOSE EMERGING FIELDS, BUT HANDS ON EXPERIENTIAL LEARNING UNDER THE GUIDANCE OF MASTER SCIENTISTS AND TEACHERS.

THE FLOOD OF '72 PROVIDES ANOTHER ANECDOTE ABOUT DR. NEJIB AND HIS SHAMELESS SCAVENGING.

STARK HALL/LEARNING CENTER ADDITION WERE UNDER CONSTRUCTION WHEN FLOOD INUNDATED THE NEW CONSTRUCTION. IN THE BASEMENT WAS A TWO MILLION DOLLAR COMPUTER, ONLY TWO YEARS OLD, BUT ALREADY DECLARED OBSOLETE BY THE AIR FORCE. THERE IT WAS IN THE BASEMENT OF A BUILDING WE DIDN'T EVEN OCCUPY. WHEN LATER ASKED, HOW DID YOU GET THAT COMPUTER, NEJIB JUST SMILED THAT UNIQUE QUIRKY GRIN AND SAID IN ALL SERIOUSNESS, DON'T ASK, (AND I NEVER DID.)

I DO KNOW THAT WHEN THE BUILDING OPENED, THE COMPUTER LOST IN THE FLOOD THAT HAD OCCUPIED AN ENTIRE ROOM, WAS NOW REPLACED BY A SINGLE CABINET COMPUTER THAT UNID ASSURED ME WAS INFINITELY MORE POWERFUL THAN THE ONE IT

REPLACED. SUCH WAS THE RAPIDITY OF CHANGE IN THE CURRICULUM AND FIELDS OF ENGINEERING THEY WERE BUILDING FOR WILKES.

INCIDENTALLY, THE ENERGY TRANSMISSION COURSE WAS STILL IN THE BULLETINS I CHECKED IN THE LATE 1970'S.

IN 1976 DR. NEJIB WAS LISTED AS FULL PROFESSOR AND CHAIR OF THE ENGINEERING DEPARTMENT AND EVERY YEAR SAW NEW INTRODUCTIONS TO THE CURRICULUM. MICROWAVES AND ANTENNA SYSTEMS; ADVANCED MICROELECTRONICS WITH LAB; THERMO AND PHASE EQUILIBRIA; ENGINEERING POLYMERS; MICROCOMPUTERS APPLICATIONS, OPERATIONS AND DESIGN.

AS FACULTY YOU UNDERSTAND WHAT IS REFLECTED IN THESE RECORDS. HAVE YOU HAD TO JUSTIFY AND PREPARE A NEW COURSE FOR INCLUSION IN THE BULLETIN FOR YOUR DEPARTMENT? IT'S NOT EASY

I CHECKED MANY OTHER CURRICULA IN THOSE BULLETINS AND MOST DEPARTMENTS HAD ONE OR TWO OFFERINGS CHANGED OR ADDED EVERY FEW YEARS. NOTHING WAS HAPPENING ON THE SCALE OF CHANGE IN THESE ENGINEERING FIELDS AND THEY REMAIN AS FLUID AND DYNAMIC TO THIS DAY.

LAST NIGHT AT JANE AND AL'S I READ FOR THE FIRST TIME HIS "FINAL WORD LECTURE" PRESENTED TO THE FACULTY ON MAY 15, 2000. WHAT AN EPITAPH. JUST THE TITLE 'CIVILITY OF DISCOURSE

* Visual



AND INTEGRATIVE CURRICULUM" REFLECTED HIS PRACTICE OF BEING AHEAD OF THE CURVE .

YESTERDAY IN THE NEW YORK TIMES A VERY EXTENSIVE ARTICLE "TO THE LIBERAL ARTS, HE ADDS COMPUTER SCIENCE". THE INTEGRATIVE CURRICULUM UMID DESCRIBES IDENTIFIED THAT CHALLENGE AND WENT FURTHER BY PROVIDING A FRAMEWORK OF COURSE ANALYSIS TO MEASURE SUCCESSFUL ACHIEVEMENT OF THAT INTEGRATION.
WHAT A MASTERPIECE AND WHAT A CHALLENGE. I RECOMMEND YOUR READING OF BOTH THOSE ITEMS.

FINALLY, AND ABOVE ALL ELSE, UMID AS A FRIEND. THIS IS FIRST HAND OBSERVATION.
AL GROH AS A FRIEND, ARTIST AND TECHNOLOGICAL ILLITERATE. NO LONGER. UMID TAUGHT HIM HOW THE COMPUTER COULD WORK TO HELP HIM CONSTRUCT HIS POETRY AND TO COMPILE IT ON DISKS FOR ANALYSIS AND PUBLICATION. Joe Blucci
AL CAN NO LONGER BUY A NEW CAR. WHEN HE BOUGHT HIS CAR UMID WOULD HAVE TO SPEND TWO HOURS SETTING THE CONTROLS FOR SEAT ADJUSTMENTS FOR HIM AND JANE, INDOOR TEMPERATURE AND SEAT HEATER TEMPERATURES, ELECTRONIC CONTROLS FOR THE CD PLAYER AND ALL THE OTHER ADJUSTMENTS THAT MAKE THE CAR WORK. NO SALESMAN WOULD HAVE THE PATIENCE NEJIB HAD. I USED AL'S CAR THIS MORNING AND I COULD FEEL UMID'S SPIRIT SURROUNDING ME.

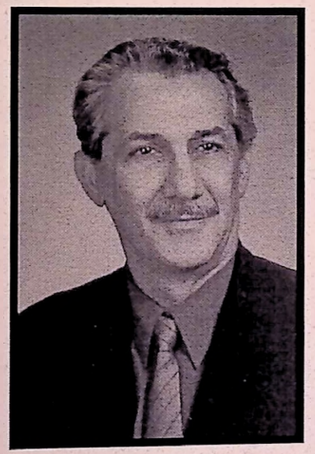
Dr. Nejib devoted (5) his life, intellect & talents to build College & Univ. programs
Honor to pay him tribute

In Celebration

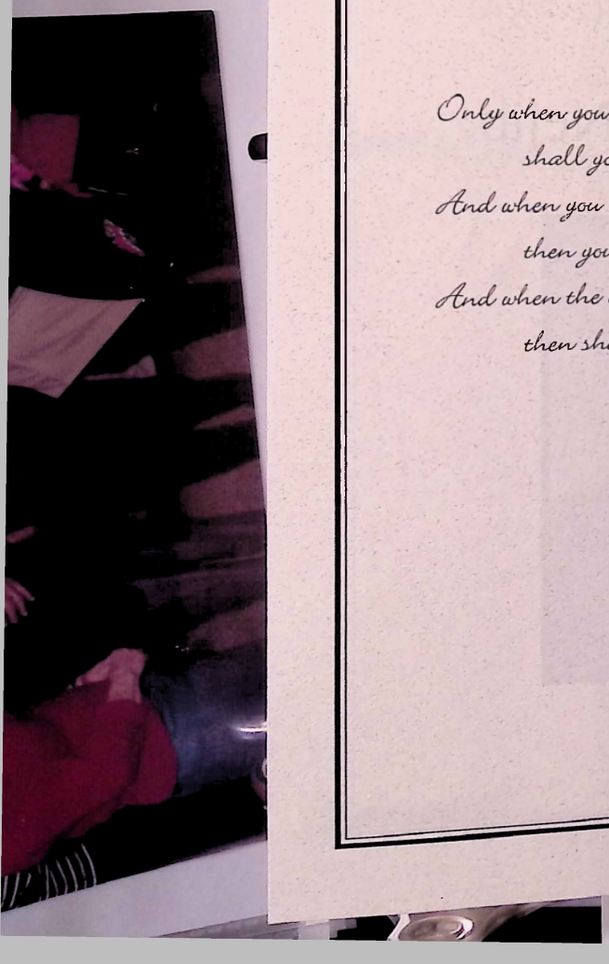
of the life of our

Friend and Colleague

Dr. Umid R. Nejib



P.S. Rosalie Kackauskas's hsuband died recently. She is coming for a visit so I'll have a chance to see her.



112 North Franklin Street
Wilkes-Barre, PA 18701
May 22. 1996

Only when you drink from the river of silence
shall you indeed sing.
And when you have reached the mountain top,
then you shall begin to climb.
And when the earth shall claim your limbs,
then shall you truly dance.

Kahlil Gibran

Welcome ..... Jane Lampe-Groh
Dean of Student Affairs, Emeritus

Memorial Prayer ..... Dr. Walter A. Placek
Professor of Physics, Emeritus

Presidential Perspective ..... Dr. Francis J. Michelini
President 1970 ~ 1975

Student Perspective ..... Emilio Marianelli
Class of 1973

Faculty Perspective ..... Dr. Lester J. Turoczi
Professor of Biology, Emeritus

Pictoral Remembrances

Recitation from the Koran ..... Dr. Mamoun M. Bader
Assistant Professor of Chemistry
The Pennsylvania State University, Hazleton Campus

112 North Franklin Street
Wilkes-Barre, PA 18701
Ma[illegible] 22, 1996

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STAPLES

112 North Franklin Street

Civility of Discourse and Integrative Curriculum: The Overlooked Duo of Academe

Umid R. Nejib, Ph.D.

Professor of Engineering

Wilkes University

Seventh Annual Final Word Lecture
Faculty Recognition Day
Wilkes University
May 15, 2000

P.S. Rosalie Kackauskas's husband died recently. She is coming for a visit so I'll have a chance to see her.

Wilkes University Press
Wilkes-Barre PA
2000

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Abstract

The world as it entered the era of the industrial revolution did not face diminishing trade boundaries, a highly diverse work force, an elevated educational profile, and rapid dissemination of information. Changes were gradual and the information was slow in reaching the general public. International news was a rarity; the moon was a celestial object; Africa was the "Dark Continent"; and the Director of the Patent Office announced that everything worth inventing has been invented. Academe was based on historical disciplines. Contemplation and reflection were the norm, discourse was patriarchal, and the curriculum was inherited. The past was closer and the future – well the future was just there.

In light of contracting time for reflection, rapid technological innovation, viable competitors, efficient marketplaces, and a diverse but strongly linked population – the presence of Civility of Discourse coupled with an Integrative Curriculum on the campus becomes a necessity. They represent not only a basic characteristic of a university prepared to succeed in a new millennium, but more importantly the educational environment for the preparation of productive and conscientious citizens.

Civility of Discourse manifests itself in the freedom of speech, truth in debate, and respect for the individual. It is not only what it is said but also how it is said and what is meant. It is felt rather than seen, thus providing an atmosphere that encourages professionalism and nurtures creativity. Civility of Discourse is not an abstraction but a tangible and, to a certain extent, a measurable phenomenon. On the other hand, Integrative Curriculum is an efficient mode of operation, a learning exercise, and a scholastic undertaking. It is a strategy and a process with well-defined parameters and a viable assessment procedure. It allows the curriculum to respond quickly and in a seamless fashion to meet the educational demands in a rapidly growing knowledge-base of a society networked for speedy information exchange.

This essay is my attempt to provide yet another alternative, which may place academe in a proactive position vis-à-vis the challenges of today and those of tomorrow. In underestimating the role and the importance of Civility of Discourse and Integrative Curriculum, especially at this time in history, academe is not utilizing a powerful duo to sustain its mission.

P.S. ... d died recently. She is coming for a visi... ...e her.

Background

Today, we are observing the dawn of a new century in the midst of a technological revolution potentially more profound in its impact socially, politically, economically, and educationally than the industrial revolution of the last century. Flowing into that mainstream of technological change has been the United States' economic and political vitalization propelled by the internationalization of commerce, rapid communication, breakthroughs in the sciences, creative presentation of the humanities, and the complex societal issues of a diverse and multilingual population. We have walked on the moon, flown faster than sound, communicated through satellites, looked into sunken ships, and replaced defective hearts. Our students are, and will be, the product of this revolution. They have the ability and the knowhow to access a large and diversified knowledge-base and appreciate multidimensional teaching methodologies. While their attention span may seem short, their absorption rate of the material is exceptionally high. And they are not hesitant to voice their opinions about what they perceive as mediocrity. As a consequence, these factors have changed, as well as elevated, the parameters for a university to implement its mission, to attract qualified students, and to compete for funds and resources.

It is granted that the academy has been attempting to address these imperatives in its effort to prepare students for the challenges ahead [1]. The reaction -- and it is a reaction -- from many university faculty and administrators, upon first inspection and review of these facts and keeping in mind their dynamic nature, is that the task seems formidable and multifaceted. Two options are available to academe as it struggles to respond with viable methodologies: Understand and embrace the change or pretend to adopt the change. The fact remains, however, that the seriousness of the accelerating change from the rigidity of the industrial revolution to the fluidity of the ensuing technological revolution will require a fundamental shift in the approach to curriculum design and in the environment of the institution.

Throughout my life as a student, as a professional, and as a man, I learned to underplay the symptoms or the appearances and to seek the fundamental definition that describes a phenomenon, defines a problem, characterizes an issue, or advocates an ideology. To my thinking, Civility of Discourse and Integrative Curriculum represent fundamental ingredients, that will ease the transition and sustain the character of the university in an era where the norm is a rapid technological evolution and global interdependency. Both Civility of Discourse and Integrative Curriculum achieve same objective through mutual reinforcement of each other. They can best be described as the soul and the body of a true university – a successful university of today and that of tomorrow.

In recent years, there were those who insisted that academe is a business like

any other business. Most of this argument is a result of warranted perception that a university is inefficient in its operation. It is true that an academic institution is a business. It is a "people" business and its "product" is people. The objective of academe is to educate, and the foundation of the learning process is effective teaching, meaningful scholarship, and responsive curriculum. The "product" of the academic "business" requires an operational environment far more delicate than the perceived callousness characterizing traditional corporate business where its "product" is a "thing" in the service of the public. Academic leadership, on the other hand, manages a constituency that is composed of intellectual and professional equals, while corporate leadership deals with subordinates. Nevertheless, the success or failure of a university, like business, is subject to market needs and the ability of its management to foresee and meet these needs.

The absence of Civility of Discourse has the potential of seriously undermining the fundamental mission of a university – education and freedom of thought. Pessimism will fill the atmosphere, distrust will be the norm, and creativity will begin to erode. Similarly, its absence in the corporate world will lead to the loss of the customer-base and ultimately to insolvency. No customer likes to deal with an organization that is rude and uncaring. In the absence of an Integrative Curriculum, efficiency will suffer, program obsolescence will begin, and the return-on-investment will rapidly decline. Cost will escalate and the financial posture of the university will be weakened.

The Central Role of the Civility of Discourse

It is reasonable to assume that Civility of Discourse is an outcome of a value system. Values are normative standards, which influence thought and action. Values, both personal and communal, form the qualities desired of an individual and that of an educational system. The general perception is that society shapes these values. Today, values are also influenced by governments, major companies, professional organizations and, as always, by the educational process.

In ancient civilizations of Mesopotamia, Greece and India, as well as in western cultures through the middle ages, the heart of traditional education considered worthy of the free mind, consisted of the trivium (grammar, rhetoric, and logic) and the quadrivium (arithmetic, music, geometry, and astronomy). From the beginning it was clear that the central concern had been the reconciliation of the human mind with the mysteries of nature and the material world. Open discussion of philosophy and science were generally intended and marked by an environment of collegiality and to a certain extent admiration (Civility of Discourse). When this environment is distorted totalitarianism triumphs, and when it is allowed to flourish renaissance triumphs.

husband died recently. She is coming for a
to

Society in general and the university in particular hold the key to values. The model of a university creating an elitist culture of graduates succeeds only in advancing the frontiers of knowledge and scientific discovery. Unfortunately, it will fall short in confronting unethical conduct, knowing that it could not do much without risking its position. Because of recent technological advances and global competitiveness, the mission and the responsibility of a university is being redefined to embrace not only community and societal needs but also global need [2]. It is expected, for example, that an engineer must be technically competent, must offer meaningful public service for the benefit of society, and must have a positive outlook directed toward the changing world and its values. On the other hand, a historian must provide relevancy to the past within the context of its science and culture, must believe in diversity, must embrace global change, and must avoid elitist posturing.

It is not surprising that corporate business in the current era of geopolitical movement into trade blocs and multinational organizations considers the understanding of and respect for cultural values to be essential. Corporate business has come to appreciate the profitability of Civility of Discourse in its corporate culture. The barriers among people and nations are diminishing, causing thought and values to be viewed on a wider and a more diverse scale than ever before. Viable choices made must be based on their potential service to mankind as a whole and not on their potential to serve a select group or geographical location. The choice, in other words, is not between French and Chinese values, but between self-serving values and those for the common good.

The lack of Civility of Discourse was the centerpiece of the imperial British policy of divide and conquer. While the policy worked for a while to the benefit of the few, it started the world toward a future of turmoil. The many conflicts of the later part of the 20th Century in Africa, Asia, and the Middle East are an implicit result of that policy. While the argument is that these conflicts are due to ancient disagreements between the various factions, the fact remains that the British policy of creating "independent" territories and "realistic" boundaries had the clear objective of aggravating and exasperating old feuds and differences. It is hoped that the US learns from pitfalls of yesterdays and its universities continue to be the guardians of the Civility of Discourse as well as its teachers.

There are those who chastise leaders who are advocates and practitioners of Civility of Discourse as being "weak" on leadership. George Washington, Abraham Lincoln, Mahatma Ghandi, and Salah Al-Din exemplify leaders who are both strong and effective. The Civility of Discourse was the mode of teaching of Moses, Jesus, Mohammed, and Buddha – and they have most of the world population listening and following their teaching. On the other hand, the history books sites many infamous, but "strong," leaders who discarded the values professed by the Civility of Discourse. Stalin, Hitler, Mussolini, Machiavelli are know for their intolerance to discourse and civility. It is possible to link the decline of voter participation in the

United States electoral process, to negative campaign strategies. The rise in the use of the wedge issues, the dehumanization of opponents, and demagoguery in general are measures of deteriorating Civility of Discourse. The nature of the recent Bradley-Gore contest for the Democratic Party nomination was marked by its attempt to practice civility and discuss issues. The hope is that the Gore-Bush campaigns for the presidency of the United States will have the same mark. Unfortunately, the Las Vegas odds-setters are betting against it. It is interesting to point out that the public despises, but to a certain extent tolerates, the behavior of underhanded campaigning tactics of politicians. That same public does not tolerate and will not accept similar behavior from academe.

Civility of Discourse in the Information Age

The emergence of the "Information Age" meant that the only way to tackle global competition was to have access to information. Like any medication one has to be prepared for the side effects. No one is claiming to forego the medication, but overlooking the side effects exemplifies ignorance. Every time a technological breakthrough is announced by the telecommunication industry, the question arises as to when and how human beings will catch up and be worthy of these advances. "For if the truth is told – selling cellular phone to a public that is not ready for them is a little like handing typewriters to chimps. They may be able to punch the buttons, but boy, the results are far from satisfactory" says M. Sanghvi, columnist for the Times of India. She continues, "Not only are basic human courtesies disregarded, but also a whole gamut of unfamiliar rudeness has been introduced into our lives." She continued to provide a variety of examples some of which were amusing. Sad to say, most were indicative of civility in retreat. Most of you have encountered examples of such rudeness.

It is fascinating to read that Andrew Rosenheim, Managing Director of Penguin Press, said that in fifty years the book would be extinct. Almost all of the parameters of a successful library are now managed by computers and stored in its peripherals. Libraries and bookstores will inevitably be linked to networks, sharing resources and maximizing the use of scarce funding. Networks will dominate the operation. It would be the smart and the logical plan to follow so libraries and bookstores may increase efficiency and stay competitive. If libraries are to survive in the future they must harness the new technologies. The obvious consequence is that the customer in general and students in particular need not interact with staff for any activity such as borrowing, returning or buying a book. The outcome will then be not only the loss of user-friendliness and personal transactions, but also the increase of isolation. With the predictable decline and potential demise of the book, academe must and should address the consequences of generations of students being isolated and insulated. The university should ascertain

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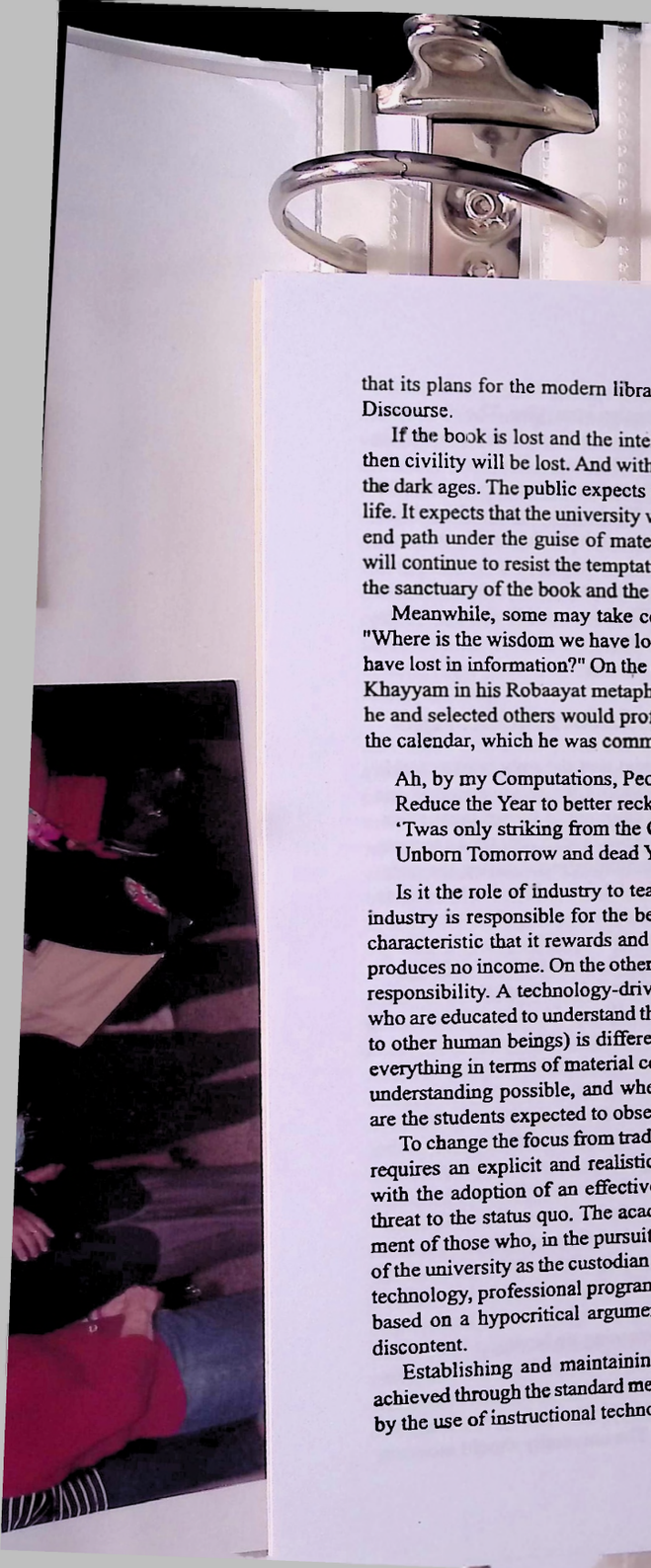

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that its plans for the modern library would ensure the presence of the Civility of Discourse.

If the book is lost and the interpersonal relationship that humans need is lost, then civility will be lost. And with the loss of civility civilization will give way to the dark ages. The public expects the Civility of Discourse as the norm of campus life. It expects that the university will avoid the pitfall of blindly following a dead-end path under the guise of materialistic efficiency. It expects that the academy will continue to resist the temptations of short-term gains at the expense of being the sanctuary of the book and the freedom of thought.

Meanwhile, some may take consolation in the salutary words of T. S. Elliot, "Where is the wisdom we have lost in knowledge and where is the knowledge we have lost in information?" On the other hand, the 11th century scientist-poet Omar Khayyam in his Robaayat metaphorically articulates an alternative when told that he and selected others would profit tremendously if he were to adjust the days of the calendar, which he was commissioned to develop [3]: he replied,

Ah, by my Computations, People say,
Reduce the Year to better reckoning? – Nay,
'Twas only striking from the Calendar
Unborn Tomorrow and dead Yesterday.

Is it the role of industry to teach civility? The answer for that question is that industry is responsible for the behavior of its own personnel, and civility is one characteristic that it rewards and strives to reach. After all an uncivil salesperson produces no income. On the other hand, educating the public is academe's primary responsibility. A technology-driven global economy is in dire need of graduates who are educated to understand that raising the standard of life (the ability to relate to other human beings) is different from raising the standard of living (weighing everything in terms of material comfort). Civility of Discourse is what makes this understanding possible, and where but in the university's learning environment are the students expected to observe it and experience it.

To change the focus from traditional boundaries of thinking to a global outlook requires an explicit and realistic mission by an educational institution coupled with the adoption of an effective plan. In many cases such a change presents a threat to the status quo. The academy is not a utopian site, and it has its complement of those who, in the pursuit of a selfish agenda, would rather ignore the role of the university as the custodian of civility and constructive discourse by blaming technology, professional programs, corporations, and government. This agenda is based on a hypocritical argument intended to avoid responsibility by fostering discontent.

Establishing and maintaining Civility of Discourse on campus can not be achieved through the standard mechanics of teaching "relevant" courses augmented by the use of instructional technologies. It is rather obvious that such an approach

is a transparent excuse of avoiding the responsibility of being a teacher. The values professed by the Civility of Discourse are learned by observing the conduct of teachers and mentors, and for that matter--the conduct of all university personnel with each other and with the students. One may venture to say that Civility of Discourse is professionalism at its best, an experience that should be continuously nurtured by the teachers and the university leadership.

Is Civility of Discourse Measurable?

Academe is continually struggling with assessment and evaluation. It is only logical that the question will be asked – How does one measure Civility of Discourse? It is a valid question but the answer is neither simple nor obvious. It is synonymous to the eternal questions of: How to measure the appreciation of a sunset? How to measure the love of a child? How to measure the feel of solitude? and How to measure love? In all case writers, philosophers, scientists, poets, and prophets attempted these measures throughout history.

Within the university context, Civility of Discourse, among other things, is a description of the state-of-being in the work environment of a university. Consequently, the best measurement that can be offered under the circumstances is a citation from a question and answer session with a Prophet when asked about work in an environment where Civility of Discourse is present–

The Prophet's answers are found in the book of Gibran Khalil Gibran [4]. And I quote:

Then a ploughman said, Speak to us of Work.
And he answered, saying:
You work that you may keep pace with the earth and the soul of the earth.
For to be idle is to become a stranger unto the seasons, and to step out of life's procession, that marches in majesty and proud submission towards the infinite.
Work is love made visible.
And if you cannot work with love but only with distaste, it is better that you should leave your work and sit at the gate of the temple and take alms of those who work with joy.
For if you bake a cake with indifference, you bake a bitter bread that feeds but half man's hunger.
And if you grudge the crushing of the grapes, your grudge distills a poison in the wine.
And if you sing though as angels, and love not the singing, you muffle man's ears to the voices of the day and the voices of the night.

chance to see her.

And what is to work with love?

It is to weave the cloth with threads drawn from your heart, even as if your beloved were to wear that cloth.

It is to build a house with affection, even as if your beloved were to dwell in that house.

It is to sow seeds with tenderness and reap the harvest with joy, even as if your beloved were to eat the fruit.

It is to charge that all things you fashion with a breath of your own spirit.

And to know that all blessed dead are standing about you and watching.

It is possible to conclude then that if the individual experiences and exhibits these qualities at work most of the time, then Civility of Discourse is present and well.

The Challenge to the Standard Curriculum

The initial university structure in the USA is a transplant of an early European form, which has evolved over the years and assumed its own characteristics. The standard approach to curriculum design has served the academy well over the years. While the curriculum maintains certain similarities to its 19th century heritage, the approach to its design should accommodate and respond to the changes being mandated by the new revolution, a revolution where rapid technical and scientific progress, especially in the communication area, is moving the world from regionalism to global. By the 21st century, industry will be global, the marketplace will be global; the competition is already global. Within the context of the new revolution, a university program advocating the delivery of good education exclusively through standard curricula development augmented by "high-tech" delivery system is pursuing a "virtual" reality.

The standard approach to curriculum development or modification starts by defining its components (courses) based on loosely inherited historical objectives and requirements. When successfully completed the curriculum should produce a graduate who possesses the knowledge, the ability, and the skills to function in tomorrow's society. Changes are introduced through the addition, deletion, and sometimes content modification of these courses. The development of courses is conducted with a micro view rather than a well-defined macro. It is a long tedious process, and in many instances, a very frustrating process. It is further complicated by intra-college discussions, which is tenuous at best. In any event there are voices that claim that alteration to this approach is a threat to a well-established "tradition" and format. The appropriate answer is a question: Is tradition a static phenomenon? And the answer is no. Observe the evolution of the US curriculum over the past century. Better still; ask a historian or a theologian.

Today and definitely tomorrow the norm is flexibility and speed so as to keep

pace with the rapid expansion of discovery, the swiftness by which these discoveries are disseminated, and serious competition. In the absence of Civility of Discourse, this built-in conflict between response-time and knowledge-base will heavily task faculty time and entrench the problems of low efficiency and high costs. The product of such a program will be a graduate who lags behind in ability and knowledge in meeting the paradigms of the new revolution.

Redefining the format and the content of an educational program is not a simple task given the fact that formal US education is the transplantation of early European (English) educational system. The dichotomy presenting itself to faculty and administrators alike is a conflict between the realities of the industrial revolution of an insulated regional order, and the realities of the technological revolution of an open global order. A need to reevaluate the current approach to curriculum design has become apparent. Fortunately, the same tradition provides the premise to initiate these changes: progress. Progress is an excellent catalyst; it can stimulate educators to seek alternatives rather than edit standards. One such alternative is an instructional strategy based on the concept Integrative Curriculum. Integrative Curriculum is dynamic and can respond and anticipate change quickly and effectively. Such a curriculum is characterized by the fact that at the early stages of the program, the students follow a well-articulated outline of courses, labs, and activities. However, the students' responsibilities vis-à-vis learning increases as they progress through the program [5]. An integrated curriculum is well suited for a millennium that is best described as being fast moving and global.

The Fundamentals of an Integrative Curriculum

One may define Integrative Curriculum as being a curriculum where the interrelationship between its various components is clearly defined as well as interdependent in meeting program objectives and goals. It is characterized as being fast in its response to changes of goals or emphasis with a built-in assessment process. Integrative Curriculum is a multidimensional process whose degree of success depends on two foundations: A university environment exhibiting a healthy degree of Civility of Discourse, and a faculty whose value system includes discovery, teaching, application and integration. Professional development is closely linked to the four functions desired of the faculty [6].

Curricula can be classified as being in a conceptual stage or in an operational mode. The approach used to adapt or construct an Integrative Curriculum has strong resemblance to a systems design process. First, the product is defined (in this case the attributes/goals) followed by the development of the necessary components (in this case the syllabi). The attributes as defined here are those characteristics and skills envisioned by the faculty and acquired by the student upon graduation from a specific program of study. The faculty should avoid the classical trap of course

titles being synonymous to attributes and serious effort should be made to minimize the number of these attributes.

Attributes are divided into two categories: General Traits and Program Specific. For example the General Traits may include Creative Problem Solving and Constructive Reasoning; Effective and Clear Communication Skills; Science/Math Interrelationships; Teamwork and Collaborative Effort. On the other hand, Program Specific attributes in Electrical Engineering may include: Computer integration and software utilization; Electronic device modeling, and fabrication; Measurement, data acquisition, and testing; Modern communication & optics; Project design, integration, and management.

There are four basic steps in structuring an Integrative Curriculum or adapting it to an existing one. These are Identify the attributes; Define the time necessary to complete the process; as well as individual time slots for the completion of each segment; Construct the Curriculum Attribute Matrix C.A.M.© [7]; Review the matrix and proceed to develop and/or modify courses and syllabi to meet the desired goals.

The first step, and probably the most important and challenging, is to articulate the attributes (characteristics, skills, objectives, and goals) of a given program. Attention should be made to the axiom that perfection in defining the attributes is not a goal. Defining the attributes is not a terminal process. They must and should be revisited and periodically reevaluated in anticipation of changes. It should be evident that in the absence of Civility of Discourse, open and unselfish discussions will be difficult, and consensus on realistic and meaningful attributes will be hard to achieve.

Curriculum Attributes Matrix

The Curriculum Attributes Matrix, C.A.M.© is a tool intended to provide a macro view of the curriculum and also add a new dimension to the assessment of a given course or activity including its impact and contribution to the curriculum as whole. This pseudo-quantitative method simplifies and streamlines the curriculum design or modification process.

The matrix is a two-dimensional table of attributes vs. courses/labs/seminars. It generates a variety of tables organized according to the nature of the courses such as "Required Courses in the Discipline," "Required Courses Outside the Discipline," etc. The optimal number of tables is set at five to avoid, once again, the problem of being overwhelmed by data that will detract from having a meaningful feel for the curriculum as a whole. The table is completed by assigning a value to the contribution of every course/activity to each attribute using the single digit known scale of 0, 1, 2, 3, and 4. The choice of the scale is intentional to accommodate inherent overlaps between attributes as well as between courses. Keep in mind

that the objective is to develop an overall understanding for the curriculum and not to develop an accounting scheme. The data is then totaled and normalized with the results given in percentages and identified by (course) Assessment and (program) Emphasis" as shown in Table 1.

Table 1 is an illustration of the "Required Courses in the Discipline" table using the example attributes given above. The values shown are arbitrary. Any resemblance of the attributes, number of courses, and assigned rating shown in the table is purely coincidental.

Table 1: Required Courses in the Electrical Engineering

Required Courses in the Discipline	EE1	EE2	EE3	EE4	EE5	
Course/Lab Credit Hours	3	1	3	4	2	Emphasis
General Trait Attributes						
Creative problem solving and constructive reasoning	1		2		1	16%
Effective clear communications skills	2		1			13%
Science/math interrelationships			4		1	20%
Teamwork, collaborative effort, leadership			3			13%
Assessment	30%	0%	56%	6%	9%	100%
Program Specific Attributes						
Computer integration and software utilization	3	2			4	22%
Electronic device modeling and fabrication	1	2				6%
Measurement, data acquisition, and testing	1	3	4	4	3	46%
Modern communications systems and optics	2	4	1	1		20%
Project design, integration and management	1	1			1	7%
Assessment	28%	14%	17%	23%	18%	100%

There are two reasons why the program faculty should complete of these tables. The first is to ensure a consensus as to the objective of a specific course and its contribution to the attributes. The second is to articulate what the program faculty "perceive" to be the contribution of the courses outside their discipline. This perception can be the catalyst for faculty exchange among departments and programs with the intent of achieving a clear understanding as the objective of a specific course.

P.S. Rosalie Kackauskas's husband died recently. She is coming for a [illegible] to see her.

Once the tables are completed and examined, the faculty will be able to affect changes of emphasis and/or distribution through syllabi adjustments and achieve the intended goals of the program. For example, while EE2 is a strictly program specific course that does not contribute to any of the general trait attributes, all the general trait attributes have been addressed. Furthermore, the "Measurement, data acquisition, and testing" seems to be the emphasis of this program.

Conclusions

Civility of Discourse and Integrative Curriculum manifest themselves in the quality of education, the credibility of the leadership, the morale of the constituency, and the commitments of its benefactors. Within the university context, Civility of Discourse is a description of the state-of-being in the work environment, and Integrative Curriculum is an operational mode that provide the tool to respond efficiently to the educational demands in a rapidly growing knowledge-base. Their presence often indicates success and a vibrant campus, but their absence often reflects decline and confusion.

Ideal cases exist only in a theoretical sense, and academe in the United States is no exception. The positive tradition of encouraging the creative process in the individual that distinguishes the educational paradigm in America will always be challenged by the thought and action of pseudo-intellectuals who, in the name of tradition, attempt to enforce a self-serving policy rather than cultivate ideas and motivate people. This delicate fiber that is Civility of Discourse can only be nurtured and protected by the ability of the university family to adopt civility as the norm of conduct.

I can not think of a better ending to this essay than a quotation from Omar Khayyam who so wonderfully and eloquently described those who chose to follow the path of teachers and be teachers themselves. Omar Khayyam said,

With them the seed of Wisdom did I sow,
And with mine own hand wrought to make it grow,
And this was all the harvest that I reap'd –
"I came like Water, and like the Wind I go."

Acknowledgments

I am indebted to so many of my friends, colleagues, mentors, and students who over the years have influenced my thinking and broadened my perspectives. Their collective efforts in making this undertaking a reality is hereby acknowledged. This work is dedicated to those who believed in the concept and nurtured it; to those who benefited from it and helped others; and to those who were skeptics but encouraged its growth.

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Concerning the Speaker

Dr. Umid R. Nejib, Professor of Electrical Engineering and Engineering Management

Educational Background:
Received his doctorate ('66) in electrical engineering from Carnegie-Mellon University and his baccalaureate (honors '59) from the University of Baghdad.

Career Highlights:
Served as a Research Fellow at CMU and as professor at the University of Baghdad, the University of West London (Brunel), and Wilkes University. He led as well as conducted many specialty and educational programs in six other major universities in the USA and the UK. Consulting and industrial experience included organizations such as DOD, DOE, Ford Motor Company, Frito-Lay, GE/Harris, NASA, NSF, UNESCO, and Westinghouse, the development and initiation of the Industrial Resource Center (NEPIRC), and the EARTH Conservancy. Served in a reserve status with the TAC 14th Group. His service at Wilkes included the development and implementation of the Engineering programs, the Technology Transfer program, the EQ Center, the GIS/RS Center, and the restructuring of the Health Sciences programs and the Computer Center; the development and initiation of the of the Pharmacy program; and the deanship of the School of Science & Engineering. Published over ninety papers, invited presentations in fifteen countries, holds four US patents, and secured & managed multi-million dollar projects.

Honors & Professional Membership:
Selected to the US Air War College ('95) and as an advisor to the Assistant to the President of the United States for Science and Technology ('89-'91). Nominated for the United States presidential medal for engineering & technology ('88); recognized by two Pennsylvania governors ('86,'91);
elected to the professional honorary Societies of the Sigma Xi ('68), Sigma Pi Sigma ('90), and the Eta Kappa Nu ('91); and the Pennsylvania and New York Academy of Sciences ('73,'79). He is a Senior Member of IEEE, the Society of Women Engineers, Association of Old Crows (AOC), the American Society of Engineering Education (ASEE), and the Institute of Industrial
Engineers (IIE). He served as president of the Association of Engineering Colleges of Pennsylvania ('88,'97). Board member of the NEPIRC, the Pennsylvania Society of Professional Engineers, and president of the Association of Engineering Colleges of Pennsylvania ('88,'97).

Personal:
Family- Barbara (wife), Perri (daughter); Hobbies- reading, music, movies, flying, outdoor activities, and photography; Member- AOPA, the Cousteau Society, NPAAA, National Geographic Society, Smithsonian Institution, and St. Vincent De Paul Kitchen.

Concerning the Lecture

The premise of the Final Word Lecture is that the lecturer has only six months to live and would like to sum up a career of teaching and scholarship for colleagues, students, and friends. While the selected professor is, in fact, healthy, the hypothesized death adds urgency and focus to the lecture. The idea is borrowed from the University of Michigan's "Last Lecture."

