



Logan, C. C. (1911)

Tom: I thought this letter to Buckner
might be placed with the historical
documents. It emphasizes the
great part played by Anna and Warts.
Hope see you!
Curt F

5/2/73

Dear Mr. Padrick:

It gives me particular pleasure to make this small contribution to the Warts Memorial Scholarship Fund.

Thirty seven years ago Arno Warts involved me in his efforts to save the Junior College in Wilkes-Barre, so that a people who had long been exploited should be given an opportunity to gain a higher education. It has always seemed to me that any other president would have gladly abandoned the Junior College. The University caught, in a world-wide depression, faced serious problems of its own, and Dr. Warts would have been fully justified in closing the Junior College. Instead he organized community support and invited me to assume responsibility for developing the Junior College.

At that time it seemed an

impossible task but both of us deemed it
worthwhile. In consequence we joined forces
and within eleven years the Junior College
became Wilkes College.

Amos Marts not only decided to main-
tain the Junior College, he also sustained it
for more than thirty years. After resigning
from the presidency of Bucknell he joined
the Board of Wilkes College and gave us the
continuing strength of his vision and
faith. Without his counsel and commit-
ment Wilkes College would not have grown
and it is doubtful that a new economy would
have been created for Wyoming Valley.

You can understand why I am
pleased to join with others in memorializing
his work by assisting future generations of
students. In a real sense we are continuing
the influences that he created and supporting
the ideals that motivated him.

Sincerely yours,
Lugene Turley

April 30, 1973

BUCKNELL UNIVERSITY Lewisburg, Pennsylvania

DIRECTOR OF
UNIVERSITY RELATIONS

April 27, 1973

Dr. Eugene S. Farley
R. D. 1
Noxen, Pennsylvania 18636

Dear Dr. Farley:

On behalf of Mrs. Arnaud C. Marts, I am happy to present you with this complimentary copy of selected essays and addresses by Dr. Marts. Entitled The Light of Inward Vision, the volume has been edited by Dr. Robert R. Gross, Professor of English and Archivist of the University.

As you may know, Dr. Marts' guidance had a profound effect upon Bucknell's progress. Many of the alumni and friends of Bucknell who knew Dr. Marts are acting to insure that the affection and respect we share for this remarkable man will be exhibited in perpetuity. To this end they have established the Arnaud C. Marts Scholarship Fund as an expression of appreciation of President Marts' service to the University. If you would like to join in the endowment of this fund please use the accompanying envelope for your contribution.

Mrs. Marts asked that you receive this volume because of your relationship to Dr. Marts. I trust that you will feel as did I upon reading his words, and that you too will find renewed inspiration in the works of a man whose inward vision gave new eyes to our varied outlooks on life.

Very sincerely yours,



Ronald J. Pedrick

RJP:as
Encl.

(Interviewed in July, 1968)
(by Robert Bomboy)

EUGENE S. FARLEY

II

WHAT CAN YOU TELL ME ABOUT ADMIRAL STARK,
ARNAUD MARTS AND OTHERS WHO WERE INSTRUMENTAL IN ESTABLISHING
THE COLLEGE?

Well, I think when you ask that, you are getting back to the motives of these different men. And the motives of these men have been the things that have created and determined the character of the College. Arnaud Marts, while he was a member of the board at Bucknell, was asked to become the acting president; later, at the request of the student body, he became the regular president of the institution. When he became acting president, Bucknell Junior College was in its second year; it was operating at a loss and Bucknell University was facing some pretty difficult circumstances: It was at the bottom of the Great Depression; many students could not afford to go to college; there was not enough money to maintain salaries and sustain the university. Every college in the country was facing these problems and when Arnaud Marts accepted the presidency of Bucknell, it was a miracle that he decided to continue support of the newly-established Junior College. The Junior College already had lost twenty-five or thirty thousand dollars and there was not much chance of its becoming a self-sustaining institution

in the immediate future. And with the parent institution facing troubles of its own, it must have occurred that these financial difficulties could be reduced by abandoning the infant institution that was draining the limited resources of the University.

