

SPECIAL
INAUGURATION ISSUE

THE BEACON

WILKES C

APRIL 11, 1985

WILKES-BARRE, PA 18766

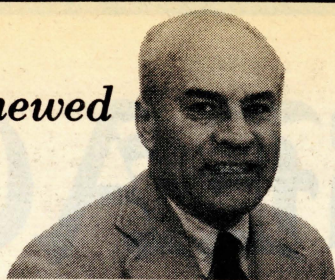
A New Era Begins ...



The New First Family

President and Mrs. Breiseth at home with daughters, from left, Erika, Lydia, Abigail.

'Let ... us ... catch the renewed spirit and go forward...'



As of this date Wilkes remains a liberal arts college — and one of the bulwarks of America. A liberal education is as basic a part of the American tradition as individual freedom. Indeed liberal education is one of our oldest traditions. For Harvard, our oldest liberal arts college, was founded in 1636, the United States as a nation dates from 1787, and the "Bill of Rights" amendments which guarantee individual freedoms were added to the constitution in 1791.

An education in the liberal arts is a liberalizing education, and the word "liberal" comes from the Latin liber, which means "free". So "the liberal arts" literally mean "the arts becoming to a free man". From the beginning back in 1933 as Bucknell University Junior College I think this college has been faithful in offering a liberalizing educational philosophy throughout the years. There are those who believe that what has been going on at Wilkes may not now be meeting the needs of students in the last quarter of the twentieth century. Coincidentally a committee at the college has just completed a study on the subject. But I feel liberal education, as conceived and taught at Wilkes is practical education for its purpose has been to awaken and develop intellectual and spiritual values in the student before he enters upon his chosen career, so that he may bring to that career the greatest possible assets of intelligence, resourcefulness, judgment and character.

We look with pride toward Wilkes today, for what it has contributed and for what it hopes to do. As a liberal college we are proud of this heritage of emphasizing human values, and encouraging the development of the individual student and scholar.

And we feel it is a college of contemporary relevance. Wilkes cannot live in the golden eras of its past if it is to serve the present. Nor can it live in the prospect of the future, if the present is to reveal the future. It is Wilkes' role to lead in our sphere of higher education; not to follow. Its role is to assert command over the forces of change rather than be their reluctant victim. And size, diversity and specialization do not automatically carry virtue in their train. We are called upon as a faculty and administration to give the most careful thought to the central purposes we serve best lest we become as John Gardner recently described our sprawling metropolitan centers, 'the unintended consequences of millions of fragmented purposes.' Such a view of the college does not deprecate specialization, organization or discipline in our society. On the contrary, it assigns them their proper and most meaningful roles. We know that specialization is necessary in an age in which so many skills are available and required that no man can develop them all. We must understand that through organization we know when and how these skills are available to us. We appreciate too the necessary role of discipline for when we depend on others as much as we do in our complex society, we want to be sure they are dependable.

But at Wilkes we must assert as one of the basic assumptions on which the college rests that man, not knowledge, or power, or technology, or specialization or organization, is the central focus of our effort. These things, like the Sabbath, were made for man.

We anticipate the inauguration of Christopher Breiseth with great joy and renewed hope. We will provide cogent educational leadership for this little liberal arts college so that it will remain a bulwark for the finer quality of life in this area and in America. Appropriately, the inauguration of our new president occurs as spring is breaking upon us and as Easter occurs — signifying new life. And so it will be at Wilkes — renewed spirit and commitment to a liberating experience. Let each of us in his or her own little sphere catch the renewed spirit and go forward, shoulder to shoulder toward a finer educational experience at Wilkes.

George Ralston

George Ralston
Dean of Student Affairs

Letter from the editor

About a month ago, seniors Kathy Hyde and Tom Monsell told me they had a good idea. We talked about it for a few minutes, but it didn't take me long to see they were right — they had a good idea.

This *Beacon* special issue is Kathy and Tom's brain-child. They, more than any other *Beacon* staff members, invested numerous hours of time and effort producing this issue.

Kathy, *Beacon* news editor, and Tom, *Beacon* feature editor, are this issue's editors. Their creativity and insight are responsible for making the Special Inauguration Issue a success.

The *Beacon* has broken new ground this year with the introduction of color. Now, Kathy and Tom have set another standard by using a full color photograph.

Full color photographs are expensive. The Breiseth family portrait cost more than an entire regular *Beacon* issue.

To offset the cost, Kathy and Tom solicited ads from various Wilkes College organizations.

Their advertising campaign was so successful that this issue, costing four times more than a regular issue, will almost pay for itself. No previous issue has been as successful.

Timothy P. Williams

Timothy P. Williams Beacon Editor-In-Chief

'It will be a big day for our family...'



To The Wilkes Student Body:

The coming inauguration of a new president of Wilkes is both a solemn and happy moment in the life of the College. Wilkes has inaugurated only three other presidents in more than half a century: Eugene Farley, Francis Michelini, and Robert Capin. Both Dr. Michelini and Dr. Capin will participate in the inauguration. Mrs. Breiseth and I hope that many of you also will participate with us in the ceremony on Sunday, April 14, in the Wilkes Gymnasium. You need to pick up tickets in advance since the audience is expected to fill the gym.

It obviously will be a big day for our family, including our daughters, Abigail, Erika, and Lydia, and other members of our families, as well as many old friends.

More significant, it will be an important day for the College and the many constituencies which nourish and draw strength from Wilkes: the students, the faculty, the administration, the trustees, the alumni, and friends of the College from near and far. In addition, more than 130 colleges, universities, and learned societies will be represented by delegates marching in the academic procession. The colorful pageantry will be memorable, linking this moment of renewal at Wilkes with similar moments for colleges and universities throughout history, drawing on traditions going back to medieval Europe. We are connected to our past, frequently in ways we barely grasp. This installation will make explicit our ties as a College not only to Wilkes's own proud past but to the tradition of higher learning.

After receiving the chain of office, I will speak about the mission of Wilkes as we prepare for the 21st century. My remarks will be built upon the work of the Mission Task Force this year. Dr. Frederick Rudolph, a leader in higher education, an old friend, and a son of the Wyoming Valley, will be the major speaker. In addition to the greetings from other leaders of our region, the ceremony will premier a major musical work written for the inauguration by Wilkes faculty member, Bruce Reiprich, and performed by Wilkes students.

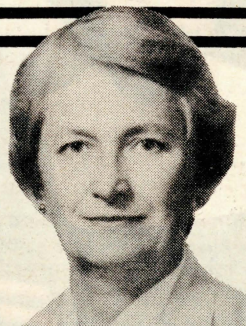
There will be other events. A piano recital in the Dorothy Dickson Darte Center for the Performing Arts on Saturday afternoon at 4 p.m. by Roosevelt Newson will begin the formal festivities. You are invited to this as to all the other public events, including the faculty seminar on Saturday evening, the Morning of Celebration in the CPA on Sunday at 10 a.m., and the reception in the Dining Hall after the inauguration. There will also be parties on Saturday night where we hope to see you.

