

ANNUAL REPORT

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INSTITUTE OF REGIONAL AFFAIRS

WILKES COLLEGE

WILKES-BARRE, PENNSYLVANIA

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PREFACE

During 1969, the Institute of Regional Affairs engaged in an expanding range of activities. This Annual Report to the President and the Board of Trustees of Wilkes College summarizes and reviews the significant activities over the past College year. The 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.

Hugo V. Mailey
Director
Institute of Regional Affairs

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I. WILKES AND THE REGION: IS THERE AN OBLIGATION?

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. Traditionally, the scholar has conducted his research and made his contributions to the expansion of knowledge.

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. It is further contended that colleges can provide leadership in the development of the concept of an urban college which, at both a philosophical and operational level, can bring to bear its resources and augment its ability to generate knowledge.

The real question is not what a college can do, but how it can accomplish its very real obligations in these times of social turmoil. Although every college exists primarily to provide education and to sponsor research, it is also a community institution bearing all the implications this fact implies. Furthermore, community affairs have an impact on any college even as the development of a college affects the community. The nature of a given urban area, the structure of the college, the disciplines of its staff, the philosophy of its president -- each colors the outcome of commitment to community affairs.

Today, an urban liberal arts college has an inherent obligation to provide special pursuits in and for diverse cultures, diverse experiences, diverse backgrounds. An example of such effort is found in the development

of curricula more responsive to the needs of today's society. In recent years, there has been a growing awareness by the academic community that the urban areas are more and more the centers of action, and that educational institutions which ignore the urban facts of life are in danger of becoming irrelevant.

This irrelevancy has often times resulted from the fact that scholars have conducted both their teaching and research in an atmosphere free from the pressures of the day. This tended to isolate the "community of scholars" from the policymakers, who need immediate responses to complex problems. Furthermore, the policymakers become impatient when ready solutions are not available, and when additional time is needed to present alternative solutions. As a result of this conflict between the aspirations of scholars and the needs of the policymakers, the latter have failed to really make use of the contributions of the former. The more important contributions that scholars can make is that they can view urban problems with at least some degree of objectivity and detachment. Amidst the welter of opinions between various groups and interests in the communities, scholars can even act as catalysts or "honest brokers," though they may flinch at this role.

The original "extension" activity of the land grant colleges first brought the colleges and universities into public service. However, "academic" and "extension" were maintained as separate activities on college campuses. Almost every college and university distinguished between extension personnel and academic research and teaching personnel, and

usually placed them in separate divisions. Academic people did not usually choose to engage in service outside the classroom. Extension personnel normally did not engage in research or scholarship. They differed in careers and interests. Only an unusual person could combine the two roles.

Not only did institutions of higher education separate the academic from the "extension," the academic community was not prepared to deal with community problems on a comprehensive, inter-disciplinary basis. They had not instituted inter-professional programs. And yet, comprehensive attacks on community problems is a necessity. It is obvious that community problems cannot be dealt with in frames of specialization. Yet this is the customary way for the academic specialist to work. Even after more than a decade of experience, colleges have today little knowledge of how to work in the community as a client--particularly an urban community.

Men have long been concerned with developing an understanding of cities and the problems associated with them, but only in the last few years has this subject become a focal point of concern by colleges and universities. The challenge as posed by these problems are particularly pointed to a college that has a mandate to serve the community. If "community," once predominately rural, has changed in location, ethnic composition, economic activity, and needs for services, a college must accommodate accordingly if it wished to remain a relevant and progressive force. The urgent need for providing a direct link between the scholarship of universities and colleges and the needs of the surrounding area 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 the 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 a rather new development 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 metropolitan 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, had as its fundamental purpose 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 Pennsylvania region had their beginnings in workshops and conferences sponsored by the Institute.

The commitment by the College in community affairs was duly recognized in 1960 when the Ford Foundation funded the Institute of Municipal Government, the Area Research Center, and the Labor-Management Citizens Office.

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--economics, 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.