But Dr. Marts had been a fund-raiser before he became a college president and he had a great faith in young people. He knew that the coal regions were in the midst of a terrific depression; he knew that exploitation had been characteristic of the whole area for at least a century. This was exploitation of both mineral and human resources. And I think that he was convinced that Bucknell could open new opportunities and give new life to young people who otherwise would be denied these opportunities. So, instead of dropping the junior college and saving himself the headaches that came from the financial problems of the Junior College, he decided to support it and build it up.

I was brought in at that time to pick up this job and it was under his leadership that I was able to work for the development of the College. Without his leadership and his experience at that time, I could have done

nothing; and this was true for years. Only because of his broad vision and his tremendous capacity and organizing ability was it possible to give life to a weak infant. It also took a man from outside of the community, a man with prestige and influence, to carry us over some of these early years of doubt.

In the early years the whole program at the Junior College corresponded exactly with the program at Bucknell. We developed certain nuances which were needed to serve the people in the community and which were the consequence of two different personalities working to satisfy differing needs of two related institutions. Although we worked together, the Junior College operated with great freedom. The two institutions shared a moral concern for the welfare of students, but the moral concerns were somewhat different. We have always felt at Wilkes College that the intellectual aspirations and ideals of education were futile unless they could be translated into constructive action by competent people - people combining personal integrity with great social conscience. This concept of social conscience and individual responsibility has

has permeated the college from its beginning.

It is interesting that this sense of social responsibility is also demonstrated by our graduates. The last time we made a survey of graduates we found that sixty-one per cent were involved in community affairs in one way or another -- from PTA to governing bodies, to service groups. We feel that the concern of the college for the welfare of the community and its neighbors may have rubbed off on our students; possibly they cultivated this spirit while attending the College. You know that some of our students have volunteered to help migrant workers upgrade themselves. This service is part of their vision and concern.

Now then, we must consider the motives of another person, Gilbert McClintock, Chairman of the Board of Trustees from 1938 to 1959. In 1935 when Arnaud Marts assumed the presidency of Bucknell University, he sought to vitalize the Junior College by appointing six Wilkes-Barre residents to the Bucknell Board. These men constituted a Junior College Committee and Gilbert McClintock served as chairman of this group until 1938 when a Junior College Board of Trustees was

appointed. Mr. McClintock served as chairman of this body of trustees from 1938 until his death in 1959.

Gilbert McClintock had one foot in the middle of the nineteenth century and the other in the middle of the twentieth century. He represented the old conservative element of the community but he had been influenced by Christian Gauss while attending Princeton and there he had gained the social concerns of the most forward thinkers of the twentieth century. He was unusual in that he represented both the old and the new. He felt a strong concern for the young people of this community and believed that they should be given every opportunity to improve themselves. He therefore seized the opportunity to serve the young people of the community by joining the Bucknell Board. When the Junior College was formed, it was logical and almost inevitable that Dr. Marts should ask him to serve on the Junior College Committee of the Bucknell Board. It was his leadership that provided the support that was needed by the new college. It was also his concern for the young people that ultimately caused him to leave his entire fortune to Wilkes College. He did that with the understanding

that the future of the college would depend upon its faculty. It was therefore specified in his will that everything he left to the college should be used to improve faculty salaries. So, in him, Dr. Marts found a man whose enlightenment and concern caused him to offer his leadership to the college at its beginning, in the midst of worldwide depression and when the coal economy of the region was collapsing.

Now he and Dr. Marts frequently differed in their approaches:

Dr. Marts was concerned with the practical aspects of the college and Mr. McClintock was concerned with the idealistic and theoretical aspects.

They made a good combination for they complemented one another.

Gilbert McClintock had been for years a leader of civil rights movements and had supported the Civil Liberties Union from its inception. He was very much concerned that the underprivileged should be given every opportunity for self-realization. Yet, at the same time, he was chairman of the board of the largest anthracite corporation, the Glen Alden Coal Company. So this is why I say he had one foot in the middle of the last

century and one foot in the middle of this century. For years he was one of the largest stockholders of the Glen Alden Coal Company.

