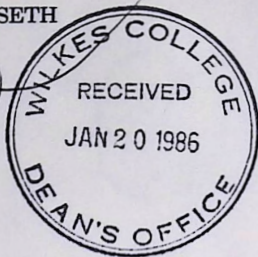


Memo From ...

CHRISTOPHER N. BREISETH

President

File CRP
GEH



Dick Charles.

Mike's testimony is of general interest to all of us.

His use of Wilkes as an example of high quality science teaching with state-of-the-art equipment provides the basis for a story to the press from P.R. In it we could highlight Mike in his present job, refer to his Wilkes connection, summarize his points about the instructional equipment challenge, quote his comments on

WILKES COLLEGE - WILKES-BARRE, PENNSYLVANIA 18766
PHONE: (717) 824-4651

Wilkes - then & now. Chris

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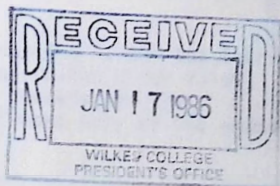
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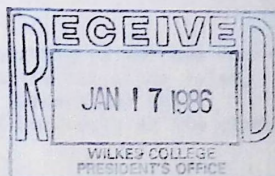
TESTIMONY - INSTRUCTIONAL EQUIPMENT

Prepared for Presentation to

Committee of House of Representatives
Sub-committee on Higher Education

January 15, 1986

Submitted by: Francis J. Michelini
President, Commission for Independent
Colleges and Universities



TESTIMONY - INSTRUCTIONAL EQUIPMENT
to the
HOUSE SUB-COMMITTEE ON HIGHER EDUCATION

JANUARY 15, 1986

Chairman Cowell, Members of the committee

I am Francis J. Michelini, President of the Commission for Independent Colleges and Universities of PACU. I am presenting testimony on behalf of the 80 independent colleges and universities of the Commission and wish to thank you for this opportunity to support the Instructional Equipment program.

My higher education experiences began in 1943, continued in 1946 and concluded in 1955 when I began my first college teaching at Wilkes College in Wilkes-Barre, PA. My undergraduate work was in chemistry and biology with my graduate studies in biology and biochemistry.

The microscope on my left - probably purchased in the 1920's or 30's, was still the laboratory microscope of the 1950's during my graduate years. That basic instrument has seen technological advances that leave little basic resemblance between the microscope I was trained on and taught with, and this current version of the microscope borrowed from Harrisburg Area Community College. Undergraduate biology departments now have electron microscopes and equipment that did not even exist when I began my teaching career.

When I first started teaching in 1955, I also had as part of my teaching load, laboratory assignments in chemistry. The third semester undergraduate course assigned me was Qualitative Analysis. The technique used for analyzing the chemical components of compounds was preparation of a solution of the unknown into which you stuck a platinum wire loop and then held the wire in a bunsen burner flame. Chemical components were identified by the color of the flame: bright yellow meant sodium was present, blue flash meant potassium, red - calcium, green - boron, and so on. The semester laboratory final required the student to analyze an unknown compound to identify its component chemical elements using that technique.

When I was a doctoral student at the University of Pennsylvania in the early 1950's, chemical components of biological systems were analyzed using a new piece of equipment, a state of the art Beckman DU spectrophotometer. The principle of the spectrophotometer was that properly prepared unknowns in solution could be inserted in a light path where the components of the spectrum (colors in the rainbow) were separated by passing white light through a diffraction grating (very expensive to make). By using control slits, the absorption of specific wavelengths by your unknown compound could be measured. Every molecular configuration had its own characteristic absorption spectrum and that particular instrument revolutionized research in analytical chemistry and biochemistry.

That was basically it! So when I started my teaching career the four-year undergraduate curriculum in the sciences and mathematics had slide rules, mechanical calculators, microscopes, test tubes and beakers and the spectrophotometer was a sophisticated research tool used only at the graduate school level.

In 1957 we had a gift made to Wilkes College to build and equip a new science building for undergraduate instruction and faculty research. We designed those laboratories in biology for dissection, with cabinets for two types of microscope per student (low power dissecting microscopes and high power for tissue and cell study), and designed the chemistry laboratories for 30 students per lab.

In the two years it took to build that building some genius at Beckman Scientific devised a cheap version of that research spectrophotometer (a \$25,000 piece of equipment came down to \$500) that changed the teaching of undergraduate chemistry. Every student place in the chemistry laboratories had to be redesigned and equipped with its own Spectronic 20 spectrophotometer. It reduced lab capacity to 18-20 students instead of 30, substantially increasing instruction costs, but undergraduate students were being taught chemistry and methods of analysis that 5 years before was doctoral research graduate work.

I moved into administration and ended direct teaching and research work in 1970. Recognizing my lack of recent knowledge and in anticipation of this testimony, I called two campus professors - former colleagues - to find out what has been happening in the instructional equipment area as it impacts on current undergraduate education. What an experience! I had no idea of the impact of equipment demands in the last decade and its growing pressure on faculty and budgets.

First let's follow the development of just this one piece of laboratory equipment, the spectrophotometer, through the past two decades. The basic principle of the spectrophotometer was to measure unique patterns of light absorption by cells and compounds.

In the 1970's instruments to measure characteristics of compounds other than their light absorption properties were developed. The NMR - Nuclear Magnetic Resonance - spectrophotometer; the IFR-Infra Red Spectrophotometer; then the X-ray spectrophotometer; followed in the 1980's, by the FTIR, the Fourier Transform Infra Red spectrophotometer. This latter instrument scans a sample through the entire spectrum, stores the information in a computer, compares its absorption characteristics with a memory bank of all known elements and compounds, and in 15 minutes provides information it took days and weeks of laboratory work to do previously.

At Wilkes they tell me they are already into the next generation at the research level. They now have an Atomic Absorption unit that is used in environmental tests of mine water drainage and in work testing reagents and solvents used by the RCA computer chip manufacturing facility in Mountaintop. It can detect impurities present in parts per billion!

Some general points with respect to this one dimensional view of the evolution of one basic instrument over the years. Characteristic of all modern instrumentation is the impact of the computer. What you see in computer enhancement of satellite pictures and in health care instruments such as the CAT scan (Computerized Axial Tomography) is also true in the classroom. Those technologies reflect the use of the computer in making scientific equipment tell us much more, much faster, and in far greater detail than we ever dreamed possible. All instrumentation is now computer driven just as engineering and

manufacturing use CAD/CAM (computer assisted design/computer assisted manufacturing) equipment.

It's expensive! It's extremely challenging to faculty, where just staying abreast of developments is not enough, but where the skill and ability to teach their disciplines in new dimensions is required. That's not easy.

Lest we think the sciences are the exclusive concern of these equipment changes, let me report on another conversation with a Vice President for Planning and Budget. He cited entire new areas of equipment requests:

- o Music Department - computer uses in teaching composition, harmony, and other fundamentals of sound generation and measurement.
- o Art Department - computer needs in graphics and studio art.
- o Foreign Language Department - use of satellite dishes for foreign language broadcasts from all over the world - the "real" world of foreign culture and economic activity.
- o History and Sociology, and Psychology - the video disc technologies for a host of uses in teaching and research in those disciplines.
- o Business and Economics - does anyone need to be convinced of the technology and equipment required for any credible contemporary business curriculum. Econometric modeling and forecasting is an entirely new discipline based on new technologies and equipment.
- o Libraries - major new information retrieval and referencing systems utilizing computer capabilities.

Examples abound - but I think you get the point.

In the independent sector the budget demands to meet these equipment costs are borne primarily by tuition. If anyone wants to know why college costs are increasing faster than inflation, they need look no further than the changing demands for these new instructional equipment resources in all disciplines.

Buying equipment is one thing - to provide for its maintenance and support is something else. It used to be that you budgeted 10% of the cost of the equipment for its maintenance over its life span. Now one is advised to budget 100% of the equipment cost for maintenance over a 5 year life expectancy.

The kind of computerized spectrophotometer described earlier requires maintenance out of Philadelphia at \$120 per hour - portal to portal! Fortunately much minor maintenance and calibration is done by students with the help of College Work Study funds, but it's a new world.

And more is coming. Industry is now inheriting new techniques developed in NASA and other government research labs. Here are a few of the new NASA instruments in use at the Lewis Research Center in Cleveland.

ESCA - Electron Spectroscopy for Chemical Analysis

EELS - Electron Energy Loss Spectroscopy

These cost a quarter of a million dollars each to set up - exclusive of operating costs.

Industry will be demanding the training required for current and future employees to keep up with such tools as they reach the workplace. Pennsylvania

is in a tremendous position for exploiting these new dimensions of industrial growth. In our delivery system - community colleges, state universities, Commonwealth universities, and private colleges and universities, we have a ten billion dollar investment in physical plant and a \$1.2 billion investment in equipment.

The private college and university sector represents over 6 billion of that total of 10 billion in plant and 700 million of the 1.2 billion in equipment. (Source: PDE Higher Education Financial Statistics.)

That investment needs every possible bit of encouragement and support you can give if we are to enlist higher education in achieving Commonwealth goals.. Every dollar of instructional equipment money helps maintain program quality and reduce pressures on the tuition income otherwise required to support those efforts.

The Instructional Equipment program you initiated is deeply appreciated by all our institutions and I hope it can become a permanent part of the support structure for higher education in this Commonwealth. On behalf of all our institutions, I thank you for your support of our efforts through this program and your interest in seeing it continue.

Thank you.

Q. It's been a year since we organized into the new academic structure, giving us the School of Engineering and Physical Sciences, the College of Arts and Sciences, and the School of Business and Economics. What benefits have students and faculty derived from this new structure?

A. Externally, we have been able to communicate our curricular programs more effectively. Students have been able to look at Wilkes in comparison with other institutions in the professional areas, and when we look at this year's recruitment statistics, we find that the new structure has had a direct impact on increasing enrollment in particular areas such as Engineering and Pre-med.

Internally, we've had more creativity this past year in looking at some tough issues, such as curricular reform, performance, evaluation effecting salary decisions, and the further expansion of faculty development across the disciplines, to create the new curriculum that is emerging at Wilkes.

Without this restructuring, it would have been very difficult to maintain the progress that had begun over the previous two or three years. I think it has also promoted a sense of teamwork by people throughout the College. Wilkes is small enough that we really can work together as a cohesive team, while we are large enough to have a diverse and comprehensive curriculum at both the undergraduate and Master's level. The re-organization has put us in the position to study the question of whether Wilkes ought to seek university status, which we are seriously considering at the present time.

Q. You mentioned considering university status. If Wilkes does move in that direction, will it be in the near future?

A. It will take at least tow years from the time the Board approves the decision to formally apply to the Commonwealth. I cannot predict at precisely what point we will apply, but I think there is increased interest on the part of all constituencies to move toward that decision point. Many of the reforms at the College and the tightening up of procedures and systems within the College are designed to put us into the strongest possible position to make that application.

Q. It's clear that Wilkes, whether it moves to university status or not, is a College on the move. You have credited much of the recent progress to the quality of our alumni. How has their support and interaction helped?

A. In two major respects. The first is financial — alumni giving has increased by 18% over the past year. Evidence of increased alumni participation is a very important sign to foundations and major donors that the recipients of the Wilkes education are loyal and want to keep the institution healthy. Each year that we are able to show an increased proportion of

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we have had

elsewhere.

