

Oral History Interview—Clayton Karambelas, 2016 August 22

Participants:

Dr. Christopher Breiseth
 Dr. Francis Michelini
 Dr. James Rodechko
 Elizabeth Sullivan
 Clayton Karambelas

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Christopher Breiseth: Longtime faculty member and academic administrator of Wilkes. We have President Francis Michelini who was a faculty member, dean, and the president from the 1950's through the middle 70's. And we have Elizabeth Sullivan, the librarian/archivist who has organized this convent. I'm Christopher Breiseth, I was president, I guess I was number four, and Francis Michelini was number two. And we've just been briefly with President Leahy who is number six, he referred to himself as number six when we met. Clayton, you have a perspective that is hard to recover, from others who have gone before. And what we really want to do is capture the sense of what was going on with the campus when you veterans came back, and it was the period when we moved from being Bucknell University Junior College to becoming Wilkes College, a four-year independent institution. And just to start off, tell us what was your personal route to get growing up here in Wilkes-Barre to become a student here at BUJC.

Clayton Karambelas: Well I was born in Wilkes-Barre, grew up in Wilkes-Barre, my parents had restaurants and candy shops downtown in Wilkes-Barre.

CB: Named what?

CK: Boston Candy Shop and Restaurants and Betsy Ross Restaurant. They were both on Public Square. We made all of the items, the food, the chocolates, the ice cream in the Boston Candy Shop. We had three floors there, a bakeshop, the main kitchen on the second floor, in the basement we made the ice-cream. So, we did everything, and we were one of the future originators of a lot of things, because, the town was just a simple, small, creaky town, we were the center for Martz bus lines, they all came from the local areas with their buses and they stopped on Public Square, so we were visible to everybody. As a matter of fact when I was growing up we lived on West, Old River Road, and Corrlear (ph) street. And if I didn't have any money, I stopped the bus and say "I'll give you a nickel when I get to town." They'd let me on, I'd get to Betsy Ross and get the nickel out and put it in the meter, cause they had meters there to put nickel rides and that's what was, a nickel to get to town. We had contents, how many jellybeans in the jar, how many pounds is it. We made an Easter egg that was close 350 pounds. All chocolate, and we had a big mold on the 3rd floor. We made it and brought it down the freight elevator and rolled it our front, we had four strong kids that would lift it and put it in the window. And people would guess and we had different weights every year. And then we had the dealer of

weights and measures came over so it that it was official what that eight was. So that whoever won knew that he got it right on the nose.

CB: So how did you move from the big egg, the chocolate egg, to getting in the service.

CK: Well, one, I had an interest in flying for one things. Cause, went up the airport and they had these hypercup types of airplanes and I learned how to fly there. So when the time came, I used that as my crutch where I had a private pilot's license, and that's one of the ways that you got in, they knew that you had the ability to do it the submission. So

Francis Micheli: So did Wilkes have a flight program academically, parts of it?

CK: No, I just did that, on my own as a kid. I had an interest in flying. So as soon as I was 16 or something like that I think I went up there to the forty-four airport and got started doing that. It was well I'm trying to job my memory, as I aid the sleep apnea thing destroyed a lot of my memory of things.

CB: Were you drafted and declared for the air corps? Or signed up?

CK: No, I signed up.

CB: And you got in just as the war was ending?

CK: I got in and I was slated to go basic training and so on, and the war started to come to an end and things started to quiet down,

CB: And then did you go to college? Ok, and probably on the GI Bill?

CK: Yes. Exactly.

CB: I might interpolate here, since Dr. Micheli and Clayton Karembeas are the same age they might have had some of the same experiences in the military. And reading some of your notes today, from an education point of view struck me that the government set up five universities around the world for U.S. servicemen and that faculty members would come over, and you got into an actual college course, you know, in Chemistry I think -

FM: Yes -

CB: While you were still over in Europe.

FM: Well, before I was drafted in 1944, the end of 43, early 44, I had, they were taking high school kids in their senior year of high school and at the end of the first semester sending them off to college because the colleges were empty. Seton Hall in North Jersey where I was going to school as a senior in high school, I went, and I never got my high school diploma, I got a G.E.D., I have a PhD from the University of Pennsylvania, but I don't have a high school diploma. I think they gave me an honorary high school diploma a few years later when I gave the

commencement address, but the, I had three semesters of college before I was drafted. And the result as after the war ended, Congress had approved the G.I. bill, but now think back to World War I. After World War I they had riots in Washington, a march on Washington by the World War I veterans who had been promised a bonus and the government never paid their bonus. And the two officers were major MacArthur and Major Eisenhower, who were assigned the job of getting rid of those protestors, get them off the mall, and there were about 3000 of them in the day and that was in 1933 I believe this was, but they were young officers when they had to put down this rebellion of veterans. And translate that to 1945 when you had ten million American veterans descending back on the homeland. And congress must have been scared to death about what was going to happen, these guys had the capacity to take over the government, the Gi. Bill was presented as a way in which to bring back into the society the jobs, the Gi bill was far more than just saying, "If you go to college we'll pay you so much in credit. It had training - plumbing schools – a lot of plumbing businesses started because they had their start from the GI Bill. It guaranteed home mortgages, and Levittown resulted – they built these \$7000 homes because the veterans had a guaranteed mortgage. So the GI Bill was a lot of, lot of different things, but they weren't sure that the veterans would be interested. How interested is a guy going to be to go back to college? And so they setup these five Army universities after the war ended to see if they were interested in schoolwork. After all, they've been out and seen people destroyed in cities, destroyed and been part of bombings, Berlin and everything else. Nobody knew what their reaction would be, and to their delight they found that the veterans returning were absolutely committed to education. If you were a medic who had been stuffing guys' guts back into their bodies to try and save their lives, you couldn't go back into a culture that said, "Oh, but can't go to medical school because your father wasn't a doctor," or the color of your skin was wrong. These guys had been through a crucible of cultural change that affected our generation. That's what fascinates me, is how Wilkes, from Bucknell Junior College, born during the Depression, became kind of a melting pot of the returning veterans and they've become guys like you: successes in business and medicine. We have dentists and doctors and businessmen all through the society that emerged from that post- World War II culture. And that's the part of Wilkes's history: most other institutions already existed. There are not many institutions that had that unusual position in our history that translated from a Junior College, during the Depression, to a 4-year Liberal Arts institution and the key was the returning veteran, to me the key appears to have been the returning veterans like your generation that came back and had an opportunity, that before the War you would not have had. You would've kept working in the candy store, or learning to fly at the airport. But would you have become the successful businessman and the person you are today without that Wilkes availability of an education? That's what intrigues me.

CK: I was fortunate in a way, I could've ended up managing a few restaurants, but my uncle wasn't married at the time so I was an heir so to speak. So I grew up with it: washing dishes, making sodas and such, and things like that – decorating Easter eggs. In those years, you started from scratch with everything. I grew up as most kids: if your father was a dry cleaner, you became a dry cleaner. If he was a cook, you became a cook. It was one of those things – what am I gonna do? One thing led to another. Sometimes I wonder how the heck did I get to where I was? Now we come up here for lunch and there's no coffee! [Laughter]

CB: I remember, - we used to have BUJC reunions when I was president here – and one of the images that has stuck with me, is people talked about what it had been like on campus, they said

it was very quiet in 1944, 1945, and then all of the sudden there were these marching feet of the returning veterans, which, of course from the girls' point of view, was terrific. What can you remember about the dynamics of just, the student body and how your friends – what the activities were to get you to know each other?

CK: Well, there was no football team, so these veterans came back and had done high school football, they were college players. And then, how about basketball? Some knew some things about basketball, so everybody tried out for basketball. If you weren't tall enough, you didn't make it. Tennis, wrestling, we even started a swimming team.

FM: No swimming pool, but you started a swim team. [laughter]

CK: Well, we used the YMCA.

CK: It was just the willingness of these veterans to do something that got us going. Can you imagine now, all of the sudden, they have a theater? Sanjee Guiliano [Norma Sangiuliano] was the spearhead.

FM: Sanjee

CK: We had the garage back behind Chase Hall - that was our theater.

FM: Yep.

CK: And, we put on plays there. As a matter of fact we had an English teacher called Dr. Davies – JJ Davies, who was a very prim and proper individual. Wore a little hornbacked hat, and he kept his books like we do, and he had them in his arms. And we had Ted Warkomski write the lyrics and we put on a play called "All In Fun," and we gravitated toward the Irem Temple putting that on. In one scene, I became Dr. Davies. [Laughter] And I had to have his mannerisms, and so on when I came out. [Laughter] But, you know...

FM: Was Al Groh involved with that theater at that time, or did he come later?

CK: Al Groh was around, he liked Sanjee, and they kept a lot of time together. I'm trying to think. But gravitating from that little garage in the back that we called a theater that had about a hundred chairs that we setup, and trying to do scenery and things like that, it was amazing.

CB: Now, of all these activities, which did you participate in?

CK: The theater, the wrestling, the ten—I even went out for basketball! That shows you..

FM: Did you play tennis?

CK: I played tennis. Ah, I went out for anything I could go out for! [Laughter] It was – I can't describe how it opened up a lot of areas for people because there was no [activities], so it was, try [these activities] and you had the opportunity to see if you could do these things.

CB: Besides Sanjee and Dr. Davies, who were some of the faculty members you remember?

CK: Ma Craig. Ma Craig was an elderly type.

FM: [Laughter] Ma Craig.

CK: Yeah, remember? She was a very prim, proper – you almost didn't want to get into her class. You referred somebody else, but Ma Craig.

CB: Because you were not prim or proper? [Laughter]

CK: I was not, ah, I wasn't the best student in the world. Ah, I did a lot of things; I tried everything.

FM: That's the best education you can get.

[Laughter]

CK: Well, Wilkes was the seed, ah, they planted a seed in everybody. Because--

CB: Beautiful.

CK: You got out of the service, what are you going to do?

FM: And when you think back to the history of the community as a coal-mining business center that supported coal mining: that was the city. There were no appreciation of the arts, or even the athletics. It was not part of the culture of the day. That's what's so intriguing about Wilkes: the impact it had on changing the culture of this entire community. One of the other things that I mentioned to Chris one time was, I recall there were so many of the – what do you call —they were not immigrants, they were refugees from the European universities, and we had Stanko Vuijica, we had Constantine Seminolavage, and Nadja Vuijica? We had a kind of a, I'd say maybe a dozen that I remember from 1955, were the faculty members that either were here or came here during the war. Now, which of those did you have as faculty members? What do you remember about your curriculum and your courses?

