

INAUGURAL EVENTS

(See the Inauguration Reply Card - Reverse Side)

I/We will also attend the following: (please check)

- ☐ Piano Recital.
- ☐ Post-Recital Reception.
- ☐ Alumni-Hosted Open House.
- ☐ Morning of Celebration.
- ☐ Inaugural Reception.
- ☐ Campus Tour (weather permitting)
and/or a Library Tour.

WILKES COLLEGE INAUGURATION

(See the Inaugural Events Reply Card — Reverse Side)

*I/We will attend the Inauguration of
Dr. Christopher N. Breiseth as President of the College
on Sunday, April 14, 1985*

(Please Print Name)

(Please Print Address)

Please reply by March 25. Tickets will be mailed to you at the above address.



*The Trustees and Faculty
of
Wilkes College
request the honor of your presence
at the Inauguration of
Dr. Christopher N. Breiseth
as Fourth President of the College
on Sunday afternoon, April the fourteenth
Nineteen hundred and eighty-five
at two o'clock
in The Wilkes College Gymnasium
274 South Franklin Street
Wilkes-Barre, Pennsylvania*

Please reply on the enclosed card

PROGRAM OF INAUGURAL EVENTS

Saturday, April 13, 1985

- 11:00 a.m.-4:30 p.m. Registration—Hospitality Rooms Open
Weckesser Hall
- * 1:00 p.m.-4:00 p.m. Campus and Library-Special-Rooms Tours
Weckesser Hall
- * 4:30 p.m.-6:30 p.m. Piano Recital by Roosevelt Newson
Post-Recital Reception
Dorothy Dickson Darte Center for the Performing Arts
- * 8:00 p.m.-10:00 p.m. Alumni-Hosted Open House
Annette Evans Alumni and Faculty House
- 8:00 p.m.-10:00 p.m. Student Party
Conyngham Student Center

Sunday, April 14, 1985

- 9:30 a.m.-1:15 p.m. Registration—Hospitality Rooms Open
Weckesser Hall
- * 10:15 a.m. Morning of Celebration
Dorothy Dickson Darte Center for the Performing Arts
- * 2:00 p.m. Inauguration Ceremony
(Seating for the ceremony begins at 1:15 p.m.)
Wilkes College Gymnasium
- * 3:30 p.m. Reception for President and Mrs. Breiseth
Pickering Hall Cafeteria

Weekend

- The Sordoni Art Gallery will feature "Howard Pyle: An American Illustrator."
Open 11 a.m. to 8 p.m. on Saturday and 11 a.m. to 6 p.m. on Sunday.
- The Eugene Shedden Farley Library and its Special Rooms.
Open 9 a.m. to 5 p.m. on Saturday and 4 p.m. to 12 midnight on Sunday.
Tours: 1 p.m. to 4 p.m. on Saturday and noon to 2 p.m. on Sunday.
- The Wilkes College Bookstore.
Open 1 p.m. to 4 p.m. on Saturday and 11 a.m. to 2 p.m. on Sunday.

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of
Wilkes College
is pleased to
announce the appointment
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Christopher N. Breiseth
as the
Fourth President
of the
College*



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College*



***Dedication of Dr. Christopher N. Breiseth Hall
and The Jane Morhouse Breiseth Gallery***

May 12, 2001

Program

<i>Welcome</i>	<i>Dr. Bonnie Bedford Dean, College of Arts, Sciences, and Professional Studies</i>
<i>Remarks</i>	<i>Jerome R. Goldstein Wilkes University Trustee</i>
<i>Dedication of Building</i>	
<i>Response</i>	<i>Dr. Christopher N. Breiseth Jane Morhouse Breiseth</i>
<i>Alma Mater</i>	<i>Susan Minsavage</i>
<i>Closing</i>	<i>Dean Bonnie Bedford</i>

ALMA MATER

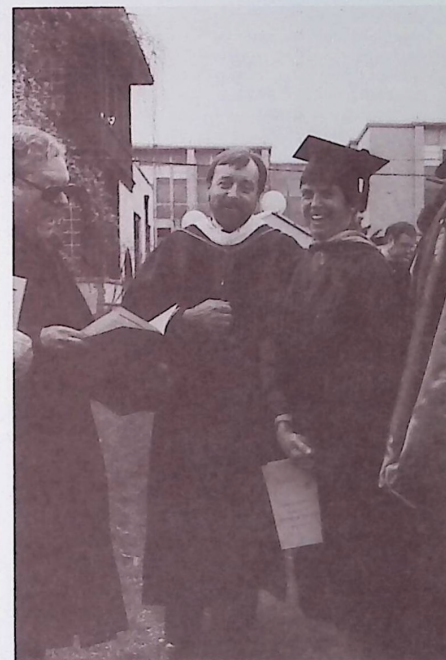
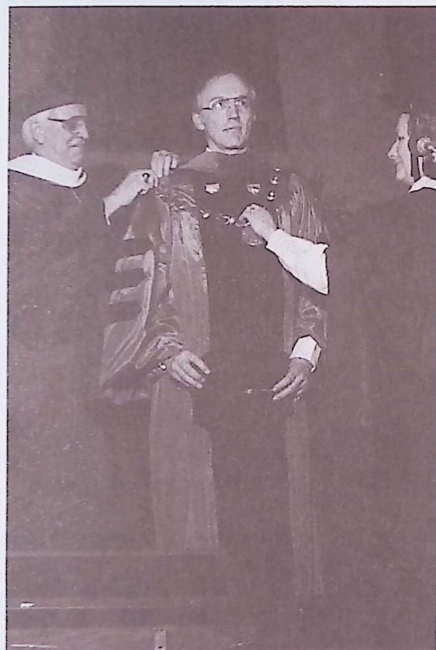
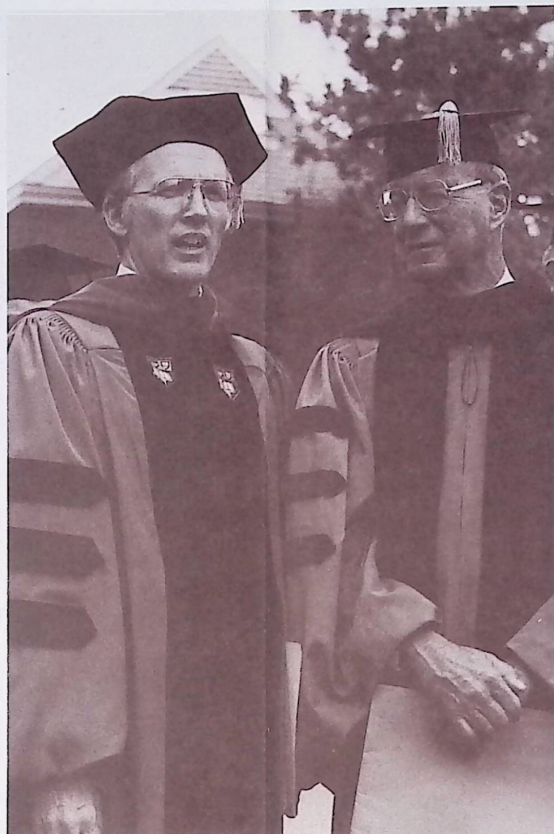
*Wilkes, our Alma Mater,
We pledge our hearts to thee,
Honor, faith, and courage,
Truth and loyalty,
In our work and in our pleasure,
Guided us as a friend;
We shall always love thee,
Loyal to the end.
Thou shalt lead us onward
In search of finer things.
May we find the wisdom
That thy spirit brings.
May our deeds of love and service
Ever swell thy fame —
Wilkes, we stand to greet thee!
Glory to thy name.*

