

Oral History--Louise Berard, 2019 March 11

Participants:

Suzanna Calev (recorder)

Christopher Breiseth

Tim Gilmour

Jim Rodechko

Bob Heaman

Mollie Rance

Louise Berard

Transcribed by Maddie McDonald

Francis Michellini: And to have a community without coal mining, which was already when World War II was approaching and they realized they had to have some institution that would bring people together. Now you go back to Bucknell and it's traditions, I have no idea about them but we've talked about it. What was the leadership at Bucknell that actually made the decision to put up a lot of money, a quarter of a million dollars, to establish Bucknell University Junior College and it's community? What kind of people were they? They didn't have to do that. So there were people in that world who saw a better future, and Wilkes evolved as a result of their input into that effort to make for a better life. So there were no divisions allowed. Male, female, as far as the college was concerned they didn't care what you were. If you were from Nanticoke, or Ashley, or - those divisions were not permitted. There was no halal society, there was no Christian endeavor, there was no - what's the Catholic one called? They deliberately restricted anything that would divide students. And the faculty worked in the community, like Hugo Mailey with the institute of municipal government. My God he changed more local governments in realizing they couldn't build a sewer plant if they didn't cooperate. And Sam Rosenberg, you're not going to solve labor or get a new industry of labor and business keep fighting each other. So Wilkes faculty in that long way of coming around to it, the faculty had evolved in Dr. Farley's administration and in subsequent years with quite a different role than a traditional faculty at the University of Pennsylvania, or any institution. The faculty at their core, they were integrated with the community's needs and responding to the challenges of a Wilkes Barre city. It was not focused on doctors or lawyers except that those were opportunities for students. The community was really as committed to changing the community's morals as it was to just being a college. And that's kind of unique. And so following on with that, the different administrations, the successes in one breed a problem with the next one. How did the first president whose faculty was well integrated with the surrounding community, versus the fourth president who had a deal with factions within a faculty that knew better trustees than the president did. So our structure evolved in a very unique environment, that's the point I'm trying to make. And I think when this history is written, if we don't make that point we won't have a unique history that I think Wilkes deserves. And it's still doing that, the flexibility to a faculty is unique. You talk to other presidents in my later career, I talk to enligh presidents to realize their relationships with faculties were totally different from the relationship with faculties at Wilkes.

Christopher Breiseth: And their relationships to their communities are different.

FM: Yeah. So we're not here to give you a lecture, we're here to give you the opportunity to say what - do you sense what I'm driving at?

Louise Berard: Yes.

FM: What was unique about your experience at Wilkes to say "You know, I couldn't have had my career anyplace else if it had not been for this."

CB: Mike, let me intervene because I asked Mollie to turn this on, because what you have just been saying has been so important. So she got most of it. But let me do my formal beginning and we'll eat as it comes. So we're here with Louise Berard today, it is what, the tenth of March?

LB: Eleventh.

CB: The eleventh, I'm always behind. It's daylight savings, we've just gotten past that. And Dr. Mike is here, Molly is here recording, Jim Rodechko and Bob Heaman, without his dog is here. And Suzanna is out trying to find lunch for us, so we will soon be all together. Louise has heard a little bit of the background of this enterprise, so let me turn to you and just, autobiographically, kind of put yourself in the context of Wilkes. How you grew up in this area, how you came to become a faculty member, and a long time faculty member. The stage is yours.

LB: Thank you.

Bob Heaman: What year did you come?

LB: 1980. I won't bore you with all of this but I do have some. Jim gave me an indication that that would be one question, mainly how I came to Wilkes. So that's where I start my little narrative. I was offered a position at Wilkes in the fall of 1990, I'm sorry the spring of 1990.

CB: 1980.

LB: 1980, right. First mistake. I'm off too, you're off a day and I'm off 10 years!

CB: Mathematician, I mean -

FM: I'd love to drop a decade!

LB: But yes, I was offered a position, and I have it right in front of me too, in the spring of 1980 during my last year of graduate school. So I started as an assistant professor that fall, which would be the fall of 1980. Thank you for correcting me.

FM: Of what?

LB: Pardon?

FM: What discipline?

LB: Mathematics. So it's my recollection that I filled the position that Tom Richards vacated when he retired. I learned quickly not to say I "replaced" Tom Richards, because I would always be corrected that there was no replacing Tom Richards, he was legendary. His portrait still hangs in the math department as far as I know, it was there the last time I was there. And Tom continued to teach part time during my first few years at Wilkes. So I have fond memories of my interactions with him. You probably all knew Mr. Richards. I also fondly remember my other early colleagues, Jim Decosmo, Joe Salsburg, Boyd Earl.

JR: Bing Wong?

LB: Yes, I have a fond recollection of him.

CB: The fondest.

LB: But I really mention those three specifically because, thanks to Dr. Wong largely, when I arrived in the department I sensed the school was in a time of transition. It was late seventies before I came, early eighties after I started. Mr. Decosmo, Mr. Salsburg, Mr. Earl, and Mr. Richards of course were a part of the old guard. And there was a transition towards requiring new faculty to have PhDs, expanding the department offerings from just mathematics to computer science, and then later computer science to

information systems. But those elder statesmen of the department continued to contribute in important ways. And I think this kind of goes back to what you were saying about what Wilkes College was in those first couple of decades. They were smart, they were dedicated to teaching others, and to learning themselves. They embraced the new technology and of course they were fun to be around, and they were very kind to me as a new faculty member. I just wanted to say that. Another key person whom I believe you all know was Irene Cocco, our long term secretary. I'm still in touch with Irene, she retired more than 20 years ago but everytime I speak with her she tells me about how much she loved her time at Wilkes and loves the people at Wilkes. And so if you're looking for people to interview, I would encourage you to contact Irene.

CB: I'd love to get Peggy Corbett, but I don't think she would do it. You've left out one person.

LB: Okay.

CB: Rich Sours.

LB: Sure! Well Rich was, he was an important mentor for me in the 80s, of course he left in the late 80s to pursue administrative work - I think after many years at Wilkes.

FM: Wyoming seminary, did his wife work there?

CB: His wife worked there. Charlotte.

LB: My intention wasn't to really list all of the people who were here when I came, but more the people who didn't have doctorates - I think Bing was kind of the reshaper of the department, Rich didn't have a PhD as far as I know when he came to Wilkes, but he got a PhD so I was kind of focusing on the people who were hired as I think a lot of colleges did. I think King's did the same thing, without doctorates but still contributed a lot.

CB: The reason I raised him is that one of the things you already mentioned, and I hope you'll say a lot more about it, is the conversion of the faculty to deal with computer science. Rich, as I understand when I came in 84, played a major role in that with his time in the FBI, which had happened just before I came. He was sort of, to use the expression, upskilling himself in computer science to help, and then he took chair of the department. So he was leading that effort.

LB: Well, I mean we all did. I had one Fortran course in college. My background was in mathematics, but it was kind of an expectation when I came that I would get up to speed in teaching computer science courses, which I did.

Jim Rodechko: In 1983 you were teaching the faculty, I remember that.

LB: That's one of the things I was going to mention, that you all know Joe Bellucci ran his computer resource center, I don't know the exact name. That was to train teachers in the area about classroom technology and use of technology. Joe hired me in the summer to run a summer workshop for faculty here. So going through my memorabilia for this interview I came across two thank you cards, one from Jim Rodechko and one from Jack Myers who were in there together. I think there was a note from Frank Salley and so forth. Maybe somewhere - I keep everything - so maybe somewhere I have a list of the participants.

CB: Listen to that Suzanna.

LB: I can't find much, but I have it somewhere.

FM: That's interesting because I am the voice of history in this regard, and I'm very serious. I lived through different years than all of you people did, and the context of that computer initiative and computer literacy that you stepped right into, that went back to Dr. Farley trying to get RCA to build their transistor plant. When came back from a meeting of the board in New York City, the board of RCA, he said "Mike, you won't believe it, but what's a truckload of electronic tubes, they showed me a little packet

like this. And they're going to produce those if we have masters degrees to get their engineers." That's a different story, but my point is as academic dean in 1964, I have pictures in one of these notebooks of two IBM people who came up from the research center in Florida to brief our faculty on incipient computer instruction that was going on. So they came in for three Saturdays and they took a picture, which is in the newspaper, of the Wilkes faculty. Not a single department chairman, not a single senior faculty, nobody wanted to see a computer. But there were four faculty members from each discipline in that picture with these guys who went through the program where the IBM guys were giving Wilkes faculty a heads up on computers. And you moved into that. And now your faculty were enthusiastic about computers! God, I couldn't get the faculty to acknowledge it even existed.

LB: I mean, even when I was finishing grad school there was a reluctance. I think some people think that mathematics and computer science are similar disciplines. They're very different disciplines. But mathematicians generally embrace new learning and new knowledge. But even when I was leaving graduate school in 1980 there was a reluctance among faculty to use email and so forth. Even when I was in graduate school and then here. So would I have rathered to just teach mathematics, I think yes. But I really learned so much about using technology in an effective way. And certainly with having a combined department it was important for me later when I became chair to have knowledge in both disciplines. I would say I taught actual computer science courses for 10 years, and at that time it was very difficult to hire computer scientists. It wasn't just at Wilkes, a lot of math people were retraining in computer science because the need was there. I think when I first came there was some ridiculous number, like 180 computer science majors. Now they didn't all make it through to graduation in computer science, but it was a really burgeoning program as you said, everywhere. So Tony and I, my husband and I, we were active in our professional organization, and many people across the country, many mathematicians, were not just learning how to use computers as a tool in mathematics, but also covering the computer science courses for which there were not other faculty. I just think mathematics is unique as a discipline in that when you teach at a school like Wilkes, or King's, or probably almost any school, in mathematics you're expected to really be able to teach things throughout the curriculum as the need arises. And there's a lot of different sub areas in mathematics. I think a lot of colleagues in other disciplines, not that they're not very active in a scholarly way, but often maybe teach a 100 level course and then a specialty. But in math it's kind of the expectation that if your probability guy is on sabbatical, then someone else covers in that area and so forth. And so it seemed not too much of a stretch to branch out to computer science. But I did want to get back to the memory of Irene Cocco. At the time, I don't know if this was still the case when I actually joined the faculty or if it had been a few years before, but Irene also served as secretary to Earth and Environmental Sciences..if that was the correct name at the time.

FM: Alvin Brooke.

LB: I'm sorry?

FM: Al Brooke was the professor that initiated the program.

JR: He left before Louise was here.

LB: I remember - I think it was Bruce Berryman? And I think there were only two faculty.

CB: That's probably true.

JR: Brian Redmond, probably.

LB: And so that department shared the fourth floor of Stark Learning Center with the Math and Computer Science departments. That leads me to think of other contacts that I had outside of the department, but within the walls of Stark. I think for 8 years my office was actually on the third floor, so my next door neighbors were actually psychology faculty which was interesting. Hello Sir!

