Oral History Interview---Joe and Barbara Bellucci, 2019 January 25

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Barbara Bellucci (interviewee)
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Transcribed by Mollie Rance.

Francis Michelini: I would add just a little bit to Chris's introduction to say that the early days of Wilkes, the most critical department in terms of prospective students was the Education Department. And the relationships that were built with school districts that employed the Wilkes graduates, through John Chwalek, and John Whitby, and [unknown] Shaughnessy from Connecticut who was a bosom buddy that would come back to Wilkes on trips, when he would never leave his Connecticut office otherwise. But that Education Department, in my mind, in retrospect, was really a very critical building block in the entire initiation of the College. It created the market, really for our graduates.

Chris Breiseth: Yep. And there was a link between the discipline programs in Education. I mean, right?

Barbara Bellucci: Yeah.

CB: I mean, so that one graduated, say, as a History teacher, you graduated in Education and in History.

BB: Mmmhmm

CB: Which was what was lacking in Schools of Education for so many, many years.

Joe Bellucci: I got here in '67, January '67. And there were, half of the kids who were graduating, students that were graduating, were in teacher education. But as you said, they had a major in English, or History, or Biology, it wasn't a watered-down degree. They were in with the regular Chemistry students, Biology students, [etc.].

FM: Right.

JB: And they were—and then, part of the problem, as time went by—this sounds negative, but was the State.

FM: Mentally, I was thinking, that the State Department of Education was no ally!

JB: No, it wasn't. They were throwing in additional requirements that—a student would have to have 150 hours to graduate! And basically that's what wiped out—even an elementary school teacher would have to have a major in English, or History, or Chemistry, Math, whatever. And, like I said, the State really caused that to change.

Bob Heaman: Things went from faculty—half, 50% that one year. So, we had 22 faculty in the beginning. Like 10 or 11 at the end.

Jim Rodechko: Well, Education—the Education program—made it possible, and probably caused the country—the Liberal Arts colleges to be Liberal Arts colleges because the curriculum had to be generic. [They] were getting jobs for History majors, English majors. That all changed, I think, in the '70s. Partly the State did it, and partly, other programs appeared—

CB: Professionals—

JR: --that couldn't really tolerate a loss. It wrecked them.

CB: Which, in my years here, we struggled with. Just between the Engineering requirements, and the general ed., the large requirements. How much of [the work do] Engineers have to do given their very demanding curriculum? Let's go back to the beginning. In your own backgrounds, educationally, before you got to Wilkes, what drew you to this strange little place?

BB: I think Joe needs to tell his part of the story first, because he was working on his doctorate in Psychology, and was a consultant at the Hazleton district?

JB: Yeah. And Wilkes just happened to need someone to teach ED Psych. And that's how I got here. Every Tuesday and Thursday I had off. It was just the way my schedule was, because I was doing mostly consulting. And it just so happened that, I took Gene Hammer's schedule, which was a Tuesday/Thursday schedule. That's how I came here.

BB: But then in the Fall of '67, you went full-time.

JB: Yeah.

BB: And I was very full-time, because I finished my Nursing degree, and then I got a Master's, and then I got 18 graduate credits above the Master's in Special Ed, and 21 credits above that in Social Studies, and two Masters past my Doctorate, so I got my money's worth here. Four degrees from here, plus lots of additional credits.

[Laughter]

CB: That's a story in and of itself.

BB: And here's another story: I thought we had 16 family members that attended Wilkes, but I could only think of 15. But that's quite a lot.

CB: Mmm. Did you count yourself?

BB: I did. Of course! I took count of myself 4 times.

JB: I bet you missed my cousin.

BB: Who is your cousin?

JB: Sybolski.

BB: I did!

JB: Yeah?

BB: Okay, that's number 16. [Laughter] We were very good family recruiters.

CB: Now, Dr. Farley is still on the scene?

BB: Yes.

CB: What were your impressions of him? What were your interactions with him? Right at the beginning, then over the next five years?

JB: Well, coming from a public school where the principal had the final say, it was whatever he said goes! [Laughter]

FM: I think he understood that.

JB: I mean, really! I just saw him as a strong leader because, this is the way it's going to be, and that's the end of it. And in fact, when she mentioned filling out those forms, it just reminded me of how legalistic everything has gotten. I mean, I was involved with the State when the Right to Education came in. I was doing hearings; I was writing the appeals for the Secretary of Education, literally. And I mean, everything was so legalistic! I mean, it got to the point where, they needed three of us, or at least two of us. One lawyer; one psychologist to write the reports, because everything became, like I said, legalistic. And it just kept getting worse, and worse, and worse.

BB: But on a lighter note, since I was an undergraduate when Dr. Farley was here, I remember I got in trouble one day because I had two kids, so I had other things to do. You weren't allowed to wear slacks, or jeans, or pants before 6:00.

CB: And you did?

BB: I did, because I was a mother. I had lots going on! Who chewed me out?

JB: Chuck Reif.

BB: Chuck Reif.

[Laughter]

CB: I think Chuck Reif comes up in every one of our discussions.

BB: We'll delete that from the transcript! [Laughter]

CB: Oh, there are things that would get Chuck into trouble right now that are ON TAPE that we have recorded. Um, do you remember the transition, as Dr. Farley sort of phased out, and Dr. Mike came in? I mean, we've done a lot of organizational issues of governance; things like that. I mean, what do you remember about that transition?

JB: I thought it was very smooth until the flood. The Troika took over, and that's—I don't know if that's a fair expression to use, but that's what the faculty was referring to it as. Because you had Farley, and you had Mike as the Dean, and the transition took place, and then all of a sudden, we had, like I said, the Troika. And this school was doing one thing; this group was doing [another]. I mean, it just seemed to split the school. That was my impression.

FM: The division struck you.

JB: I mean, yeah.

CB: Dave **Leach**, Ben, and Ralph.

FM: And Ralph.

CB: And we've interviewed them. We mentioned them earlier. He's a wonderful guy.

JB: I'm sorry. I don't even remember who they were. You're right: Ralph was one.

CB: Ben Fiester, and Dave Leach.

JB: Was Ben Fiester one? I don't remember.

FM: The history professor, um—Dave Leach.

BB & CB: Dave Leach.

FM: And you know, I always feel apologetic and defensive when I say that, but when I became president, Dr. Farley became chancellor, the expectation was that by relieving the president of the fundraising duty—because we were in the middle of building a $7-million-dollar building, which we couldn't afford, and were counting on. In fact, we even left the third floor [out], or eliminated one floor, so. But the college had no resources.

CB: Yeah.

FM: And so that division structure when I was Dean, and Farley became Chancellor, and [then] I became President, we were looking at seven students' tuition to replace the Dean. That's the kind of arithmetic you did in your head. How much more tuition income am I going to need to handle that? And the division structure seemed so logical. All the department chairmen ran their little universe, anyway. But I never saw, from an administrative stand, that I was really kicking the applecart of accepted authority lines. And then the flood came, and saved my butt. [Laughter]

CB: Yeah. Yeah, that was one of the—probably quoted five times on these recordings. That part of my understanding, coming in after all of it was over, was that the flood saved Wilkes, because the internecine struggles were—were pointing in the direction of the faculty resisting being managed in any way, but you can't grow as institution without some management, and everyone had to pull together to save things. And Mike did the heroic labor. We didn't really focus with Ben on what were the peculiar burdens that he carried in the flood aftermath. But I think we get past the flood, you get to Bob Capin, [and] we kind of are back to where we were before, but without the division chiefs. So, at that point, I come in: department chairs are kings, and there were no queens. And they had power: they didn't have power over the college, but they had power over their people, and in certain departments, it was more dramatic. And it seemed to be a tenure for life as a department chairman. So that just threw into relief the fact that we've gone through this post-Farley transition to share the burdens, administratively. Flood hits, everyone pulls together. Mike moves on to another job. Bob comes in as an insider from student days. He's gone through the whole history of the place and the department chairs are the barons. And that's how I found the place. So, my first major action, which Bob Heaman was part of, was to create a strategic planning committee with the department chairs as the members and out of that group. They came up with the recommendation for schools. So, they recommended what you implemented from the top—or Dr. Farley, I don't know where that came from—but at that point, they had bought into it.

CB: Say a little bit about Gene Hammer and his era. He was certainly a dominant character in the Education Department you were describing. So he is gone now. I think would be a mistake, if we're going to talk about history of education at Wilkes, without putting him in the picture.

FM: I think one of the things—important things that you raised triggered a lot of things in my mind, was that curriculum [employs]? I didn't appreciate at the time—I do more, in retrospect—what Gene was trying to maintain in that core curriculum. And then when you guys (**Belluccis**) were faculty members, and knew there was no reluctance to speak out. But the Education Department had a kind of leadership that fought for equality.

JB: Yeah. And Gene had—I mean Gene's philosophy was that specialization in education should come at the graduate level. So, he didn't want a Special Ed. program on the undergraduate level. No, you got your bachelor's degree. Get some experience on the teaching at that level. Then you go to graduate school and counseling or special Ed, you know, and basically that was his philosophy. We will keep the bachelors' degrees as the classroom teacher degree and then we go into graduate study, and that's where we can specialize and get the reading specialists, the principals, the guidance counselors, the school psychologists, that's all graduate education, after you had some experience as a classroom teacher. But that was not true of all of a lot of the other schools, they were jumping in with speech pathology, counseling, Special Education -on the bachelor's level. And whether that was good or bad, from Gene's perspective, it was good. And I can understand where he was coming from.

FM: And, you know, that puts John Chwalek in a different light, too. Because he carried that message of Gene's out into the field. And that's why the Shaugnessies from Connecticut had at one time—I heard the number—80% of their teachers were Wilkes graduates! He convinced school administrators that that *was* the wisest path, regardless of what the State was trying to tell him what the standards were for a degree. And you're confirming in my mind that there's always more than one person involved in establishing quality, or establishing the kind of principles.

