

ANNUAL REPORT

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INSTITUTE OF REGIONAL DEVELOPMENT
KILGEE COLLEGE
KILGEE COLLEGE, KENTUCKY

FOREWORD

This Annual Report to the President and the Board of Trustees of Wilkes College summarizes and reviews the significant activities of the Institute of Regional Affairs during the College academic year from July 1, 1969 to June 30, 1970.

The Institute engaged in an expanding range of activities during the past year. Not only were the usual programs for local government officials and employees continued, but the Institute embarked on new activities, especially in the industrial field. Hopefully, this year, the Institute can include in its program additional activities in the public welfare field.

This Report reaffirms the credence that the Institute supports the processes of change in Northeastern Pennsylvania which have become the basic concerns of the leaders of the region.

The Institute is sincerely grateful to all those who contributed their time and effort in making this a successful year.

Hugo V. Mailey
Director

80-153478

I. WILKES AND URBAN AFFAIRS

There are those who insist that the American college is first and foremost a community of scholars engaged in the quest for truth and knowledge through teaching and research. On the other hand, there are those who feel that the American college is a massive resource in our society, a repository of knowledge and resources which should be applied to problem solving.

For American higher education, the implications of our rapid urbanization fate are enormous. A college cannot fail to take note of the sweeping changes in the society in which it exists. There are three justifications for converting that awareness into action.

The first is theoretical, having its roots in the very nature of the university. Universities engage in the acquisition, transmission and dissemination of knowledge, and these are translatable into practice and research, training, and action programs. The transmission of knowledge has always been conceded to be the primary function of a college. However, if a college does not develop a curriculum responsive to the needs of society, such an institution may be in danger of becoming irrelevant.

The second justification is moral, holding that knowledge is power and its possessor owes the public a prompt application. The more important contributions that scholars can make is that they can view urban problems with at least some degree of objectivity and detachment.

The third is historical, pointing out that since the creation of land-grant colleges by the Morrill Act, "the notion that academic institutions should

reach out to serve the workaday needs of a developing society," has been common. However, "academic" and "extension" were maintained as separate activities on campuses. Almost every college and university distinguished between extension and teaching personnel and academic research and usually placed them in separate divisions. They differed in careers and interests.

While it is quite possible for the college to reach out into the society through departments, individuals, or units within it, there is much to be said for the establishment of a specific urban unit to focus on urban problems and policy, to ensure for the college a constant involvement in urban affairs, and to provide coordination for urban research and training for the college.

The urgent need for providing a direct link between the scholarship of colleges of a given area on an inter-disciplinary basis has resulted in the creation of the contemporary "Urban Center." Its origin on college campuses is a recognition of the fact that there is a set of interrelated urban problems, that urban problems spill over into many disciplines, and that the solutions to the problems and the activities of such centers require the coordinated application of the talents of scholars in many disciplines. Thus, "Urban Studies Centers," such as the Wilkes College Institute of Regional Affairs, are rather new developments in American universities.

In the last thirty years, Northeastern Pennsylvania communities have experienced a state of economic decline with corresponding high unemployment. Only in very recent years has this region made any progress in economic development. These same communities which went through an economic transformation have

faced drastic readjustment to the stern realities and the demands of an urbanized society, not as acute as in larger metropolititan centers, but nevertheless, just as painful. Today, the renaissance in Northeastern Pennsylvania is receiving national attention, thanks to the sustained interest of the civic leadership of the region, to which the College has contributed substantially.

Since its establishment in 1947, Wilkes College has participated in every community effort towards economic and social development. From the start, its faculty leaders believed that the College's expansion and development have been inextricably linked to the fortunes of the community and the region.

The Institute of Municipal Government, formed in 1951 out of a mutual desire of town and gown to work with one another for the advantage of both, has as its fundamental prupose to guarantee the semi-autonomous structure of American local government, so long as it would retain the capacity to solve its own problems. Many innovations in local government in the Northeastern Pennaylvania region had their beginnings in workshops and conferences sponsored by the Institute.

The commitment by the College in community affairs was duly recogniz - ed in 1960 when the Ford Foundation funded the Institute of Municipal Government.

In 1966, the Institute of Regional Affairs replaced the Institute of Municipal Government as a multi-purpose College organization which views regional problems as belonging to no simple academic discipline, but rather as a contemporary phenomenon spilling into many disciplines. The very creation of the Institute is proof positive that a full across-the-board commitment has been made by Wilkes College. Its resources include not only the College faculty in the social sciences—

economic, education, psychology, government, sociology — but also those experts in the region who can lend their talents to teaching, information, research, and consultation. The creation of the Institute of Regional Affairs is really a natural integration of prior activities in which many members of the Wilkes College social science faculty have been engaged for over twenty years.

The Institute of Regional Affairs, in bridging the gap between the scholar and the community, has three basic interrelated goals:

-- to help the College relate effectively to a constantly changing urban society;

-- to help the component communities of this region to develop a greater capacity for dealing with urban problems and for guiding urban development; and;

-- to help contribute generally to the development of knowledge of urban society and processes of change, and to methods of applying this knowledge.

Actually then, urban centers as the IRA engage in the activity that is most commonly identified as "applied social science," trying to bring social science knowledge and principles to bear on the solution of problems under conditions that we believe to be professional in character. In engaging in an applied social science, the college faculty member chooses one of several roles — analyst, advocate, or mediator.

First is the role of the analyst. This is perhaps the more traditional and (at least in the past) the more common role for applied social scientists. The key aspect of this role is the attempt to be objective and to be detached.

In contrast to the analyst, the professional person in the advocate role does not seem to strive for objectivity. The role of the advocate seeks to maintain the professional independence of the professional's contribution to the cause of his client; it seeks to assist him to recognize the basic causes of his problem and to remedy these causes.

