

Frederic W. Ness Book Award

Ness Book Award

10 AM.

PRESENTATION OF FREDERIC W. NESS BOOK AWARD
TO DR. ELIZABETH KAMARCK MINNICH

ASSOCIATION OF AMERICAN OF COLLEGES
Washington, D.C., January 10, 1991

It is a pleasure to represent our AAC Committee of Dean Asa Humphries of Transylvania University, Dr. Betty Jean Craige of the University of Georgia in Athens, and me in making the Frederic W. Ness Book Award for 1990. This prestigious award is given for the book of the year that contributes the most to an understanding and improvement of liberal education.

In giving the Ness Award to Dr. Elizabeth Kamarck Minnich for her book Transforming Knowledge, published by The Temple University Press, the Committee recognizes a serious philosophical study of the issue of gender and otherness as these affect our undergraduate curricula. More to the point, Dr. Minnich's book carefully analyzes the dominant meaning systems shaping our liberal arts curricula and finds them invidiously hierarchical. The hierarchies that perpetuate major white men such as Socrates, Aristotle, and Plato as the norm or ideal for civilized human beings also subtly equate such admired roles as philosopher, poet, and citizen with men, and white men at that, excluding all others. In an American society committed to pluralism and equalitarian democracy, such hierarchical thinking excludes a majority of our population from being included as full persons participating in our polity and culture. To use her words, "To achieve a truly egalitarian pluralism conceptually and politically, it is necessary for all groups to achieve self-knowledge, developed from within rather than imposed from without; for that knowledge to be fully and equally taken into account in any general concepts, theories, laws, principles, organizations, politics; and for provision to be made for the long transition period we face before the hierarchically invidious monism that is expressed in almost all dominant structures is truly transformed." [p. 179].

She painstakingly demonstrates how the errors of our dominant tradition, judged by this commitment to pluralism, equality and democracy, include faulty generalization, abstraction, and universalization; circular reasoning; mystified concepts, and partial knowledge. "The 'simple' matter of pronouns," she concludes, "contains the whole of our problem, and there is no shortcut to fixing it. Every time we stumble over a pronoun, we stumble over the root problem that entangles the dominant tradition in its own old errors." [p. 175].

The impact of her argument is to call us all to the adventure as persons within and between our disciplines, to discover the insights that come from the experiences of all groups, to appreciate the particular and various cultural contexts within which different individuals and groups discover and convey wisdom and truth about the human condition. Far from being a simple call for women's studies, although Transforming Knowledge provides impressive intellectual buttressing for such studies, Dr. Minnich's invitation is to understand human knowledge in a transformed, inclusive way. More than a simple exercise in erudition or special pleading, her book raises fundamental questions about knowledge and knowing in a culture and polity that are avowedly pluralist and democratic in their character and aspiration. The transformation she calls for is crucial if we are to fulfill our human potential and achieve human freedom. To conclude, in her own words, "We are free subjects whose freedom is conditioned—not determined—by a world not of our making but in many ways open to the effects of our actions. If nothing else, then, I believe in the educational importance of thinking and of critique as preparations for a kind of action that engages with others, and with the world, rather than submitting to it or trying to 'master' it." [p. 189].

Christopher N. Breiseth
Chair, Frederic W. Ness Book Award
Selection Committee for 1990

787-16th Walnut
7000 W-2.

Copy

June 21, 1990



Dear Publishers:

Each year the Frederic W. Ness Book Award Committee of the Association of American Colleges recognizes books which contribute to the understanding and improvement of liberal education. The Ness Book Award, in the amount of \$1,000, was established in 1979 by the Board of Directors in honor of Frederic W. Ness, president emeritus of AAC. The award has become a mark of distinction for both authors and publishers, and is presented at AAC's annual meeting.

For consideration for the next award a book must meet these criteria:

1. The book must have been published between July 1, 1989 and June 30, 1990.
2. The principal theme of the book should contribute to the improvement of liberal education and deal with:
 - a. Liberal education as that term is commonly understood in American colleges and universities; or
 - b. The relationship of liberal education to other programs of higher education; or
 - c. The role of liberal education as it is exemplified in the effective development of policy and programs important to civic and national life.
3. A book by two or more authors will be eligible if the work in its entirety is the product of joint effort.
4. Normally, anthologies of essays will not be eligible, but a collection of essays by a single author that has self-evident coherence or that presents perspectives on a common theme will receive consideration.
5. Handbooks, reference books and works whose chief purpose is to present the results of empirical research, institutional studies, and experiments with programs of study or methods of instruction will not be eligible.
6. Histories of individual colleges and universities will not normally be eligible, but may qualify if they are more than an institutional history and contribute to an understanding of the value of liberal education.

1818 R Street, N.W.
Washington, D.C.
20009

202/387-3760
Fax
202/265-9532

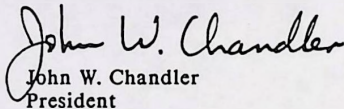
THE VOICE
for LIBERAL
LEARNING

Dear Publishers
June 21, 1990

You may submit one copy of each book that meets these criteria to the Frederic W. Ness Book Award Committee: 1818 R Street, N.W.; Washington, D.C. 20009. The books should reach this office no later than August 17, 1990. You will be requested to send to each of the three members of the committee a copy of the books determined eligible for consideration. Selection of the winner will be announced in January 1991. The committee reserves the right to make no award in a given year.

Enclosed is a listing of the previous recipients of the award. Your participation in our effort to recognize exemplary studies in liberal education is welcomed.

Sincerely yours,


John W. Chandler
President

Enclosure



ASSOCIATION
of AMERICAN
COLLEGES

July 27, 1990

Dr. Christopher Breiseth
President
Wilkes University
Box 111
Wilkes-Barre, PA 18766

Dear Chris:

I am writing to ask if you can assist the Association by serving as chair of the committee for the Frederic W. Ness Book Award.

This annual award was initiated to honor Fred Ness, now president emeritus of AAC, and is made to the author of the book, which in the opinion of the committee, has made the most significant contribution in the preceding year to studies in liberal education. Your involvement would entail reading the books that survive the preliminary scrutiny of members of the staff as to eligibility, confer by telephone with the other members of the committee, and reach a decision on the basis of that telephone conference as to the winner. It is impossible to know how many books will be nominated by the publishers. AAC staff members are usually able to screen out all but 3-4 books. I should also note that provision has been made for withholding the award in the event it is felt that none of the submissions is of sufficiently high standard, even assuming they meet the criteria.

The books should be mailed to you around the beginning of September, and the final decision reached in mid to late November. The usual procedure is for the committee chair to announce and present the award at the opening plenary session of the Annual Meeting. The opening plenary session for the 1991 Annual Meeting will be on Thursday, January 10, at the J. W. Marriott Hotel in Washington, DC. Another member of the committee presents the award if the chair is unable to be present.

The other two members of the committee, assuming that they agree, are Betty Jean Craige, Professor of English, University of Georgia at Athens; and Asa A. Humphries, Executive Vice President/Dean of College, Transylvania University, Lexington, KY.

1818 R Street, N.W.
Washington, D.C.
20009

202/387-3760
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THE VOICE
for LIBERAL
LEARNING

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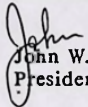
AUG 2 - 1990

OFFICE OF THE PRESIDENT
WILKES UNIVERSITY

Dr. Christopher Breiseth
July 27, 1990
Page Two

I am enclosing a copy of the letter that was sent to the publishers, which contains the criteria for eligibility. I hope you will have the time to work with us on this project, and I look forward to hearing from you.

Sincerely,


John W. Chandler
President

Enclosure

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TO DR. ELIZABETH KAMARCK MINNICH

ASSOCIATION OF AMERICAN OF COLLEGES
Washington, D.C., January 10, 1991

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Selection Committee for 1990



Pennsylvania Humanities Council

320 Walnut Street, Suite 305 Philadelphia, PA 19106 3892 Telephone 215 925 1005 or 800-462 0442

Mark,

I didn't affix the captions to the photos in case you wish to put them on your own letterhead. For that reason, too, we've printed the information on plain bond.

Based on our conversation, we're not sending anything to the Wilkes-Barre press.

Please call if you have questions.
Many thanks!

RECEIVED

Pally

12-23-91

JAN 2 1992

PUBLIC RELATIONS
OFFICE



Pennsylvania Humanities Council

320 Walnut Street, Suite 305
Philadelphia, PA 19106-3892

Telephone 215-925-1005 or 800-462-0442
FAX 215-925-3054

December 23, 1991

For more information, contact:

Polly E. King
215-925-1005

PHOTO CAPTION

LIBRARIAN OF CONGRESS ADDRESSES EVENTS IN EASTERN EUROPE

PHILADELPHIA . . . James H. Billington, Librarian of Congress,

offered his personal observations on the attempted coup in the Soviet Union and its aftermath in a lecture sponsored by the **Pennsylvania Humanities Council (PHC)** at the Free Library on December 13.

The first in a statewide series of events focusing on the Bill of Rights sponsored by the **PHC** with major funding from The Freedom Forum, the lecture was held in commemoration of the 200th anniversary of the Bill of Rights and the centenary of the Free Library.

Standing with Dr. Billington (center) are (from left) **Samuel Gubins**, Senior VP, Academy of Natural Sciences and **PHC** Chair Emeritus; **Dr. Joan Challinor**, Research Associate, National Museum of American History, Smithsonian Institution; **Elliot L. Shelkrot**, Director, Free Library of Philadelphia; **Christopher N. Breiseth**, President, Wilkes University and **PHC** Chair; **Gloria Twine Chisum**, Chairwoman, Free Library of Philadelphia; and **Craig R. Eisendrath**, Executive Director, **PHC**.

(photo by Nate Clark)

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Christopher N. Breiseth, (center) President of Wilkes University and
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with an original print by Ms. Kaplan commemorating the event.

(photo by Nate Clark)

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December 20, 1991

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215-925-1005

FOR IMMEDIATE RELEASE, PLEASE

**LIBRARIAN OF CONGRESS GIVES PERSONAL VIEW
OF SOVIET TRANSFORMATION**

PHILADELPHIA . . . Librarian of Congress Dr. James H.

Billington offered his personal observations on the attempted coup in the Soviet Union and its startling aftermath in a lecture at the Free Library on December 13. Dr. Billington, who has visited the Soviet Union annually for 30 years, brought the events in the Soviet Union into sharp relief through his intimate knowledge of the key players.

The lecture, sponsored by the **Pennsylvania Humanities Council**, was the first in a statewide series of events focusing on the Bill of Rights. The series has received major funding from The Freedom Forum.

On August 19, the day of the attempted Soviet coup, Dr. Billington was in Moscow to attend a conference of librarians and the "Conference of Compatriots," a gathering of Soviet emigres. Dr. Billington was at the barricades with Soviet friends, and observed the dramatic meeting of the Soviet tanks and the crowds expecting to be assaulted. He witnessed the turning point as the tanks maneuvered their turrets away from the throng.

According to Dr. Billington, television provided an important defense for the resisters by posing the threat of "the images of . . . carnage that would have flashed all around the world instantly if the troops had moved against them."

-- MORE -- MORE -- MORE --

Dr. Billington stressed the importance of exchange programs, and the value derived from allowing Soviet citizens to observe not only our Congress, but state and local governments and civic institutions. According to him, this kind of exchange is as important to the development of a democratic society in the Soviet as are emergency food and medicinal supplies and the stabilization of the ruble.

Although Dr. Billington stated that Mikhail Gorbachev balked at leading a truly democratic revolution in the Soviet Union, he suggested that much credit should go to him for initiating *glasnost*; refusing to use Soviet arms against East Germany; allowing elections with multiple candidates; and refusing to resign during the coup, thus forcing the plotters to establish illegal control. Dr. Billington believes that the latter move may have prevented the United States and other Western nations from recognizing or supporting the coup.

But Boris Yeltsin, according to Dr. Billington, has carried the revolution farther than Mr. Gorbachev has been able to do. Whereas democracy was once the province of urban intellectuals, Mr. Yeltsin has "legitimized and embodied the democratic ideal for ordinary Russians." Although he did not promise much in his own region, Mr. Yeltsin delivered on everything he did promise. He is viewed as someone who gets things done, and his prestige has increased radically.

Although the Soviet states face an arduous winter with the possibility of social violence, along with the threat of a military or fascist takeover, Dr. Billington is optimistic about the future.

Among the positive signs he has observed are the "negotiation on the basis of equality between Russian and the other republics" and "the way the democratic movement in the Ukraine and Russia has not been the kind of narrow nationalist, anti-democratic, authoritarian approach that most people assumed national self-consciousness would be."

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Dr. Billington's lecture was held in conjunction with the 200th anniversary of the Bill of Rights and the centenary of the Free Library of Philadelphia. To commemorate the event, Dr. Billington was presented with an original signed print by Philadelphia artist Edith Jaffy Kaplan.

A Pennsylvania Native

A native of Bryn Mawr, Dr. Billington graduated from Lower Merion High School in 1946. He received his B.A. degree from Princeton University in 1950, and was valedictorian of his class. He went on to earn his doctorate from Oxford University in 1953, studying under a Rhodes scholarship from Balliol College.

He is the author of a number of books, including the encyclopedic *The Icon and the Axe: An Interpretive History of Russian Culture*.

The Pennsylvania Humanities Council

The **Pennsylvania Humanities Council** is a private, non-profit organization serving the state as an affiliate of the National Endowment for the Humanities. The goal of the Council is to enhance the meaning and value of life through the creation of a public dialogue involving history, philosophy, literature, and related subjects.

In the words of NEH Chair Lynne Cheney, the Council serves as a "parallel school...outside established institutions of education." It links, as no other organization in the state does, the two kinds of public humanities programming that have grown up in the American tradition: grassroots efforts of individuals and groups, and the bridging efforts of colleges and universities to educate the surrounding community.

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#

File
JCPOB
4/16/92

Bob Heaman
Mike Ferron
Mark Davis

Great! Go with
it!

Steve

One of the effects of the current recession is a new consumerism among college-bound students. According to the March 18 issue of The Chronicle of Higher Education, applications for admission have increased up to 27 per cent over last year for some private colleges and up to 10 per cent for some public colleges and universities. These increases are occurring at a time when the number of high school graduates is down and while we are experiencing the worst recession since World War II. Part of the explanation for the increase in the number of applications is that students are applying to a greater number of institutions in the hopes of getting the best deal; they are shopping around. As students—and parents—shop around they need to be acutely aware that in the world of education, as in the rest of the consumer world, you get what you pay for.

Because of the huge investment of financial aid dollars in students by private colleges and universities—\$3 billion for undergraduate financial aid—the actual cost of a private education is much less than the sticker price. This financial aid contribution may well account for the fact that the median family income for students at four-year independent institutions of higher education is the same as that of students in state colleges and universities: \$36,000.

The major consideration in selecting a college or university has to be the quality of the program and the quality of the education the student will receive. Access to fully credentialed faculty with the Ph.D. in hand (as opposed to teaching assistants), hands-on access to equipment and facilities, and the opportunity to work directly with faculty are all factors that need to be taken into consideration when looking at colleges. These qualities contribute importantly to the fact that although independent colleges and universities nationally enroll 21 per cent of all students (nearly 40% in Pennsylvania), they award 33 per cent of all bachelor's degrees (51% in Pennsylvania), 40 per cent of all master's degrees (55% in Pennsylvania), 36 per cent of all doctoral degrees (49% in Pennsylvania), and—incredibly—60 per cent of all first professional degrees in fields like law, medicine, engineering, and business (percentage in Pennsylvania is also 60%).

The fact that the student-to-faculty ratio in independent colleges in Pennsylvania is 15:1 as opposed to 23:1 for the public sector institutions contributes to the greater success rate for graduation. Students entering a private college or university directly from high school have a degree-completion rate of 54 per cent within six years, while state institutions have a completion rate of 43 per cent for the same group.

I know that in the Culture and Values course I teach it is much easier to promote discussion and to engage the students in the material because I know each of the students and can call upon them by name. The fact that I am also able to respond personally to each of the essays they hand in every week means that these students get personal feedback on a regular basis. Such a classroom is simply not possible in courses with hundreds of students in class.

Quality, caring, and close relationships are the hallmark of independent sector institutions. With the raised consciousness of the new consumers of higher education, it is important that students and their families make their judgment of which institution to select not solely based on money.

As one considers the cost of higher education generally, it is important to recognize that an education is an even better investment today than previously. A college degree continues to be the passport to the most rewarding jobs in almost every professional field. A typical college graduate will earn \$362,000 more than a high school graduate over a lifetime. The return on investment in a college education is about 10 per cent annually.

Of course, we all know there is more to life than money. Education, at whatever cost, helps us to discover the many dimensions to life and thereby lead more satisfying and contributing lives.

CNB file



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JAN 17 1992

PUBLIC RELATIONS
OFFICE

Chris Breiseth

SUMMARY OF ACTIVITIES FROM CHRIS BREISETH'S
TRIP TO CALIFORNIA - JANUARY 1-6, 1992

The event at the Parc Oakland Hotel on Saturday, January 4, 1992, was attended by Joe and Anna Wiendl, Helen Koelsch Nielsen, her friend Linda Reed, and me. We had a good discussion of families, values, and education. Helen shared her "Affirmations," written for her second graders to recite by heart every morning. I urged her to send it to me and said that we would use it either in the Quarterly (in an article on my California trip) or an alumni directory on teachers. [Mark and Nedra, please note.] Joe Wiendl's sixteen-year-old son Jay is an 11th grader at Bishop Hoban, and I urged Joe to have him come and visit me. I want to mention Jay to Frank Majikes. I gave my printout of alumni for the Bay Area to Helen, and she said that she and Joe would be in touch about organizing the Bay Area. I later urged Donna Pioppi in Palo Alto to be in touch with Helen and Joe. I think with sufficient lead time and work there could be a most successful area-wide event in the Bay Area. [Tony Shipula, please note.]

The Palo Alto event on Saturday night at the California Cafe was attended by Mike and Marsha Bianco, Donna Pioppi, John Salwitz, Tom and Rebecca (Toton) Quinn, my sister Nan Bentley, and me. We had a vigorous discussion about the California, national, and international economies. The evening got off to a properly international start when we were all standing around sipping wine before dinner when a Japanese man in a sweatshirt came over to our alcove and asked if we were a Wilkes group. It took me ten seconds or so before I recognized him as Professor Nakazawa, who will be bringing twenty women education students from Tamagawa University to Wilkes in March. I thanked him for his lovely Christmas card and introduced the project to our alumni. [Rosemary Williams and Jane Lampe-Groh, please note.] I have attached a copy of all the business cards from the trip to this report. Note the Japanese information on the cards from the Palo Alto group. I pressed the Wilkes TODAY campaign and urged people to bring Wilkes to the attention of young people in their acquaintance. I fear that this group in Palo Alto got more vivid detail about our difficult fall (or should I say autumn) than probably was prudent. But then, Tom Quinn was getting frequent reports from his mother back in the Valley. [Mark Davis, note the grapevine capacity of news in our local papers to reach those alumni who have family in the Valley.] A plan for me to reach Sidney Rosenberg of ABM in LA was proposed by Mike Bianco. (It did not work out.) Donna and John, newly relocated, are ready to have the next event in their home [Tony Shipula, please note.]

My LA luncheon on Monday at The Biltmore was the most spirited event of the three and included John Jastrem, Dana Ward, Joel Kane, Bruce Horn, George Offshack, Kay Brown, Emilie Gino, and me. We went around the table and had an update on each person's life and career. Dana is enjoying married life, is having a tough time in business, and has a stepchild he will approach on Wilkes. George has just become CEO for the U.S. of a Swiss-German optical company. Kay is still at UCLA with Jennifer working in intensive care and living in Hermosa Beach. Joel Kane is about to become a Major for his distinguished service in the Persian Gulf War. He was thrice decorated. I urged him to write us an account of his service there, including some human interest stories

on letters he received by chance from children in the Valley, including one whose dad was a star Wilkes football player. John's company is holding its own, but times are tough. Bruce Horn thinks he'll be with Arthur Andersen for another year, working with some of their defense contract accounts (United Technologies and Northrup). Emilie is leading a magnet school program at Venice High School for students from the entire LA basin interested in international studies. She has built the program from scratch. It now includes 550 students. She is presently taking 35 students to Berlin for three weeks. I urged her to write up the program so that we could feature it in the Teachers Directory. [Mark, Nedra, Doug Lynch, Rosemary, please note.] Joel Kane suggested we advertise in the USAir magazine, and I repeated the suggestion made at one of our Florida meetings that we should approach the top management of USAir to provide special arrangements for students from outside Pennsylvania (particularly Florida and California) who come to Wilkes, linking this with the advertising. [Mark and Emory, please consider.]

Both at Palo Alto and LA I emphasized Jeff Gallet's special efforts for Wilkes as a University Council Chair on the "closer" and "internship" programs. There seemed to be great interest by Emilie and Kay to do some recruitment work in the LA schools. At both the LA and Palo Alto events the leadership role of University Council members was conspicuous. We should all feel gratified by this. [Emory, Sandy Beynon, Judy Arenstein, Phil Baron, and Jeff Gallet, please note.]

On Tuesday, January 7, I had lunch with Joe Pinola at the Regency Club. We discussed the world's economic and political prospects at length. He also gave me some advice on contacting Harris Havard '50 when I am in Washington to see if I can interest him in directing toward Wilkes some of the estate he is managing. When I gave Joe his trustee pledge card he (1) protested that he is no longer a trustee, (2) cannot give Wilkes what he gives to Southern California institutions, (3) feels guilty about this, but (4) will continue to give about \$5,000 per year (with the corporate match). [Bernie Fornicola, please note.] He also has not addressed the bequest issue yet. [Tom Hadzor, please note.] I insisted that if he could maintain the \$5,000 level annually we would be delighted and grateful.

I spent several hours with one of our daughter Abigail's "Teach for America" colleagues (he teaches second grade in a tough Watts school) and described to him Ron Rescigno's "SmartClassroom" efforts at Port Hueneme. I urged him to go up there with some other TFA'ers to visit Ron and see the schools. I want to call Ron to urge him to do this [Peggy Corbett, please note. Doug Lynch, also note. I am very eager for us to articulate the "SmartClassroom" objectives, in our own language, as part of our efforts to help teachers improve student learning.]

cc: J. Arenstein, Chair, University Council
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N. Bloom, Public Relations Writer
M. Davis, Dir., Public Relations
B. Fornicola, Dir., Annual Giving
J. Gallett, Member, University Council
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REMARKS BY DR. CHRISTOPHER N. BREISETH

BOY SCOUT DINNER

March 3, 1992

Little did I think when I was a member of Troop 287 in Culver City, California, that I would one day be recognized for community leadership by a large regional Boy Scout Council. I started out in Minneapolis in Troop 87, but after only six months our family made the big move to California in 1949. One of the first things I did to make new friends when we got to Los Angeles was to join a Scout troop. I did not get beyond First Class but I had two wonderful years in the troop with many weekend camping trips in the mountains and deserts of Southern California. I also had an unforgettable summer at Camp Emerald Bay on Catalina Island, twenty miles off the coast, in the Pacific Ocean. The Order of the Arrow rituals at night are etched in my memory, but not so deeply as my adventure getting to the dance at the Girl Scout camp several miles south of Emerald Bay. I have to confess at the outset that I was unprepared. Our troop was having a wiener roast on the beach when we saw up the cliff that the truck going to the dance was rounding the bend. My senior patrol leader, sixteen-year-old Jack Halloran, and I scrambled up the cliff, but by the time we reached the road the truck was on the far side of the inlet and the driver did not hear our shouts. We ran as fast as we could and reached the point at the next inlet just in time to see the truck again on the far side rounding the next bend. We did this for three inlets, then decided simply to continue hiking. It was still daylight when we began but after about 45 minutes, darkness settled in. We were without flashlights, walking through essentially wild country. When we came to a point on the dirt road where a sign indicated a turning into a camp, about an hour and a half into the hike, we headed down a road that was almost entirely tree covered. It was pitch black and we were struggling not to show each other our fear. All of a sudden there was a large crashing sound like a galloping horse in the woods off to our right. We stopped stock still. We soon could just glimpse about ten yards in front of us a wild boar who stopped and faced us. In an instant, Jack and I grabbed hold of each other. As if by instinct we began to sing with full voice, "We're on the upward trail." It worked and the boar stalked off. Rescued by instinct more than wit, we stumbled on and finally reached the girls' camp a full two hours after leaving our wiener roast on the beach. An older male leader confronted us as we walked in to camp. "Where's your flashlight?" he barked. "How stupid can you be to have come all that way through wild country without one?" With a gruff manner he led us to the dance where our tired feet, not to mention our general condition, scarcely made us desirable

dancing partners. I remember at most two dances before we climbed into the back of the truck and fell asleep for the ride back to camp.