We want to thank the many students who have helped or will help with the logistics of this ambitious undertaking. The Breiseths hope to inaugurate the inauguration with a reception held by commuter students in the Conyngham Student Center on Thursday and with residential students in the Dining Hall for dinner Thursday evening. We hope many of you are looking forward to his celebration as we are — and that you, too, plan to participate.

Sincerely

Chris Breiseth

Christopher N. Breiseth



'April 14 will be a great day at Wilkes'

My thanks to the editors of the *Beacon* for giving me this opportunity to send inaugural greetings, on behalf of the Board of Trustees, to President Breiseth and his family. The Board is pleased and proud that Dr. Breiseth accepted its invitation to become the fourth president of Wilkes College. We are confident that he will perform his challenging task with distinction.

April 14 will be a great day at Wilkes. We are delighted to be joining with the rest of the College community on this grand occasion.

I would like to add a special greeting from the Board to the whole student body. It is you who make our efforts worthwhile. And to the editors and staff of the *Beacon*, I send an extra thank you for putting out a first-class publication this year.

Sincerely,

Patricia Davies

Patricia Davies
Chairman, Board of Trustees

Wilkes Presidents Past

By Gail Steidler

Eugene S. Farley 1947 - 1970

In April of 1936, John Eisenhower, who had been appointed director of BUJC by Bucknell University, was replaced by Eugene S. Farley.

Dr. Farley came to Wilkes-Barre confident that the Junior College could survive, and be able to supply an excellent service to the community.

Farley was conscious of two very important factors. The first being that many students with exceptional ability had seized the opportunity offered by the establishment of a college they could attend while living at home. Their economic condition in the midst of the "great depression" would not allow them to finance an education away from home. The second factor was the existence of a diverse student body with a wide range of abilities and motivation.

Dr. Farley instantly gained the respect of the community and college leaders. He was often referred to as "The Great White Father" or "The Old Man", respectfully. Farley was a physically tall, big, strong man with an equally strong Irish-Quaker ancestry. The respect that Dr. Farley had earned along with his dedication, perseverance, belief in the Junior College, and genuine concern for students provided all the necessary elements to allow for the college to survive.

The early years, were years of slow material growth, but the college's contributions to the community established the rules and traditions that Wilkes College still swears by.

In 1938, it was announced that a \$30,000 deficit had been created during the first five years of BUJC's existence. At the time, Dr. Farley was working very closely with Arnaud Marts, head of one of the best fundraising companies in the country. Together Farley and Marts set forth to conduct a campaign that provided for the donation of the necessary money. Needless to say, the campaign was completely successful, and gifts exceeded more than \$30,000.

In 1946, six years later and one year before the charter of Wilkes College as a four year, independent, liberal arts college, a second campaign was conducted. With this campaign, and \$25,000 worth of Woolworth stock given to Dr. Farley and board associate, Hilbert McClintock, the college was again cleared of another deficit with \$8,000 to spare. With the funds given to the college between 1943 and 1947, the essential endowment was attained, and six additional properties were acquired.

Unfortunately the fundraising was not complete, another project lay before Dr. Farley and the board.

In 1947, the Middle State Association of Secondary Schools and Colleges, accredited the newly-created Wilkes College with the understanding that a gymnasium would have to be constructed to meet the needs of a physical education program. A campaign was conducted during 1948 and 1949 which raised \$425,000 enabling the college to build a gym by the end of 1949.

After the construction of the gymnasium, it seemed that the college had reached a plateau. Dr. Farley felt that if the college did not continue to grow, his services would be useless and there would be little need for him to stay in Wilkes-Barre. It was a critical period for Dr. Farley and one that he called "very trying."

In 1955, Dr. Farley and Marts once again raised their sights and plans for aggressive action to improve the college.



The proposals made to the College Board stated that by 1958 funds should be obtained for: 1) an Auditorium, Music, and Arts building, 2) the acquisition of additional land, 3) an Engineering Building, 4) a classroom building including laboratories for the sciences, 5) a library, 6) increased income for faculty salaries and student aid, and 7) an increased permanent endowment.

The response to the proposal was exactly what Dr. Farley and Marts had hoped for, yet the challenge was obvious. The money needed to allow for the construction was extraordinary, and time was valuable.

1961 marked Dr. Farley's 25th year in Wilkes-Barre, and he was honored at a testimonial dinner for his many contributions he made to the college and community. It was a time for the faculty and community to reflect back on all he had accomplished. Still very active in Farley were his strong feelings of determination, dedication, perseverance, and a strong belief in the college and community. It was a time of appreciation, and a time when Dr. Farley would further prove to himself and others that after 25 years he was not burned out but actually was just beginning.

Throughout the 60's, there was rapid change and growth on the Wilkes Campus. The Graduate and Research wing of Stark Hall were completed to further prove the college's versatility. The completion of the Graduate Centers, the growth of the college on a whole, (with such completions as the second phase of the Center For The Performing Arts) and the expansion of the athletic facilities brought outside recognition and praise to the school.

A new dorm was constructed to accommodate the increasing number of residents, and a four story library also was built in honor of Dr. Farley. The student enrollment more than doubled, and major accomplishments were made in the Graduate Programs as affiliations with Universities such as Temple and Lehigh were acquired.

In 1970, at the age of 70, Dr. Farley resigned as the president of Wilkes College. He had served as president for 34 years, and then served an additional two years as the first and thus far only chancellor of the college. Dr. Farley held this position until his death on September 17, 1973.

The loss of Dr. Farley was greatly felt by those who knew and loved him, yet his contributions were so extraordinary and generous that his memory will live on for eternity.

Francis J. Micheline 1970 - 1976

With the resignation of Dr. Farley came an agreement by the Board of Trustees to appoint Dr. Francis J. Micheline, as his successor. Dr. Micheline had previously served as Dean of Academic Affairs.

Dr. Micheline served as president for five years before he left Wilkes to become president of the Pennsylvania Commission of Independent Colleges and Universities.

It was during Dr. Micheline's term as president that the infamous Agnes Flood in June of 1972 created a disaster in the Wyoming Valley and nearly destroyed the college as well. Being the most dramatic event in college history, all other issues, financial or academic, were pushed aside.

The college was at the center of the flood area and not one facility on campus was untouched. If the buildings did remain intact, the damages internally were incredibly extensive.

The college and community were suffering incredibly and the question asked was "Can We Survive?" Operation "Snap-Back", which planned to restore the Valley, was set into motion. After all, the college was a vital part of the community and therefore should set the necessary for the community to follow.