CB: In the same pattern, you're describing at the State level forced out the discipline major. What was pushing it out were these specializations at the baccalaureate level, which required more courses to be taken, [for example], Speech Pathology. So there was a pincers movement, in Gene's view, on what should be in, and on what had been Wilkes' specialty. Which I think is why the Shaughnessies—I spent a lot of time with him—he believed in Wilkes. And I think those teachers going out [to] Groton, Connecticut. Wasn't he in Groton?

All: Yeah, Groton.

CB: I mean, they were just terrific. I mean, they were substance-rich in their approach, whether it was in Math or Social Studies, or whatever. This was the Wilkes brand, on a teacher education graduate. So how do the two of you—and I know we're going to get to computers—how do the two of you become part of the change process for the Education major? The graduate levels? We need to address that directly, but let's take the undergraduate first.

JB: Well, we had no choice. We had to give up the major and many of the disciplines in order to get the required courses. And I remember when I was the Chair and the State called me about the music program. And they said, "Hey, you're supposed to be teaching a course on the teaching of reading in music education, and you're not doing it. And we have a Julliard graduate here, who wants to get certified to teach, and she needs that course and she wants to take it at Wilkes because she lives in Kingston. And your chairman is telling us you don't have it. You have to have it, because the state standards say you have to offer this course and you have to offer it every year." And so, I said, let me check into it. And I called, I forgot what his name was, um—

JR: Bill Gasbarro.

JB: No, it was after Gasbarro. The guy…well, anyhow, I called, and they said, "We don't want to teach those crap courses!" [Laughter] And I said, "You've got to teach them, or you'll lose your certification!" Because the lady's name was Theona Waxbaum. She said, "If you're not teaching these courses, you can't get certified!"

FM: [inaudible] –than Bill Gasbarro, I swear to God.

JB: Yeah. "And we're going to take your certification from you." I went to meet them, and I said, "Look, I don't care if you teach this lady the course one-on-one. If you don't offer this course and say it is part of your curriculum, you're losing your certification!" And she had told me, she said, next review, "I'm going to be looking for that."

CB: [Chuckle.] That was Theona!

JB: Yeah, that was Theona.

FM: I never heard that story.

CB: But you knew Theona Waxbaum, didn't you [Mike]? Did you know Theona Waxbaum?

FM: Nope.

JB: I think she was after your time.

CB: She was the sheriff. For all of us.

BB: Well, the State continues. Because I wasn't teaching—I wasn't in the Undergraduate Department until 1996, when the ITEC money dried up. And here's what Joe Bellucci said **to me**: "You're very well-qualified, so you go find a job, so that Barb Moran and Vicky can keep working here." And they went out, and did workshops, and earned a lot of their salary. So, I got a job in the undergraduate program and wrote a lot of grants then. But we were up for evaluation in 2005 and we had to completely redo the curriculum, because No Child Left Behind was part of the federal legislation. And you had to prepare the teachers to prepare students to take all those tests. So, we inserted a lot of technology because we got a lot of grants that paid people, or gave them computers, or did something nice for them. So, we finally got that done. It took two or three years to get that process done. And then in 2010, we were evaluated again and they changed the structure. There were no more grades K-6 providing Elementary Education certification. This changed to Pre-K- 4 for Elementary and Early Childhood Education, and Middle Level certification included grades 4- 8, while secondary certification remained grades 7 -12. So we had to completely redo the curriculum all over again. The state kind of dictates which moves you make.

JR: How did you guys get involved in grants in the first place?

JB: I could say "money." [Laughs.]

JR: Well—

JB: Because you got the grant, you got extra money, and you were able to work in the summer and stuff like that. But the grants became available.

FM: Federal or state?

JB: Both. Federal and state.

BB: Oh, anything. We would write for anything.

CB: I mean, they were the two grants persons of the campus.

BB: Well, actually Jim Rodechko was in the first one we got, which was University Year for Action. This was Peace Corps and VISTA on campus.

JR: That was the worst summer of my life. 1975. I was on the third floor of what became Capin [Hall]. And they assigned me to your dinner dance. I was the one sending out the tickets and collecting. Remember that going away party at Genetti's Hotel?

CB: Mmm. Yes.

JR: I was the one who was sending them out; collecting the money; banking the money. Chwalek was technically in charge! He'd come by once a week and say, "What's going on?" Meanwhile, I was writing the grant for the University Year for Action. And at that point, Barbara became the coordinator right at the end of the summer. I was doing it by myself. I tried to get an air conditioner up there. [Laughter.] They wouldn't spring for an air conditioner! And it got to be ninety five degrees up there by noon! It was a terrible summer.

BB*:* The good part about the grant was the students had to work full time for the federal government. We had seminars on a regular basis, but they could only take one course in addition to our seminar course. They got a salary. They got fringe benefits. They got health care. And I think they had to go for a full year before they could graduate. And the good news is every one of them got a job upon graduation. Even the Philosophy major. Remember?

JR: We were giving 12 credits. The faculty approved twelve credits a semester for that, and in addition, they'd take a night—or was it 15?

BB: I think it was 12, but they could take another course.

JR: Yeah. That was really the beginning of cooperative education.

CB: Was that your entry point in terms of grant writing?

JB: Actually, we thought that-- the reason we did it is—this was said a couple of times: money was tight. And if you wanted some equipment, you couldn't just send the memo and say, "I need this" or "I need that." I was teaching statistics. We didn't have calculators! I mean, I'm talking about in those days, they were the old rotary calculators that were the size of—they were the size of a typewriter! And you know. So how do we get calculators? Write a grant. Then we wouldn't, and we would have to find a grant that would apply for that. Even secretarial help! To get secretarial help, our first secretary, we had hired her under the grant and she was really the grant secretary. But when she wasn’t doing the grant stuff, she was doing the Education Department stuff. And so that's how we started. And it's almost like success brings more success. And it got to the point where they would call us and say, “Hey, if you write a proposal, we’ve got some money. We can we give it to you.” And so, we would write a proposal.

BB: But the second one was the nightmare one? Act 101?

JB: Oh, ACT 101, yeah.

BB: Well, the program wasn't the nightmare. We had a week to write a grant.

JB: Yeah. What’s her name?

BB: Theresa?

JR: McDonald.

JB: McDonald. Calls me on a Friday, and she says, “Can you write this grant for us?” And I said, “Well…” And I look—it’s due the following Friday in Harrisburg! And I’m not exaggerating: Barbara started at the front; I started at the back, and when we met, we knew the grant was done!

CB: You renewed your vows. [Chuckle.]

JB: Yeah! And not only did we—and it got funded! I mean, it wasn’t a big grant; it was like $35,000-$39,000. But it was for bringing in—I think we had to bring in 30 low-income students.

BB: Yeah, first-generation college students.

JB: And give them 2 years of free education. But they got all the other financial aid money: the PELL money, the PHEAA money, and whatever. And we got it funded. And that was one of the first ones, but like I said, we had one week to write it. In fact, I ended up driving it down to Harrisburg on that Friday so it would get there, because we didn’t finish it until Friday morning!

BB: Well, we had to get all the signatures.

JB: Yeah, that was sometimes a cross to bear, getting the signatures. Because you had to bounce around to get everyone to sign off on it. And that was one of the first ones we wrote. We also wrote the Upward Bound Grant with Gene Hammer. And again, Gene did certain things; I did certain things, and that got funded.

BB: Also, there was the diagnosis of learning disabilities in local communities and also a grant with TV programs. We did two TV programs: one with Channel 16, “A Right for Living.” It was a documentary on the options for mentally retarded persons, and we had Tom Gilhool, from the PA Association for Retarded Citizens, on the TV program.

JB: Yeah. We also had the man who was in charge of the American Federation of State, County and Municipal Employees. I forget what his name was. He eventually became the federal coordinator for the whole country, then. He and Tom Gilhool, who later became the Secretary of Education, were at odds with each other on the TV program. Tom Gilhool's brother was institutionalized, and he didn't want people institutionalized. He was looking for community-based housing. Well, the federal guy, he was all for institutionalizing, because the staff were all his union members.

BB: The second television program was entitled, "Doing great like we want to be."

JB: Yeah. That's when I met Tom Bigler. I went over to see Tom, because that's who I was told the contact at Channel 28 was. I think he was the station manager. And I go to see him, and he said, "I'll have our community-based director get in touch with you, because we have to put a lot of community shows on, and it's always great if we can do one, and not have to pay for it!" So they send this lady over, an attractive young lady. And it turns out that she wants to do it by herself and leave the station out of it. And so I said, "Look, I need a guarantee. If I'm going to spend $50,000 for a 1-hour TV show, I've got to know that that TV show's going to be shown! And I need a date and a time." "Oh, we can't give you that. We have to see. If it's any good, we'll show it. If it's not any good we won't." I said, "Well, I can't just spend $50,000 on something that's not going to be any good. So I went to Rosenn, Jenkins & Greenwald, because they were Wilkes' attorneys. Dave Kuff, the lawyer I met down there said, "We're the lawyer for Channel 28. I mean, we don't do that. If we say we're going to put a show together with you, we'll guarantee you a date; we'll even give you a time, and everything like that." So they get this lady in, and find out that she was going to moonlight the job. And she wasn't going to run it through the station. But Tom Bigler was the one who set me up with her! And when I met with her, unbeknown to me until after the meeting was over, her tape recorder went off. She taped everything that we were saying. So then when Tom and the lawyer talked to her, they were going to fire her. And they said, "Unless what you're saying is not right, what you did is a violation of this, and this, and this in her contract. So she came to see me, and said, "Can't you tell them that there was a misunderstanding?" And I said to her, "There *wasn't* a misunderstanding." She wanted money up front and everything, and I said, "There was no misunderstanding. In fact, listen to your tapes!" Which, she was shocked that I knew she had taped it.
[Laughter.]

JB: I said, "Well, that's between you and the station. But what I just told you is what I got out of our meeting." And they did let her go, and the station did—

CB: —Show your film.

JB: They did show it, yeah.

BB: It was a documentary of a young, married retarded couple. Interesting and well done.

JB: Yeah. They did show it, but again, that was another example of—like I said, I didn't know anyone at Channel 28 at that time. And then a little while later, Tom Bigler shows up on campus! [Laughter.]