The Final Word Lecture is given on the evening of Wilkes University's Faculty Recognition Day, at which faculty are lauded for their achievements as teachers and scholars. A number of awards, including the Carpenter Award for teaching, are announced at this annual event.

The Final Word lecturer is chosen by a committee of Wilkes professors and receives a $1,000 award through the generosity of an anonymous donor. At a subsequent time, and at the donor's discretion, the title of the award and lecture series will be changed to include the donor's name.

Previous winners were:

1993 James L. Merryman
Reinventing Humanity for Survival in the Twenty-first Century: Salvaging Our Best through Prehistory and Multiculturalism

1994 Dennis P. Hupchick
Nation or Millet*? Contrasting Western European and Islamic Political Cultures in the Balkans*

1995 Donald R. Brand
Multiculturalism Revisited

1996 No lecture given

1997 Jane M. Elmes-Crahall
Rhetorical Savvy and Political Civility

1998 Patricia Siplon
Scholar, Witness or Activist: The Lessons and Dilemmas of an AIDS Research Agenda

1999 William Terzaghi
Cornucopia or Pandora's box?The promise and perils of cloning, genetic engineering, and bioinformatics

Lehuch

husband died recently. She is coming for a

North Franklin Street

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STAPLES



112 North Franklin Street
Wilkes-Barre, PA 18701
May 22, 1996

Dear Francis:

Herewith is the photograph you sent me. I was not able to recall all the names but having looked in the Annicola for 1956 where all of the names appear I was able to remember all but one or two of those students in the photograph. That was a powerful group.

Beth entertained our minister and his wife at the Beaumont Inn last Thursday and while we were having dinner Dave Lucchino and his wife came in.

I had copies made of the photograph and sent a copy with a short note to twenty-eight of the people in the picture. That was all I was able to locate as far as addresses go. That project cost about seventy-five bucks.

My total of contributions to Wilkes now exceeds one hundred grand and maybe my total exceeds George Fenner's.

At Torch Club on the thirteenth I read my paper, despite a bad throat, and at the conclusion felt that it had been a dud. However, Richard Aston wrote a note saying it was "brilliant", "eloquent", and he requested a copy. That helped a lot. Now I have to get up the program for next year.

Commencement was last Saturday, inside, and this is the first commencement in a long time that some biologit has not been in the limelight.

Beth has gone off to her place in Nova Scotia but will be back in time to sail with me on June 28.

Day before yesterday I collected a bucket of mud from the boat launching ramp on the Kingston side of the river, just above the Market Street Bridge. Al Timko will pot the mud to see what comes up, with some controls. The island is still by the deep six.

I keep hoping for cool nights and not so hot days.

Greetings to one and all. Thanks again for the photo.

Sincerely,

Ed Lesh

P.S. Rosalie Kackauskas's husband died recently. She is coming for a visit so I'll have a chance to see her.

112 North Franklin Street
Wilkes-Barre, PA 18701
July 23, 1996

Dear Mike:

Beth and I have just returned from twenty-three days on the QE2, As we were climbing onto a bus for a tour of the Scottihs Lakes the chap at the door saw my Wilkes College jacket and asked if I had attended Wilkes. He said his cousin had been president. Thus we met, and saw several times again on board, your cousing Mac, Brother Michelini. What a handsome chap!

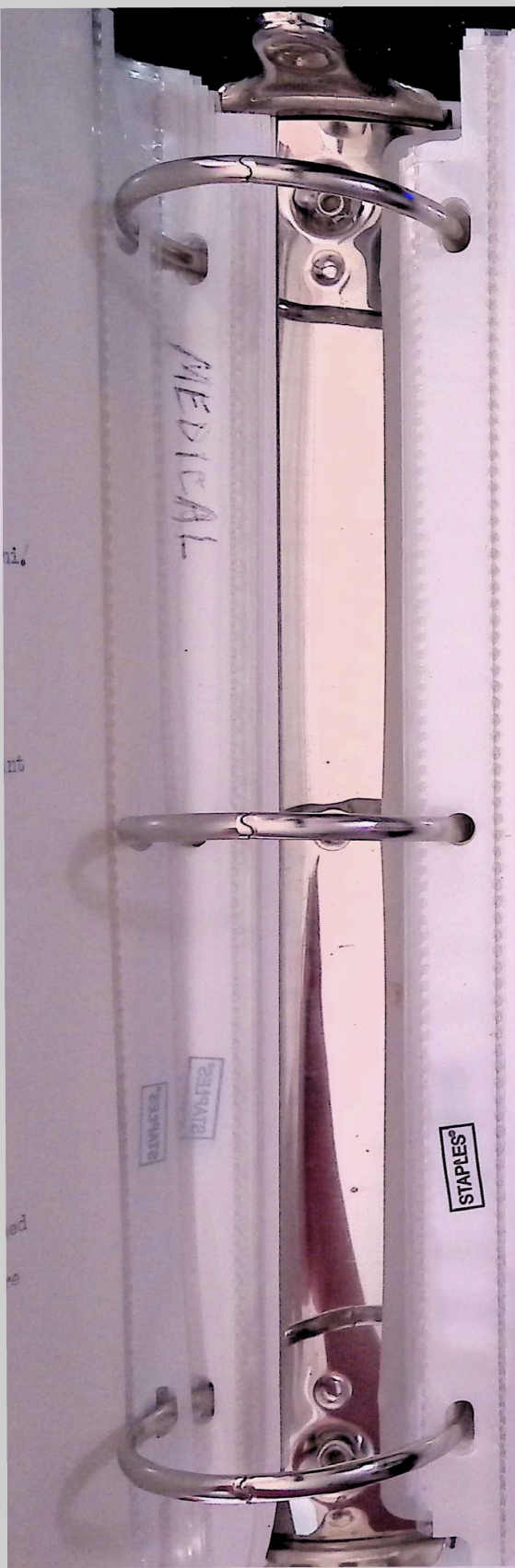
In a different vein, one of the entertainers told a joke which, while not the best for polite society, is clever. A German, a Japanese, and a Brit were bragging about their advanced technology. To make a point the German took out what appeared to be a common pocket fountain pen and spoke to someone in Berlin. Then the Jap took out his upper right insisor, dialed Tokyo, and spoke at length to someone there. Then he put the tooth back in place. At that the Brit farted and said, "Pardon me! I have a fax coming through".

While on board I saw a movie, "Mr. Holland's Opus" which I found deeply moving. It is the best I have seen since "Gone With The Wind".

I developed one of my respiratory complications, which I still have, and which I attribute to the feather pillow I had until I realized that and obtained a foam pillow. Temperatures in the seventies here are oppresive for me.

Greetings to one and all,

Chuck



verizon

Verizon Message Center

Tuesday, Aug 25 at 10:09 PM

From: [redacted]

To: [redacted]

Subject: Wilkes University Named Building - August 25, 2015

DIARY NOTE:

ON TUESDAY, AUGUST 25, 2015 AT APPROXIMATELY 2:30 IN THE AFTERNOON I RECEIVED A PHONE CALL FROM WILKES UNIVERSITY PRESIDENT PATRICK LEAHY
AFTER A BRIEF CHAT HE DESCRIBED SOME DECISIONS MADE REGARDING BARRE HALL, AN OLD MANSION BUILDING ON RIVER STREET A FEW DOORS DOWN THE STREET
FROM THE PRESIDENTS HOME WE HAD LIVED IN FROM 1970 TO 1975. HE INFORMED ME THAT A DECISION HAD BEEN APPROVED TO RESTORE THAT HOME AND ASSIGN IT
AS A GRADUATE DORMITORY TO SERVE FOREIGN STUDENTS ATTENDING WILKES.

FOLLOWING THAT INTRODUCTION HE WAS PLEASED TO ANNOUNCE THE NEXT DAY TO THE NEWS MEDIA THAT THE UNIVERSITY BOARD HAD APPROVED THE FORMAL
NAMING OF THAT BUILDING AS 'MICHELINI HALL" IN TRIBUTE TO THE SERVICES RENDERED TO WILKES COLLEGE DURING THE YEARS OF MY PRESIDENCY.
HE INVITED MY ACCEPTANCE AND NOTED THAT FOLLOWING THE FORMAL ANNOUNCEMENT SCHEDULED FOR THE NEXT DAY IN WILKES-BARRE, A DEDICATION SCHEDULED FOR
EARLY IN SEPTEMBER WOULD INCLUDE A PROGRAM AND DINNER FOR ME AND MY FAMILY IF WE ARE ABLE TO ATTEND.

I EXPRESSED MY DEEP APPRECIATION FOR THIS HONOR AND REQUESTED HE COMMUNICATE MY SINCERE THANKS TO THE MEMBERS OF THE BOARD OF TRUSTEES FOR APPROVING
THIS ACTION.

FJM

SCIENCE FACILITIES AT WILKES
1957 1964 1970 2012

When I arrived at Wilkes in 1955 the chemistry department was housed in the old Conyngham mansion and the biology department in renovated quarters that had been the carriage houses of the River street mansions.

The gift of Walter Carpenter to build the original science building to honor his boyhood friend Admiral Harold Stark found me immediately involved in the design of that building. The WW II experience of Mr. Carpenter with the DuPont Corporation and his understanding of the scientific research that had contributed so much to the Allied victory led him to provide funds for a facility suitable for development of the science and research curriculum that would be critical to sustain the college mission.

The photo of that first groundbreaking was included in the program of the March 1, 2012 groundbreaking for the fourth installment of construction that will provide cutting edge facilities for interdisciplinary research and instruction well into the next half century.

The shovel being wielded by Admiral Stark in this photo was used by President Gilmour to officially break ground for this newest addition to the college facilities.



1956 – STARK HALL GROUNDBREAKING

Reuben Levy – Trustee; Jack Sordoni – Construction; Eugene Farley – President
Admiral Harold Stark – Chair of Trustees; Gilbert McClintock - Trustee

WILKES COLLEGE
Serving the Valley
for 22 Years

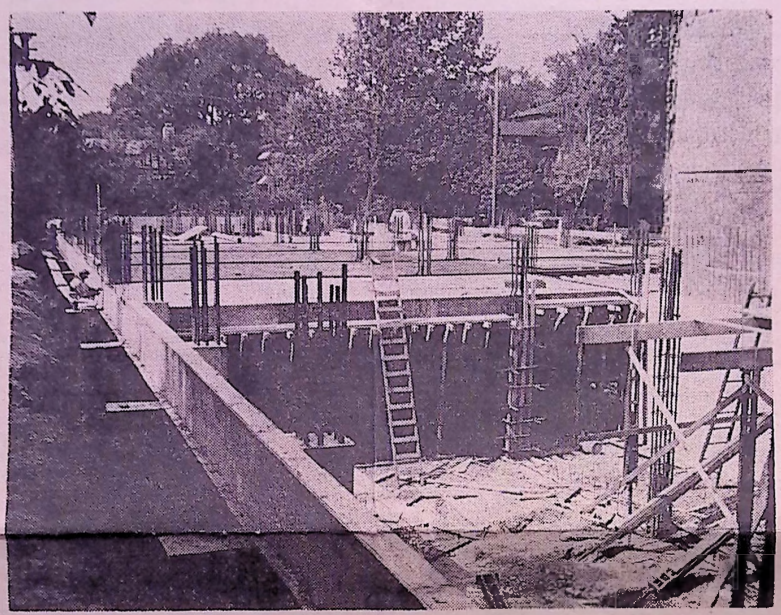
— WILKES COLLEGE —

Beacon

THE BEACON
Serving the College
since 1944

Vol. XXI, No. 1 | WILKES COLLEGE, WILKES-BARRE, PENNSYLVANIA | THURSDAY, SEPTEMBER 13, 1956

Science Hall and New Building Spark '56 Expansion Program



CHANGING SCENE ON CAMPUS — Making good speed on the construction of the Admiral Stark Science Hall, workers were going busily about the task of completing the science building while the rest of the campus was relatively quiet this summer. The foundation has been laid and the basement has been just completed. The new building will have the lecture hall for one of its wings and extend from there toward Chase Hall behind three dormitories: Butler, Ashley and Warner. Construction, which was begun early in July, is expected to reach completion in the spring semester.

South Franklin St. Home Purchased As Work Proceeds on Stark Building; New Lots Aid Parking Problem

Progress on the Admiral Harold R. Stark Science Hall (which is shown at left) has been moving at a steady pace throughout the summer.

The ground-breaking ceremony for the building was held on June 4, Graduation Day, with Admiral Stark turning the first spadeful. The building was made posible by an anonymous donaton of $900,000, with the stipulation that the structure be named in honor of the Admiral.

The demolition of Ashley and Butler Annexes, the Art Department rooms and the stairway to the second floor of the Lecture Hall were completed shortly after the start of summer classes. Excavation and construction work have been continuing at a busy pace.

When completed, the college will have some of the finest scientific laboratory and classroom facilities in the country.

Another development this past summer was the acquisition of the Wadham residence at 275 South Franklin Street. The gray stone building is directly across from the gymnasium and has a lot in the rear which will be used for faculty parking facilities.

On Wright Street, which runs between South and Ross Streets and is between River and Franklin, the College acquired a lot which has been set aside for student parking.

Several old garages on the lot are being torn down at present, and when that is completed there will be space for approximately thirty-five automobiles.

The building at 159 South Franklin Street, former home of the Countess Elena DeSilva, has been altered for use by the Art Department. The third floor of the building has been given over to the Beacon and Amnicola, and the offices of these publications are located there.

Mr. Whitby will shortly be moving into his new office in what was formerly Chase Lounge and Mrs. Connolly will move into the office vacated by the Registrar. Mrs. Connolly is the College Comptroller.

$8,000 FOR RESEARCH GIVEN W. C.

A research team headed by Dr. Francis J. Michelini of the college biology department has already commenced preliminary investigations on a basic research project on growth that may possibly provide a clue to the cause of cancer in human beings. The 2-year project will operate on an $8,000 grant.

The grant, awarded to Dr. Michelini by the National Research Foundation, will go toward the construction of research greenhouses to be added to the now-building Harold R. Stark Science Hall.

Other monies from the funds, are ear-marked for salaries of student assistants on the project and for summer salaries of Dr. Michelini, chief investigator for the two-year project.

The study Dr. Michelini and his assistants are undertaking will involve the growth process of plants, with special attention being given to the process of differentiation, a process by which the simple single-celled seed that first forms the plant becomes the varied and unlike forms of cells in the complicated forms of the plant.

The significance of the study lies in the similarity of human cancer cells and undifferentiated plant cells which have failed to develop normally. Discovery of what causes differentiation may provide a clue to whatever may trigger cancer by causing a possible lack which may prevent the cancerous cells from differentiating.



Dr. Francis J. Michelini

Co-operating with the Wilkes group will be an English scientist studying in a Canadian university. Pointing up the international character of such scientific research will be the work of Dr. Victor Runeckles, formerly of the University of London, now at Queen's University, Kingston, Ontario.

Dr. Runeckles, now working in post-doctoral studies under a grant from the Canadian Science Foundation, as distinguished from the one given Dr. Michelini by the U. S. group, will co-operate with the local science group by making bio-chemical analyses of the plants grown and observed by Dr. Micholini and his assistants.

Nearly 400 Frosh Attend Orientation Week Activities

by Norma Jean Davis

For the past few days, as upperclassmen have been relaxing and enjoying their last few days of leisure before settling down to classes, nearly 400 freshmen have been occupied by tests, addresses from members of the college administration, an introduction to hazing, and parties and receptions.

Freshmen week began Tuesday morning at 9 in the gymnasium with Mr. Chwalek presiding. Mr. John Detroy and Mr. Robert Moran led a freshman sing-song and addresses were given by Mr. George F. Ralston, Dean of Men, welcoming the newcomers, and Mr. John Whitby, Registrar, explaining some of the mechanics of registration.

A large part of Tuesday afternoon was taken up by placement tests in English, Accounting, and Foreign Languages. At the conclusion of this battery of tests, a class reception as held for the freshmen in the cafeteria.

Wednesday found the freshmen busily involved in registration and in posing for individual identification photographs. In the afternoon, group pictures were taken, and the newcomers were addressed by Don Reynolds, Student Council president, who explained the hazing procedure and what would be expected of them.

This morning finds the frosh again involved in inventory tests. These are expected to last until sometime this afternoon, after which the freshmen girls will attend the annual Coke Party sponsored by Theta Delta Rho.

Friday's schedule includes an address by Mrs. Getrude A. Doane, Dean of Women, on "Marks of An Educated Man", Departmental Meetings, and Student Activities. The week will be rounded off by the big "Come and Meet Us" dance Friday night in the gym.

NEW CAFETERIA SCHEDULE LISTS 4 P.M. CLOSING TIME

Due to the fact that the Cafeteria has not been able to balance its budget in the past, new hours are being put into force which will, it is hoped, remedy the situation.

The following is the schedule which the cafeteria will maintain until further notice:

DINING HALL

7:00-8:00	Breakfast
11:30-1:30	Luncheon
5:45-7:00	Dinner

CAFETERIA

9:00-4:00	Daily

The dining hall hours are set for dormitory students, and it will be impossible for dormitory students to receive dining hall service at any other time. The cafeteria service will be available to all students between 9:00-4:00 daily. This will, of course, include both dormitory and day students.

ATTENTION!

Any person interested in journalism, freshman or upperclassman, who would like to write for the BEACON, please get in touch with the editor or any member of the staff. The BEACON office is located on the third floor (front) of 159 South Franklin Street for those who can't locate a staff member.

Should the office be unoccupied, just sign your name to a slip of paper and slide it under the door. Someone will get in touch with you.

Experience is not necessary.

GEORGE RALSTON RETURNS FROM COLUMBIA -- MARRIED

EDITORIALS —

Editor's Open Letter to Freshmen

Recently you found yourself in the midst of a collegiate campus for the first time in your lives. You were unfamiliar with the area and the people were strangers.

By this time, however, most of you know how to find the gym and the cafeteria. Several faces have become recognizable. Perhaps some fast friendships have been begun.

In this hectic week you have been learning a good deal about how to get around on campus and what is to be expected of you. Your Freshman Handbook and speeches have told you all that.

Soon, classes will convene, and with them will come hazing. Usually the period of hazing makes Orientation Week seem routine. "Confusion and mixed emotions" are the order of the day. Every year the group administering the hazing has promised to do all they can to make it constructive and worthwhile. However, each time the result has not been all that it could be.

It is improving. So please bear with it. The frosh have been very good sports in the past and the upperclassmen, we hope, will go about the hazing with a mature, progressive viewpoint.

Hazing should be a constructive time of acquaintanceship with your classmates and the upperclassmen. It can be if all enter it with the proper spirit.

Year of Progress

The year 1956 marks the period of the greatest expansion in the 23-year history of the College. Leading the list of campus improvements are the construction now in progress on the Admiral Stark Science Building, the acquisition of the Wadham building and its lot for faculty parking and the Wright Street property which is to serve for student parking.

The Science Building, a fitting tribute to one of Wilkes-Barre's most world-famous citizens, will provide the College with modern facilities for the instruction of the sciences, as well as providing facilities for research.

The Wadham building will be used to expand dormitory facilities, a long-needed improvement. It will also be used to alleviate the present need for classroom space, caused by the construction of the Science Building.

The two parking lots, one for student use and one for the faculty, are located at the southern end of the campus. The faculty lot is entered from South Franklin Street and the students will enter their lot from Wright Street.

The former faculy lot was on the present construction site and the student lot takes the place of the space (south of the cafeteria), which has been transformed into a grass plot.

Progress doesn't come easy. Sometimes a price must be paid. Our price is inconvenience; though temporary. The work now being done has caused the loss of two large classrooms, the art room, and allows only limited use of the lecture hall. We trust that everyone will see the need of this and cooperate until the completion of the Science Hall.

Homecoming Queen

In the past, the Homecoming Queen has been selected by the staff of the BEACON, which sponsors the half-time ceremonies at the homecoming game. There has been criticism of this system in the past; the general consensus being that it wasn't democratic.

This year something different will be tried. In order to give more people a voice in the selection, students can nominate any female student (day or night school) by writing a "Letter to the Editor" stating the name of the candidate. Letters may be mailed or left at the newspaper's office. All letters must be signed.

If fewer than six nominations are received by the closing date, October 8, the staff of the BEACON reserves the right to nominate a sufficient number to bring the total to at least six.

After the nomination, the Queen will be selected by the editorial board, on the basis of beauty.

There are plenty of pretty women on the campus, so we expect to be deluged with letters in the next few weeks.

Register and Vote

One of the more important duties of American citizenship is voting. Our democracy is based upon rule by the consent of the governed. Your vote is your way of saying what you want the elected officials to do. Failure to carry out this duty means the loss of your voice in your government.

In Pennsylvania, as in most states, you are required to register before you can voice your opinion at the polls.

The deadline for registration is next Monday, September 17. If you are not on the roll, you will not be eligible to participate in the important presidential election coming up on November 6.

Remember! Your vote counts.

BOOKSTORE HOURS

Thursday	9-12; 1-5; 6-8
Friday	9-12; 1-5; 6-8
Saturday	9-12
Week of September 17	
Monday, Tuesday, Wednesday —	9-12; 1-5; 6-8
Thursday, Friday	9-12; 1-5
Saturday	9-12

Brunswick, Me. — (IP) — According to Dr. James S. Coles, president of Bowdoin College, "The small liberal arts college may be defined as a place where everybody knows who is next to be elected to Phi Beta Kappa, and who is next to flunk out, and why!"

NEW LOUNGE AT HARDING HALL TO ACCOMODATE MEN, WOMEN

A new lounge has been provided for the students at Harding Hall on South Franklin Street. The change, in keeping with the amazing expansion program at Wilkes, will serve a dual purpose in creating a newer and more comfortable lounge for both men and women students, and providing additional living quarters on the first floor of Butler Hall, men's dorm, which was the original location of the lounge.

Among the many changes, the new lounge will provide a study hall, and for the less studious or those who simply want to relax there is a television set and a coffee and hot chocolate dispenser. On the walls are several original paintings, and the furniture is supplied from both the original lounge at Butler Hall and from former Chase Hall lounge.

Mr. Whitby, Registrar, now has his offices in the old lounge at Chase Hall which has been completely redecorated with new office furniture and much more window space.

The student lounge now occupies former classrooms which have been moved to a new acquisition at 275 South Franklin Street, just across the street from the gymnasium.

Hazing Begins Sept. 24; Daily Tribunal Meetings And Projects Planned

by Janice Schuster

A familiar scene will reappear on the college campus Monday when this year's frosh come to classes carrying banners and wearing dinks and ties. However, no upperclassman will have the pleasure of hazing the frosh this week since the newcomers to campus have been given one week free to become adjusted.

One week from Monday, however, the entire student body is urged to participate in the initiation of the campus foundlings. According to hazing chairman John Saba, the frosh had better heed their superiors since haircuts will be given, if necessary, for insubordination.

To insure obedience, Saba stated that daily tribunal meetings will be held behind Chase Hall. On Thursdays, the campus court of justice will convene at the gymnasium. It is also imperative that the frosh know the school cheers since cheer sessions will be held on Chase lawn with punishments for those who do not participate.

Among some of the activities planned for the frosh will be both a community and a campus project. The former is to be a clothing drive to help the poor and the latter project will benefit the school when the frosh scrub Chase Hall with their tooth brushes.

The newcomers will be honored next Friday when the sophomores sponsor their "Fall Frolic". Al Schrader and his orchestra will provide the dancing music from nine until twelve.

Saba, who is also dance chairman, announced that prizes will be awarded to winners of dancing contests. Included among the gifts will be two stuffed poodles and two sets of fountain pens.

— WILKES COLLEGE —

Beacon

A newspaper published each week of the regular school year by and for the students of Wilkes College, Wilkes-Barre, Pa. Subscription: $1.80 per semester.

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Asst. Editor .. Norma Jean Davis
Asst. Editor ..... Janice Schuster
Sports Editor ..... Ed McCafferty
Editorial Assistant .. T. R. Price
Business Mgr. ..... Bob Chase
Asst. Bus. Mgr. ..... Dick Bailey
Faculty Adviser Mr. F. J. Salley

Editorial and business offices located on third floor of 159 South Franklin Street, Wilkes-Barre, on Wilkes College campus.

Mechanical Dept.: Schmidt's Printery, rear 55 North Main Street, Wilkes-Barre, Pa.

Male Chorus Tryouts Scheduled for Monday Dir. Lowe Announces

Sam Lowe, director of the Male Chorus, announced that tryouts for the group will be held on Monday at noon in Gies Hall, room 101.

All men interested in becoming a member of the organization and those returning from last year's group are urged to be on hand at that time.

The Collegians, who sang at their own assembly last spring, won top honors for the best program by a campus organization. The group also had many outside engagements at the Valley's high schools and before many of the area's leading business organizations.

The chorus will present another assembly this year and are sure to have a program of varied collegiate and folk numbers.

Quotable Quotes

Mr. Tenner: "Body press — another name for a dance."

Dr. Rosenberg: "The best dressed woman wears the least and pays the most for it."

Dr. Mailey (PS 101): "Take the constitution, laws, and cases out of this course and what have you got left?"

Voice from the rear: "Joe Zilch!"

NOTICE!

There will be a Beacon meeting Monday at noon on the third floor (front) at 159 South Franklin St.

Dean of Men Studied For "Psych" Doctorate; Wed to Music Teacher

Wilkes Dean of Men George F. Ralston returns to his Chase Hall office after a year's absence for doctorate study at Columbia University. And he returns a family man, having married the former Mrs. Helen Bitler Hawkins during the past summer.

A member of the music department staff, Mrs. Ralston was an instructress on the Wilkes faculty for a number of years before her marriage to the dean.

The Ralstons have taken a Forty Fort residence, ending the dean's long proctorship of Butler Hall, where Ralston lived until his departure for his year of study in New York.

Seeking a doctorate in personnel psychology, Ralston put in a year's residency at Columbia, is currently working on his dissertation, a survey of several of the college's graduating classes.

For many years head coach at Wilkes, Ralston will maintain his post as college Directer of Athletics, but will relinquish the more active position of coach to Russ Picton. The move came about as the exigencies of the Dean's Office increase with the steadily increasing growth in the size of the college's student body.

Ralston was temporarily replaced during last year's absence by Acting Dean George F. Elliot, who this year returns to his teaching post as assistant professor in the college's department of economics.

NEW STUDENT COUNCIL HOLDS FIRST MEETING

Last Friday the Student Council met for the first time this school year. President Don Reynolds presided.

The council decided to have Bill Figart's group to play at the first event of the year, which is the "Come and Meet Us" party.

Refreshments ill be served and there will be dancing from 9 'til 12. Everything will be free, the council decided.

The following were appointed chairmen of the committee for the dance: Ed Kotula, refreshments; Mary Mattey, entertainment; and Virginia Brehm, chaperones.

Hazing committee chairman John Saba presented the ideas of his group and was given several suggestions by the council members.

At the suggestion of Russ Picton, the council president appointed a committee on school spirit. The job of this committee will be to find ways and means of improving and preserving school spirit. Dave Vann is chairman.

WC SCHOOL SPIRIT COMMITTEE INTRODUCES COLONEL WILKES

In an effort to increase student interest in campus activities, and particularly Colonel athletic events, Student Council president Don Reynolds has appointed junior class president Dave Vann to head a newly-formed school spirit committee.

The nine-member committee has already entered upon a number of projects to increase interest in the sports program, most notable of hich is the naming of committeeman John Stahl to take the part of Colonel Wilkes at all home football tilts.

Stahl's Colonel costume is scheduled to feature blue and gold decorated cutaway with tails plus gold pants and plug hat, representing the school's colors as well as its emblem.

Stahl has volunteered to work in co-operation with the college yell team in his spirit-raising project. Tentative plans by the committee already contemplate his early introduction to the campus as the college Colonel at the first of a proposed series of student bonfires.

Committee members have also been strenuous in urging attendance at the college's first bowl game, slated for October 29 at Annville at the Lebanon Valley Bologna Bowl.

In line with the spirit movement, the junior class has scheduled a dance for the night preceding the bowl game which, heaven forgive them, they have entitled the "Kernel's Cotton Pickin' Pep Party".

The affair is slated as a square and modern dance hop featuring the Valley's two top callers, Carl Hanks and Harry Wilkie. As the name indicates, a main feature of the dance will be a pep rally, with Coach Russ Picton and his gridders expected to be present.

Members of the spirit committee, in addition to Stahl, include Rose Weinstein, Jackie Oliver, Janice Schuster, Gil Gregory, Same Lowe, Cliff Brothers, Ron Tremayne, Sam Puma.

Gridders Drill For Charity Game



READYING FOR HOFSTRA — Part of Coach Russ Picton's squad are seen running through dummy drills in preparation for next week's game with Hofstra. The team has been working hard under Russ' watchful eye and expects to give give the Dutchmen quite a tussle. On the line, from left to right, are: Ron Ercolani, Bill Rinken, Jerry Loewen, Bob Masonis, Bob Yokavonus, co-captain Bill Farish, Joe Reese. The backfield: Al Manarski, Sam Puma, Art Tambur, co-captain Ron Rescigno.

Wilkes Host to Hofstra Next Saturday; Four Home Games Scheduled

With their opening game two weeks earlier than that of last year, the Wilkes College football team will commence intercollegiate competition next Saturday, September 22 at Kingston Stadium, hosting Hofstra's Flying Dutchmen in a charity tilt sponsored by the Forty Fort - Kingston Kiwanis Club for their underprivileged children's fund.

Hofstra holds a 4-0 edge over Wilkes in its football series with the Colonels, so Coach Russ Picton's charges will be doubly anxious to win their first from Hofstra as well as notching a victory toward a winning season.

This year's reports from Long Island say that the Dutchmen lack depth, but Coach Howdy Myers can always be counted on to field a team which will hold its own in small college competition.

Coach Russ Picton has built his team around 12 lettermen. The line looks solid and has plenty of experience with Bob "Mo" Masonis, Bill Farish, Jerry Loewen, Bob Yokavonus, Joe Reese, and Neil Dadurka back from last year's squad. Bill Rinken, who played a year of football at Penn State, is also slated for action, as is end Ron Ercolani from Allentown.

Ronnie Rescigno, running from the tailback slot, will direct a single-wing attack with Al Manarski, Art Tambur, Dick Wozniak and Sam Puma; all back from last year.

Things picked up in the Colonel camp on Monday with the addition of four new candidates. The four, all with plenty of experience, are: center Mike Terzowski, back Boyd "Porky" Hoats, guard Jim Stephens, and end Frank Rossi.

Mike Ternowski hails from Kingston High and also played for Wyoming Seminary, plus a hitch with the Seventh Army Headquarters club while in the service in Germany. Besides being a top-notch center and line-backer, he is also a fine punter and will give Sam Puma a run for that job.

"Porky" Hoats was a standout at Meyers last year, both on the grid scene and on the diamond, where he pitched several no-hit games.

Jim Stephens is a graduate of Plymouth High and the 185-pound guard will be giving Farish and Masonis a fight for a starting berth.

Frank Rossi was a three-sport man at South Huntington High School in New York, starring in football, wrestling and baseball.

After hosting Hofstra, the football team will journey to Annville the following Saturday, September 29, to engage in its first bowl game, the Bologna Bowl, against Lebanon Valley College.

The gridders are dated for a nine-game schedule: four of these games are home contests, as compared with only two home events last year. The college football fans will thus get to see some fine small-college football.

THE WAY THE BALL BOUNCES

by Ed McCafferty, Sports Editor

From now until the end of the school year, yours truly will be bouncing around here on page three trying to figure out and let you know just which way the ball does bounce.

LOOK WHO'S BACK. A welcome back to all you fellow students and to you athletes, to George Ralston, who after a year's absence, is back as Dean of Men and Director of Athletics, and to Jim Ferris, who after four star-studded years as a Wilkes athlete, has returned to the College sports scene as assistant soccer coach.

WHAT'S UP, DOC? With the first football game only a little over a week away, lots of action is due to pop around campus. Due to all the hustle-bustle of registration and because it is so early in the school year, not all the details have been ironed out; but we can let you kno what we know.

The junior class, like all of us Wilkes well-wishers, anxious to see a renaissance of school spirit, has so far taken the lead in setting the town on fire. The juniors are planning a bonfire rally and pep session at Kirby Park prior to the Wilkes-Hofstra clash and intend to have a torchlight parade with the band, cheerleaders, majorettes, and of course, you, there whooping it up.

Another mammoth rally will be the junior-sponsored Kernel Cotton Pickin' Pep Rally to be held at the College gym on the eve of the 28th in preparation for the grid Colonels' battle against Lebanon Valley on the twenty-ninth at Annville. This big contest, the Bologna Bowl, will mark the first time that a Wilkes College athletic team will ever have played in a bowl game.

A car caravan, sill in the planning stages, may be used as a means of conveyance to Annville if student interest in a caravan is heavy enough. Students sliping down to Annville in a caravan of cars creeping ith blue and gold streamers may have a good time honking things up to let people know that Wilkes is in town. If you would like to see a car caravan, or if you would like to see your car in a car caravan, get in touch with either Dave Vann or me.

While yours truly is not the publicity director for the junior class, one more small item should be recalled. As was mentioned before, all the final arrangements have not been made. As soon as every little thing is settled, the details will be published in the Beacon.

Right now, however, is a good time to plan to support the Colonels. This looks like a big year. The football team, drilling hard for their first encounter, may very well come up with a winning season; and their dike counterparts, Coach Reese's booters, are seeking their fourth straight sweet slate. And Wilkes fans have an opportunity to see the squads play a total of 10 out of nineteen games at home. So . . .

BOOTERS REBUILDING FOR COMING SEASON

Nineteen soccer candidates completed their first week of practice yesterday. After four days of conditioning drills, the booters have donned their shin pads and knee socks for intrasquad scrimmages.

Coach John Reese, faced with the prospect of rebuilding his top-notch squad after losing ten men through graduation, continued beefing his charges into shape for their first tilt, which is still three weeks away.

The soccer squad will not be at full strength until shortly after registration when additional candidates including four returning lettermen will reinforce the team.

Lettermen Ahmed Kazimi, Ed Masonis, Dave Polley, and Tony Bianco will join Jim Stocker and Nick Giordano — these last two mentioned already with a week of practice under their belts — to form the nucleus of this year's squad.

At least five varsity spots are open with the biggest gap left by the graduation of Parker Petrilak, last year's standout goalie. However, eight other veterans of last year's squad in addition to some new prospects may help Reese to smile by the time October 4th and the first game roll around.

The Colonels are dated for a ten-game slate with some of the leading soccer schools in eastern collegiate circles.

The soccermen open their season away at Lafayette on October 4th and then travel to Hofstra on the 6th before returning to Kirby Park for Homecoming Day on the 13th to engage Rider College in the first of five straight games to be played at the home nets in Kirby Park. Playing a total of 6 out of ten contests at their own grounds should be of some advantage to the booters in their quest for a fourth straight winning season.

FERRIS APPOINTED TO ASSIST REESE WITH '56 SOCCER SQUAD

Jim Ferris, one of the finest all-around athletes ever to graduate from Wilkes, and one of the spark plugs of coach John Reese's top-notch 1955 soccer squad, has returned to Wilkes this fall to serve Reese again—this time as assistant soccer coach.

A native of Kingston, Ferris compiled an enviable record while wearing the Wilkes Blue and Gold. A three-sport letterman, he excelled in soccer, basketball and baseball. In his junior year, he was awarded the Beacon "Athlete of the Year" trophy and the Howie Davis Memorial trophy.

Last year he was the first Colonel to be named for the new Outstanding Basketball Player award.

Ferris is currently teaching at another of his alma maters, Kingston High School, where he is assistant cage coach.

Two Former Gridders Named "Decade's Best" In Wilkes P.R.O. Poll

Al Nicholas, "Outstanding Back of the Decade", and Gerard Washco, "Outstanding Lineman of the Decade", will be presented with trophies on Alumni Homecoming Day, October 13, for being named top Wilkes gridders of the decade by ex-Wilkes football players in a recent poll conducted by the Wilkes College public relations office.

Nicholas, a native of New York, first entered Wilkes in 1949 and became an immediate sensation. Exceptionally elusive and known for his long runs, Nicholas, scored twenty-four touchdowns while running out of the single-wing tailback slot.

Washco, who lives with his wife and children in Nanticoke, was the bulwark in the Wilkes line that came to be known as "The Seven Blocks of Anthracite". A member of the first Wilkes team in 1946, he played tackle for four years, winding up his brilliant career with the 1949 Colonels who led the state in scoring.

The selection of the two former gridders gives them automatic nomination to the Wilkes Hall of Fame, which the public relations office hopes to place in the gymnasium upon completion of the current building program at Wilkes.

Sutherland Last Swimming Letterman on Campus

Probably unknown to most people on the campus, Wilkes at one time had a swimming team which competed on an intercollegiate level. Using the YMCA pool, the Tankers functioned for some years before passing into oblivion several years ago.

One letterman who earned his award swimming still exists on the campus. He is service-returnee Bob Sutherland.

FALK CHOSEN TO HEAD P.R.O. IN N.J. SCHOOL

"Jonni" Falk, genial sports publicity director for the past year, is now toiling as an instructor and public relations director for the Red Bank, New Jersey, School District.

While at Wilkes, Jonni was known all around the campus for his many activities. A baseball and football player of some repute (in his day), the Kingston veteran was interested in all types of sports.

Among his accomplishments were: assistant editor of the Beacon, one of the founders and first president of the College Press Club, sports editor of the Beacon, and of course, sports publicity director for the College.

Jonni, or Ivan as his parents named him, is the son of Mr. and Mrs. Joseph Falk of 388 Chestnut St., Kingston.

FOOTBALL

Coach: Russell R. Picton
Home Field: Kingston H. S. Stadium

September:		
22—Hofstra	Home,	8 P.M.
29—Lebanon Valley*	Away,	8 P.M.
October:		
6—Ithaca	Home,	8 P.M.
13—Ursinus**	Home,	2 P.M.
20—Lycoming	Away,	2 P.M.
27—Susquehanna	Away,	2 P.M.
November:		
3—Pa. Military Coll.	Home,	2 P.M.
10—Bridgeport	Away,	8 P.M.
17—Moravian	Away,	1:30 P.M.

*—Bologna Bowl at Lebanon
**Wilkes Alumni Homecoming

SOCCER

Coach: John Reese
Home Field: Kirby Park

October:		
4—Lafayette	Away,	4 P.M.
6—Hofstra	Away,	11 A.M.
13—Rider*	Home,	11 A.M.
16—Temple	Home,	2 P.M.
20—Gettysburg	Home,	2 P.M.
24—Bucknell	Home,	2 P.M.
27—Elizabethtown	Home,	2 P.M.
November:		
3—East Stroudsburg	Away,	2 P.M.
10—Phila. Textile	Home,	2 P.M.
13—Muhlenberg	Away,	3 P.M.

*—Alumni Homecoming

Chuck Robbins
— SPORTING GOODS —
28 North Main Street

Open A
CHARGE ACCOUNT
At
POMEROY'S
For All Your School And Personal Needs
TAKE 10 MONTHS TO PAY!