A second, equally important show of support goes beyond fund raising. We are seeing over-increasing evidence of alumni helping to identify students for recruitment, representing the College at College Fairs, helping students locate internships or co-op ed experiences, assisting students with career placement opportunities in their firms or practices — all contributing to a sense that we are a connected family.

Initiatives by all of us in fund raising, recruitment, and career placement draw the alumni in, and show the world, including our students and prospective students, that this is not only a talented but also a dedicated family of Wilkes people.

Q. The Budget Crunch — We are all feeling that crunch both on federal and state levels. What about Wilkes College financial aid packages? Are we doing anything that is looking at short-range, long-range goals to make education more accessible?

A. The efforts of our Financial Aid Office in concert with the Admissions Office has made the financial aid that is available from the College, from the state, and from the federal government much more accessible to all our students. Our Financial Aid Office in particular has a reputation of being very sensitive to the needs of our new students. We are spending a large amount of money out of our operating budget to fund student aid. We are attempting through the present capital campaign to increase our endowment so that it can be directed at more scholarship assistance. Public sources of loans and outright grants will gradually increase as the public supports aid to education, and this sector of our economy will receive its share of tax dollars.

That is perhaps an optimistic view, but I think the Presidential candidates of both parties have recognized the absolute centrality of effective education, if America is to be competitive in a world economy. And that means education from pre-school on through Ph.D. training in graduate school and continuing education on through one's adult life.

The opportunity for a college like Wilkes is to be worthy of the students who would like to come here to advance their own education and to be eligible for whatever public financing strategies have been authorized by the taxpayers. I'm optimistic that we will do well with both private sector dollars as well as public dollars.

Q. Would you advise then that college is still a good investment for parents who have to pick up the tab for their children's education?

A. We are hard-pressed to look at the world's economy and see what opportunities are available to a young person *without* a college education. Students may get specialized training for some technical fields where fairly good salaries are possible. But leadership and even middle-level management jobs are going to people who have prepared themselves through higher education and continuing education. Thus, parents who do not find ways to help their children to gain access to this marvelous educational system of ours are really abandoning them to an economy that has changed dramatically over the last 40 years.

We in higher education are also being forced to change dramatically because of the requirements of a new economy. That's part of what I see happening at Wilkes, in a very exciting way. With over 70% of our students in pre-professional

citizen. For students to be in the middle of that process along with their teachers is the new wave in education, and Wilkes is going to be right on the crest of that new wave.

Q. Parents are confused because of the Secretary of Education's constantly attacking colleges and universities. I understand that you recently responded, in national media, to those attacks. Can you briefly say where he is coming from and why he is doing this?

A. In asking that question you, of course, trigger the historian in me. America has always had ambivalence about higher education. There is a strong anti-intellectual streak in our history that is countered by a commitment to education that goes beyond anything any country in history has ever demonstrated. Bill Bennett is, himself, a product of that education system. I observed him as a student at Williams College when I was there on the faculty. He is a very bright man. I think, without getting into a psychological analysis of Dr. Bennett, he has picked up some of the anger and alienation against intellectuals in America, which is reflected in the present Administration. Some of the abandonment of commitments to discipline learning in the 1960's and 70's offended Bill Bennett deeply, as a serious scholar and humanist. He let that anger spill over in his present job to begin campaigning against higher education. In taking on the most obvious symbols of that system — Harvard, Yale, Princeton — he ignored the impact on more modest institutions such as Wilkes, and many of our sister institutions in this region, which are struggling with the financial realities as small endowments, heavy dependence on tuition, and families with very modest incomes who want the best education possible for their children.

To our kinds of people Bennett's attack has been irresponsible in the extreme. He has done uncalculated damage to the middle rank, modestly financed private institutions, which account for some of the best quality higher education for middle and lower income Americans. That he comes from such a background himself, makes his cavalier attack all the more confusing. At the same time, there is evidence now that privately he's gotten the message that members of both parties have listened to their constituents and realized that, while we are all concerned to cut the deficit and move towards a balanced budget, there are cuts in essential programs, and education is such a program, that are self-defeating in terms of America achieving a high level of performance in an increasingly competitive world to come.

I understand that, within the administration, Secretary Bennett is now arguing that the cuts have gone deeply enough, and he is attempting to restore some of the funding for direct grants to control this overwhelming indebtedness that we are passing on to individual students as we are passing on a public debt that they will have to struggle with through their adult lives and their own elderly years. I also think that Secretary Bennett is politically ambitious and that he has sensed a popular target with some of his constituents in attacking education. You can't show me a period of American history where an attack on our educational institutions, which does not incorporate a way of strengthening those institutions, has been positive with the overall society.

College, additional funds would go far to alleviate the pressures we feel and allow us to take advantage of the opportunities that are there. Hence, the Capital Campaign and with it the ongoing Annual Campaign are top priorities.

We will be working through the next two or three years with every constituency to reach our ambitious goal of \$18,000,000 for the Capital Campaign. The priorities of that campaign are threefold, and if you want these to be priorities two, three and four without my separating them, one is increased endowment to improve the faculty salaries; secondly increased endowment to expand the scholarship and financial aid assistance to our students; and three, the construction of the new Sports and Conference Center. The last will cost \$5,000,000. This is a large sum of money, particularly for Wilkes College. But I am convinced that the impact and the quality of student life on this campus that will be made available by that building, and the sign that its successful construction will give to our many constituents will be the greatest shot in the arm that this College has had in the last quarter century. And I can scarcely overemphasize the importance of raising money to complete that project.

File

AN OVERVIEW OF THE HISTORY OF THE WYOMING VALLEY

Presented at Wilkes College, September 13, 1986
by Christopher N. Breiseth
President of Wilkes College

I am delighted to begin this series on Wyoming Valley history presented by faculty and alumni of Bucknell University Junior College and Wilkes College. As the person in the group of presenters who has the least experience of living here and of studying the Valley, it is appropriate -- and probably safest -- that I give the overview.

The study of local history has attracted new attention among professional historians in recent years. It has long been a favorite pastime of amateur historians who have been interested in the history of their town, or their own family genealogy, or some institution or event that has contributed significantly to their area. My own perspective on local history is gained from studying two great national events, the French Revolution and the American Civil War. Much recent historical research on both events has focused on how the Revolution or the Civil War was experienced at the local, state, or provincial level. In the process, historians have tested and challenged some of the large generalizations describing the events in national terms. Sometimes the research shows the local or provincial story to be the microcosm of the macrocosm. Oftentimes, the local experience imposes limitations upon or exceptions to the generalizations about the national experience.

In my approach to the Wyoming Valley, I want to look at some broad themes that might give shape to our local story. At the same time, I want to look at the impact of national events upon our local situation, and of our local events upon the nation. My hope is to grasp something of the uniqueness of the Wyoming Valley. At the same time, I hope to suggest how revealing its history is for an understanding of our national history. Finally, I want to look at the Valley today and hazard some assumptions about our future. Whether the performance will be judged that of a professional historian practicing his craft or that of a college president struggling to understand the historical context

affecting the institution he seeks to serve, I leave you to judge. I look forward to a discussion after delivering my prepared remarks.

One is struck by the beauty amidst adversity marking the Wyoming Valley and its people. From the initial contact between Indians and European settlers, down through the industrial era dominated by coal, and including the periodic and devastating flooding of the Susquehanna, to the present post-industrial economy, the Valley has yielded its great wealth at a cost to human beings and to the ecological fabric of the earth itself. Yet amidst the breathtaking beauty of the river, the fertile valley and the embracing mountains, a story has unfolded involving great accomplishments and great riches as well as tragedies and setbacks. Throughout there has been a tempering of the population, drawn from many and diverse foreign cultures, resulting in the strong, cohesive, loyal, resilient, hardworking people who today make up the "Valley with a Heart."

Years ago Annette Evans described the origins of this story. "The history of the Valley lies in the names," she wrote. "Wyoming, 'the great plains,' is Indian in heritage; Wilkes-Barre, the township named by Connecticut men, is colonial-British in heritage; and because Connecticut named it, the seeds of the Yankee-Pennamite War are in it too. It is all there in the names--the whole tragic, glamorous, important history."

From an English vantage point in the middle of the 18th century, the Wyoming Valley and surrounding Northeastern Pennsylvania was a center of conflict. Under separate and incompatible 17th century royal charters, the land had been awarded to Pennsylvanians and to Connecticut settlers. No formal English settlement had taken place by the time of the French and Indian Wars which lasted from 1757 to 1763. Fur trading among the Dutch and English on the one hand and the Iroquois and other Indian tribes on the other had gone on for decades. In addition, the Wyoming Valley had become a refuge for Indians of many tribes displaced by the English and Dutch settlements east of the Appalachians. Not particularly compatible with each other, the various Indian tribes were drawn into separate alliances in the conflict between France and England to control the settlement of North America. At the end of the French and Indian War in 1763, the Indians were guaranteed by King George III's government that the settlers would not be allowed across the Appalachian Mountains. This was only one of many subsequent guarantees to the many Indian tribes or nations in America that they would be protected from further invasion if they would just move west to the next natural barrier against settlers and concede the land lost in conquest.

The barrier of the Appalachians could not be maintained from London, or even from the King's troops in North America. While Pennsylvanians developed

friendly relations with the Delaware Indians and helped King Teddycusung establish his agricultural settlement near the present juncture of Ross Street and Riverside Drive, the Connecticut Yankees, through the Susquehannah Company, traded with the Iroquois to secure much of Northeastern Pennsylvania, including the Wyoming Valley. They had achieved this objective with cunning, money and rum in 1754. More important, they physically penetrated the Appalachian barrier in 1763, the very year the King was guaranteeing the Indians against further westward settlement. While the Yankees were resisted by the Delawares, who murdered 20 of them in the fall of 1763 in retaliation for the burning of Teddycusung Town, and retreated back over the mountains toward Connecticut, they had nonetheless breached the barrier, opening up a new frontier for westward expansion and settlement that would extend to the Ohio Valley and on finally to the Pacific Coast.

Into the temporary vacuum created by the flight of the Yankees back to the east and of the Delawares from their burned-out village moved the Pennsylvanians who struck their own deal with the Iroquois, buying the same land claimed by the Susquehannah Company. In the leases conveying the lands to the Pennsylvanians was a pledge to fight the Connecticut settlers should they return and claim this land. The result was the Yankee-Pennamite Wars which continued from 1769 to 1784. This would be the most serious violent conflict between any colonies or states until the great Civil War of the 1860s. The Wyoming Valley was apparently worth the having.

Before the Yankee-Pennamite Wars were ended in 1784, by a settlement forged by the legal institutions of the new American nation, the Valley witnessed one of the most deadly single battles between Indians and white men in North America, it became known to the descendants of the victims as the Wyoming Massacre. The battle, on July 3, 1778, was not simply between Red and White, because the Seneca warriors of the Iroquois nations were accompanied by their British allies. Indeed, Major John Butler for the English offered the Senecas bounty for each American scalp. The Battle of Wyoming was a savagely fought contest, with the Connecticut Yankees, under Zebulon Butler, defeated and prostrate, the few surviving again put to flight. The Tories and their Seneca allies withdrew north and the Valley was again empty of people.