Wilkes does not have a general extension division as state universities and land grant colleges have. The Institute of Regional Affairs has served as a point of first contact for community requests to deliver extension activities and operate a variety of continuing activities in the community. The Institute of Regional Affairs has been the buffer in handling these service activities. 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.

By utilizing this approach, the Institute of Regional Affairs has operated as a catalyst in stimulating and inducing positive community responses to needs and opportunities. The result of this approach is an Institute of Regional Affairs which devotes most of its technical efforts to applied research on a local basis, deals with "nuts and bolts" operating problems of the communities of the Region, and seeks to infuse some new understanding of urban phenomena.

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.

II. EDUCATION AND IN-SERVICE TRAINING

A. In-Service Training

The primary function of the Institute of Regional Affairs is to continue to provide education and training programs for the officials and employees of Northeastern Pennsylvania. This is easily explained in that 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 is likely to continue 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 and semi-technical positions. This training is generally available through short courses offered in cooperation with the Public Service Institute of the Department of Public Instruction. 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 government. It should upgrade performance and the image of the public servant.

In its report on in-service municipal training,⁵ 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).

--To broaden his outlook.

Each of these benefits to the individual is in turn indirectly beneficial to the local government. More specifically, the objectives for the county or city government are:

1. Better job performance, which improves production and the image of the city or county.
2. Development of persons from within the ranks to take on additional responsibilities as vacancies occur.
3. Longer tenure of properly motivated employees.
4. Improvement of the government's ability to fulfill its increasing and new roles because it has a better equipped staff.

⁵ International City Managers' Association, "A Report on the In-Service Training Programs for Key Personnel," 1961.

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 1968-1969, 529 qualified for Certificates. Over an eighteen year period, more than 3,400 individuals have completed the courses requirements and received Certificates.

Courses offered to local public officials during the past year from July 1968 to June 1969 were the following:

- I. POLICE
 - a. Small Arms
- II. FIRE
 - a. Fundamentals of Fire Fighting
 - b. Arson Investigation
- III. ASSESSING
 - a. Rural Assessment
- VI. MINOR JUDICIARY
 - a. Magistrates Civil Law
- V. CIVIL DEFENSE
 - a. Radiological Monitoring
 - b. Basic Communications
 - c. Radiological Refresher
 - d. Light Duty Rescue
 - e. Medical Self Help
 - f. Conference for Public Officials
 - g. Control Center Operations
 - h. Shelter Management
 - i. Advanced Communications
- VI. OTHER
 - a. Principles of Purchasing
 - b. Street Maintenance
 - c. Personnel Supervision
 - d. Community Planning

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 | | | | |
| Fundamentals of Fire Fighting | 37 | | | | |
| Magistrates | 18 | | | | |
| 1965 | 184 | | | Fundamentals of Fire 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 | | | | |
| 1967 | 440 | Light Duty Rescue | 20 | | |
| | | Radiological Monitoring | 44 | | |
| | | Auxiliary Police | 83 | | |
| | | Fundamentals of Fire Fighting | 92 | | |
| | | 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 |

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.

The Community Leadership Seminar for community leaders and the Seminar on Dynamics of Regional Affairs for social science teachers of Northeastern Pennsylvania, both of which were conducted as Title I projects and are discussed in the next section, are illustrative of this type of leadership training.

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. Because the local governments of Northeastern Pennsylvania are limited financially, the Board of Trustees of Wilkes College instituted a scholarship program for two regional police officers to be administered by the Institute of Regional Affairs. These scholarships, including tuition costs as well as textbooks for 6 credits each semester, were given to a member of the Pennsylvania State Police and to a member of the Wilkes-Barre Police Department.

D. Community Service Program - Title I

In 1965, Congress provided a program to help bring the resources of 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 but one of a number of federal programs whose purposes are to encourage and support in-service education relating to community needs. But it 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. It undoubtedly has stimulated many projects which would not have been attempted if federal grants had not been available, and under it, some projects have been undertaken which suggest new approaches for dealing with community problems or are of likely long-range impact.