Jack and I got no award for heroism or punishment for stupidity. It was, like so many things in life after the fact, a wonderful experience. I have watched appreciatively our three daughters go through their Girl Scout experiences. My wife Jane, herself a Girl Scout when growing up, has been for several years here in Wilkes-Barre cookie chairperson for our daughter Lydia's troop; the Wilkes President's house has been Cookie Central. We have always valued scouting.

Monsignor McGowan has tried to teach me to tell funny stories but it has been for naught. I'm afraid it will be in character for me to speak seriously about some perspectives that this evening's most gratifying program stirs me to share.

Our nation's youth are in trouble. Each of us can sketch the reasons for the precariousness of life facing so many of our young people. Child abuse, drugs, alcohol, guns, sexually transmitted diseases, including AIDS, among sexually active teen-agers, premature parenting, broken families, one-in-five children raised in poverty, TV and videos, and schools struggling to teach where motivation to learn is lacking. However one defines the causes, one can fairly say that we have been going through a vast social transformation. The family structure, gender roles, a changing economy with different kinds of jobs, the very nature of work itself, and a powerful popular culture which conceals nothing of adult experience from the adventurous young who, in turn, are influenced by a peer culture often lacking effective, involved adult guidance or leadership—all these and more reflect profound changes in the experience of being young in America. I think these changes, taken together, when looked back upon half a century hence will be part of what is called a social and economic revolution.

Before asking what the role of scouting is in this dynamic situation, let me state a few assumptions crucial in understanding our challenge today. Every successful culture throughout history has taken as a primary responsibility the raising of its young to adulthood, equipped to carry on the culture. This is true of primitive hunting and gathering peoples, of warrior cultures as well as of more sophisticated agricultural societies. The very best that adults have to offer must be invested in the children. This must also be true of a complex, urban, knowledge-based society, linked by advanced technology and communications with other societies and cultures around the globe if that society is to survive. While we have seen dramatic gains for the individual adult in America over the last half century in terms of opportunity and personal freedom, there has been a contrasting loss for many youngsters in all social classes of focused

nurturing adults committed amidst their many responsibilities and diversions to investing their best efforts in the raising of their young. The TV as baby sitter for younger children to keep them out of the adults' hair gives way to peer and popular culture for many young people as the shaping influences during these critical adolescent years. We discover from TV commercials that "weekends are made for Michelob," not for families playing together or going camping. More to the point, almost every culture throughout time has invested in its manhood and womanhood rites to transmit the secrets and responsibilities of adulthood that go with maturing bodies and minds. In religions, this is reflected in confirmation, and the bar and bas mitzvah ceremonies. In more primitive cultures, we know that the sexual secrets are made explicit, including the taboos, in unforgettable ceremonies that mark one's entry into adulthood. Now in America we are aware that with the threat of AIDS, both through sex and drug use, we are scrambling to find ways as an adult community to teach our children what they must know about their bodies and about the bodies and likely behaviors of others to protect themselves. We are starting this education earlier and earlier because we have come to understand that our successful teaching of these truths is a matter of life and death. Indeed, it has always been the fact that such teaching has been critical for the individual's and the society's health—but we have tended to leave this responsibility to others, frequently the adolescent peer group itself.

Where does scouting come into this picture? Besides being a lot of fun for all involved, young and old, scouting has long represented a crucial investment in the transition of young people from childhood to adulthood. Complementing the schools and religious institutions in their important teaching role, scouting involves young boys then men in experiences that build confidence, teamwork and leadership, develops skills and moral behavior, and fosters ethical attitudes of honesty, trustworthiness and sensitivity to others. Along the way, bravery and courage are valued and sometimes tested. I remember my first snipe hunt at age 13, crouching alone at night on a mountainside in the Angeles forest, this time with a flashlight and a sack to snatch my prey. Games, yes, but also moments of opportunity for growth and toughening. Outside of formal schooling and in concert with organized athletics, scouting represents one of the most successful and persistent efforts in America to bring adults and youth together to prepare the latter in time to take over from the former. In a society where peer pressure has grown in the absence of effective adult guidance, scouting is a striking example of conscious, ritualized nurturing of the young by those immediately their seniors—on up to the active guidance of adults.

When many of us reflect upon our own experiences as scouts and acknowledge our gratitude for those who guided us on the upward trail, then contrast this with the lack of such opportunity for the young boys becoming men in our urban ghettos, we grasp the stark difference between the two Americas. The urban gang offers a sense of belonging and comradeship, daring and bravery, even a kind of teamwork, but there is little adult guidance or ethical and moral training to prepare the gang member for responsible adulthood. Worst of all, the gang does practically no job at all of preparing one for the full range of adult opportunities and responsibilities that will contribute to one's occupation or profession, one's status as a taxpaying citizen, and to one's crucial role as a responsible, nurturing parent. It is more likely to prepare one for prison or early death. Would that a strong scouting program could become a dominant part of the experience of preand early teen-agers in such neighborhoods, with the healthy outdoor camping activities in the woods or mountains or on the sea and with the full involvement of adults providing support and guidance. That is the key.

Our hopes for a brighter future rest on the effective partnership of teachers, parents, coaches, businessmen and women, and organizations like the Boy Scouts and Girl Scouts working together to prepare our youth to take over our culture in the future. That cliché must become a reality for an ever-growing proportion of all of our children if we are to gain a victory over that devouring complex of problems now bringing down so many of our kids. To those of you who have devoted time to active scouting, to those who have encouraged your own children to be Scouts, and to all of you who by being here have contributed financially to the scouting movement in the Wyoming Valley, I salute you. I am honored to be part of your program and the recipient of your very special award.

PRESIDENT'S BREISETH'S REMARKS

COMMENCEMENT/CONVOCATION

Thursday, August 27, 1992

IT IS DIFFICULT TO WRITE A COMMENCEMENT SPEECH IN THE MIDST OF THE PRESENT POLITICAL CAMPAIGNS WITHOUT SOUNDING LIKE A CANDIDATE RUNNING FOR OFFICE. NONETHELESS LET ME TRY. I WILL NOT AVOID SOME OF THE THEMES AND ISSUES WE HAVE HEARD FROM THE TWO CONVENTIONS. INDEED, THE FIRST POINT I WOULD MAKE TO BOTH THE GRADUATES AND TO THOSE OF US BEGINNING A NEW ACADEMIC YEAR AT WILKES IS THAT AMERICA IS A POLITICAL CULTURE, AND AN AMERICAN PRESIDENTIAL ELECTION EVERY FOUR YEARS PROVIDES THE MAJOR OPPORTUNITY FOR SERIOUS DISCUSSION OF WHERE WE ARE AS A NATION AND WHERE WE SHOULD BE HEADING. WHEN A PRESIDENTIAL CAMPAIGN FAILS TO DEVELOP THIS OPPORTUNITY, WE ARE DIMINISHED IN OUR PROSPECTS AS A SELF-GOVERNING PEOPLE. WE SAW THIS HAPPEN IN 1988. THE RESULT WAS TO DEEPEN THE POPULAR CYNICISM, OR AT LEAST SKEPTICISM, ABOUT POLITICS AND POLITICIANS, A DANGEROUS SYMPTOM FOR A SOCIETY WHOSE FUNDAMENTAL VALUES ARE CONTINUOUSLY REAFFIRMED OR REDEFINED THROUGH THE POLITICAL PROCESS. THIS IS THE CASE AT THE LOCAL LEVEL AS WELL AS AT THE

STATE AND NATIONAL LEVELS. WHILE THERE HAS ALWAYS BEEN A GOOD DEAL OF HOOPLA, BALLOONS AND BANNERS, BUTTONS AND HYPE IN AMERICAN POLITICS, UNDERNEATH THE NOISE AND EXAGGERATION, WE THE PEOPLE--AS INDIVIDUALS DISCUSSING, THEN VOTING TOGETHER--DETERMINE OUR FUTURE COURSE.

LET ME DWELL FOR A MOMENT ON ONE EXAMPLE THAT I HAVE GIVEN SERIOUS STUDY TO AS AN HISTORIAN, THE ROLE OF ABRAHAM LINCOLN IN THE CIVIL WAR. WHEN MR. LINCOLN FACED SENATOR STEPHEN DOUGLAS IN THE ILLINOIS SENATE RACE OF 1858, HE FORCED A DEBATE ON THE ISSUE OF SLAVERY THAT INCREASINGLY DOMINATED THE PUBLIC'S ATTENTION. HE OPENED HIS CHALLENGE TO DOUGLAS, A DEMOCRAT AND PERHAPS THE MOST POPULAR POLITICIAN IN THE COUNTRY, BY DECLARING THAT THE NATION COULD NOT REMAIN HALF SLAVE AND HALF FREE. IT WOULD BECOME ALL SLAVE OR ALL FREE, LINCOLN PREDICTED, AND A GREAT NATIONAL CRISIS WOULD DECIDE THE MATTER. HE ALSO ASSURED HIS CONSTITUENTS THAT THE NATION WOULD SURVIVE.

DOUGLAS ACCUSED LINCOLN OF BEING AN OUT AND OUT ABOLITIONIST (A CHARGE LINCOLN DENIED) AND ARGUED THAT LINCOLN'S IMPASSIONED ATTACK ON SLAVERY ITSELF WOULD HELP BRING ON CIVIL WAR. AS A DEMOCRAT WHO ASPIRED TO REPLACE BUCHANAN IN THE WHITE HOUSE AFTER 1860, DOUGLAS STRUGGLED TO DEFINE A POSITION THAT COULD HOLD TOGETHER IN THE DEMOCRATIC PARTY THE SLAVE-HOLDING SOUTHERNERS AND THEIR NORTHERN BRETHREN. THE DEBATE IN 1858 IN ILLINOIS TURNED OUT TO BE THE WARM-UP FOR THE 1860 PRESIDENTIAL ELECTION. IN 1858, DOUGLAS BEAT LINCOLN IN ILLINOIS, BUT THE LATTER HAD DEFINED THE ISSUES FOR THE NATION AND, TWO YEARS LATER, WITH THE NATION'S PASSIONS FLOWING DANGEROUSLY, LINCOLN BEAT DOUGLAS AND THE TWO OTHER CANDIDATES WHO HEADED UP NEW PARTIES THAT EMERGED IN RESPONSE TO THE GATHERING NATIONAL CRISIS. LINCOLN, BY THE WAY, STAYED HOME DURING MOST OF THE CAMPAIGN IN 1860 GIVING NO MAJOR SPEECHES. WHAT HE HAD SAID IN THE 1858 DEBATES WITH DOUGLAS SUFFICED AND WAS DISCUSSED FROM COAST TO COAST. SOUTHERNERS REGARDED LINCOLN'S VIEWS AS A DIRECT CHALLENGE TO THE INSTITUTION OF SLAVERY ON WHICH THE SOUTHERN ECONOMY AND SOCIETY WERE BUILT. BEFORE THE VICTORIOUS

LINCOLN WAS INAUGURATED IN MARCH 1861, THE SOUTHERN STATES BEGAN TO SECEDE. WITHIN LITTLE MORE THAN A MONTH, FORT SUMTER WAS ATTACKED AND THE WAR OF THE REBELLION OR THE CIVIL WAR WAS UNDERWAY.

THE IRONIC RESULT, OF COURSE, WAS THAT A WAR BEGUN IN DEFENSE OF SLAVERY BROUGHT ABOUT ITS ABOLITION. AND THE NATION WAS PRESERVED. BUT AS WE HAVE HAD CAUSE TO NOTE RECENTLY WITH OUR RENEWED INTEREST IN THE CIVIL WAR, IT WAS A FRIGHTFUL STRUGGLE. MORE THAN 600,000 PEOPLE DIED, MORE AMERICANS THAN HAVE BEEN KILLED IN ALL OUR OTHER WARS COMBINED, FROM THE REVOLUTIONARY WAR TO THE WAR IN THE PERSIAN GULF. AT BOTTOM, THE WAR WAS A POLITICAL WAR BETWEEN TWO SECTIONS OF THE COUNTRY, WITH THE CONFEDERACY CLAIMING THAT IT HAD THE POLITICAL RIGHT TO SEPARATE FROM THE UNION AND FORM ITS OWN CONSTITUTION ON ITS OWN PRINCIPLES WHICH OMITTED ANY REFERENCE TO EQUALITY. LINCOLN DOGGEDLY REJECTED THIS CLAIM AND PRESSED HIS GENERALS TO BRING ABOUT THE COMPLETE COLLAPSE OF THE POLITICAL CLAIMS OF THE CONFEDERACY. THIS INCLUDED GENERAL SHERMAN'S SCORCHED EARTH MARCH THROUGH GEORGIA WHICH TOTALLY DEMORALIZED THE SOUTHERN PEOPLE. IN THE GETTYSBURG ADDRESS IN NOVEMBER 1863,

WHICH HAS BEEN ANALYZED WORD FOR WORD IN AN IMPORTANT NEW BOOK BY GARRY WILLS, LINCOLN PRONOUNCED THE EQUALITARIAN INTENTIONS OF THE FOUNDING FATHERS, THAT ALL MEN ARE CREATED EQUAL, TO BE THE ULTIMATE OBJECTIVE OF THE WAR. THIS INCLUDED EQUALITY FOR THE FORMER SLAVES. THROUGH THE POLITICAL PROCESS RIGHT AFTER THE WAR OF ADOPTING THREE CONSTITUTIONAL AMENDMENTS, THE 13TH, 14TH AND 15TH, SLAVERY WAS ABOLISHED AND THE RIGHTS OF THE FORMER SLAVES TO EQUAL PROTECTION BEFORE THE LAW AND TO VOTE IN NATIONAL ELECTIONS WERE GUARANTEED. THIS HAS HAD ENORMOUS CONSEQUENCES FOR US AS A PEOPLE. THESE NEW RIGHTS FOR AFRICAN-AMERICANS, OF COURSE, WERE RESISTED FOR A CENTURY AND HAD TO BE RESECURED THROUGH THE CIVIL RIGHTS MOVEMENT OF THE 1950s, 1960s AND 1970s, JUST AS THESE RIGHTS HAD TO BE FOUGHT FOR BY WOMEN WHO DID NOT BECOME VOTING CITIZENS UNTIL THE 19TH AMENDMENT WAS RATIFIED IN 1920. FOR LINCOLN, THE BOTTOM LINE WAS THAT TO PRESERVE THE UNION SLAVERY HAD TO BE ABOLISHED. ONCE ABOLISHED, THE CONDITION OF THE FORMER SLAVES HAD TO BE ADDRESSED. ONCE THE FORMER SLAVES WERE RECOGNIZED AS FULL CITIZENS BEFORE THE LAW, WITH THE RIGHT TO VOTE, AMERICA TOOK A

MAJOR STEP TOWARDS ITS COMMITMENT THAT ALL HUMAN BEINGS WITHIN OUR SHORES WOULD BECOME ELIGIBLE FOR CITIZENSHIP, REGARDLESS OF THEIR NATIONAL ORIGINS, THEIR RELIGION, THEIR RACE, OR THEIR PREVIOUS CONDITION.

WHY THIS HISTORICAL LESSON ON THIS YOUR GRADUATION DAY? FIRST TO SUGGEST THAT POLITICS IS MORE THAN A GAME OF BALLOONS AND FUNNY HATS. IT IS THE FUNDAMENTAL ACTIVITY AND PROCESS BY WHICH WE DEFINE OURSELVES AS A NATION. SECOND, TO CONFIRM THAT OUR ELECTED LEADERS ARE EMPOWERED BY "WE THE PEOPLE" TO PASS LAWS AND EVEN TO USE DEADLY FORCE IF NECESSARY TO SECURE OUR NATIONAL INTERESTS. THIS INCLUDES THE AUTHORITY TO REQUIRE US AS CITIZENS TO GIVE OUR LIVES IF NECESSARY FOR OUR COUNTRY. THIRD, TO RECALL HOW PIVOTAL FOR OUR DEVELOPMENT AS A PEOPLE HAS BEEN THE PROCESS OF INCLUDING PEOPLE OF THE MOST VARIOUS BACKGROUNDS AND CONDITIONS AS CITIZENS. OUR MAJOR NATIONAL CRISIS, THE CIVIL WAR, HAD AT THE EYE OF THE STORM THE ISSUE OF INCLUSION, EVEN IF VERY FEW LEADERS, INCLUDING LINCOLN, REALLY WANTED TO DEAL WITH THIS PROBLEM. FOURTH, TO RECOGNIZE THAT WITH THE EVAPORATION OF THE IDEOLOGICAL COLD WAR, MORE AND

MORE OF THE WORLD'S PEOPLES ARE EMBRACING SYSTEMS OF DEMOCRATIC SELF-GOVERNMENT, INCLUDING THE INCLUSION OF DIVERSE PEOPLES, THAT CONTAIN THE SAME LOGIC OF THE AMERICAN POLITICAL SYSTEM. THE RE-EMERGENCE OF "TRIBALISM" IN EUROPE, AFRICA, ASIA, LATIN AMERICA, AND EVEN NORTH AMERICA MUST BE A PASSING PHASE IF THE WORLD'S PEOPLE ARE TO PROSPER AND IF OUR OWN NATIONAL STORY IS TRULY TO ANTICIPATE THE FUTURE DIRECTION OF HUMAN HISTORY. IN SHORT, OUR BATTLES FOR MORE THAN TWO CENTURIES TO ESTABLISH EQUALITY AMONG ALL OUR CITIZENS FORESHADOW THE BATTLES FOR THAT SAME OBJECTIVE AROUND THE GLOBE. IF THERE IS ANY TRUTH IN THIS ANALYSIS OF OUR EXPERIENCE AS IT RELATES TO THE REST OF THE WORLD, THEN HOW WE HANDLE OUR OWN PEOPLE RELATIONS HERE IN AMERICA BECOMES STRIKINGLY IMPORTANT.

TWO VOICES EMERGED FROM EACH CONVENTION WITH THIS MESSAGE. ONE WAS SENATOR BILL BRADLEY FROM THE DEMOCRATIC CONVENTION, THE OTHER, HUD SECRETARY JACK KEMP FROM THE REPUBLICAN CONVENTION. DIVERGING ON MANY ISSUES OF POLICY, THEY CONVERGED ON THE CHALLENGE FACING AMERICA TO OVERCOME THE RACISM THAT LINGERS FROM OUR PAST AND BREAK THROUGH TO A COUNTRY WHERE ALL OUR CHILDREN CAN GROW

UP STRONG, EDUCATED, AND SUCCESSFUL. THEY EACH POINT TO THEIR EXPERIENCE AS PROFESSIONAL ATHLETES, LIVING AND WORKING AS PLAYERS IN A GENUINELY INTERRACIAL COMMUNITY, AS THE SOURCE OF THEIR INSPIRATION AND THEIR SENSE OF URGENCY TO HELP US MAKE THE NEXT GREAT BREAKTHROUGH IN CREATING THE CONDITION FOR GENUINE EQUALITY OF OPPORTUNITY FOR ALL OUR CHILDREN.

I TAKE THE FOCUS ON CHILDREN TO BE THE ULTIMATE CONCERN OF THE DISCUSSION OF FAMILY VALUES IN BOTH CONVENTIONS. WHATEVER ELSE IS BEING PLAYED WITH POLITICALLY WHEN TALKING ABOUT FAMILY VALUES, ONE CAN SEE THAT THE DISCUSSION OF MARRIAGE, OF WOMEN'S ROLES, OF FATHERS' RESPONSIBILITIES, OF EDUCATIONAL REFORM, AND OF SO MUCH MORE HAS FINALLY TO DEAL WITH HOW WE ARE RAISING OUR CHILDREN, AGAIN, ALL OUR CHILDREN. INDEED, THE RAPID SOCIAL AND ECONOMIC CHANGES CHARACTERIZING THE LAST TWO DECADES HAVE BEEN AT THE EXPENSE OF A DISTRESSING PROPORTION OF OUR CHILDREN WHO, IN TOO MANY CASES, HAVE GROWN UP THEMSELVES TO BE PROBLEMS TO SOCIETY, AND THEMSELVES IRRESPONSIBLE PARENTS. OUR TWO PARTIES HAVE DIFFERENT WAYS OF ANALYZING THE PROBLEMS AND ASSIGNING BLAME,

BUT THERE IS A HEARTENING CONSENSUS THAT WE MUST MOBILIZE OUR BEST ENERGIES--EVEN IN THE ABSENCE OF SIGNIFICANT NEW FINANCIAL RESOURCES--TO IMPROVE THE UPBRINGING AND EDUCATION OF OUR CHILDREN.

AS YOU GRADUATES TAKE ON NEW PROFESSIONAL OPPORTUNITIES, TRY TO FIND WAYS TO USE YOUR POSITIONS AND INSTITUTIONS TO STRENGTHEN THE EDUCATION SYSTEM. TAKE EVERY OPPORTUNITY--OR MAKE OPPORTUNITIES WHEREVER YOU FIND YOURSELVES--TO BUILD COMMUNITIES, BOTH BIG AND SMALL, WHERE PEOPLE ARE ENCOURAGED TO WORK TOGETHER TO PREPARE OUR CHILDREN FOR THE FASCINATING NEW CENTURY THAT LIES IMMEDIATELY AHEAD. I HOPE YOUR WILKES EDUCATION HAS PREPARED YOU TO BUILD A REWARDING PROFESSIONAL LIFE AND TO BE INCLINED TO KEEP LEARNING, LEARNING, LEARNING. . .

FOR THOSE OF US BEGINNING THE NEW ACADEMIC YEAR AT WILKES, I HOPE WE SEEK OUT OPPORTUNITIES TO BUILD A UNIVERSITY COMMUNITY THAT PROMOTES THE DEVELOPMENT OF EACH INDIVIDUAL WHILE STRENGTHENING THE TEAMWORK THAT IS SO VITAL TO TRULY VALUABLE HUMAN ACHIEVEMENTS. WE KNOW THAT THE DISCIPLINED, ENTHUSIASTIC PARTICIPATION WITH OTHERS IN AN ORCHESTRA OR JAZZ BAND, OR ON AN ATHLETIC TEAM, EVEN IN A COMMITTEE ADDRESSING SIGNIFICANT PROJECTS OR PROBLEMS, PROVIDES

A KIND OF PERSONAL DEVELOPMENT AND PERSPECTIVE OUR WORLD DESPERATELY NEEDS.

I SAY WORLD BECAUSE, HOWEVER JINGOISTIC THE POLITICAL SPEECHES WE WILL BE HEARING THIS FALL, THE INTERDEPENDENT WORLD IS THE LARGER ARENA IN WHICH AN INCREASING PROPORTION OF OUR PROFESSIONAL AND EVEN PERSONAL LIVES WILL TAKE PLACE. WE MUST PREPARE OURSELVES TO BE CITIZENS OF THE WORLD EVEN AS WE WORK TO BE BETTER CITIZENS IN OUR LOCAL AND NATIONAL COMMUNITIES. THE QUALITY CIRCLES OF THE WORKPLACE ARE CRUCIAL NOT ONLY FOR THE SUCCESS OF THE PARTICULAR ORGANIZATION--BE IT A COMPANY OR A UNIVERSITY--BUT ALSO FOR OUR INCREASED PRODUCTIVITY IN A GLOBAL ECONOMY.