There is a third kind of role that applied social scientists can play characterized as the mediator role. It is well known to those who are involved in reconciliation efforts in labor-management relations. In order to be effective in this art of conflict resolution, one must be able to identify with the interests, aspirations, and points of view of two or more parties on both sides of a conflict situation. Success in this role seems to require the analyst to be completely objective and the advocate to be completely sympathetic.

Any crisis involves opportunity as well as danger. If the crises which onrushing urbanization has brought threaten higher education on occasion, they also present a remarkable opportunity for any college to rethink its existential nature no matter the role that its social scientists play.

There is a crying need today for middle-level urban practitioners who enter a realm of generalization for which they should be prepared by an undergraduate education. In this age of progressive disciplinary specialization, no individual department possess the strength adequately to maintain the flow of broadly trained students capable of coping with urban problems. The body of knowledge originating in the social sciences and relevant to the urban system is continually growing and can be meaningfully applied to the urban field by being structured into an inter-

disciplinary academic program.

Through the initial efforts of the IRA, Wilkes College instituted in 1969 an academic program in Urban Affairs which will lead to the Social Science Degree. The program is based upon the awareness of the value of a broad liberal arts education and the student is expected to take courses in the natural sciences, humanities, and social sciences. The present Liberal Arts background (freshman - sophomore years) will not be disturbed so that the student can build his urban affairs experience on the traditional liberal arts background.

The Social Science majors concentrating on urban affairs consists of 39 semester hours in political science, economics, and sociology, with a minimum of 12 semester hours in each. Economics 236, Political Science 251, and Sociology 215 are required. Political Science 101 and 102, Economics 101 and 102 and Sociology 101 and 102 are not accepted toward the major. Students who intend to pursue this program counsel with the IRA staff.

Not from its very beginnings has Wilkes College ever viewed itself as the ideal American institution of higher education located in a peaceful, small, relatively isolated town where its community of scholars could be shut off from the noise and confusion of the world and the region in order to devote their time to intellectual pursuits. The transition from a relatively simple set of conditions in Northeastern Pennsylvania to the highly technical and complex conditions of the 1960's and the 1970's has called for vigorous and alert response from local institutions, be they governmental, educational, economic, or social. Not only has the College been a partner in this transition, it has made an investment through

the work of the Institute of Regional Affairs that has yielded ideas, techniques, and insights that a small liberal arts college may profitably examine as it ventures more deeply into complex community and area problems. Instead of separating the "extension" from the "academic" personnel, the College, through the Institute of Regional Affairs, has been able to find people who have been able to coordinate functions from scholarship to community service under a single canopy.

II. EDUCATION AND IN-SERVICE TRAINING

A. In-Service Training

The primary function of the Institute of Regional Affairs is to provide education and training programs for officials and employees of Northeastern Pennsylvania, since local units do not provide their own formalized training programs. The impetus for the in-service training came from the former Institute of Municipal Government. The emphasis on in-service training by the Institute of Regional Affairs continues into the future. This structured formalized training has increased over the years primarily because of the interests of the employees and the public officials themselves.

Much of this basic or technical training is becoming increasingly important for certain technical, semi-technical and para-professional positions. This training is available through short courses offered in cooperation with the Public Service Institute of the State Department of Education. Management and supervisory training, relating to certain areas of administration, human relations and policy making have been provided at several levels: (a) for local government executives, (b) for first-line supervisors, (c) for command officers.

Objectives of Training

In-service training can and should be beneficial not only to the individual who receives the training, but also to the local governmental unit. It should upgrade performance and the image of the public servant. In its report on in-service municipal training, the International City Managers' Association pinpointed these goals of training from the individual's standpoint:

-- to equip him with the skills he needs to perform more effectively the duties of his position.

-- To attune him to the tasks he is called upon to perform in a changing world and to adjust his outlook and methods to new needs and demands.

-- To instill in him an awareness of the relation of his work to the service rendered by his department and government.

-- To prepare him for other duties (his next job), and when appropriate, develop his capacity for higher work and greater responsibilities (for a different job).

These goals not only apply to municipal training, but to all types of training -- whether in industry or government.

One concluding point: if in-service training is going to be truly meaningful, truly worthwhile, it should afford the employee-student the opportunity to achieve some perceptible and attainable goal, for himself and for his employer.

Over the years many specific courses have been offered to public personnel relating to their particular specialty. These courses are non-credit, non-degree, educational opportunities, varying from 5 to 24 hours in length during the academic year. The number and variety of courses will vary from year to year depending upon the demand.

Beginning with a total of 29 public officials in 1951, the enrollment in courses for public employees and public officials reached a new high in the 1967-1968 year when 567 qualified for Certificates of Attainment. In 1969-1970, 479 qualified for Certificates. Over a nineteen year period, more than 3,900 individuals have completed the courses requirements and received Certificates.

Courses offered to local public officials during the past year from July 1969 to June 1970 were the following:

I. POLICE

- a. Small Arms (Public Service Institute)
- b. Small Arms (National Rifle Association)
- c. Traffic Accident Investigation
- d. Auxiliary Police

II. FIRE

- a. Fundamentals of Fire Fighting (2)
- b. Fire Inspection and Prevention

III. ASSESSING

- a. Appraisal Techniques I - IAAO
- b. Principles of Industrial Assessing

IV. CIVIL DEFENSE

- a. Radiological Monitoring
- b. Basic Communications
- c. Radiological Refresher
- d. Light Duty Rescue
- e. Medical Self Help