The Act is a recognition of the fact that universities and colleges are not interdisciplinary; academic departments have functioned largely independently of each other. Yet the solving of community problems may call for

a coordinated, interdisciplinary approach. As a practical matter, therefore, colleges and universities which are interested in designing significant, comprehensive Title I programs are confronted with the problem of how to do it within the existing system. They are confronted with finding ways to muster persons in various disciplines who are interested in working together in dealing with community problems. Furthermore, they must find ways to bring these resources to a practical setting and problem.

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 is 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. It can realistically be said, however, that the involvement has been broadened and expanded, wherever it was found possible.

The Institute of Regional Affairs made 9 applications for 9 programs under the Act since 1966 when the Act became operative. Of this number, 8 have been accepted and funded by the Title I Agency of the Commonwealth Department of Public Instruction.

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

Continuing Programs. One of the projects has been renewed.

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 8 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 Participant</u> | <u>Number of Participants</u> |
|-------------|---|----------------------------|-------------------------------|
| 1966 | Regional Policy and Program 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 | 30 |
| | Community Leadership | Community Leaders | 28 |
| | Transportation of Low Income (on-going) | Public Officials | |

The Institute, as noted above, received funds for 3 programs under Title I:

1. Community Leadership Seminar. The purpose of this project was to provide an opportunity for the leadership of many civic and community agencies to the region to examine a broad range of alternatives in the approach to regional problems. The six-session Seminar was intended to help com-

munity leaders to qualify themselves for more effective contributions to local public affairs.

2. Dynamics of Regional Affairs. The purpose of this project was to acquaint social science teachers of Northeastern Pennsylvania with reports, surveys, and studies and to make them knowledgeable about regional problems. The five-session Seminar was innovative in that teachers of the schools of the area were brought into direct contact with the professionals in the public and private agencies dealing with the area's economic, welfare, and governmental problems.

3. 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 involves 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.

E. Community Growth Conference

The Eighth Annual Community Growth Conference, co-sponsored by community organizations, was held in September, 1968, and intended to acquaint local officials and the general public with the emerging issues of public affairs, centered on the theme, "The Crisis of Human Resources in Northeastern Pennsylvania."

EIGHTH ANNUAL COMMUNITY GROWTH CONFERENCE

SEPTEMBER 25, 1968

- 8:30 - 9:30 A. M. Breakfast Wilkes College
New Dormitory
"THE CRISIS OF HUMAN RESOURCES IN NORTHEASTERN PENNSYLVANIA"
Welcome: Dr. Eugene S. Farley, President, Wilkes College
Chairman: Frederick E. Wegner, Wilkes-Barre City Manager
Speaker: D. Richard Wenner, National Association for Community Development
- 9:45 - 10:45 A. M. Wilkes College
Fine Arts Center
"MANPOWER DILEMMA"
Chairman: Edgar Lashford, Exec. Vice President, Chamber of Commerce
Panelists: Hugh King, Research Director, Economic Development Council
John Seniese, Field Director, Bureau of Employment Security
Joseph Corcoran, Director, Keystone Job Corps Center
Mel Boyne, Dana Perfumes, Crestwood Park
Coffee Break
- 11:00 A. M. Wilkes College
Fine Arts Center
"THE SEARCH FOR IDENTITY"
Chairman: Robert Wilson, Executive Director, Model Cities Agency
Panelists: Lee Klinges, Resident, Model Cities Area
Sylvia Solinsky, Supervisor of Interviewers, Model Cities Program
Gerald Whitt, Assistant Supervisor, Hazle Street Comm. Ser. Center
Dr. Francis J. Michelini, Vice Chairman, Model Cities Policy Board
- 12:30 - 2:00 P. M. Luncheon Hotel Sterling
Crystal Ballroom
"A PHILOSOPHY OF EFFECTIVE URBAN DEVELOPMENT"
Chairman: Mrs. Donald Bennett, President, Junior League of Wilkes-Barre
Speaker: Genevieve Blatt, Director, Office of Economic Oppor., Wash., D. C.
- 2:15 - 3:15 P. M. Hotel Sterling
Crystal Ballroom
"PHILLIPS 66"
Chairman: James Lee, Assistant to the Editor, Times-Leader Evening News
- 3:30 - 4:00 P. M. Hotel Sterling
Crystal Ballroom
"APERCU"
Chairman: Clement W. Perkins, Chairman, Wilkes-Barre City Plng. Comm.
Speaker: Tom Bigler, News Director, WBRE-TV
- 4:00 - 5:30 P. M. Cocktail Hour Hotel Sterling
Adams Room