CK: I'm trying to remember: the math teacher, Tom Richards.

FM: Tommy Richards, yes.

CK: He was a big influence. If you didn't understand the class from that day, you went back to him, and he made [it simple]: 1+1. "Ohh, now I understand." He was able to take the math and take it down, so you could understand, because if you didn't understand this, by the time you got here you were lost! So he was a very valuable asset. He was an old professor, wore the same hat every day and so on.

CB: So did you have Dr. Davies for English?

CK: I had Dr. Davies, and I had Ma Craig. And I used to shudder every time they had a test. [Laughter]

FM: I heard about Ma Craig, but Frank Davies, and Chuck Reif, that core faculty, boy they brooked no nonsense. You were there to learn. [Laughter]

CB: Ah, Chuck would not have come until after you gradua—did he come before '49? He comes right—

FM: I don't know. Ah, Chuck was in the Navy. He did not—He was eligible to be an officer because he had already finished his collegiate work.

CB: But not his PhD, had he?

FM: He got it from Minnesota? Yeah.

CB: Minnesota. Yeah.

FM: He finished it before he came to Wilkes –

CB: Oh, you're right -

FM: But you're right, he may have come in 1950- 51. Yeah.

CB: I think -- '49, '50, '51 somewhere around then

FM: Yeah, because some of those original faculty were really remarkable educators. And the mix of Valley people that had been teachers in the high school but were very competent and were the core of the Junior College faculty, was built in addition by the refugees in Europe and returning veterans after the war. And you must've had a variety of faculty members.

CK: Oh, we did.

FM: Was Sam Rosenberg here?

CK: Sam—I'm tryna think when Sam came. [pause] He wasn't here initially, but then he came on the scene.

CB: Hugo Mailey here yet, by your student days, or does he come after?

CK: No, Hugo Mailey was here. He was, ah –

Jim Rodechko: Bronis Kaslas?

CK: Huh?

JR: Bronis Kaslas?

CK: Bronis Kaslas was here also. Um, Gies Hall – Gies Hall was on the corner wasn't it?

FM: Yep. Yeah, Hugo Mailey was -- either had polio, or was crippled in some way, so Hugo probably was here continuously through that period over the '40s.

CB: Now the big question, Clayton: Give us your memories of Dr. Farley.

CK: Dr. Farley was no Quaker. Very—Ah, when you were on campus, you had to wear a tie. Now you can forget, or you know, the hell with the tie today, and who's coming up the walk? Dr. Farley. The minute he got your hand, he squeezed it.

FM: Oh, you were caught! [Laughter]

CK: "Where's the tie today?" [Laughter] You were embarrassed. But he was a very outstanding figure. He was tall, and he was very knowledgeable, and you had a great deal of respect for him. And his wife was a very talented young lady, musician-type, and they –

FM: Wrote the alma mater, too.

CK: Yeah. So they were good people that we had. We were fortunate, we had good people.

CB: How often would you see Dr. Farley on campus, or?

CK: Almost daily. I mean, you were walking around, campus wasn't that big, so –

CB: And he knew you by name?

CK: Oh yeah. Sure.

CB: And knew that you didn't always wear your tie?

CK: [Laughter] He'd squeeze your hand.

FM: I had one back in the car in case you needed it.

CB: I brought mine in my pocket. I figured you would be setting the standard, and I was very relieved when I saw what you had— [Laughter].

CB: What do you remember about Dr. Farley that may be kind of on the negative side? Anything?

CK: No, except that he was a demanding type figure, I mean if you were supposed to do this, you did it. He was a good administrator, and everybody respected him and his abilities. So he was the right man for the job.

CB: Mike, what can you – you come after this institution has taken shape – but what can you say about his ability to select people?

FM: He was, when you stop and think about – he’s the director of a branch campus – Bucknell University – that’s in a rented building with maybe, lucky if you had 60 students combined in the entire 2-year program. Quakers are an unusual breed of people. And there is a part of their makeup that feels connected to humanity, to others, in a way that’s very difficult for people like me anyway, to really understand what their motivations are to do things. But you can’t understand Dr. Farley without understanding that he was an Irish Quaker. Six foot, four [inches] would brook no nonsense, but also felt a tremendous responsibility to help others. And he always was in some teaching capacity. And he actually taught people how to be administrators. And after World War Two, when Wilkes was formed, I was kind of sharing thoughts with Chris and trying to reconstruct that environment. You had George Ralston who had led men in combat, who, if you said, ‘George, climb that hill,’ he climbed that hill. And you had John Whittby [?], who was a lieutenant in the Navy, you had Shwaluk [?] who was a lieutenant in the Navy, you had Al Groh who was a belly gunner, and collapsed from fright after his third flight in that belly turret, and he told me that story –he’d shit his pants. And they put him on three days medical rest and sent him back as a waist gunner. And he flew 35 missions out in Italy in the bombing, the oil fields in Ploesti. I mean those guys were so acceptant of being given an assignment that [you] might translate that into how Dr. Farley must have put together a team in which he didn’t have to tell them what to do. You know, Ralston, he was a football coach, he was a wrestler, he was a librarian—Chuck Reif was a librarian, they –

CK: [Laughter] Whatever he had to do.

FM: They did the job that had to be done. Exactly. And Dr. Farley was like the leader of an orchestra. How do you define the function of a leader of an orchestra? You know, you can’t define that. It’s not a chain of command. But he’s running the show. And you damn well know he’s running the show. And with Dr. Farley, he didn’t have to have his finger in every decision that John Whitby made, or that George Ralston made, or that Al Groh did in the theater. He was the orchestra leader. And that theater, you think of a guy like Al Groh, who was in that little theater. You used to have to call through a window when you were coming in from the second act, right? [Laughter] You know, there was no “stage door right, stage left.” There was a rear window to the garage, to the converted carriage house, and you came through the window, and you were in the play! [Laughter] But that kind of independent action was what I think was unique to the Wilkes experience. They didn’t try to tell a student what to do. They gave you the environment in which to learn. And the faculty that he attracted, they knew the subject matter. But how do you make bridge—build that bridge between the very knowledgeable Frank Davies, authoritarian to the extreme, who would not brook any nonsense, or that attitude of “you wear a tie” to the young person who is there for the first time in their generation? None of their families had any higher education. How did they build that confidence in a young person like you, to say “Sure, I can run a business. Sure, I can be a doctor. Sure, I can be a lawyer. Why not?” You

don't realize before World War Two, you couldn't. [Laughter] The culture did not breed that kind of confidence in young people. And that's what boggles my mind: how the Bucknell trustees could see the need to create an opportunity for the sons and daughters –and daughters – they never discriminated about women. There was no question about women's brains or right to do something. But how do you develop the culture that changed this Valley? I think of Hugo Mailey with his Institute for the Municipal Government. These little townships hated each other! The football team from Hanover would try to beat the daylights out of the group from Glen Lyon, you know? The separation of people: ethnicities, jobs, particular social constructs –

CB: Religion.

FM: Every little town was geared into hating the other guy because the corporations did not want collective understanding of the world and of professions. And, to me, Wilkes made it evident that we don't care what your parents did, we don't care, [who] your father was – Wilkes is here for you! And that's how the Cathy DeAngeles of the world became the first famous woman editor of the American Medical Association journal. I mean, there were kids – I remember down in –Bill Rob – a little town down in Glen Lyon. Where would Bill have been? He became one of the directors of the National Institute of Health. He was a remarkable physician.

CB: And a member of the Board of Trustees.

FM: And a member [of the Board of Trustees]. Yeah. And those opportunities wouldn't have existed without Wilkes. And now you say, well okay, how did Dr. Farley build that? Well, he built it by the guys like Ralston, and Whitby, and Chwalek, and Groh, and I think our first comptroller, treasurer Margaret – she had been in the Navy, I believe, she had been an officer in the Navy. But when he outlined the job to be done 'I'll do that' and that was it. He was not a nitty-gritty detailed guy, that's what I'm trying to say. When you try to analyze presidential leadership –

CB: Mhm.

FM: It's not knowing everything, or being able to pull strings. It's just being able to bring together people who share a view of what is important in their life. And I think the faculty felt that.

CB: Kind of building on that, one of my perceptions coming in in 1984, now a long time after this, almost 40 years, and still dealing with George Ralston as Dean of Students, was that he had learned of Dr. Farley, to keep problems away from him. Particularly, relating to students. So George developed his own way of handling a crisis, and it was a successful dealing with it if Dr. Farley never found out about it. And, if Dr. Farley found out about it, he inserted himself as a President: "I appreciate this distinction." So it was George Ralston's way to keep me away from anything that was unpleasant, able to handle it all himself. And when I showed kind of an inherent interest in that kind of problem, he was very flustered. So I think from those World War Two leadership skills, Farley assembles people like him, and they run with it. Whether he's a

football head coach, or he's in charge of the student dorms and building the Residential Life program or teaching – yes he was [in] Biology, too, wasn't he?

FM: He was in National Cultural College—

CB: He wanted to be a doctor.

JR: Yep.

CB: That was his chosen profession. But he learned – he was a force in and of itself on this campus. And I felt I was dealing with Dr. Farley every time I dealt with George Ralston on anything that was challenging. And he had integrity about it, but it absolutely was his own way, and you kind of adapted to that.

JR: To verify exactly what you're saying, my first year here was 1968, and I was in an office in the rear of the Weckesser Annex. And a young girl, probably 18, came in, not to see me but my office mate at the time KK Shao, and she was in tears because [of] Dr. Farley. She had been on a date on a Saturday night and she had kissed her boyfriend good night on the dorm steps. And she said, out of nowhere [laughter] he said, 'Young lady, you do that again, and you're out of here!' [Laughter] Well, she left, and KK said, 'don't worry about it' but he then went over to George Ralston, and I asked, "Well, what happened with George?" And George said, "Forget about it. Don't worry about it. I'll take care of it." [Laughter]

CB: Which was not to do anything.

JR: [Laughter] Yeah, exactly.