*Words and Music
by Eleanor C. Farley*

Inaugural Address
Dr. Christopher N. Breiseth
April 14, 1985



Wilkes College
Wilkes-Barre, Pennsylvania



Inaugural Address

Dr. Christopher N. Breiseth

April 14, 1985

Today is a day of celebration for the Breiseths personally. Old friends and colleagues have joined members of our families to help Jane and me formally embark upon this great adventure. Most pleasing, old friends are meeting new friends.

While the responsibilities of office rest upon me, my family shares the joys and the burdens. Abigail and Erika have learned how to direct the man delivering pizza to the right residence hall after he rings our chiming bell at 11:30 p.m. We have all grown accustomed to the greetings of friendly Wyoming Valley neighbors wherever we go. Lydia is ahead of all of us in learning names of students and discovering what she can about their boyfriends and girlfriends.

Much more important today than our personal satisfaction, however, is the celebration of continuity and renewal for Wilkes College. Wilkes is a triumph of dedication by individuals working together over the past half century to build an institution of higher learning in Wilkes-Barre. One need not dwell upon the importance of presidential leadership for a college that has known Eugene Farley, Francis Michelini, and Robert Capin, nor on trustee leadership when recalling Arnaud Marts, Gilbert McClintock, Admiral Stark, and Louis Shaffer, nor on faculty leadership when considering the qualities contributed by Hugo Mailey, Samuel Rosenberg, Charlotte Lord, Charles Reif, and Cromwell Thomas. Out of the depths of economic depression, through floods and financial exigency, Wilkes College has risen ever stronger as a center of learning dedicated to men and women from all economic conditions, all religions, all ethnic and racial backgrounds and, increasingly, from all age groups. Few colleges, whether public or private, have emerged so directly out of the hopes and needs of their host community or given back more than Wilkes College.

In the folkways of American higher education, the inauguration of a college or university president is also a celebration of the intellectual enterprise itself. The wonderful representation today of so many learned societies and sister institutions, as old as Lincoln College, Oxford and as young as Sangamon State University, as large as U.C.L.A. and as small as Deep Springs College heightens our awareness of the traditions of scholarship and the diversity of institutions of higher learning. With Fred Rudolph's contribution to the proceedings, we are brought in personal contact with two of the three major national reports on undergraduate education which are giving direction to our common enterprise this year at a time of uncertainty. Professor Rudolph contributed to the report of the National Endowment for the Humanities and wrote the report of the Association of American Colleges entitled, "Integrity in the College Curriculum." Wilkes College has consulted these national reports with care to discover directions appropriate for our local situation. What our ceremony today represents is the community of educators which exists without regard to the boundaries of public and private, of religious and secular, of region, state or even nation. Recognizing this larger community and acknowledging the major issues facing the educational enterprise nationally, I want to address myself to Wilkes College.

During the present academic year we have responded to these national challenges. A Mission Task Force, representing all constituencies of the College, has been meeting since October almost every Friday at 7:45 a.m. to review recommendations for future directions based upon analyses of major changes affecting the college over the past ten years. The report from this Task Force is now being discussed on campus. I am impressed by the quality of thinking reflected in the report. There must be more discussion of the document before we distill from it a concise new statement of mission. But the extent of consensus on the major characteristics of Wilkes and on where we ought to be going in the near future is heartening.

Another effort deserves mention today. A faculty committee has designed and the faculty has endorsed a periodic evaluation system for all tenured and non-tenured faculty linked to faculty development and the continuing review and modification of the curriculum. Through the College's support of faculty members in their own learning, linked to the continuing development of the curriculum, we can create a collegial climate for learning at Wilkes College second to none. Since I believe that one of the most effective ways for students to acquire a commitment to life-long learning is to encounter it in their faculty, this new faculty development effort can directly increase the effectiveness of student learning. For this reason, I am particularly pleased to announce that the Pew Trust has this past week approved a faculty development grant of \$300,000 to Wilkes College to be used over three years, with an invitation to reapply for a fourth and fifth year.

The relationship between faculty and students remains at the heart of the educational enterprise. Fred Rudolph's book, *Mark Hopkins and the Log*, helped underscore this pivotal relationship. Hopkins was a president of Williams College for thirty-six years in the middle of the nineteenth century and helped establish the norms for the liberal arts college in America. "The ideal college," said Williams alumnus James A. Garfield, "Is Mark Hopkins on one end of a log and a student on the other."

In keeping with our own fine Wilkes traditions, the college will give first priority to the strengthening of teaching. The other side of the learning equation is the student. We commit Wilkes to the strengthening of students' involvement in their own learning. The metaphor assumes Mark Hopkins at one end of the log and a student at the other, with

good questions and good responses, able to carry on an intelligent conversation. We must help students take charge of their own education. For them, it is a life-long process which should be given focus while at Wilkes even as intellectual tools of analysis, quantitative reasoning, writing, and speaking are honed.

The administrations of my worthy predecessors and friends, Mike Michelini and Bob Capin, brought the faculty into partnership with the administration and trustees in the governance of the College. The transition was not an easy one, but I am confident that this governance is now firmly established. It is time to increase the involvement of students in partnership is now firmly established. It is time to increase the involvement of students in the process. Their citizenship in the broader society can be encouraged by participation in governance at Wilkes. In the 1960's and 1970's student involvement was defined in terms of power. Now I think we see more clearly that such participation is a significant dimension of a student's education. Students can be initiated by the College into the governance of our society through a creative nurturing of their involvement with other processes of our society through we strengthen the College. Along with internship and constituencies so that together we strengthen the College. Along with internship and cooperative education opportunities, such participation teaches students how to combine theory and practice. Our region and our nation need such broadly educated individuals. The efforts we make to educate our students as whole persons will affect the quality of leadership in our nation in the 21st century.