F. Meetings

A meeting of interested local government officials met with William Hansell, Manager of South Whitehall Township, to discuss the benefits to be derived from cooperative purchasing. The meeting is intended to be a preliminary to a series of meetings on the subject with a view to the formation of a cooperative purchasing council in Luzerne County.

III. INFORMATION

The Institute of Regional Affairs tries to keep public officials and those engaged in community work completely informed on urban and regional affairs. To this end, the Institute of Regional Affairs maintains a library and circulates a monthly newsletter.

A. The IRA News-letter

The Luzerne County Newsletter, predecessor to the IRA News-letter, was launched in 1951 as an attempt to keep local public officials informed of the varying methods successfully employed by communities throughout the United States in solving problems of management, personnel, and administration. Its demise in late 1967 saw the publication of the same format with a new title, the IRA News-letter, in keeping with the broader range of activities of the Institute in the general fields of economics, psychology, government, and sociology.

The News-letter's original form was used until July, 1969, when a distinctive masthead was developed for the News-letter. In addition, almost three times as much material appears in each issue since the News-letter has gone to direct printing.

Published monthly, the News-letter is mailed to approximately 2,100 interested community leaders throughout Northeastern Pennsylvania. The mailing list is taken from thirty-five directories compiled by the Institute of Regional Affairs containing the names of local public officials, community

leaders, and professional groups.

B. Library

The Institute also maintains a carefully selected library of contemporary printed materials in the social science fields. The library of the Institute, continuing to grow daily, now includes over 4,000 publications. It is, at the present time, one of the largest repositories of information and materials on municipal administration in Northeastern Pennsylvania. Pamphlets, reports, surveys, and studies are received by the Institute of Regional Affairs on an exchange basis with similar organizations on other college and university campuses and with many local and state governments.

The Institute of Regional Affairs' collection of contemporary material deals with various aspects of urban studies: government, land use, transportation, management, social welfare, education, recreation, and public finance. The studies undertaken by non-university sources are maintained on an interdisciplinary basis. A close liaison is maintained with similar governmental, university and private sources, providing an integrated clearinghouse for information on many aspects of urban affairs. The collection is kept current for immediate use by public officials and the officials of private or voluntary organizations.

In 1966, the Institute was awarded a 151 book planning library by the Pennsylvania Planning Association. The Institute of Regional Affairs recently was the recipient of all the published works of Dr. Harvey S. Perloff, an outstanding economist and planner, now the Dean of the School of Architecture

and Planning, University of California. When added to that already in the Institute, this material becomes the most extensive planning library in Northeastern Pennsylvania.

Not only have interested community leaders and local government officials made wide use of the library materials, but many undergraduate students have had their first contacts with community problems by the utilization of the library materials for term papers and research projects. The Institute of Regional Affairs library will become increasingly invaluable to Wilkes students who plan to pursue undergraduate work toward the Social Science degree with concentration in Urban Affairs, a new program to be instituted in the Fall of 1969.

C. Pennsylvanian--Horizons

The magazine, the Pennsylvanian, serves as the official publication of the Pennsylvania State Association of Boroughs, the Pennsylvania League of Cities, the Pennsylvania Municipal Authorities Association, the Pennsylvania Association of Township Commissioners, the Pennsylvania Local Government Secretaries Association, and the Assessor's Association of Pennsylvania. This magazine reaches well over 15,000 people interested in Pennsylvania local government.

