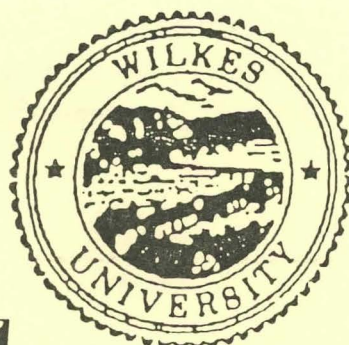


60th
Anniversary
Seminar
Series



1933

60th Anniversary

1993

60th ANNIVERSARY SEMINARS

This series of seminars will celebrate the first sixty years of Wilkes University from the unique perspective of the speakers listed below and the several panelists selected to compliment and augment the speakers' viewpoints. A printed volume, to be published by the Wilkes University Press, of the speeches, panel discussions, and questions is planned.

Each seminar will be held in the lobby of the Darte Center for the Performing Arts and will begin at 7:30 p.m. A reception will follow immediately after each seminar.

1933-1993

SPEAKERS

Thursday, December 2, 1993.....

Professor Emeritus of Biology Charles B. Reif.

Tuesday, January 25, 1994.....

Dean Emeritus of Student Affairs George F. Ralston.

Tuesday, February 22, 1994.....

*Associate Professor Emeritus of Mathematics
and Computer Sciences Joseph H. Salsburg.*

Wednesday, March 30, 1994.....

*Trustee Emeritus William L. Conyngham
Trustee Emeritus Charles H. Miner, Jr.*

Tuesday, April 26, 1994.....

*Past President Francis J. Micheline
Past President Robert S. Capin
President Christopher N. Breiseth*

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1933-1993

Introduction by Dr. Christopher N. Breiseth:

Welcome to this opening event in our formal celebration of the 60th anniversary of Bucknell University Junior College/Wilkes College/Wilkes University. We are starting out this series and you have a program here for the other events that we hope you'll also attend. With one of the most famous and most beloved of the Wilkes faculty, and I say that as someone who goes around the country meeting with alumni, and some of them have some pretty wicked stories about Chuck Reif. But there is a foundation of affection and of gratitude for the kind of challenge that he represented in his teaching. To strive for a level of perfection that is possible and that should be the challenge of every student who is inspired with a notion. (Interruption on tape 20 seconds in length) of the English language, concern about world population, concern about the environment--did I use that correctly? Response from audience--no. (Snap of his fingers) (blank on tape 15 seconds in length) training the environmental council. He has been a key figure in the Northeastern Pennsylvania Chapter. He has been long on the Board of the Osterhout Free Library and its Chairman for its Centennial Drive, which was the drive which really started the breakthrough for the library fund raising. He, of course, has been the Georgetown Settlement House one of the earliest efforts at social welfare in the Wyoming Valley, Chair of that, President of that effort as well. Part of the Nesbitt Board, Hospital Board for many, many years. He has been part of the Wilderness Society. Many of the Scientific or Naturalist Societies that go along with his profession, he'll probably explain that he is a naturalist and not a scientist, a distinction he made during our very first lunch at the Westmoreland Club. These two kids from Minnesota got together as he tried to train me how to live in the Wyoming Valley. And, of course, to add to his renaissance credentials, he is a painter. And I don't know, is the painting still up in the lobby of the, well, we missed that. He was in the Valley Art League Show in the First Eastern Bank as he has been several times. And of course I've been urged on Caroline's part, and we are so delighted that she is here with us tonight, that he is a wonderful dancer. One of the best and most devoted dancers in the Valley. I want before immediately introducing him however, to call attention to a couple of very special people in the audience tonight. Two people whose husbands were a part of this great faculty tradition, which Chuck is representing tonight and he will be joined by two other colleagues, but Sam Rosenberg's wife, Lillian Rosenberg, if you would stand; and Harold Thatcher's wife, Gingee Thatcher Jennifer Thatcher. And truthfully, our trustee Lloyd Pollack's date.

And now it is with a pleasure of a Minnesotan--a gofer--that I introduce someone that I have grown enormously fond of, who has educated me in ways that you will never know, to talk about his reminiscences. And I'm going to stay up here just to make sure he stays on the straight and narrow. Chuck Reif.

Chuck Reif

I'm not a ventriloquist, that was the real man here speaking. I'm wearing my reading glasses, so I can tell you out there but I can't see you. And I'll probably keep my eyes on the paper most of the time. Before I begin to read what is written here, I'd like to mention two people who have helped, Mary Lou Gillespie, Secretary of the Biology Department and she has a machine which allows a person to insert words or take out words or change the manuscript without writing the whole thing over. I don't know what it's called, but, this paper went through 16 revisions before it got here and I have made a few since then so if I get stuck I'll have to stop and think what I've written in between the double spaced lines. Mary Lou thinks that it reads like a novel and she thought it was very good and I hope you think so after I've read it. The other person I'd like to mention is Liberty Hyde Bailey. Who was born in 1858, which must have been about the time that Mr. Lincoln was starting to run for office. And he died in 1954. At the age of 18 he decided that he would spend 25 years getting ready for his profession, 25 years practicing his profession and 25 years enjoying his profession if your arithmetic is as bad as mine you figure he had another 21 years plus the 25 to enjoy it. He is world famous as a Botanist and Horticulturist and so forth. I thought that was a pretty good idea, but I didn't hear about it in time. And it took me 30 years to get ready and I've been here 51 years since. And I've enjoyed all of it. So, I've skipped the middle part. So with your permission, I'll begin reading and for a moment or two I'll be serious here.

In addressing the incoming freshmen of Bucknell University Junior College in September of 1937, Dr. Eugene Farley, the Director of BUJC said "year by year students come and go, but always friendships remain to enrich the lives of all of us who work together at Bucknell. Perhaps, because we are a new and growing college and added zest comes to our endeavors. We are none of us striving for ourselves alone but all of us are helping to build an atmosphere and tradition which will mean much to those who follow." As I look back on my years as part of Bucknell University Junior College, I can say that many lasting friendships for me began in those years. It wasn't all peaches and cream but those of us who somehow shared in Dr. Farley's dream of building an atmosphere and a tradition which means enough for this gathering here this evening, we did succeed. My telling you about BUJC necessarily must be done from my point of view. In Minneapolis from third grade on, it was my good fortune to travel with intelligent, outgoing, disciplined and constructive companions who helped me. All of my summers in Minnesota were spent out in the woods. Often by myself. Preparing me for life at Bucknell University Junior College. Having finished my doctorate in 1941, I signed on as Curator of Education at the Minnesota Museum of Natural History. For the, to me, princely stipend of \$700 for the academic year.

Come summer of 1942, I was back in the North woods. My graduate school office mate, Raymond Linderman, whose name still looms large in the field of Oncology, went off to Yale. Others of my graduate school companions went to Ohio State University, Michigan University, Iowa State University. Apparently, no one told me what was supposed to happen or what to do after I completed the doctorate. But I had a pleasant academic year as _____ with the school children at the museum.

Shortly after Pearl Harbor, I was classified as 4-F and was told I would live another two years. I won't bore you with what encouraged me to register with the Fiest Teachers Agency at Chicago. Who in May of 1942 told me about the position open at BUJC. Again, not being familiar with the process, I immediately sent Dr. Farley a post card asking about the position. It was on September 10th when Dr. Farley (September 10 from May remember) when Dr. Farley telephoned me and said he had been cleaning out his desk and had found my card. It was during that first telephone conversation that Dr. Farley told me the position called for someone to teach general Zoology to the Zoology majors, to teach a course called the Biological Sciences to the non-majors, a course called the Physical Sciences for the non-majors, a course in hygiene, and to spend some time as a librarian. Stipend for the academic year was \$2500. When I told Dr. Roberts, Dr. Thomas Roberts my boss at the museum of Natural History, who took his M.D. at the University of Pennsylvania, that I had accepted Dr. Farley's offer--Dr. Roberts had not heard of Bucknell University--much less BUJC. I'm telling you all of this because being an assistant, a professor of anything at BUJC was really being out in the boondocks academically. However, having been happy to spend weeks and weeks by myself, while at the same time having been President of several constructive organizations, and having been brought up to respect authority, I think I was fully qualified to work into the academic setting of BUJC in the fall of 1942. The odds against my landing here in Wilkes-Barre seemed so great to me in retrospect, that with my staunch Presbyterian connections I often wonder whether or not my coming to BUJC was not predestined.

I won't bore you with all of the coincidence. But I shall tell you about my life, primarily lived in Conyngham Hall which is the old Conyngham Hall which burned down and is long gone. Chase Hall, Kirby Hall and Percy Browns' cafeteria. Among my earliest friends at BUJC 1942 through 1947, were Joseph Wayman, caretaker of Conyngham Hall; John Burns, caretaker of Chase Hall; and Zezzy Burns, caretaker of Kirby Hall. John and Zezzy had been married, but according to John she done walked out and she ain't done walked back in. When I was about to terminate my happy life as a single man at the tender age of 35 in 1947, John Burns volunteered some good advice. Jeez don't look back boy, jeez don't look back. Now this very evening at the instigation of Professor of Owen Faut, I am attempting to abrogate John Burns' dictum. So having been duly sworn in by Christopher Breiseth, I do hereby swear to tell the

truth and nothing but the truth.

On September 17, 1942, having taken the bus from Kingston to the Public Square, and having asked four policemen where BUJC was located, and having been told by one of them that he thought it might be on South River Street, very well known institution, I finally found Conyngham Hall. Therein I found Joseph Wayman the custodian of that grand old building. Joseph had spent almost all his life working for the John Conynghams, and did his best to keep Conyngham Hall up to their standards. Joseph and I became good friends. He told me "that they is all down the Chases Hall." So still lugging my suitcase I walked down to Chase Hall and went in. The first person I met was a Professor of History, Daniel Gage. Professor Gage having looked me up and down and having acted as if he thought they were scraping the bottom of the barrel, offered to take me to the garage in back of Chase Hall known as the Chase Theater. There he introduced me to Dr. and Mrs. Farley. Dr. Farley had explained that the entire Freshman class had just met in Chase Theater, that is the garage, for an orientation. After some further conversation with Dr. Farley, he asked me where I was staying. And having been told that I had just arrived, he offered to rent me a room on the third floor of Chase Hall for ten dollars a month. I quickly accepted his offer and having taken possession of my quarters hastened at Dr. Farley's suggestion to the third floor of Conyngham Hall. There to meet Roy Tasker, whom I was to replace as the department of Biology. Dr. Tasker showed me the scant equipment of the department of Biology and wished me luck. It was obvious that Dr. Tasker was not sorry to be leaving BUJC and returning to the main campus in Lewisburg. That afternoon a faculty reception was held in the parlor of Chase Hall. There I met Arthur Bernhardt the Mathematics Department, and George May the Chemistry Department. Bernhardt was impressed with the fact that his wife's name was May Reif. Bernhardt I found out liked games. William Aulbrecht the English Department was also new. He endured BUJC for one semester and was replaced by Dr. Mary Elizabeth Craig. With whom I maintained a friendly although somewhat reserved friendship until her death many years later, long after her retirement from Wilkes College.

Others of the faculty in that fall of 1942 were Wilfred S. Croop, Sociology; Daniel Gage in History; Vorespy Hall, Physics; Miss Green, I can't remember her first name, who taught Secretarial Studies; and George Faint, Registrar. Faint also taught a Religion course. Somewhat slanted in the view of the many catholic students who were required to take the course. Faint was a Baptist as I recall. Dr. Farley taught a course in Education. And several professors from Lewisburg drove over to Wilkes-Barre several times a week for more teaching in Education. Paul "Pop" Gies, who also lived on the third floor of Chase Hall, taught German and Music. Pop Gies seldom attended faculty meetings, but those of us who did could sit around the small table in the parlor of Chase Hall. Uh Oh, I have forgotten to mention Dean of Women, Ms. Norma

Sanguiliano, who also taught Eurothmetics with a capital E, female gym class. Was the director of the thespians, who staged plays in the Chase Theater. I should tell you more about Ms. Norma Sanguiliano later. Ellen Brennan, who was a student at the time, but who did graduate from Wilkes, my boss in the library, kept the books cataloged in and properly stacked on the second and third floors of Kirby Hall. I had to put in four hours a week in the library. My being there was a heavy cross for Ellen to bear, so I merely sat at the desk and referred all questions to Ellen. Since BUJC did not have the required number of books, or some kind of certification, BUJC was accepting culled volumes from the Hoyt Library in Kingston. This was more burden for Ellen to bear and one time she asked me how long that process was going to keep up, to which I replied, "Until it Hoyts." Ellen was an important cog in the continuing function of BUJC. She later left for broader and greener pastures. The people who really kept BUJC humming were Marion Roberts and Carolyn Hoffa. Marion was Dr. Farley's secretary, she kept the financial books of BUJC, did Dr. Farley's typing, etc. Carolyn was Registrar George Faint's secretary. Carolyn maintained the academic records which were done on ditto sheets. At the end of each day, Carolyn always had purple smudges on her nose and cheeks. Marion and Carolyn together ran the book store, answered the telephone, met the public in the main office of BUJC, which was in what had been the dining room of Chase Hall, they sorted the mail and in many ways were the heart of BUJC. What had been the living room at the front of Chase Hall, was a general meeting room for all sorts of events. In the rear of Chase Hall in what had been the kitchen was a lunch counter behind which presided Mrs. Genivieve Brennan, the other Brennan girl's mother, I've already forgotten her name which I just read, Mrs. Brennan managed the cafeteria. The long hall connected the foyer of Chase Hall, I guess its still there, with the cafeteria and that was a heavily traveled thoroughfare. Dr. Farley's office was in what had been the library just inside the side door at Chase Hall.

On the second floor in what had been the master bedroom of Chase Hall was the girl's lounge. Dean of Women, Norma Sanguiliano, had her office in a small room in the rear of the second floor, near the back stairway which lead to the quarters occupied by Paul Geis and me on the third floor. In the front part of the third floor was the boy's lounge. Traffic up and down the back stairs was heavy and noisy. What had been a large second bedroom on the second floor of Chase Hall was a classroom. Neither crook nor crany in any of the four campus buildings of BUJC went unused. Joseph Weyman often came to my office on the third floor of Conyngham Hall just to talk. In some of his visits he repeated the sermons he had heard at the Bethel Methodist Episcopal Church on Washington Street and he was very good at repeating. In November of 1944 the Ace Clothing Company, which is about where that antique shop is on the corner now, held a two for one sale. Having bought myself a suit, the first I had ever purchased with my own money for fifty dollars, I bought Joseph a second suit for one dollar. So

when the Sunday before Christmas came along, I told Joseph I would attend morning service with him at Bethel ME, and that's a whole other story. I did so with dire results, before I can tell you what happened I must give you some additional background about my habits in the fall of 1942. The refrigerator of Mrs. Brennan's cafeteria had a door which opened out into the vestibule at the rear entrance of Chase Hall. Mrs. Brennan permitted me to keep a bottle of milk there, which enabled me to obtain my milk supply when the cafeteria was closed. Thus, I was able to take breakfast in ten minutes in my room on the third floor of Chase Hall. For lunch I kept a supply of fruit and cookies in my office and on good days at my mid-day meal on the third floor backporch of Conyngham Hall. Access to which was gained from the classroom of the Biology Department, which had been the sewing room I believe for the Conyngham's. Then for dinner I went to Percy Browns' cafeteria picked up a vegetable plate for forty cents, ate dinner, paid the cashier and was back in my office in exactly one half an hour. I went to Percy Browns' at half past four to avoid the rush. Back in my office at five or so, I worked until ten o'clock, there to prepare course material. Dr. Farley told Arthur Bernhardt that all one had to do to keep one day ahead of the students in being prepared to teach and that made Arthur so mad that he departed BUJC for a position at Oklahoma University where he taught for the rest of his life. Bernhardt was replaced by Thomas Richards. For me, going through that first year it was nip and tuck. Anyway at ten o'clock I usually sprinted from Conyngham Hall down to Chase Hall as a form of exercise. What I did not realize was that my protein free diet was not the best, and having been chilled at the Bethel ME Church on Christmas Sunday, I caught a king size cold. The temperature was 15 degrees below zero that Sunday morning. The next morning after attending Bethel ME service, I went to Washington, D.C. to visit my aunt Roberta. The first thing my aunt did was to take me to a doctor who determined that my hemoglobin was about half of what it should be, that my red blood cells was about two-thirds of normal. My aunt accompanied me back to Wilkes-Barre and took me to see Dr. Samuel Davenport, one of the directors of BUJC, more or less the college's physician. Dr. Davenport pumped me full of some kind of liver extract and soon had me back on track. Dr. Davenport continued to take care of me for many years. If this account seems to homey, that is the way things were.

Shortly after classes had begun in the fall of 1942, Dr. and Mrs. Bernhardt invited the local AAUP, that is the faculty of BUJC, to their home for an evening of fun and games and some open criticism of Dr. Farley. I'm glad your laughing. A week or so later the faculty of BUJC were to attend President Marts' reception in Lewisburg. Dr. and Mrs. Farley very kindly took me with them in their automobile. When we arrived in Lewisburg, the Farleys told me that the other faculty members of BUJC were to have dinner at the home of Dr. and Mrs. Roy Tasker. And that I was free to go there but the Farleys were to have dinner with their son, Robert,

at the Sigma Kei House, with Robert's fraternity brothers. And I was welcome to join them. That was the first time I had to make a decision as to where my loyalty lay. I had dinner at the Sigma Kei House. During the next few weeks, I further became aware of some uneasiness between Dr. Farley and the faculty, but such was my background in scouting and church work that I had no trouble choosing to stick with Dr. Farley. Sometime shortly thereafter, I discovered that Dr. Farley and I were fraternity brothers in Phi Delta Thada, something which meant absolutely nothing to Dr. Farley. But at my tender age of thirty, it was important to me. In 1943 when I was invited to go to McCallister College in St. Paul, Minnesota, in case you don't know where St. Paul is, Phi Delta Thada weighed heavily in my decision to stay at BUJC. I emphasize these points because it was true that Dr. Farley struck sparks with a lot of people, one time I had occasion to meet Dr. Tasker at a meeting in Reading and I asked him about Dr. Farley. Dr. Tasker stated without hesitation, "It was not what Dr. Farley did, but the way that he did it."

This is an important point in understanding the formative years of this institution. Dr. Farley had a dream, he had set a course to achieve that dream and he was a fighter. Only he knew how close to sinking that frail vessel BUJC was and he was the one who was charged with keeping it afloat. I think that he was trying to keep those of us who taught at BUJC from knowing how close we were to going under. And it should be noted here that on several occasions Dr. Farley deliberately cut his own salary.

On many Saturdays during the academic year 1942-43, some of the students gathered in the spacious living room of Kirby Hall and danced to the music provided by a portable record player, which I don't think would be recognized as music today. Bernhardt used to set up seven or eight chess boards, there was a long table in what became the library which had been that is a reading room in the library which had been the dining room and with his back turned remembering the position of the chessmen, played all the students at the same time and he usually won. Being single, not much of a chess player, but being an avid ballroom dancer as attested here. I usually attended and hoped to dance with all the girls who were in my classes. I considered participation in all extracurricular activities as part of my job. On occasion, Dr. and Mrs. Farley were present. At one dance, I saw Dr. Farley grab Erma Watkins the way a grizzly bear might have captured a fawn. "Come on let's dance," said Dr. Farley with sort of an uncertain look on his face as he hustled the terrified Erma onto the floor. Because of my dancing with the students I did have a bit of a problem on one occasion. Ann Douglas was not in my class but she was attractive and well dressed and I danced with her (not that they had to be well dressed). She had unusually expensive cloths for most of our kids. I told her that she was a good dancer and I hoped we could dance again sometime.

The next morning the Dean of Women called me into her office and told me that Ann Douglas was announcing in the girls lounge that Dr. Reif was going to take her to the next dance. I would have been pleased to do so, had not Dr. Farley got me before I left Chase Hall and told me, in general, that I had to be more circumspect with the female students. He said that the year before a young single male instructor had been dismissed for being too friendly with the girls in the stacks of the library. Ann Douglas must have been talked to by either the Dean or the President, she never spoke to me again.

Another amusing incident occurred when my sister was on campus for a visit. We attended one of the dances, and as was the minneapolis custom, danced with our foreheads touching. We bounced around the floor with gusto and at one point waltzed past Mary Elizabeth Craig, who sat against the wall all evening I suppose in her imagined role as a chaperon, I could see a certain strain in her expression. The next time we met on campus, she stopped to say (she had a very husky voice) "When I went to dancing school, we were taught that dancing partners kept a space of at least six inches between them."

It was Dr. Craig who is remembered to this day by some of the surviving Air Force men for her famous remark, "Trying to teach English Literature to you, is like casting pearls before swine." You were there when the fellow said he was in the class.

In the spring of 1943, the military draft called up about three quarters of the male students from BUJC. The total enrollment of the college was down to 111, the entire student body could then be seated in Chase Theatre. On the day of their departure, we all went over to the Lehigh Valley Railroad Station to see the boys off to war. The girls were in tears, Dr. Farley looked pretty glum despite his attempt to be of good cheer. My being in 4-F didn't make it easy for me to see the young men whom I had come to know and admire being called away to goodness knows what.

By chance, shortly thereafter I was in the office of Vorespy Hall, which was in what had been a former bedroom of the Conynghams, Vorespy asked me if I thought that this was the beginning of the end? I think I laughed off that possibility, but it might have been had Dr. Farley not been successful in having a detachment of Air Force pre-flight cadets stationed for classes at BUJC. Their coming necessitated the enlargement of the faculty and additional teaching load assigned to the regular faculty. Because of the emphasis in pre-flight training on Physics and Engineering, two new members of B.B. Hall's Physics Department were hired, at an annual salary of \$5,000. While my salary was still \$2,500. That is the way it was, it didn't bother me.

Before I make it sound as if there were antagonisms between me and Dr. Farley, let me hasten to tell you that in many ways the Farleys

treated me as one of the family. On the second Sunday after my arrival in Wilkes-Barre, Professor and Mrs. Crook, Miss Greene and I were guests at the Sunday dinner with the Farleys at their estate Fair Lee. More affectionately known as the Farley Farm. Where in the years to come, many all college picnics were held.

On that first Sunday a cold rain was falling, but we all had a good time. A few weeks later, Dr. Farley and his son, Eugene, that is Genie, took me to the farm for the weekend. That was the first of many visits to Fair Lee. When the upper house was crowded, I slept on hay in the barn or out under the stars. On one occasion, there was a heavy dew and my camel's hair sleeping bag was soaking wet so I asked Genie if he'd dry it out during the week. When I got out there the next Saturday it was still sopping wet.

Occasionally, I made a faux pas with Dr. Farley. When my Aunt Roberta came to visit me we met with Dr. Farley. At one point, I mentioned that my aunt had been associated with Mr. and Mrs. Herbert Hoover. That led to a discussion of Hoover and FDR. FDR being one of Dr. Farley's heroes. Dr. Farley said that FDR and Hoover hated each other. My aunt countered that Mr. Hoover was incapable of hating anyone.

I stayed out of that one, but sometime later while in Dr. Farley's office I made another mistake. The word conservative had come up and turning to a photograph of Admiral Harold Stark, I said there was a good conservative. With that Dr. Farley exploded and I ducked my head so that he would not see my contorted features as surprise, fear, hurt and remorse all tried to make some expression at the same time. Within moments, Dr. Farley had calmed down and made it quite clear that he did not want anyone on the faculty to categorize any of the members of the Board of Trustees or those who had been helping the college. I had thought I was paying Admiral Stark a compliment.