FM: In that similar kind of vein, there was a doctor that did all of the police work: doctoring for drunk driving, and things of that sort. And one of our—Harry Hiscox—was with the law firm. And he called my house -- I lived up on Dana Street, it was early, maybe late '50s – to my house. And I had been giving lectures about alcohol metabolism. That was the big thing, the Yale School of Alcohol Metabolism. They were beginning to diagnose it as a disease, rather than just you know, you're having too good a time. And Harry came to me on a Sunday afternoon, and he said, 'Dr. Michelini, what can you tell me about alcohol metabolism?' Well, you know, you start the ball rolling and before you know it I was giving him a whole history of alcohol metabolism. And at the end of the conversation he said, 'Would you be my expert witness in a drunken driving case?' And I said, 'Oh my God, what's Dr. Farley going to do with me? I'm over here two years, and I'm going to be in court on a drunken driving case? He'll kill me! [Laughter] So I went to his office, it was still in Chase Hall on the second floor, and I went to Dr. Farley, and I said, Dr. Farley, you know very apologetically, Harry Hiscox was a Wilkes alumnus I think, and I said Harry Hiscox asked me to be an expert witness on a drunken driving case, based on knowledge of alcohol metabolism I said, you know, that could make the college look pretty bad or whatever, and he looked at me and he said, 'Mike, when you are doing anything within your level of competence, this college will stand behind you 100 percent.' I never forgot that.

CB: That's a great insight into him.

FM: The confidence in you to do your professional job was unquestioned.

CB: And it brings to mind: did he not do that in the McCarthy period, standing behind faculty?

FM: Oh [yes!], Hal Thatcher! Oh my God!

JR: Oh yeah!

CB: Can you tell that story?

JR: I can't, Mike would have to, but I have heard it.

CB: Okay, Mike, why don't you? Because I think this is [important].

FM: This was during the McCarthy era period. Hal Thatcher wrote an article that was, I believe, in the *New York Times* about international relations, and you know, this insular bigoted view of McCarthy was not American principles at work by any means. I don't think I ever read it myself, but he was publicly – oh my God -- chastised by the community. "That pinko communist faculty member at Wilkes, they're going to destroy this community!" There are a lot of enemies lying in wait to embarrass the college, or Dr. Farley. And boy, he stuck by Hal Thatcher's guns, and he said, 'No sir, you listen to what these people [have to say]. That's why they're in this community, to be the thoughtful leaders, and the knowledgeable experts in our community.'

JR: Yeah.

CB: With that segue: Clayton, as someone born here, and in business here, reflect particularly in the period of the '50s—'40s and '50s—the impact of Wilkes on the Wilkes-Barre community.

CK: Well, once again, we all profited from having Wilkes here, with the students. They ate here, they drank here. Without Wilkes, I don't think the town would have prospered too much. I think it was just a nice wedding going on, with having students to embellish the town, and having students that are going for a higher education. All of this presented a good opportunity for businesses. I'm trying to remember [more].

JR: I remember when I first came here, quite a few faculty members used to eat lunch, including myself, at the Boston Candy Kitchen.

FM: I just went home for lunch. I was 3 blocks away. [Laughter]

CB: Jim, from a faculty perspective, Dr. Farley's still the great father when you come. And you then witness the transition to Dr. Micheline. What are your thoughts on Dr. Farley himself?

JR: Well, I think he was a man who was increasingly aware that he was becoming a bit out of touch with students in 1968. For example, one thing that I disagree with, but it was long ahead of

his time is, I believe, he would not allow cigarette machines on campus. They were not allowed in a day and age when smoking was not medically—

CB: So he was ahead of his time!

JR: Oh, he really was in that regard. But he – I recall one statement he made to quite a few people at one time, that he felt he was out of touch, increasingly with the student interests: the dress that they wore, [etc].

FM: Dan Kopen was a catalyst in his life. Dan Kopen was a Student Government president in 1969 or something, maybe a year before.

JR: I think he graduated the first year I was here.

FM: Which was when?

JR: '68. Well it would have been '69. He would have graduated in 1969.

FM: And Dan Kopen was a Student Government leader, and he was the first student who Dr. Farley really respected his views of student change. I was not privy to any of the exchange, but I can say from knowing Dr. Farley, and knowing students and subsequent action by Dan Kopen: somehow or other that realization by Dr. Farley that things were going away from him I think led to his relationship with Dan Kopen that...you could not construct it any other way, but that he sought that input. He was very concerned about what was happening in the culture and the society. And Dan Kopen was a link of all of that restlessness on the campus and among young people –

CB: Do you remember what Dan's point of view was that he conveyed? I've known this, I just can't remember it. Because Dan talked about this as a key part of his growing leadership as a student. I know Dr. Farley's daughters contributed to his education and they were very open about telling him situations they were doing that were in line with their peers that he kind of had to swallow and accept because they were his kids. It was the sort of thing that it's the necktie updated from the '40s to the late '60s when we'd gone through a cultural revolution, and his kids were going through it themselves. And he found it challenging, but he faced up to it.

JR: He also had – I think faculty were changing, too.

CB: Yes.

JR: We had a fellow in math: I think his name was Elliot Kimber. Does that ring a bell?

FM: Yes.

JR: And Dr. Farley – none of us could really understand Kimber; he was very much antagonistic toward Vietnam – which Dr. Farley was, too. Dr. Farley wanted us out of Vietnam. But Kimber would get up in faculty meetings, and basically had the approach that [said]: 'How can we be

conducting a faculty meeting when there's a war going on in Asia?' And even his classes: he didn't talk about math [laughter], he was talking about Vietnam. And I guess Farley had to fire him, or you [Dr. Michelini] may have.

FM: Yeah. No, I don't remember the specifics. I think that was before my time.

JR: I thought that was very troubling.

FM: That's why I was saying [that] over in Weckesser Hall, there is a treasure trove of information in the old college bulletins. I would love to be able to reach over and pull out the catalogue and say "when did Kimber leave?" because I really don't have that much information.

JR: Well, it would have been right around '69 – '70. Those books are by the way, in the vault—were in the vault. The old minutes of faculty meetings and –

CB: I was impressed with the Archives setup. I was up with Elizabeth before, and she and Harold have put things together so that –

JR: We have that material then, I guess.

CB: That's, I think, where it is, yeah [in the Harold Cox Archives Room of Farley Library].

JR: Oh, that's great.

CB: But that's worth your asking [Elizabeth] about because she's obviously been given a lot of opportunity to shape that whole thing. I want to go back to the '40s and in the beginnings of the football team. What do you remember about how George put that together?

CK: Well, he had the old veterans that had played football, obviously; [they] were his core who he worked with. I think they called them the seven blocks of anthracite.

FM: The only one who I remember was Norham Cross who stayed in the community, and opened an insurance business. What were some of the other names? I'm sure there were 7 blocks of them, at least.

JR: Some of the pictures of those older teams from the players look older, and they look tough.

CK: They *were* older. [Laughter]

CB: When I was president, and doing my alumni speaking around the country, one of the stories about George that I would tell: they were very shorthanded in terms of getting 11 guys on the field for both offense and defense, and one of his key players was lying down, injured, and he went out –

CK: [Laughter] – And said, 'get up, you're embarrassing us!'

CB: ‘Get up, you’re embarrassing us!’ And I told that story, and a guy in the audience said ‘that was me!’ I told it again, and another guy said, ‘that was me!’ [Laughter] So George had his approach that would’ve worked on the battlefield, and apparently it worked for football. [Laughter]

FM: I know very little about George’s war record but I have the impression that he was a combat leader, a Captain, a company commander. And did he have the Purple Heart?

CB: I think he did. Elizabeth said there is an oral history with Al Groh, and George Ralston. And I don’t know if Betsy Condron did it, or who did it. But she was saying she’s having trouble on these releases, using that material without a formal release from the person who was involved who is now dead. It’s just part of the changing time. But, as I recall the flipside of George Ralston, who, in my day still was ‘Mr. Wilkes’ – I mean he still epitomized all those values that you’re talking about, Mike – is that he approached the necessity for freshmen orientation by having guys do silly things like wearing dinks or –

FM: Yep, dinks – beanies.

CB: Beanies. So these guys have been in the Battle of the Bulge are back with dinkies [laughter]. Do you [Clayton] remember any of that?

CK: I can’t recall that.

FM: They still had dinks. They wore dinks when they were freshmen when I came.

CB: Well, it’s one thing for a 17-year-old. But for a 23-year old who’s been fighting battles and drinking and smoking and whatever else. To come back and fit that discipline –

JR: Is the dinkie what we would call a beanie?

CB: Yeah, a beanie.

FM: Clayton, one of the things - I’m going to digress a minute, because it may never be said again if I don’t say it now while we’re all together and I’m thinking about it: part of my reflection about Wilkes during those years when I came in 1955, there was already in place the Institute for Municipal Government with Hugo Mailey, and Andy Shaw subsequently worked in that with Sam Rosenberg and the Economic Development. And only in my later years did I stop to really look at the impact that those things had on the Valley. And just for the record: it seems to me that one of the major impacts, lasting impacts of Wilkes was that Hugo Mailey took twenty [or] thirty different little communities who hated each other politically, and in their high schools, and in their football rivalries, and in their churches, and brought them together in the Institute of Municipal Government through things like saying, ‘look you’re going to have to have a sewage plant. The law now is requiring [it of] every community. You can’t do that alone, and I’m here to help you.’ And Sam Rosenberg, where you had the unions that had coal miners [who] went on strike during World War Two. I mean John L. Lewis, he didn’t give a damn whether you were

fighting a war to save the world. He wanted his laborers to get a fair wage. And the latent hostility between laborer and management – Dr. Farley would come back from trips to New York trying to attract industry to the Valley, and say they think that laborer and management can't possibly get along in this Valley anymore. And Sam Rosenberg, and the lady-garment worker's lady –

JR: Matheson?

FM: Who?

All: Min Matheson.

FM: They worked together in creating an environment which was neutral. Wilkes College had no axe to grind. [The college] did not have any religious philosophies it was trying to promote, did not have any political aspirations; we didn't have a notion in hell about whether you should have a club on campus that would be the Young Democrats –none of that bullshit. We're here for a purpose, and we've gotta work together or this Valley ain't gonna get any industry. And Sam Rosenberg in the Institute – or [rather] Hugo Mailey in the Institute for Municipal Affairs reached out to the communities, the political structure; Sam Rosenberg reached out into the business culture, and they brought communities together with a neutral position. Wilkes did not try to dictate anything. It tried to help them do their jobs better, and that persists to this day. This is where neutral research can be done on acid mine water, or on power lines and gas pipe lines because we're not a position to defend.

CB: And there are two other areas that I think is worth rec—

FM: Oh, the Arts, too. Don't let me forget Fine Arts, too.