V. OTHER

- a. Borough Councilmen
- b. Wastewater Treatment Operation
- c. Zoning Law

IN-SERVICE TRAINING PROGRAM
NUMBER RECEIVING CERTIFICATES
BY
YEARS AND SHORT COURSES

<u>Year</u>	<u>Total</u>	<u>Class</u>	<u>Certificates Awarded</u>
1951	29	Borough Councilmen	29
1952	42	Magistrates	42
1953	37	Basic Police	37
1954	27	Township Commissioners	27
1955	36	Borough Councilmen	36
1956	52	Health Officers	11
		Township Commissioners	9
		Magistrates	32
1957	37	Borough Secretaries	13
		Advanced Police	24
1958	39	Councilmen	17
		Magistrates	22
1959	89	Township Supervisors	35
		School Directors	30
		Basic Police	24
1960	90	Councilmen	10
		Basic Police	26
		School Directors	29
		Planning and Zoning	25
1961	157	Police Chief	12
		Magistrates	26
		Advanced Police	38
		Small Arms	23
		Basic Police	20
		Assessors	26
		Borough Secretaries	12
1962	231	Magistrates	31
		School Educational Secretaries	11
		Small Arms	8
		Township Supervisors	15
		Traffic Management	12
		Zoning	20
		Highway Maintenance	19
		Fire Administration	11
		Penal Code	35
		Planning	15
		School Directors	33
		Intoxication and Law Enforcement	21

<u>Year</u>	<u>Total</u>	<u>Class</u>	<u>Certificates Awarded</u>		
1963	119	Assessors	25		
		Basic Police Report Writing	15		
		Fire Fighter Instructors	18		
		Personnel Supervision	10		
		Municipal Fire Administration	13		
		Small Arms	17		
		Magistrates	21		
		Youth Control	59		
		1964	189	Rural Assessment	12
				School Directors	23
Small Arms	18				
Township Supervisors	15				
Arson Detection	38				
Criminal Investigation	28				
1965	184			Fundamentals of Fire Fighting	37
				Magistrates	18
				Fundamentals of Fighting	78
				School Law	6
		Assessors	12		
		Magistrates	23		
		Small Arms	15		
		Hydraulics	20		
		Zoning	25		
		Community Planning	5		
1966	415	Penal Code	11		
		Basic Police	28		
		Principles of Inspection	31		
		Magistrates	23		
		Assessors	17		
		Shelter Managers	5		
		Civil Defense Adult Education	7		
		Basic Rescue	18		
		Civil Defense for Local Government	20		
		Civil Defense for Local Directors	16		
		Light Duty Rescue	20		
		Radiological Monitoring	44		
		Auxiliary Police	83		
		Fundamentals of Fire Fighting	92		
		1967	440	Radiology	22
Radiological Monitoring	10				
Criminal Law	56				
Councilmen & Commissioners	9				
Civil Defense for Local Government	37				
Auxiliary Police	43				

<u>Year</u>	<u>Total</u>	<u>Class</u>	<u>Certificates Awarded</u>
		Control Center Operations	28
		Fundamentals of Purchasing	5
		Light Duty Rescue	49
		Shelter Management	9
		Small Arms	9
		Medical Self-Help	57
		Rural Assessment	6
		Basic Police Procedure	14
		Fire Ground Attack	21
		Fundamentals of Fire Fighting	43
		Civil Defense Management for Local Directors	22
1968	555	Advanced Police Course	38
		Minor Court Procedure	36
		Auxiliary Police	56
		Civil Defense for Local Government	26
		Basic Communications	53
		Basic Police Procedure	30
		Fundamentals of Fire Fighting	69
		Hydraulics	15
		Light Duty Rescue	18
		Police Administration	5
		Principles of Assessing	12
		Medical Self-Help	136
		Radiology	26
		Report Writing	7
		Small Arms	28
1969	496	Advanced Communications	21
		Arson Detection	45
		Auxiliary Police	45
		Basic Communications	17
		Civil Law	21
		Community Planning	3
		Control Center Operations	13
		Fundamentals of Fire Fighting	115
		Hydraulics	16
		Medical Self-Help	56
		Light Duty Rescue	27
		Principles of Purchasing	11
		Radiological Monitoring	29
		Radiological Refresher	22
		Rural Assessment	35
		Small Arms	12
		Street & Highway Maintenance	8

<u>Year</u>	<u>Total</u>	<u>Class</u>	<u>Certificates Awarded</u>
1970	476	Appraisal Techniques I - IAAO	12
		Auxiliary Police	24
		Basic Communications	27
		Borough Councilmen	11
		Fire Inspection and Prevention	38
		Light Duty Rescue	19
		Fundamentals of Fire Fighting (Lafin)	44
		Radiological Monitoring	24
		Medical Self Help	17
		Radiological Refresher	46
		Principles of Industrial Assessing	16
		Small Arms (Public Service Institute)	10
		Small Arms (National Rifle Association)	15
		Traffic Accident Investigation	22
		Wastewater Treatment Operation	31
		Zoning Law	62
		Fundamentals of Fire Fighting (Lehman Twp.)	15

B. Public Leadership Training

General public policy training might also be called public leadership training. It involves education which helps community officials better understand issues and change, provides guides for them to use in analyzing and solving community problems and gives them an understanding of methods of developing community support for putting programs into action. This type of education has been directed at the private sector plus the many citizens who serve on the various boards and commissions.

C. General Education Beyond High School

This training aims at broadening an individual's horizon of thinking and feeling by conveying general knowledge that does not bear any direct relationship to his specific job.

Article II of Canons of Police Ethics (1956), entitled "Attitude Toward Profession," stressed the point that by diligent study and sincere attention to self-improvement, a police officer can strive to apply science to the solution of crime, and thus make for effective leadership and influence in human relationships. To this end, many cities have established programs permitting police officers to earn a college degree in a field of his choice in the hope that such a broad education would help to create a high quality public service. Cities provide incentives, promotions, leaves of absence, tuition and other expenses for this college based education.

In 1968, Congress saw fit to provide financial assistance to allow in-service law enforcement officers to commence or continue their education at the college lev-

el. At the same time, funds were provided to encourage young people to seek criminal justice careers at the college level. The Law Enforcement Assistance Administration established under the Safe Streets Act of 1968 makes available to law enforcement and correctional officers grant awards and loan awards. Two law enforcement officers took advantage of the grant awards, as defined in the LEAA guidelines, and attended Wilkes College during 1970-71. The IRA assumed the responsibility under the Law Enforcement Education Program and counseled these two students in arranging courses.