CB: Well, let me tell that story, because probably nothing else would provoke it, and I dreamt about Tom last night. So there are some things working here. [Laughter.]
Tom was one of the most respected news people. And when David Baltimore was going through the process of selling the station, Tom was going to get laid off. And we were struggling over a position. I mean, we were cutting positions. So the budget crunch was on. And for the only time in my 17 years as President, Gene Roth comes to my front door on a Sunday. He lives right across the street, but he's never come to my door. I've come to his, but. . . . He said, "We cannot let Tom be wiped out by this. So I want you to figure out a way that we can get him on the faculty to teach Communications." So he and I came up with the idea of Tom Bigler as Chair, and he would be the first. So I went to **Bernard [last name?],** who was the great guy who lived in the Sterling Hotel, and a major guy for the Osterhout Library; wonderful [guy]. And Tom had breakfast with him almost every morning, or dinner. And he was with a group at Conyngham, Tom Kylie. And they had breakfast. So I was a little bit in on that group. I keep thinking [of the name] Bernard Berenson, it's a name like that. **[Burgunder?]** So my first major fundraising at Wilkes was to get $50,000 out of Bernard, and then go to David Baltimore and shame him, because these two guys couldn't stand each other, to shame him. I think I only got like $25,000. So we started the bigger chair with like $75,000. Of course, the faculty were very unhappy at this unorthodox way [we hired him]. Because we were being very punctilious about how people were being added, because we needed to *shrink* the faculty, not expand it. So Tom Bigler became "Mr. Professor" at Wilkes. All of it came from a Sunday with Gene Roth. You [Dr. Mike] didn't even know that.

FM: No.

CB: So I felt a certain constraint at the time to be very private about it. Since it was the way that Tom became a part of Wilkes, I think it's an appropriate story to tell. And getting that $50,000 out of Bernard was one of my most satisfying accomplishments. I raised a lot more money from different places, but that was singular. As I think of the entrepreneurs on campus, you two (Barbara and Joe) and Umid Nejib. are at the top of the list, both in terms of, not only raising money, which you did, but in opening new vistas educationally, not only for the students, but for the faculty. One of the reasons I wanted to make sure you were interviewed, is because I just thought the two of you brought a kind of, not only entrepreneurship, but a kind of vision of where things were going in society. And in both cases, with you, and with Umid, I can say defensively that part of my job was to protect you from other colleagues who were very resentful that you were so successful, and that you were able to kind of define your realm because you were frankly raising the money for it.

BB: We were successful, but we were also exhausted because we had five grants at that time. Now, Joe had more work than I did, because he had a full-time job, and I was just being a consultant. Well, no, I guess I was with Community Year for Action then. And I sat on the steps when we got the last one and cried. And I'm not a cry-baby. I cry at funerals, that's about it.

Because Joe also had his load in the Education Department. And you, Joe, were also on that Wilkes-Hahnemann group, too.

JB: Yeah. I think the grant that really opened things up for us, and this may be one of the things—someone said we're going to get the computers—was the Title III grant. Again, it was one of those things where, in the Grants office, "Can you write this grant?" And I never knew what Title III was. One of the things that I will say about the grants is, if you can get to the grant workshop that the federal government has, or the state has, to find out what they're looking for, it makes a big difference. It really does make a big difference. So the first grant we got, I guess about $600,000 for the first Title III grant. I guess that was for two years. That's when I put in buying computers. To me, I saw the microcomputer as the way the future was going to go. Then when that one was about to run out—and I laugh now because Chi Ping was around then. And Chi Ping and I went to Washington, and we get down there for the pre-grant workshop, and we walk into the meeting at 9 o'clock and the meeting has been canceled. The government is shut down.

BB: Like now.

JB: Like now. [Laughter.] And there were screaming because they'd come from Hawaii, from Alaska, from California, and the government shut down. Well, what do we do? Well, we can't go over the guidelines. We can't do anything. You go home. And these people said, "Well, we're not going to get money to come back!" Well, we came home, and we wrote the grant. And again, Barbara would start at one end, and I would start at the other end. But let me digress a little bit, and say, the one thing—and this is what I meant when I said going to those pre-grant workshops would be important: I was going to evaluate. "Oh, we'll do a t-test for this, do a chi-square for that, you know, statistical techniques. Well, when we went down there, and got the handouts that they were passing out, they didn't mention t-tests or chi-squares, or analysis of variants! They wanted: "You'll achieve 100% of this goal," or "you'll achieve 75%." They didn't want the statistical analyses, they just wanted a percentage. And that helped us.
But the second grant, Title III, gave us $2.5M. And that opened the door, literally opened the door because then I was able to buy more computers for more departments. I mean, we were sending computers to the Business Department and they weren't using computers! Literally, these were the first—in 1981—these were the first microcomputers that came on campus.
In fact, Jim Rodechko was in one of the classes that Louise Berard had done!
JR: That's right! Yeah.

JB: That kind of stuff was where we were, and that wasn't really where we should've been. We were teaching the wrong stuff, actually, to the faculty. But that was the beginning of it. And when that one was over—well, it wasn't even over—the word got out that we were doing a lot on computer education. And that's when PHEAA got in touch with us and said, "Hey, we're trying to put a group together." And they got six of us, and we wrote what later became the ITEC grant, the Information Technology Education for the Commonwealth. And the reason we got in that grant was because we were already doing a lot of computer stuff. We only had one lab at that time of fifteen computers, but at least we were doing something, you know. Down the street, they weren't doing anything! And in fact, I think I called Jim the one time and said this was Joe's folly.

BB: Yeah, Joe has this handicap. He was like Cassandra. He could predict the future, but nobody believed him. He would predict good things: computers instead of typewriters.

JB: Yeah, because that's when they were phasing out the Business Education Program, because they didn't have money. Wilkes didn't have money, literally to buy typewriters!

CB: George Gera.

JB: Yeah. And I said, forget about the typewriters; we're going to computers! That's where the future is going to be. Before it was over, we had over 100 computers out of the grants. And then, like I said, we wrote the ITEC grant, and that was $7M for the first year. Unfortunately, we didn't get all of it. I had 14 training centers in the state. And the training centers were at Pitt, Lehigh, Penn State, West Chester, PU—what is it—Philadelphia University, Temple,

FM: [inaudible]

JB: Yeah, Philadelphia Textile. We got a lot of money out of that. I mean, when I say, I didn't realize the politics until I had to go lobby, and literally, I was lobbying Senator Mellow, I was lobbying Representative Dave Wright, who was chairman of the PHEAA board at that time, because PHEAA couldn't lobby, they were a state agency, so they weren't allowed to lobby. So they would send the me to do the work, because, well, I'm affiliated with Wilkes!

FM: Funding came from the state.

JB: So, things were falling in place, to the point, and I was a little upset about this one—the state offered us $250,000 to do an online speech pathology program. I mean it was there. Do it; set it up. And the administration shut it down because we weren't supposed to do that.

CB: Was that me?

JB: No, no, not you. It never got up to you! [Laughter.] But it was a guaranteed $250,000, as much as they can guarantee it for 6 years.

BB: And how about Chicago Math?

JB: Oh yeah, they also turned down the Chicago Math. I had problems with that, too. We were funded—

FM: [Inaudible]

JB: Pardon?

FM: Were they destined for Penn State? That's why you didn't qualify?

BB: No, they were shut down in house.

JB: They were shut down in house.

CB: They were shut down here. Was that you? [Jim Rodechko?]

JR: I don't think so.

JB: No. No. They never got to Jim.

JB: Yeah. But they had one, I guess it was $40,000- or $50,000, and they said, "Are you going to take it?" And I was told no, we couldn't take it. The philosophy at that time was, they weren't interested in grants. And I'm thinking you know, this whole operation that we had was running under grants.

CB: It was a tricky issue.

JB: Yeah.

CB: I mentioned that I had to provide you some cover. It was my first day on the job. At the top, was a very large pile, and the top issue was Middle States.

FM: Was what?

CB: Was Middle States putting our ability to give Master's degrees in jeopardy.

JB: Because of PLS.

CB: PLS.

FM: What's that?

BB: Performance Learning Systems.

JB: It was an outside, for-profit agency.

CB: So, we were teaching teachers all over the state eventually with this program, which a brilliant guy from Newark, New Jersey, as I recall.

BB: Joe Hasenstab.

JB: Yeah. Then he moved to California and made it even worse!

CB: So I knew nothing about Middle States to know this was not a second-tier issue. So I got into, and got—who was the head guy of Middle States for many, many years? I'm terrible with names.

FM: For Middle States?

CB: Middle States. In Philadelphia. He was the top guy. Do you remember, Bob? Because you dealt with him, too.

BH: No.

CB: I became chairman for him for different teams, so we were in good shape. I went down to meet him, because I realized this was that important, and the team that he put together to come to evaluate PLS—we had a whole team, as you may remember—had on it a guy who had been the youngest college president in the country, I think of Franconia College in New Hampshire, and then went on to, I think, the New School, or something, in New York, and happened to have been a Deep Springer [Deep Springs College alumnus], which was the little college I was president of. So of the 600 [inaudible] living alumni, he was one I knew a little bit about. So we had a little generous associative politics, and he came out absolutely wowed by the PLS. He met with students, he observed some of the classes. And that secured PLS for us, but for them, it was a crucial test for them. But it also strengthened our hand to offer courses off-campus, which we now do around the world. But you guys (Belluccis) were the first—correct?

JB: Yeah.

CB: You were the first one's that extended education out beyond the Valley, both with technology, but also with conducting classes. We were conducting classes over major parts of the Commonwealth under Joe's leadership.

JB: What helped us with the technology stuff was IU 20, which was the Poconos, Easton, Bethlehem, that area. Bangor, Mount Pocono, that whole area, Stroudsburg, etc. They were having an in-service, and the guy who was in charge of that in-service happened to be my cousin. [Laughter.]
So he said—

CB: "I surface special relationships first, before anybody else trains, just let it be noted!" [Laughter.]

