



Nebo
Toss
this if
you don't
want it

ADMIRAL HAROLD R. STARK TROPHY

The most recent addition to the Admiral Harold R. Stark Room collection of memorabilia is a handsomely restored silver trophy. It was presented to Jon Lindgren, Director of the Eugene Farley Library, by Lindsay Coon Robinson, on behalf of Admiral Stark's daughter, Mary Stark Semans.

Mrs. Semans and her sister Katharine Stark Gillespie are long-time friends of Wilkes University. Although they live in the District of Columbia area, they have visited Wilkes University on a regular basis in order to update and arrange the Stark Memorial Room's acquisitions.

The Stark family summered at Lake Carey, just north of Tunkhannock. In the mid 1930's Admiral Stark encouraged his Lake Carey friends to assemble a fleet of class sailing boats to be raced in competition. His idea caught on. The Comet class was selected, and by 1938 approximately 10 boats were registered with the National Association.

Races were held every Sunday afternoon from June until September, and Admiral Stark's trophy went each year to the skipper who had won the most races over the course of the summer. It was further stipulated that if won by the same person three different years, it would then be retired and belong to that person.

A. Harden Coon Jr., now deceased, became the permanent owner of the Stark trophy in 1948 and his sister, Mrs. Robinson, has, in her words, "sent the trophy home."

June 1991









IMPORTANT

KIND OF SURFACE	MAX. SPEED
HARD	50
ROAD	3
CURAL ON	10
HARD WICH	15
AND SAND	
BUILDING	
1977	









EUGENE F. JANNUZI

Dear Mrs. Stevens:

Here's a copy of
the speech. I've shipped
250 to you air express.
They should get to you tomorrow,
Wednesday.

If there's anything
else we can do, please let
me or this office know.

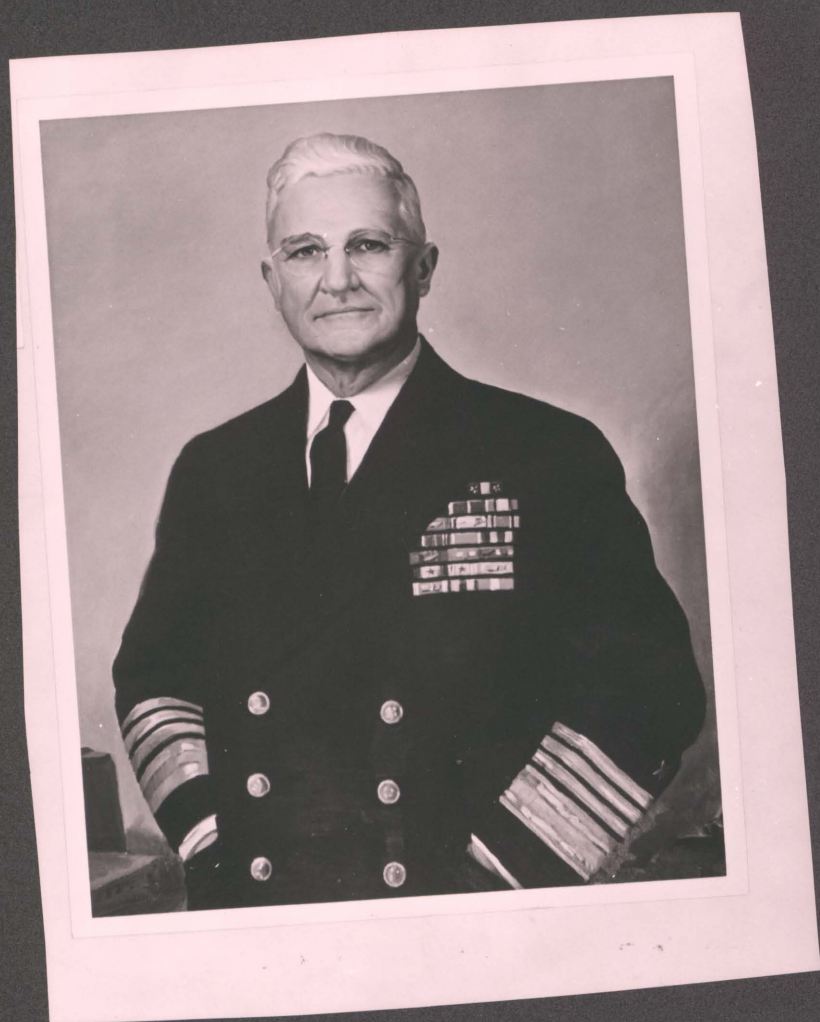
(over)

9-24-57

Sincerely,
Gene Jannuzi

I sent a copy to the AP
here, but have made no other
distribution.