D. IAAO Course

The IRA made available to assessors and all those engaged in any of the many related state, government, and local positions with the application of real estate, a course by the International Association of Assessing Officers. This was the first time that the International Association made such a course available on the Wilkes College campus. Instruction in the course was paid for by those who attended the course. An examination to test the comprehension of material presented was not mandatory; however, the IAAO did award a course certificate to those who successfully completed the examination. Successful completion of the course by passing the examination does meet the entrance regulations to CAE candidacy. It is the hope of the IRA that other courses can be given with a view to certifying assessors under the IAAO requirements.

E. Community Service Program - Title I

In 1965, Congress provided a program to help bring the resources of the colleges and universities to bear on community problems on a state-by-state basis.

It provides federal matching money to colleges and universities for community service programs to assist in the solution of community problems. This money is administered under a state plan developed in each state and may be used for educational and research programs.

The philosophy of Title I of the Higher Education Act of 1965 states:

"For the purpose of assisting the people of the United States in the solution of community problems... by enabling the Commissioner (of education) to make grants under this title to strengthen community service programs of colleges and universities..."

Sections 101 and 102 of the Act further states:

"...the term, 'community service program' means an educational program, activity or service, including a research program and a university extension or continuing education offering, which is designed to assist in the solution of community problems in rural, urban, or suburban areas, with particular emphasis on urban and suburban problems..."

Title I is unusual in several respects: (1) its emphasis upon the use of higher education programs to assist in the solution of community problems, (2) its flexibility, permitting each state to define its community problems and to determine how it wants to use its higher education resources to work toward solutions, and (3) its broadness, permitting programs for the private sector as well as public.

Title I has permitted experimentation, both in types of projects and methods of carrying out the educational programs. The Act is a recognition of the fact that universities and colleges are not interdisciplinary; academic departments have fun-

ctioned largely independently of each other. Yet the solving of community problems may call for a coordinated, interdisciplinary approach.

Title I has really served as an incentive for persons in higher education to be more in touch with community problems and it has also served to make community officials and leaders more aware of the resources of colleges and universities that are available to their communities. The challenge to colleges of Title I of the decision as to whether they want to become involved, and if so, to what extent and how. This certainly has not been true of Wilkes College or of the Institute of Regional Affairs. Title I has merely served to strengthen an involvement that dates back to 1951.

The Institute of Regional Affairs made 10 applications for 10 programs under the Act since 1966 when the Act became operative. Of this number, 9 have been accepted and funded by the Title I Agency of the Commonwealth Department of Education.

Kinds. Most of the programs have been conferences, seminars, short courses, or workshops.

Continuing Programs. One of the projects was approved three times, receiving a very high rating by the panel of proposal evaluators.

Audiences. The impression may be that Title I projects are almost exclusively for public officials. This is not the case. Half of the projects involved audiences which were completely or partly from the private sector.

A breakdown of the 10 projects is presented to give the reader an idea of the balance of the programs conducted by the Institute of Regional Affairs under

Title I:

<u>Year</u>	<u>Title</u>	<u>Type of Participants</u>	<u>Number of Participants</u>
1966	Regional Policy and Goals	Public Officials	17
	Principles of Purchasing	Public Officials	15
	Community Leadership	Community Leaders	24
	Joint Communications System	Public Officials	75
1967	Community Leadership	Community Leaders	22
1968	Dynamics of Regional Affairs	Social Science Teachers	30
	Community Leadership	Community Leaders	28
	Transportation of Low Income (on-going)	Public Officials and general citizenry	20
1969	Middle Management Seminar	Industry	46
1970	Training for Parents of Retardates (on-going)	General Citizenry	60

Two Title I projects were conducted during 1969-70:

1. Transportation for Low Income. The purpose of this project was to ascertain and match the specific geographical areas in the County where the poor live and where the job opportunities are. It was intended to involve three parts: (1) preparation of an analysis of currently available public transportation facilities; (2) conduct of 5 conferences on regional transportation problems; (3) development of a demonstration proposal to show the feasibility of a more effective transportation system for the low income. One conference, five large meetings, and at least ten smaller group meetings have held on the general subject involving representatives of industry and welfare agencies. Under present circumstances, with the Wilkes-Barre Transit Company in dire financial straights, it cannot be expected that a company would be interested in a demonstrative project. Therefore,

the objective of the projects has been redirected toward a larger goal than that of the original approved proposal — that of studying with the transit company officials the whole status of Mass Transit in Wyoming Valley in particular and the Luzerne County in general. The IRA has at this point in the project created a joint Chamber of Commerce — IRA committee for continued discussions on these larger goals.

2. Middle Management Seminar. The transition of the Luzerne County area from a deeply depressed, one-industry economy to a diversified economy is well underway. According to recent studies published by the Economic Development Council of Northeastern Pennsylvania, there is a lack of middle-management positions, capable but untrained personnel, relying in "on-the-job" experience without formal planned training programs to develop competent "middle managers." Competent middle-management is a "must" to the upgrading of the area's newly diversified economy. In view of the stated goals and the practical nature of the problem in this region, the middle-management training program was designed not only as an initial effort to promote an awareness of the need for middle-managers, but also to provide a basis for later specialization in selected areas of management. Its content was directed to individual middle-managers presently employed who feel the need for basic training. The program emphasized practical methods and techniques. The program consisted of a series of ten two-hour evening sessions, each conducted by qualified authority. Specific managerial areas were selected on the basis of significant need as revealed by consultation with area business and industrial organizations. A program syllabus and other printed mat-

erial prepared by the Institute of Regional Affairs, and Boehringer Associates, were provided for each participant at no cost. The Economic Development Council of Northeast Pennsylvania agreed to co-sponsor the Seminar with the Institute.