That the faculty of BUJC was well insulated from the movers and shakers of Wilkes-Barre of that time had not occurred to me. But several unexpected things happened to me which broadened my circle of acquaintances. The first was my invitation, engineered by Mrs. Farley, to go on the Board of the Georgetown Settlement House, that put me in touch with the Nesbitts at whose Lake Katelpa I soon was one of the most avid anglers for bass and ultimately Chairman of the Nesbitt Memorial Hospital School of Nursing. Another couple whom I had met through Dr. Farley and who were to play a great role in my life were Nick and Anna Cortella whose country estate was just across the road from the Farley Farm. Through the Cortellas my acquaintances off campus were increased.

During the winter of 1942-43, with the help mainly of John Holbrook, from whom I had a letter just this week by coincidence, and Frank Spiker, whom some of you may remember became my dentist after a few years, two of my students and Genie Farley sounded

Harvey's Lake or began to do it, and I prepared a bathometric chart of the lake. Senator Andrew J. Sordoni had a summer place on Harvey's Lake and was one of the moving spirits behind BUJC. So, I made a copy of the chart and gave it to the senator without permission from Dr. Farley. It didn't occur to me to ask Dr. Farley. To my delight, Dr. Farley was most effusive, if that be the word, in praising me for doing so because the senator's interest in BUJC had been waning. A humorous angle of that episode, was that the senator's son, Jack, returned the chart to me which was done in meters and asked me to make one in feet so the senator could understand it.

Although I did not realize it at the time, a major point in my life at BUJC was begun by Marion Roberts, Dr. Farley's secretary. A big dance at the Sterling Hotel had been planned for the Air Force lads, and Marion asked me to escort Carolyn Hoffa to the dance. That I did willingly, but for the next few years it was a struggle for me to maintain my carefree style of life. I was a little leery about having Carolyn come tonight but now that I am passed that line, I can go on. My point here is that when I married Carolyn, who had grown up in Wilkes-Barre and Kingston, my circle of acquaintances had greatly enlarged. Something that was not easy for some of the faculty people who moved into the valley without connections. As I said, it was a backwater. With all apologies.

Now I must backtrack to the fall of 1943. Along about November 1, I was called up by the local draft board for a physical review and was classified 1-A. I think I have time to say that after I had gone through bootcamp, they told me to apply to be an officer. I passed the physical, did everything necessary and it took two months for the reports to come back that because 4-F was in my record, I was ineligible to be an officer. When Dr. Farley heard of my reclassification, he hustled me around and hired Dr. Lenore Warden to take over my load for the Spring semester of 1944. In March I was Charles B. Reif, B.A., M.A., Ph.D., apprentice seaman in the U.S. Navy. Two years later, I was back on campus. I had hoped to spend the summer in the north woods of Minnesota, but Dr. Farley ordered me to report for summer school. Incidentally, I went into the Navy at 135 pounds and came out 185.

The college then went into what was known as the year of the trimesters, three full semesters in one calendar year. Vice President Lennon had mentioned how hard the faculty worked today. I had three successive full 16 week semesters, of 31 contact hours per week, 32 contact hours in 31 contact hours. My class in the Biological Sciences numbered 220 students. My class in the Physical Sciences was just as large. We met in the big room on the second floor of the First Presbyterian Church. My stipend for that year of the trimester was \$2,750. I was single, lived on the third floor of Chase Hall, still took my meals at Percy Brown's--with meat.

During the fall of 1946, while Dr. Ward was relaxing at her summer home above Bowman's Creek, Dr. Farley called me into his office and told me he wanted me to be Chairman of the Department of Biology. I told him that since Dr. Ward was older it would be wise to name her as Chairman. Dr. Farley said he did not want a woman as departmental Chairman. So I accepted, but seized the opportunity to do my one bit of dickering with Dr. Farley, and this shows you how it was organized. I asked does being Chairman also mean I am a full professor. Why I guess so. Many years were to pass before tenure raised its ugly head. I made my exit quickly, but the next time I was in Dr. Farley's office the situation was somewhat different.

A day or so after Dr. Farley had asked me to head the department, Dr. Ward and I met in our joint office in Conyngham Hall. She asked me what the news were, "Something must have happened while I was away during the summer", she said. So after a moment's hesitation and having taken a deep breath I said Dr. Farley had asked me to be chairman of the Biology Department. Well, she said, that man is an absolute monarch I'm going to see him right now. I'll go with you said I. Not wishing to miss that interaction. How it turned out apparently didn't bother me, so off we went. After Dr. Ward had left Dr. Farley's office in high dudgeon, I lingered at the door wondering what to do next. I should have warned you about this Dr. Farley said. Apparently he had anticipated the collision. So I was Chairman and my salary was \$2750.

Dr. Ward and I remained friends and later her son Henry was one of the ushers when Carolyn and I plodded our troth, plighted our trough. She was a great gal, thats both what's her name, Carolyn and Mrs. Ward. Shortly after being made chairman, Dr. Farley asked me to accompany him to inspect the carriage house out back of Conyngham Hall, where some the Conyngham's forgotten impedimental was being stored. With some quick planning and speedy construction, classes began to meet in what I want to call Weyman Hall after Joseph Weyman. But Dr. Farley did not think that the members of the College Board of Directors would appreciate that.

Anyway the Department of Biology was the first department to have its own building. I guess there is no other department with its own building now is there? We're unique. We were very happy there until Stark Hall was built. Little by little the equipment of the Biology was augmented. It was in the new/old building that Dr. Sheldon G. Cohen began his experiments in the field of allergies.

Dr. Ward, Edith Lamisnok, Edgar Labrum, and I carried the load with the help of teaching assistants William E. Evans III, now of the clinic in Rochester, what's the name of the clinic? Mayo. Mayo Clinic, and Walter Makechick who is a doctor who has since retired. Mr. Edward Pugh of the health center taught bacteriology at night

for the med-techs. Madeline Deig succeeded Mrs. Ward and she was succeeded by Mike, Francis Michaelini it seems to me was the needed ingredient to change the nature of what was by then Wilkes College. But I am getting ahead of the story.

When I arrived on campus in 1942, the Farley family was living in Weckesser Hall on North Hampton Street. That was the old Weckesser Hall which was torn down to make room for Evans Hall. Then when the Air Force came on campus the Farley's moved to the third floor of the Kirby Hall. The Air Force used Weckesser Hall as headquarters. After the Air Force departed, Weckesser Hall became the first girls dormitory ruled over by Norma Sanguilano. And I mean ruled.

Norma Sanguilano married Lt. Leo Tyburski in June '46 and resigned from active duty at BUJC in January of 1947. Norma's passing from the collegiate scene was one of the milestones of BUJC. Norma's successor as the Director of the Chase Theater was Alfred S. Groh, who had been a turret gunner on a B-17 during the war. Norma had already selected the cast for the "Barretts of Whippole Street" and Al neatly stepped in and directed that production. He next did Antigone, and I (I knew it all the time, I was trying to remember if she was brunette or blond. Is it a girl, Al is she female, he doesn't know either). I don't know if anyone has kept count of all the other plays Al produced.

But let me tell you a funny thing that happened when we all came back from the war. Since I had been a weatherman in the US Navy and did know some basic meteorology, Dr. Farley asked me if I could teach a refresher course in weather to the local Air Force officers which was being requested by the Air Force commander. Dr. Farley very magnanimously said he could pay me \$300 for teaching the course, but he also asked that I did not tell anyone else how much I would be paid. So I presented the course such as it was. My doing so was the only expense the college incurred for the presentation except to make the space available in the evening. The officer who had arranged the details with Dr. Farley was Colonel Tabisco, who thanked me for my efforts on the last day of the course. Over sometime later when I chanced to meet Colonel Tabisco he said, the college received \$8000 for the course, I hope you got some of it. Dr. Farley played his cards close to the vest.

One time before I went into the service a humorous incident occurred concerning some gambling by the lads in the boys lounge on the third floor of Chase. Dr. Farley found out about it and called me in. Said he to me, "I thought that since you lived next to the boys lounge that you were acting as Dean of Men and keeping an eye on things." That was an example of how loosely organized BUJC was.

However, with the return of the veterans in 1946 George Ralston

came on board and BUJC had a bona fida Dean of Men. George arrived one week after Naval Lt. John Schawalick reported for duty. John played any position that the team needed filling. We're getting close to the end. Cromwell Thomas had been a part-time faculty member in 1938 teaching surveying on Saturdays. In 1939 he started to teach full-time but was later called up in the war effort. He too returned to the campus in 1946.

No account of BUJC would be complete without mention of the high school teachers, who after a full day in their respective classrooms, ate hurried dinners and then reported on campus to conduct evening classes. Without the goodwill, expertise, and dedication provided by those high school teachers BUJC could not have done the excellent job that it did. Those high school teachers whose names I recall are Victor Bays, Edward Heltzel, Thomas Richards, Casmer Tyburski, Stanley Wazalewski, and Robert West. Heltzel, Richards and Wazalewski all became full-time faculty members and remained on the faculty a long time. Just the other day, Tom Richards reminded me that 50 years had passed since he first came on board. You better get him one of these.

BUJC never had a college catalog. When Herbert J. Morris signed on as Registrar with the resignation of George Faint due to illness, a catalog was hastily put together and it was several years before all the kinks were ironed out.

On June 4 a Charter for Wilkes College was granted by the proper court and at a ceremony on June 26 on the lawn of Chase Hall BUJC was laid to rest and Wilkes College arose like a Phoenix from the ashes. I am still embarrassed that I was not present at the ceremony. Dr. Farley in his usual low-key manner had told us a week or so before that if we could get free at the time of the ceremony, we might want to stop around. Had the present administration been running that show things would have been different, but all that was in the far distant future.

Owen Faut has asked me to tell you what it was about BUJC that assured the outstanding success of the students who passed through BUJC's halls of academia. How did a piddling junior college with very few physical resources accomplish what it did. The faculty may have had something to do with their success but the real answer is the attitude of the students themselves. The students who were in my classes before I went in the Navy had grown up during the great depression, in a region which had felt the depression's worst affects. BUJC was their only hope of a college education. They were a happy and serious crew. When the veterans of World War II came on the campus of BUJC they knew they were lucky to have the GI Bill. They knew their way around and they took a good advantage of their opportunities.

When I returned to the campus after two years of pleasant cruising around the Pacific Ocean, I had lost most of my knowledge. We all

had to work. For me the half-century has passed all too quickly. Shortly after Wilkes College came to be, the Dean of Academic Affairs of the University of Minnesota asked me to join the faculty of my alma mater. That was a tempting offer but I decided to stay and have never regretted my decision. The friendships of which Dr. Farley spoke so long ago have endured for me and I am grateful.

I can still see myself carrying my suitcase on the morning of my arrival on the campus in 1942. For the first time I saw dear old Conyngham Hall with its bronze plaque "Bucknell University Junior College" shaded by that magnificent century old copper beech and I can still hear Joseph Weyman saying to me they is all down to Chases Hall, they is all down to Chases Hall. He said it twice. I doubt that even Dr. Farley ever dreamed that what was all down to Chases Hall would someday be Wilkes University.

Thank you.

Betsy Bell Condron

Thank you Chuck so much. So much wit and so much information. And proper grammar and word usage, it was a tremendous way to kick off our 60th anniversary lecture series. We have some icing on our anniversary cake in the guise of two of our favorite gentlemen Al Groh and Bob Riley. If you will come up, please. Al Groh and Bob Riley after they give us some of their reminiscences and antcidotes of their years here we'll have some questions and perhaps some comments. As you may have realized, this is being taped so that we are hoping to get some rich additions for our archives out of this evening. If you have questions fine, but if you have comments, add them along--that would be great. You may have also realized from some of Chuck's comments that this baby tonight and those that follow really the cudos belong to Owen Faut. He has done a terrific job and we thank you, Owen, for putting it all together.

(Applause, Applause)

Al why don't you come up to and I'll introduce you both together and then Bob will take over and that will save us a few moments.

Dr. Robert Riley, master of cryptic humor as well as his teaching talents, graduated from Wilkes, studied at Western Reserve University now Case Western, went on to earn his Penn State University doctorate in child clinic. Bob is widely known for both

his practicum and his counseling work and expertise in vocational rehabilitation work with World War II, Korean and Vietnam veterans. He is also a speaker in great demand by civic groups all over town. One reason for his popularity as a teacher and a public speaker, probably anyway, is the type of examples that he chooses to demonstrate behavior patterns. How could anybody ever forget a man who took his bologna sandwich and had to cut around the edges to make them square so that they would fit into the bread, that of course was a signal of a person who had an obsessive and compulsive behavior. I thought it was pretty neat myself, that's a pun Chuck that's a pun.

I gather that Bob also has an amazingly green thumb, growing fruits and vegetable--and cans them too--and distributing his very rich abundance to his grateful faculty colleagues here and there. He was the Chair of the Curriculum Committee for many years and was awarded Professor Emeritus status in 1991 and incidentally when it comes time for the questions and comments be sure to ask Bob what it was like to be a student in one of Chuck Reif's classes. I heard a little about that.

And after Bob speaks we'll move on to Al Groh. Our Poet Lauret was granted emeritus status in 1987 following about four decades of serving Wilkes as English teacher and director of diverse highly creative theater productions first held in Chase Hall's carriage house as Chuck has told us and later in this center which he helped plan and design.

Al was a junior college student here and then on to Syracuse followed by a Columbia master's degree. He was, I learned Chuck, an engineer bomber right. No, an engineer gunner in World War II completing 60 missions over Germany. Wyoming Valley's prime mover and shaker to foster the arts, Al was a founder of the Fine Arts Fiesta and contributed to a great variety of area dramatic groups and programs. I shouldn't be using the past tense there, he is still doing it.

His friendships with Annette Evans, Dorothy Dickson Darte and Anne Marts added to their feelings of loyalty to and tremendous support for Wilkes. Its fitting that Al continues to enrich the University now as Special Assistant to the President for Cultural Affairs. He writes in one of his very lovely poems, this one celebrating his friend Dr. Farley, of a man of honor whose mind reaches out, Al Groh is such a man.

And now we'll hear some reminiscence from you Bob.

Bob Riley

First let me start with my most favorite of all quotes:

"As man is now constituted, to be brief is almost a condition of being inspired."

And so I have been asked to briefly site a few antcedotes from the past--from the remote past. It seems like that shortly after the Spanish American war I think it was that I matriculated or it just seems like that. I matriculated at Wilkes College or was it Bucknell Junior College, or what the hell was it I'm not quite sure. I think that it was in 1949 that I completed the four year curriculum and at that time we could either opt to take a Bucknell degree or Wilkes College degree believe it or not. And for one reason or another I accepted the Bucknell degree. Its kind of strange since I've never been on the campus. Bucknell where is it, somewhere in the middle of the state isn't it?

I could tell you a little bit about some of the aspects of those early years, for example, as Chuck has already mentioned, this is after the war not prior, there were hundreds upon hundreds of veterans who enrolled at Wilkes or Bucknell Junior College as it still was. These hundreds of thousands, hundreds I guess it was, but hazing--comment on that-- hazing has always been, as you know, part of college life and Bucknell and Wilkes was no exception, except we never went to some of the stupid extremes that some schools where people actually died as you may recall.

I have taken from the library, it is on display now, talking about hazing and talking about what it was like to be a student then. Student Rules from Bucknell: Students shall speak to all persons connected with the college when they meet in the college or on the campus. These are rules governing student behavior. Students shall rise when approached by faculty members or visitors. Whatever happened to that? Men should remove their hats when entering the halls of the college. I haven't had a hat in years, but apparently at that time everyone wore one. There shall be no smoking in the buildings except in the lounges. and the sophomore class will assume the responsibility for enforcing those rules. And after being freshmen for two weeks men and women will carry sulfur matches. I haven't heard that word in a long time either. What are they going to do with the matches. Probably give hot feet to the upperclassmen. But the women will wear no makeup, speaking of sexist. Freshmen should know the alma mater by the end of the first week. And women shall wear plain black ribbons. For one semester men shall wear black ties. And men shall wear dinks. My daughter this morning asked me what is a dink? I told her they are the little skull caps that some people wear. At any rate, I say again, that there was no hazing here at Wilkes. And the freshmen were supposed to carry their books around in a bucket. Certain other things to do like painting their faces or a certain salute sometimes.

The point I am making is can you imagine these veterans coming back many, not often, from combat being asked to carry their books

around in a bucket. And wear a little beany with a little top on top and make a little propeller. And a few of our younger students made the mistake of trying to get some of the veterans to carry their books in a bucket -- my God.

At that time too students made a contribution to the students activities fund, I guess they still do, and at that time as I recall they also held the purse strings, they held the purse strings if I remember for the distribution of those funds. My brother, John - you remember John. My brother, sad to say, was President of the Student Council at that time or the Student Government, it was during his tenure that Tommy Dorsey and Dizzy Gillespie and other big bands of the area were invited (I see smiles) to Wilkes College--being paid out of the student activities fund -- and I understand to that later on there was a big spread of food and nourishing beverages that were available for the members of the band. Well, one student--me--wrote a letter to The Beacon and I said that this was a colossal waste of money and that money might be better spent on an addition to the Library. And then I heard that there was a certain behemoth from the football team who took umbrage who was out looking for me. "Where's this Riley guy"? He was never able to find me cause I dazzled him with my foot work.

But at about the same time 1948-49 I am not so great on dates. The Student Government had a contest for the mascot, the college mascot, so there was a contest going on and I think the award was \$25 something like that. But at any rate there was a young man working in the post office not a Wilkes College student he gave the suggestion, the idea of mascot to my brother and my brother didn't think that it would be appropriate for him as chairman to submit it, so he gave the suggestion to one of the students. It went under his name, and he submitted it. The "Colonels" and he won the \$25 for naming the mascot.

So what was it like to be an instructor some 40 years ago? Just impossible, unless some memories come back like the very first semester being called in by my chairperson. Because she said, "You know you people either grade too easily or you grade too high there too tough. Your grades are too high. She did not press me to change them. And to this day I wonder what I might have done if she had suggested I change them.

And would you believe this, Chuck had already eluded to it. I begun to believe that Wilkes instructors did not date students, you might find that hard to believe, but in fact, I and other junior members of the faculty sat around and discussing it such matters as these because Wilkes has always been known for the beauty of its co-eds of course. But never the less, as I say, this was suppose to be verboten. But Biology and Psychology took over academic stuffiness. And it so happens that Marina and I then just had to sneak around and that's just what we did. We snuck around. We took a ride up to Scranton one weekend, a ride down to Berwick

another feeling a little bit of guilt but not a heck of a lot but a little bit of guilt.

Then I heard later that Dr. Farley knew about it all the time. And that was because my chairman, Dr. Demingus, squealed on us. She squealed on us and Dr. Farley once said he couldn't do a darn thing about it. In fact when we married, that is Marina and I not Dr. Demingus, when we were married Dr. Farley sent us an antique silver spoon, I put it in my mouth but it didn't seem to do any good. I understand that you have to be born with it that way.

I think too that Marina and I broke down some of the barriers because after we were exposed for our "crimes", someone you remember, Stan Young from the Economics Department, and he met and married Elly Pearlman and not a word was said about that, they did it right out in the open. They didn't have to sneak around anywhere.

Also, I thought maybe today I'd drop this, but there were some less pleasant periods too, such as the world protesters. If you may remember those. I mean there was a rock thrown through a window at Weckesser, and there were sitdowns taking place around the campus, and there was a march up South River Street. I remember standing there holding the hand of my little girl and these people marching by. "Hell no we won't go we don't want your you can fill in the rest, Hell no we won't go." Rumors, there were rumors abounding about outside agitators being brought in to Wilkes -- did you know that? -- to stir up more trouble.

I say there were some unpleasant features too. I am remembering the time of the Korean police action folks, it wasn't a war, people were dying by the hundreds of thousands, but it was a police action. But there was a significant loss of faculty too at the time. It was hard to bear for so many, well, we weathered these storms as well as some of the snowball fights between King's and Wilkes up at the Hotel Sterling. Oh by the way, I used the term we weathered the storm I used that word loosely, forgive the pun, because you will remember the weathermen, well.

I am also reminded of the some of the people who have spoken here at graduation, let me check some of the old bulletins. Bob Considine, remember when he came here? Bob Considine. Sam Irvine came here to speak at graduation. Frank Carlucci, Waterboard, Joe Panola, one of our own, Senator John Heinz, also our own Roy Morgan, Monsignor McGowan, how did he get in here? Bob Capin. I mean these were some of the people, oh too.

I just thought of this driving up from the metropolis, West Nanticoke. I just thought of this this evening driving up here, at one time I was asked to sit on the dias and along with Mrs. Eleanor Roosevelt, she was in town to talk about the United Nations or something of the sort, and I was to give a little talk and then she

was to speak. Well it so happens that she, Mrs. Roosevelt asked the woman who was organizing this thing, Mrs. Roosevelt is a little bit fatigued, she is a little bit tired, and could she go on first? I said of course. She gave her talk, she left the dias, she left the room, and so did everyone else. Except me sitting there by myself with my notes in my grubby little hand, the speech that I never did give. I don't think it was so good either.

Oh, and then there was the Baccalaureate. One time I was fortunate enough to be asked to give the Baccalaureate address. Afterwards walking down River Street a car length behind two of my colleagues. Two of my colleagues and one asked the other, "Well, what did you think of the Baccalaureate speech?" Well, the other one said, "Well, at least it was on the subject."

Oh yes, there is also the story going around. This gentlemen is still alive and beloved by all of us. But it was said of him at a faculty meeting he never spoke in sentences, he spoke in paragraphs. When he stood up to speak at a faculty meeting, you could just sit back and prop your feet up because it was going to be a while.

Oh folks, and then there were the students, oh yes the students. This story a student told me, this was recent, that he missed the make up exam because his grandmother had died, which was true, and then I remembered that she had died last semester too. I think he forgot to tell the people who take the first page off a term paper or something of the sort and retype the first page and hand it in with the marks already made inside the term paper. And then there is my student, I mention this again and again because some people say that this could not have happened but it did. My advisee who came to see me and she had four "F's" and a "D" in French. Its true. I asked her what happened and she said "She's spending too much time on French." That could only happen somewhere else to someone else. And then last year the student who came to see me about the blue book exam, the grade that she got. I had pointed out the tremendous grammatical errors and mistakes that she made. She said, "Who do you think you are, an English professor?" I mean the pains we get start here and go here.

Folks my favorite of all and I'm through. My favorite of all in the blue book essay exam a student wrote, why she was talking about the Catholic mass I don't know, but in the Catholic mass the priest distributes a waffer (now that's w a f f e r). In the Catholic mass the priest distributes a waffer of unleveled bread.

So folks we have to grasp the middle right, grasp the middle and gird our loins, not all at the same time. So lets get on with another 60 years. Thank you.

ALFRED GROH

At this moment I was thinking about this as I was listening to Chuck and to Bob and to Betsy and to Chris. This institution is an emotional place. I don't have the same feeling about Syracuse or Columbia, and I'm sure that if you think about it you won't have the same feeling about other communities or other regions. But somehow or other this institution inspires not just a sense of loyalty but of passion. I don't know that anything I could say really other than the joy that comes from seeing Lillian and Ginge, that's the emotional part of this evening.