No one here seems to know
your first name!





- 2 -

Address By Admiral Ben Moreell
On The Occasion Of The Dedication Of The
HAROLD R. STARK SCIENCE HALL
WILKES COLLEGE
Wilkes-Barre, Pennsylvania
September 27, 1957

SCIENCE, INDUSTRY AND EDUCATION

I am honored indeed to make the dedicatory address for the Hall of Science at Wilkes College. And when this structure bears the name of a great American Naval Officer, with whom I have been privileged to serve and for whom I have the most profound respect and affection, then surely I am warranted in saying with the Psalmist, "My cup runneth over."

For among my most treasured possessions are the memories of my close association with Admiral Harold R. Stark, United States Navy, retired, during those trying years immediately preceding our entrance into World War II, when we were neither wholly at peace nor wholly at war, when we were bending every effort to prepare for any eventuality.

Most of you are aware of the Admiral's notable Naval career. It spans the period of the two great World Wars; and thus the difficulty of compressing even a brief account of that career into the time available to me today. I shall, therefore, confine myself to the highlights.

Harold Raynsford Stark was born in Wilkes-Barre in 1880, the son of Benjamin Franklin and Frances Warner Stark, native Pennsylvanians. He graduated from the Wilkes-Barre High School and Harry Hillman Academy and entered the United States Naval Academy in 1899 where he graduated in 1903. In 1907 he

married Katherine Adele Rhodes of Wilkes-Barre, his childhood sweetheart, with whom he used to sail on Lake Carey. This circumstance no doubt accounts for his early love of the water and of sailing, two attachments which remain with him to this day. In 1942 he was designated as Commander of United States Naval Forces in Europe.

Until World War I, his duties followed the normal pattern of service at sea and at shore stations. Soon after we entered that War he was assigned to command a division of five Destroyers, which he was ordered to bring from Manila to Gibraltar at the height of the southwest monsoon. For this notable feat, accomplished with a high degree of professional competence, he received the Distinguished Service Medal, the first of many honors which marked his career.

Admiral Sims, then Commander of United States Naval Forces in Europe, had issued orders that on arrival in waters within his command, Commander Stark was to be detached and ordered to London for duty as Aide and Flag Secretary on his staff. In this capacity Commander Stark served during the remainder of World War I, returning to the United States with Admiral Sims at the end of that War.

His assignments subsequent to World War I, ashore and afloat, were those of an outstanding officer who had won the high regard of his superiors and who was rapidly establishing a Service reputation for great ability and devotion to duty. I was intimately associated with Admiral Stark during this period.

In 1934 he was appointed Chief of the Bureau of Ordnance with the rank of Rear-Admiral. On the completion of this duty in 1937, he returned to sea as Commander of a Cruiser Division, and subsequently Commander of Cruisers of the Battle Force. From the latter duty he was appointed by President Roosevelt to be Chief of Naval Operations with the rank of full Admiral, thus becoming the Ranking Officer of the Navy.

Admiral Stark's notable service in this office, from 1939 to 1942, earned for him his second Distinguished Service Medal and fixed his place in Naval history as an administrator of exceptional competence.

In 1942 he was designated as Commander of United States Naval Forces in Europe. His Command covered the Azores Islands, as well as the Mediterranean and Northwest Africa. He remained in this assignment until 1945. During this period he played a vital role in the events which led to the final victory in Europe. For this service he was awarded a third Distinguished Service Medal by the Navy, and General Eisenhower conferred upon him a Distinguished Service Medal on behalf of the Army.

Admiral Stark was retired in 1946 after 47 years of active Naval Service.

In addition to the four Distinguished Service Medals already mentioned and numerous campaign medals, he received decorations from many of the governments allied with us in the Great War, some twenty in all. While Chief of Naval Operations he received the honorary degree of Doctor of Civil Law from Bucknell University and later he received a similar degree from Oxford University in England.

These, in briefest outline, are the historical highlights of a distinguished Naval career. They may seem somewhat prosaic to one who does not know the manner of man who stands behind them. I was intimately associated with Admiral Stark during his entire service as Chief of Naval Operations from 1939 to 1942, when I served as Chief of the Bureau of Yards and Docks and Chief of Civil Engineers of the Navy. His leadership stood out as a beacon for me and for many others who looked to him for guidance. Never have I known another man who matched his ability to instill in his associates and subordinates those attributes which the Country

expects of its military leaders. And he did this not by capricious decisions or peremptory orders, but by the power of his personal example. His devotion to duty, his tireless energy, his sympathetic understanding of the foibles of human nature, his patience and quiet persistence in times of great stress, his wise judgments and his love of country have set standards of personal conduct in the Naval Service which will never be exceeded and rarely equaled.