However, even if the college was able to set an example for the community, the financial burden was extraordinary, and resources limited. Yet under the leadership of Dr. Micheline, and the addition of large scale government support, the college was able to return to full operation. It was a back breaking, tiresome, uphill battle. With the time and support of the students, faculty, alumni and even the National Guard, the college was able to open its classroom doors to the students that fall as though it were just another year.

Even before the flood occurred, the college was noticeably changing in a number of ways. Wilkes was uneasy about the projection of declining enrollment, the change of student interests, as well as with the



economic security of the college. Wilkes, noted as a Liberal Arts College, decided that the curriculum should contain pre-professional programs as well as the Liberal Arts.

The energy crisis presented itself in the 70's and hit Wilkes College with significant impact. A large percentage of the campus buildings were old and becoming increasingly expensive to maintain, and/or renovate. The college, needed newer, up-to-date buildings that would prove to be more efficient and economically satisfying. Stark Learning Center and new residence halls were opened and added to the college's appearance.

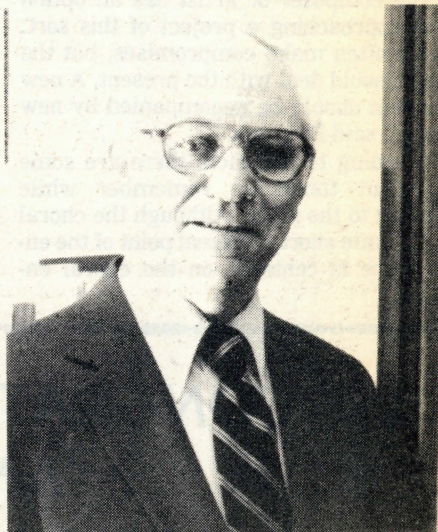
Dr. Micheline was the man who provided the necessary leadership for Wilkes College during these trying times. Without his devotion, and belief in the survival of the college, Wilkes could have gone under and lost all that it had been working to create during its 41 years. The Agnes Flood and the social changes of the early 70's, presented a great threat to the survival of Wilkes, but Dr. Micheline took on the challenge with a great amount of energy and proved to himself and the community that if there was a will, there certainly was a way.

Robert S. Capin 1976 - 1984

When Dr. Micheline left Wilkes College to become President of the Pennsylvania Commission of Independent Colleges and Universities, Robert S. Capin became acting president and was later inaugurated as the third president of Wilkes College on October 24, 1976.

At the time of President Capin's inauguration the college was facing multiple economic problems due to the rising costs of a private education. Because of Capin's background and competency in the areas of Business and Finance, he was able to re-establish the college operations with successfully balanced budgets. Capin's excellent planning of both long and short term projects was indicative of his character. His projects included the enhancement of the college's fund raising abilities, the refinement and expansion of the curriculum, and the renovation of the campus with new and improved facilities. This included the reconstruction of the Conyngham Mansion into an active Student Union Center.

During Capin's term, Founders Hall, now known as Evans' Hall, (due to William Evans donation of \$500,000) was constructed and opened in August of 1982. The dorm was for both men and women of the college.



Robert Capin contributed 26 years to Wilkes College and served on several committees such as the Executive Committee of the Commission for Independent Colleges and Universities and the National Advisory Allergy and Infectious Diseases Council of the National Institutes of Health. In the fall of 1984, Robert Capin left Wilkes College in order to further his career as an accountant. The college was saddened to see Capin leave, but very supportive of his professional goal.

With the resignation of Capin came an intense and all inclusive search for a new dynamic president.

Music Department Lends Talents To Inauguration

Original Composition

By Pamela Yagiello

All important events should be accompanied by appropriate music to create the proper atmosphere and capture the enthusiasm of the audience.

Dr. Bruce Reiprich, a member of the Wilkes Music Department faculty, has undertaken the responsibility of such a composition which will be premiered at the inauguration of Dr. Christopher N. Breiseth.

Dr. Reiprich, originally from Chicopee, Mass., obtained his Bachelor's and Master's degrees in Music Theory from the Eastman School of Music, and a Ph.D. in Music Composition from the University of Iowa. Later he taught at the Oberlin Conservatory of Music for one year, and then became a faculty member at Wilkes.

Reiprich conceived the idea for the piece, which is entitled "Emerald Blue," last spring and worked on it for approximately four months — June through September. He structured the piece around several factors.

First, he intended it to be especially for Dr. Breiseth's inauguration.

"I hope to capture the spirit of an inauguration as it reflects the spirit of the man being put into office," said Reiprich. The artist must keep in mind for whom he is writing — not ever losing sight of that," he added.

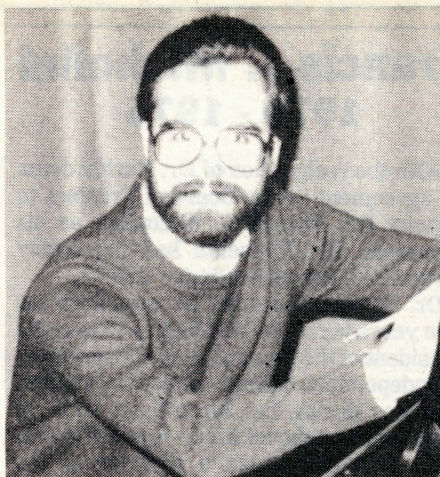
Second, he wanted the piece to involve as many students of the Music Department as possible. The piece will be performed by members of both the Wind Ensemble and the Chorus, thus involving just about everyone in the department.

Reiprich wanted the piece to be a challenge, not only to the students, but also to the conductor for whom he intended it — Jerome Campbell, chairman of the Music Department.

Reiprich also intended to exemplify current trends in music. He believes that one who is concerned with the art of the present should pass it on to future generations to reflect our present culture.

"The composer or artist has an option when approaching a project of this sort. People often make compromises, but the music should deal with the present. A new president should be accompanied by new music," said Reiprich.

According to Reiprich, there are some important things to remember while listening to the piece. Although the choral part is quite short, the focal point of the entire piece is centered on the choral entrance.



Dr. Bruce Reiprich

The words of the piece are taken directly from the text of a poem by the Turkish poet Oguz Tansel whom Reiprich met and was inspired by. Reiprich found that this portion of Tansel's poetry instantly lent itself to composition and to this type of piece in particular.

"Ultimately I hope the president enjoys the piece," said Reiprich, "It is written for he and the students."