I was thinking also when Chuck was talking about the beginnings of the institution and Chase Theater that I'm seeing the clarity. And I think the rehearsals that we had in Chase Hall in the front room when we were rehearsing the "Master Builder." As a matter of fact, I still have tapes, we added an intro for each of the three acts that Nick recorded and I still have the tapes which I will donate to Dr. Breiseth's area.

I came across two copies of programs that I had. One of which is "A Raisin in the Sun" and that was a play that we did here in 1968 and I want to read to you what we had on the back cover. Because it is typical really of the strength of this institution and what it stands for. Those of you who were over at the gymnasium and saw the display of quilts, realize that this institution has been in the forefront since its inception for those kinds of causes. And I'd like to read to you because its appropriate to all of us. "Mom to child. When do you think is the time to love somebody the most? When they done good and made things easy for everybody? Well then you ain't through learnin, because that ain't the time at all. Its when he's at his lowest and can't believe in hisself cause the world done quit them so. And you starts measurin somebody, measure em right. Measure em right child, measure em right. Make sure you done taken into account what hills and valleys he come through before he got to wherever he is." That somehow seems to me to symbolize what this institution stood for, stands for, represents, was, is and God willing will be. As Chuck mentioned, faculty certainly has played a strong and remarkable role in building this institution, just as the Board of Trustees has guided it, steered it. But the students, as Chuck mentioned, have really moved us to where we want to go as well as to where they want to be.

And I thank God that that tradition continues. And its nice to have Chris, joined by Bob Capin and Francis Michaelini, each of whom I'm sure will be able to provide stories that indicate the strengths of this institutions.

The other program I brought, the program of Othello, which we did in 1967, Mickey Williams was an assistant on that show. Mickey was a teacher at GAR and I asked him to help coach Ed Monda who was an all American soccer player from Zambia, played the lead. And I have a tape of Ed Monda which I will bring in sometime and I would like you to hear also. In which he talked about a birrrd and I don't know that if those of you who were here remember the maliforous sound that was a part of Ed Monda's background.

Ed after he left here went back to Zambia and organized the dance troupe which he brought over to this country and toured and we were fortunate enough to invite Ed through his Embassy to spend a semester here at Wilkes teaching dance, folk dance really. Ed did a program that culminated that semester. Unfortunately we have learned that Ed died some years back.

I have some stories also about Dr. Farley. I'm not sure that I could tell all of them, but a couple come to mind. When I first, I was teaching in the English Department and think my salary was \$2300 a year, which was pretty good I guess, because I managed after a three year period to save enough to go to Europe for the summer. And I arranged through Columbia University to go abroad on a freighter which had cost only \$250--both ways. You can't beat that really.

Tell them about a hurricane (someone on dias). And I came back in a hurricane. They sailed through the eye of a hurricane (same person on dias).

But the story I was going to tell you about Dr. Farley, when I first started to teach, I taught 15 hours, 12 hours of English Composition, a course in Speech and Directed four plays a year. Which I thought that everybody did that until I found out differently. Then I was able to teach 9 hours of English Composition which helped to relieve the load. Dr. Farley used to wander around campus and I was teaching a course in English Composition in Kirby Hall, in the room that has the fireplace, it was a full class so 25 or 30 people, and I was leaning up against the mantel piece talking to the group and I could just sense that suddenly everybody was just rivetted by what I was saying because they looked tense and their eyes were shifting from me over to the doorway and back. And I suddenly, I looked over and I could see this huge figure looming in the doorway and slowly he gravitated toward me and reached out with a big hand that could hold a basketball and grabbed me by the collar and lifted me up off my feet and said, "Son there's no smoking in classrooms." I never smoked--then or since. That was Dr. Farley's style. When he hired a dean of women back in 1969, he said to me, "I just came back and hired a Dean of Women, she's a very attractive young lady, and I want you to keep away from her." Well that woman you know is Jane Lampe, we went against Dr. Farley's wishes in that regard.

I would like to tell you about Kiwanis musicals and the relationship that we have had with the Kiwanis and with other organizations but I know its getting on a little bit in the evening and I think we can all probably reminisce in our own little pockets of and so with your indulgence I will save some of the stories for another time.

Thanks.

Betsy Condron

Bob, why don't you come back up here in case somebody has some very important thing they need you to answer.

Do we have any questions or comments of this pretty special trio up here. Or comments to add to our tape. There are those of you out there who probably have some stories of your own.

May I, (from audience).

BBC: Yes

AUDIENCE: I brought my keeper and my therapist and I promised her I would speak tonight. With your indulgence.

BBC: Good.

AUDIENCE: I think I speak for myself although I suspect that I speak for others. Some people who have had good luck at times and I think that I have had some good luck, spend some time regretting that they did not--when they had the opportunity or did not make the opportunity to--thank persons who fostered or made possible such good fortune. I don't want to let this opportunity pass myself. I want to thank Dr. Reif, I can't say Chuck Reif, because he was an outstanding teacher and I was a less than outstanding student. I feel somewhat more comfortable saying Bob Riley and Al Groh but I wanted to speak also of Dr. Simonovich and Dr. Thatcher and Dr. Rosenberg and Joe Canter and others who come to mind who made an enormous difference, I would say "the" enormous difference for me. So I wanted to take this opportunity to say thank you, thank you very much.

BBC: Any other comments, thank you for that one, or questions, reminiscences.

DIAS: We're going to have a surprise quiz afterwards.

BBC: Blue book.

Betsy, excuse me. I wouldn't try to second, I do obviously second what Nick said but I think the thing that is clearly most significant to me is that though its been 35 years since I graduated from this school, that I can sit and talk to and know by first name because I don't have an aversion to Chuck because he _____ . But also what we have find in _____ Berard and Bob Capin and people that who were idols in many ways to us when we were here to 35 years later to still be good and valuable friends. And I thank you too.

BBC: Thank you. So, we have reference made, I think by a couple of our speakers tonight, to the we laughingly call them the fly boys, but the Airmen that were here. And I think that most of you probably do know that there was a perfectly, there was a most exciting reunion of those men and many of their wives came along too, last spring was it Chris. It was just wonderful, some of their memories were very, very special to us and they obviously have very wonderful memories of this campus and their teachers and their time here including the pearls cast, what was it Chuck, before swine, thank you.

Anything else, Chris.

CNB: I want any of you or all of you to reflect on Eleanor Farley and the role she played.

AG: Eleanor Farley was going to grow up to be a concert pianist. Chuck.

CR: She was a very good pianist and I think there was a struggle between Dr. and Mrs. Farley because she was not enabled to go ahead as a professional performer. I think she had to adjust to that.

BR: I heard her say to that she had to keep Gene from sticking his foot in his mouth much of the time. How did Mrs. Farley keep Gene from sticking his foot in his mouth?

AG: If Mrs. Farley had lived, she was going to be the first person to perform here in the Center for the Performing Arts. She died the spring just before we opened the center. And in her honor we brought in a Polish pianist. Because we wanted to keep that kind of tradition alive, but Mrs. Farley would have been because she was practicing to present a concert here on stage in October of 1965.

AUDIENCE: Do you want a funny story about Eleanor?

BBC: Yes.

AUDIENCE: (Gingee Thatcher) Eleanor Coats the Coats they were

Quakers and she did not drink. Lots and lots of parties she was invited to, the first thing of course was have a drink, and somebody said that you are a wet blanket, why don't you have a drink? So she thought oh alright I'll have a drink. So she did. Where upon a few minutes later somebody said oh while your here Eleanor you must play the piano. So she went over and sat down at the piano and looked and there were three or four keyboards. She thought well, I can't do anything here so she shut here eyes and she played beautifully. Somebody said, isn't that romantic, shutting your eyes. She had to, she couldn't see. And there are two other funny things. They were talking about Chase Theater, that's where the Wilkes faculty women where we put our children and took turns watching the children in little Chase Theater while we had our afternoon tea for the students. And in those days, we knew all of the students, one of them is one of the dances that we hadn't chaperoned and we didn't have a dance without chaperons, taught us to do the Polka. He was a marvelous dancer and his first name was Bob and I can't think of his last name. He taught all the faculty wives how to Polka and we did it right. The other thing is the Wilkes faculty women we gave a party, I think the first one on April 1. And the men were suppose to bet on the refreshments, they were in boxes--box party I guess, and we had one that was fixed up and we knew to whom we were going to give that one when they did the bidding, and inside we knew he would take it right, because inside the box was a lemon and two toothpicks. And we had it fixed so that Chuck got it.

BBC: He has kept that sense of humor. Nobody has asked Bob Riley about what it was like to be a student in Chuck Reif's class.

I kind of nagged many of them into supporting it.

BBC: I suppose you do.

CR: Mrs. Farley's father, Mr. Coats, used to go across the road to Nick Cortillas because he could get a nip over there.

QUESTION: Did Mrs. Farley write our alma mater for us.

AG: Yes. Eleanor wrote the alma mater.

QUESTION: And she did perform with the symphony.

CR: Yes the words and the music.

AG: Yes she did.

BBC: She did didn't she?

BBC: Any other of these wonderful thoughts? We hope you'll join us for a little reception around the edges and as you come up with things in your conversation pass them along to us so that we don't

lose them. And again, if you find pamphlets or pictures in your own attics or shelves, please pass those along too because we are trying very hard to set up an archives that would do justice to all the wonderful history you have been hearing tonight.

Jane.

JL-G: I want to add on thing and that is certainly in my position of responsibility here at the University as Dean of Student Affairs the joy to me is what our students currently accomplish and what students who have come through the institution have accomplished. And as I look around and I see a Dan Kopen, I see a Joe Savitz and I see a Vaughn Shinkus who we have trained recently and felt we trained him well enough to bring him back. And a Ruth Spear who has assumed the responsibility for this wonderful facility. To me that's what the real strength of this institution is we are able to work with young people and bring them to the fruition and strengths of their talents. And that we are all here to support all of them. I would be remiss if I didn't tell you that very briefly.

BBC: I think that is a lovely note to end this evening on. Any other comments? President Bresieth.

AUDIENCE: I think you have been very gracious.

BBC: Thank you. Please do join us for wine and what ever is back on that pretty table with the poinsettias and thank you again.

Some of you may wonder, if you know me, why I have been chosen to speak at one of these five programs celebrating the 60th anniversary of Wilkes. After all, I do not have the credentials of the heavyweights who preceded me, or of those who will follow me. My contributions to Wilkes cannot compare, either in length of service or importance with those of Chuck Reif or George Ralston, and certainly not with those of Bill Cunningham and Charlie Miner or the three presidents of the school.

I am here because of two probably unrelated events. First, I graduated from high school in 1933 and secondly, I have inherited my mother's genes: she died a month short of her ninetieth birthday. The first means that I came out of high school into the Great Depression of the thirties (people used to say I didn't look old enough for that, but they don't seem to say that too much lately); and the second, inherited longevity, contributes to the fact that I am still here to talk about it. To put it simply, I was here at the beginning, and I am the only member of that first class with a Wilkes parking permit. I am, then, something in the nature of a monument to be taken out and dusted off to be displayed on occasions like this. Those of you who are familiar with George Bernard Shaw's *Don Juan in Hell* may remember the character who is called the Statue. He says to his daughter at one point, "My dear, I am so much more admired in marble than I ever was in my own person, that I have retained the shape the sculptor gave me." So, with that in mind, I solicit your admiration tonight. Or perhaps, recognizing that those of us who are asked to remember furthest back, are the very ones whose memory has become the second thing to go, you will judge me as we do a Russian dancing bear: we're not concerned with how well he does it, we marvel that he can do it at all. My last dusting off was for the inauguration of President Breiseth, and I was such a hit then that I have decided to borrow liberally from my remarks at that time, confident in the expectation that most of you here tonight were lucky enough to have missed them, and those of you were there are lucky enough to have forgotten them immediately.

I am here then to talk about the first two years of Bucknell University Junior College, which fifteen years later became Wilkes College, and then Wilkes University. First the facts, which have been rehearsed time and time again, but must be retold on these milestone occasions, because they are part of the past and part of our legend. Later, the reminiscences, which I must warn you, will be viewed through the gauze of memory, prettied over to make my friends and me look good.

In the June 1933 edition of the *Bucknell Alumni Monthly*, President Homer P. Rainey of Bucknell University reported that there was a population of over 400,000 in the Wilkes-Barre metropolitan area within easy commuting distance, and, including 1933 graduates and the backup from previous years, there were more than 1200 high school graduates within that area, many of whom were academically qualified, who could not afford to go away to a college or to a university. The results of a state-wide survey, made two years previously, indicated that there were at least ten cities where a junior college was eminently feasible. The report indicated that Wilkes-Barre offered the greatest need and the best opportunity of all the ten cities. There was no institution of higher learning in Wilkes-Barre at the time. In northeastern Pennsylvania there were Saint Thomas College, a Jesuit school for men, which later became the University of Scranton, and two small Catholic colleges for women: Marywood College in Scranton and College Misericordia in Dallas.

So the timing was right. The nation was still suffering from the Great Depression. The economy of Wyoming Valley was especially weakened from the decline of the anthracite coal industry. As a sort of corollary, the Depression also caused a surplus of high-level teachers simply because colleges and universities, with decreasing enrollments and other financial problems, could offer fewer academic appointments. So we were assured good teaching.

(Please note carefully the dates on which things occurred. Once the concept was accepted, it took what seems to me an amazingly short time for things to happen.) Dr. Frank G. Davis, who was head of the Department of Education at Bucknell, head of the summer school, and for many years, head of the Extension Division, is considered "the father of Bucknell University Junior College." Farley recognized that and so did Arnaud Marts. From March 1 to March 4, 1933, Davis had come to Wyoming Valley, visited schools, and talked with school people. He returned to Lewisburg and early the following week presented to Dr. Rainey the idea of a junior college in Wilkes-Barre. Within the next two and a half months Davis presented the matter to Rainey at least a dozen times. Rainey was interested but not enough to move. On one occasion Davis offered to bring to the president's office three school superintendents from northeastern Pennsylvania, all of them Bucknell alumni. They succeeded in convincing Rainey that the junior college could serve a real need, and he presented the idea to the Board of Trustees and also to the faculty. As soon as both those bodies and the State Department of Public Instruction had approved the idea, Davis was sent to Wilkes-Barre to get things started.

As a footnote, he took with him George R. Faint, the registrar of Bucknell. Faint stayed on and became the first full time administrator of the junior college, the first of the Bucknell contingent to move here and remain. He was registrar until Herb Morris replaced him in 1946. Dr. Davis sent his report to the president on May 22, 1933, and four months later my classmates and I were taking our first steps toward a college degree.

So we all met on the morning of September 14, 1933. There were 150 freshmen and 14 special students. The tentative budget and program had anticipated a freshman class of 75. As an indication of the number of people who had been waiting for several years after their high school graduation for just such an opportunity, the second year had an entering class of 83. With a great deal of help in the form of loans, grants from the University, and federal job programs, like the National Youth Administration which came along a year or so later, we were able to afford the tuition. (It was, incidentally, \$150 a semester.) But it would have been impossible for most of us to come up with the additional expenses involved in living away from home. Many of the class were older students, who had taken jobs after graduating from high school, despairing of ever having the opportunity to get a college education.

To cite a single example out of many, one of my classmates, still a very close friend of mine, was in this category. Ed Hartmann had been out of high school for three years; at 21 he was, I believe, the oldest member of the class of '35. Since 1930 Ed had been working at McCrory's, first as a stock clerk and then as an assistant manager, which I think was a stock clerk with his own broom. He was becoming desperate in this dead-end job and was ready to quit without any idea of where he would go. So, as he has expressed it, when the college opened, he thought he would take a look and see what it was like, without any idea of what he wanted to be when he grew up. Ed Hartmann was the first member of our class to earn his doctorate; it was in history and it was from Columbia University. He went on to a distinguished career in teaching and scholarship. He is a leading authority on the Americanization of the immigrants, in particular, the Welsh in America. I guess he was also the first of our class to return to Wilkes as a faculty member. He served as chairman of our history department, and while not too many of you may remember him, to place him in time, he immediately preceded Harold Thatcher in that post. Dr. Hartmann finished his career at Suffolk University, where he was also for many years chairman of the department.

I had hoped that he would be with me tonight to contribute his reminiscences, but obviously he is much more intelligent than we. He turned down our offer, to leave his winter home in Florida to join us here in the snow..

I think that all these factors, the Depression, the despair in jobs that were leading nowhere, the sudden and unexpected appearance of this new school, contributed to the high level of motivation that prevailed among us. A statistically large number of that class went on to graduate school, and then to distinguished careers in medicine and dentistry, law, engineering, government, clinical psychology. (Dr. Joe Lord, my roommate at Bucknell, earned his Ph.D. in psychology from Harvard, served notably as head of the training program at Harvard University's Children's Hospital. He died last year.) Of course, the picture is not completely rosy. Some of the class went astray and wound up in the academic world. They settled for appointments at Harvard, the University of Kansas, the University of Pennsylvania Medical School, Wilkes College. And yes, Dr. Breiseth, there was one poor fellow in the class who became president of a college. He was Bob Carter, and he was president of Slippery Rock State College, later Slippery Rock University. I must mention Amby Saricks who was also an administrator. Ambrose earned his degree in American history at the University of Wisconsin. He taught at Kansas, and served as Vice Chancellor of that University for a few years. He couldn't take that and returned to teaching history there. He was my other roommate at Bucknell, and he died last year, just a few months after Joe Lord. Last year was a bad year for our class: In addition to those two, we lost (again within a month of the others) Julius Altman with a law degree from Harvard, who was Assistant U. S. Attorney in the Scranton district, and Eleanor Scureman Fox, who taught in the public schools in New Jersey. They were all close friends of mine, and I shall miss them.

Out of the class of 1935, 46 went on to become juniors at Bucknell. (Of course, there were many who continued their education at other colleges and universities.) So there were 46 who were Junior College graduates out of a total Bucknell junior class of 223. Of these 43 were in the Bucknell graduating class of 1937 out of a total of 217 graduates.

I remind you that the Junior College class of 1936 was much smaller than its predecessor because, of course, that first class was made up in no small part of a backlog of high school graduates from previous years. My recollections of that second class are not as clear, but at Bucknell I knew several of them quite well. One notable representative from that class is Dr. Robert Mayock, who for many years has been the head of pulmonary medicine at the University of Pennsylvania Medical School and a nationally known specialist in his field.

My friends, what a loss there would have been if these people had not been given the opportunity to make their contribution because they could not afford it. What a loss it would have been if this first challenge had not been met.

I think I speak for most of the members of that first class when I express a deep felt gratitude to the educators of Bucknell and to the leaders of this community who had the foresight to devote a tremendous effort and a good deal of hard-to-come-by money to ensure that this academic baby would survive. That was far from a sure thing. In fact, I'm told that a national magazine, *Survey Graphic*, in a 1936 issue, referred to the Junior College and this community when they said, "Wilkes-Barre is a community divided against itself. The only effort to bring together diverse groups in the community is Bucknell University Junior College, and the community will never support it." They were so wrong. By the way, that periodical suspended publication shortly afterwards.

Let me digress for a moment to correct a rewriting of history that I was guilty of in that talk at Dr. Breiseth's inaugural. Because I thought it was a better story, I said that the magazine was the *Literary Digest*. It wasn't, but it did sound better, and it gave President Breiseth an opportunity to follow up with an anecdote of his own.

Well, those were the students. What about the campus? Well, the campus, if we may call it that, was the entire third floor of the Wilkes-Barre Business College building on Northampton Street, a site now occupied by the western half of the parking lot across from the YMCA. The building was then about ten years old and had been built by Victor Lee Dodson and Thomas H. Keiser, the proprietors of the business college. We occupied the third floor, which had been divided into a lecture hall, classrooms and offices. We also, as I remember, had some space on the first floor for a couple of offices. There was a small auditorium on the first floor with a stage, whose use was restricted, I believe, to the business college. In the second year, our landlords moved the business school to other quarters, and we then leased the whole building, except for two stores, one on each side of the entrance on the ground floor. In the second year, then, we were able to add the science laboratories that we needed as well as more classrooms and office space.

In our first year, the YMCA was building across the street, and we had a classroom at the front of our building whose windows opened onto Northampton Street. And on warm days, they really had to open. There was no lift-slab construction then, and the Y was built with steel and rivets. The noise was a problem to both instructor and student: The instructor had to raise his voice level to near screaming, and it was only the most absorbed of students who could manage to sleep through that class.

The building was completed by the time the second year started, and in a small sense, it became the first dormitory of our new college. Our student body was, of course, 100% commuters. But some of them commuted quite a distance — from above Scranton and from the Hazleton area. And some of these found it

convenient, particularly in winter and for those eight o'clock classes, to rent rooms at the Y (that YMCA, as many still are, was also in the hotel business). I recall that Frank Antonelli's room, for some of us, was the first student union. We would meet there between classes to relax and talk and sometimes play a little recreational game of cards. Francis X. Antonelli was from Hazleton, and before his retirement a few years ago, was principal of West Hazleton High School.

The Junior College occupied that building until 1937 when it began to acquire its own buildings along South River Street. That same building, interestingly, also served King's College in its early years. It was demolished when the Lazarus store expanded its property from South Main Street around to Northampton Street.

Bucknell University appointed John Henry Eisenhower as the director of the Junior College. He was an educator and administrator, who had taught at Boston College in the education department, and who was, at the time of his appointment the principal of Reading, Pennsylvania, High School. His last name, by the way, is spelled h-a-u-e-r and not h-o-w-e-r, but still you now know that Dwight was not the first Eisenhower to serve as the head of an institution of higher learning. The assistant director, and professor of English, was a man named Byron S. Hollinshead. Now there's a name for an English teacher. I don't really remember what that middle initial stood for, but I'd like to think that it stood for Shelley—Byron Shelley Hollinshead. Now Byron had an interesting distinction, interesting at least to me as a sports fan. He was a Brown University graduate, and a few of you here may be old enough to remember that Brown had a famous football team somewhere in the late twenties or early thirties. It was called the Brown Iron Men because they went a whole season without making a substitution. Well, Byron Hollinshead was a substitute on that Brown team. To give him his due respect, he later became president of Keystone Junior College, and then went on to finish a distinguished academic career as president of Coe College in Iowa. So he did make the first team after all.

Three of the thirteen members of the first faculty were newly hired for the Junior College, and some of them later went to Bucknell to become members of the faculty there. The rest of the faculty came to Wilkes-Barre from Lewisburg, some once or twice a week to give lectures and conduct classes, and others who moved here to spend full time as instructors at the Junior College. Most of these went back to Bucknell when the young college in Wilkes-Barre began to build its own faculty. Some stayed on and made their careers here. I think particularly of Voris B. Hall, who was chairman of our first physics faculty, and Paul Gies, who first came to the Junior College from Lewisburg once a week to conduct the music appreciation course, liked it so well here that he stayed on. He founded the Bach Festival in northeastern Pennsylvania and had a brilliant career as a teacher, musician and conductor. Gies Hall in the Darte Center honors his memory. On

a personal note, "Pop" Gies was a close friend of mine, and I found him a fascinating conversationalist and beer drinking partner at the Lewisburger Hotel when I went down to the campus. When I say conversationalist, it was really not a conversation: he did most of the talking, and I listened and learned.