PROGRAM OUTLINE

Session I	March 2	Functions of Management - Planning and Organizing
Session II	March 9	Functions of Management - Leading and Control
Session III	March 16	Personnel Management - Hiring, Training, Wage and Salary, Administration Training
Session IV	March 23	The Total Cost Concept - Office, Engineering, Manufacturing, Marketing, Cost Control
Session V	March 30	Value Improvement - Work Simplification, Cost Reduction
Session VI	April 6	Work Sampling, MTM (Method-Time-Measurement) Project Control, Quality Control, Safety
Session VII	April 13	Materials Management - Purchasing, Inventory Control, Production Control
Session VIII	April 20	Supervisor's Responsibility for Labor Relations
Session IX	April 27	Marketing - Research, Advertising, Sales Operations
Session X	May 4	Continuing Self Improvement Program

F. Community Growth Conference

The Ninth Annual Community Growth Conference, co-sponsored by community organizations, was held in September, 1969, and intended to acquaint local officials and the general public with the emerging issues of public affairs, centered on the theme "Regionalism."

PROGRAM

"THE NEW WAVE OF REGIONALISM"

Welcome: Dr. Eugene S. Farley, President, Wilkes College
Chairman: Donald D. Moyer, Economic Development Council, NPA
Speaker: Ralph R. Winder, Executive Director, Appalachian Regional
Commission

"MASS TRANSIT"

Chairman: Edward Schechter, Committee, Luzerne/Lackawanna Trans-
portation Study
Panelists: Joseph Armond, General Manager, New Castle Transit Authority
Edwin W. Bickhart, Chief, Mass Transportation Div., Dept. of
Comm. Aff.
Third Speaker to be announced

"SOLID WASTE MANAGEMENT"

Chairman: Ellsworth C. Salisbury, Jr., Exec. V. Pres., Greater Hazleton
Ch. of Com.
Panelists: Maurice A. Shapiro, Graduate School of Pub. Health, U. of
Pittsburgh
Albert J. Klee, Chief, Bureau of Solid Waste Mgmt., HEW
Samuel J. Joseph, Vice President, United Municipal Corpor-
ation, Harrisburg

"WHAT IS THE ROLE OF THE COUNTY"

Chairman: Edmund C. Wideman, Jr., Board of County Commissioners,
Luzerne County
Speaker: Bernard F. Hellenbrand, Exec. Dir., National Assn. of Counties

III. INFORMATION

The Institute of Regional Affairs constantly attempts to keep public officials and those engaged in community work informed on urban and regional affairs. To accomplish this purpose, the Institute circulates a monthly newsletter, maintains an outstanding library, and quarterly submits contributions to the Horizons section of the Pennsylvanian magazine.

A. The IRA Newsletter

Although it was begun in 1951 as the Luzerne County Newsletter, the change in name of the Institute also brought with it a change in name of the Newsletter. In July, 1969, a distinctive masthead was instituted, and the printing process was changed, which permitted the inclusion of almost three times as much material in the same amount of space. It should be noted that the Newsletter is no longer the work of one person, but articles, book reviews, commentaries are contributed by all members of the Institute staff. However, the basic purpose has not changed -- that of keeping local public officials informed of the varying methods employed by communities throughout the United States in solving problems of management, personnel, and administration. Also, included are the broader range of activities in the general fields of economics, psychology, government, and sociology. It is anticipated that members of the various departments at the College and consultants will contribute articles.

A monthly publication, the Newsletters' mailing list has grown to approximately 2,100 interested community leaders in Northeastern Pennsylvania. Included on the list are public officials, community leaders, and various professional groups.

B. Library

The Institute of Regional Affairs also maintains a carefully selected library of contemporary materials in the social science fields. Over 4,000 items have been catalogued, which includes books, pamphlets, reports, surveys, and studies. These are received by the Institute on an exchange basis with similar organizations on other college and university campuses, and with many local and state governments.

This collection of contemporary material deals with the various aspects of urban studies: government, land use, transportation, management, social welfare, education, recreation, and public finance. In effect, this is a clearinghouse and one of the largest repositories of information and materials on governmental administration in Northeastern Pennsylvania.

In addition to its use by interested community leaders and local government officials, the Library is used by many undergraduate students who may have their first contact with community problems by the utilization of library materials for term papers and research projects. The Library will become increasingly valuable to Wilkes students who plan to pursue undergraduate work toward the Social Science degree with a concentration in Urban Affairs, a new program instituted in the Fall of 1969.

C. Horizons-- the Pennsylvanian

The Pennsylvanian is the official publication of a number of municipal organizations. It has a circulation of well over 15,000 people interested in Pennsylvania local government. Horizons is the four page center spread of the magazine,

and is an outstanding part of the magazine.

The Institute of Regional Affairs is one of the three regular contributors to Horizons, the others being the Universtiy of Pennsylvania and the University of Pittsburgh. During the past year, the Institute contributed the following:

"Professionalism in Pennsylvania Government"
August 1969. Hugo V. Mailey

"In the 70's... The Commonwealth's Role in Community Affairs"
December, 1969. Hugo V. Mailey

"Fire Fighting: Self-Service or Collective Municipal Responsibility?"
May, 1970. Hugo V. Mailey

IV. CONSULTATION

A third service of the Institute of Regional Affairs is a consulting service which offered to interested members of the community including governmental officials and non-governmental agencies. This consulting service, both formal and informal, is made possible because of the specialized interests of the staff of the Institute and of the college.

The members of the staff have been asked to talk before various groups in Northeastern Pennsylvania. In addition, the Institute encourages staff involvement in outside organizations through membership, attendance at meetings, serving as resource people, and as lecturers.

These activities have taken many forms ranging in magnitude from working with a single specific small municipality to working with the Commonwealth of Pennsylvania as a whole.

Among the broad type services in which the Institute participated during the year 1969-1970 were the following:

Wilkes-Barre Kiwanis - Director served as luncheon speaker on a County Emergency Communications System.

Governor's Conference on Water Pollution - Director served as speaker on the Management of Regional systems.