Tim Gilmour: How are you? Sorry I'm late, I got hung up.

CB: Welcome, welcome. I guess we've got to think about having beards, Mike. Looks like it's still de rigueur?

TG: It's the new thing, yeah.

CB: So Louise is in the middle of a very thoughtful -

TG: Yes, excuse me Louise.

LB: Oh, that's okay. If I can kind of get to the end of this narrative and then we can break for lunch.

Because I do have also, just some bullet points to kind of throw out there. But what I was reminiscing about at the time when Dr. Gilmour came in was the contacts in other departments just within the walls of Stark. I mentioned that for eight years as our department expanded, I took an office on the third floor, so psychology faculty were my neighbors. That was fun. The nursing lab was on the third floor of Stark at the time. Not the nursing department or their offices, but the nursing lab. I made friends there. They had some interesting props in the nursing lab for learning. Made me glad I taught math, with a more...let's say abstract and less hands-on approach. On my way through the building, because I tended to take the steps always, I would occasionally stop to see colleagues in biology, chemistry, physics, engineering. And of course on the first floor was Joe's operation, Joe Bellucci's operation that we talked a little bit about before. He was where the pharmacy dean is located now. As we mentioned before, Joe had early-generation Apple computers for training teachers.

FM: What was the relationship with Umid Nejib? I always associated in my mind the activity of Umid and the evolution of our computer science program. But you're introducing a different dimension of the math department.

LB: Well certainly Dr. Nejib was key with the use of computing in engineering, from the engineering aspect. I don't believe...we may still not have a computer engineering major, I'm not sure about that. We did have a computer engineering minor. Kind of an important link between all of this - Joe Bellucci's operation, engineering, computer science - was one of our well-known alumni who later became a faculty member Matt Zukoski. He provided a link among all of those different areas. But I should have a better answer to your question, I'm sorry. I think Dr. Nejib was key in bringing technology to campus, certainly.

CB: And he was key, and this was literally the very first thing I did as president elect, was to come to campus in the summer starting July 1st. But I came after a conference for new presidents, and Terry Harriman had called and said we had 3 physics professors who are not going to be there this fall. Should we hire three physicists? And I said "I can't imagine that that would be appropriate, let me come to campus on my way back from Washington to Springfield." Well he organized a meeting with Umid Nejib and Brian Redmond. I can't remember if it was Walter Placek or Fred Bellas. We met in the conference room at Weckesser, and by the time I was finished Umid had led me to come up with what became the department of Engineering and Earth and Environmental Sciences. We did some hires for that group, rather than hiring three physicists. So Umid was critical in bringing Earth and Environmental Science together with what became Environmental Engineering. And this was really a commitment to get Environmental Engineering into an important place in the Wilkes Curriculum. So that was June of 1984.

FM: That's very important for the history because I had a total blank in understanding the evolution of that combination of programs and events.

CB: And Umid was crucial in that era in our relationship with Mountain Top. Because he had trained many of the people who were on staff there, and as they expanded their programs with us Umid was the person they dealt with. And I dealt with enough of them as an alumni at Wilkes to know that they regarded him as -

LB: There was what, a Harris semiconductor I believe?

CB: Yes.

LB: Who hired some of our graduates in the computer science department.

CB: Oh, right. They embraced Wilkes. And as Mike tells the early part of that story, Dr. Farley realized that making the commitment in electrical engineering, both at the undergraduate and graduate level, was probably the largest leap any of us ever made. I mean I feel the leap at the point of Pharmacy was the leap I helped the place make. But I think that initial - making RCA come to Mountain Top, that they would have a place training people and educating people for their work - was the thing that in the Farley era lifted Wilkes into a graduate institution. Even as tiny as it was, it was fateful. Back to you.

LB: Well, all I was going to say regarding Joe is just that, in addition to what he did, Joe Bellucci, that was a place where everyone was welcome to stop in and get razzed. When you stopped in, you did get razzed by whoever was there.

FM: What's really fascinating about doing history, is seeing how these linkages developed. In 1970 Dr. Farley became chancellor to continue the fundraising to build a science building that would be incorporating the new age of technology. The basement of the new extension of Stark Hall, which was under construction at the time, was to contain a two year old computer from the Air Force that Dan Flood arranged for us to get because it was already obsolete for the Air Force to use. So in 1970 we were implementing the programming for a computer faculty. Not quite sure how it was going to be incorporated into the curriculum, that's why I was surprised. I didn't realize the math department was that involved and active in that whole revolution.

LB: And probably from a different perspective, more of a theoretical perspective, whereas of course engineering is an applied science. And then of course, eventually moving forward the department became a part of the School of Science and Engineering. It would take a better person than I to go through all of the different combinations of departments.

FM: But before we break for lunch the bottom line that impresses me is that from that stage, by time the building was reconstructed after the flood, a computer room was no longer necessary. That computer was obsolete in the 15 months it recovered from the flood and now everything was smaller.

LB: Yeah, I don't think that was missed after the flood honestly.

FM: Part of the interesting thing about Wilkes is how adaptive it was to what was happening in the real world. I mean there was certainly no ivory tower, we've got the answers type of attitude at Wilkes, it was always "What's the next thing on the horizon that we should be getting ready for?"

LB: To kind of get back to, I don't think I really answered Dr. Breiseth's original question about my relationship with Wilkes and my being in the area. You've talked about uniqueness from a curricular point of view, but it was quite striking at that time. I had people I graduated from high school with who went to Wilkes, but Wilkes for a small college at that time had so many offerings. It had fine arts and music, as well as nursing and engineering. I'm sure other people have brought that up, but again as someone who grew up in this area, my one older brother went to King's, my older sister went to Misericordia, my other brother went to Bloomsburg, so I was aware of the other colleges. And I think that at the time Wilkes was very unique in that aspect.

JR: Where did you go, Louise?

LB: King's. So I just wanted to take a minute to -

FM: But we got the best of the crop.

CB: We did. So were you and Ilina Thurst? The first women at King's?

LB: Yes. I think they started admitting women in 1970 and my first year was 1971. In the dorms they had a floor-and-a-half of women. Actually, I was on the half-floor. I probably shouldn't put this in the official history but -

CB: So we gave you your total identity at Wilkes.

LB: That's true, yeah. Again it was, for as much as I admired the uniqueness of Wilkes for some of the reasons you mentioned, it was not associated with any particular religion or organization or whatever. In many ways it was the type of school I was looking for, the type of school I had attended where I really felt like I could connect with students. But also, it was the only job available and turned out to be ideal for my personal situation so it was good. So thank you.

CB: And your graduate school was where?

LB: Brown University.

FM: Don't be embarrassed by that, that was the only job I was offered too. I came here in 1955. It was that or Bar Harbor and my wife said "No way you're going to a place that snows for 6 months out of the year."

JR: You and Tillman both went to Brown.

LB: That's right, I was going to mention Steve Tillman as a possibility for an interview. He was also in the department when I came and he was 10 years ahead of me with finishing Brown and starting at Wilkes. And of course Steve did a lot, he actually got advanced degrees in computer-related areas - again his training was mathematics as mine was but he got an advanced degree in Industrial Engineering.

CB: What made Brown the place you aspired to from your time at King's?

LB: Well I think I probably overestimated my abilities. I was a good student at King's so I applied to prestigious schools, and for some reason I was fortunate enough to get into Brown. I got an assistantship, at the time they were having money problems, so I think I got like half an assistantship or something. But that was a relatively small school, especially at the graduate school level. In mathematics in graduate school they often hire the graduate students kind of as cheap labor, same with biology, running problem sessions or running labs. I don't think I knew this before I went there, but within a year or two they actually had us teaching our own classes. It was a very nice environment, I mean the faculty were very accomplished mathematicians but they also cared about their teaching. They cared about their classroom teaching for the graduate students and also for the undergraduates.

CB: Very unusual.

LB: I'm sure there were exceptions, but for the most part they looked after us graduate students. If we were running problem sessions for them they looked after us very well, and if we were teaching a section of a course with a faculty member they worked closely with us. So again, I don't think I knew that going in, it was probably the prestige -

CB: Those graduate students don't have a clue what they're getting into. One final question and then let's have some lunch. Did that teaching ethos at Brown influence the way you looked at Wilkes when you got here and how you approached the teaching function?

LB: I think so, yeah. But I do think that probably the primary influence as far as teaching and learning was my experience at King's, and if I may, my husband actually, who taught at King's for 40 years and was my teacher. He's the best at what he does, or what he did, I should say, with teaching. I think that was probably my primary influence there on how to approach the subject, the profession, and so forth. But yes, I definitely had good role models at Brown as well.

CB: How many other King's/Wilkes couples are there in terms of teaching at both places? Full time teachers.

LB: Well Bob Tuttle is at Wilkes and his wife Margarita Rose is at King's. I think now Tony and I are known as the "other" King's/Wilkes couple. None other comes to mind...probably if I think about it.

CB: Interesting. Well that's worth having taken note of.

TG: I actually knew a couple who were at my institution prior to my coming to Wilkes, who taught at King's and Wilkes. It's a pretty good -

CB: Do you remember those names?

TG: Oh, God. I'll think of it. I knew him much better than I knew his wife.

CB: Well the last time we started saying who were the couples that had both been hired at Wilkes at the same time, and -

JR: There's a load of them.

FM: Stanko and Nadja Vujica, Ferdinand and Anne Liva.

CB: Patricia and Robert Heaman.

FM: They weren't a couple until after they met at Wilkes.

CB: So that's another category. Let's eat! You got us rolling.

Lunch Break

Christopher Breiseth: Say a little bit more about just the ethos of the math department as you lead it, you were it's chair. Within the Wilkes community, what did you see as the mathematics department's special contribution and what was the dynamic among the people? And you can include Bing Wong.