So we were not short changed in the teaching department—we had the best that Bucknell had to offer, and I think that the faculty enjoyed the challenge of teaching a group of students who were somehow different (dare I say better?) than those to whom they were accustomed.

Bucknell just that year had adopted the Chicago plan, which I suppose we might now call part of our core curriculum. It included survey courses in history and world literature, a course in comparative religions, one in music appreciation, and one in art appreciation. These courses were required by all students and taken in the first two years. So we joined our fellow students on the campus in being able to take advantage of this relatively new approach to college education. I think that most of us came away from it with the broad liberal arts background it was intended to achieve. You may have noticed that, even though I have the narrow viewpoint of a mathematician, I have still been able to season my remarks with apposite literary allusions.

So we were pioneers in many ways, and that presented a challenge and an opportunity. Everything we did, faculty and students, was being done for the first time in a new institution. We established this college's first newspaper, the *Bison Stampede*, which of course took its name from the animal mascot of the parent institution. Later, when we severed our official connection from Bucknell, the name was happily changed to the *Beacon*. We had the first football team, with hand-me-down uniforms from Bucknell. I believe that football was dropped from the program after that first year, not to reappear until George Ralston came to the campus several years later. We had the first basketball team, coached by Hank Peters. I was a substitute on that team, and I was inserted into the lineup only when we were very far ahead or hopelessly behind. Usually it was the latter. We also had a baseball team (Vince Loftus was the captain and Peters also coached baseball) and we had a tennis team of which Joe Lord was the manager, and the coach was John Gittens, who was the brother of Millie Gittens, whom many of you will remember.

And we started the first dramatic group. Our first production, directed by Forrest Keller, who taught economics, was a courtroom drama called *The Trial of Mary Dugan*. We presented this on the Meyers High School stage to a small but apathetic audience. I played Jimmy Dugan, a young lawyer who was defending his sister. As I recall the ending, the audience, who served as the jury, convicted me of malpractice—not as a lawyer, but as an actor.

We had dances, we had social and service organizations, and we started a mathematics club, a political science club, and an economics club, among others. In short, we had the challenge of shaping, in the classroom and out, the character and the standard by which this new center of higher education would be known. I hope we did well. I think, when I look at Wilkes University today, that we did.

I would be remiss if I neglected to emphasize in these remarks the promise that this institution has made to the Wyoming Valley community throughout the years. And that is to accept the challenge of interacting with that community, to whom we have owed so much, but who needed us just as much as we needed them. We have understood this promise from the beginning. In the *Bison Stampede* of November 15, 1934, is an item about a series of lectures on economics to be given by Professor Forrest E. Keller in connection with the Y.M. and Y.W.H.A. Department of Adult Education. And the *Stampede* story concludes:

The participation of one of our faculty in a program of this sort indicates another step in the fulfillment of a prediction that was made by community leaders when the Junior College first established itself in Wilkes-Barre. It was said at that time that the new institution, through its own programs and through its faculty, would aid in promoting liberal education in the community.

Again, in the issue of March 31, 1935, is the announcement of a science exposition to be presented by the students and faculty of the Junior College for the high school students of Wyoming Valley. Some sixteen high schools were expected to participate, and the number of students expected made it necessary to conduct the exposition in four sessions, from Friday evening through Sunday afternoon. This program is still implemented yearly by the Wilkes faculty and students, although with our present facilities we are able to complete it in one day.

From that time, we have never faltered in this promise. We've become one of the cultural centers of the area: this theater, our art gallery, our concert and lecture series, our music concerts. Our athletic teams have been embraced by the community and become part of its fabric (and hasn't this been a great year for them! Well, we started it!). The Institute of Regional Affairs, the Labor Management Citizens' Committee, and so many more, that I run the risk of offending some by my omission. They have so enhanced the quality of life in northeastern Pennsylvania, that I have neither the time nor, indeed, the eloquence, to do them justice. However, I hereby officially take credit in the name of the class of 1935 for having started Wilkes out on the right foot.

ROBERT CAPIN

Dr. Mike was a member of the faculty at one time and faculty members lives are centered around 50 minute intervals. And I am a member of the faculty, so if you get tired, we have refreshments in the rear and you can take a break if you wish. But I've already warned everybody that I am going to go beyond 15 minutes, not much I hope but I am going to do that .

People tell me that I have had a unique and eclectic career. That's true. So if in the next 20 -- I hope not 25 minutes -- I am going to review some personal experiences relating to that career. And you'll have to forgive me if much of my presentation is autobiographical.

Because I have to present it that way because I am the only person in the world, in the world now, that has been a student and graduate of this institution, a member of the faculty, an administrator, and a president. I've lived all those lives. Except for just a few years, Libby and I have witnessed and been a part of 47 years of the 60 year history of the institution. And I can always remember the number of years because it is the same number of years we have been married.

But I want to set the stage first and give you just a little bit of history. Now some of these things Charlie Miner had mentioned last month, but some things you are probably not aware of. So I am setting the stage to bring myself to Wilkes-Barre.

June 14, 1945 -- The report of negotiations with Department of Public Instruction, Harrisburg was presented by Dr. Farley, owing to the fact that we have more colleges in Pennsylvania than in any other state, the department is not eager to establish another college and is quite insistent that the full endowment of \$500,000 be raised before favorable action could be taken. It was regularly moved and carried that we negotiate with the trustees of Bucknell University relative to the establishment of a four year college. And that they assist in its establishment at its earliest opportune time.

January 14, 1946 -- Mr. McClintock stated that it was felt advisable that a new name be selected for the Junior College that would identify it with this community and he requested that a committee go to work and find a new name.

May 13, 1946 -- Mr. McClintock announced that one gift of \$50,000 and others in smaller amounts had already been made to our endowment expansion fund. The matter of the name for the new college was brought up and the names Luzerne, and Westmoreland were mentioned but no decision was arrived at. I understand that the name Riverside was considered at one time. And then there was a resolution by the Board in June 1946 and I won't read the entire resolution because it is a long one, but I did pick out a few

sections and these sections -- one section points out that applications at both Bucknell and Bucknell University Junior College were so large that it was suggested that the inclusion of a fourth year at Wilkes begin in 1947. Because of the congestion and the returning veterans. In June 1945, also, I don't think this will be offensive to anyone but it was part of the resolution. There was a concern that was officially brought to the attention of the trustees of the University, Trustees of Bucknell University, the plan of the Bishop of Scranton to establish a four-year college in either Wilkes-Barre or Kingston. To be called King's College. And requested the authorization to make a senior college of the junior college as promptly as possible to meet the competition of the new institution. The response to this the university decided that the work of the junior year in Wilkes-Barre in all fields but Engineering and Physics would begin in the fall of 1945. In the light of existing conditions, the trustees of the Junior College hoped the university Board will consider a further extension of the present arrangement so that by June 1947 a fourth year of work may be offered in Wilkes-Barre. Be it hereby resolved that the Board of Trustees of the Junior College solicits support from the University which will permit students to complete their senior year in Wilkes-Barre after June 1, 1947.

May 6, 1947 -- It was stated that our choice of Wyoming Valley College was meeting with some objection, especially on the part of representatives of Wyoming Seminary. And you can understand that they were concerned about the confusion if we had a Wyoming Seminary and a Wyoming College. As a matter of fact we were trying to adopt Wyoming Valley College, but there would still be confusion. So he sent the committee back to work. On May 29, 1947, the committee appointed to reconsider the choosing the name for the college reported that after due deliberation the thought of naming it Wyoming Valley College was abandoned and recommended that the name be Wilkes College.

Now that sets the stage. It was 1946, I had just returned home from the Navy and the questions was what to do. I wanted to be a CPA. I really didn't know why, I just liked the man in Harrisburg where I lived who was a CPA, so I thought that would nice thing to do. And I decided to take advantage of the GI Bill. Colleges were crowded in those days, very crowded, and I didn't want to go too far from home, my home was in Harrisburg and I had been away, so I enrolled at Shippensburg State Teachers College in 1946-47 after one year I advised them that I had planned to transfer to a school in Wilkes-Barre. And I was going to be married. A faculty member at Shippensburg thought that I shouldn't transfer she said, "I thought you'd make a good teacher." I didn't accept that advice. And besides I was in love. With the help of Libby's cousin, a fellow by the name of Dave Katz, who is a graduate from here who is now a physician, Herb Morris who was then the Director of Admissions, admitted me to BUJC. It was still BUJC in those couple of weeks. Tuition at that time was \$12.50 per credit, and it was raised to \$15. Libby and I were married on June 1, 1947.

After a short honeymoon, I attended summer school. I took World Literature from Dr. Mary Craig. And those of you who remember her, she had some sort of a breathing difficulty, and you thought that every breath was going to be the last breath. But she was an excellent teacher. Statistics, Stanley Chickson, tough, tough, tough. He wrote on the blackboard and erased simultaneously, I couldn't get the notes. And he would start every session by the way by saying that everybody at the college whether you were engineering, accounting or what you took the statistics, everybody together. And he would start every session by saying, "You guys that are taking Commerce or Finance are wasting four years of your life." That was his opening remarks. Economics -- no longer with us, I don't know how long he was with us, George would know, Julius Spiro, another tough instructor and a fellow by the name of Jim Langen who taught Accounting. I must tell you I never worked so hard in my life as I did that summer. That was a difficult summer. But I recall very specifically that summer the ceremony that took place at the rear of Chase Hall. At which time, and by the way you can see over on the mural in Stark Hall some of the personalities involved with that, but that was the official ceremony transferring the keys to this institution from Bucknell University and establishing Wilkes College. I recall my father was with me that day, my father didn't have much formal education, but he said to me profoundly, "Bob, I'm not sure exactly what's happening here but I know it's important." And he was absolutely right.

Let me say a word about the GI's who came here and George and others who will vouch for this. There are many people who think that they were the best classes that we ever had here. Not that they had the academic credentials but that they were highly motivated because they had already lost anywhere from two to four years out of their lives.

Great teachers -- I have already mentioned Mary Craig in Literature, Sam Rosenberg in Economics, these are people that I had as instructors. And Sam became my mentor later on and my boss. Chuck Reif, who is here tonight, in Biology. I have stories about Chuck too. Mike has already told you he had all the GI's in class and we met in the garages on South River Street and Bronus Cosliss. Dr. Cosliss, who is Bronus tonight. Bronus is sitting over here. I had Bronus in International Politics my last course at Wilkes. He reminded tonight he checked his grade book and I never missed a class.

Ladies and gentlemen (comment by Dr. Cosliss could not hear)

But what was his grade Bronus? Tell him Bronus. Go ahead tell him, you told me. Either a 92 or a 95.

By the way I had Bronus when he first came over from Europe. That was my first exposure to a European type instructor and let me tell you your arm got tired at night because he gave these very extended lectures, very detailed lectures. But it was a great

class and it is great to Bronus here tonight.

Now, I didn't have Hugo Mailey in class and I didn't have Hal thatcher in class. Obviously, those are great names in this institution and there are others of course. As I said, I attended classes in garages, First Presbyterian Church building, Kirby Hall, the Conyngham annex which is now torn down up the street, Geis Hall which is no longer in existence, Pickering Hall, which is no longer in existence, and we had assembly in the First Presbyterian Church. Correct George. Compulsory. Assembly attendance required to graduate. And when George read the bible you thought the Almighty himself was reading it. And they did. they read the bible before every assembly.

I went through hazing at Wilkes. This is my Dink. He still wears it to Temple. It went through the flood, of course, its much smaller than it was. But you know that as you start throwing things away after a catastrophe as we all did after the flood, I found this and I said "eh, lets keep this." So we kept it, this is my dink. I went through the signs and all the other, as most of the GI's they had to do that. That's right.

Sports -- George Ralston was coach. I had him for Biology. We called it Biology but it was a health course. Every Monday morning on the third floor of the Kirby Hall. And of course the first thing before he began the lesson he had to recite what took place the previous Saturday at the football game. Now George remembers this but most of you don't but this was one of the football helmets in George's day this is a leather helmet, an old leather helmet. Now this is not authentic, because there is no such thing as a face mask. That is why you saw football players with flat noses and no teeth. But this is an authentic Wilkes leather football helmet. George was the coach and we had great football teams then and of course other sports were great as well.

John Schwalick provided the seniors the opportunities for job interviews. It was great. He had great relationships with firms throughout the country, they came to campus as they still do.

Of course, in 1950 I really had finished in '49 but I had one course so I am attached to the class of 1950. I can remember my commencement speaker, how many of you can remember your commencement speaker at either high school or college -- a few, okay. I remember mine, he happened to be General Eikelberger. Now the reason I remember him, now remember this is June 1950. One of the things in his remarks was, he said this, "Before the summer is over, we will be at war in Asia." Two weeks thereafter the North Koreans invaded South Korea. And I never forgotten General Eikelberger saying exactly that was going to happen.

And now I come to the next phase -- member of the faculty. It all began in the middle 1950's, I was working for an accounting firm and one night one of my senior accountants to whom I was responsible, he had to go out of town. He was teaching a course

part-time and he hand me the book and he said you are taking my course tonight. I said, "What am I suppose to do?" He said, "There's the text, you know what to do." You will be able to handle it and I did. During the 1950's I taught part-time. He went to Altoona to open a practice and I inherited his course and from that point on I was teaching here until 1959 Sam Rosenberg offered me a full time position. And he said go see Dr. Farley. Dr. Farley handled all the contract as Mike said. He always had your contract in the middle drawer of his desk. You came into the office, you sat down, you talked for a few minutes, and then he pulled out the contract. Here is your contract, I'm offering you \$4800 for the first year. Well, I thought for a moment, after the shock had gone away, I said, gee Dr. Farley how about \$5200. I had the audacity to say this to him. You know \$100 a week, you know \$100 a week it sounded better. And then of course you looked at his face and you knew and then he say \$4800, do you want to sign the contract or don't you want to sign the contract? Some people he just said I don't care if you sign it or not, that's just the way he operated.

Sam Rosenberg assigned me the responsibility of the accounting internship program. Our seniors go out in the field for 8 to 10 weeks working for accounting firms or private industry. If they do well they're offered jobs on a permanent basis -- they're paid. And at that time they were all over the country, and I'd go to visit to see how they were doing. But, let me just tell you about some of our experiences quickly about some experiences.

I went to one firm and they told me that one of our students was late for work the first three days of work. Well, I said to him, "Well why were you late the first three days?" He said, "Because I had an apartment in Brooklyn, our office is in Manhattan, and I waited for the subway which was less crowded in the morning."

Or another student, they said he was a great accountant but he doesn't know how to hold the utensils. That was their commentary. But you have to remember that in those days most of the parents of our students were first generation Europeans. Came here to the United States and did not necessarily know all of the social graces. And some of our students did not, oh, by-the-way I think that's even true today, once in a while you'll find out that some of our students don not know how to hold, use the utensils. That's not our job, although I do it in the senior class by the way. We have a not a session but a couple of minutes set a table, take an order from the menu, see what they do. Did it one day, I eat with them by the way, and one of the students said you forgot to put your napkin on your lap.

Then we had a student who had an unusual diet at lunch time. They told me that every time we would go to one of the nice restaurants in New York, every time we go orders a quart of ice cream for lunch. So I said to him, "Why do you do that?" And he said, "What's wrong, isn't that nourishing." I said, "its not a question of whether its nourishing, just don't do that." I had to

explain to him.

Then we had this student who went to work for Ingersoll Rand and came back two days after his internship began and he said, "I'm not staying there, I'm home." I said, "What are you doing home, do they know where you are?" "No." Call them on the phone. He did. He said, "You didn't know this before, but I've never been out of Scranton in my life. I went down there, they gave me \$700 in cash and told me to go down to Kennedy Airport, get on an airplane, fly to Toronto and meet the audit team." He said, "first of all I've never had \$700 in my whole life and I found myself counting it every five minutes to make sure I still had it. Secondly, have you ever been to Kennedy Airport?" I said, "Yes." He said, "you know people going this way and that. I couldn't take that so I came home." So I finally talked him into going back. Who knew that he had never been out of Scranton. I didn't know that.

Then of course, we had one student, we got him an internship because he lived in Little Neck, Long Island, we got him an internship with Arthur Anderson of New York City. He calls me on the telephone and tell me, "I want to come home." I said, "What do you mean you want to come home? You are home." He says, "No, I'm homesick for Wilkes-Barre." And I had to spend, I bet you, close to three-quarters of an hour convincing him, no stay where you are, don't do anything hurriedly, think about it for a moment, you are home, you'll get back to campus after the internship. But these are some of the experiences with the internship program.

I taught in Geis Hall and Parrish Hall. During my tenure as a faculty member I had positive classroom experiences. I had the opportunity to advise many students. The internship with John Schwalick. John Schwalick set up these internships as I mentioned. And we had a great rapport with accounting firms. We could call them up on the phone and say we have a good student and these were the giant firms in the country and they would take them. Because they knew our students were good, and John had those relationships with those firms.

I've worked with students to help those less fortunate. We have that as a requirement in each of my classes that we do something to that benefits society in general. We have field trips. We've brought speakers into the classroom to bring a new perspective other than the textbooks. Helping students to find jobs. And social gatherings at our home, which we have every year. Libby and I would invite the senior accounting majors to our home at the end of the semester just to have a little social gathering. And she was mother hen, listen to their stories, make sure they had plenty to eat and Libby happens to be a good cook and she made sure they had plenty to eat and it was just one of those nice, nice events.

All part and I simply say all part of what builds a reputation of an institution that cares about people.

upstairs in bed and we should arrange for him to have his meals. He had already had some history of heart ailment. That particular day Libby happened to be cooking chicken soup. So I said, "Libby, Dr. Farley is ill. I ought to go over and see what's happening." So Libby said, "Why don't I pack some chicken soup and you can take it over with you." Which I did. So I came over to see Dr. Farley and gave him the chicken soup, and made arrangements for meals the next day. But I knew they were going to have difficulty with breakfast, by the way Dr. Saidman said he was not to be downstairs, he must stay upstairs, I don't want him going up and down steps. So I came in the next morning and sure enough, guess who was down in the kitchen trying to get breakfast, Dr. Farley. Number two time I thought my career time was at an end. I don't know what possessed me but I said to him in rather stern terms, "Dr. Farley, Dr. Saidman said you are suppose to be upstairs, you are not allowed to be downstairs, so I think you ought to go upstairs. And I figure well here comes the tornado. He didn't say a word simply turned around, walked out of the kitchen and went upstairs to bed.

Well, after a few years I returned to the full-time faculty. And then in 1974 this gentleman sitting over here calls me on the telephone and said, "I'd like you to become the Dean of Academic Affairs at Wilkes." I said, "Gee Mike that means I'd have to leave the classroom." He said, "Well think about it." I took some time to think about and I kept thinking, well why would he ask me. I suppose I finally figured out that I knew the institution because I had been here for awhile, and I could push some numbers. I had that ability I suppose at least to do that. And it was crunch time at the college at that particular time. We owed big bucks, lots of money and difficult financial decisions had to be made. We had a concern about enrollment, and we went through a period of what we called at that time retrenchment, the modern word is downsizing.

And at that time, this is a serious matter, we had a number of different tenure policies in existence, which caused us some trouble, operating simultaneously. One of the policies said, "It depended upon when you came to the institution and at what rank you were hired," remember there is a seven year period when the decision has to be made as to whether you get tenure or not. One of the policies said, "That we would not start counting the seven years until you reached the rank of Assistant Professor," which meant if you came in as an instructor and were here for five years those five years didn't count. Well, you can guess what happened. We had some people who had been here beyond the seven year period, and during our retrenchment we had to tell those people, or some of those that we are not going to be able to keep you here. That caused some problems which I will relate to you. In addition to that the Board of Trustees gave us a directive -- do not allow any additional academic departments to become 100% tenured.

And that meant we had to let some good people go, that we might have wanted to keep. But by making difficult decisions we made

some progress, but not without making some wounds, there were some wounds.

May 9, 1975, Mike decides he wants to do something else so he resigns. I'm chosen to become Acting President, but also continued to be Dean of Academic Affairs. But the reason for that primarily was that the faculty thought the new president should choose the new Dean of Academic Affairs. So for a year I'm Acting President and Dean of Academic Affairs and I must tell you it was a physically taxing and difficult year.

And now we come to the Presidency -- 1976 I was chosen to be President, and this is not going to be too long Chris, soon I'll be finished. You'll ...

Dr. Breiseth I'm in no hurry.

Dr. Capin -- This is the simplest part. I served under three Board Chairpersons: Joe Savitz, 1975 to 1978; Ben Badman, 1978 to 1981; and Bill Conyngham, 1981 to 1984. It is my impression that I had a good working relationships with all three.

Under Joe Savitz administration in 1975 we dedicated the new section of Stark Learning Center and the William B. Schafer Lecture Hall. Also during his term in 1977 we had what we called the Alpha Campaign. A 2.4 million dollar campaign which was directed toward scholarship support, enlarging the endowment and reconstruction of buildings including Conyngham Hall which we had obtained from the family.

During Ben Badman's administration we did something which was called "A Study of The Goals of The College" and that became very, very important. It became a document which we used in our 1980 reaccreditation by the Middle States Association.

Under Bill Conyngham's term, 1980-81, we had the Capital Campaign for Evans Hall and we began construction of Evans Hall in 1981. And in 1982, the Rosenn Lecture Series was established. Which as you know is an outstanding program here, and which Bill tells me one of the most important responsibilities he had was to appoint a search committee for a new president.

And when I became President, you know people asked, "what was the mission of the institution." Well, let me tell you quite frankly what the mission was. The mission was to stay alive. Of course we had continued to retrench. And staying alive was extremely important. Of course, we wanted to improve the academic stature.

The other individuals that I would cite, some of you know these people -- some do not -- Donna Louise Carpenter, Ann Martz, Martha Deiner, Eloise Ehert, Helen Sloan and Judge Max Rosenn and I could go on and on. These were personalities with whom I had the opportunity to work and I must tell you that behind the scenes

Libby made tremendous contact with these people. Many of these people came up and stayed overnight for Board meetings she was the hostess, she bedded them down, she fed them, she made sure they were happy while they were here. She had a great relationship with these people. We acquired Conyngham Hall, we built Evans Hall, we refurbished many buildings, we disposed of Parrish Hall which is now the Guard Center, we disposed of Chapman Hall and we disposed of the guidance center and the snack bar which was up in the first block, and then we had the facade which we disposed. The famous facade in front of Conyngham which we had intended to keep, really we had intended to keep it just from a historical perspective. As time wore on, the people kept telling us its not in good shape -- physical shape, it's going to fall down and someone is going to be injured, it's going to cost too much to fix. So finally we made the judgment to tear it down. Wow! My ear was burning with the telephone calls. But we had to do that, and I thought it was a tough decision.

During my term we had a great 50th anniversary celebration. John Schwalick was the Chairman of that event. He called together all the department chairpersons and every department said they would have a program during our 50th anniversary. Which they did. They were great programs. We had Congressional debates on our campus. And we concluded that year with a very, very fine convocation at which we had a gentleman by the name of Singin Steves who was a member of the House of Parliament of Great Britain, who is now in the House of Lords, but he came and he was our guest speaker at our 50th anniversary celebration. A lot of stories about him, but I won't get into that.

Fund Raising -- There were two Capital Campaigns during my tenure as President. One was for refurbishing the buildings and the second to build Evans Hall. Fund raising was tough.