We commit ourselves as a College to a more effective combination of professional preparation and liberal learning. Wilkes offers distinguished professional degree programs in such fields as engineering, teaching, business, accounting, nursing, computer science, and communications and, with the medical colleges in Philadelphia, joint degree programs in podiatry, optometry, health records administration, pharmacy, medical technology, physical therapy, occupational therapy, and dentistry. With more than 70% of our undergraduates majoring in these programs, the opportunities for professional preparation remain a hallmark of a Wilkes education. Our laboratory, clinical and internship experiences are among the best that I have seen. At the same time, Wilkes has preserved a liberal arts and science core curriculum to introduce students to the major intellectual traditions. The College will continue to offer undergraduate majors in Art, Biology, Chemistry, Earth and Environmental Sciences, Economics, English, Foreign Language, History, International Studies, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Sociology and Theater Arts. We commit ourselves to strengthen these disciplinary and interdisciplinary programs. At the same time, we will foster more conversations among the disciplines to help students bring these separate dimensions of human knowledge together. Again, the faculty must show how this can be done and the students will follow. We will develop opportunities for students to apply their knowledge of the disciplines gained from the core curriculum to an analysis of the issues facing them in their chosen professional areas. We will help students understand the fundamental interdependence of the world's people and expose them to the international opportunities available, even for individuals planning to remain in Northeastern Pennsylvania. We will find ways to make our students more sensitive to the connection between our physical environment and our cultural environment.

We will help students understand the relationship between their biology and their psychology, even as we design a new sports-recreation facility guided by a belief that mind and body need to be brought into a balanced, healthy relationship. While we will help our students grasp the essentials of the computer, we want them to learn to listen to poetry and to express themselves creatively in writing. We will continue to offer them opportunities to debate, to act, to sing, to perform on a musical instrument, to paint, and to potter in order to develop their personal capacities to create, to express and to play. We will continue to draw them into careful reading and discussion of the world's literature. We will stimulate them to discover the historical roots of their culture as a means of understanding who they are and where they have come from so that they might make better choices about where they are going. We will use old ways and find new ways to help students understand the relationship historically and in the present, of individual freedom and individual responsibility. As we approach the bicentennial of the United States Constitution in 1987, we will find ways to appreciate anew the genius of our political traditions and the burdens our students must shoulder if these should survive another hundred years. In these and other educational activities, we will strive to help students integrate knowledge and experience. From such efforts we shall consciously prepare Wilkes students to grasp their responsibilities as citizens, parents, leaders, and professionals in particular careers.

We do not propose in this work to make Wilkes an island. We will continue the involvement with our community which has marked Wilkes College from the first. Our graduate programs will address the needs of the region and in their design involve representatives from the industries and other institutions to be served by the programs. Drawing on our first-rate faculty and laboratories, we will train graduate students in research techniques directly applied to problems facing this area and it's industries, both large and small.

We will cooperate with other colleges and universities in the region as we analyze the need for additional areas of undergraduate and graduate study so as to avoid unnecessary duplication of programs and to find ways to use our human, physical and financial resources jointly. We welcome friendly competition with our sister institutions. It has improved the quality of higher education in Northeastern Pennsylvania. But Wilkes will also work for cooperative efforts. The students from this region deserve a good working relationship among the post-secondary institutions which can help individuals discover the

curricula available on different campuses so they can draw on courses from more than one college if that helps meet their educational goals. Through such cooperation we can retain, even expand, the support of our host communities as our national officials cut back funding for higher education. We must deserve the support of those who know us best and need us most. We need them most also.

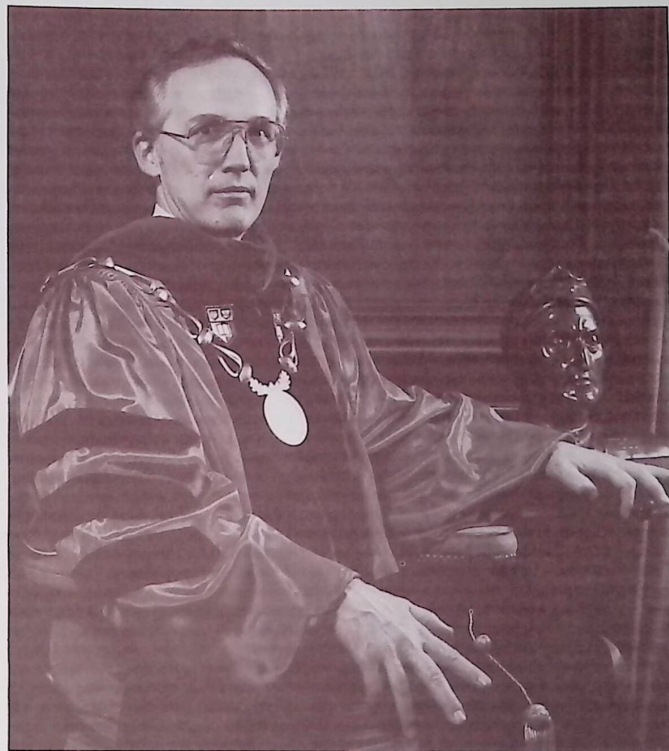
This cooperation must include not only our sister colleges and universities. It also must include our colleagues in the schools. We will work closely with educators dealing with all grade and age levels to find more effective means of helping people to learn. We call upon our educational colleagues throughout this area to join in a campaign to reestablish literacy in our community. We rededicate ourselves to that objective at Wilkes. We will work with teaching colleagues in schools and colleges on new pedagogies in each major discipline and skill area to help students learn. We hope that through faculty exchange activities, some of our faculty will have the opportunity to teach in the schools to learn from our colleagues there and promote a two-way flow of ideas on teaching/learning strategies. In our programs at the undergraduate level to expand teacher preparation and at the graduate level to help teachers already in the classroom to be more effective, we will make a contribution to the quality of education throughout the region. Those of us in teaching must approach each other as colleagues in a new horizontal relationship which recognizes the central importance of learning, whether for the pre-schooler, the teenager, the traditional undergraduate or the middle-age continuing education or graduate student. If we cooperate effectively in approaching this ambitious goal of helping people to learn, regardless of age or condition, we can reestablish teaching as the high calling it must be if we as a society are to progress. Given the changing nature of our population, if we do not develop new ways to prepare effective teachers who can work with all individuals and help them reach well-defined learning objectives, including the ability to read, write, compute and analyze, we are staring at a post-industrial, information-age America with an increasing proportion of its population illiterate and therefore excluded from its economic opportunities and social responsibilities. To this great work of strengthening our educational system and the preparation of an educated citizenry upon which effective self-government must depend, Wilkes College pledges itself and invites partnership with others.

One more commitment is necessary for all the rest. We must tell our story more effectively. I have been struck in talking with alumni by how much they value the quality of their Wilkes education. They recall the intellectual rigor of their classes. They remember how they learned to write and to care for language in Dr. Reif's biology classes. They remember how determined individual faculty members were to help them overcome deficiencies and meet the high Wilkes standards. They also admit how surprised they were to find themselves better prepared for graduate or professional schools than students from larger, more prestigious institutions. They conclude that Wilkes faculty taught them how to think, to speak, and to write.