Now then, let us consider the motives of Admiral Harold Stark....

After he retired from the navy, we were fortunate enough to persuade him to become a member of our Board. He joined the Board because of his interest in the community. He had a tremendous feeling that opportunities should be created for the young people of this community and he felt that education could do much, not only for the students but for the community itself; therefore, he lent his full support and the influence of his prestige. It was while he was Chairman of the Board that we received our first substantial gifts and as you will recall, we built Stark Hall with a gift that was presented to us by a friend of his, *Walter D. Carpenter, Jr.* Then, in order to make good the commitment that brought R. C. A. here, we *had to build an* ~~built the~~ addition to Stark Hall to provide the graduate and research centers that were needed ~~if we were to~~ ~~meet our commitment to R. C. A.~~

in 1939
When I talked with the representative of R. C. A. and was advised by them that they would not come to Wilkes-Barre because there was no

graduate program in this area. I ventured the promise that we would offer a graduate program if they would come to Wilkes-Barre. I did that with the full knowledge that Admiral Stark and three or four of the other leaders of the Board would back me up in this. As soon as I advised them of my commitment, they agreed to support it. That commitment has cost us about two million dollars since it was made about 1959. As you know, it has created at least five or six thousand jobs in the region and the community. It also brought in other industries. R.C.A. built a second plant up towards Scranton; that brought in Owens Illinois; so the direct employment is now over four thousand and the complementary employment ^{has} reached over three thousand.

WOULD YOU SAY THAT THIS IS ONE OF THE THINGS YOU
ARE MOST PROUD OF?

I think that it was one of the most significant decisions that we have made. Wilkes College did not then have the resources to establish a graduate program and I would not have offered a graduate program under ordinary circumstances. I volunteered to offer the program only because our unemployment was then about 18 percent and I had the promise that

R.C.A. would employ 3,000 people. R.C.A. also advised us that they would locate in Ohio where a graduate program was offered. We, therefore, ^{had to make} ~~make~~ an immediate commitment or lose a great opportunity.

At that time, I had been at the College sufficiently long to have confidence that if I made the commitment the trustees and friends in the community would back me up - which they did, with a few exceptions. Without the backing of Admiral Stark, I would not have dared to make such a promise.

For my own part, there has always been a question, and a challenge, as to whether or not we could develop a truly liberal institution and offer a superior education in a community which thought education was only for a select few. This question was one ^{influences} ~~part~~ of the ~~thing~~ that held me here. The second ^{influence} ~~part~~ was the question as to whether or not the college could play a significant part in the economic redevelopment of the region. It was this question that caused the College to become involved in every effort that has been made to improve the economy of the region. Twenty-five years ago, I advocated the establishment of a community college because I thought it would complement the work we were doing,

and I knew that we could not mix the technical work of a community college with work to which we were committed. To offer the education required by the young people of the community I thought that separate institutions were required.

We also participated in the industrial fund drives; and it was because we had participated in these drives that we knew from Bill Sword's experience that one electronics corporation had refused to come to Wilkes-Barre because the community offered neither a technical program nor a graduate program. The electronics corporation required both. So when the college was given the opportunity to bring an electronics concern here if it would offer a graduate program, we agreed to introduce this program.

Bill Sword also organized the Labor-Management-Citizens Committee which has been under Sam Rosenberg's leadership for years. And Hugo Mailey has for fifteen years, maintained the Institute of Regional Affairs. This has cost the college about \$100,000 over a period of years, but we believe its worth to the community has been demonstrated by improved public services.

These community services are not ordinarily deemed the responsibility of a small college.

As you know, the Philharmonic also had its origin here at the College and it still gets some support from the College - not financial, but it does need the musical talent that the music department provides. There are other community services that were started here.