IF INDIVIDUALISM HAS BEEN KEY TO THE GENIUS OF AMERICA, SO COOPERATION MUST INCREASINGLY CHARACTERIZE OUR COUNTRY. IF THROUGH OUR PERSONAL LEARNING AND OUR PUBLIC POLITICS WE CAN BE FREED UP AND CHALLENGED TO SEE IN OTHERS OF WHATEVER GENDER, RACE, NATIONALITY, CLASS, OR RELIGION WORTHY TEAM MEMBERS FOR THE MANY ENTERPRISES WE MUST UNDERTAKE, THEN OUR OWN EXPERIENCES AND EFFORTS WILL WEIGH IN ON THE SIDE OF MAKING A BETTER WORLD NOT ALONE FOR OURSELVES, BUT FOR OUR CHILDREN AND GRANDCHILDREN WELL INTO THE MILLENNIUM.

"SABBATICAL REFLECTIONS"

Christopher N. Breiseth

CNB
file

I looked upon a presidential sabbatical as a time to deal with the vision thing. After nearly nine years as president of Wilkes University, I welcomed the opportunity to step back from the crises, meetings, phone calls, late-night-reading-catch up, friend and fund raising, community boards and projects, and the accompanying social whirl. Three priorities emerged as I did my own strategic plan. First, I wanted to think about our country in relation to the increasingly interdependent world and how our education system must adapt to help America meet its obligations and realize its opportunities. Second, as an historian of the racial and ethnic dynamic of the nation, I wanted to think about the multicultural challenge to the curricula, to the composition of our staff and student body, and to the larger purposes of the society that our colleges and universities serve. Finally, I wanted some relaxation with my family to let us work on our sense of humor and perspective as a team that jointly carries the weight of this job of ours.

The Board of Trustees wanted me to take six months. I concluded that three months away from Wilkes-Barre at one stretch was more prudent. Our itinerary suggests the interplay of the three priorities. My wife Jane, our twelve-year-old daughter Lydia, and I took off on Christmas morning from JFK for Osaka, Japan, to visit our daughter Erika who is teaching English during her first year after graduation. Because our oldest daughter, Abigail, who is a veteran of the first cohort of Teach for America, joined us during her break from a third year of teaching third and fourth graders in South Central Los Angeles, we were a family of five again. For nearly three weeks under the guidance of Erika, who speaks Japanese, we toured Japan, from the Peace Park in Hiroshima to the Stock Exchange in Tokyo, greeting the new year at midnight at a Shinto shrine in Osaka. We included Tokyo Disneyland, of course. We also visited former students from Wilkes, Williams College, and Deep Springs College, some now carrying major professional responsibilities in higher education for American companies in Japan. We visited Tamagawa University and some of the students we had entertained in our home in Wilkes-Barre last spring as part of a growing exchange between the two universities. Jane and I left our daughters and slipped over for two days to visit Wilkes alumnus Ferris Miller in South Korea, a man from Wilkes-Barre who has spent his career in Seoul and become a Korean citizen. He and his adopted Korean family hosted us at his lovely 150 acre arboretum in Chollipo on the Yellow Sea.

In mid-January we returned to America where we lived for the next seven weeks in Oakland with my mother and brother. Lydia, who was seeing her grandmother for the first time in five years, started school in Oakland the same day Chelsea Clinton did in Washington. Through Lydia's twelve-year-old perspective we were helped to understand a key part of the dynamic of this fascinating city of Jack London, which has weathered in the past few years both earthquake and fire. Race relations and the economy are a key to Oakland's future. The day we left, the government announced the likely closing of several military bases in the Oakland-Alameda area.

I spent some time on the Berkeley campus of the University of California visiting old and new friends and discovering how this major institution is struggling with savage budget cuts, the research versus teaching dichotomy, and the naked man (they finally kicked him off campus). It was my first personal experience in an American environment with no ethnic or racial majority. Through our Wilkes alumni events, I encountered

both the stresses and opportunities in Silicon Valley, brought into focus at one of four dinners when alumni from INTEL and IBM sat next to each other and talked about corporate behavior and global competitiveness. I also visited an alumnus at Stanford, Dr. Paul Wender, whom we are presenting with an honorary doctorate at the May Commencement for his pioneering work on synthesizing Taxol in fighting breast and ovarian cancer.

We travelled to Los Angeles by car via Deep Springs College where I had been president for three years in the early eighties. A two-year college, focusing on preparing leaders, Deep Springs is located on a cattle ranch in a remote, high desert valley in California east of the Sierras. I have recently joined the Board of Trustees and wanted to hear the seminar on world trade being presented by Barber Conable, the immediate past president of the World Bank. For Lydia it was a chance to discover the community of 24 students where she spent her first three years and about which she hears so much from her older sisters.

In Los Angeles, where I spent much of my growing up years and graduated from UCLA, I had two weeks to reconnect with a city that brings together so much of the promise and the peril facing America. We visited our daughter Abigail's third grade classroom (Lydia helped her sister with her students for three days). I had an opportunity to ask the children to show us on the map where they were born. The world was represented in this classroom—and one felt our future.

I had a reunion with a group from UCLA with whom I had gone to India in 1957. With them and other friends the quiet talk was of what would happen following the verdict in the trial of the policemen accused of beating Rodney King. The projected scenarios betrayed a city with little confidence in itself or in the ties that bind neighbors together.

We stayed with a friend from my high school and college days, a leader in the Los Angeles teachers union. I urged him to come with some of his teaching colleagues at Taft High School to visit the "Smart Classroom" in Port Hueneme developed under the leadership of Wilkes alumnus Dr. Ronald Rescigno who is district superintendent. Four of us made the journey to this public school system in an agricultural area just south of Oxnard, near two major defense bases. This was my fourth visit in as many years to watch the unfolding drama in the Hueneme junior high schools where the most advanced educational technology is being harnessed to help every student learn. Reflective of the ethnic/racial rainbow of Southern California, including a large number of children of migrant workers from Mexico, the students in the Hueneme schools are being equipped with the tool kit of their future. The teachers I have watched over four years have grown into leaders of the learning process. They are sought after as consultants by school systems around the world. The excitement and seriousness of the educational enterprise is tangible as one walks from one Smart Classroom to another. The conversation with the teachers from Taft on our way back to LA was how they could break through the budget and bureaucratic barriers of the LA Unified System to replicate what we saw at Hueneme. My first impression during my visit four years ago has not changed. In the Hueneme schools one enters the 21st century—and it works.

Our plan included a final three weeks in Hawaii for unabashed R and R. Visiting the East-West Center next to the University of Hawaii's Manoa campus, I discovered the perfect new book to draw my sabbatical experiences together: The First Strange Place: The Alchemy of Race and Sex in World War II Hawaii by Beth Bailey and David Farber. The Bailey-Farber thesis is that Americans began the encounter with a truly interracial society as the servicemen and women streamed to and through Hawaii after Pearl Harbor to fight World War II. In addition to encountering the most racially diverse and harmonious community in America, the mainland Americans in Hawaii were forced by the demands of the military (or as Lincoln might have said by "military necessity") to work through their racial attitudes, or at least their behavior. The first halting but inexorable steps were taken in wartime Hawaii towards the civil rights movement of the 1950s and 1960s.

While we were in Honolulu there was a great 50th reunion of the 442nd, the "Go For Broke" division of Japanese-Americans, many of whom left the internment camps on the mainland (it was clear to U.S. military authorities in Hawaii that there was no way that one-third of the Hawaiian population could be incarcerated during the war) to fight for their country. Tears flowed freely among the 3,000 people attending the reunion as stories of the most decorated American unit in WWII were recalled, particularly their rescue of the Texas regiment from the German army against horrendous odds. In Los Angeles I had visited not only with college friends who had been in the camps but with my high school history teacher, Blanche Bettington, who had fought for her Japanese-American students at Canoga Park High School in 1942 and thereafter. She had insisted on visiting them in the camps. Her description of all this in 1953 was the first I had ever heard about the internment camps—it was in a social studies class a full year before *Brown v. Board of Education*. From that class I trace some of my intense interest in the racial-ethnic dynamic of our history. Mrs. Bettington, a native of Canada, started her public school teaching career in 1924, is still writing scalding letters to public officials and despite her near blindness is marching for her political causes, a model to her students of committed citizenship.

At the center of my intellectual program for the sabbatical was a careful re-reading of John Hope Franklin's *From Slavery to Freedom*. I had received a Danforth post-doctoral fellowship to study with Franklin at the University of Chicago in 1970 as part of a program to help experienced college teachers from various disciplines study the African-American experience to help rethink and enrich the curricula back on their campuses. This mind-stretching year (when I discovered the writings of Frederick Douglass and W.E.B. DuBois) had been preceded by a year-and-a-half leave from Williams College, where I taught European history, to serve as a policy officer in the Community Action Program of the Office of Economic Opportunity. Being in Washington with these responsibilities in 1968 had forced me to rethink American history. Why had Washington erupted in riots after Dr. King's assassination? Why had my colleagues in the Johnson Administration responded (or not responded) as they did? The Danforth fellowship allowed me to think about all this and to discover, particularly with Franklin's help, how central the racial issues have been to the unfoldings of America from 1619 on.

In subsequent years, during the remainder of the 1970s, I taught history at Sangamon State University, then a brand new upper division, master's level, public affairs university in the Illinois capital of Springfield. I worked actively in the community through the Urban League to promote a desegregated school system and helped conduct intense team-taught summer workshops for teachers and administrators

to prepare them for desegregated classrooms. My course contribution was "American History in Black and White." My scholarly activity at SSU followed right from my seminars with Dr. Franklin and focused on Abraham Lincoln's handling of the race and slavery issues in his last years in Springfield before going to Washington as president.

What I discovered as central to the emerging leadership of Lincoln from his Illinois years was his understanding of and ability to articulate the dilemmas facing the nation. The issue was slavery and whether the nation would be all slave or all free. He predicted in his 1858 opening speech in the Senate battle with Stephen Douglas that there would be a crisis, the house divided would stand, and the nation would remain free. There are many dimensions to Lincoln's leadership as President, but central to it was his grasp of the incompatibility between slavery and a free, self-governing, democratic republic.

As I read the present debates over our curriculum, I am struck by a polarization not unlike that between the abolitionists and the pro-slavery factions in the 1850s. On the one side are those who want to retell the American story from the perspective of one ethnic or racial group or gender arguing for its centrality in key developments of the larger society. On the other, are those who insist that for better or worse (and almost certainly for better) the American story is one of Western Europeans and their descendants led overwhelmingly by white males who have created an Anglo-European culture and brought it, despite all its flaws, to its present point of greatness. This later group argues that our unity and identity as a nation are linked to this Anglo-European male history; the failure of the schools and colleges since the late 1960s to convey this view with conviction is part of why we have lost our cohesiveness as a people. This disuniting of America is blamed on those who insist on the special grievances of their group as essential to the defining truth of their America. As with the debate over slavery, or abortion, the arguments over multicultural curriculum are hot and seldom dispassionate; to reach a compromise or consensus is unlikely. In all these issues, a great deal was or is at stake.

I was at the University of Chicago at the beginning of the 1970s when John Hope Franklin was accused of being an Uncle Tom by young black ideologists. They argued that the white male myth had been used to sustain the oppression of blacks. Now it was time to create one's own myth that would support a reversal of that oppression. Franklin held to his scholarly commitment to present American history as objectively as he could. Evidence must be dealt with in an honest, balanced way. What Franklin first accomplished in the late 1940s with the first edition of From Slavery to Freedom (now in its — edition) was a telling of the American story in terms not only of African-Americans—their contributions, their participation, their abuse by the larger society, their triumphs over adversity. He also demonstrated in elaborate detail how critical their presence, their labor, their cultural gifts, their status has been to the enslaving nation at almost every critical juncture from colonial history to the present. From the Constitutional Convention, with its compromises to placate the slave states; to the Civil War, at heart a struggle over slavery and resulting in three profoundly important Constitutional amendments (the 13th, 14th, and 15th); through all the wars from the Revolution forward through our own century; and in virtually all areas of human activities the Negro, or black, or African-American has been a central player, or victim, or issue. The interaction between black and white at all levels, including that of language, music, religion, popular culture, is the American

story. And, I must hasten to add, it is also the story of women as well as men. It is the story of Indians or Native Americans (Benjamin Franklin, the evidence shows, did take seriously the Iroquois Confederation as a concept as he and the other founders struggled with how best to unite the separate colonies or states while preserving their separate interests and identities). It is the story of the rich variety of peoples from around the world who came to these shores, and mixed their sweat, their dreams and their genes to help create this ever new America.

Why is the debate over curriculum so vital? A culture must be able to tell its young the story of their ancestors to convey the values they are being raised to perpetuate. In this pluralistic America, the story is infinitely complicated. But it is one and it includes all of us, as individuals and as members of groups (some of us members or descendants of many groups). When Molefi Assanti, Chair of Temple University's African-American Studies Department, addressed the Pennsylvania Association of College and University presidents on this topic last September, he recalled his own discovery that a class he was teaching at Temple on the Afro-American experience contained several Vietnamese refugees. He realized that to reach them with what he had to share he had to know more than he did about their culture of origin. He left class and went to the library to check out books on Vietnamese history and culture. The challenge to teachers in our present classrooms is to know their students well enough to reach them with a story big enough to include them. The challenge to scholars, particularly those writing the general text books for all age levels, is to absorb the new work being done about individual men and women and groups from all parts of the American story. While consensus is an unusual demand from scholars, we must seek to write text books that present the whole American family and the interplay among the different members. The generality will vary depending upon the age level and the objectives of the course. Debates like those in New York state over the curriculum may be divisive in the short run. In the long run they are crucial if our curriculum is to provide each and every student with a sense that she or he is a part of the story and therefore part of the nation's history. Controversy must be dealt with honestly and we, scholars and textbook publishers and teachers and parents and school board members, must find ways to discuss the presentations we want our children to receive. An ungainly, unprecedented process? If you stand in an American public school classroom in South Central Los Angeles you know that nothing less will do if we are to rediscover or recover our sense of unity with all of our diversity.

The special focus on various groups, and on key individuals in these groups, by researchers is ultimately necessary to develop the materials from which the larger story can be written. Why the African-American story remains so central even to the telling of the story of other groups is that in the more than 200 years in slavery and in the traumatic aftermath over the past 130 years, Americans of African descent (human beings defined by even one "drop" of Negro blood) have been regarded by all too many white or European Americans as somewhat less than human. Efforts to prevent the slaves from being baptized was a frank admission that the inhumane condition of a slave in America could not be so easily justified if the slave were a fellow Christian. Penalties for whites who taught blacks to read betrayed the conflicted attitude toward the humanity and potential of the slaves. Rather than that sense of otherness having been abolished with the abolition of slavery, it continued and was institutionalized by the Jim Crow laws one hundred years ago. At bottom, the failure of our broader culture (including our educational system) to fully embrace the humanity of black

children is inseparable from our failure to address effectively the needs of such children—and their brown, red, yellow and even white brothers and sisters when they are caught in low income families and neighborhoods. One of the ways to reverse that failure of imagination to see those children across town as part of us is to learn about each other and where we've come from to get where we are. This is the fuller, more complete American story. From such mutual recognition (fully embraced from pre-school on in a more complete, enlightened curriculum) we can get down to the business of educating people, preparing them for the work force and for parenting and citizenship. Where that fellow and sister feeling is present, there are few limits on what people, particularly of the American variety, can do.

Three books on the sabbatical reading list helped me think about the larger issue of how America relates to the increasingly interdependent world. Reading Lester Thurow's Head to Head: The Coming Economic Battle Among Japan, Europe and America while travelling in Japan provided a framework for understanding the terms of economic competition among nations. Harold W. Stevenson and James W. Stigler's The Learning Gap: Why Our Schools Are Failing And What We Can Learn From Japanese And Chinese Education dealt with the fundamentals of elementary school teaching and learning. Our two daughters' teaching experiences in Osaka and Los Angeles illuminated the "Learning Gap Text." I finished the sabbatical with the sobering chore of reading Paul Kennedy's Preparing for the Twenty-First Century. There is much in Thurow and Kennedy for public policy and business planners concerned with global trade and competition or with the demographic and environmental challenges facing us. For me as a university president their books put in neon lights the imperative of improving the American educational system if our nation is to remain a healthy and vital economy and culture in the overall firmament of world nations. Taken with the comparative study of the elementary education in America, China, Japan, and Taiwan in The Learning Gap the message seems clear.

Through leadership at all levels starting at the White House and including governors, superintendents of schools, school boards and college presidents and faculties, we need to reach consensus on what we want our education system to do and to be. With full appreciation for local choice and teachers' individual styles, we need to reach broad agreement on what should be learned by all of our students. We then need to provide support to the teachers, those now in the classrooms and those just entering the profession, to develop the most effective strategies to promote student learning, including use of advanced technology. It was one of the nice moments of serendipity on the trip to discover that the reform effort in Los Angeles, bringing parents, teachers, administrators, and business persons together to restructure LA Unified through both decentralization and new partnerships takes as its acronym LEARN. Our reform effort in Wilkes-Barre, bringing five colleges and thirteen public school districts together with the diocesan and independent schools, to promote sharing among teachers and partnership among parents, teachers, and business also is named LEARN (Local Education Action Resource Network). What both collaboration efforts recognize, as does the Stevenson-Stigler study, is that the focus must be on student learning. What we in Wilkes-Barre insist is that it must be K through U, kindergarten through university.

Of all the educational issues that stand out from these three books, two strike me as critically important. First, our heavy cultural emphasis on individual abilities in our children, even as parents, handicaps us compared to our Asian teacher and parent counterparts in providing the most effective and efficient education experience for

all of our children, not only for their purposes but for the purposes and needs of the larger society. When linked with the residual dehumanized, or at least unsympathetic approach to those children who are perceived as different, first and foremost of whom are racial minorities (soon to be the majority of our youth), this ability focus must be altered. If we reach consensus on our educational goals, then we can turn our efforts to helping all of our students reach these goals. This can refocus teacher training for school and college people to work together at a level of collegiality to carry out this work that we have not seen in this century. That is an objective in preparing for the 21st.

Second, we must address the needs of the majority of students who are not headed for college. While both Thurow and Kennedy acknowledge the superior quality of our higher education system—for those students who reach it—we can no longer ignore the ineffectiveness of the elementary and secondary experiences for vast numbers of young people who no one expects to go on to college. Much is written in both books about the German apprenticeship system for such students, even as Stevenson and Stigler praise the mainstream learning settings for Asian children, avoiding the ability grouping of the American system. What we are ready for, as we increasingly recognize the dramatically changing work place and the disappearance of so many traditional jobs for the noncollege-bound students, is a full scale collaborative rethinking of our education system as it deals with these students. The contribution of business, the job givers, to this collaboration is critical. What is required of us in education is an openness to this collaborative effort, drawing in as the Asian schools do pervasively, the parents as partners. Here again working toward consensus on our national education goals is crucial. Finally, those of us at the postsecondary level of the education system must get involved in the effort in earnest. We don't need the Thurows and Kennedys to tell us that our future as a strong American society depends upon it.

The vision thing? I am more convinced than ever that college presidents must speak up and speak out. We do not have all the answers. Who does? But we can help ask the right questions. In our own communities we can help convene the task forces or education/business roundtables to focus the education rebuilding effort. In doing so, we must find ways to bring our faculty colleagues on campus into partnership—on a horizontal rather than vertical basis—with our colleagues in the schools. Those in the schools have much to teach us in the colleges and universities about what they need from us, including research efforts and new teacher preparation strategies for our 21st century teachers. As college presidents we are likely to have the status in the community to get folks to come to a meeting. Only if we are respectful and increasingly informed about their perspectives and needs will our credibility as leaders be preserved, perhaps even enhanced. Vision in this instance does not come from the mountaintop but from the wisdom and experience of those in the valley who are doing the educational work day by day. If we can help pull their experiences together, articulate the result in various arenas (including the press), we can help reassert the leadership role of college and university presidents for the education reform which must be a central agenda of a nation that would continue to be a government of, by and for the people, and dedicated to the participation as citizens and laborers—in dignity—of all its people.

In the post-Cold War world, where tribalism and religious wars have reappeared, the need for America to succeed as a multicultural society is self-evident. We may not be the last great hope on earth, but our failure to continue to be a successful society in absorbing new people from around the world and, through our education system, preparing them for productive lives would be a serious blow to the world. If we succeed under the strenuous new terms being imposed upon us, we will continue to provide a kind of leadership for sanity, mutual respect and belief in human beings, regardless of origins, that may yet prove to be our defining contribution to human civilization.

Aug. 6, 1993

RECEIVED

AUG 6 1993

Chris:

OFFICE OF THE PRESIDENT
WYOMING UNIVERSITY

Here is my version of your sabbatical paper. Basically, I removed most of the opening pages about the trip. That information will appear elsewhere. Then I let the material about multiculturalism and educational reform stand virtually as written.

Why don't you take another read through it and return it to me for final editing. Actually, you will probably return it to Vaughn when you get back. ~~Either way, it will probably be fine if it's returned by the 16th.~~

Thanks,

Nedra

Nedra

This is for the alumni tab which should go to the printer in August, so Vaughn will be anxious to have it soon.

Nedra -
This is fine. It does
need a brief intro from the
editor about the trip, I think.
Thanks. The new Quarterly is
smacking! How are you going to
miss you!! Thank you for all that
you have done for Wikes - it's a great
deal. Good luck to you, Don and
your wonderful children in your
new life.
Peace,
Chris

Reflections on a presidential sabbatical

Excerpts from a paper by Christopher N. Breiseth, Ph.D.

President of Wilkes University

Why does a president take a sabbatical?

To think about our country in relation to the increasingly interdependent world and how the educational system must respond to that;

To think, as a historian of the racial and ethnic dynamic of the nation, about the multicultural challenge to the curricula, to the composition of staff and student body and to the larger purposes of the society that our colleges and universities serve;

To relax with family and restore the sense of humor and perspective that helps carry the weight of the job.

In Los Angeles I visited not only with college friends who had been in the Japanese-American internment camps during World War II, but with my high school history teacher, Blanche Bettington, who had fought for her Japanese-American students at Canoga Park High School in 1942 and thereafter. She had insisted on visiting them in the camps. Her description of all this in 1953 was the first I had ever heard about the internment camps — it was in a social studies class a full year before *Brown v. Board of Education*. From that class I trace some of my intense interest in the racial-ethnic dynamic of our history. Mrs. Bettington, a native of Canada, started her public school teaching career in 1924, is still writing scolding letters to public officials and despite her near blindness is marching for her political causes, a model to her students of committed citizenship.

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in his 1858 opening speech in the Senate battle with Stephen Douglas that there would be a crisis, the house divided would stand, and the nation would remain free. There are many dimensions to Lincoln's leadership as President, but central to it ^{was} his grasp of the incompatibility between slavery and a free, self-governing, democratic republic.

As I read the present debates over our curriculum, I am struck by a polarization not unlike that between the abolitionists and the pro-slavery factions in the 1850s. On the one side are those who want to retell the American story from the perspective of one ethnic or racial group or gender arguing for its centrality in key developments of the larger society. On the other, are those who insist that for better or worse (and almost certainly for better) the American story is one of Western Europeans and their descendants led overwhelmingly by white males who have created an Anglo-European culture and brought it, despite all its flaws, to its present point of greatness. This latter group argues that our unity and identity as a nation are linked to this Anglo-European male history; the failure of the schools and colleges since the late 1960s to convey this view with conviction is part of why we have lost our cohesiveness as a people. This disuniting of America is blamed on those who insist on the special grievances of their group as essential to the defining truth of their America. As with the debate over slavery, or abortion, the arguments over multicultural curriculum are hot and seldom dispassionate; to reach a compromise or consensus is unlikely. In all these issues, a great deal was or is at stake.