"Horizons" is the four page center spread of this monthly publication, originally the joint project of the institutes of local government of Pennsylvania universities--Pittsburgh, Penn, and Penn State. The three institutes were organized into a loosely knit group called "Association of Institute of Government of Pennsylvania Universities" for the purpose of providing material for, and

supervision over, Horizons. In 1966, Penn State withdrew from the associated institutes, and the Institute of Regional Affairs of Wilkes College was invited to participate in the organization and contribute to "Horizons."

Horizons is an outstanding part of the magazine--The Pennsylvanian--and because of its sponsorship, some things can be said or supported in "Horizons" which could not be said or supported in other parts of the magazine.

The contributed articles by the Institute of Regional Affairs are the following:

"What is the Role of the Urban Manager Today?"
October, 1968, Hugo V. Mailey

"Can Teachers Meet the Challenge of the Urban Crisis"
January, 1969, Hugo V. Mailey

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

IV. CONSULTATION

A third service of the Institute of Regional Affairs is special consultation made available to interested parties for the study of public issues. Consultative services are offered to the interested officials, governmental and non-governmental. The assistance, both formal and informal, is provided and made possible because of the specialized resources of the staff of the College. Such services include testing and counseling for public agencies; preparation of special management studies; and the study of general administrative problems.

In the development of the Institute program, the following criteria are used as guides in initiating or accepting consultative requests:

1. the significance of the problem to Northeastern Pennsylvania;
2. the potential "multiplier effect" of the project;
3. the potential value of the project as a prototype for similar services by other public and private agencies in community service;
4. the interests and competencies of the Institute staff and the availability of special consultants to the Institute of Regional Affairs.

Among consultative services offered by the Institute over the year 1968-1969 are the following:

Wilkes-Barre Planning Commission - The Associate Director of the Institute serves as the Executive Director of the Department of Planning and Administration for the City of Wilkes-Barre for two days per week until a full time Director can be secured. The duties are many and

varied, including advice to the Planning Commission, review of the work of consultants, technical advise to the Zoning Board of Adjustment, liaison with the Redevelopment Authority and review of their plans, consultation with the Model Cities Agency, and coordination with the Recreation Board and Parking Authority. The Acting Director of Planning also serves on the Traffic Committee and on the Advisory Board of the Luzerne County Planning Commission.

Kingston Borough Civil Service - Administered tests for Police applicants in July, 1968.

Dupont Borough Civil Service - Administered tests for Police applicants in July, 1968.

Wilkes-Barre City Fire Civil Service Board - Administered promotional examinations for Fire Lieutenant in March, 1969.

Wilkes-Barre Police Department - Administered promotional examination for Sergeant and Detective in March, 1969.

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

American Federation of Teachers v. Scranton Education Association - Director served as Election Moderator at representation election for teachers.

Plymouth Civil Service Commission - Administered tests for Police applicants in May, 1969.

Council Manager, City of Wilkes-Barre - Prepared summary and supplement of qualifications for council-manager applicants, for Wilkes-Barre

Council.

Lackawanna County Teachers Conference - Director served as panel speaker on Professionalism in Government.

Rotary - Director served as luncheon speaker on Professionalism in Local Government.

Wilkes College Scholarship Drive - Director served as luncheon speaker on the Role of the Institute of Regional Affairs.

Luzerne Lions - Associate Director served as speaker on the Council Manager Plan.

Wilkes-Barre Jayettes - Associate Director served as speaker on the Council Manager Plan.

West Side Business and Professional Women - Associate Director served as speaker on Intergovernmental Cooperation or Consolidation.

Columbia-Montour Boroughs Association - Associate Director served as speaker on Intergovernmental Cooperation.

Honesdale-Continuing Liberal Education Seminar - Associate Director served as speaker on Subdivisions.

Lackawanna County Teachers Conference - Associate Director served as panel speaker on Professionalism in Government.