Piano Recital

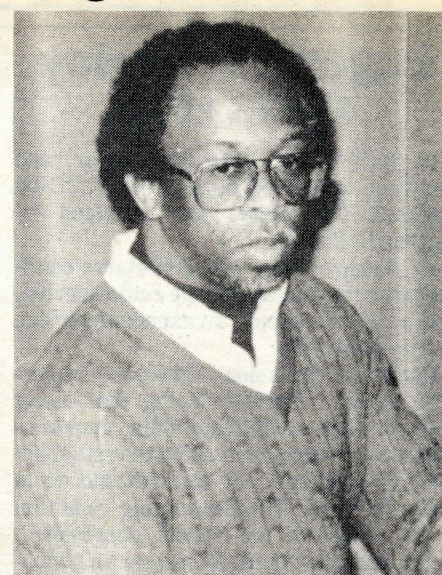
By Laura Vallone

Roosevelt Newson has been described by the *Los Angeles Times* as "a pianist of fine musical instinct and obvious keyboard flair." The *Washington Post* says his playing "bursts with drive, direction, and impetuosity."

Newson, a faculty member in the Wilkes Music Department, will give a partial recital in honor of President Breiseth's inauguration. The recital, scheduled for Saturday, April 13, at 4:30, kicks off the inaugural activities and will include pieces by Brahms and Schumann.

Dr. Newson, born in Louisiana, is a graduate of the Peabody Conservatory where he studied with Watler Hautzig and Leon Fleisher. With two grants from the Ford Foundation, he finished his doctoral studies and went on with his professional training at Julliard.

Newson has performed with the York Symphony, Northeastern Pennsylvania Philharmonic, Charlotte Symphony Orchestra, and the Baltimore Symphony Or-



Roosevelt Newson

chestra. He has given successful performances in Salzburg, Vienna, Brussels, the Hague, and London.

He is also a veteran of the Affiliate Artists Program in New York and has presented many concerts on radio and television.

"I had planned to take a year off to practice for my recital in the fall," said Newson, "I felt it to be an honor, though, when President Breiseth called and asked me to play for the inauguration. I then decided to put some things on the back burner," he said.

The program will include the following works by Brahms: A Sherszo in E flat minor, three piano pieces — an Intermezzo in A major, an Intermezzo in C major, and an Intermezzo in E flat minor.

Following the Brahms pieces, Newson will perform "Carnival," Op. 9 by Schumann, which he says is "a festive piece which fits the occasion very well."

Newson says he chose these two composers because "they wanted a 45-minute program. I already had the 'Carnival' in mind, but I needed something to precede it with...So why Brahms? Because he's my favorite composer."

Newson is more excited than nervous about the recital. "You're always nervous," he said, "but you get comfortable dealing with the amount of nerves it takes to perform."

Dr. Newson's future plans include an all-Chopin recital scheduled for next fall with particular emphasis on some of his edudes.

During the summer he will give a recital in Baltimore, perform at the Encore Music Camp, and play at a gala for the Wilkes-Barre Ballet.

How it all got done

The Inauguration Steering Committee was appointed four months ago by the Board of Trustees and "has been working ever since," said Betsy Condon.

Mrs. Condon, Director of Community Relations for Wilkes, has also assumed the role of Inauguration Coordinator and general chairperson of the Steering Committee, which is composed of trustees, faculty, administrators, students and alumni.

The response to the countless invitations that were sent out has been incredible, according to Mrs. Condon. "We've had a terrific turnout," she said, "and we are expecting over 1,000 guests."

An unexpectedly high number of guests have also requested campus tours. "We have a gorgeous campus," Mrs. Condon said, "and people have heard about it."

Arthur Hoover, Associate Dean of Student Affairs, has also served on the Steering Committee.

"Inaugurations are a chance to think of the college in its entirety as compared with its constituent parts," he said.

"We see this upcoming inauguration as a way of bringing together all elements of the college community: alumni, faculty, students, board and townspeople," Hoover added.



Betsy Condon
Inauguration Coordinator

**CONGRATULATIONS
AND
BEST WISHES
TO
PRESIDENT BREISETH
AND FAMILY
STAFF OF
THE E.S. FARLEY LIBRARY**

Dr. Breiseth:

Congratulations! On behalf of the Athletic Department, the Coaches and Athletes, we wish you success, health and happiness in your tenure as President of Wilkes College. Your interest and support has been appreciated and we are all looking forward to working with you in the future.

John G. Reese
Athletic Director

CONGRATULATIONS

**Dr. Breiseth
and
Family**



*Best Wishes For
Continued Success*

1984 STUDENT GOVERNMENT 1985

'The story of a college cannot be told in facts and figures'

- Dr. Farley

By Annette Winski

Whenever our world changes, as with the inauguration of a new president, we feel the need to reminisce. What has gone before helps set the stage for what is to come.

But the history of Wilkes College is not based solely on tradition, but on change and development. With each new era came new attitudes, events and people that helped shape Wilkes College into the institution it is today.

IN THE BEGINNING...1933-1946

"The story of a college cannot be told in facts and figures," said Dr. Eugene S. Farley, our first president. "It unfolds with the lives of those who have been influenced by their association with it." The story of Bucknell University Junior College, the forerunner of Wilkes College, began in 1933 with 193 freshmen.

This local college gave the Wyoming Valley students who would not afford to go away to school a chance to receive an education. BUJC was the cure for a community that could have passed away with the death of the anthracite coal industry.

"BUJC provided a place for the sons and daughters of coal miners to expand themselves in all respects," explains Dean Arthur Hoover (Wilkes Class of '55). "It was the first attempt at any form of higher education in this area. Without a local college, college may not have been in my future."

But in 1933 the future of BUJC was uncertain. For the first five years Bucknell University financially supported the tiny junior college. The campus we know today did not exist. There was no Stark Learning Center, no Pickering, and no Dorothy Dickson Darte Center for The Performing Arts. The junior college began in rented quarters on the third floor of the Wilkes-Barre Business College on Northampton Street.

Eventually BUJC took over the entire building; but one building does not a campus make. Luckily, strong support came from the community. The Osterhout Free Library helped start a small college library and the Kirby Health Center served as classroom and laboratory for BUJC biology students. By 1936 change and growth had begun.

In March of '36 Eugene Farley replaced John Eisenhower as director of BUJC. And BUJC finally had a campus; Chase and Conyngham Hall. In the next few years the student body and faculty also started to grow. Instead of commuting from Bucknell University (in Lewisburg), some of the faculty moved to Wilkes-Barre. In 1938 BUJC tested its independence by creating its own board of trustees, chaired by Gilbert McClintock. And in 1938 President Farley proudly announced that the college enrollment had grown to 401.

With a growing student body, the board of trustees began looking for ways to expand the BUJC campus beyond two buildings. They set their sights on the Kirby home. By 1941 the BUJC library was located on the second floor of Kirby Hall, music lessons were being given on the first floor and dances were being held in the main living rooms.

