

October 16, 2017 Oral History Session

Participants:

Tom Kelly (Interviewee)

Francis Michelini ("Dr. Mike")

Christopher Breiseth

Jim Rodechko

Bob Heaman

Elizabeth Sullivan (Archivist/Audio Record Keeper)

Transcribed by Mollie Rance

Chris Breiseth: While I invite all of us to talk, I really want to focus on you. To focus on your perceptions starting as a student. So what we've done up to now, we've taken, for example, we've had one whole session on the flood. And I think the first one we started with Dr. Farley.

Elizabeth Sullivan: Mmhmm.

CB: I really want your perspectives on him. You've seen him from your student days onto his retirement. And we're looking at the culture of Wilkes: its role in the Valley as a change agent, as a source of culture. And having reread *Essays of an Educator* for this session, I'm just struck again by the role of major local people. The Harold Starks, and the Gilbert McClintocks, and Dorothy Dickson Dart, Walter Carpenter. At times when things seemed like they were going to collapse, there was another angel who was found, and obviously the president had a major role in all of that, and the structure behind him. And so, you were part of that structure, as was Dr. Mike until he became President in his day. So we're wide open to your thoughts that deal with personalities, that deal with politics, within the institution. We talked a lot about faculty versus administration; trustees and what the role of trustees have been at Wilkes over time. I still think we should have a session with Gene Roth. I think Gene would be open to being very candid about things, and he's known the Board, gosh, all the way back.

Francis Michelini: [inaudible]

Bob Heaman: Why don't you get Ben Fiester?

CB: That'd be great. Ben Fiester. Because he was part of the original three-division structure.

BH: He just about framed this place. He was a student here

Jim Rodechko: He must've been a student in the early '50s.

CB: So he and Tom still teach?

Tom Kelly: Of course,

BH: I think he had been missed here, and I think the current president should figure out a way of recognizing that.

CB: You know, Ben is a very self-advocating kind of guy. I tried to draw him out, and I was [inaudible]. I took it that he had been so burned by his division, that he was just going to teach; enjoy life; enjoy his new wife, and their home away from campus. That's how I read it. So I think that gave him a protective enclosure. Within which to keep loving Wilkes. So it's wide open. So I'm going to press you on some things, and I'm going to invite these other folks to urge you to carry through on some things. And you're going to contribute your own countervailing perspective on something. So this all gets captured, and is going to be typed out.

FM: Ben might be more [inaudible] by then. [4:00]

CB: That may be a dynamic we want to deal with. And also I said to Elizabeth—

[inaudible simultaneous chatter]

CB: We should have Paul Adams as well. Because Paul now has got the longest active service in memory of anyone. In number of years, maybe rivaling George Ralston.

TK: He may very well. And he was a student here.

CB: But he's so much in the middle of things right now that I don't think we think of him as an historic figure but he really would have a perspective to give us.

TK: Yes, he would.

CB: So, let us begin.

ES: All right!

CB: And it is the 16th of October. Are we on?

ES: We are on.

TK: Well, thank you. And I would look upon my remarks as sort of sparks that may get all of you thinking and wanting to chime in as well, so please do that. Please contest me on some of my memory because none of us reach age 70 with a perfect memory. [Laughter].

CB: Well, let me first introduce you. So we're sitting atop the Susquehanna River in this beautiful lounge of the Cohen Science Center on the 16th of October AD 2017. Did I say that right? It's supposed to be AD first, right? And our special newcomer is Tom Kelly. And Tom is going to describe his experiences which start as a student, and go all the way through 3 presidents, and served each of them in a direct capacity. So he has a view of this institution, which is aided by the fact that he then went off to Binghamton, and became a senior administrator for the rest of his career. And now he is retired into emeritus status. He doesn't look like it, but anyway. Also, Dr. Micheleni is here, Robert Heaman is here, Jim Rodechko, and Elizabeth Sullivan. I'm Chris Breiseth. So let me start, Tom, with you reflecting on your early Wilkes experience, and how it segued into this increasing responsibility for the institution.

TK: Sure, thank you. As I made some notes from my reflections in preparation for today, what I tried to do was cast each one of these segments of my experience at Wilkes in terms of what was happening nationally, and what was happening locally around us, and then what was happening from my perspective. The bias in whatever I'll say, is that when I begin and talk about the early years, I'm talking from the standpoint of a student. And then as I move into the next segment, I'm talking from the standpoint of sort of a junior administrator. And then in the Capin years, I'm talking more from the standpoint of a senior administrator. And in those years, I'm also reflecting, having studied Higher Education at Cornell in the Doctoral program. So the perspectives that I can share from each segment are both illuminated by my role, but also biased by my role. I just wanted to say that up front. So, I came to Wilkes in 1965 as a freshman. At that time, there were many shortages of freshmen seats in classes in colleges throughout the nation. And Wilkes had a very large class. My class was one of the largest coming into Wilkes. And Wilkes had just the Dorothy Dickson Darte Center.

CB: You were the Baby Boomer generation.

TK: We were the Baby Boomer generation. And Wilkes was pressed to handle all of us. And so from the very beginning, we all got the feeling that Wilkes was a creature of this community, because it was interwoven with the community. We held classes—I remember, I had Rabbi Barusch [name/spelling 8:05] for my Philosophy class in Temple Israel Elementary School. My friends went up to the First Presbyterian Church, and had classes there. We had assemblies of the freshmen class in the Jewish Community Center. And there were other examples of where we found classrooms, and we even housed some of my friends in the YMCA in rented rooms, because we didn't have enough dormitory space. Jim, you may remember some of that. Dr. Mike, you probably remember that, you probably even arranged some of that. And so from the beginning, we felt interwoven with the community, and that was kind of resonating with many of us because at that time Wilkes had more commuter students than it did dormitory students. And so we had this flavor of many of the students coming from local high schools. And many of us, like myself, being a valedictorian in those local high schools. So there was competition here, and there was strength of student quality, because a lot of the top students chose to come to Wilkes. They could work part time; they could live at home, even with a modest scholarship—I had a half scholarship—so we could get through the college years. And so we were that type of a college in those early years, but we transitioned to something else, which I think is good, in the later years.

TK: Now, during my student years, we entered into the years of student protests, nationally. Over the Vietnam War, and over other issues. And Dr. Farley was President during my 4 years at Wilkes. There was a major demonstration somewhere around 1968, 1967 over whether men should be allowed in the residence halls of women at the time. Up until that time we had the house-mother system, and this was being tested regularly. And there was a big uprising, and a demonstration in the Wilkes gym at the time. And the outcome of that was the men would be allowed in the lounges, the first floor lounge area. Dr. Mike, you correct me if I'm wrong. But the men would be allowed only there, but not in the upstairs rooms of women students. And at

the time, this was viewed from different perspectives as being scandalous, as being long overdue. All perspectives in the mix.

CB: At Cornell, at the same time, they had the rule: three legs on the floor.

TK: Yes. So that was a rule here at one point, but I think it may have been more myth than reality.

FM: See now, don't give me too much credit for awareness of all of this, because I was Academic Dean. George Ralston obviously was the father figure of any residence hall. So there was probably an awful lot going on that I considered none of my business.

TK: Sure, that's understandable. And I remember one day in class Sam Rosenberg saying to us in a Statistics class, that if we pushed the protests too far, Dr. Farley could throw us out of school, and there would be plenty of others who could come and take our place. Again, reflecting on what the situation was in terms of Baby Boomers coming in, and not enough seats in the freshmen classes. But that was resolved only to find the following year, my senior year, in the Fall of 1969, that the SDS, Students for Democratic Society, a leftist group, was sending representatives to various campuses, and indeed one came to Wilkes. I remember his first name was Jack. I can't remember his last name. The first thing he started to do was to date an African-American woman student who was on Student Government. To try to get the inside take on Student Government. He started to come to meetings to test us, and try to take over. And so that was part of the target group represented by many colleges and universities where the SDS tried to take over. But we thwarted him pretty well. I remember Paul Wender, who's now an esteemed professor at Stanford, was President of the Student Government, and I was Vice-President. He hit upon that I would sort of operate Student Government, and Paul would focus on dealing with issues that Jack was bringing up at Student Government meetings. He'd try to derail our agenda, and try to get us off on a lot of aggressive types of issues, and so Paul was going to focus on preparing answers to that while I ran the meetings, and made sure that we didn't drop the ball in the way we ran student government, thereby giving Jack another opening to say we weren't effective. So we did that pretty well, and he finally left the campus because he didn't get the groundswell that he thought he could.

CB: Was he a student?

TK: He was not a student. He came and lived near the campus, and was on campus all the time: in the dining halls; in the dorms, talking with people, stirring up people's feelings, and trying to create a groundswell of support. And he did have a following among some students, but not all students. But this grew other activists, and so throughout the remainder of the year, we had a sort of topsy-turvy year of student government. Now, Dr. Farley was in his final year, and so you had someone who was at that time 60-. Dr. Farley died in '72, and was 72 at the time I believe, so at this point he would have be 69. 68 or 69. And he was having a hard time embracing some of this. We would have meetings with him. I know he had us to his home one time for a tea, and I think Dr. Farley always had the tension of being a Quaker, and coming from that tradition of being progressive, and open-minded, and scholarly. And yet, he had a conservatism about him, and a set of values that was chafing, and I sensed that there was that tension in Dr. Farley of wanting

some parts of the progressive movement, but not at the cost of ruining the college, and taking it in a direction that he didn't want it to go in. That was my take. I don't know what you thought about that. The following year, we had Kent State. And I remember Weckesser Hall was taken over, and a brick thrown through a leaded glass window in your [Dr. Mike's] office. And I remember standing with you and Dr. Farley amidst the students in Weckesser Hall, when they came in and "sat in." And you were outside of your office; Dr. Farley was outside of his, and I had come up the stairs and I was standing on the stairwell. And you and he were answering questions with the students, and arguing with them, and trying to work out the issues.

CB: Where does Dan Kopen come into this?

TK: Dan was in the year behind me. So Dan was in the group with Paul Wender and myself, dealing with the SDS. And that was the year Dan chose to become a dormitory student, even though he had been a commuter student. He grew up in Forty-Fort, as did I, and he commuted, as did I. And so Dan was on Student Government, and he was very much an ally of Paul and myself. But I'm glad that you mentioned him, because one of the things that Dan, and Paul, and myself, and others did in Student Government was that early, before the SDS guy came on campus, we were invited to speak at a gathering of faculty—maybe you were there, Jim—in the Dart Center, and express some of our thoughts for the year. And one thought that we had, and we pressed it pretty strongly—in fact, I recently found an article in the *Wilkes Magazine* of that time, and I took it to Dan Koen in his room, at the Mercy Center of Misericordia, when he had been diagnosed with ALS—I showed it to him, and read it to him. He was delighted because, a major part of his speech and my speech were embedded in the article. We pressed for the idea of having students on faculty committees—how revolutionary was that?! [Laughter.] And there was resistance. But we pressed for it, and during the year we got it. Maybe the administration felt that these guys are a lot less wild! Maybe we ought to give them what they want, and shore them up! And so faculty committees each took on one student representative.

CB: I remember Dan talking about an interaction he had with Dr. Farley. Was that on the coeducational dormitory issue?

TK: I think that was probably the following year, and it was probably on the following year, and it was probably on the Kent State issue.

CB: Dr. Farley yielded to Dan Kopen's analysis of the issue. He was backing down from a stern position he was taking.

TK: Yes. I think that's right. I think that might have been in the 1969-70 school year, because Dan was behind me, and Dan was president of Student Government that year. And he was having a lot of meetings with Dr. Farley, because there was still turmoil on our campus, and on other campuses, as you all remember, that culminated at Kent State in the spring. I can't remember the exact issue that he would have been talking to Dr. Farley about.

CB: I would just say for Elizabeth's benefit: that triumvirate of student leaders, if you look at their careers, that's a beautiful story.

FM: Yes. Wender is consider Nobel Prize potential in the Sciences, but he never got the recognition.

TK: That's true, because we gave a Nobel Prize—not a Nobel Prize, an honorary doctorate—to a chemist from either UCLA or Southern Cal a number of years ago, and I asked him if he knew Paul Wender, and he said, “Oh, yes. Very path-breaking in his research.” And he said, “He'll get a Nobel Prize some year.” But he has not gotten it yet, but as we all know, the Nobel system is one of politics.

CB: We actually alerted one Nobel tie to the press of Wilkes. We were expecting it that day, and I think he was as well.

TK: Sometimes you get it in a group of five. We have a guy on our faculty named Stan Whittingham one of the inventors who was part of the process that led to the invention of the lithium-ion battery, and we got that notice 2 years ago that Stan Whittingham might get it, and he didn't get it.

CB: He didn't. Anyway, carry on. I think your portrayal of student leadership relative to the administration, is really valuable.

FM: Priceless.

CB: Priceless. Now, in all of that, even before you move on to being a young administrator, give us your portrait of Dr. Farley. And by the way, in *Essays of an Educator*, he positions the tension between the pragmatist and the Quaker, with dealing with the issue of the unknown.