But the events of July 3 and 4, on the second anniversary of the Declaration of Independence, had a powerful effect upon the young nation. The atrocities stirred the Americans under General Washington to rid the country of both the Indians and their Tory allies. The result, nine months later in the spring of 1779, was the beginning of John Sullivan's March, organized in Wilkes-Barre in June on the site where we are now gathered, and directed against the Iroquois. Washington's orders were clear and began the new nation's draconian Indian

policies. He commanded General Sullivan to bring about "the total destruction and devastation of their settlements and the capture of as many prisoners of every sex and age as possible. It will be essential to ruin their crops in the ground and prevent their planting more." In the battles that ensued, Sullivan's Army pushed the Iroquois into present-day Canada and laid waste their crops, their land and, where he could, their people. The victims of the Battle of Wyoming were avenged and the six nations of the Iroquois decisively defeated, an outcome that did much to consolidate the power of the new American government as well as the bitterness of the Iroquois.

Ever since the centennial commemoration of the Battle of Wyoming in 1878, it has been observed every July 3 or 4 on the spot in Wyoming where the monument marks the mass grave of the Connecticut victims. In 1971, a Canadian visitor surveyed the battle or massacre for this commemoration from the point of view of the attackers. The Indians regarded the land as theirs, Sidney Wise explained, as did many of the Tories and Loyalists to King George III. They fought together against a common enemy, the Yankee revolutionaries. In losing this frontier battle, and eventually the war, Wise observed, the Indians and Loyalists withdrew to present-day Canada and helped give that young nation its peculiar character. "In commemorating the Battle of Wyoming," Wise declared, "we are commemorating the great events which brought the United States first to continental and then to world power. Perhaps it will not be thought wholly unfitting on this occasion for a Canadian to recall that his country, too, responding to the beat of a different drummer, was the product of the same great events."

Resolution of the Yankee-Pennamite Wars was an early test of the new American government. Recognizing the region as part of Pennsylvania, the settlement nonetheless upheld the individual property holdings of the Connecticut families, centered in present-day Forty Fort. With the Indians gone, the inhabitants settled into a farming economy with some trade up and down river. The discovery and use of coal in the 18th century had been of no great economic consequence until Jesse Fell, in 1808, just a few blocks from here, got anthracite to burn in an open grate. With shouts of "Coal, coal," the industrial era in America was born.

A wonderfully efficient, clean energy source was soon harnessed. As a heating fuel, it became a staple. As a source of energy the production of iron and steel and in the propelling of steam engines, it made development of the railroads possible, the critical breakthrough in developing the country. As a commodity much desired in Philadelphia to the south and in New York State to the north, anthracite helped stimulate the development of trade and markets, first via the canal systems built in the 1820s and 1830s and then via the railroads

File 1418

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From an English vantage point in the middle of the 18th century, the Wyoming Valley and surrounding Northeastern Pennsylvania was a center of conflict. Under separate and incompatible 17th century royal charters, the land had been awarded to Pennsylvanians and to Connecticut settlers. No formal English settlement had taken place by the time of the French and Indian Wars which lasted from 1757 to 1763. Fur trading among the Dutch and English on the one hand and the Iroquois and other Indian tribes on the other had gone on for decades. In addition, the Wyoming Valley had become a refuge for Indians of many tribes displaced by the English and Dutch settlements east of the Appalachians. Not particularly compatible with each other, the various Indian tribes were drawn into separate alliances in the conflict between France and England to control the settlement of North America. At the end of the French and Indian War in 1763, the Indians were guaranteed by King George III's government that the settlers would not be allowed across the Appalachian Mountains. This was only one of many subsequent guarantees to the many Indian tribes or nations in America that they would be protected from further invasion if they would just move west to the next natural barrier against settlers and concede the land lost in conquest.

The barrier of the Appalachians could not be maintained from London, or even from the King's troops in North America. While Pennsylvanians developed friendly relations with the Delaware Indians and helped King Teedyuscung establish his agricultural settlement near the present juncture of Ross Street and Riverside Drive, the Connecticut Yankees, through the Susquehannah Company, traded with the Iroquois to secure much of Northeastern Pennsylvania, including the Wyoming Valley. They had achieved this objective with cunning, money and rum in 1754. More important, they physically penetrated the Appalachian barrier in 1763, the very year the King was guaranteeing the Indians against further westward settlement. While the Yankees were resisted by the Delawares, who murdered 20 of them in the fall of 1763 in retaliation for the burning of Teedyuscung Town, and retreated back over the mountains toward Connecticut, they had nonetheless breached the barrier, opening up a new frontier for westward expansion and settlement that would extend to the Ohio Valley and on finally to the Pacific Coast.

Into the temporary vacuum created by the flight of the Yankees back to the east and of the Delawares from their burned-out village moved the Pennsylvanians who struck their own deal with the Iroquois, buying the same land claimed by the Susquehannah Company. In the leases conveying the lands to the Pennsylvanians was a pledge to fight the Connecticut settlers should they return and claim this land. The result was the Yankee-Pennamite Wars which continued from 1769 to 1784. This would be the most serious violent conflict between any colonies or states until the great Civil War of the 1860s. The Wyoming Valley was apparently worth the having.

Before the Yankee-Pennamite Wars were ended in 1784, by a settlement forged by the legal institutions of the new American nation, the Valley witnessed one of the most deadly single battles between Indians and white men in North America. It became known to the descendants of the victims as the Wyoming Massacre. The battle, on July 3, 1778, was not simply between Red and White, because the Seneca warriors of the Iroquois nations were accompanied by their British allies. Indeed, Major John Butler for the English offered the Senecas bounty for each American scalp. The Battle of Wyoming was a savagely fought contest, with the Connecticut Yankees, under Zebulon Butler, defeated and prostrate, the few surviving again put to flight. The Tories and their Seneca allies withdrew north and the Valley was again empty of people.

But the events of July 3 and 4, on the second anniversary of the Declaration of Independence, had a powerful effect upon the young nation. The atrocities stirred the Americans under General Washington to rid the country of both the Indians and their Tory allies. The result, nine months later in the spring of 1779, was the beginning of John Sullivan's March, organized in Wilkes-Barre in June on the site where we are now gathered, and directed against the Iroquois. Washington's orders were clear and began the new nation's draconian Indian policies. He commanded General Sullivan to bring about "the total destruction and devastation of their settlements and the capture of as many prisoners of every sex and age as possible. It will be essential to ruin their crops in the ground and prevent their planting more."² In the battles that ensued, Sullivan's Army pushed the Iroquois into present day Canada and laid waste their crops, their land and, where he could, their people. The victims of the Battle of Wyoming were avenged and the six nations of the Iroquois decisively defeated, an outcome that did much to consolidate the power of the new American government as well as the bitterness of the Iroquois.

Ever since the centennial commemoration of the Battle of Wyoming in 1878, it has been observed every July 3 or 4 on the spot in Wyoming where the monument marks the mass grave of the Connecticut victims. In 1971, a Canadian visitor surveyed the battle or massacre for this commemoration from the point of view of the attackers. The Indians regarded the land as theirs, Sidney Wise explained, as did many of the Tories or Loyalists to King George III. They fought together against a common enemy, the Yankee revolutionaries. In losing this frontier battle, and eventually the war, Wise observed, the Indians and the Loyalists withdrew to present day Canada and helped give that young nation its peculiar character. "In commemorating the Battle of Wyoming," Wise declared, "we are commemorating the great events which brought the United States first to continental and then to world power. Perhaps it will not be thought wholly unfitting on this occasion for a Canadian to recall that his country, too, responding to the beat of a different drummer, was the product of the same great events."³

Resolution of the Yankee-Pennamite Wars was an early test of the new American government. Recognizing the region as part of Pennsylvania, the settlement nonetheless upheld the individual property holdings of the Connecticut families, centered in present day Forty Fort. With the Indians gone, the inhabitants settled into a farming economy with some trade up and down river. The discovery and use of coal in the 18th century had been of no great economic consequence until Jesse Fell, in 1808, just a few blocks from here, got anthracite to burn in an open grate. With shouts of "Coal, coal," the industrial era in America was born.

A wonderfully efficient, clean energy source was soon harnessed. As a heating fuel, it became a staple. As a source of energy in the production of iron and steel and in the propelling of steam engines, it made development of the railroads possible, the critical breakthrough in developing the country. As a commodity much desired in Philadelphia to the south and in New York State to the north, anthracite helped stimulate the development of trade and markets, first via the canal systems built in the 1820s and 1830s and then via the railroads after the 1840s. Around black gold, contained in this richest of all anthracite veins in the Wyoming Valley, an industrial civilization was born. Next month,

on October 4, we will hear from Dr. Charles Reif on the remarkable geology of this Valley. Not only is he a Professor Emeritus of Biology at Wilkes, he is also President of the Board of the Osterhout Library, a vital local institution preparing for its centennial in early 1989.

The marriage of coal, iron and railroads also stimulated the dramatic development of banks and other support institutions for the burgeoning capitalist economy before the Civil War. The leadership class for these economic institutions in the Wyoming Valley drew heavily from families of the Yankee settlers. The cohesiveness of this class has never faltered, even as it has been infused with newcomers from afar and from below among the descendants of the immigrants who supplied the labor. We will hear more about the leadership class and their business activities from Dr. Edward Davies, a Wilkes alumnus who is now a history professor at the University of Utah. His recent book, The Anthracite Aristocracy, is the most serious study of this remarkably resilient group.⁴ We will hear about the immigrants from Dr. Edward Hartmann, a member of the first graduating class from Bucknell University Junior College, in the final lecture of the series.

Charles Dickens or Karl Marx or Emile Zola could have focused upon the social, economic, political and cultural human relationships in the Wyoming Valley. The harsh working conditions of child labor in the mines rivaled anything Dickens described in London. The tensions between capital and labor, which Karl Marx interpreted through his theory of the dialectical class struggle, were nowhere more evident in the American industrial experience than in the anthracite fields and mines. This struggle between miners and owners spawned some of the most inflammatory battles between labor unions and management in all of America's industrial history, leaving an imprint on the culture not unlike that which Zola wrote about in French coal country in his novel Germinal. Its echoes were still heard in the raw feelings exposed in the Wilkes-Barre newspaper strike in the late 1970s.

No society can industrialize quickly and effectively without harnessing an abundance of cheap energy and cheap labor to develop its economy, whether that society is controlled by a so-called capitalist system or a so-called communist system. Coal was that first great, cheap source of energy. No mass industry was more exploitative of the earth than coal mining. No industry posed more hazardous working conditions for humans than deep shaft coal mining. Despite the hazards, the mines provided work in the second half of the 19th century and early in the 20th century for scores of thousands of the masses who fled the overpopulated, backward, depressed economies of Ireland, England, Scotland, Wales, Poland, Italy, and other parts of the faltering monarchical empires of the Hapsburgs, the Romanovs, and the Ottomans. People who had hated or feared each other in Europe or the Near East learned to work together in the Wyoming Valley even if they maintained their religious and cultural ways in separate churches, synagogues, self-help societies, and neighborhoods.

When the great mining disasters occurred, such as that affecting the Welsh in the Avondale fire in 1869, or the Irish in the twin shaft explosions in Pittston in 1899, or the Poles, Lithuanians and Slavs in the Baltimore Colliery explosion in 1919, new labor union demands were provoked along with new bonds of solidarity among the miners. Ellis Roberts movingly portrays this emerging cohesiveness in The Breaker Whistle Blows.⁵ When strikes resulted, over working conditions or pay, relations with the owners were further strained and the "we-they" division deepened.