The Economic Development Council of Northeastern Pennsylvania was started in the College with a grant from the Ford Foundation. Its purpose was to gather information which would define both our resources and our liabilities. With this information we hoped that we could use our resources constructively and in a manner which would compensate for our liabilities. After a few years of experience, we raised an additional \$475,000 from federal sources, local industries and individuals, to assure continuation of the services initiated in this research office. When it became apparent that this program could function better if it were disassociated from the College, we severed our ties with the office.

Another community activity supported by the College is the Fine Arts Fiesta. This was established by Annette Evans - one of our Trustees. We have always given her efforts every possible support. There are a half-dozen other programs around the community

that we have either encouraged or initiated. Once they have become effective, we have moved away from them. All are a part of the dual pattern that we have followed: the development of an education that will provide opportunities for our young people - a truly liberal education, as well as one that was practical in its applications (because we knew they needed employment); and involvement in the economic redevelopment of a mining area that seemed to have no future when the college was established.

Some of us who have been in urban colleges believe that the college becomes a focal point for the development of ideas and programs that will benefit the community. This concept is in sharp contrast to the old liberal arts college, which lived apart from the community. The liberal arts college was concerned only with the nurturing of vision and culture for a selected group of people. Some people still look with some disdain upon an institution that tries to combine the practical with the liberating influences of a broad education.

IN A SENSE, BUCKNELL WAS THE OLD TYPE OF LIBERAL ARTS COLLEGE?

That is right, and it should remain so to a great extent because of its isolated location. The service that Bucknell can render is a service to young people who are attracted by the program that it offers. Here we offer a program that serves students, while also serving the community. In spite of the difference in size of Lewisburg and Greater Wilkes-Barre, we have ties with our community that are more intimate than theirs. The community down there may be dependent upon Bucknell because it is its biggest industry, but Bucknell has not, in the past, tried to attract new industries and develop a new regional economy. I think, however, there is something of that sort contemplated at the present time by Charles Watts, their new president. Of this I am not sure; I have just gained the impression that he is thinking in that manner.

Now then, let us consider the motives of the others who have helped us..... (and the amazing thing is that the biggest donors to the College

have asked that their names be withheld.) *Walter S. Carpenter, Jr.* ~~These~~ who gave the science

building ~~were~~ ^{was} concerned with the development of a good science program;

^{he} ~~they~~ ^{was} ~~were~~ concerned with the community because of the past ties

that ^{he} ~~they~~ had with it; ^{he} ~~they~~ believed that science could contribute to critical

thought while developing skills and ideas of immediate or ultimate ^{usefulness} ~~application~~.

^{He} ~~They~~ opened new opportunities to us by financing construction of the science building and endowing the work that is done in the building.

And then we had other friends who wanted the arts to play the same part in the lives of students and in the life of the community; I think these people realize that, with the change that is taking place in the lives of people, creative arts become of greater and greater importance. As people gain more and more free time, they will either use this time productively or degeneratively. I am also sure these persons envisioned the arts ^{as} making a great contribution to the community; ~~for~~ they were aware that modern industries are attracted to communities that provided cultural opportunities which management, and the wives and children of management, desire. It has become apparent in the last twenty years that modern industries select locations where they can take their management. Today, scientists and top management will not go to a community unless it offers opportunities that are attractive to their wives and children. So cultural opportunities

opportunities must be developed. And I think that is one of the things behind the fine arts center and the new music building which are now under construction.

The importance of an attractive community is indicated by an attempt that R. C. A. made in its early years to bring its research and development center ~~up~~ here. They found that their scientists, who were in tremendous demand, and could go with any company any place in the world, very frequently had wives who refused to come ~~up~~ here because of the unattractive image of the community. And this is one of the reasons we have been so happy to have an unusually attractive fine arts center; it is ^{also} one of the reasons we have encouraged the beautification of the city. In fact, when they ^{city} observed ^{its} ~~their~~ sesquicentennial, I was chairman of that committee and its theme was "Beauty Pays". This theme was, of course, just an attempt to ^{accentuate} ~~propagandize~~ the fact that if you wanted to attract a certain type of industry you had to have an attractive community. We ^{still} have a tremendous job to do ~~still~~, but when we first came here in 1936 there was not a nurseryman in the town. Now if you look around, you will find there are a half dozen very prosperous nurseries that are selling shrubs and plants which are used to make the

community more attractive. Of course, you cannot do in twenty-five years what should have been done over the last hundred years. But if the vision is maintained, the approaches to the community will continue to be improved and the local colleges will continue to make available some of the intellectual and cultural offerings that are so vital to a growing community.