TK: He was an imposing figure. A man of gravitas, and a man of a strong value system. Those were some of the first major impressions that I had of him. He was also very tough, and very demanding. I do remember one time being—although most of my relationship with him was very good, and he was clearly a mentor to me, and he was very kind to me—one time, Dr. Mike might remember this, I had just been hired in June, and I was married in early September, so I took two days and a weekend off. It was around the start of school. And I had asked Dr. Mike, and he said, “Sure, you're getting married. Take the 2 days. Reasonable request.” Dr. Farley found out that I did that during this time when the semester was starting. So about a week or two after he we started, he called me into my office, and he reams me out, and pointed that big finger at me, and he told me if I did something like that again, I'd be in the pan! That's what he said.

[Laughter]

TK: So I was kind of crushed. So I went to talk to Dr. Michelini the next day, and Dr. Mike said, “Every one of us gets reamed out by Dr. Farley from time to time! Don't worry about it.”

[Laughter]

CB: And your marriage survived!

TK: And the marriage survived, and the career survived, yes!

[Laughter]

TK: But he could be very tough. I also remember a time, and then I'll got off of this, when Ralph Rozelle contested him in an administrative council meeting at Weckesser Hall. Dr. Farley got up, and he walked down to Ralph, and he stood next to Ralph, and he was almost challenging him physically! He didn't threaten him or anything like that, but it was kind of threatening! Because how often do you see the President leave his chair, and walk right up to your chair with you sitting there?

[Laughter]

CB: I'm feeling intimidated right now! [Laughter]

TK: So he would do things like that. But I also found him to be very reasoned, and reasonable, and so committed to Wilkes. That's what came through with every fiber of the conversation that you talked with him about. He reflected on people who were part of the story, and how they fit into the story, and how they fit into the story. He did this important thing to give us this building, or to do this for us. Walter Carpenter was one of those angel donors that Dr. Farley would call upon. I think he gave an anonymous gift of \$900,000 for Stark Hall, and Dr. Farley would talk to me about how Walter had been so important to him over the years. He'd call him up and say, "Walter we're short on this critical campaign for this project," and Walter would make good on it. But Dr. Farley also talked about many of the other people on the Board: Harold Stark, Gilbert McClintock, and others, and talked about them in ways in which he respected them, and he was recognizing, or at least letting us feel that other people, in addition to him were key in building the college of the years. And I remember even as students, Dr. Farley talked about the importance of working with the community in starting with the Master's in Physics and Chemistry degrees to help bring RCA in; that would help bring jobs to this community. And it was very much on his mind that that was part of the Wilkes mission, almost as though, as I reflect on it, as though we were a public institution that needed to do all of these things. We were not Lafayette or Dickinson College in a small community somewhere unto our own.

CB: Pat Leahy, in every speech I've heard him give for the last couple of years, he goes back to Dr. Farley: "Wilkes is a private college with a public mission." And we did a variation on that when I was here.

FM: One of the points I would like to make that's reinforced is, by all rights, Dr. Farley survived as president because of the tremendous respect students had for him. When, you know there could have been overt conflict. They respected him enough to know that he was not bullshitting you. He was speaking from [his heart]. And that's kind of a subtle thing that I don't think people with leadership recognize. There's got to be that mutual respect. And as you're talking about it, I say to myself, that's right. He did not say, "This hostile Board will get on my ass." He respected them, and they respected him.

TK: Yeah, he did, and there was a genuineness about him. He was not the President in an Armani suit driving a Cadillac. There was a humility about him that you sensed, and a genuineness in that he spoke from his values.

CB: One dimension, which we haven't talked much about—

TK: Chris, can I just say one more thing about the community?

CB: Yes.

TK: Being someone who was an Economics major, but took a Political Science classes, I had Sam Rosenberg and Hugo Mailey, and they spent a good deal of their time outside of class with Sam developing a labor and industry council that could work with labor unions and local industry to avoid strikes, to avoid labor unrest, to improve conditions for workers. Sam was a kind of arbitrator, if you will, a mediator in that type of relationship. And then Hugo Mailey did the same thing with the Institute for Regional Affairs. I don't know if we still have it, but at that time, I know the sewer systems in the Valley were being installed or replaced, to come into the modern era, and there was a lot of politics around that, in terms of arguing over who got the contracts. And Hugo was working with the municipal governments to kind of keep progressing past the petty politics.

FM: Min Matheson was his—

TK: Yeah, that's a name out of the past.

JR: Flood days.

FM: Labor was very difficult to deal with in the post-John L. Lewis leadership of labor unions. And Min Matheson was the garment worker [inaudible] [27:25]. That was the only thing left.

CB: ILGWU [International Ladies' Garment Worker Union].

FM: And Sam created—well, I'm not taking over [the session], but without Min Matheson, and without Sam Rosenberg knowing, and respecting, and dealing with Min as a responsible leader there would have been no coordination with that effort. Especially with RCA.

TK: Yes. Right. So it was rather remarkable that Wilkes was doing these things. And Dr. Farley reflected that commitment to the community. So let me stop there.

CB: Well, it segues, it's a dimension of that community issue. It strikes me, again, just having reread [*Essays of an Educator*] that women played a major role in the development of the college, from the 1930s and 1940s. Not that it was counter to the male role, but given the American society in the '30s and '40s—being a student of Frances Perkins, I'm kind of sensitive to this issue—there were major women involved in that first advisory council under the Bucknell Board. They were major donors; they had a major voice. The relationship of Farley with Min Matheson is just one example. And the fact that we were coed in an area which had Catholic schools that were either women convents or male seminaries, or their descendants—that he affirmed women. I was just at the Alumni Weekend, and talked to one old-timer who remembered Catherine Bone. And I said, "Who were some of the other women faculty members?" And we went through a whole list of them. I don't know what their rank was, whether they were full professors—because I know those issues were still around when I came, of equity for women on the faculty. But that's way ahead of a lot of Ivies and other places. And it strikes me as you're talking about Dr. Farley, that that was an area that he approached with no inhibition whatsoever.

FM: Well, he had Eleanor [his wife].

TK: He had Eleanor. She was a good influence.

FM: Probably the relationship between you [Breiseth] and [your wife] Jane was the closest to the relationship between Gene Farley and Eleanor Farley.

CB: I just read her poem that he found after her death. I had a hard time getting through it. It was very similar.

JR: There was a Dean of Women—

CB: Catherine Dome.

JR: Was that her name?

ES: Catherine Bone was Chemistry.

F: Yeah, she was an instructor.

JR: That name—there was another.

TK: She preceded Jame Lampe, yes.

JR: Was that Catherine Dome?

CB: No, no, I was wrong on that. She was Equestrian, I believe.

FM: Chemistry. Instructor, I believe.

TK: There was a woman who preceded Jane Lampe as Dean of Students.

JR: And who was, from what I recall, tough as nails.

TK: Yes, she was.

FM: Margaret Dome? Mrs. Dome?

JR: No, this was the Dean of Women.

TK: No, she was the Dean of Women in the late 1960s, before Jane Lampe. She replaced her.

JR: She gave George [Ralston] all he could handle. [Laughter.] But I can't remember her name.

CB: It's in the book. I just can't pull it out. [Peg Ahlborn?]

FM: That's why the catalogues are invaluable!

TK: The other person who had an impact, also, who we don't want to forget is Arnaud Marts, the Chair of the Board. Dr. Farley talked with me during my years as assistant to him about Arnaud's influence on Wilkes. And his influence on Dr. Farley, in terms of fundraising. Because Arnaud Marts was a former President of Bucknell; he was in the Coast Guard during World War II, and he was the founder of the Marts & Lundy Fundraising Firm, which for decades was the premiere fundraising firm. Nowadays, there are others that have equal bidders have passed, but

Arnaud Marts would come up from Lewisburg and Chair the meetings, and had a major impact on Dr. Farley.

CB: And he was the one that when McClintock died, and Marts was the Vice-Chair of the Board. Rather than succeed to the chairmanship, he said, “You need someone local who is distinguished.” That’s, I think, when Harold Stark became the Chairman of the Board. So that was his perspective that Wilkes is not part of Bucknell; Wilkes is part of this community. And your leadership person has to be someone who is respected locally. But also kind of off the hook from being—he wasn’t so successful at Bucknell, because he was only the interim President, and they finally staged a meeting where he was an unwitting participant, when they declared him the full President. They had a great parade celebrating this. He couldn’t say no. He didn’t want to be the full President, but he served in that capacity for many, many years.

FM: I told you, for the record, about how I became Academic Dean.

JR: Oh, yeah.

FM: Because it was Admiral Stark who was Chairman of the Board in 1962. And apparently, the Board had a meeting. I was the chairman of the Biology Department, didn’t know a thing about administration. But Arnaud Marts took Dr. Farley aside, and here’s this 6’4” Quaker [Farley], and this 5’7” Admiral of World War II. He sat down in Dr. Farley’s chair, and made Dr. Farley stand up in front of his desk like a schoolmaster. And he said, “Gene, the Board has authorized me to tell you that we will give you one year for you to develop a secondary layer of administration that could run this college if anything happens to you. And he used the analogy of a Navy ship, and he said “If a ship is in battle, and the Captain gets shot off the deck, there has to be somebody ready to take over. And if he gets shot off the deck, the next guy has to take over, until that ship can no longer fight.” And so after that, he said the Board has authorized me to tell you, that we expect you to develop an academic substructure, because there was no Academic Dean before that. Dr. Farley told me this afterwards. That’s the only way I could have known it. He called me in, and I was not even a Department Chairman. But I was kind of a young hotshot, and National Science Foundation Grant [winner].

TK: [inaudible: 35:30]

FM: And he said to me, “I would like to ask you to become my Academic Dean.” Kind of a shock to me, because if you knew as a scientist that you were going in to administration, that was the end of your science career. You could not keep up with the research. So I said to him, “I’m going to have to talk it over with my family. So I’ll let you know in 3 days.” Within that 3-day span, I got a letter from the National Science Foundation—that’s in one of my notebooks—offering me a position at NSF on a one-year rotation. So I went into the institute section. Because our students did so well under NSF grants, that they had made a name for Wilkes. So they invited me to become part of their staff. They had a third component of the NSF. Staff was drawn from the academic fields, and they would rotate in and out. So I went to Dr. Farley, and said to him, “This just came in the mail,” and I showed him the letter. “And I have to be away for a year, so I guess I have to say no to the Academic Dean position.” He was so relieved! He said, “Oh, Mike, that’s wonderful! That’s a perfect year for you to get experience!” You know, you’ve

got to say there's a higher being up there having fun, laughing at all these things! But that's how I became Academic Dean.

CB: So there was another full year without a Dean!

FM: Yeah! But Admiral Stark had to lay down that walk. Number one, he would not want to add a salary for a non-productive position as far as Dr. Farley was concerned.

TK: Well, I want to share 2 stories. One with a purpose, and one just because I think it's interesting. I'll do the one with the purpose first. I've been talking about the commitment to the community. Not always rosy. Dr. Farley had told me a story once about when he had been somehow invited to tour a mine, over on the West Side. And they got under the mine, and his story paralleled something that my grandfather, who was a miner, told me. That was, under the area of Artillery Park, there was this baseball field over there by the Armory. They had robbed the pillars, so they mined very close to the surface, and they robbed the pillars. So like this pillar [in conference room] would be much narrower. So my grandfather told me that, completely independently of Dr. Farley telling me, so I know it's true. And Dr. Farley said that he said in the tour group, "Well if the mining companies don't stop robbing from the pillars, and don't stop mining that close to the surface, we all can go down in a subsidence in this area!" He comes back from the tour, and in his office, the phone rang. It was Gilbert McClintock who said, "Gene, you've always kept a civil tongue in your mouth, but if you make remarks like you did this afternoon, you're not going to be around here very much longer!"

FM: He owned the coal company!

TK: Yeah, [inaudible], too.

CB: Did they stop robbing those pillars?

TK: No, I doubt it. That's what caused the mine disaster in 1959.

JR: Didn't both union officials and some of the mine owners go to jail for the Knox Mine Disaster?

TK: That I don't know.

JR: But they were prosecuted. They were in league with each other.

FM: Let me tell you the experience I had a visit ago. I always like to ride over to the athletic field. So they're always very hospitable, and I met one guy, a maintenance man. And I was talking to him about how we got that property, and the Glen Alden Coal Company, or whoever it was, and how the college took it over. And how Jimmy Adonizzio was going to knock down the mine house. After a week he said, "Gene, 'I'll give you \$5000 if you let me out of my promise to knock down that mine building. It was built [inaudible; cough on recording]. So I'm telling this story to this maintenance man, just months ago. And I was walking around the building, saying, 'How did they build this beautiful building around that old—I know the mine house is still there!'" He takes me around the back, and there's this building. It was where they stored the explosives. He opens the door, and there are the miners' signatures from the 1920s and '30s, and

one of them says, “Sunday, back to work.” They must have had a strike. Have you ever seen that?

CB: I have. I was the one who made the decision that we were going to keep those buildings, and surround it new structure. Remember?

JR: Mmmhmm.

CB: We got Allen Kirby involved as one of our angels on that. That’s almost worth more than any other building on campus.

FM: It’s unlocked. Any time that you want to drive up over and go and see it, it’s the very back of the building, and it’s a separate house where they stored explosives! I couldn’t believe it! I thought, I don’t remember this! But those signatures, it’s eerie. Someone ought to go in there with a camera, and document what is in there. And make that part of a historical [piece]. Because that history of the Valley is—well. We’re here to listen to you [Tom], but the exploitation of miners is pretty bad.