His record is one of endeavor and achievement far above and beyond the normal requirements of duty. In his person he epitomizes that ultimate measure of devotion to his assigned tasks which has been well described as an obedience to the unenforceable - a willing response to the call of conscience. I salute this great patriot.

SCIENCE, INDUSTRY AND EDUCATION

Our purpose today is to dedicate a Hall of Science to the service of an institution of higher learning. Science and liberal arts education alike have important contributions to make to the well-rounded life. Together with religion, they comprise the major cultural forces in our society. But if science, education and religion are to be effective, they need to be sustained by another element. I refer to business and industry, the economic side of life. All cultural activities are dependent in large degree for their well being and growth on the productivity of American Industry. Our economic activity supplies the means for all our ends. It is fitting, therefore, that we inquire briefly into these things; the nature of science, the functioning of American Industry, and the educational processes which will be nurtured in these halls. I am convinced that an intimate liaison between these three - science, industry and education - is essential if we

are to achieve that measure of social progress without which we cannot survive as a free people.

In recent years there has been a revolutionary change in scientific thought. New knowledge in this area demands that we re-assess our previous views on the economic, political and social aspects of our contemporary life and their inter-relationships. I will sketch briefly some of these developments.

First with respect to Science: We are living, it is often said, in an age of science. Improved living standards, increased life expectancy, modern methods of communication and travel, all testify to the enormous benefits we are reaping from science. But science has also introduced some hazards. The scientific method, which has penetrated the human consciousness very deeply, affects our outlook and habits and thoughts so powerfully that we are in danger of accepting its validity in areas where it cannot be decisive.

Science does not deal with the whole of life but only with selected aspects thereof. This fact is emphasized by Dr. Warren Weaver, a recent past president of the American Association for the Advancement of Science. In an address to the Association Dr. Weaver said, "Science has impressively proved itself to be a powerful way of dealing with certain aspects of our experience. These are, in general, the logical and quantitative aspects We simply do not know yet how far these methods, which have worked so well with physical nature, will be successful in the world of living things." (Emphasis supplied.)

Without question, there is a place for the scientific method in the study of human behavior, individual and social. But the role of science in this area is strictly limited. Dr. Weaver warns us that it is "not at all necessary

that the particular analytical techniques of the physical sciences be forced upon biological or social problems with the arrogant assumption that they can and should make unnecessary other types of insight and experience."

However, this humility was not a feature of nineteenth century science.

Thus, it was only natural that Karl Marx, living when science was thought to be the only avenue to truth, should have called his socialism "scientific"; he pinned the label "utopian" on all earlier socialisms. And from Marx's time to the present we have been plagued by those who, armed with pseudo-science and playing upon popular scientific superstitions, have sought to mold society according to the pattern of their own particular master plan.

Individual liberty has yielded ground everywhere before the onslaughts of the social planners, who adopt various labels, such as Communism, Socialism or Welfare Statism. These people differ among themselves, but they all agree that no individual life shall go unplanned--if they can help it. And they have presented their case persistently, with what seemed like logic and what appeared to be facts. Above all, they appealed to the prestige of science. The methods of science applied to physical nature produced obvious benefits; therefore, they said, all we need do is to apply science to society to have a brave new world!

But the revolution in science has cut the ground from under these arrogant assumptions. True science has now reached the point where it gives more support to man's intuitive desire for freedom than to the pseudo-scientific efforts of the social planners. Science has become acutely aware of the limitations of its method.

The intent of the Founding Fathers was to establish here a new type of government under which each individual would be free to go as far as his talents permit. Our new understanding of science provides reassurance that this intent is consistent with the nature of the universe.

- more -

- more -

Now we begin to understand why the misguided effort to apply the methods of science wholesale to society must result in central planning, socialism or communism. If you wish to think in terms of "scientific socialism" you must first reduce men to calculable units, each one very much like any other. Disregard the human equation and the drawing of social blueprints becomes easy. Actually, the individual person is a richly various, many dimensioned, multi-faceted, undivided whole. But in the eyes of the social planner he is only a dehumanized unit, of no interest except as he can be used to confirm a general theory.