CB: Well, the Arts, too. But the RCA plant came after '59 when the [Susquehanna] River had gone through to the mines, and the textile industry was already showing – which had been the replacement for mining—was already having trouble. But Dr. Farley persuaded RCA that we could develop solid-state physics here, and of engineering in a way that would accommodate them. And that plant, through several different ownerships, has persevered with a base of the people prepared by Wilkes. The second, which is huge, is pre-medicine, and the whole Hahnemann program came in as an explicit response to what was perceived as a healthcare crisis that doctors and the studies they did – average age was 59 years of age? Where are we going to be in 15 years with this population if we don't have more doctors?

FM: Family practice –

CB: And I think just the few things that we've mentioned in the last five minutes get to the very core of the uniqueness of Wilkes that – if I can say this—is not the role that King's played.

FM: No.

CB: King's played a very good role and trained a lot of people for the professions. But in curricular terms it did not take on the community's challenges. It was a much more protected role within the context of the Holy Cross Fathers. But Dr. Farley, and I think the Quaker part that you mentioned at the very beginning, Clayton, is important—is that he saw the need for a highly diverse population segmented by the divide-and-conquer role of the coal miners and, to a certain extent, the railroad people and the people in the utility industries: gas and oil—to keep people divided on these ethnic bases. And Wilkes just literally came in and pulled that together, and one of the great symbols of it is the great football teams of the '70s when we had the winning record.

JR: Wrestling, late '60s, too.

CB: We'd brought all these kids from the high schools who had been beating the hell out of each other when they were high school football players, and brought them all into one team.

JR: That's a good point.

CB: And they had a great coach, but even he'd be the first to tell you—they really coached each other. They knew how to play football, and they knew how to pull out a game when they were losing, because they were not about to lose. And those guys have stayed together [through] thick and thin. They started in the divide-and-conquer world, you talked about it. And Wilkes is what brought it all together.

FM: And the third angle—I talked about Hugo with the governing side and Sam Rosenberg with the economic and business side, and Al Groh, and Dorothy Darte. And the board structures is another interesting topic of conversation where our whole old bulletins – I'd love to look through the boards while I'm still alive because I don't think many people would be able to recognize [that] 'oh yeah, Dr. Koshent, and oh yeah, [I remember] this.' Dr. Farley and his board, and I think—what's the name of the building next to where we lived? Waller Hall. Charlie Waller--there were leaders [on] that board—Arnaud Marts, who had a diversified board that represented the ethnic, religious—every kind of insular viewpoint was suddenly sitting at a table with fifteen other people who confidence in their own views. And the board structure at the time that supported Dr. Farley encouraged him through their leadership, I think has gotten short-tripped in everybody's memories.

CB: We talked about this before, but just to get it registered in this session today, and I can't be precise about this, but our first advisory board was in 1937. This is after Arnaud Marts kind of comes in and keeps the place going with this new leader, Dr. Farley. So they create a board that doesn't have a lot of power at the beginning, but eventually would become the Wilkes independent board, and on that board they had several women, they had two Jews, they had a Polish Catholic doctor. I don't know where the Italian representation was –

FM: Lawyers, bankers –

CB: And several WASPS, several male WASPS. But I happen to know from an earlier teaching position of mine at Williams College, that 1937 was when the President moved to restrict Jews and Negroes from the student body. And this was—we had a lot of that going on in this country.

So it wasn't all going on in Europe which makes it all the more remarkable that this college with its first board—Charlie Miner was on that board—built to the diversity. And a key part of it was the strong women on that board, including Dorothy Dickson Dart.

FM: Funny, I can visualize [them], but I can't come up with their names. But if I had a catalog [I could recall them]. There were very good women on that board.

CB: I think Annette Evans was on [the board].

FM: And Dorothy Dart, her dear friend was never on that board but Annette Evans and Al Groh were the conduits who convinced Dr. Dart that there was a community that could benefit from the Arts, and from Theater for students and things.

CB: It's not unusual today for boards to look like that. But believe me, in the late 1930s that was—given all of the negative forces in this Valley at that time—that was such an eye-opening to the future. You know, the college starts in 1933, [at] the depths of the Depression. The YMCA starts in 1933. One of the Jewish synagogues starts in 1933. So right at the depths of the Depression, there were leadership people who pulled this place together, and said there has to be a future. And at the very center of that was this little college that persuaded the folks at Bucknell. According to the *Literary Digest*, this was the largest unserved population of higher education in the United States, the 48 states. So education had been foreign to this area. And BUJC became the beginning antidote. You had the other colleges, which we now have, which were training priests and nuns—so they were in Education—but they weren't doing the broad-spectrum education that this place started.

FM: Now, the Penn State campuses will claim a role in that. They don't deserve a role in that. They were purely technical training for the specific needs of the coal and the railroading industries. And they didn't even give credits. You didn't get a credit or degree from the branch campuses. It was a certificate program. So when they claim to be the educational force throughout the commonwealth, that's bullshit! They never played that role. They were not supported for that role, and they only moved into a broader role [when]—they should've been the root of the community college movement in this Valley. And they were too arrogant in their own university structure to recognize the contribution that would've been made to higher education if they had converted their branch campuses to the core distribution of community colleges. That has frustrated me as an educator in Pennsylvania ever since. Just, why?!

CB: Since you've raised this, Mike, I think this is a good place to record the circumstances of the offer by the Conyngham family to Dr. Farley of what has become the Penn State campus. How did all that work, and why did Dr. Farley refuse and chose to keep it down here in the town?

FM: I don't think it was on any philosophical ground. I think he just felt it was not needed. For Wilkes to have a branch campus didn't make sense economically or educationally. And he probably made some enemies by making that decision but I think it was a sound administrative decision. Just because somebody offers you something, if it's going to be a white elephant around your neck, what do you need [it for]?

CB: Well, as I recall, from what I heard about it, men abandoning this campus, and having the campus up there.

JR: This is new to me. I had not heard that.

FM: Which showed a lack of understanding of the impact that Wilkes has intended—in its basic structure was to have an impact on the communities. Why would they want to move out into the country?

CB: Mike, what words of passover did Dr. Farley give to you when you took his job, both explicitly and implicitly, how did he turn this thing over to you?

CK: Let me just mention something: is that [picture] out of...whatever? That picture?

FM: I have no idea.

CB: I don't think so.

FM: I can't see it.

CB: That's what my screen does when I leave it on.

FM: In fact, I forgot we were even being recorded. God forgive me, for I know not what I do. [laughter]

CB: Well, there have been a couple of 'bullshits' but you know...

CK: Poetic license! [laughter]

CB: But that transcript—I mean this is a crucial conversation to have, the history of the place.

CB: What was the transition like, and how did he contribute to it—for you?

FM: I've often wondered about that: because I had no administrative experience. I had never even been a department chair when he was told by the board in the early '60s "Dr. Farley--" In fact it was Admiral Stark that was in fact chairman of the board, and in fact, authorized by the Board to talk to Dr. Farley about the administrative structure of the college. And Dr. Farley told me this story, so I can repeat it, and I think he references it in some ways in his own book. Basically, what Admiral Stark said to him was, "The Board has authorized me to tell you that we are giving you one year to develop an administrative structure that can carry this college beyond your leadership. If a Captain of a ship, a fighting ship, is at war and he's shot off the bridge, there's somebody ready to move right in and take over. And if *he's* shot off the bridge," these are Admiral Stark's words, "there is another person ready to keep that a fighting ship until the last man. And we look at the college, and you *are* the college. The only administrator that has an overall view, and we want you to change it. We want you to add to your administration. Well you can imagine, I can only speculate about how Dr. Farley responded to that. Because here he

was, you know, the builder, the founder of the institution, being told that he's mortal, and that there will come a day when his services will no longer be required. You know, that's pretty shattering to experience. But he also recognized the validity of it. [Chemistry professor] had gotten a three-credit load reduction in his chemistry teaching to be the Dean of Faculty, basically: [to] coordinate faculty employment, things of that sort. So Dr. Farley and the Board decided he had to have an academic dean that would become part of the Administrator structure, not just an ad hoc assignment to a professor, [for example] okay, you do this move, [and] we reduce your teaching load or credits. And Dr. Farley called me into his office in 1962, and I had never even been a department chairman. Clayton, you can imagine how stupid I was. [I] had no administrative experience. I was a Biology teacher for God's sake. You know, give me a textbook and a research lab, and I'm happy. And he said, 'Mike, I'm thinking of creating an additional position in administration; would you become my Academic Dean?' Well, this was out of the blue. And I knew—it didn't take much to realize—if you leave the sciences for a year or two, for all practical purposes, that's a dead-end to your science career unless you kept up with things. And I said, 'I have to talk to my wife about it.' Within that two-day, three-day window, I got a letter from the National Science Foundation: our kids had done so well in competitions in science fairs, and all kinds of things, with publications, with Sheldon Cohen helping, that the National Science Foundation wrote to Wilkes and said, 'we have been giving research grants and your students have performed. We would like to have Dr. Michelini come to Washington for a year to work in the National Science Foundation.' And so I went into [Dr. Farley's office] with the letter from them, it's in one of my notebooks. And you could almost see the relief come over his face! 'Oh, thank God! Oh my God, they got me a break! You'll come back far better prepared to be dean now! I'm going to make you Academic Dean for a year in 1963!' So it starts with that kind of background, that I was a stop-gap filler for something that Dr. Farley was not responsible for orchestrating. He did not think through administrative structure, his Board did. And I just happened to be the right guy in the right place. I had visibility, and I had you know. So I went to Washington for a year. And the '60s was very turbulent. But I got to see a lot of campuses, and read a lot of research proposals, and deal with the Congress so I really did have a wonderful kind of broadening of my insular professor experience. And in the late '60s, after I got back as Academic Dean, was the height of student protests, like '67-'68. And you know, [for example], Columbia, all the rest of it. Well, Dr. Farley was out of town on a trip, and I was the second-level academic officer in there. And somebody came in and told me—we were in Weckesser Hall—and somebody said "Dr. Michelini, there's a mob of students outside Weckesser Hall!" So you know, my first decision was a snowed decision that Dr. Farley, oh my God, he crucified me. So I was not prone to making prompt decisions! But here's a mob of students outside Weckesser's door. But I was the only one there. So I went down, opened the door, and I said 'Are you a Wilkes student?' 'No.' 'Get the hell off of our campus!' 'Are *you* a Wilkes student?' 'No.' 'What the hell are you doing on our campus?' And [I] weeded that crowd of 300 down to maybe 25. And whenever I'd get a Wilkes student, I'd say, 'Go sit in the Board Room and wait for me.' So they went in the Board Room. And when Dr. Farley came back, I don't need to tell the details of it, but obviously we resolved it, Dr. Farley was very impressed. And I think that was, in his mind, in this kind of [inaudible] with Dan Kopen's influence, and his own uncertainty about things, that by my handling that particular challenge, and resolving it with no animosity among students or anything else probably contributed more to my becoming the next President as any other [issue]. I had no other qualifications for becoming President. Not like you [Dr. Breiseth]. You had experience. You knew administration. You knew dealing with