Louise Berard: Sure. Mathematics is unique. Like English, mathematics basically serves the entire student body pretty much. Also, in a unique way, it is different from English or History that offers the English 101 or the History 101. But we need to offer, and again this is at all colleges, but we need to offer different types of math courses for different needs. So the needs of the biology department, the needs of the business school, the needs of the humanities, and so forth. And of course engineering, mathematics itself, and then that is also the same with computer science. So I think that - and I must say that for pretty much all of my colleagues through the years, and there's been a lot of turnover in the department, there are certainly some long timers but there have been a lot of turnovers - I think that the love of the discipline kind of goes hand in hand with wanting to share that, and wanting to share that in effective ways. You know, wanting to communicate well with your students, some of us are more successful at it than others. Wanting to share and develop projects in other disciplines. And I think the people in our department have been good about that. I think they've been active in university life. I don't know if I'm answering the question, but I think that most of my colleagues have been active on committees, active with curricular developments like freshman foundations, core changes, etcetera. Getting technology into courses, offering courses for faculty in other disciplines. Within the department, I think for all of our differences, for all of our arguments, I think we functioned well as a department through the years. One thing I thought was - through the different leaderships, Dr. Wong was chairman when I came, Dr. Sours took over after that for a few years. (That was another thing, none of us loved being chair except possibly Bing, but we felt it was an important duty and most of us took on that role. But again it was Bing Wong, Rich Sours, I think Sam Merrill served as chair, Steve Tillman served as chair, I served as chair. Jim DeCosmo even served as chair for a year.) But I think through all of that different leadership we were all very good about handling the tenure process. I think we were straight with people in the department that we didn't think were a good fit. Not to say that we didn't make some mistakes. But especially when I heard what went on in some of the other departments, I thought that our department, for all of its

differences and disagreements, I thought that we handled that well. Giving people kind of a straight scoop on whether we thought they'd be a good fit or not, and trying to support them either way. I think that we were very flexible, or at least my memory of that was if courses needed covering people were pretty good about doing that. I do remember that there were a couple illnesses the second time I was chair. (I was chair two different times.) People were very good about covering additional courses for a month in the semester or whatever the need may be. Again several people - myself early on, but then the last 25 years not so much - but several people, Fred Sullivan, Steve Tillman, Ron Pryor, who were very good about going back and forth as the need may require, whether the need was in computing or math. I might have spoken with more anger had you asked me the question while I was still seeing these people on a day-to-day basis, but the memories are for the most part good. (I think my husband did kind of cringe when I said "Oh, I'm gonna look through my files on my 35 years at Wilkes!" And maybe he thought "Oh no.") So I don't know if that answers your question.

CB: I tell this story with affection. Because I think the math department was one of the happiest memories I have in terms of relationships. But when I first got here I had a meeting with every department as just a matter of course. And I remember by the time the math department was in order for this ordeal, I'd been here for a couple months, well maybe more than a couple months. And I asked some leading question and Steve Tillman spoke up -

LB: Somehow I knew that. That that name was going to be the one.

CB: I wish that I could remember my questions better but I think it was about the relationship between administration and faculty. And he said "The great thing about being a faculty member at Wilkes is you can tell the president to go to hell."

LB: I'm surprised he didn't use a different four letter word, frankly. [all laughing]

CB: But I thought "We'll, I guess that's true." But you know, classically I've been a part of, I don't know how many institutions, I've been a part of 5 or 6. The chemistry department and the English department are always the two most difficult. You often see internal relationships within those departments. At Williams it was just incredible. I don't know what the relationship is of the discipline itself, as it has an impact on the chemistry of human relationships. But I think with mathematics there is a cerebral quality to people in mathematics that I think is generous.

LB: After I retrained in computer science, then I retrained in - maybe retrained is too strong of a word - but I took on the teacher education opportunities. Because Boyd Earl whom I had mentioned, had a big role in the observing of students, and methods courses and all of that. So I got very enthused about that. It was the late 80s, there was a lot of reform going on in mathematics education. But one of the quotes, and I'm not sure if I'll get it right, was something like "Mathematics teaches people the power of thought as opposed to the power of authority." Things are supposed to make sense. In fact, Dr Umid Nejib whom we mentioned earlier, one time he said to me when I was chair, "You know what your problem is, you want things to make sense." [all laughing] Who would think that was a shortcoming? There was some truth to that statement for sure. So I think that mathematics, for political reasons, was no longer able to claim publicly that we taught people to reason or whatever. But rather that something is true because you reason it to be true, not because someone tells you that it's true. You have to make that internal logic. Back to Steve Tillman, and his way of being very blunt -

CB: And humorous.

LB: Sometimes.

CB: It was humorous. And having been at Cornell, that kind of humor was not unusual.

LB: But the reason I'm bringing it up, is the second time when I was very enthusiastic about becoming chair again, that was when Dr. Gilmour's administration was coming in, Maravene was new as provost. So I decided to see if, primarily, if I could have more patience with the role of the chair, so I wanted to try again. But at the time people in the department, everyone was polled. It was this big deal, we always looked upon whoever was willing to do it, let them do it. This time I had the experience of having done it before, but when I finally interviewed with the provost and the dean at the time, I think it was Bonnie Bedford, I guess people in my department were supportive but the problem was that "Louise has a temper." And I thought, "What? I'm in the department with Steve Tillman and I'm the one with the temper?"

Jim Rodechko: By the way, and probably none of you know, but Steve was actually escorted from a basketball game.

CB: Oh I heard that. [all talking over each other]

Tim Gilmour: He was your entertainment. Mine too.

LB: I don't know how much of that was, I guess it was, real. I don't know. His theatrics at basketball.

JR: His favorite words were "You are pathetic!"

TG: At the ref, yeah.

JR: And he managed to say it at a time when the place was quiet and you could hear him.

LB: I just don't like rudeness at sporting events. But if I could kind of throw out some of these - okay so these are more bullet items. These are things that before I started looking at my files, kind of came to mind that may spark some discussion and they may have come up before with other people. Retreats at Kirby house: I loved them! And over the years I would talk to people and say "Gosh, I loved those retreats at Kirby house." And people would say "Oh, you're one of those." But I really did. I thought it was a nice setting. I do think important ideas were exchanged there. It was an opportunity to share those ideas with plenty of time. If I recall, it was in the summer, you didn't have the pressure of going to classes, it was away from campus. Just a different setting and I thought that was very valuable.

Suzanna Calev: What were they exactly?

LB: I think Dr. Breiseth and Dr. Heaman would have a lot more information. They were funded I believe at the time by a Pew grant. They were actually retreats for faculty I believe, at - I don't even know if it's still there - but Kirby House, in Glen Summit.

CB: Yeah I think so, above Mountain Top.

SC: All of the faculty?

LB: Whoever wished to participate.

JR: It was at the beginning of the school year I think.

LB: Well it got reduced down to being kind of like you just had another faculty meeting on campus through the years. Maybe it wouldn't have been sustained. And we had others off campus too, we had retreats at Keystone I think?

CB: That was at the beginning of my second year, and I announced the grant at my inauguration. It was half a million dollars.

TG: Back then that was a lot of money.

CB: It was a lot of money. And Mrs. Pugh, a good friend of Eloise Ayris? So Eloise had been the way to Pugh, because she was a fishing partner with Mrs. Pugh. So this is the way the world works. So the first one was at keystone and we had, I'm terrible on names now, the woman who became President at Vassar, and she had been the Provost at Bucknell.

TG: Recently?

CB: No, this is back - she would have been at Vassar in the 90s. No she actually was there after I went to High Park, she was still there. Catharine I think. Anyways, she was our keynote at that first Keystone retreat. And that was a critical one, because the work of the strategic planning committee, which was made up of department chairs, was kind of presented. And that's where we had a full blown discussion about the becoming organizational structure. But I'm glad you remembered that.

LB: I thought surely they would have come up because I loved them. Kirby House had a swimming pool, it was in the woods.

JR: It did. I remember that swimming pool.

CB: Yeah we stayed overnight.

LB: I did not stay overnight. I was enthusiastic but I was not *that* enthusiastic.

CB: So you bicycled down the mountain?

LB: No. But it was usually what, 2 or 3 days?

CB: I think for morale and relationships it was very useful. Since we were trying to do whatever we could to involve interdepartmental and interdisciplinary conversation. Which is easier to do at Wilkes than many other places even the same size. We needed it, because as we've said here over and over, organizationally the way the place developed under Dr. Farley and survived until I got here. It was basically the departmental structure was the organizational structure. So department chairs, when I got here could still be in perpetuity or the barrens. And there were no women chairs. So it was modifying that structure that I saw my particular role to be. So that PEW Grant was crucial. And to be able to announce that at my inauguration, meant that the faculty development, which was a big part of that grant, we could fund sabbaticals and we could link it to the five year review. Where people had to talk about if they're ready to be reviewed, and if they weren't they could retire. So it was a kick there as well. But in your review, you had to say what is something you want to do in the coming several years, and that I would need some money to support. What kind of support would I need? Which really challenged people to be thinking about themselves in their renewal as scholars and so forth.

Bob Heaman: And it was the faculty that worked with the review people.

CB: Absolutely, oh yeah. And people from outside of your department as well as two from your own department. One, it was avoided by the dean.

BH: One was an administrator, one was outside of the department, and two were inside of the department.

CB: That's right.

LB: Yeah, I remember working with Bob Heaman, I think I was on the committee to draft some of those guidelines. And I was going to mention that, as I wasn't sure if it was an outgrowth of the retreats. But it was kind of at that time, the peer review process.

Francis Micheleni: See this is the part of the conversation that I'll listen to.

LB: Okay, good. And I'm sorry I'm looking at these guys, I remember them being there so I'm looking at them instead of looking at you.

FM: You know, I'm usually always the bridge to something, and you're now entering an era that is just out of my -

LB: Well actually, when Jim contacted me I was like "Me? I'm a new guy!"

FM: Yeah, you're the new guy on the block. I didn't mean to interrupt.

LB: I think other initiatives, again I don't know if these came from those particular retreats but, again I'm talking early 80s. I guess as you get older they say you remember the early days. But, in addition to the peer review process, the freshman advising program. That started in the early 80s and it was a different concept. We were advising people from all different majors. In fact, yeah, among all of the nice letters I

found from other people to me, I did find all of these angry letters from me to other people. And one of them was to Jane Lampe, about how I didn't think the advising assignments made sense - how I'm advising a business student so I'd have to call someone in business to get straight on the curriculum. I did have a reply from Jane that the administrators felt that it was working at the time. Now I think that since then they went back to advising people within the major. Oh, writing-intensive courses. It was led by Patricia Heaman. Pat made sure that it wasn't a phony, check-the-box kind of activity. It was very meaningful, she helped so many of us, me in particular, modify existing courses or develop new ones. I think in my case it was probably modifying existing courses to help students meet that "writing-intensive across the curriculum" requirement. I think the stereotype is that people think there is not a lot of narrative writing in mathematics where in fact, there actually is. You're trying to convince somebody of something, so you have to write in a coherent and logical way. I will be always grateful to Pat for her continued support in that regard. But again, whether that came out of the - I suspect it probably did come out of some of those retreats. Because I know we talked about Freshman seminar and other curricular changes. We already mentioned increased cooperation with King's and Misericordia through the years which was very helpful to me personally. We cooperated on calendars, on course offerings, and facilities. That was helpful to me personally and I think it was ultimately helpful to our students. I'm sure the people who look at the numbers may know if it was more helpful to one institution from a financial point of view than another.

BH: There were faculty exchanges, remember that?

LB: Oh yeah, there were.

CB: This came, as I recall, the initiative of the consult of presidents. And I don't know if it existed when you were here Mike but the three private presidents met with Bob Capin at that group. And I said we should expand it to include Luzerne County Community College and Penn State. So we became a five-some, and we were called the council of presidents. I still have my coffee cup at the apartment that has the logos of the 5 institutions on it.

TG: Is it fading?

CB: That broadened out to include superintendents of schools. That was the council -

LB: Well I was going to bring up, I don't know if this is what you're thinking about, but Project LEARN.

CB: Good! Good.