Second Annual Conference of Department of Community Affairs - Director served as speaker on the Role of the Commonwealth in the 1970's.

Cumberland Conservancy - Director served as speaker on Inter-governmental Cooperation on Pollution Abatement.

National Honor Society - Director served as speaker on Urban Crisis.

Pennsylvania Library Association - Director served as speaker on the Future of
Local Government in Pennsylvania.

Environment Day - Director served as speaker on Creation of Wyoming Valley
Sanitary Authority.

Lackawanna County Extension - Director served as speaker on Alternative Solu-
tions to Metropolitan Problems.

Pennsylvania Department of Health - Director attended Conference on the Susque-
hanna River Basin.

Environmental Health Task Force - Director serves as member of Task Force in
the Department of Health.

Title I, Higher Education Act - Director served as evaluator of Title I proposals
for Department of Education.

Luzerne-Lackawanna Committee on Clean Air - Director serves as member of Cit-
izens Committee for Clean Air.

Advisory Council of Department of Community Affairs - Director serves as Vice
Chairman of Council which counsels with Secretary of Community Affairs.

Bureau of Research of Department of Community Affairs - Director serves as con-
sultant to Bureau on Area Government Study by Better Government Associ-
ates.

Wilkes-Barre City Planning Commission - The Associate Director served as the
executive director of the Department of Planning and Development from July
to December 1969.

Swoyersville Borough Civil Service Commission - Associate Director administered tests for Police applicants in January, 1970.

West Pittston Borough Civil Service Commission - Associate Director administered examination for police officers in December, 1969.

Greater Wilkes-Barre Chamber of Commerce Central City Commission - Associate Director assisted committees in evaluating traffic proposals to be presented to the Wilkes-Barre Traffic Commission.

Channel 44 - Director served on panel on Function of Authorities on Pollution Abatement.

Wilkes-Barre Teachers - Director served moderator on public forum on Transfer of Teacher Policy.

Scranton Teachers - Director served as Election Moderator at representation election for teachers.

Horizons - Director attended a series of editorial policy meetings in Harrisburg throughout the year.

Pennsylvania Political Science Association - Director presently serving on the Executive Council of the Association beginning in April, 1968.

Multi Community Cooperation - Director serves as coordinator in the four community(Forty Fort, Swoyersville, Wyoming, West Wyoming) sewer project.

Luzerne County Ambulance Association - Director serves as coordinator in the establishment of County Association.

American Institute of Planners - Associate Director serves as President of the Northeastern Section, Philadelphia Chapter.

Luzerne County County Association for Retarded Children - Associate Director
serves as Second Vice-President.

Luzerne County Emergency Communications Systems - Director serves as a co-ordinator in the establishment of County Communications System, initially a recommendation of the Institute of Regional Affairs as a Title I project.

The members of the Institute staff have maintained membership and taken part in the function of many community and state-wide groups. The Institute has acted as co-sponser of and participated in conferences with numerous state-wide professional organizations.

V. RESEARCH

The fourth area of activity of the Institute of Regional Affairs is that of Research. The Institute, because of its relation to both the College and the community is in a unique position to conduct a continuous research program closely associated and connected with the educational aims of the Institute.

The Institute may make specific studies for individual municipalities or groups of municipalities. These normally are conducted at the request of the specific municipality when they relate to such programs as reorganization of a police department, comparative costs of incineration and sanitary land-fill, development of personnel record, or the feasibility of establishing a public library. Other studies which have been undertaken by the Institute are occasionally valley-wide or County-wide in scope, such as the Annual Wage and Salary Survey of Luzerne County municipalities.

A. Projects Completed in 1969-1970

The publications of the Institute of Regional Affairs from July 1969 to June 1970 are listed below:

Civil Service Rules and Regulations for Hazleton

Civil Service Rules and Regulations for Larksville

Joint Police Service for Fairview and Wright Townships

Proceedings for the Ninth Annual Community Growth Conference

Salaries, Wages, and Fringe Benefits in Luzerne County Municipalities, 1970

Proceedings of Data Processing Seminar. As a result of a seminar of six sessions, the Institute of Regional Affairs published a summary of the proceedings on the use of computers which was offered to the business

community of Northeastern Pennsylvania. This seminar under the direction of Cromwell Thomas, Associate Professor of Engineering, was presented in cooperation with the Pennsylvania Technical Assistance Program. One of the recent demands in the business world has been for computer-basis systems tailored to the needs of the generalist in the management that person without a formal background in system analysis programming. Such systems must provide this kind of general person both the opportunity and ability to structure his own data in his own way, using a language that is comfortable and easy to master.

Real Property Inventory. One of the major studies that were executed by the Institute of Regional Affairs during the past year was the Real Property Inventory of Wilkes College. This study was in response to the charge that by continually acquiring high value properties, the College is depriving the City of Wilkes-Barre of much needed revenue. This was the initial step in the College developing a property inventory system. It is hoped that this report will eventually lead to a comprehensive study of the impact of the College on Luzerne County, in general, and Wyoming Valley in particular.

Students Perceptions of Effective and Ineffective College Teachers. As a result of a paper presented at a Wilkes College Faculty Seminar, the Institute of Regional Affairs published the complete report entitled Student Perceptions of Effective and Ineffective College Teachers by Michael J. Barone, Assistant Professor of Education. The evaluation should be to help the professor understand himself, to know his abilities, to continually assess his preparation, and to be conscience of his patterns of interest. Student evaluation permits the teacher to analyze his techniques for putting across concepts and theories, to strengthen his good qualities, and to question or eliminate his weaknesses. Even though student appraisals contain an uncertain degree of validity and reliability, the judgement derived from student evaluation forms is a better measure than opinions obtained from hearsay of from faculty and student minorities.