When Kirby Hall was first offered to us, a couple of the trustees indicated that we could not accept it without an endowment. Arnaud Marts, who had visited Mr. Kirby and who had persuaded him to give Kirby Hall to the College, very firmly met with these trustees before one of our regular meetings and said: "I know that this endowment will not be forthcoming and if you insist upon it, we will lose a building that we very badly need. I would very much appreciate it, therefore, if you would not bring up this question." In consequence, they kept quiet and Mr. Kirby gave us Kirby Hall, which ~~has~~ served as our library up until this year, 1968.

Admiral Stark, shortly after he became Chairman of the Board, encouraged a discussion for a period of two or three meetings about some matter that then seemed of vital importance to the College. After a decision had finally been made, someone raised a question and tried to reopen the

discussion. Admiral Stark very quietly said: "We ^{have} ~~are~~ considered that adequately; the decision has been made." And with this remark, a futile discussion was ended. But his voice was as quiet as anybody's could be.

Of course, the amusing thing about my own stay here is that I do not think I would have stayed at the College if I had not been threatened the first year I was here. We brought a foreign correspondent from the Herald-Tribune to speak. A group of men from the community did not like the speaker and did not want him to speak. So, some ten to fifteen of them came to my office and threatened me. They told me that they would drive me out of town if I permitted this man to speak. Well, I tried to act like a Quaker for fifteen minutes and this tactic would have pleased my mother. But by the time they really put the pressure on and told me that they would drive me from town, I let loose with language that should be unknown to a college president, and in a manner that was most unbecoming. We soon reached an understanding. It happened that they were perfectly willing to threaten people, but they did not want the world to know that they were ^{doing so} ~~threatening~~. Luckily, in my anger, I advised them that if they put on the pressure and drove me out of town, I would see that the world knew why I ^{and by whom} ~~knew~~ why I

was being driven out of town. With that threat, I touched upon a sensitive chord, and they backed away from it. The funny part of it is, I think it has been this incident that has caused me to stay in Wilkes-Barre. At any rate, it has ^{frequently} caused me to observe that "Wilkes has been built by the Order of Loyal Jackasses." And, when you consider our beginnings, you can see why I say it. When I made this remark to Voris Hall, one of our faculty members, he looked at me rather sharply and remarked that I was not very complimentary. But I said, "Voris, you know that a jackass is an animal that is too stupid to know it cannot be done and too ^{stubborn} ~~stupid~~ to stop trying." ^{besides} And it has taken an awful lot of the jackass to get things going around here."

In my early years, I thought the real purpose of colleges and universities was to cultivate ideals and intellectual interests. Recently, I have come to the conclusion that ideals and intellectual interests can be an escape. Instead of opening new opportunities for creative thought and action, some people use them as an escape from the need to become involved in the efforts required to correct a bad situation. Therefore, it

now seems to me that ideals should encourage us to move from the point where we are - to something that is better. For a time my own granddaughter was so idealistic I was afraid that she would find her ideals were not workable and would become cynical.

In one letter she said, "Dear Dadda; ~~You~~ know perfectly well that if your ideals are not better than the real situation ⁱⁿ ~~with~~ which you work ~~that~~ no progress will be made; there must be a tension gap between the ideals toward which we aspire and the reality in which we exist." And, I wrote back to her, "Dear E. G.; You're right. There must be a tension gap. But, remember, if the ideals are separated too far from the reality, there is no electrical spark connecting the ideal with reality; then the gap becomes a vacuum." The problem is to relate your ideals and your intellectual interests to reality so that they ^{may} ~~lead~~ to constructive action. *In*

recent years Intellectualism and idealism have, in the minds of some people, become a means of escape; whereas, in my own opinion, they should always create that tension which leads to social progress.