LB: It was wonderful - I even wrote down what that's an acronym for.

CB: Local Education Action Resource Network.

FM: Did that succeed NEPIC? Because somewhere in my career there was a Northeastern Pennsylvania Independent College group, NEPIC. And it was that group of private institutions, and I believe there was an effort in that direction from the state that was trying to implement regions.

CB: In my time, we brought this council of presidents out to include the Scranton people. And I think that's what we were calling ourselves. And we were interacting with your group. But the Project LEARN I think was educationally the most imaginative thing I had any part of in my 17 years.

LB: I thought that was a wonderful concept.

CB: It should be, and it has not been referred to before. We haven't interviewed me yet. And we haven't intervened with Tim yet. We're kind of coming up on that, so there's a lot of things that were very important from my perspective that we haven't really talked about. Sure it's in the cracks when I bring up a topic like I just did. But, talk about Project LEARN from your perspective. And then I'll say something about it.

LB: Well, I don't know how strong my memory is on it. But both my husband, who's a faculty member at King's as I mentioned before, and I thought it was a great concept. As I recall, it was an opportunity for faculty at the colleges to interact with the K-12 teachers in a very meaningful way. We actually, my husband and I, both offered workshops, courses, whatever you want to call them, lectures, and the K-12 teachers considered it I guess an in-service day. And so there were offerings in all of the different disciplines. I remember the education department at Wilkes, I believe you and Doug Lynch, and I don't recall but there must have been administrators involved at the other schools as well as you were saying. CB: It came out of the council of presidents, and then the expanded group included the superintendents. So that became our *raison d'être*, is to put out this yearly inservice day utilizing the King's and Wilkes campuses and the Kirby Center. We had all of downtown Wilkes Barre. We had several thousand teachers. And Ernie Boyer was our Keynote speaker. Do you remember?

BH: Yeah, yeah.

CB: And we got major press from it. So you had high school teachers and college teachers in the same discipline working in the months beforehand to come up with joint programs such as how do you deal with foreign languages these days. We had a program that highlighted, and you had to have it because people needed to know where they were going to go and how they could get from a King's meeting over to a Wilkes meeting. We had to work those things out to make it physically possible. But the program, I think we did it for three years. Which I sent around to people around the country to say "This is what we're doing in Wilkes Barre." Because this is needed all over the country.

LB: From my perspective, it was significant. It wasn't just something that these schools could say "Oh, we're doing -" It was significant. It had significant potential, let's put it that way. Because it brought people together that should be together. But somehow it didn't last as long as it should have.

JR: We had a social studies council. We had meetings for about 3 years.

LB: It seemed to me that, our estimation was that maybe the keynote speaker maybe defeated the purpose of the interaction. Because we got the impression, and again I don't want to speak for all of the K-12 teachers who participated, but it seemed like for some the attitude was: whatever day of the week it was, we will attend by going to the keynote speech and then our responsibilities are done. Because I know the lectures that I offered weren't very well attended. I think in concept, I wish that the initiative could have been tweaked and made a long term success.

FM: Do you guys remember something I wrote to you about the general education program for teachers that was a board foundation supported experiment for teachers to go for three years every Saturday and one or two summers to get their masters degree. This was in the 60s because I was still dean. And my and Phil Rizzo - there were 10 institutions. The grant for the board was to Temple University and Joe Butterwick was the director for that. There's got to be records of that somewhere. But it was to provide graduate education opportunities for teachers. And they supposed a team teaching approach where somebody from the sciences, the social sciences, and humanities. And I was a science rep and Phil Rizzo, he was wonderful to teach with, was the humanities and Hollenstock from Muhlenberg College who was a German refugee, minister, geologist who survived the Hitler regime, he was a fascinating man, and we taught as a team at I think Ursinus College one year. There was Wilkes, Ursinus, Muhlenberg, Delaware Valley College. But it was a group of 10 colleges, and their commitment had to be to run this program for three years and pay the faculty. It's intent was to develop a broader perspective for teachers in practice. And did I write that to you one time in one of my after meeting soliloquies? But that was very successful and it expanded from just teachers. That's where I met most of the Jewish women from the community because they were fascinating students. I won't give their names because I forget them. But anyway that

was in the 60s, so it sounds like that kind of approach to post graduate level services to teachers, expanded voluntarily within the community. I didn't know if it was your administration -

CB: It flowed from trying to get the schools and colleges together.

FM: But we were involved in that kind of stuff. That's kind of what's fascinating about doing this history.

LB: But why would you say in such a short period of time that it kind of went away?

CB: We had 13 school districts and we had the 5 colleges. And you had a guy like Tom O'donnell who was a key person to throw rocks - anyways let's not get into that. I think to bring back your comment about the keynote is valid. Because I think by the third year that is what happened. A lot of people came and went to the keynote, which we had at the beginning of the morning at the Kirby Center, and then they took it as a free day. But the first year which I think was really magic, the K-12 people felt they were adults. They were in the city, they were able to go for lunch at restaurants and meet with colleagues, mostly who stayed with their own K-12 colleagues. But the structure put them together with the university people.

LB: And the discipline.

CB: And the discipline.

BH: The first meeting we would get everybody together.

CB: Everybody! Every teacher in the valley was a part of this. Conceptually it was -

TG: So why did it eager out?

CB: I think that the amount of effort that was required leading up to it by teachers at all levels. Finances of it. And the valley is so divided, but to keep this going when you have changes in superintendents, and the superintendent is not a part of this, so how do you get him committed to the next year?

JR: And that's what I think one of the big problems though is they weren't getting paid for extra work and there wasn't something that they could do during their work schedule - they had to do something extra. I think that had a lot to do with it.

CB: But while it lasted, it raised the sights in the valley that it is one educational enterprise. Catholic schools were a part of it, John Jordan was still at Bishop Hobban School and was an active part of it before he went up to be superintendent of the dioses. He was wonderful. And we actually, when the group that you're referring to, when we broadened out at the college level to include University of Scranton and Marywood and so on, it was really rattling University of Scranton's cage.

LB: Good. We like when that happens.

CB: That another story I'll tell if we ever get to my presidency. But I'm glad you brought up LEARN. I literally have not thought about that in years. Bob was key. You were staffing this thing.

BH: Yeah and that woman who ran it who's name I can't remember.

CB: Playing what role?

BH: She really ran it.

CB: On the Wilkes faculty?

BH: Yeah.

CB: We've got to recover that. I've got a lot of paper on this in my 50 boxes of paper. Which I haven't gone through either. But it is something that should be a part of this story, because it's an example of Wilkes leading in the community to deal with a demonstrable community need. In this case, the whole education system. And we strengthened a lot of superintendents with their boards.

FM: But we disrupted it too. We had programs for teachers in the sciences, summer institutes. I think we ran 5 or 6 years of them. And the intent was to - and this again was in the 60s. The intent was to upgrade the high school faculty science and mathematics teachers to a new level, and it was an NSF funded

program. Chuck Reif and I, and Maryland Williams who was an excellent high school teacher. And we ran these 6 week summer institutes and the result was it diminished the quality of high school teaching because the best high school teachers were taking that program and were hired by the community college systems. I often think we talk about the successes, but by God we had some stupid failures too that -

LB: Certainly that was not your intent.

FM: We really outsourced the best high school teachers by thinking we were improving the sciences. Once they got out of the politicization of high school environment they were free to go and -

CB: But the other half of that is the success. In their careers they moved up -

FM: Oh, yeah! Personal success but not success for advancing high school science, which was the intent of the NSF.

CB: Well when you promote change in a static environment there can be a lot of downsides as well as upsides.

FM: Somebody would have to talk to me a long time to convince me that high school science is a particular quality -

CB: But having brought this up, Jim, from your perspective and thinking of the fact that typically the education program at Wilkes, if you're an education major you also had to major in a discipline. Which meant that the education faculty and the discipline faculty were colleagues. As Louise has said, that became a part of her portfolio. How do you see that impact, with those two things together, what was the impact and the quality of education teaching at Wilkes?

JR: Well I think at one point it was very strong, but the problem was that the state squeezed us with all of these requirements of teacher education courses that were pushing out the academic courses.

LB: I remember when I first came Wilkes was unusual in that it had a four-semester math sequence required for elementary teachers. And that got cut back to two at some point.

JR: Well they were cutting everything.

LB: I don't see how you can talk about teaching, without talking about teaching *something*. Whether it's teaching language or teaching math, you have to have the content there as well as the methodology.

TG: Louise you have to understand that it's not understandable. By that I mean, what you say makes so much sense but there are all of these other requirements that are coming out of the state, and they're mandated.

LB: Well I'm sure some of it has to do with legalities and inclusiveness, some of which are good things but -

BH: But not all of them I don't think. And then when you look at the schools, our weakest areas are math and science. We're not doing a very good job.

LB: Well the elementary school teachers are so key with that. Not just their knowledge but their attitudes.

JR: That's one of the critical problems because the state keeps changing the method of teaching mathematics. And it's terrible. And the teachers are complaining about that right and left. They will get a procedure in place that's working, and then the state comes along and says "No good. We're going to do it this way." And then by the time they get that method applied, they're changing it again.

LB: Yeah, teachers have a lot to deal with.

JR: It's a terrible thing. Obama was ready to go after the department of education. He should have gone after the states, because that's where a lot of the problems are. The constant change just for the sake of change. I hear a lot of this from my daughter.

CB: What was your role with preparation of teachers in mathematics?

LB: Well I certainly went full in, as I tended to do. Some of the curricular courses were designed primarily for teachers, like our geometry course. And of course I tried to take that to a higher level and incorporate non-Euclidean geometry, because I think to teach you certainly should understand more than just what you're teaching. There was a methods course that I believe is still taught in the department. I did most of the observing of student intern teachers out in the schools. And then as you said, the interaction with the education department. I think for one of the PDE reviews I helped Diane Polachek design the assessment matrix or whatever it was. Again Ron Pryor at some point joined our department full time, and he had been a high school teacher for 30 years. He is someone who benefited, I believe, from the program you're talking about. Because he got his masters degree from Wilkes, and after 30 years at Hanover Area he is on the faculty here. So he was kind of a natural -

CB: I didn't know that background.

LB: Yeah, I believe so. I think he graduated from Wilkes undergraduate and then got a masters degree while he was a teacher in the area.

FM: What was his name?

LB: Ron Pryor.

FM: Oh. There was a Ron Popalla too

LB: You probably do know Ron.

JR: Bob Smith was -

LB: Bob Smith. Oh! One of the other bullet points I was going to mention was the annual high school math contest that is actually sponsored by the Luzerne County Council of Teachers of Mathematics. But Wilkes has hosted that for decades and just last week they held this year's contest. Some people wouldn't come because it was on a Saturday. So they started having it during spring break on a school day, so that more teachers and more students would want to come so they could miss a day of school. But anyway, last week they had the 71st of those math contests. There were some wonderful high school math teachers. Bob Smith was one, Joan Madden at Crestwood. I'm sure if I went through my records I could find more. But they were really wonderful teachers. Bob of course taught at Wilkes part-time I think. He might have even taught full-time for a year, I don't remember.