Conceptions of Mental Illness by Patients and Normals. Raymond Weinstein, assistant professor of sociology and Norman Q. Brill M. D., professor of psychiatry at UCLA and formerly medical director of the UCLA Neuropsychiatric Institute, collaborated on an article for a national mental health magazine, in which patients conceptions of the causes of their illness were recorded and compared to data of five other investigations dealing with public attitudes toward the etiology of mental disorders. The purpose of the comparisons was to determine if patients and normals hold similiar views, as hypothesized by a sociological perspective of illness, or whether these two groups differ in the conceptualizations,

as suggested by a psychiatric frame of reference.

Municipal Secretary's Manual. The Department of Community Affairs awarded the Institute a contract to prepare a manual to aid clerks of cities of third class and secretaries of boroughs, townships of first and second classes. The preparation of this manual in a single comprehensive publication was both unique and experimental in that an obsolete manual did exist, but only for borough secretaries. This publication for the Department will serve as a practical guide for the secretaries so that they can better perform their extensive and increasingly complex duties. The prime author of this publication was Walter H. Niehoff.

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B. Studies and Reports - 1951-1970

A list of the Institute's publications from 1951 through 1970 includes the following:

1. An Analysis of Tax Collections in Luzerne County
2. Attitudes and Implications of Urban Renewal
3. Civil Service Rules and Regulations for the Borough of Forty Fort
4. Civil Service Rules and Regulations for the Borough of Luzerne
5. Civil Service Rules and Regulations for Kingston
6. Comparative Costs of Incineration and Sanitary Landfill for Berwick
7. An Evaluation of Small Arms Course
8. The Glen Alden Story
9. Influences on Women's Voting Behavior
10. Intoxication and Law Enforcement
11. Library Service for Edwardsville
12. Local Political Subdivision Disaster Preparedness (Civil Defense)
13. Merger Study of Kingston and Pringle Boroughs
14. Pennsylvania Municipal Finance Officers 27th Annual Meeting
15. Personnel Status Record for Police Department of the City of Wilkes-Barre
16. Proceedings of the First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ninth Annual Community Growth Conference
17. Proceedings of the Sanitary Landfill Conference
18. Proposed Structure and Pay Schedule for the Police Department of Kingston
19. Report on the Feasibility of Joint Sanitary Landfill for Wilkes-Barre and Adjoining Towns
20. Salary and Wage Study for Third Class Cities in Luzerne County -- 1964, 1965, 1966, 1967, 1968
21. Student Opinion Survey Concerning Consolidation
22. Study of Sanitary Landfill for Wilkes-Barre and Surrounding Communities
23. Use of Idle Cash Balances in Luzerne County
24. Audience Characteristics -- Times Leader Evening News
25. Salary and Wage Study for Boroughs in Luzerne County - 1965, 1966, 1967, 1968
26. Ambulance Survey - Wyoming Valley
27. The Appearance of Wyoming Valley
28. Report on the Institute for Youth Opportunity Program
29. Salary and Wage Study for First Class Townships in Luzerne County -- 1966, 1967, 1968
30. Report on Institute for Keystone Job Corps Center
31. Problems of Change in Urban Centers
32. Emergency Communications Center for Luzerne County
33. Academic Calendars in Pennsylvania Colleges and Universities
34. Annual Reports of the Wyoming Valley Sanitary Authority -- 1964, 1965, 1966 and 1967

35. Civil Service Rules and Regulations for Dupont
36. Report on Seminar on Emergency Highway Traffic Regulation
37. Civil Service Rules and Regulations, Wilkes-Barre City School District
38. Wyoming Valley Sanitary Authority: Property Inventory and Description
39. Salaries, Wages, and Fringe Benefits in Luzerne County Municipalities, 1969, 1970
40. Luzerne County Community College Technical and Semi-Professional Employment Survey
41. Joint Police Service for Back Mountain
42. Civil Service Rules and Regulations for Swoyersville
43. Community Leadership Seminar
44. Position Classification and Employee Policy Manual for Coplay-Whitehall Sewer Authority
45. The Selection of a City Manager - Qualifications of Applicants
46. The Contemporary College Mission (an abstract appeared in the Mayor and Manager, November 1968)
47. Civil Service Rules and Regulations for Hazleton
48. Civil Service Rules and Regulations for Larksville
49. Joint Police Service for Fairview and Wright Townships
50. Proceedings of Data Processing Seminar
51. Real Property Inventory
52. Student Perceptions of Effective and Ineffective College Teachers
53. Conceptions of Mental Illness by Patients and Normals
54. Municipal Secretary's Manual

VI. EPILOGUE

The concept of an "urban agent" is a viable one. There are numerous indications that the work of the former Institute of Municipal Government, now known as the Institute of Regional Affairs, has assisted in the effective and meaningful development of new governmental leadership in Wyoming Valley, Luzerne County, and Northeastern Pennsylvania. Public officials and community leaders have come to depend upon the Institute for its varied services, especially the instructional aspects of its work. The ultimate purpose of the Institute, in what was a depressed area, is to contribute to improving the quality of regional life.

It can be said that the Institute has effectively established and maintained relationships between Wilkes College and organizations and individuals who serve the region. This continuing and successful relationship may have been facilitated because the Institute has been separated from the regular college prescriptions. The traditional barrier of "town and gown" was eliminated. The Institute is in the community. It is relatively free from restriction because it is not of the community. The very fact that the Institute of Regional Affairs is both in the community, but not of the community, gives it tremendous latitude for venture.

The mutual desire of town and gown to work with one another for the advantage of both is not only a demonstration of teamwork between higher education and the region, it is also an educational venture into the field of adult extension education, wherein the College is acting in the role of "urban agent." In representing the College as "urban agent", the Institute of Regional Affairs has attempted to create the "tomorrow" from the work of the "today."