HOW WAS IT TO LIVE IN THE VARIOUS TEMPORARY QUARTERS
YOU HAVE HAD AT WILKES?

Well, in the early years, when we first came here, we rented
a house in Kingston. Then, ^{in 1938,} the building which is now Susquehannock Hall
was given to us by Fred Weckesser and we lived there until the air crew
came in ^{1942,} ~~in order to make room~~ ^{provide essential space} for the air crew, it was necessary for
us to move. ~~out~~. This was during the war. We decided we would live in the
top of the library, which was Kirby Hall; so we were isolated up there for
three or four years. Then we spent a winter in what is now the Wyoming
Seminary Day School. The apartment in Kirby Hall was lovely, but when
the library was locked up, we felt that we were so isolated ~~up there~~ that
none of our friends could visit us. It was awfully hard on my wife; it
did not bother me, but I think sometimes that I asked too much of her as
we made the adjustments that were necessary to tide the College over
~~some~~ periods of difficulty and pave the way for periods of growth. ^{The move to Kirby}
^{made} was during the war; my daughter was at Swarthmore College; my older
son, Bob, was at Bucknell until he entered the navy, and Gene was in
high school. Gene then enlisted before he graduated from high school.

During these early and formative years of the College,

~~We were isolated in the apartment at that time and~~ I sometimes think

that I asked the family to ^{make adjustments and to} pay ~~more of~~ ^{greater} a price for the College than I would

be willing to ask them to make today. This, however, is water over the

dam now, and it cannot be changed. Finally, Mrs. Dart gave the lovely

residence at 146 South River Street, ^{where} ~~we~~ have lived ~~there~~ since 1949.

World War II

During ~~the war~~ the enrollment naturally fell; there was a time

when we had only fifty regular students, but at that time we also had a

contingent of 250 air crew students. The air crew was obtained at the

suggestion of Dr. Marts. After receiving word from him that a contingent

might be obtained, I visited the Pentagon and talked to them about establishing

an air crew contingent at the College. Fortunately, Colonel Henry Pool, a

resident of the community, was in charge of that work. His happy place-

ment in the right position was responsible for our obtaining the air crew

contingent. Successive contingents were with us for about two years, and

during that time, the College centered around them.

At this time, I was asked to visit a military procurement office

in Philadelphia to consider the possibility of serving as the educational

officer in one of the occupied countries. When I came back and mentioned this to the captain of the air crew contingent, he said, "If you are leaving, I am going to ask for a transfer." So that brought to an end my brief discussion with the army. It was that air crew contingent that tided us over the war years; whether or not we would have survived without it is doubtful. I think we could have, but the presence of the air crew for that two-year period enabled us to fill in a serious gap. The war ended six months after the last contingent left the College.

THE PRESENCE OF A MILITARY GROUP WAS CRUCIAL TO THE SURVIVAL OF THE UNIVERSITY, TOO, I UNDERSTAND.

Probably. It was true for many colleges. The military did not have the needed facilities to train the army and the navy and the air crew. I do not believe that colleges offer the type of training required today, but at that time, the colleges offered stopgap facilities for the military services.

WHAT EXACTLY DID THEY DO?

They had six months of preliminary training here. The program included some orientation, some work in navigation, some work in geography. It was a background that the Air Corps felt would enable the boys to move ahead more rapidly when they were assigned to the basic camps which were

then being established. To understand the critical nature of our defense position, you should remember that the army was then training with wooden guns. The Air Corps didn't have much of anything. They had not yet started to build 50,000 planes a year which were later produced. They had practically nothing. The navy also was stretched far beyond its capacity.