TK: It was, indeed.

CB: Well, let’s stay in the dimension on topic, and that is your sense of how Dr. Farley interacted with the barons, and the baronesses of the Valley. Because again, you saw a little bit of that as a student. But I assume you saw much more of it as you became an administrator.

TK: Yeah. I didn’t get a sense that he tried to be their friend, their social friend. I got a sense that the relationship was built more in respect for what they were, in respect for what they were trying to do. So I didn’t get the respect that he was someone to take them out for cocktails, or to schmooze them, or do things of that nature. But he was more of the kind of person who would talk to them from the heart about what needed to be done at Wilkes. And the relationship was centered on that, rather than on friendship-making.

FM: You had mentioned that you were going to go in steps of your career.

TK: Yeah.

FM: What brought you into the fundraising part? It was before he became Chancellor. Did you work in fundraising?

TK: No, I was Director of Evening and Summer College, when I graduated from Wilkes. So I was doing—that job was one of being advisor and registrar to the Evening College students, and the Summer School students. I was also teaching. So I didn’t get into fundraising until that day when Dr. Farley came to me and said, “I’ve just become Chancellor. I want you to become my assistant. Work on the 3rd floor with me, and I’ll teach you about fundraising.

FM: Now, how did Mike Worth get wrapped into that?

TK: So I did that for a year with Dr. Farley. And then the flood hit, and Dr. Farley left. During that year that I was assistant you had hired Mike Worth as assistant to the President. I don’t think you had an Academic Dean that first year. I think you were doing both jobs, and so you hired

Mike Worth, who'd been a high school teacher, had his Master's degree from Delaware, and he came back as your assistant. Mike and I—Mike's another Forty-Fort guy, and he was a year ahead of me. And so, we had been somewhat friends in high school, but then we became close friends there were some times when Dr. Farley would want information shared with you, that I would take to Mike, and vice versa. Sometimes Mike would come to my office with something you wanted shared with Dr. Farley. And so we had a lot of that go-between type business. Then when the flood hit, Dr. Farley then was retired. You said to me, "Tom, you're going to be Director of Development, and Mike, you're going to go work with Tom this year." And our job was to write letters to out-of-town foundations and corporations to try to [fundraise].

FM: [Laughter]. When all else fails!

TK: Because, if you think about it, we couldn't do much fundraising from local people because their businesses, their homes were wiped out. So there we were, two young guys, trying to get doors to open for us to raise money. And also to write to alumni out of the area. But then you—or someone—had the brilliant idea of [getting] Bill Scranton involved. So Bill Scranton, the former governor of Pennsylvania, former US ambassador, came to a meeting a Weckesser Hall. You were there, and I was there, and some of our board members. Now, I've jumped ahead, but I'm answering your question. I do want to come back to Dr. Farley, and a couple of other points. Bill Scranton said to us, "The Pittsburgh area corporate foundations owe me, because when I was governor, the movers and shakers of Pittsburgh came to me and said, the University of Pittsburgh, which was a private institution at the time, is going under. And we would like the State to take it over." And Bill Scranton did. And he said, "I'm going to open some doors." So he made calls. And at that time, Pittsburgh was a corporate headquarters town. US Steel, Gulf Oil, Westinghouse, Heinz, and I can think of some more, Alcoa. Yes. So he wrote to all of those [companies], and then I was told to follow-up, which I did, and set up meetings. And you and I flew to Pittsburgh numerous times. We went to the Richard King Mellon Foundation. That was our very first one. We got \$100,000. And I do want to say about Dr. Michelini, while I'm on it: I clearly remember, after the floodwaters receded, we came to the parking lot in Weckesser Hall, and you, Dr. Mike had a bullhorn. Jim, maybe you remember.

JR: Oh, I remember that! [Laughter]

TK: And Dr. Mike told us we're going to survive. All 52 buildings were inundated; the city was inundated, and you said, "We will survive. We will come back. And here's how we'll do it." You outlined what we were going to do in terms of cleaning up. People who were administrators were going to do some cleaning up. You had some crews there, and you told people to go and stand in different areas. So we went out.

FM: That was before I knew there was going to be any federal programs.

TK: Yep. And you had a briefing there, every morning. We would report to Weckesser Hall, and then we would go out to work. And you told Mike and me to get upstairs on the 3rd floor, and start writing the letters, and not to be involved in the manual labor. So I give you a lot of credit for being an inspirational voice, a voice that said we can do it, and we will come back. Because if

we didn't believe that we could, we couldn't do it. So Tom Moran had invented the term "Operation Snapback," and we went about getting Wilkes back in business by that September.

CB: And how much did you raise out of Pittsburgh?

TK: I can't remember, Chris, but we raised \$2M that first year, which back in 1972, was a lot of money, especially from the owners, who had never given us a dime before. We had to build the relationship, and make the ask at the same time. But Dr. Mike was also very effective at it. We would go in, and we had some pictures. You would tell the story of what happened. Particularly, you were persuasive with the library, with the ooze and the muck in the shelves, and the books fell down in the mud. It was a very touching story.

FM: Yeah. And the bulldozer in the basement.

TK: Yeah. I remember the very first time with the Richard King Mellon Foundation, the very first time, the program officer's name was [REDACTED], and he said, "I can sympathize with you, because, come on over to the window." So he took us over to the window, and said, "Do you see all those yachts down there?" Because the building was near where the two rivers came together, the Allegheny and the Monongahela, and there were some yachts down there. He said, "My friends own a lot of those. The floodwaters created turbulence, and the yachts bumped together, and they got some nasty dents on there! So I can sympathize!"

[Laughter]

TK: So we came home, and I said, "Dents in yachts?" That was his frame of reference. But we got \$100,000 which was a big grant in those days.

CB: Huge.

TK: So coming back to Dr. Farley, during that senior year, there was the Forward Thrust Campaign. That was the campaign to raise money for the new addition of Stark Hall, including the Sordoni Art Gallery.

FM: That's right. It was under construction.

TK: And he was raising money to pay for it. And Marts & Lundy was the fundraising consulting firm at that time. We had Bruce Freeman.

FM: Boy, you're good with names!

TK: Well, when I was Vice-President at Binghamton, we were entering our first comprehensive gifts campaign. We interviewed some fundraising counsel, and Bruce came from Marts & Lundy.

CB: Bruce was our counselor for the [inaudible] campaign. [50:35]

TK: Yeah. We chose not to go with Bruce. We went with another firm.

CB: He was President at the time.

TK: He was President at the time, yes. I know he was disappointed. We had to make a selection that was best for us. So anyway, the Forward Thrust Campaign was underway, and I often look back on that, knowing more about fundraising in my later years. And I wondered, and maybe Dr. Mike, you have the reason or the answer for it, why Wilkes would have started a multi-year comprehensive gifts campaign under a President who had announced his retirement at the end of that first year. Now it could have been that the building was so absolutely needed that the college had to do it. It could have been that the college wanted to take advantage of Dr. Farley's contacts, and not have it be unfair to a new president coming in. But most colleges and universities would have deferred the campaign to a point where the new president would come in, and then have a year of experience under his or her belt, and then have a comprehensive gifts campaign. And so, another explanation is that maybe Dr. Farley had the model in mind that he would become Chancellor, when you [Dr. Mike], or whoever would become President.

FM: I can't read his mind, but he never mentioned that. I think, number one, we really did need the Learning Center. There was no question about it. Umid Nejib was developing programs, and the Engineering programs, and the Computer programs. Because the first thing he designed in was a basement room for a 2-year-old Air Force computer system. He designed a whole room. Because the [Agnes Flood] flooded the buildings. After the flood, the computer replacement was like this big. So I think there was a lot of pressure going on for classrooms, and that included the Sordoni Art Gallery. He really did conceive of it. I don't think I remember if we talked about it, but I'd say we must have. He really conceived of it as a multi-purpose learning center. He also had the idea of the large lecture hall, which was part of that addition, the complex. Or was already there, but he was going to incorporate it into the new building. And his idea was, that you were going to have a large lecture section, cost effective, and break down into discussion sessions led by senior students. It would be good experience for them to experience the teacher experience. But there were divisible walls that you could separate out the small groups. And I remember—I may get confused with the Army War College, but the optimal number for groups like that was like 16. Who did that research, I have no idea. But those were intended to be discussion sections. It was a thoughtful, purposefully designed classroom building. It was not added as a science building.

CB: Could he also have wanted to accomplish those fairly urgent objectives before he left?

TK: He might have. I mean, it may have been on his agenda.

CB: In [*Essays of an Educator*] that building is very important to him. You know, he does a lot on the buildings. On the other hand, I remember some of the things that you've said before. You think he was not an effective fundraiser once he retired, which goes along with your assumption. Once you don't have the conk shell, people are not going to invest.

TK: He didn't develop a network of going out to foundations, and

FM: I remember, we had to constrict. It was budgeted at \$3M. And the late '60s – 70s were horrible; the whole economy was in turmoil. And the prices were escalating. Jimmy Carter was President, or somebody of that era.

JR: Nixon.

FM: And interstates were going 17-19% increase grants. And I think he got caught up in that inflation cost cycle. Because I remember, it was originally supposed to be five floors, including the basement. Then he had to restrict it and say, we won't finish off the top two floors.

TK: The late '60s were a time of economic, but there was inflation, so that very well could have happened. In the 1970s, there was a drop in the economy beginning of a recession year. And then the first of the oil shortage, the oil crises came a little later, by 1973-74. That's when you got hyper-inflation. But there was inflation in the late '60s, you're right. Construction costs were rising in the late '60s, and that could have been what he had in mind. So he could have been thinking it was a good climate to raise money, because the economy was in an upward cycle. And then with the rising inflation, you better get the money in, and get it built before we get into higher inflation. So that could have been something that was in mind.

FM: You know, you look at it another way, and that was the first building campaign I remember, where there was not a Marts & Lundy [fundraising firm], or significant bedrock experience of dealing with building. I'd have to think about that a little more, but there could have been a lot of reasons why that period found him as Chancellor, finding himself kind of trapped in this cycle of inflationary costs and reduced—of course, the ones that were experiencing inflation were the business community, so who were you going to get money from?

TK: I'd say that's right.

CB: Was he a good numbers man?

TK: Yes. Yes, he was a very careful keeper of numbers. He had notebooks, and he would update them with costs, and cost figures, and enrollment figures. Yeah, he was very good with that. As far as I can see. I don't know if you had more experience with it, but he was good at budgeting.

FM: You overlapped with Tom Kiley as the Chairman of the Board.

TK: Yes.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

██████████
TK: That part I didn't know. So Tom Kiley wanted to be President?

FM: Oh yeah, that's in the minutes of a meeting I had. Remember that?

JR: Yeah.

FM: No bones about it.

CB: With that in mind, how much were you aware of the politics of the post-flood period between the Board and the administration?

TK: A bit more, because in the post-flood period, I had become Director of Development, so that gave me access to the Development Committee of the Board, and occasionally the full Board, if I had to report something to the full Board, and so I began to become aware of the politics on the full Board, and the powers that be on the Board. So I knew of the rivalries between people from different banks, from different law firms, and the camps that took place on the Board. And I began to sense very strongly the pressures that were on Dr. Mike. Some who were very supportive of him. Lou Schafer, the Chair of the Board at the time, was very supportive of you. Tom Kylie critical of you, and others lined up with them. So I began to become aware of that, and it was painful for me, because I admired you so very much. I didn't want to hear any criticism of you. So it was painful for me to see the cross-currents at a time when the survival of the college was in question. Or how the college would survive. What would it become? And I always felt we should be focusing on that instead of a lot of the cross-town politics.

CB: When I became President here, [inaudible 1:01:05] to no other college presidents, the key statistic I used to describe my position was the percentage of the Board that made up local citizens.

TK: I'm glad you mentioned that, because—

CB: The percentage of the Board with local citizens. And I made, obviously with consultation from people like Frank Henry, and Gene Roth, I said we've got to get some people from outside of the Valley on this Board. But all the local of finance, of law firms—banks, when I came they had not yet been taken over by Big Banks.

FM: All accessible to faculty input.

CB: And I could name some of the faculty who were working on particular Board members. It was localism to the tenth power.

TK: Yes, it was.

CB: And that's where you really got trapped.

TK: And I'm glad you mentioned that, too, because when I came back after being at Cornell, one of the things that Bob Capin and I tried to do was to sell that idea that we needed to develop a Board that was more highly composed of alumni who were from out of town, who had access

to wealth, whether they had it themselves, or whether they were with corporations that had corporate foundations. So we began to sell that idea to the Development Committee of the Board, and it was received with good lip service, but I'm not sure how much they really wanted to see it happen. But we got a start. And we began to develop a pool of potential candidates, and pass that to the Development Committee. And then as openings occurred, we tried to recruit people. My dissertation at Cornell was on the decision making of Boards of Trustees of independent colleges and universities, in which Dr. Mike was very instrumental. He wrote to the Presidents of other colleges, and I was able to go to a number of colleges in Pennsylvania, and read the board minutes, interview the president, and collect data on the backgrounds of trustees. And I had a perfectly matched set of colleges that were similar in age, and size, and type of location, and some other factors. And I found some significant differences between I'll call them the F & M's and the Dickinsons, and the Gettysburg Colleges vs the Muhlenbergs, and Albrights, and I forget who the other one was. And one of the key differences was that those with higher level endowments, these were colleges that were matched by age, so you can't say that some were older than others. But the ones that had larger endowments, and better financial performance were those composed of trustees who were out of town, and alumni moreso than the others that were more local. They didn't progress as much of the same age. And they also focused on different kinds of decisions. The more elite colleges focused on major decisions of expanding buildings, building endowments, things of that nature. The local ones started to get into academic affairs much more highly than the others. So the description you just said fits my dissertation. Wilkes was clearly in Class B.