Almost contrapuntally with labor union strife, the periodic flooding of the Susquehanna drew people of all classes together to sandbag the river banks, rescue people from their homes and clean up the mess left behind. The forces of men and of nature gradually shaped the Valley culture we know today, combining in its people a remarkable mixture of trust and mistrust, openhearted generosity and secretive defensiveness. Strong ethnic organizations have given shape and purpose to social service efforts as well as to politics and economics. Loyalty runs deep and people care for each other. If this caring tended to take place primarily within one's ethnic or religious group in the early days of the immigrant cultures of the Valley, it has gradually been extended over the past century to include the community at large, without losing some of the loyalty to the extended family of one's own group. The reality that we need each other, in good times and bad, that we are not just individuals acting in a free game without need of other players, is an insight embedded deeply in this Wyoming Valley culture. Whatever the limitations of this cohesiveness that some would call parochial, it is inseparable from the strength and social vitality of the Valley. It is a rare condition in present day urban America.

In the wake of the Civil War, America struggled to reunite North and South. Economically, the nation grew dramatically and the era became known as the Gilded Age. American capitalism reached maturity. While this was most obvious in the great cities of the North and East—New York, Boston, Philadelphia, Pittsburgh—it was also true of Wilkes-Barre and its sister city Scranton. Coal mining and the shipping of coal formed the backbone of the Northeastern Pennsylvania economy. At the same time, the anthracite industry helped stimulate the development of the entire infrastructure: railroads, banks, foundries, supply companies, and all the necessary professional groups. The first iron rails in America had been fabricated in Scranton before the war.⁶ Some of the major engineering breakthroughs in building the rail network over and through the mountains of Northeastern Pennsylvania contributed to the expansion of railroad technology throughout the nation. Both History Professor Harold Cox and Chemistry Professor James Bohning will expand our understanding of the transportation systems in this region and the technological developments attending the coal and railroad economy in later lectures in this series.

Besides being in a strategic location for the trade going west out of New York to Ohio and the Great Lakes and south to Philadelphia and the middle Atlantic region, as well as vice versa, the region provided a fertile ground for the merchandising for mass markets. The five and dime stores grew into great national chains, with the F. M. Kirby and F. W. Woolworth stores having a major early presence here in Wilkes-Barre. In the growth of great corporations, linking railroads, coal companies, banks, mercantile enterprises and insurance companies, this region was a commercial center for such development. While many of the great families of this area presiding over this development gravitated early in the 20th century to New York or Philadelphia, they left behind a sophisticated, flourishing industrial economy. Their links remain to this day in their summer homes as well as in continuing economic interests and philanthropy.

The grandeur of the Gilded Age in Wilkes-Barre is preserved in the architecture of the old homes, the churches and synagogues, the railroad station, and commercial and public buildings. Many promising New York and Philadelphia architects secured opportunities early in their careers to design homes and public

buildings in Wilkes-Barre. The recent study of this architecture by Vito Sgromo and Michael Lewis for the Wyoming Historical and Geological Society captures the eclectic styles that brought to the Wyoming Valley a fascinating mixture of traditional and modern architecture.⁷ The complex urban fabric remains remarkably intact. In addition, the fact that the canal system in the 1830s had been diverted away from the river near present day Union Street, going down the middle of the city of Wilkes-Barre near present day Pennsylvania Avenue and rejoining the Susquehanna in South Wilkes-Barre, meant that the river front in the heart of the city survived as a prime residential area. While the river front remained beautiful in the downtown center of the city, much of the region was being scarred by the mining and other heavy industry activities.

The ambivalence stimulated by the intrusion of coal mining upon the natural beauty of the Wyoming Valley was captured in the recent exhibition at the Sordoni Art Gallery called "The Vale of Wyoming: Nineteenth Century Images from Campbell's Ledge to Nanticoke." In his provocative essay for the catalog to the exhibition and his public lecture which really began this series, alumnus Charles Petrillo explored the artists' ambivalence about the impact of industrialization on the beautiful landscape.⁸ The Wyoming Valley landscape had been a favorite subject to paint for both American and European artists as early as the 18th century. By the middle of the 19th century, the coal breakers and steam locomotives began to intrude upon the bucolic scenery.

By the late 19th and early 20th century the collieries and culm piles vie with nature in the artist's eye. By mid-20th century, even after the Knox Mine disaster of 1959 ended the dominance of anthracite in the region, the images of coal and culm piles and dust had almost obliterated the natural beauty of the area in the mind's eye of those who came from outside the region, and in the minds and hearts of local residents who had been part of the era when coal was king. The artists record a more general mood and feeling about the area. The incomparable Dr. Charlotte Lord will share with us her view of arts and culture in the Valley later in the series.

One July night during my first month in Wilkes-Barre in 1984, I was walking along the dike (or levee) by the River Common—center of so much of our local history—when I met a young poet, Craig Czury. He is a local descendant of the mining culture and spoke movingly of his need to come to terms with the sacrifices made by his immigrant forebearers.

We spoke a dead language
when we arrived,
poured our lungs into tin pails
and tossed what breath was saved
back to the sea.

Our behavior was harsh,
confused as if we'd been set afloat
for years without stars.

We built a house out of barrels.
Draped the bent window
with mice and the flathandle
backs of scoops for the furnace,

slabbed a thin coat of peeling
rust above the door . . .

Our women dressed in finest
smell-of-cabbage and linen,
brought over with us,
woven from black cigars.

There were shovels
and round helmets with light—
we were told: Rescue
the still living washed undershore.

Our names were shaved into pure
white robes.
Our tremendous wings grew inward
like the two end tines
of a fluttering pitchfork.

Up this steep hill the old
row houses—tar shingle,
kitchens still on the ground floor.

And the cemetery overlooking
a strip mining pit:

*Nelabovage * Zlotsky * Osepovich
* Matuliawiczius * Paczkoskie . . .*

In the History book of this region
only the clearly pronounced German
names, and the Anglos with their
round pictures: President of the Bank,
Owner of the Coal Company,
the merchants . . .

The very clean wives of the social club.

And in the photo of miners
at the colliery they write: "Coaldirt".

*. . . Wojtkiewicz * Bzura * Pszeniczny
* Marcincavage * Zlotorzynskas * Andro
Czuri * Masijauskas * Pultynovich . . .*

Coaldirt.⁹

The story of harsh working conditions, of sweated sacrifices by 19th century and early 20th century working men and women was not confined to the coal industry in our nation's history. It was there in the slave labor of blacks to build the cotton kingdom in the South. It was in the textile mills of New England and New York, where Irish and Jewish women and girls supplied their labor and made their sacrifices. It was in the steel mills of Scranton, Buffalo, Pittsburgh, and Gary where Polish, Italian and so many other kinds of workers added their muscle and sweat. It was in the work gangs building and maintaining the railroads from coast to coast and drawn from all groups, but featuring the Irish and the Chinese. One can look at the cost in individual suffering as did Dickens. One can look at the struggle between workers and owners as did Marx. One can see the impact on the communities as did Zola.

But we have now come through that industrial era and can begin to see it from some distance, perhaps even with some objectivity. The sweated equity of our laboring people was mixed with the entrepreneurial skill of our business leaders and the technological inventions of our scientists and engineers to forge a nation that through most of the 20th century has been without peer internationally. Through this rise to greatness as a people, the impulse to care for the needy by some of those with substance has been as authentically American as the entrepreneurial spirit of business. In this Wyoming Valley, an Eleanor Webster Palmer, who did so much for the breaker boys and their educational opportunities, represented this impulse. The social service agencies of today, so numerous as to almost defy count and supported generously from every corner of the community, carry on this impulse. This generosity has itself been a form of investment in the quality and character of our people. We do not have to look beyond Wilkes College, growing out of Bucknell University Junior College, to see this investment by community leaders in young people as the critical equity for future progress. This investment began in 1933 at the very depths of depression. The investment is no less significant today.

Economically, if this area was the cradle of the industrial revolution in America, it was also the first to move into the post-industrial era. Oil and gas replaced coal as the most efficient fuels in the middle of our century and struck a body blow to our coal-centered economy. Those alive to greet the 21st century may watch oil meet a similar fate relative to other energy sources. The Knox Mine disaster in 1959, ending the deep shaft mining of this area overnight, merely stepped up a process which, through hindsight, was already apparent in the 1920s. It was masked by the general and deep slump of worldwide depression in the 1930s and the energy demands of World War II in the 1940s. By the early 1950s, our area's unemployment was among the highest in the nation. What we as a region encountered first was the post-industrial economy in which a dominant single industry, resource or product no longer held primacy. Events selected the diversified economy to be the successor to the single-industry economy. This phenomenon, which the Wyoming Valley experienced first among the highly developed industrialized regions of the United States, we now see spreading throughout these regions, indeed throughout the old industrialized regions of Europe as well. In addition, the smokestack industries in general are slipping to the Third World along with other labor-intensive manufacturing industries, including the textile and shoe industries which have provided a crucial bridge to sustain our Wyoming Valley population in the decades since the coal industry faded.

In their place are a variety of business ventures, some linked to worldwide corporate entities, based upon high technology and providing an extraordinary range of services, from manufacture of parts and of software programs for computers to manipulation of massive amounts of data, from health services for an increasingly elderly population to fast food service for the public. In this emerging economic climate, a region needs a balance of institutions which can provide the support system for the information-service-high technology economy which will increasingly dominate America.

The Committee of 100, in the 1950s, glimpsed this future and began the investment in diversified industry, including high technology, in the industrial park at Mountaintop. Dr. Eugene Farley as president of this College was part of that marriage between education and industry encouraged by the Committee of 100. The result included RCA's decision to move here and Wilkes College's decision to expand its science and engineering curriculum, now grown into the School of Engineering and Physical Sciences. The present efforts by the Committee for Economic Growth build upon the efforts of those pioneers of the 1950s and 1960s, led by William O. Sword. This marriage of business and education is as crucial to the new economy as the marriage of coal and steel was to the early industrial economy.

Mindpower is the critical resource requiring development and harnessing. The importance of our schools and colleges will grow in this new era, not only to prepare a work force for the institutions requiring workers but to prepare individuals capable of addressing with creativity the problems and opportunities facing an increasingly interdependent world society. In our region those problems and opportunities include the environment, combining the beauty it has never lost and the abuse it suffered during the industrial era. We are already engaged in the cleaning up of the environment. The investment in cogeneration to use up the culm refuse of the coal era has attracted national investors; it has also stirred fears locally about the environmental impact. How we handle our rich water resources will affect our future opportunities and the quality of our lives, probably the viability of this economy to sustain and expand its population. As other boom economies, particularly in parts of the Sunbelt, face the absolute limits imposed by available water supplies, our area should grasp the opportunity represented by the abundance of this natural resource here; water may prove more decisive for our future success than coal was for the industrial era. Monitoring and management of our natural environment, as well as research into problems such as acid rain, radon gas, and waste disposal, will provide not only new jobs and investment opportunities, but also help establish the conditions for healthy economic development.