"Big Sister Party" Opens Social Whirl

Theta Delta Rho, the Wilkes women's service sorority, holds its annual Big Sister Party this afternoon from 3:30 to 4:30 at Sterling Hall.

An informal affair where the upperclasswomen meet their incoming "Little Sisters" of the freshman class, the yearly party opens the social season for the women of Wilkes.

The party takes its name from the sorority's custom of naming its upperclass members to meet and introduce to the campus one of incoming frosh women, a custom designed to acquaint the newcomers with campus life at the college.

Chairman of this year's party is Maryann Powell, junior coed, who, with other members of TDR has been preparing for the sorority's welcoming program during the summer.

The party will open a season usually filled with teas, card parties, and other social activities so dear to the feminine hearts, as well as the group's annual service projects.

Today's coke party will introduce the frosh to TDR president Patsy Reese, as well as to Dean of Women Mrs. Gertrude Doane.



Patsy Reese

Committee heads for this afternoon's affair include Martha Wagner, hostess; Marilyn Davis, house; Nancy Morris, refreshment; Carol Miller, clean-up; and Norma Davis, publicity.

"Come and Meet Us" Tomorrow Night at 9; No Admission Charge

Reynolds Announces Informal Dance Featuring Bill Figart and His Band; Lowe to Entertain at Intermission

by Norma Jean Davis

One of the top events of the current social season, the Student Council sponsored "Come and Meet Us" dance is slated for tomorrow night from nine until twelve in the gym. Bill Figart and his boys will supply music the way you like it, and Sam Lowe, director of the Male Chorus, will liven up intermission with a "song fest". There will be absolutely no admission charge (or donation), and the coke, potato chips and pretzels will be yours for the asking.

This annual affair has proved highly successful as a means of acquainting the frosh ith the upperclassmen, and vice versa, and at the same time it serves to provide everyone with an evening of fun and relaxation before settling down to the more serious business at hand (studies, in case you needed to be told).

The dance will be an informal affair with all types of dancing, party games, and as we have already mentioned, singing. Everybody is welcome, and the frosh, of course, are expected.

In order to insure the success of the affair, dance chairman Don Reynolds has appointed the following committees: refreshments, Ed Kotula; program, Mary Mattey; and chaperone, Virginia Brehm.

JORDAN
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Men's Furnishings and Hats of Quality
★★
9 West Market Street
Wilkes-Barre, Pa.

DORMS MAP PROGRAM TO ASSIST FRESHMEN

Jim Moser, president of the Inter-Dormitory Council, has appointed representatives from every dormitory to lend a helping hand in welcoming the freshmen. The committee was set up to ease the adjustment of the new students and to acquaint them with the returning upperclassmen and each other.

The program has been set up to guide the frosh to movies, swim parties, picnics and other activities as a method of facilitating this acquaintance.

The members of the committee are: Marion Klawonn, Joan Rishkofski, Sterling Hall; Elaine Williams, McClintock; Warren Glass, Ashley; William Duffy, Weckesser; and Jim Moser, Warner.

Kampus Kwizzer

QUESTION: What do you think of Wilkes, now that you have been here for a little while?

May Anchel, Milford, Pa.; McClintock; Transfer Student:

"I transferred from Penn State to go to a smaller school where there is a more personal and friendly association with the students and faculty."

* * * * *

Peter Perog, Bogota, N. J.; Ashley Hall; Freshman:

"Since I have been here I have found the students very friendly including, shall we say the - er- ah - girls. I think I'm going to like it here."

* * * * *

Mike Lozman, Brooklyn, N. Y.; Ashley Hall; Freshman:

"Wilkes is pretty darn nice. It's extremely friendly here and I like the campus atmosphere. The dorms impress me more than anything else. The rooms are spacious, and the buildings are beautiful."

* * * * *

Gail Drayton, Brooklyn, N. Y.; Sterling Hall; Freshman:

"It's small - giggle - don't quote me. Oh! Come now! Surely there is something that - why, you are taking all this down. Back to the dorm."

* * * * *

Ceil Older, Harrington Park, N. J.; Sterling Hall; Freshman;

"I like everything about Wilkes so far, especially the faculty and the students that I have met. I am a four-year student and I am looking forward to all four years of it."

Poetry Corner

ODE
TO A GRECIAN SALT SHAKER

What eyes have seen
Thy holey beauty?
What unknown truth
Has known its duty
To see thy purity
Unused upon the table top?
Oh, shaker of salt,
I often stop
And muse upon
Thy virgin quality,
Seasoned, yet, unseasoned.
Thy awkward caressing
Of my tase buds
Not yet known, dressing
Not my food, and your
Quiet un-sung song
Of Celery, both
Short and long
And diced asks not to see,
For the un-seen
Is beauty. Give me
Instead thy
Untasted taste
And let not my
Celery's value waste.

LONGS' INC
on the square
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SPECIAL TUX GROUP PRICES for WILKES DANCES at
JOHN B. STETZ
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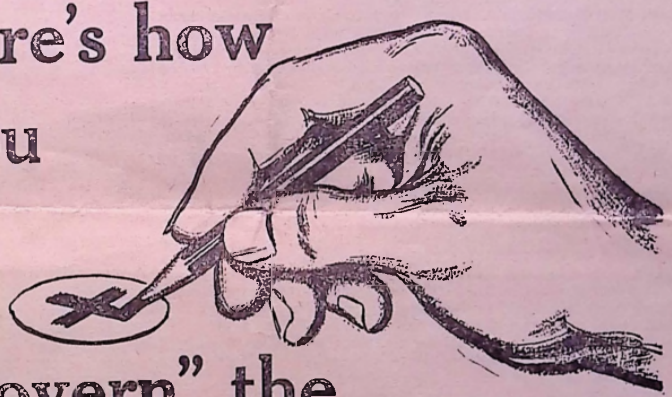
Wilkes College
BOOKSTORE
AND
VARIETY SHOP
Books - Supplies - Novelties
Subscriptions
Hours: 9-12 — 1-5
. . . WELCOME

here's how you "govern" the government



Much as we revere and respect this system of ours, we don't want the government running our lives.

The best government is one that's closest to the people. And there's just one way to keep it under control.

Vote.

Every time you get a chance!

Vote November 6, for sure.

Vote to elect the ones you want representing you. To keep the ones who are doing you proud. To get rid of the ones who are not so hot.

You're the boss, however you vote. No matter who's elected, you pay their salaries and paint their offices and keep watching over them as they work.

Even if the ones you're "agin" happen to win, they're obligated to the minority, too. They're servants of *all* the people, not just those who voted for them.

Your vote prods, approves, protests, demands, restrains, rewards.

Vote—so you and your children after you always can.



SEE YOU AT THE POLLS

BEACON PUBLIC SERVICE AD

The first science facility, Stark Hall constructed in 1957, was referenced in the previous enclosure.

The second science facility was constructed contiguous with the original building and was a result of a community economic development initiative. In his book "Essays of an Educator", Dr. Farley described the circumstances that led to a commitment by the College to provide for extension of undergraduate engineering programs and graduate degree offerings in the sciences. This in turn required additional construction of teaching and research space and the college successfully applied for federal funds to support this initiative.

This invitation to attend the January 19, 1964 dedication ceremony of the second science facility is historic!

President Johnson had succeeded the assassinated President John F. Kennedy as President of the United States just months before the scheduled dedication of the new addition. The White House made the decision to make this the first public event of the new administration and "Ladybird Johnson" was designated as the Presidents representative. (In his book Dr. Farley describes the back room security precautions that locked Mrs. Farley in her own bathroom!)

The Board of Trustees
The President
and The Faculty of Wilkes College
are especially privileged to welcome
Mrs. Lyndon B. Johnson
at the
Dedication
of the
Wilkes College Research and Graduate Center
at two-thirty in the afternoon
on Saturday, the eleventh of January
Nineteen hundred and sixty-four

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1966 National Science Foundation Grant Award to Wilkes
Dr. Farley; Dr. Michelini; Dr. Dan Detweiler (Physics Chair)



Dr. Michelini and Anne Marie Michelini viewing model of 1970 proposed addition to Science facilities at Wilkes College



Retirement gift to Mrs. Edith Namisniak – June 1964
Mrs. Namisniak served ten years as Microbiology instructor. Her replacement was Dr. Ruth Kimball.
The department was a three person department at the time.
Dr. Charles B. Reif; Charles Krivenko, Student President of Biology Club; Gordon Roberts; Mrs. Namisniak; Nicolo Cortiglia, artist; Dr. Michelini, Academic Dean

WILKES-BARRE RECORD, FRIDAY, AUGUST 17, 1962

Wilkes Professor to Join Staff Of National Science Foundation

Dr. Eugene S. Farley, president, Wilkes College has announced Dr. Francis J. Michelini, dean of academic affairs and biology professor, will begin a one-year leave of absence next week to join the staff of National Science Foundation, Washington, D. C., as assistant program director, returning to Wilkes in September, 1963.

In his new capacity in the nation's capitol, Dr. Michelini will travel extensively, supervising programs inaugurated in more than 500 colleges and universities throughout the country by the foundation's elementary and college division of the institutes section. These institutes are conducted in various American colleges and universities during the summer and in many instances throughout the academic year.

Dr. Michelini, accompanied by Mrs. Michelini and their three daughters, will leave for Washington Wednesday, August 22, and will assume his new duties August 27. They will reside at 5025 57th Avenue, Bladensburg, Maryland.

A group of their Wilkes College friends entertained them informally at The Host.



(Photo by Ace Hoffman Studios)

Joining the staff of National Science Foundation, Washington, D. C., Dr. Francis J. Michelini, Wilkes College dean of academic affairs and professor of biology, will leave for the nation's capitol next week. He will be accompanied by Mrs. Michelini and their three daughters and will remain in Washington for one year, returning to Wilkes in September, 1963, to resume his duties there. The couple is photographed above in The Host, where they were entertained Wednesday evening by an informal group of college friends.

SANDWICH SPREAD

Mix butter or margarine and minced chives; use as a spread for the bread when you are making sandwiches of hard-cooked eggs, ham, sardines, salmon or tuna fish.

PICNIC MEAT LOAF

On your next family picnic take along a hearty meal loaf for the meat dish. You could serve it cold and sliced for tucking between two pieces of bread. Or "tote" it hot in an insulated bag.

RECEPTION IN HONOR OF
DR. and MRS. ALAN T. WATERMAN

DEPARTMENT
OF STATE
4 PM TO 6 PM



DIPLOMATIC
FUNCTION
AREA

FRIDAY, MAY 17, 1963

$2.00

RECEPTION IN HONOR OF
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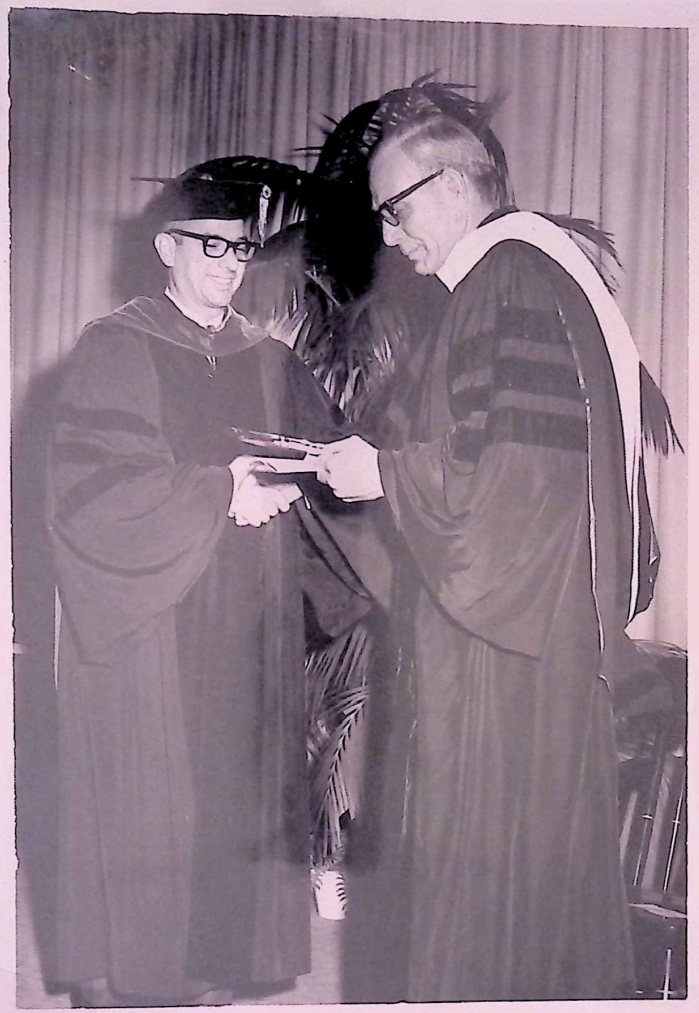


1963 Commencement in Gymnasium
Dr. Michelini on leave to National Science Foundation was commencement speaker.



Recognized from left to right: Alex Pawlenok;George Ralston; Trustees: Dr. Peter Kocyn; (?); Joe Savitz; FJM ?; Joe Salsburg; (?); Rich Sours; Art Hoover; John Chwalek

Wilkes Official Will Address Nurses Group



DR. FRANCIS J. MICHELINI

Dr. Francis J. Michelini, Dean of Academic Affairs at Wilkes College, will be the speaker at the meeting of the Family, Faculty and Friends Association of Wilkes-Barre General Hospital School of Nursing Tuesday night at 8 in the Nurses' auditorium.

He will discuss the topic "The Nurse - Student and Graduate on the Campus."

Dr. Michelini received his B.S. degree in Chemistry from Seton Hall University, M. S. degree in Biological Science from University of Delaware, and a Ph. D. degree from the University of Pennsylvania.

He was appointed to the staff of Wilkes College in 1955 as assistant professor of Biology, associate professor in 1959 and professor in 1965.

He is a member of the American Association for Advancement of Science, American Institute of Biological Science, Botanical Society of America and the Ecological Society of America; also the Society of the Sigma Xi, American Men of Science and is listed in Who's Who in America.

Dr. Michelini is first vice-president of the Luzerne County Council on Alcoholism, board member of the Family Service Association, a member of the Welfare Planning Council and Kiwanis.

Three-F members will hear reports of newly appointed committees. Louis F. Shafer will preside. He has announced that the program will be concluded in time for members to return home to hear the election returns.

Following the sessions, refreshments wil be served by the hospitality committee.

Nov. 1, 1964

Wilkes-Barre Reco

P. 14 FRIDAY MORNING, JANUARY 22, 1965

84 CENTS EVERY TWO WEEKS AT STAND AND DEALERS

Mrs. Nesbitt, Dr. Michelini Become Hospital Directors

Board of Corporators of Nesbitt Memorial Hospital yesterday elected two new directors. One of these is to fill the vacancy created by the death of Dr. Wilbur H. Fleck within the last year and the other an authorized increase in membership.

Those selected were Dr. Francis J. Michelini and Mrs. Abram Nesoitt, 2nd.

Dr. Michelini is a professor of biological sciences at Wilkes College, is coordinator of nursing education and dean of academic affairs for that institution. His undergraduate training was at Seton Hall University, where he obtained his BS degree in chemistry, and graduate training was taken at University of Delaware and University of Pennsylvania. His master's degree in biological sciences was obtained from University of Delaware and from 1952 to 1955 he was assistant instructor in botany at University of Pennsylvania and completed requirements for his PhD degree at the same institution.

Dr. Michelini served in the Air Force from March, 1944, to June, 1946, and resides with his wife and three children at 148 Dana Street.

Geraldine Townend Nesbitt was



MRS. ABRAM NESBITT, 2ND



DR. FRANCIS J. MICHELINI

graduated from Wilkes-Barre Institute and attended Sarah Lawrence College prior to her marriage to Abram Nesbitt, 2nd.

Mrs. Nesbitt has been active in many civic organizations. At present she serves on Wilkes-Barre Philharmonic Board, United Fund Board, Georgetown Settlement Board and Board of the Woman's Auxiliary of the Nesbitt Memorial Hospital. She is also on the house committee of the hospital and helped to plan and decorate the addition to the nurses' home.

Mrs. Nesbitt is a past president of Planned Parenthood Association of Luzerne County, Georgetown Settlement Association, Kingston Branch of Nesbitt Auxiliary and Junior League of Wilkes-Barre.

Reelected for terms of three years were: Abram Nesbitt, 2nd, George T. Bell, Ernest Townend, Dr. Allison H. Miller, Dr. Donald F. Closterman and Dr. Charles L. Shafer.

Officers elected for the coming year were: Abram Nesbitt, 2nd, president; Dr. Samuel Nesbitt, first vice president; John M. Coon, second vice president; Dwight K. Fisher, secretary-treasurer; Frank Townend, assistant secretary-treasurer.

Other members of the board are Abram Nesbitt, 3rd, Richard Hogoboom, Dr. Charles B. Reif, Frear Scovell and Arthur L. Strayer.

Feb. 23 1965

Computers Studied by Wilkes Teachers



(Photo by Ace Hoffman Studios)

A three-part computer orientation program for staff members of Wilkes College opened Saturday at the college faculty lounge. Edward M. McLaughlin is conducting the program.

At the initial session from left, Michael J. Barone, instructor of education; Francis J. Salley, assistant professor of chemistry; Nada K. Vujica, head librarian; McLaughlin, Dr. Francis J. Michelini, dean of academic affairs; Edward N. Heltzel, associate professor of engineering, and You-keng Chiang, associate professor of economics.

The first three-hour session was devoted to an introduction to the fundamentals of electronic data processing, its background and application. Second session, March 6, will deal with the various components which make up the computer. Final session, March 20, will deal with the programming languages which make the computer operative, known in the field as "software." Literature regarding the types of industries which use computers and the purposes for which they are utilized was distributed at the initial session.

According to Dr. Michelini, who made arrangements for the orientation, "This is a general information program on computers for faculty members who are non-specialists in the field. In our contemporary society, computers are playing increasingly important roles in all fields, including the humanities and social sciences as well as the strictly scientific. Our purpose is to bring to the faculty the opportunity to explore some of the implications of computer technology in their special fields so they can communicate to their students some of the horizons being opened through this new technology. This is part of a continuing program of faculty opportunities to explore new fields."

ARRE, PA., SUNDAY, FEBRU

Council PTA Will Observe Founder's Day

The 11th annual Founder's Day dinner of the Wilkes-Barre area Council of Parent-Teacher Association will be held Thursday at 6:30 in the Coughlin High School cafeteria.

Guests are invited to come at 6 for a punch party provided by the Wilkes-Barre Board of Education.

Dr. Max Speizman will serve as toastmaster. Mrs. W. B. Shafer will offer invocation and benediction.

The principal speaker will be Dr. Francis J. Michelini, a professor of biological sciences at Wilkes College. Dr. Michelini is coordinator of nursing education and dean of academic affairs for that institution. His undergraduate traning was at Seton Hall University where he obtained his Bachelor of Science degree in Chemistry, and graduate training was taken at University of Delaware and the University of Pennsylvania.

His master's degree in biological sciences was obtained from University of Delaware and from 1952 to 1955 he was assistant instructor in botany at the University of Pennsylvania and completed requirements for his PhD degree at the same institution.

Dr. Michelini recently was elected a director of Nesbitt Memorial Hospital. He served in the Air Force from March, 1944, to June, 1946, and resides with his wife and three children at 148 Dana St.

Mrs. Robert Postupak, dinner chairman, announces a few tickets will be available at the door.

Mrs. Charles Johns is president of the Wilkes-Barre Area Council.

Wilkes College Announces Plans For Summer Institute in Biology

985 Teachers' Seek Entry; 60 Is Limit

Dr. Francis J. Michelini, dean of academic affairs at Wilkes College announces that 985 requests for applications have been received for the Summer Institute in Biology for secondary school teachers that will be held this year at the Wilkes campus.

The application requests come from all over the United States, literally from Maine to California, for the first Summer science institute of this nature to be held in Northeastern Pennsylvania.

It will run from Monday, July 5, through Friday, August 20.

The program of this Institute will be sponsored by a $43,680 grant from the National Science Foundation, designed to meet the needs of the secondary school teacher of biology with limited preparation in the field or no recent exposure to modern concepts in biological sciences.

The objectives of the program are to provide a background that will assist teachers in interpreting the living organism as an energy system at the molecular level, an understanding of genetics and evolutionary mechanisms, and increased understanding of the organism as a member of an ecological system.

The needs of the teacher in making effective use of new text and course materials in the high school classroom have been considered in planning this program. Laboratory emphasis will be on experiments that can effectively motivate the high school student to an understanding of modern concepts of biology.

It is hoped that the courses in this program will present an intellectual challenge for these teachers. The needs of improvement of these teachers would thus be served in a variety of ways: by assisting the participants in gaining the confidence and understanding of modern biological concepts that will enable them to stimulate high school students to consideration of a career in biological science; by providing these teachers with an opportunity to strengthen their backgrounds in biology and therefore result in a student better prepared to enter into the college programs in biology; by providing a program that can stimulate these teachers and motivate them to continue work toward an advanced degree; by giving the participants the opportunity to pool and exchange information on curriculum developments, new teaching aids, science projects, and successful teaching techniques they have developed over the years in their own classrooms; and by enabling these teachers to associate intimately with a number of high quality teachers, actively engaged in research in their fields.

The institute will comprise seven weeks of lectures, discussion-recitation, laboratory work, and field trips. For purposes of encouraging maximum participation, the institute will be limited to a maximum of 40 participants. There will be major attempts to select participants with no previous institute experience from among the 800 to 1,000 expected to apply. Final selection of the participants will be made by a committee consisting of the director, the associate director, and the staff members of the institute.



Wilkes College will hold a Summer Institute in Biology for secondary school teachers this year, under the sponsorship of the National Science Foundation.

Shown above considering application requests are three who will be directly involved with the Institute program: left to right, Dr. Charles B. Reif, chairman of the Wilkes department of Biology and associate director of the Institute; Dr. Francis J. Michelini, professor of biology, dean of academic affairs, and Institute director, and Dr. Robert E. Ogren, associate professor of biology at Wilkes and Institute instructor.—(Photo by Ace Hoffman)

Institute Staff

Dr. Michelini, professor of biology, will serve as director of the institute.

The associate director will be Dr. Charles B. Reif, chairman of the Wilkes department of biology.

Assisting as instructors will be two other Wilkes staff members, Dr. Robert E. Ogren, associate professor of biology, and Dr. Grace C. Kimball, assistant professor of biology. Supervisor of laboratory will be Miss Marilyn Williams, who is presently associated with the biology department at Highland Park High School, N. J.

Ann institute staff members have been actively engaged in research for some time, with three currently supervising research programs sponsored by the National Science Foundation.

According to Dr. Michelini, the facilities of the entire research center at Wilkes will be at the disposal of the institute for whatever problems might be assigned in connection with the institute program. Active research continues at Wilkes throughout the summer in the new Research and Graduate Center, and will provide a unique opportunity for institute participants to see in operation the research which gives rise to new knowledge.

April 19, 1965

WILKES-BARRE RECORD, WEDNESDAY, APRIL 20, 1966.

Honor Group to Meet at Wilkes



(Photo by Ace Hoffman Studios)

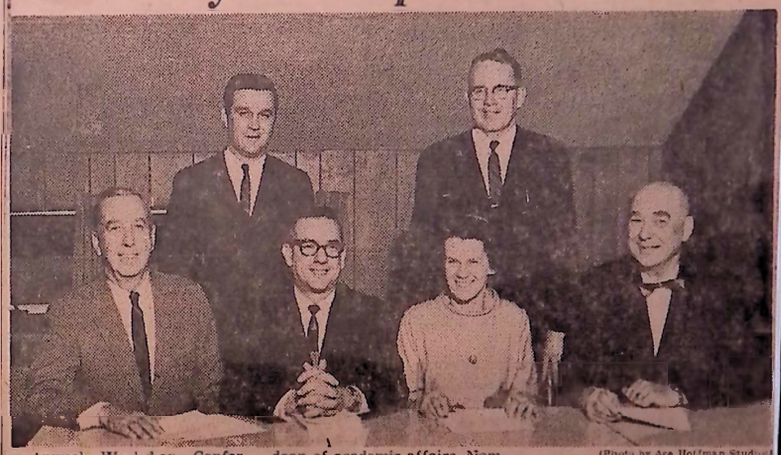
Second Regional Conference of the National Honor Society will be held at Wilkes College on April 20, according to an announcement by Victor F. Baiz, principal of Coughlin High School and chairman of the affair. Theme of the conference will be "The Scholar and the Seminar."

A number of those working on arrangements for the program are shown as they met at Stark Science Hall to prepare tentative plans. From left, seated, Dr. Hugo V. Mailey, chairman of the political science department at Wilkes; Joseph H. Kanner, director of the college's testing service; and Baiz. Standing are Edward J. Wallison, Wilkes director of public relations; Dr. Charles B. Reif, chairman of the department of biology at Wilkes; Dr. Francis J. Michelini, dean of academic affairs; Dr. Ralph B. Rozelle, assistant professor of chemistry, and Dr. Jaroslav G. Moravec, associate professor of sociology.

Others slated to participate in the all-day affair are Dr. William H. Bliss, associate professor of History at Wilkes; Boyd L. Earl, associate professor of mathematics; Welton G. Farrar, associate professor of economics; John P. Whitby, director of admissions, and Dr. Eugene L. Hammer, chairman of the education department, who is serving as college coordinator for the program.

Purpose of the conference is to offer seminars on pertinent topics, in this case to be conducted by faculty members of Wilkes College, to acquaint potentially college-bound students with the type intellectuality they will meet in institutions of higher learning.

Secondary Principals at Session



(Photo by Ace Hoffman Studios)

Annual Workshop Conference of the Northeast Area, Pennsylvania Branch, National Association of Secondary Principals was held yesterday afternoon at Wilkes College. More than 50 administrators from through the area attended the conclave, which was held at Wilkes Commons.

Registration began at 1 under supervision of Melvin O'Connell, principal of Ashley-Sugar Notch Schools. Business session began at 145 with welcoming remarks from Dr. Francis J. Michelini, Wilkes dean of academic affairs. Nominating committee report was presented by Charles Hensley, principal of GAR High School.

Highlights of the parley was the group work session that got under way at 2:30. A panel of four prominent educators discussed the topic, "What is the Teacher's Role in Determining the Program of Instruction." Serving as discussion leader was James Schilling, assistant principal at Kingston High School. Recorder was Mrs. Miltona Klinetob, Plymouth Borough Schools.

Panel members are shown seated above. They are, from the left, Frank Dolbear, superintendent, Abington Heights School District, Clarks Summit; Dr. Michelini; Casimir Tyburski, English department coordinator, Meyers High School, and Zigmund Jakubczyk, instructor of History and French, Ashley-Sugar Notch Schools. Standing are Schilling and John M. Davies, Meyers High principal, president of Northeast Area group and conference chairman.

Steering and editing committee comprised James Jones, Victor Baiz, Anthony Marchakitus, Abram Morgan, Michael Barone, Schilling, Hensley, Davis and O'Connell.

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1969 Student Government Dinner
President Farley; Art Hoover, Asst. Dean; Paul Wender & Dan Kopen, Student Government leaders; Dean of Academic Affairs Michelini; Dean of Students George Ralston



Wilkes Students present check for $1,000 to CARE

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September 1971 - Welcome to Class of '75
Back Row: Joel Fischman (?); (?); Alex Pawlenok; Art Hoover; James Moss; Dick Raspen; (?): (?): (?): Charles Abate;
Front (?); John Whitby; (?); Jane Lampe; George Ralston; Pres. Michelini; Mrs. Michelini; Joel Rome; Linda Hobrock; Don Yost



Homecoming 1970

NATIONAL SCIENCE FOUNDATION
WASHINGTON 25, D.C.

June 12, 1963

Hi Mom:

It seemed like an awfully short visit with you on Sunday but it was still wonderful to see you again and looking so well. I'm so glad you were able to make the trip and I hope it hasn't precipitated any after-effects.

As you have seen I sent along a thermo-fax copy of my address. Dr. Farley called Tuesday morning just as we were walking out the door for our trip back and said how very pleased he was with it. Apparently enough people expressed themselves to him that he told me he wanted to publish it to send to all members of the senior class and for the incoming freshman. It depended upon how much money was available in the public relations budget. If it does go through I'll be sure to send you and Aunt Betty a few copies. I'm not going to just now until I find out if they will print it.

We had a very busy weekend and it seemed every where I turned there was someone else with a problem saying, well we'll let it wait until you get back in September. I'm beginning to get cold feet when I see some of the problems I'm supposed to solve. I guess it seems worse when you're not in a position to do anything. Maybe once I'm back and get involved it won't seem quite so bad.

The kids really slept good last night in their own beds. They were just waking up when I left for work this morning; usually they are about two hours ahead of me. Cia seemed to have the biggest adjustment to make which is natural I guess but she seems back to normal now.

n I have about one more week here and then I start my summer traveling. I go to San Francisco State College, University of San Francisco, and the University of California, Santa Barbara on one trip from June 23 to 30. I'm here the first week in July then for two weeks will be visiting the University of Florida, Florida State University, and TulaneUniversity in New Orleans. The last week in July will be panel meetings here in Washington and the first week in August I have to run a conference of visiting foreign lecturers and NSF staff at one of the fancy meeting places, Airlie House, over in Virginia someplace. Two weeks to pack and moving on August 24. That's my summer and it will go just about as fast as it took to write about it. It has been a fast year but in many ways a most productive, instructive, and pleasant one. We will be glad to get back though.

Now I'm back to work again so carry on and keep up the good recovery. God Bless You. Love to all.

Francis

SECOND **Wilkes-Barre Record** SECTION

7 CENTS A COPY AT STANDS AND DEALERS

WILKES-BARRE, PA., MONDAY, JUNE 10, 1963

★★★

DAILY: FOUNDED 1873 WEEKLY FOUNDED 1832

Someone wants your "Don't Needs" . . . Reach him with a want ad.

No Substitute for Spiritual Values, Wilkes Class Told



Yesterday's baccalaureate attracted friends and families of the graduates, bringing the total of the audience to an approximate 8[illegible]. Line of march began outside Wilkes College gymnasium with principals leading the procession, followed by the faculty and graduating class of 1963.



"The Alphabet of Wilkes," [illegible] of the 16th annual baccalaureate of Wilkes College, delivered yesterday in the college gymnasium by Dr. Francis J. Michelini, dean of academic affairs, highlighted the importance of spiritual values to a nation and to an individual. The speaker was introduced by Dr. Daniel P. Detwiler, chief of natural sciences division. The two are seen in the foyer of the gymnasium prior to the address. Dr. Michelini is on the right.

(Photos by Chamberlain)

Dr. Michelini Sermonizes Before 800

(List of graduates on Page 3)

Dr. Francis J. Michelini, Wilkes College dean of academic affairs now on leave of absence with National Science Foundation, Washington, D. C., told the Wilkes College graduating class of 1963 in his baccalaureate last night in the college gymnasium that there is no substitute for spiritual values in the life of our nation or the individual.

Dr. Michelini summed up his address by declaring every great society which came into being and endured did so on the basis of conviction and beliefs so strong they lifted individuals clear out of themselves and caused them to live—and die—for some aim or purpose nobler and better than themselves.

The dean of academic affairs, who is also a professor of biology at Wilkes, chose for the title of his baccalaureate, "The Alphabet of Wilkes," and his entire address was devoted to spelling outh the word "Wilkes" and interpreting it as a symbol. Thus interpreted it became "Wonder," Individual," "Knowledge," "Equality," and "Spiritual."

The biologist said: "one of the first proofs of the existence of God . . . is the nature and order that exists in the universe. To a biologist the current understanding of this proof is a wonderous thing. I chose the word 'wonder' because I think one of the most misunderstood relationships in the world today is the relationship between science and religion. I say 'misunderstood' because today science has produced a deeper insight into the first proof of God than any other sphere of human activity."

In developing the word "individual," Dr. Michelini paid tribute to Neil Dadurka, a Wilkes student who lies buried in Arlington Cemetery. He was a Marine jet pilot who flamed out over Los Angeles suburbs, remaining with his plane in order to save lives rather than ejecting to save his own. Dadurka was pointed out as an individual who blended his individual effort with those of others.

Heroic Act Recalled

"Neil Dadurka demonstrated the extremes of responsibilities that we all have, the responsibility to do full justice to our individual capabilities, yet ever aware of a higher order of concern for others. You cannot be less heroic if pou are to fulfill yourselves as contributing members of a free society."

[illegible] re-examine its loyalties and what they mean.

Emphasizing loyalty on a high level, Dr. [illegible] Michelini referred to Dr. Eugene S. Farley, Wilkes [illegible] who was one of the [illegible] who, as one writer put it, [illegible]

$143,268 Paid Nurses Who Aid Students

1962-63 Payment To Districts Will Be $3.50 a Pupil

(Special to the Record)

Harrisburg, June 9—Nurses' services to pupils in Luzerne County schools cost $143,268.09 for the 1961-62 school year.

This sum has been paid from State funds through the State Department of Health to school districts in the county, State Treasurer Grace M. Sloan said.

These payments are on a basis similar to that of reimbursements for teachers, except that one nurse is allotted for each 1,300 pupils.

(The Legislature has changed the basis of payment beginning with the 1962-63 school term under which a school district will receive $3.50 per pupil in average daily membership in a district school in the school year.)

Nurses' services are provided pupils of parochial and nonprofit private schools as well as to public school pupils. Services to pupils other than those in public schools are given through the public schools. Payments from State funds are made to public school districts for all pupils receiving the services.

Luzerne County school districts receiving State funds for nurses' services for the 1961-62 school term are as follows:

Ashley Borough, $1,378.34; Bear Creek Township, $415.24; Black Creek Township, $1,248.16; Buck Township, $87.74; Butler Township, $1,722.52; Central Luzerne County Joint, $3,342.99; Conyngham Borough, $675.54; Conyngham Township, $1,337.97;

Courtdale Borough, $325.11; Dallas Union, $7,148.27; Edwardsville Borough, $2,651.43; Exeter Borough, $2,481.21; Exeter Township, $396.82; Fairmount Township, $608.67; Forty Fort Borough, $2,364.98; Foster Township, $1,244.32; Freeland Borough, $2,265.75.

Hanover Township, $5,756.57; Hazle Township, $2,791.36; Hazleton City, $12,124.30; Hollenback Township, $498.02; Hunlock Township, $1,381.19; Huntingdon Township, $1,207.93; Jackson Township, $630.48; Kingston Borough, $8,711.44.

Laflin Borough, $87.17; Lake Township, $724.69; Larksville Borough, $2,578.40; Laurel Run Borough, $219.59; Lehman Township, $1,073.24; Luzerne Borough, $2,348.96; Nanticoke City, $5,571.57; Nescopeck Borough,



Alphabet of Wilkes," (Photos by Chamberlain)

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The speaker told the class to re-examine its loyalties and what they mean.

Emphasizing loyalty on a high level, Dr. Michelini referred to Dr. Eugene S. Farley, Wilkes president, who was "conspicuous by his absence, as one whose loyalty to an ideal resulted in a dedication that in increasingly rare in our society. It is loyalty that ignored material advancement for the more meaningful fulfullment of an ideal—a commitment to the education of youth."

Dr. Michelini spoke of new knowledge shaking some firmly entrenched beliefs. "If this intellectual capability (knowledge) is vested in us by God, a refusal to use this capacity by closing our minds to the fruits of its use becomes a very serious moral issue. . . . Truth can only result from increased knowledge and can never be complete. Our greatest sin as children of God would be to ignore this responsibility to use our minds to our maximum ability," he said.

Racial Problems Cited

The letter E, the speaker told his audience, stands for equality; and referring to the racial issue, he said:

"We must find a solution to these problems. This area of human rights and human dignity is one in which you bear a major responsibility. I only hope to leave you with a recognition of the role you must play in the solution of these problems."

The final letter in the Wilkes title S, symbolizes the spiritual, the speaker explained. He spoke of the guidelines for the class to follow, enumerating them as "ideals," "standards," "religion," "pride" and "patriotism." "These are all spiritual words. Are they old-fashioned, outmoded for these modern times? There's only one way I know of to answer these questions. It is by looking back to chart the rise and fall of other civilizations. And when you do that, you find that spiritual ideals . . . are the 'stuff' of survival. Every great society which came into being and long endured did so on the basis of convictions and beliefs so strong that they lifted individuals clear out of themselves and caused them to live—and to die—for some aim or purpose nobler and better then themselves.

"Look back anbd you will see that the whole fabric of this Nation's growth, and its success and its glory was woven of spiritual belief in liberty and in justice. Look forward and you will see no substitute for these spiritual values if we hope to see our civilization survive and prosper."

(See SERVICES on Back Page)

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New Columbus Borough, $143.87; Newport Township, $2,918.72; Northeast Merged, $4,975.96; Pittston City, $4,471.93; Plains Township, $4,416.89; Plymouth Borough, $4,850.05; Plymouth Township, $1,426.89; Pringle Borough, $413.77; Ross Township, $1,074.50.

Salem Township, $2,083.64; Shickshinny Borough, $1,349.63; Sugar Notch Borough, $565.78; Sugarloaf Township, $1,058.73; Swoyerville Borough, $2,174.85; Union Township, $906.58; Warrior Run Borough, $354.92; West Hazleton Borough, $3,538.43.

West Pittston Borough, $4,433.85; West Wyoming Borough, $2,310.23; Wilkes-Barre City, $18,336.33; Wilkes-Barre Township, $1,806.22; Wyoming Borough, $2,245.89.

SERVICES

(Continued from Page 11)

Dr. Michelini was introduced by Dr. Daniel O. Detwiler, chief of the natural sciences division of the college, following invocation by Rev. Dr. Jule Ayers and a hymn by the audience. Following the baccalaureate, Martin Friedman offered a violin solo, after which benediction was pronounced by Rev. Dr. Ayers.

Following the organ recessional by Gordon Roberts, the graduating class, families and friends attended a reception by the college.

Baccalaureate was convened at 5.

at 8:40 p. m.

The Alphabet of Wilkes

The Baccalaureate to the Class of 1963 of Wilkes College

Dr. Francis J. Michelini

June 9, 1963

It is indeed a pleasure to return to Wilkes as a participant in these exercises that mark the culmination of your years of undergraduate education. It is especially appropriate that this segment of your commencement activities should be attended primarily by the parents of our graduates. Tomorrow evening's ceremonies will be more formal, and attended by a larger number of friends and relatives, but tonight is devoted to sharing more intimately this happy occasion with your families. This is most appropriate, for each of you is aware of the love and sacrifice every parent has made to bring you to this point in your life. This is true of me as well as you, and I would like to publicly acknowledge this debt by presenting to you one to whom I owe so much for the love, guidance and encouragement throughout my life — my mother.

A professor invited to give the baccalaureate address at Yale started by saying he realized they had worked hard for four years to get to this point and that he didn't want to bore them with a long speech. Instead, he would simply take YALE and briefly examine each letter. He then took "Y" and developed the theme of *Youth* for 45 minutes; "A" and discussed *Allegiance* for another 45 minutes; then on to "L" for *Law* for another 45 minutes. As he was proceeding into "E" he noticed a student kneeling in the aisle with his hands clasped. The speaker looked, hesitated in his speech, then said, "Son, is anything the matter?"