JB: That's true! Blood is thicker than water! [Laughter.] But this is the guy, by the way, this is the brother of the guy who was down at the University of Texas, the Pharmacy Dean.

BB: Yeah, that's another story.

CB: I had forgotten that.

JB: We went to do a technology workshop for the Bethlehem School District, and there were 1500 teachers there, maybe more. And we did it, and they couldn't get cooperation with Lehigh. (Now, this is Bethlehem.) By the way, the state gave me—when I say "gave me"—even though

Lehigh was in Bethlehem, Lehigh wouldn't cooperate with them. And so, Tom—my cousin—said, "Look, we're having trouble with Lehigh. They won't come and do the training in our schools. And we just floated a $10M bond for the teachers!"

BB: For computers.

JB: To learn how to use these computers. And in that workshop, Barbara, Matt, and I were up there for—we ran the whole day for them. And after that they said, "We'll pay our teachers' tuitions if you can come to Bethlehem and offer the courses. And we got approval from the faculty, and the Curriculum Committee to go down there, and run the classes. In fact, we had so many teachers in the Bethlehem school district—it got to be a burden because every teacher there was going in and saying, "Here's my paper. Will you sign it?" Ad nauseam, to their administration, to get approval to take the courses. The Bethlehem District asked us, "Isn't there a way we can group these, and just send us one form, and they'll check it out?" And that's what they did. But we were getting a half a million dollars a year out of the Bethlehem school district in tuition reimbursements. I mean, that was one school district! And then when they saw it, Vito Forlenza at IU-19, said, "Hey! I know you're going down to Bethlehem. Can you come up to IU-19**?"** So we went to IU-19. And that kind of—

BB: And got Apple to give them a whole lab.
JB: Yeah, we got Apple to give them a whole computer lab. We wrote a proposal; Apple gave them 20 computers for their computer lab.You know, in a sense, the success brought success. And it just kept getting bigger and bigger.

CB: How does that link up with PLS?

BB: That's another story.

CB: Chronologically, which comes first?

JB: PLS came first.

CB: Okay. So that gave you your real experience?

JB: Yeah.

BB: Well, actually, ITEC is what started the whole thing, because we were giving away to teachers three free 3-credit graduate courses. And we tried to hire the best teachers who could work with people, and have patience with new computer people, and we had courses all over the place. And because they had such good experiences learning this new technology, that's why everybody wanted to go into Wilkes courses because the reputation preceded it.

JB: And it's funny—it got to the point and towards the end there, when we started to sell our services because when the money was starting to dry out, I still had a secretary to pay; I had two technology people to pay; I had Matt Zukoski to pay. And we were running out of ideas about where are we going to get this money? And we started to sell our services. I laugh at this, because, John Koch, for example, said, “Hey, we could use some of your equipment and stuff at Indiantown Gap, because he was in the Reserves.” So, he said,“Are you interested?” And I said, “Yeah, I’m interested!” And we never mentioned names, or anything, so I go down to Indiantown Gap with John Koch, and who is the General in charge of Indiantown Gap, but a guy by the name of Dan O’Neil? Well, Dan O’Neil and I were roommates our freshman year in college! He’s the General! He ended up retiring as a 3-star General. So, when Dan comes in, and John’s there in his uniform—John was a Major. “Dan!” I hadn’t seen him in maybe 15 or 20 years. He’s my General! I’m calling him Dan! And everyone else is calling him General. So we went into a room, and John says, “We need this equipment.” And the General said to him, “John, we can’t buy it. The government will not let us buy it.” So I said, “Dan, do you want to rent it from us?” [Laughter.] We literally rented computers and printers to the military in Indiantown Gap for about 3 years. And we got our money back plus more after the first **year** —they could rent, but they couldn’t buy, which didn’t make any sense because after the first year, they had spent enough money to rent, that they could’ve bought the equipment themselves. But that’s the government.

FM: The voice of history has to assume a role here, and it is legitimate Wilkes’s history. When I was Dean [from] 1963-1970, one of the years—and there is a picture in some of the notebooks that I have for you—of a meeting, a picture in the newspaper, and the caption in effect reads, Dean Michelini of Wilkes College. There’s a session of IBM specialists up from Florida, ranked by board member researchers talking to the Wilkes faculty representatives. And it lists all the disciplines there. No department heads. And it’s fascinating in retrospect. They didn’t want the bucket to be kicked. But their representatives had to be there because we were conducting this session. The session was to describe the phenomenon of computers. And the two languages that would be taught were COBOL and—

CB: FORTRAN.

FM: FORTRAN! FORTRAN and COBOL. And what the hardware was that I was [inaudible]. And it was 3 Saturdays that the faculty were supposed to come to these seminars to describe this new instrument, a computer. It was a bummer that faculty didn’t want to waste time there, but we started programs saying, “Computers are coming.” So in 1970, they’re building the new Science building. And Dr. Farley’s designing that, in the basement at a designated area, because Dan Flood had gotten a 2-year-old computer from the Defense Department; that was already obsolete. But it was top secret that he was going to get [it] for Wilkes. And Dr. Farley had the computer room designed for that computer, in that new building, in 1972 when the flood was coming, constructing the building. By the time the building was reconstructed after the flood, the computer we never got was already obsolete! [Laughter]. And it had shrunk from a room in the basement, to a tabletop and a few cabinets! But when I left Wilkes in 1975, my first decision as an executive in Harrisburg, was to sit with my secretary, and decide what we were going to buy by way of office equipment. And we bought a $3000 IBM Selectric typewriter. And, oh my God, that was really fancy! You could change the bulbs on it. Each new bulb cost like $300 or something. That was my first major decision, computers. The first computers that were sold to the public were through Radio Shack. It had an acronym like TRACK 20 or something.

JB: Yeah, TR. TRASH.

FM: TRASH! Trash-80 or something. And when I went to my first day at an executive's meeting, you'd hear some of the other guys talking about the Trash-800, or Trash-500. What? But computers were just beginning to infiltrate academia. But we already saw that at the college, and was preparing for educating via computers, and about computers, and had those links with IBM when the flood it. And Dan Flood had that computer all lined up for us, may he rest in peace. So we inherited something. That's the whole point of the history project. It's fascinating how Wilkes just kind of planted seeds, and foresaw, and you're a perfect example that came up with a highly successful initiative. Nobody else could compete with you.

JB: Well, that is true; none of the other colleges could compete because we were literally, for 12 years, giving free graduate credits away.

BB: With ITEC.

JB: And they couldn't give them away. I mean, we were giving them away! Come in, take the course, and you'd get free graduate credit. We had to make some compromises, and some of them were good, some—well, I thought they were all good. For example, after the first cycle of grants went through, that we got $7M a year for 4 years, the second cycle, the legislature was a little bit tighter with the money, and maybe we only got $3M or $4M. We couldn't afford to pay—we were paying regular Wilkes tuition, regular Lehigh tuition, regular Pittsburgh tuition, to the universities. The state schools were getting $300-$400 a course; Lehigh, Wilkes were maybe getting $1000 a course, so we were making out like bandits. But then when they cut the budget in half, we couldn't do it, so we had to go to the schools. And by the way, there were six of us who wrote this grant for the state, originally. And we had 14 centers in the state. And we got the 14 center directors together, and said, "We can't pay your regular tuition rate anymore. You have to take $500 a course." And places like Lehigh said, "Oh, we can't do that." Penn State said, "Oh, no." Not only did Penn State want their regular tuition, they wanted to charge the students the athletic fee, which was $500 or $600 more because they could go to all the wrestling meet and the football games. Part-time students weren't interested in going to Penn State to a football game, especially if they were, you know—

CB: Heresy, heresy!

JB: Yeah. So it finally came down to, "Look, you either cut your tuition and accept the $500 a course, or you're going to be removed from the program, because we can't afford the $1200 or $1500, like Lehigh was charging. And every one of the schools did. And Wilkes came, and we accepted the $500, and that was back—I guess you weren't here then, because let's see, it started in '84, and this was '88, I guess. You either accept it, or you're not going to be part of the program. So that worked out. And that program, by the way, lasted 12 years. But, depending on who the governor was—when Ridge came in, he cut us. The last year we had a million dollars, and we started with $7M. And the year before the last, we only got $2M. So, things were getting tight, but by then, we were phasing into the off-campus courses. And I tried to get Ridge—and he wasn't interested—to set up the program like we did. But the school districts paid the tuition because they were reimbursing teachers for taking graduate credit. So let the teachers get reimbursed from the school district, and he wouldn't have to put this big $1M-2M outlet into the budget. But he wasn't interested in doing that. I personally think it was a mistake because I think it could have continued.

CB: Let's go back to PLS. I want you to describe the program, for the benefit of the recording, either one of you, because it was most imaginative.

BB: Well, the PLS program taught people the most effective ways of teaching, and of doing classroom management. And once we got involved with Joe Hasenstab and PLS, we developed a whole bunch of new courses, and we changed—what was the name of the degree? Field something? Field Study? Something like that. Masters in Field Studies. It sounded like you were going to be a farmer! So we had a contest, and the students voted on what they were going to call it. And they called it "Masters in Educational Development and Strategies," which I thought was kind of long, but the people in the program voted for it. We had quite a few students in PLS, and eventually, we had the whole state.

JB: We had picnics in the back of your house, when you were on West River Street, I guess it was.

BB: The other thing that—talking about the off-campus degree programs—that snowballed so fast. It started in 1994, Bethlehem, and eventually, how many off-campus programs did we have?

JB: We had about 26, 27.

BB: I remember having a thousand advisees, because we had no more staff. So it was Joe and me, and Barb Moran, and Vicky. And they were doing other things too, to make money. And it seemed like the work never ended. It was a lot of work. But we had a lot of students. How about when you overspent your budget, was that for this?

JB: Oh, that's a different story.

BB: That's a funny story.

JB: I'm in the basement of Breiseth at that time. And Mike Lennon says, "I just came out of a President's meeting"—maybe you'll remember this—President's council? Did you have President's Council, is that what it was called?

CB: Yes.