I was at the University of Chicago at the beginning of the 1970s when John Hope Franklin was accused of being an Uncle Tom by young black ideologists. They argued that the white male myth had been used to sustain the oppression of blacks. Now it was time to create one's own myth that would support a reversal of that oppression. Franklin held to his scholarly commitment to present American history as objectively as he could. Evidence must be dealt with in an honest, balanced way. What Franklin first accomplished in the late 1940s with the first edition of *From Slavery to Freedom* (now in

its 0000th edition) was a telling of the American story in terms not only of African-Americans — their contributions, their participation, their abuse by the larger society, their triumphs over adversity. He also demonstrated in elaborate detail how critical their presence, their labor, their cultural gifts, their status has been to the enslaving nation at almost every critical juncture from colonial history to the present. From the Constitutional Convention, with its compromises to placate the slave states; to the Civil War, at heart a struggle over slavery and resulting in three profoundly important constitutional amendments (the 13th, 14th and 15th); through all the wars from the Revolution forward through our own century; and in virtually all areas of human activities, the Negro, or black, or African-American has been a central player, or victim, or issue. The interaction between black and white at all levels, including that of language, music, religion, popular culture, is the American story. And, I must hasten to add, it is also the story of women as well as men. It is the story of Indians or Native Americans (Benjamin Franklin, the evidence shows, did take seriously the Iroquois Confederation as a concept, and he and the other founders struggled with how best to unite the separate colonies or states while preserving their separate interests and identities). It is the story of the rich variety of peoples from around the world who came to these shores and mixed their sweat, their dreams and their genes to help create this ever new America.

Why is the debate over curriculum so vital? A culture must be able to tell its young the story of their ancestors to convey the value they are being raised to perpetuate. In this pluralistic America, the story is infinitely complicated. But it is one and it includes all of us, as individuals and as members of groups (some of us members or descendants of many groups). When Molefi Assanti, chair of Temple University's African-American Studies Department, addressed the Pennsylvania Association of Colleges and university presidents on this topic last September, he recalled his own discovery that a class he was teaching at Temple on the Afro-American experience contained several Vietnamese

refugees. He realized that to reach them with what he had to share, he had to know more than he did about their culture of origin. He left class and went to the library to check out books on Vietnamese history and culture. The challenge to teachers in our present classrooms is to know their students well enough to reach them with a story big enough to include them. The challenge to scholars, particularly those writing the general text books for all age levels, is to absorb the new work being done about individual men and women and groups from all parts of the American story. While consensus is an unusual demand from scholars, we must seek to write text books that present the whole American family and the interplay among the different members. The generality will vary depending upon the age level and the objectives of the course. Debates like those in New York State over the curriculum may be divisive in the short run. In the long run they are crucial if our curriculum is to provide each and every student with a sense that she or he is a part of the story and therefore part of the nation's history. Controversy must be dealt with honestly and we, scholars and textbook publishers and teachers and parents and school board members, must find ways to discuss the presentations we want our children to receive. An ungainly, unprecedented process? If you stand in an American public school classroom in South Central Los Angeles you know that nothing less will do if we are to rediscover or recover our sense of unity with all of our diversity.

The special focus on various groups, and on key individuals in these groups, by researchers is ultimately necessary to develop the materials from which the larger story can be written. Why the African-American story remains so central even to the telling of the story of other groups is that in the more than 200 years in slavery and in the traumatic aftermath over the past 130 years, Americans of African descent (human beings defined by even one "drop" of Negro blood) have been regarded by all too many white or European Americans as somewhat less than human. Efforts to prevent the slaves from being baptized was a frank admission that the inhumane condition of a

slave in America could not be so easily justified if the slave were a fellow Christian. Penalties for whites who taught blacks to read betrayed the conflicted attitude toward the humanity and potential of the slaves. Rather than that sense of otherness having been abolished with the abolition of slavery, it continued and was institutionalized by the Jim Crow laws one hundred years ago. At bottom, the failure of our broader culture (including our educational system) to embrace fully the humanity of black children is inseparable from our failure to address effectively the needs of such children — and their brown, red, yellow and even white brothers and sisters when they are caught in low-income families and neighborhoods. One of the ways to reverse that failure of imagination to see those children across town as part of us is to learn about each other and where we've come from to get where we are. This is the fuller, more complete American story. From such mutual recognition (fully embraced from pre-school on in a more complete, enlightened curriculum) we can get down to the business of educating people, preparing them for the work force and for parenting and citizenship. Where that fellow and sister feeling is present, there are few limits on what people, particularly of the American variety, can do.

Three books on the sabbatical reading list helped me think about the larger issue of how America relates to the increasingly interdependent world. Reading Lester Thurow's *Head to Head: The Coming Economic Battle Among Japan, Europe and America* while travelling in Japan provided a framework for understanding the terms of economic competition among nations. Harold W. Stevenson and James W. Stigler's *The Learning Gap: Why Our Schools Are Failing And What We Can Learn From Japanese and Chinese Education* dealt with the fundamentals of elementary school teaching and learning. Our two daughters' teaching experiences in Osaka and Los Angeles illumined the *Learning Gap* text. I finished the sabbatical with the sobering chore of reading Paul Kennedy's *Preparing for the Twenty-First Century*. There is much in Thurow and Kennedy for public policy and business planners concerned with global trade and competition or with the

demographic and environmental challenges facing us. For me as a university president their books put in neon lights the imperative of improving the American educational system if our nation is to remain a healthy and vital economy and culture in the overall firmament of world nations. Taken with the comparative study of the elementary education in America, China, Japan and Taiwan in *The Learning Gap*, the message seems clear.

Through leadership at all levels starting at the White House and including governors, superintendents of schools, school boards and college presidents and faculties, we need to reach consensus on what we want our education system to do and to be. With full appreciation for local choice and teachers' individual styles, we need to reach broad agreement on what should be learned by all of our students. We then need to provide support to the teachers, those now in the classrooms and those just entering the profession, to develop the most effective strategies to promote student learning, including use of advanced technology. It was one of the nice moments of serendipity on the trip to discover that the reform effort in Los Angeles, bringing parents, teachers, administrators, and business persons together to restructure LA Unified through both decentralization and new partnerships takes as its acronym LEARN. Our reform effort in Wilkes-Barre, bringing five colleges and thirteen public school districts together with the diocesan and independent schools, to promote sharing among teachers and partnership among parents, teachers, and business also is named LEARN (Local Education Action Resource Network). What both collaboration efforts recognize, as does the Stevens-Stigler study, is that the focus must be on student *learning*. What we in Wilkes-Barre insist is that it must be K through U, kindergarten through university.

Of all the educational issues that stand out from these three books, two strike me as critically important. First, our heavy cultural emphasis on individual abilities in our children, even as parents, handicaps us compared to our Asian teacher and parent counterparts in providing the most effective and efficient education experience for *all* of

our children, not only for their purposes but for the purposes and needs of the larger society. When linked with the residual dehumanized, or at least unsympathetic approach to those children who are perceived as different, first and foremost of whom are racial minorities (soon to be the majority of our youth), this ability focus must be altered. If we reach consensus on our educational goals, then we can turn our efforts to helping all of our students reach these goals. This can refocus teacher training for school and college people to work together at a level of collegiality to carry out this work that we have not seen in this century. That is an objective in preparing for the 21st.

Second, we must address the needs of the majority of students who are not headed for college. While both Thurow and Kennedy acknowledge the superior quality of our higher education system — for those students who reach it — we can no longer ignore the ineffectiveness of the elementary and secondary experiences for the vast numbers of young people who no one expects to go on to college. Much is written in both books about the German apprenticeship system for such students, even as Stevenson and Stigler praise the mainstream learning settings for Asian children, avoiding the ability grouping of the American system. What we are ready for, as we increasingly recognize the dramatically changing work place and the disappearance of so many traditional jobs for the non college-bound students, is a full-scale collaborative rethinking of our education system as it deals with these students. The contribution of business, the job givers, to this collaboration is critical. What is required of us in education is an openness to this collaborative effort, drawing in as the Asian schools do pervasively, the parents as partners. Here again working toward consensus on our national education goals is crucial. Finally, those of us at the postsecondary level of the education system must get involved in the effort in earnest. We don't need the Thurows and Kennedys to tell us that our future as a strong American society depends upon it.

The vision thing? I am more convinced than ever that college presidents must speak up and speak out. We do not have all the answers. Who does? But we can help ask the

right questions. In our own communities we can help convene the task forces or education/business roundtables to focus the education rebuilding effort. In doing so, we must find ways to bring our faculty colleagues on campus into partnership — on a horizontal rather than vertical basis) with our colleagues in the schools. Those in the schools have much to teach us in the colleges and universities about what they need from us, including research efforts and new teacher preparation strategies for our 21st century teachers. As college presidents we are likely to have the status in the community to get folks to come to a meeting. Only if we are respectful and increasingly informed about their perspectives and needs will our credibility as leaders be preserved, perhaps even enhanced. Vision in this instance does not come from the mountaintop but from the wisdom and experience of those in the valley who are doing the educational work day by day. If we can help pull their experiences together, articulate the result in various arenas (including the press), we can help reassert the leadership role of college and university presidents for the education reform which must be a central agenda of a nation that would continue to be a government of, by and for the people, and dedicated to the participation as citizens and laborers — in dignity — of all its people.

In the post-Cold War world, where tribalism and religious wars have reappeared, the need for America to succeed as a multicultural society is self-evident. We may not be the last great hope on earth, but our failure to continue to be a successful society in absorbing new people from around the world and, through our education system, preparing them for productive lives would be a serious blow to the world. If we succeed under the strenuous new terms being imposed upon us, we will continue to provide a kind of leadership for sanity, mutual respect and belief in human beings, regardless of origins, that may yet prove to be our defining contribution to human civilization.

Joyce Porter Breiseth, aged 85, of Oakland, California, died on February 14, 1994 at the Summit Medical Center in Oakland. She was born in Mankato, Minnesota, the daughter of Miles Porter and Margaret Lovell Porter. She graduated from Central High School in Minneapolis and from the University of Minnesota in the class of 1930. Her husband of forty-eight years, Norton M. Breiseth, predeceased her in 1979. They are survived by five children: Nan Bentley of Palo Alto, California; Christopher N. Breiseth of Wilkes-Barre, Pennsylvania; Jeffrey K. Breiseth of Fairview, Texas; Gregory Breiseth of Oakland; and Alan P. Breiseth of West Chicago, Illinois.

In addition, she is survived by nine grandchildren, one greatgrandson, a sister, Patricia Struxness of Mesa, Arizona, and a brother, Miles Gordon Porter of Minneapolis.

In the communities of Minneapolis, Los Angeles and Wheaton, Illinois, she demonstrated an abiding concern to better human relationships and to promote educational opportunities for the disadvantaged. She was an active member of the Urban League in Minneapolis in the 1940s; was a co-founder of the first Head Start program in Santa Monica, California in the 1960s and actively supported the Urban Gateways program in Wheaton in the 1970s. She was a long-time member of the Unitarian Community Church of Santa Monica.

A private memorial service was held in Oakland. A scholarship in memory of Joyce and Norton Breiseth will be established at Wilkes University in Wilkes-Barre, Pennsylvania.



*CPB
Newspaper
Grip
Fall of 1994*

September 8, 1994

Mr. Dale Davenport
Editorial Page Editor
The Patriot-News
P.O. Box 2265
Harrisburg, PA 17105

Dear Mr. Davenport:

Enclosed are the Pennsylvania Independent College and University Research Center white papers you discussed with Dick Jones. I hope they are helpful.

As Dick mentioned, Dr. Christopher Breiseth, president of Wilkes University and a member of the committee that produced these white papers, would be pleased to meet with you and others as appropriate.

Please let me know if any of these dates are convenient for you and thanks very much for reviewing this material.

Sincerely,

Mark Davis
Director
University Relations
(717) 831-4770

MD/jp

Enclosure



August 25, 1994

Tom Waseleski
Pittsburgh Post-Gazette
Editorial Board
34 Boulevard of the Allies
Pittsburgh, PA 15222

Dear Mr. Waseleski:

Here are the Pennsylvania Independent College and University Research Center white papers you discussed with Dick Jones. I hope they are helpful.

As Dick mentioned, Dr. Christopher Breiseth, president of Wilkes University and a member of the committee that produced these white papers, would be pleased to come to Pittsburgh September 12, 29 or 30, to meet with you and others as appropriate.

Please let me know if any of these dates are convenient for you and thanks very much for reviewing this material.

Sincerely,

Mark Davis
Director
University Relations
(717) 831-4770

MD/jp



August 23, 1994

Chris Satullo
Deputy Editor of the Editorial Board
The Philadelphia Inquirer
400 N. Broad Street
Philadelphia, PA 19101

Dear Mr. Satullo:

Here are the Pennsylvania Independent College and University Research Center white papers you discussed with Dick Jones. I hope they are helpful.

As Dick mentioned, Dr. Christopher Breiseth, president of Wilkes University and a member of the committee that produced these white papers, would be pleased to come to Philadelphia September 6, 12, 29 or 30, to meet with you and others as appropriate.

Please let me know if any of these dates are convenient for you and thanks very much for reviewing this material.

Sincerely,

Mark Davis
Director
University Relations
(717) 831-4770

MD/jp

DICK JONES COMMUNICATIONS
P.O. Box 497
Dalton, PA 18414
(717) 563-1150
FAX: (717) 563-2806

FAX TRANSMISSION

TO: Mark Davis
FROM: Dick Jones
DATE: September 7, 1994
=====

This fax is 1 page(s) including this cover sheet.

Mark, please send the copy of the white paper to Dale Davenport, editorial page editor, The Patriot-News, P.O. Box 2265, Harrisburg, PA 17105. He would like to examine it and perhaps reference it (with appropriate credit) in editorials. Candidate interviews have the editorial board booked until mid-October. It's possible they could meet with Dr. B. after that.

Thanks.

DRAFT

DICK JONES COMMUNICATIONS
P.O. Box 497
Dalton, PA 18414
(717) 563-1150
FAX: (717) 563-2806

FAX TRANSMISSION

TO: Mark Davis
FROM: Dick Jones
DATE: August 22, 1994
=====

This fax is 2 page(s) including this cover sheet.

I just spoke with Chris Satullo, deputy editor of the editorial page for The Philadelphia Inquirer. He was encouraging but said he wanted to see the white papers before making a commitment.

Would you overnight the "Keystones" document to him?

I drafted a sample letter that you could use in such situations. Feel free to improve upon it.

Mr. Satullo said that if a meeting is set up it would most likely be the 29th or 30th.

Thanks.

DRAFT

August 23, 1994

Chris Satullo
Deputy Editor of the Editorial Board
The Philadelphia Inquirer
400 N. Broad Street
Philadelphia, PA 19101

Dear Mr. Satullo:

Here are the Pennsylvania Independent College and University Research Center white papers you discussed with Dick Jones. I hope they are helpful.

As Dick mentioned, Dr. Christopher Breiseth, president of Wilkes University and a member of the committee that produced these white papers, would be pleased to come to Philadelphia September 6, 12, 29 or 30 to meet with you and others as appropriate.

Please let me know if any of these dates are convenient for you and thanks, very much, for reviewing this material.

Sincerely,

Mark Davis

Director

University Relations

(717) 831-4770

*Call
Don Francis CICA*

DICK JONES COMMUNICATIONS
P.O. Box 497
Dalton, PA 18414
(717) 563-1150
FAX: (717) 563-2806

FAX TRANSMISSION

TO: Mark Davis
FROM: Dick Jones
DATE: August 15, 1994
=====

This fax is 1 page(s) including this cover sheet.

Hope you had a good week of vacation at the Delaware shore.
Welcome back!

For meetings with editors and journalists inside Pennsylvania for President Breiseth this fall, one solid platform might be the topics of the "Keystone for Pennsylvania's Future: White Papers for the Next Governor," which Dr. Breiseth helped to prepare.

Those topics include:

1. Economic Development
2. Education
3. Communications
4. Environment
5. Transportation

*start
w/ CV
TV
Sci Times*

*Caution about higher ed
because of public schools*

If Dr. Breiseth were to appear before journalists and editors as an official representative of the Pennsylvania Independent College and University Research Center (which produced the white papers) that would be a good platform on which to stand. He could articulate--as a spokesman of PA's higher education community--the concerns and aspirations of college presidents across the Commonwealth.

*Also might want
to discuss
higher ed
financial
issues*

I believe I could sell such meetings to beat writers, editors, and editorial boards at places such as The Pittsburgh Post-Gazette, The Philadelphia Inquirer, The Philadelphia Daily News, The Harrisburg Patriot, and The Allentown Morning Call.

Please let me know what you think about this.

CNB - Brazil - Oct. 16 ->

*CNB Sept - 16-OKAY - 29-
12-OKAY - 30- between*

DICK JONES COMMUNICATIONS
P.O. Box 497
Dalton, PA 18414
(717) 563-1150
FAX: (717) 563-2806

FAX TRANSMISSION

TO: Mark Davis
FROM: Dick Jones
DATE: August 23, 1994
=====

This fax is 4 page(s) including this cover sheet.

Mark,

The Allentown Morning Call can't meet with Dr. Breiseth on any of the dates we suggested. They do want to meet with him, however, and suggested late October after they have done all of their candidate interviews. Can you check Dr. B's calendar for late October and get back to me with some dates?

I have also contacted The Pittsburgh Post-Gazette (see attached) and The Philadelphia Inquirer (you have that communication from yesterday).

Oct. 25TH PM 3 o'clock

Oct. 27TH - anytime

**DICK JONES
COMMUNICATIONS**

P.O. Box 497
Dalton, PA 18414
Telephone 717-563-1150
FAX 717-563-2806

August 23, 1994

Van Cavett
Editorial Page Editor
The Morning Call
P.O. Box 1260
Allentown, PA 18105

Dear Van:

I'm sure we can come up with some dates in late October for you to meet with Dr. Chris Breiseth, president of Wilkes University, about "Keystones for Pennsylvania's Future: White Papers for the Next Governor."

As the attached fact sheet explains, "Keystones" is a series of five white papers on issues important to Pennsylvania. It was produced by the Pennsylvania Independent College and University Research Center. Dr. Breiseth was a member of the steering committee for the reports. We would be happy to send you the complete reports in advance, if you wish.

Thanks for your interest, Van. I'll get back in touch with you soon.

Sincerely,

Dick Jones

KEYSTONES FOR PENNSYLVANIA'S FUTURE: WHITE PAPERS FOR THE NEXT GOVERNOR

What: Position papers on five topics: economic development, education, communications, environment, transportation.

Why: To identify opportunities for Pennsylvania's new governor within the framework of a progressive, comprehensive and interrelated state policy.

Who: Prepared by the Pennsylvania Independent College and University Research Center (PICURC). Steering Committee Chair: Richard Kneedler, president, F&M. Members: Christopher Braciseth, president, Wilkes University; Richard Breslin, president, Drexel University; Gordon Haaland, president, Gettysburg College; Robert Neff, president, Juniata College; Galen Godbey, director, Lehigh Valley Association of Independent Colleges; Brian Mitchell, president, PICURC.

Highlights

Economic Development: Fix tax policies. Convene task force to strengthen partnerships among government, industry and higher education.

Education: Link all schools via telecommunications to equalize learning opportunities between rich and poor schools. Consider pilot voucher programs. Encourage charter or corporate schools. Create a single state system of higher education involving both public and private colleges and universities. Distribute more college aid funds on basis of need.

Communications: Create Office of Information and Telecommunications Technology to coordinate and direct all state telecommunications activities. Expand the reach of public radio.

Environment: Give DER authority to be flexible in applying regulatory guidelines. Consider jobs program to retrain unemployed workers to do environmental cleanup work. Have DER develop a statewide geographic information system. Pass legislation promoting the recycling of solid wastes, especially paper. Promote environmental education.

Transportation: Spend more on rail service and other mass transit. Use tax and other incentives to encourage private investment in transport infrastructure and modernization.

####

3-94 TUE 10:52 0 P.04
DICK JONES COMMUNICATIONS
P.O. Box 497
Dalton, PA 18414
(717) 563-1150
FAX: (717) 563-2806

FAX TRANSMISSION

TO: Suzie Maduro, The Pittsburgh Post-Gazette, Fax" 412-263-2014
FROM: Dick Jones
DATE: August 23, 1994
=====

This fax is 2 page(s) including this cover sheet.

We are writing to ask if Michael McGough would be willing to meet with Dr. Christopher Breiseth, president, Wilkes University on September 6, 12 or 29 about "Keystones for Pennsylvania's Future: White Papers for the Next Governor."

As the attached fact sheet explains, "Keystones" is a series of five white papers on issues important to Pennsylvania. It was produced by the Pennsylvania Independent College and University Research Center. Dr. Breiseth was a member of the steering committee for the reports.

Please contact me at 717-563-1150 if Mr. McGough and/or members of your editorial board would find it convenient to meet with Dr. Breiseth. We would be happy to send you the complete reports in advance, if you wish.

Thanks, very much, for considering this. We hope to hear from you soon.

1995 INTERFAITH COUNCIL AWARD

November 20, 1995

Thank you, Tom, for those beautiful sentiments. I am touched and pleased to be the 1995 recipient of this award from the Wyoming Valley Interfaith Council. When I look at the seventeen recipients before me, I am honored to be in such company. Ultimately such awards are testaments to our community. When Jane and I, with our three daughters Abigail, Erika and Lydia, first had the opportunity to move from Springfield, Illinois to Wilkes-Barre, Pennsylvania, we were a tad anxious. But the warmth of our welcome and the readiness of our new fellow citizens to let us participate with passion in the work of this community soon made us very happy that we had said "yes." I did have to get used to folks asking, "Why would you ever come to Wilkes-Barre?" or "How long are you going to stay?" I hope we have indicated in these first twelve years our vote of confidence in the Valley even as this award returns the sentiment.

This is a very special place. The people of the Wyoming Valley have, over time, worked through seriously strained labor/management relations and uneasy ethnic, racial and religious tensions to create the "Valley with a Heart." The personal acceptance of the individual and the readiness to treat with respect the individual who exerts the effort

to be responsible regardless of outward appearances, is one of the strengths of the Wyoming Valley. We will need to draw upon these qualities as our community experiences once again a significant influx of newcomers who bring new attitudes and even styles of life. We will be tested once again not only to be tolerant but to be supportive. There are great human needs to be met and stereotypes to be broken through so that we can help each other as fellow human beings to achieve our personal goals and strengthen our shared community. Similar challenges and rewards face communities throughout the nation, even the world, as diverse peoples are drawn by new opportunities--or pushed by adverse circumstances--to leave their old homes and seek new ones. Given the federal budget retrenchment now going on in Washington, local communities are going to be forced to mobilize their people as well as financial resources to meet urgent human needs. The viability of communities will depend upon such efforts.

While we in the Valley have a slight tendency to focus on the negative--from time to time--I am more struck by the opportunities and abilities we have as a community to pull our talents and our wills together to tackle our problems with creativity and commitment. This Interfaith Council is itself evidence of this community spirit. The United Way Campaign, which I count on being victorious tomorrow night, is another.

In thanking the Interfaith Council, I want also to thank Wilkes University, its dedicated faculty, staff and students, as well as its generous and committed Board of Trustees, for the support and encouragement they have given me to play the role I have been privileged to play. I am quite aware that I stand on the shoulders of Eugene Farley, Francis Michelini and Robert Capin in helping Wilkes to play a leadership role in economic development, cultural enrichment and the professionalization of virtually every career area required by our community. The Wilkes tradition of service and of open, unfettered intellectual inquiry has served this Valley well. I am proud to be the President of Wilkes University and to shoulder the responsibilities for community leadership this position has carried with it since the earliest days ^{of} Bucknell University Junior College. And I am grateful to Jane and our daughters for the creative ways in which they support me and the University and this Wyoming Valley community. We are a team. To them and to all of you, I express my deepest thanks and my warm wishes for a generous and healthy holiday season.

Page Two

Dr. Christopher Breiseth

It says much about Chris Breiseth that after only eleven years in the community, he is receiving one of its highest awards.

How do you describe him? Dr. Christopher Breiseth, historian, scholar, graduate with highest honors from the University of California where he also was a Phi Beta Kappa/ graduate in Modern British History from Oxford University where he also was awarded the Telluride Association/Lincoln College Exchange Scholarship/, and Woodrow Wilson Graduate Fellow at Cornell University where he received his Ph.D in 1964. A post-doctoral Danforth Fellow in Black Studies at the University of Chicago, professor at Williams College in Massachusetts/ Sangamon State University, Springfield, Illinois, President of Deep Springs College in California, and since 1984, President of Wilkes University.

But today's award is not for academic achievement; it is for the actions of the individual in serving his community - in serving ALL of it.

As expected, his parents had a major impact in shaping the person for whom this kind of service comes naturally. From them he learned that commitment to community - its problems, solutions, effectiveness, and future - are as much a part of daily life as washing dishes, cleaning the walk, or brushing teeth. You don't question that commitment, and you certainly don't deny it - you simply do it.