Boy said, "No, not really, I'm just thanking God I'm not graduating from the Massachusetts Institute of Technology."

This sufficiently impressed me, as jokes usually do, that I thought about a similar approach; expansion on WILKES — not, I hasten to add, at 45 minutes per letter.

No great problem was presented in finding a word that would convey a significant meaning for *W*. One of the first proofs for the existence of God, as I recall it from one of my courses in Theology many years ago, is the "Nature and Order that exists in the Universe." To a biologist the current understanding of this proof is a wondrous thing. I chose the word *Wonder*, because I think one of the most misunderstood relationships in the world today is the relationship between science and religion. I say misunderstood because today science has produced a deeper insight into this first proof of God than any other sphere of human activity.

Man can be quite an egomaniac when it comes to God — seems strange doesn't it — but in a society where almost everyone tacitly acknowledges that he cannot understand a computer; that he really doesn't know why his car goes (except that if it doesn't when he turns the key, he calls the AAA); that he cannot understand, and doesn't claim to, the elements in a mob that produce riots and hysteria — yet despite all the things he does *not* know he *DOES* presume to know all about God! In science, one does *not* presume that he knows the answers or completely understands the workings of nature. One of the reasons Western civilization has progressed so fantastically is because we make the assumption that one *can* understand if one makes the attempt and phrases a question of nature that will produce a meaningful answer. In many instances the apparent atheist who said about the thunderstorm and lightning, about sickness and disease, "I do not believe this was caused by God or Gods but has some understandable physical reason or cause" — was expressing a belief of an order in the universe that bespoke a greater, more *meaningful* God, than the ones being ruled out in order to initiate the inquiry. The current understanding of the various biological and physical phenomena that enable us to discuss such things as:

1. controlled atomic fission and fusion to produce power
2. precise orbital position of a Venus probe
3. utilization of a laser bean to surgically reattach the retina of the eye
4. construction of the genetic material from artificially synthesized molecular parts
5. potential understanding of cell and organ development that will make disease a rarity,

and consider them susceptible to our understanding is truly a fantastic affirmation of this first proof of God — the belief in the existence of order in the universe. Without the tacit assumption that such order exists, the scientist would have no cause to expect a logical answer to his questions, no reason to expect that he can extend his results reasonably to predict a new situation and problem. In one of his recent addresses, Dr. Waterman, Director of the National Science Foundation, said, "Perhaps one hopeful aspect of our times is that some part, at least, of the energy and ingenuity that for centuries have been dissipated in wars is being channeled into the conquest of space and other major scientific undertakings. Perhaps we have come full circle; for science, which in the beginning was known as natural philosophy, has in the ensuing centuries opened so many doors and asked so many questions that it must once more link hands with philosophy to help us find the answers."

In my alphabet of Wilkes, therefore, I want to put into some meaningful perspective the Wonders that you will experience and contribute to in your lifetimes — the wonder of an understanding of nature that contributes to the mainstream of a more fundamental understanding of God. All of your human activity exists within this frame of reference of an orderly universe subject to fundamental laws that we as men can yet only glimpse.

I seemed one of the easiest letters in the Wilkes alphabet to develop. Intelligence, Ignorance — certainly we could gain much from a brief concern about what constitutes intelligence — the sorry fact that an intelligent person, when swayed by emotion — with a mind closed by bigotry or a false image — can be more abysmally ignorant than the moron — but this didn't seem quite what I felt I wanted to say. The selection of a theme for *I* came from a Wilkes graduate of 1957 and is expressed by the word *Individual.*

On Memorial Day — when all pay homage to the men and women who gave their lives to preserve our country — we drove out to Arlington National Cemetery. Neil Dadurka is buried there, and we went to visit his grave. It takes a very unusual person not to respond to the deeply peaceful spirituality of those grounds. I thought a great deal about Neil and it seemed especially appropriate that the message he gave through his death should be a part of this ceremony. Neil was not an unusual Wilkes student, true, he was a fine wrestler, with a singleness of purpose when wrestling that enabled him consistently to overcome a superior opponent. He was an outstanding individual performer, yet, in football, he was a real team player who blended his individual efforts with those of others. He was typical too in that he had an occasional academic problem. He graduated from Wilkes and became a Marine jet pilot. Again in his jet training he overcame personal shortcomings by fighting harder and working harder. Finally this chapter of his life ended with a flame-out over the Los Angeles suburbs. Here was a split-second decision to be made — whether to safely eject, but run the risk of his plane crashing into a populated area, or to stay with it and guide it to a rural area at the cost of this opportunity to survive. He stayed with it — coaxed it out beyond the suburbs — crashlanded and died from his crash injuries. What do I feel he stands for? Neil Dadurka was an individual — he had the problems every individual human being has, and he solved them as we all must; by an effort of his own resources and with work. The *I* in Wilkes for individual — what each of us is and must be in every daily effort; an individual in our judgment; individuals in our opinions; individuals in every sense that a democratic society such as ours is dedicated to serving — where the individuals right to speak freely, to read freely, and to arrive at independent judgment must be preserved. Yet at the moment of decision the deciding factor for Neil was not rooted in his freedom as an individual. It was instead the highest order of human achievement; the fundamental recognition of a responsibility above that of self — a concern for others. When the chips are down it is this characteristic of the individual that carries the greatest meaning for us. Certainly a great deal of your life and it's decisions will be based on individual concerns and needs. In addition to this, however, must be the awareness of the even higher concern we as individuals must have for others. Certainly this concern for others is fundamental in our Judeo-Christian traditions. Among Pope Johns favorite readings was this, "My son, in proportion as you go out of yourself, so will you be able to enter into me." Wilkes College would not be here were it not for the individuals in our community who go beyond concern of self to give and work for others. Participation in community affairs, United Fund drives—yes—even in alumni activities, is a less spectacular but no less meaningful affirmation of this higher order of human activity by the individual. Your class gift and your commitment to add to it in coming years is a gratifying indication of your awareness of this concern.

Neil Dadurka demonstrated the extremes of these responsibilities that we all have, the responsibility to do full justice to our individual capabilities, yet ever aware of a higher order of concern for others. You cannot be less heroic if you are to fulfill yourselves as contributing members of a free society.

For *L* I selected *Loyalty.* I think we are all aware that we are loyal to something — loyal to our country — loyal to friends — loyal to our school, etc. But as you arrive at this point in your careers it might be well to re-examine your loyalties and what they mean to you.

Certainly we relate loyalty to patriotism, a willingness to fight and die for our country. Are we equally ready to relate loyalty and patriotism to a willingness to actively engage in exercising our responsibilities as citizens? Does this loyalty extend to filling out an honest tax return — to exercising our voting franchise?

We are loyal to the ideal of family responsibility and are willing to sacrifice for our children so that they may get an education; but, are we willing to be active in the community activity necessary to keep others aware of the necessity for new schools, better teachers, good textbooks? How deeply do your loyalties extend?

These may seem like digressions from my theme but in gaining a new perspective on some of the elements of increasing importance in your lives, your loyalties are of major significance. Each of us must develop through life certain loyalties. These may be to an ideal, a specific objective, or both but they are essential to our lives and we must be aware of fulfilling them.

Conspicuous by his absence here tonight is one whose loyalty to an ideal has contributed so much to your presence here. Dr. Farley's loyalty to an ideal resulted in a dedication that is only

too rare in our society. It is a loyalty that ignored material advancement for the more meaningful fulfillment of an ideal — a commitment to the education of youth. The ideals you will probably live by have been forged to a large extent by your family and your education. In that sense Wilkes will forever be a part of you and your life that you cannot erase. I hope that the ideals developed here will bring you pride in your own performance through life and that the examples provided by the members of our faculty and administration, and especially Dr. Farley, will influence your loyalties. A conscious dedication to this element in life will bring rewards of a significance that will never need measurement. Examine your loyalties in this perspective and make them instruments for determining what your achievements in life should be.

For *K* I have chosen the obvious: *Knowledge.*

You have all been participating in a 16 year process of education and many of you will be continuing even further. Ours is one of the few civilizations in history in which such a learning experience is considered an appropriate human right. As a biologist it has always intrigued me what conflicts can develop as a result of our increased understanding of ourselves and the natural world. People react to this new knowledge in a variety of ways. One very characteristic response is, "Don't bother me with the facts, my mind is made up."

We all know, of course, of the so-called "explosion" of knowledge that is occuring in our time. This use of the word explosion is unfortunate — for this intimates subsidence after the initial burst. This is not the case. Our knowledge will continue to expand at an increasing rate in all areas of human activity. My association with the National Science Foundation has made me increasingly aware of this activity in the sciences, but there is now developing considerable activity in the area of the humanities. Recently a Commission of the Humanities was formed that will, I feel sure, stimulate a surge of new activity in knowledge and understanding in this area.

What do we do when this new knowledge shakes some of our firmly entrenched beliefs? How do we respond to new information giving greater insight into the nature of man? Do we pass laws against the dissemination of these new ideas if they affront us? Do we censor our libraries to "protect the young impressionable minds of our youth?"

Maybe my biologists background is intruding too much here, but it has served to make me aware of one thing; man is irrevocably a member of the animal kingdom. If we are to consider him "Godlike" it cannot be in the physical sense. It is indeed most logical that the ability of man to think, to learn, to understand his intellect and free will, are the characteristics that set him apart and distinguish him from the rest of the animal kingdom, that truly make him a creature of God. An appreciation of this opens the door to a new insight to knowledge and our attitudes toward it. If this intellectual capability is vested in us by God — a refusal to use this capacity by closing our minds to the fruits of its use becomes a very serious moral issue. It's like a person saying "Thanks God for making me different from the beasts of the forest, for making me capable of a truer understanding of your greatness, but who needs it? I'm happy, I don't want to use this ability, and even more, I don't want to permit anyone else to use it. Burn that book — Ban that idea."

Is this really a morally sound response? I think all of us must recognize the moral obligation to utilize these God-given powers of understanding — to strive constantly to know truth — in all areas of human activity. Truth can only result from increased knowledge and can never be complete. Our greatest sin as children of God would be to ignore this responsibility to use our minds to our maximum ability.

I felt that *Equality* is the only word which is appropriate for *E* in this period of our nation's history. I may be influenced in this respect by the proximity of the problem while in Washington. Unquestionably, this is a potentially explosive issue politically, but more significantly it is basically a moral issue. This will not be resolved by laws, force, token response, but only by the individual who will examine the basic issues posed by a society that offers equality in its documents and words, but does not grant it in practice. I think it is incumbent upon each of you to examine the meaning of equality — determine your values and act consistent with them. Certainly the outcome of the battle for equality now being waged in America will affect the nature of the international environment in which our children and their children will live. We *must* find a solution to these problems.

As President Kennedy so bluntly stated it — "In these moments of tragic disorder, a special burden rests on the educated men and women of our country — to reject the temptations of prejudice and violence, and to reaffirm the values of freedom and law on which our society depends."

This area of human rights and human dignity is one in which you bear a major responsibility. I only hope to leave you with a recognition of the role you must play in the solution of these problems.

As a baccalaureate address I have tried to develop our alphabet of WILKES with an emphasis on the spiritual perspective we must

develop in all of our human activities. It might seem appropriate for me to select *science* for our last alphabet letter, but I prefer *Spiritual.*

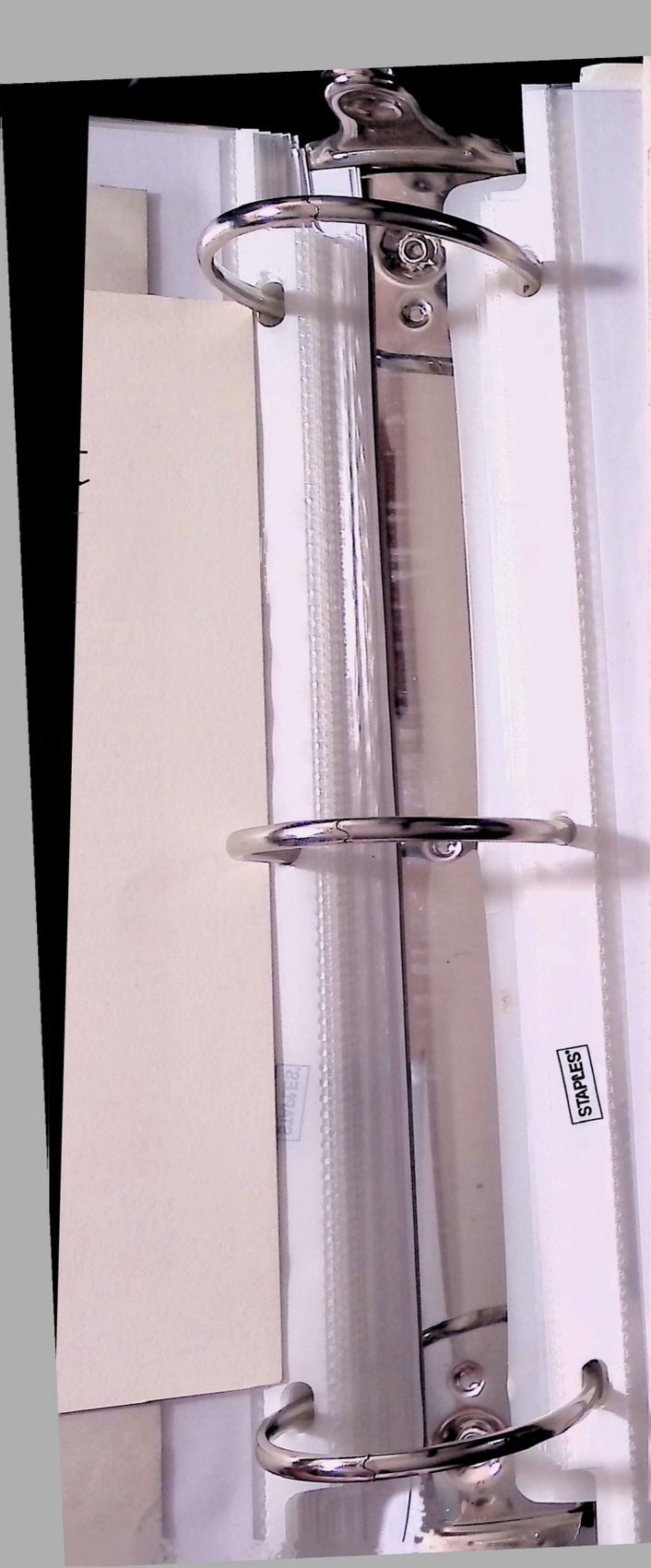
We have gone from improving our national lot as wilderness settlers, to territorial expansion and acquisition of additional natural resources, to improvement by production and development of a complex, but comparatively wealthy society.

Our next great challenge is the development of the individual, not as a regimented automaton, but as an individual with many capabilities. This is an era of attainment characterized by development of our brain-power. Real progress is that which will give the greatest number of people beneficial control over their future. In our efforts to continue our progress we must utilize this resource of the human mind as effectively as possible. This is the great challenge to the educator and it must be met. Through all this educational effort though, we must remember that facts, inventiveness and possession of knowledge are good, but unprincipled and unguided use of the "power of knowledge", could be ruthless.

There must be guidelines for us to follow. Guidelines based on intangible principles have gone a long way toward making this country what it is today. Such words as "ideals, standards, religion, pride and patriotism", recur in any expression of those principles. These are all *Spiritual* words. Are they old-fashioned, outmoded for these modern times? Aren't people "square" who talk about spiritual beliefs? Isn't this rather a time to live it up, look for kicks, grab a buck, live for the day?

There's only one way I know of to answer these questions. It is by looking back to chart the rise and fall of other civilizations. And when you do that you find that spiritual ideals — far from being impractical — are the very "stuff" of survival. Every great society which came into being and long endured, did so on the basis of convictions and beliefs so strong that they lifted individuals clear out of themselves and caused them to live — and die — for some aim or purpose nobler and better than themselves.

Look back and you will see that the whole fabric of this Nation's growth, of its success and its glory, was woven of spiritual belief in liberty and in justice. Look forward and you will see no substitute for these spiritual values if we hope to see our civilization survive and prosper.



INTRODUCTION

WHENEVER ONE IS INTRODUCED AS A SPEAKER YOU REACH THIS CRITICAL POINT AND WISH YOU COULD BE IN JUST ABOUT ANY OTHER SPOT. I'M ALWAYS HEARTENED, THOUGH, BY A COMMENT LINCOLN MADE WHEN ASKED HOW IT FELT TO BE PRESIDENT. HIS ANSWER WAS CHARACTERISTIC. HE SAID, "WELL, IT'S SOMETHING LIKE THE LAWYER WHO WAS TARRED AND FEATHERED AND WAS BEING RIDDEN OUT OF TOWN ON A RAIL AND WHOSE PARTING WORDS WERE ' IF IT WEREN'T FOR THE HONOR, I WOULD JUST AS SOON TAKE THE TRAIN. '"

THE SELECTION OF A TOPIC FOR AN ADDRESS CAN PRESENT QUITE A PROBLEM AND THE FINAL FORMAT CAN TAKE MANY FORMS. I'M REMINDED OF THE PROFESSOR INVITED TO GIVE THE COMMENCEMENT ADDRESS AT YALE WHO STARTED OUT BY SAYING HE REALIZED THESE GRADUATES HAD WORKED HARD FOR FOUR YEARS TO GET TO THIS POINT AND HE DIDN'T WANT TO BORE THEM WITH A LONG SPEECH. INSTEAD, HE WOULD SIMPLY TAKE YALE AND BRIEFLY EXAMINE EACH LETTER. HE THEN TOOK "Y" AND DEVELOPED THE THEME OF YOUTH FOR 35MINUTES; "A" AND DISCUSSED ALLEGIANCE FOR ANOTHER 40 MINUTES; "L" FOR LAW FOR ANOTHER 40 MINUTES. AS HE WAS PROCEEDING TO "E" HE NOTICED A STUDENT KNEELING IN THE AISLE WITH HIS HANDS CLASPED. THE SPEAKER HESITATED, STARTED TO GO ON, STOPPED, THEN COULDN'T RESIST AND SAID, " SON, IS ANYTHING THE MATTER?" THE BOY REPLIED, "OH, NO, SIR, I'M JUST THANKING GOD I'M NOT GRADUATING FROM THE MASSACHUSETTS INSTITUTE OF TECHNOLOGY. '

EDUCATION TODAY CERTAINLY FACES MANY CHALLENGES AND THERE ARE MANY OCCASIONS TO EXAMINE WHAT OUR OBJECTIVES ARE. EDUCATION HAS MANY ASPECTS TO IT. I'M REMINDED OF DR. GALLIZZI IN THIS CONTEXT.

IT SEEMS HE HAD THE RESPONSIBILITY FOR SEEING TO ACQUAINTING A NEW STUDENT NURSE WITH SOME ELEMENTS OF NURSING EDUCATION. THIS GIRL HAD BEEN CARING FOR A VERY ILL PATIENT, HER FIRST, WHO HAD LITTLE CHANCE FOR RECOVERY. SHE HAD, HOWEVER, MADE ONE MISTAKE THAT DR. GALLIZZI WAS TRYING TO POINT OUT. HE TOLD HER, "YOUNG LADY, YOU'VE BEEN VERY CONSCIENTIOUS WITH YOUR PATIENT, YOUR CARE HAS BEEN VERY GOOD, ALL THAT WE DESIRE IN A PROFESSIONAL NURSE, BUT, THERE IS ONE THING YOU HAVE SIMPLY GOT TO LEARN. DON'T EVER HAND A PATIENT A MAGAZINE AND SAY 'YOU'D BETTER NOT START ANY STORIES THAT ARE CONTINUED NEXT WEEK.'"

COLUMBUS - THE NEED FOR HIS SPIRIT TODAY

IN TRYING TO COME TO GRIPS WITH THE CHALLENGE OF SELECTING A TOPIC FOR TONIGHT, I NATURALLY THOUGHT AND READ ABOUT COLUMBUS. THE MORE I TRIED TO GET SOME INSIGHT INTO HIS ACTIONS AS A PERSON, THE MORE I CAME TO REALIZE HOW MUCH OF WHAT WE HONOR IN HIM WE REALLY NEED IN OUR OUTLOOK AND OUR CITIZENRY TODAY.

AS WE EXAMINE COLUMBUS WE CAN EXTRACT CERTAIN SIGNIFICANT ATTRIBUTES. ON THAT DAY, OCTOBER 12, 1492, THE COURSE OF HISTORY WAS CHANGED. COLUMBUS' VOYAGE WAS NOT MERELY A STAB INTO THE UNKNOWN. TRUE, IT TOOK COLOSSAL SELF-CONFIDENCE, STOUT DETERMINATION, AND SUPERB NAUTICAL SKILL ON THE PART OF THE LEADER OF THE EXPEDITION TO REACH THE NEW WORLD. COLUMBUS HAD ALL OF THESE, BUT HIS VOYAGE THROUGH UNCHARTED SEAS WAS ALSO BASED ON A CENTURY OF SOLID NAVIGATIONAL ACHIEVEMENTS OF MANY OTHER EUROPEANS. HE WAS SAILING INTO THE UNKNOWN, BUT HE WAS NOT SAILING BLINDLY.

SERIOUS AND SYSTEMATIC EXPANSION OF GEOGRAPHICAL KNOWLEDGE BY SAILORS AND SCHOLARS HAD BEEN SPONSORED FROM THE EARLY 15th CENTURY BY PRINCE HENRY THE NAVIGATOR, OF PORTUGAL, ONE OF THE GREATEST PATRONS OF COSMOGRAPHY AND EXPLORATION IN HISTORY. SEARCHING FOR A SEA ROUTE TO INDIA, PORTUGESE EXPLORERS OPENED THE WESTERN COAST OF AFRICA TO EUROPEANS. BY 1488 DIAZ HAD ROUNDED THE CAPE OF GOOD HOPE. A DECADE LATER VASCO DE GAMA COMPLETED AN EXTRAORDINARY ROUND TRIP VOYAGE TO THE MALABAR COAST OF INDIA.

LIKE COLUMBUS, THESE MEN VENTURED FARTHER AND WITH GREATER SAFETY THAN ANY WHO HAD SAILED BEFORE THEM BECAUSE OF STEADY TECHNOLOGICAL IMPROVEMENTS IN NAVIGATIONAL INSTRUMENTS AND KNOWLEDGE. IN THE MIDDLE AGES, EUROPEAN SEAMEN FINALLY CAME INTO POSSESSION OF THE MAGNETIC COMPASS TO DETERMINE DIRECTION AND THE ASTROLABE TO DETERMINE LATITUDE. DURING THE 15TH CENTURY THE PORTOLANI, THE FIRST PRACTICAL HYDROGRAPHIC CHARTS, WERE IMPROVED AND UPDATED. SHIP CONSTRUCTION HAD ADVANCED BY GREAT LEAPS. THE CARAVEL, WITH ITS BROAD BOWS, HIGH NARROW POOP, AND TRIANGULAR LATEEN SAILS WAS FAST AND COULD SAIL AGAINST THE WIND MORE EFFICIENTLY THAN EARLIER SHIPS.

AN ADDITIONAL CONSIDERATION IS THAT THE MONARCHS OF PORTUGAL AND SPAIN DID NOT FINANCE EXPEDITIONS OUT OF AN ENTHUSIASM FOR PURE SCIENTIFIC INFORMATION. THEY WERE PROMPTED BY A MIXTURE OF ECONOMIC, RELIGIOUS, AND MILITARY MOTIVATIONS. TO DETAIL THESE CONSIDERATIONS WOULD BE A LONG AND UNNECESSARY TASK, FOR YOU MAY ALREADY SEE THE ANALOGY I AM ELECTING TO DRAW TO OUR OWN TIMES.

WE CAN SEE THAT THE EPIC ACTIVITIES OF COLUMBUS THAT OPENED NEW DIMENSIONS TO MAN, THAT INITIATED A COMPLETELY NEW ERA OF CHANGE IN SOCIETIES, WAS ROOTED IN A CENTURY OF TECHNOLOGICAL CHANGE, ECONOMIC PRESSURES FOR EXPANDED TRADE, SEARCHES FOR UNEXPLOITED RESOURCES, AND PRESSURES OF A SOCIETY DEMANDING RELEASE. COLUMBUS IN HIS VOYAGE AND THE SUBSEQUENT DISCOVERIES HE INITIATED, RELEASED THESE PRESSURES WHICH THEN GREW TO THE POINT IN HISTORY IN WHICH WE NOW FIND OURSELVES.

WE ARE LIVING IN A PERIOD OF TIME WHEN A COMPARABLE ACCUMULATION OF INFORMATION RESULTING FROM SCIENTIFIC INQUIRY HAS RESULTED IN TECHNOLOGIES AND AN ACCUMULATION OF SOCIAL PRESSURES THAT PLACES A BURDEN OF RESPONSIBILITY ON ALL OF US TO ASSURE THAT WE, AS THE COLUMBUS, BUILD ON THIS TO LEAD TO NEW WORLDS AND A NEW SOCIETY AS DIFFERENT FROM OURS NOW, AS OUR CURRENT SOCIETY IS DIFFERENT FROM THAT WHICH BRED COLUMBUS AND HIS EXPLOITS.

THIS RESPONSIBILITY HAS BEEN ENORMOUSLY INCREASED SINCE JULY 16, 1945, WHEN THE FIRST MAN-MADE ATOMIC EXPLOSION, ACHIEVED IN THE DESERT LANDS OF NEW MEXICO, SIGNALED MAN'S ENTRANCE INTO A NEW PHYSICAL WORLD, WITH NEW TOOLS AND POWERS UNDREAMED OF BY OUR PREDECESSORS, AND WITH NEW TONGUES AND SYMBOLS THAT HAVE CREATED OBSOLESCENCE IN OUR SOCIOLOGICAL ORGANIZATION AND IN OUR SYSTEMS OF EDUCATION.

LET ME ILLUSTRATE WITH SOME CONTEMPORARY EXAMPLES IN THE SCIENCES WITH WHICH I AM MOST FAMILIAR - THOSE PERTAINING TO LIVING PROCESSES WHERE NEW HORIZONS HAVE APPEARED, BEGOTTEN BY THE INTERACTION OF CHEMISTRY AND BIOLOGY AND REFERRED TO AS <u>MOLECULAR BIOLOGY,</u> OR THE CHEMISTRY OF THE INDIVIDUAL CELL. FOR THE FIRST TIME WE ARE IN SIGHT OF A FUNDAMENTAL UNDERSTANDING OF BIOLOGICAL PROCESSES, OF THE UNIFYING CONCEPTS OF NATURE, AND PERHAPS, OF THE ORIGIN OF LIFE ITSELF. WE ARE BEGINNING TO COMPREHEND THE INTER-RELATIONS BETWEEN GENETICS, IMMUNOLOGY, AND ENZYMOLOGY. THIS IS A VIBRANT NEW AREA OF SCIENCE. WE NOW HAVE SOME FUNDAMENTAL CONCEPTIONS OF THE CHEMICAL ARCHITECTURE OF GENES AND VIRUSES,

AND, INDEED, SOME VIRUSES HAVE ALREADY BEEN SYNTHESIZED IN A TEST TUBE FROM SIMPLE CHEMICALS. THE VERY RECENT ACHIEVEMENT IN BREAKING THE GENETIC CODE INTO UNDERSTANDABLE CHEMICAL STRUCTURES MAY HAVE THE SAME STUPENDOUS IMPACT ON THE LIFE SCIENCES AS THE RELEASE OF ATOMIC ENERGY HAD ON THE PHYSICAL SCIENCES.

ALTHOUGH IT IS NOT MY PURPOSE TO DISCUSS THE TECHNICAL SIGNIFICANCE OF THESE ADVANCES, SUFFICE TO SAY THAT WE NOW HAVE AN INSIGHT INTO HEREDITY, AND WE ARE BEGINNING TO ACQUIRE A DETAILED INSIGHT INTO HOW THE CELL IS ABLE TO SYNTHESIZE THOUSANDS OF DIFFERENT COMPLEX COMPONENTS, SUCH AS ENZYMES, WHICH MAKE IT FUNCTION LIKE THE MOST INCREDIBLY COMPLEX PIECE OF MACHINERY.

YET, IN SPITE OF THIS PROGRESS AND ITS SIGNIFICANCE, APPLICATION OF THIS NEWER KNOWLEDGE TO THE THERAPY OF DISEASE HAS ONLY BEGUN. IT HAS YET TO SHAKE THE FIELD OF MEDICINE THOUGH IT HAS STIMULATED A GREAT DEAL OF RESEARCH IN CANCER. NOTWITHSTANDING, WE CAN BE SURE THAT SOONER OR LATER THE IMPACT OF ALL THIS KNOWLEDGE ON OUR LIVES AND OUR HEALTH WILL BE TREMENDOUS. LIKE THE SPLITTING OF THE ATOM, IT CAN BECOME A TWO-EDGED SWORD.

THE ADVANCES THROUGH SCIENTIFIC RESEARCH IN REALITY ENCOMPASS MORE THAN SCIENCE ITSELF. AS THE CONTROL OF THE PHYSICAL UNIVERSE AND THE BIOLOGICAL NATURE OF MAN COMES CLOSER TO REALIZATION, THE GREATER WILL BE THE NEED FOR DRASTIC CHANGE IN OUR SOCIOLOGICAL, PHILOSOPHICAL, AND HUMANISTIC CONCEPTS. THE VANISHING BOUNDARIES BETWEEN SCIENCE AND HUMAN VALUES PLACE THIS NEED FOR CHANGE ON A MANDATORY LEVEL.

WHAT DO ALL THESE THINGS MEAN WHEN I TALK ABOUT THIS NEW KNOWLEDGE AND UNDERSTANDING THAT MAN IS ACQUIRING? IF WE PURSUE OUR ANALOGY WITH THE PERIODS PRECEDING AND FOLLOWING COLUMBUS, WE MUST LOOK AT OURSELVES IN THE SPIRIT OF COLUMBUS. WE MUST LOOK AT OUR SOCIETY AND ITS PROBLEMS FROM EYES OF SHARED RESPONSIBILITY AND CONCERN. WE CANNOT IGNORE THE CHALLENGES TO AND DEMANDS UPON OUR SOCIETY FOR, IF WE DO, THE PROBLEMS WILL STILL REMAIN; THERE WILL SIMPLY HAVE BEEN NO COLUMBUS TO TRIGGER A MOVEMENT FORWARD, AND THE LACK OF RESOLUTION OF THESE PROBLEMS CAN ONLY LEAD MAN TO DISASTER.

NOW THEN, IN EQUATING THESE FORCES WITH THOSE THAT MADE THE VOYAGE OF COLUMBUS A TURNING POINT IN HISTORY, WITH THE FORCES BUILDING IN OUR SOCIETY WHAT SHOULD OUR ROLE BE?

TO ANSWER THAT QUESTION PROPERLY WE SHOULD FIRST TAKE A LOOK AT THE NEEDS OF OUR SOCIETY - PARTICULARLY ITS NEED TO MASTER THE PRODUCTS OF SCIENCE BEFORE THOSE PRODUCTS GET BEYOND THE CONTROL OF THE HUMAN RACE. SOME OBSERVERS HAVE FORESEEN IN THIS WAVE OF MATERIAL AND TECHNICAL PROGRESS THE THREAT OF EROSION OF THE CHERISHED AMERICAN VALUES OF INDIVIDUAL LIBERTY AND EXPRESSION. THE EMINENT HISTORIAN, ARNOLD TOYNBEE, RECENTLY ARTICULATED THE DILEMMA IN THIS OBSERVATION: "THE UNITED STATES FACES ACUTELY THE PROBLEM OF FINDING A COMPROMISE BETWEEN TWO ESSENTIALLY AMERICAN THINGS - EXTREME INDIVIDUALISM AND EXTREME MECHANIZATION. AMERICA'S FUTURE WILL DEPEND LARGELY ON HOW SHE RECONCILES THESE TWO CONTRADICTORY TENDENCIES." I NEED NOT ELABORATE. WE ALL KNOW

THE DIFFICULT DILEMMAS WE FACE AS THE MOST PROSPEROUS NATION IN THE HISTORY OF THE WORLD, YET A NATION FACED WITH AN UNEMPLOYMENT PROBLEM AND A POVERTY PROBLEM THAT HAVE THUS FAR DEFIED SOLUTION. MECHANIZATION AND AUTOMATION ARE MAKING THESE PROBLEMS INCREASINGLY OBVIOUS WHILE OUR SOCIETY IS STILL GROPING FOR WAYS OF HANDLING THE HUMAN PROBLEMS PRODUCED BY OUR SCIENTIFIC AND TECHNICAL PROGRESS.

YET SUCH PROBLEMS AS CONTROL OF ATOMIC WEAPONS, AUTOMATION, AND UNEMPLOYMENT, ETC., ARE CHILD'S PLAY WHEN WE COMPARE THEM WITH THE PROBLEMS OF THE NEXT DECADE THAT WE WILL FACE IN OUR DEALINGS WITH HUMAN BEINGS. WITH THE INCIPIENT BIOLOGICAL UNDERSTANDING OF BASIC CELLULAR AND LIFE PROCESSES WILL COME THE ABILITY TO CONTROL AND DIRECT THEM. HOW THEN WILL SOCIETY FACE THE PROBLEM OF WHO SHALL LIVE AND WHO SHALL DIE WHEN TECHNIQUES SUCH AS ORGAN TRANSPLANTS, ARTIFICIAL CORRECTION OF METABOLIC DEFICIENCIES, AND COUNTLESS OTHER TECHNIQUES WE CAN ONLY NOW SPECULATE ABOUT, PERMIT THE ENDLESS EXTENSION OF NORMAL LIFE SPANS? HOW ALSO WILL SOCIETY HANDLE THE POWER TO DETERMINE HEREDITY, WHERE UNDERSTANDING OF THE STRUCTURE OF THE HEREDITARY MATERIAL EVEN NOW PERMITS CORRECTION OF HEREDITARY DEFECTS AND WHERE DELIBERATE SELECTION FOR DESIRED CHARACTERISTICS IN HUMAN INDIVIDUALS WILL SOON BE POSSIBLE?

JUST THESE FEW AREAS WILL SUFFICE TO REVEAL THE NEED FOR AN UNDERSTANDING OF PHILOSOPHY, RELIGION, ECONOMICS, SOCIOLOGY, AND PSYCHOLOGY.

AS INDIVIDUALS IN SOCIETY WE MUST BE EVER READY TO EXAMINE THE TEXTURE OF IT'S BELIEFS, IT'S FEELINGS, IT'S CULTURALLY DERIVED INSTINCTS. EACH ADVANCE SCIENCE MAKES CARRIES US FURTHER ALONG THE ROAD TO FINDING ANSWERS TO PROBLEMS THAT HAVE VEXED MANKIND FOR CENTURIES BUT HAVE BEEN LEFT UNANSWERED BY EARLIER GENERATIONS. WAR HAS BEEN PART OF MANS' EXPERIENCE SINCE HIS EARLIEST DAYS. ALWAYS HE HAS SOUGHT WAYS TO END IT - WITHOUT SUCCESS. BUT NUCLEAR WEAPONS HAVE CHANGED THE RESOLUTION OF THIS PROBLEM FROM AN EXERCISE IN POLITICAL SCIENCE TO A REQUISITE FOR HUMAN SURVIVAL.

SO, TOO, IT IS WITH MANY OF THE DOORS BEING OPENED BY SCIENCE AND THE TOOLS OUR NEW INSIGHTS INTO NATURE ARE MAKING AVAILABLE TO US. THE CHALLENGE TO MODERN MAN IS TO RECOGNIZE THAT THE NEW TOOLS ARE AN INTEGRAL PART OF HIS ENVIRONMENT AND, USED WITH WISDOM, CAN BENEFIT HIS PHYSICAL WELL-BEING, PROTECT HIS FREEDOM, AND ENHANCE HIS DEVELOPMENT AS AN INDIVIDUAL.

THE ADVANCES AND TOOLS DEVELOPED DURING THE 15TH CENTURY WERE PUT TO USE BY COLUMBUS IN THE FACE OF IGNORANCE, FEAR, PREJUDICE --- THE SAME ELEMENTS WE FACE IN OUR BATTLES WITH THE PROBLEMS OF OUR TIMES. WE MUST OVERCOME AS COLUMBUS OVERCAME HIS FEAR OF GOING OFF THE EDGE OF THE EARTH ---OUR FEARS OF THE NEW IDEAS, THE NEW SOLUTIONS, THE CHANGING RELATIONSHIPS WITH OTHER NATIONS, THE PRE-JUDICES ROOTED IN ECONOMIC FEAR OR PRESSURES OF EMOTIONALISM. THE SPIRIT OF COLUMBUS MUST BE BRED ANEW IN EACH OF US IF WE ARE TO RESOLVE THE PROBLEMS IN OUR TIME THAT CAN OPEN NEW WORLDS TO OUR CHILDREN AND THEIR CHILDREN . THE ALTERNATIVE? VERY POSSIBLY A RETURN TO A STATIC SOCIETY WHERE NO CHANGE IS PERMITTED, NO IDEAS

EXPLORED, NO PROGRESS RECORDED --- A TWENTY-FIRST CENTURY THAT COULD WELL BE A NEW AGE OF INTELLECTUAL AND SOCIAL DARKNESS. OUR FREEDOM AND THE PRESERVATION OF OUR SOCIETY LIES NOT IN IGNORING THE COMPLEX QUESTIONS THAT FACE US, BUT RATHER IN LOOKING TO THESE PROBLEMS FROM THAT TYPE OF COLUMBIAN LACK OF FEAR, FIRM RESOLUTION, AND DYNAMIC MOVEMENT TOWARD OUR NEW WORLDS.

HOWEVER, IT IS NOT ENOUGH THAT WE RESOLVE THESE PROBLEMS IN OUR COUNTRY ALONE. THESE CAPACITIES TO CONTROL AND DIRECT NATURE AND THE VERY PROPERTIES OF HUMAN LIFE ITSELF ARE NOT TO BE OURS ALONE. ALIEN PHILOSOPHIES MAY ELECT TO EXPLOIT THESE ABILITIES IN WAYS ABHORRENT TO OUR SOCIETY WHERE INDIVIDUAL FREEDOM IS A PRIME CONCERN.

THERE IS A SUGGESTION OF OPTIMISM EVEN IN THIS REGARD, BOLSTERED BY HISTORICAL PRECEDENT. THE DEVELOPMENTS FOLLOWING THE OPENING OF THE NEW WORLD AND THAT CULMINATED IN THE INDUSTRIAL DEVELOPMENTS OF THE 18TH AND 19TH CENTURIES ALSO CREATED THE ENVIRONMENT THAT FAVORED THE GROWTH OF SOCIAL AND POLITICAL FREEDOMS. TODAY, IN FACT, DEMOCRACY APPEARS TO FLOURISH BEST IN THOSE SOCIETIES WHOSE ECONOMIES ARE MOST ADVANCED AND SOPHISTICATED AND WHERE THE INDIVIDUAL IS ABLE TO PARTICIPATE IN THE RESOLUTION OF THE PROBLEMS THE SOCIETY FACES. WE HAVE SEEN DRAMATIC AND INCREASING CHANGE IN RUSSIAN SOCIETY AS INDUSTRIAL AND ECONOMIC PROGRESS HAS OCCURRED. THE STATE HAS BEEN FORCED TO PERMIT INCREASING INDIVIDUAL FREEDOM, A FAR CRY FROM THESE FREEDOMS IN A DEMOCRACY, BUT INCREASINGLY AWAY FROM THE CURRENT STATE DOMINANCE EVIDENT IN COMMUNIST CHINA. WE CAN SEE HOW MUCH OF OUR COUNTRY'S FOREIGN POLICY IS MARKED BY THE NECESSITY OF BUILDING ECONOMIC STRENGTH

SO THAT POLITICAL AND INDIVIDUAL FREEDOM CAN THEN FLOURISH.