Young Alumni -- We had a young alumni. Wilkes's name was not known outside the valley to speak of. Tom Kelly who was then the Dean of External Affairs, who in my estimation was a tremendous asset and did a great job.

I'll tell you one quick story about fund raising. I called somebody who had never given a dollar to the college, a friend of mine. Not a real personal friend, but I knew him well. I said, "I'm President now and we're having a campaign to build a new dormitory, you really ought to make a gift." He was of means, he had money. So he said, "How much are people giving." I said, "Well you know it depends on a person's station in life. Some of the people are giving \$50 some are giving \$100,00, you know, it depends." Then came the question, how much do you think that I should give?

What do I do. I said, "Well you know you really have never made a contribution before (and I didn't want to go overboard) a gift of \$10,000 would be nice to start off with." I figure you know, and he says, "Okay, I'll send you a check in the morning." I put the

phone down and kicked myself three times. Sure enough the next morning there was a check in the mail for \$10,000.

Were there some disappointments? Yes. Let me tell you a couple. When I came out of the business world and I had witnessed what takes place in some situations in the business world, I felt coming to the academic ivory tower, that people were people and when you looked at one and other you got the truth and everything was fine. I was absolutely shocked because I must tell you, it was a disappointment quite frankly, because I found in certain situations that some people -- some people -- not all and there are a lot of people who are not like this, but some people actually behaved like animals in the jungle. And the thing that troubles me about that is that we entrust our youth to these people. But then I thought and said, "Why should I have thought that, they are human beings and have the same kind of problems that anyone else has.

Tenure was a disappointment for me. Disappointment from the point of view that I had to tell, as I'm sure Mike did and Dr. Breiseth has the same situation, of having to tell some good people that you might like to keep that there really is not a place for you. And that is a sad commentary.

There were two organizations that gave me fits and I know one of them and maybe both gave Mike fits too. One was that made life difficult was HUD, Housing and Urban Development. Why? After the flood, Mike remembers, we had you know, we could have been out of business here had it not been for the Federal Government. and by the way, when I talk about these two organizations they both were doing their jobs, I'm not criticizing that. We had to spend a couple of million dollars to refurbish the campus to get the campus back. And HUD would only give you the money, it was a reimbursement policy, you had to submit the invoices to them, the frustration was -- you'd get a call, we can't reimburse these because they're not in alphabetical order. Okay, send them down next time we'd get a telephone call, different person, same set of documents, we can't reimburse these because they are not in chronological order. And this went on.

DR. MICHELINI -- The other thing that was an absolute mind boggling experience in dealing with the bureaucracy was you were to restore to pre-flood condition. Now you get into an argument about the flooring in Conyngham Hall, or in Weckesser Hall and what constitutes an expenditure to restore to pre-flood condition. There's no way you can restore that hand work. It was unbelievable back and forth and Stan Holder and Andy Shaw that went on for eight years into your term.

DR. CAPIN -- That's right. That was very, very difficult. So that was a disappointment. The other disappointment was the American Association of Universities Professors. Now again -- you know why. You remember a moment ago I told you about tenure

policies, the seven year accounting period. We lived up to our policies, our policies, the AAUP said, "We don't care if your living up to your policies or not, those people are here more than seven years they have defacto tenure. You must keep them." We had already terminated them. They censured us for doing that. My disappointment with them is not that they weren't doing their job and remember the time period -- its right after the flood and we are struggling to stay alive -- my disappointment with them was the lack of sensitivity to our situation. And that was what it was. We don't care about your policy or what your situation is those people have tenure you have to compensate them or keep them. That was the disappointment.

A few more interesting comments and then I'll resign. When Libby and I first moved into the President's House, we lived as Acting President we lived at home in Kingston, we moved into the President's house. Oh, I have to go back. The year we didn't live in the President's house, the college decided that that should be the infirmary. And it was the infirmary for a year.

We move into the house. One morning I go to work early out the back door and leave it open. Libby comes down and guess what, two students are sitting at the kitchen table. So she says, "Is there something I can do for you?" She didn't know that she had to serve breakfast to every student who. They said, "Well, isn't this the infirmary?" She says, "No. I'm afraid not. This is no longer the infirmary." They thought it was so they came to visit us.

One day I get a telephone call from a gentleman who says to my secretary, "I want to see the President." She asked him about what and he said, "Its a personal matter." Now I remember specifically, he came into the office wearing a sport jacket, a little beard, a little plump, here's the way the conversation went. He said, "When I went to Wilkes as an undergraduate student, I was a girl." I said, "Is this going to be my day today?" And he proceeded to pull out some legal papers and some medical papers to show me that he had the operation. I'm listening to him and I said to myself, I hope he's not going to ask me to change him back because I don't think I can. So finally I say to him, "What's the problem?" He said, "The problem is this -- oh by the way, he had an interchangeable name -- When I go to graduate school, I'm applying for graduate school. When I go to see those people you people sent my transcripts with a card that said, 'in accordance with and there's a blank instructions we're sending the transcripts.'" And every time our Registrar would send out the transcripts it would say, "in accordance with **Her** instructions we're sending out the transcripts. And when they said her instructions and looked at me they wonder whether we were the same persons or whatever." I said, "Oh gee, I know what we'll do, we'll change the card and say in accordance with the students' instructions." But when he said to me when I went to Wilkes I was a girl.

One day I became ill, and I really was ill, and I was in bed for about a week and the doctor said, "We better take a blood test." So I did. The doctor called and he said, "Libby tell Bob he has mononucleosis." I'm 50 years old at that time and I said, "You tell that doctor that's for a teenager that's not for a 50 year old man." Then I found out that one of the fringe benefits of being President is you get to kiss the Homecoming Queen. The Homecoming Queen had mononucleosis.

I had the opportunity to be invited to Seattle, Washington for the commissioning of the USS Stark. Admiral Stark's sisters invited me out there, and I tell you I felt very good. It was recognized by the Naval Commandant at the Seattle Naval Yard. I had a chance to go see the vessel, and if you've never been to the commissioning of a naval vessel it is a very impressive ceremony. But I remember going through that shipyard specifically. You may recall that not too long after that that the USS Stark was hit by an Iraqi missile. And I remember standing in that spot in the vessel where the vessel was struck. What an experience.

I came into the office one day, early in the morning had to go to Philadelphia to pick up some papers. A woman was cleaning my office. I said, "Good morning, How are you?" No answer. Figured maybe she didn't hear me, so I say, "Good morning." Finally, she said, "Why do you say good morning to me?" I said, "Why shouldn't I say good morning?" She said, "Because you're the President (and Dean at that time) and I'm just a cleaning person." And I really said, "Its time to sit down and talk and I impressed upon her that her was effective and I couldn't do my work as effectively if in fact she didn't keep things in order." And I told her that my parents always taught me that regardless of a person's station in life, if in fact they are doing their job to the best of their ability, you have to be respective for that. That was an interesting time.

Never understood retirement, until one year we had eight retirees. Eight retirees. Elwood Disk said to me, "Please don't ask me to teach next year, I have money and I have health and I'm going to travel." Dr. Maurabick retired. Dr. Maurabick said to me, and his wife is here tonight, and I felt very bad and I felt very low that day, and he said to me, "Do I really have to retire? I was chased by Stalin, I was chased Hitler, and now your chasing me." I felt bad.

One other story and then I conclude. We were going to have a dinner for all of the trustees prior to a meeting 34, 35. Two days before the dinner is to be held the caterer has a heart attack. I said to Libby, "What are we going to do?" She said, "I'll cook the meal." Which she did. She cooked for the 34 people. She went out and purchased the meat, etc. I recall that evening because when the dishes went back to the kitchen, the kitchen people said they never saw dishes so clean in their life. Libby made that meal.

I resigned effective June, 1984, and named President Emeritus, after leaving the presidency I was away for five years as a partner in an accounting firm. However, my students graciously established a chair in accounting which I now occupy so what goes around comes around. I'm now teaching again and I would conclude with just this one story of a student of mine. I was shopping the other day for my children who were ill, and I met a young man coming out of the market. I recognized him by face, but I couldn't place him by name. He introduced himself as Joe Kester, Sr. And we talked about what he is doing and what I'm doing. And we went to our cars, and the next thing I know is Mr. Capin I want to talk to you again. And he came over and he said, "You know a friend of mine, Bernie Hardegen, at the YMCA died a week ago and he had a positive influence in my life. And I never had a chance to tell him. But I want to tell you that you had a positive influence on my life. And that is what its all about. And that what Wilkes is all about. So truly I have had a unique and eclectically rewarding career and proud to be a part of the history of Wilkes University and Wilkes College.

DR. MICHELINI That's beautiful. After you sit down you think now, did I make the points that I wanted to make? And there is just one point that I would want to make and it is referenced on the top of Page 2.

But one of the things that impressed me very much as a faculty member was that John Whitby at the Admissions end and John Schwalik at the Placement end were always part of the curriculum committee activities with the faculty. Because their feedback, John seeing what our students are looking for and what they expect, and Schwalik saying here is what employers want. You know faculty members tend to think only of the faculty and we are the almighty and you forget what has to happen around you to make things effective and they were superb and their service to this college was just as important as faculty.

DEAN LAMPE

Some things don't change, there is still only one raffle allowed and it benefits the United Way. When Betsy told me that she was unable to be here this afternoon she was gracious enough to give me the notes that she had written to prepare her introduction of Cromwell Thomas. She said, "these probably won't be of any use to you but just give them to Cromwell because I want him to know that I was thinking about him."

I read the notes and I thought I'm smart enough not to try to improve on what Betsy has done and I want to share part of her comments with you. I may editorialize a little bit too though I admit.

She says, "Faculty and colleagues think of Cromwell as the man who loved to be in the classroom. He liked his students, they knew it and liked him back. A Wilkes friend always pictures Cromwell out on the River Common with his various bands of students lugging their transits and tripods busily surveying along the dikes year after year."

Often on Saturday morning the surveying classes, some things do change. I'm sure you noticed when you came down to this building today they were surveying perhaps going on along the River Common. It was not Cromwell's type of surveying, but be that as it may.

A recent Quarterly article features Cromwell as one of our best teachers. Citing him as a builder of two great Wilkes traditions engineering excellence and the renowned wrestling program. A great wrestler himself at Wyoming Seminary and Washington and Lee Crom started wrestling here in the fall of 46, no place to do it in and no equipment. And I'm sure no budget as well, some things stay the same with you George, I guess.

There is also a note here that Cromwell and Beryl are also remembered for the great parties they hosted for faculty and friends in their Kingston home.

My story on that is that I know of one friend of Cromwell's who was invited for dinner and stayed for three weeks. I would like to think that my contribution slight as it may be Cromwell is that I've taken that three week guest off your hands for the last 17 years. I was just wondering if turn about is fair play and I could go out to Crom's for about three weeks

or so.

Cromwell Thomas our faculty (could not hear word over applause).

CROMWELL THOMAS

Thank you Jane. Good afternoon.

At least one of my questions has been answered. I wondered why they gave me five minutes and George Ralston forty-five. Now you know. No, I think George did a wonderful job in the early days. Of course I beat him here I think I taught my first class out here in 1937 and this college started the year I graduated from college.

So am only going to tell you a couple of stories about George he forgot a few of his jobs.

But I kind of backed into this civil engineering job here, the chap from Bucknell who taught it every Saturday that's why Jane mentioned Saturdays, he came up every Saturday and taught classes here. he ended up with appendicitis, poor chap, but I got the job some how, I don't know how. I've enjoyed it and its been a great place to be.

In those days I can remember taking my fellows across the river. George has mentioned some of the jobs that he has had. I can remember George all by himself over in Artillery Park building the pitchers mound. So he had a job on the maintenance crew which we've overlooked. Then he mentioned going into the dressing rooms that they had over in the where they played ball over in Artillery Park, they needed dressing rooms and somehow George persuaded the city to let him have the comfort stations that were over there across from Artillery Park. They were pretty dilapidated, pretty rotten and George and his football team rebuilt them and put in new concrete and put a new roof on while this is going on and George will tell you, you probably heard this story, but he had a youngster up on the roof nailing roofing on and George heard a thump and he ran out side and there's the guy laying on the ground. He's just getting up and George said "Are you hurt?" The guy says, "Don't worry coach I was coming down to get the hammer anyway."

What was his name? Was that Knapich? We can't remember who that was, but we had some great times. We got wrestling started. We were able to find places, we used the gymnasium in St. Stephen's church house. We had some meets in the YMCA which was a little too crowded for our full-time use. Then when we got a gym, by that time I had moved out of

the wrestling, and we had gone through several coaches in the meantime, but I just want to tell you that in those early days that if you needed something you built it and a lot of time you had to go and buy your own lumber. We had some great times.

I certainly have appreciated the warmth of the faculty here and knowing the people that came in. Those fellows that George talked about that came in the 46-47 were probably the greatest group of men that you will ever find. They were fantastic. They worked hard, they played, they studied. They knew exactly what they wanted and they didn't fool around and I'm sure that there are not very many of them that didn't make out exactly what they wanted to do.

Thank you very much and I appreciate this opportunity.

JANE LAMPE-GROH

Through the kindness of Barbara Farley we have a number of materials here, pictures, programs, telegrams one from the then President John Kennedy and I said to Tom Hadzor, "I don't remember them getting a telegram from John Kennedy, I don't remember that at all. Oh, wait a minute, I wasn't here then that is probably why." So time seems to have caught up with all of us I guess. I would like to have you enjoy those articles and pictures. We also want to share with you, this was announced at our last gathering here. This is an atlas that has been compiled by Harold Cox, Chairman of the Department of History,. Harold was kind enough to ask me to proof read this and I took it home with me one night and it was nine o'clock before I finally got to sit down and look at it.

Proof reading an atlas at nine o'clock at night is not my idea of much to look forward too. I was fascinated by it. It is a wonderful, wonderful document. This and the poster which we unveiled at the same April meeting both available in the bookstore. You may write to the bookstore if you wish to obtain them. The atlas is \$6.50 and the poster is \$5. and if you get both you get them at a bargain rate of \$10.

This poster right over here George, it has pictures of many of the historic buildings on the campus.

I would say in closing as someone who came after the glorious and wonderful days that both George and Cromwell were privileged to be part of, I think one of the joys for me is that both men have been able to not only to build what they have built Cromwell has to be overjoyed and astounded as he looks at the current School of Science and Engineering and recognizes the part he certainly has played in building that. George I think has to relish what has happened here in terms of students, the contributions and on-going life of students that is so important. Both of them however, have been able to do that with a very special elan and grace that you don't very often see.

I know I probably would characterize it as being able to say they managed to hold the place close with open hands. Which is a phrase that Ann Morrow Lindbergh penned. But it is very important to be able to do that.

They have nurtured, they built it and they have then let others proceed with the great mission. I will give you these two things as illustrations of how they have done that. I have to cite George because I have worked with him most closely. Cromwell was smart enough to know that he could take me through the engineering department for years and I still wouldn't know. I am an arts person not an engineer. But I give you as testimony of that ability that they both possess. George no longer calls me girly, and it has nothing to do with the fact that I have aged. And you all know George's fascination with technology -- and his respect for modern technology, I share with you a secret -- I called his home the other night and you would never believe it but the Dean has an answering machine.

DEAN RALSTON -- I don't, mother has.

DEAN LAMPE -- Mother has. Thank you all.

IMPRESSIONS OF FIFTEEN (1955-1970) PLUS FIVE (1970-1975)
April 26, 1994

I. Essays of an Educator by Eugene Farley

History of Wyoming Valley Community economy and education.

Prospective role of a college and capacity to influence future of its' people and economy.

College and Community as co-dependent articulated by community and trustee leadership.

Post WW II and Korean war decline - challenges. Decisions to leave or stay.

1955 post-Sputnik: National Defense Education Act: Baby-Boomer projections of needs for higher education.

EDUCATIONAL PHILOSOPHY articulated for Wilkes focused on a world of CHANGE. (Pg. 174-178). How can and must Wilkes contribute to that change to benefit it's people and community.

II. All social institutions have role in accomodation to change: Church; Government and School.

Schools contributions - basic knowledge and citizenship.

Higher Education - Research and Scholarship - Understand and communicate to society and new leaders the elements of change affecting futures.

WILKES COLLEGE AND CHANGE:

- A. Faculty and Curriculum
- B. Facilities/physical plant
- C. Governance

A. Faculty and Curriculum changes 1955 to present

Cultural - Art, Music, Theater

Economic and Political - Labor/Management studies; Municipal Government programs; Economic Development initiatives through curricular commitments and training.

Social Sciences - Psychological testing services and training - Sociological and family impacts of area economy - Education as major career options - impact on local schools.

Sciences and Mathematics - Keys to changing technology and economic futures; Stimulus to young people in opportunities for professional achievement.

B. Facilities/Physical Plant

Unique character and related costs of historic physical plant. Conversions to academic uses. Demographics of "boomers" and housing needs. Solutions: hotel/YMCA. Dormitory construction priorities and federal dollars.

Academic facilities initiatives - special gifts - changing demands of curriculum (note Stark Hall labs). Graduate research facilities as part of economic development.

Curriculum debates accompanying each program and facility proposal.

Facilities and support followed demonstrated competence and commitment of College and Faculty in sciences, art, music, humanities, social sciences, health sciences, business, education, communications, etc.

Curriculum debates focused on "Core Curriculum" and how to maintain Liberal Arts values in world of change.

Critical "feedback" from admissions and placement personnel.

C. Governance

1. Trustees
2. Administration
3. Faculty
4. Student

"Autocracy" - absolute governance by an individual.

President chaired all faculty meetings - controlled all agendas - prepared and proofed all publications - hired all faculty, etc.

"Democracy" - control by all the people - each sharing equally.

Evolution from administrative chairs and majorities to faculty chairs and faculty majorities - student representation - student independent controls of student government/budgets - student judicial roles - parallel Board committees in relevant areas of student life and academic affairs.

III. External Influences of the '60s and '70s

- A. Economic and Social
- B. Public Policy and Higher (Post-secondary) Education.
- C. Curricular Impact

A. Social unrest (see Presidential Commission Report). Vietnam War - guns and butter - subsequent economic impact. Idealism (Kennedy years); Cynicism (Vietnam escalation - Johnson); Campus impact (Kent State). Inflation - wage and price controls. Impact on faculty salaries and economics of institutional operations. Buckley amendments - privacy.

B. Public Policy - National Defense Education Act - Facilities grants - Student Financial Aid (PHEAA) - Basic Education Opportunity Grants (BEOG now Pell); Supplemental Education Opportunity Grants (SEOG); Student Loans (indentured servitude?); Institutional Financial Aid; Growth and proliferation of public institutions and community college sectors; Demographics and public policy requiring enrollment, faculty planning, and financial data by government.

C. Curricular impact/responses - Societal changes in expectations for health care - third party payors - Nursing and Physician training programs - Regional health and hospital planning councils; Higher education planning councils; Environmental sensitivity and new science programs; Teacher education and certification criteria; Engineering - materials science - computer literacy; Business and accounting initiatives in computerized world; decline in humanities and core support of liberal arts.

SUMMARY

Reference the past, present and future pace of CHANGE.
Impact on institution at all levels clear.

Reference educational purpose:

Marks of an Educated Man - Pg. 106-109

Marks of a Master Teacher - Pg 111

The success, survival, and vitality of an institution is measured by its' capacity to anticipate, adjust, and influence CHANGE.

I would submit that the history of Wilkes College/University, reflected in the Farley writings, my own experience and the records of my successors, reflect a capacity to influence and accomodate to change that reflects the philosophies and intentions of its' founders.

The remarkable history of Trusteeship; the incomparable record of faculty involvement in the curricular innovations called for in a rapidly changing and evolving society; and the remarkable administrative accomodation to unprecedented social and economic changes, facilities demands, and political involvement in higher education financing with little apparent sensitivity to the private sector role and contribution to their endeavors, leaves much to historians who presume to provide enlightenment.

Francis J. Michelini

Let me introduce two former and the present presidents of Wilkes University. Having had the unusual opportunity to have worked with each of the presidents, including Dr. Farley, it is a particular joy for me to have this opportunity to introduce them to you. In thinking about the uniqueness of the evening, I thought to myself that perhaps even more unique is the fact that the three of them hold a special feeling for us and we have for them. Even though they have gone through their tenure in two instances, they are still beloved and thought of with great affection. I am not sure what the order of the presentation is tonight (aside--in order of our terms, I'm not going last.) I think Dr. Michelini is first, is that correct (aside -- even though they are both older than I am)? Even though they are both older, and followed by Bob Capin and then by our present president, Dr. Breiseth, and followed afterwards we'll have an opportunity to either to ask questions or to make our own comments. And with that, Mike will you please come forward.

DR. MICHELINI

You know this is the instructions and directions I don't whether everybody is afraid to tell you what to say, or because they really don't know what they want you to say. In any event, this started out in my mind this was to be a historical recap of the tenure that I experienced at Wilkes both as working with Dr. Farley and as President. And then Betsy called me and said we are planning on 15 minutes for your part of the program. I thought of the old story that they used to tell in academic circles about the dean responsible for the concert and lecture series so they call this speaker and they say, "We'd like you to be part of our concert and lecture series on May 21 would you join us?" And he said "I'd be happy to join you." Well, how much is your fee? How long do you want me to speak? Well why, what difference does it make? Well, he said, "if you want me to talk for two hours, my fee is \$50, if you want me to talk for an hour my fee is \$100, if you want to talk for 15 minutes, my fee is \$500." And she said, "That's crazy, \$50 for two hours and \$500 for 15 minutes." And he said, "It's a lot harder to say something meaningful in 15 minutes then it is in two hours."

So I tried to, and in all honesty, anyone connected with Wilkes knows we could go on with anecdotal stories and experiences that we would be here until two in the morning at least. I did try to respond to Owen's request for something that would be what I perceive to be some of the historical trends in the _____. That would kind of contribute to a view of the historical elements that I thought were important to the college. I was told that 50 to 60 people would be here, so I made 50 or 60 copies so if you would share one, that is intended to be simply an outline of what I think were some of the evolutionary patterns that were part of Wilkes as I came to know it through Dr. Farley, through working with him as Academic Dean, member of the

faculty. The essays of an educator, I told Essy Davidowitz and Al Groh, that is a remarkable and the older I get and the rereading, just a remarkable presentation of a philosophy of education and commitment to community that you will ever find. And I recommend it to you, they cost \$5 in 1972 when they were published, counting inflation rate, I think, Chris would probably take \$50 for the copies. And they are available downstairs and I saw some over at Weckesser lobby.

But it really is a fascinating recap of this century from someone who was in education through World War I, through the depression years, part of a total transition in America's perception of itself as a nation, and its role in that nation, and I do recommend it to you.