The mention of water suggests the great force that was so crucial in making this piece of geography hospitable to humans centuries ago: the Susquehanna River. It symbolizes the gifts of nature to this region as well as its destructive potential. No recent historical event strikes the newcomer more forcefully than the continuing impact on peoples' consciousness of the Hurricane Agnes flood of June 23, 1972. The flood, the most destructive in terms of property loss in the nation's history, challenged the determination and character of the people of the Wyoming Valley.¹⁰ The opportunity to rebuild, with the stimulus of federal funds and the unstinting labor of the population, contributed to the growth of the post-anthracite, diversified economy. No new industries suddenly appeared,

but a broad variety of local businesses were given a stimulus that has been sustained. In the rebuilding, the Wyoming Valley was given a chance to restore selectively the best of the old buildings and to clear away much of what was obsolete. A new face emerged that over the past 14 years has come to reflect a new inner confidence that the Valley and its people have a future. Simultaneously, successful diversified economies have emerged elsewhere in areas once dependent on smokestack industries and labor-intensive manufacturing. If the formulae for success are not precise, the elements are not mysterious and, to my eyes, many of them are present here in the Wyoming Valley.

We have a superior location for reaching markets overnight, including one-third of the population of the nation. We have an intelligent, hardworking labor force which can be competitive with other northern communities in terms of pay scale. We have access to superb communication installations for international as well as national linkages. We have a culture retaining the cohesiveness of pre-1960s America, with strong schools—both public and private. Our colleges are gaining increased support, are working together more effectively, and are in ever more effective partnership with business, working to prepare a more educated, creative work force as well as to do research to help companies make breakthroughs towards improved processes and products. A variety of indicators for quality of life would suggest a cultural resurgence, starting with the regional symphony, the Northeastern Pennsylvania Philharmonic, and epitomized by the community effort to rebuild the Paramount as a civic center, fittingly named for the Kirby family which has continued its philanthropic investment back into the community where they first succeeded.

Symbolically, we see in an Al Boscov the important leadership role of people from the outside who have come to invest their talent and substance, joining hands with long-time Valley residents and natives to help this remarkable community achieve its potential. Such outsiders serve to reaffirm the sterling qualities in the local people and institutions, thereby helping to overcome the sometimes defeatist attitudes and self-doubt persisting since the anthracite coal era.

What are the challenges and opportunities facing our region and what are the obstacles to be overcome? Such questions do not come comfortably in a lecture purported to be historical. On the other hand, in a period when our culture seems to have little comprehension and less concern about the past, it may not be a futile exercise to move from a consideration of the past to analyze the factors likely to affect our future. If there is one quality students of history have in common it is the awareness of, indeed the fascination with, continuity and change between past and present. To push this from past to present to future goes beyond the intellectual constraints normally imposed upon historians by our training. Perhaps this constraint has made historians less effective in convincing our students and the public of the value of historical analysis in understanding the forces shaping our future. From such understanding I believe we can gain greater rational control over these forces and be more discerning in weighing our options. Such application of informed, rational analysis to our human condition I believe to be an exercise in human freedom.

I believe that the Wyoming Valley in particular and Northeastern Pennsylvania in general have begun a steady ascent from the chronic recession, if not depression, endemic since 1929. There will be no dominant industry to replace

coal. Instead, we will see the gradual addition of more and more modern businesses, oriented to a wide variety of services and products, requiring a reliable and intelligent work force. Attuned more to the computer and other instruments of advanced technology, including robots rather than labor-intensive, assembly-line manufacturing, these businesses will be directed not only to the Northeastern Pennsylvania market but to national, even international, markets. In return, we will see more and more national investment in our regional market, as recent ownership changes in the television affiliates and banks of our region seem to suggest.

The very condition of prolonged recession will turn out to be an asset. Our people have learned to survive as individuals and families with modest financial resources. While national attention begins to focus on the decline of the middle class, with the suggestion that fewer and fewer individuals among younger people will be able, in their lifetimes, to afford their own homes, we just may be able to buck this trend. Because inflation did not ravage our regional economy in the 1960s and 1970s, our incomes are relatively low but so is the price of housing and many essential commodities and services. If we can attract new investment from those now here and from those outsiders who calculate the potential strength of this economy for their businesses, we can grow steadily and surely without great distortion to our economy or our social structures. The scale of even our biggest institutions is small enough to allow organizations to respond to changing opportunities without great risk of miscalculation in expansion. The local competitiveness in almost every service field, including health care and education as well as banking, retailing, communications, even journalism, is keen. Whatever your views on competition, where it is strong and persistent—as I believe it to be here—individuals and organizations are forced to be more efficient to be more effective. The recent Kiplinger book, The New American Boom: Exciting Changes in American Life and Business Between Now and the Year 2000 rests its optimistic analysis on the dramatically increased productivity we are going to witness in the next decade and a half in America with the harnessing of high technology to our creativity as a people. I think increased productivity, stimulated by keen competition, is a pronounced characteristic of our institutions in the Wyoming Valley. I see it in education, a topic Dr. Eugene Hammer, Professor of Education Emeritus, will present next spring in this series.

Education is a key. The national call for reform of our schools and colleges, and for the reprofessionalization of teaching to guide this reform, confronts our area with great opportunities. Our public, parochial and independent schools are generally strong, with little of the disintegration we have seen in the school systems of larger cities and the rapidly growing population centers of the Sunbelt. Our colleges are relatively small, with close student/faculty contact, providing the conditions to stimulate effective learning even in students who may be making up for some lost time—a condition characterizing more and more young people in our country. Each of the local colleges stresses the importance of a general or liberal arts education along with professional or career preparation. We have the potential to bring school and college faculty together working to increase the effective learning of students at every level, as is being called for by the national panels of education experts. Again our cohesiveness as a community makes such pulling together possible for a demonstrably common good. This educational breakthrough, to prepare students for the rapidly changing world of

work and for the urgent work of the world, is crucial for the type of economy we are entering. I know of no region better equipped than our own consciously to prepare for this emerging national and international economy, while holding on to virtues of social cohesiveness remarkably rare in America.

But there are barriers. When we look at our environment, with all of its potential for development as well as for preservation and enjoyment—by humans, other animals, birds and flora—the limitations of our local political institutions to deal readily and surely in a cooperative, confident way on a regional basis to improve the environment, is discouraging. Here our parochialism, reinforced by more than 70 separate political jurisdictions in this county of Luzerne, now celebrating this year its 200th birthday, makes concerted efforts on such problems as industrial, even toxic, waste disposal seem almost impossible. Without such concerted effort by public officials from these many jurisdictions, and in concert with their colleagues in county and commonwealth government as well as in business, the waste disposal problem could choke existing industry, discourage new investors from outside, and leave our people at risk. We need some fresh thinking about how our local governments might work together more effectively for regional objectives. How we deal with the environment, with our air, water and soil as well as with the waste products and pollution of the mining era, will help determine the economic future of the area. The challenge is for the many types of institutions to work together on the technical, economic, and political issues of the environment and help each other, even protect each other, to work through some of the controversial changes and commitments we will have to make to overcome our past transgressions against nature.

Scapegoating does nothing to help us find ways to work together to apply our intelligence and will to these problems. There is a tendency out of our past to be suspicious of each other when the status quo is threatened. Suspicion can all too easily lead to accusations which psychologically and politically can seem effective ways to deal with the threat. The coal mining culture bred this kind of attitude. We need to recognize that while there were transgressions against man and nature in the coal era, the product of human labor contributed mightily to build this nation into the foremost industrial power. There were transgressions enough on all sides to share the guilt. There were also signal accomplishments on all sides which helped create this community of diversity and cohesiveness, of creativity and caring.

In conclusion let me quote my own remarks to the group assembled in Wyoming on the 4th of July one year ago to commemorate the Wyoming Massacre. "This is no longer an era for the ivory tower among educators any more than for the single-industry economy among businessmen and workers. If we can strengthen this almost three-decade old diversified economy in the Wyoming Valley and carefully link it to the national and global economies with the confidence and determination of the colonial settlers and industrial entrepreneurs, if we can retain the hard work and loyalty to each other of the coal miners, if we can commit ourselves to recover and preserve the beauty of this valley, its rivers and its surrounding mountains with the reverence of the Indians, then we shall retain the best of our inheritance. We shall thereby help to build a future for our grandchildren and great-grandchildren well into the third century of our Revolution."¹¹

As I was finishing my text, a letter came from my friend Stuart Pierson, sharing his thoughts as he prepares to leave this valley for a parish in Ohio. As many of you recall, Stuart and Julie Pierson arrived with the flood of 1972 and faced the job, in a new community, of cleaning away the mud and slime from beautiful St. Stephen's Episcopal Church. They had to begin rebuilding even before they had had a chance to enjoy what this community had built over the decades and centuries. In the struggle, they discovered the strength of this valley and its people. In writing about the revitalization of our town he senses all about us, Stu confessed his frustration at leaving. "Cleveland will have much," he writes, "but it will not have the sense of a tightly bound community fighting for its life, and winning."

FOOTNOTES

- 1 Annette Evans, "Your Riverbank and Mine," and "Frontier Women of Wyoming Valley," Proceedings of the 190th Anniversary Wyoming Commemorative Association, 1967, p. 2.
- 2 General George Washington, quoted in Sydney F. Wise, "The Other Side of the Battle of Wyoming," Proceedings of the 194th Anniversary Wyoming Commemorative Association, 1971, p. 14.
- 3 Ibid., p. 17.
- 4 Edward J. Davies II, The Anthracite Aristocracy's Leadership and Social Change in the Hard Coal Regions of Northeastern Pennsylvania, 1800-1930, Northern Illinois University Press: DeKalb, IL, 1985.
- 5 Ellis W. Roberts, The Breaker Whistle Blows: Mining Disasters and Labor Leadership in the Anthracite Region, Anthracite Museum Press: Scranton, PA, 1984.
- 6 Burton W. Folson, Jr., Urban Capitalists: Entrepreneurs and City Growth in Pennsylvania's Lackawanna and Lehigh Regions, 1800-1920, The Johns Hopkins University Press: Baltimore, 1981, p. 28.
- 7 Vito J. Sgromo and Michael Lewis, Wilkes-Barre Architecture, 1860 to 1960, Wyoming Historical and Geological Society: Wilkes-Barre, PA, 1983.
- 8 F. Charles Petrillo, "The Wyoming Scene: From Black Earth to Black Diamonds—A Historical View," Vale of Wyoming: Nineteenth Century Images from Campbell's Ledge to Nanticoke, Sordani Art Gallery, Wilkes College: Wilkes-Barre, PA 1985.
- 9 Craig Czury, Schachamekkan (eel stream), 1984.
- 10 Edward F. Hanlon, The Wyoming Valley: An American Portrait, Windsor Publications: Woodland Hills, CA, 1983, pp. 170-174.
- 11 Christopher N. Breiseth, "An Overview of Wyoming Valley History," Proceedings of the 207th Anniversary Wyoming Commemorative Association, 1985,

Three other works informed this study, in addition to those listed above:

Wilbur A. Myers, Edward Hanlon, Historical Album of Wilkes-Barre and Wyoming Valley in Luzerne County, Pennsylvania, 1729 to 1776, The Luzerne County Bicentennial Commission: Wilkes-Barre, PA, 1976.

David L. Salay, editor, Hard Coal, Hard Times: Ethnicity and Labor in the Anthracite Region, The Anthracite Museum Press: Scranton, PA, 1984.

Shyamal K. Majumdar, E. Willard Miller, Pennsylvania Coal: Resources, Technology, and Utilization, Pennsylvania Academy of Science, Easton, PA, 1983.