BUT THE CHALLENGE OF THESE PROBLEMS FACES US, AND MORE THAN EVER BEFORE, SUCCESS IN THE RESOLUTION OF THESE PROBLEMS WILL REQUIRE THAT MEN TODAY BE MORE THAN SPECIALISTS INTERESTED IN JUST THEIR OWN FIELD. THEY MUST ALSO BE EQUIPPED TO UNDERSTAND THE ECONOMIC, SOCIAL, POLITICAL, AND CULTURAL FORCES THAT SHAPE THEIR ENVIRONMENT.

THIS PRESSING NEED FOR KNOWLEDGE AND UNDERSTANDING IS NOT CONFINED TO THE PROFESSIONAL DEMANDS YOU FACE. IT HAS THE BROADEST IMPLICATIONS FOR ALL MEMBERS OF A SOCIETY ENGAGED IN THE PRESERVATION OF INDIVIDUALISM AND SELF-DETERMINATION AGAINST THE ENCROACHMENTS OF INCREASING MECHANIZATION AND POWER TO CONTROL. IN ADVANCING BOTH OF THESE AMERICAN CHARACTERISTICS, EDUCATION IS OUR MOST EFFECTIVE RESOURCE. IT CANNOT END WITH FORMAL TRAINING, BUT MUST CONTINUE AS A LIFE-LONG PROCESS OF DEVELOPING HABITS OF MIND AND THOUGHT, OF SHARPENING ONE'S COMPREHENSION OF THE INFLUENCES THAT ARE RESHAPING OUR WORLD.

IN THE LAST ANALYSIS WE RETURN, AS ALWAYS, TO THE RESPONSIBILITY THAT EACH INDIVIDUAL BEARS, NOT ONLY TO HIMSELF, BUT TO THE SOCIETY IN WHICH HE MAKES HIS WAY. HOW WELL WE WILL PRESERVE THE THINGS THAT ARE AN ESSENTIAL PART OF OUR OPEN SOCIETY - IMAGINATION, CREATIVITY, A JEALOUS REGARD FOR FREEDOM AND INDIVIDUALITY -- WILL DEPEND ON HOW COURAGEOUSLY WE MAY FUNCTION WITH THE SPIRIT OF COLUMBUS -- HOW EFFECTIVELY WE, INDIVIDUALLY, CAN OVERCOME OUR FEARS OF THE UNKNOWN, OUR PREJUDICES -- HOW WE CAN PUT TO USE OUR ACCUMULATED KNOWLEDGE, AS HE DID IN HIS VOYAGES, TO BUILD THE

FOUNDATIONS OF AS YET UNDREAMED OF SOCIETIES.

THIS IS THE CHALLENGE OF COLUMBUS TODAY - THE NEED FOR HIS SPIRIT TODAY.

THANK YOU.

The Sixteenth Annual
Commencement
WILKES COLLEGE

Baccalaureate

In the College Gymnasium
WILKES-BARRE, PENNSYLVANIA

Sunday Afternoon, June 9, 1963
AT FIVE O'CLOCK

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Sunday Afternoon, June 9, 1963
AT FIVE O'CLOCK



6, 1965

cement

Jerry Jean Baird, John R

the class of 1965 are sch
the college gymnasium, to
lowed by a reception for the graduates, their familie
friends at Chase Lawn. Dr. Hugo V. Mailey, chairman
department of Political Science at Wilkes, will deliv
Baccalaureate Address, entitled, "What Are Your Challe
Commencement exercises will be held tomorrow e
at 8 at the college gymnasium. Dr. Gaylord P. Harnwell,
dent of the University of Pennsylvania, will deliver the

EDWARD Comstock, president, and Sandy Walder, Ronald Grohowski, treasurer, and Happy Field, James Jenkins, and Leslie Tobias, class secretary, and Ted Travis-Bey, vice president. Shown right are a number of class members and guests. Clockwise from the left are W. David Larmouth, Frank Montepace, Melina Mileski, Gary Popovich, Joan Nowak, Natalie

Shown at left are those who received the students and their guests as they arrived. From the left are: Dr. Francis J. Michelini, dean of academic affairs; Mrs. Michelini; Welton S. Farrar, senior class advisor; Mrs. Farrar; Dr. Eugene S. Farley, president of Wilkes College; Mrs. Farley; Cromwell E. Thomas, senior class advisor; Mrs. Thomas; Gordon E.

STAPLES



FOR THE BEAUTY OF THE EARTH

For the beauty of the earth;
For the glory of the skies;
For the love which from our birth
Over and around us lies:
Lord of all, to Thee we raise
This our hymn of grateful praise.

For the wonder of each hour
Of the day and of the night,
Hill and vale and tree and flower,
Sun and moon, and stars of light:
Lord of all, to Thee we raise
This our hymn of grateful praise.

For the joy of human love,
Brother, sister, parent, child,
Friends on earth, and friends above;
For all gentle throughts and mild:
Lord of all, to Thee we raise
This our hymn of grateful praise.

Order of Exercises

ORGAN PRELUDE

Voluntary on the Doxology (Old one-hundred) . . . *Henry Purcell*

PROCESSIONAL

Festival Processional . . . . . *Richard Strauss*
arranged by Reger

GORDON J. ROBERTS

INVOCATION . . . . . THE REVEREND JULE AYERS, D.D.

HYMN . . . . . For the Beauty of the Earth

ADDRESS . . . . . The Alphabet of Wilkes

FRANCIS J. MICHELINI, Ph.D.
Dean of Academic Affairs
and Professor of Biology, Wilkes College

VIOLIN SOLO

Adagio . . . . . *Wolfgang A. Mozart*

MARTIN FRIEDMAN, Violinist
STEPHEN BANKS, Pianist

BENEDICTION . . . . . THE REVEREND ERNEST H. MACEWEN

RECESSIONAL

Psalms Nineteen and Twenty . . . . . *Benedetto Marcello*
March . . . . . *John Stanley*

The audience is asked to refrain from applauding during the exercises.

The graduates and their families and friends are invited to a reception on the lawn of Kirby Hall immediately following this service. In the event of rain the reception will be held in the foyer of the gymnasium.

SECTIO

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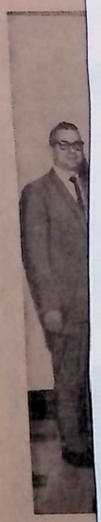



Wil
Thursda
Hotel S
seniors,
commencement social.

Shown at left are those who received the students and their guests as they arrived. From the left are: Dr. Francis J. Michelini, dean of academic affairs; Mrs. Michelini; Welton G. Farrar, senior class advisor; Mrs. Farrar; Dr. Eugene S. Farley, president of Wilkes College; Mrs. Farley; Cromwell E. Thomas, senior class advisor; Mrs. Thomas; Gordon E.

Edward Comstock, president, and Sandy Walder, Ronald Grohowski, treasurer, and Happy Field; James Jenkins, and Leslie Tobias, class secretary, and Ted Travis-Bey, vice president.

Shown right are a number of class members and guests. Clockwise from the left are W. David Larmouth, Frank Menepace, Melina Mileski, Gary Popovich, Joan Nowak, Natalie

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THIS IS THE CHALLENGE OF COLUMBUS TODAY - THE NEED FOR HIS SPIRIT TODAY.

Dinner-Dance Highlights Wilkes Commencement





Wilkes College commencement activities got under way Thursday evening with the annual senior dinner-dance at Hotel Sterling's Crystal Ballroom. Over 300 Wilkes College seniors, guests, faculty and administration attended the pre-commencement social.

Shown at left are those who received the students and their guests as they arrived. From the left are: Dr. Francis J. Michelini, dean of academic affairs; Mrs. Michelini; Welton G. Farrar, senior class advisor; Mrs. Farrar; Dr. Eugene S. Farley, president of Wilkes College; Mrs. Farley; Cromwell E. Thomas, senior class advisor; Mrs. Thomas; Gordon E. Roberts, director of Alumni Relations; Mrs. Hervey D. Ahlborn, dean of women, and George F. Ralston, dean of men.

In the center photo are the senior class officers and guests as they paused to "sit one out." From the left are Edward Comstock, president, and Sandy Walder; Ronald Grohowski, treasurer, and Happy Field; James Jenkins, and Leslie Tobias, class secretary, and Ted Travis-Bey, vice president.

Shown right are a number of class members and guests. Clockwise from the left are W. David Larmouth, Frank Menepace, Melina Mileski, Gary Popovich, Joan Nowak, Natalie Kowalski, William Vanderburg, Jerry Jean Baird, John R and Mary Lou Searles.

Baccalaureate services for the class of 1965 are sch for this afternoon at 5 at the college gymnasium, to b lowed by a reception for the graduates, their familie friends at Chase Lawn. Dr. Hugo V. Mailey, chairman department of Political Science at Wilkes will delive Baccalaureate Address, entitled, "What Are Your Challe

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June 6, 1965

Medical Society Auxiliary to Hear Dr. Francis J. Michelini

Woman's Auxiliary to Luzerne County Medical Society will hold a luncheon meeting January 25 at 12:30 at Marco Polo Room, East Northampton Street.

Mrs. Charles E. Myers, chairman, and Mrs. Sheldon Kluger, luncheon cochairman, have planned a menu of exotic foods. Members and guests are urged to make immediate telephone reservations with either Mrs. Myers or Mrs. Kluger.

"Perspectives in Science" is the subject of the guest speaker, Dr. Francis J. Michelini, dean of academic affairs, Wilkes College.

Dr. Michelini received his BS degree in chemistry from Seton Hall; MS in biological science from University of Delaware, and Ph. D. from University of Pennsylvania. Prior to these studies, he had served in the Army Air Force and has Combat Service Star, Rhine Campaign, European Theater.

In 1955, the guest speaker was appointed assistant professor of biology, Wilkes College; 1959, associate professor, and in 1962, was made professor of biology.

Dr. Michelini was granted leave of absence in 1962-63 to serve as associate program director, Institutes Section, National Science Foundation, Washington, D. C.

All physicians' wives are urged to hear this modern scientist who also has done much to serve the local communities.

Dr. Michelini is a board member of the Family Service Association, Nesbitt Memorial Hospital, Welfare Planning Council and the Luzerne County Council on Alcoholism. He is a member of the Charter Study Commission and also is serving as 1965 president of the Family Service Association of Wyoming Valley.

Family Breakdown Extent 'Serious'

"Statistics reveal that the extent of family breakdown today is serious — particularly as it harms thousands of children each year," said Roy E. Morgan at the 70th annual meeting of the Family Service Association of Wyoming Valley.

Meeting yesterday at Marco Polo Room featured Morgan, national president of the Family Service Association of America, and the election of new officers.

Dr. Francis Michelini of Wilkes College was elected president of the board to succeed Edmund Poggi, who retired after three years of service in this position. Others elected included Albert N. Danoff, first vice president; Mrs. Andrew Hourigan, Jr., second vice president; Gerald Mangan, treasurer, and Mrs. Irvin A. Kaufer, secretary.

New board members include Blythe Evans, Jr., J. Muir Crosby, Mrs. Jacob G. Isaacs, Rev. Herbert Nahas, Rev. Roy E. Williams, and Mrs. Donald E. Bennett. Mrs. Burke Rivers was elected to honorary membership because of her many years of active service to the Association. Chairman of the nominating committee was Mrs. A. A. Berrettini.

Morgan, introduced by Atty. Mitchell Jenkins, made the point that it is almost universally agreed today there is a direct relation between family stress and almost every costly problem that plagues society. He said "Whether this problem is mental illness, emotional disturbance, delinquency, dependency, job failure, absenteeism, school drop-out, irresponsible citizenship and an untold variety of other complex human tragedies, they may all stem from family stress and family breakdown."

Dorothy Cohen, executive director, and Mrs. C. B. Lewis, lease supervisor of the agency, were honored for their 15 years of direction and leadership to the agency.



Principals at yesterday's meeting of the Family Service Association of Wyoming Valley are, from left: Dr. Francis Michellini, Mrs. Burke Rivers, Roy E. Morgan, Edmund H. Poggi, Jr.

,1965



WITH SCOTT— Five program principals are pictured at the 18th annual Columbus Day dinner-dance held last night at The Mayfair, Dupont Highway, by Columbus League of Luzerne County. Left to right they are President Judge Frank L. Pinola, honorary chairman; Dr. Francis J. Michelini of Wilkes College, principal speaker; Atty. Anthony J. Lupas Jr., toastmaster; U. S. Senator Hugh Scott, guest, and Dr. Vincent D. Gallizzi, general chairman. (Photo by Colour Studio). See Story on Page 8, Section 1.

Speaker Says Columbus' Spirit Is Needed Today

(See Picture on Page 1)

The Mayfair Supper Club was the setting last night for the 18th annual dinner-dance commemorating Columbus Day sponsored by the Columbus League of Luzerne County. Approximately 300 members of the league and guests were in attendance.

Dr. Francis J. Michelini, dean of academic affairs at Wilkes College, was guest speaker. He discussed "Columbus—the Need for His Spirit Today."

"The more I tried to gain insight into his (Columbus) personal attributes, the more I came to realize how much of what we honor in him we really need in our citizens today," Michelini stated.

He reminded his audience that "it took colossal self-confidence, stout determination, and superb nautical skill on the part of the leader of the expedition to reach the New World. Columbus had all these, but his voyage through uncharted seas was based on a century of solid navigational achievements of many other Europeans. He was sailing into the unknown, but he was not sailing blindly.

Compares Challenge

Comparing the challenge that confronted Columbus with that of the present, he added, "We are living in a period of time when a comparable accumulation of information resulting from scientific inquiry has resulted in technology and an accumulation of social pressures that places a burden of responsibiltiy on all of us to assure that we, as Columbus, build on this to lead to new worlds and a new society as different from now as our current society is different from that which bred Columbus and his exploits.'

Remarks were made by Congressman Daniel J. Flood and Senator Hugh Scott, Republican candidate for re-election.

President Judge Frank L. Pinola was honorary chairman; Dr. Vincent D. Gallizzi, general chairman, and Charles A. Giunta, cochairman. Assisting with dinner arrangements were Atty. Charles J. Buffalino Jr., Atty. Gifford Cappelinni, Carmen Falcone, Eugene Maria, Dino Chiavacci and Atty. Anthony J. Lupas Jr.

Rev. Andrew F. Porro, OSJ, Eastern Provincial Oblates of St. Joseph and Rev. Julio Serra, OSJ, pastor of St. Rocco's Church, Pittston, gave the invocation and benediction.

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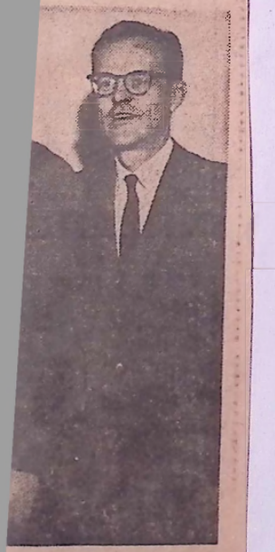

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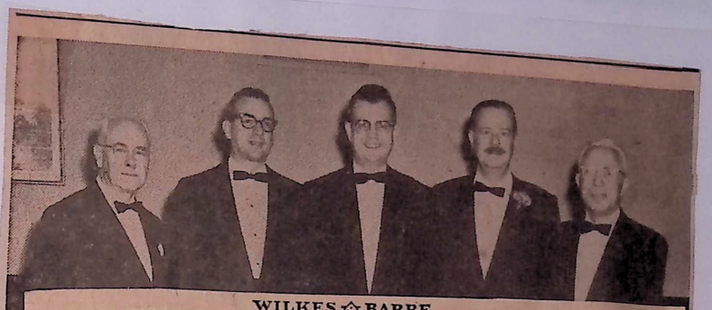


WILKES-BARRE
TIMES LEADER
THE EVENING NEWS

JOHN A. HOURIGAN, JR., Vice President-Secretary
JOHN J. McSWEENEY, Editor
WEEKLY FOUNDED 1810
DAILY FOUNDED 1879
SATURDAY, OCT. 10, 1964
HARRISON H. SMITH, President
JOSEPH T. MURPHY Managing Editor

Columbus Day Observance

Salute To Intrepid Discoverer

The 18th annual dinner of the Columbus League of Luzerne County at the Mayfair Club tonight will usher in the observance of Columbus Day locally. As in the case of so many holidays, Columbus Day no longer is restricted to October 12, but is spread over a week-end and, on occasion, over a week. New York will stage its big parade on Monday. The anniversary also will be noted at the World's Fair.

The gathering at the Mayfair will be highlighted by the address of Dr. Francis J. Michelini, dean of academic affairs at Wilkes College. This distinguished educator and scientist is typical of Americans with roots in the native land of Columbus who play leading roles in our community and our country.

The local Columbus League furnishes many notable examples on its own roster. Judge Frank Pinola, the honorary chairman, is the president of the Luzerne County bench and a prominent figure in the Commonwealth. Dr. Vincent Gallizzi, League president, is an outstanding Pittston physician and civic leader. The toastmaster of the dinner, Anthony Lupas, is an attorney by profession. The list is long and the names it contains are familiar to the public.

Their activities on the local scene serve to emphasize the indebtedness of America to Columbus. For what is true locally applies elsewhere. Americans of Italian extraction are to be found in all spheres—government, religion, business, education, the arts, sciences, and professions, to name a few.

Italy has bequeathed a rich legacy to the civilized world through the centuries. Columbus is only one of hundreds of towering figures in many fields. With such a proud heritage, Americans of Italian extraction have an obligation to carry on the tradition of greatness which is reflected in local leadership.

Columbus always has been a symbol of dedication, initiative and courage to the New World and to the Free World. The echoes of his historic voyage 472 years ago are still heard. Even man's projected travels into space in the centuries ahead will not dim his exploits.

For many years, attempts have been made to detract from his feat by attributing the discovery of America to others anywhere from 500 to 5,000 years before the arrival of the "Admiral of the Ocean Sea." Be that as it may, Columbus will always be linked with this milestone in history.

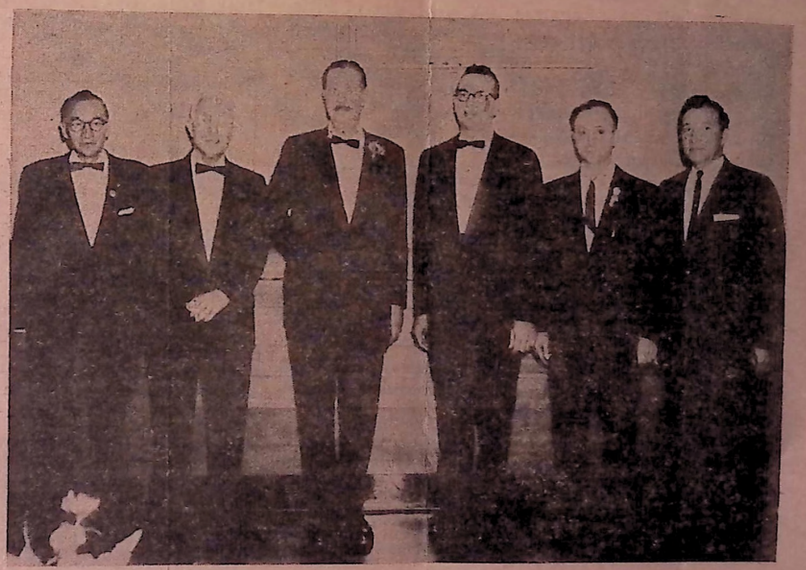
The spirit of Columbus lives on, not only in his native land, but in the two continents he opened up to civilization, especially in the United States, as the salutes to him annually and countless [illegible] attest.

nc 6, 1965



PA., SUNDAY. OCTOBER 11, 1964 PITTSBURGH SUNDAY DISPATCH FIFTEEN CENTS

Saturday Columbus League Fete



Eighteenth annual dinner of the Columbus League of Luzerne County was held Saturday night at the Mayfair supper club cis J. Michelini, Dean of Academic Affairs with U. S. Senator Hugh Scott and Dr. Fran- at Wilkes College, as principal guests. The affair was highly successful with a large attendance.

Shown in this photo htaken at the affair are, from left: Andrew Querci, of Exeter, league assistant treasurer; Dr. Vincent Gallizzi, of Pittston, league president; Senator Scott, Dr. Michelini, Charles A. Guinta, league vice-president and Patrick Solano, league member who escorted Senator Scott from the airport.

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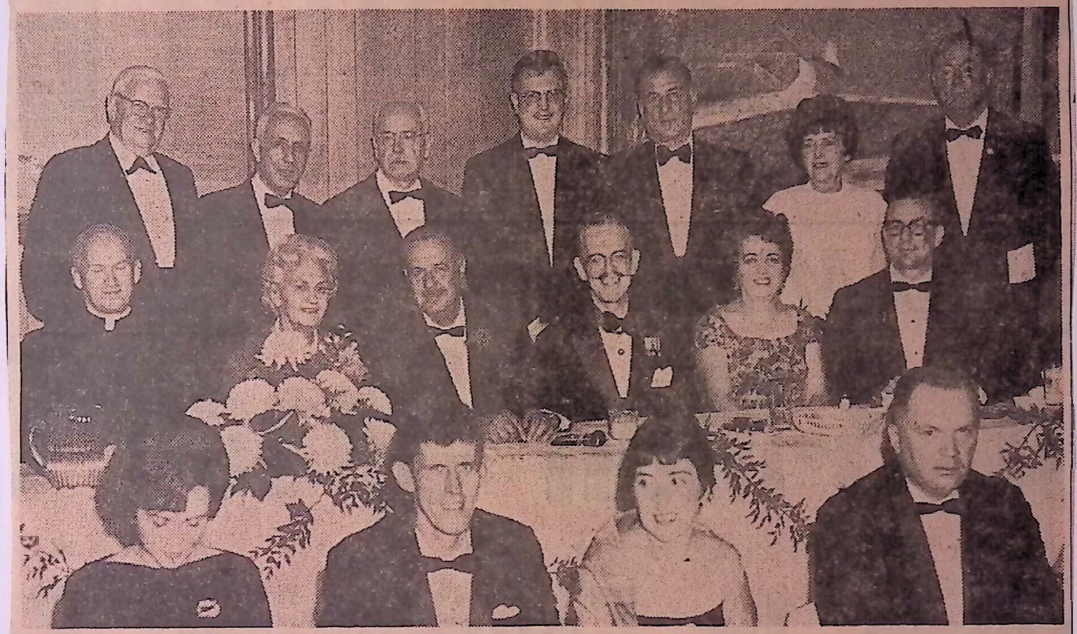
Oct. 12, 1964

TIMES-LEADER, THE EVENING NEWS, WILKES-BARRE, PA., M

College Dean Speaker At Columbus Day Affair Attended By Over 350 People



The 18th annual dinner-dance commemorating Columbus Day sponsored by the Columbus League of Luzerne County was held Saturday night at the Mayfair Supper Club, Yatesville, with more than 350 members and guests in attendance.

Dr. Francis J. Michelini, dean of academic affairs at Wilkes College, was the principal speaker and chose as his topic "Columbus—The Need For His Spirit Today."

Shown above are principals of the affair.

Seated in the foreground from the left are: Mrs. John Dougherty, Attorney and Mrs. Stanley Brockman and Attorney Bernard Kotulak.

Seated at the speaker's table from the left are: Very Rev. Andrew F. Porro, the Eastern Provincial of Oblates of St. Joseph, who gave invocation; Mrs. Hugh Scott; Senator Hugh Scott and Congressman Daniel J. Flood, who gave remarks; Mrs. Vincent Gallizzi, and Dr. Michelini.

Standing: Senator Harold Flack, Dr. Vincent Gallizzi, general chairman; Luzerne County President Judge Frank L. Pinola, honorary chairman; Attorney Anthony J. Lupas, Jr., a member of the arrangements committee; Judge Jacob Schiffman, Mrs. Schiffman and Pittston Mayor Robert A. Loftus.

—Colour Studios Photo

Rev. Julio Serra, OSJ, pastor of St. Rocco's Church, Pittston, gave benediction. Other members of the arrangements committee were Attorneys Charles J. Buffalino, Jr., and Gifford Cappellini, and Carmen Falcone, Eugene Maria and Dino Chiavacci.

Charles A. Giunta was co-chairman.



ES-BARRE, PA., M

Over 350 People

—Colour Studios Photo

Mayor Robert A. Loftus.
ev. Julio Serra, OSJ. pastor
St. Rocco's Church, Pittston,
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s of the arrangements com-
tee were Attorneys Charles
Buffalino, Jr., and Clifford
pellini, and Carmen Falcone,
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STAPLES

STAPLES

— PROGRAM —

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Honorary Chairman ---------- Hon. Frank L. Pinola
President Judge, Common Pleas Court, Luzerne County

Chairman ---------- Dr. Vincent Gallizzi

— AMERICA —

Invocation ---------- Very Rev. Andrew F. Porro, O.S.J.
Eastern Provincial, Oblates of St. Joseph

Toastmaster ---------- Anthony J. Lupas, Jr., Esq.

Welcome ---------- Hon. Robert Loftus
Mayor, City of Pittston

— INTRODUCTION OF GUESTS —

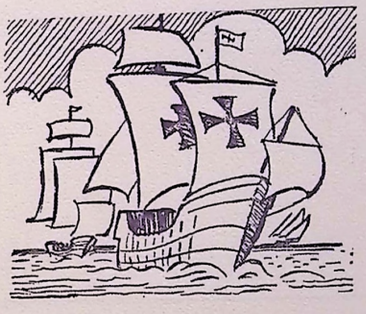
Remarks ---------- Hon. Hugh Scott
United States Senator

Vocal Selections ---------- Patrick Aita

Remarks ---------- Hon. Daniel J. Flood
United States Congressman - Eleventh Cong. Dist.

Address ---------- Dr. Francis J. Michelini
Dean of Academic Affairs, Wilkes College

Benediction ---------- Rev. Julio Serra, O.S.J.
Pastor, St. Rocco's Church, Pittston



THE COLUMBUS LEAGUE

of

LUZERNE COUNTY

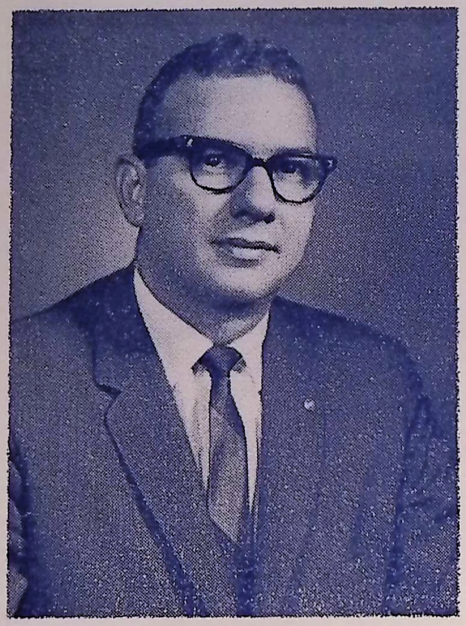
Eighteenth Annual

DINNER

Saturday, October 10, 1964

6 p.m.

CLUB MAYFAIR
Yatesville, Pa.



Francis J. Michelini, Ph. D.

Dean of Academic Affairs
Wilkes College

Dr. Francis J. Michelini was born in Clifton, New Jersey on November 9 ,1925. After serving his country in the U. S. Army Air Force from March 1944 to June 1946, Dr. Michelini entered Seton Hall University. In 1949, he graduated with a Bachelor of Science degree in Chemistry. In 1950 he earned his Master's degree in Biological Science from the University of Delaware and his Doctor of Philosophy degree from the University of Pennsylvania in 1955. Dr. Michelini was elceted to the following honor societies; Society of the Sigma Xi, American Men of Science and Who's Who in America.

Upon graduation from the University of Pennsylvania,

(Continued Page 4)

LUZERNE COUNTY COLUMBUS LEAGUE

President	**Dr. Vincent D. Gallizzi**
Vice Presidents	**Gifford Cappellini, Esq.**
	Charles A. Giunta
	Aldo Franconi
	Michaelangelo Sperrazza
Secretary	**Nello A. Riccetti**
Assistant Secretary	**Ralph Minella**
Treasurer	**Michael Ferraro**
Assistant Treasurer	**Andrew Querci**

★ ★ ★ ★ ★

DR. MICHELINI — Continued

Dr. Michelini was appointed Assistant Professor of Biology at Wilkes College. In 1959 he was appointed Associate Professor of Biology and in 1962 he was made a Professor of Biology and appointed Dean of Academic Affairs.

During the period from 1962-63 Dr. Michelini was granted a leave of absence to serve as Associate Program Director, Institute Section of the National Science Foundation. As a member of the American Association for Advancement of Science, the American Institute of Biological Science, the Botanical Society of America and the Ecological Society of America, he has made many notable contributions to his chosen field of specialization, among which include no less than eight publications in the field of developmental biology.

As a family man with three children, Dr. Michelini is also very concerned with the welfare and the future of the family as the basic unit of society. This concern is evidenced by his membership on the board of the Family Service Association, by his position of First Vice President of the Luzerne County Council on Alcoholism and by his membership in the Kiwanis.

LUZERNE COUNTY COLUMBUS LEAGUE

Wilkes-Barre Record - April 13, 1966

Wilkes Host to 200 Students for Society's Seminar



(Photo by Ace Hoffman Studios)

Wilkes College was host yesterday to more than 200 area high school honor students who gathered at the campus to take part in the third annual National Honor Society seminar. Representatives of 30 area high schools were on hand for the program, which is designed for discussion of contemporary subjects by high school scholars and members of the college faculty.

Initial session was held at 11:30 at Wilkes Center for the Performing Arts. Dr. Eugene S. Farley, Wilkes president, welcomed students to the campus. Victor Baiz, Coughlin High principal and seminar chairman, addressed the group on the purpose and significance of the seminar program. Dr. Eugene Hammer, Wilkes education department head and college coordinator for the program, introduced Wilkes staffers who served as seminar leaders.

Students and faculty lunched together at Wilkes Commons, following which the seminars commenced at Stark Science Hall, continuing through the afternoon.

Principal program participants, from left, are chairman Baiz, Dr. Hammer, Dr. Farley, Dr. Francis Michelini, Dr. Thomas Mizianty, Theodore Snyder, James DeCosmo, Dr. James Bohning, Joseph Kanner, Anthony Evangelista and Alfred Groh.

The testimony and study reported by your Charter Study Commission has emphasized the benefits of full-time professional administration as being effective long-range economy in the form of improved and expanded services and facilities for the citizenry. Thus, the Council-Manager form will equip Wilkes-Barre with a governmental machinery equal to the problems that face us.

HISTORY AND OPERATION OF THE WILKES-BARRE CHARTER STUDY COMMISSION

The City Council of Wilkes-Barre on May 19, 1965, passed Ordinance No. 11 of 1965. It provided for a referendum on the formation of a Charter Commission. This question was presented to the voters at the election held November 2, 1965, and passed by a vote of 7,930 to 1,444. At the election approving the establishment of the Charter Commission seven members were elected to serve as the study group. They were:

Dr. Robert J. Alexander — Professor of History and Government, Chairman of History and Government Department, King's College

Mrs. Joseph M. Klein

Mrs. Horace E. Kramer

George Loveland — Attorney at Law

Dr. Francis J. Michelini — Professor of Biology, Dean of Academic Affairs, Wilkes College

Anthony P. Moses — Attorney at Law

Joseph B. Slamon, Jr. — Certified Public Accountant

The duties of a Charter Commission are strictly regulated by the law. If the Charter Commission, after study and investigation, favors discontinuing the present form of government in the city, it must recommend to the voters **one, and only one, of the optional forms of government authorized by the Optional Third Class City Charter Law.** The actual organization of the city government, under the new form, must be exactly as set out in detail in the law.

According to the law, "It shall be the function and duty of the Charter Commission to study the form of government of the city, to compare it with other available forms under the laws of this State, to determine whether or not in its judgment the government of the city could be strengthened, made more clearly responsive or accountable to the people or whether its operation could become more economical or efficient under a changed form of government."

In order to conduct an objective and comprehensive study, your Charter Commission consulted books, pamphlets, and other literature. It held public hearings where testimony was heard from present and former members of the Wilkes-Barre City Council, officials from municipalities operating under the alternate forms of government, and educators who were specialists on local government. In addition, information was solicited from all elements that comprise our city; labor, business, education, clergy, news media, etc., and from interested citizens who wished to express their views. Finally, visits were made to cities operating under alternate forms of government.

The conclusions reached as a result of the study by your Charter Study Commission are presented in this report.

TRANSITION TO THE COUNCIL-MANAGER FORM

If the electorate votes to adopt Council-Manager Government at the Fall election of 1966, then the following sequence of events would occur under the Optional Third Class City Charter Law:

1. Five new Councilmen would be elected in order to expand City Council to a seven-member body.

2. At the municipal election of November, 1967, five Councilmen would be elected. The four candidates receiving the highest number of votes would serve for terms of four years, and the candidate receiving the next highest number of votes would serve for a term of two years.

3. The terms of office of three present councilmen expire in January, 1968, and they would not serve under the new form of Government unless re-elected.

favors discontinuing the present form of government in the City, I must recommend to the voters one, and only one, of the optional forms of government authorized by the Optional Third Class City Charter Law. The actual organization of the city government, under the new form, must be exactly as set out in detail in the law.

two years.

3. The terms of office of three present councilmen expire in January, 1968, and they would not serve under the new form of Government unless re-elected.

Dr. and Mrs. Francis Michelini of Dana Street, hold Easter as a very important day in their lives and that of their three daughters, Michelle, Lisa and Lucia. Like all young girls, Easter means clothes and they are seen here in the outfits they selected for church services. In the photo are: left to right, Michelle, Lisa, Mrs. Michelini, Dr. Michelini, who is dean of Wilkes College, and daughter Lucia. —(Photo by Ace

(1970)

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.....13
.....0
.....10

Ithaca

s points scored, 829/

rters:

	per quarter
.....	(5.5 average)
.....	(7.5 average)
.....	(5.8 average)
.....	(7.1 average)

Politicians "hated"
City manager form.
Later changed to
"Strong Mayor" and
restored political control.
JJM

The testimony and study reported by
mission has emphasized the benefits of full
istration as being effective long-range eco
proved and expanded services and facilitie
the Council-Manager form will equip Wil
mental machinery equal to the problems th

HISTORY AND OPERATION OF T

Commission asks your support in the November 2nd election.

- Vote YES on the Charter Study Commission Referendum. (top line of voting machine)
- Vote for these SEVEN candidates to serve YOU on the Commission. (lower right corner of voting machine)

33E — DR. ROBERT J. ALEXANDER
35E — MRS. SHIRLEY KLEIN
36E — GEORGE LOVELAND, ESQ.
38E — DR. FRANCIS J. MICHELINI
39E — MRS. MARY K. KRAMER
35F — ANTHONY MOSES, ESQ.
38F — JOSEPH SLAMON

USE THIS CARD AS A GUIDE AT THE POLLS, NOVEMBER 2nd. THANK YOU.

City Manager Type Govt
Took over in 1968.

THE STREAK

From October 16, 1965 to October 18, 1969 the Wilkes College Colonels accomplished an amazing feat that only two other schools in College Division history have ever been able to better . . . win 32 consecutive games! ! ! (the other schools: Missouri Valley (41), 1941-48 and Hillsdale (34), 1954-57).

The Colonels have written one of the major success stories during the first hundred years of collegiate football. They truly deserve the plaudits of every fan in Wyoming Valley and the rest of the world.

The Streak Began October 16, 1965 . . .

		1965		
1.	Wilkes	34	Ursinus	0
2.	Wilkes	34	Muhlenberg	12
3.	Wilkes	30	Juniata	20
4.	Wilkes	30	Delaware Valley	12
5.	Wilkes	37	Albright	7
		1966		
6.	Wilkes	10	East Stroudsburg	0
7.	Wilkes	14	Lebanon Valley	7
8.	Wilkes	10	Moravian	7
9.	Wilkes	6	Delaware Valley	0
10.	Wilkes	24	Ursinus	0
11.	Wilkes	14	Drexel	9
12.	Wilkes	26	Juniata	7
13.	Wilkes	36	P M C	9
		1967		
14.	Wilkes	23	Upsala	14
15.	Wilkes	22	Moravian	12
16.	Wilkes	14	Delaware Valley	7
17.	Wilkes	28	Ursinus	0
18.	Wilkes	13	Drexel	3
19.	Wilkes	69	Haverford	0
20.	Wilkes	27	P M C	0
21.	Wilkes	37	Lebanon Valley	7
		1968		
22.	Wilkes	31	Vermont	9
23.	Wilkes	40	Moravian	0
24.	Wilkes	31	Delaware Valley	3
25.	Wilkes	28	Ithaca	19
26.	Wilkes	9	Upsala	7
27.	Wilkes	28	Dickinson	0
28.	Wilkes	34	P M C	0
29.	Wilkes	23	Lebanon Valley	16
		1969		
30.	Wilkes	34	Lycoming	13
31.	Wilkes	6	Moravian	0
32.	Wilkes	27	Delaware Valley	10

Stopped October 18 with 13-7 loss to Ithaca

Streak Observations -- 32 Games

Different opponents, 16; shutouts, 13; behind or tied at halftime, 6; Wilkes points scored, 829/25.9 average per game; opponents' points scored, 206/6.4 average per game.