Boards. I had none of that. I sat in on a few board meetings as Academic Dean but I didn't understand the nuances of Board relationships. And so from a management standpoint, you know, he would make the right decision for the wrong reasons. We used to –it became standard operating language to describe Dr. Farley. He would make the right decisions for the wrong reasons. CB referred to New York and him going to New York on that conference trying to get RCA here. It was the third try that they had gone to New York to try to get people to come to the Valley, and up to Mountaintop. And finally, at the third visit, Dr. Farley said to the guy, "We have shown you the labor relations, we have shown you the finances, the banks, and you know, everybody is supporting it. Labor is supporting it. Why don't you come to Wilkes-Barre to build a plant?" And they said to him, there are no advanced education opportunities for our workers. We need a higher level of academic work than what you can provide. Well, of course, Dr. Farley being him went "Done! I promise you, we will have the academics – we will have Master's degrees, and Physics and Chemistry, and Mathematics if you come to Wilkes-Barre and that sealed the deal. So he comes back to me, as Academic Dean, and says, "Mike!" We had two-year Physics programs, we have two-year engineering programs." We didn't have strong—we had maybe three faculty members in Math, and here he comes back, and he has committed to Master's degrees, and all these [academic] areas! So, you know, it was the right decision but my God, you know! But that was the strength of purpose that he understood as the maker ...

CB: It was probably one of the most important decisions, in curricular terms, ever made for this place.

FM: Oh, absolutely! It moved us into a totally different level. And obviously into university potential. Because other than that, we were just a good convert of a Junior College to a Senior College. Well, Keystone Junior College did that years later, and Lackawanna College did that years later, so that was a normal profile in higher education was to [say] "Okay, you were in high school, now you're in college. Okay, now you're in college. You were in a normal school in the state system, and now you're in college. But when he made that commitment, and that involved government – private institutions in those days were not very prone to go to government for anything. Number one, there was no money for anything, but in '64, Lady Bird Johnson, after Kennedy's assassination – the first public appearance by the President's family was Lady Bird Johnson dedicating for the dedication for the addition to Stark Hall. And I have the program of that and everything in my books in the Archives, the invitations to. And the story he had-- must have come from Dr. Farley—was how the Secret Service went through his house and kept Eleanor Farley locked in the bathroom until they [inaudible] Oh my God, I didn't know what to make of it. But it was right after the assassination, they were running through scared.

CB: I was telling Elizabeth that you need to share with her the Nixon tape so she gets a modern CD, so it can be –because that's a very important document for this place. No, you're absolutely on the right track.

FM: Oh, of what he said to me when I became President? [**CB:** Yep.] I think he was—I was the second nominee. In fact, the next two presidents were the second. The search committee was always instructed to come up with two or three names, and they would interview. Now you have professional searches, and I think there was one other name, and my name in there. And the choice was announced, and it was not me, and I remember being very disappointed. I had been

ready in the late '60s to buy a house up on the mountain, it was up for sale—some doctor's place—and I thought, oh, my God, that's wonderful, and Dr. Farley said to me, "Mike, you're only Academic Dean, when there's another President, you may not be at Wilkes." So he was pretty forthright about saying don't jump to any future conclusions. So I had no expectations, no illusions, and I didn't apply. I had my name entered in the process just like anybody else. I think—the answer to your question is the perception is, by faculty in particular is, "oh, they're going to have a new President. He's going to be Dr. Farley's Charlie McCarthy. That, Dr. Farley who bridged the shifting structures of our culture, would only be perpetuated at the college. Nothing's going to change if his Dean becomes President. So I think the initial perceptions were, "No. We don't want—we need a new President [outside of the administration]. And it's interesting that it even took a fourth President. Chris was the first one from outside the family of Wilkes to become President. It should have been the second President [from outside]. I've always felt that way. The only thing that assured my positive place in college history for me was the flood because the economic times were disastrous in the early '70s. You were in business, Clayton, you probably remember: Jimmy Carter, and the interest rates. The country was in a mess. And the fundraising, and the tuitions, and everything's [a mess]. So the flood came 18 months into my presidency, two weeks after Dr. Farley had resigned as Chancellor. That transition of Dr. Farley's from President to Chancellor, with the expectation that his credibility as a fund raiser would ease the pressure on the second President had a flipside: "Oh, Dr. Farley's never leaving. He's going to be up on the third floor, Mike's going to be on the first floor, what's the difference?" And so it was very fluid. He never sat down with me and said, "Mike, you're my successor, this is what you need to know—here's how." I never experienced any of that transition. In fact, unfortunately it went to the other extreme: the less contact I had with Dr. Farley—I worked hard to keep [contact] at a minimum, trying to enhance the credibility as President, with the faculty understanding, and curriculum understanding that I had as Dean. I lacked many of the more business-like administrative strengths that Dr. Farley had, but I had other strengths that I think, made me feel confident to do the job. And then when the flood came 18 months later, everything was a crapshoot because Dr. Farley had resigned as Chancellor. Because interestingly enough, all of that lifetime of credibility that he had, and I think it was Walter Carpenter who indirectly kind of made me understand this—was not transferrable to a successor. As Chancellor, they wanted to be asked by the new President: what are your goals for the college? And it became much more difficult for him to perform that role as Chancellor with his fundraising experience of building under construction that he needed \$3 million to build, and suddenly realized he didn't have those open doors. They wanted to talk to the new President, and he resigned in May, the flood came in June, and the rest is history. So I had no formal transition, or instruction, and basically when I talk about administration, it's because I've asked these questions.

CB: But you know, I would add a dimension because you've talked about this before, with Jim. Before the flood you had begun developing an administrative structure.

FM: Yes.

CB: Which caused great anger on the campus. And you had 3 excellent faculty members you pulled out to be division leaders who were just set upon by their colleagues, I would argue, because Dr. Farley had been so much the central pivot of everything that people came to him for

any decision they really wanted. They didn't come through a formal structure. When you tried to impose a structure on that reality, the people in those jobs were in no-man's land. And in many ways, it's a hyperbole, but Wilkes was saved by the flood because you needed that structure, and you particularly needed it after Dr. Farley was no longer the pivot. So you presided not only over the beginnings of administrative structure, you also presided over the survival of the college because of the flood. And you got in a pincer's movement at the end of that process that led to your leaving.

FM: And there were Board rivalries that—

CB: Right. But that was the Board dealing with the same issues.

FM: My biggest regret is what Bob Heaman expressed to me once: that I really was, as a colleague, insensitive to the impact of my decisions on those guys that really were building a new structure, and I kind of tipped the boat over. I didn't serve them well.

JR: Several things: One, the faculty perception when you became President. We weren't worried so much of you being Farley's man. We were worried that he was going to try and stop you from being your own man. And I think he did try. [Laughs.] You wouldn't let him do it. The other thing is the faculty that opposed the 3 Rozelle and Ben Fiester, that was a small group. And they were very vocal, and a lot of us had no use for them. I can still remember some of their names.

CB: Though they continued to be a presence.

JR: Oh, yeah.

FM: Yeah, I remember a group of about six that came to my living room at home one night, on the weekend it probably was. That there were interests that were conflicting with one another that I either was unaware of, and that could have easily happened. I was not looking for that kind of thing. I was a Biology Professor, I was not schooled in administrative management. I'm sure you've been in a situation when you've had to manage a business and sometimes you've had to tell somebody, "No, don't come into work tomorrow if that's the attitude you're going to have, stay the hell home." Right?

CB: Clayton, have you ever done that?

FM: They were probably all relatives. {Laughs}. But you know what I mean. It's very hard to be self-analytical.

CB: Right, and I posed this as someone who came long after this was over, but there were still some shockwaves that were going on. I just think that it was an inevitable process given how this institution developed, under this great, dominant leader, who had his huge strengths, and he had his limitations. And as the university—as the college transitioned, you had to come to terms with those characteristics. And you were the one that absorbed all of the shocks of that system, and got us through it. I mean you're the one—and Bob [Capin] came was very helpful in helping kind of stabilizing the finances, the post-flood finances. So, you know, we've each played our

role. And I think your role was pivotal. It has not been generally appreciated in the larger institutional terms, which is why I think this particular recording is a very important one.

JR: He was a decisive factor after the flood. And I would say this: had Farley been President during the flood, the result would have not been as positive as it was with FM. He really pulled—he pulled every constituency together.

FM: But, you know, it's funny how life works, and goes. If it wasn't for that year at the National Science Foundation, that was '62, '63, I got to know Dan Flood, his staff people, Helen Tomaszewski, or what was her name?

JR: Yeah, it was. Helen—

FM: Wonderful [person].

JR: I think it was Tomaszewski, yeah.

FM: And a guy who I met on the Square a few years ago who was here for the dedication of the plaque on the Square. And so I came back to Wilkes with a knowledge of Washington, and what was trending at that time regarding financial aid and building funds. Our 1964 science building was built with federal assistance. That's why Lady Bird Johnson came. It was the pioneering first visible reflection of Lyndon Johnson and Kennedy's interest in science and science education. And so that really blended an awful lot into the subsequent abilities to handle the flood thing, where there was no law, there was no legislation. It was that person-to-person between Max Rosen and Richard Nixon, and Dan Flood and the rest of the community, and don't think those two ever cooperated a hell of a lot.

CB: And Rosen and Nixon-- and Flood. And well, I mean—

FM: And General [Townen] in the middle, too.

CB: [inaudible]

FM: So there were so many other forces at work, plus the recession that was induced—tremendous economic impact. I mean interest rates at eighteen, nineteen percent. I do not know, and never have, and don't want to know how the financing for the completion of the science building [happened], which was under construction at the time of flood, with reduced capacity of the upper two floors because there wasn't enough money to do it.

CB: Right.

FM: But I think there were financing loans and borrowing that Dr. Farley would never have tolerated that were later incorporated by the Board into the financial profile of the college that actually were ahead of their time. Now, nobody builds a building without having a couple of hundred million dollars [for example], going into Penn State to build the School of Law, you

know. But in those days that was such a novel approach—to support for a private higher education. And that’s actually what propelled me into my subsequent job.

CB: Mmhmm.