JR: We got teachers like that in many areas. Barbara Buckman in chemistry, she was very good.

LB: But yeah, to finish my thought on Ron Pryor, he took that over and he was kind of a natural fit because of his actual experience in the classroom. Another part of my role, to answer your question, was to teach. The methods course was for people planning to teach secondary math, but of course we have the now two-semester sequence for people who are going to teach elementary school. I didn't teach that very often but I did teach that a couple of times. It was kind of interesting that among all of the different types of students I had, some of the most reluctant to learn were - I mean I had some very good students in that course - but some of the most reluctant to learn wanted to be teachers. And I couldn't see how you could be a good teacher without being a good learner -

TG: Yeah.

CB: Yeah.

LB: A couple of things I wanted to mention on a humorous note - all of the different sites for May Commencement. I remember the old gym, the new gym, the football field, the quadrangle, the armory -

FM: Oh! I was waiting for you to skip the armory

LB: I was only at the armory once but for some reason we ended up at the armory.

FM: Do you know who the commencement speaker was? Dr. Ruth Patrick. From the National Academy of Sciences in Philadelphia. That was my first commencement.

CB: Part of the reason the Martz Center was built was so that we would have a place for commencement in the rain rather than the armory. I mean that really was -

FM: Acoustically it was horrible.

LB: Because in my case it was abnormal. It was one year, I forget what the circumstances were. Maybe it was when the gym was being built or something, and the weather didn't allow for us to be outdoors. But it was an anomaly that we were in the armory.

CB: I was never here for an armory commencement. It happened just before I got here in 82 or 83.

LB: And then of course the arena, I understand the reasons for that. But I must say, I was very happy that my final May commencement the year that I retired was back on campus. So that was a good thing. Let's see, I mentioned the math contest. Another department-related activity that turned out to be a very proud day was hosting a sectional meeting of the professional organization that my husband and I were involved in for our entire careers. It's called the Mathematical Association of America, which is the leading professional organization for college math educators. The local section, it's a mouthful, it's called EPaDel. It's short for Eastern Pennsylvania and Delaware. Other states just have the New York section, the -

CB: It sounds like a drug.

LB: Yeah, we're Eastern Pennsylvania and Delaware section. But after Wilkes had the quadrangle and the student center, both my husband and I were active in the organization, and I finally felt that it was time that we had a meeting on campus. So that was a very proud day for me, as someone who has a connection with Wilkes and a connection with the organization. It was a proud day for the math department, it was good for our students to participate in that, and for Wilkes. We had lots of compliments from people. I remember one guy who was at Swarthmore walked around campus at lunchtime and he was surprised by the nice architecture on South Franklin Street. So it was a nice occasion to showcase Wilkes.

CB: What year would that have been?

LB: I think it was 2003.

CB: So you were a part of that.

TG: Yeah, yeah. That's why it was so good. [laughing]

FM: Where is the commencement now?

TG: I think that they moved it back here.

LB: Yeah, commencement is back here now. The Carpenter Award I wanted to mention, because again as a new faculty member I think that was my first committee assignment. When I looked at my old evaluations I was starting my second year and I was trying to get elected to a committee. But for some reason President Capin - I guess that's when the money was allocated, I think it was probably 82-83, I think that's when the Carpenter family donated the money for that award - and for some reason President Capin asked me to chair the committee to draft the initial criteria and of course that committee made the original selections I believe. Which I think was a nice award to recognize teaching.

JR: Yes it was.

CB: Is it still going?

JR: I got the first award.

LB: Yeah, but now it's diluted. There was a call from TREC for an award for, like, teaching in blue pants! I think there's an award for every variation.

CB: It was singular.

LB: Yeah. One thing I wanted to mention is you talked about how you presidents finally started nurturing each other, so to speak, or felt the four or five past presidents wanted to kind of let Dr. Leahy know what

he was in for. That was kind of my experience, and probably most people in the room have been department chairs. My experience when I first became department chair, I thought I was well prepared for that. Again I had my husband as mentor, Rich Sours had me doing some chair-like things such as looking at the Bulletin. (That's another nice memory, interacting with Jack on the Bulletin.) I even did some scheduling. So I thought I was prepared. The first time I went to a chair meeting, I guess by that time we were in Dean Nejib's school, I thought I had been plopped on a planet where everyone spoke the language but me. I'm someone who tries to keep track of deadlines, and someone would say "Where's this?" Well, where's what? I didn't even know I was supposed to do that.

CB: I risk telling this since it's being recorded, but Paul Adams called me from Naples last Friday to indicate that he had been made interim president. I gave him some immediate advice, and then I wrote him an email. Oh, I lost my train of thought.

LB: Probably about what he was in for. But he has good insight.

CB: Yeah. I said you've served every president since you've been here as a young person in student affairs, and you're probably closer to most of the presidents than almost anybody else. But then again you don't have a clue what it's going to be like to be president. You don't have a clue. We are meeting this afternoon, so I will reiterate that and tell him what you just said. Until you're in that seat, you can watch another person do it and help them. But once you're there and you're the cross point for the board of trustees, some key faculty, some key people in the community, back in my day the bankers. If you don't know the temperature you're responding to all the time it affects almost everything you're doing and every situation. You don't understand what it is to be a college president.

LB: I'm sure, and you're talking at a very different level. I mean department chair, you don't know how many times I said "This shouldn't be a hard job."

CB: It's directly analogous. It's leadership, you know. It's one of the power games that are going on when you're really making the tough decisions.

BH: It's not true of Deans or Vice Presidents.

FM: I'm always anxious to wrap up my career. And I had a second career working at the state level for higher education. The first challenge, and you mentioned the politics of some of the changes we tried to affect academically in the teaching profession. But one of the first issues when I got to Harrisburg in 1975 was Harold Weisser came to me, he was in charge of higher education in the state. And he said "Dr. Micheline, we would like you to notify your colleges that we want to have their plans for student decline sent into the department." And I said, "What?" [Harold Weisser] "Well the projection of high school graduates is far diminishing the students in high school graduation. You're going to have to cut back on your institution and we want your plans for doing that." And I said to him "Harold, if a president asks his board to approve a plan for decline, he's out of his job faster than you can say!" That interface with government and the regulation PD especially was where I spent the rest of my professional life, followed by 20 years on the state board of education. It's not part of our history, but a part of the history of education. And this country cannot ignore the interface with the government and the sources of funding. A college or university president by and large will sell his soul if there's going to be more funding in it. They don't care about the source. If it's gambling, oh that's alright. Wherever the money is going to come from. And so much of the frustration in the profession is because they've got that hammer of money, in higher education especially. And when you talk about teachers that constantly are undergoing some mandate from the state government, they have no choice. Some politician comes in from some podunk district and he's going to have a bill passed which all of his colleagues will vote for because they'll have

his vote when they get their bills up. It's a very frustrating part of education in this country. Educators are not leading their field.

LB: And another thing just from the general public, everybody thinks they could be a teacher if they so decided. You don't have that with doctors, or lawyers.

FM: I've got at least half a dozen neighbors who are homeschooling! They obviously think they're going to do a better job than they are in school.

CB: Tim, what's your perspective on this? Because you're kind of still in this field going forward.

TG: Well I mean, the fact of the matter is that when I came into Wilkes I felt like I had been freed from so much having been in the public sector. So your underlying premise Mike is absolutely right. It's hard to imagine today what it must be like in terms of dealing with some of the craziness that's coming from both the federal and some of the state levels. I think it's pretty good here in Pennsylvania right now. But this whole idea of addressing enrollment based on high school graduates and so on is going to be a huge problem because the numbers are projected to be way down in this region, particularly in New England. You simply can't ignore that stuff, it's a basic fact of life. If you're an institution like Wilkes, which is tuition driven, you really need to be thinking about that. And the real problem, from my point of view, is how can these institutions come together as a community and address these issues in a timely fashion, because what we're seeing right now nationally is that there are a lot of institutions that are basically going bankrupt. And it's because all of the forces within those institutions from the board on down have kept them from really facing these issues head on. And only when the bank is knocking on the door are they addressed, and then there's all kinds of upheaval and blaming and recrimination. So we're actually seeing - Hampshire College is going to close its doors. But there are a lot of other ones.

CB: I think the three in Vermont actually just announced they're closing.

JR: Three where?

CB: In Vermont.

TG: So, I don't know. I didn't mean to take us off on that, but it is - and I can remember - I was at Penn State when that request was made and we kind of laughed. But some of us were looking at the demographics that this is going to be a reality. But everybody kind of ignores it until absolutely the end.

CB: Another related topic, your perspective on administration at Wilkes, because you saw three of our administrations.

LB: Actually four including Dr. Leahy.

CB: Right.

LB: President Capin was President when I was hired, and then you, and then Dr. Gilmour, and then Dr. Leahy.

CB: So just looking at the administrative relations in faculty, and students, some of your thoughts?

LB: Well on the one hand I would say, thank you to the people who served as administrators and absorbed some of what we were just talking about. And you were all faculty members, but as a faculty member when other things are knocking at your door you're always there where the rubber meets the road. You are there with the students, and you somehow know that that is the most important thing. So I'm sure you have another perspective, but as I was thinking about coming to this meeting and looking over 35 years and all that's happened, I even said this to my husband. I think as faculty, and I don't mean this in any kind of negative sense, but we're kind of the trees. And different administrations come and blow around and we try - I think both my husband and I tried to, even though it may not have seemed so at the time when you were dealing with me as a faculty member - we really did try to be good soldiers even if we didn't believe in what the initiative was. We really tried to do what was expected of us. But a lot of that

can be distracting to what we think is important. That being said, we also know that we are pretty privileged in that we can choose to ignore that stuff. And when I say that stuff, I mean whatever initiative the administration is pursuing. Some faculty did choose to do that, and we chose not to. And I think you obviously have the different perspective that you're trying to look at the bigger picture, and you have annoying faculty getting in the way and disrupting what you're trying to do. But some of the tasks that we were asked to do didn't seem particularly meaningful, and so that was a frustration. But as far as the general tension, shall we say, or relationship between faculty and administration, it did strike me that it seemed that at Wilkes there was a lot of tension that there didn't need to be. I mean, some of it was probably productive, but it seemed like sometimes we were pressed by the administration to do things that seemed to take away from what we should be doing. On the other hand, it seemed like there were some faculty who really just kind of wanted to make noise all the time and complain about everything.

TG: One is the things that I think we've been trying to understand during the times that we've gotten together - it does seem like there maybe is more tension here than some of the other places I've been.