And, in a very real sense, you rejoice in it because you know that what is done for the good of the community is done for you, too. It is a concept that is a fundamental of our democratic society: our individual freedom, for example, is limited - but is limited only to the extent that it doesn't deny the same exercise to all others.

Too, that sense of joy in the community reflects the influence of his parent's belief that religion confers a sense not only of your own worth and place in society, but of joy.

One of the things that Chris has illustrated to his associates - and something he always has taught his students - is that it isn't the place but the opportunity to help prepare others for a democratic society, that counts. This mission is equally significant and rewarding regardless of whether it is Oxford or Wilkes.

You may have noticed his enthusiasm for the Ethnic festivals of the community. He so enjoys sharing the religious experience of all others, that participation is a "high" (if you'll forgive the expression) for him.

In one sense, this spontaneous reaction illustrates his basic attitude toward prejudice: prejudice is learned, and what is learned can be unlearned - can be replaced by knowledge and experience. And, really, while his practice of his profession as a teacher covers a wide range of human behavior - history - it has a largely unconscious purpose of providing just that kind of knowledge and experience that can erase our prejudices.

Last Sunday, Chris spoke to a group at the First Presbyterian Church on a theme that he - in conjunction with his daughter, Lydia (to whom he gives credit for the inspiration and much of its substance) - developed on the subject of "Optimism." He is incurably optimistic. Some say it is his middle name.

Some may occasionally think he takes that to extremes. For example, he is firmly optimistic about the future of downtown - here and in every metropolitan center.

But he also is solidly optimistic about the future of Wilkes University, and of all the other educational institutions of the area. Some may have forgotten that one of his first contributions to the community on being installed as President of Wilkes in 1984 was to support convening a Council of Presidents. There were five: those representing King's, LCCC, Misericordia, PennState Wilkes-Barre, and Wilkes. Its goal was and remains to coordinate their common interest to better serve their common community.

Indeed, there are those who have since come to realize that the future of this area rests on a foundation of its education facilities; that these have replaced the area's one-industry economy with the brain and muscle to generate the community's economic and social development for centuries to come. The education centers are where the future lies - and begins.

Chris is one of those people who came too late in the Sixties to be part of the culture attributed to that era. While he was and remains something of an intellectual radical - challenging and testing the "givens" of our culture - he never was a destroyer of those institutions. Instead, he worked to reshape them to better serve their constituents.

The same year he received his Ph.D. from Cornell, he was married to Jane Morhouse. They have three daughters. Abigail - the oldest; Lydia, the youngest - and both of whom, along with Jane, are with us today - and, Erika ("I'm always the middle") who is at graduate school of the University of Michigan - hard at work on earning two Master's degrees, one in Social Studies and the other in Urban Planning. - Does that sound a bit like Chris?

Chris believes the family is the center of the universe - all else is secondary to it. It is where he gives the greatest concentration of his being - and from which he receives his strength and inspiration.

Beyond his family, however, there have been several epiphanies in Chris's growth.

One came when, as a student at UCLA and a member of the Campus Interfaith group, he traveled with a delegation of his fellow members to India. They bore the rather self-congratulatory title of "Goodwill Ambassadors" - but a claim supported in part by the extraordinary ethnic and cultural diversity of their members.

What Chris saw and heard - conditioned by the diverse perceptions of his fellow-travelers during that tour of India - the strange, fabled land of elephants, egrets, and princes - had an enormous impact on him and how he viewed the world thereafter.

To say the least, they saw overwhelming poverty beyond the comprehension of most of us, of a struggle for survival that was borne with amazing grace - and all of which existed amidst a numbing abundance of the earth's wealth. Gold and clay; peacocks and crows.

Too, despite the division between Muslim and Hindu that had occurred with the creation of Pakistan, there remained everywhere evidences of the tenuous, volatile, and yet usually docile, centuries-long conflict between those people.

Another crossroad was his tour of service in the Office of Economic Opportunity where he served as chief of the Policy Guidance Branch on Community Action. He emerged from that experience shocked by a realization that most people simply do not understand people who are different from them. He was discouraged because those in authority were not ready, let alone willing, to "level the playing field:" in dealing with Black America. Until that happened, he believed, such intents as Affirmative Action would be limited to words rather than become a reality.

You need only witness what the current Congress has done to Affirmative Action to understand how perceptive he was nearly 30 years ago.

Another epiphany occurred during his term at Sangamon University in Springfield, Illinois, where he taught a course on Public Affairs. In the conduct of that course, he and his students discovered that the public schools of Springfield, even in 1970 - were, in effect, segregated because there had been no effort to comply with the law. Appalled, he made a commitment to work for their desegregation - and did it so skillfully, without noise, violence, or hostility, that what he did in Springfield became a model for desegregating school systems throughout the Middle West.

Jane Breiseth says that Chris has a talent for absorbing the colors and passions of his surroundings. That, she said, was particularly true when they lived in Springfield. She said that the experience of living where Lincoln had once lived, profoundly touched him and brought his professional being, as a historian, into focus.

Significantly, that emphasis was not only on Lincoln but even perhaps more so on those major figures in the anti-slavery movement. He came to believe that Frederick Douglas and W.E.B. DuBois never received the recognition due them for their contributions; Douglas for his efforts to end slavery and ,later, DuBois's work in helping their fellow citizens to know equality. If you read yesterday's review by Chris in the Times Leader of David Herbert Donald's book on Lincoln, you sensed that. One conviction Chris took from Springfield is that both men have been under-valued, under-appreciated, and under-read.

Page Five

While the demands of his office as President of Wilkes University leaves him precious little time for his profession - he does teach a course of African-American history. That his students are deeply impressed, will not surprise you.

He also inspires all of the Wilkes community to share his commitment to community service, especially in developing and strengthening a vigorous democracy that serves all equally.

Well, those words - and I confess that much of what has been reported here has come from one who knows him best, Jane - help explain how and why Chris has made such a deep and broad impression on this community - especially as one with "high ideals of human dignity, compassion, and friendship among all peoples." - and of why this community finds it so fitting for this Council to present him with its "Citation of Distinction for Devoted Service to the Cause of Human Welfare."

Dr. Christopher Breiseth

(1570 words).

11/20/95 - Wyoming Valley Interfaith Council Award presentation

Christine/Krista

notes on The Wyoming Valley Interfaith Council:

established in 1977 by leaders of the protestant, catholic and jewish faith as a ecumenical enterprise. The Wyoming Valley Interfaith Council has grown now to embrace many groups and celebrates the diversity of the Wyoming Valley and provides a structure to strengthen ecumenism. The council is also engaged in ways to educate the public on social values. Each year it selects an individual for it's Citation of Distinction for Devoted Service to the Cause of Human Welfare. The recipient exemplifies the high ideals of human dignity, compassion, and friendship among all peoples. This year the award goes to Dr. Christopher N. Breiseth.

Past winners have included:

Judge Max Rosenn -1979

Monsignor Donald Mc Andrew 1980

Dr. Roy E. Morgan-1981

Rosalie Brader-1982

Susan and Andrew J. Sorodoni III 1983

Dr. Wallace F. Stettler 1984

Rev. Dr. Jule Ayers-1985

Howard Rosenn-1986

Sister Siena Finley R.S.M. 1987

Richard M. Ross-1988

Pauly Freidman-1989 check spelling with our records-- she's University Council

Father James Lackenmier-1990

Ian Richardson-1991

Dr. Richard Alley- 1992

Vera Cornish -1993

Phyllis Belk- 1994

For more information call Temple B'nai Brith at 287-9606 Cost is \$15.00
AND OPTIONAL OFFERING

send a check to Martin Popky
P.O. Box 1112
Kingston PA 18704-0112

Pauly Freidman 288-1133
FAX 655-6194

THE WYOMING VALLEY INTERFAITH COUNCIL

Cordially invites you to attend

A Community Interfaith Luncheon

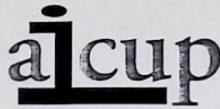
Monday, November 20, 1995 at 12:00 Noon

East Mountain Inn
Wilkes-Barre, PA

A Citation of Distinction for Devoted Service
to the Cause of Human Welfare

will be conferred upon

CHRISTOPHER N. BREISETH



Association of Independent Colleges and Universities of Pennsylvania
800 North Third Street • Suite 404 • Harrisburg, PA 17102
(717) 232-8649 • Fax (717) 233-8574

FOR IMMEDIATE RELEASE

April 28, 1997

CONTACT: Brian C. Mitchell
President
(717) 232-8649

CMB fil

AREA UNIVERSITY PRESIDENT NAMED TO LEADERSHIP ON ASSOCIATION BOARD

HARRISBURG, Pa. -- During their annual meeting held in March, the membership of the Association of Independent Colleges and Universities (AICUP) elected Christopher N. Breiseth, president of Wilkes University in Wilkes-Barre, to the AICUP Board of Directors. Breiseth's position represents the Pennsylvania Independent College and University Research Center (PICURC), AICUP's research arm. He also serves as an at-large member of the Executive Committee for the Council of Independent Colleges and Universities (CICU), the legislative advocacy branch of AICUP.

Formed in 1995 through the affiliation of CICU, PICURC and the Foundation for Independent Colleges, Inc., AICUP represents the interests of 81 private colleges and universities by promoting the distinctive character and contributions of Pennsylvania's independent sector of higher education. In addition to developing productive relationships with government, business, and industry, AICUP cooperates with the state's public higher education sectors through the Pennsylvania Association of Colleges and Universities and with appropriate national higher education organizations, such as the National Association of Independent Colleges and Universities.

###

Wilkes University

Office of the President

April 21, 1999

Editor
The Beacon
Hollenback Hall
Wilkes University

Editor:

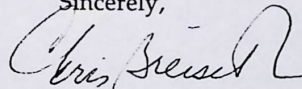
There are few values honored more on any campus than freedom of expression. Throughout Wilkes's history, *The Beacon* has been a weekly reminder of how important that value is to the intellectual and social development of our campus community.

That said, I take this opportunity to express my opinion regarding *The Beacon's* decision to run an ad in the April 15 issue titled "There Is No Liberty Without Free Speech and Open Debate." While the first amendment allows the sponsoring organization, the Committee for Open Debate on the Holocaust (CODOH), its right to free speech, *The Beacon* can exercise its judgement as to whether or not it should sell advertising space to organizations spreading undocumented allegations and innuendo.

I would respectfully encourage *The Beacon* to explore its editorial position on the views expressed by CODOH.

The Holocaust and the suffering of those afflicted by it can never be forgotten. As I write this letter, our country and NATO are engaged in a military struggle in Yugoslavia so that we never again must live through an atrocity of the magnitude of the Holocaust. As a historian, I feel to minimize and discount the Holocaust as an historical event is to revise history and cause pain and anguish to those in our community demeaned by this misinformation.

Sincerely,



Christopher N. Breiseth
President
Wilkes University

*For
Mark's
review on
CAB file*

March 3, 1999

New York Times
229 West 43rd Street
New York, New York 10036-3913

TO THE EDITOR OF THE NEW YORK TIMES SUNDAY MAGAZINE:

We at Wilkes University would like to balance Samuel Johnson's negative opinion of "Jack Wilkes" by noting that the same (John) Wilkes merited sufficient admiration among American colonists to inspire the naming of several towns and counties. Indeed, Wilkes University is proud to have James Butler's statue of John Wilkes on our campus. It is the second casting of the statue standing in the old City of London in the shadow of St. Paul's Cathedral, honoring Lord Mayor John Wilkes, "early defender of political liberty, free speech, and the rights of the people to elect their leaders" (to quote the base of the statue on the Wilkes campus).

Sincerely,

Christopher N. Breiseth
President
Wilkes University
Wilkes-Barre, Pennsylvania

Wilkes University

Office of the President

REMARKS TO THE UNIVERSITY COMMUNITY FROM CHRISTOPHER N. BREISETH APRIL 18, 2000

I have asked the Executive Committee of the Board of Trustees to accept my request to retire as President of Wilkes University as of July 1, 2001. By that date, three months before my 65th birthday and the anniversary of my commencement as president in 1984, I will have completed seventeen years of service to Wilkes. What we have accomplished together during that time—faculty, trustees, staff, students, alumni and friends—is a source of great pride. Indeed, my tenure as president of Wilkes is the high point of my professional life and I will always recall these years with pleasure—even the difficult times. Timing in life is very important. I have been weighing the timing of this decision for the past few years, knowing that as for so many of my faculty peers who responded to the University's need for early retirements, the question is not whether but when. I also knew that it was premature to step down while we were going through the challenges of the dramatically changing environment for higher education of the second half of the 1990s.

The Board of Trustees has continued its commitment to enhance compensation within a context of performance evaluation for all faculty and staff; enrollments look strong for next fall; a healthy budget surplus is projected for the present fiscal year; the mission and vision statements have been adopted by the Board; the Strategic Long-Range Planning Committee is completing a plan for the next three-to-five years; and enhancements are being considered to implement the programmatic vision of Wilkes University in the coming fiscal year. The timing is right to let the University begin the process of selecting a new leader. It will take the better part of a year to complete the search for a new president. The Board of Trustees, under the skilled leadership of Gerald Moffatt whose presence here today I deeply appreciate, will authorize at the forthcoming May meeting of the Board the search process including a search committee reflective of the several constituencies of the University.

Meanwhile, I look forward to the opportunity over the next year to support the faculty's main agenda, to design a revised Core Curriculum which will provide students with a 21st century general educational experience grounded in the liberal arts and science tradition of Wilkes, but also focused on intellectual and technological skills critical for individual success and fulfillment, a primary commitment of the University's mission. I plan to spend an increasing proportion of my time helping Paul Strunk reach, and I hope surpass the \$30 million goal of the Endow the Future Capital Campaign. I also look forward to working with the new Dean of Technology to carry out the goal of strengthening the academic and administrative uses of information and computer technology.

I want to say something about my leadership team. As you all know, Dr. Michael Lennon announced his intention to retire from the position of Vice President for Academic Affairs to resume a role that will both let him return to teaching literature and to his important

work on Norman Mailer. Paul O'Hop has been asked by the leadership of the Board to remain in his position as Vice President for Business Affairs and Auxiliary Enterprises to provide continuity during this year of transition. Words cannot convey the depth of my gratitude to both Mike and Paul for their indefatigable efforts, often under extremely strenuous circumstances, to provide leadership for Wilkes during the past decade, in Paul's case a decade and a half. We are all committed to work in a constructive spirit to prepare the way for the new president who will find the University in good shape. The excellent academic programs and the handsome Wilkes campus that future students will enjoy have been profoundly impacted by their efforts for which I am most appreciative.

Meanwhile, I am pleased that Dr. Bonnie Bedford has accepted the position of Dean of the College of Arts, Sciences and Professional Studies after serving in an interim role for the past two years. Her teamwork with Dean Bernie Graham and the faculty of the School of Pharmacy will be crucial in providing continuity for the academic programs of the University. I call upon all faculty and staff to help Bonnie with the major Core Curriculum challenge ahead. There are also important programmatic decisions to make which will require an entrepreneurial spirit by program faculty as well as direct new investment by the University. Sharpening the academic focus of Wilkes, and marketing it more aggressively, remain top priorities.

Finally, let me share some personal thoughts. All of us need renewal periodically. Jane and I have remained quiet about our future plans until now. Like my good friends and colleagues, Father Allan Panuska at the University of Scranton and Father James Lackenmier at King's, I am choosing to announce my intention to retire more than a full year prior to the operative date so that an orderly transition process can proceed. After the new president takes over, I will return to teaching history, really my first love. I also expect to remain active in this Wyoming Valley community which more than any other place is home, but this time as a private citizen rather than a college president.

I empathize with those of you who over the last several years have weighed the option of retirement—but I can also testify to the sense of liberation involved in taking hold of one's future at this stage of life and exploring alternatives. The Trustees' supportiveness as I weighed my future options has been deeply appreciated. I will continue to wear the blue and gold with pride and to cheer on the Wilkes teams, attend the concerts and plays and be an enthusiastic member of the Wilkes family. Thank you all for what you have done and are doing to make this one of the finest learning institutions for students in the world. And thank you for your continuing support and friendship.

'FDR's MESSAGE FOR OUR TIMES'

By Dr. Christopher N. Breiseth

The immediate reference to Pearl Harbor in the minutes and hours after the attack on the World Trade Center Towers and the Pentagon, on that second day of infamy, September 11, 2001, recalled once again President Roosevelt's leadership role in World War II. Remembering the nation's shock on December 7, 1941, and the President's address to Congress the next day calling for a Declaration of War, has helped us focus on our responses—both as leaders and citizens—to the recent terrorist attacks on American soil. FDR's leadership on the previous fearful occasion can serve as a model for President Bush and the rest of us in the fateful days ahead.

As early as January, 1941, even before his inauguration to a third term, and almost a year before the attack on Pearl Harbor, President Roosevelt anticipated the involvement of the nation in the ever widening world war and defined the overarching goals that must be the profound outcome of the already terrible conflict. This message has become known as the Four Freedoms Speech. The President declared the importance of securing the rights of freedom of speech and expression and of worship, as well as of freedom from want and fear, "everywhere in the world." Thus when events finally drew America into World War II, the nation had a vision of wider and higher goals that needed to be sought in the midst of the ugly conflagration brought on by Hitler and the Japanese warlords.

In the months after Pearl Harbor, the President mobilized the home front. The goals he announced for producing the weapons of war seemed totally unrealistic, but FDR kept increasing them to arm not only American forces but also our allies through the Lend Lease program. American workers—both men and women—working around the clock consistently exceeded the goals. The citizenry of the country were psychologically mobilized to fight and sacrifice and work together within their local communities and as a national community. People at home, helped by their Commander in Chief to understand their roles, realized how critical their efforts were for the men and women in uniform. "The front is right here at home, in our daily lives, and in our daily tasks," the President explained. "Here at home everyone will have the privilege of making whatever self-denial is necessary, not only to supply our fighting men, but to keep the economic structure of our country fortified and secure during the war and after the war."

Even the children felt empowered to help. I remember in elementary school, in addition to the scrap metal, fat and paper drives, electing a stamp monitor who collected quarters from students each week to purchase \$25 bonds, providing money to support the war effort. When our Margaret Fuller School in Minneapolis had collected enough money to buy a "peep," a small jeep, the Army brought a peep to school to show us what we had accomplished. My sister contributed to the ceremony by reading her poem: "Fuller School has bought a peep. It will make the Fuhrer weep."

Ironically, our present crisis comes in the midst of extensive public commemoration of the service men and women of World War II, remembering the Private Ryans and the band of brothers who did so much to gain "the inevitable triumph" that Roosevelt confidently predicted

in his speech to Congress on December 8, 1941. What is needed now is also to recall the sacrifices and the commitment of the home front that contributed so much to victory.

But now the home front is the battlefield, with none of whatever predictability a conventional war has afforded civilians in the past. President Bush needs to help the public understand the roots of terrorism as well as how to attack it both diplomatically and militarily. President Roosevelt identified global goals in his Four Freedoms address and constructed multinational alliances to confront the enemy. He also focused throughout the war on building a United Nations organization which at the end of the war would draw the world's peoples together to maintain the peace. The United Nations needs to be engaged in the battles ahead if America is to mobilize the world against terrorism.

In short, in leading us through the difficult days, months and years ahead, President Bush must keep the war on terrorism focused on drawing the world's leaders and their people together both to thwart the tactics of terror but also to address the inequities in the world that create the fertile soil for terrorists. FDR's fireside chat of September 2, 1942, suggested the spirit we must demonstrate in defense of civilized society for all people, everywhere in the world: "We Americans of today bear the gravest of responsibilities. And all of the United Nations share them. All of us here at home are being tested—for our fortitude, for our selfless devotion to our country and to our cause. This is the toughest war of all time. We need not leave it to historians of the future to answer the question whether we are tough enough to meet this unprecedented challenge. We can give that answer now. The answer is 'Yes.'"

Dr. Christopher N. Breiseth has recently become the President and CEO of the Franklin and Eleanor Roosevelt Institute, located in the Franklin D. Roosevelt Library in Hyde Park. He is the first president of the Roosevelt Institute resident in Hyde Park.

**University Relations Office**

Phone: 570-408-4770

Fax: 570-408-7813

(Please note updated area codes and fax number)

To: **Joe Dowd**
Scranton Times

Fax: 348-9135

From: Vaughn A. Shinkus
Assistant Director

Phone: 570-408-4779

Date: March 28, 2000

Pages: 1 (Including this page)

Hi Joe,

Here's the personal information on Dr. Breiseth. Call if you need more.

Name: Dr. Christopher N. Breiseth

Age: 64

Resides: Wilkes-Barre

Years at Wilkes: 16

Spouse: Jane Morhouse Breiseth

Children: Three grown daughters: Abigail, Erika and Lydia

Thanks,
Vaughn

X-Sender: davis@wilkes1.wilkes.edu
 Mime-Version: 1.0
 Date: Tue, 21 Mar 2000 19:41:10 -0600
 To: Breiseth Christopher N <breiseth@wilkes1.wilkes.edu>
 From: Craig Davis <davis@wilkes.edu>
 Subject: Scranton Times Vision Response
 Cc: shinkus@wilkes.edu
 Status:

per J. David 3/24/00
- for 4/30/00 Progress Issue
- printed verbatim
- 50-60 corrections queried

Chris,

Here are my suggestions for the response to the Scranton Times. I'm out of town Wednesday thru Friday at a statewide PR conference. Vaughn can handle any additional details. This includes the color photo of you that we need to send with the response. We can have John Seitzinger deliver the package to the newsroom on Friday.

What is your vision for your company for the next 10 to 20 years?
 100 words max.

Wilkes University, as the area's only independent, non sectarian university will strive to be recognized in undergraduate and graduate education throughout the mid-Atlantic region by helping our students discover the "Power of Independent Thinking" through the development of essential intellectual skills. Wilkes will enable student success in the global community by emphasizing the traditional liberal arts and sciences in collaboration with professional programs, the utilization of technology, the principled applications of knowledge, and an entrepreneurial spirit.

Wilkes University will accomplish this vision while remaining committed to our values of: an independent education, financial responsibility, community and diversity and culture.

(total 101 words)

- >
- >What are your company's greatest challenge and greatest opportunity over the next 10 years? (50 words max)
- >
- > + Support curricular areas with direct applicability to the changing regional economy.
- >
- > + Respond creatively to the "technological imperative" throughout our curriculum, in the internal operations of the University, including Distance Learning and the Virtual Universities on the Internet.
- >
- > + Help mobilize the educational resources of the Great Valley Region, K through U (kindergarten through university), to partner with business and government to strengthen the work force for the 21st century global

>economy.

>

>

>What is your vision for the community? Where do you see this area going
>in the next 10 years? (50 words max)

>

> Over the next decade this Great Valley region, has the opportunity to
>become like present day Western Connecticut in relation to the greater New
>York

>area: prosperous communities with competitive jobs, good schools and
>outstanding colleges and universities, with rich cultural and recreational
>opportunities. As the Baby Boomers age, the rest of America will resemble
Northeastern Pennsylvania. Our region can become young--if we develop a
climate supportive of 21st century jobs. (74 words)

>

>What are your personal goals over the next year and/or long-term?
(25 words max)

>

> +To help Wilkes University achieve its mission, developing 21st century
>career opportunities for our students.

>

> +To help Wilkes provide leadership as the Great Valley region
>competes in the global economy, helping our educational institutions
>effectively respond to future opportunities with each other and with
>business and government.
(48 words)

Craig (Mark) Davis

Director

University Relations

Wilkes University

Wilkes-Barre, Pennsylvania 18766

Voice:(570) 408-4770 Fax: (570) 408-7813

(Note new area code and new fax number)

e-mail davis@wilkes1.wilkes.edu

Visit Wilkes University @ <http://www.wilkes.edu/>

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Mar. 10, '00

MAR 15 2000

Dear Visionary:

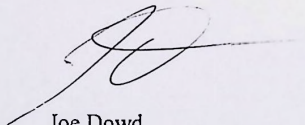
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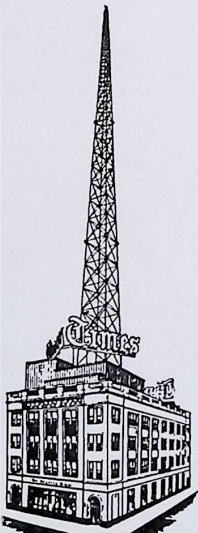
A newsroom panel has selected you to participate in our survey of area business and civic leaders for our "Visions" section, slated to run at the end of April. You were identified as someone whose vision for the next decade will help to shape the community's future. We want to report your visions in our special section and use them as the groundwork for other articles.