But just when BUJC's growth seemed unstoppable, the college's enrollment dropped dramatically to 111 students. The cause: World War II.

In the Spring of '43 the majority of BUJC's male students were drafted. The future of the junior college was in jeopardy and the chances of making BUJC a four-year institution were non-existent, but Dr. Farley and the United States Air Force



Charter Day - 1947

changed everything.

In April of '43 Dr. Farley convinced the Army-Air Force to start a pre-flight training program at BUJC. Explains Dean George Ralston, "If Dr. Farley had not persuaded the Army-Air Force to send their cadets to BUJC, BUJC may have gone out of existence." With the influx of 1,200 cadets the need for a large campus was clear.

Between 1943 and 1946 BUJC's campus appeared to grow overnight. Gies Hall, Butler Hall, Barre Hall, "The Commons" Cafeteria, Wayman Hall, Stoddard House, and Ashley Hall were just a few of the buildings now part of a junior college yearning to become a four-year school. That dream was just around the corner.

THE GOLDEN YEARS ... 1946-1960

Dean Ralston has spent 38 years at Wilkes College, as he explains, "I spent my whole life here...but my fondest memories are of the post World War II years ... the golden years."

With the end of the war and the start of the G.I. Bill, came a large scale invasion of students. According to Dean Ralston, "After World War II there was a tremendous energy, a need to go to school...there was a backlog of students. There was a feeling that the school was going to grow." World War II almost broke the school, but as it turned out, it was the catalyst needed to make BUJC "Wilkes College."

In May 1947 an application for a charter as an independent, four-year liberal arts college was presented to the Luzerne County Court of Common Pleas. Originally; the school was to be named the Wyoming Valley College. Other possible names included Anthracite College, Luzerne College, Riverside College and Westmoreland College. The charter was later amended to call the new school Wilkes College after the Englishman John Wilkes. On June 26, 1947 BUJC officially became Wilkes College.

The transformation from a junior college into a four-year institution could be seen in the development of extracurricular activities at Wilkes. What started as a basic pioneering educational effort grew into a well rounded academic program. Clubs and organizations provided students "unity amidst diversity." In 1947 the Choral Club was formed followed by Cue

and Curtain, Theta Delta Rho, the Inter-Dormitory Council (Dormitories were opened in 1947), the International Relations Club, the NUJC Bison Stampede became the Wilkes College Beacon, the Manuscript emerged and the Debate Club began, just to name a few.

The golden years were filled with firsts. In 1947 the first Homecoming was held. In 1951 the first on-campus commencement took place. Several community-oriented programs also began in the 1950s. One of these organizations was the Labor Management Citizens Committee, the only one of its kind in Pennsylvania. Other major events in the 50's included a visit by Eleanor Roosevelt, an American Town Meeting on the Air with Eric Severeid as moderator broadcasted coast to coast from the Wilkes Gymnasium, and on September 27, 1957 the dedication of Stark Hall in honor of Admiral Harold R. Stark, Chief of the United States Naval Operations. As Dr. Farley wrote, "The early years teemed with the creation of co-curricular organizations, campus activities, publications and faculty community involvements." The post World War II years were indeed golden; for Wilkes College they were years rich in development. But even more significant changes, and challenges, lay ahead.

THE YEARS OF GROWTH AND CHANGE...1960-1975

In the 1960s and early 70s, perhaps reflecting our society, there was growth and change in all facets of the institution. The Wilkes College campus, student enrollment, student involvement and curriculum rapidly expanded.

The expansion of Stark Hall in 1964 brought growth and change not only to Wilkes but to Wilkes-Barre. In January the Graduate and Research wings of Stark Hall were completed. This new addition meant advances in the graduate programs offered. Biology, chemistry, physics, pre-professional programs and other graduate studies with Temple University and the Hahnemann Medical Center developed within the next ten years.

The growth of Wilkes College directly affected the growth and revitalization of the Wyoming Valley by bringing new industry to the area. In 1964 the Radio Corporation of America (RCA) came to the Wilkes-Barre area. The Graduate Center, with its technical facilities and educational opportunities for employees of RCA, helped make this area attractive to new industries.

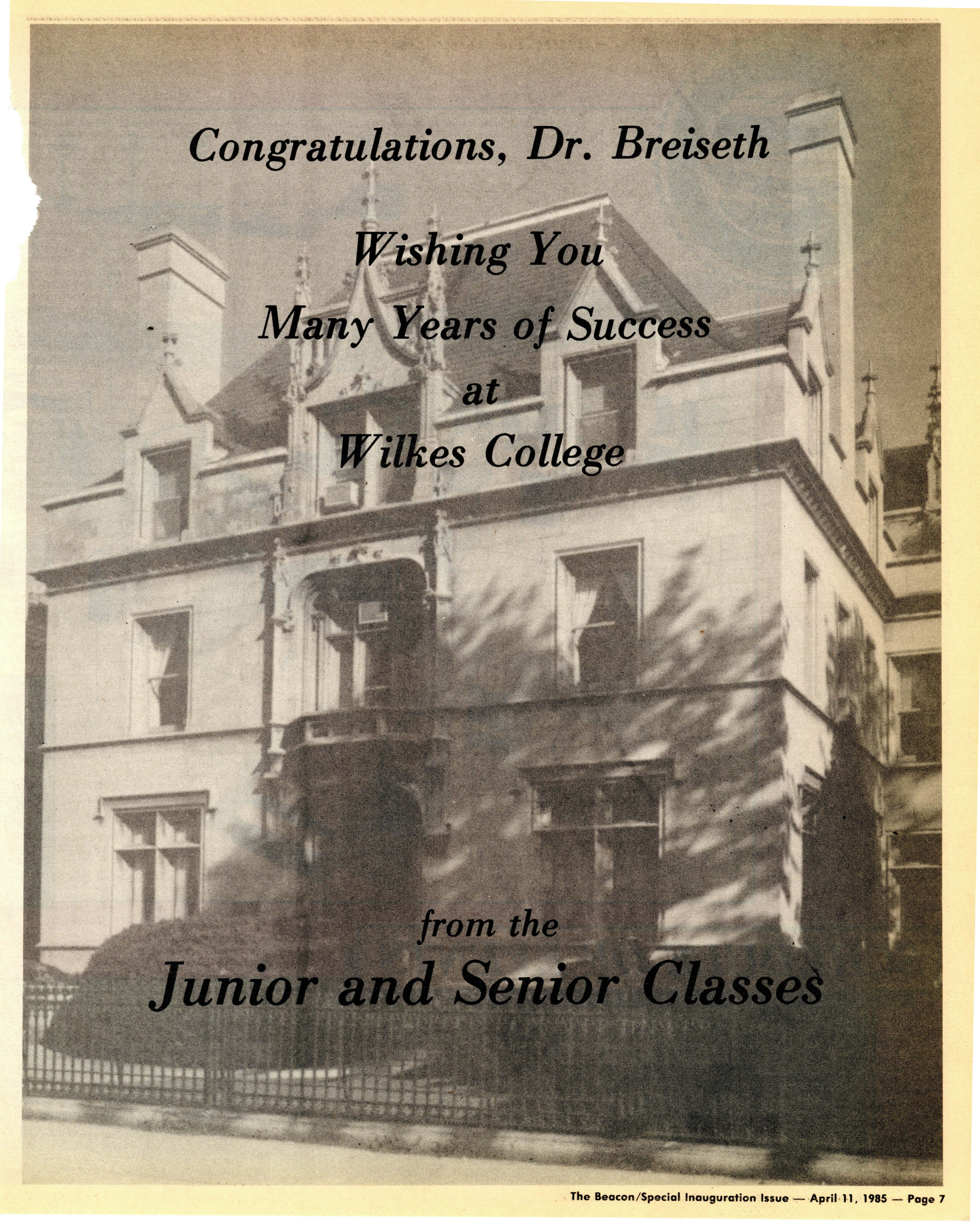
In August of 1964 the advancement in the sciences at Wilkes was balanced with an advancement in the performing arts. The Dorothy Dickson Darte Center for the Performing Arts provided both the college and the community with excellent facilities for recitals, concerts and plays. Five years later the CPA was given a new addition: the Department of Music. This new facility provided studios, classrooms and rehearsal rooms.