As I become better acquainted with the Wilkes students of today, I discover that they have found the same characteristics in their Wilkes education. As I watch the dedication of faculty to students here today, I realize that our most valued traditions are intact. But we need to identify these traditions and tell their story far and near. We need to interpret the Wilkes of today for the alumni across the country so that they will realize that the great work of giving students the chance to realize their intellectual potential is still the central mission of Wilkes College. We need to ask for their support, both moral and financial, to increase the strength and range of this fine institution. As we find ways to tell the Wilkes story, we hope that our alumni --recognizing their own experience reflected in that story -- will tell their children and others about this fine small College, in this lovely urban setting, with its dedicated faculty and its curriculum balancing the liberal arts and the professional.

Finally, a personal word to our students. The efforts we make as trustees, administrators, staff and faculty are justified only by your growth, your increased understanding, and your decision to make your lives count. There is no greater power we know to harness for good than that of intelligent human will, informed by the sources of spiritual and moral inspiration available to each of us. The reward for most of us in education is not material, but the opportunity to have a positive impact on your lives. We seek to help you better understand yourself in relation to others and to your physical environment. We want to stimulate you to ask penetrating questions and pursue answers with analytical rigor and creativity. This is much more important than that you accept our questions or repeat our answers. If we can help strengthen you to live confidently and courageously in the face of ambiguity and to bring energy and intelligence to your work, if we can help you to see your lives and work as part of the unfolding drama of human history, we shall have succeeded. If Wilkes can help prepare you for the work of the world and for the life of the mind, if we can bolster your commitment to ethical behavior and concern for others as well as for yourself, we will redeem the hopes of the founders of Wilkes, including Eugene Farley whose ethical handprint can still be found throughout this College.

Our communities, our region, our nation, our world can be given direction from individuals educated in a purposeful, ethically sensitive, practically oriented environment. Wilkes College will strive to maintain such an environment while consciously adapting its curriculum to help you understand and creatively cope with the forces transforming our world. Through the role I am privileged now to assume, I pledge myself to help this Wilkes College community of learners grasp the educational challenges facing each of us and find ways to meet them together for the strengthening of each and the betterment of all.



Dr. Christopher N. Breiseth
President

Christopher Neri Breiseth received the baccalaureate in History, with highest honors, in 1958 from the University of California at Los Angeles, where he was a member of Phi Beta Kappa; the B.Litt. in Modern British History from Oxford University in 1962; and the Ph.D. in Modern European Intellectual History from Cornell University in 1964.

He joined the faculty at Williams College in 1963 where, in addition to teaching, he served as President of the Williams Chapter of Phi Beta Kappa and as the Liaison Officer for Fulbright, Marshall, and Rhodes Scholarships.

Between 1967 and 1969 Dr. Breiseth, on leave from Williams College, served in the Office of Economic Opportunity in Washington, D.C., as Chief of the Policy Guidance Branch of the Community Action Program. In 1970-71 Dr. Breiseth was a post-doctoral Danforth Fellow in Black Studies at the University of Chicago.

He joined the History faculty at Sangamon State University, Springfield, Illinois, where he was elected as the first chairperson of the Faculty Senate and chaired the History Program.

In addition to his academic responsibilities, Dr. Breiseth was President of the Board of Directors of the Springfield Urban League from 1977 until 1979.

He accepted the Presidency of Deep Springs College in California in 1980 and served for three years as President and Dean of the select two-year liberal arts college before returning to Sangamon State University, where he taught until he was chosen as fourth President of Wilkes College.

Dr. Breiseth is married to the former Jane Morhouse. They are parents of three daughters, Abigail, 16, Erika, 14 and Lydia, 4.

Dear Alumni,

We are pleased to share the President's Inaugural Address with you.

Editor

Wilkes College

Wilkes-Barre, Pennsylvania 18766

Non-Profit
Organization
U.S. Postage
PAID
Permit No. 355

*File
C.N.B.*

The Inauguration of

Christopher Neri Breiseth

As Fourth President of

WILKES COLLEGE



Sunday, the Fourteenth of April
Nineteen Hundred and Eighty-Five
Wilkes-Barre, Pennsylvania

Former Presidents of Wilkes College

Eugene S. Farley	1936-1970
Francis J. Michellini	1970-1975
Robert S. Capin	1975-1984

Alma Mater

Wilkes, our Alma Mater,	Thou shalt lead us onward
We pledge our hearts to thee,	In search of finer things.
Honor, faith, and courage,	May we find the wisdom
Truth and loyalty.	That thy spirit brings.
In our work and in our pleasure,	May our deeds of love and service
Guide us as a friend;	Ever swell thy frame —
We shall always love thee,	Wilkes, we stand to greet thee!
Loyal to the end.	Glory to thy name.

Words and music by Eleanor C. Farley

The College

Wilkes College had its beginning in 1933 when Bucknell University, responding to a request of community leaders, established its Junior College in Wilkes-Barre. On June 26, 1947, Bucknell University Junior College came to an end and Wilkes College received its charter as a four-year, coeducational, liberal arts college. The College has grown to its current enrollment of approximately 1,800 full-time, 500 part-time, and over 800 graduate students.

From its inception, the College has been dedicated to these twin goals — a sound and stimulating intellectual experience for students and a program of service to the community.

It was inevitable that the new college be nonsectarian, for its purpose was to serve all students equally and to carry out its responsibility of involvement with all constructive efforts in the community. It was believed that these ends could be served best by an independent college that was interdenominational in its influence and nondenominational in its control.

A college that wishes to serve all groups needs both a definite philosophy and a working policy. Wilkes College has been guided by the thought that unity in our community, nation, and world requires not only great vision but warm understanding of peoples. In its small circle, Wilkes College brings together students of many faiths, backgrounds, and countries. It encourages them to maintain their convictions and their loyalties. It also encourages them to create friendships based upon respect for differences, and to adhere to those ideals that create unity and goodwill amidst diversity.

Throughout its history, Wilkes has had a strong commitment to the liberal arts and to a substantial general education requirement for all students. The College offers academic majors in 30 fields and solid professional preparation in nursing, engineering, business, accounting, communications, pre-medicine, and computer science. An outstanding faculty is dedicated to teaching and to establishing a caring relationship with students. The very favorable student-faculty ratio of 13:1 is a prime ingredient in a healthy learning environment.

Among the major facilities of the 40-building campus are the Farley Library, with its extensive collections and unique memorial rooms; the Stark Learning Center, its Hall of Science, and Computer Center; the Darte Center for the Performing Arts; and the Sordani Art Gallery. The College is situated in an area of downtown Wilkes-Barre, earmarked for historic preservation, and is proud of the architectural diversity of its handsome campus . . . designed to coordinate the new with the so many elegant, old mansions.

This is an overview of Wilkes College which, on this memorable day, welcomes Dr. Christopher N. Breiseth as its fourth President.