FM: I had unknowingly experienced that new structure in which higher education was going to be dealing, and the relationships between state government, Ken Rear, and financial aid profile. Washington, with basic PELL Grants, the basic education opportunity grants, the construction facilities things, [etc.]. When I first went to CICU in 1976, one of the first things that I had to deal with was some of the financial things—Ken Rear. What was my train of thought? I lost my train of thought.

CB: It strikes me, as you talk about Lady Bird being here, and what she was, in effect, acknowledging in terms of federal financing of a building in a private college. And you take, a few years later, Richard Nixon coming with his \$13 million, was it?

FM: Mhmm.

CB: Really allowing us to survive. There’s a very interesting story of the federal government and Wilkes College that shows the trends of financing of higher education. Particularly private education in that time period. It could be a nice little article.

FM: The history of that is fascinating, and what’s the publication that comes out, that’s higher education oriented? Chronicle of Higher Education

CB [simultaneously]: Chronicle of Higher Education

FM: Yeah, [Chronicle of Higher Education] had an issue on it, and I have copies of it in some of my notebooks. There was an interesting dynamic at the time, going on in the ‘70s. Um, Dan Flood was never a highly visible chairman. He chaired the subcommittees of two-thirds of the budget of the United States in the House of Representatives where all spending bills originate. And Dan Flood chaired the Department of Health Education and Welfare, HEW, and Defense, and that was two thirds of the budget of the United States. So Dan Flood knew the ropes, and he knew his colleagues, and everybody knew Dan Flood had power, and Dan Flood never hesitated to use his power. And when the flood hit –

CB: With his [Flood’s] Shakespearean resolve.

FM: Oh, he was a chameleon. He could adapt. In any group, Dan Flood could adapt, and you’d say, “Oh! Glad to hear you say that!”

[Laughter]

FM: But Dan Flood had a colleague in the Senate who had similar kinds of responsibilities, from the state of Washington. Um—

CB: [Skip?] Jackson?

FM: No.

CB: Magnuson?

FM: Magnuson! Warren Magnuson. The names sometimes don't come as quickly. But Dan in the House, and Magnuson in the Senate, collaborated. And within 5 weeks, five weeks in government, they passed [in] the House and the Senate, the Federal Disaster Relief Act to help these districts. Government had never done that before. Federal government had never assumed responsibility for anything, especially in the private sector. Warren Magnuson, Washington—Alaska was not yet a state, I don't believe. But Warren Magnuson, there was a Catholic hospital in Alaska, that was the only hospital resource available when there was the Alaska earthquake. And Magnuson orchestrated a passage of a bill that provided funding to restore that Catholic hospital after the earthquake. So obviously, Dan Flood had a hand in making sure that made it through the budget. When the flood hit Wilkes-Barre, Flood had the shoe on the other foot. And it was his district, and he played that. You know he did his Shakespearean share. And within 5 weeks, he and Warren Magnuson used the Alaska earthquake of aid to a private entity serving a public interest to rationalize a federal disaster relief act that would include—there were no public facilities basically destroyed by the flood. But Dan had King's, he had Wilkes, he had Mercy Hospital, he had Nesbitt Hospital, he had Wilkes-Barre General to a certain degree—not much because it's up on the hill. So Dan had private institutions that were serving his district and needed help. And the creation of what our current disaster programs are was created in that five-week-window. Now behind-the-scenes, you've got election week. "I don't care, I'll be dead by the time this hits anything." [Laughter.] Max Rosenn, working the Republican lines like a real trooper. You know, he became a federal judge. You don't do that without being connected.

CB: Under Richard Nixon.

FM: So Dan knew the administration's side. And I would offer to say, in retrospect, he deserved an awful lot of the credit of—"the President's not going to try and frustrate you on this. [To the] contrary, he will support it." And Dan—who did not particularly relate to the administration—and Magnuson were working the legislative side. And so those two pieces fit together. And everybody wanted a piece of the credit. [Laughter.] And I think part of the college's transitional history during my presidency was influenced by that tugging within our community where banks were in conflict, and law firms were in conflict, and everybody was claiming credit for getting us through the flood.

CB: Even coming as late as I did, I was still picking up those tensions within the Board. I think the ones that affected you. Twelve years later.

FM: Yep. We think of the flood experience—well it obviously was a transitional period for the college—because there's no question: it would not have survived. We could never have restored \$10 million. We couldn't raise a million for—we had Labor and Industry requirements that we had to reconstruct after the flood that came in I think at \$1.2 million in 1972, and Tom Kelly and I worked our butts off trying to get that, no less having to add on to the other end of the money

stream. So it was a very—economically, the country was not in the most stable economic position, and fundraising was extremely... Well, you heard Tom Kelly talk about his experiences. And Bob Capin, he was a very good transitional president. There were defects. It would have been better if Wilkes had gone to an outside president sooner. But on the other hand, Bob was schooled in numbers, and from the community, and could speak with authority to powers that would never have been open. So in a certain sense, I left at the right time, and Bob came at the right time, and Chris [Breiseth] pulled it all together into a university structure, that unfortunately the Middle States bastards were screwing up when they didn't give credit to what had happened and was happening at Wilkes, which is a different story.

CB: Different story.

FM: You [Breiseth] can tell that story.

CB: And probably won't. But I want to turn the wheel all the way back around and go back to Clayton because part of what I think I contributed early on, and Clayton and Theresa were part of was energizing the alumni. And, not that I was the first to do it, but I think times were ripe to make a harder core press to get alumni involved—around the country—not just here. I mean, a lot of my activity was spent meeting with alumni groups in different [areas]. The west coast, Florida, Wellington, Washington, New York, Chicago, Los Angeles, San Francisco. I did a lot of that. Clayton and Theresa have just been acknowledged for a very significant gift, which is built on top of gifts that they have kept giving all the way through. And I think symbolically the story—Clayton's story—of starting out here, born here in town, coming through a family business that was kind of central to the life of who Wilkes-Barre was, go through the Service, come back here and finish with a degree, stay to build his business. And then to begin plowing back those assets to help this place build. That is the circle.

FM: That takes us back to Dr. Farley. Because Dr. Farley in a way was educating me to some of the kind of challenges to fundraising. And I remember going over to get solicitation cards. You [Breiseth] know, you've been through that routine. And I said to Dr. Farley, you know, "where's Wilkes going to get the donors of the future?" This is back in the late '60s, early '70s. And he said "Mike, your alumni are going to be your future." And you know, I don't know what I expected as an answer, but as bluntly as that he said "your alumni are your future."

CB: And that message was loud and clear when I came, which is why I brought this up, that one of the major things I contributed was really mobilizing the alumni to acknowledge how much they had received from this Wilkes education. And I had gotten Dan Kopen on the Board, and got him talking about the number of doctors that had been developed here.

FM: Yeah.

CB: Who's our guy out at Stanford?

FM: Leslie Weiner.

CB: No. I worked with Les down in LA, but no.

FM: Oh, oh yeah, he was a Chemistry major. Paul Wender. See, I still have it! [Laughter].

CB: And, you know, getting people like that to put on their resumes that they were from Wilkes. Joe Penola, who could've launched us into another realm with his assets, put on his resume Bucknell. I think he graduated in the same class you Karembeles did, and he put down Bucknell, never referring to Wilkes. I sat in his office, First Interstate Bank in Los Angeles. I said, "Joe, we need you"—he was on the Board of Trustees for God's sakes—"we need you to recognize Wilkes in your education." "Oh," he said, "I'm sorry." Well, it never changed. So the Wall Street Journal had a front-page story on Joe Wendell, with Joe Penola. There was no mention of Wilkes. So I saw my role as surfacing that identity for people—more humble people who'd, you'd say, "where you go to college?" "Oh I went to a little college in Pennsylvania." "Well, where?" "Northeastern Pennsylvania." "What college?" And I would say, lift your chin the first time they asked, and say "Wilkes College!" As a kid coming out of my kind of background, where I'd been to some elite institutions and saw how it was done. I was so struck by the down-at-heel attitude, until you talk to them [asking], "Well, how did you value your Wilkes education?" And then the story brought tears to your eyes. And I would get those [stories] said at alumni events. I'd say, "Tell us. What was your experience?" And, you know, I met the Cathy DeAngelises and others. By the way, I've been in touch with her this last week. She sends her regards. Her new book is out. And I've just purchased it—I haven't gotten it yet from Amazon—but it'll be there. But she's very proud of it.

FM: Send me an email with the title of it.

CB: I will, because she's been out of touch with you and that bothers her. So, I think you know, on this recording, which I think is going to be very important recording, tell the Cathy DeAngelis story.

FM: The personal one? Or?

CB: Enough of the personal, but how she is absolutely characteristic of what Wilkes was doing in the years in a leadership position.

FM: Well, number one, Doris Bartuska was one of the first women graduates from Wilkes who went on to medical school and became a very successful physician, practitioner from Philadelphia. It was striking, and in some ways very negative. Women were always—Dr. Farley had set that precedent—you didn't distinguish, and in the classroom, a girl was just as smart, God bless her, she got A's and I got a B. Interestingly enough, the other side of that social dynamic—the black population: there was none in Wilkes-Barre. If a guy came to Wilkes-Barre to get a job in the mines, he pretty much would last 6-8 weeks before he'd be found dead under a rock pile. I mean, they were not going to intrude on the positions, and the job market, and take away a job from my Polish neighbor, or my Irish neighbor, or anything else. The community is already solidified around assimilation of its population. Bill Scranton, at the inauguration, at my inauguration, made a comment that in all of his travels around the country, this Wilkes-Barre/Scranton area had solid ethnic representation from 42 different identifiable populations, the most of any area of the country, or the world. And that's in writing, in his speech at my

inauguration. But that ethnicity, and that heritage, and the interesting thing from my colleague, Bob Kelly, from Kansas says, Butte, Montana is almost exactly the same thing around the copper mines. And we talked to each other, and he knows—I could be describing Newport, and he could be describing another area of Butte, Montana. There were pockets within an industry that would develop their own subculture [inaudible]. Well, there was never a black subculture in the Wilkes-Barre area. And it wasn't—

CB: There was a small one. Edgar Patience,

FM: Yes, a few.

CB: There were a couple hundred people.

FM: Very few. But when federal law—[this is] a digression from [the] Cathy DeAngelis story—but when federal law came in and you had to establish your credibility as being open to all populations, we had to scratch like hell to try to come up with students who would come to Wilkes from Philadelphia, and the suburbs, [etc.]. We used to get the Africans, you know, who a missionary group would bring, but it was very difficult to attract any minority groups, and incorporate them into the social culture and environment of the Wyoming Valley. Now, that has changed, obviously, and I have lived here for 35-40 years. But--

CB: It's changed a lot.