LB: My only comparison of course is with King's, and that's very different because they have a priest as president. Now there are certainly outspoken faculty there, and I think maybe the presidents there would see it differently, but I think in a way they're going to be protected and be more sheltered than the presidents at Wilkes were. You know, people think they can say whatever the hell they want. And I think for the most part it's more muted there. But yeah, I think from the time I came here, all of the faculty meetings were very brutal to get through even for faculty. A lot of times that was the faculty's fault I would say. But I think in many cases the faculty had good points too. But I'm not as equipped as I should be to answer that question.

CB: To that concept of governance, which is a perennial issue. And an issue that has, to my knowledge, dealt with that and was burned by it. But from a faculty point of view did you see the role of faculty growing in terms of its sharing of where the college was going, or was it going in the other direction?

LB: I don't see that it grew in any big meaningful way.

CB: What were your major committee assignments or your university wide committees?

LB: I did serve on the Faculty Executive Committee and the Faculty Affairs Council, the Tenure and Promotion Committee. Maravene had an initiative on academic planning. I think the same year I took the chairship I also chaired that committee on academic planning. Teacher Recognition and Effectiveness. The last couple of years I was on faculty I was on Admissions and Financial Aid. I never served on Curriculum I don't believe. But that wasn't really my forte so I'm probably not the person to talk to about that. I know there's some faculty who love being involved in governance, but I don't think that was a strength of mine.

CB: But acknowledging that, do you think there was a division between serving on those committees and doing work on those committees, and the broader concept of governance, and whether the faculty has a say or not in sharing the responsibilities for the decisions?

LB: I think they had a say in the sense of being vocal. But I'm not sure what they say is necessarily heard. And it may be for a good reason, it may be heard and not be able to be implemented for whatever reason, because I don't know that big picture. But I think that some of the issues that were issues when I came here are probably still issues now, and that may be the nature of the beast. I'm sorry I'm not giving a very good response to your question.

CB: That's a part of why we had the Chwalek tournament. It gave rise to this whole venture. We were looking at themes that cut across all of our presidencies. Bob Capin upstairs also. Every campus has some variant of it, but Wilkes has got it a little differently. My take on that, which these people had to suffer

because I keep resaying it, is I think that you had superior dominant leadership by Dr. Farley who delegated a lot to people. But the faculty is faculty, and never had much standing. The departments had standing, and the department chairs acquired standing. And then as you went through transition to other presidents, the faculty wanted more say. They had 17 years of me and I was committed to that. And probably encouraged it more than it was healthy to encourage it. And then you got caught in conflicts between having some major decisions going forward - like the pharmacy program. You know, you make a commitment like that as an institution, but is that something you should have the faculty vote on? And so that was where the tensions in my 17 years kind of came to a head.

BH: I think every president after Farley has been a faculty member, and that makes a difference.

CB: I think that's true.

FM: What was that?

CB: Everyone after Farley was a faculty member. I mean, I still think of myself as a faculty member before I think of myself as an administrator.

JR: I think the one who hit the hardest problem was Mike. Because it was like Farley controlled everything. And then when you took over, people thought "Oh man, I can breathe!" For example, there were people you never heard of coming to the fore, Frank Salley was one. And there were demands made at that time that you had to confront. It was like a pressure cooker and the top was blowing off.

BH: And we saw that as faculty. I mean, we all knew that Mike came out of our faculty.

JR: That was a tough time. When you throw in the flood too.

BH: Oh, yeah.

FM: I've been revisiting it an awful lot as a result of this project, and I was very conscious of the faculty thinking that "Well, Mike's president, but Dr. Farley is up on the third floor and he's still running the place." To the extent that I inadvertently isolated myself from communication with Dr. Farley, which I regret to this day. It's the first time I've ever said it, but it was almost an unconscious response to what I knew that expectation was. And the faculty inadvertently contributed to that by coming to me, there were people that I had hired and my friends that I had caught with and all kinds of things. Jim Bohning and Phil Rizzo and a group that I respected would come over to the house on a Sunday afternoon and bend my ear. And then by the next morning there would be another delegation of some of the physics professors and that area, Frank Salley telling me the exact opposite. Saying "Mike, you've got to do this." Or "Mike, don't do that." So there were a lot of transitional elements to my presidency that really were saved by the flood. My careers and life would have been so absolutely and totally different. I don't know how I would have come out of that struggle, I really don't know. I think I was making progress, I had a faculty policy committee established, I had the faculty accepting certain changes structurally, the divisions were created because we didn't have an academic dean because we couldn't afford one. So many things were happening that the "what if's" are infinite, but there's no question that I was the right person, in the right place, at the right time when the flood came. Because I had no allegiances to anybody, and I didn't have any vested interests in the community. I didn't have any political interests at all, which people recognized. So I could do things and say things that were accepted.

LB: This is a fact I should know, and maybe I did at one point. Why is it that Dr. Farley retired - did he get ill or...?

FM: He had established the principle long before hand, that structurally a college president should not stay beyond age 70. Now, why he came to that decision I have no idea.

LB: So he retired in good health.

FM: Well, quasi good health. I came back from Washington in 1963 and he had moved from Chase Hall in a 2nd floor sunny room which he loved as his office, to Weckesser Hall first floor because he had had a heart attack of some kind. I never was here for any details but he was relegated to Weckesser Hall to be where he wouldn't have to go up and down steps. So he did have some history. But the principle of retiring at 70 was what he determined at the time. He just felt that there should be an endpoint.

CB: Well, it had been 36 years.

FM: And he had some powerful leaders. He had admiral Harold Stark as chairman of his board for 2 years in the 60s and -

Mollie Rance: So when did Dr. Farley die?

JR: What is he, 71?

FM: What?

JR: We were talking about Trump, how old is Trump?

LB: I was hoping that word wouldn't come up.

[Everyone talking over each other]

CB: It's amazing with this many Americans around this table for 2 hours now and that's the first time his name has come up.

LB: In fact, if I may, it kind of fits in with what we were saying just a few minutes ago and certainly with what you're saying now. Despite whatever issues there are between administration and faculty and so forth, now through the lens of time as they say, I realize how fortunate that I was with my career. Because we're in a place where we care about each other, we share ideas, we share resources, and I'm finding out, now that I have more time to watch the news, in other lines of work that is not that case. People think about themselves. And certainly we're not all saints in the academic arena, but we have that sense of caring about each other, sharing ideas, sharing resources, keeping in mind the bigger picture, working together - everybody. The cafeteria people, the maintenance people, the staff, the president, the deans, the faculty all work towards helping out students. You're a part of something bigger than yourself, and again that's in sharp contrast to - fortunately I'm 66 years old before I'm learning how bad some people act in politics and business.

CB: From my very partial position, an academic environment is assuming you're not going through hell. It's the most privileged environment in America, for all of the reasons you beautifully said. When it's working well it's nirvana. One can be an individual, one can deal with one's individual interests and passions, but at the same time you're part of a collective kind of responsibilities. And you've got the target, which is the student. The tensions are there between the students and the faculty, but that's life working it's way through culturally.

BH: What's easy though, is that teaching is the best thing in the world when it's going well.

CB: Absolutely.

FM: What's that?

CB: Teaching.

BH: When it's not, it's the worst thing ever.

CB: It's the same coin, flipped over.

FM: But it's interesting to see that we're almost seeing the reinventing of the wheel. Technology is now becoming the exploiter that the companies and industrial America was dealing with when Wilkes was founded. There is no clear relationship or role between the employees of Amazon and their employers in a kind of cultural sense. There's no respect for opinion because you have no opinion. You're doing a job and somebody inanimate in the cloud is judging you based on whatever criteria is employed. So human

history I think is at a turning point. History is at a turning point in a lot of ways. Donald Trump is really irrelevant, I can't get exercised over him. I think worldwide there is a much more profound change in creating islands again that to a biologist you're either going to see the survival of the fittest, which then comes to who's going to define what fitness is. Or the unbelievably laudable democratization and mutual respect of all of mankind, which is not likely in our lifetime. But I look at my great grandchildren now and I say "I do not know what kind of a world I could construct for them as a parent."

CB: And you put climate change on top of that.

FM: Oh my God, yeah! That's irreversible.

CB: It's a challenging world for people collectively with leadership to take on. Are there resources to deal with those issues? I mean, they've done it before. The question is, we have a period right now of feeling kind of incapacitated. But you look at the last election, in 2018 the number of young people who got involved, and the number of people, particularly women, who ran for office. I mean we never thought about that, that is a survival mechanism as far as I'm concerned for these folks to say "We've got to take this on or those grandchildren will not have a viable country."

LB: And that's all great, but what I'm surprised at is now I'm starting to lose hope for the 2020 election. But, since you all ended up as presidents, I'm just surprised at all of the people who, that's where they're going to start, including Trump. "I want to run for public office, oh I'll start as President of the United States." And a lot of people, not necessarily younger people, but to not try to build a portfolio and gain that experience first, kind of, you know I'm not talking about becoming a congressman. But for some people who want to start by, or soon after the start of their career, deciding, "Oh, I think I'll run for President" I find that audacious.

FM: A lot of this current activity gets very frustrating to my generation. Because I look back and say "Hey, we did take a segregated army and desegregate it. We did take female students and make them doctors and lawyers." Now, why the hell are you crucifying me for being a generation of reactionary idiots? I wasn't! And why can't we foresee, and women accept, that there is a process of societal evolution, and we're involved in it. Don't make it we against them, make it a survival in a new environment that we're smart enough now to recognize and try to change. That's not going to bring a solution.

LB: Well, I think we were headed in that direction, and now suddenly we're back in the dinosaur age.

JR: The other thing, the Me Too movement has really upset me. Because it's as if they're doing something brand new. They're basically Hollywood women complaining about something that happened to them. What about the women of the 1970s and the 80s? Who really had a struggle to get recognition.

TG: Jim, we may have a slight generational difference. But I see a lot of value to the Me Too movement and the issues that simply did not get raised at that time. I go back to some of your points. And to yours Mike, we've had these periods in our country before where there has been tremendous underlying disagreement with basic directions. And what we're dealing with now I think is the significant segment of our population that feels basically disenfranchised from the success of this country. And I think we're going to have to figure out how to bring them into the fold. I think that Barack Obama was trying to do that but he was significantly hampered by the Congress that he had at the time. And I think some people believe, and I might be wrong, that he was not quite as - he probably should have grabbed for more than he did. But it was a remarkable job, and what you have now is somebody who's picked up on this great disaffection in areas of our country. You don't need a whole lot of experience there. Depending on what you think, he certainly uses social media to create chaos.

FM: But part of my reaction to this -

TG: And I don't think it has anything to do with you. That's the point I'm trying to make.

FM: But my point is, worldwide! We're not the only country swinging violently right or left. If we just think that we've got a problem because of Donald, forget it. The world is going through this kind of disenfranchisement.

TG: And it's this group that has been left out. That's the problem. Now it is a little different, you got to Venezuela and it's the collapse of an economy because of the price of oil. I don't know what the point I'm trying to make is but I think we will get through it.

LB: Hopefully we will survive, yeah. And thrive ultimately.