We who regard each individual person as a unique being, unlike any other person, find that our conviction in this matter is no longer denied by the best scientific thought. The methods of bringing selected aspects of physical nature under control can no longer be used as justification for bringing people under control. Socialism, where it pretended to be scientific, was always based on a misunderstanding of science. The new understanding of science lends no support to socialism. The social planners can no longer trade on the prestige of science. The climate of opinion has changed, and we can again hearken to the voice of individual conscience which tells us that any effort to reduce persons to abstractions, so that they may be more easily controlled from the top, is wrong and doomed to failure.

THE AMERICAN POLITICAL AND SOCIAL PATTERN

The intent of the Founding Fathers was to establish here a new type of government under which each individual would be free to go as far as his talents permit. Our new understanding of science provides reassurance that this intent is consistent with the nature of the universe.

The revolutionary part of their idea was a new political application of certain concepts which are an essential element of the Judeo-Christian religious tradition.

Basic to this tradition is the concept that God rules the universe; with the corollary that all men are creatures of God. It follows that if men are creatures of God, each man is sovereign in his relations with his fellowmen, and therefore has worth and dignity, as an individual. This concept of individual sovereignty gave birth to the idea of limited government--a government which is itself forbidden to trespass on the rights of the individual and which exists only to prohibit private trespass.

Those who launched this American experiment believed that each of us has an inalienable right to life. The sustenance of life implies the right to control the fruits of one's labor, that is, one's honestly acquired property. Without these corollary rights, the right to life itself has no meaning.

To make these rights secure, the individuals concerned designated a common agency, whose function was to do for all of them collectively but equally, that and only that which each one had a right to do for himself individually.

This agency, "government", was commissioned to defend the lives, the liberties and the livelihoods of the Nation's citizens; to invoke a common justice; and to keep the records incidental thereto. Other than this the people were to be free to pursue their own interests, provided that such pursuit would not lead them to trespass upon the natural rights of others.

group only to the extent that the individuals who comprise it have progressed morally and socially, as individuals.

MAN'S SOCIAL PROGRESS

The best the group can do is to create a "climate conducive to social progress". Such a climate prevails when economic, social and governmental affairs are so organized and administered as to permit forebears are proponents of progress. They favor social advance; but they believe the individual to develop his God-given talents with maximum personal responsibility for the results of that choice. it can come about only as individuals co-operate freely in all fields of human endeavor, with government limited to the job of curbing all destructive actions. In such a climate, one would expect the individual to achieve his maximum development in those positive factors which contribute to a good society-- integrity, understanding, reasonableness and individuality. And these, in turn, it is neither to the right nor to the left, it is up! In that direction lies man's advancement, his way out of many current dilemmas.

the higher ends of life--such as scholarship, art, music, charity and worship. The lesson of history teaches that those who put their trust in man-made political force are condemned to a low level of mediocrity. And this is true at any given time he must be free to direct his own creative energy. whether the political force is wielded by the so-called "left" or by the so-called "right". There is also the possibility of establishing a climate which inhibits social progress. Most people would agree that conditions which permit the rise of his own merit, unhampered by the imposition of political privilege for restriction of individual liberty by coercive force, which promote prejudice and himself or for others. bigotry, or which set a premium on irrational behavior will impede or prevent

A CLIMATE CONDUCIVE TO SOCIAL PROGRESS

social progress. If we conceive of "social progress" as the elevation of the intellectual, spiritual, and economic well-being of individuals, it follows that no organization or group can, of itself, assure social progress. Our society is highly industrialized. This is true not only of the business sector of our economy; it is also true of our basic agricultural production. This system provides livelihoods for 170 million people on this continent who, in turn, help support much of the rest of the world. Furthermore, group only to the extent that the individuals who comprise it have progressed with the raising of the general level of prosperity of this Nation, mass production, distribution, and consumption of goods and services has been paralleled morally and socially, as individuals.

The best the group can do is to contribute to the development of a "climate conducive to social progress". Such a climate prevails when economic, social and governmental affairs are so organized and administered as to permit the individual to develop his God-given talents with maximum personal responsibility for the results of that choice.

In such a climate, one would expect the individual to achieve his maximum development in those positive factors which contribute to a good society-- integrity, understanding, reasonableness and individuality. And these, in turn, would provide a firm base to act as a launching platform for the attainment of the higher ends of life--such as scholarship, art, music, charity and worship. But, before the individual can attain the maximum development of which he is capable at any given time he must be free to direct his own creative energy.