CB: Was Martha Deaner [name?] part of the strategy that Bob Capin used to move in this direction?

FM: Oh, yes!

CB: She came because of Don Carpenter. But Don was a local. In effect. Although he was off in Wilmington. But she was very active.

TK: That's right, I remember now.

FM: Who?

CB: Martha Deaner, who was terrific.

FM: Oh!

TK: Also Mrs. Erat. Eloise Erat. [name?]

CB: I thought of her yesterday when I drove past Montrose.

TK: Yes. I visited her once there, and after I went to Binghamton she invited me, and we had a fun day.

CB: She and her husband died within 24 hours of each other. That's a long story. We don't have time for that, but.

TK: She [initiated] our relationship with the Pew Foundation. The Pews were the Sun Oil people.

CB: She fished with Mrs. Pew!

TK: Yeah. We got, Bob and I were able to get numerous grants from the Pew Trust.

CB: And as Bob would remember, my first grant was half a million dollars from the Pew Trust for faculty development, which I announced at my inauguration.

TK: Excellent.

CB: That came from your work, and the fishing!

TK: Well you had the idea, and you convinced them. But yes. So it's interesting that back then we were promoting that idea, and then you still had to promote it, because it hadn't taken place, at least to the degree that you wanted. Because that would have cut both ways. It would have helped fundraising, getting out-of-town sources of gifts, and larger ones, and it could have reduced some local politics.

CB: Yeah. Well, we made headway with it. They've made greater headway with that now. Alumni from across the country. I'm not sure what their non-alumni composition looks like now. Have you watched that at all? How about you, Elizabeth? Do you have a sense of the Board?

ES: No, no. Not the current Board.

TK: They seem to have a lot of apostrophes and numerals after their names. So it seems like there's a good representation.

CB: Bill Miller did the honors the other night at the Sordoni Gallery.

TK: Oh, he did?

CB: He's the Vice Chair of the Board. The Chair could not be there. I got him on. That was very important.

TK: Very good.

FM: That was no mystery though, because I remember Dr. Farley talking to me, and I don't recall the occasion, but it must have been talking about the Board, and Board membership. And I said, "Dr. Farley. When the Arnaud Martses of the world, and the Walter Carpenters of the world are gone, what's our Board going to be like?" And he looked at me, and he pointed out to the campus—he always had a window to point out of, and he said, "Those students are going to be the successful Board members 20 years from now." So you know, that took a time cycle, but it wasn't because we didn't know that the Board was getting less and less influential, and much more difficult to commit with dollars. But he knew there was going to be a successful group of Wilkes graduates that you could reach into.

CB: On the other side of that is, to get the place going in the '30s and '40s, he needed the local people.

FM: That's right. Oh, he needed them.

CB: I mean, Wilkes was created because it was embraced by the leadership of this community. And just on the evolution of the institution, it had to move beyond that. It did! So I mean, we all just played different roles. Let's get back into how you got into administration.

FM: One of the things related to that I made a note of was that when I looked back through the catalogues, it was amazing. I took full professors—Bob started that research, and then we picked it up—it intrigues me to this day, the number of part-time people. I mean, 35 to 40 part-time people. But they were [qualified]. Rabbi Barusch teaching a course; Ferdinand Leva teaching music; his wife teaching a course. You know, there were so many pillars of the community. Arts and Business, Joe Sleiman [name?] teaching Accounting that were part-time faculty. It was prestigious to be a faculty member, professionally rewarding, but it also showed that there was a commitment to a much broader faculty than a small college like Wilkes, where when I came, I think there were maybe 35 faculty. There was much broader commitment of the community. Part-time people really impressed me when I started to look through some of those lists. They were accomplished people.

TK: Right. Bob Capin was one of those part-timers. In Accounting

FM: Yeah, that's right. He was in Accounting. They were all successful.

CB: Another dimension of that, which we've mentioned before, but I think for Tom's benefit: There were so many international faculty that came out of World War II. So that we had a sort of global perspective represented within the curriculum that students would have had access to. These strong personalities, some that were authoritarian. Their makeup reflected the cultures they came from.

FM: You've broken down some of your components. Are there any that you missed?

TK: Well, in the early '70s, that's when, I believe, you went to the division director structure. Because with Dr. Farley as Chancellor, you were doing both jobs as Academic Dean and President. And then, as you became President, and the flood hit, Dr. Farley retired, and you went to the division director structure. So I think that was a major transition administratively for the college to adjust to. And there was a lot of adjustment, too, because we were adjusting to the flood recovery, Dr. Farley retiring.

FM: Changing curriculum.

TK: Changing the curriculum.

CB: As a point of fact, didn't you make the division structure before the flood?

TK: Yeah.

FM: I always thought I did, yes. Because we were without an Academic Dean, and then I reinstituted the Dean. When Dr. Farley retired as Chancellor, I knew then that I had to become more involved in fundraising, and that's when we went back to an Academic Dean. And I did not

handle that transition very well. Ben Fiester, as the world could tell you, knew a lot more about that. I just was kind of—

CB: Did you have a dean plus the three division chairs?

Unison (Bob, Jim, and Tom): No.

CB: See what it was.

JR: It was 3 division leaders, and then they were replaced by a dean.

FM: That's kind of a very hazy [time]. Everything was happening so—

TK: In warp speed.

FM: Warp speed, yeah. That's a good word.

FM: I'm sure, at that time, I thought it was the only thing I could do.

TK: It seemed to make sense because we were growing, and it was more divisional rather than have a number one.

FM: But I didn't think of the people, which haunts me to my dying day. But I can't change it.

TK: Well, it wasn't an [inaudible]—

FM: So what else [do you want to talk about]? How did you become an administrator?

CB: Yeah, how did you become an administrator? You started on this before the flood. Dr. Farley engaged you.

TK: So I started, as I was saying earlier, becoming Director of Evening & Summer College right out of graduating.

CB: That was '69, right?

TK: That was '69. I did that for 2 years, and then Dr. Farley appeared in my office one day and said, "I want you to be my assistant." So I worked with him for a year, and that's when all of this hit. The flood hit; Dr. Farley retired. Dr. Mike made me Director of Development, and I did that from '72 to '74. And then I felt I was getting old, and I better get going on my doctorate! [Laughter]. So I applied to a couple of places, and ended up going to Cornell. And so I left in '74, the Summer of '74 to go to Cornell. And the college asked me to continue to be involved in Development by being a consultant of Development for the college. I think, primarily, as a cost-saving function. They did not replace me, but elevated Tom Moran's position to be not only a director of public relations, but to be Director of Public Relations & Development. So Tom did that for 2 years. I was consulting at Cornell, and I would come down almost once a month, and meet with Tom. Once in a while with you, and the Development Committee, of course. And I did that for 2 years, and then the budget was getting tight. And I think Tom Moran left, and the feeling was that that was probably not a good appointment to have somebody who never did Development take on Development work. And so Jim Aikman then, who was a retired Air Force

Colonel, had headed up ROTC was appointed as Director of Development during my 3rd year at Wilkes. So now we're at the time when we've transitioned to Bob Capin. Because I was at Cornell from '74 to '77, and I think you went to CICU in '75 because I had you come to Cornell to be a guest speaker in a pro seminar that I was running I don't know if you remember that. You stayed in my little, humble graduate student housing apartment.

[Laughter.]

TK: You gave an excellent talk, and the person who was the chairman of our department, who was an elderly woman at the time—I remember you told me you wished I had gone to UPenn instead of Cornell. I knew you were kidding but she took it seriously! And she spoke to me about it afterwards. I knew you were kidding! [Laughter.] So in any event, getting back to it: I was finishing up at Cornell, and Jim Aikman was Director of Development. During that time, with Bob Capin becoming acting President, and then he became President, there was a Development Committee meeting that I came down for on a Friday. And the Board was starting to talk about [how] we should have a comprehensive gifts campaign. Now, we were only out of the flood fundraising, at that point, for like two and a half years. And the area wasn't yet all that recovered. Bob was an acting president at the time, and I said I didn't feel that everything was in place for Wilkes to do that. And other people around the table said that, too. Max Rosenn was not convinced at first, and then he said, "Well, when everybody around the table tells me I'm sick, I guess I have an illness." So he backed off again, but I could tell there was some angst about that decision. So then Aikman became Director of Development, and my consulting time ended. I was finishing my degree in the spring of that year, when I'm taking interviews at other places. Bob called, and said that he wanted me to come back at a senior level, in charge of external affairs, fundraising, public relations, development, and other things. The other things ended up being the Small Business Development Center, and the Dart Center, and the Sordani Art Gallery.

CB: Institute of Regional Affairs?

TK: No, the Institute of Regional Affairs was still under Andy Shaw. And also I had Career Placement & Planning. John Chwalek was heading that at the time, and the testing center, which was Joe Canter [name?]. So I had that panoply of responsibilities. So I came back, and also I was teaching a graduate course in the Department of Business on Organizational Behavior. And so I came back then that fall, and they had launched, under Aikman, a feasibility study for the comprehensive gifts campaign, which became known as the Alpha Campaign. And that was designed to raise money to enlarge the endowment, to do some upgrades to facilities, particularly exterior chemical cleaning of Kirby Hall, and Chase Hall, and I think maybe Bedford, and one other. And also scholarships, and scholarship endowments. And so I came back to head that up, and we launched into that campaign. And Marts & Lundy was once again our consultant, although Tozier Brown [name?] was our consultant, not Bruce Freeman, at the time. We launched into that campaign. And we had a couple of things happen right off the bat. One, was that Attorney Andrew Hourigan of Hourigan, Kluger & Spohrer agreed to head up the campaign, be the campaign chairman. We only got into the campaign for about two months; Andy was a Princeton graduate. He was coming home from a Princeton football game in November, and as

he was coming down the hill by Bear Creek, he slid into the oncoming lane, and had a terrible accident, and had a terrible head injury. He was hospitalized, and had rehabilitation. So this took our chairman out. And Andy was never the same after that. After about a year or so, he retired from his practice. And so at first we didn't rush to replace him, because that would not have been the right thing to do, and then it became slowly clear that Andy was not going to be able to recover and be the chair. No one wanted to approach him, and say "Andy how about giving up officially?" So we did without that, but we were in delicate discussions with people who might take his place. And we couldn't get anyone. So then it was decided that, I was in discussions with Bob Capin and Joe Savitz at the time, and it was kind of agreed that Bob and Joe together would make it happen. And that's exactly what we did. So it threw more of a burden on Bob, and less responsibility on the Board, or at least a Board member, so that was a handicap to the campaign. Nevertheless, the goal was \$3M and we did attain, by the end of that year gifts and pledges paid over a multi-year period of three million dollars. But that hurt the subsequent annual campaigns, because many of our local people said, "Well, I just gave you a 3-year pledge. I'll give you something this year, but it won't be the same as I usually was giving. So before I had arrived at Cornell, that was what they had decided they wanted to do, to do a multi-year campaign, and then still continue to do annual fundraising. And I think it was a hard nut to sell. But nevertheless, we sold it as best we could, and we did get the goal of \$3M and we did get the annual campaign goals, but they were smaller goals than would have been done earlier. So we got through that, and there was an Academic Dean at the time named Dick Soter [name?], do you remember Dick Soter?

BH: Yeah.

TK: He had been brought in through, a search I suppose.

BH: Yes.

TK: He supposedly had a PhD from Harvard in Japanese Language and Studies.

JR: History.

TK: History? Japanese history?

JR: Yeah.

TK: Okay. So Dick Soter was sort of a cigar smoking guy. He hadn't yet embraced gender equity issues. [1:22:00]

JR: Well, that makes me feel good! I called him a filthy human being. [Laughter]

TK: Did you? I was going to say, he's spoken in vulgar terms about women from time to time.

JR: Yes. Confirms everything. [Laughter]

BH: Yeah, that was a generous term.

TK: And so that was a difficult year running the campaign. Bob being drawn in to do more because of Andy Hourigan's accident. Dick Soter was there. And at the same time, Bob had

asked me to think about a reorganizational plan for the administration. He said, "Take Andy Shaw with you, and go off to a room, and draw up a reorganizational plan." So we did do that, and we came up with a plan that we know was implemented, in which there were four deans. We'd have a structure of one Dean of External Affairs, one of Administrative Affairs, one of Academic Affairs, and one of Student Affairs. So there would be the structure that the Board wanted Dr. Farley to have. So that you'd have a clear number two, but you'd have others, a cadre of leadership if something would happen. And sure enough, it did, because about 2 or 3 years later, Bob Capin had his first coronary, and we had a structure in place that could help run the college while he was rehabilitating. And so Soter was the Academic Dean, and Provost. I was the Dean of External Affairs. Andy Shaw was the Dean of Management. We struggled over that title, because I had suggested the Dean of Administration & Finance. Andy didn't like that term for some reason. So then we settled it to be the Dean of Management, and George would be Dean of Student Affairs. So again we had a big transition: Bob as the new President, and now there's an administrative transition; we have a campaign going; Andy Hourigan gets hurt badly; Bob gets drawn in, the Board has backed off a little bit, and with that then, we needed to have someone be a Chair of the next annual campaign, which would have been in 1978, I believe. And Tom Kylie got involved. I don't know who asked him to do that.