Wilkes defense against scoring by quarters:

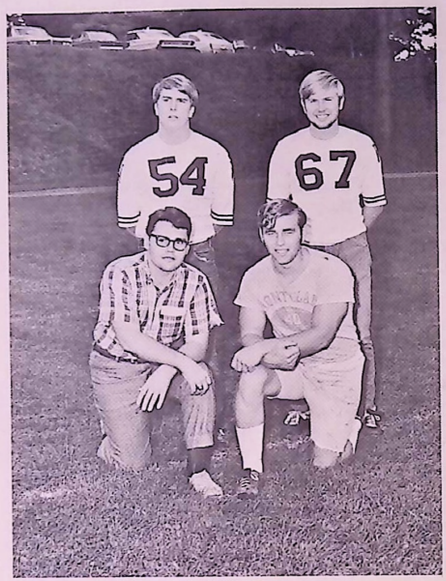
	per quarter
1st — 42	(1.3 average)
2nd — 59	(1.8 average)
3rd — 28	(0.9 average)
4th — 87	(2.7 average)

Wilkes offensive scoring by quarters:

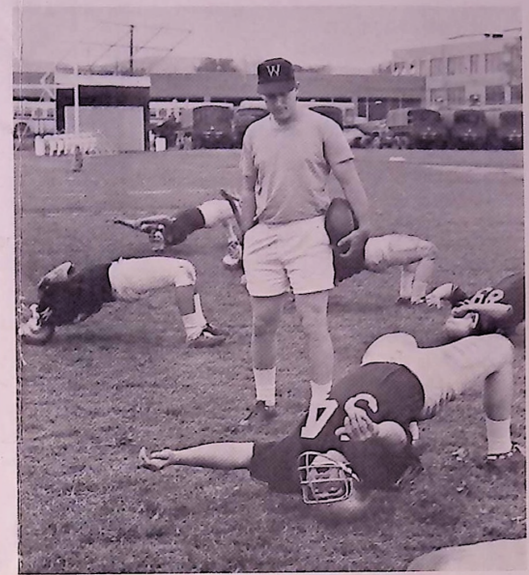
	per quarter
1st — 176	(5.5 average)
2nd — 239	(7.5 average)
3rd — 185	(5.8 average)
4th — 229	(7.1 average)

"PRIDE AND POISE"

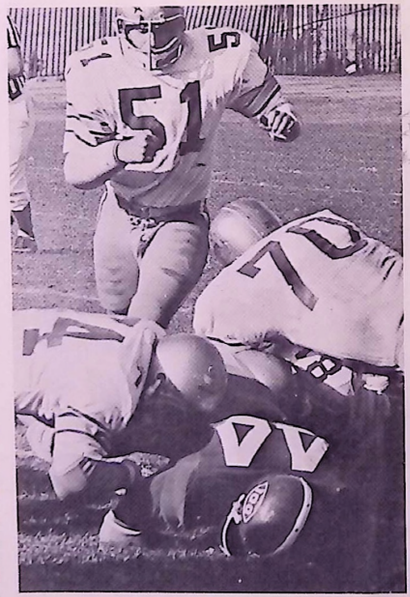
. . . means a lot more after suffering first defeat in 5 years



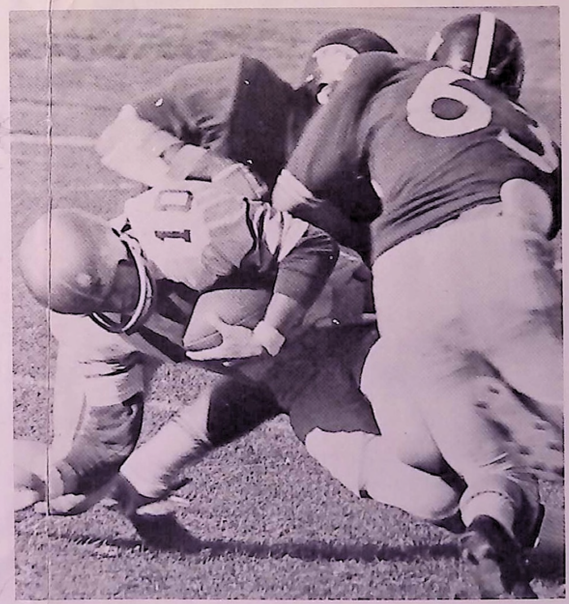
The unsung heroes . . . the student managers — first row: Ed Davies, Ron Labenski; second row: John Treacy, Ed Zoltewicz



The pre-season preparation — Coach Gene Domzalski looking on



Harry Hoover (74), John Williamson (81), Charles Fick (70), and Bob Ashton (51) provide reception party, Colonel style



Joe Zakowski (10) will live to ride again.

SCIENCE BUILDING
GROUNDBREAKING
03.01.12

WILKES UNIVERSITY

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ACHIEVING
OUR DESTINY
THE FUTURE OF SCIENCE AT WILKES UNIVERSITY

5 years

Domzalski looking on

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years



ne Domzalski looking on



THE SCIENCE BUILDING PROJECT

The 72,500-square-foot science facility will house the departments of Biology and Health Sciences, Chemistry and Biochemistry, and Environmental Engineering and Earth Sciences. Facing South River Street between Conyngham Hall and Annette Evans Alumni House, the four-story building will arc around the end of Stark Learning Center in a "J" shape, extending into the Ferner Quadrangle. The building will be LEED-certified and environmentally friendly — a living laboratory where students can measure the temperature-mediating effects of a vegetated "green" roof and monitor storm water runoff.

This building will transform science education at Wilkes by facilitating even more interdisciplinary study. Open laboratories designed for collaboration will encourage students to explore the next frontiers of science. Teaching labs will allow for constantly evolving approaches in instruction. Research labs will be modular in design, so they can be adapted to keep pace with changing technology. Spaces are to be designed for new initiatives in research, podcasting and group projects.

The $35 million building is being funded through a combination of private financing, philanthropy and government grants. To date Wilkes has raised more than $10 million toward that goal.

Wilkes University's new building will benefit students across many majors dependent on a strong foundation in the sciences. Science majors, already immersed in research as early as the freshman year, will enjoy a facility worthy of their aspirations.



CIL

President

Date JUNE 12, 1975

years



e Domzalski looking on



DONOR HONOR ROLL

Wilkes University thanks the following donors for their contributions to bring the much-anticipated new science building to reality.

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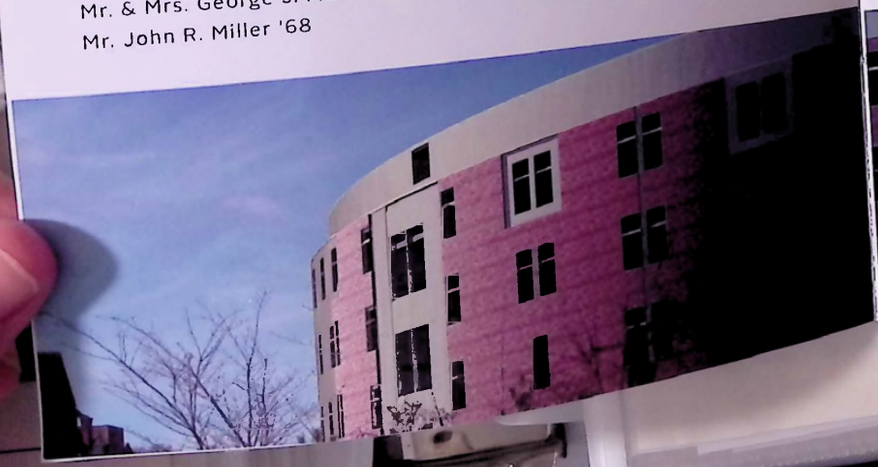

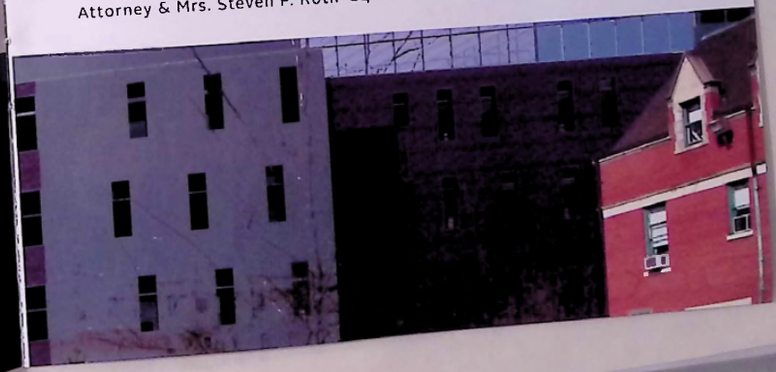

NCIL
A
President
Date JUNE 12, 1975

5 years



n Gene Domzalski looking on



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President

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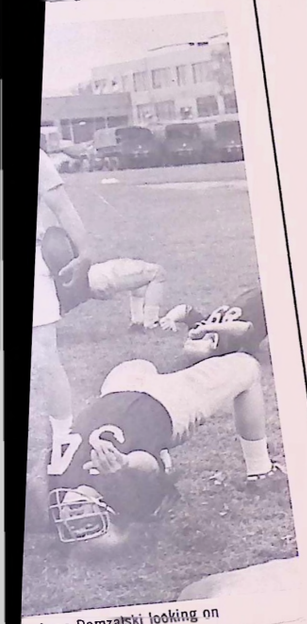
5 years



h Gene Domzalski looking on





GROUNDBREAKING CEREMONY PROGRAM

Welcome ..... John R. Miller '68
Chair, Wilkes University Board of Trustees

Achieving Our Destiny
Announcement ..... Michael J. Mahoney
Campaign Chair, Trustee

Remarks ..... William Eggleston
Student Government President

Dr. Dale Bruns
Dean, College of Science & Engineering

The Honorable Eddie Day Pashinski '67
Pennsylvania House of Representatives, 121st Legislative District

The Honorable John T. Yudichak
Pennsylvania State Senate, 14th District

The Honorable Thomas M. Leighton
Mayor, City Of Wilkes-Barre

Remarks and Groundbreaking ..... Dr. Joseph E. (Tim) Gilmour
President, Wilkes University

Reception ..... Stark Hall Lobby, First Floor

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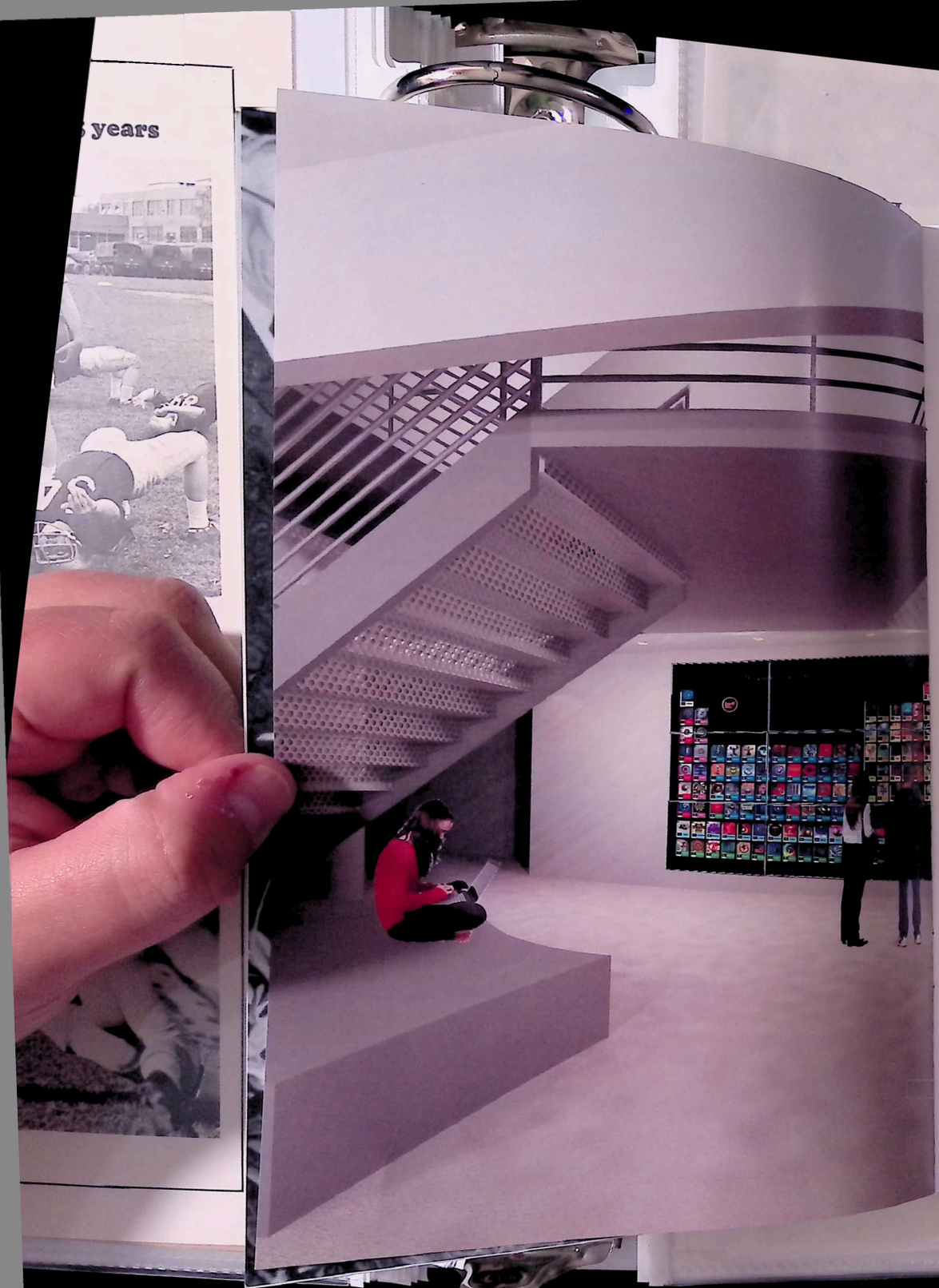
President

Date JUNE 12, 1975



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Dr. Deborah A. Zbegner

Date JUNE 12, 1975

President





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STAPLES

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WILKES UNIVERSITY

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DR. FRANCIS J. MICHELINI

SCHUYLKILL

Pine Grove

Date JUNE 12, 1975

Ernest D. Preate President

5 years

Domzalski looking on

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IN RECOGNITION OF SERVICE
AND LEADERSHIP

CIL
A

President

WILKES
UNIVERSITY

THE INSTITUTE FOR
ENERGY &
ENVIRONMENTAL
RESEARCH
FOR NORTHEASTERN PENNSYLVANIA

Phone: (570) 408-4758
Fax: (570) 408-5072
Email: energy@wilkes.edu
Website: http://www.IEER-NEP.org

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STAPLES

THE INSTITUTE FOR
ENERGY & ENVIRONMENTAL RESEARCH
FOR NORTHEASTERN PENNSYLVANIA

The IEER was established in 2010. The Institute's initial project has three parts:

- Creating a clearinghouse of information on natural gas drilling in the Marcellus Shale region.
- Conducting baseline water quality analysis in northeastern Pennsylvania
- Establishing a water quality database.

The Institute's initial funding is a contract from the United States Department of Energy. Partners include Wilkes University, which is housing the IEER, Kings College, and the Institute for Public Policy and Economic Development.

WILKES UNIVERSITY

What is Marcellus Shale?

The Marcellus Shale is a layer of shale rock deep under the Earth's surface. This layered rock contains large amounts of natural gas.. Energy companies have developed techniques to drill deep wells that can reach the Marcellus Shale. A process called hydrofracturing is then used which entails forcing a fluid under high pressure into the well, which forces fractures in the shale rock to open, releasing the natural gas.

What Issues Surround Marcellus Shale?

Both environmental impact and public policy issues surround drilling for natural gas in the Marcellus Shale: **Environmental Impact** concerns include possible migration of the methane gas and or fracking fluids; habitat fragmentation and air quality.

Public Policy Issues include taxation and impact fee decisions, job creation and economic development, effects on planning, zoning and land use regulations; roadway and infrastructure impacts and national energy policy.

What Role is the Institute Playing?

- http://www.IEER-NEP.org is the IEER **information clearinghouse website** that provides comprehensive information on all aspects of the science and policy issues relating to natural gas drilling in the Marcellus Shale.
- Staff scientists are initiating a **baseline survey of surface water quality** in northeastern PA.
- The IEER is developing a **water quality database** for northeastern PA to track any water quality impacts from shale gas drilling. Information will be posted on the IEER website as the project advances.
- The IEER hosts **public information forums** and releases **commentaries** discussing the strengths and limitations of scientific studies and policy proposals.

http://www.IEER-NEP.org



Institute Mission

- To help the community achieve consensus leading to sustainable, environmentally sound public policy on energy issues facing northeastern Pennsylvania.
- We are accomplishing our mission through basic and applied research subject to internal and external review, innovative education and public outreach, and providing the best information made available by outside sources.
- Our scope includes science, policy, and economic dimensions.
- We are initially focusing on natural gas extraction derived from Marcellus shale, eventually broadening our reach to include other energy sources, energy distribution, and consumption.

WILKES
UNIVERSITY

Contact Us:

The Institute for Energy and Environmental Research
Wilkes University
84 West South Street
Wilkes-Barre, PA 18766

Phone: (570) 408-4758
Fax: (570) 408-5072
Email: energy@wilkes.edu
Website: http://www.IEER-NEP.org

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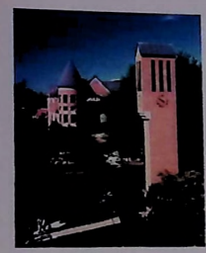


THE INSTITUTE FOR ENERGY & ENVIRONMENTAL RESEARCH
FOR NORTHEASTERN PENNSYLVANIA

Phone: (570) 408-4758
Fax: (570) 408-5072
Email: energy@wilkes.edu
Website: http://www.IEER-NEP.org



IN RECOGNITION OF SERVICE AND LEADERSHIP

as a Member of The Board of Directors

of

THE ECONOMIC DEVELOPMENT COUNCIL OF NORTHEASTERN PENNSYLVANIA

presented to

DR. FRANCIS J. MICHELINI

Date JUNE 12, 1975

Ernest D. Preate *President*

College Misericordia
Dallas, Pennsylvania 18612

OFFICE OF THE PRESIDENT (717)674-6215

June 27, 1991

Dr. Francis J. Michelini
533 Appalachian Avenue
Mechanicsburg, PA [redacted]705[redacted]

Dear Mike:

Enclosed are a couple of photos from the day of Commencement, when you and Harold Rosenn became honorary alumni of College Misericordia. I want to thank you again for being our Commencement speaker and for the excellent talk you gave to the graduates and all others in attendance. Your words were inspiring, thought-provoking, and entertaining. Seldom does wisdom come in such an enjoyable manner.

It has been a privilege to work with you, Mike; and, on behalf of the entire Misericordia community, I want to convey to you how proud we are that you are now officially a member of that community.

With esteem,

Pat

Pasquale Di Pasquale, Jr.
President

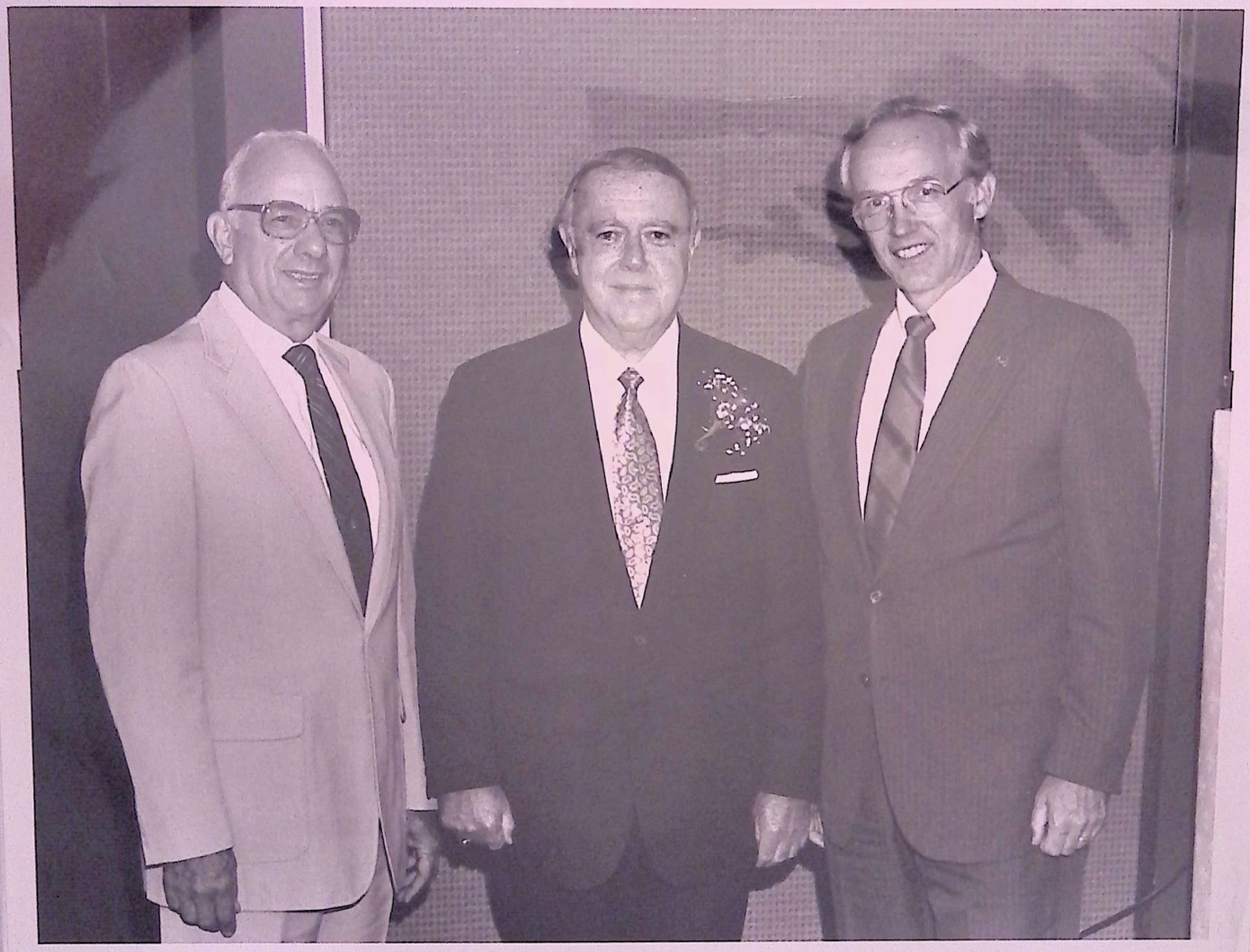
With esteem,

Pat

Pasquale Di Pasquale, Jr.
President







Francis J. Michelini, Ph. D.
[redacted]

June 13, 2012

John R. Miller, Chairman
Wilkes University Board of Trustees
84 W. South Street
Wilkes-Barre, PA 18766

Dear Chairman Miller:

Please accept my sincere thanks and appreciation for the action taken by the Board of Trustees at your June 1, 2012 meeting. Every profession has uniquely personal ways of acknowledgement of its practitioners and the ranks of the professoriate reflect a long history of those practices.

The *President Emeritus* and *Professor Emeritus of Biology* designations are truly a capstone of the profound influence that Wilkes had on my life. I was so blessed to have my first professional experiences after graduate school expose me to the culture and values of people like Dr. Farley, Chuck Reif, Sam Rosenberg, Hugo Mailey, Cromwell Thomas, Frank Davies, George Ralston, John Chwalek, John Whitby, Al Bastress, Catherine Bone, Frank Salley, Al Groh, George Elliot, Welton Farrar, Tommy Richards, Hal Thatcher, Phil Rizzo, Stanko & Nada Vujica, Elwood Disque, and so many other wonderful colleagues. In 1955 the faculty was small and for a "newbie" to the profession they were all admirable role models.

My twenty years of experience at Wilkes were a unique preparation for the rest of my career which involved the responsibility of representing our private colleges and universities in the public policy arena but my heart always tugged me back to Wilkes. It has been so personally satisfying to work with university staff and President Gilmour in the latest undertaking in the sciences. In some unfathomable way fate has had me involved in the design and construction of every science facility developed by the college. Those facilities have covered a period of human history where the sciences have dramatically changed the relationship of man and his universe and the construction now under way will continue contributing to that process.

Please convey my sincere appreciation to the Board for this recognition of my service to Wilkes.

Francis J. "Mike" Michelini

Cc: President Gilmour

June 13, 2012

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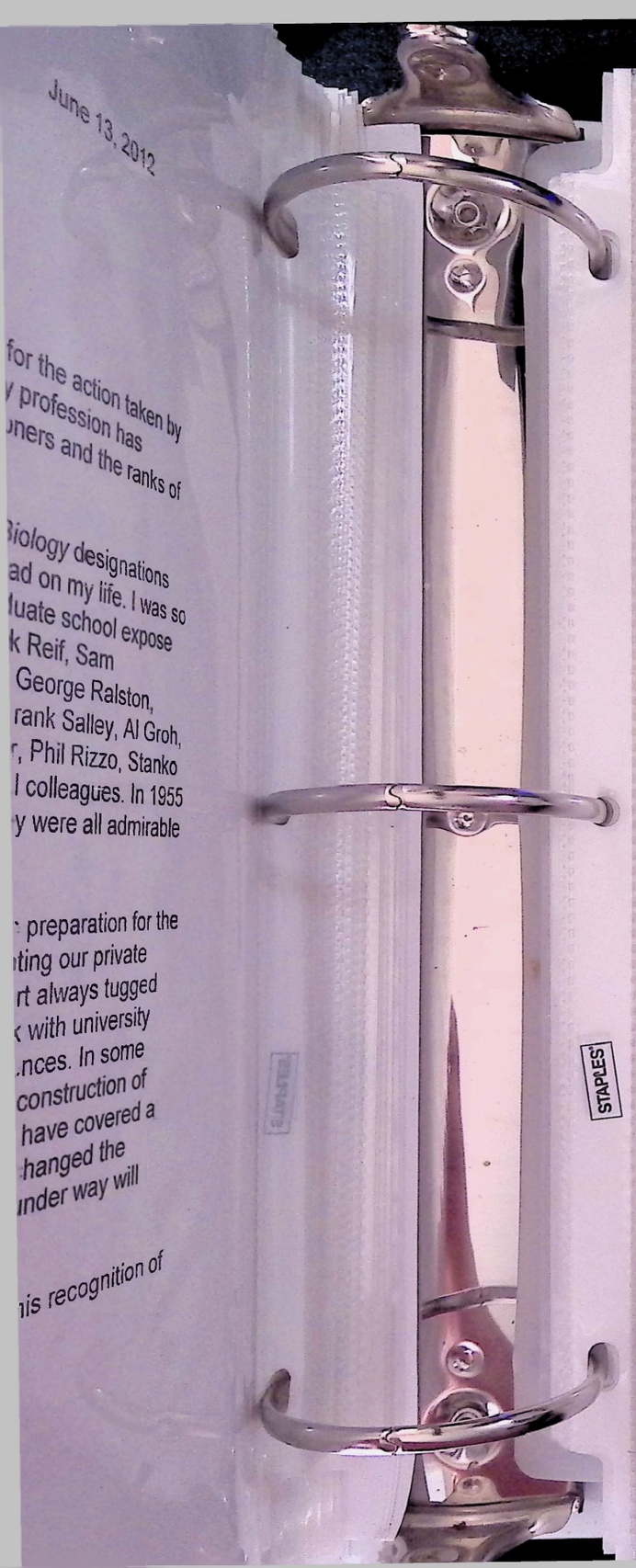

CONCLUSION TO THE WILKES YEARS

Initial Appointment – May 23, 1955
Resignation – May 1975 - effective June 30, 1975

By early 1975 despite repeated analysis of operations of the College and the reports of outside consultant groups there was no way to satisfy a clique of Board members who had their own agendas to pursue.

The consultant reports; detailed data analysis of college operations; national studies on current economic trends affecting colleges and universities; etc. meant nothing to this group. It was past time to consider a career change.

During my tenure as Wilkes President I had been very involved in the activities of (PACU), an umbrella organization of higher education Commissions representing all sectors of Pennsylvania higher education.

These Commissions were: Commission for State Colleges and University; Commission for State Related Universities; Commission for Independent Colleges and Universities; and the Commission for Community Colleges.

Each of these Commissions had an executive coordinating their public policy interests in Harrisburg, (and increasingly in Washington), with office staff in Harrisburg working collaboratively under the umbrella of PACU.

The Commission for independent Colleges and Universities (CICU), had approximately 80 independent colleges paying dues to support their central office operations within this structure. The chief executive for CICU was Dr. Frederick "Fritz" Miller, a former president of Lebanon Valley College who later served as Commissioner for Higher Education in the Commonwealth Department of Education.

When CICU was established Dr. Miller was named chief executive of the new organization.

In March of 1975 Dr. Miller suffered a heart attack and died unexpectedly. The Commission executive committee formed a search committee to recommend his successor.

The CICU Chairman, President Ted Eddy of Chatham College, appointed President Deming Lewis of Lehigh University to chair the committee which included Sr. Jane Scully, President of Carlow College, myself, and one or two others.

Criteria for the position were formally developed and a number of interested individuals submitted applications for the position of President of CICU. About five weeks into the process in May of 1975 the committee asked me if I would submit my name for consideration in the applicant pool and I agreed to become an applicant for the presidency of CICU.

The years of my presidency at Wilkes were familiar to most of the CICU presidents because of the unique circumstance of succeeding the founding president

Eugene S. Farley in 1970. Dr. Farley was well known and well respected by his presidential colleagues and my selection as his successor was well publicized among the group. That circumstance was followed by the 1972 Hurricane Agnes flood which had also been part of national headlines.

These events in my presidency were also accompanied by my active involvement in public policy issues as Chair of the PACU Government Relations Committee. That activity in public policy at both state and national levels had provided a high level of visibility among the Pennsylvania presidents.

I had actively testified before legislative committees of the house and senate in support of the creation of the Institutional Assistance Grants (IAG), a program providing institutional support for state scholarship recipients attending private colleges and universities. In addition I had been called upon to testify before congressional committees on issues facing all higher education. The Education Sub-Committee was chaired by our local Congressman Dan Flood who could be very difficult in his questioning. Lobbyists knew he loved his local district people and the education institutions in his district and when critical testimony was required they usually turned to the local independent college leadership.

Those circumstances were all part of the consideration of candidates and in a short time two names were submitted for final review by PACU president Jim Ream. Jim was highly respected by all sectors and it was felt by the CICU selection committee that a new president of their group would have to be acceptable to Jim if the independent sector agenda was to move forward.

In later years Jim Ream noted that the working relationships on PACU committees had been the determining factors in his affirmation of my choice as president of the independent sector commission. We wound up the closest of friends as well as professional colleagues and with birthdays a day apart shared life experiences growing up as depression babies and sharing similar military experiences during WW II we could well have been brothers.

I think our relationship helped maintain the collaborative efforts of public and private higher education in the Commonwealth during very stressful times. Jim was later honored by the National Association of Independent Colleges and Universities as the second recipient of the Henry Paley Memorial Award, a significant honor at the national level of higher education.

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WILKES COLLEGE
FEB 20 1975
President's Office

REPORT ON FINANCIAL STATUS OF WILKES COLLEGE

February 19, 1975

By: Mr. Anthony F. Graziano, Assistant Provost for Budget Planning and Analysis, University of Delaware

Mr. J. Robert R. Harrison, Treasurer, University of Delaware

We visited Wilkes College on January 8, 1975; held discussions with the University President and other administrators, as well as three Trustees; reviewed the Offices of the Controller, Business Affairs and Development; and obtained copies of financial reports, budgets and other relevant data. The purpose of the visit was to provide an independent judgment as to the following three questions:

1. How serious are the present financial difficulties of Wilkes College? Are they primarily related to expenditures in connection with the flood on June 23, 1972, to other nonrecurring reasons, or are the difficulties of a more fundamental, recurring nature?

2. Is there a need for a new position such as a Vice President for Financial Planning and Development?

3. How sound is the present financial planning and management considered to be?

In order to ascertain the financial status of Wilkes College, Audit Reports for the four years ended June 30, 1974 were reviewed and revealed the following information:

	1974	1973	1972	1971
Revenues	$7,736,757	$7,524,303	$7,011,206	$6,740,213
Less Expenditures	(7,831,738)	(7,262,910)	(6,838,283)	(6,679,049)
Subtotal from Regular Operations	$ (94,981)	$ 261,393	$ 172,923	$ 61,164
Less Transfers and Net Deductions	(1,296,113)	1,563,414	(93,747)	(183,525)
Net Increase(Decrease)	$(1,391,094)	$1,824,807	$ 79,176	$ (122,361)

Two factors stand out in review of the above data:

1. There was a loss from Regular Operations of $(94,981) in 1974, which is understood to be the first in the history of Wilkes College. Simply stated, Revenues have increased 15% during

the period 1971-74, while Expenditures have increased by 17%. The fact Revenues have increased at a slower rate than Expenditures is directly related to Student Tuition and Fees, as follows:

Fiscal Year	Revenues from Tuition and Fees	Annual % Change
1971	$4,704,987	--
1972	5,037,890	+ 7.1
1973	4,910,380	- 2.5
1974	4,761,570	- 3.0

The above data ties in to a decrease of enrollment of students over the last several years, as follows:

Fall	Enrollment
1971	2,575
1972	2,475
1973	2,354
1974	2,173

2. The significant increase in Transfers and Net Deductions in 1974 ($1,296,113) and its effect on the Unrestricted Current Fund Balance is as follows:

Fiscal Year	Fund Balance
1971	$ 368,717
1972	447,893
1973	591,008
1974	(387,222) deficit

There have been significant fluctuations of Transfers and Net Deductions in 1973 and 1974 and, on the surface, one would expect these to be related primarily to the financing of flood damage. In 1973 there was a net increase of $1,563,414, while in 1974 there was a net decrease of $(1,296,113). Most of these amounts, however, related to the net differences involved in the receipt and expenditure of Restricted Governmental Sponsored Programs and do not affect the Unrestricted General Fund Balance.

The principal factor causing the 1974 deficit of $(387,222) in the Unrestricted General Balance was a transfer of $(883,249) to the Plant Funds, almost the entire amount of which was required to meet the State Labor and Industry Standards.

more 1,120,000

The $(883,249) transfer to Plant Funds plus the loss from Regular Operations of $(94,981) caused the decrease of the Unrestricted General Fund Balance of $591,008 in 1973 to $(387,222) in 1974.

While it is not being suggested as a source of funds to be used in the present financial difficulties, the fact is that Wilkes College has Unrestricted Quasi-Endowment Funds of $758,637 (funds created as endowments funds by action of the Trustees, that may be used for other purposes by action of the Trustees). Clearly the Balance Sheet reveals no desperate financial condition. The available plusses exceed the minuses.

Wilkes College, however, does face several serious nonrecurring financial problems which will persist in the short run:

1. Completion of new Learning Center costing $7,000,000.
2. Delay in receiving Federal funds authorized for recovery from flood damage.
3. Imposition of Labor and Industry Standards by the State of Pennsylvania.

The College has just completed the new Learning Center at a cost of $7,000,000. Financing for all but $407,776 is in hand including a 20-year mortgage of $1,954,800 as of June 30, 1974 at a favorable rate of interest of 7% per annum. Wilkes College is to provide 3% of this interest rate and Federal sources have guaranteed 4%.

As of June 30, 1974, Wilkes College was owed $1,395,161 by the Office of Emergency Preparedness under the Disaster Relief Act of 1972. While it is anticipated the amount will be recovered, the College has had to advance the money from its Current Funds with the resulting cost of borrowing and/or loss of income from temporary investment of unused operating cash.

As of November 30, 1974, the estimated total cost to comply with the Labor and Industry Standards of the State of Pennsylvania amounted to $994,233 of which $889,233 had been expended, leaving a balance of $105,000 to complete the requirements.

The completion of the new Learning Center, in itself, would probably not have constituted a financial problem. Indeed, even the additional problems caused by the delay in Federal funding for losses incurred by the flood could have been handled by the College without serious financial difficulties. The imposition of the State Labor and Industry Standards at the same time, however, did present the College with a serious, nonrecurring financial problem.

The long-term financing of the borrowed funds for the Learning Center would most likely have been realized by the increased efficiencies in class scheduling that the new Center will make possible. The short-term financing of the flood reconstruction funds to be reimbursed by the Federal Government can be sustained for a brief period, but it would be helpful if local pressure could be brought to bear upon Congressional Representatives and in turn upon the Federal agency to effect reimbursement as soon as possible. Safety improvements in compliance with the State Labor and Industry Standards represent perhaps the single factor which will determine the duration of the existing nonrecurring financial problem and it might be advisable to seek some relief from the State in this regard.

Are the present financial difficulties of a more fundamental, or recurring nature? In order to answer this question we obtained data and asked questions in two areas:

1. Population, industry, economic stability, and competition in the vicinity of Wilkes College.

2. Student tuition and enrollment trends, average income of students' parents and related availability of scholarship aid, and cost data for academic and administrative divisions.

We understand that within a fifty-mile radius of Wilkes College there is a population base of approximately 750,000 people and latest census figures show a 3% increase in population since 1970. We were informed that Wilkes Barre itself, if observed narrowly, has a population of approximately 65,000. If taken on a wider basis, including nearby Scranton and Hazelton, the immediate population base is approximately 250,000. Industry is apparently diversified, sound and can reasonably be expected to maintain the existing population base for the foreseeable future.

The following Colleges and Universities in the general area appear to be the primary competitors of Wilkes College:

	Approximate No. Full-time Undergraduates 1973-74
State and County Colleges and Centers	
Bloomsburg State College	4,350
East Stroudsburg State College	3,200
Mansfield State College	3,100
Penn State Centers:	
Hazelton	1,000
Wilkes Barre	500
Scranton	1,000
Luzerene County Community College	1,200
Catholic Related or Originated	
College Misericordia (for women)	900
King's College (was for men, now coed)	1,700
University of Scranton (old Jesuit School)	2,100
Marywood College (women's college)	1,300
Private Junior Colleges	
Keystone Junior College	800
Lackawanna Junior College	300

There are a variety of present predictions available that point to an overall anticipated decline in enrollment of college students in the United States during the late 1970's and the 1980's. The predictions range all the way from moderate declines to drastic declines of from 40 to 50%. It

is our opinion the drastic declines will not materialize. Whatever the outcome, some institutions will most likely not survive but it is our firm belief that quality institutions of a unique nature and function with strong academic programs and effective management will not only survive, but may well even grow. The fourteen Colleges and Universities in the vicinity of Wilkes Barre are predominantly public or private Catholic affiliated institutions. Wilkes College is the only four-year private, non-demoninational college in the area. This could well provide some of the desirable uniqueness.

Nationally, the college-age population (ages 18-21) constitutes about 7.6% of the total population and this proportion will decline to about 6% of the total population by 1990. If this national profile applies to the Wilkes Barre area, the current college-age percentage applied to the current population base of approximately 750,000 persons within a 50-mile radius means there are approximately 57,000 college-age students available in the area.

Nationally there is estimated to be approximately 50% of the college-age population enrolled in postsecondary education. Although this statistic varies by state and region, if this average applies to the Wilkes Barre area, there will be approximately 25,000 to 30,000 college-age youth in the area seeking college attendance somewhere in the United States. As costs of college attendance increase, larger numbers of students will seek college attendance closer to home and this phenomenon has already been observed to occur sharply in the past few years. There are also signs that the participation rate of high school graduates attending college has begun to decline nationally. If we presume these national trends hold in the Wilkes Barre area, then there is likely to be just barely enough population to sustain the current level of enrollment in each institution but the distribution of the available enrollment amongst the institutions can change dramatically if the gap between public and private tuition charges increase significantly.

Unless increasing numbers of nonresident students are attracted to the fourteen institutions, or unless new "nontraditional" students can be cultivated within the local population base, there is likely to be:

1. Fierce competition for available enrollment. (This competition will probably not take the form of price cutting for none of the institutions can probably afford such a strategy. However, the public institutions now have a most important pricing advantage due to high subsidy from public tax funds.)

2. Attempts at sharing program resources (these attempts appear to have begun with significant participation and leadership provided by Wilkes College).

3. Formal merger of or even a possible closing of the smallest institutions.

While it will be important for Wilkes College to "attack" its financial problems on several "fronts" it is our judgment that the attraction of additional students must rank as a primary objective. This might take the form of creating commuter incentives, heavy emphasis on student recruiting or any number of possible approaches directed toward increasing enrollment.