There is also the possibility of establishing a climate which inhibits social progress. Most people would agree that conditions which permit the restriction of individual liberty by coercive force, which promote prejudice and bigotry, or which set a premium on irrational behavior will impede or prevent social progress.

OUR INDUSTRIAL SOCIETY

Our society is highly industrialized. This is true not only of the business sector of our economy; it is also true of our basic agricultural production. This system provides livelihoods for 170 million people on this continent who, in turn, help support much of the rest of the world. Furthermore, with the raising of the general level of prosperity of this Nation, mass production, distribution, and consumption of goods and services has been paralleled

by mass ownership of industry. How can we account for this? Our people are no more talented than those of the countries whence they came. Our country is no more favored than many others in natural advantages. Furthermore, our resources lay for centuries relatively unused, supporting fewer than a million inhabitants. We are blessed materially beyond all other people.

Wherein do we differ from them? Even a casual consideration of this question leads to the conclusion that there was established here a society based on certain concepts which have as their ultimate effect the minimizing of that coercive force which inhibits social progress.

This, then, is the larger pattern of our society into which American business must be fitted harmoniously.

The question at issue is whether American business and industry, and all that is comprised under the label "Capitalism", contributes to the conservation of "a climate conducive to social progress". If so, what steps should be taken to assure a progressively increasing effectiveness of that contribution?

At the outset let me disavow any claim that business can do more than contribute its share to the strengthening of our culture. There are other important segments of our society which have equal or even greater responsibility. And once the proper social climate is established, it is up to the individual to "upgrade" himself. For, only he can do it!

It is generally conceded that an individual is most productive when he has a maximum of freedom from restraint, whether his energies find an outlet in religion, in writing or in thought--or whether he is engaged in the production and exchange of goods and services. And, as a matter of fundamental

principle, there is no more warrant for attempting to clamp political controls on a man's energies in his shop than there is to put his energies under political control in his church, his classroom, his editorial office or his study. If freedom is good in any one of these places, which I believe, it is good in every one of these places,--which I also believe.

It is unfortunate that not enough businessmen have real convictions about the social conditions which are essential if business, as a relatively autonomous activity, is to survive. They think their job as businessmen is done if they are able to pay wages and salaries to employes, and dividends to shareholders and maintain a going concern. But if we accept the thesis that each of us has a duty to preserve the cultural, social, governmental and economic structures which made our national preeminence possible, it follows that if business is misconceived as an undiluted effort for more money to the exclusion of other values, business is not good for society as a whole. In fact, it is now even good for itself!

Without a reasonable assurance of profits, the businessman could not long continue as a businessman. But there is more to his responsibility than profits. Perhaps it can best be summarized by saying that he has an obligation to keep alive and healthy the goose which lays the golden eggs.

SOCIETY AND THE MARKET PLACE

It is an interesting concept that the development of society is collateral with that of the market place. The human community develops as men are able to exchange their surplus energies in the form of goods, services and ideas. If every man were self-sufficient, society would be inconceivable. The fact of

human interdependence, as men are now constituted, implies the existence of media whereby this interdependence is manifest.

Perhaps the most significant evidence of this awareness is in the field of education. Many corporations and individuals now recognize the mutuality of and complex in the degree to which these exchanges multiply. And they will multiply unless they are sabotaged. So we need political government to protect exchange against sabotage. But time and again this protective function is perverted and government itself becomes the saboteur.

American businessmen should know that the concentrations of power and responsibility lodged with them must be exercised in the context of American life; that if private business does not assume community responsibilities, a social vacuum is created and government steps in; that government bureaucrats are very adept at avoiding or submerging restraints which the electorate attempts to place on them; that American business must act as though it has a soul--and this is even more important in the case of the huge corporation than in that of the individual businessman. We who are in business should know that what we think, what we say,

1. Recruiting and training a labor force
2. Procuring sources of raw materials
3. Acquiring efficient tools and equipment
4. Developing economical manufacturing processes
5. Locating profitable markets, and
6. Making a decent profit
and, more importantly, what we do during our working hours cannot be divorced from the responsibilities we must assume as members of society, and that those responsibilities can be discharged only as we participate to the extent of our abilities in the whole life of our community.

That these obligations are gradually being recognized is evidenced by the growing interest of business in education, public health, community development, religion, cultural activities, and charitable works.

But more important than all these is the responsibility for preservation of the value of the stockholders' property.