The President



*The Inauguration of
CHRISTOPHER NERI BREISETH
as Fourth President of Wilkes College
Sunday, April 14, 1985, 2:00 p.m.
Wilkes College Gymnasium
Wilkes-Barre, Pennsylvania*

Christopher Neri Breiseth received the baccalaureate in History, with highest honors, in 1958 from the University of California at Los Angeles, where he was a member of Phi Beta Kappa; the B.Litt. in Modern British History from Oxford University in 1962; and the Ph.D. in Modern European Intellectual History from Cornell University in 1964.

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The Inaugural Program

PRELUDE

Wilkes College Chorus
Richard Chapline, *Director*

Wilkes College Wind Ensemble
Jerome W. Campbell, *Conductor*

*PROCESSIONAL

Crown Imperial — William Walton

Wind Ensemble

Wilkes College Air Force ROTC Color Guard

*"AMERICA, THE BEAUTIFUL" — traditional

Audience

O beautiful for spacious skies, For amber waves of grain, For purple mountain majesties Above the fruited plain.	America, the Beautiful America! America! God shed His grace on thee, And crown thy good with brotherhood From sea to shining sea.
---	--

*INVOCATION

The Reverend Anita Ambrose, *Director*
Wyoming Valley Council of Churches

WELCOME

William L. Conyngham
Honorary Chairman, Inaugural Committee

GREETINGS TO THE PRESIDENT on behalf of:

The Board of Trustees

Patricia S. Davies
Chairman, Board of Trustees

The Clergy

Monsignor Andrew J. McGowan
Diocesan Community Relations

The Commonwealth of Pennsylvania

James Oliver Hunter, Ph.D.
Commissioner of Higher Education

The Faculty and Administration

Gerald E. Hartdagen, Ph.D.
Dean of Academic Affairs

The Alumni

James F. Ferris
President, Alumni Association

The Students

Donna Anne O'Toole
Editor-in-Chief, College Yearbook

MUSICAL TRIBUTE

Emerald Blue — Bruce Reiprich, Ph.D.

(This is a premiere performance of music written by Dr. Reiprich for the Inauguration. See below.)

INAUGURAL ADDRESS

Frederick Rudolph, Ph.D.
Professor of History, Emeritus
Williams College

CEREMONY OF INVESTITURE

Presentation of the President
and the Installation

Patricia S. Davies
assisted by
Robert S. Capin, *President Emeritus*

INAUGURAL RESPONSE

Christopher N. Breiseth, Ph.D.

*ALMA MATER

(The words may be found on inside front cover.)

Audience

*BENEDICTION

Rabbi Arnold M. Shevlin
Congregation B'nai B'rith

*RECESSIONAL

Procession of Nobles — Rimsky-Korsakov

Wind Ensemble

The audience is invited to a reception in Pickering Hall following the Ceremony.

*The audience will please stand.

EMERALD BLUE for Wind Ensemble and Chorus by Bruce Reiprich

Text: from the poem *In Pursuit of Happiness* by Oguz Tansel
translated from the Turkish by Aysit Tansel

We reached the seed of happiness
It looks just like a heart
Swims like a fish
It has the flame of all lovers
Like a flood is the flow of light from it
The crippled get limbs if rubbed,
The blind see when touched

Golden-eyed fish, emerald birds
Diamond-eyed snakes, ruby trees
All talked with joy
To turn our world into a paradise
All creatures hand in hand in harmony
Will deliver it to the world

The Academic Procession

The Color Guard

The Mace Bearer

The Delegates from Educational Institutions,
Associations and Learned Societies

Faculty Marshals

The Faculty and Faculty Emeriti

The Administration

Faculty Marshals

The Board of Trustees and Trustees Emeriti

The Platform Party

- Representatives of:
 - the Clergy, the Commonwealth of Pennsylvania, the Board of Trustees, the Faculty/Administration, the Alumni, and the Students
- Special Guests
- The Chairman of the Board of Trustees
- The Former Presidents
- The President

College Marshals

Charles B. Reif — *Mace Bearer and Chief Marshal*
Eugene L. Hammer — George F. Ralston
Robert C. Riley — Ralph B. Rozelle

Mace and Chain of Office

THE COLLEGE MACE

The Mace is made of sterling silver throughout. At the lower end of the hammered shaft is a gilt (gold-plated) knob. The upper end of the shaft displays the inscription "Wilkes College 1933." Above the short, hammered neck rises a bowl to indicate that Wilkes-Barre acted as a melting pot in forming a new and vigorous community of people of many different backgrounds. This theme is clearly stated in the gilt inscription around the upper part of the bowl: *Unity Amidst Diversity*. Set into the top of the bowl is the gilt seal of Wilkes College. The top of the mace is a gilt, flame-like structure to indicate the enlightenment to be gained from higher education. A piece of anthracite coal from a local mine is set in the center of this "flame" to commemorate the origin of the community and the College in its coal mining past.

THE CHAIN OF OFFICE

The Chain of Office of the President of Wilkes College is four feet long and is made of sterling silver. The links of the chain are alternating silver bowls and gilt flames repeating the motif of the mace. In the front hangs the gilt seal of Wilkes College suspended from a cluster of oak leaves with three acorns, to suggest the strength and sturdiness of future generations. The back of the chain is a silver portrait of Eugene S. Farley, first president of Wilkes College, set in a cluster of gilt oak leaves to commemorate his strong leadership of the College.

The handsome mace and chain of office are the gifts of local donors.

Representatives from Universities, Colleges, Learned Societies and Associations

- | | |
|---|--|
| <p>1427 LINCOLN COLLEGE.
OXFORD UNIVERSITY
David W. Morgan, D.Phil.
<i>Alumnus</i></p> <p>1636 HARVARD UNIVERSITY
Edwin Lichtig, Jr.
<i>Alumnus</i></p> <p>1689 SAINT JOHN'S COLLEGE
Annette L. Schultz
<i>Alumna</i></p> <p>1693 COLLEGE OF WILLIAM AND
MARY
William H. Sterling, Ph.D.
<i>Alumnus</i></p> <p>1701 YALE UNIVERSITY
Edward Darling, J.D.
<i>Alumnus</i></p> <p>1740 UNIVERSITY OF PENNSYLVANIA
Richard A. Hogoboom
<i>Alumnus</i></p> <p>1740 UNIVERSITY OF PENNSYLVANIA
LAW SCHOOL
Andrew Hourigan, Jr., Esquire
<i>Alumnus</i></p> <p>1742 MORAVIAN COLLEGE
Herman E. Collier, Jr., Ph.D.
<i>President</i></p> <p>1746 PRINCETON UNIVERSITY
Thomas J. Ward
<i>Alumnus</i></p> <p>1749 WASHINGTON & LEE
UNIVERSITY
Robert P. Schellenberg
<i>Alumnus</i></p> <p>1764 BROWN UNIVERSITY
Robert N. Lettieri
<i>Alumnus</i></p> <p>1769 DARTMOUTH COLLEGE
Morton Blum, L.L.D.
<i>Alumnus</i></p> | <p>1773 DICKINSON COLLEGE
Stephen A. Teller, J.D.
<i>Alumnus</i></p> <p>1781 WASHINGTON & JEFFERSON
COLLEGE
Mark R. Katlic, M.D.
<i>Alumnus</i></p> <p>1787 FRANKLIN & MARSHALL
COLLEGE
Richard F. Charles
<i>Alumnus</i></p> <p>1787 UNIVERSITY OF PITTSBURGH
Tom L. Cooper, Ph.D.
<i>Alumnus</i></p> <p>1789 GEORGETOWN UNIVERSITY
Dr. Thomas H. Coleman
<i>Alumnus</i></p> <p>1793 WILLIAMS COLLEGE
David S. Vipond
<i>Alumnus</i></p> <p>1808 MOUNT SAINT MARY'S COLLEGE
Timothy J. Holland, J.D.
<i>Alumnus</i></p> <p>1812 LYCOMING COLLEGE
Shirley Van Marter, Ph.D.
<i>Dean of the College</i></p> <p>1813 COLBY COLLEGE
Wilbur F. Hayes, Ph.D.
<i>Alumnus</i></p> <p>1815 ALLEGHENY COLLEGE
Dr. James R. Lauffer
<i>Associate Professor of Earth Sciences</i></p> <p>1817 THE NEW YORK ACADEMY OF
SCIENCES
Lester J. Turoczi, Ph.D.</p> <p>1817 UNIVERSITY OF MICHIGAN
The Reverend Dr. Jule Ayers
<i>Alumnus</i></p> |
|---|--|