CB: Maybe he did.

TK: He may have, or some Trustees may have inveigled Bob to ask him. So he agreed, and then he began to bring Dick Maslow into fold also, as a new trustee to become more involved in fundraising. Dick was the annual Chair the next year. Now that was fortuitous because after we finished this campaign of \$3M, Only a year or two later, it was decided that we needed Evan Hall, or what became Evans Hall, to be built, because there were a growing number of dormitory students who wanted to come to Wilkes. So we went right back in to another \$2M campaign. I think we raised half or 2/3rds of that amount, and we borrowed the rest of it. And there was a special circumstance in Pennsylvania at the time, whereby the local municipal government could back the bonds that would be sold, and would be repaid from the dormitory fees. Very similar to what we have done at Binghamton, as well.

CB: We did it during my time.

TK: You did it during your time. Okay. So it was novel at this time for us to do it. And I remember Standard & Poor's came in to assess the bond, and Bob had the 4 deans had put on a good show, so Standard & Poor's had given us a very good rating. So that was a successful bond issuance, and Evans Hall was built. Gene Roth also began to become more influential on the Board at that time. Bob and he went to the same synagogue. There was simpatico between them, and Gene became actively involved in our fundraising and chaired one of our annual campaigns. And he was someone that Bob often turned to as a sounding board in the process. Let me check my notes now. One or two things that I forgot during the time of the flood was, as we were getting through the flood, this was more symbolic I think, than anything, we had a football player who was my student, Bobby McBride, who died during a football game. And it was one more thing after trying to recover from the flood, and get our sea legs again as an institution that, and to have a tragedy like that occur. He was a very nice boy.

CB: Which had impacts well into my time here. The dedication of the new facility over there, which I think originally had been a plaque to him over there. We did the building, and we had a rededication with a new plaque. Who was the state legislator? Kevin Blaum?

JR: That sounds right, yes.

TK: He was the kicker on the team.

CB: Kevin, he came back and talked. I had authorized—I don't think I did anything like this the whole time I was here—I authorized a full scholarship for his brother.

JR: Mike.

CB: Mike, and for his son, if he should need it. And Mike had had a motorcycle accident. And he was someone. But each time I've come back here, and seen him, he's gung-ho. But Bobby's mother would not come to the dedication. His father did. She apparently committed to never walk on campus again. But every time that topic came up with Rollie, the football coach, he never recovered from it. It was something that he just—he couldn't. And we had the guy teaching forensic psychologists. An Italian name.

FM: Tony Torselli [name check]

CB: He said that with what we do these days, he could have been saved.

TK: These days, yeah.

FM: Yeah, because Tony was the first on the scene. He was an Engineer, and he also was an MD.

JR: I remember, it took forever for the ambulance to get there. It took forever for the ambulance to get to the field, to Bobby. But then the doctor up at General [Hospital], Will Roben, you knew him from Torch Club, he attended Bobby, and said he had no chance, that the brain stem was broken. He came over that night to tell me he had died.

CB: You're piling up the traumas that the institution had, kind of post-flood traumas. I'd never heard this put together before. This makes a lot of sense.

TK: So I mean, I'm not saying it because Dr. Mike is here, but if you put all of these things together, this was a highly unusual presidency that you had managed, and you managed it in a way that got us through those 5 years, and enabled Wilkes to continue to become—I said that in Bob Capin's eulogy when I gave it—you enabled Wilkes to become what it became. But then Bob's presidency became one that inherited some of the financial problems, because you don't go through all of that without having financial problems. And then there were some faculty problems there, because then after the flood hit, the Board suspended tenure, and that caused angst within the faculty, and I'm sure it could've affected recruitment, although I wasn't a part of that, being in External Affairs. So then Bob inherited some of this as well to try and straighten out after the flood. And then the local Board problems were also still endemic. But Mike's presidency affected Bob's presidency as well.

CB: That's very helpful. Since we've done a sketch of Dr. Farley—

FM: And that's only page one!

TK: Yeah, but my notes are cryptic, so. [Laughter]

CB: Why don't you give us a word portrait of Bob Capin?

TK: Okay. Bob was a person also of a strong, moral sense. A very religious person. A person who had a humble background, who grew up in a low-income level family in Harrisburg. And sort of by determination and wit made himself into what he was, and used the accounting profession to do that. And yet he had a great sense of humor, and he had empathy, and a practicality about him, a sense of pragmatism that I think served Wilkes well in the years right after Dr. Mike, in terms of trying to get the administrative, financial house in order. Bob was very well-meaning. He was a down-to-earth pleasant person, and I respected him just like I respected Dr. Mike and Dr. Farley. I was fortunate to work with all three of them. I think I learned different things from each one. I learned from Dr. Farley's commitment, and his reflectiveness. He was always wring little statements, philosophical statements in protest—well, you get the flavor in the *Essays of an Educator*. What is it to be an educated person? Dr. Mike was very articulate, and energetic. I learned from Dr. Mike, just how to be articulate and energetic. You described things so well, and so beautifully. He could do it off the cuff. I remember one night, with you, that we were going up to Hazleton. You were invited up to give a large address to the Kiwanis Club or something. Halfway up in the car, you said to us, "Well, what shall I talk about tonight?" We said "Well, what do you have in your speech?" He said, "I don't have a speech! Let's just talk about what I might talk about." [Laughter]

So Mike and I reflected on that, later, and we're like, oh my gosh! We were young guys, and if we were going to give a speech we would have had it written out word for word! And Dr. Mike got up, and he gave this beautiful speech, and it was marvelous. There was a standing ovation at the end. And that's a gift! You had a gift to relate to people, and to describe Wilkes to people, to have energy and to inspire! So I learned that from you. And then I think I learned from Bob very careful planning, budgetary planning, thinking logically, being pragmatic about solving problems, and how to operate the ship effectively. If you think about those three people, I think you can see why I said what I said about each of one of them. They contributed greatly to my growth. So I thank you for that, and Bob Capin for that.

FM: You know who I'm thinking of, as we're running through the chronology: Don Tappa.

TK: Yep. 1973.

FM: Remember? I had a dean after the structure [change].

TK: Yeah, you did.

FM: And I think Don was a Biology teacher.

TK: He was. I had him as a Biology professor.

FM: That year that he was Dean, there was an opening at the College of St. Rose in New York State. And he was hired as a Vice-President, or something, and he ran that place for the rest of his life, basically.

JR: Really?

FM: Yeah. Very successful. Long career at the College of St. Rose. I'm sure they always had a nun as president, but Don basically was the President of the College of St. Rose. We kept in touch precariously. So there was a Dean in there the year before Bob Capin. Don left pretty abruptly, and I don't know why. He was very good. It wasn't for any reason at Wilkes that I know of, but that's when I met Bob Capin. And you were right, there was no question. Tom Kylie expected to succeed.

CB: Say something about the Board of Trustees in the Capin era, which of course is the one I'd come in to the middle of. From your perspective.

TK: So, the Board of Trustees, if I had to describe them in a word, I would say local, because the people who I think of, who were most involved in the Capin Presidency were, one, Joe Savitz, who was chair of the Board, and two: Gene Roth, who was a confidant of Bob's, and three: Max Rosenn who was respected by Bob, and Gene Roth, and Joe Savitz. And I think you can all see that Savitz, Rosenn, and Roth were all of the Rosenn, Jenkins, and Greenwald Law Firm. So there was influence by nature of the three of them.

FM: We had Joe Wendell. There were a few outsiders. I remember trying to the Board members to come after the flood to give some direction, or support. And I have a picture in one of those books, of maybe 6 Board members.

TK: And Joe was a good one. Joe was a very good, active person, who spoke his mind. He was a Vice-Chairman of Ingersoll Rand, and his son was a star football player and wrestler during my years here in the late '60s.

FM: We had added some judge from Scranton, I believe, to the Board. And all I can say is he was a real horse's ass.

TK: I don't remember him.

CB: Well, for this recording, it's just as well, you don't remember the name!

[Laughter]

FM: Sorry about that! But really, truly, he was probably the least tuned in to a monitoring of an educational institution. He was a judge. He couldn't write any position about any subject. He'd never tell you anything.

[Laughter.]

FM: He wrote me a long letter, after he assumed position on the Board, critiquing my presidency.

TK: An uninvited critique.

FM: Yeah. And I thought, gee, do I have to deal with you? I have no idea how he got on the Board, and he only stayed for one term. I'm not sure if Bob inherited him or not. He might have.

TK: Bob may have had him before I got here from Cornell, so that's why I don't have a memory of him.

FM: Yeah. I don't even want to look at a catalogue to find out his name! I want him out of my life.

[Laughter].

CB: This was an unwanted display of passion on Mike's part!

FM: You haven't seen me when I get Italian!

[Laughter]

TK: There also was Tom Kylie, who represented one bank, which was First National. And then there was Bob Jones who was United Penn. So you had rival banks, you had rival law firms.

FM: The only thing we didn't have was rival funeral directors! Or maybe we did, and I didn't know.

Mike Worth! You two worked together lacking his presence here. Mike wound up writing textbooks on fundraising.

TK: Yeah! That won awards from [inaudible].

FM: It's interesting how you two guys were basically paralleled, and worked with each other, and yet went almost opposite directions.

TK: Yes. And then after he was President of George Washington for 18 years, and then he went to a faculty position, and still does teach there, teaches Fundraising of Advancement. And I went to Binghamton, and I had gotten tenure so I had my professors here. I had gotten my tenure throughout my Vice-Presidency, and then I transitioned back to it. And I taught in the Business School, and I taught Strategic Management [inaudible].

CB: You could write a book on the Wilkes twins!

TK: [chuckles] Yes, you could!

CB: Well, I'm just think of the context which you both came into. It was such an extraordinary one, with the flood, and Dr. Farley as this huge administrative figure, which you've all had direct internships with in terms of running a college. And then there were the post-flood challenges long-term. Those were wonderful shaping opportunities for guys like you.

TK: Yes, they were.

CB: Well, and it was for Mike, too. I mean, Mike goes off to take on the whole independent college sector of Pennsylvania! Understanding his problems.

FM: My reasoning here is that I'm assuming we will not be able to accomplish the same kind of interview with Mike that we have with Tom, but that Tom is pretty well reflecting back with a combined effort through the times. So I don't think we're missing anything.

CB: And you've stayed connected to Wilkes. I mean you and I, we've seen each other 5 times, 6 times at funerals, etc.

TK: Yeah, a little more than Mike has.

CB: I think I met Mike once. I think he came to an alumni event.

TK: He's a busy guy. He currently not only teaches, but he has his own fundraising practice, and he has some big clients like The National Academy of Sciences, and he has a big performing arts center in Washington as a client. So he's very busy. Mike has two children who are economically dependent on him, so Mike has to continue to work. He works very hard.

CB: Yeah.

TK: But he might have perspectives from being outside of Wilkes. He keeps up, he's interested in Wilkes. He knew Tim Gilmour from the time when Mike was Director of Development at Maryland, and Gilmour was there in a Development position. So you might want to talk to Mike. Even if he doesn't come up, if you had a speakerphone. He could Skype in or something like that.

FM: Yeah, I was just going to say that when I extended the invitation—years ago—Mike indicated that he intended to come to a meeting, and then he got sick or something, and missed that first meeting. And the rest is history. That's what I'm trying to say. If there are gaps I'm sure they are pretty well filled.

CB: Going back to the Board, how did it work? Aaron Weiss was on the Board, and then Norman Weis was on the Board.

TK: Yes.

CB: And Susan Cheval, Norman's daughter was on the Board.

TK: Yes. And in that order.

CB: But was there any overlap?

TK: No, not during my years. During my years, Norman was the only trustee. And he was active. He was not among the most active. We also had begun to build the out-of-town contingency, because we not only had Eloise Erat, and Mrs. Deener, we also had Connie Mayock. I don't know if you remember her. She was the spouse of—

CB: She was related to the Planter Peanuts [guy]. Peruzzi?

TK: Peruzzi, yeah, that's right. So she was on the Board, as well as Patty Davies.

CB: And her husband was one of our first doctors.

TK: Yes, he was.

FM: Did you get Rittenmeyer on the Board?

TK: No. He came later. He came in more recent years.

FM: His wife is on the Board.

TK: Yeah. And also, we got Elizabeth Slaughter, and she's still on the Board. She was with AT&T at the time.

CB: So that was an example of an alumni coming on, when these other folks were not.

FM: It's interesting to me—I think I read right—they have finite terms for the chairman of the Board.

CB: For a long time it was 3 years.

FM: And they broke precedent by inviting Gene Roth with President Emeritus status back on.

TK: I saw that, yeah.

CB: Gene Roth was the one that served 5 years as chairman, because the enrollment prices were really going through.

JR: They still have a rule that the board member can only serve until 70 or 72.

FM: Dr. Farley was a great proponent of age 70 as compulsory retirement age, when you were talking about his decision to retire. That was in the bylaws, and by God, he was going to be the first one to honor that administrative decision.