When "government ownership of industry" ideas are on the rampage, as they are now, and when the only antidote to these are "private ownership ideas", it is

the duty of management to BUSINESS AND EDUCATION which promote private ownership

ideas". By the same token, it is the duty of management to withhold aid from

those educational efforts which support government ownership ideas.

of education. Many corporations and individuals now recognize the mutuality of

How does "academic freedom" fit into this concept? Does industry have

interest between business and education and, what is more important, they are will-

the right to tell educators what they should teach? Not at all. It seems to me

ing to provide the help needed by our educational institutions.

that the issue of academic freedom in privately financed educational institutions

is not too difficult to resolve. I have no right to interfere with an institution

the reciprocal obligations which bind business and education together.

which promotes economic and social ideas which are repugnant to me. On the other

We are all familiar with the invaluable direct help which education gives

hand, there should be no obligation, direct or implied, on my part to support such

to industry in providing personnel and in research. And I have mentioned the

an institution. Thus, both the institution and I have freedom of choice, with

growing sense of responsibility on the part of businessmen for the support of edu-

commensurate responsibility for the results of that choice. This is the very

cation.

essence of libertarianism.

There are, also, certain responsibilities of business management to its

Here, then, is an area of limitless extent where education can contri-

stockholders, those who have invested their savings in business. Included among

bute importantly to the preservation of those conditions which make social progress

these are--

under our traditional American institutions possible, i.e., by fostering those

1. Recruiting and training a labor force

ideas which flow from the fundamental principles of the Founding Fathers.

2. Procuring sources of raw materials

BUSINESS AND SOCIAL PROGRESS

3. Acquiring efficient tools and equipment

4. Developing economical manufacturing processes. For the American

social or 5. Locating profitable markets, and threads of which are religion,

industry, 6. Making a decent profit education, social well-being and the cultural

arts. It But more important than all these is the responsibility for preservation

of the value of the stockholders' property. sphere of production and distribution.

It must be When "government ownership of industry" ideas are on the rampage, as they

are now, and when the only antidote to these are "private ownership ideas", it is

the duty of management to aid educational efforts which promote private ownership ideas". By the same token, it is the duty of management to withhold aid from those educational efforts which support government ownership ideas.

How does "academic freedom" fit into this concept? Does industry have the right to tell educators what they should teach? Not at all. It seems to me that the issue of academic freedom in privately financed educational institutions is not too difficult to resolve. I have no right to interfere with an institution which promotes economic and social ideas which are repugnant to me. On the other hand, there should be no obligation, direct or implied, on my part to support such an institution. Thus, both the institution and I have freedom of choice, with commensurate responsibility for the results of that choice. This is the very essence of libertarianism.

Here, then, is an area of limitless extent where education can contribute importantly to the preservation of those conditions which make social progress under our traditional American institutions possible, i.e., by fostering those ideas which flow from the fundamental principles of the Founding Fathers.

BUSINESS AND SOCIAL PROGRESS

And so it is in all other areas of social activity. For the American social organization is a fabric, the principal threads of which are religion, industry, law, political economy, education, social well-being and the cultural arts. It is not enough that American business should tell the public of its achievements in its own highly specialized sphere of production and distribution. It must contribute importantly to the process of education and to the formation of public opinion in all of the areas I have mentioned.

and bake I believe that unless American business moves into these areas at once and vigorously, they will soon be fully appropriated by those who believe and expound doctrines which will ultimately destroy us. The challenge to American business is clear and vital to the future of our country. It is this: Can we establish a conscious and vigorous leadership motivated by the highest moral principles which should govern human relations? I am convinced that, unless we do, the vacuum created by our unwillingness will be filled by those who would take us down the road to complete statism and inevitable moral and social collapse.

who fight I have had much to say about both the politician and his proper job and the businessman and his obligation to assume wider responsibilities for the moral and cultural foundations which undergird our way of life. I have indicated that when man's economic needs are satisfied he is in a better position to satisfy his needs for scholarship, art, music, and worship. These are needs of his spiritual nature, and I believe that no society can long endure which denies or frustrates men in this area.

The custody of man's spiritual nature, defining spiritual nature broadly, is largely in the hands of our educators and our clergy. These two orders of men were once designated alike, as "clerks". A "clerk" was either a man in holy orders, or a lay scholar. Any system of social life which does not include the spiritual dimension and assign an important place to its "clerks" is doomed.