So I begin with that reference of Essays of an Educator, by Gene Farley. Where he gives the history of this valley, and he was not a native, he came to know through the Gilbert McClintocks, the Andrew Sardonis, the Bill Swords, and many names that you all know far better than I do. What the pattern, the evolution of the economy and of its people meant the valley. The prospective role of the college to influence it was probably his dominant life's work. Interesting to note how many time in that book you can read between the lines and say he was on the verge of leaving, he had other offers. Gene Farley was a man very impressive in educational circles. But constantly through very difficult years and interestingly enough to me because I came in 1955 he perceived that period from the early 50's to 1958 as really the low point personally and professionally in his ability to contribute to Wilkes College and to a community and yet he emerges from that because there is that underlying commitment, "This is a community that really needs this college." Its an economy that really needs these people they are young people that really have to have someone take them seriously and provide them with the opportunity to forge ahead. Its wonderful to say you knew people who really had commitment. He had a lot of faults, believe me. His daughter knows that Gene was not a perfect man. But, he was an inspiring person and he had that commitment that really I think that personifies Wilkes today. Its that integration of what higher education means in a community and how that community in turn feeds off of and contributes to and helps develop those opportunities for their people and their economy and their community. So I try to identify some of those things. I came in the post World War II and I heard stories about the cadets, especially from George Ralston, who does not speak very highly of that group, I have to tell you. But the post Korean War we had those student dips and rises and the enrollment was 650 students in 1955, probably and I have not researched it because I point out the whole and I don't have the capacity to look back. But I think that probably was one of the low points enrollment wise after it became a college. Certainly, the GI Bill and Korean War people kept it above 1500, but it dropped down to 650. And that's why I sense that that was a period in which he was really evaluating does this college have a future, if it does, what is it to be. He

saw change as his vision. I have adjectives that identify me as a president and as a transition kind of person, Bob Capin in a different context, really as a solidifying influence, Gene Farley as a visionary, and I think Chris Breiseth is another visionary. But the college had to go through those cycles of stability, growth, instability, growth, and we have been fortunate to have experienced that kind of leadership in the unique contributions that we were each able to make in our own way.

But that capacity to see and to look ahead was what kept him here. And his vision understood change. Long before Sputnik, long before the transistor, his mind realized and recognized that we were moving and it comes through in his analysis of social philosophy and everything else. In what was happening to value systems, it comes right through. He could see change, he didn't know what it would be but he knew the only way that human beings could adapt and prosper and be able to contribute was to have an institution that could look ahead and try to encourage them to get the kind of education that would help them look ahead.

So if I were drawing this history, I would say that you look at that theme of change and then you say then, okay then, how did the college reflect that change? And in this outline, as primitive as it is, and I'm sure you could look at the Catholic Church and through some of its recent history with the Vatican Council and there has been tremendous adaptation within religions. You look at government and God forbid that Will Rogers was right, if we get all of the government we pay for we are in deep trouble.

But certainly in our lifetimes we have seen tremendous changes. You know, Gene Farley lived in the isolationist period of the 30's and World War II was not at all in retrospect was not what it actually turned out to be. So he saw change and saw technological change before many of us did. And he brought together a faculty, and this is item 2a. The three things that you can split out in looking at Wilkes College and if you're trying to develop that historical profile, and say that change was what was its vision, and its mission was to be able to influence and accommodate and contribute to that change. Faculty and Curriculum -- that son-of-a-gun, you know he didn't hire an administration. When I came here I was interviewed by Gene Farley, he signed the contract, and that was it. There was very little, George Ralston, every administrator was a teacher. And every teacher like Chuck Reif was frequently an administrator. The functions were focused on the academic mission and the capacity to make a contribution to the academic program of the college. That's how the faculty was selected. And these were the only ones who would put up with a lot of it and stayed. The Hal Thatchers, the Hugo Maleys, the Sam Rosenbergs, you know, Farley was a tough man to work for. But, they were given the freedom to be intellectually challenged and charge ahead. And he defended them. You know when Hal Thatcher talked about the World Federalists movements and they wanted to ride him out of town on a rail as a Pinko Communist, Gene Farley said, "Oh, no he's member of my faculty, he has a right to express

and make you think. If you disagree, fine. Write another letter to the editor. But don't you tell me I've got to fire Hal Thatcher." So he contributed a kind of strength and support for faculty to be able to do that mission and contribute to change.

I never liked to talk about Chuck Reif, but its fun. And I don't think Chuck Reif really appreciates those kinds of things. One thing sticks in mind, to try to just anecdotically make you aware of how a faculty really functions and is intended to function. I remember going into a Bio Sci lecture, and Chuck always took the freshmen in Bio Sci, the most difficult challenge thank God I never had to do it. I always had upper class men and Biology majors and that was all I could handle. I went in one time and Chuck Reif is talking about driving in from the Back Mountain, he had to stop at x number of traffic lights, he burned up x gallons of gas, there were x number of cars that went through that intersection while he sat there waiting, most of the time there were none going through but he had to stop at the red light, and if only they would permit you stop and proceed through the red light if no cars were coming, you would save x amount of grams of pollution, and so on. Well, these Bio Science major freshman they didn't give a hoot about coming in from the Back Mountain and driving but you stop and think 1957. Stop and think about what he was contributing; Number 1 observation, you got to be aware of the world around you, Number 2 what we knew in Biology in terms of pollution -- burning a fossil fuel -- long before we high flown scientists were worrying about greenhouse affect and holes in the atmosphere, Number 3 that there was human behavior that could be changed, Number 4 that the impact of these changes required participation in government. One simple little exercise, coming from the Back Mountain in here challenged him to think about something, we are changing we cannot tolerate this type of traffic -- now we take it for granted that you can make a right turn on red, you don't have to wait if there are no car coming. We take it for granted that you are aware of how much carbon monoxide you are into the atmosphere and everything else. But it was that kind of, Chuck was not alone, there was Hugo Maley, Sam Rosenberg, Tommy Richards, Beebe Hall.

I remember a faculty meeting, and I am going to take more than 15 minutes, as Bob said, "What are they going to do, fire me?" I remember Beebe Hall, may he rest in peace, one of my first faculty meetings in a converted carriage house behind Conyngham. No, that was the Biology Department. Anyway in a converted carriage house. The strength of the growth of Wilkes College was a converted carriage house, right Chuck? Beebe Hall came to a faculty meeting. Now recognize and later on in the paper I'll point out we were an autocracy. One man rule. He Chaired the faculty meetings, he attended every committee meeting, he proof read every bulletin, right Al? Beebe Hall stands up in the faculty meeting, and Beebe Hall little mustache, very quiet, Physics professor, and you know a very low-key guy. He picks up the bulletin which was Dr. Farley's pride and joy because it was modeled after Swarthmore's. He stood up in the faculty meeting and he " Dr.

Farley, I've gone through our bulletin and I've counted the number of words in each sentence, and there are 35 sentences with 132 words or more, there are 75 sentences with 100 words or more, there are 72 sentences with 50 words or more. Now, the average competence of the average high school student in understanding a sentence is a sentence whose length does not exceed 35 words. And then he sat down. The faculty is sitting there saying my God. But his point was, here we are we are educators, we got a target audience we are trying to communicate with, and we are ignoring the simplest things that have to do with affective communications -- a Physics professor! And those were the kind of people that Farley gravitated around him and were challenged by that opportunity to say, "How do we teach a capacity to contribute to change and accept change, and how do we teach each other."

We would have the opening faculty meetings where he would take a book and every faculty member had to read that book. And you came to the first faculty meeting, right Ben you remember the one -- some big education study. And boy we better be able to talk intelligently in small group discussions about the contents of that book and the impact on your teaching, or you did not. We also had to give to the United Way, incidentally.

Anyway, the history that you develop could very easily spend a good part of its time on the bulletins in Chuck Reif's office where you follow the evolution of the curriculum, and the structure of committees, the facilities and physical plant interesting enough and Hal Cox's -- I don't see them with it up here -- that new publication is just absolutely fantastic. When I did the preparation for this, it seemed to me that the buildings always followed the curriculum decisions by the faculty. It was which came first, the chicken or the egg? But you had to prove the worth of something before you got the building to do anything with it. You had to prove the worth of theater and your capacity to provide good theater before you got a Darte Hall. And you had to prove the worth of your science teaching before you got a science hall.

One of the other things that happens that just again to illustrate the kind of environment in which change was such a critical element. We designed Stark Hall in 1957 when Walter Carpenter, anonymous at the time, but because Admiral Stark wanted to make that kind of contribution to the college. He saw the Sputnik era, being from Dupont he saw what science and technology were going to mean, and he saw that Wilkes had to have strong science programs. So he called Gene Farley and he said that there is one part of this construction every faculty member must have his own office, and he must have a capacity to do research in that office. Right Owen, and they're still that way. And every faculty members office has all of the set up required for that particular individuals's speciality. So we designed these beautiful laboratories, designed for 30 students in 1957 in Chemistry. By the time the building was open, some smartass in the plastics business -- the most, when I was a graduate student in 1955 the

Beckman's spectrophotometer was the elite research instrument of the day. You could make up your solutions and stick them in that spectrophotometer and you broke up that beam of light and this required a very precisely machined diffraction grating, that broke up light and split it off into all the different wave lengths so your particular compound would absorb this particular wave length.

Are you standing up telling me its time for me to quit? Okay. So this was graduate stuff, the was University of Pennsylvania equipment -- this wasn't Wilkes College equipment. Somebody got the smart idea -- why don't I take this \$50,000 diffraction grating pour some plastic over it and let it set, peel it off and mount it and Beckman came out with \$500 spectrophotometer that went from the research graduate laboratories in the University of Pennsylvania to the sophomore Chemistry desk and workbench. And a laboratory designed to accommodate 30 students became a laboratory designed for 15 students and 15 Beckman spectrophotometers. Every facility that this college has ever built has had to have that capacity for modification. And that's why you hate to go out, its a lot easier to go out on a campaign for a new building then it is to go out on a campaign to remodel something. And that is just as critical to accommodate to what happens in laboratories. I remember when we had the foreign language laboratories and that was state-of-the-art and where is it now?

Anyway when you look at that part of the outline and your historian who is preparing it, facilities and physical plant are integral, they are intimately related to the curriculum and faculty that we're driving at.

And now I get to the last thing which is government, which oh, I had a ball with this. Trustees, Administration, Faculties, and Students. And I looked it up in the dictionary so those are not my words. Autocracy -- absolute governance by an individual. And no -- this was the style of academia, you had that strong leader that was his job, and I think society has gone too far in the other direction to be perfectly honest. But now, we have gone to the total other end of the spectrum where you have students governing a lot of their own judicial activity, students on all faculty committees, trustees with parallel committees. So its not to say good or bad or anything except to say when I look back in trying to recap one can spend a chapter on just the changes in governance, driven both both internal needs as well as external changes in the environment around us. So I tried to just mention a little bit of that.

Then to conclude on Page 2. You do not exist in a vacuum. One of the first meetings I had when I was at CICU in 1976, which Chris has just met two days at, we had at the Army War College in Carlisle. Al Zawatski was Registrar here and he had been 20 years in the Army and he knew Dewit Smith who was the General who had moved through the ranks from a buck private, one of the few that successfully did that, who was the Commandant of the Army War

College so he said, "Dr. Mike when you down to Harrisburg you have got to meet General Smith." So I went to the Army War College and it was fascinating. It was post Detente with Nixon in early 70's, the world was changing dramatically, and he was changing the nature of the curriculum of the Army War College and that's what we talked about.

I said this would be wonderful if we could have our meeting of Pennsylvania College Presidents at the Army War College. He said, well one of the most effective things we do is we have two professors, one is the life boat he is in his life boat and the other is in his space ship. These were two full Colonels who were on the faculty of the Army War College. Each of them expanded on his view of his world and his mission from the perspective of the life boat and the perspective of the space ship. The whole idea was now you were taking military men who were trained in very specific line of authority functions and saying but now you are challenged to be a leader and there is more than just the view of the life boat you have got to be aware of that world around you. Of the sociopolitical activities through out the rest of the world. You have got to be prepared to understand and accommodate to that kind of change.

And to a large extent this was the kind of thing that we saw impacting on Wilkes, and I don't need to elaborate on them because I am over 15 minutes. But, those external influences of the 60's and 70's you know, presidential commissions on campus unrest. This was big biz. The idealism of the Kennedy era through the disenchantment with the escalation by Johnson of 500,000 troops in Vietnam four weeks after the election when he said we were going to send no troops to Asia, and then the Nixon Watergate thing. It was just a total social sea change in the atmosphere in the relationship of government to its people that we are still experiencing to a large extent.

And they affected the college, they affected the governance of the college, they affected the students especially at the college. And to try to develop a history of those years and on through my own tenure through the 70's without understanding all these pressure points, you can't do it. The other thing that was happening, I was on regional medical programs, Max Rosenn was a part of all this tremendous change and how we approached health care, how we approached training of nurses, nurse leaders, nurse practitioners, LPN's, how we train physicians. Tremendous social change that was not instigated by the college but the college had to change and respond in positive ways to those kinds events in the society around them.

And so the last chapters in the book would basically be saying you deal first with the internals, with the faculty and its curriculum and then with its governance structures and then you get to say how did it respond to all all of the things that were happening in the world around us during that period of the 60's and 70's. And that takes me up to the second speaker.

60th Anniversary Seminar, Attorney Charles H. Miner, Jr.

Early Recollections of Bucknell Junior College and Wilkes College, 1934 to 1950.

Because of my long-time association with this institution of learning beginning when it was located in the building on the north side of West Northampton Street in Wilkes-Barre, I have been asked to give you information which I have secured from examining minutes of board meetings and College publications, and from my own recollections.

It has been a fine experience for me and has increased my pride in the College's development.

Much of my report will be readings from various printed bulletins issued from time to time by Bucknell Junior College and Wilkes College, and from minutes of the Board of Trustees.

A "Bulletin of Information" for 1934 and 1935 lists as local members of the Board of Trustees of Bucknell University: Ralph A. Ammerman, William S. McLean, Jr., Dorrance Reynolds, Andrew J. Sordoni, and Julius Long Stern. Among the faculty listed were: Voris B. Hall in physics and Paul Gies in music (a graduate of Heidelberg University in Germany.)

Included is a photograph of "the first class" numbering 137.

A bulletin of information dated 1936-1937 lists as acting president Arnaud C. Marts and Eugene S. Farley as director.

A bulletin for 1937-1938 recites that an advisory committee had been appointed, at which time I came aboard as a member, I believe, for the purpose of taking minutes. (No Peggy Corbett at that time.) I am now going to read from a paper entitled "Historical Sketch" which is a summary of some of the developments which led to the founding of Bucknell University Junior College.

"An appraisal of the need for a collegiate establishment in Wilkes-Barre was made. A survey of the colleges of Pennsylvania showed that the Wyoming Valley was the only large center of population in the state without a college, and that the experiment of a junior college in Wilkes-Barre was warranted." A group from Wilkes-Barre approached the officers of Bucknell University to discover if a junior college might be established under their auspices. Bucknell University then responded to the request of civic organizations in Wilkes-Barre by renting temporary quarters on Northampton Street, and classes were begun in September, 1933.

At once a large and gratifying response to their new opportunity was apparent among the young men and women of the community. Larger quarters were necessary for the second year to accommodate the program for both freshman and sophomore years, and the entire building on Northampton Street was leased. Before the termination of the lease, it was abundantly evident that the junior college was offering the community a notable service.

The desirability of establishing the college in permanent quarters in an attractive environment was plain. These new quarters were made available early in 1937 through the generosity of Mrs. John N. Conyngham and Admiral and Mrs. Harold R. Stark, which made it possible for the institution to begin its fifth year on commodious quarters facing Wilkes-Barre's attractive river common.

The John N. Conyngham Hall perpetuated the memory of a prominent resident of Wyoming Valley, and the late husband of the donor. Chase Hall stands as a memorial to Frederick N. Chase and Ellen Stark Chase, the sister of Admiral Stark. Both buildings were dedicated by President Marts on April 29, 1938, and have lent themselves admirably to the purpose they now serve. (As you know, Conyngham Hall was later destroyed by fire.) The spacious rooms of Conyngham Hall were made into excellent classrooms and laboratories. The latter were equipped with the finest and most modern apparatus. A library of 6,000 volumes also was located in this building.

The curriculum included those courses generally offered in the first two years of the best liberal arts colleges. The faculty of the junior college had been carefully selected for their intensive training, broad experience, and strong personalities.

Although the junior college was an integral part of Bucknell University and received administrative and instructional assistance from the University, the trustees of Bucknell University had seen fit to place the immediate government of the junior college in a local board of trustees.

The minutes of the meetings of the board of trustees from time to time disclose the following developments which should be of interest.

January 13, 1938, the first meeting of the Board of Trustees of Bucknell University Junior College at the Hotel Sterling. Officers of the Board listed Gilbert S. McClintock as chairman and me as secretary among nineteen board members. It was reported that there were 160 day students and 200 night students.

At this point I feel that proper tribute should be made to Gilbert S. McClintock, who was the chairman of the Board from its beginning in 1938 through the 1950's. He was the man, in my opinion, along with Dr. Farley, who had more to do with Bucknell University Junior College and Wilkes College being started on a firm basis and continuing with brilliant leadership for many, many years. Now I quote from an editorial in a newspaper at the time of his death in 1959: "Because it has been so useful, the life of Gilbert S. McClintock has spoken eloquently for itself. He was dedicated in the best sense of the word - in terms of service - to the community and a host of its institutions." He was graduated from Princeton University in 1908 and from the University of Pennsylvania Law School three years later. His stature was shown by his many high posts in industry, banking, church, civic life, and cultural organizations. His was a career of enduring service and worth, and any one of a number of posts that he held would have made him well known far outside the confines of the community as well as within. As examples, he was chairman of the board of Glen Alden Corporation, the largest producer of anthracite coal, and of Miners National Bank of Wilkes-Barre. He rated as a chief founder of Wilkes College. He was a prime mover in the Wyoming Valley Community Chest, Children Service Center which was conceived and promoted by him. He was largely instrumental in starting the Boy Scouts in Wyoming Valley. Considering the character and the breadth of his activities and the fact that his career was unmatched, Gilbert McClintock probably made the most valuable contribution to Wyoming Valley of any man in its history.

Because his brilliant career is so well known to all of us, I will not pay tribute at this time to Dr. Eugene S. Farley.

Now I return to the minutes of board meetings.

September 23, 1939 a building in the first block of Northampton Street, southerly side, donated by Mr. Fred Weckesser, was used at first as a residence for Dr. Farley. His salary ranged from \$2,775 to \$2,900.

February 21, 1941 a survey of the curriculum by Dr. Marts who said he had reason to feel that in the future the junior college would develop into a four year college with some graduate schools.

June 30, 1941 bequests of \$5,000 from Daniel C. Roberts and acceptance of the offer of Allen C. Kirby of his father's home at the corner of South River Street and West South Street. November 10, 1941 saw a drop in enrollment of the sophomore class because of the international situation. December 7, 1941 was Pearl Harbor. December 12, 1941 was the dedication of the "Kirby Home for Education."

On April 19, 1943 the Army Air Force contingent arrived. March 5, 1944 the deficit of \$22,000 was attributed to war conditions.

April 24, 1944 guests of A. J. Sordoni at the Hotel Sterling discussed plans to raise an endowment fund of \$500,000.

June 1, 1945 the Board authorized negotiations with Bucknell University Trustees for permission to become a four year college. December 10, 1945 saw an increased enrollment and need for more classrooms. Bucknell University agreed to charge off

indebtedness of \$8,352. The Trustees decided to acquire the property at the corner of South Franklin and South Streets where the First Baptist Church had stood before its destruction by fire. It is now the site of the Farley Library. Two more properties on South River Street were received as gifts. January 12, 1946, applications for enrollment were received from 150 new students.

The Emergency Planning Committee met to discuss possible requests for admission from 600 veterans.

On May 13, 1946 a gift of \$50,000 was received for endowment. Proposed names for the our year college were suggested, Luzerne, Westmoreland, or Wyoming Valley College.

April 21, 1947 approval was received from Pennsylvania State authorities to use the name Wyoming Valley College. However on May 16, 1947 the name was opposed by Wyoming Seminary. On May 29, 1947 the name selected for the new four year institution was Wilkes College and an application for a charter as an independent four year college was presented to the Luzerne County Court of Common Pleas. On July 18, 1947 the articles of Incorporation were adopted and filed in court.

On January 12, 1938 the former Loomis property on the east side of the third block of South Franklin Street next to the Dr. Miner property was purchased for \$17,000. Dr. Charles B. Reif was named head of the biology department.

On September 12, 1948 Gilbert S. McClintock expressed great need for a gymnasium and the need to raise \$200,00 for that project. On April 14, 1949 the library doubled its book collection on receipt of volumes purchased from Princeton University. These were duplicates from the Princeton Library purchased at \$0.50 per copy thanks to Gilbert S. McClintock.

December 21, 1949 a gift of the Sterling home in the first block of South River Street was received under the will of Carl Sterling.

I will now read excerpts from a publication issued on the 50th anniversary of the college entitled "The Innovative Years." Welton Farrar, Dr. Eugene Hammer, Dr. Charlotte Lord, Dr. Robert Riley, and John P. Whitby are listed as contributing editors.

Dr. Eugene S. Farley was inaugurated as the first president of Wilkes College at special ceremonies held Wednesday night, November 12, 1947, at the First Presbyterian Church, having served as director of Bucknell University Junior College for eleven years. The Auditorium at the First Presbyterian Church had been used for many years as the place for large groups from the college to gather. Dr. Farley wrote that "The early years were a time of slow material growth but they teemed with the creation of curricular organizations, campus activities, publications, faculty and community involvements that established rituals and the traditions of Wilkes College, its character, and its vital contributions to the economic and cultural ambiance of the area." The Choral Club and the Bach Festival, founded by "Pop" Gies, flourished and Reese E. Pelton created a military band in 1946. 1947 the Thespians became the "Cue and Curtain" under the direction of Al Groh who carried out a program of full length plays, one act plays, and radio shows. Productions were given in the Chase Theater, at Irem Temple and in various high school auditoriums. "The Music Man", "Annie Get Your Gun", and "Paint Your Wagon" were among the highly successful and largely attended performances held at Irem Temple. The Letterman's Show, written by faculty members Alfred Groh and Dr. Charles Reif, with music composed by senior Ted Warkomsky was presented in 1949.

Dr. Arthur Kruger founded the Debate Union in 1948 and soon established an impressive record that gave Wilkes College national recognition. The Wilkes team placed second in the national invitational debate tournament. J. Harold Flannery, Jr., who is now a judge of the Superior Court of the state of Massachusetts, was one of the winning debaters in a competition which took place in West Point, NY. I am happy to say that he is now an active member of the present Board of Trustees.

John Chwalek set up a placement center and careers library in 1948 and the first annual conference was offered on March 29-30, 1951 "for the entire student body of

Wilkes College as well as for seniors from high schools in Wyoming Valley." The first on-campus commencement was held in the gymnasium in 1951.

In 1951 a Philharmonic Society was organized under the direction of Ferdinand Liva, a member of the music faculty. In 1952 the Wilkes-Barre Symphony was revived. This became the Wyoming Valley Philharmonic orchestra with both college and community musicians.

To summarize: The founding and growth of Bucknell University Junior College are tangible evidence of the vision possessed by a small group of men and women of this community. A few of them in Wilkes-Barre and a few in Lewisburg recognized the needs of the community and decided to establish a new college. Thus, the dream was translated into a reality and new opportunities were opened to young people of this community. With encouragement from President Marts, after opening in a rented building on Northampton Street and moving to fine buildings donated on South River Street, the Junior College continued successfully as it gained strength and independence. No sooner was this step completed than the United States was plunged into World War II and the College faced the uncertainties arising from that conflict. Under the circumstances, plans for expansion were postponed. But the College succeeded in expanding its services and strengthening its position, and during the war years a 200 member "air crew" military contingent was assigned to the College.