Each day a new building seemed to appear on the Wilkes Campus. The physical growth of the campus spread across the river, to Kirby Park. In 1964 the college expanded their athletic facilities, building a field house, locker rooms, a football field and stands, a soccer field, tennis courts, a field hockey area and a parking lot on a seven and one-half acre area next to the park. During Homecoming in 1965 the new athletic complex was christened Ralston Field in honor of Dean Ralston. But the growth of the campus did not end there; in April of 1964 construction began on a new dormitory and dining hall.

Pickering Hall was meant to be a departure from the traditional "barrack" like dormitory. The unusually shaped building provided housing for 268 men and its adjoining dining hall could seat 700 students. The need for more space was obvious. In 1960, 240 students lived on campus, but the

(continued on page 10)

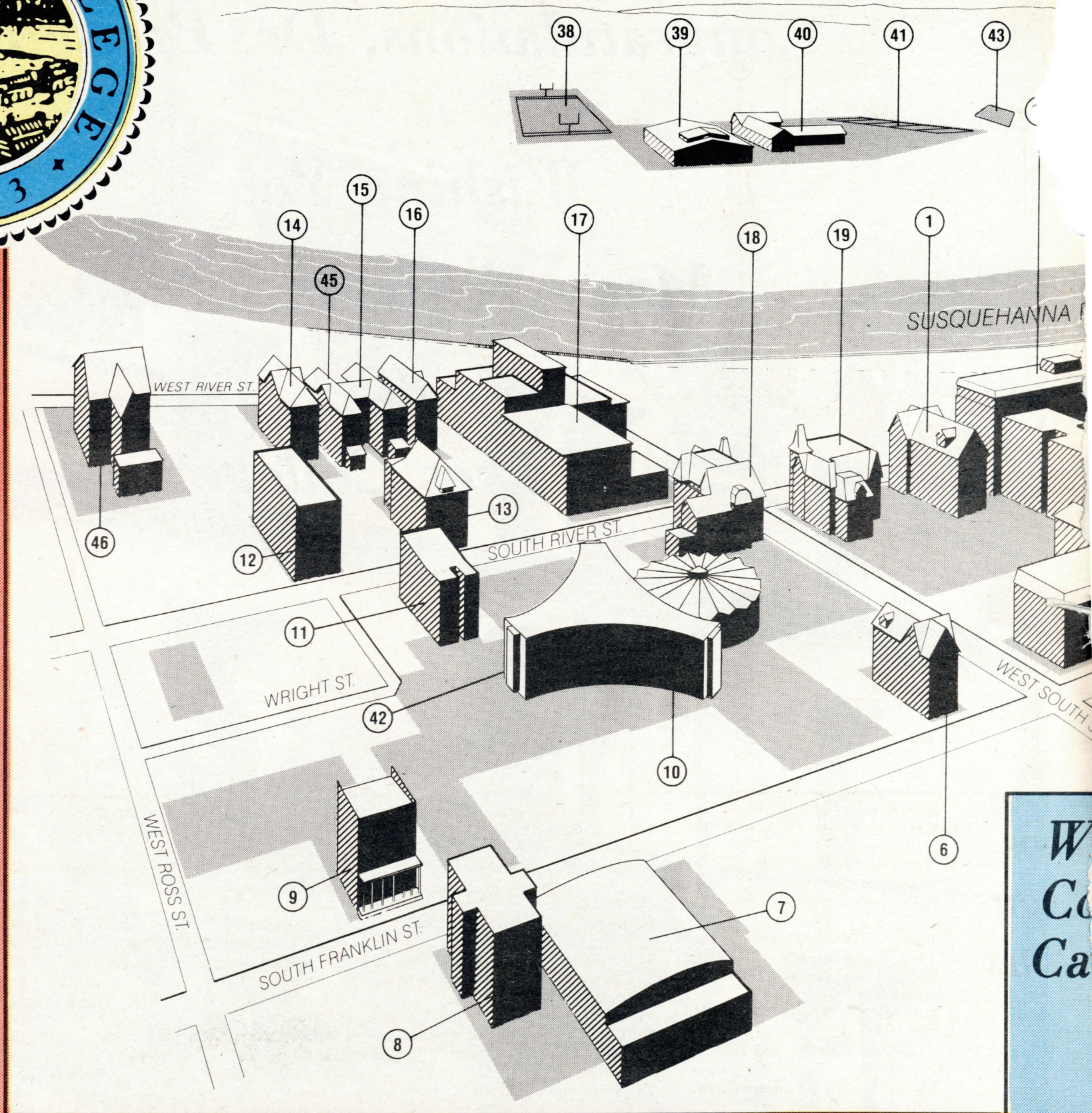
*The Biological Society
extends congratulations
and best wishes to
President Breiseth
and his family*