I have a recollection that a Bishop of the early church said much the same thing. He declared that society needs three kind of men; those who work, those who fight, and those who pray, Society needs some one to grow the wheat

and bake the bread. It also needs someone to stand guard to protect the producer against marauders. But in addition to these, it needs those who constantly remind men that there is more to life than growing wheat and protecting the crop in order to grow more wheat next season. Man has a spiritual nature with needs just as real as physical hunger. He has material problems, but these cannot be resolved by materialistic answers. There is a meaning for human life which transcends human life. But that meaning will elude us unless society is founded, as solidly as a three-legged stool, on the three balanced supports of those who work, those who fight and those who pray.

And when this structure bears the name of a great American Naval Officer, with whom I have been privileged to serve and for whom I have the most profound respect and affection, then surely I am warranted in saying with the Psalmist, "My cup runneth over."

#####

For among my most treasured possessions are the memories of my close association with Admiral Harold E. Stark, United States Navy, retired, during those trying years immediately preceding our entrance into World War II, when we were neither wholly at peace nor wholly at war, when we were bending every effort to prepare for any eventuality.

Most of you are aware of the Admiral's notable Naval career. It spans the period of the two great World Wars; and thus the difficulty of compressing even a brief account of that career into the time available to me today. I shall, therefore, confine myself to the highlights.

Harold Raynsford Stark was born in Wilkes-Barre in 1880, the son of Benjamin Franklin and Frances Warner Stark, native Pennsylvanians. He graduated from the Wilkes-Barre High School and Harry Hillman Academy and entered the United States Naval Academy in 1899 where he graduated in 1903. In 1907 he

Navy Names Ship After Admiral Stark

By RITA McCALL

Citizens' Voice Staff

A ship named in honor of the late Admiral Harold R. Stark of Wilkes-Barre will be launched May 30 in Seattle, Wash. The STARK (FFG 31), a guided missile frigate, will be christened by the Admiral's daughter, Mrs. Edwin W. Semans of Washington, D.C., the ship's sponsor. Also participating will be her sister, Mrs. Harold P. Gillespie, also of Washington. The ceremony will be held at 7:30 p.m. in the Todd Pacific Shipyards Corp., in Seattle.

Other members of the admiral's family who will attend include Mrs. Semans' son and daughter-in-law, Mr. and Mrs. Edwin W. Semans Jr., of Washington, and daughter, Linda; Mrs. Gillespie's family, daughter, Mrs. Sally G. Weaver, Washington, D.C., and son-in-law and daughter, Mr. and Mrs. Jesse B. Behringer, Annapolis, Md.

Also attending will be Mrs. Susan W. Davis of Seattle, Wash., granddaughter of Mrs. Harley C. Wheaton of Heritage House, Wilkes-Barre, a cousin of Admiral Stark.

The admiral's notable career which spanned two World Wars included service as Chief of Naval Operations from 1939 to 1942.



Ship's Sponsor

Mrs. Edwin W. Semans of Washington, D.C., daughter of the late Admiral Harold R. Stark, will christen the STARK (FFG 31), a guided missile frigate named in honor of her father. Mrs. Semans was photographed on a recent visit to Wilkes-Barre at the residence of her cousin, Mrs. Harley C. Wheaton, at Heritage House.

The recipient of four Distinguished Service Medals, his first was earned during World War I. As commander of a division of five destroyers, he was assigned to bring the ships from Manila and Gibraltar at the height of the southwest monsoon.

His second Distinguished Service Medal was bestowed during his command as Chief of Naval Operations "... as an administrator of exceptional competence."

Designated as Commander of Naval Forces in Europe in 1942 by President Roosevelt, he played a vital role in the events which led to the final victory in Europe as commander of the Azores Island, the Mediterranean and Northwest Africa. He remained in this assignment until 1945 and for this service was awarded a third Distinguished Service Medal by the Navy. He was also honored by General Eisenhower who conferred a Distinguished Service Medal on behalf of the Army.

In addition to the four medals and numerous campaign medals, he received 20 decorations from many of the governments allied with the U.S. in World War II.

The admiral's memorabilia are on display in the Admiral Stark Room in the Library of Wilkes College where he demonstrated his interest by his gift of Chase Hall in 1937. Following his retirement from service in 1946 after 47 years' service, he joined the board of trustees of Wilkes College in 1947 and served as chairman of the board from 1959 to 1964.

In his "Essays Of An Educator," the late Dr. Eugene Farley who served as president of Wilkes for more than 30 years, wrote of Admiral Stark "... At all times he involved himself in the affairs of the college. He gave generously of his time and energies, and always led our campaign for funds by a generous gift.

"Concerned lest I be discouraged by opposition to a proposal to the Board that I deemed essential to the welfare of the College, the Admiral left me with this counsel, '... I have dealt with presidents, kings, and common seamen, and I have learned that there are times when you must take a stand and stick to it.'"