WAS THE TRAINING PRIMARILY FOR PILOTS AND NAVIGATORS?

All the boys wanted to be pilots; they were willing to become navigators if they could not become pilots, but they were always disappointed if they could not become pilots.

THEY WERE HERE FOR SIX MONTHS AT A TIME?

That is right. The first contingent was composed entirely of boys from Harvard and Yale. And the last contingent included students from high schools and all walks of life. I suppose they just accepted the first group from Harvard and Yale because these boys enlisted in groups. I do not think there was a single student who was not from those two institutions in the first group.

WHAT OF YOUR OWN BACKGROUND BEFORE YOU CAME HERE?

Two years after I graduated from college, I went to Germantown

Academy; then I transferred to the University of Pennsylvania with a

and for two years I served as an instructor in Education. Harrison scholarship, ~~and~~ later a Harrison fellowship/ Then, before I

received my doctorate, I went up to the Newark public schools as Director

of Research. I stayed there until 1936 when politics began to permeate the

school administration in a way that I felt would prevent constructive work.

In 1936, I resigned

~~XXXXXXXXXXXX~~ ~~then I withdrew~~ and came to Bucknell Junior College.

WHY? WHAT WERE YOUR ASPIRATIONS? ADMIRAL STARK ONCE SAID TO ME THAT YOU HAD NOT REALLY INTENDED TO BE AN EDUCATOR.

No, my brother and I bought a farm the year I graduated from college,

and within a year it was agreed that whoever got a job first would leave the

farm. I got a job first, so I left the farm. The farm was ~~down~~ in Montgomery

County; ~~it has~~ ^{recently} ~~just~~ been sold for more than \$1,000,000. When we bought it

I expected it to increase in value; it has two and one-half miles of asphalt

road on it and they are now constructing many beautiful modern plants. And,

if they did not sell that for \$10,000 an acre when we are selling for \$4,000

up here, I will eat my shirt.

HOW DID YOU COME TO BUY THE FARM AT BEAUMONT?

Well, we bought the farm because Mrs. Farley and I had been

looking around for places in the country for years. And, one day she met ~~with~~ Anna Cortiglia who told about a farm across the road from their summer place that was for sale for a song. We went out and looked at it. Mrs. Farley talked to me for three nights. We bought it on the fourth day. And we have worked at it ever since. It was a family project; we did most of the work on it ourselves. I can remember when we were tearing the roof off of the upper house; two very nice ^{maiden} ladies were driven out ^{by} ~~with~~ their chauffeur^{es}.

I was working on the roof and I greeted them by saying "I am sorry I cannot come down and see you, but I just ripped the seat out of my pants!"

I suspect these

~~They were~~ two prim and proper ladies ~~who~~ had never seen a man's seat.

HOW WAS THE GRADUATE PROGRAM ESTABLISHED?

A graduate program in education has always been offered at Wilkes. At first, it was offered in the evening school by Bucknell University. Then, later on, when they felt that they could no longer offer eighteen hours of credit in Wilkes-Barre, we entered into an affiliation with Temple University so that they would offer the eighteen hours. At the present time, Temple is offering its courses on the campus at the College. And, of course, as you know, in the last year, we have entered into a relationship with Lehigh University whereby their credits in education will be given here until such time as we are strong enough to establish an independent program of graduate education of our own. The same arrangements have been made for graduate courses in business education. We have always counted on other institutions to cooperate with us as we endeavor to expand our services to the community. And as our resources have expanded we have added new programs of our own. We could never have offered these services without first receiving the cooperation of other

institutions. First it was Bucknell; then it was Temple; now it is Temple and

Lehigh. I think this cooperation will be increasingly required if we

are to serve the modern industrial complexes developing in the region.

And as I have indicated, the graduate courses in the sciences were promised in 1959 in order to bring R.C.A. to Wilkes-Barre. Our resources were then inadequate, but the commitment was made because of our need for new plants and new jobs. With an unemployment rate of 18 per cent it seemed that any commitment was justified.

END OF INTERVIEW