FM: That's a different aspect of American development. But at the time, Wilkes was the first and only institutional non—That—

CB: Committed university.

FM: Yeah. That did not have walls around it at all. Based on sex, creed, color, or anything, except [as far as] the color aspect, we couldn't get anybody. So Cathy was one of that group of pioneering women, she had been a nurse. And as many of the women doctors that day started out in nursing, and you can almost see the wheels turning when they're watching a doctor make a fool of himself in the operating room, say "Shit, I could do better than that!" And so they wanted to go to medical school.

CB: She is an RN, and she is in fact the Health Services for fellow students. Carry on.

FM: So anyway, we had women students in the professional fields before the law required it, before Title IX. That's one of the aspects of Wilkes that—acculturation, I guess, would be the term for it. We were way ahead of the curve when it came to an institutional acculturation. Acculturation? How do you pronounce it? Anyway, you know what I mean. So, that was the first connection with Cathy, seeing her come through the Department. And Chuck Reif was—he would've rolled over and played dead for her—he just saw in Cathy.

CB: As he told me, he persuaded her not to finish by going for Nursing, but to go for being an MD [Medical Doctor]. Which counted in her favor.

FM: That's right, because we had a lot of nursing students coming here. But I didn't know that.

CB: She was in the Nursing program, and her parents, up in Old Forge, particularly her father, just didn't believe in that. And with the support of the faculty here—apparently Chuck—who was known for not always being on the best side of the gender issue.

FM: See, Cathy was moving through the student groups when I was in Washington, and I never actually had Cathy in my class.

CB: She emerged as a major leader of healthcare in this country. And this book, I think, is going to be a real contribution to it. So someone whose place we should be highlighting. I think she's gone a little bit away and it's time for the new administration to embrace her. She was, she—I mean Paul Wender, Cathy DeAngelis, and Dan Kopen—just take those three people, and you can find someone in Engineering, Physics, and the Arts, and I don't know who you'd see in History and Poli. Sci. but there are certainly several who are published scholars, and if you take their stories, how they came here—the kind of thing we were asking of Clayton, you know, “Why'd you come here? What did it do for you?” And you put that together, you'll get the fabric of—you know, it's not unique in education, but I think what Dr. Mike was saying early on—what this institution meant for this community, and how it came to be that kind of institution because of Dr. Farley's leadership, and his broad-based Quaker view applied into this kind of sea of ethnic separatism was the magic of this institution, and it continues, and it flourishes. Clayton, what else do you want to say that we haven't tapped on as you've listened to all this?

CK: My memories are about a tenth of your memories with this apnea, I can't remember so many thing.

CB: Yeah, it must be frustrating. Very frustrating.

CK: But it's a revelation to me how important Wilkes has become to the world.

CB: Exactly.

CK: And it just took so many years for it to develop under different leadership. And how it *did* develop. Now this thing that we've had—Wilkes has to be number one all the time. And they will be number one. They've been fortunate in having good leadership. And the expansion that they've enjoyed is just further enhancing the name of the school so that 50 years from now, it will stick up.

FM: Clayton, you've heard us talking now, and when you go back home—the mind is not—I try to be honest with myself and say, “Don't do this,” or “be careful” because you lose some of your capacities. But things emerge from that inner brain thing that—at strange times, trust me, I'm as old as you, if not older. And when you go home, over the next couple weeks, if you think about things, and you say “Yeah, that's right, something Chris said, or something Mike said.--” Those can reemerge, and you get the gist of what we're trying to do. We're trying to give a kind of experiential picture of what Wilkes is, and why it is, and what it has become, through our own

lives. I mean, we're not making up any of this stuff. [Laughs]. We're just trying to say "these were my experiences," but they fit into a whole fabric of an institution that's now a university with alumni that are renowned, and hopefully Paul Wender gets a Nobel Prize one of these years! But anyway, don't give up on your mind.

CK: [Laughs]. Okay.

FM: I'm serious. Really think about it, and if you get things that are coming back to you, and you see context, we're here. I mean, Wilkes is here.

CB: I think Elizabeth's got a picture to share here to bring back some memories.

Elizabeth Sullivan: Well, this has been a mystery to me ever since I took over the Archives. I have here Clayton's 1949 yearbook from his graduating class.

FM: Oh, my goodness. [Laughs.]

ES: And in 1949, and subsidiary years—[laughter]—there is a skeleton who will be posed throughout the yearbooks, just sitting. And I have never known, or have been able to discover what or why. Or why people were taking photos of the skeleton all over campus, and incorporating them in the yearbooks. So I'm hoping that Clayton can tell me.

[Laughter].

FM: That's before my time, Clayton.

CK: [Laughs] I can't—

FM: The editor must have been a Biology major!

JR: It's in a bunch of different places in the book.

CK: I'm sorry. I can't—wow [laughter].

FM: No kidding.

ES: Yeah, and if you don't know about the skeletons, if you want to look through and see if that jogs anything that you would like to talk about, feel free.

CB: One thing we haven't talked about that's pretty straightforward is—you've said a little bit about it in terms of Theater—but just your sense of the campus, in its very simple, early form. And the buildings that you remember having classes in.

CK: Well, it was such a well-knit community that we had. I don't think anybody can say a bad word about the school at the time that we were going. I think that it offered opportunities that other schools, I don't think would have offered. It's just all these names and so on that I—

FM: Were there residence halls at the time?

CK: Pardon?

FM: Were there residence halls? Did we have [them]? Or were we mostly commuter students?

CK: Mostly commuter. I'm trying to remember—we did have some residents. One of the buildings down on Northampton Street.

FM: By the time I came in '55, there were residence halls. But I wonder how they got started, and when.

CB: What were called, in my day, Chesapeake and Delaware, which I think have been renamed—

JR: Have they been?

CB: Well, one of them, I think is dedicated to Larry Roth.

FM: Yeah, part of Harold Cox's history would show that, yeah.

CB: But Delaware and Chesapeake. Were those the first two?

CK: They were [there]--I don't think that they were the *first* two.

CB: They were on Northampton.

CK: Yeah.

CB: But they were around at that time? I mean, the buildings were around, but were they BUJC's, or Wilkes?

CK: Yeah.

FM: And we used to use the Y, too.

CB: The Y was very important, Ninety-some beds.

FM: Are they still as strong in the community, the Y? It's still there.

CK: Actually, if you stop and think about it, the Y is a very important community leg. What would happen if you moved to a town, and you didn't have a YMCA? What would your kids go to? Where would they go to learn anything? And if you sent them to the Y, you knew they were going to be properly taken care of, and they would have a good class, and whatever it is that the

Y was offering. I just [think that] the Y is an institution that you wouldn't hesitate to send your kid to.

CB: And as I said earlier, it started the same year as BUJC.

CK: And that was built with WPA Money. Works Project Administration.

FM: Do you all have copies of this?

JR: That looks like a new—

CB: I've got the two earlier editions.

CK: I have a whole bunch of things that we never got to. I don't know if anybody wants to—we're not going to do it now, so.

ES: They're on the campus website, too.

CK: There are a whole bunch of pictures, and so on.

CB: In an Arnold Rifkin bag that is a bag from the opening of Kirby Center made by Rifkin and Company, recognizing. [I've?] got some.

JR: You've [Karembelas] got old pictures there.

CK: Oh, my God. I've just--

CB: Let's at least see what you've brought.

CK: Oh my God. Do you have [time for] supper?

FM: I never got this. This is recent isn't it? I would've remembered this.

ES: Yeah, [inaudible] ----2007.

FM: I have the four previous publications. You know, he did it in stages. But I never saw this final one.

ES: Yeah.

FM: Save one for me here. Send it to me, or I'll take this one with me.

ES: Absolutely.

JR: Oh, wow.

CB: That's a great picture of Dr. Farley.

CK: These are all pictures of the early—

CB: I'll wait 'til I've eaten these. Because I've got greasy hands.

JR: Oh, man. [Inaudible.] That's you.

CK: That's me!

FM: I didn't know Fred Weckesser was on the Board. I'll be darned. I knew Gilbert McClintock. I knew Annette Evans. I knew [Dr. Cushing.

CB: Evans [and] the other Evans.

ES: Is that a photograph of Annette Evans?

CB: Is there any photograph in here of Annette Evans?

[Inaudible]

FM: Wow. That's the nicest formal picture I have ever seen of Gene Farley.

CB: Here's what it says for the benefit of the recording: "Plays valet role in Bucknell play—Clayton Karembeas, above, plays the part of a French valet in a three-act play "Love in Livery" [inaudible] which will be presented by the Thespian Dramatic Group of Bucknell University Junior College on the evenings of February 2 and 3rd. Other members of the cast are Edith Miller, Ellen Badger, Louie Salzberg, Barbie Trachtenberg, Robert Lehet, and Harold Roth. Miss Norma Sangiuliano is directing the play.

ES: Wonderful!

FM: Wow!

JR: That looks like Judge Rosenn.

CK: That's Paul Gies!

FM: Oh, is that Pop Gies?! He was gone by the time I was—at least I wasn't aware of him. My first two years, I wasn't aware of anything. Ah! I'll be darned! That's why I got a hat. They were dapper in those [days]. He was a product of the '20s. I can tell. My father was one of this.

CB: Do you recognize any people here?

CK: Yeah. Don't ask me names; I recognize the faces. [Laughs.] Oh God!

FM: Is this Clayton?

JR: Yeah.

FM: I'll be damned! Man, you're a handsome guy!

CB: [Laughs]. ...devil. Handsome devil.

FM: No wonder he was a ladies [man]. Look! Two guys and 8 girls!

CB: Yep. That was the ratio. [Laughs.]

FM: That tells you something, huh Clayton?

CB: That was the opposite of Cornell, which was—

FM: Three guys—seven girls.

CB: 3:1 in my day. Wrestling: Clayton Karembelas. Athletic award. Tennis! There's George Ralston.

CK: Yeah!

FM: Where?

CB: I mean, his signature's on these certificates.

FM: Oh, oh.

CK: So many things, my goodness.

FM: Wow!

CB: Lots of good memories. Did you ever watch any of Sanjee's [Sangiuliani's] girls doing there eurythmics?

CK: I probably did.

CB: I've heard from several of the men of that period that that was a very enjoyable thing to watch. It was out on the lawn by Chase.

[Laughter.]

CK: My goodness. A whole bunch of things.

CB: And that's the Amnicola for '48.