On the occasion of the dedication of the Harold R. Stark Science Hall at Wilkes College on Sept. 27, 1957, keynote speaker Admiral Ben Moreel who served with Admiral Stark said, "His leadership stood out as a beacon for me and for many others who looked to him for guidance. Never have I known another man who matched his ability to instill in his associates and subordinates those attributes which the country expects of its military leaders. His record is one of endeavor and achievement far above and beyond the normal requirements of duty."

Born in Wilkes-Barre, he graduated from Wilkes-Barre High School and Harry Hillman Academy. He entered the United States Naval Academy in 1899 where he graduated in 1903.

The Admiral and his wife, the former Katherine Adele Rhodes of Wilkes-Barre, enjoyed many summers at their cottage at Lake Carey, where members of the family still vacation.



ADMIRAL HAROLD R. STARK
1880-1972

Rails Unlimited

KUALA LUMPUR, Malaysian (UPI) — To encourage tourists to explore every nook and corner of this tropical country, the Malaysian Railroad is offering visitors unlimited 30 days of travel by railroad for \$70.

The unlimited ticket allows tourists to travel north to Penang Island resort, south to Singapore, to the sandy beaches of the east coast and other destinations in between.

The pass is only available at the railways headquarters in Kuala Lumpur.

SPRING SALE!!! RONALL SUPPLY

Lawn Mowers,
Wheelbarrows, Tillers

FOR RENT or SALE

Prices Starting From \$39.95

Vegetable & Flower Seeds	Pkg.	9"
Grass Seed	4-lb. bag	\$1.22
Weed & Feed	12-4.4 Reg. \$5.69	\$3.29
Peet	40-lb. bag Reg. \$1.69	\$1.19

Complete Assortment of Vegetable & Flower Plants

CALL RONALL!!!

Mon. thru Fri. 7:30 to 5:30

Sat. 8:00 to 4:00

Sun. 11:00 to 3:00

681 Main St., Edwardsville

287-5540

Home Rehab Program Gets Financing

United Penn Bank has committed \$5,000,000 for home rehabilitation financing in a program announced in conjunction with Luzerne County through the county's Office of Community Development.

A series of meetings has been held with representatives of the bank and Luzerne County, to structure a program which would

leverage private dollars with public funding, to provide incentives for home owners to rehabilitate their homes by reducing the interest of current home rehabilitation loans.

By stimulating the home improvement industry in Luzerne County, the program would serve as a development in the local economy by providing job opportunities, as well as the necessity for materials to complete the rehabilitation activities.

Robert Mason, senior vice president of United Penn, notified Frank P. Crossin, chairman of the Luzerne County Commissioners, that the bank is willing to commit \$5,000,000 for the home rehab program.

The \$5,000,000 commitment from United Penn Bank will

allow Luzerne County, through its Office of Community Development, to make application to the Federal Government for a grant amount of \$1,650,000. This funding will be used to reduce the interest rate, in order to make home rehabilitation loans marketable, considering the high interest rates.

The program will foster the

preservation and conservation of the County's existing housing stock.

The application for the financial assistance from the Federal Government will be submitted to the Department of Housing and Urban Development by the end of June, and notification of grant approval will be received by September, 1980.

Evening of Music

Northeastern Pennsylvania Country-Western and Blue Grass Association will hold an "Evening of Music" on Sunday, May 25, from 2 to 10 p.m. at Nick's Villa, 457 Main St., Edwardsville. Music will be provided by five bands. All proceeds will be donated to the Beacon Lodge Camp for the Blind.

Robert Mason, senior vice president of United Penn, notified Frank P. Crossin, chairman of the Luzerne County Commissioners, that the bank is willing to commit \$5,000,000 for the home rehab program.

The \$5,000,000 commitment from United Penn Bank will

VITA-NUT

KINGSTON (TUES.-SAT. 11-6 P.M.) 288-8060
(Across from The Armory) — OUTLET PRICES

ROASTED & SALTED IN THE SHELL

PEANUTS

lb.

89¢

X-LARGE EGGS

60¢

CUSTOM MADE IRON RAILINGS PRE CAST CONCRETE STEPS

There Is A
Difference In

CUSTOM MADE
IRON RAILINGS

By...

SCRANTON CRAFTSMEN, INC.

930 Dunmore St.
Throop, Pa.
Scranton 347-5125

W.B.
Phone

824-0389
Carbondale 489-8462
Mt. Pocono 839-8095