JB: And we were told that you overspent your budget by $400,000. I said, "I don't know." I mean, at that point, I was so busy, I was saying, "Put another course here; put another course there," and I kept adding them on. And that was for the summer and the fall. I'd overspent my budget. And it was only in personnel, so it was faculty salaries. I said, "Mike, I might have. I don't know where I am. I've got students coming out the wazoo." He said, "Well, the President wants to meet with you tomorrow at 12:00." In fact, I don't know if you'll remember this—I said, "Fine, I'll get the stuff together when Joy and Jeannie are here. We'll put all the budgets together; we'll see where we are." And we did. Monday morning, or Tuesday morning, whatever it was, we put it together. And that was the day that—you mentioned Gene Roth—and I don't know if you remember her name was Isabel Clearfield. That's the name I know her as I walked into Weckesser, and who's there but—

CB: Isabel?

JB: Isabel Clearfield Smolowitz and Connie Roth. And they both give me a kiss. And you're trying to get money out of them, and this guy's getting kissed by them! [Laughter.] But they were right: I overspent my budget by $400,000. But I brought in an extra million dollars in tuition! And they totally ignored that we brought in an extra million dollars in tuition, but we spent $400,000 over budget. We still had a $600,000 profit! And you said to me, "Well, why didn't they tell us this?" And in fact, at the end that program was so successful—I don't know if you knew—but we were accounting for 17.5% of the University's budget. And I mean, that's how big the program got.

CB: I remember you developed that statistic.

JB: Yeah. It just got ridiculously big.
BB: We were very tired.

JB: Yeah. And like I said, it all started because of the grants, where we were able to give stuff away to the teachers, and they liked what we were giving away, and it just seemed to recruit more and more people.

CB: Now, there's another battlefield I want you to reflect on, and that is between Apple and Microsoft, as we look to build what became Breiseth Hall, and where we were going to make our commitments in terms of technology. I, as a total non-tech person, encountered this war between these 2 huge corporations. And Joe Bellucci is Mr. Apple. And Umid was Mr. Microsoft, wasn't he?

JB & BB: Yeah. IBM.

CB: So here I'm caught between the two most brilliant, entrepreneurial people on campus. It had to be [inaudible]. I think we ended up with a committee? And I think Fred Sullivan was part of the decision.

JB: Yeah, Fred.

CB: But say something about that competition. Not just for Wilkes, but nationally, because it's still relevant.

JB: It's still relevant, yeah.

BB: IBM doesn't make computers anymore, though.

JB: IBM, DOS—well it's Windows operating system—it is by far, the most widely used in the world. I mean, it really is. Apple, I thought the Apple was easier to use. And I still use an Apple. I mean, it's 15 years old, but I still use it.

CB: So do I.

JB: I like it better than the Windows. But I never…sidetrack: I was going to buy Apple stock, $1000 worth of Apple stock when it came down to $12.

BB: And I'm saying, "Buy! Buy!" [Laughter**.**] It only went down to $13, so he skipped it.

JB: It only went down to $13. But what I was afraid of, is I was afraid, back in the late '80s, that Apple was going to go under. Because when Microsoft came out with Windows, I mean it really—

BB: They copied Apple's operating system.

JB: Yeah, they did. There are certain areas, where I still think the Apple has an advantage: in music, in graphics, I still think the Apple is better. The Apple is easier to use than Windows. But Windows has come a long way.

CB: Jim, did you get in on this struggle?

JR: No, I was never—I don't think I was involved in it at all.

JB: No.

JR: We used Apple.

FM: I can contribute to the ripple effect of that initiative was the first Wilkes off-campus outreach to educate at graduate level. And it may still be. So**,** I'm in Harrisburg, and we're dealing with all the core sectors. community colleges, state colleges, private institutions. And the Department of Education—We always tried to work out compromises between the public and private institutions, and there was a Wilkes alumni gathering, and it was on the second floor of a restaurant in Harrisburg. And here comes in the chief financial guy from the state system of higher education, **Ed Nolan [spelling?].** I said, "What are you doing here?" "Oh, my wife's getting her Masters from Wilkes this year" or she got her Masters, and she's here for the alumni reunion! And so here we had, from the private sector, a personal relationship with Ed Nolan, who was the guy who knew all the numbers, and you know there is no way to describe when there is mutual respect and understanding for two opponents who really understand what the business is all about. But his wife had a Math degree from Wilkes! You know, I think we enjoyed probably the most respectful relationship in higher education planning, that the outside world could never measure. Because you can't ever measure what an enemy would have been like. But we always had respectful understanding in the public policy, with the financing issues.

The ones who didn't respect it was Penn State!

CB: Leave that on! [Laughter.]

FM: They did more disservice to collective higher education [inaudible] and effectiveness than any institution, and yet they're the great white father to a 1000 pound gorilla. End of speech! Keep it in the record!

JB: Penn State I think is still mad at Wilkes. Twenty-five, thirty years ago, before Wilkes started the Pharmacy program. Pharmacy was cyclical. Lots of students; no students. I mean, if you could write your name, not just put an X down, you could get into Temple, at one point. They had no Pharmacy students. And when we had that cooperative program in Pharmacy with Temple, some years we wouldn't even go to the meetings, because we had no students who were interested. And Temple was about to phase out their Pharmacy program. And Penn State heard this. And Penn State called my cousin because he was—

BB: This is the other cousin, in Texas. Dean of the School of Pharmacy, and later Provost at the University of Texas. Brother to the guy who was the superintendent of the Bethlehem district when we started the off-campus programs.

JB: Well, the guy who was President at Penn State, at the time, was the former provost at the University of Texas.

CB: Bryce Jordan.

JB: Yeah. So, they called my cousin up, and said, "Draw up a plan for a School of Pharmacy at Penn State. But you can't tell anyone about this. And the reason is anything that Penn State wants to start has to go to the State Board." The State Board and the legislature I guess, who would have to approve it, weren't too keen on Penn State's tentacles going in. He puts together the plan, and here they have it waiting for Temple to close their Pharmacy program so Penn State could suck it up. So, Temple decided not to, and Penn State was told, don't even come with a proposal for Pharmacy because we're not going to approve it. And the big argument before that happened was, should they put the Pharmacy school at Hershey, where the medical school is, or put it at the main campus? But Penn State never applied then to have a Pharmacy school there.

FM: But they got the law school.

JB: But they got the law school instead, yes.

BB: But how about part two, about how we got the Pharmacy program?

JB: Oh yeah, then Nejib and I went to see my Texas cousin—well, my cousin was in charge of the committee that was doing the Pharmacy School. See? I said blood's thicker than water!

BB: He was also President of the American Pharmaceutical Association.

JB: Yep, he was President of the Pharmaceutical Association. And he was chair of the Texas A&M Pharmacy Program. And Texas A&M was 600 students per class. It was going to be a big school. And I don't know how Nejib and I got to talking about this, and Nejib said, "Let's go to Texas. Let's talk to your cousin." So we go to Texas. And I called my cousin, and told him what we wanted to talk about, the Pharmacy School. When we were going to leave, Jim gave me the whole plan for the Texas A&M Pharmacy School for 600 students. Basically, all we had to do then for the Wilkes plan was to cut it down and do 60 students instead of the larger number. But the budgets were there, the facilities, everything we needed, he took it and literally cut it down so it would be a 60-student Pharmacy program as opposed to a big one. But another time Nejib and I were invited to Apple Computer roll-out of new equipment in Los Angeles. They flew us out, took care of the hotel rooms, and everything. And this one guy from Apple said, "Joe, I want you to go to this meeting." And I said—this is from my Chemistry background, when I was a Chemistry teacher—I said, "She's deadly!" She was at Florida State, or University of Florida, or I don't know. Big name! She must have had 300 publications. He said, "Go and listen to her. And I said to the guy from Apple, "I don't want to listen to her! She's deadly!" He said, "Do me a favor: go and listen to her, because there aren't going to be too many people there, because her reputation precedes her." So I said okay. And he said, "Stay for the whole thing!" [Laughter.] So I said "Umid, do you want to come with me? They want me to go to this meeting." I figured at least I could pass notes with Nejib! "No way, I'm going someplace else." So Nejib goes someplace else, and I go into the Apple meeting with this lady from Florida. She didn't disappoint me. She was as deadly as she usually is. [Laughter.] I'm sitting there, and I was so tempted to walk out on her. I told—the guy's name was Natius—I told Natius I would stay there. After the meeting, after she gets done, I'm thinking, thank God, I don't have to listen to her anymore. I mean, she was terrible! But like I said, everyone in the country in Science and Technology Education would have known her. She said, "Before you leave, we have a form we want you to fill out." And my reaction was, ugh! An evaluation? "And put your home address on it." They were building it up, and I'm thinking, ugh. "Because we're going to give everyone who fills out the form"—maybe there were 30 of us left—"a computer, a printer, and a modem." [Laughter.] "For home. These are not to go to the schools; these are for your home use." And they gave us all an Apple email address. And that was actually the first computer I ever owned! Because they sent it to us. That's when I got John Koch an Apple address, so we had email back in, I don't know, '81-'82, very early. It was maybe within 3 or 4 weeks, UPS or whoever it was, delivered me a printer, a modem, and a computer.

BB: Your patience was rewarded.

JB: My patience was rewarded. I should have gone to heaven for that!

CB: I've never heard of such a bribe to get an audience! [Laughter.]

JR: It would've been bigger if I knew that before!

BB & JB: Yeah!

FM: Who was the friend that said "Stay to the end!" [Laughter]

JB: But I told Nejib, I said, "Umid, you should have [come] with me." "Why?" I said, "They gave everyone who was there a computer, a printer, and a modem." "Get out of here! You're lying." I said "Umid, that's what they told us. They're sending me this Apple equipment."

CB: Was she there when they told you this?

BB: The presenter?

CB: The speaker?

JB: No, no, she was done.

CB: She didn't hear the bribe.

JB: But that's the bribe they had to give to get people to listen to her! [Laughter.]

CB: As a "brother" of Umid, why don't you say a little about him? And his intelligence; his style of operation. Because, I mean, we talk about him in almost every one of these sessions.