- | | |
|--|--|
| <p>1819 COLGATE UNIVERSITY
Harold C. Snowdon, Jr.
<i>Alumnus</i></p> <p>1821 AMHERST COLLEGE
Allan M. Kluger, Esquire
<i>Alumnus</i></p> <p>1822 HOBART COLLEGE
Lee Samuels
<i>Alumnus</i></p> <p>1824 JEFFERSON MEDICAL COLLEGE
Dr. Charles N. Burns
<i>Alumnus</i></p> <p>1826 LAFAYETTE COLLEGE
John L. Ryon, Jr.
<i>Alumnus</i></p> <p>1831 NEW YORK UNIVERSITY
SCHOOL OF LAW
Harry R. Hiscox, Esquire
<i>Alumnus</i></p> <p>1831 WESLEYAN UNIVERSITY
Oscar S. Parker, Jr.
<i>Alumnus</i></p> <p>1832 WABASH COLLEGE
Richard M. Sweeney, Ph.D.
<i>Alumnus</i></p> <p>1833 KALAMAZOO COLLEGE
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<i>Chairman, Board of Trustees</i></p> <p>1833 UNIVERSITY OF DELAWARE
Dr. James L. Butkiewicz
<i>Associate Dean</i></p> <p>1834 DICKINSON SCHOOL OF LAW
The Honorable Max Rosenn, L.L.D.
<i>Honorary Degree Recipient</i>
and
Sandor Yelen, J.D.
<i>Alumnus</i></p> <p>1834 WHEATON COLLEGE
Jean Robbins Hughes
<i>Alumna</i></p> | <p>1835 MARIETTA COLLEGE
Shawn Wilska Murphy
<i>Alumna</i></p> <p>1836 EMORY UNIVERSITY
Barton C. Shaw, Ph.D.
<i>Alumnus</i></p> <p>1836 UNIVERSITY OF LONDON
Dr. William L. Gaines</p> <p>1837 VIRGINIA COMMONWEALTH
UNIVERSITY
Joseph H. Edgar
<i>Alumnus</i></p> <p>1838 DUKE UNIVERSITY
Raymond W. Champagne, Jr., Ph.D.
<i>Alumnus</i></p> <p>1841 FORDHAM UNIVERSITY
Joseph T. Flynn, J.D.
<i>Alumnus</i></p> <p>1841 MANHATTANVILLE COLLEGE
Frances Pugliese Nork
<i>Alumna</i></p> <p>1843 COLLEGE OF THE HOLY CROSS
Joseph C. Condon
<i>Alumnus</i></p> <p>1844 WYOMING SEMINARY
O. Charles Lull
<i>Dean of Upper School</i></p> <p>1846 BUCKNELL UNIVERSITY
Gary A. Sojka, Ph.D.
<i>President</i></p> <p>1846 GRINNELL COLLEGE
Lauren McCallum
<i>Alumna</i></p> <p>1848 HAHNEMANN UNIVERSITY
Robert A. J. Walker
<i>Vice Provost Academic Support Service</i></p> <p>1848 MUHLENBERG COLLEGE
Dr. Carol Shiner Wilson
<i>Director, Career Planning and Placement</i></p> |
|--|--|