File - Speeches by

REMARKS BY DR. CHRISTOPHER N. BREISETH
TO THE
SECOND "COLLEGE AND INDUSTRY TECHNOLOGY CONFERENCE"

I AM HAPPY TO WELCOME YOU TO WILKES AND THE SECOND "COLLEGE AND INDUSTRY TECHNOLOGY CONFERENCE." WE WILL HEAR FROM LEADERS OF INDUSTRY AND GOVERNMENT ABOUT THE IMPORTANCE OF THE PARTNERSHIP BETWEEN HIGHER EDUCATION AND INDUSTRY FOR THE GROWTH OF A HEALTHY ECONOMY IN NORTHEAST PENNSYLVANIA. WE WILL HEAR FROM MEMBERS OF THE WILKES ENGINEERING, COMPUTER SCIENCE AND EARTH AND ENVIRONMENTAL SCIENCES FACULTY DESCRIBING OUR EXPANDING AND INCREASINGLY SOPHISTICATED SCIENTIFIC AND TECHNOLOGICAL FACILITIES. WE WILL HEAR FROM INDUSTRY PARTNERS WHO HAVE UTILIZED THE TECHNOLOGY TRANSFER CAPABILITIES OF WILKES FACULTY TO IMPROVE THEIR BUSINESSES, IN SEVERAL CASES USING THE INCENTIVES AND ENCOURAGEMENT OF THE BEN FRANKLIN PARTNERSHIP PROGRAM. WE WILL ALSO HEAR FROM THE ARCHITECT OF THAT PROGRAM, THE GOVERNOR OF PENNSYLVANIA.

EVER SINCE I ARRIVED IN WILKES-BARRE LATE LAST JUNE, I HAVE BEEN DRAWN INTO THE LONG-STANDING EFFORTS OF WILKES COLLEGE TO WORK WITH INDUSTRIES TO STRENGTHEN OUR REGIONAL ECONOMY. IN MY FIRST MONTH, I WAS INVITED TO SERVE ON THE BOARD OF THE ECONOMIC DEVELOPMENT COUNCIL OF NORTHEAST PENNSYLVANIA. WITH SANDY SUTHERLAND'S GOOD OFFICES I HAVE BEEN INTRODUCED TO SOME OF THE INDIVIDUALS MOST INVOLVED WITH THE REGION'S EFFORTS TO IMPROVE AND SAFEGUARD OUR

WATER RESOURCES, BOTH IN THE DELAWARE AND SUSQUEHANNA RIVER BASINS. WILKES WILL CONTINUE TO WORK WITH THE MANY RELEVANT PUBLIC AND PRIVATE AGENCIES TO ADDRESS THE PROBLEMS OF WATER POLLUTION, FLOOD CONTROL, AND WATER HARVESTING. YOU WILL HEAR MORE ABOUT OUR NEW WATER TESTING FACILITIES DEVELOPED TO HELP IN THE BATTLE TO CONTROL GIARDIASIS. I HOPE YOU WILL TAKE TIME TODAY TO VISIT THESE AND OTHER LABORATORIES IN THIS BUILDING.

I HAVE RECENTLY VISITED DR. PETER LIKINS, PRESIDENT OF LEHIGH UNIVERSITY, TO TALK ABOUT INCREASING THE SCOPE OF THE BEN FRANKLIN PARTNERSHIP PROGRAM IN OUR REGION. WILKES HAS BEEN THE MOST ACTIVE COLLEGE IN NORTHEAST PENNSYLVANIA IN THIS PROGRAM AND PLEDGES TO WORK WITH OTHER INSTITUTIONS OF HIGHER EDUCATION, WITH INDUSTRIES AND WITH THE EDCNP AND CEG, TO INCREASE THE PROPORTION OF BEN FRANKLIN RESOURCES INVESTED IN NORTHEAST PENNSYLVANIA AND IMPROVE THE QUALITY OF TECHNOLOGY TRANSFER ACTIVITIES MADE POSSIBLE WITH THESE RESOURCES. THIS YEAR WE WILL BE PROPOSING BEN FRANKLIN PROJECTS TO THE TECHNOLOGY CENTERS AT BOTH LEHIGH AND PENN STATE UNIVERSITIES.

LAST FALL, SEVERAL WILKES COLLEAGUES AND I MET WITH ED SCHECTER OF THE COMMITTEE FOR ECONOMIC GROWTH AND RENEUED AN EFFORT BEGUN AT WILKES IN 1979 TO DEVELOP GRADUATE DEGREE PROGRAMS IN ENGINEERING AND APPLIED SCIENCE. I AM HAPPY

TO ANNOUNCE TODAY THAT WE HAVE FORMALLY APPLIED TO THE DEPARTMENT OF EDUCATION IN HARRISBURG FOR APPROVAL OF TWO GRADUATE DEGREE PROGRAMS: A MASTER'S OF SCIENCE IN ELECTRICAL ENGINEERING AND A MASTER'S OF SCIENCE IN ENGINEERING AND APPLIED SCIENCE. THESE TWO DEGREE PROGRAMS BUILD UPON THE STRENGTH OF OUR UNDERGRADUATE DEGREE PROGRAMS. AS THE ONLY BACCALAUREATE ENGINEERING DEGREE-GRANTING INSTITUTION IN NORTHEAST PENNSYLVANIA, WILKES HAS BUILT A STRONG ENGINEERING FACULTY AND WITH THE HELP OF LOCAL INDUSTRY, OF THE STATE AND FEDERAL GOVERNMENTS, OF PRIVATE INDIVIDUALS, AND OF THE REGULAR WILKES BUDGET, WE HAVE BUILT AND EQUIPPED IMPRESSIVE TEACHING AND RESEARCH LABORATORIES OVER THE PAST QUARTER CENTURY, INCLUDING AN ADVANCED MATERIALS LAB, ADVANCED COMMUNICATION MICROWAVE LAB, AIR AND WATER QUALITY MEASUREMENT LAB, AN ANTENNA TESTING FACILITY, AN ELECTRONICS AND ELECTROMAGNETIC LAB, AND ELECTRO-CHEMISTRY LAB, A GIARDIA TESTING FACILITY, AN ION IMPLANTATION AND ACCELERATOR FACILITY, A MATERIALS TESTING FACILITY, A MICRO-ELECTRONICS LAB, A MICROCOMPUTER LAB, AN OPTICS LAB, A POLYMERS AND MAGNETICS LAB, AN X-RAY DIFFRACTION LAB, A THICK FILM AND HYBRID CIRCUIT LAB, AND A THIN FILM LAB.

THE CURRICULAR AREAS COVERED BY EACH DEGREE ARE THE FOLLOWING:

A. M.S. IN ELECTRICAL ENGINEERING

1. MICROELECTRONICS AND SEMICONDUCTOR DEVICES
2. COMMUNICATION AND INFORMATION THEORY
3. MICROWAVE SYSTEMS AND ANTENNAS
4. ROBOTICS AND AUTOMATIC CONTROL
5. MICROCOMPUTERS & DIGITAL SYSTEMS
6. PATTERN RECOGNITION

B. M.S. IN ENGINEERING AND APPLIED SCIENCES

1. ENVIRONMENTAL ANALYSIS (ORGANIC, INORGANIC, RADIOLOGIC)
2. MEDICAL & HEALTH PHYSICS
3. MATERIALS (POLYMERS, CERAMICS, MAGNETIC, SOLID STATE)
4. TRIBOLOGY & HEAT TRANSFER
5. COAL TECHNOLOGY
6. LAND USE
7. COMPUTER SYSTEMS & SOFTWARE DEVELOPMENT
8. THIN & THICK FILM TECHNOLOGY
9. OPTICS AND ION-OPTICS
10. RADIATION DAMAGE STUDIES
11. REMOTE SENSING
12. METALLURGY AND MATERIALS DIAGNOSTICS

WHILE BUILDING ON OUR STRENGTHS IN ELECTRICAL ENGINEERING, IN RESPONSE TO THE DEMANDS OF EXISTING INDUSTRIES AND POTENTIAL NEW INDUSTRIES, OUR TWO DEGREES WILL ALSO ADDRESS THE QUALITY OF OUR ENVIRONMENT. TECHNOLOGY

IS A TWO-EDGED SWORD, CAUSING NEW PROBLEMS EVEN AS IT SOLVES OTHERS. WE PROPOSE TO INTENSIFY THE LONG-STANDING EFFORTS AT WILKES TO FIND NEW WAYS TO DEAL WITH AIR AND WATER POLLUTION, INCLUDING BOTH SURFACE AND MINE WATER PROBLEMS, WITH INDUSTRIAL AND OTHER FORMS OF WASTE, WITH RECYCLING TECHNOLOGIES SO THAT WE LEARN HOW TO CONSERVE AS WELL AS CONSUME. IN THE CURRICULUM OF BOTH DEGREES WE WILL REQUIRE A COURSE ON SCIENCE, TECHNOLOGY AND ETHICS. THUS THE LIBERAL ARTS COMMITMENT OF WILKES WILL BE INCLUDED IN THE GRADUATE DEGREE PROGRAMS IN ENGINEERING AND APPLIED SCIENCES AS IT HAS BEEN IN THE UNDERGRADUATE DEGREE PROGRAMS.

WE WILL BE CALLING UPON OUR FRIENDS IN THE COMMITTEE FOR ECONOMIC GROWTH AND OUR INDUSTRY PARTNERS IN THIS REGION TO HELP WILKES FUND THE EXPANSION OF THESE LABORATORIES, THE LIBRARY HOLDINGS, AND THE ADDITIONAL FACULTY REQUIRED OVER THE NEXT SEVERAL YEARS TO BUILD THESE NEW GRADUATE PROGRAMS. WE WILL ALSO SEEK FINANCIAL SUPPORT FROM FOUNDATIONS TO HELP US PROVIDE THIS CRUCIAL EDUCATION FOR OUR REGION. IN ADDITION, WE WILL WORK COOPERATIVELY WITH OTHER COLLEGES AND UNIVERSITIES, INCLUDING THE PENN STATE CAMPUS IN WILKESBARRE AND ITS NEWLY ANNOUNCED TECHNOLOGY CENTER, TO BEST USE OUR JOINT FACILITIES AND FACULTY TO MEET THE EDUCATION AND RESEARCH NEEDS OF NORTHEAST PENNSYLVANIA IN THE FIELDS OF ENGINEERING, TECHNOLOGY AND THE APPLIED SCIENCES.

WHILE IT WILL TAKE SEVERAL MONTHS FOR OFFICIAL AUTHORIZATION FROM THE COMMONWEALTH TO GRANT THE DEGREES, WE WILL BEGIN OFFERING COURSES THIS FALL FOR THE MASTER'S OF SCIENCE IN ELECTRICAL ENGINEERING AND IN THE FALL OF 1986 FOR THE MASTER'S OF SCIENCE IN ENGINEERING AND APPLIED SCIENCES. THE DEGREE EXPERIENCE WILL INCLUDE EXTENSIVE HANDS-ON LABORATORY WORK AND RESEARCH ACTIVITY, INCLUDING A THESIS PROJECT WHICH CAN FOCUS ON RESEARCH PROBLEMS FACED BY THE COMPANY WHERE THE STUDENT IS EMPLOYED. MOST OF THE STUDENTS WE EXPECT TO ENROLL IN THESE DEGREE PROGRAMS WILL BE WORKING PROFESSIONALS SO THAT THE CHANCES FOR PARTNERSHIPS BETWEEN WILKES AND COMPANIES IN THIS AREA SHOULD BE SIGNIFICANTLY EXPANDED, EVEN AS OPPORTUNITIES FOR PROFESSIONAL ADVANCEMENT BY YOUR EMPLOYEES ARE INCREASED. THIS OPPORTUNITY FOR FURTHER EDUCATION BY THOSE ALREADY HIGHLY SKILLED MEMBERS OF OUR LABOR FORCE SHOULD HELP KEEP THEM IN THE REGION AND MAKE IT EASIER TO ATTRACT NEW INDUSTRIES WANTING GRADUATE EDUCATION OPPORTUNITIES FOR THEIR ENGINEERS AND APPLIED SCIENTISTS.