JB: Yeah! I mean he wanted the *best* Engineering program that he could possibly build with the limited resources that we had. I mean not only physically, money as well. But he was all for his Engineering School. The rest of the school can go to hell [Laughter.] but the Engineering School—

CB: Except with you, he built a Pharmacy School.

JB: Yeah!

CB: I mean there were a lot of things that he invested in around Wilkes besides that.

JB: Oh, yeah. He told me a story one day: Matt Zukoski [and he] built a robotic thing. A robot that would identify squares, and the color red, and they were going to demonstrate it in Stark 101.

BB: This was the Senior Engineering program.

JB: They moved it up from the cellar, and they went to put it in Room 101. It wouldn't fit in the room. They couldn't get it through the doors. So they had to do their engineering project out in the lobby. And there were a couple hundred people there to observe, because those engineering projects are important. So after it's over, I'm talking to Nejib, and he says, "I'll tell you a story." And I thought, ugh, okay, Umid. He said, "When I was in Iraq, this guy stole a camel, and he was worried he was going to get caught." This is Umid telling me this. He was worried he was going to get caught. So, he thought, where can I hide this camel, where no one will see it? He said, "I'll put it in the cellar." It was just a little baby camel. So, he takes the camel, and puts it in his cellar. Well, 3 or 4 years go by, and now the camel's big, and it's growing. It grew. And he says, "I think I can take that camel out of the cellar and put him outside. He said, "You know, if you got caught stealing a camel, they would hang you for that! So, he went to take the camel out of the cellar, and the camel was too big to get out of the cellar." That was his story! [Laughter].

BB: Well, the parallel was with Matt, and his robot.

JB: Yeah, you know because Matt made a demonstration, and they couldn't get in. But I said "Well, Umid, how did he get it out of the cellar?" He said he didn't! [Laughs.]

FM: I think I made the comment on the record before, but it has context with Umid, because when we first started this project—God bless you all!—we had a different concept of what we were going to embark on. And I have some memos and things in a notebook that I think I left with Suzanna, from the early conversations, and I brought an email that I sent to Bob, saying, "I think we need to get a history of Wilkes to get some enrollment data, faculty data, from 1945, 1950, 1955, 1960, 1965. And give us an idea of how the faculty grew, how programs grew, and so on. And I have your report back to us. I don't know if Chris remembers this.

CB: I still have it.

FM: Where you had constructed, and examined the college bulletins, and really put together an information file, which I'll bring with us, if you're interested in seeing what you wrote. When Umid died, I was asked to give some remarks. I don't recall the context, but I had really admired Umid so much. And so I thought, I'm going to go back to the college bulletins, and look at the year when Umid came; take the college catalogue, and look at the curriculum, and look at the years in between, and then look at the year Umid died. The first thing that strikes you is that two-thirds of the courses were totally new during his tenure. The population of faculty had expanded. The individuals that are part of the Wilkes history—I mean, well you could say, "Sam Rosenberg made such a huge difference on the local economy. Hugo Mailey made such in labor management, or Hugo Mailey in municipal government. There are individual pockets of just change. And his groundwork during that transition of computer things, and instruction, from a college standpoint, when you say that colleges are supposed to be leading the pack, not following the pack—there were some blessed leaders that we had at this institution. And everything you built on—I mean, I'm hearing this for the first time—I always heard "Joe Bellucci." Yeah, I've heard his name! I was not here, and we were never colleagues in the academic sense. But when you're describing these contracts, and the leadership role of offering a development, and offering a program, these are the guys that make Wilkes a leader the way an institution is supposed to be a leader! In this community, anyway. The Wilkes tradition.

CB: Terrific point. I want to come back to it, but I want to wrap up one thing: about your cousin in Texas. How did you learn about Penn State's distress that we got in there with the Pharmacy program?

JB: My cousin. I mean, because he was a friend, and a colleague of the President at Penn State. And they were serious, they really wanted a Pharmacy School. The biggest fight they had was where it was going to be. They wanted it on campus. The other group said, "No. Make it hospital-based."

CB: One of the themes that marries what Mike was just saying is recognizing the unique relationship between Wilkes and the community as a private institution, independent institution. And both of your thoughts on that, looking not just to the programs you were part of but, how you see this institution, because you've interacted with probably as much as any Wilkes faculty as with other institutions around the state. How do you kind of paint the Wilkes picture and its relationship to its communities?

JB: It's hard to say. I think Wilkes has come a long way. It really has, in my opinion. I haven't been here in years, and when I was walking on campus today, I was surprised at the changes that have taken place. And the big thing is money. You know, if you've got the money, you can do anything you want.

CB: Barbara, how about you?

BB: I think we have relationships on many levels, not just for money, because with student teachers, when I first worked with them, when the semester was over and I'd say, "Well, let me see your resumes." They didn't know which end was up. So we decided to have a conference about the transition to the teaching profession. And I was on the Executive Council of the Northeast PA Association for Supervision and Curriculum Development, which were all the leaders of the school districts. They agreed to come here, and tell the students what's important with the school districts, who they're looking to hire. And then they broke off into groups where they could ask questions and do simulations. We started with us and King's the first semester. And of course, NEPASCD paid for the refreshments. It ended up, the last one we did, which we had every spring was Wilkes, King's, Misericordia, Marywood, Scranton, Susquehanna. But now—there might've been some other places. I think we had a relationship with the community and the colleges because we worked together on so many things. One last thing I'd like to mention, which was the next big thing with us, was online courses. There was a former Wilkes faculty member, Don Vesico, who was in the English Department, who went to Worcester State in Massachusetts. And they got a humungous grant. It was $660,000 for online courses to prepare colleges. For students at Worcester College, Juniors and Seniors—they were to teach online courses. And they developed them, and we were the evaluators. We had a 70-page evaluation by the time we were done! And Joe thought, this is something we should think about, but we were going to do it for our own students. We got some grants on teaching faculty how to develop online courses. And then he got John Koch and me to explain. I had to develop a course. I had COBOL, Basic, Fortran and html, so I could program sort of. Not like John Koch, of course. At one time, I thought I was going to be a programmer. Eventually I realized this is sitting in a room by yourself all day! I don't want to do this. But I did have some background. Go ahead.

[Laughter.]

FM: You're doing fine!

BB: So anyway, I developed an assessment and statistics course online in 2003. It was the only course we had online. But then you had John and I do seminars for other people.

JB: Yeah. We got some money from the administration to either give faculty members three hours of reduced time, or pay them overtime to come to the seminar, which helped. Then we ended up with, I guess, six courses being developed over a year's period. And Merryman did one, Lynch did one. I'm trying to think of who else.

CB: John Hepp.

JB: John Hepp, yeah. So they had to learn how to use the software to build the course, and then we were offering online courses.

BB: And soon, online degrees. And soon hybrid courses. So almost everybody can have a hybrid feature because if it snows, and you can't come, you can still do it online. So there are all kinds of value to this. But that was also hard work and stressful!

JB: In the first summer we offered the online courses, we had 500 people register for them. And you know, that was 500 at five hundred dollars each. So it was a quarter of a million dollars in revenue. And it really wasn't—we were paying the faculty salary because we didn't have any rooms to worry about or heat or air conditioning. And we were using John Koch's Manila at that time, which wasn't the best, but John literally built it for us. But there were other things—

FM: What's that?

JB: Manila, he called it.

FM: What is that, the program?

BB & JB: The software program.

BB: He had to program line by line.

JB: To be able to throw things, you know, in a file, so the students could read it. Or even put the tests online, so that it would correct the tests and give the students, as soon as the student logged out, he could find the score.

BB: Yeah, if you give a quiz, or a test, it was graded automatically.

JB: But there was better stuff out there. But we—

BB: We're a low-budget organization.

JB: Yeah, all the money was—we just didn't have the money coming back. That was the one thing I would've liked to have seen, some of the money reinvested to develop more programs like that.

BB: Well, now, I taught online until last year, when I got dry-eye from looking at the computer screen for too long. But the software now is so easy. It's so transparent, anybody could do it.

Anybody could learn to do it in a day. But I think we have a lot of online students. And at the time, we were the only game in town with online courses. So, we had quite a few students who wanted to do this. I had a student in Italy; I had one in South America; I had lots in New York, New Jersey, Georgia, all over the place.

FM: A digression: how does accreditation evaluate online courses and programs? Or do they?

JB: We used to write Middle States a letter saying we've been asked to do this. Like when we went to Bethlehem. "We've been asked by the Bethlehem school district to offer a degree program in the school district." We would notify them, and Middle States never questioned us about that, even when PHEAA gave—I don't know how PHEAA decided this, but literally Bethlehem with Lehigh there was my responsibility. Allentown wasn't my responsibility. I was Lehigh's responsibility. We told Middle States that we were going down there to offer courses. We were asked by PHEAA to be responsible for doing, you know, computer courses for teachers, and we sent them a letter, but never heard from them, one way or the other. Well, if we did, I never knew about it. If it went to the President's or Vice-President's office, I never got anything back.
And one of their big complaints, Middle States, was the library facilities. I hated to tell them, but the library facilities are better online, I think, then they talking about going *into* a library. And you can do a search so much easier now than you could, you know, 50 years ago. But like I said, I never got anything back. We sent 3 or 4 letters, and I never heard anything. We just quit sending the letters as we added more sites.

BB: I think, too, online courses—the good part about them is you can do them at 2 in the morning in your pajamas. The bad part is, you can say something in 2 minutes that takes you 10 or 15 minutes to type, and the courses were very rigorous. They were more rigorous than any in-person class I've done. There were rubrics, which are grading devices, and I remember, the final rubric, we had 48 hours to get the grades in. The final paper, some of which were 100 pages long—I had very ambitious students—the average was 40 or 50 pages. Some slackers only did 20 pages. There were 13 items in the rubric. You just didn't say, "Poor, Average, Very Good, Excellent." You had to justify in terms of the course goals and objectives why this was a good thing. So, they got a whole page of feedback. You know, when you took a course on campus, the final exam, you got the score sent to you where you were, or maybe before that they were posted with your student number or something. You didn't get all that feedback. You got feedback on everything online. They were very, very thorough.