We were provided information indicating approximately 73% of Wilkes College students receive student aid, or stated in another way, college costs are subsidized for approximately 1,500 students. Approximately 800 of these 1,500 students receive an average of $1,200 from the State Scholarship Commission, which amounts to approximately $960,000 Tuition and Fees Revenue per year. For this year only, the College receives an additional $350,000 per year from the State's Institutional Assistance Grants Program. Scholarship assistance from the State is in addition to available Federal aid where retrenchment has been and apparently will continue to occur.

This represents a relatively very high amount of student aid for a small college and we understand that the reason is that the parents of 52% of the enrolled student body have an adjusted family income of $8,000 or less. This fact demands that Wilkes College maintain an unusually strong base of outside support for its students. It is imperative that the State of Pennsylvania continue and expand its State Scholarship Program and that other means be found to diminish the price advantage enjoyed by public institutions if the private sector is to viably continue to serve its constituents.

The SAT scores of students admitted to Wilkes compared to the national average for 1973-74 demonstrates that the Wilkes student body is primarily made up of bright students from lower income families. The academic program is apparently perceived to be of sufficient high quality to attract good students who, because of low family income, might very likely be denied the opportunity for an education if Wilkes College is denied the ability to continue to provide large amounts of tuition subsidy.

	Wilkes	National
SAT Verbal	495	447
SAT Math	513	482

How do the costs at Wilkes College compare to other similar institutions and are they reasonable? This is an important consideration in determining long-range prospects as well as in arguing for public subsidy of tuition. There are data that provide insight into the effectiveness of management and efficiency of Wilkes College. The Center for the Study of Higher Education of the University of Michigan and the Ford Foundation collaborated to provide the following national average figures for Educational and General Expenditures per students enrolled at four-year, liberal arts colleges:

	National Average Educational & General Expenditures per student	Wilkes College		
		Educational and General Expenditures	Enrollments	Average Expenditures per Student
1970-71	$3,026	$5,656	2,556	$2,209
1971-72	3,138	5,916	2,575	2,297
1972-73	3,282	6,316	2,475	2,552
1973-74	3,500*	6,882	2,354	2,924

* Data was not available for Fy 74 at the time the study was performed, but we have conservatively estimated a 6% increase for that year.

With the rather sharp decline of enrollments in 1973-74, of course, the Wilkes Average Expenditures per Student increases rather sharply. However, even with the problem of decreasing enrollment, there is a clear pattern of substantially less cost per student at Wilkes College than for the national average. This expenditure per student can in fact decrease by increasing enrollment at what will certainly be less than marginal cost.

The distribution of expenditures of four-year colleges is collected annually by the U. S. Office of Education and the expenditure pattern of Wilkes College can be compared to national averages for FY 1972 (the latest figures reported by the U. S. Office of Education).

Category of Expenditure	Wilkes College	Private Four-Year Colleges	Public Four-Year Colleges
Administration	19.53%	22.71%	17.30%
Instruction	47.15	34.77	46.91
Research and Public Service	8.64	17.58	12.63
Library	4.19	3.81	4.31
Organized Activities of Educational Departments	1.29	2.49	3.38
Plant Maintenance and Operation	13.20	9.79	10.60
Student Aid (1)	6.00	8.85	4.88
Total Expenditures for Education & General (2)	100.00%	100.00%	100.00%

(1) From institutional and Federal sources only. State sources are not considered institutional student aid by the Study of the Office of Education.

(2) Excludes housing, food service, and other auxiliary enterprises.

The expenditure pattern for Wilkes College reflects the predominance of the instructional program, administrative costs that are in line with other four-year colleges, and a plant maintenance and operation expenditure probably required for the unique nature of the physical plant. Moreover, we found the administrative officers with whom we met to have a thorough grasp on the college's internal as well as external affairs. There is a high espirit de corps and the financial and planning operations appear to be integrated and effective. We encountered several examples of cost consciousness and examination of alternatives in running the College's affairs. Academic program considerations and the needs of faculty and students were obviously given the utmost attention, especially during the recent period when cut-backs were necessary in the number of faculty. Those whom we met seemed to have a clear understanding of the College's mission and its problems and seemed to be more than just concerned, but rather working intently on solving small daily problems as well as the large immediate problem. No

one appeared to have lost perspective and the President appeared to have the support of his administration and faculty. These factors will be most important in bringing the College through its short-term problems and focusing upon the long-term problems.

In our review, as long as the recent enrollment decrease is gradually reversed, there seems to be ample evidence that there are no unsolvable, fundamental and urgent financial problems of a recurring nature. While Wilkes College will have to exercise ingenuity and its fullest capacity for problem solving in the decade ahead, in our opinion, there exist the necessary ingredients of uniqueness and strength that point to the probability of Wilkes College maintaining its present size and excellence and, indeed, perhaps even increasing in both areas.

Is there a need for a new position such as a Vice President for Financial Planning and Development? How sound is the present financial planning and management considered to be? From the foregoing analysis it is probably clear that, in our opinion, the present Administration seems to be aware of the College's financial and other problems and can plan for their resolution. Our review of the Offices of the Controller and Business Affairs, together with the grasp of the problems by President Michelini, leads us to the conclusion that Wilkes College has sound financial planning and management. The combination of events which followed the flood, the resultant construction outlays, and the difficulties encountered in obtaining the funds for those outlays would have tested any administration.

In the current national economic situation and for the near-term future, there is a very low probability of obtaining funds from sources other than those traditional for Wilkes College. Foundations, business, and industry are retrenching in their support of educational and other nonprofit institutions, as is the Federal Government. There is practically no new money available from these sources and indeed there is evidence of absolute reduction in current levels of financial support. The traditional fund raising sources for Wilkes College will have to be cultivated intensively by familiar and knowledgeable people.

Should the Trustees believe that either financial planning or development require strengthening, one further comment warrants mentioning. While some organizations combine financial planning (requiring skills of sound fiscal judgment and knowledge of accounting and finance) and development (requiring skills of fund raising and marketing), it is our judgment these skills are rarely found equally strong in a single individual and the functions should not be combined.

If you have questions or comments concerning this report, please feel free to contact us further.

RH:AG/dlm

Oct 2 - 1:15 AM.

Dear Mike & Ann Marie:

It seems that my conscience bothers me because I haven't replied to your very kind letter you had written to me several weeks ago. Frankly, I did write to you folks a week after you had written to me. It was a two-thirty A.M. letter - . It was a letter filled with emotions - & after having read a number of times I decided not to send it to you - -. As a matter of fact I still have it in my car. - This note - I shall mail on my way to the college - - "come heck or high water" - and as you write "high water" we make up our mind and act with firmness - rather than emotions.

Firstly, - I do want thank you "Mike" for your extreme kindness and understanding. In my judgement - you were exceedingly good to all of us. Personally - if I have failed you in any way - please be assured it was not intentional - but rather lack of ability to perform up to your expectations. However - I did try hard - simply because I had & still have a great deal of admiration for you and Ann Marie.

Secondly - - - Mike its very difficult for me to come to the Administration Bldg - and not drop in your office. Very often - I ask Mrs C. - if Mr Mike is in. - Since your departure - many of your friends ask about you. Candidly - the folks who ask - are sincerely interested in your welfare. The twenty years - you have dedicated were not in vain. People in all walks of life

want to know answers to many questions. In any event - you came out the winner - even though many of us still maintain that you should remain here. Those who have "Bad Mouthed" you - are now recognized as real culprits in the community. Your work - was not in vain. - simply because your name is mentioned so often - in different circles. - All of this - makes me feel good - however the emotional strain that your family had to endure - in the last weeks of your stay here - will never compensate for the good things that may be said now -.

Thirdly, - a personal expression - that I want to know. I will always think of you - as one great individual. - As a matter of fact - it goes beyond the line of just respecting you - but I do think - one man can say to another that beyond respect there is a plateau which can be said - as love. . . You and Ann Marie will always be close to my heart. - - Perhaps I can sum up this note - by saying - - In my life I have met many people - but both of you come "first" to my Polish heart.

I know we will see each other - & I shall stop by to see your people. - Again, - thank you for being a friend.

Respectfully -

John.

P.S.. It took 40 minutes to write this. - I ain't proud reading - what is said comes from the heart — — Have a good day. See you in a few days

X-Sender: kenneth.klemow@pop3.wilkesu.wilkes.edu
Date: Sun, 30 Apr 2006 11:52:02 -0400
To: agroh@wilkes.edu
From: Ken Klemow <kklemow@wilkes.edu>
Subject: Chuck Reif Tribute
X-OriginalArrivalTime: 30 Apr 2006 15:49:49.0828 (UTC) FILETIME=[B6A72440:01C66C6D]
X-pstn-levels: (S:44.54131/99.90000 R:95.9108 P:95.9108 M:97.0232 C:98.7678)
X-pstn-settings: 2 (0.5000:0.5000) s gt3 gt2 gt1 r p m c
X-pstn-addresses: from <kklemow@wilkes.edu> [db-null]
Status:

Mike — FYI — tentative date for memorial is 9/17

Hi Jane,

Here is the tribute that I wrote last Monday regarding Chuck Reif. Les Turoczi and Wilbur Hayes both reviewed it prior to distribution. I sent it to Wilkes Today, and it was posted for less than a day.

I sent a copy to Jack Chielli for more permanent and widespread dissemination.

Please let me know what you think, and feel free to send to any and all interested parties.

Ken

Dr. Charles Braddock Reif. 1912-2006. Professor and Chair Emeritus of Biology

With sadness and respect, the Wilkes University Biology Department acknowledges the passing of Dr. Charles B. Reif, Professor and Chair Emeritus on Wednesday, 19 April 2006. He was 93.

A native of Minnesota, Chuck earned his Ph.D. in zoology from the University of Minnesota in 1941. His dissertation research addressed microscopic organisms living in streams feeding into Lake Superior, Minnesota. While a graduate student, Chuck shared an office with famed ecologist Raymond Lindeman. His experiences during that period were detailed in a fascinating essay that he authored published in *The Bulletin of the Ecological Society of America* in 1986.

Chuck joined the Wilkes faculty in 1942, where he served as a Professor of Biology and the department's first chairman. Chuck taught at Wilkes until his retirement in 1979, with the exception of a two-year tour of duty in the South Pacific with the US Navy in 1944 and 1945.

He taught a variety of courses and influenced thousands of students during his career. His offerings included histology, floristic biology, human anatomy and physiology, geology, and English. He was known to be demanding, having an uncanny ability to quickly learn the names of all of his students and remember their dates of classroom attendance - or lack thereof. Many of his students have achieved success in medicine and academia.

Chuck enforced a code of decorum within the department. When he was present, students knew that they had to walk through the right-hand door as they passed from corridor to corridor. They were not allowed to sit on the hallway floor as they waited for class. Posted announcements affixed to doors, walls, and surfaces other than bulletin boards were quickly removed by his hand. He demanded that male students remove their caps when indoors. Eventually his "requests" puzzled students accustomed to the more lax attitudes of the past twenty years, but he nonetheless commanded respect.

Chuck will be remembered as a naturalist-scholar. Simply put, he loved nature, and devoted most of his life to accurately understand it and preserve it for future generations. He pursued a diverse range of research projects, largely centered on his interest in the ecology of lakes. He conducted short-term and long-term analyses of dozens of local waterbodies, including Harvey's Lake, Lake Nuangola, and Lake Silkworth. He also conducted studies into the geologic history of northeastern Pennsylvania and the vegetation of the small island upstream of the Pierce Street Bridge between Kingston and Wilkes-Barre. His work, which often involved collaborations with students and fellow professors, were published in peer-reviewed journals such as the *Journal of Freshwater Ecology* and the *Journal of the Pennsylvania Academy of Science.*

Chuck kept in touch with alumni, both personally and through annual detailed newsletters crafted on his prized Remington typewriter. He took great pride in his command of the English language, and paid close attention to excellence in personal communications with others.

Chuck was also a patron of the arts. He was an ardent painter of nature scenes, and displayed his work at the Sordoni Art Gallery, the Hoyt Library, and with the Wyoming Valley Art League. His work currently adorns the offices and homes of Wilkes faculty.

Chuck gave generously to a variety of institutions and organizations. At Wilkes, he and his students established the Charles B. Reif Scholarship Fund that benefits biology majors. He established the Charles Reif Undergraduate Research Endowment for the Pennsylvania Academy of Science, and the Raymond Lindeman award for the American Society for Linmnology and Oceanography.

Chuck enjoyed a 46-year long marriage to Carolyn Lee Hoffa Reif. Chuck and Carolyn remained childless, which was in keeping with his concerns over the environmental impacts of overpopulation. Following Carolyn's death, Chuck married Dorothy Towne Schlichting Reif, whom he dated as a young man. They spent the last six years in Minnesota.

Chuck's obituary was published in Saturday's *Times-Leader* and *Citizens' Voice*. A local memorial service will be held at a date and time to be announced. Memorial donations may be made to the Charles B. Reif Scholarship Fund, Wilkes University.

—

Kenneth M. Klemow, Ph.D.
Professor of Biology and GeoEnvironmental Science
Wilkes University
Wilkes-Barre, PA 18766
email: kklemow@wilkes.edu
phone: 570-408-4758
fax: 570-408-7862
homepage: http://wilkes-fs1.wilkes.edu/~kklemow

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scenes, and displayed his work at
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of Science, and the Raymond
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of overpopulation. Following
he dated as a young man. They

Voice. A local memorial service
be made to the Charles B. Reif

President Richard M. Nixon at Wilkes College – Sept. 9, 1972

The events of the impact of the June 27, 1972 flood resulting from Hurricane Agnes on Wilkes College are recorded in other papers in this collection of my years at Wilkes College.

One of the significant aftermaths of the flood was the result of the work of the Flood Recovery Task Force of community leaders and the magnificent effort of our Congressman Dan Flood and his senate colleague Warren Magnuson. Details of their initiative to expand the federal disaster relief act from its limited mission of limited scope for public facilities into a major program to assist all institutions, public and private, whose mission served the public interest are available from other sources.

The enclosed tape recording is of a check presentation by Frank Carlucci to President Michelini, his formal acceptance of the $4,000,000 check, followed by President Nixon's remarks.

The photograph of this event includes a photocopy of the check which was made out to the Commonwealth of Pennsylvania for administration on behalf of Wilkes College. The ultimate total of assistance to the college was approximately $12,000,000.

Note the mistake I made on the endorsement when I was so nervous I wrote "Wilkes Wilk ", and had to overwrite the mistake with "College".

(Who wouldn't be nervous endorsing a check for four million dollars!).

F. J. Michelini – 2/26/12

A cassette tape recording of this event is part of my flood files which also include two personally autographed copies of the Wilkes.

16—The Evening News, Harrisburg, Pa., Tuesday, ...

DEAR ABBY

Archbishop's answ...

ABIGAIL VAN BURE...

DEAR ABBY: In a recent letter to you, a person wrote, "I am a Catholic and a Mason," stating further that Pope Paul VI issued a ruling in 1974 which gave Catholics permission to join the Masonic Order. The letter was signed, A CATHOLIC WHO IS ALSO A MASON. Your comment was simply, "Thank you. Now I know."

Abby, that Catholic is no longer a Catholic in good standing in the church if he joined the Masonic order. Pope Paul never issued such an order. And now you REALLY do know!

—D.T. (A CATHOLIC), LAS CRUCES, N.M.

DEAR CATHOLIC: Would you take the word of the Most Rev. Fulton J. Sheen, titular archbishop of Newport? Read on:

DEAR ABBY: It was a joy to hear from you and I shall try to answer the question submitted: "Can a Catholic become Mason and maintain his standing in the Catholic Church?"

Can a Catholic be a Mason? That depends. According to a letter sent to the presidents of the various National Conferences of Catholic Bishops by Cardinal Seper, Prefect of the Vatican's Sacred Congregation for the Doctrine of the Faith, dated July 18, 1974, membership by lay people in Masonic groups is acceptable, provided the groups are not actively hostile to the Church.

Clerics, religious and members of Secular Institutes are still forbidden in every case to join any Masonic associations.

Although Canon 2335 of the cur-



IDENTIFICATION PROCEDURE

When cashing this check for the individual payee, you should require full identification and endorsement in your presence, as claims against endorsers may otherwise result.

The payee should endorse below in ink or indelible pencil.

If the endorsement is made by mark (X) it must be witnessed by two persons who can write, giving their places of residence in full.

It is suggested that this check be promptly negotiated.

Commonwealth of Pennsylvania
Department of Education for
Wilkes College

Jack D. Priest for the
Commonwealth of Pa.
Francis J. Michelini
for Wilkes College

ARMY
ENGINEERS
CIVIL

PHILADELPHIA, PA.

No 131,707
SYMBOL 5522
9 September 197[illegible]

Treasurer of the United States 15-61/000

PAY Four million dollars and 00/cents****$4,000,000.00

TO THE ORDER OF Commonwealth of Pennsylvania
Department of Education for Wilkes College

E. E. POWELL, Disb. Officer

VO. NO. S-173

BY [signature] DEPUTY
DISBURSING OFFICER, CORPS OF ENGINEERS, U.S.A.

DO NOT FOLD, SPINDLE OR MUTILATE
KNOW YOUR ENDORSER — REQUIRE IDENTIFICATION

DRAWN FOR ABOVE OBJECT



IDENTIFICATION PROCEDURE

When cashing this check for the individual payee, you should require full identification and endorsement in your presence, as claims against endorsers may otherwise result.

The payee should endorse below by ink or indelible pencil.

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Commonwealth of Pennsylvania
Department of Education for
Wilkes College
Jack D. Priest for ...

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Archbishop's answer



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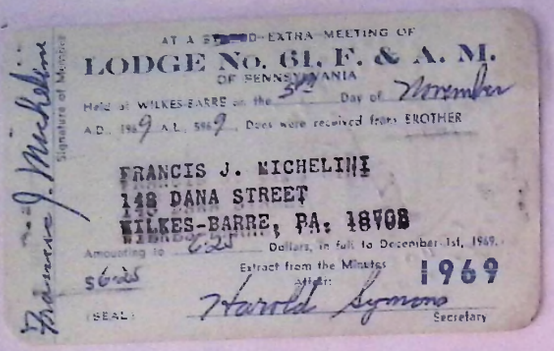
Clerics, religious and members of Secular Institutes are still forbidden in every case to join any Masonic associations.

Although Canon 2335 of the current Code of Canon Law of the Church continues to remain on the books, it is to be interpreted in the light of the above-mentioned letter.

With warmest personal regards — God Love You!

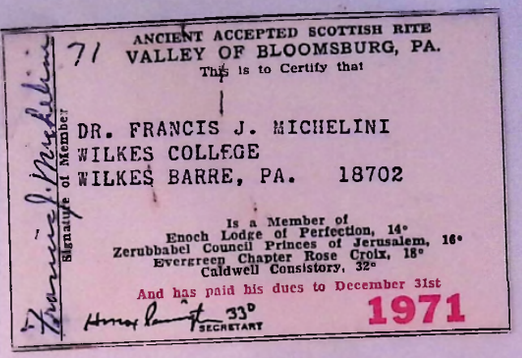
—Sincerely, FULTON J. SHEEN



AT A STATED EXTRA MEETING OF
LODGE No. 61, F. & A. M.
OF PENNSYLVANIA
Held at WILKES-BARRE on the 5th Day of November
A.D., 1969 A.L., 5969, Does were received from BROTHER

FRANCIS J. MICHELINI
148 DANA STREET
WILKES-BARRE, PA. 18702

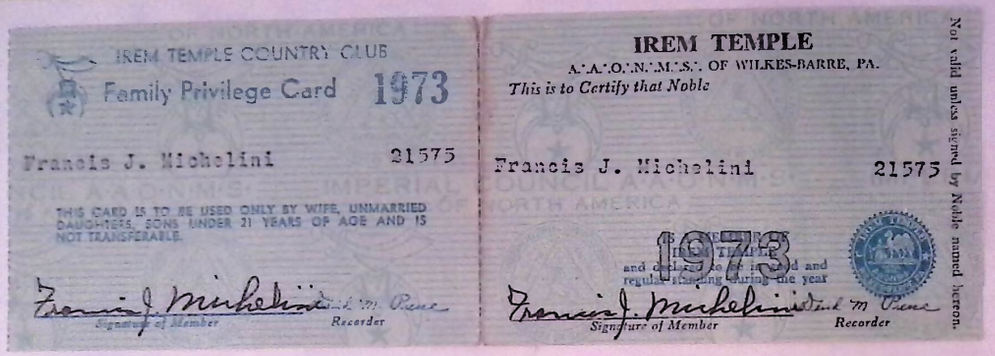
Amounting to 6.25 Dollars, in full to December 1st, 1969.
Extract from the Minutes
Attest: Harold Symons
Secretary
(SEAL)
Signature of Member: Francis J. Michelini



71
ANCIENT ACCEPTED SCOTTISH RITE
VALLEY OF BLOOMSBURG, PA.
This is to Certify that

DR. FRANCIS J. MICHELINI
WILKES COLLEGE
WILKES BARRE, PA. 18702

Is a Member of
Enoch Lodge of Perfection, 14°
Zerubbabel Council Princes of Jerusalem, 16°
Evergreen Chapter Rose Croix, 18°
Caldwell Consistory, 32°
And has paid his dues to December 31st
Honor Lamington 33D SECRETARY
1971
Signature of Member: Francis J. Michelini



IREM TEMPLE COUNTRY CLUB
Family Privilege Card 1973

Francis J. Michelini 21575

THIS CARD IS TO BE USED ONLY BY WIFE, UNMARRIED DAUGHTERS, SONS UNDER 21 YEARS OF AGE AND IS NOT TRANSFERABLE.

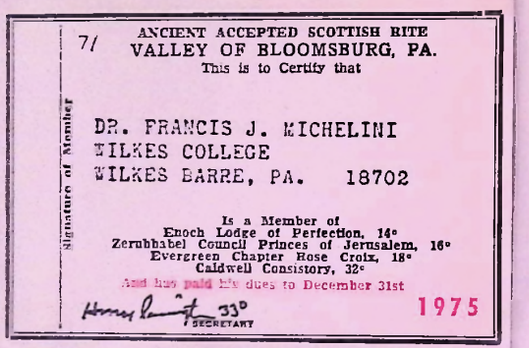
Signature of Member: Francis J. Michelini
Recorder: Frank M. Pierce

IREM TEMPLE
A.·.A.·.O.·.N.·.M.·.S.·. OF WILKES-BARRE, PA.
This is to Certify that Noble

Francis J. Michelini 21575

IS A MEMBER OF IREM TEMPLE and declared to be in good and regular standing during the year
1973
Signature of Member: Francis J. Michelini
Recorder: Frank M. Pierce

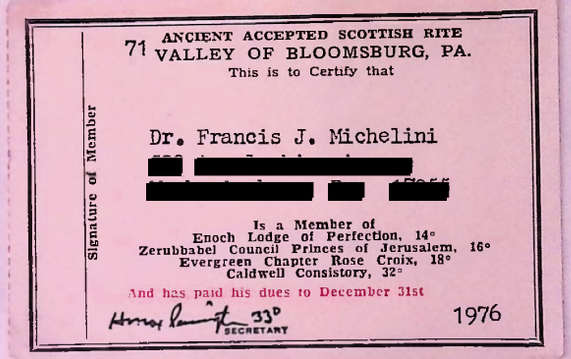
Not valid unless signed by Noble named hereon.



71
ANCIENT ACCEPTED SCOTTISH RITE
VALLEY OF BLOOMSBURG, PA.
This is to Certify that

DR. FRANCIS J. MICHELINI
WILKES COLLEGE
WILKES BARRE, PA. 18702

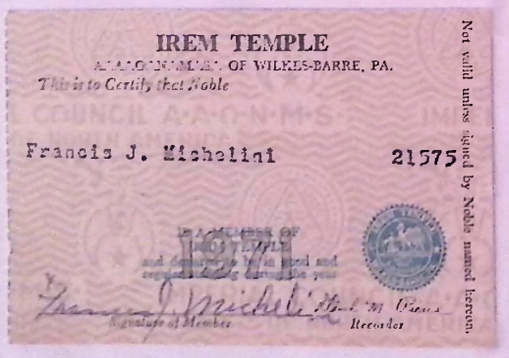
Is a Member of
Enoch Lodge of Perfection, 14°
Zerubbabel Council Princes of Jerusalem, 16°
Evergreen Chapter Rose Croix, 18°
Caldwell Consistory, 32°
And has paid his dues to December 31st
Honor Lamington 33D SECRETARY
1975
Signature of Member



71
ANCIENT ACCEPTED SCOTTISH RITE
VALLEY OF BLOOMSBURG, PA.
This is to Certify that

Dr. Francis J. Michelini
[redacted]

Is a Member of
Enoch Lodge of Perfection, 14°
Zerubbabel Council Princes of Jerusalem, 16°
Evergreen Chapter Rose Croix, 18°
Caldwell Consistory, 32°
And has paid his dues to December 31st
Honor Lamington 33D SECRETARY
1976
Signature of Member

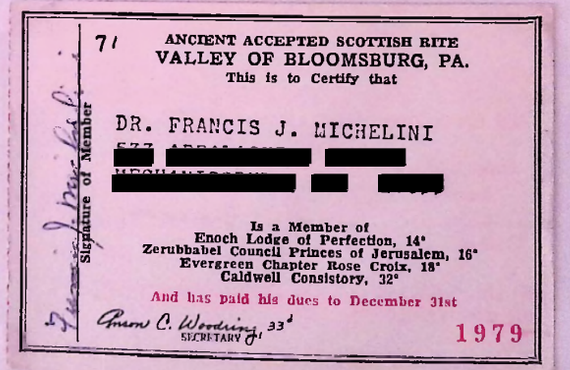


IREM TEMPLE
A.·.A.·.O.·.N.·.M.·.S.·. OF WILKES-BARRE, PA.
This is to Certify that Noble

Francis J. Michelini 21575

IS A MEMBER OF IREM TEMPLE and declared to be in good and regular standing during the year
Signature of Member: Francis J. Michelini
Recorder: Frank M. Pierce

Not valid unless signed by Noble named hereon.



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ANCIENT ACCEPTED SCOTTISH RITE
VALLEY OF BLOOMSBURG, PA.
This is to Certify that

DR. FRANCIS J. MICHELINI
[redacted]

Is a Member of
Enoch Lodge of Perfection, 14°
Zerubbabel Council Princes of Jerusalem, 16°
Evergreen Chapter Rose Croix, 18°
Caldwell Consistory, 32°
And has paid his dues to December 31st
Anson C. Woodring 33d SECRETARY
1979
Signature of Member: Francis J. Michelini

REPORT ON FI

By: Mr. Anthony F. Grazi

WILKES COLLEGE
FEB 20 1975
President's Office

Mr. J. Robert R. Har

We visited Wilkes Co
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2. Is there a need
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3. How sound is the
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Reports for the four year
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Less Expenditures

Subtotal from Regular
Operations

Less Transfers and Net
Deductions

Net Increase(Decrease)

Two factors stand o

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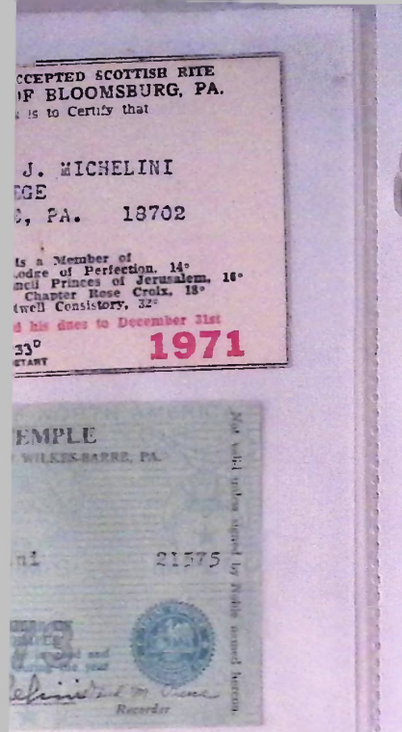
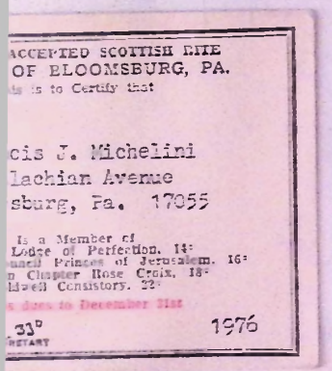
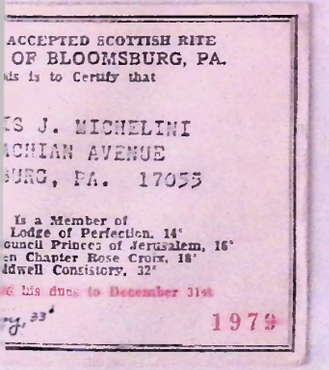








Prepared at Riley request

REPORT ON FINANCIAL STATUS OF WILKES COLLEGE

February 19, 1975

By: Mr. Anthony P. Graziano, Assistant Provost for Budget Planning and Analysis, University of Delaware

Mr. J. Robert R. Harrison, Treasurer, University of Delaware

WILKES COLLEGE
FEB 20 1975
President's Office

We visited Wilkes College on January 8, 1975; held discussions with the University President and other administrators, as well as three Trustees; reviewed the Offices of the Controller, Business Affairs and Development; and obtained copies of financial reports, budgets and other relevant data. The purpose of the visit was to provide an independent judgment as to the following three questions:

1. How serious are the present financial difficulties of Wilkes College? Are they primarily related to expenditures in connection with the flood on June 23, 1972, to other nonrecurring reasons, or are the difficulties of a more fundamental, recurring nature?

2. Is there a need for a new position such as a Vice President for Financial Planning and Development?

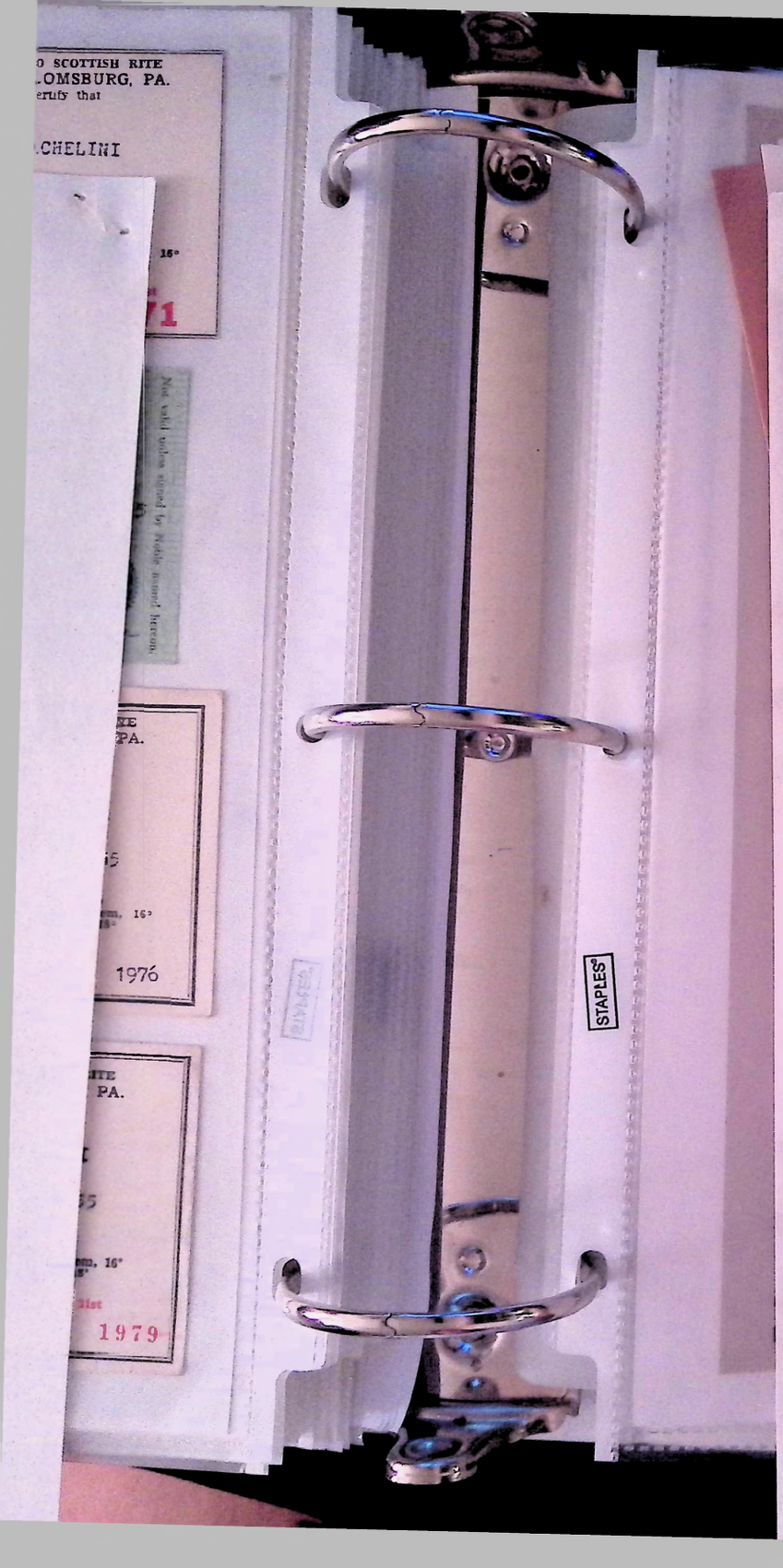
3. How sound is the present financial planning and management considered to be?

In order to ascertain the financial status of Wilkes College, Audit Reports for the four years ended June 30, 1974 were reviewed and revealed the following information:

	1974	1973	1972	1971
Revenues	$7,736,757	$7,524,303	$7,011,206	$6,740,213
Less Expenditures	(7,831,738)	(7,262,910)	(6,838,283)	(6,679,049)
Subtotal from Regular Operations	$ (94,981)	$ 261,393	$ 172,923	$ 61,164
Less Transfers and Net Deductions	(1,296,113)	1,563,414	(93,747)	(183,525)
Net Increase(Decrease)	$(1,391,094)	$1,824,807	$ 79,176	$ (122,361)

Two factors stand out in review of the above data:

1. There was a loss from Regular Operations of $(94,981) in 1974, which is understood to be the first in the history of Wilkes College. Simply stated, Revenues have increased 15% during



the period 1971-74, while Expenditures have increased by 17%. The fact Revenues have increased at a slower rate than Expenditures is directly related to Student Tuition and Fees, as follows:

Fiscal Year	Revenues from Tuition and Fees	Annual % Change
1971	$4,704,987	--
1972	5,037,890	+ 7.1
1973	4,910,380	- 2.5
1974	4,761,570	- 3.0

The above data ties in to a decrease of enrollment of students over the last several years, as follows:

Fall	Enrollment
1971	2,575
1972	2,475
1973	2,354
1974	2,173

2. The significant increase in Transfers and Net Deductions in 1974 ($1,296,113) and its effect on the Unrestricted Current Fund Balance is as follows:

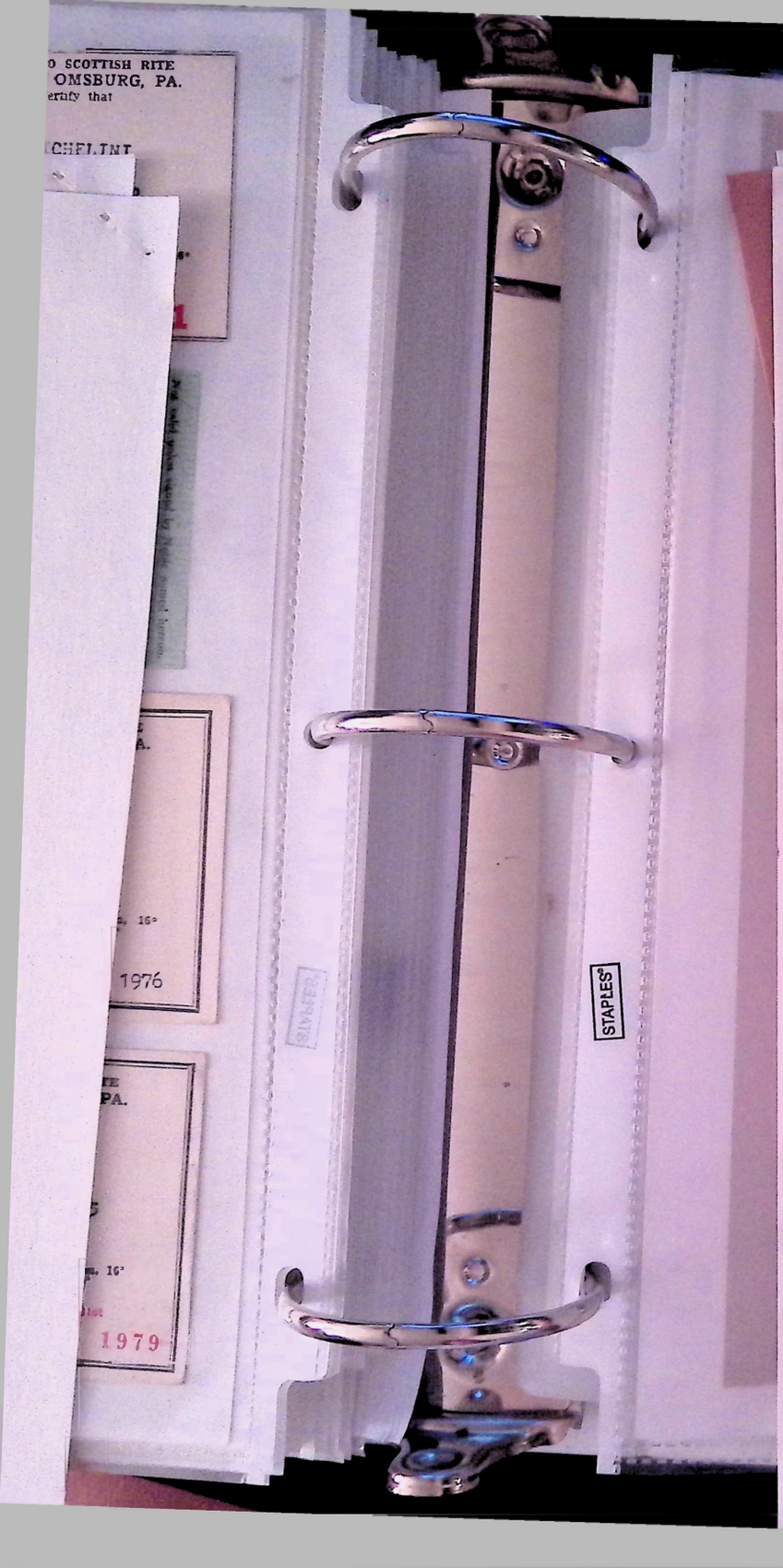
Fiscal Year	Fund Balance
1971	$ 368,717
1972	447,893
1973	591,008
1974	(387,222) deficit

There have been significant fluctuations of Transfers and Net Deductions in 1973 and 1974 and, on the surface, one would expect these to be related primarily to the financing of flood damage. In 1973 there was a net increase of $1,563,414, while in 1974 there was a net decrease of $(1,296,113). Most of these amounts, however, related to the net differences involved in the receipt and expenditure of Restricted Governmental Sponsored Programs and do not affect the Unrestricted General Fund Balance.