CB: Gene Roth, in my view of the time perspective I had on this place, is the most pivotal board member. He's been crucial. His judgment is fantastic; you can talk to him about anything. Another Harold Cox situation.

FM: [inaudible: 1:46:38]

CB: No, I went to Gene to get some very sensitive advice on a personnel matter, and he just deals with it, as it is, and doesn't bring any external judgment. It's an issue that has to be dealt with. So how do we deal with it? And he went through the earth conservancy, which was probably [inaudible] to take on the leadership of that, which is very much in train with the kind of thing you're talking about with RCA, and the whole medical thing with Hahnemann, where all of a sudden we sort of leap out of a traditional role as a college president to take on a broader community here, in a particular profession. I don't know any other college in the country, that when you put professional programs that we develop from the '50s on as a small, private college, I don't know any other colleges like that. And Pat Leahy gets that in every speech he gives.

JR: That's right.

CB: And he gets stronger, and stronger. What I'm watching happening with him is, he realizes this is an incredible institution. And I think the fun of this exercise is to see the process by which

it unfolds, and goes through its stresses and strains, which at times are super-human. But at the core is Dr. Farley. That's what's come out of this exercise for me, is what a centered, focused guy he was. And all the time, having reread this [autobiography] for this talk today, he had real doubts about whether this was the right place for him. And Eleanor kept doubting whether this was the right place for him.

BH: At one point he was offered to go to Germany, and be in charge of the educational system in Germany, post-WWII, and he turned it down and stayed.

FM: I didn't know that!

BH: He told me that when I was working with him.

FM: Is that in that book?

CB: No. Not to Germany, but he refers in here to being offered, or invited to be a candidate for 2 or 3 college presidencies.

FM: Was that before Wilkes became four-year? Right after the War?

CB: No. This essay beginning is when he's obviously writing, just before the flood, because it does not include the flood, and much of the stuff we talked about today, he's talking about from his perspective. Yeah, he was very marketable!

TK: Essie Davidowitz became very close with Dr. Farley in the writing of that book, and thereafter. She was also close with Bob. She was another confidante of Bob, and of Dr. Farley.

FM: Her son is still on the Board!

TK: I saw that recently, on that book. So that's a nice transition. Is Essie still alive?

CB: Yes. Her daughter is on the Board.

JR: I think she's had health problems.

CB: Essie? Oh, Essie has health problems, yes. She has Parkinson's.

FM: An anecdotal story about the Wilkes Hahnemann Program. I don't know what triggered it, but I'm thinking I've got to tell this story. Wharton Schoeber [name?] was the President of Hahnemann, and Joe DiPalma was the Academic Dean, leader, VP, whatever. And the local doctor who believed family medicine was vastly underserved, and underrated, and underprepared, I forget who it was, locally, one of our own local physicians. It was when I was Academic Dean because Dr. Farley was the President, I believe. But anyway we started negotiations with Hahnemann to develop the family residency. The family practice, educational component that collapsed the undergraduate with the graduate. And it worked. And it was passed. The Board passed it. For some reason or other, the President of Hahnemann—well, it's like Johns Hopkins—they have more Mideast clientele that supports and builds buildings at Johns Hopkins than Carter has bills. And apparently, Nicholas Samosa, who was the president of Guatemala or something—he was a dictator—not a president, was I don't know how, but anyway Wharton Schoeber wanted to give an honorary doctorate to Samosa. And when the

faculty at Hahnemann heard this, they said “Over our dead bodies!” So before you know it, we get an invitation to a special honorary convocation at a private home in the suburbs of Philadelphia, a very wealthy member of the Hahnemann Board. They were going to have a private ceremony to honor Nicholas Samosa, give him an honorary degree.

JR: How’d you know? [laughs]

FM: I don’t know how I got wind of it! Either Dr. Farley decided, or maybe I was already President. I’m not quite sure of the year. I remember going. It was like no convocation you ever saw in your life!

CB: That is the first time you’ve mentioned it. I think this is one of those deep, dark secrets.

FM: Yeah! I suppose so! [laughs]

CB: Were you around for the John McArthur honorary degree?

TK: Yes, I was.

CB: You tell that story.

TK: Well, John Chwalek got the idea that John McArthur, who was from Pittston might be a person who could give us a lot of money. And so Bob—I think it was Bob—agreed that we would put Chwalek on the case. And it was thought that he would be the right person because John McArthur was kind of a guy who ran his enterprise from a table in a coffee shop in a hotel in Palm Beach where he lived. And he was known to sit there, and use the telephone on the wall, smoke a lot, and have a little pen and paper, and that’s how he ran his enterprise.

FM: Captiva Island. That was where John McArthur owned the island.

TK: He owned the island.

FM: They wouldn’t let him play golf on the golf course, so he bought the island. Really!

TK: That’s a story I didn’t know!

FM: John Chwalek and I went down there and visited.

TK: So this must have been under you, then, not under Bob.

FM: It carried over into Bob’s administration because I came back for the convocation that gave the honorary degree to McArthur.

TK: So I’m not sure if this is the story that you’re thinking of, but McArthur got the honorary degree, and he was very closed-mouth about what he would do, or not do, and he stayed in the Hotel Sterling, and he lost his wallet. Is that the story? And so someone as a cleaning person found it, and the wallet was returned. And as the story goes, he never gave her any kind of reward for finding his wallet. That’s at least the story that I was told.

JR: In the speech he gave, somewhere he said, “I know what you people want.”

TK: You build a college by degrees, but.

JR: He almost, from my vantage point in the audience, he almost fell off the back of the stage.

TK: I think that's right, yes. They had him up on a raised thing, and he just missed, going head over it. [Laughter]

FM: But he never misled us, because when Chwalek and I went to see him, we'd spend 3 days waiting at the corner table, and John played golf. But when we did finally meet with him, it was about 10:30 at night, and he had a circular merry-go-round bar area. And every mother with an attractive daughter was trying to market her daughter to John McArthur. First time I ever saw that! And Chwalek of course, knew exactly what was going on! But he was very frank with us at that meeting and said, "My wife and I have setup the McArthur Foundation, and everything is taken care of. I have nothing to do." And he was right, so we gave him the honorary degree just in case! Because we already knew that he was not going to give money.

TK: I see.

FM: But it was carried over to Bob's first year. I went back for Fall Convocation. It was not a big academic event. I think in October of '75 or '76. 1975.

CB: Actually, having brought up John Chwalek, I think we need word portraits from you on George Ralston, and John Chwalek. And John Whitby.

TK: Okay. I'll try! So George Ralston first. George was a person who I greatly respected, and George was also a person of gravitas. George was a guy who would give you a very firm handshake, and looked you in the eye, and was very distinctive in what he recommended you ought to do.

CB: He might have hit you on the shoulder.

TK: He hit you on the shoulder, yeah. He had all his mannerisms. And he was also the football coach who was known for saying to the injured player on the field, "Get up, son! You're embarrassing me!" [Laughter] George had some old-time standards.

CB: Which I told at alumni events, and people said, "That was me!"

TK: But George, too, had a moral sense about him as well, and a commitment to the community, and a commitment to students. And I always respected George, particularly in the way George would present his cases to the academic counsel that would pass on whether the person should be suspended, or on probation. George would kind of call ahead, and tell it as it is that this person needs a time out, or this person's not going to make it, or this person needs a chance from all of this. So I was able to learn a lot from George, because I had to do that in the same forum for evening college students. And so George, I think, definitely is one of the pillars of this institution, in the way that he worked with students, many of whom came from lower-income families, first-generation college students who would get into some trouble academically. And yet had the intelligence, and the drive to make it through Wilkes. A lot was George's counseling, I think.

JR: Did he give them money too, when they [needed it]?

TK: It wouldn't surprise me if he did.

JR: I always heard that.

CB: He did to some people who I've met as alums, who said that George helped them financially.

TK: I would say I'm not surprised if he did, because he was that kind of person.

CB: I'm not sure whether that was involved with Jay Sidhu, but Jay was admitted very much because of George's interest in him as a student from, I guess, India?

TK: Yes.

CB: I got him involved again. And of course among the alumni, he's probably given the largest gift of any. And the naming of the School of Business for him was a direct result of that.

But he said he would never have gotten where he is without George Ralston's intervention. I've said before on this interview—attested with you—my sense is that George as a military man, right in the thick of it in the Navy made an estimate of Dr. Farley as it related to students, so that he tried to keep any of the inerrancy of the students away from Dr. Farley's decision-making. And by the time I got here that was so much the order of the day, that as someone who wanted to be very much hands-on with students, and particularly students who were having trouble, I found it a hell of a time to get George to read me in on anything. And I felt that I was encountering Dr. Farley. Or I was being Dr. Farley, being kept. George wanted it. That was his quarterdeck.

TK: That's a good way to put it.

CB: He trained his people that way. Jane Lampe, and Art Hoover, the same way.

TK: George had a protectiveness of his quarterdeck. I'll tell you a funny story once. When I a second-year director of Evening & Summer College, I guess I was gaining some of Dr. Farley's confidence. He called me in one morning. George Ralston hadn't been preparing a report that Dr. Farley wanted him to give at the administrative council, and there were a few meetings in a row when Dr. Farley called on George, and he wasn't prepared. And he said, "We'll get to that," and he didn't, so Dr. Farley called me in and said, "I want you to go to George Ralston. I want you to tell him that I really him to get this report finished, and report on Monday morning!" At the administrative council meeting. Why is he asking me to do this? [Laughter.] He just couldn't get George to do it! And so I'm you know, 24 years old, and he's telling me to go and see George Ralston! 2 years ago, George was my Dean! So I go to George, and I say, "Dean Ralston, sorry that I have to do this, but Dr. Farley wants me to come and tell you that he really wants that report done. If there's anything I can do to help you with the report, tell me. I'd be glad to do it!" George kind of walked back, and he said, "Well, there's nothing you can do. Don't feel bad about it! I'll get around to it!" And then on Monday morning, he gave a kind of semi-report. He knew it wasn't what Dr. Farley had wanted. [Laughter].

FM: But I still go back to saying, that nucleus of founding fathers were WWII trained officers, for the most part. And somehow or other, you know that they had responsibility for a platoon, or a squadron, or a company. That was life-or-death!

TK: It was!

FM: And by God, you didn't want anybody second-guessing you or telling you what to do! And so that was a generational thing, because Whitby would never tell him how many freshmen to expect. If I had \$10 for every meeting that Dr. Farley asked John Whitby, "What's our freshmen class going to be?" when John didn't know the answer!

TK: I was there for a few of those! They got uncomfortable! But speaking of John Whitby, John was very self-confident, and I think ran a good shop, and always came through in the end. But he was also very guarded, just like we talked about with George Ralston. It was his little fiefdom, But John knew a lot of these people in all of these school districts, and guidance counselors. He was able to turn a good class.

FM: Chwalek and Whitby worked very closely.

TK: Yes, they worked closely. And Chwalek was the one that you'd send out to a little more of the schools in the hinterland to talk with those guidance counselors. And he would talk every now and then to Earthwood, where John was a little more of a Dean of Admissions at Wilkes. So they were a good combination! But then, you know, the admissions field began to change on them very quickly, and then we had enrollment problems, and a new type of admissions officer was required, and I think during Bob's presidency, Jerry Warby [name check] became an admissions officer. He was a Philosophy teacher.

JR: Yeah, that was Soter's doing.

TK: That was Soter's doing, and it didn't work very well, and I wanted to say in this transition when I was painting, that fall that we had the reorganization; the initiation of the campaign; Andy Hourigan having that terrible accident; in addition to that, somewhere in the winter of that year, there was a terrible fight between Bob Capin and Dick Soter, in a President's Council meeting, which would be just the 4 deans, and the President. And that led very quickly thereafter to Soter being asked to leave. So Bob assumed the Academic Dean responsibilities as well. So he was doing the role of the chairman of the campaign, the President's role, and the Academic Dean's role, so it's no wonder he had a heart attack a year or two later. And in the midst of that, he started to ask me to do some things without the title that would be done academically. And then asked me also to oversee Jerry Wary in Admissions. So we didn't have a direct reporting relationship, but he made that clear to Jerry. So I would go and talk with Jerry and work with Jerry during that year. And then I think Jerry left.

JR: Jack Moyers took over for one year.

TK: Jack took over, and then we—

CB: Jack Moyers was my time.

JR: Yeah, Jack replaced Jerry Warry.

BH: You fired him?

JR: Yeah.

BH: Okay, so then he may not have left

TK: Maybe I left. Maybe I had left and gone to Cornell, and then you stayed on.

CB: Well, my first personnel crisis was you.

TK: Sorry about that!

CB: I mean, everyone said the greatest guy at Wilkes is Tom Kelly. No sooner had I heard that, that you announced you were leaving. So I made my first personnel decision—well, I made my first personnel decision when I came, and 3 Physics people were not going to be here in that fall. One was for alcohol, and whatever else. So I made arrangements, I was going for ACE training for Presidents in Washington, and I arranged to fly back, and meet with Jerry Hardigan, Umid Nejib. Who's—Fred Bellas. In any event, the question came to me: should we pursue searches for all of these physicists? Well, there was no enrollment in Physics at the time. And Umid was there in his ever resourceful way. He said this is when we should combine Engineering, Physics, and Environmental Science. Computer Science stayed with Math. So that was the first decision I had made. The next one was to replace you [Tom]. I just couldn't figure starting without someone in Development, to where I perceived the college to be. So I did a search without yet being President, and I hired Dick Charles. So Dick started with me as I came, which worked out fairly well, not great, but. But Jerry Wary, he had some of the same traits you talked about. He wouldn't give you a straight answer. You'd ask "Where are we? Are we going to make it? It was like trying to get Andy Shaw to tell you how much money we were getting from grants. And that's part of why I fired him. Those were my first two personnel actions. Negative ones.