We hope you will take the time to fill out the enclosed survey and send it back to us, no later than Friday March 24. Because of space limitations, please limit your responses to the specifications listed.

When returning your surveys, we ask that you include a "mug" shot (head and shoulders, color or b/w.) of yourself. We hope to use your photos with these "vision" statements.

If you have questions, don't hesitate to call me. Otherwise I look forward to your responses. And, again, thank you for participating.


Joe Dowd
Assistant Managing Editor.
348-9100 ext. 201



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WTTA Westminster MD • WGRX Baltimore MD • KIEK Austin TX • W171 WI114 W1145 Milwaukee WI

Visions of a new century: Survey

Thank you for participating. Because of space limitations, we ask you to keep your comments brief. We must have your survey in hand by Friday March 24. You can mail it or drop it off at 149 Penn Ave., Scranton; 18411. Please put it the attention of Joe Dowd.

Your name: _____ Your title and company: _____

What your company/institution does _____

Your age _____ Time in current position _____

Specific community you live in _____

Family details (such as married, (spouse's name) number of kids, and their ages)

What is your vision for you company, institution, enterprise, etc. for the next 10-20 years? (100 words, max)

What are your company's greatest challenge and greatest opportunity over the next 10 years? (50 words, max)

What is your vision for the community? Where do you see this area going in the next 10 years? (50 words, max.)

What are your personal goals over the next year and/or long-term? (25 words)

Breiseth file

P.O Box 1106
Wilkes-Barre, PA 18703

July, 2001

We have waited to bring our family and friends up to date on our lives until our new address and phone number were set. This is now possible. At the end of June, the moving van took our heaviest possessions to our new home in Hyde Park, New York, where we will join them on September 4, 2001, the day I take up my new responsibilities as President and CEO of the Franklin and Eleanor Roosevelt Institute (FERI). My office will be in the Franklin D. Roosevelt Presidential Library and Museum. FERI's address is 4079 Albany Post Road, Hyde Park, New York 12538 and the FERI phone is 845 229 5321. My e-mail will be <cbreiseth@idsi.net>. Our home address will be 15 Kessler Road, Hyde Park, NY 12538 and our home phone will be 845 229 6858, again after September 4.

For the rest of July and early August we will either be in Ticonderoga, New York with Jane's family or in our Wilkes-Barre apartment. Note the P.O. Box 1106, Wilkes-Barre, PA 18703 address. We are keeping our old home phone number (570 822 2796) and my Wilkes e-mail will continue to work <breiseth@wilkes.edu>. From August 10 until September 3 we will be exploring the National Parks in Colorado, Utah, Arizona and Nevada, ending with the Labor Day Reunion at Deep Springs College.

I am excited to be in a position to help provide leadership for FERI which is committed to increasing public understanding of the Four Freedoms legacy of F.D.R. and the Universal Declaration of Human Rights legacy of E. R. With a range of educational programs and awards, FERI is also a partner in Hyde Park with the National Archives (responsible for the F.D.R. Presidential Library and Museum) and the National Park Service (owner and manager of the several Roosevelt homes and surrounding grounds) in interpreting the story and significance of these two extraordinary human beings. Together we will be building and operating a new Visitors Orientation Center named for Henry A. Wallace and scheduled to open July 4, 2003.

This opportunity (totally unsought by me—this is a story I have to tell in person) is made more exciting because the house we will be occupying, at least for the first couple of years, is the home of FDR's father, James Roosevelt, who bought it in 1868 for his first wife, Rebecca. Thus it is the first Roosevelt home in Hyde Park. It has been in private hands since 1963 and only recently was purchased by FERI to secure it for the future. I will be able to walk to work,

through the woods, high above the Hudson, to work in the F.D.R. Library. Converting the house, which has been law offices for more than three decades, back into a home will be fun for Jane and me. We look forward to sharing it with family and friends as well as with FERI activities, some already part of the programs at Hyde Park, others that will develop once we are in residence.

Our final months at Wilkes have been heart warming. The naming of Breiseth Hall (the major classroom building constructed during my seventeen years at the University) was the crowning recognition, including as it does the Jane Morhouse Breiseth Gallery along its major first floor corridor. The Wilkes Trustees contributed an additional \$1 million beyond their earlier pledges to the Endow the Future Capital Campaign to cap this special recognition of our efforts. Our three girls joined us for the building dedication. Son-in-law Will Brockman stayed in Baltimore to take care of our grandson, Warner Breiseth Brockman, born to Erika and Will on November 13, 2000. Abigail, and Erika and Will, are buying old row houses in Baltimore within six blocks of each other, requiring lots of hard work, money and imagination—two of which they have in abundance (not the money). Abigail, who is working at the Law School of the University of Maryland in Baltimore, is living with the Brockmans until her house is ready so she has had an up close chance to enjoy nephew Warner. He really is a bright-eyed, happy young man who is receiving the full time attention of his Mom. Lydia is getting ready for her senior year at Cornell, majoring in English and minoring in Latin American Studies, with serious work in Spanish. In June, the Cornell Women's Chorus and Men's Glee Club had a performance tour in Venezuela which only increased Lydia's fascination for Latin American cultures.

Now you have the Breiseths' Christmas-in-July letter. See you in Hyde Park.



*All College
Honors Convocation*

*2:00 p.m.
April 1, 2001*

*William S. Scandlon
Center for Physical Education*

*King's College
Wilkes-Barre, PA*

The King's College faculty has always believed that excellence is both recognizable and achievable. As a result, in the 55 years that King's has existed, the College's commitment to fostering, measuring, and recognizing academic excellence has not simply been maintained, but has grown.

A teaching faculty measures its own success through the achievements of its students and its graduates. The desire for excellence has gained respect for King's faculty and students among the finest law schools, medical schools, and graduate schools in the country, resulting in national rankings for some of the College's programs, producing an exemplary rating for the College from the regional accrediting agency, generating a host of regional and national recognitions for the new core curriculum and contributing to the thousands of personal and professional successes of its graduates in business and the professions. That same desire for excellence is fundamental to our ceremonies today.

All the students being honored today have distinguished themselves in their individual efforts by their own hard work and their personal devotion to meeting academic challenges. But this Honors Convocation also celebrates the accomplishment of King's College. Individually and collectively, the students being honored today represent the success of King's College, a community of scholars, both teachers and students, who are devoted to pursuing the highest standards of academic excellence.

Each student being inducted into an honor society today reflects the dedication of the King's College faculty, acknowledges the tradition of excellence by honor students in the past and reaffirms the high standards of achievement for those honor students who will follow.

The students we recognize today are distinguished men and women. I offer my personal congratulations to each of the honorees, as well as to all who have contributed to their success.

*As long as rivers run down to the sea,
or shadows touch the mountain slopes
or stars graze in the vault of heaven
so long shall your honor, your name,
your praises endure.*

Virgil, in Eclogues

Donald W. Farmer, Ph.D.
Vice-President for Academic Affairs

PROGRAM

— PROCESSIONAL —

— INVOCATION —

THE REVEREND JOHN R. GERACCI, C.S.C.,
College Chaplain and Director of Campus Ministry

— WELCOME —

THE REVEREND DONALD J. GRIMES, C.S.C., PH.D.
Acting Vice President for Academic Affairs

— INTRODUCTION OF HONOREES —

STEPHANIE L. BRESSLER, PH.D.
*Associate Professor of Political Science and
Director, Public Policy Research Institute*

PHILIP A. MUNTZEL, PH.D.
*Herve' A. LeBlanc Distinguished Professor
Director, Center for Ethics and Public Life*

— PRESENTATION OF CERTIFICATES —

THE REVEREND THOMAS J. O'HARA, C.S.C., PH.D.
President

— CONFERRAL OF HONORARY DEGREE —

CHRISTOPHER N. BREISETH, PH.D.
President, Wilkes University

— INTRODUCTION OF SPEAKER —

WILLIAM A. SHERGALIS, PH.D.
Dean of the College of Arts and Science

— ADDRESS —

GEORGE H. HAMMERBACHER, PH.D., C.R.
Professor of English

— REMARKS —

THE REVEREND THOMAS J. O'HARA, C.S.C., PH.D.
President

— BENEDICTION —

THE REVEREND JOHN R. GERACCI, C.S.C.,
College Chaplain and Director of Campus Ministry

— ALMA MATER —

— RECESSIONAL —

PIANIST: BRENDA NIGHBERT

Immediately following the Convocation, there will be light refreshments for the honorees, their guests and the faculty in the Scandlon Center.

AQUINAS SOCIETY

Founded in 1953, the Aquinas Society is the King's honor society. Named in honor of St. Thomas Aquinas, it recognizes students of superior academic ability and achievement who are involved in significant extracurricular activities (i.e., which offer a service to the King's College community or involve leadership in campus organizations or activities). Juniors and seniors with a minimum grade-point-average of 3.4 (4.0 scale) who have attained the Dean's List for at least four of their semesters at King's are eligible for admission. David J. Leahigh, Ph.D., Associate Professor of Finance, is moderator of the society.

CARLEA D. ALFIERI
Psychology (B.A.), *Junior*

TRISHA R. ALLEN
English, *Junior*

TERESA L. AVERILL
Spanish, *Senior*

MARK S. BARRON
Criminal Justice, *Senior*

GWYNN M. BUCHANAN
Medical Studies, *Junior*

CLARE E. CHILES
Medical Studies, *Junior*

JACLYN M. COATES
Business Administration, *Junior*

TRUDY E. CORDORA
Political Science, *Junior*

LAWRENCE P. DAKE
History/Theology, *Junior*

MARC T. DECOWSKI
Accounting, *Junior*

SARA A. DeLUCA
History/English, *Senior*

MATTHEW C. DESCIAK
Chemistry, *Senior*

CHRISTINE E. DOMNICK
Elementary Education, *Senior*

CHRISTA L. GALELLA
Elementary Education, *Senior*

JESSICA L. GILROY
Psychology (B.A.), *Senior*

ANNMARIE GULICK
Elementary Education, *Senior*

KATHRYN T. JANICK
Medical Studies, *Senior*

CARMEL E. KALUZAVICH
English, *Junior*

COLLEEN E. LARKIN
Marketing/French, *Senior*

MICHELLE A. LIPPINCOTT
Elementary Education/Psychology (B.A.), *Senior*

JESSICA A. MANZOLILLO
Medical Studies, *Senior*

SARA A. McDONALD
Medical Studies, *Junior*

CHRISTINE McDONNELL
International Business/French, *Senior*

ERIN McGEE
Medical Studies, *Senior*

MALINDA A. MOORE
Elementary Education, *Senior*

DAWN M. MORTON
Health Care Administration, *Senior*

JENNIFER M. MOYER
English, *Junior*

BRIAN M. MULL
Business Administration, *Senior*

ROBERT D. MYERS
Elementary Education, *Senior*

DENISE K. PAGANA
Elementary Education, *Senior*

SARAH E. RIDDLE
Human Resources Management, *Senior*

KRISTIN A. RINKER
Elementary Education, *Senior*

MARY F. RIVIELLO
Elementary Education, *Senior*

ALYSON M. ROMANN
Elementary Education, *Senior*

JUSTIN G. SCAPPATICCI
Theatre, *Senior*

JODI SCHOTTENFELD
Chemistry, *Senior*

LAINE C. SHEERER
Early Childhood Education, *Junior*

AQUINAS SOCIETY (continued)

KYLE J. SHOWALTER
Political Science, *Senior*

NICOLE B. STACH
English, *Junior*

KRISTA J. SUMMERS
General Science, *Senior*

KAREN M. TERRIS
Elementary Education, *Senior*

STEPHANIE WALLIS
Human Resources Management/Psychology (B.A.), *Junior*

KIMBERLY J. WALSH
English/Communications,
Junior

AMY E. WILLIAMS
Elementary Education, *Senior*

BRANDON D. WOLF
Computers & Information
Systems, *Senior*

PAMELA A. ZAWATSKY
Spanish, *Junior*

DELTA EPSILON SIGMA

Delta Epsilon Sigma is the national scholastic honor society for students, faculty and alumni of colleges and universities with a Catholic tradition. The national organization was founded in 1939. The King's Gamma Sigma Chapter was established in 1963. Candidates for membership must have a record of outstanding academic accomplishment and have completed at least 50 percent of the course and credit requirements for the baccalaureate degree with a minimum 3.500 G.P.A., a distinction of performance which would make them eligible for graduation with cum laude honors. Joan Coffin, Ph.D., Associate Professor and Director of the Neuroscience program, is moderator of the society.

MARLON S. ALBER
English, *Senior*

CARLEA D. ALFIERI
Psychology (B.A.), *Junior*

TRISHA R. ALLEN
English, *Junior*

MARK J. CARPENY
English, *Junior*

CLARE E. CHILES
Medical Studies, *Junior*

TRUDY E. CORDORA
Political Science, *Junior*

LAWRENCE P. DAKE
History/Theology, *Junior*

SARA A. DELUCA
History/English, *Senior*

CHRISTINE E. DOMNICK
Elementary Education/Early
Childhood Education, *Senior*

EMMET J. DONNELLY
Computer Science/Computers
and Information Systems,
Junior

CARMEL E. KALUZAVICH
English, *Senior*

SANDRA MIHOCH KASE
Japanese Studies, *Senior*

MICHAEL E. LISKO
Psychology (B.A.), *Senior*

JENNIFER M. MOYER
English, *Junior*

KRISTIN A. RINKER
Elementary Education, *Senior*

NICOLE B. STACH
English, *Junior*

JENNIFER S. SZCZESIAK
Mathematics (B.A.)/French,
Senior

SANDRA L. TARABOCHIA
English, *Senior*

CUTELLE S. THURSTON
Business Administration, *Senior*

STACEY E. ZALOGA
Psychology (B.A.), *Senior*

PHI ALPHA THETA

Phi Alpha Theta, the international honor society in history, was established in 1921 to promote the study of history by the encouragement of research, good teaching, publication and the exchange of learning and thought among historians. The King's Mu Delta Chapter was founded in 1967. Membership is granted by election of candidates who have completed at least four undergraduate history courses with a minimum grade-point-average of 3.3 (4.0 scale), a minimum grade-point-average of 3.0 in two-thirds of all undergraduate courses completed and a scholastic ranking in the upper 35 percent of the student's class. Paul Zbiek, Ph.D., Associate Professor and Chairperson of History, is moderator of the society.

BENJAMIN J. FERGUSON
History, *Senior*

SANDRA MIHOCH KASE
Japanese Studies, *Senior*

JENNIFER L. LEVISKY
Psychology (B.A.)/History,
Junior

ANGELMAE T. WEBBY
Criminal Justice, *Senior*

ALPHA MU GAMMA

Alpha Mu Gamma was founded nationally in 1931 for the purpose of recognizing superior achievement in the advanced study of foreign languages at the college level. The Eta Gamma Chapter at King's was founded in 1969. An overall grade-point-average of 3.0 (4.0 scale) and a grade-point-average of 3.2 in at least three advanced foreign language courses is required for admission. Margaret M. Corgan, Ph.D., Professor and Chairperson of Foreign Languages and Literatures, and the Herve LeBlanc Distinguished Service Professor of Foreign Languages and Literatures, is moderator of the society.

CHRISTOPHER T. DRULA
Accounting, *Sophomore*

AMY C. FESMIRE
English, *Sophomore*

COURTNEY GIULIANI
Spanish, *Sophomore*

ELIZABETH A. JORDAN
Political Science, *Sophomore*

CARMEL E. KALUZAVICH
English, *Sophomore*

CHRISTINE McDONNELL
International Business/French,
Senior

DANIEL McNULTY
Spanish, *Junior*

KRISTIN OWENS
Psychology (B.A.), *Spanish*

EMILY S. RINK
International Business, *Junior*

ANGELA T. SCHATZEL
Mathematics (B.A.),
Sophomore

MELINDA M. YABLONSKI
International Business/Spanish,
Sophomore

JENNIFER A. YORK
English/French, *Junior*

PSI CHI

Psi Chi is the national honor society for students in psychology. The national organization was founded in 1929 for the purpose of encouraging, stimulating and maintaining scholarship in, and advancing the science of psychology. The King's Chapter was founded in 1972. Students accepted for admission must be juniors or seniors, be in the top one-third of their class, have a minimum grade-point-average of 3.30 (4.0 scale) and have high standards of personal behavior. Charles I. Brooks, Ph.D., Professor and Chairperson of Psychology, is moderator of the society.

CARLEA D. ALFIERI
Psychology (B.A.), *Junior*

SANDRA L. CHRISTMAN
Psychology (B.A.), *Junior*

HEATHER M. CIECZKO
Psychology (B.S.), *Senior*

MELISSA L. DECKER
Psychology (B.A.), *Junior*

ERIN E. FRANCIS
Psychology (B.A.)/Sociology,
Junior

GERALDINE R. GIBBONS
Psychology (B.A.), *Senior*

JESSICA L. GILROY
Psychology (B.A.), *Senior*

ALISHA B. HEPFER
Psychology, (B.A.), *Junior*

AMY A. IORIO
Psychology (B.A.), *Junior*

HEATHER L. KROPIEWICKI
Psychology (B.S.), *Senior*

JENNIFER L. LEVISKY
Psychology (B.A.)/History,
Junior

MICHELLE A. LIPPINCOTT
Elementary Education/
Psychology (B.A.), *Senior*

JENNIFER A. O'NEILL
Psychology (B.A.), *Junior*

LAUREN E. RICIGLIANO
Psychology (B.S.), *Junior*

HEIDI C. SPRAU
Psychology (B.S.), *Junior*

NICOLE B. STACH
English, *Junior*

SANDRA L. TARABOCHIA
English, *Senior*

STEPHANIE WALLIS
Human Resources Management/
Psychology (B.A.), *Junior*

STEVEN W. WILLISON
Human Resources Management/
Psychology (B.A.), *Senior*

ALPHA SIGMA LAMBDA

Alpha Sigma Lambda is the national honor society for students in continuing higher education and is dedicated to the advancement of scholarship and the recognition of high scholastic achievement by adult learners in continuing higher education. The national organization was founded in 1946. The King's Alpha Omega Chapter was established in 1974 and is open to adult learners who have shown outstanding academic achievement, the fostering of intellectual activities and the promise of leadership. Barbara Sirianni, Acting Director of College Outreach Programs, is moderator of the society.

RITA A. BALESTRINI
Theology, *Senior*

ERIN MEEHAN CORBETT
Human Resources Management,
Senior

FRANK DeVIVA
Computers & Information
Systems, *Senior*

KIMBERLY A. GRAHAM
Human Resources Management,
Senior

KURT A. HUSEBO
Computers & Information
Systems, *Senior*

SANDRA MIHOCH KASE
Japanese Studies, *Senior*

MARIE A. LETTIERE
Business Administration, *Senior*

KATHLEEN B. LEVITSKI
Business Administration, *Senior*

JACQUELINE M. MORAN
Human Resources Management,
Senior

JOHN J. PAGARELSKI
Computers & Information
Systems, *Senior*

BETH ANN PARTINGTON
Criminal Justice, *Senior*

JOHN A. PEGG
Computers & Information
Systems, *Senior*

THETA ALPHA KAPPA

Theta Alpha Kappa is the national honor society established in 1976 for the purpose of recognizing excellence in theology and religious studies. The King's Beta Charter Chapter was also founded 1976. An overall grade-point-average of 3.0 (4.0 scale) and a grade-point-average of 3.5 after the completion of a minimum of four classes in theology and religious studies is required for admission. J. Michael Cashore, Ph.D., Associate Professor of Theology, is moderator of the society.

LAWRENCE P. DAKE
History/Theology, *Junior*

HARRY R. LYONS
Theology/History, *Junior*

KATIE L. ROLOSON
Theology/Philosophy/
Psychology (B.A.), *Junior*

PHI SIGMA TAU

Phi Sigma Tau, the national honor society in philosophy, was founded in 1930 to serve as a means of awarding distinction to students having high scholarship and personal interest in philosophy; to encourage a professional spirit and friendship among those who have displayed marked ability in the field; and, to promote interest in philosophy among the general collegiate public. The King's Pi Chapter was established in 1979 and admits students who have achieved Dean's List status for three semesters and have a grade of B or better in any two Philosophy courses. Membership is extended to faculty members whose scholarly achievement attests to their love of philosophy and interest in speculative inquiry. Gregory Bassham, Ph.D., Assistant Professor of Philosophy, is moderator of the society.

LAWRENCE P. DAKE
History/Theology, *Junior*

CARMEL E. KALUZAVICH
English, *Senior*

JANYNE M. SWIRCEK
History, *Senior*

DAWN L. DRUMIN
English, *Senior*

MICHAEL E. LSKO
Psychology (B.A.), *Senior*

SANDRA L. TARABOCHIA
English, *Senior*

LYNNE M. FALCHEK
Communications/English,
Senior

ANDREW M. MILZ
English, *Senior*

LATISSE A. HEERWIG
English/Theology, *Senior*

JENNIFER A. O'NEILL
Psychology (B.A.), *Junior*

PI SIGMA ALPHA

Pi Sigma Alpha was founded nationally in 1920 to bring persons especially interested in the study of government into closer association with one another for their mutual benefit. The Xi Psi Chapter at King's was founded in 1984. Membership in the society is open to political science majors with an overall grade-point-average of 3.4, invited faculty members and honorary members. Stephanie Bressler, Ph.D., Associate Professor of Political Science, is moderator of the society.

KELLY A. BRAY
Political Science/Environmental
Studies, *Junior*

WILLIAM C. DANOWSKI
Political Science, *Junior*

HAROLD ROBERTS
Political Science, *Senior*

TRUDY E. CORDORA
Political Science, *Junior*

MOLLY A. MCCARTHY
Political Science, *Senior*

ALPHA PHI SIGMA

Alpha Phi Sigma was founded nationally in 1942 to recognize scholastic excellence by undergraduate and graduate students in the criminal justice sciences. The Alpha Lambda Sigma Chapter at King's was founded in 1985. An overall grade-point-average of 3.0 (4.0 scale), a grade-point-average of 3.2 after the completion of at least four criminal justice courses and a ranking in the top 35 percent of the student's class are required for admission. Bill Lutes, Ph.D., Professor and Chairperson of Criminal Justice and Sociology, is moderator of the society.

JOSEPH M. BROZOWSKI
Criminal Justice, *Senior*

MELANIE R. READLER
Criminal Justice, *Senior*

DAWN M. SWANSON
Criminal Justice, *Junior*

STEPHEN J. DUBERNAS
Criminal Justice, *Senior*

BRADLEY J. SHOCK
Criminal Justice, *Senior*

JOHN P. TIGUE
Criminal Justice, *Senior*

ALPHA EPSILON DELTA

Alpha Epsilon Delta was founded in 1926 to recognize scholastic excellence in students planning careers in the health professions. The Pennsylvania Lambda Chapter, King's College, was established in 1989 as a natural successor to the King's College Pre-Medical Honor Society founded two years earlier, and is now one of eleven such active Alpha Epsilon Delta chapters in the Commonwealth. Membership is open to sophomores with a cumulative GPA and GPA for all science courses of 3.30, to juniors with GPA's of 3.15, and to those seniors with science and overall GPA of 3.00, who are planning careers in medicine, osteopathy, dentistry, podiatry, optometry, pharmacy, veterinary medicine, clinical laboratory science, physician assistant, and the basic sciences. Members must also manifest the personal qualifications consistent with the highest standards of those professions. Thomas V. Tobin, Associate Professor of Biology and Chief Health Professions Advisor, is moderator of the society.