The principal factor causing the 1974 deficit of $(387,222) in the Unrestricted General Balance was a transfer of $(883,249) to the Plant Funds, almost the entire amount of which was required to meet the State Labor and Industry Standards.

1,120,000

The $(883,249) transfer to Plant Funds plus the loss from Regular Operations of $(94,981) caused the decrease of the Unrestricted General Fund Balance of $591,008 in 1973 to $(387,222) in 1974.



While it is not being suggested as a source of funds to be used in the present financial difficulties, the fact is that Wilkes College has Unrestricted Quasi-Endowment Funds of $758,637 (funds created as endowments funds by action of the Trustees, that may be used for other purposes by action of the Trustees). Clearly the Balance Sheet reveals no desperate financial condition. The available plusses exceed the minuses.

Wilkes College, however, does face several serious nonrecurring financial problems which will persist in the short run:

1. Completion of new Learning Center costing $7,000,000.
2. Delay in receiving Federal funds authorized for recovery from flood damage.
3. Imposition of Labor and Industry Standards by the State of Pennsylvania.

The College has just completed the new Learning Center at a cost of $7,000,000. Financing for all but $407,776 is in hand including a 20-year mortgage of $1,954,800 as of June 30, 1974 at a favorable rate of interest of 7% per annum. Wilkes College is to provide 3% of this interest rate and Federal sources have guaranteed 4%.

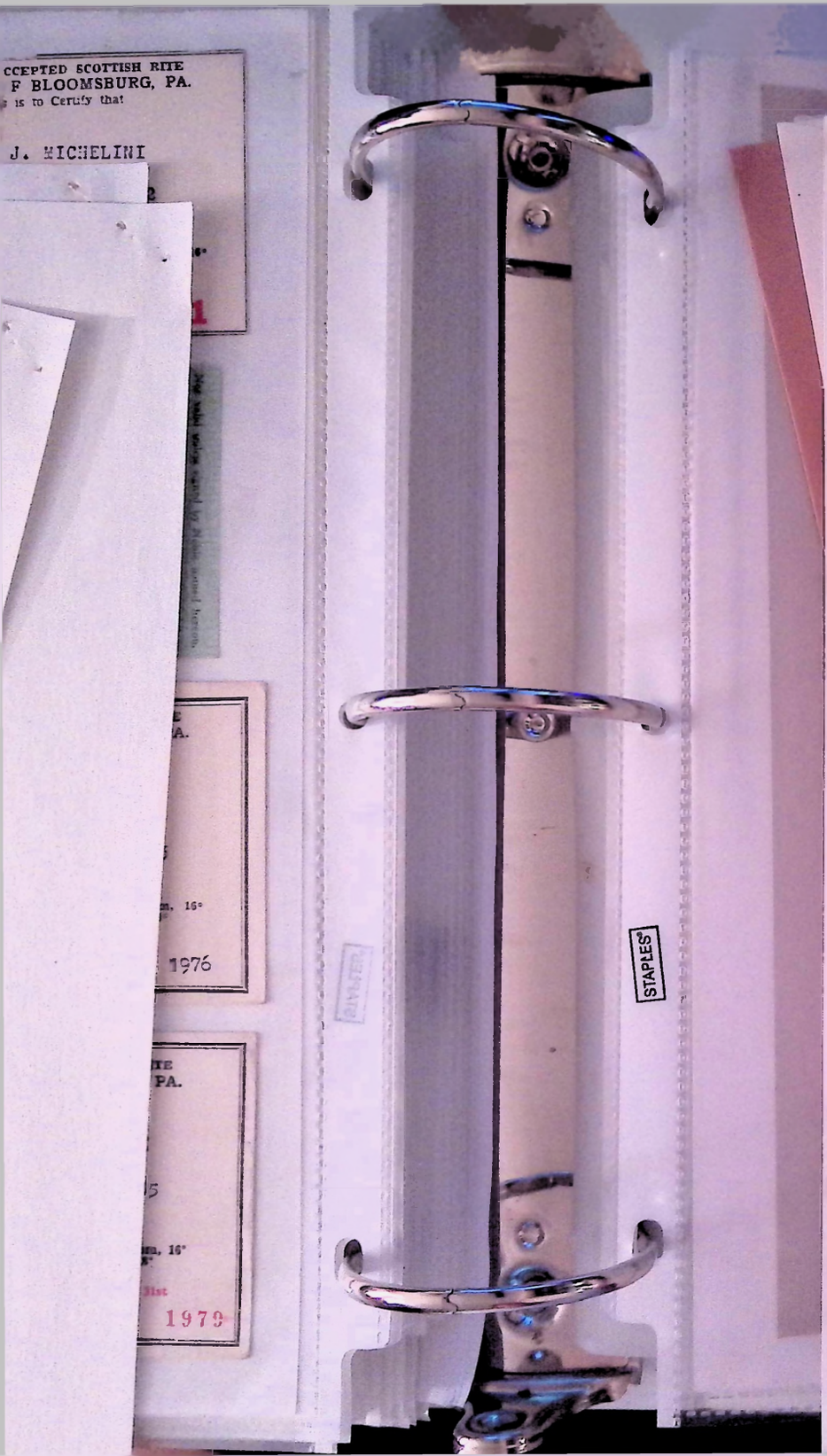
As of June 30, 1974, Wilkes College was owed $1,395,161 by the Office of Emergency Preparedness under the Disaster Relief Act of 1972. While it is anticipated the amount will be recovered, the College has had to advance the money from its Current Funds with the resulting cost of borrowing and/or loss of income from temporary investment of unused operating cash.

As of November 30, 1974, the estimated total cost to comply with the Labor and Industry Standards of the State of Pennsylvania amounted to $994,233 of which $889,233 had been expended, leaving a balance of $105,000 to complete the requirements.

The completion of the new Learning Center, in itself, would probably not have constituted a financial problem. Indeed, even the additional problems caused by the delay in Federal funding for losses incurred by the flood could have been handled by the College without serious financial difficulties. The imposition of the State Labor and Industry Standards at the same time, however, did present the College with a serious, nonrecurring financial problem.

The long-term financing of the borrowed funds for the Learning Center would most likely have been realized by the increased efficiencies in class scheduling that the new Center will make possible. The short-term financing of the flood reconstruction funds to be reimbursed by the Federal Government can be sustained for a brief period, but it would be helpful if local pressure could be brought to bear upon Congressional Representatives and in turn upon the Federal agency to effect reimbursement as soon as possible. Safety improvements in compliance with the State Labor and Industry Standards represent perhaps the single factor which will determine the duration of the existing nonrecurring financial problem and it might be advisable to seek some relief from the State in this regard.

Are the present financial difficulties of a more fundamental, or recurring nature? In order to answer this question we obtained data and asked questions in two areas:



1. Population, industry, economic stability, and competition in the vicinity of Wilkes College.

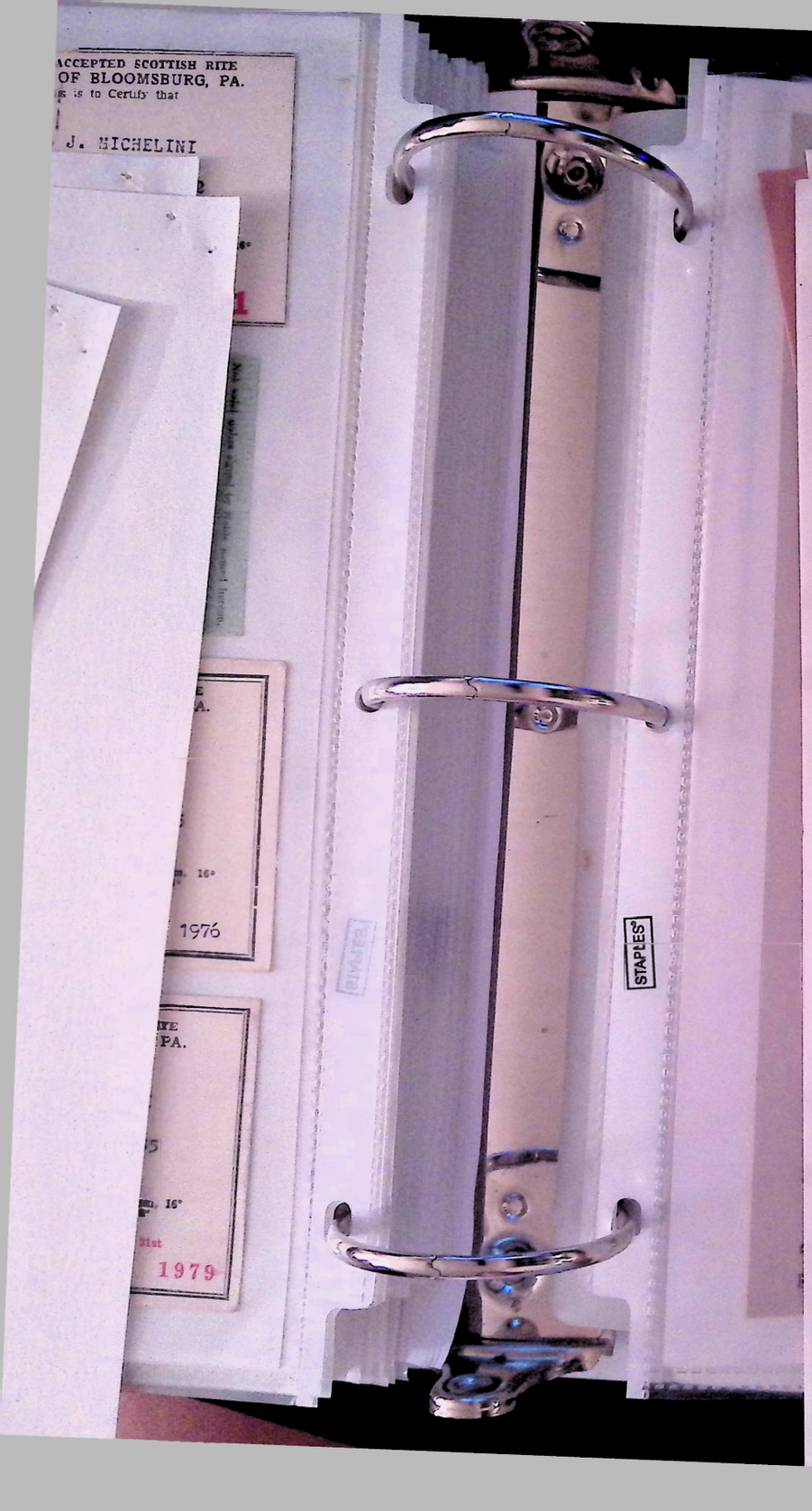
2. Student tuition and enrollment trends, average income of students' parents and related availability of scholarship aid, and cost data for academic and administrative divisions.

We understand that within a fifty-mile radius of Wilkes College there is a population base of approximately 750,000 people and latest census figures show a 3% increase in population since 1970. We were informed that Wilkes Barre itself, if observed narrowly, has a population of approximately 65,000. If taken on a wider basis, including nearby Scranton and Hazelton, the immediate population base is approximately 250,000. Industry is apparently diversified, sound and can reasonably be expected to maintain the existing population base for the foreseeable future.

The following Colleges and Universities in the general area appear to be the primary competitors of Wilkes College:

State and County Colleges and Centers	Approximate No. Full-time Undergraduates 1973-74
Bloomsburg State College	4,350
East Stroudsburg State College	3,200
Mansfield State College	3,100
Penn State Centers:	
Hazelton	1,000
Wilkes Barre	500
Scranton	1,000
Luzerene County Community College	1,200
Catholic Related or Originated	
College Misericordia (for women)	900
King's College (was for men, now coed)	1,700
University of Scranton (old Jesuit School)	2,100
Marywood College (women's college)	1,300
Private Junior Colleges	
Keystone Junior College	800
Lackawanna Junior College	300

There are a variety of present predictions available that point to an overall anticipated decline in enrollment of college students in the United States during the late 1970's and the 1980's. The predictions range all the way from moderate declines to drastic declines of from 40 to 50%. It



is our opinion the drastic declines will not materialize. Whatever the outcome, some institutions will most likely not survive but it is our firm belief that quality institutions of a unique nature and function with strong academic programs and effective management will not only survive, but may well even grow. The fourteen Colleges and Universities in the vicinity of Wilkes Barre are predominantly public or private Catholic affiliated institutions. Wilkes College is the only four-year private, non-demoninational college in the area. This could well provide some of the desirable uniqueness.

Nationally, the college-age population (ages 18-21) constitutes about 7.6% of the total population and this proportion will decline to about 6% of the total population by 1990. If this national profile applies to the Wilkes Barre area, the current college-age percentage applied to the current population base of approximately 750,000 persons within a 50-mile radius means there are approximately 57,000 college-age students available in the area.

Nationally there is estimated to be approximately 50% of the college-age population enrolled in postsecondary education. Although this statistic varies by state and region, if this average applies to the Wilkes Barre area, there will be approximately 25,000 to 30,000 college-age youth in the area seeking college attendance somewhere in the United States. As costs of college attendance increase, larger numbers of students will seek college attendance closer to home and this phenomenon has already been observed to occur sharply in the past few years. There are also signs that the participation rate of high school graduates attending college has begun to decline nationally. If we presume these national trends hold in the Wilkes Barre area, then there is likely to be just barely enough population to sustain the current level of enrollment in each institution but the distribution of the available enrollment amongst the institutions can change dramatically if the gap between public and private tuition charges increase significantly.

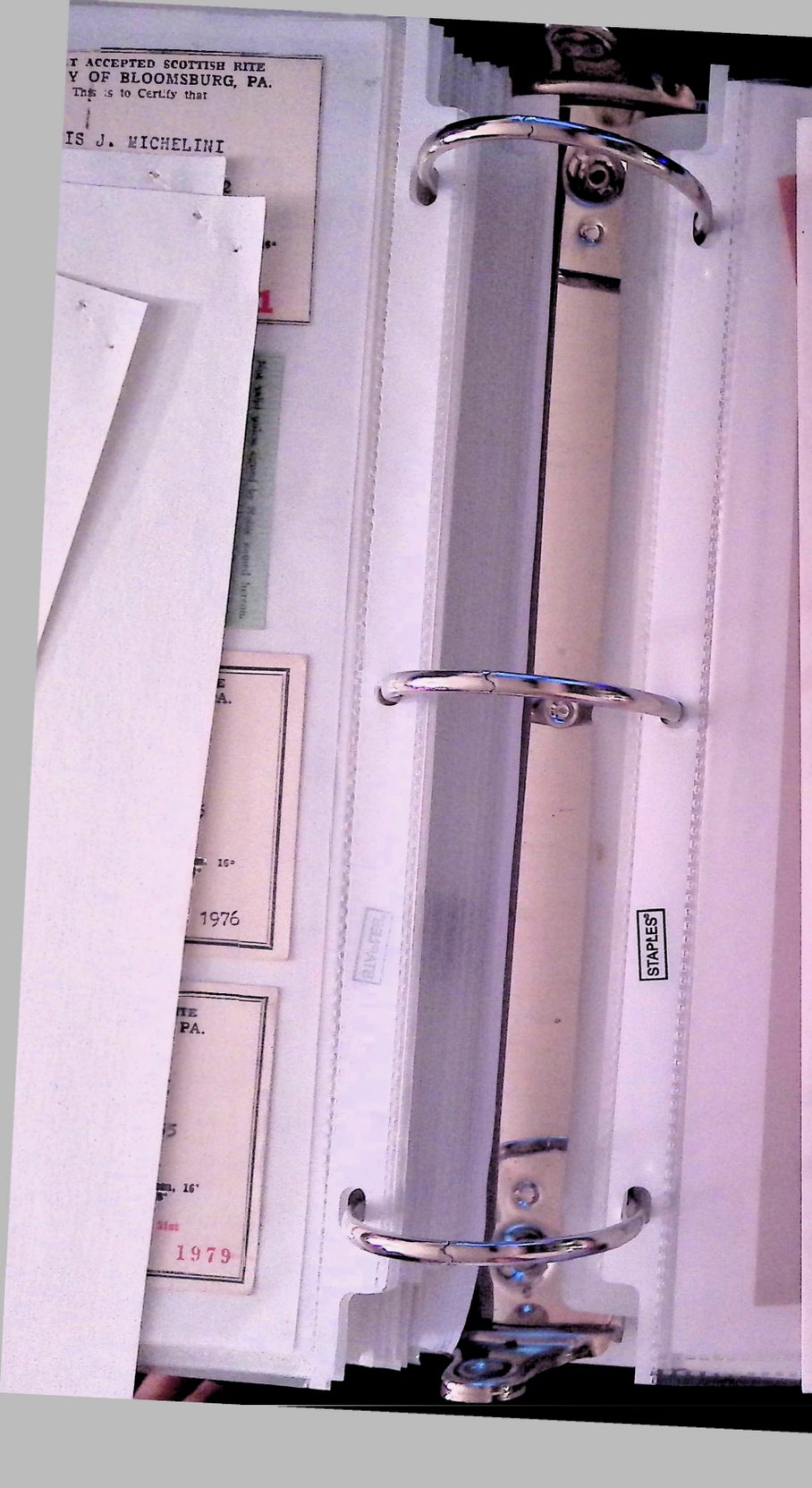
Unless increasing numbers of nonresident students are attracted to the fourteen institutions, or unless new "nontraditional" students can be cultivated within the local population base, there is likely to be:

1. Fierce competition for available enrollment. (This competition will probably not take the form of price cutting for none of the institutions can probably afford such a strategy. However, the public institutions now have a most important pricing advantage due to high subsidy from public tax funds.)

2. Attempts at sharing program resources (these attempts appear to have begun with significant participation and leadership provided by Wilkes College).

3. Formal merger of or even a possible closing of the smallest institutions.

While it will be important for Wilkes College to "attack" its financial problems on several "fronts" it is our judgment that the attraction of additional students must rank as a primary objective. This might take the form of creating commuter incentives, heavy emphasis on student recruiting or any number of possible approaches directed toward increasing enrollment.



We were provided information indicating approximately 73% of Wilkes College students receive student aid, or stated in another way, college costs are subsidized for approximately 1,500 students. Approximately 800 of these 1,500 students receive an average of $1,200 from the State Scholarship Commission, which amounts to approximately $960,000 Tuition and Fees Revenue per year. For this year only, the College receives an additional $350,000 per year from the State's Institutional Assistance Grants Program. Scholarship assistance from the State is in addition to available Federal aid where retrenchment has been and apparently will continue to occur.

This represents a relatively very high amount of student aid for a small college and we understand that the reason is that the parents of 52% of the enrolled student body have an adjusted family income of $8,000 or less. This fact demands that Wilkes College maintain an unusually strong base of outside support for its students. It is imperative that the State of Pennsylvania continue and expand its State Scholarship Program and that other means be found to diminish the price advantage enjoyed by public institutions if the private sector is to viably continue to serve its constituents.

The SAT scores of students admitted to Wilkes compared to the national average for 1973-74 demonstrates that the Wilkes student body is primarily made up of bright students from lower income families. The academic program is apparently perceived to be of sufficient high quality to attract good students who, because of low family income, might very likely be denied the opportunity for an education if Wilkes College is denied the ability to continue to provide large amounts of tuition subsidy.

	Wilkes	National
SAT Verbal	495	447
SAT Math	513	482

How do the costs at Wilkes College compare to other similar inscitutions and are they reasonable? This is an important consideration in determining long-range prospects as well as in arguing for public subsidy of tuition. There are data that provide insight into the effectiveness of management and efficiency of Wilkes College. The Center for the Study of Higher Education of the University of Michigan and the Ford Foundation collaborated to provide the following national average figures for Educational and General Expenditures per students enrolled at four-year, liberal arts colleges:

		Wilkes College		
	National Average Educational & General Expenditures per student	Educational and General Expenditures	Enrollments	Average Expenditures per Student
1970-71	$3,026	$5,656	2,556	$2,209
1971-72	3,138	5,916	2,575	2,297
1972-73	3,282	6,316	2,475	2,552
1973-74	3,500*	6,882	2,354	2,924

* Data was not available for Fy 74 at the time the study was performed, but we have conservatively estimated a 6% increase for that year.

With the rather sharp decline of enrollments in 1973-74, of course, the Wilkes Average Expenditures per Student increases rather sharply. However, even with the problem of decreasing enrollment, there is a clear pattern of substantially less cost per student at Wilkes College than for the national average. This expenditure per student can in fact decrease by increasing enrollment at what will certainly be less than marginal cost.

The distribution of expenditures of four-year colleges is collected annually by the U. S. Office of Education and the expenditure pattern of Wilkes College can be compared to national averages for FY 1972 (the latest figures reported by the U. S. Office of Education).

Category of Expenditure	Wilkes College	Private Four-Year Colleges	Public Four-Year Colleges
Administration	19.53%	22.71%	17.30%
Instruction	47.15	34.77	46.91
Research and Public Service	8.64	17.58	12.63
Library	4.19	3.81	4.31
Organized Activities of Educational Departments	1.29	2.49	3.38
Plant Maintenance and Operation	13.20	9.79	10.60
Student Aid (1)	6.00	8.85	4.88
Total Expenditures for Education & General (2)	100.00%	100.00%	100.00%

(1) From institutional and Federal sources only. State sources are not considered institutional student aid by the Study of the Office of Education.

(2) Excludes housing, food service, and other auxiliary enterprises.

The expenditure pattern for Wilkes College reflects the predominance of the instructional program, administrative costs that are in line with other four-year colleges, and a plant maintenance and operation expenditure probably required for the unique nature of the physical plant. Moreover, we found the administrative officers with whom we met to have a thorough grasp on the college's internal as well as external affairs. There is a high espirit de corps and the financial and planning operations appear to be integrated and effective. We encountered several examples of cost consciousness and examination of alternatives in running the College's affairs. Academic program considerations and the needs of faculty and students were obviously given the utmost attention, especially during the recent period when cut-backs were necessary in the number of faculty. Those whom we met seemed to have a clear understanding of the College's mission and its problems and seemed to be more than just concerned, but rather working intently on solving small daily problems as well as the large immediate problem. No

The Beacon - November 17, 2015

one appeared to have lost perspective and the President appeared to have the support of his administration and faculty. These factors will be most important in bringing the College through its short-term problems and focusing upon the long-term problems.

In our review, as long as the recent enrollment decrease is gradually reversed, there seems to be ample evidence that there are no unsolvable, fundamental and urgent financial problems of a recurring nature. While Wilkes College will have to exercise ingenuity and its fullest capacity for problem solving in the decade ahead, in our opinion, there exist the necessary ingredients of uniqueness and strength that point to the probability of Wilkes College maintaining its present size and excellence and, indeed, perhaps even increasing in both areas.

Is there a need for a new position such as a Vice President for Financial Planning and Development? How sound is the present financial planning and management considered to be? From the foregoing analysis it is probably clear that, in our opinion, the present Administration seems to be aware of the College's financial and other problems and can plan for their resolution. Our review of the Offices of the Controller and Business Affairs, together with the grasp of the problems by President Michelini, leads us to the conclusion that Wilkes College has sound financial planning and management. The combination of events which followed the flood, the resultant construction outlays, and the difficulties encountered in obtaining the funds for those outlays would have tested any administration.

In the current national economic situation and for the near-term future, there is a very low probability of obtaining funds from sources other than those traditional for Wilkes College. Foundations, business, and industry are retrenching in their support of educational and other nonprofit institutions, as is the Federal Government. There is practically no new money available from these sources and indeed there is evidence of absolute reduction in current levels of financial support. The traditional fund raising sources for Wilkes College will have to be cultivated intensively by familiar and knowledgeable people.

Should the Trustees believe that either financial planning or development require strengthening, one further comment warrants mentioning. While some organizations combine financial planning (requiring skills of sound fiscal judgment and knowledge of accounting and finance) and development (requiring skills of fund raising and marketing), it is our judgment these skills are rarely found equally strong in a single individual and the functions should not be combined.

If you have questions or comments concerning this report, please feel free to contact us further.

RH:AG/dlm

STAPLES
The Beacon - November 17, 2015

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STAPLES

March 31, 1977

Dear Mike:

Just a note to bring you up to date. I'm sweating out a board meeting of LCCC on a PR job. They meet April 5. Buddy Rinehimer could use a call and recommendation -- if you feel you can or want to make one -- to offset a bit of reluctance on Bob's part to provide one. Puzzled? I came back thinking I had left Wilkes after having given every ounce of loyalty to Bob and found that those mysterious powers, which I think you are familiar with, had ambushed me. I was shocked, confused and deeply hurt. I can't even figure out why or of what use the people involved had in getting to Bob after I had left and hit him with everything from the fact that I had talked him down to others, discredited my successor to the news media, etc. The job was a good one and had the advantage of time before I even knew it had happened. I called Bob to ask if I could use him as a reference and the whole thing tumbled out. I asked for an immediate meeting and got one the next day. We discussed it quite calmly, but they had said much -- all of it untrue and if he would only think about it quite unlikely as well as impossible -- and it had perked inside him for the time that I was away. He said he had had a call from Buddy Rinehimer and had suggested that "perhaps a recommendation might be sought elsewhere." When we departed after our talk and my reminder of the intense loyalty to him while I was there he said he would call back on the LCCC situation, but there is the question of how much damage has been done. I'm convinced there is no escape from that crew. Please do not mention this to him in any conversation inasmuch as he asked that it be kept confidential.

Just had a thought -- maybe to make myself feel good -- maybe it would be to ~~there~~ in advantage PR-wise if they didn't have me to contend with at LCCC. In any event, if you can make a call to Buddy before the meeting on the 5th it will help. I have tried to convey to them that the job at LCCC would mean a total commitment to me. This office is a necessity as a place to hang my hat and do some free-lance work -- since we have to make an attempt to bring in a few bucks -- but my first choice would be to WORK a full-time job at LCCC.

Best to Ann Marie and all.

As ever your friend,

Tom

Office:
Suite 1409 Northeastern Bank
Public Square
Wilkes-Barre, Pa. 18701
Phone (717) 822-6999

(over)

Dr. Francis J. Michelini
533 Appalachian Avenue
Mechanicsburg, Pa. 17055

The Beacon - Novembe

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Volume 69 Issue 09

The Beacon - Novemb

Honors
Second p

By Meghan Burns
Staff Writer

In a ceremony on N
university president
dedicated a building to W
second president, Francis
The new Michelini Hall
as Barre Hall, is located at
It is home to the current
Honors Program students
Dr. Michelini, known
Mike," was the second p
University. He joined the
in 1955 as a full-time fac
biology department. Just
1963, he became dean of
In 1970, he becam
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Michelini is given r
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5

ll receives new name
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The Beacon/ Gabby Glinski

cis Michelini stands infront of the newly renamed Michelini Hall after the
ion ceremony.

Tom Moran
Suite 1409
Northeastern Bank Bldg
Public Square
Wilkes-Barre, Pa. 18701

Personal from Tom
Re LCCC

Dr. Francis J. Michelini
[redacted]

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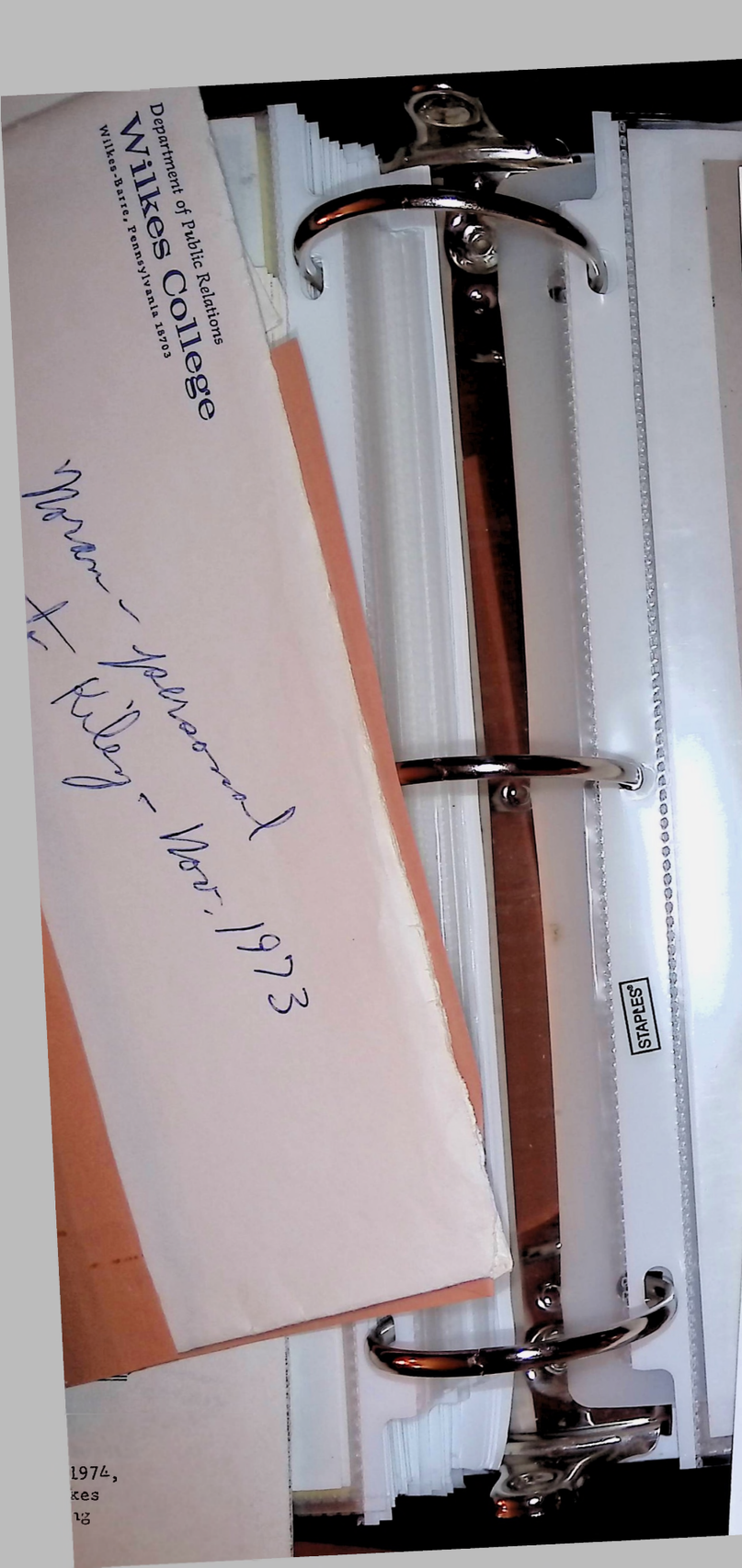

WILKES COLLEGE
WILKES-BARRE
PENNSYLVANIA 18703

November 14, 1973

Mr. Thomas H. Kiley
Chairman, Board of Trustees
Wilkes College
Wilkes-Barre, Pennsylvania 18703

Dear Mr. Kiley:

In more that 20 years as a newspaperman I have probably written several hundred thousand words that were structured as stories to cover God knows how many situations and topics. I must admit, however, that I stared at this sheet of paper for many long minutes wondering how or where to begin this letter.

I have to confess that my meditation resulted in the astonishing conclusion that there is no "right way" to start it. Finally, I recalled the words of my old boss, then the city editor of the Pittsburgh Post-Gazette, and not known for tact and diplomacy. "For Christ's sake, sonny," he told one young reporter, "put something on paper, but don't sit there and stare at it!"

That's what I'm doing and I guess the best way to move this along is to say what I honestly believe to be the correct response to what has become known on the grapevine telegraph as "The Michelini Situation."

I personally believe as an ex-newspaperman of only three short years back and as the college public relations director that to allow or cause Dr. Michelini to leave the office of president would go down in the history of the college as one of the most colossal misjudgments ever committed.

I am well aware that many members of the board are familiar, in varying degrees, with the principles of public relations. And it is because of this that I find it difficult to believe that what apparently started out with the complaints of, at most, a dozen disgruntled employees has turned into a nightmare.

As the person in the public relations position at the college, I also am in somewhat of a unique crossroads of information from every possible source. It means that in any prolonged, critical situation bits and pieces of information come from all sides and, I might add, sometimes from the strangest sources. You might compare it to pieces of a puzzle that are saved, the old with the new, until you finally discover that by putting them together you get a pretty clear and often scary picture.

Mr. Robert Capin

I began collecting the pieces to this puzzle quite a while back and watched them take shape while those inclined to gripe (And what organization doesn't have such people?) grew increasingly more daring. They reached the height of undreamed success when they discovered they could freely by-pass the chief administrative officer, appointed by the board of trustees, and go directly to the board members without being referred back to their immediate superior.

From this point on, it was clear sailing. And they have made the most of it.

Unfortunately, most, if not all, of the key administrators and department heads have not been heard. You might ask why they, too, did not see fit to come forth and report in a positive manner. The answer is simply that they were not only too busy doing their jobs, but are of a properly disciplined academic breed that they would not entertain such an unethical maneuver. And, I might add, many either haven't heard about it or have passed off such a possibility as too absurd to be considered.

I respectfully ask you to believe me when I say that if I felt the interests of the college, the students and the community would be better served without Dr. Michelini as president, I would only have to remain silent -- a disinterested person who would hope that his qualifications would be acceptable to the next person named.

Now, if you will bear with me, let us consider things from a more objective public relations viewpoint.

Dr. Michelini's image in the eyes of the public is damn good. He has been named to a number of civic and professional positions. He's simply "Dr. Mike" or "Mike" Michelini to a lot of people in all walks of life, who like him because he is what he is. He has appeared as a speaker before audiences in almost every category and has been well received. His family life can't be questioned. He has never made a single mistake in all his contacts with the news media. Newsmen admire him tremendously because he has the magic touch that stems from a naturalness that makes them feel like they are with an old friend.

As one who hasn't been away from the non-academic world long enough to lose touch, I would be remiss in my position if I didn't caution that the news media will ask sticky questions that are going to be extremely difficult to answer. And all too quickly the word will get out -- if from no other source than the same people who set the stage and will not be satisfied to allow their victory to pass unnoticed. Dr. Michelini trusted them and look what happened.

I shudder to think what someone like Lee Linder, Associated Press columnist who wrote many words about Dr. Michelini and the miraculous recovery of Wilkes College from more than $14-million in flood damages, would write even now if he heard that this same man who led the college back to its present state was on the verge of being removed only a year and a half later.

As a PR writer I can turn out the best story in the world about Wilkes President Francis J. Michelini submitting his resignation to the board of trustees with

Mr. Robert Capin

deep regrets because he has accepted a seemingly more prestigious position elsewhere. But I assure you that there are enough good newsmen in this town, despite what you might think, to smell something fishy. Some already have inquired about rumors of dissension.

I am not being an alarmist when I say that this could become our own version of "Watergate" and no one can possibly predict how many people, places or things would be hit by the fallout.

The removal of Dr. Michelini certainly isn't going to increase the public's confidence in the college. Such a move will be felt in our campaigns and in alumni interest. It will be noted not in a positive sense by prospective students, their parents and those others to whom they turn for advice on what college they should attend.

I quite agree that there is room for improvement in certain spots. I am equally optimistic that Dr. Michelini is not only well aware of this, but in his own way is approaching a position where he will move to correct these deficiencies. But I also know him to be a cautious man who is making sure that the impact of these decisions will not involve the college in a messy legal situation if it can be avoided.

That's about it. I can only hope that you accept this letter as an honest and sincere report from someone close to the overall situation. I have never been a yes-man and, I guess in looking back, never one who didn't call it the way he saw it even if there were hazards involved. Tonight I have a feeling that I am going to sleep a little bit better than I have since this situation came into full bloom.

Respectfully,

Thomas J. Moran

Thomas J. Moran
Director, Public Relations

cc: Mr. Ben Badman, Jr.
Mr. Andrew Hourigan, Jr., Esq.
Judge Edwin Kosik

Mr. Robert Capin

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STAPLES®

The Beacon - November 17

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Volume 69 Issue 09

The Beacon - Novemb

Honors
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By Meghan Burns
Staff Writer

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The Beacon/ Gabby Glinski

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From the desk of

THOMAS J. MORAN
PUBLIC RELATIONS DIRECTOR

Dr. Mike--

I have thought much about the situation and even this morning when some of the discussion was winding its way through the usual forest of confusion I couldn*t help but look at you and wonder if you weren't allowing your thought to also dwell on the problem. There is attached to this a copy of an old news release and a bit of verse that I often wished I had read when one big chance was dropped in my lap.

"There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries
We must take the current when it serves,
Or lose our ventures."

Hope it helps you to make a decision that will bring happiness. Tom

WILKES COLLEGE • WILKES-BARRE, PENNSYLVANIA 18703

STAPLES

Department of Public Relations
Wilkes College
Wilkes-Barre, Pennsylvania 18703

Memorandum
to Riley - Nov. 1973

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The Beacon/ Gabby Glinski

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WILKES COLLEGE
WILKES-BARRE
PENNSYLVANIA 18703

October 4, 1974

Mr. Robert Capin
Dean of Academic Affairs
Wilkes College
Wilkes-Barre, Pennsylvania

Dear Dean Capin:

As you know, I have resigned my position as President of Wilkes College, effective June 30, 1975.

I am not certain of my goals at the present time; however, I would like to request a two-year leave of absence without pay from my position as Professor of Biology.

I will keep you informed by the appropriate dates whether a return to teaching status is anticipated.

Thank you for your attention to this matter.

Sincerely yours,

Francis J. Michelini

Francis J. Michelini
President

FJM:mc

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WILKES COLLEGE
WILKES-BARRE, PA. 18703

Mr. Robert Capin

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The news of today reported by the journalists of tomorrow.

Honors college residence hall receives new name

Second president of Wilkes University, Francis Michelini

By Meghan Burns
Staff Writer

In a ceremony on Nov. 10, current university president Patrick Leahy dedicated a building to Wilkes University's second president, Francis J. Michelini.

The new Michelini Hall, formerly known as Barre Hall, is located at 80 W. River Street. It is home to the current Wilkes University Honors Program students.

Dr. Michelini, known to many as "Dr. Mike," was the second president of Wilkes University. He joined the Wilkes community in 1955 as a full-time faculty member in the biology department. Just eight years later in 1963, he became dean of academic affairs.

In 1970, he became the university's president.

Michelini is given recognition because two years after he became president, he was put in the difficult situation of dealing with the aftermath of the flood from Hurricane Agnes. He was the driving force behind what became known as "Operation Snapback."

Opening the ceremony, President Leahy thanked Dr. Mike for his 20 years of dedication to Wilkes and its students.

"There is a special place in our Wilkes history for Francis Michelini," Leahy said.

Michelini was emotional as he took to the podium to begin his speech. He reminds those in attendance that, "We should not judge people by their religion, or by their color or by their sex. We should judge people by what they can do with their minds, and that's the whole premise of this institution."

Wilkes University students will be reminded of the impact Francis J. Michelini has made on the university when they exit Michelini Hall and see his famous words, "We're all in this boat together."

@wilkesbeacon
meghan.burns@wilkes.edu



The Beacon/ Gabby Glinski

Dr. Francis Michelini stands infront of the newly renamed Michelini Hall after the dedication ceremony.

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TO SHEETS

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