Lock Haven - Associate Director served as consultant on preparation of Administrative Code and Employee Policy Manual.

Northeastern Pennsylvania 4-H Teen Leaders Conference - Associate Director served as luncheon speaker on Problems of Democratic Government.

Pennsylvania Association of Boroughs - Associate Director served as co-ordinator for Northeastern Pennsylvania Conference on Solid Waste Disposal and Collective Bargaining.

Conferences and Meetings

Department of Community Affairs Advisory Council - Director serving as Chairman of the Council. The Council makes recommendations to the Secretary of Community Affairs on legislation and problems dealing with urban affairs.

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

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

Pennsylvania Municipal Authorities Conference - Director served on panel on Water Resources at Annual Conference.

Water Resources Conference on the Delaware River Basin - Director served on panel on Management of Authorities at Annual Conference.

Pennsylvania Municipal Authorities Association Workshop - Director served as luncheon speaker on Collective Bargaining at eastern meeting of the Association.

West Side Women's Club - Director served as dinner speaker on Susquehanna River Basin.

Plymouth Kiwanis - Director served as dinner speaker on Intergovernmental

Cooperation.

Swoyersville Kiwanis - Director served as dinner speaker on Intergovernmental

Cooperation.

WDAU - TV 22 - Director served on panel on Council -Manager for Wilkes-

Barre.

Channel 44 - Director served on panel on Council-Manager for Wilkes-Barre.

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-sponsor of and participated in conferences with numerous state-wide professional organizations. These have included such organizations as the Pennsylvania Municipal Finance Officers Association, Pennsylvania Municipal Authorities Association, American Association for Public Administration, Pennsylvania Planning Association, Local Government Center, and Pennsylvania Department of Health. The Institute of Regional Affairs faculty members attended many conference, state-wide and local, too numerous to mention in this Report.

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 records, 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 1968-1969

The publications of the Institute of Regional Affairs from July 1968 to June 1969 are listed below:

Annual Report, 1967 - Wyoming Valley Sanitary Authority.

Civil Service Rules and Regulations for Swoyersville.

Community Leadership Seminar.

The Contemporary College Mission.

Joint Police Service for Back Mountain.

Luzerne County Community College Technical and Semi-Professional
Employment Survey.

Position Classification and Employee Policy Manual for Coplay-
Whitehall Sewer Authority.

Proceedings of the Eighth Annual Community Growth Conference.

Salaries, Wages, and Fringe Benefits in Luzerne County Muni-
cipalities.

The Selection of a City Manager - Qualifications of Applicants.

B. Studies and Reports - 1951-1969

A list of the Institute's publications from 1951 through 1969 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 and Seventh 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, and 1969
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. Annual Report (1964) - Wyoming Valley Sanitary Authority
25. Audience Characteristics--Times Leader Evening News
26. Salary and Wage Study for Boroughs in Luzerne County - 1965, 1966, 1967, and 1968
27. Ambulance Survey - Wyoming Valley
28. The Appearance of Wyoming Valley
29. Report on the Institute for Youth Opportunity Program
30. Salary and Wage Study for First Class Townships in Luzerne County-- 1966, 1967, and 1968
31. Report on Institute for Keystone Job Corps Center
32. Problems of Change in Urban Centers
33. Emergency Communications Center for Luzerne County
34. Academic Calendars in Pennsylvania Colleges and Universities

35. Annual Reports of the Wyoming Valley Sanitary Authority--1964, 1965, 1966, and 1967
36. Civil Service Rules and Regulations for Dupont, Pennsylvania
37. Report on Seminar on Emergency Highway Traffic Regulation
38. Civil Service Rules and Regulations, Wilkes-Barre City School District
39. Wyoming Valley Sanitary Authority: Property Inventory and Description
40. Salaries, Wages, and Fringe Benefits in Luzerne County Municipalities
41. Luzerne County Community College Technical and Semi-Professional Employment Survey
42. Joint Police Service for Back Mountain
43. Civil Service Rules and Regulations for Swoyersville
44. Community Leadership Seminar
45. Position Classification and Employee Policy Manual for Coplay-Whitehall Sewer Authority
46. The Selection of a City Manager - Qualifications of Applicants
47. The Contemporary College Mission (an abstract appeared in the Mayor and Manager, November 1968)