THESE TWO NEW DEGREES PROVIDE BUT ONE PART OF THE NEXT CHAPTER IN THE RELATIONSHIP BETWEEN WILKES COLLEGE AND REGIONAL INDUSTRIES BEGUN IN THE COLLABORATION BETWEEN DR. EUGENE FARLEY AND RCA MORE THAN TWO DECADES AGO. TOGETHER WE CAN WORK TO STRENGTHEN THE ECONOMY OF NORTHEAST PENNSYLVANIA. TO THAT END I WELCOME YOU TO THIS CONFERENCE AND TRUST THAT WE WILL ALL FIND THIS A PRODUCTIVE DAY.

3/14/85

Rjh - your copy

Julie
CWB

Presentation by
CWB at AAC

31

I was approached by the Presidential Search Service to consider the presidency of Wilkes College at a turning point in my career. When the call came from Washington in July of 1983, the movers were packing our household goods at Deep Springs College, a two-year college with 24 students and 5-1/2 FTE faculty, on a working cattle ranch near the California/Nevada border, where I had been president and dean for three years. We were on our way home to Springfield, Illinois, and Sangamon State University where I was to resume my teaching career in History. I had been given a three-year leave from Sangamon State, after ten years as an almost-charter faculty member of this new state university which had been charged at the end of the 1960s to be innovative in teaching and to be the public affairs university for the State of Illinois.

I agreed to be a candidate at Wilkes after hearing about its unique history of service to the children and grandchildren of the miners who had brought the black gold of anthracite coal to the surface in northeastern Pennsylvania which helped fuel our industrial revolution. An independent, four-year plus master's-level college, started at the depths of the Depression as Bucknell University Junior College in 1933, Wilkes College had become a strong, competitive liberal arts college, providing a rigorous education for its students. The tradition of "tough love" among the faculty had persisted through its first half-century and the typically modest students graduating from Wilkes discovered they were as well prepared, if not better prepared, than their counterparts from more prestigious colleges and universities when they began graduate or professional studies in law school or medical school or other top graduate programs.

Like other institutions, however, Wilkes had suffered a significant enrollment decline in the early 1980s. This had precipitated cutbacks in the

by the faculty to help students put their professional studies curricula together with their arts and sciences core experiences had freed several veteran faculty from the withdrawal syndrome characterizing their relationships with old departmental colleagues. Such joint appointments had, unleashed new energies and creativity.

All of these developments took place in the context of a newly clarified mission statement which was the product of the intense labors of many faculty members, students, trustees, and administrators during my first year at Wilkes. The five-year review process, as one piece of the new approach, required an individual to analyze his or her professional development plan for the future in terms of the mission of the College, and to seek support from colleagues and the College for this plan.

The nature of the peer evaluation process will be presented by Bob Heaman who, as a faculty member, was assigned to this as a special project and then, as Associate Dean of Academic Affairs, oversaw the development of the policy and the implementation of the process. He, more than any other individual, has made this work, but as his presentation will indicate, such an undertaking is not the work of one or two individuals but must be a team effort among colleagues to be effective.



John Telese?
D. 10/3
D. Chertoff
J. Mangavella
CRB
File

PENNSYLVANIA HUMANITIES COUNCIL

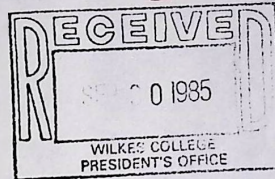
401 N. BROAD STREET, SUITE 818
 PHILADELPHIA, PA 19108

September 25, 1985

TELEPHONE 215-925-1005 or
 800-462-0442

Philip B. Hallen, Pittsburgh
Chairman
 Marjorie W. Dunaway, State College
Vice-Chairman
 Charles H. Fletcher Jr., Pittsburgh
Secretary/Treasurer

Christopher N. Breiseth
 President
 Wilkes College
 Wilkes-Barre, Pa. 18766



Carol R. Brown
Pittsburgh
 Mimi U. Coppersmith
State College

Dear Christopher:

Thomas R. Deans
Milton
 Joseph A. Dowling
Bethlehem
 Oliver Franklin Jr.
Philadelphia
 Murray Friedman
Philadelphia
 Alexandra Grilikhes
Philadelphia
 J. Welles Henderson
Philadelphia

It is a great pleasure for me to inform you that you have been elected to serve a four-year term as a member of the Pennsylvania Humanities Council. Your term of service begins officially on November 1, 1985. We plan to conduct a luncheon meeting for new Council members on a week day in October. Craig Eisendrath, our Executive Director, will be sending you a packet of information on the Council's activities and information about the luncheon date and location.

Kenneth D. Hill
Philadelphia
 Frances Holland
Pittsburgh
 Thomas P. Hughes
Philadelphia
 Richard Kamber
Selinsgrove
 Stephen E. Lammers
Easton

The Council, as you probably know, is charged with promoting a public understanding of the humanities within Pennsylvania. It has in the past year moved away from doing that exclusively in a responsive way (awarding grants) and has during the past few years become actively involved in conducting programs.

George Levin
Erie
 Robert Lima
University Park
 Nathan K. Mao
Shippensburg
 Richard E. McDowell
Bradford
 Margy E. Meyerson
Philadelphia
 Martha Barber Montgomery
Philadelphia
 Sondra Myers
Scranton

We have three regular two-day Council meetings a year. They will be held on December 6-7 in State College, May 23-24, 1986 in Philadelphia, and September 20, 1986 in Philadelphia. Two of them are funding/program development meetings at which we review proposals, make grants, and consider programming plans. The third is our annual business meeting. It is extremely important that you plan to attend all meetings. We have the responsibility of dispensing public and private monies to worthy applicants, and in order to do that as fairly and prudently as we can, we want all of you to join in making the decisions.

Ralph Proctor Jr.
Pittsburgh
 Joseph Rhodes Jr.
Pittsburgh
 Louise Ross
Philadelphia
 Joanne Ryan
Philadelphia
 Nancy M. Tischler
Middletown
 Ethel S. Walker
Williamsport
 David G. Wilkins
Pittsburgh
 Harris L. Wofford
Philadelphia

I am looking forward to working with you with great enthusiasm. The PHC is an exciting enterprise and the talents that you bring to it are truly needed.

Sincerely,

Philip B. Hallen

Philip B. Hallen
 Chairman

Craig R. Eisendrath
Executive Director

P.S. Please feel free to call upon me or Craig to answer any questions that you might have about our work. My phone number is (412) 261-2485 and my address is Maurice Falk Medical Fund, 3317 Grant Building, Pittsburgh, PA 15219.

PBH/as

PHC Special Programs



During the two-year period 1982 to 1984, the Council initiated a number of public humanities programs for Pennsylvanians. These took a variety of forms and involved the Council in cooperative efforts with many of the State's leading cultural, educational and historical institutions. Although some of the special programs were supported by funds and special awards from the National Endowment for the Humanities, most were made possible by contributions and grants from corporations, foundations and individuals. Several of these PHC programs were designed to last for prolonged periods of time and, in 1985, were still in progress.

THE TREATY OF PARIS

In cooperation with the National Committee for the Bicentennial of the Treaty of Paris, the Council initiated a program which brought 50 lectures, 12 study groups, 105 exhibits and a series of newspaper articles on American diplomacy from 1783 to 1983, to communities in every region of the State. These programs commemorated the Treaty of Paris, which ended the Revolution in 1783 and established the status of the United States as a national entity within international law. The program, which was also conducted by five other state humanities councils, was supported by a grant from the National Endowment for the Humanities.

HUMANITIES ON VIEW

The Council established a program of travelling exhibits that circulate through State libraries and historical societies. The first two—"Richmond Lattimore: Classics in Our Time" and "William Penn"—are already in circulation and are scheduled to visit Pennsylvania's 28 library districts over the next five years. Two others—"The First Pennsylvanians" and "Jazz in Pittsburgh"—will be introduced in 1985. Humanities on View exhibits are designed to last five to ten years and are created with the help of private gifts and foundation grants. As we secure additional funds, PHC will produce copies of the exhibits for presentation in schools and public buildings.

PHC MEDIA COLLECTION AND MEDIA RESOURCE PUBLICATIONS

The Council arranged to have its extensive collection of Council-funded media programs circulated by the Pennsylvania Public Libraries Film Center. It also produced two important publications, the *Pennsylvania Media Arts Resource Directory* and *Projecting Ideas*, a manual of how to identify, obtain and use humanities media products for public programs.

HUMANITIES INSTITUTES

In 1983 and in 1984, the Council conducted institutes for the State's leadership in the areas of Corporate Responsibility and in Education. These day-and-a-half retreats featured round-table discussions conducted on the Aspen Institute model and included specially edited books of readings. Each institute was attended by chief executives of leading corporations, college presidents, heads of foundations, key government people, and other State leaders.

HUMANIST OF THE YEAR AWARD

The Council established a prestigious award for a person who has advanced the humanities within the State. The first award, in 1983, went to Vartan Gregorian, a former Provost of the University of Pennsylvania and a former Council member, and now President of the New York Public Library; the second, in 1984, went to James Walton, retiring head of the Carnegie Institute and Library in Pittsburgh.

CONFERENCE ON ARTS AND HUMANITIES EDUCATION REQUIREMENTS

In 1984, the Council supported and helped organize a State-wide conference in Harrisburg of key educators to consider how to meet creatively the State's new requirement for two years of arts and humanities instruction in Pennsylvania's secondary schools.





Response

PENNSYLVANIA HUMANITIES COUNCIL

101 N. BROAD STREET, SUITE 818
PHILADELPHIA, PA 19108

June 6, 1985

TELEPHONE 215-925-
800-4

Christopher N. Breiseth
30 West River Street
Wilkes-Barre, PA 18702

Dear Dr. Breiseth:

Sondra Myers has suggested your name as a possible nominee for Council membership. Each year, the Council seeks nominations of individuals to serve as elected members of the Council for a four-year term.

Membership on the PHC represents a serious commitment of time. Members read all project proposals submitted to the Council for funding in excess of \$1,000 (approximately 100 each year). They are expected to meet in plenary session minimally three times a year to decide Council policies, and serve on various committees which meet between full sessions. Council members are also asked to evaluate PHC programs, occasionally meet potential applicants, and assist the Council in program development and fund-raising efforts.

The Council itself currently consists of 31 members, all voluntary. Terms begin on November 1st. The membership represents all the major geographic regions of the State, a balance of vocations, ethnicity, race, and sex, and expertise in a variety of humanities disciplines.

I am enclosing some materials that describe some of the Council's activities. Our impact and force have grown immensely over the past 12 years because of the dedication and high caliber of our Council members.