TG: I think there are a lot of great facts on the ground, particularly in our major urban areas. I mean you go, even here in Wilkes Barre there are diversities working.

CB: This campus shows it. And I'm thrilled to walk around this campus.

TG: But we've got to deal with these folks who feel like they're left out in an affirmative way.

JR: I don't mean to demean what the Me Too movement might accomplish and the validity of what they're saying. What I object to is that they think they're the first.

TG: Oh, we all thought we were the first.

JR: I don't know how many times I've heard leaders say "We are the first." And they're not. That's what really grinds me.

TG: Well I do think that the Me Too movement in a qualitative way is somewhat different than others in that they have exposed behavior that had not been exposed like it is being exposed now. And I understand, I mean I've wondered at times if there have been some careers destroyed by people who did heinous things, but should they pay for their entire life for that or is there such a thing as forgiveness. But I still think that it is a major new development that needed to occur.

CB: And I think it is part of the pathway for women to take on more decisive leadership in one area after another. I think the differences between the sexes are important here in terms of the kind of needs the globe has got. The planet has got to work together that you're talking about, Mike. I think if we look at Merkel, she's been a dominant political leader of Europe for the last decade. She has shown an infinite capacity to absorb problems, work them through, and that's not just controlling your own country, it's all of Europe. And I think whichever one of these women in the run for the democratic nomination wins the nomination, by the very act of doing that she will have demonstrated some unusual skills in pulling things together. I've got my candidate who I think can do that. I think we are moving from a period of patriarchy if not to matriarchy, to real sharing. And the Me Too is crucial to getting a level playing field. Men cannot demand sexual favors from women over whom they have power. And that's been going on forever.

TG: I hate to do this, but Louise looks like she's about to -

LB: Oh no, I'm fine. Just checking my list.

FM: What has changed in our culture that we could accept impeachment of Richard Nixon because he had an awareness of a burglary in the towers because of Democratic Party versus Republican Party politics, but we can raise the huge red flag now and not have any way of saying "Nixon, you broke the faith of the American people." Nobody's willing to face up to it and say -

CB: Mike, it's in process.

TG: It is a process, and it's strict politics. When you go back and look at the whole Watergate scandal the republican members of the senate committee that was reviewing the articles of impeachment did not even evidence the desire to vote for impeachment until the evidence was -

FM: Remember, Nixon was a friend of mine.

TG: Right. Right.

LB: Is he tattooed on your body?

FM: Ha-ha. I have cassette tapes of the presidents lauding our survival at Wilkes.

CB: The facts became tested.

JR: How did we get to this?

TG: Yeah, I want to get back to -

SC: Do you think the next president of Wilkes could be a woman?

FM: Oh, yeah.

TG: Absolutely.

FM: Yeah, I believe so. I wish Cathy DeAngelis was about twenty years younger.

CB: Yeah, I just got in touch with her by the way.

FM: Oh, good.

CB: Well this is fascinating to have on record for this moment in time [all laughing], because we are at a crossroads I think. And this is a bunch of Americans around this table that are swiveling with it. But I want to get back to an obvious question, that I know that you had and Tony had to to prepare for. And that is, without asking you to describe Kings' culture, unless you want to do it, how would you define Wilkes' culture having come out of the Kings environment and being married to the Kings' environment in terms of Tony's role at King's. What's different about Wilkes as you look at this institution?

LB: Well I'll start with the key thing we often talk about as far as what's the same: Our students are really nice people, at both schools. They didn't always do their homework necessarily, but they were really nice to deal with. We like that age, we don't have children of our own. We like that age where so much happens in those four years and they're fun loving, still young, but also ready to be serious. And they were, for the most part, respectful. Differences: you know King's, I think they're starting to span out as far as curriculum goes. I think they hung on to that liberal arts tradition whereas before I came here, Wilkes was expanding in technology, fine arts, nursing, and so forth. Now King's has the Physician Assistant and so forth, and that might have been the leadership of Don Farmer. But they really, sometimes to a lot of frustration to my husband, because he didn't feel that math and science got their due. That it was the humanities. Culture: King's is just a very friendly place. I didn't even know Jack Ryan when he became president, I guess my husband did. But he seeks us out when he sees us at parties, and seems to want to talk to us. He doesn't seem like he has an agenda, and he seems like a delightful person. He had some struggles too when he took over. What I used to joke about was that I partied at King's and worked at Wilkes. For a long time, the kind of distinction was that Wilkes didn't serve alcohol at functions. At King's there was always an open bar. That may have been the Farley factor.

CB: This is before my time.

LB: More significant is the curriculum, that is, where I think Wilkes has a more expansive curriculum. I think one of the things you were talking about earlier is that you were ahead of the game when we talked about the environment. Well, Wilkes had an environmental science department, I don't know if that was your influence, long before it was a "thing".

TG: Yeah, yeah.

LB: Diversity. Dr. Nejib was key with that. Again, King's being Catholic, did not nearly have the student diversity or faculty diversity ethnically and culturally that Wilkes had. Early in my career I was teaching students from the Middle East, and it was just wonderful to have that experience and interact with them, and they seemed to connect with me. One of the nice things I got to do a couple years before I retired was through whatever the office is called - international students, or global education, or whatever.

TG: Yeah, I got it.

LB: Well, a local person offered a course in Arabic. So I learned some Arabic. I couldn't tell you anything about it now, but it was fun to learn some Arabic. So I think in those aspects, the more extensive curriculum, diversity among students, diversity among programs, diversity among student profiles, and same for faculty. I think that is a nice aspect of Wilkes that maybe is different from King's. Or at least was in the years that we were active.

BH: Yeah that has been the tradition at Wilkes, that kind of diversity you are talking about.

LB: Right.

FM: I think the hostility, if any, was at the diocese and hierarchical level. Professionally, faculty at Scranton, they helped us a great deal. King's faculty, Dr. Chuck Reif lived on their campus his whole life. I never felt that there was faculty hostility or rivalry even. It was the diocese who said "You can't have a priest give the invocation" at the revocation of the science building two days before the Stark sector was convened. The hierarchy of the Catholic church, you can't get me started on that or I will explode. But the working levels with the churches themselves, we've got Jules Aires, we've got Rabbi Barris we have Monsignor from Saint Mary's Church who was a second cousin of mine or something, I don't even remember his name. But, there are different levels of Wilkes relationships that could never be defined really, and I think that King's - I have more friends in Harrisburg where the husband and wife will come up and say "Yes, I met him when he was at King's and we got married." I wish someone would do an alumni survey of how many Wilkes and King's graduates met and married each other. They did integrate, they didn't care what the diocese said about that vicious atheistic institution down on South Main Street.

LB: President Leahy made the joke at his installation, something about one factor was that the current president at King's is a graduate of Wilkes, and I think there were some other - I forget what the other references were there. Probably with the University of Scranton.

CB: He had some wonderful digs in his installation. Well I look at my time with Jim Lackenmier who was president for most of the time that I was president. When we did the earth conservancy, I wouldn't do it, I wouldn't do it if Jim were not part of the board structure. And I made that clear with Kanjorski. First of all, at that time the banks were not a factor locally in leadership, they were National or regional banks that would come in. So we didn't have the Rick Ross's, and Harold Rose's, and others, and even your friend Don Kylie. They were not the key players anymore, and people had come in at the end of the year, I think they came from Buffalo or someplace else, and they weren't going to stay long anyways. So the two college presidents for a period of time, and I think it spilled over into your time Tim, you worked with Chamber. We were critical players, I mean they needed us. It was never part of the job description for a college president to play the role that college presidents at King's and Wilkes - more Wilkes than King's - played over the years, from Farley on. I mean Farley was asked to be a major figure in this town as it began the redoing in the lost coal period that you're talking about. So I think, and I've told this story before, but Louise hasn't hear it. When I was here it was less than a year when Monsignor Madden over at

Saint Mary's invited me for lunch. There was a certain amount of rustle about that because no president at Wilkes had ever been over at Saint Mary's.

LB: It's just a block away.

CB: And Monsignor Madden was a delightful guy, but also said "Do you realize you're the first President of Wilkes to be invited here." And I said "I'm starting to hear that." He said "King's was created to keep Catholic boys from having to go to Godless Wilkes."

LB: Wow.

CB: That's from Monsignor, and we chortled about that. I as a Unitarian was the one that brought in the effect campus ministry through Saint Mary's. Because I senses our students needed some help in that area, and as long as it would be cross denominations, and Muslim students would access to whatever programming we did, and the Jewish students obviously. That probably was the tensest philosophical issue I had with the board. But I was determined, and Saint Mary's paid for the staffers. So we had a series of staff here who were terrific by the way in my time. They provided great service to students, they were in the student union building so they were a part of the staff. That was a real departure from Wilkes' relationship to the Catholic Church. The first president was a Quaker, the second was an Italian Catholic, there was a Russian too, and of course the Unitarian. I guess you're Presbyterian?

TG: I really can't claim any of that.

FM: But they're seeing a very contemporary product emerging from a structural problem within the church, which was the diocese and authority and leadership. Which actually, they harmed the church rather than that structure assisting the church. And we're seeing it in the contemporary environment. And the difference between the diocese perspective in Erie, and this is my post Wilkes career, the difference between private colleges and Catholic colleges, or non Catholic colleges within a diocese was totally - nobody appreciated what the diocese and authority was doing and does to the institution. So at the institutional level we had wonderful relationships. The Diocesan level was destructive. It destroyed Villa Maria College in Erie, Pennsylvania while I was at CICU because the Bishop could not tolerate a powerful smart woman, sister Laurie Santoon who was president of Villa Maria College. And he could not control her. 3 years after she died there's no longer a Villa Maria College. We can't even begin to appreciate that whatever was dictating their perceptions of the Wilkes of the world. I'm only beginning at 94 to appreciate how different my philosophy as a Catholic is versus what that diocesan leadership was able to perpetuate in my name. Very frustrating, and you can leave that on tape. I don't care.

CB: Well, I had one experience that you may remember for a variety of reasons that are too long to go into. I ended up getting an honorary doctorate to the Pope's closest Jewish friend. Louise, were you at that ceremony?

LB: I'm sure I was there, but I don't recall specifics.

CB: He just happened to be interacting with a Northeastern Pennsylvanian in the heavy earth moving equipment, which was redeveloped after the war. He got into buying Caterpillar tractors and other things to use in Europe, and he got to know some of the folks up Dunmore way. Through my good friend Paul I got to know one of the key guys up there. So this fellow, a book was written called *The Hidden Pope*, and it was by an Irish Catholic American. It was on the relationship of Pope John Paul with this Jerzy Kluger, who actually is a distant relationship of Alan Kluger. Once this boom came out, and he was coming - I think he was coming to America, or he came because we arranged this program. He came with the Pope's blessing, and I still have the Pope's -

LB: Literally, blessing.