It is no wonder that the College has prospered in the midst of adversity. Its ideas were right. And it sought to establish high scholastic standards to assist students in the search for truth and to cultivate an understanding of the problems that confront them.

The College is not content to merely pass on beliefs and practices of the past. It presents these only in the confirmation that the past can provide a guide to the critical and inquiring mind of constructive thinkers.

60th Anniversary Seminar Series, April 26, 1994. Past Presidents Francis Michelini and Robert Capin and President Christopher Breiseth. Introduction by Attorney Eugene Roth, Chairman of the Board of Trustees.

Mr. Roth: Let me introduce two former presidents and the present president of Wilkes University. Since I have had the unusual opportunity to work with each of the presidents, including Dr. Farley, it is a particular joy for me to have this opportunity to introduce them to you. While thinking about the uniqueness of this evening, I thought that perhaps even more unique is the fact that the three of them hold a special feeling for us and we for them. Even though they have gone through their tenure in two instances, they are still beloved and thought of with great affection. I am not sure what the order of presentation will be tonight, but I am not going last. I think Dr. Michelini is first, followed by Dr. Capin and then our present president, Dr. Breiseth. Afterwards we will have an opportunity to either ask questions or make our own comments. Mike, will you please come forward.

Dr. Michelini: I don't know whether everyone is afraid to tell you what to say on an occasion like this or if they don't know what they want you to say. In any event, this started out in my mind as an historical recap of the tenure that I experienced at Wilkes while working with Dr. Farley and as the second president. Then Betsy Condon called me and said we are planning on only fifteen minutes for my part of the program and I was reminded of the old story about the dean who was responsible for the concert and lecture series. He invited a speaker to be part of the concert and lecture series and asked the fee this speaker would charge. The speaker replied, "How long do you want me to speak?" "What difference does that make?" The invited speaker replied, "Well, if you want me to talk for two hours, my fee is \$50, if you want me to talk for an hour, the fee is \$100. But if you want me to talk for fifteen minutes, the fee is \$500." The Dean responded, "That's crazy, \$50 for two hours and \$500 for fifteen minutes." The speaker pointed out, "It's a lot harder to say something meaningful in fifteen minutes than it is in two hours."

So I will try to say something meaningful in a short time. In all honesty, anyone connected with Wilkes knows we could go on and on with anecdotal stories and experiences and we would be here until two in the morning at least. I will try to respond to the request to suggest some historical trends, as I perceived them, concerning the mission and development of the institution during my time at Wilkes. I have some copies of a simple outline of what I think were some of the evolutionary patterns that were part of Wilkes as I came to know them through Dr. Farley, working with him as Academic Dean and a member of the faculty.

I told Essy Davidowitz and Al Groh that the Essays of an Educator is as remarkable a presentation of a philosophy of education and commitment to the community as you will ever find. These essays become more remarkable the older I get and the more I reread them. They are a fascinating recap of this century from someone who was involved in education from World War I through the depression years, part of a total transition in America's perception of itself as a nation and the role of education in that perception. I recommend this collection to you. They are available downstairs and I saw some in the lobby of Weckesser Hall.

So I begin with that reference to Essays of an Educator by Gene Farley. Though he was not a native, he provides a history of the Wyoming Valley as he came to know it through the eyes of Gilbert McClintock, Andrew Sardoni, Bill Swords, and many names you all know far better than I. The pattern of life, the evolution of the economy, the people of the Valley, and the prospective role of the college as it influenced the Valley was probably Dr. Farley's dominant life's work. It is interesting to read between the lines of these Essays and realize how often Dr. Farley was on the verge of leaving Wilkes. He was a very impressive man in education circles and had many other offers. He constantly refers to the early 50's as the low point in his ability to contribute personally and professionally to Wilkes College. This was especially interesting to me because I came to Wilkes in 1955 and because Dr. Farley emerges from this period with his underlying commitment to the institution and the Valley intact. "This is a community that really needs this college. This is an economy that really needs to have someone take these young people seriously and provide them with an opportunity to forge ahead."

It is wonderful to know people who have that kind of commitment. He had lots of faults, believe me, but he was an inspiring man and had the kind of commitment which seems to personify Wilkes today. It is that integration of what higher education means to a community and how that community in turn feeds off of education and contributes to education and helps develop the opportunities for their people, their economy, and their community that I want to try to identify.

I came in the post World War II era and heard stories about the cadets, especially from George Ralston, who does not speak very highly of that group, I have to tell you. During the Korean War period we had enrollment declines and rises; in 1955 there were only 650 students, but the GI bill and the Korean War veterans kept the enrollment above 1500. That's why I sense that this was a period during which he was evaluating the future of this college. I saw change in his vision as a result of this evaluation.

I have adjectives which identify me as a transition kind of president, Bob Capin as a solidifying influence, but Gene Farley as a visionary. I think Chris Breiseth is another visionary, but the College had to go through these cycles of stability, growth, instability, and growth. We have been fortunate to have the kind of leadership which was able to make unique contributions in their own way.

The capacity to look ahead kept Dr. Farley here. His vision understood change. Long before Sputnik, long before the transistor, his mind realized and recognized we were moving as a society. He knew value systems were changing; he did not know to what, but he did know that the only way human beings can adapt, prosper, and contribute was to encourage them to get the kind of education that will help them look ahead.

And so, if I were drawing this history, I would say you look at the theme of change and how the College reflected that change. With my primitive outline, you could look at the Catholic Church, some of its recent history with the Vatican Council, and the tremendous adaptations with religions. You could look at government, and God forbid that Will Rogers was right - you get all the government we pay for - or we are in deep trouble.

Certainly in our lifetimes we have seen tremendous changes. Gene Farley lived in the isolationist period of the 1930's and World War II. He saw change and foresaw technological change before many of us did.

Item 2a in my outline is the faculty. As you try to develop an historical profile of the College, its vision, and its mission, you must say that this involved the ability to influence, accommodate, and contribute to change. You know, Dr. Farley never hired an administrator. When I came here I was interviewed by Gene Farley, he signed my contract, and that was it. Every administrator, like George Ralston, was also a teacher. Every teacher, like Chuck Reif, was frequently an administrator. The functions were focused on academic mission and the capacity to make a contribution to the academic program of the College. That's how the faculty was selected, as people would put up with the problems and stay; like Hal Thatcher, Hugo Mailey, Sam Rosenberg, and others. Gene Farley was a tough man to work for, but they were given the freedom to intellectually challenge and charge ahead.

And he defended them. When Hal Thatcher talked about the World Federalists movements and people wanted to ride him out of town on a rail as a Pinko Communist, Gene Farley said, "Oh, no! He's a member of my faculty. He has a right to express his opinions and make you think. If you disagree, fine. Write another letter to the editor. But don't you tell me I've got to fire Hal Thatcher." He contributed a kind of strength and support for the faculty which enabled them to do the mission and contribute to change.

I never like to talk about Chuck Reif. I don't think Chuck really appreciates those kinds of things. One thing sticks in my mind and illustrates anecdotally how a faculty functions and is intended to function. Chuck always took the freshman in Biological Sciences, the most difficult challenge. Thank God I never had to do it. I always had upper classmen and biology majors; that was all I could handle. One time I heard Chuck talking about driving in from the Back Mountain. He had to stop at x number of traffic lights and burn up y gallons of gas waiting there. Frequently there were no cars going through the intersection while he waited, but he had to stop for that red light. He wondered why they did not permit him to stop at the red light, then proceed if no cars were coming and thereby save z grams of pollution. Well, these Bio Sci freshmen didn't give a hoot about this problem in 1957. But stop and think about what he was contributing to the students. Number 1, observation - awareness of the world around you. Number 2, application of knowledge to

that world, knowledge of biology to pollution long before were worrying about the greenhouse effect and holes in the ozone layer. Number 3, that human behavior could be changed based on our knowledge and analysis. Number 4, the idea that these changes required participation in government. One simple little exercise such as driving in from the Back Mountain area challenged him to think about something we cannot tolerate. Today we take a right turn on red for granted. Chuck was not alone. Hugo Mailey, Sam Rosenberg, Tommy Richards, Veebee Hall all did the same thing.

I remember a faculty meeting - and I am going to take more than 15 minutes. As Bob said, "What are they going to do, fire me?" I remember Veebee Hall, may he rest in peace, at one of my first faculty meetings in the converted carriage house behind Conyngham Hall. No, that was the biology department. Anyway in a converted carriage house. (The strength of the growth of Wilkes College was a converted carriage house. Right Chuck?) You must recognize that Wilkes College was an autocracy - one man rule. Farley chaired the faculty meetings, attended every committee meeting, and proofread every bulletin. (Right Al?) Veebee Hall, a physics professor and a quiet man with a little mustache, stood up in the faculty meeting with a copy of the bulletin, which was Dr. Farley's pride and joy because it was modeled after the one from Swarthmore, and said, "Dr. Farley, I've gone through our bulletin and I've counted the number of words in each sentence. There are 35 sentences with 132 words or more. There are 75 sentences with 100 words or more. There are 72 sentences of 50 words or more. Now the average competence of the average high school student in understanding a sentence is a sentence whose length does not exceed 35 words." And then he sat down. The faculty sat there saying, "My God!" But his point was, we are educators, we have a target audience with whom we are trying to communicate, and we are ignoring the simplest things for effective communication - a physics professor! These are the kind of people Dr. Farley attracted around himself and were challenged by the opportunity to say, "How do we teach a capacity to contribute to change and accept change? How do we teach each other?"

Each year the opening faculty meeting would consist of the discussion of a book about some education study. Every faculty member had to read this book and be able to discuss, in small groups, the main points and the impact on his or her teaching. Incidentally, we also had to give to the United Way.

The development of this history could easily be done by spending a good amount of time with the bulletins in Chuck Reif's office. There you could follow the curriculum, the structure of committees, and the facilities and physical plant. Harold Cox's new publication is just absolutely fantastic. As I prepared for this seminar, it seemed that the building came first, but you had to prove the value before you got the building. You had to prove the worth of the theater and your capacity to provide good theater before you got Dart Hall. You had to prove the worth of your science teaching before you got a science hall.

We designed Stark Hall in 1957 when Walter Carpenter provided a, then, anonymous gift. Carpenter knew the sputnik era, he saw what science and technology were going to mean and that Wilkes needed strong science programs. So he called Gene Farley and said there was one part of the construction required for the building; every faculty member must have his or her own office and every faculty member must have the capacity to do research in that office. That is true to this day. We designed these beautiful laboratories for 30 chemistry students in 1957. By the time the building was opened someone, probably in the plastic business, created an instrumentation revolution. When I was a graduate student in 1955 the Beckman spectrophotometer was the elite research instrument of the day. You could make up your solutions, stick them in the spectrophotometer, break up the light beam using a very precisely ruled diffraction grating, and measure the absorption at a particular wavelength. This was graduate stuff at the University of Pennsylvania; this was not Wilkes College equipment. Then someone got the bright idea of taking this \$50,000 diffraction grating and pouring plastic over, letting it set, then peeling it off and using it as a replica grating. The price for this instrument came down to \$500 and suddenly became Wilkes College equipment. The laboratory designed for 30 students became a laboratory for 15 students and 15 Beckman spectrophotometers. Every facility Wilkes has ever built has had this capacity for modification. It is a lot easier to raise funds for a new building than it is for remodeling, but remodeling is much more cost effective. I remember when we had state-of-the-art foreign language laboratories. Where are they now?

Anyway you look at this part of the history of Wilkes University, the facilities and physical plant are integral and related to the curriculum and faculty.

The last thing I want to discuss is government. I had a ball with this. Trustees, administration, faculties, and students. I looked up several words in the dictionary because these are not my words. Autocracy is the absolute governance by an individual. This was the style in academia where strong leadership was someone's job. I think society has gone too far in the other direction to be perfectly honest. Now we have students governing a lot of their own judicial activity, students on all faculty committees, trustees with parallel committees. I don't believe this is all bad, or good, and I could spend a whole chapter just on changes in governance as driven by internal needs as well as external changes. Let me try to mention just a bit about this.

One of the first meetings I had with Chris in 1976 at CICU was for two days at the Army War College in Carlisle. Al Zawatski was registrar at Wilkes and had spend twenty years in the army. Dewit Smith was a general who had moved through the ranks from buck private and was Commandant of the Army War College. Al said, "Dr. Mike, when you are in Harrisburg you have got to meet General Smith." When I went to the War College it was post detente early 70's and the World was changing dramatically. General Smith was changing the nature of the Army War College curriculum and that's what we talked about.

I had arranged to have the meeting of Pennsylvania College Presidents at the War College and General Smith set the following problem for us. Two full colonels in the War College faculty were assigned to expand on their World view and mission from the perspective of one being on a life boat and the other being on a space ship. The whole idea was to take military men who were trained in very specific lines of authority functions and challenging them to be a leader under different conditions. This was very illustrative of the sociopolitical activities which were going on throughout the rest of the world. You have to be prepared to understand and accommodate to that kind of change.

To a large extent this was the kind of thing we saw occurring at Wilkes College. I don't need to elaborate on that because I am over my 15 minutes. But the external influences of the 60's and 70's were big business. The idealism of the Kennedy era through the disenchantment of the Johnson escalation to 500,000 troops in Vietnam four weeks after the election where Johnson had stated we would send no more troops into Asia and then the Watergate thing. It was a total social change in the atmosphere of the relationship between the government and its people. This change affected the college, the governance of the college, and the students in college. It is not possible to write a history of those years without understanding these pressure points.

The other tremendous change was in regional medical programs. Max Rosen was a part of all this change in how we approached health care, how we approached training nurses, nurse leaders, nurse practitioners, LPN's, how we trained physicians. Tremendous social change was not instigated by the college but the college had to change and respond in positive ways to these kinds of events in the society around it.

The last items in my outline are basically the order of things with which you deal as a president. First you handle the internal matters such as the faculty and the curriculum; then you deal with the governance structures; and lastly you deal with the response of the institution to the world around you. This takes me to the second speaker.

DEAN LAMPE

I'm the University's Dean for Student Affairs. I would want to welcome you this afternoon to the final program in a series of talks that we have had here in the Dart Lounge throughout the year. Reminiscing and thinking about the institution that we've attended or that we've served or that we've loved. This series has been put together by Dr. Owen Faut, Chairman of the Chemistry Department, who true to his calling is giving a final at this moment, fess up we would rather be here than at Owen Faut's final I can guarantee you that and Betsy Bell Condon who is the Director of Community Relations.

As Dean Ralston would say about this series, Owen and Betsy have planned their work and worked their plan. I have been to each of the programs and in again in the Dean's words I can tell you although I can't explain the phrase, this series has been a "huckleberry above a persimmon."

We have laughed at our early silliness and we have laughed at our somberness. We have talked of and rethought and revisited days that sometimes were dark and days that were triumphs. We have looked ahead to visions and dreams that we to see become a reality and through it all and through the telling of the tales and the talks and the legends and the history inextricably twined and woven in are stories of the Dean's deeds and the Ralston reminisces. The references to George and the stories never end.

Having assumed George's position several years ago, I can tell you first hand that it is tough to be up against the legend. In February of 1993, I received a letter from a parent who after a very reasonable and articulate argument as to why his daughter should not have been asked to leave the institution for academic reasons in spite of the fact that she passed only one of the five courses she was taking, she got a little distracted about going to class, he wrote me this impassioned plea. He said, "I have two brothers who attended Wilkes each of them had academic and or social problems while there yet with the understand, guidance, and nurturing of the then Dean, Dean Ralston, they each graduated and earned graduate degrees. Has the focus of the University, the Dean's Office changed?" Well, when I read that paragraph I felt that the office that I am privileged to occupy had been transfigured, transformed and revoked everything that it had stood for under the disciplined Deanship of George Ralston. Maybe the

only thing that saved me in my reply was that I was able to claim that I had been privileged to have worked for and with George for 23 years and like thousands of others could and do say that Dean Ralston has been my mentor teaching the lore, the warp and the woff and everything else about the place that a chief student affairs officer would need to know. I am also proud to claim that as the Chief Student Affairs Officer we still attempt to keep and maintain the most important valuable Ralston lesson, and legend and love and truth that students must be and are central in our thinking. And this is the man who stamped that seal on the place. He not only stamped the seal, he made the seal. And so George, Judas Priest, just open the sweeper and let us have the dirt.

GEORGE RALSTON

Thank you Jane. I think that introduction was a huckleberry above my persimmon. Well, thank you very much and I am delighted to have a chance to be here with you all, and I am thankful that I am here.

I want to read what I have to say because I have a lot here and I don't want to take up the whole afternoon.

The announcement was sent out about this 60th anniversary seminar series in which the presenters are listed, also that program includes a program note explaining the seminars this way and it says and I quote, "This series of seminars will celebrate the first 60 years of Wilkes University from the unique perspective of the speakers." The word unique is the key word in that statement. This narrative of mine this afternoon is my early experience at BUJC and Wilkes. Its unique in that its a personal experience and I hope you will abide the personal for its the only experience I know well. Furthermore, those who conjured up this program proclaimed unique perspective and thereby making a presentation of this style acceptable. There is no attempt this afternoon to be historical, philosophical or analytical, only to faithfully reminisce about 60 years in this beloved community. Not to make too many judgments but not to ignore them either, just to tell it like it revealed itself to me over all these years. If I proceed along these lines, maybe it will be bombed for the ancestors here and I with a whole lot of ancestors this morning, great ancestors. Enlightenment for the active corps and instruction of inspirational nature for those coming in the future.

In all these reminisces this afternoon I wander back to my father's story about little Willy, a classmate of his in the sixth grade. The teacher, Miss Ada Blackwood, who he revered always told me that she was the best teacher he ever had in his life. My father always referred to her as a master teacher. Well, Miss Ada Blackwood asked little Willy to define gender. "Yes um," said Willy. Gender is divided into masculine and feminine. Masculine is temperant and intemperant, feminine is frigid and torrid. This evening, this afternoon I shall try to be temperate in my remarks if you'll not be frigid in your discussion of what is said.

So that you could better know where I am coming from in this saga, let me

say that it began in February 1946. I just been discharged after five years of military service and had returned to Forty Fort High School where I taught English and coached football and basketball. I had no teaching certification but they needed someone and I had been one year before I entered military service when I was just out of the university where I had been awarded a BA degree in Biology. Forty Fort had kept in touch with me throughout the war and wanted me back. So I got out of the Army the last week of January 1946 and was on duty the first week of February in Forty Fort. It was my intention to finish the year in Forty Fort get together as much money as possible and go on to graduate or professional school. The latter part of April, this was '46, I accompanied my school superintendent, Mr. Frank Wall, to Turner's Restaurant, some of you will remember Turners' Restaurant in Kingston, where I was scheduled to speak to his Lions Club. On our way out following the meeting Mr. Wall spoke to Dr. and Mrs. Eugene Farley, who were having dinner at Turners' which was on the way out to their farm in Beaumont. Mr. Wall was a good friend of the Farley's and introduced me to them. This casual introduction marked the beginning of a journey that has continued for almost 50 years.

Of that casual introduction to the Farleys, I remember the gentleness loveliness. The gangly long boned frame and the shock of unruly rusty blond hair of Dr. Farley. That I remember from that very first meeting.

In May of 1946, Mr. Wall who was the Superintendent of Schools in Forty Fort, told me that he had spoken to Dr. Farley at BUJC and they were in need of counselors to staff their Veterans Guidance Center which the college had established to test, counsel, and give guidance to the hundreds of World War II veterans who were eager to take advantage of training and education offered under the GI Bill. Mr. Wall said it would be a good job for me for the summer and give me money to further my education. if I was interested, I should contact Dr. Alderfer, who was the Director of the Center. I called Dr. Alderfer. He advised me to write a resume and to come to see him. This I did and I was hired. The pay, \$60 a week. At this time the Guidance Center was a big, vital segment of BUJC and was located in the old Butler and Barry and Ashley Halls right there on River Street, no longer standing.

It was a significant source of income for the financially strapped college, the Guidance Center that is, and a prime source for recruiting students. The Spring and Summer of 46 there were as many as ten of us working as

counselors. With support John Chwalek, there was a whole slew of us there. The support personnel there must have been twenty on the staff and the financial support by the veterans affairs arm of the US Government was a boon to the Junior College of major importance. The Guidance Center was a great department for the campus, it was staffed by a great group of professionals, led by Dr. Alderfer.

I fondly remember playing catch with him on the river common during lunch break. He was a Swathmore man, who had loved baseball having been a semi-pro player in his early years, and his wife at that time was the house mother in the old Weckesser Hall on Northampton Street.

It was probably the later part of July 1946 when Dr. Farley, July now -- this is July, later part of July 1946 when Dr. Farley wandered into the kitchen of old Barry Hall. It was my office for counseling veterans, the kitchen that was. The kitchen hadn't been used for years, the old coal stove was present with its dank odor and don't ask me to explain it, but the door leading into the kitchen which was my office was low and it was an undersized door. I remember this well, for I can clearly remember Dr. Farley ducking his head as he entered and saying in that booming voice of his, "So this is where you are, a fellow could decapitate himself getting in here." This was really the first time I had seen or talked with him since we met at Turners' Restaurant several months earlier.

There was one other time when I had seen him, it was at the First Presbyterian Church where the Convocation for the BUJC class of '46 was held the first week in June. I stood in an arthex against the front doors of the crowded sanctuary to hear Dr. Harold Uray of the University of Chicago and A-Bomb fame deliver the convocation address, Dr. Farley led the convocation. And in the elevated pulpit of the First Presbyterian Church, and some of you know how it is pretty high up there. I remember he looked to be seven feet tall as he stood in that pulpit. That day, in the kitchen of Barry Hall he told me the students were pressing him to have a football team. Over the years I learned that his use of the word pressing wasn't a suitable word in his case, no one ever pressed him, or no one that I know of ever pressed him about anything.

After years of experience with him, I rather feel that the students were probably desiring or requesting the formation of a football team. Dr. Farley said a Board Member and several other people in the community

were urging him to appoint a local man who had been a star down at Lafayette, Dutch Warmouth by name. But Dr. Farley said he didn't like what he saw in the man and didn't think he would fit in here. He said he understood that I had some experience and wondered if I would be interested, think it over he said and if you are interested in it write me a letter about yourself. I would like a response he said within a week. Well, I wrote the letter and Dr. Farley hired me.

Not only did he want me to coach football, he wanted to start an entire athletic program. And in addition he said the college was opening a new dormitory, Butler Hall, and I could live there as a proctor, get my meals in the dining room, which was to be opened in the fall in Barry Hall. My contract was for twelve months and he paid me \$2400, for twelve months. I never dreamed that I would be so situated when I was separated from the service in February just six months earlier.

September 1, 1946, I moved from my room in Forty Fort, went out on the Avenue took the trackless trolley, got off up here at the Hotel Sterling, walked down South River Street, it didn't take much to move me I just had the two bags, I boarded that trackless trolley on the Avenue, got off at the Hotel Sterling, walked down River and walked up to the third floor of Butler Hall -- this would be my home for the next nine years.