Congratulations, Dr. Breiseth

*Wishing You
Many Years of Success
at
Wilkes College*

*from the
Junior and Senior Classes*



SCHEDULE OF EVENTS

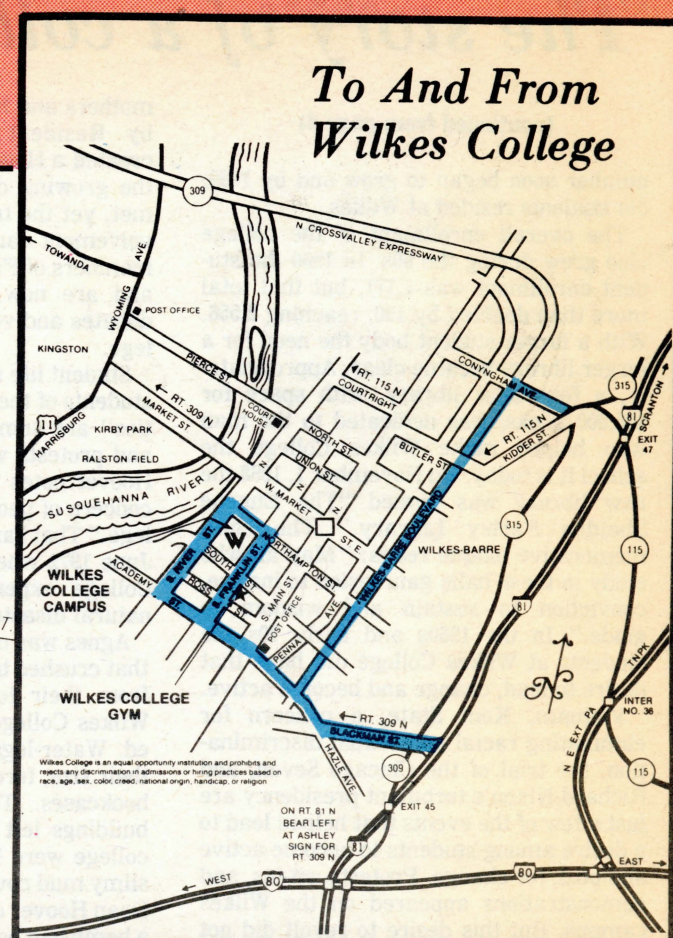
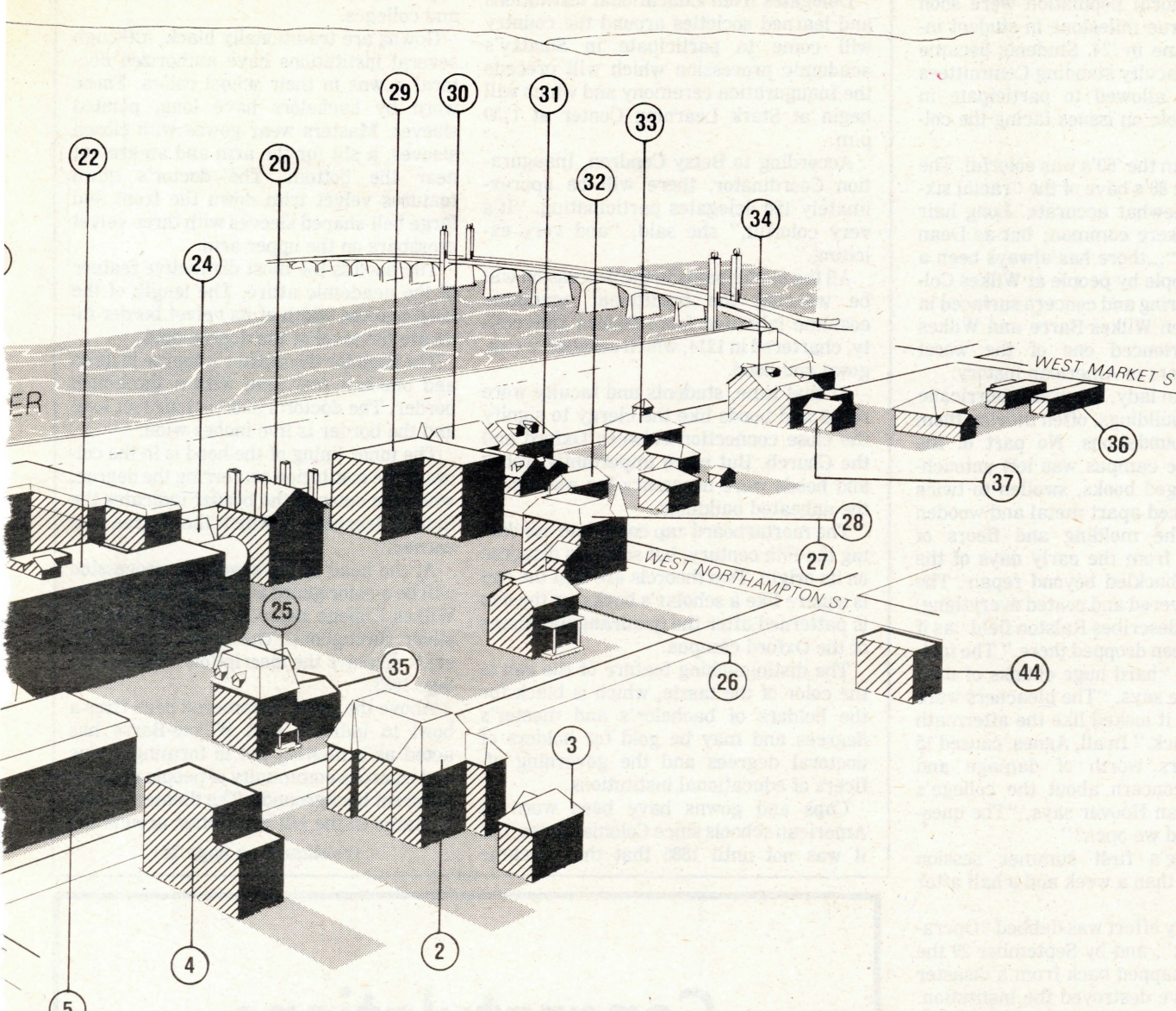
Thursday, April 11

Inaugural Picnic - Commuter students' reception for President Breiseth, 11:00 a.m. - 1:00 p.m. on the Student Center Lawn
Inaugural Dinner - Resident Students' dinner honoring the Breiseth family 4:30 - 6:30 p.m. in the Dining Hall

Saturday, April 13

Visitor Registration - Hospitality Rooms open 11:00 a.m. - 4:30 p.m., Weckesser Hall
Tours of campus and special library rooms, 1:00 to 4:00 p.m., Weckesser Hall
All-College Block Party - 4:00 - 9:00 p.m., Evans Hall parking lot

Piano Recital by Roosa
 Recital reception, 4:00 p.m.
 Dickson Darte Center
Faculty Seminar - G
 Pennsylvania, Dr. Mi
 elope Padgett, 8:00 p.m.
 Hall, Stark Learning C