FM: Could you copyright those programs? Who protects your interests and your skill in developing an online course? I mean, you're right, a textbook has all that legal stuff. How do they handle that?

JB: Well, first of all, they have to have a password to the Wilkes system to get in to see it. So basically, you're only letting students into that course if they're registered.

FM: So, Wilkes owns it through owning the access.

JB: Yeah, and there's a lot of argument about that. We had some arguments over this [refers to who owned the course,] when we did it, because the faculty who wrote it, did he own it? But my argument was, he got release time and he got paid for it, so he didn't own it, Wilkes owned it. Because we were paying him to develop it. But that could be a problem.

BB: Well, you're able to steal anything online these days.

JB: Yeah, I mean, Harvard, for example. You're able to login to just about any one of their online courses and read it; take it. But obviously if you're not registered, you don't get any credit for it.

BB: MIT is that way, too.

JB: But their system was, I don't know if it still is, was opened.

CB: It strikes me that your experience, the two of you, is a beautiful example of the transition in American Higher Education. From highly structured, traditional institutions, within academic departments, opening the way for individual entrepreneurship to respond to the changing culture, and the changing technologies. And I remember some of the stress of that post in my job, and as I say, the two people at the center of that were you and Umid, because you both were building—really—building institutions. You were building institutions with the teachers of the state, and beyond. And Umid was doing interdisciplinary things, and working with corporations, and building a relationship that was not contained within the University. And this is where a lot of the exciting new developments have taken place. It's a challenge to the orthodox structures, Mike, is how to nourish that kind of entrepreneurship, at the same time keep it within the family, on a kind of intellectual property issue, that you're protecting the individual faculty member, but also the institution. I mean, we had gotten into a situation in a totally different field, of someone using his office for clinic. For patients. And that was a really tricky deal. Should he be paying rent to the point that he's got patients there? What's our support as an institution of him, who was one of our best faculty members? So those were generic issues being raised by the dramatic change in society we're living in. And I would dare say that you two and Umid were at the crosshairs for Wilkes, of almost all of those issues. And you really led us into the use of computers in the most extensive way.
And I was here long enough—I came in '84—and you already talked about what you were doing in '81. By the time I left in 2001, we were pretty committed as an institution, both at the graduate and undergraduate level, out beyond the institution. Not only beyond the state, but even beyond, which Tim gets into, shortly after he gets here; there's Panama, and Arizona. But in terms of the Wilkes story, there was a lot of freedom here, in this institution. And as much as we may have had some gnashing of the teeth at each other, our independence at the institution allowed us to do things that the Penn State campus couldn't do, and a state university campus couldn't do, and frankly, a Catholic institution wouldn't allow you to do. So, part of the Wilkes story, and Bucknell Junior story base, is that we had freedom, in terms of our sponsorship. We had freedom in terms of our non-formal linkage with any other institution, and with any religious organization. The independence that Farley fought for from the beginning, symbolized by the religion issue, really, I think, is at the base of the externa individuality and originality that characterizes this institution. I mean, you were mentioning these different spheres with Sam

Rosenberg, and Hugo Mailey. You mentioned Hahnemann, and the whole medical area. We were entrepreneurs! And still are. And education always started with a fairly traditional model. It was a model of quality. And a point that education departments around the country were regarded as second-rate operations. And part of our problems with our public schools was that they were filled with teachers who came through these programs. And what characterized Wilkes graduates in Education is that they were damn good. They were subject-matter oriented; they had superb student-teacher supervision. So, I think you two have added an enormous amount to the peculiar and positive characteristics of Wilkes. And at times you may have felt pinched and constrained by our bureaucracy, but I think it was a pretty great, creative relationship. It's interesting, since you haven't been around here in a while, to see if you spent some time here, if you could figure out where some of your seeds have been sprouting, even if you're no longer a part of it.
Jim, what have we left out that we should talk about?

JR: I have a question, probably for Barbara. It's one that we kicked around in some emails. Going back in to the '70s, and the transition to the '80s: The Faculty Wives Gourmet Group.

BB: Oh, yeah.

JR: Which is kind of a unique thing. It was—I think I have the name correct—Faculty Wives Gourmet Group. Now, there were faculty women in it, but there weren't many faculty women on campus. How did you see the whole thing working?

BB: Well, the way it started out when we came here in the late '60s: We used to have teas for the students. The faculty wives would have teas, which was kind of a little outdated because we would invite students and, you know, the student council people.

CB: This was not tea and sympathy!

BB: No, this was tea and cookies, and hors d'oeuvres. We did that for two years and we thought, you know what, these kids don't want to do this. They'd rather go have pizza or do something else. So, we decided we'd start a Gourmet Club, and we did. And it expanded horrifically to the point where we had 60 faculty that were in the club and we had to break it into four sections, because it was too many people. But after the flood, we built a house. And I think my husband knows this, but if he doesn't, he's going to be very upset when he hears this. I kind of built the house to plan for one meeting of the Gourmet Club at the end of the semester, when everybody could come. So, I made one room bigger. I had my dad, who was a carpenter, build a big-floored room on the back, where there was a large table for eight, and another table for four. And we had a dining room and a kitchen. So that's how we did that. During the year, we would meet at different places. And there were themes to all the dinners. But yeah, there weren't many women on campus, I guess, that worked.

JR: Some of them were, like **Hilda Marban was in it, Maddie Carlin** was in it.

BB: Right. I was in it.

JR: Betty Jahr, I think, was in it.

BB: Yep.

CB: When we came, it was called—Jane took an active interest in it—“Faculty Women and Wives Club.”

JR: At some point, we transitioned away from the dinners.

BB: Yeah,

JR: Now, I talked to my wife, and we had different recollections on it. I thought they started to fail, because we started to get sick from the dinners! [Laughter.] You know, you’d have a Greek dinner, and twenty different items there. They all tasted very good!

BB: I don’t remember that part!

JR: Okay.

Suzanna Calev: When was the first year it started, versus when it stopped?

JR: Around ’70-’71.

CB: Was it going when you first came in ’67?

BB: Well, we were doing the teas then for a few years. For 4 years.

SC: That’s right. Those teas were in 1967.

JR: About ’70, I would think.

CB: And Mrs. Farley did teas.

BB: Oh, so, maybe it was after the flood that we really got going.

CB: It was really the concept part of training and manners. That’s why Jane picked up, and did the etiquette dinners, which we did for several years with Emily Post, and Amy Vanderbilt. Books out, and each student would take one book, and just quote one of the examples of manners, that would of course create great hoots and laughs after. They were called the “Finger Bowl Dinners.” Because we actually had a finger bowl for the water. The first night we did it, we used real alcohol. We had all the different glasses that showed the different kinds of glass for different drinks. At the end of that we decided there are liabilities here that we cut back on. And it led to a very colorful evening. But at the table, she did a wedge of lettuce, the most difficult thing you could eat for a salad. And we had—what’s the egg white dessert?

BB: Soufflé?

CB: No.

JR: Meringue?

CB: Meringue. And really hard ice cream, so if you hit it wrong, it could bounce across the table! [Laughter.] And we had raw Cornish game hen. And during drinks, hors d'oeuvres were passed. And you had your glass, and you were supposed to learn how to present yourself, and introduce yourself. Or introduce Person X to Person Y. So people were fumbling, and discovering that it's not easy. At the table we would go through the embarrassing situations we each went through, and it was hilarious. Well, the student body president was there, and he said, "What's this bowl of water for?" And he just picked it up and drank it! We *had* to keep calling it the Finger Bowl Dinners. It was very popular, and ultimately, the Westmoreland Club took it over as an idea. It came because one of the trustees saw a Wilkes student being interviewed for lunch at the Westmoreland Club. I *think* it was at the Westmoreland Club. And he clearly didn't know how to handle his cutlery elegantly, correctly. And she said, "He's clearly so bright, but he's at a disadvantage if he goes out to New York, and doesn't know how to handle himself. What can you do about it? So she gave us some money, and my wife developed the etiquette dinners. Kids could sign up for them. They were not exclusive. But I think each generation, again, on the social side, was experimenting. How do we help our students become talented? And watching the name "Sidhu" being on the School of Business, he was someone who George Ralston gave, and basically waived his tuition to come from India to Wilkes. Wilkes took a chance on him, and he went on to create Sovereign Bank. And you almost had to ask to come back to be helpful to the college. So, each kind of category of activity has its own roots, but what strikes you about the institution is that we all were given a fair amount of latitude to experiment in our area. And having gone through a big institution like UCLA, I knew there were real constraints on faculty. They could intellectually, in their work, but it could get beyond how you're dealing with students outside of class, but that's another whole thing. Well, have you any—

FM: I'm going to ask your indulgence for a minute.

CB: But any other thoughts? Barbara's taken notes! The thing I know about Barbara is that she is organized. Joe could never have accomplished what he's done without Barbara!

BB: No, here's my sad story: I used to have a photographic memory. So, life was very easy, because I didn't really have to study very much for a test, I'd just see the page, with the picture, and the caption under the picture, and the footnotes. But that goes away in your twenties! [Laughter.] So, I write everything down. I may never look at it again, but that's my learning style.

CB: If I don't write it down, it's lost.

FM: I have a different part of historical overview that I kind of say we should talk about sometime. These [photos] are my children and grandchildren. The two on there are my great-grandchildren. And my oldest daughter is now living with me, and taking care of me and my special needs daughter. And in my house, there are lots of odds and ends. Now, you've got to remember, I was born in 1925. So, during the Depression years in the 1920s, my father was a millionaire, as everybody who wanted to invest was a millionaire in the '20s. And then when the crash came, three of his sisters, and one of his cousins had married 4 of 7 brothers who were in the moving and storage business in New York. The seven Santini brothers [inaudible] knows a lot more about New York than most people do. And people couldn't pay their storage fees. And I remember on Saturdays, I must've been about 8 or 9 when my father would take my brother and me into the warehouse. And the warehouse was closed, so we'd ride the elevators, and the freight elevator. It was a big treat to go up on the train, and across the river on the ferry, and [inaudible]. Even the address, it shows how impressionable it was. And I remember seeing my first Rolls Royce, which was stored on blocks in the warehouse. And people could not pay their warehouse storage fees. And like those TV shows now where the bid on the storage units, well, those were auctioned maybe once a month. The warehouse would have auctions. And I remember my father would bringing home oriental rugs, and stuff that, it was too expensive to even find a buyer at auctions. And here we are, poor, can't find a meal, and picked up probably a $1000 oriental rug. So there are end tables, and table lamps, and things. And so I grew up in that very eclectic kind of thing.