CB: And we recorded the program, gave it to John Paul, and we had the Bishop of the Polish National Church here that had had no communication with Rome. He was Polish himself, from Poland, had known Otea in Poland as a fellow priest and he spoke to him from the stage at the Martz center on the video. 1800 people were there, and the kids brought the different religious flags up on stage. We had the Jewish community speaking, we had the council of churches. But the key to all of this, Bishop Timlin, was furious. I was interacting with the Pope as this heretic Unitarian, and I invited him to play a major role, I invited him to be a major speaker. But you know, he was out of town, and wouldn't be available. So Monsignor McGowan came, saving his face as he did while also twitting him when he appeared in public.

But it was a magical moment where Wilkes could do that kind of thing. We had Andy Greeley here. We had so many priests in the audience who were wearing turtle necks that night because they couldn't acknowledge they were here. And I brought McGowan and Andy Greeley together at our table on 30 West River Street and you've never seen two Irishmen tell dirtier stories with more pleasure. Were you at that event? You would have remembered it. It was a very small gathering but it was before Andy Greeley went on, he packed the Dart Center.

TG: I can't believe they didn't have you there, if you weren't already there.

CB: But I think the religious history of the valley and these two colleges is very important. And I think each of our presidencies have had a different opportunity to let that evolve in a healthy way. We were doing more and more programs, we were doing library programs that were very important before I got here. The two libraries were really doing some special things. Our theater departments were working together, putting on productions or putting their productions on at the other campus. So the hunger was there, they were all the same students that came from the same families. But when I tried to deal with the core curriculum that would deal with the comparative religion component, I don't know if you remember how the faculty rose up on that and the people who rose up were Catholic. They would come to Wilkes because they didn't want to be under the thumb of the church, and they didn't want to build that into the curriculum. So I don't know how many places we could be college presidents in the country with quite this Catholic - I'd say Protestant. The Jewish component of Wilkes is important enough that it's got to be Jewish, Catholic, and Protestant, and increasingly Muslim. I mean it's a unique campus. You have two synagogues on the campus, and the Jewish community center. There's no other college in America that has that many Jewish institutions, and we're only two blocks long and two blocks wide. By the way, I heard the newly revised buildup organ at First Pres yesterday, which is magnificent. So now you have two organs at Saint Stephens and First Pres, that the leading organists in the world would come to without apology.

LB: You must know Vivien as a parishioner.

CB: Yes, absolutely.

LB: She was our department secretary.

CB: She rescued my daughter in Ecuador. She was down to have a Roman Catholic ceremony to be married to her husband, my son in law, who she married by the Justice of the Peace in the Arlington Courthouse. But they decided they needed this laying out of hands, and the day before the wedding, the Monsignor had still not permitted the wedding to go forward, and he wanted proof that Lydia was baptized and that she was confirmed. So we faxed back to Vivien, and Vivien got - we didn't ever baptize, she did it on her own. So the record was there in Wilkes Barre and got faxed down to Ecuador in time for the ceremony to go forward. I did not have pleasant thoughts about the church at that point. Anyway, do you have any other questions you'd like to ask us?

LB: No, I'd just like to thank you for undertaking the project and thank you for including me. I'm quite flattered.

JR: Do you remember a woman named Betty Jahr?

FM: Oh, yeah! J-A-H-R.

JR: She was the first computer science instructor at Wilkes, but she probably left before you came. She was the only woman in computer science.

LB: I know there's someone they really wanted to hire other than me, and she turned them down, so...

JR: No, she had turned them down long before - I'm sure she left before you.

CB: Can you say something about the role of women faculty at Wilkes?

LB: Well, I think I was - I mean that certainly evolved as I was here. I remember that there seemed to be a stereotype when I first came that if you were a woman on the faculty you must be in the nursing department. But you know, there was certainly encouragement for us to apply for promotion. Pat and I got promoted the same year.

FM: Your generation had a lot different pool of good women to draw from than previous, unfortunately.

LB: We were encouraged to chair departments and all.

FM: I lived through that period when my advisor at the University of Delaware in 1950 had her PhD and degrees from Goucher College and she did more to change the course of my life than any other. She was an instructor at Delaware, and that was her future and she knew it. But she loved her work. But women had no Avenue to explore, but Wilkes never had a barrier. You always were looking for that pool.

LB: Again, looking through my files there were panel discussions on women in the sciences and math. And I don't remember this at all but apparently I moderated - talking about diversity as well as women - back in 1985 moderated a panel discussion on women in Islam here on campus. Obviously a lot of water under the bridge since then, but that was obviously very important.

CB: Did you sense any resistance by your male colleagues to you becoming chair of the department?

LB: No. I don't know if we need to get into all of the history, but I had an opportunity to become chair two years prior to when I did, and I should have done that. Anyway, someone resigned abruptly and I would have preferred to work with him for a semester. So moving forward two years there was resistance from one person, but I don't think it had to do with me being a woman, I think it might have just been the person feeling like he was being pushed out of something. The same person had been very supportive the two years prior, but generally, no. I think my male colleagues were supportive.

CB: Patricia, Louise, Jane Elmes, who were the others?

LB: Ann Marie Kolanowski

CB: Marie, of course.

LB: The four of us were promoted the same year.

FM: Wagiha Taylor.

LB: She's been a professor forever.

FM: I'm trying to think now of women on the faculty back in my day.

CB: But she never was a department chair, right? Was Wagiha ever a chair?

JR: She was the graduate -

CB: She had some administrative roles.

JR: I don't think she was chair.

CB: The real academic structure when I got here was the department chairs.

JR: By the way, she's been here now, this is her 50th year.

CB: Is there an event for her, by the way? If there is let me know.

LB: Is she still full time?

JR: Full time.

TG: Yeah.

LB: And then some.

CB: So the four of you, you were kind of the key leadership people from academic affairs. There have been several since, but I think you were the first four. The nursing department chair was always a woman, with Jessie and Ruth McHenry. But if you take the other departments, I think you were the first four women to be chairs.

LB: Okay. I don't recall that, but...

CB: So you are respected on the role of women at Wilkes. I sensed when I got here, a need for some pretty drastic efforts on my part. Which I think I took, and I'm sure was reflected in some of those decisions. Do you agree?

BH: I was on the search committee for four presidents. And the reason I wanted to get on the search committee and serve on it was because of the tradition, and I won't go into that. But because Patricia wasn't promoted and wasn't in a position that she deserved to be in. I knew how women were treated on this campus, and I said that the reason I wanted to be on the committee was because I wanted somebody who understood women on that committee. I don't think women were appreciated in that way until you came.

CB: I saw that as one of the key issues, and I was asked who I wanted to be chair of the board and I asked Patty Davis who had been chair of the search committee. So she became the first woman board chair, and that made all kinds of thing possible because she and I just closeted each other and talked about the real issues and the real people on campus. I had to take on some wars, which I did.

LB: One woman who's still very much here that I'd like to give a shout-out to is Susan Hritzak. Susan as Registrar is always the person, and no matter her title previously, was always the person you could go to and get things done. She'd do it, and so it fast, and do it well, and let you know she did it. So a different kind of leadership, and of course Susan worked a long time with Jack, but I hope she's appreciated because she's a very key person.

JR: Her maiden name was Matley, Bob Matley's Sister.

CB: Oh really? Oh I never put that together.

FM: What?

JR: Sue Hritzak's maiden name was Matley, she was the sister of Bob Matley, who is the president of what, Community Bank? He was a wrestler for Wilkes.

CB: I never knew that.

FM: Bob, did Patricia finish her dissertation while he was teaching at Wilkes?

BH: No, she was into it. Her father died and she had to come out of that dissertation. So she came to Wilkes, if I remember, she was only like 21 years old.

FM: Yeah, I remember she was -

BH: Yeah, she was a kid.

CB: But she was a graduate of Wilkes, wasn't she?

BH: Yeah, and then she went to Penn.

CB: For her PhD?

BH: Right, and she was into her dissertation but then her father died and she had to take care of her family. And Farley said, well he always was able to find the right people. The people who didn't need a whole lot of money in the Valley, so he was very good at that. Also people who needed help, so he hired her.

JR: She was probably the most discriminated against faculty member at Wilkes.

BH: I mean, you two guys know -

CB: We worked on it.

LB: That's ironic because she was one of the most valuable.

TG: I was going to say, it just doesn't - yeah.

CB: Well that was a question literally being becoming tenure track she was not allowed because of her department.

JR: Well that was because of the chair. I came across memos I couldn't believe researching that.

CB: But if you take back your era and Dr. Farley's era we've had some really high powered women scientists.

FM: Oh, yeah.

CB: Catherine Bone

LB: Oh, these are real people?

CB: These are real people. But they didn't carry any administrative power. They were not department chairs.

FM: We had administrators, the treasurer was a woman.

CB: Yeah, but I'm thinking of academics and the administrative role.

FM: Well Ma Craig? I never met but was a women chair of the English department.

BH: Who was that?

FM: Ma Craig they called her. Must've been the 50s.

CB: During the time of Dr. Davies?

FM: Before Dr. Davies. Yeah. Margaret Connolly was the treasurer. I'm trying to think of women in administration. Gertrude Doane was in administration, her husband was a physician.

CB: She was the dean of women, right?

FM: Yes. You used titles that didn't exist at that time though. In all seriousness.

LB: There's been a proliferation of titles.

FM: Yeah, they had a different name including house mothers. That is one of the resources that Bob Heaman did some research on - pay attention Robert.

BH: Mmhm.

FM: I'm going to use your name now. I'm going back through some of these early meetings that we had. Who we were at the time I'm not quite sure, it must be you and me. Maybe Bob. But we were talking about a statistical base for a part of our history project. How do you express it in numbers? You can't. So we came up with the notion of revising college bulletins, and that's been a hobby of mine. But back in our literature of this group Bob Heaman presented the first I think, paper to the group. We didn't realize it at the time, in which curriculum was analyzed. In other words it was a data based review of Wilkes, pretty much exclusively faculty. Not administration and so on. It's very interesting to go back through how many part time people there were, which I viewed very negatively when I started to go back through some of them. Then I realized they were incorporating some of the best brains in the community as adjunct teachers.

LB: And as department chair you begin to realize the importance of that.

FM: And specialists like, who was the artist that did portraits and things? But they really were specialists who -

CB: Cortellia?

FM: Yes! Nick Cortellia. There were people that were really respected in the community that they were adding to the prestige of the institution academically. They were not just cheap labor coming in. So I flipped completely around in my view of adjunct faculty. And you go back through it and boy was that a public relations coup that Dr. Farley pulled off. He not only had the business community in it but he knew every aspect of the cultural community.

CB: He involved the clergy.

FM: The clergy, and the ethnic community, and they would teach courses. So there's a lot to be expressed in numbers, it's fascinating you know -

JR: Is April 5th then okay for Barbara King?

CB: Works for me. Thank you so much.

LB: Thank you, and these two young women deserve combat pay for listening to all of that!

SC: Louise, I found the extras.

LB: If this is helpful to you -

SC: Oh, wonderful. Thank you. We also have to have you sign just a release form.