1850 MEDICAL COLLEGE OF PENNSYLVANIA
Susan F. Sordoni
Chairman, Commonwealth Board

1850 UNIVERSITY OF ROCHESTER
Robert L. Sproull, Ph.D.
President Emeritus

1851 SAINT JOSEPH'S UNIVERSITY
The Reverend Michael J. Smith, S.J.
Special Assistant to President

1851 SPRING GARDEN COLLEGE
Robert A. Green
Vice-President for Administration

1852 MILLS COLLEGE
Dr. Patricia Taylor Lee
Alumna

1852 WESTMINSTER COLLEGE
Daniel B. Merry, D.Min.
Alumnus

1853 WASHINGTON UNIVERSITY
Dan F. Kopen, M.D.
Alumnus — Residency

1854 SAINT BONAVENTURE UNIVERSITY
Larry L. Orsini
Director of Planning & Institutional Research

1855 ELMIRA COLLEGE
Lillian Davis Smith
Alumna

1856 UNIVERSITY OF MARYLAND
Henry J. Aaron, Ph.D.
Professor of Economics

1858 SUSQUEHANNA UNIVERSITY
Richard Kamber, Ph.D.
Acting Vice-President for Academic Affairs

1861 MASSACHUSETTS INSTITUTE OF TECHNOLOGY
Stanley S. Davies
Alumnus

1861 VASSAR COLLEGE
Esther Kominz Friedman
Alumna

1864 SWARTHMORE COLLEGE
Sarah Teller Lottick
Alumna

1865 CORNELL UNIVERSITY
Jane McKim Ross
Alumna

1865 LEHIGH UNIVERSITY
D. James Veras
Alumnus

1865 TOWSON STATE UNIVERSITY
Alice G. Killmer
Alumna

1865 WORCESTER POLYTECHNIC INSTITUTE
Roger H. Wildt, D.I.C.
Alumnus

1866 DREW UNIVERSITY
Edward R. Kimble
Alumnus

1866 LEBANON VALLEY COLLEGE
Christine A. Koterba
Alumna

1866 UNIVERSITY OF NEW HAMPSHIRE
Dr. John R. Sawyer
Alumnus

1867 CEDAR CREST COLLEGE
Linda Desmond
Alumna

1867 UNIVERSITY OF ILLINOIS
Thomas H. Kiley
Alumnus

1867 WESTERN MARYLAND COLLEGE
Robert H. Chambers, Ph.D.
President

1868 KEYSTONE JUNIOR COLLEGE
Louis V. Wilcox, Jr., Ph.D.
President

1868 STATE UNIVERSITY OF NEW YORK COLLEGE AT CORTLAND
Andrea K. Brandt
Alumna

1869 CHATHAM COLLEGE
Dorothy A. Farrell, M.D.
Alumna

1869 URSINUS COLLEGE
Marjorie D. Garinger
Alumna

1870 SAINT JOHN'S UNIVERSITY
George H. Hammerbacher, Ph.D.
Alumnus

1870 SYRACUSE UNIVERSITY
Jack H. Meeks
Alumnus

1870 WELLESLEY COLLEGE
Barbara Platt Monick
Alumna

1871 SMITH COLLEGE
Joan Harvey Miner
Alumna

1872 VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
Harry M. Meyers, Jr.
Alumnus

1874 MACALESTER COLLEGE
The Reverend James D. Shannon
Alumnus

1876 ACADEMY OF THE NEW CHURCH
Robert W. Gladish, Ph.D.
Dean of the College

1876 AMERICAN CHEMICAL SOCIETY
Ned D. Heindel, Ph.D.
Director

1876 JUNIATA COLLEGE
Charles E. Kensinger
Director of Development

1879 RADCLIFFE COLLEGE
Phyllis McCausland Rivers
Alumna

1879 THE MMI PREPARATORY SCHOOL
Joseph G. Rudawski
President

1881 UNIVERSITY OF CONNECTICUT
Dr. James P. Rodechko
Alumnus

1884 AMERICAN HISTORICAL ASSOCIATION
Paul Langdon Ward, Ph.D.
Executive Secretary Emeritus

1885 BRYN MAWR COLLEGE
Lenchen Coughlin Townend
Alumna

1885 GOUCHER COLLEGE
Sue Kline Kluger
Alumna

1887 CATHOLIC UNIVERSITY OF AMERICA
Edward J. Lotz, J.D.
Alumnus, Board of Governors

1887 SIGMA XI
Christine E. McDermott, Ph.D.

1888 UNIVERSITY OF SCRANTON
Reverend J. A. Panuska, S.J., Ph.D.
President

1889 BARNARD COLLEGE
Dr. Norma Schulman
Alumna

1892 ITHACA COLLEGE
Richard L. Pearsall
Alumnus, Board of Directors

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|--|--|---|--|
| 1893 HOOD COLLEGE
Janice E. Swenson, Ph.D.
<i>Alumna</i> | 1908 WILLIAM SMITH COLLEGE
Raphael Gillotte Filipini
<i>Alumna</i> | 1920 IMMACULATA COLLEGE
Rosemary Tackney Kelly
<i>Alumna</i> | 1947 JESSIE SMITH NOYES
FOUNDATION
Dr. Dan M. Martin
<i>President</i> |
| 1896 MONTANA COLLEGE OF
MINERAL SCIENCE &
TECHNOLOGY
Joseph A. Wiendl, D.E.
<i>Alumnus</i> | 1910 BOWLING GREEN STATE
UNIVERSITY
William L. Baker, Jr.
<i>Alumnus</i> | 1921 ROSEMONT COLLEGE
Katheryn Morano Vassil
<i>Alumna</i> | 1948 BRANDEIS UNIVERSITY
Lucille Barson Ufberg
<i>Alumna</i> |
| 1896 PENNSYLVANIA ASSOCIATION
OF COLLEGES & UNIVERSITY
Dr. Francis J. Michellini | 1911 CONNECTICUT COLLEGE
Marylin Coughlin Rudolph
<i>Alumna</i> | 1922 HEBREW UNION COLLEGE
Rabbi Arnold Shevlin
<i>Alumnus</i> | 1950 INSTITUTE OF EUROPEAN
STUDIES
Dr. William Louis Gaines
<i>President</i>
and
Michael S. Steinberg, Ph.D.
<i>Senior Program Officer</i> |
| 1898 NORTHEASTERN UNIVERSITY
John B. Mclesky
Rosemary Mastro Mclesky
<i>Alumni</i> | 1911 SKIDMORE COLLEGE
Jane Snowdon Jones
<i>Alumna</i> | 1923 PENNSYLVANIA STATE
UNIVERSITY — WORTHINGTON
SCRANTON CAMPUS
Dr. James D. Gallagher
<i>Campus Executive Officer</i> | 1954 HOLY FAMILY COLLEGE
Margaret Ann Valinsky
<i>Alumna</i> |
| 1899 ELIZABETHTOWN COLLEGE
Glenn Y. Forney
<i>Alumnus</i> | 1915 ASSOCIATION OF AMERICAN
COLLEGES
Gary A. Sojka, Ph.D. | 1924 COLLEGE MISERICORDIA
Joseph R. Fink, Ph.D.
<i>President</i> | 1958 ALVERNIA COLLEGE
Sister Mary Dolorey, C.S.B.
<i>President</i> |
| 1899 SIMMONS COLLEGE
Esther B. Davidowitz
<i>Alumna</i> | 1915 MARYWOOD COLLEGE
Sister M. Coleman Nee, I.H.M.
<i>President</i> | 1929 CARLOW COLLEGE
Aleta Reilly Connell
<i>Alumna</i> | 1959 NASSAU COMMUNITY COLLEGE
Abraham Weinstein
<i>Vice-President, Administration Finance</i> |
| 1900 AMERICAN PHILOSOPHICAL
ASSOCIATION
Dr. John W. Carlson | 1916 PENNSYLVANIA STATE
UNIVERSITY — WILKES-BARRE
CAMPUS
Dr. James H. Ryan
<i>Campus Executive Officer</i> | 1929 SARAH LAWRENCE COLLEGE
Florence Neumann Vipond
<i>Alumna</i> | 1960 COMMISSION FOR
INDEPENDENT COLLEGES &
UNIVERSITIES
Dr. Francis J. Michellini |
| 1900 CARNEGIE-MELLON
UNIVERSITY
Umid Nejib, Ph.D.
<i>Alumnus</i> | 1917 DEEP SPRINGS COLLEGE
Paul Todd, Jr.
<i>Former Chairman, Board of Trustees</i> | 1932 BENNINGTON COLLEGE
Janet Briggs Glover
<i>Alumna</i> | 1963 PENNSYLVANIA COLLEGE OF
PODIATRIC MEDICINE
David A. Axler, Ph.D.
<i>Acting Dean</i> |
| 1901 SWEET BRIAR COLLEGE
Lindsay Coon Robinson
<i>Alumna</i> | 1918 AMERICAN COUNCIL ON
EDUCATION
Sister M. Coleman Nee, I.H.M. | 1934 PENNSYLVANIA STATE
UNIVERSITY — HAZLETON
CAMPUS
Dr. William J. David
<i>Campus Executive Officer</i> | 1964 ALLENTOWN COLLEGE OF SAINT
FRANCIS DE SALES
Dr. George Bilicic
<i>Dean of Continuing Education</i> |
| 1903 PENNSYLVANIA NURSES
ASSOCIATION
Marian E. Alexander | 1919 BABSON COLLEGE
George T. Bell, Jr.
<i>Alumnus</i> | 1935 UKRAINIAN LITERARY
ASSOCIATION
Walter S. Hrynkiw, Ph.D. | 1966 LUZERNE COUNTY COMMUNITY
COLLEGE
Mark H. Adelson
<i>Chairman, Science Department</i> |
| 1904 COLLEGE OF NEW ROCHELLE
Anne Stenach Lopatto
<i>Alumna</i> | 1919 PENNSYLVANIA COLLEGE OF
OPTOMETRY
Dr. Melvin D. Wolfberg
<i>President</i> | 1942 FAIRLEIGH DICKINSON
UNIVERSITY
John Brokenshire
<i>Alumnus</i> | 1969 SANGAMON STATE UNIVERSITY
Michael Ayers, Ph.D.
<i>Vice-President for Academic Affairs</i> |
| 1906 NATIONAL COLLEGIATE
ATHLETIC ASSOCIATION
John G. Reese | 1919 UNIVERSITY OF CALIFORNIA —
LOS ANGELES
The Honorable Irving J. Stolberg
<i>Alumnus</i> | 1946 KING'S COLLEGE
Reverend James Lackenmier, C.S.C.
<i>President</i> | |
| 1908 MONTCLAIR STATE COLLEGE
Evelyn Tomasovic
<i>Alumna</i> | | | |