TK: Well, I didn't leave because you were coming. [Laughter.] When Bob had announced that he was retiring a year in advance, it was kind of a combination of my feeling that I wanted to move on, and I also didn't know what kind of president we would get, and I didn't want to be stuck under someone who might not be a good president. Bucknell was recruiting at the time, because you may remember that I chaired the 50th Anniversary Campaign with Bucknell, and we had Bucknell involved a lot with us that year, athletically, culturally, and we had their President to give a major speech at the 50th Anniversary, O'Brien, and he then began to recruit me to come to Bucknell to be associate VP of Development, and shortly thereafter to become VP if things worked out. And Tozier Brown, who had been our counsel for the Alpha Campaign that I mentioned earlier, from Marts & Lundy, was at the time kind of in-resident acting VP of Development, and he had worked with me, so he was agreeing that I should come. So I was being recruited there. I was a finalist for the Presidency of Lebanon Valley College, and I was also a finalist to be Associate Dean at the School of Management at Binghamton. And so I had a lot of that going on at the time. So I chose to go to Binghamton, because I wanted to get into more academic administration. Which I did, and then became the Dean at Binghamton about a year later. And then I did that for 6 years. So it wasn't your coming

CB: It was a wise decision for you.

TK: Thank you.

CB: It really was. I'm saying this with humor, but it was one of the urgent things I had to figure out how to do. You know, I'd been president of a small college, and Wally used to say I had all the problems at Deep Springs, you know, with 24 students any other college president had except parking! [Laughter.] But everything else! We just had out 100th Anniversary gathering, and we had over a third of all living alumni.

TK: Wow, that's incredible! Remarkable!

CB: But the problems there were up close, and they were all the same problems. Say a little more about John Chwalek. So John was kind of a salt of the earth person who was very well-intentioned, and was a networker. And I knew John from when his son went to school with me in Forty-Fort, and John was a coach in our Little League program, so I came in with that mindset about John. And John, as I said, had a different style. He was very down-to-earth; very "let's go play a game of golf, and make a friendship, and that helped a lot with John's success, and gave Wilkes a person who could go out and talk to people within the community that maybe other administrators couldn't, but John was not the most organized administrator in the world. That may not have been his forte. He needed other people around him to follow up on initiatives that he would undertake from time-to-time, but John was an idea guy. He was forever coming into your office, and going, "I have an idea! We ought to do this on Saturday!" And some of the ideas were really, very good. Others were not as feasible.

CB: Were you aware of the football thing that he set up to honor the best Division III football players?

JR: That's right it was a national thing.

TK: No, I wasn't aware!

CB: Well, it's just a perfect example of what you were saying. He came to me and said, "I think we should have the equivalent of the Heisman Trophy for Division III football!" I said, Okay, how do we do it?" And he did it! So we met at the Ramada, and we had coaches from all over the country, and the top athlete, and the team that was the winning team—it was all John! In his ancient And Ottie was already badly into Alzheimer's.

JR: One of our players won it!

TK: Really? Good!

JR: Yeah, the running back who gained 6,000 yards.

CB: Was it Notre Dame? No.

JR: He was a very good student, too. He was an Engineering student. He was a 230 pound running back. He ran over everybody! I can't remember his name, though.

CB: I just found—this is a little bit delicate—I found that people had kind of pushed John off the scene. Jerry Wary, etc. So John had to make his deal with me as the new president. And the first thing that came out of it was the Bell Tower! It was my first construction project! And we needed to honor our first physician, who was Dr. Burns. There was so question as to whether it was Dr. Burns or some man with an MD in Georgia. But Dr. Burns name ended up on the plaque. So the Bell Tower is kind of dedicated to Dr. Burns. And that got me involved with Peter Boland. Because Peter Boland designed that, and that segued right into the development of the Marts Center. So my great experience was with Ann Marts. I courted her, while Jerry Soika at Bucknell was courting her. Because there were trusts that could go either way, to Bucknell Jr., or to—I think we got them

TK: You got them! Congratulations!

CB: We'd never met up in her apartment at the same time, but it got loud when we got together. We really liked each other. And he came for our—when we became a university. So he was part of that ceremony, along with the president of the University of Pennsylvania! The one that had the NEH—it begins with 'S'. You know him as one of your presidents. Major guy. Anyway, the theme was the oldest university in Pennsylvania to the newest. And Soika came as the "Bucknell Father." But I found John, 90% of the time, on target.

TK: Whitby or Chwalek?

CB: Chwalek. He came on real problems that existed in the institution—cut across the board—not just in Admissions, and he would come in very quietly, and I know that it was an issue that had to be dealt with.

JR: John took a real liking to my youngest daughter in fact. He was at her wedding. But for 2 of the years she was here, she had breakfast with him almost every morning. And occasionally I would go to. And we would eat at this—it's not there anymore—but.

CB: The sandwich shop.

JR: Yeah, and I'd go occasionally, and it was really funny because, at the end, John would go up, and Amy would follow him, carrying his wallet, his pipe, everything he forgot! He wasn't organized.

FM: But John was a renaissance man in a lot of ways, when you're in all the pre-information Age business that he was in—Placement.

JR: And he recruited some of our best students.

FM: Oh, absolutely.

JR: Not the mediocre ones, the best.

FM: He recruited them with Whitby to come, and he made sure they got jobs worthy of their fields. And he did by fantastic networking, we'd call it now, with no internet context. But he knew Shaughnessy from Connecticut, and 80% of their faculty, in their Elementary & Secondary schools were Wilkes graduates. And he knew accounting firms, and business firms, and by God,

you never lacked for a guy to go to a good job with. He's like Chuck Reif. I mean, he held the standard. I never wrote a letter of recommendation for my students. Chuck would not permit it. He wrote the letter of recommendations for medical schools. And he didn't trust anybody else to write, and medical schools got to the point where they acknowledged the accuracy, and the character analysis that [Chwalek] provided for them. So that level—that's not part of your job. Technically, he could say, we recruit them; we give them a degree, and their off into the cold, cruel world. I mean these guys took their follow-up responsibilities very seriously. But he was the greatest networker I ever saw. He knew every problem going on within the faculty.

CB: He networked with the counselors in the schools to recruit the students, and he networked with the superintendents, to place the teachers in their schools. I mean he was a one-man act.

FM: But he knows we've talked about the problems of the loner-complex, which I attribute to the WWII influence. How it permeated everybody we've talked about in that founding administration. Isn't that fascinating?

CB: And one guy I want to hear you talk about is Al Groh.

TK: Okay. Yes, Al Groh. Al was my former teacher. I had Al for Public Speaking when I was a freshman. I liked Al very much. In fact he was an accomplished poet. He wrote a lot of poems that could be children's poems, and he gave them to me for my children. And he wrote a poem when I was leaving Wilkes, and then he wrote poems that were published on the Wilkes holiday card. And I read a portion of that poem once to my division, when I had a divisional holiday party. And I wrote to Al, and said, "I read part of your poem that I just received on the holiday card from Wilkes." And Al wrote back to me, and he was delighted that I had done that. So Al actually reported to me during the time that I was Dean of External Affairs, because Al had been relieved of his duties as director of the Dart Center. The relationship became too strained between Al and Klaus Home, who was the head of the Theater Dept. So it was decided that Al would leave that responsibility, and Al became—I'm struggling to remember Al's title, but—Director of Cultural Affairs, so he was in charge of the concert and the lecture series, where Wilkes would bring in outstanding artists, or a musical organization to perform. Al did things like that, and then he organized to serve as liaison between Wilkes and cultural organizations in the community. So that job was gobbled together. John Chwalek also reported to me, when John was relieved of his duties in Career Development. We made him Director of Community Relations, or something like that.

CB: Did John and Al do their Masters' Degrees at Syracuse together?

TK: I think they may have.

FM: A trio of them did a commute to Columbia. George Ralston, Al Groh, and—he taught English.

TK: It was Columbia, yeah.

CB: But Al Groh, I think was a Syracuse graduate, right? Undergraduate?

TK: No, he was Wilkes, but he then either could have gone to Bucknell, or it could have been Syracuse. I don't know. But in any event.

FM: It was Syracuse.

TK: It was Syracuse, so it was 2 years here at Bucknell Jr., and then he transferred to Syracuse. So Al had great ideas. He was very empathetic. And Al could get things done. Although sometimes he wasn't the most organized. And I always thought that Al would have been better suited to have been a professor. Poetry, and Public Speaking, or Drama. Something of that nature.

CB: Well, the Fine Arts Fiesta was really—

TK: Yes, thank you! He was one of the originators.

FM: I thought about 2 guys who I'm linking in my mind, as we speak. One is Al Groh, and one is John Reese. Both basically dealing with extracurricular activities: Theater and Wrestling. How many English professors, or History, or Biology professors—have their former students return to campus for fundraisers? I mean John Reese, it's just unbelievable what those guys do. And Al Groh, you can't speak about Al Groh in this community without [inaudible]. And I'm coming to think that the common denominator was—they taught students that you had to really dig deep inside to succeed in life. Al Groh, for example, if you take Liz Slaughter, an arrogant Black woman, who wasn't going to take—Al Groh took her, and Liz said to me, he made me do things. Go back over, and over until you can go deeper than that. And John Reese with his wrestlers.

TK: Yeah, that's insightful.

FM: You're in the 125lb bracket? You're the best in the world! And those guys succeeded in a way most teachers would not. "Al, that's not teaching!" But the students responded to Al saying, "You've got to get on that stage, and not be afraid! You've got to really dig deep in yourself, and he got that from being scared shitless in a B-17 bomber. He told me. He was assigned as turret gunner, and he said, "You fall into that thing, and once that turret was airborne, that's when you got into that, and you couldn't get out until the plane. And he said, on my third mission, I shit my pants on every mission. I said was put on medical leave. Three days they left me alone. And I knew I couldn't do what I was supposed to do. But the doctor knew I couldn't get back in the belly turret. So he was assigned to a waist gunner. And he did all his missions a waist gunner. That war experience taught him that he had to overcome his fears. And John Reese was the same way. "I'm a little guy, but God dammit, I can lick the best in the world!" whether he's a Penn State wrestler, or not. How do you evaluate that kind of impact as a teacher? You can't give a test for it. And you really can't fully understand if you thought—

TK: Particularly for our students in the era when they taught our students when they came from Hunlocks Creek, or Bear Creek, or Swoyersville. They needed teachers like John and Al that could do that with them, and say "You can do this."

CB: Like John Reese, who every 5 years has students come back, and have a big celebration for his birthday. When we did a celebration of the Darte Center, celebrating Al, there was a nice

picture up of him. I think it was from “Guys & Dolls.” They redid acts that they had done for him. And Rhea Simms, and Liz Slaughter, and one other woman, who also was local, who were singing together. It was spectacular. And they were all very, very talented. But he had invested in what you [had talked about]. I think this is a terrific—this session is worth it, just having gotten to this. And to figure out that those things that Wilkes faculty did with their students. Dan Kopen. It was Chuck Reif not allowing him to have any punctuation mistakes in what he wrote. And Biology. And that piece he got out to St. Medical School. I mean, he discovered that he was doing better than the people from Harvard and Yale, and back to Chuck Reif. That kind of demand of perfection. That he inculcated that into his person, which made him a kind of difficult trustee. I got him on the Board! Some successes you don’t need, you know? But he had that quality. Paul Wender. Paul Wender was Bill Stein. He was not an easy guy, but Bill Stein recognized that Wender was a brilliant student.

FM: He was Chemistry, wasn’t he?

BH: Yeah.

TK: Wender’s GPA was not that high. It wasn’t low; it was good enough to get into Yale, but he was not at the near 4.0 average. He was very creative in his thinking.

CB: I don’t know, maybe you two can talk about this, but the *Economist* rating of Wilkes. What was it that they looked for?

FM: I think they were 65th—or 26th.

CB: They were right within MIT, in the 20s. But what they were measuring, I think, was what happened to students within 5 or 6 years. Now, it used to be one of the great frustrations as President, was the *US News & World Report*. Because in effect, it was measuring the quality of the student when the student entered. So the SAT score. What we needed to be measuring was our students when they left, compared to where they were when they started. That’s what Wilkes has been good about all through its history. In here [autobiography], Farley talks about going for the superior student. And they were very tough on admissions in the early years. If you didn’t show that you had it intellectually—

JR: The *US News & World Report* too was—I don’t know if it’s still that way, but when I was Vice-President, you and I had a vote that counted 25% in that. And I was told specifically by my counterpart at King’s, who was a priest at that time—the fellow who replaced Don Farmer—that the Bishop instructed them to knock down Wilkes, in that vote, and vote for the Catholic schools in the area.