CK: '48. I have the '49 too. There's George Ralston.

FM: How long was Sangiuliani—

CB: Oh, look at this picture of George. I mean, what a handsome devil he was.

JR: He was.

FM: Yeah. Yep, he could've been a movie star.

CB: Well, he was still handsome as an old man. Well, gentlemen and lady, are there any other—any of your questions that you want to ask? Elizabeth did a whole series of questions before we met.

ES: Well, I'm not sure—I'm not sure what you guys talked about while I was off orienting the new faculty to the library. Did we--

CK [exits for the restroom].

ES: We covered, I assume, the transition from Junior College to four-year institution and—

CB: Yes.

ES: Yes. Alright.

FM: I always think I talk to much when—

CB: But you know, we haven't had a recording on before. So this is—what you're holding here is wonderful.

ES: Yes.

CB: Powerful. And you're so articulate

ES: Well, it's going to give me excellent focus to, once I get into your papers, to organize them to see what's important and what's not. Having an outside perspective.

FM: Well, I'd be afraid to listen to this! Except well, anybody I mentioned is probably dead!

[Laughter].

CB: Well, I don't think anyone's name has been taken in vain. We've been a little critical a couple of times of people but the people here have also spent a lot of time praising, so.

FM: I really—only after a lot of off and on retreats into the past—realized how much was going on during that flood period politically and economically that I was totally oblivious to. I was so totally committed—you know, I could just about survive in the college.

CB: Look at the same around [Hurricanes] Katrina, Sandy, this present situation around Louisiana. I mean, it throws everything into a cocked hat. So—it creates political rivalries, fault-finding of public officials. I mean, a disaster like that tips everything upside down.

FM: I don't think that could happen anymore. When you think of the fact that Dan Flood, and Warren Magnuson, Richard Nixon, and, you know, different parties—

CB: And Max Rosenn.

FM: They still were—had common understanding of the goals, or role of government or something. They weren't saying, "No, we can't do this for a private institutions." Because that concept of expanding federal influence through the expenditure of dollars to a private institution: God, that was—. You know, politics with Roosevelt, the whole hostility to Roosevelt was saying governments get too involved!

CB: Right.

FM: I remember my father saying that.

CB: I'm delighted of the fact that Clayton brought up that it was WPA money that built, I think, not only this Y, but the Y down in Harrisburg as well, which is the same [money].

FM: Yep. Every time I drive down Hazle Street and see that wall that was built by WPA.

CK: You walk into our YMCA, and the grouting in the tiles is still the same! And this goes back [to] the '30s! Today you put buildings up, a year later the grouting is all crazy.

FM: Well, Wilkes built the renowned, award-winning dormitory that was torn down 35 years later!

[Laughter]

CB: Not proud of that. Not proud of it.

FM: But oh, it's true! You know, you could no longer have a gang shower. My God, you know, talk about Sandusky and his whole risky thing.

JR: I went to a high school reunion believe it or not, in June. We're talking, about 60 years ago. They took us on a tour of the building. It's the same! Everything is the same: the lockers—it's the same! There is no difference—there are computers in the rooms—but it's the same! And it's in great shape! It was built in 1932!

CB: Well, I've just been out in Santa Fe, New Mexico, where I'm—with a group I'm part of—working to get the old Santa Fe Trail Adobe Federal Building, which was built by CCC Boys, through the WPA, to be a national historic monument. Which the President, per Theodore Roosevelt, is able to do by the stroke of a pen without any other approval. So we were focusing

on this building that is just in beautiful shape. And we honored two of the CCC Boys, both a hundred years old, one Hispanic, and one Native American, because the crew was dominantly that.

FM: That's great memorabilia! You've got an Archivist [there].

CK: You can have all of these things.

ES: I would love them.

CK: Okay. It'll cost you money.

[Laughter]

JR: That goes in the envelope there.

CK: Oh, this is things I got from the school for attending.

CB: So Jim, give us some final thoughts. We'll do [it for] each one of us.

JR: Well, we should come back again.

[Laughter]

ES: Before the final thoughts, I have one more thematic question. Did you touch upon the educational philosophy of the institution?

JR: I think, basically yeah, that's been the whole thing.

CB: I think it comes across.

ES: Okay.

FM: Is that [recorder] still on?

ES: Yeah.

FM: I had written to Chris about a week ago, and you know, as you think of these things, sometimes you think, oh, I could talk about that!

CK: I guess we have to put these things [memorabilia] back where we got them.

ES: Unless you want to donate them to the University.

CK: No, you can have these things!

ES: Yeah!

CB: He just wants some well-ordered form.

CK: Put these back in here?

JR: Yeah, I would make a certain [order].

FM: Do they have a complete list of Amnicolas in the library?

ES: Um, we do, and we are also currently selling some of our extra copies in order to raise money to digitize them all. So if there's any years that you would be interested in having a copy of—

FM: Because copies of the Bulletin, I've come to realize when I'm thinking with my own mind—those catalogues, I was talking to Paul Adams about it, too—you can tell so many things about curricular development, and about growth, and retention, and changing majors just by—I said to the Provost, “get a Master's degree student, and tell them to use the college bulletin as a resource document and trace the college history in terms of faculty and courses, because we pioneered in terms of Environmental Science. Alvin Brook was created and we got through to faculty when I was Academic Dean in the late '60s the Environmental Science program.

[CK and JR dialogue between each other re: yearbook pictures simultaneously while FM speaks. Parts of conversation inaudible for transcription]

FM: Nobody even knew what it was. I think Penn State had it at the graduate level, Environmental Science.

CB: This [yearbook], I think, is the library's copy, and that's your copy [Karembelas].

CK: Okay.

JR: No, I think this is it.

ES: The one with the call number is the library's copy.

CK: What's this one?

ES: That's your copy.

CB: Tudor M. Ellis Wilkes College, Wilkes-Barre, Pennsylvania. June 6, 1949. Is this a secret friend, here?

[Laughter].

CK: Beats the hell out of me!

CB: Tudor Ellis. Let's see if Tudor Ellis's picture is in here!

CK: Go ahead, take it.
[CB flips pages.]

CK: Strange things!

JR: I have to say, it was a nice yearbook.

CB: Beautiful. Including Daisy Mae and [inaudible]. That brings us back.

JR: They probably had one of those. What are those days where the girls asked the boys?

ES: Oh, the Sadie Hawkins dance?

CB: Sadie Hawkins Day.

JR: Sadie Hawkins Day, yeah.

CK: I have this [yearbook] 1948. Good for anybody.

JR: Yeah.

FM: That's unusual because I graduated in '49, and I don't think we even had a yearbook. It seemed—it had maximum enrollment before World War II at Seton Hall College South Orange, New Jersey was 700 students, maximum. Half of them were seminarians who were going to enter the priesthood. During the War, when I went to Seton Hall, out of high school, and took three semesters, the total population of the college was 175 students, half of whom were in the priesthood [inaudible], and the other half like me: 16 years old, went to college early, and I got three semesters in before graduating. I came back in 1946, and Seton Hall had 4000 students; they had Army Barracks from Fort Dix [inaudible].

JR: You must have been there when Walter Dukes played basketball.

FM: Oh, absolutely! Bobby Wanzer, Whitey Macknowski,

JR: Bob Wanzer played?

FM: Yeah, that was the beginning of the Rochester Royals.

JR: Yes! [inaudible] Wanzer and—

FM: Oh yeah, Bobby Wanzer, and Whitey Macknowski, I can remember—I can see them play basketball [by memory].

CB to ES: Any other items on your list?

ES: Have you guys talked specifically about tenure?

CB: Tenure? No.

CB to FM: Mike? Mike, we have another question for you and Jim. How did tenure policy evolve at Wilkes?

FM: In the '60s—you have to remember, Wilkes was particularly vulnerable to the upswings and downswings of, basically male population during those post-War years. And Post-War, every college and university in the country was experiencing this demand for higher education from—and Seton Hall went from a maximum of 700 before the War started to a post-War 1946-47 enrollment of 4000. And in 1948 of 7000 with barracks and things converted to classrooms. Then came—they graduated, and suddenly populations declined. There were a lot of part-time teachers, who worked in industry, and then taught. And then came the Korean War. And the returning Korean War veterans offered another uptick. But by that time, there were not faculty entering the workforce in any [number]. And the competition for faculty became intense. And you had to promise more than the other. And so Wilkes' tenure policy evolved from national trends of—you got tenure after 7 years. You couldn't hire anybody at Wilkes and guarantee them 7 years, and make them wait 7 years for tenure. And when I got aware of administration, it had already been established that two years of successful teaching, and you would be tenured, and no instructors would be tenured. You had to be promoted, and go through it. So a lot of those kinds of policies just kind of evolved because of the circumstances of the market. And I remember, you know— Like when they hired me, in all humility, with a PhD from the University of Pennsylvania, man that was like lightning struck! It was far beyond any personal merit. The fact that you could add to your faculty, a PhD from an Ivy League institution—man, that was money in the bank! University of Virginia, I could go through faculty that I know exactly—who's the Chemistry guy, you know him well.

JR: Jim Bohning? Owen Faut?

FM: Tall, with the bushy hair, and he's still an agitator. Chemistry. Oh, well. Anyway—

CB: Owen Faut.

FM: Owen Faut! Yeah. He was MIT, I believe. Well, my God. You know, I hired him. You got a PhD, I didn't care whether he could teach kindergarten! Having that name and MIT in your faculty roster, I mean that's big time, buddy!

CB: I'm sure I want Owen to hear this.

[Laughter.]

FM: Yeah. Oh my God, I forgot that [recorder] was still on! [Laughs.] But I don't mean it in any derogatory way, I mean, that was the nature of the times, and I benefitted from something that I

had nothing to do with. But I was the first one to get research grants from the National Science Foundation, you know. The cache of the faculty member elevated them in a lot of things. I came as the third highest-paid member of the faculty. I did not know it. I came in as an assistant professor, I had no idea. But it's what the market was bearing, and what the college needed.

CB: I had the equivalent experience in the search process. I got to my critical meeting with the Executive Committee of the Board, and I had learned through a previous presidential search that every bit as important was for me to ask questions as to be asked questions. So having read the confidential report on what was wrong with Wilkes that the search service had put together, I asked the question, "Do you know the difference between—does this Board know the difference between policy and operations, and the proper role?" And Dick Maslow said, "If someone with an Oxford degree, and a Cornell PhD can teach us, we will learn." And that's when I knew I probably was going to get the job.

[Laughter.]

[End of interview.]