And when we first moved into the President's house---Anne Marie and I got married in 1952. Our first living room set was a $99 6-piece living room set. And it had 2 chairs, a sofa, 2 table lamps, and an end table. But when I moved into the President's house, that was a whole new experience. And it was not the President's home when we moved into it, because Dr. Farley lived in his house, and he stayed living there. And the building was empty. I think the Education Department might have been using it. And they said, "Well, where are we going to put Mike?" And they put me in the President's home on South River Street. I have no idea how it got furnished. I think Harry Boland—do you remember Harry Boland from Town & Country or something, living wherever that place was on South Main Street? Did an awful lot to help to decorate it, and furnish the President's Office. Which later on caused problems, because people thought we were stealing the college furniture. But I think we sold the house for $18,000 and bought about $17,900 worth of furniture to put in the President's home. So the flood wiped that out. But the bottom line is, I have sets of wine glasses, every conceivable size and shape with the German provinces. I have bronze busts on the floor of a lion. I have hand irons from them. And, my daughter asked me the other day, "Dad, why don't you go through the house, and write down what [things are]? We have no idea what the history of these things are. And I had to stop and think, and said, "Michelle, you know, so many of those things, when Wilkes acquired one of the mansions, there was a lot of stuff left there. Door stops and sets of dishware; you know the people who sold us Conyngham Hall, they didn't pack it up. They already had their homes, had their lifestyle. There's an awful lot of history from those homes, and their contents that's out there somewhere. And my rambling preamble was to say, I don't really know what to write daughters, saying what's [there]. I have a feeling those wine glasses came from Bedford Hall, and Dr. Farley said, "Can you use this?" And I think that was a lot of the way stuff got dispersed through the community. Jane was one of the first to say, we've got to get Weckesser Hall back into its style and design, and I don't know where she ever tracked down a lot of the things that she did retrieve for that.

CB: So, someone's got those hinges.

FM: I really don't know what I have that might have come from some of these old homes, and I don't know where it's going to go when I die, because I don't know it's not going to stay there. And it's really—my daughter's trying to help me, saying, "Dad, you've got to let us know what's supposed to go where." Now, does anyone have any experience with that kind of thing? [Inaudible.}

CB: I just lost both these names. Who was the great bachelor guy who had both his house, and his office building right up the street, here?

JB: Tom Richards.

CB: No, I mean, he was the owner. It's been taken over. It's been bought privately now by one of the Arts guys in town who's redone several homes? Anyway. We have a lot of crystal, silver, things that were part of the college, and she organized it all, and put names on it. So where all of this comes from, I have no idea. But that was in the house to be transferred appropriately, but go from generation to generation in this institution. That's why the Archives are so important. We're old enough now that we should at least be saving the most important things from each generation. The people; the programs; the documentation the institution made of itself—I saw those Middle States reports on just an open shelf right now. Those are very important.
So, Joseph and Barbara, any other final thoughts? I hope you found this enjoyable.

BB: It was!

CB: Mike, any final thoughts from you today? By the way, we never said the date. But you'll enter that.

Mollie Rance: January 25, 2019.

FM: Well, I gave final thoughts that, in retrospect, I say, "Mike, what the hell are you talking about?" [Laughter.] But it's the kind of thing where I'm at that stage where I know I'm not immortal. I might be, but I don't think so.

BB: It could happen.

FM: But it's a funny kind of problem to have, to try to identify the material things that may have historical relevance, and those that might not. And I know they'll be disposed of one way or another, because my daughter's not going to live the lifestyle that Ann Marie and I did. And more and more mentally, I come up with Wilkes, and would that be a good repository, or a good place to save the glasses and the dining room stuff. Does that kind of artifact have any value to anybody for anything except to take up space on a shelf? I don't know. Who cares?

CB: We saw the Polish Room, right?

SC: Yes.

CB: But is there still the Eleanor Farley Room?

SC: There is a Farley Room.

CB: With the piano on the wall? That's still there?

SC: Yes.

CB: Is the Stark Room still there?

SC: Yes.

CB: Okay. I mean, those are the three efforts to have rooms where important material things were maintained around a group; around a person; around famous [inaudible].

FM: And my personal impression is I'm returning 35-40 years later, is they have not served the purpose that the designers, or founders intended them to serve. I see no link, all due respect to our cogs, unless there is a link to some contemporary interest, or use, who cares? Who cares about Admiral Stark? Is anybody going to trigger a question, and say, "Why did we have a room named after Stark?" Unless you construct some history of Admiral Stark, which is fascinating, because he's one of the few Generals that since Pearl Harbor, who stayed in power as a military leader. All the rest were fired.

JB: That's the only time I hear his name, if I'm watching the bombing.

JR: Admiral King tried to have him court-martialed.

FM: I think my point is that it is a very difficult task to develop context for a memorial room that's going to serve any useful purpose except to take up space and look like it means something.

JR: There used to be a room in Stark for rare objects. Is it still there? It had a Tiffany lamp. A genuine Tiffany lamp.

BB: Oh, that's in the Archives.

JR: It's now in the Archives?

BB: Well, I think it had been, when the Art Gallery was in Stark.

CB: Yes. That's where it was, in the Sordoni.

JR: There was a room in the basement.

CB: Maybe it's with our major paintings?

JR: So that's gone now, I assume?

BB: It's probably om Main Street.

CB: On Main Street, and as you know, they deaccessioned much of the art. The last time I saw the Tiffany lamp, it was in the director's office.

BB: Oh, nice!

CB: So I don't know where the Tiffany lamp came from. Do you know the family that owned it?

JR: It's probably worth about $40,000 - $50,000 now.

CB: Yeah. Have you been to the Mary Stegmaier mansion?

FM: Now, there's a challenge for you.
[simultaneous chatter from 02:12:30 to 02:15:20. Unable to transcribe]

02:15:20
CB: Well, any comments from you, gentlemen, scholars? Robert? Any comments from you two? [Suzanna and Mollie].

SC: I wanted to ask about Ottie- Chwalek? [John Chwalek's wife] I think I emailed you guys about the gavel. It has a print of Faculty Wives Club on it in honor of her. What was her role?

CB: She was very active in our era. She and Jane were close. Ottie had deep, deep Alzheimer's for a long time. [She was] institutionalized. But she was a bright, interesting person. That was her connection to the college. And Jane encouraged people in her situation to [do that]. So I would suspect it was probably during the era we were here.

FM: Ottie Chwalek basically designed and contracted for the mace and [chain] of the Presidential—

CB: For your inauguration.

FM: Yeah. And John Chwalek basically raised, I think it cost about $7000 - $8000 for—

CB: Unico, yeah. So, the Italian-American community in Wilkes-Barre is the one that honored Mike, his presidency, and I think raised all that money.

FM: UNICO. I keep trying to see what did UNICO stand for? I don't really know.

CB: Anyway, one of my first evening talks was to UNICO. We talked about what they had contributed to the permanent life of the college. They're very proud of that mace and the chain of office.

FM: I told you my story, I think, about [how] I was invited to give a talk to—it wasn't UNICO, but it was their Italian-American club across from Pittston. Across the river. What's the name of little community? Their branch up there. Anyway, it's not Pittston, but it's West Pittston. And it was a very nice restaurant. We used to go in and have [some Italian food name?]

CB: Oh, yes.

FM: It was a meeting room, anyway, that we used to have this dinner and talk in. And it was like talking to a Rotary Club, or a KIWANIS Club. And so I remember, in 1957, alcohol metabolism levels. Yale formed a Yale School of Alcohol Studies You're too young to remember that, but that was what they created to study the effects of alcohol. Prohibition had been removed; you know, people are getting drunk. "What's the matter with you?" So, in 1957, I was a young professor, and knew all about the metabolism of alcohol! [Laughter]. Hell, I knew what I read from the Yale Institute. But I had this talk that I had prepared for one night. So, my name got around into that circuit. "Call Wilkes; they have somebody who will talk to you. I gave this talk on alcohol metabolism; I think it's on the record already. There were about 25-30 men. No women, which was the custom of the day. I can't help it! [Laughter.] And so I talked about the metabolism of alcohol, and how fermentation occurs, and how you would [inaudible]. "Yeah, we used to throw a dead cat in it to give it some flavor! [Laughter.] Oh, my God! All these little kind of side remarks. These guys know more about distillation and bootleg liquor than the Yale School of Alcohol Studies does! [Laughter.] So we finished, and this guy with a cast and one eye comes over, [and says] "Dr. Michelini, I *really* enjoyed that! It brought back a lot of old memories! Let me buy you a drink!" So, I go to the bar [and someone says], "I'm Russell Bufalino!" I said, "Oh, hi!" I didn't know who Russell Bufalino was! Does he work for Wilkes? So, 2 weeks later I come home for lunch, and Ann Marie is there, and comes to the window, and says, "Hey, Mike! Your drinking buddy made the front page!" It was the Apalachin Raid, up in Apalachin, NY. It was the entire American Mafia. Because Russell Bufalino was [inaudible]. He settled the conflicts in cities like Chicago, and New York, and Philadelphia, and Florida, and New Orleans!

CB: And Detroit.

FM: And Las Vegas, with the money laundering, and the creation of theirs. So my claim to fame was "I'm a drinking buddy of Russell Bufalino!" [Laughter.] I don't know what made that come in to my mind.

CB: And I think I'll say this after you turn this off. So, we're done? Thank you all for being a part of this!