Membership on the Council is, from my experience, a stimulating, cordial and challenging experience.

If you are interested in being considered as a nominee for membership in PHC's Class of 1989, please send us a letter to that effect by June 30; we have a copy of your resume on file. Election of new members will take place at the Council's September business meeting. You will be notified of the results by mid-October.

Thank you for your attention. I'll look forward to hearing from you.

PHC

June 12, 1985

Ms. Martha Montgomery, Chairperson
PHC Membership Committee
Pennsylvania Humanities Council
401 North Broad Street, Suite 818
Philadelphia, PA 19108

Dear Ms. Montgomery:

I have received your letter of June 6, 1985, indicating that Sondra Myers has suggested my name as a possible nominee for the Pennsylvania Humanities Council. I am delighted at Ms. Myers recommendation of me for Council membership and hereby formally indicate to you that I am willing to be considered by the Council at its September business meeting for this position.

Before coming to Wilkes one year ago, I lived in Springfield, Illinois, and during my time at Sangamon State University, was a project director for two Illinois Humanities Council conferences: one on Abraham Lincoln; the other on the place of art and architecture in the development of towns in Central Illinois. Perhaps the perspective of a project director could be of some value to the Council as it considers both policy affecting the programs in Pennsylvania as well as approval of specific proposals.

I look forward to hearing from you following the September meeting.

Sincerely,

Christopher N. Breiseth

CNB:ah

cc: Ms. Sondra Myers

Mrs. Mary Myers

1121 Myrtle St.

Scranton, Pa 18510

Message From The Chairman

During the two-year period covered in this report, the Council moved decisively to assume a position of leadership as the Commonwealth's advocate for the humanities. A four-fold increase in private gifts allowed PHC to increase the scope of funding for public projects. The Council conducted *Humanities Institutes* on Corporate Responsibility and Public Education, and established a *Humanist of the Year Award*, honoring Vartan Gregorian in 1983 and James Walton in 1984. We established a *Media Excellence Prize*, launched travelling exhibits through our *Humanities on View* program, and provided important publications to encourage the creation and use of quality media products in the humanities. We began a six-part *Our Written Legacy* program on the U.S. Constitution and initiated eight regional programs as part of PHC's *Year of the Pennsylvania Writer*. These special statewide Council-conducted projects testify to the enormous energy of the Council during this period. Whereas in 1982 the Council had just begun to see its role as an active initiator of humanities projects, by the end of 1984 PHC was administering such programs on a regular basis.

By the end of this report period, we could foresee uninterrupted growth both in the size of the Council's funding and in the scope and complexity of its active programs. However, cuts in our federal budget, which first took effect after November 1, 1984, threaten to erode this progress unless the Council can recoup the lost funds through increased private support. This is the challenge before us: not only to do the work we have been doing, and do it better, but to make our work known and appreciated by those who care for the humanities and see them as vital to the life of the Commonwealth.

Philip B. Hallen

Philip B. Hallen

Message From The Executive Director

The vitality of the humanities represents a litmus test for the quality of our society. Where the humanities are truly appreciated by our citizens, and applied by them to their daily lives, where humanistic considerations are brought to bear on their public decisions, we have a society which is striving for the best.

The aim of the Pennsylvania Humanities Council is to help create such a society here in the Commonwealth, to work cooperatively with the hundreds of fine colleges, museums, libraries, historical societies, citizens' groups and cultural organizations which are engaged as we are in enhancing the quality of life. Our challenge is to create the kind of society we all want to live in—a society which, generations from now, may be remembered for those very qualities we are striving to achieve.

Craig R. Eisendrath

Craig R. Eisendrath





PHC Special Programs

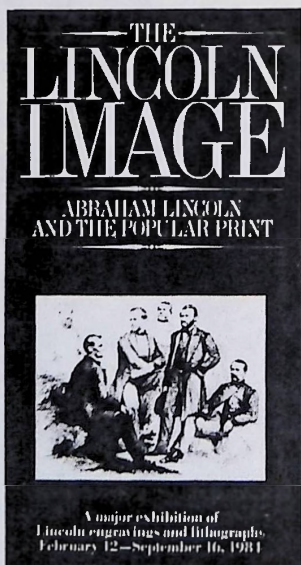
MEDIA EXCELLENCE AWARD

The Council established a State-wide competition for a Media Excellence Award which it bestowed on the makers of "Small Happiness: The Women of Long Bow Village," a film about new roles for women in a traditional rural Chinese village. The program examines universal issues regarding marriage, family and work.

THE U.S. CONSTITUTION: OUR WRITTEN LEGACY

After almost two years of planning, the Council began implementation of a six-part plan leading to the 1987 Bicentennial of the U.S. Constitution. The plan consisted of an annual distinguished lecture and conference on the Constitution, reading/discussion groups, news-

paper supplements, travelling exhibits, teacher training institutes, and Commonwealth Speaker presentations. In May of 1984, the plan was launched with a day-and-a-half workshop for 120 college professors and high school teachers at Constitution Hall in Philadelphia. The program, co-sponsored by the Pennsylvania Department of Education, introduced educators to "The Constitution: That Delicate Balance," a 13-part television series designed by Fred Friendly, formerly President of CBS News, and produced for broadcast by PBS. Three regional workshops with approximately 300 participants followed in November. This project was supported by a generous grant from the J. Howard Pew Freedom Trust.



The Pennsylvania Humanities Council Statement of Revenues, Expenses and Fund Balances For the Years Ended October 31, 1983 and 1984

	Total Funds 1984	Total Funds 1983
Revenue		
Grant Proceeds—National Endowment for the Humanities	\$1,000,581	\$ 872,243
Gift and Match Contributions	252,550	155,985
Other Grants and Gifts	91,557	37,965
Investment Income	9,252	4,371
Misc.	148	64
Total Revenue	1,354,088	1,070,628
Expenses		
Regrants	824,653	719,616
Speakers Bureau	31,857	31,017
PHC Programs	116,795	35,931
Operational Expenses	219,148	196,686
Program Development	81,473	82,653
Depreciation	4,086	
Total Expenses	1,278,012	1,065,903

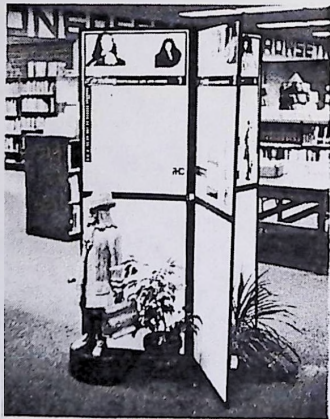
PHC Grant Programs



One of the principal tasks of the Council is to support public programs in the humanities for the benefit of the citizens of Pennsylvania. During 1982-1984, the Council awarded grants totaling approximately \$1,799,500 to non-profit institutions and non-federal public agencies. Of these awards, \$863,600 was in outright funds and \$350,963 was in Treasury funds that were matched by approximately \$584,937 in gifts from corporations, foundations, a variety of other organizations, and individuals.

FUNDING SOURCES

The Pennsylvania Humanities Council receives a basic public programming grant from the National Endowment for the Humanities every two years. This grant is then disbursed on a competitive basis by the Council through a grant review process. Funds which come directly to the Council from the Endowment are usually dispensed as outright cash grants to non-profit organizations. In addition, the Council receives, on a contingency basis, Federal funds which it disperses as matching grants for gifts given by third-party donors such as corporations or foundations. The ratio of private gift to PHC's match varies according to project size and scope.



GRANT CATEGORIES

Humanities in Contemporary Life Grants support conferences, symposia, film and discussion series, adult study programs, exhibits, festivals and other humanities events.

Media Grants support scripting, production and distribution of films, video programs, radio and slide/tape projects which treat the humanities and have relevance to life in the Commonwealth.

Consulting Humanist Grants support extended working relationships between humanists and non-profit groups or institutions, such as hospitals, public television stations, community centers, and historic sites; the consultants' services are provided on a full-or part-time basis, from one to twelve months.

Phaedrus Grants support the development of curricular innovations by groups outside the school system, cooperative arrangements between schools and colleges, and conferences to assess and improve the quality of education.

Mini-Grants of up to \$1,000 of outright funds and \$5,000 of gift-and-matching funds support public humanities programs across the entire spectrum of Council funding.

Planning Grants of the same size as mini-grants support the planning of public humanities programs by groups that cannot afford the expenses of planning a major humanities program.

The Commonwealth Speakers Program, formerly called the Invitational Humanist Program, enables distinguished Pennsylvania humanists to make public presentations on their fields of inquiry. Local sponsors provide the time, place, audience and publicity, and the Council provides for the expenses of the humanist.

Mid-Atlantic States Program Grants are given to support programs designed for several or all members of the Mid-Atlantic Humanities Consortium, a group including the state humanities councils of Delaware, the District of Columbia, Maryland, New Jersey, New York and Pennsylvania.

Classroom Projects on the U.S.

Constitution grants of up to \$500 to support elementary and secondary school programs that would enhance students' understanding of the U.S. Constitution.

Humanities on the Go Grants support tours of exemplary programs and exhibitions that were developed with PHC grant support.



Ben Franklin Partnership

Since 1982, Wilkes College has been an active participant in the Ben Franklin Partnership Program. The Ben Franklin Partnership is a program of the Pennsylvania Department of Commerce that fosters cooperative activities between private sector firms and academic institutions to create and preserve jobs in the Commonwealth. The activities support the development and application of advanced technologies to new and improved products and processes, and they are targeted at both new and existing firms in the Commonwealth.

Through cooperative efforts with the Northeast Tier Advanced Technology Center at Lehigh University, Wilkes College has been able to bring the resources of this program to aid business and industry in Northeastern Pennsylvania. The technical and human resources on the Campus have been matched to the varied needs of business and industry.

For example, in Dallas, PA, engineers from Wilkes have been working with personnel from Offset Paperback Manufacturing to develop a more efficient monitoring system for its high speed printing process. Offset Paperback is the third largest printer of paperback books in the world, printing 20 million books each month.

In 1986, in a joint project with RCA Corporation of Mountaintop, Wilkes engineers will utilize computer-aided design (CAD) to test transistor packages for heat and stress problems through simulation rather than building costly prototypes.

Area advanced technology firms will continue to receive entrepreneurial support and technical training through the College's Small Business Development Center, which is a part of the state-wide system of 13 colleges and universities. Through the Ben Franklin Partnership, the Small Business Development Center has spearheaded the effort with city and county economic development agencies to establish a business incubator in Luzerne County. A simultaneous effort is underway in Northumberland County.

Reaching out to Schuylkill County, St. Jude Polymer Corporation, a major recycler of plastics, is working with Wilkes College chemists to improve its chemical processes. St. Jude currently recycles 18 million pounds of soft drink bottles per year. This joint research project will help the firm cope with a rapidly growing market and to expand its operations and work force.

In the category of education and technology transfer, Ben Franklin funds have aided the establishment of a local consortium for the evaluation and testing of materials for business and industry. Wilkes College is the catalyst for providing professionals, computer services, laboratory facilities, meeting space and remote access to a computerized technical library and providing hands-on experience in materials diagnostics. The CEG, Chamber of Commerce, Allied Chemical Corporation and Drexel University are partners with Wilkes College in this effort.

The Ben Franklin Partnership Program has been a catalyst in enabling Wilkes College faculty and staff to play an active role in serving the local community, particularly in helping to attract, retain and aid in the development of local industry.

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