Academic Costume

The pageantry of the Academic Procession has been inherited from the medieval universities of the eleventh and twelfth centuries. American academic dress derives mainly from the gowns worn at Oxford University (chartered in 1214), where early chancellors represented the bishop. Because of the close connection between the University and the Church, students and faculty wore clerical garb. Actually, gowns and hoods were necessary for warmth in the unheated buildings of the time.

The "mortarboard" cap came into use during the sixteenth century, but authorities differ on its origin: the cap is square like a scholar's books; it was derived from the master workman's mortarboard; or, it was patterned after the quadrangular shape of the Oxford campus. The distinguishing feature of the cap is the color of the tassel, which is black for the holders of the bachelor's and master's degrees and which may be gold for doctor's degrees and the governing officers of educational institutions.

Caps and gowns have been worn at American schools since Colonial times, but it was not until 1885 that they became customary apparel at commencements. By 1895 a code for academic costume was approved by most American universities and colleges.

The code provides for three types of gowns. Although the color is normally black, several institutions have authorized doctoral gowns in their school colors. Those worn by the bachelors have long, pointed sleeves. Masters wear gowns with closed sleeves, a slit for the arm and an arc cut near the bottom. The doctor's gown features velvet trim down the front and large, bell-shaped sleeves with three velvet crossbars on the upper arm.

The hood is the most distinctive feature of the academic attire. Used originally as a cowl, as a shoulder cape, and as a container in which to collect alms, it is now worn at the back, suspended near the shoulders. The length of the hood and the width of its velvet border indicate the level of the degree held. The bachelors wear a long hood with a two-inch velvet border. The hood for the master's degree is three and one-half feet long with a three-inch border. The doctor's hood is four feet long and the border is five inches wide. The inner lining of the hood is in the colors of the institution conferring the degree, while the color of the border indicates the field of learning in which the degree was earned, according to the tradition below. It may be noted that military uniforms and religious habits are appropriate apparel at academic convocations.

Hood Border Colors for Fields of Learning

<i>Maize</i> Agriculture	<i>Pink</i> Music
<i>White</i> Arts, Letters, Humanities	<i>Apricot</i> Nursing
<i>Drab</i> Commerce, Accountancy, Business	<i>Silver Gray</i> Oratory (Speech)
<i>Lilac</i> Dentistry	<i>Olive Green</i> Pharmacy
<i>Copper</i> Economics	<i>Dark Blue</i> Philosophy
<i>Light Blue</i> Education	<i>Sage Green</i> Physical Education
<i>Orange</i> Engineering	<i>Peacock Blue</i> Public Administration, Foreign Service
<i>Brown</i> Fine Arts, Architecture	<i>Salmon Pink</i> Public Health
<i>Russet</i> Forestry	<i>Golden Yellow</i> Science
<i>Crimson</i> Journalism	<i>Citron</i> Social Work
<i>Purple</i> Law	<i>Scarlet</i> Theology
<i>Lemon</i> Library Science	<i>Gray</i> Veterinary Science
<i>Green</i> Medicine	

The Inaugural Steering Committee

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BETSY B. CONDRON, *Inaugural Coordinator*

BENJAMIN BADMAN

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MARJORIE PRICE

GEORGE RALSTON

ANN RUSSIN

ANTHONY SHIPULA

GERALD WUORI

Notes of Acknowledgment

Special thanks are extended to the Wilkes College Air Force ROTC and the many other student volunteers who helped in various ways to prepare for the Inauguration.

In addition, we wish to thank:

Students Cherie Burke and Melinda Tamkins

Secretaries Toni Halas, Peggy Jones, and Theresa Rallo

The "Morning of Celebration" participants who extended Greetings to President Breiseth are:

Louis Goeringer — *Chamber of Commerce*

The Honorable Paul E. Kanjorski — *Federal Government*

Charlotte V. Lord, Ph.D. — *Wyoming Valley Cultural Community*

Mayor Thomas V. McLaughlin — *City of Wilkes-Barre*

Francis J. Michelini, Ph.D. — *Commission for Independent Colleges and Universities*

Leo Solomon — *School System*

Other participants included: Jule Ayers, D.D.; Charles B. Reif, Ph.D.; and Professor Joseph H. Salsburg.

Inaugural Weekend Events

Thursday, April 11

Student (*Commuter Council*) Sponsored
Reception for Dr. and Mrs. Breiseth

Student (*Inter-Residence Hall Council*) Sponsored
Dinner for Dr. and Mrs. Breiseth

Saturday, April 13

Piano Recital — Dr. Roosevelt Newson

Post-Recital Reception

Faculty Seminar — Drs. Padgett and Case
The Giardiasis Testing Laboratory

Alumni-Hosted Open House

All-College Block Party for Students

Tours of the Campus and Library Memorial Rooms

Sunday, April 14

The Morning of Celebration

Luncheon for Delegates and Special Guests

The Inauguration Ceremony

Reception for President and Mrs. Breiseth

Tours of the Campus and Library Memorial Rooms

Greetings to the President — Displayed in the Stark Learning Center
The Sordoni Art Gallery — Howard Pyle: *An American Illustrator*

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CHARLES H. MINER, JR., *Trustee Emeritus*

MAX ROSENN, *Trustee Emeritus*

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HAROLD J. ROSE, JR.

RICHARD M. ROSS, JR.

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RONALD W. SIMMS

ELIZABETH A. SLAUGHTER

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