For either communities or industries of the region to compete successfully, they must have special services and competencies. They need to be able to keep key personnel abreast of new knowledge and new technology. To attract and hold good people, opportunities to prepare for personal career advancement are essential. Special arrangements need to be devised for the industrial enterprises of the region. Few, if any, of the regional enterprises can afford to maintain the elaborate and expensive laboratories which such specialized research ordinarily requires, and which large national corporations can afford individually or small enterprises in a large city often find near at hand. The various segments of the natural sciences at Wilkes College have been making their research equipment and facilities available to various industrial firms.

The region's enterprises are frequently confronted by problems relating to business operations, and do not have on their regular staff the specialized economists required to solve them. These enterprises find it highly inconvenient and expensive to send these problems away to metropolitan centers, or else to bring in the required industrial specialists. They find themselves, therefore, at a competitive disadvantage in keeping up with developments in their often rapidly advancing fields. During the past year, the Institute conducted a Middle Management Seminar as a start. This effort was really a continuation of past efforts by the Department of Economics to accommodate local industry in developing local supervisory personnel. It is hoped that the Middle Management Seminar will give new life to a whole series of seminars and workshops for industrial firms of the region. This coming year will also see the Institute enter the public welfare field with the Title

I project for Parents of Retardates.

Since the Institute has become a broad umbrella over the social sciences, discussions continue in order to determine projects to be undertaken by the various College departments under the auspices of the Institute. Steps are already being taken to bring even more of the social science faculty into the ever-increasing activities of the Institute of dealing with regional problems. It is expected that additional professional staff from the social science faculty will be added on a temporary basis to take care of large scale research projects or service work financed by outside sources, such as the Federal or State government. The "core staff" may be enlarged for specific projects on the same basis as heretofore - part-Institute and part-departmental. This is the unique solution to the controversy of teaching and/or research or community service.

The Institute has two additional assets that will facilitate in the expansion of its activities. Firstly, since Northeastern Pennsylvania is blessed with an abundance of human resources and skills, the Institute is able to attract local leaders to assist in Institute activities. Local talent has been drawn into the Institute's orbit as instructors for the short courses, lecturers on specific subjects, and chairmen and moderators for workshops and meetings. Secondly, the IRA is able to draw on a pool of capable students who can perform a variety of tasks for the Institute. During this past year, 15 students who contributed a total of 6,975 hours performed such tasks as typing, stenography, editing, assisting on action programs, and editing textual material for the short courses.

This fortunate combination of resources - faculty, community leaders, and

students - can make the Institute a truly interdisciplinary academic setting in which, any student of faculty member who wishes to direct his study and research toward the problems of urban life can easily do so.

- Franklin J. McClellan, Ph. D.
Dept. of Academic Affairs
- John H. Chavira, M. A.
Culture and Community
- Harold E. Cox, Ph. D.
Transportation
- Regina L. Hines, Ph. D.
Education
- Neil V. Martin, Ph. D.
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- Franklin D. Moore, Ph. D.
Ecology
- Walter H. Raper, M. A.
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Urban Planning

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Wilkes-Barre, Penna.

Thomas Garrity, S. R. A., S. P. A. Director
Board of Assessment-Luzerne County

William Gross Fire Chief
Dupont, Penna.

Karl Guers Sergeant of Police
Wilkes-Barre, Penna.

Thomas G. Kelley, B. A. Director, Evening School
Wilkes College, Wilkes-Barre

John Lowe Captain of Detectives
Wilkes-Barre, Penna.

John Minkin, B. S., B. S., M. S. Sanitary Engineer
Wyoming Valley Sanitary Authority

Walter Niehoff, B. A., M. A.Assistant Professor
Wilkes College

John Sulcoski, B. A., M. A. Radiation Officer
Luzerne County Civil Defense

Albert Spunar.Communications Instructor
Luzerne County Civil Defense

Philip R. Tuhy, B. A., M. G. A. Professor
Wilkes College

Walter Wint.Sergeant of Detectives
Wilkes-Barre, Pennsylvania

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Marianne Cwalina	Clerk
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Diane Miller	Librarian
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TITLE I PROJECTS

		<u>Federal</u>	<u>Matching</u>	<u>Total</u>
1966	Regional Policy and Program Goals	\$1,275	\$ 425	\$1,700
	Principles of Purchasing	1,350	450	1,800
	Community Leadership Seminar	3,750	1,250	5,000
	Joint Communication System for Luzerne County	2,902	967	3,869
1967	Community Leadership Seminar	4,625	1,820	6,445
1968	Transportation of Low Income People	3,240	3,240	6,480
	Dynamics of Metropolitan Government	5,100	5,100	10,200
	Community Leadership Seminar	4,325	4,365	8,690
1969	Middle Management Seminar	5,125	5,340	10,465
1970	Training for Parents of Retardates	<u>7,376</u>	<u>3,684</u>	<u>11,064</u>
		\$39,068	\$22,641	\$65,713

INSTITUTE OF REGIONAL AFFAIRS
INCOME

Grants & Gifts	\$12,880.00
Sale of Services	8,984.26
Dinners & Conferences	1,156.75
State Reimburesements	733.04
Surveys & Studies	200.00
Travel	1.04
College Work Study	10,083.00
total	<u>\$34,038.09</u>

EXPENDITURES

Salaries	\$28,484.09
College Work Study	10,083.00
Supplies	6,583.30
Meetings & Conferences	4,595.05
Newsletter	2,170.35
Publications	1,730.48
Student Help (Wilkes College)	1,100.92
Travel	857.62
Library	540.00
Equipment	118.00
total	<u>\$56,262.81</u>

In evaluating the financial statement of the IRA, there are a number of factors to be considered. There are three part-time faculty members and three part-time secretaries who are employed and paid by the College. Their total compensation is \$23,586.66 of all expenditures.

The income of the Institute was \$34,038.09 or 60% of the total expenditures. This income was from various sources, including such areas as dinners and conferences, sale of services, and consulting work performed by members of the staff. The largest expenditures were for salaries - both of the staff and student help, which includes the contribution of the College and the federally funded College Work Study Program.

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Wilkes College. Institute of Re-
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Annual report, 1970. 8

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