CB: Yeah, that’s the mixture of the local parochialism and competition, with the framework of evaluation. It just struck me as missing. Particularly, given what we have helped students accomplish here, right from the beginning. And I think Pat Leahy has really honed in on that. And having come from the University of Scranton, where I’m sure he did this with Jesuitical precision. He really understands the culture.

JR: He had a nice letter in the Sunday *Citizens' Voice*, and I assume the *Times Leader* exactly on the night you met [inaudible 2:32:51].

CB: Good.

JR: Within the last month or so.

CB: Well, I thought our challenge was to figure out how to evaluate students as they left, compared to where they were when, and in effect, that's what this *Economist* rating, which we didn't participate in. I mean, they took the public data and made their evaluations of institutions. And I said to past people, "You've got to push that matter. That is so impressive."

TK: Yeah, that is very impressive.

JR: And they do push it.

CB: Yeah. To kind of bring this to a conclusion, besides anything on those notes you have not said, because you've now been part of the state system at the upper echelons of leadership, and know the New York state system, which is very different than the Pennsylvania state system, comment on Wilkes as a place you've known from the ground up, which you've also looked at from a distance of 90 miles away.

TK: My first thought would be towards saying that Wilkes punches higher than its weight class. In other words, the data that you just presented, Wilkes results, in terms of getting alumni into the world to do well exceeds what you would normally expect for other colleges of Wilkes' size and nature. Over the years as I've looked at the *Wilkes Quarterly*, I've remarked to my wife that Wilkes has placed a lot of people very well, like Rittenhouse became a CEO of EDS, and other people who have done very well over the years. We had a Dean who was Dean of Berkley's Law School for a number of years.

CB and FM: Jesse Choper.

TK: Yeah, we've had—who was the physician who IH for many years?

FM: Sheldon Cohen.

CB: Cathy DiAngelis.

FM: Well, Cathy DiAngelis, whoa baby!

TK: Yeah, so if you look at Wilkes now, only the first 5 years out, as you're talking about this *Economist* survey, but if you look at what they did, further going out—Joe Penola, for example—was President of Bank of America. He was a trustee, and he was one of the ones that we were able to bring on the Board as an example of an out-of-town alumni. An alumnus who would have the means to be helpful to us. So we can go on and on with naming people, but I think that's my first impression of Wilkes. On the other side of the coin, however, Wilkes is still not that well-known. So many people that I've run into, when they say, "Well, where did you get your 4-year degrees from, and if I say "Cornell," it's the same reaction [Breiseth] got, or the same reaction that [Dr. Mike] got from Penn, and I'm not sure where you both got your PhDs,

but the same with you [Heaman and Rodechko], and a Master's from Lehigh, and my Bachelor's is from Wilkes, and I still often get, "Well, where is that?" And I'm only 900 miles away from Wilkes. So somehow the name has not been promulgated out as widely and as effectively as possible. And so I think that's one thing that Wilkes has to work on to find new ways of getting the name out there, because it's a beautiful campus, and it does well in terms of educating students, and getting them out into the world where they excel. And I think the name just needs to be promulgated to a greater degree.

BH: It's part of the style of the place, though.

TK: Yes.

BH: The people who come here don't talk about jobs. It's part of the culture.

TK: Well, they don't talk about themselves much as Wilkes graduates, either.

BH: You figure the, out; you discover them.

TK: Yes.

FM: What's your demographic profile at Binghamton?

TK: In terms of general freshmen?

FM: Yeah. General population. I know you've got 17,000.

TK: Yeah, we've got 17,000 and the average SAT score is approaching 1350, and the School of Management is even higher.

FM: White Anglo-Saxon?

TK: There's about 20 – 25% Asian-American. We still are about 35 – 40% first-generation students, because we get a lot of students from immigrant families. Those are recent immigrants from the New York City area. Russian, Chinese, Dominican. There's a big Dominican community in Queens. There's a big Korean community in Queens. We have a Korean Cultural Center as gift of one of our graduates, who also made a large gift to the School of Management. And so we have a lot of first-generation, a lot of ethnic representation: Korean-American, Korean; Chinese-American, Chinese; Russian-American families, immigrants, Dominicans. And we used to be very heavily Jewish: about 25 to 30% was Jewish. Not as many students of Jewish faith as we once had by percentage, but by numbers yes. Because the percent has dropped, but the numbers are still very strong. And we have a Chabad House on the edge of campus, in a private property that is highly successful. We have a strong Hillel program as well. Is that what you were asking me in terms of ethnicity?

FM: Yep.

TK: But we now draw from 48 of the 50 states. We have much more of a national draw now than we ever did. And at commencement, we have flags that hang around the ceiling of our large event center that will hold 10,000 people, and we have all of the flags of the world represented where our graduates have come from. There are just so many of them. I'm intrigued, and I'm

not even sure I want it to go on the record, but it doesn't matter. You look at American Higher Education general, and the major state universities, and you watch the football games, and you look in the stands, and you're really dealing with a White Anglo-Saxon population that public perception of the Penn States of the world, and so on. I sat waiting this morning in Starbucks. Bought a cup of coffee, and sat there. I have never seen diversity like I have seen this morning on this campus.

TK: That's good to know.

CB: That's fantastic.

FM: Ugly, physically; big, small, fat, skinny, gorgeous, ugly, you know. You name it, and I saw it, and that's why I say, I'm not throwing darts, I'm just saying, I have not been exposed to the diversity that I saw sitting for an hour this morning, just in that Starbucks watching people walk by.

JR: One was probably my grandson.

CB: Do you know the statistic that Dr. Leahy quotes on the identifiable minorities? It's over 25 percent.

ES: Yeah, it's quite high.

FM: I thought I saw something in the bulletin of the breakdown. But it's amazing.

TK: That is amazing.

FM: I think the Wilkes that Dr. Farley knew, and dedicated his life to was dealing with the sons and daughters of coalminers, and you know, women who worked in the garment factories, and children. We had less than 2 percent. We didn't know what integration was at Wilkes when the government started to say, "You've got to take more Black students." We said, "You can't get Black students in Wilkes-Barre!" Blacks never had a chance in the economy of the coal and steel industries of that generation. But you look now, and a lot is, I guess, immigration. Indian, I saw a lot of Indian at some beautiful [inaudible].

BH: A lot of that had to do with your faculty at the time. A lot of the faculty were from coal families.

FM: And Jim I think, had mentioned at one time, they're different to teach.

JR: Yeah, they are.

FM: You're not coming from a shared youth experience. Like we have a shared out of high school, and college, and so on. You look at this population, and it is not a shared experience by any stretch of the imagination. The challenge to teachers must be tremendous.

CB: But you know, at the same time, an awful lot of these kids that may have different skin color are going to come from very similar family backgrounds.

FM: Yes. When you talk about first-generation, you're absolutely right.

CB: Urban and suburban schools, and whether they're part of the clubs or play athletics, or, etc. My sense, and I've been on the campus now several times in just the last year: there is a very comfortable sense on this campus that everybody fits. And there's enough people, a variety, that no one stands out. It's open. And I remember we had, in the Community College of Philadelphia, we had special programming, and we got some funding for it from the Hearst Foundation [name?], for God sakes, to bring up transfer students from the Community College of Philadelphia. African-American students. And he was our wrestling coach? Al?

JR: Zelner?

CB: Zelner, there it is. One of his assignments, and there was a lot of heartache in that, because these were rough Philadelphia kids. But one of them stuck, and became part of the administrative staff here. Continued to have children. She put them in local schools, and I don't know if she's still here or not, but that was a good experience for the college to have, just to kind of deal with inner-city students. To deal with a middle-class Black kid is no different than dealing with a middle-class white kid, or Indian kid, but when you're dealing with kids who come out of the kinds of neighborhoods that my daughters are teaching in, in Baltimore, those kids do have a different culture. You do have to figure out how to reach them as the John Reeses and the Al Grohs reached people in their time. But it's doable.

FM: I didn't mean to be making those remarks in a critical way, I'm really making them in the most positive way. I mean if you can deal with a population like that, that's still the same motivation that Farley was dealing with to provide educational opportunities to.

CB: And Pat Leahy. Leahy boasts of that right up there with anything else he's boasting about. It's the diversity of this campus now. And the faculty. You've got major leadership people who are African-American, or African. So any final comments?

TK: I wanted to add, in response to your question, we now also have more and more students showing up in BMWs and Mercedes, because for many families down state with means, a common theme is Binghamton is high quality for a state price. So go to Binghamton, and then we will pay for you to go to a fine, private university for your graduate degree. And so we're starting to have more of that than we've had years earlier. Because when I went to Binghamton, it was much more of the middle-income, and lower-income students. And it's changed now. We're more international. We have more of a blend of ethnicities, and we do have more of a middle- and upper-income family representation, more so than we did years earlier. So it's more of a growing up process into what many universities have today.

CB: Anything else?

TK: No, I've been glancing at my notes, and I think that we covered almost everything, and thank you for listening. Have a wonderful weekend.

ES: Before we wrap up, I have one quick note. I think we've been discussing Gertrude Dohn earlier.

CB: Gertrude Dohn, and the dorm was named for her. Gertrude Dohn was the Dean of Women, and the house next to Waller. President's house, Waller, and the brick colonial next to that is—or maybe other side of—the house of the Waldners. There's no one home.

JR: Isn't that the house that's named for Dr. Mike? Well, that's the corner.

CB: It's the old Barre Hall.

FM: No, Michelini Hall was a private home at the corner of Academy Street, and South River.

JR: I'm on the wrong street then.

TK: So would Dohn Hall be a place where football players are housed?

ES: Possibly.

BH: Yeah, I think they are.

TK: Because I have a friend of mine whose nephew is here, and he's a big defensive tackle on this year's team as a freshman. And she just told me this the other day, and I mention this to end on a humorous note: She said he's in the residence hall, and it starts with a 'D' and it's named for a lady, she said, and they swear that the house is haunted, and the lady's portrait gets moved, and then the next morning, it's back in place. And so they're all saying the house is haunted!

[Laughter]

CB: Are there ghosts on campus? We can talk about Kirby Hall!

JR: There are no big defensive tackles on our current freshmen team.

CB: Well, if there's anyone that should be able to deal with a ghost, a female ghost, it should be a defensive tackle. [Laughter]. Thank you, Tom.

TK: My pleasure.

CB: This has been most enjoyable. Dr. Mike, do you have any final words?

FM: No, I'm just delighted. I think you've made a real contribution.

TK: Oh, thank you. It's always a pleasure.

FM: You've kind of reaffirmed first-hand what we had [in mind].

CB: Well, and I think you've really put Bob Capin's leadership in a long-term [portrait]. Are we still on?

ES & TK: Yes.

CB: One question, as I've thought about Bob's career and your career, I don't think we've ever talked about the evening part-time program as a part of Wilkes' purpose. So back in your time, and in Bob's time, what role did that play?

TK: Well, it played a very important role because, we had a large evening part-time population. That first year that I started working here for Dr. Mike we hit 700 headcount for evening school. And the summer school was used in a variety of ways. It was used to make money for Wilkes, because students coming back to the Valley who needed a course could take it here at Wilkes, and transfer it. But it also enabled students who had failed a course. And George Ralston would say, “Let’s give them one more chance in summer school. If they take this course and this course with a B average, we’ll let them back in in September.” Well, that generated more money, but it also provided an avenue for the kind of students Wilkes had at the time who were struggling, to maybe go off the rails, and get back on the rails through summer school. And so that was very important. Also it enabled Wilkes to take the marginal student from local high schools, and say to them “Well, we’re not going to admit you to full-time enrollment in September 1966; we will give you a chance during the summer. And so take English 101, that was always a John Whitby requirement, and some other course, and some other course in the second semester, and then you can come in as a second semester freshman, if you attain a certain average. So Whitby would then transfer the files to me. I would call each one of them—and Bob before me did this—and counsel them, and try to tell them what they were up against that summer so they could be successful. Now in the Evening College, Wilkes offered the opportunity, particularly in Business, for working professionals who wanted a degree and didn’t have one, or had a partial degree. Maybe they went away to some school, and they had two years, or three years, and they came home, and they had to work. Now they’re working full-time, had a family when they wanted to finish their degree. It gave that opportunity for people to get their degree. They required counseling; it required some pretty adept manipulation of what courses would be offered at what time so that you could sequence them through, and it also made extra money for the college. So it was a very important thing. In fact, Dr. Farley, when he recruited me to come, he said, “And I want you to”—there I go with the finger again—“I want you to promise that you’re going to visit every major employer in the Valley, and have a brochure for them, and encourage them to send their employees who want an Evening College Degree to come to Wilkes.” And so that first year, I did go out there—

FM: That was a very perceptive question because you’re opening a totally different door on the perceptions of what Wilkes was, and what it did. A lot of those kids were from the most well-to-do families in the Valley, who had gone to a prestigious school, got wrapped up in fraternity life, sorority life, or bummed out, and they came back to Wilkes, and said, “Jeez, this place is a lot better than that!” and never went back.

TK: I gave George Sordoni as—

FM: It salvaged a lot of lives to young kids who did not accommodate to being away. Even though they could ruin you still, but.

JR: I never thought of that. That’s right.

TK: George Sordoni came to Evening College, and then was my student in—I think it was a Statistics class. There's one example of what you were talking about.

JR: Bob and I have to leave to feed our dogs. [Laughter.]

CB: It's time for us all to go to lunch.