We launched our efforts for a football team and an intercollegiate athletic program in the late summer of '46. We started from true scratch, there was no equipment, no facilities, no records, no instructions or directives from Dr. Farley. All that we could find of an athletic nature, and I'm not exaggerating if anything I anti-exaggerating when I say this. The only thing we could find of athletic nature was a little equipment which was located in the cedar closet of the third floor of Chase Hall. Chuck Reif lived in the room in the back of the third floor of Chase Hall and John Chawlek stayed up there for a short period of time while he was trying to find a place to live. Well, the equipment we found in the third floor closet of Chase Hall wasn't worth an inventory. I remember specifically what it was, there were two medicine balls, about ten Indian clubs, a half dozen basketball uniform tops only, and several orange and black block "B's" the Bucknell athletic award. That was all there was to begin with and by the fall we had the schedule of opponents, obtained practice facilities, make official affiliations, procure equipment and above all get students out for the team and coach them.

I was alone in this new venture, Dr. Farley hadn't mentioned any assistants, he probably thought it would be over emphasis in athletics. For all that needed to be done he did say as if it were a munificent sum that he did set aside \$2,000 in the budget, in terms of today's that wouldn't not really have equipped one football player. And he added, you know George when you signed on here you joined the loyal order of jackasses. I joined in 1936 and I hope you will go along for we are on a great quest here.

Over the years I was to here that expression from him many times and I've used that expression, I've related it many times. To get the athletics going on this campus in the late summer of 46, it was the support of the students that made a seemingly impossible objective a reality. The students were hungry Gullivers, the greatest breed of students I have ever known. These were days following the war and our students were eager for life and education. They were finally in college following the arid and austere years of military effort. Their bent was for a fast education and along with it they slaked their appetite with recreation which had been missed.

Almost without knowing it they lived it up and got their education and entered the world of work as soon as possible. They made hurried commitments to the athletic program to which Dr. Farley said they were pressing him. They produced. In every way they were helpful. They used their meager personal funds, their vehicles, their own equipment and their skills, their political influence to bring the program on board. I would like to explain this in greater detail but I better not because they are really juicy and colorful stories. About how those students went about here dealing with old Frank Gekle of the local Board, we all did. And Furple who ran the park system and so forth.

We did get football going that fall. When the call went out for candidates for the squad, thirty-eight candidates showed up. There were no recruits, just volunteers. They worked hard, under almost primitive conditions. And some of you present here went through those conditions, they were primitive. They persevered, played a six game schedule and won every game scheduled, no ties. That's how football got started back then at BUJC.

I must tell the sequel story, following the season they had a banquet. Doug McNeals' father a local dentist and Doug was member and Chuck and all of you remember him well. Doug McNeal's father was in back of it, he gave us a trophy in his name and at that banquet old Joe McCracken who was the legendary football coach at Kingston High School he was the speaker. It was a grand affair following that season. We had a big joke going about it because the guys got together and I don't know where they got the money, but they gave me a going away bag for a present. Well, I didn't take the hint because I'm still here.

It was the latter part of September just a week after Dr. Farley had talked to me about athletics that I had joined him in front of Buckner Hall as he walked right down that street over there in front of Buckner Hall where I lived. As he walked toward Chase and he asked me how practices were going, how the Kirby Park facilities were working out, whether we had equipment, etc., etc., etc. As we walked I taking two steps to his one, you'll remember he walked in that long lazy gate occasionally dragging his heels, gazing straight ahead, you always had that the feeling that he was there physically but his mind was dreaming of many other matters, and your conversation was one the aside agenda, which at the moment he would verbalize directly for he was direct. Always direct in everything, he didn't mince words.

He suggested we go to his office and all the time he was telling me as we walked about the growth and enrollment, the veteran students, especially and residents students too. He told me he had always done most of the advising of students, which he had. But he said he was much in arrears in this responsibility and there were many students who needed counseling who weren't getting it. He said, "We need a Dean of Men and I think your the man for the job and I would like you to take it on." He also said, "Ms. Sanguiliano was leaving to marry and I might have some responsibilities for the women too until he could replace her." That was it, I was now Dean of Men, students really, Director of Athletics, football, baseball, basketball coach, head proctor of residence halls, coordinators of activities and a little later on I helped out in Biology faculty by teaching the old Biology 100 course, a course required of all non-science students and engineers.

Now need I remind you that these were the early years, the formative years we weren't yet on a shake-down cruise, that was yet to come. They

were the golden days and we were all too occupied to complain or bask in the sun.

A few days after Dr. Farley put me in as a dean, I came back from football practice and one of the boys let me out of his car, I didn't have a car until 1949, let me out of his car in front of Butler Hall where I lived on River Street a little after six o'clock and I was heading for the dining room which was in Barry Hall. As I approached Barry Hall, an attractive brevelinial, statuesque lady with dark hair strolled right toward me, I can see it like yesterday. Extended her hand and said I am Norma Sanguilano. I had never seen her before but I had heard of her name and I had heard of her fame. We had a gracious supper with the students and Ms. Sanguilano left and I never saw her again until Dr. Michelini inauguration thirty years later. Which she and her husband had attended, they had retired and were living back in this community in Mountaintop.

Our dining room that evening with our resident students was a delightful experience. Mrs. Jurvis, wife of our Superintendent of Buildings and Grounds, Bill Jurvis, was our cook. Our first chef, she was a super cook, I didn't say she was super pleasant but she was a super cook. She did it all with one helper and one heavy duty gas range in the old Barry Hall kitchen, which at one time was my office for counseling veterans. That was our first dining room. Student dining in those days was a dignified experience, for the evening meal men wore coats and ties and all students stood until thanks was given, grace was said, there were table cloths -- cloth table cloths -- cloth napkins at each setting. We had 48 students at tables in our first dining room. We were able to sustain that same gracious dining room tradition until 1965 when Pickering Hall dining hall was open.

Of the entire 60 years of this dear university, 47 with which I am intimately acquainted, I consider the decades of the 40's and 50's glorious and golden. These decades followed what one might say were formative years of the college. In this period innovations were profuse and profound. Possibly these years impressed me so much because I was young, new to these situations and very impressionable. There were so many new challenges. The college had gone through a painful gestation, a meager birth, and now was about to bloom.

If you will grant me a little more time to review what it was like for us

then and point out some great people, groups and events, which give color, character, tradition to this glorious place. Bear in mind however, as I speak of events, of people of situations, the students were always the heart of the matter as Jane said. The students were always the heart of the matter, they were then to all of us and I hope they are today for it is all debt.

Every morning about 7:30 I came out of Butler Hall, Sunday morning was an hour later. I had breakfast in the dining room and I was in my office before eight o'clock. I don't remember whether or not 8 was the prescribed starting time but classes began at 8 and some faculty had to be in at 8 and I just felt that administration shouldn't be favored. Furthermore, Dr. Farley usually came in at 9 and for 14 years our offices were right next to each other, I just felt it there was no need to heap coals of fire on my head by being there after his arrival. My hide never did get thick enough to be impervious to such onslaughts. Almost everything, almost everything administrative that is emanated from Chase Hall. In Chase we counseled students, we registered them, tested them, administered discipline, directed athletics, organized and coordinated activities, we were also a part of the admissions process for we interviewed all applicants in those days. On Saturday mornings I would interview five or six applicants even on Saturdays when we would have home athletic contests, home football games.

Typically, practice was at four o'clock in the afternoon, I would leave my office at 3:45 right there from Chase Hall. I didn't have a car mind you, I would run up River Street, across the bridge, through Kirby Park, into the old dressing room, change and be on the field by 4 o'clock. From 4 o'clock on it was high masculine drama on the turf of Kirby Park. I wish I could tell you of the great things that happened there, I still say it was the best laboratory we have in any institution. Some of our conditions were almost primitive back then, but we survived and succeeded because of the great students in make-do uniforms.

The on field leadership of that Seminole athletic adventure was nominal, it was I the coach, 27 years of age and a student manager who was a veteran of that period. I must tell you a little bit about that manager for his story is typical of what went on back yonder and gives color to our history. First, Clem was the only manager in the history of sport to end up with more equipment than he started with. As a war veteran, he like most

of us in World War II had learned the art of the moonlight requisition. Clem also had a bad back a disability from the service and he was in pain much of the time, yet he got us equipment as no other manager could.

I want to tell you another story, let me just if you don't mind I'm taking up a lot of time here, but Clem, he was in our meeting today but he's not here now so I can speak freely. Clem wasn't a disabled veteran but he had a disability and Clem very serious student he was an accounting major Bob and he may have been in your class, not as your teacher but as your classmate. Clem Scott was a very serious student and a good student, everything to him was serious. He came into my office one day crying, tears in his eyes, a boy almost as old as I was that means he was almost 25 years old, and he had tears in his eyes and he said, "Coach I have never received a Dee in my life, here are my papers they add up to 72 and Dr. Craig was giving me a dee." I don't know, the faculty rule the roost here they're in charge, but I'll call her and see if she'll come in and we'll talk about it. She came in, Dr. Craig sat right in front of me and Clem was there and he had his papers went through his papers and did the addition, the accounting involved and handed the papers to her, she looked them over, she said, "Its very true." She said, "Scott it does add up to 72 but in my course you are only worth a dee." And that was it.

I shouldn't tell this but I will. As close and as dear friends that we were, Clem then graduated and went with the IRS. Spent his entire life with the IRS and when we opened our gymnasium, which I'll talk about a little bit later, in 1950 -- later part of October early November 1950. The first event we had in there was the US Olympic. We got them to come here because the Olympics were being held in Helsinki that year and we wanted to raise money to help them because a local boy, Sammy Corson from Forty Fort, was on the Olympic team and his mother was dynamite. She could do anything and we invited the Olympic team to come here, we had a big parade and Mayor Litton led the parade, huge crowd. We got donations for tickets, \$1 a ticket donations and we had capacity in that gymnasium, you couldn't get any more people in there.

The parade went all around and I was there busily because this was our first event in there to get this show on the road. I saw Clem there. I hadn't seen him practically since he graduated. We exchanged greetings and so forth. When it was all done and everybody was in, I went to get the boxes with the ticket stubs in. Clem said, "George let me help you." He

took those ticket stubs, and I mean this is a donation, this money, I mean every cent of it went to support that Olympic team. But some way or another there must have been a technicality because he was going to get his fingers on IRS portion of that money. So he says, "George I'll help you." So we went into the office, he counted those tickets and there were over 3,000 of them. But he counted them out and he says, "George this is what you owe me." Well, I didn't speak to Clem Scott till 1972 post flood. And Clem Scott is a great guy and I love him. He came and helped me do my flood reclamation adjustments and so we're friends ever since.

That's the kind of people we worked with back then. Students and all we were close. Clem the only manager who came back with more equipment then he started with.

Another unsung hero of those early years and an integral ingredient was Dr. Sam Davenport, M.D. An early member of our Board of Trustees. Perhaps a member of our original Board of Trustees. Though never officially designated, Dr. Davenport was our college school team physician. In situations where medical advise or treatment was needed at the college, Dr. Farley would say, "Just see Sam Davenport." I could still see him clearly trudging slowly onto the scene in his old long overcoat, felt hat with brim turned up in the front, and his old black bag in hand. If he was tired from a arduous scheduled, you might see him chomping on an wet cigar.

Sam had been a doctor at the Kingston Coal Company and was accustomed to treating men injured in the mines. He wasn't gentle. He was just the kind of a doctor that coach needed in our situation. He didn't coddle players. You probably know this Bobby. Let me tell you the Al Mohave story. We played King's College at the old Kingston Stadium. Al Mohave was one of the great, great heroes here. He will ultimately be in the Hall of Fame. He passed away three years ago. Al Mohave, we called him the mad Russian. He was a great player, defensive tough guy. Al Mohave went in and hit a kid by the name of Bernie Canterini, who was an all scholastic in the Valley at King's College, a Plains boy. He knocked him out, they carried him right across the field. But in so doing Al Mohave had butt him and cut his cheek. Sam Davenport stood Al up on the sideline and put in four stitches. Al Mohave missed one play and went back in and hit the next boy by the name of Youngblood from King's College a great All Scholastic from the Back Mountain, he left the game. Sam Davenport that's the way

he did it. They were great days. Dr. Davenport was our college physician we called on him to give physical exams to our freshman during orientation week. He examined the entire group in about 2 hours. That's how it was then at Wilkes College. That's the way we operated back then, we did things in many different ways, we got things done and I think done well.

That's how it was then. Dr. Davenport was a great servant of this institution. As a Trustee, he may not have contributed great financial amounts. I don't know whether he did or not, but I do know that he gave a tremendous amount of himself and his time to this institution in service.

In the late 40's and 50's, the faculty as in all colleges was the backbone of the operation. It was a small 50 to 60 in full-time and about 20 part-time teachers in that period. That's almost exactly how many there were, there were about 62 or 3 full-time faculty only at that time. There was great diversity in the group and that gave it strength. There was certainly diversity of opinion. I know this for I was there for almost every faculty meeting and participated.

For participating I learned the truth of an ancient definition of a faculty person, "as someone who thinks otherwise. " Some shining stars on the faculty at that time were Hall, Craig, and I'm just mentioning these, Richards, Davies, Rosenberg, Reif, Mailey and others too. But there was also a strong component of less prominent part-time faculty who contributed great strength because they were excellent teachers. I have vivid memories of several great instructors in those years. There was Bob West, he taught math part-time, he began the early years here, even before I was around. He was Department Chairman at Coughlin, a great teacher there and here.

Another lesser light on the faculty, Bob Capin mentioned him in passing the other night in one of these other sessions that we had. Another lesser light was Stan Chickson, not many would remember Stanley. But I remember him as an excellent teacher and it wasn't my opinion, in the opinion of students. His real name was Chicknofski. He came from down in Nanticoke way and he wasn't highly regarded to the faculty or the administration because of his unkempt appearance and his facility with English wasn't the best. He kept a little cut of tobacco in his jaw all the time even when he was teaching. Some said he verified what I had heard

when I first came to this area, that you could take a person out of the patch but you couldn't take the patch out of the person. Now I don't believe this is true, for Stan and others less remembered faculty, great teachers, they added strength, color, character to the faculty. Hundreds of alumni testify to their excellence and so do I. Cause I know what the students are saying about these people.

In addition to great teaching, the faculty in the 40's and 50's hassled over scores of issues. Often there was more heat than light. Simple issues were often made difficult and the complex were made compound complex. Often the monthly faculty meeting were like most meetings, they often tired one's patience. Consensus was an eternal struggle, but two monumental achievements of those years must be cited this afternoon. The Curriculum being followed then at the college at that time in all fields was inherited from Bucknell and the faculty felt that changes were needed. They wanted to bring the curriculum up-to-date. There was diversity within our faculty, professors had come from a broad variety of educational experiences so that the potential for an enriched curriculum was good.

Dr. Farley appointed a curriculum committee which was to revise and develop a modern curriculum for our students. Every change and every innovation was made after extensive, often heated debate. The basis for the curriculum available today began at that time. For the curriculum development is an ongoing endeavor. In my judgment, this was one of two great achievements of the early faculty. The other was the formulation of the marks of an educated man or woman. Statement of principle for which (blank on tape while changing sides). completed the project. I glory in the memories of my experience in that historically significant event in the history of Wilkes.

Surely, marks of an educated man or woman, how it was conceived, formulated and brought into being at this institution is a high point in the institutions' history and merits a full chapter when the history of this institution is written.

The years I've been dwelling on were years of slow material growth at the college, but they were teeming with the creation of its co-curricular organizations, campus activities, publications, faculty and community involvement that established the rituals and traditions of this institution.

Some activities had their beginning in BUJC years, But most were established in 46 and 47, the very last years of BUJC and the first years of Wilkes.

An activity which must be mentioned in this program this afternoon even though many of you are going to say well he's being a little flip here a little silly. Even though some of you may not think of it as important, is the matter of the all-college assembly. Some people called it Chapel, which was an integral part of the college even before my beginning here. Actually, the assembly was more than a co-curricular activity, it was curricular because attendance was required for a student to graduate. It was in the catalog. You had to meet the assembly attendance requirement to graduate.

For years the eleven o'clock hour on Tuesday was kept free, it was blocked out by the scheduling officer, the Registrar, for assembly. In later years the day was changed to Thursday, but the hour never changed. In 46 when the veterans began registering in great numbers and enrollments soared, we began to hold assemblies in the sanctuary of the First Presbyterian Church. We went from the First Presbyterian Church and we had a lots of classes up there full, the place was full at that time. We moved from there for assemblies to the Baptist Church, and we moved from the Baptist Church to the Jewish Community Center, and then when our gymnasium opened in 1950 we began to hold assemblies in the gymnasium.

The all college assembly was loathed by students because attendance was required. Faculty despised it because it took away an hour that they could use for extra instruction, make-up exams, or just any department function they might conjure up. In my judgment and contrary to the negativism of the students and the faculty, the all college assembly which was an integral part of our curriculum for over 25 years was a unique, weekly event of great, great educational value.

The programs that were offered were quality events. They were lectures. We had lecturers there representative of all the disciplines, there were concerts, dramatic presentations, debates. The main point is that everyone was there together. The President, Administration, some faculty, and all the students. Friends, there was communication there, direct, eyeball to eyeball communication. In those assemblies we surely

had propinquity but all importantly we had community. It was family. And that is what the early college was -- family. The all college assembly was a unique and sound educational feature. Unique and sound are those educational years.

Until 1950 the college had no facility to accommodate indoor activities. We had a physical education requirement for both men and women and the intercollegiate sports programs was expanding as well as the intermural. As director of athletics and a coach at that time, I can tell you that our need for a facility was great. Oh my, I bother to mention that we had no place to go, I put a sign up on the bulletin board and we practiced at Wilming High School tonight or we practice at GAR or some place else. We had no place for indoor activities at all for anything.

Dr. Farley knew our situation was terrible. I don't know if he realized just how awful, but in the summer of 49 he told me there was just a slight possibility of getting a vacant lot on South Franklin Street on which we might be able to build a gymnasium if he could get the money. He took me down there and we walked the area. The plot looked terrible but was better than nothing which was our condition at the time. Dr. Farley asked me to draw him a plan for a facility to meet the needs of our activities at the time. This I did in the confines of my room in old Butler Hall.

In November of 49 I took a pencil and paper plan to our good friend Col. Tom Atherton of Lacey, Atherton and Davis, then located in the Hotel Sterling. He used the basic plan, incidentally, I still got that plan right in the desk up there. He used the basic plan of that pencil sketch to make a final plan. In mid winter of 1950 the Sordoni Construction Company broke ground to construct our first gym, the first free standing construction on this campus. The building was completed by the early fall and ready for our use. It was dedicated the first week of November 1950 and Admiral Stark spoke.

The construction of the gymnasium, and some of you will raise your eyebrows at this, the construction of the gymnasium was perhaps the most important event in the history of the college to that date. Not because it was the first free standing building that the college had generated, but because the need was so great. The completion of the gym met the needs of individuals, groups, departments and the community in many ways. It would be difficult for anyone to mention an activity,

difficult, of any type for which the gymnasium was not used, even donkey basketball.

It wasn't just for sports activities, I can attest to that for many times I had to cancel practice so that Cue & Curtain could rehearse the set up for their production. The gym was the heartbeat of the college, it served for 40 years and it was brought into our history at a cost of 250 simoleons.

By any accounting the best investment ever, the saga of the first Wilkes gymnasium is vitally important in the 60 year history of this institution. Finally, I can prove with a piece about a group of human beings, the student organization, which when the history of Wilkes University is written must be cited as having played a significant role. The real life of an institution is not in building, laboratories or equipment but in its human beings both individuals and groups.

On a campus the human element means faculty individually and as groups. Students individually and as groups. The Lettermens Club is the student group to which I refer. As I evaluate memories of all the years here, I can think of no greater contribution to this institution than that made by the Lettermens Club. The benefits, tangible and intangible that accrued to Wilkes as a legacy of the Lettermens Club are vast and beyond evaluation. In the history of Wilkes the Lettermens Club merits a chapter of major significance. They organized the Lettermens Club almost immediately following the end of the first football season in 1946. The original membership consisted of the entire football squad and membership in that club for a year consisted of the entire squad of each sport until 1947 when we adopted a constitution that had stipulated that any student who had earned a letter in any intercollegiate sport was eligible, but you did have to earn a letter.

The original concept of undergirding the formation of a club consisting of student athletes who had represented the college on a playing field was that it would be a service club, not a sports club. As a member held high the ideal sport on the playing field under the banner of their college they were to serve other needs of the college and community as well. This was stated in the original constitution.

At first I wanted to call it the monogram club recollecting a club of similar nature at North Carolina of which I was a member and from

whence the idea of the lettermens club came in the first place, but the students questioned the use of the word monogram. They researched the word with the English Department with Dr. Craig whom all of them had. Most of the athletes had her for World Literature, they couldn't escape her. The student athletes prevailed in this matter. The way North Carolina formed its NC that is a monogram, but the block B or block W which we awarded was a letter. They brought in Webster's Intercollegiate Dictionary, the Fifth Edition and proved the point. It was called the Lettermens Club not the Monogram Club. I think the fact that so many of the Lettermen had attended either Meyers or Nanticoke High School where there were similarly named clubs had a lot to do with that change there.

Well friends, the Lettermens Club served Wilkes College and the entire community for 25 years. Their most active, productive and glorious years were in the 40's and the 50's. That club was Wilkes incarnate. They served so well and they brought fame to Wilkes. It was truly a service club. For years they provided most of the social events on this campus, most of the social events, an annual Christmas formal dance which was the highlight of the social calendar. How many of you here have attended a Christmas formal? High Class, high class. Dr. Thatcher was there in tails. Always receiving lines, people had good manners, high class.

They sponsored an annual Valentine Dance, an April Showers Ball, Faculty Teas, Winter Carnivals. In 1949 they produced the never to be forgotten musical extravaganza, "All In Fun". All In Fun written by Al and Chuck Reif, music by Ted Warkomski a student one of the best things that, oh my, that's a story unto itself, my how we used to rehearse on the campus back here and I just think that some items in that show and I have to write things down, 49 most fun I had in all my years here, rehearsals for the show, imagine Clayton Carembellas' monologue of Dr. Davies on the outside of the curtain between that one scene, remember that? Do you remember Jack Finey's solo about his Criss Craft at Harvey's Lake? The kick line Chester Knapich losing his wig right in the middle of the show. All men, all men, Chuck, Hal Thatcher playing for our quartet and I tell you, who all was in that quartet? Dr. Chaplin, Bob Partridge, were you in that quartet Chuck, myself, what fun. And a great show, so many people had told us that they received more belly laughs from that show than from anything they had seen abroad or here.

They were the greatest, the Lettermen were the greatest fund raisers on

campus. Their annual raffle, the only raffle Dr. Farley would permit at this institution, only raffle permitted by the college administration, raised thousands of dollars to fund an annual scholarship and their other charities. Teenage girl lost her life early one morning on River Street in Forty Fort. Before I got to my office that morning one of the Lettermen was in my office starting to raise funds to support that family. Family was burned out in the Heights Section of Wilkes-Barre, a life was lost, the Lettermen restored that home. The Lettermens Club supported that home and reestablished that family. This is but a small segment of the Lettermen Club story. The club was accountable for much much more, it was Wilkes College incarnate. For me the club, its members, and their accomplishments provided the most beautiful memories of all my years on this campus and that's it friends, you make think that's a silly evaluation but I believe that human beings are the most important part in the history of this college and the Lettermens Club was made up of human beings and one of the greatest things that ever happened here and I'm sorry to take all that time. Thanks alot.