ROSE G. ALAIMO
Biology, *Junior*

RENEE E. DUSHECK
Biology, *Junior*

MELANIE A. HADDICK
Physician Assistant, *Senior*

GREGORY D. BENJAMIN
Biology, *Sophomore*

LORA D. ELLSWORTH
Physician Assistant, *Senior*

ALAN K. HECKLER
General Science, *Sophomore*

TERESA I. CLUCK
Physician Assistant, *Junior*

CORI M. FINN
Physician Assistant, *Junior*

RAHAT S. HUSSAIN
Physician Assistant, *Senior*

KRISTEN B. CZWALINA
Biology/Neuroscience,
Sophomore

KRISTIE M. FIZZ
Physician Assistant, *Senior*

KARIN L. JACOBS
Clinical Lab Science-
Medical Technology, *Senior*

KRISTINA L. DICKE
Physician Assistant, *Graduate
Student*

EMILY J. FLEAGLE
Physician Assistant, *Graduate
Student*

KATHRYN T. JANICK
Medical Studies, *Senior*

CAROLYN E. DULNEY
Biology, *Junior*

SUSAN R. FRAYTE
Physician Assistant, *Senior*

CANDICE A. KEPICH
Biology, *Sophomore*

ALPHA EPSILON DELTA (continued)

ELIZABETH A. KUBASKO
Biology, *Sophomore*

JESSICA A. MANZOLILLO
Medical Studies, *Senior*

ERIN McGEE
Medical Studies, *Senior*

JENNIFER L. MOTTO
Physician Assistant, *Graduate Student*

MEGAN J. PHILLIPS
Physician Assistant, *Senior*

RENEE M. SALVO
Biology, *Junior*

MELANIE A. SHUEY
Physician Assistant, *Senior*

CARA ZOSCHAK
Physician Assistant, *Senior*

DELTA MU DELTA

Delta Mu Delta, the national honor society in Business Administration, was founded in 1913, for the dual purpose of promoting scholarship in business administration and recognizing and rewarding business administration students who have distinguished themselves academically. The King's Epsilon Omicron Chapter was established in 1990 and admits junior and senior students (who have attained a grade-point-average of 3.20, are Business Administration majors, and are in the top 20% of their college class), invited faculty members, and honorary members. Christopher S. Alexander, Assistant Professor of Marketing, is moderator of the society.

ANTHONY J. ALITTO
Business Administration, *Senior*

SANDRA BARTOSIEWICZ
Business Administration, *Senior*

HEATHER K. CHUKINAS
Business Administration, *Junior*

JACLYN M. COATES
Business Administration, *Junior*

ANTHONY J. DeLUCCA
Business Administration, *Senior*

WILLIAM J. FERRARA
Business Administration, *Junior*

PAULA M. GAVLICK
Business Administration, *Senior*

ROBERT J. LUCHI
Business Administration, *Senior*

RICHARD R. MIKULSKI
Business Administration, *Senior*

AMY R. MITCHELL
Business Administration, *Junior*

BRIAN M. MULL
Business Administration, *Senior*

CRAIG A. NOVAK
Business Administration/
Accounting, *Junior*

DANIEL P. PATTERSON
Business Administration, *Junior*

HENRY T. REMBISH
Business Administration, *Junior*

CHRISTOPHER F. SAUCHAK
Business Administration, *Junior*

SHARON A. SKOTEK
Business Administration, *Junior*

CUTELLE S. THURSTON
Business Administration, *Senior*

OMICRON DELTA EPSILON

Omicron Delta Epsilon was founded in 1963 for the purpose of recognizing scholastic attainment and the honoring of outstanding achievements in Economics as well as establishing closer ties between students and faculty in Economics. The King's Alpha Mu of Pennsylvania Chapter was established in 1991 and admits students having a minimum GPA of 3.25 with either a major or minor in Economics. Membership is also extended to faculty members. Margarita M. Rose, Ph.D., Associate Professor of Economics, is moderator of the society.

EUGENE BING
Economics (B.S.), *Senior*

JOHN R. BOWBLIS
Finance/Economics (B.S.),
Junior

JANENE M. BYOREK
Economics (B.S.), *Senior*

MATTHEW R. COBURN
International Business, *Senior*

DIANE M. DANOWSKI
Accounting, *Senior*

MICHAEL D. FINARELLI
International Business, *Senior*

GRETCHEN E. KWASHNIK
International Business, *Junior*

**KATARZYNA
KWIATKOWSKI**
International Business/Spanish,
Senior

PAOLA F. MALATTO
International Business/Business
Administration, *Junior*

CHRISTINE McDONNELL
International Business/French,
Senior

COLLEEN P. MEEHAN
Political Science, *Senior*

JEFFREY J. ROGISH
International Business/Market-
ing, *Senior*

YANINA V. SOKOVNICK
International Business/Comput-
ers and Information Systems,
Senior

RYAN P. WALSH
Accounting, *Senior*

KAPPA DELTA PI

Tau Pi Chapter of Kappa Delta Pi, an international honor society in education, was chartered in the fall of 1993. Kappa Delta Pi, founded in 1911, has a membership of nearly 650,000 in more than 400 universities, colleges, and alumni chapters. An invitation of membership in Tau Pi is based on high academic achievement (minimum cumulative GPA of 3.40), a commitment to education as a career, and a professional attitude which assures the member's steady growth in the field of education. Personal attitude toward life and teaching are also considerations. Laurie Ayre, Ph.D., Assistant Professor of Education, is moderator of the society.

MELISSA A. CONNIFF
Elementary Education, *Junior*

WILLIAM C. DANOWSKI
Political Science, *Junior*

SARA A. DeLUCA
History/English, *Senior*

MARY M. DOUGHERTY
Elementary Education, *Junior*

CHRISTA L. GALELLA
Elementary Education, *Senior*

DARCIE M. GINGELL
Education, *Senior*

**ELIZABETH D.
HENNINGER**
Elementary Education, *Senior*

MICHELLE M. JAYNE
Elementary Education, *Junior*

KAPPA DELTA PI (continued)

ALICE L. KOLMANSPERGER
Elementary Education, *Junior*

MELISSA LORUSSO
Elementary Education, *Junior*

LYNN M. MORTIMER
History, *Junior*

SHANNA J. PADAMS
Early Childhood Education,
Junior

DENISE K. PAGANA
Elementary Education, *Senior*

TRICIA A. TAIT
History, *Junior*

NINA WOJTANOWSKI
Elementary Education, *Junior*

PAMELA A. ZAWATSKY
Spanish, *Junior*

MU KAPPA TAU

Mu Kappa Tau, the national honor society in marketing, was founded in 1966 by members of Pi Sigma Epsilon, the National Professional Fraternity in Marketing, Sales Management and Selling. The goals of Mu Kappa Tau are to promote the advancement of study in the field of Marketing; to recognize academic excellence within the Marketing discipline; and to develop an exceptional standard of ethics and achievement within the marketing milieu. The King's College Chapter was established in 1995 and admits junior and senior marketing students who have attained an overall cumulative grade point average of 3.25 (4.0 scale). Juniors must be ranked in the top 10% of their class and seniors must be ranked in the top 20% of their class. Amy L. Parsons, Assistant Professor of Marketing, is moderator of the society.

NICOLE J. BOUTHOUT
Marketing, *Senior*

PATRICIA L. HOFFMAN
Marketing/Health Care
Administration, *Senior*

NICOLE C. KRUTZ
Marketing, *Senior*

SIGMA TAU DELTA

Sigma Tau Delta, the International English Honor Society, was founded in 1924 to confer distinction for high achievement in English language and literature studies; to promote interest in literature and the English language on local campuses and in their surrounding communities; and to foster the discipline of English in all its aspects, including creative and critical writing. Members of the King's College Chapter, which was founded in 1995, must be junior or senior majors or minors with an average in English of 3.4 or better (4.0 scale), and they must be nominated and elected by current members. Megan Lloyd, Ph.D., Assistant Professor of English, is moderator of the society.

TRISHA R. ALLEN
English, *Junior*

SARA A. DeLUCA
History/English (Secondary
Education), *Senior*

DAWN L. DRUMIN
English, *Senior*

MARGARET E. McCONNELL
English, *Senior*

JENNIFER M. MOYER
English, *Junior*

NICOLE B. STACH
English, *Junior*

JENNIFER A. YORK
English/French, *Junior*

CHI ALPHA EPSILON

Chi Alpha Epsilon is the national honor society for students who are admitted to colleges and universities via developmental program pathways. The national organization was founded in 1990 to promote continued high academic standards, foster increased communication among its members, and honor academic excellence. The King's Alpha Lambda Chapter was established in 1999 and admits full-time junior and senior ACT 101 students who have achieved a 3.00 cumulative grade-point-average for at least two consecutive semesters and have been an active participant in the program. Donna Dickinson, ACT 101 Assistant Director, is moderator of the society.

DAVID R. ALLEN
Computer Science/Computers
& Information Systems, *Senior*

AMY L. ASH
Elementary Education/Special
Education/Psychology (B.A.),
Junior

SUSAN M. BAROODY
Biology/Neuroscience, *Senior*

MARK D. GRANTEED
Accounting, *Senior*

SHARIDA E. KASPER
Education, *Graduated*

CHRISTINE J. KLICK
Accounting/Computer Science,
Senior

KATHY M. LYONS
Elementary Education, *Senior*

BETH A. MILLER
Criminal Justice, *Senior*

FRANK A. TERESCAVAGE
Computer Science/Computers
& Information Systems, *Junior*

APRIL C. ZLUCHOWSKI
Psychology (B.A.), *Senior*

ALPHA EPSILON LAMBDA

Alpha Epsilon Lambda was founded in 1990 by former officers of the National Association of Graduate-Professional Students. Before Alpha Epsilon Lambda, no honor society was devoted exclusively to recognizing graduate students. The mission of Alpha Epsilon Lambda is to promote ethics, intellectual achievement and leadership among graduate students. Members of Alpha Epsilon Lambda also help sponsor on-going service projects that benefit all graduate students at their institutions. The King's College Chapter was established in 1999. To be invited to apply for membership, graduate students must have completed a specific number of credits in their graduate program; place in the top 35% of that graduate program academically (GPA); and have an outstanding record of leadership, scholarship, research and service activities. Admission to membership is decided by the Graduate Policy Committee, whose members are the Director of Graduate Programs, the directors of the individual graduate programs, the Dean of the College of Arts and Sciences, and the Director of the McGowan School of Business. Elizabeth S. Lott, Ph.D., Director of Graduate Programs, is moderator of the society.

DAVID E. BANKO
M. S. in Finance

KIMBERLY A. BOWMAN
M.Ed. in Reading

LINDA M. HOUCK
M.Ed. in Reading

SUSANNE S. O'DONNELL
M.S. in Finance

JENNIFER M. OLENIAC
M.S. in Finance

BILLIE L. SHEPPARD
M.S. in Health Care Administration

CARRIE A. SNELL
M.Ed. in Reading

CHRISTINE A. SNYDER
M.S. in Health Care Administration

ANNE MARIE SYSKO
M.S. in Health Care Administration

ROSE ANN P. WIDDICK
M.S. in Finance

HONOREES

ALAIMO, Rose G.
Alpha Epsilon Delta

ALBER, Marlon S.
Delta Epsilon Sigma

ALFIERI, Carla D.
Psi Chi/
Aquinas/
Delta Epsilon Sigma

ALITTO, Anthony J.
Delta Mu Delta

ALLEN, David R.
Chi Alpha Epsilon

ALLEN, Trisha R.
Sigma Tau Delta/
Aquinas/
Delta Epsilon Sigma

ASH, Amy L.
Chi Alpha Epsilon

AVERILL, Teresa L.
Aquinas

BALESTRINI, Rita A.
Alpha Sigma Lambda

BANKO, David E.
Alpha Epsilon Lambda

BAROODY, Susan M.
Chi Alpha Epsilon

BARRON, Mark
Aquinas

BARTOSIEWICZ, Sandra
Delta Mu Delta

BENJAMIN, Gregory D.
Alpha Epsilon Delta

BING, Eugene
Omicron Delta Epsilon

BOUTHOUT, Nicole J.
Mu Kappa Tau

BOWBLIS, John R.
Omicron Delta Epsilon

BOWMAN, Kimberly A.
Alpha Epsilon Lambda

BRAY, Kelly A.
Pi Sigma Alpha

BROZOWSKI, Joseph M.
Alpha Phi Sigma

BUCHANAN, Gwynn M.
Aquinas

BYOREK, Janene M.
Omicron Delta Epsilon

CARPENCY, Mark J.
Delta Epsilon Sigma

CHILES, Clare E.
Aquinas/
Delta Epsilon Sigma

CHRISTMAN, Sandra L.
Psi Chi

CHUKINAS, Heather K.
Delta Mu Delta

CIECZKO, Heather M.
Psi Chi

CLUCK, Teresa I.
Alpha Epsilon Delta

COATES, Jaclyn M.
Delta Mu Delta/
Aquinas

COBURN, Matthew R.
Omicron Delta Epsilon

CONNIFF, Melissa A.
Kappa Delta Pi

CORBETT, Erin Meehan
Alpha Sigma Lambda

CORDORA, Trudy E.
Pi Sigma Alpha/
Aquinas/
Delta Epsilon Sigma

CZWALINA, Kristen B.
Alpha Epsilon Delta

DAKE, Lawrence P.
Phi Sigma Tau/
Theta Alpha Kappa/
Aquinas/
Delta Epsilon Sigma

DANOWSKI, Diane M.
Omicron Delta Epsilon

DANOWSKI, William C. Pi
Sigma Alpha/
Kappa Delta Pi

DECKER, Milissa L.
Psi Chi

DECOWSKI, Marc T.
Aquinas

DeLUCA, Sara A.
Kappa Delta Pi/
Sigma Tau Delta/
Aquinas/
Delta Epsilon Sigma

DeLUCCA, Anthony J.
Delta Mu Delta

DESCIAK , Matthew C. Aquinas	FESMIRE , Amy C. Alpha Mu Gamma	GULICK , AnnMarie Aquinas	KALUZAVICH , Carmel E. Phi Sigma Tau/ Aquinas/ Delta Epsilon Sigma/ Alpha Mu Gamma	LEVITSKI , Kathleen B. Alpha Sigma Lambda	McNULTY , Daniel Alpha Mu Gamma
DeVIVA , Frank Alpha Sigma Lambda	FINARELLI , Michael D. Omicron Delta Epsilon	HADDICK , Melanie A. Alpha Epsilon Delta	KASE , Sandra Mihoch Alpha Sigma Lambda/ Delta Epsilon Sigma/ Phi Alpha Theta	LIPPINCOTT , Michelle A. Psi Chi/ Aquinas	MEEHAN , Colleen Omicron Delta Epsilon
DICKE , Kristina L. Alpha Epsilon Delta	FINN , Cori M. Alpha Epsilon Delta	HECKLER , Alan K. Alpha Epsilon Delta	KASPER , Sharida E. Chi Alpha Epsilon	LISKO , Michael E. Phi Sigma Tau/ Delta Epsilon Sigma	MIKULSKI , Richard R. Delta Mu Delta
DOMNICK , Christine E. Aquinas/ Delta Epsilon Sigma	FIZZ , Kristie M. Alpha Epsilon Delta	HEERWIG , Latisse A. Phi Sigma Tau	KEPICH , Candice A. Alpha Epsilon Delta	LORUSSO , Melissa Kappa Delta Pi	MILLER , Beth A. Chi Alpha Epsilon
DONNELLY , Emmet J. Delta Epsilon Sigma	FLEAGLE , Emily J. Alpha Epsilon Delta	HENNIGER , Elizabeth D. Kappa Delta Pi	KLICK , Christine J. Chi Alpha Epsilon	LUCHI , Robert J. Delta Mu Delta	MILZ , Andrew M. Phi Sigma Tau
DOUGHERTY , Mary M. Kappa Delta Pi	FRANCIS , Erin E. Psi Chi	HEPFER , Alisha B. Psi Chi	KOLMANSPERGER , Alice L. Kappa Delta Pi	LYONS , Harry R. Theta Alpha Kappa	MITCHELL , Amy R. Delta Mu Delta
DRULA , Christopher T. Alpha Mu Gamma	FRAYTE , Susan R. Alpha Epsilon Delta	HOFFMAN , Patricia L. Mu Kappa Tau	KROPIEWNICKI , Heather L. Psi Chi	LYONS , Kathy M. Chi Alpha Epsilon	MOORE , Malinda A. Aquinas
DRUMIN , Dawn L. Phi Sigma Tau/ Sigma Tau Delta	GALELLA , Christa L. Kappa Delta Pi/ Aquinas	HOUCK , Linda M. Alpha Epsilon Lambda	KRUTZ , Nicole C. Mu Kappa Tau	MALATTO , Paola Omicron Delta Epsilon	MORAN , Jacqueline M. Alpha Sigma Lambda
DUBERNAS , Stephen J. Alpha Phi Sigma	GAVLICK , Paula M. Delta Mu Delta	HUSEBO , Kurt A. Alpha Sigma Lambda	KUBASKO , Elizabeth A. Alpha Epsilon Delta	MANZOLILLO , Jessica A. Alpha Epsilon Delta/ Aquinas	MORTIMER , Lynn M. Kappa Delta Pi
DULNEY , Carolyn E. Alpha Epsilon Delta	GIBBONS , Geraldine R. Psi Chi	HUSSAIN , Rahat Alpha Epsilon Delta	KWASHNIK , Gretchen E. Omicron Delta Epsilon	McCARTHY , Molly A. Pi Sigma Alpha	MORTON , Dawn M. Aquinas
DUSHECK , Renee E. Alpha Epsilon Delta	GILROY , Jessica L. Psi Chi/ Aquinas	IORIO , Amy A. Psi Chi	KWIATKOWSKI , Katarzyna Omicron Delta Epsilon	McCONNELL , Margaret E. Sigma Tau Delta	MOTTO , Jennifer L. Alpha Epsilon Delta
ELLSWORTH , Lora D. Alpha Epsilon Delta	GINGELL , Darcie M. Kappa Delta Pi	JACOBS , Karin L. Alpha Epsilon Delta	LARKIN , Colleen E. Aquinas	McDONALD , Sara A. Aquinas	MOYER , Jennifer M. Sigma Tau Delta/ Aquinas/Delta Epsilon Sigma
FALCHEK , Lynne M. Phi Sigma Tau	GIULIANI , Courtney Alpha Mu Gamma	JANICK , Kathryn T. Alpha Epsilon Delta/ Aquinas	LETTIERE , Marie A. Alpha Sigma Lambda	McDONNELL , Christine Aquinas/ Omicron Delta Epsilon/ Alpha Mu Gamma	MULL , Brian M. Delta Mu Delta/ Aquinas
FERGUSON , Benjamin J. Phi Alpha Theta	GRAHAM , Kimberly A. Alpha Sigma Lambda	JAYNE , Michelle M. Kappa Delta Pi	LEVISKY , Jennifer L. Psi Chi/ Phi Alpha Theta	McGEE , Erin Alpha Epsilon Delta/ Aquinas	MYERS , Robert D. Aquinas
FERRARA , William J. Delta Mu Delta	GRANTEED , Mark D. Chi Alpha Epsilon	JORDAN , Elizabeth A. Alpha Mu Gamma			NOVAK , Craig A. Delta Mu Delta

O'DONNELL, Susanne S.
Alpha Epsilon Lambda

OLENIAK, Jennifer M.
Alpha Epsilon Lambda

O'NEILL, Jennifer A.
Phi Sigma Tau/
Psi Chi

OWENS, Kristin
Alpha Mu Gamma

PADAMS, Shanna J.
Kappa Delta Pi

PAGANA, Denise K.
Kappa Delta Pi/
Aquinas

PAGARELSKI, John J.
Alpha Sigma Lambda

PARTINGTON, Beth Ann
Alpha Sigma Lambda

PATTERSON, Daniel P.
Delta Mu Delta

PEGG, John A.
Alpha Sigma Lambda

PHILLIPS, Megan J.
Alpha Epsilon Delta

READLER, Melanie R.
Alpha Phi Sigma

REMBISH, Henry T.
Delta Mu Delta

RICIGLIANO, Lauren E.
Psi Chi

RIDDLE, Sarah E.
Aquinas

RINK, Emily S.
Alpha Mu Gamma

RINKER, Kristin A.
Aquinas/
Delta Epsilon Sigma

RIVIELLO, Mary F.
Aquinas

ROBERTS, Harold
Pi Sigma Alpha

ROGISH, Jeffrey J.
Omicron Delta Epsilon

ROLOSON, Katie L.
Theta Alpha Kappa

ROMANN, Alyson M.
Aquinas

SALVO, Renee M.
Alpha Epsilon Delta

SAUCHAK, Christopher F.
Delta Mu Delta

SCAPPATICCI, Justin G.
Aquinas

SCHATZEL, Angela T.
Alpha Mu Gamma

SCHOTTENFELD, Jodi
Aquinas

SHEERER, Laine C.
Aquinas

SHEPPARD, Billie L.
Alpha Epsilon Lambda

SHOCK, Bradley J.
Alpha Phi Sigma

SHOWALTER, Kyle J.
Aquinas

SHUEY, Melanie A.
Alpha Epsilon Delta

SKOTEK, Sharon A.
Delta Mu Delta

SNELL, Carrie A.
Alpha Epsilon Lambda

SNYDER, Christine A.
Alpha Epsilon Lambda

SOKOVNICK, Yanina V.
Omicron Delta Epsilon

SPRAU, Heidi C.
Psi Chi

STACH, Nicole B.
Sigma Tau Delta/
Psi Chi/
Aquinas/
Delta Epsilon Sigma

SUMMERS, Krista J.
Aquinas

SWANSON, Dawn M.
Alpha Phi Sigma

SWIRCEK, Jayne M.
Phi Sigma Tau

SYSKO, Anne Marie
Alpha Epsilon Lambda

SZCZESIAK, Jennifer S.
Delta Epsilon Sigma

TAIT, Tricia A.
Kappa Delta Pi

TARABOCHIA, Sandra L.
Phi Sigma Tau/
Psi Chi/
Delta Epsilon Sigma

TERESCAVAGE, Frank A.
Chi Alpha Epsilon

TERRIS, Karen M.
Aquinas

THURSTON, Cutelle S.
Delta Mu Delta/
Delta Epsilon Sigma

TIGUE, John P.
Alpha Phi Sigma

WALLIS, Stephanie
Psi Chi/
Aquinas

WALSH, Kimberly
Aquinas

WALSH, Ryan P.
Omicron Delta Epsilon

WEBBY, Angelmae T.
Phi Alpha Theta

WIDDICK, Rose Ann P.
Alpha Epsilon Lambda

WILLIAMS, Amy E.
Aquinas

WILLISON, Steven W.
Psi Chi

WOJTANOWSKI, Nina
Kappa Delta Pi

WOLF, Brandon D.
Aquinas

YABLONSKI, Melinda M.
Alpha Mu Gamma

YORK, Jennifer A.
Sigma Tau Delta/
Alpha Mu Gamma

ZALOGA, Stacey E.
Delta Epsilon Sigma

ZAWATSKY, Pamela A.
Kappa Delta Pi/
Aquinas

ZIUCHOWSKI, April C.
Chi Alpha Epsilon

ZOSCHAK, Cara
Alpha Epsilon Delta

Alma Mater

Hail our Royal Regent

Thy sovereign name we praise,

King of Earth and Heaven,

Watcher of our ways.

We're forever loyal

Ever proud to sing

The glories of the school we cherish

Hail to Christ the King.

King's College
Wilkes-Barre, PA 18711

2001

CNB-File

ANTI-DEFAMATION LEAGUE DINNER
REMARKS BY EUGENE ROTH, ESQ.
Wednesday, May 3, 2000

It seems like yesterday, but was nearly seventeen years ago, that Connie and I and Jane and Chris sat in my automobile in front of the Ramada Hotel and discussed the future they might have should Wilkes offer the Presidency to Chris and should Chris agree to accept.

We had earlier left a social gathering at Dottie & Frank Henry's home where the trustees had an opportunity to meet and talk with Jan^e and Chris and see them interact in a less formal environment than the earlier interview process.