VI. EPILOGUE

Measuring the benefit which the Institute of Regional Affairs has provided to the area is difficult because the workable criteria for evaluation are lacking. The concept of an "urban agent," which really defines the Institute, seems to be a viable one even though it is difficult to evaluate the results. Policies adopted, attitudes changed, educational meetings attended, or number of activities completed may be inadequate measurements. Projects have influenced action, but ultimate achievement depends upon the extent to which social scientists and educators possess the knowledge and means of communication which is appropriate to improve the quality of life.

The ultimate purpose of the Institute in what was once 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 communications and working relationships between Wilkes College and organizations and individuals serving the immediate community and the region. This continuing and successful relationship may have been facilitated because the Institute has been separated from the regular college prescriptions. Thus, the traditional barrier of the "town and gown" type was eliminated. The Institute is in the community. It is, however, 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 venturesomeness.

There are numerous indications that the work of the former Institute of Municipal Government and now the Institute of Regional Affairs has assisted in the effective and meaningful development of new governmental leadership in Wyoming Valley, in Luzerne County, and in Northeastern Pennsylvania. Public officials and community leaders have come to depend upon the Institute for its varied services and especially the instructional aspects of its work.

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 must now be taken to bring even more of the faculty into the ever-increasing activities of the Institute in dealing with regional problems.

There is a possibility that many community organizations will want all types of action and research projects undertaken. It is the aim of the Institute of Regional Affairs to serve as a vehicle to help make research and action programs on urban problems a process of continuing data collection and analysis rather than relying, as in the past, on issuance of sporadic and single-shot reports. Only in this way, can the "extension" approach be fully realized.

Already in 1969-70 the Institute is working on on-going projects:

Ninth Annual Community Growth Conference - Conference of interested citizens on Regionalism in Northeastern Pennsylvania.

Upward Bound - A program intended to motivate able students who feel that college is beyond their reach.

Migrant Workers - A program intended to provide in-service and pre-service education of teachers of disadvantaged children of migrant workers.

Low-Income Transportation Problem in Luzerne County - A study to determine the adequacy of public transportation as an essential link between low income workers and jobs available.

Real Property Inventory of Wilkes College - A study of the financial effect of the College on the City and the County.

Municipal Secretary's Manual - A manual for Chief Clerks and Secretaries of cities, boroughs, and townships under a contract with the Department of Community Affairs.

Proceedings for the Computer Seminar - A record of the remarks made at a Data Processing Seminar under a PennTap grant.

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

- a) instructors for the short courses
- b) lecturers on specific subjects
- c) chairmen, moderators, or leaders in workshops or meetings.

Associated with the three-member staff of the IRA was a staff of nineteen capable students performing many tasks of the Institute on a part-time basis. These students, who contributed a total of 6,525 student hours to the Institute, performed a wide variety of tasks such as typing, stenography, editing, assisting on action programs, and editing textual material for the short courses.

It is expected that additional professional staff 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.

In all of the activity that has been summarized, an overriding consideration is the fact that the Institute is first and foremost a service organization with a program including training, consulting services, publications, and research intended to assist the intelligent and capable public leader or official in facing the changing needs of today's complex society.

Although the College does have immediate financial responsibilities and long-range educational commitments to its academic programs, it has never ceased to be aware of the fact that as community affairs have an impact on the College, so does the development of the College affect the community.

Just as some of the faculty have sought to work among community groups, so the community has sought out the services that the College could offer. It is no wonder then that the community at large has shared in the Institute's growth and has encouraged its development.

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 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 "tomorrows" from the work of the "todays."

INSTITUTE OF REGIONAL AFFAIRS
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ASSOCIATE DIRECTORS

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Walter H. Niehoff

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