By that time, we were familiar with Chris' academic background and accomplishments. Generally, we knew that he was a Phi Beta Kappa undergraduate of UCLA, that he had received what now would be equivalent to a masters degree in Modern British History from Oxford University and received his Ph.D. from Cornell University in Modern European Intellectual History. He served as the President and Dean of Deep Springs College, was a Professor of History at Sangamon State University before that, was a Professor at Williams College and for several years served as Chief of Policy Guidance, Community Action Program, in the Office of Economic Opportunity in Washington, D.C.

Being sensitive to the critical role the First Lady plays in the success of a college President, we were also aware that Jane had received her Bachelors from Cornell University and subsequently a Master of Education also from Cornell, with, interesting enough, her Master's Essay ^{being} entitled "Contemporary Sub-Sahara Black African Literature in the Junior High School". She had by that time a permanent certification as a secondary teacher of Language Arts and Social Studies from the states of New York, Massachusetts, Illinois and the District of Columbia.

We sat for some period of time and discussed the college, its successful growth through the terms of Drs. Farley, Micheleni and Capin, certain of the challenges confronting the next administration and the opportunities the position offered.

Noting that Chris was enthusiastic, albeit non-committal, and sensing that my co-trustees were impressed and pleased with both of them, Connie and I then spoke at length about the Wyoming Valley, its advantages, disadvantages, its positive and negative aspects and, ultimately, concluded by challenging them with the impact they could have not only on the college but on the Community

and Region as well. I recall vividly pointing out that the likelihood of Chris' impact on, say, a Williams was relatively inconsequential measured against the likelihood of his impact on Wilkes, and the effect that impact would have on the total community.

With that as our background, let us now look at their accomplishments since then, in the broader sense of their impact on all of us.

Jane has performed as the First Lady of Wilkes with dignity, charm, enthusiasm and creativity, always willing and eager to please, participate, lead and do whatever ^{was} ~~is~~ necessary and more to discharge the responsibilities of her role and in aid of Chris' presidency. Her involvement has been evident in a variety of venues and challenges, all of which are pertinent to the honor being bestowed upon her this evening. Jane has been more than an exceptional partner to Chris, although one would have considered that to be sufficient, and in fact has always been "her own person" with her own separate achievements, with her own influences on the nature of things that make up this wonderful valley and this, sometimes, perplexing region. To that end, she has served as a member of the Board, and now as President, of the Wyoming Valley Interfaith Council;

serves or has served as a member of the Boards of the Family Services Association, Friends of Hospice St. John and ^{THE} Northeastern Philharmonic Society. She has provided leadership to the Interreligious Encounter Group, Luzerne County Women's Conference Panel, the Wilkes University Faculty Women and Wives Club, as a member of the Middle States Evaluation Planning Team from Myers High School and much, much more. During all of this, Jane has managed to raise and provide wonderfully, warm, loving and supportive care to ^{THEIR} ~~her and~~ Chris' beautiful, talented, and gracious daughters. Being with anyone of them for any length of time speaks volumes about their parents and the home and environment in which they were raised.

On the other side of the team, Chris has accomplished so much on so many fronts that permitted time allows only the briefest of highlights.

His leadership, tenacity, wisdom and foresight have seen Wilkes evolve from a college to a university, its endowment increased by tenfold, the establishment of the first and only doctoral program of any college or university in Northeastern Pennsylvania, the construction of three major new building facilities on campus, the preservation of a major portion of the historic

downtown of the City of Wilkes-Barre and the creation of a green way on campus that provides a long dreamed for ambiance unparalleled on most urban campuses in this country. He has done all of this while expanding upon the University's uniqueness in providing excellence within the framework established by the founders of Wilkes as the first co-educational and the only non-sectarian, non-religious, non-state-established institution of higher education in all of Northeastern Pennsylvania.

In the meanwhile, he also, somehow, found the time to be published on more than 25 occasions on subjects ranging from Lincoln, the Civil War, education and Booker T. Washington.

Chris' leadership efforts in the broader community and our region have been boundless, making all of our lives, and the lives of future generations, enormously enhanced. I recount but one such effort, because it was an unpopular challenge at its inception and took substantial courage, at great personal and professional risk, for Chris to pursue. I refer to his Chairmanship and leadership in the creation, formation and ultimate success of the Earth Conservancy. This was a project identified by the Chamber of Commerce as

critical to the future growth of the Wyoming Valley, that was enabled by the imagination and singular efforts of Congressman Kanjorski, that was mired and challenged by the longest bankruptcy in the history of the United States Courts, and which was and is directed at the recovery of a wasteland of some 17,000 mine-scarred acres of land that run virtually the geographical ^{length} ~~width~~ of this valley. For a variety of the usual provincial and parochial reasons, the effort was challenged by every conceivable issue, adverse interest and hostility. Only through his leadership, sense of rectitude and certainty of purpose is that recovery well into fruition, promising a future for residential, commercial and industrial expansion of a dimension only dreamed about in our past.

In recognition of all these things and more, Chris has been the recipient of numerous awards and honors, including the B'nai B'rith Lincoln Day Dinner Community Service Award, the Boy Scouts of America Distinguished Citizens Award, and an honorary doctorate awarded by Luzerne County Community College.

The Citizens' Voice, in its editorial this past April 21st, captured it best when it said of Chris:

"During ^{his} the sixteen years, Dr. Breisth has been a leader and a light in this community - as an administrator, as an advocate for economic development, as a man of principal, and as an educator. Because he has stood strong and helped show the way, this area has moved forward towards a new view of interpersonal relationships - between people of different faiths, between people of different races, among all. For this, and for all he has done to steer a great University, for the great cause of education, for the greater Wyoming Valley - we salute Dr. Breisth."

ADL is commended for having recognized the merit of Chris and Jane to receive this outstanding award. I ask that they join me at the podium so that I can make the presentation of this special gift which is inscribed:

THE Distinguished Community Service Award of

THE ANTI-DEFAMATION League is presented

To: JANE + CHRISTOPHER BREISETH IN

RECOGNITION OF ^{their} ~~your~~ Distinguished Leadership

AND Service in Community Affairs AND CHARITABLE

Endeavors; IN CELEBRATION OF ^{their} ~~your~~ Dedication to

Preserving Liberty, Counter-Acting Rigotry - AND

ADVANCING THE CAUSE OF Human Rights,

Dignity AND EQUAL OPPORTUNITY.

~~PRESENTED By the GREATER~~

~~WILKES-BARRE SOCIETY
OF FELLOWS~~

~~MAY - 3 - 2000~~

~~WILKES-BARRE, PA~~

Wilkes University

Office of the President

REMARKS TO THE UNIVERSITY COMMUNITY FROM CHRISTOPHER N. BREISETH APRIL 18, 2000

I have asked the Executive Committee of the Board of Trustees to accept my request to retire as President of Wilkes University as of July 1, 2001. By that date, three months before my 65th birthday and the anniversary of my commencement as president in 1984, I will have completed seventeen years of service to Wilkes. What we have accomplished together during that time—faculty, trustees, staff, students, alumni and friends—is a source of great pride. Indeed, my tenure as president of Wilkes is the high point of my professional life and I will always recall these years with pleasure—even the difficult times. Timing in life is very important. I have been weighing the timing of this decision for the past few years, knowing that as for so many of my faculty peers who responded to the University's need for early retirements, the question is not whether but when. I also knew that it was premature to step down while we were going through the challenges of the dramatically changing environment for higher education of the second half of the 1990s.

The Board of Trustees has continued its commitment to enhance compensation within a context of performance evaluation for all faculty and staff; enrollments look strong for next fall; a healthy budget surplus is projected for the present fiscal year; the mission and vision statements have been adopted by the Board; the Strategic Long-Range Planning Committee is completing a plan for the next three-to-five years; and enhancements are being considered to implement the programmatic vision of Wilkes University in the coming fiscal year. The timing is right to let the University begin the process of selecting a new leader. It will take the better part of a year to complete the search for a new president. The Board of Trustees, under the skilled leadership of Gerald Moffatt whose presence here today I deeply appreciate, will authorize at the forthcoming May meeting of the Board the search process including a search committee reflective of the several constituencies of the University.

Meanwhile, I look forward to the opportunity over the next year to support the faculty's main agenda, to design a revised Core Curriculum which will provide students with a 21st century general educational experience grounded in the liberal arts and science tradition of Wilkes, but also focused on intellectual and technological skills critical for individual success and fulfillment, a primary commitment of the University's mission. I plan to spend an increasing proportion of my time helping Paul Strunk reach, and I hope surpass the \$30 million goal of the Endow the Future Capital Campaign. I also look forward to working with the new Dean of Technology to carry out the goal of strengthening the academic and administrative uses of information and computer technology.

I want to say something about my leadership team. As you all know, Dr. Michael Lennon announced his intention to retire from the position of Vice President for Academic Affairs to resume a role that will both let him return to teaching literature and to his important

work on Norman Mailer. Paul O'Hop has been asked by the leadership of the Board to remain in his position as Vice President for Business Affairs and Auxiliary Enterprises to provide continuity during this year of transition. Words cannot convey the depth of my gratitude to both Mike and Paul for their indefatigable efforts, often under extremely strenuous circumstances, to provide leadership for Wilkes during the past decade, in Paul's case a decade and a half. We are all committed to work in a constructive spirit to prepare the way for the new president who will find the University in good shape. The excellent academic programs and the handsome Wilkes campus that future students will enjoy have been profoundly impacted by their efforts for which I am most appreciative.

Meanwhile, I am pleased that Dr. Bonnie Bedford has accepted the position of Dean of the College of Arts, Sciences and Professional Studies after serving in an interim role for the past two years. Her teamwork with Dean Bernie Graham and the faculty of the School of Pharmacy will be crucial in providing continuity for the academic programs of the University. I call upon all faculty and staff to help Bonnie with the major Core Curriculum challenge ahead. There are also important programmatic decisions to make which will require an entrepreneurial spirit by program faculty as well as direct new investment by the University. Sharpening the academic focus of Wilkes, and marketing it more aggressively, remain top priorities.

Finally, let me share some personal thoughts. All of us need renewal periodically. Jane and I have remained quiet about our future plans until now. Like my good friends and colleagues, Father Allan Panuska at the University of Scranton and Father James Lackenmier at King's, I am choosing to announce my intention to retire more than a full year prior to the operative date so that an orderly transition process can proceed. After the new president takes over, I will return to teaching history, really my first love. I also expect to remain active in this Wyoming Valley community which more than any other place is home, but this time as a private citizen rather than a college president.

I empathize with those of you who over the last several years have weighed the option of retirement—but I can also testify to the sense of liberation involved in taking hold of one's future at this stage of life and exploring alternatives. The Trustees' supportiveness as I weighed my future options has been deeply appreciated. I will continue to wear the blue and gold with pride and to cheer on the Wilkes teams, attend the concerts and plays and be an enthusiastic member of the Wilkes family. Thank you all for what you have done and are doing to make this one of the finest learning institutions for students in the world. And thank you for your continuing support and friendship.



P.O. Box 111
Wilkes-Barre,
Pennsylvania 18766
(570) 408-5000
1-800-WILKES-U

**Comments of Gerald A. Moffatt, Chairman of the Board
To the Wilkes University Community
11:00 A.M., Tuesday, April 18, 2000**

Good morning. As Chairman of the Board of Trustees, and a Wilkes alumnus I sincerely thank President Breiseth for what will be 17 years of service.

As President since 1984, Chris Breiseth has led Wilkes University through many significant improvements.

They include but are not limited to:

*University status in October, 1989,
Wilkes College became Wilkes University on January 1, 1990.

*Establishing the School of Pharmacy in 1994 that will graduate its first Doctors of Pharmacy in a few weeks.

*The naming of the Nesbitt School of Pharmacy in September, 1999 after a \$3 million dollar gift, the largest gift in school history.

*nearly 7-thousand five hundred students have earned their bachelor's degree
* more than 2-thousand one hundred students have earned their masters degrees

*The successful completion of the \$25 Million Dollar WILKES TOMORROW Capital Campaign in 1991 which included the construction of the Marts Center.

*The current ENDOW THE FUTURE Capital Campaign which has raised more than \$23 million dollars toward the \$30 million dollar goal we will exceed by the end of Chris's term. I just laid down a challenge Chris

*The endowment was two million dollars in 1984. it now stands at \$25 million

* More than \$14 million dollars have been raised for the annual fund.

*The campus improvement plan, started in 1993, which has included the construction of the Classroom/Office Building, The Fenner Quadrangle, and the Student Union.

*The construction of the Munson Fieldhouse and the extensive improvements

of the Ralston Field complex in 1993.

- * The acquisition and refurbishing of the Allan P. Kirby Center for Free Enterprise and Entrepreneurship.

- *The acquisition and remodeling of Passan Hall for Student Services and Pearsall Hall for Nursing.

- *The \$1 million dollar renovation of Kirby Hall last year and the nearly one-half million dollar remodeling of Capin Hall in 1994.

In addition, Chris Breiseth had spearheaded efforts to improve the quality of campus life.

Those initiatives include:

- * work to increase minority enrollment.

- * increasing the number of women's sports

- *improved salary and benefits for all employees

- *he has supported student community service

- *he has enhanced leadership opportunities for employees thru the faculty associate program and Leadership Wilkes-Barre

- *and his tireless efforts to promote Wilkes University and the financial and cultural contribution we make to downtown Wilkes-Barre and the region's economic base. Including a major role with the Earth Conservancy.

As the second longest serving president in the University's 67-year history, Chris Breiseth's tenure is one of dramatic development and growth. Please join me in a round of applause to again thank Chris Breiseth for his many accomplishments at Wilkes University.

(applause)

Thanks Chris.

Dr. Breiseth has given the board of trustees more than 14 months notice, ample time for a smooth transition. This kind of thoughtfulness has been a hallmark of his leadership and will allow the careful selection of his successor.

I will constitute a search committee for Board approval on May 12th to conduct a national search. The committee will be comprised of Board members, students, faculty and staff. We will also hire a search firm to

assist us in the process. Yes, we are moving quickly.

Given our present situation with both Chris and Mike Lennon announcing their intentions to retire this past week, although I've known of Mike's intentions for 6 months, the Board intends to fill the Vice President for Academic Affairs position as soon as possible. Mike will continue to work with us on special assignments as he pursues his scholarship interests.

I understand that some of you have suggested that Dr. Walter Mathews would make a fine candidate for this position. Accordingly, we've begun the process of interviewing him. Several board members have interviewed Dr. Mathews already as well as the FAC, the Deans and key administrative staff.

The FAC has recommended that the full faculty have an opportunity to meet with Dr. Mathews. Therefore, we have invited Dr. Mathews to return and have scheduled an open meeting for Tuesday, April 25th at 11AM in Student Union Ballroom.

We will complete this process in a very timely fashion. Alternatively, if Dr. Mathews is not recommended or declines to accept the position, we will appoint an interim VPAA to serve until the new president comes on board.

The board is also looking forward to the leadership of Dr. Bonnie Bedford as the new dean of the College of Arts, Sciences and Professional Studies. Dr. Bedford has distinguished herself as interim dean during the last two years. As of June 1, she will become the permanent dean of the school to continue its growth and development.

Thank you for your attention and I hope that in the future, we can all work together responsibly for the benefit of Wilkes.

ADDRESS BY CHRISTOPHER NERI BREISETH

Delivered at the Monument to the Victims of
the Battle of Wyoming - July 3, 1778

July 4, 1985

What can a relative newcomer contribute to this day of commemoration of our nation's origins and our valley's own beginnings? From the colonial and early national struggles memorialized here, through the era of coal and mass immigration, to the chronic recessions following the collapse of the coal industry, the Wyoming Valley has both mirrored and occasionally led the larger developments of the nation. Out of more than two centuries of striving, a people has been shaped with remarkable resilience, friendliness, and dedication to both valley and country. I am struck by the mixture of tragedy and triumph in the development of the Wyoming Valley. Far from being defeated by massacres, mining disasters, and floods, the people of this county have risen from each setback ever stronger, ever more defined.

One begins with the beauty. The Wyoming Valley was richly fertile and plentiful of wild game in the eighteenth century as the European settlers and the Iroquois nations jostled with each other for its use. This valley was worth the having. The competition led to the spilling of blood between red men and white men, and even a few black men; it also led to wars between colonists over which colony, and then which state, ought to control so vital a territory. In the events surrounding the battle, on July 3, 1778, between Major John Butler's Rangers and their Seneca allies on the one hand, and the Connecticut Yankees under Zebulon Butler on the other, there was a veritable civil war. Loyalists or Tories were fighting the Yankees for the land, including their own property claims, as well as in support of King George against the Revolutionaries. The Senecas were fighting for their hunting lands and for their very existence as a nomadic nation against a concept of fixed property rights, backed by law and military force. Between the nomadic life of the red man and the commitment to individual property held in fee simple of the whites, there would be no compromise as America's manifest destinies unfolded. The so-called massacre of the Wyoming Valley settlers in July of 1778 by the Tories and their Seneca allies was a pivotal event in the frontier war because it provoked General Washington to unleash John Sullivan's army in 1779 against the six Iroquois nations. Washington called upon Sullivan to achieve "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." The subsequent victory, avenging the Wyoming Valley massacre, contributed to the decisive defeat of the Iroquois. The outcome anticipated that dependence of red on white Americans which would be the one-sided resolution of the conflict between two concepts of property and two peoples.

When Luke Swetland and some of the other Connecticut families recovered from their losses in 1778, they risked crossing the mountain trail they had blazed earlier and returned to the Wyoming Valley to try again. They became Pennsylvanians under the settlement reached by the new national government, with their earlier individual property claims recognized and guaranteed. They began the job of rebuilding a society and an economy under the laws being shaped for America in Philadelphia.

The economy of this fertile valley originally was agricultural. Shortly after the beginning of the 19th century, however, in Wilkes-Barre, Judge Jesse Fell demonstrated how to ignite anthracite coal in an open hearth and keep it burning. With this discovery in his tavern on Northampton and South Washington Streets, coal became a practical source of energy. The way soon opened for that marriage of iron and coal which would be vital in the industrialization of the United States. By 1846 the Scrantons, over in what would become Lackawanna County, finally secured an order to make iron rails for the New York and Erie Railroad, the first rails fabricated in this country. The new partnership of iron, coal, and railroads was in place upon which great commercial ventures would be built. Thus, the entrepreneurs of this northeastern part of Pennsylvania, even before the Civil War, forged the beginning of an industrial economy linked to the great commercial centers of New York and Philadelphia.

After the Civil War, coal was king in the Wyoming Valley. Sitting on top of the richest vein of anthracite in the world, the enterprising people of this area could hardly resist exploiting a resource which was an unrivalled source of energy to fire the new industrial economy. As England had demonstrated first, the industrial economy required large quantities of energy, of financial capital, and of human labor. To the individualistic, independent labor of the original Yankee settlers in this valley was added the disciplined labor of masses of immigrants required by the coal mines. The exploitation of nature to yield its black gold required the exploitation of human beings. No society which has industrialized, under whatever political system, has yet found a way to organize the masses of human labor required in the early stages of industrialization without coercion.

First, the miners came from England, Wales, and Ireland bringing with them the mining techniques of Britain. Then they came in increasing numbers from central, southern, and eastern Europe and the Middle East. They left a variety of deteriorating conditions in the old country, all apparently worse than they would face in America.

Providing a livelihood, the mines also came close to enslaving these immigrants and their families. Deep bonds were created among the miners and laborers. Deep antagonisms developed towards the owners. Through the business dealings among coal owners, railroad companies, and banks, the modern American corporation took shape. Among the coal workers, the most militant labor unionism took form. While there was violence in the relations between management and labor in many industries, none equalled the violence in the coal fields. There grievances were frequently heightened by great mining disasters, affecting the Welsh in the Avondale fire in 1869, the Irish in the Twin Shaft explosions in Pittston in 1899, and the Poles, Lithuanians, and Slavs in the Baltimore Colliery explosion in 1919. Out of such tragedy and turbulence, which Ellis Roberts has evoked in his book, The Breaker Whistle Blows, a feeling of solidarity emerged among the miners and their families which helped define the communities of the valley even to this day. People who suffered together learned to help each other.

The story was not alone of violence and antagonism. Groups from Europe who had resented, even hated each other in the old world, learned to live and work together in the Wyoming Valley. While immigrants gained strength and

self-respect through their ethnic churches, synagogues, and other self-help organizations, their children became Americans. Schools, both public and parochial, played a key role in holding forth for young people new horizons not glimpsed by their parents. Through the schools and then the colleges which took root in the 1930s and 1940s, people of wealth, the descendants of the industrial entrepreneurs, invested in the future of the children and grandchildren of the miners. Wilkes College was one vehicle through which the old wealth was invested to create opportunity not only for these children of the mines but for the community they would serve as adults. Old antagonisms gave way to partnership and sharing. Such mutuality of regard and effort across class, ethnic, and religious lines was crucial when facing the problems yet to come.

Between the 1880s and the 1920s, this area was a center of industrial wealth built upon anthracite. Little had been done, however, to diversify the economy to establish other industries not dependent on anthracite. Meanwhile, oil and gas were developed to provide, more cheaply than coal, the energy to heat homes and factories, and operate engines and other industrial equipment. When the international depression of 1929 hit, Northeast Pennsylvania was dealt a body blow. World War II came along, masking the chronic unemployment of the coal fields and creating a temporary new demand for coal. By the time of the Knox mining disaster in 1959 and the flooding of the mines, however, it was clear that coal was no longer king.

The Wyoming Valley and its neighboring counties then faced a dilemma we see in much of the world today. The dependence on one crop or one industry makes an area hostage to the larger world economy over which it has little control. Not only can we see the excessive vulnerability of an economy based as our Valley's was on coal; we now realize that the era of heavy industry built on coal mines and steel mills, which once made Pennsylvania the cradle of an industrial America, has given way to a post-industrial diversified economy based increasingly on high technology, information, and service industries. The smokestack industries and the mining have moved to the developing industrial nations. In this larger economic evolution, we can now see that while our area was one of the first to experience full industrialization in the era just before and after the Civil War, it was also one of the first to lose this heavy industrial activity after World War II. There is still some nostalgia for the single dominant industry we knew in coal. But the fact remains that this area of Northeast Pennsylvania helped usher in the diversified, post-industrial economy which Americans are struggling to develop throughout the country. The emerging economy in our area will still include anthracite; it may even make a comeback as other fossil fuels run out or become too expensive and other energy alternatives prove impractical. With this and other natural resources we must support the application of the newest technologies and draw more effectively on our greatest strengths: people, water, and location.

The Industrial Fund of the 1950s and 1960s and the Committee for Economic Growth of the 1980s are efforts of this community in our times to stimulate the growth of the new diversified economy through intelligence, investment, and cooperation. Such efforts are no less vital in directing the evolution of this valley and its economy than those of the Connecticut settlers in the 1770s and 1780s, of the coal owners and bankers in the second half of the 19th century, or the union leaders in the first decades of the 20th century.

From the beauty and the tragedy, the mountains and sometimes flooded valley, from the old Connecticut settlers and the European and Middle-Eastern immigrants, the coal mines and culm piles, from the strikes and the closed factories, the churches and the synagogues, we have been forged into a special people in a special place. We are proud of this valley and yet too apologetic about its problems. Our children leave but many also want to come back to raise their families. There may be un- and under-employment but the work ethic survives.

I see strengths of traditions alive and well which elsewhere in the country have been lost and which people are struggling everywhere to re-establish. People in the Wyoming Valley care for each other in families, neighborhoods, and a seemingly limitless array of organizations. In an America that is getting older, we may, in this valley, help show the way to rebuild a society which respects, supports, and learns from its older citizens. There is great activity by the health care industry, social service organizations, and religious organizations to meet human needs. In matters human, this is an area which still works. What we need to foster in the post-industrial economy is the entrepreneurial spirit to create the new industries, apply science and technology to our environmental problems (such as waste treatment, disposal and recycling), and educate our citizens to take on the challenges facing us with creativity and confidence. Our valley is a center of higher education. The efforts of our schools and colleges will be pivotal, but they must work in partnership with business, labor, and other interests in our community. 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. On this 209th birthday of our nation's founding we acknowledge anew that a government of, by , and for the people depends for its vitality upon the dedicated efforts of we the people.