Wilkes
College
Campus

- | | | | |
|---|--|---|--|
| <ol style="list-style-type: none"> 1. Chase Hall, 184 S. River St. 2. Weckesser Hall, 170 S. Franklin St. 3. Weckesser Annex, R. 170 S. Franklin St. 4. Hollenback Hall, 192 S. Franklin St. 5. Eugene S. Farley Library, Cor. S. Franklin & South Sts. 6. Nursing Department, 217-219 S. Franklin St. 7. Gymnasium, 274 S. Franklin St. 8. 280 S. Franklin St. 9. Denison Hall, 285-287 S. Franklin St. 10. Pickering Hall & College Dining Hall, Wright St. | <ol style="list-style-type: none"> 11. Slocum Hall, 262-264 S. River St. 12. Sullivan Hall, 271-273 S. River St. 13. Ross Hall, 251 S. River St. 14. Doane Hall, 56 W. River St. 15. Waller Hall, 36 W. River St. 16. President's Residence, 30 W. River St. 17. Dorothy Dickson Darte Hall & Center For the Performing Arts 18. Bedford Hall, 96 W. South St. 19. Kirby Hall, 202 S. River St. 20. Conyngham Student Center 21. Stark Learning Center, 150-180 S. River St. 22. Stark Hall, R. 150-180 S. River St. | <ol style="list-style-type: none"> 23. Church Hall, 187 S. Franklin St. 24. Annette Evans Alumni & Faculty House, 146 S. River St. 25. Capin Hall, 165 S. Franklin St. 26. Sturdevant Hall, 129-131 S. Franklin St. 27. Chesapeake Hall, 68-70 W. Northampton St. 28. Delaware Hall, 72-74 W. Northampton St. 29. William L. Evans hall, 110 S. River St. 30. Weiss Hall, 98 S. River St. 31. Catlin Hall, 92 S. River St. 32. Maintenance Office, R. 98 S. River St. 33. Sterling Hall, 72 S. River St. | <ol style="list-style-type: none"> 34. McClintock Hall, 44 S. River St. 35. Max Roth Center, 163 S. Franklin St., Career Services 36. Equipment Warehouse, R. 16 S. River St. 37. Rear 34 S. River St. 38. Ralston Field 39. McBride Field House 40. Field House 41. Tennis Courts 42. Bookstore (Lower Level) 43. Baseball Field 44. Miner Hall (YMCA) 45. 40 West River Street 46. Barre Hall, 80 West River Street |
|---|--|---|--|

Sunday, April 14

Visitor Registration - Hospitality Rooms open 9:30 - 1:15 p.m., Weckesser Hall
 Morning of Celebration - 10:15 a.m., Dorothy Dickson Darte Center for the Performing Arts
 Inauguration Ceremony - 2:00 p.m. (seating begins at 1:15 p.m.) Wilkes College Gymnasium
 Post-Inaugural Reception - 3:30 p.m. in Pickering Hall cafeteria

SPECIAL ATTRACTIONS

"Howard Pyle: An American Illustrator" - at the Sordani Art Gallery, Saturday: 11 a.m. - 8 p.m. Sunday: 11 a.m. - 6 p.m.

The Eugene Sheddon Farley Library and its Special Rooms - Saturday: open 9 a.m. - 5 p.m., Tours 1-4 p.m.; Sunday: open 4 p.m. - mid night, Tours 11 a.m. - 2 p.m.

elt Newson and Post-
 - 6:30 p.m., Dorothy
 or the Performing Arts
 rdia in Northeastern
 ael Case and Dr. Pen-
 m. Schaeffer Lecture
 nter

'The story of a college...'

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number soon began to grow and by 1969, 844 students resided at Wilkes.

The overall enrollment of the college also grew during the 60s. In 1960 the student enrollment was 1,171, but that total more than doubled by 190, reaching 2,556. With a larger student body the need for a larger library became clear. Appropriately, a four floor library, with space for 425,000 books, was dedicated to the man who helped make Wilkes College the school it is today. On November 1, 1968 the new library was named "The Eugene Sheldon Farley Library." The commemorative plaque reads: "May all who study in these halls gain vision to inspire, conviction to sustain and wisdom to guide." In the 1960s and early 70s the students at Wilkes College did have that desire to lead, change and become active.

Vietnam, Kent State, a concern for eliminating racial and sexual discrimination, the trial of the Chicago Seven, and Richard Nixon's turbulent presidency are just a few of the events that helped lead to a desire among students to become active and push for change. Protests, sit-ins, and demonstrations appeared on the Wilkes campus. But this desire to revolt did not lead to anarchy rather, during this period, some of the finest student leadership emerged at Wilkes. Activism was the key word, not apathy.

Since 1947 women had not been allowed to enter mens dorms and the men could only visit in the lounges. Women also had to be in their dorm by a certain time, signing in and signing out. Men had to wear jackets at dinner and women never wore jeans. In the mid 60's and 70's this changed.

Through protests and demonstrations students let their grievances be known. In the early '70s the traditional house

mothers and house fathers were replaced by Resident Assistants. The college created a Housing Office and the needs of the growing dorm population were soon met, yet the true milestone in student involvement came in '74. Students became members of Faculty standing Committees and are now allowed to participate in debates and vote on issues facing the college.

Student life in the '60's was colorful. The students of the 80's have of the "racial sixties" are somewhat accurate. Long hair and protests were common; but as Dean Hoover notes "...there has always been a concern of people by people at Wilkes College." That caring and concern surfaced in June 1972 when Wilkes-Barre and Wilkes College experienced one of the worst natural disasters in American history.

Agnes was no lady. She was a hurricane that crushed buildings, often moving them from their foundations. No part of the Wilkes College campus was left untouched. Water-logged books, swollen to twice their size, forced apart metal and wooden bookcases. The molding and floors of buildings left from the early days of the college were buckled beyond repair. The slimy mud covered and coated everything. Dean Hoover describes Ralston field "as if a bomb had been dropped there." The football field had "hard huge chunks of mud all over it," he says. "The bleachers were ripped apart; it looked like the aftermath of a bomb attack." In all, Agnes, caused 15 million dollars worth of damage and tremendous concern about the college's future. As Dean Hoover says, "The question was, could we open?"

The College's first summer session reopened less than a week and a half after the flood.

The recovery effort was dubbed "Operation Snapback", and by September 29 the college had snapped back from a disaster that could have destroyed the institution. President Francis Michelini provided the positive attitude and leadership the school needed. Students came up on weekends to help clean off the layers of mud coating Wilkes College. They gave up summer jobs and vacations to return to school and help reconstruct the campus. As Dean Hoover says, "there was a tremendous spirit, students reacted fantastically."

The college could have rolled over and died after the devastating flood, but Agnes was seen as a chance to make any necessary changes. Newer buildings, like Stark Learning Center were completed and others, such as Evans Hall were built. The student center, the Annette Evans House, Kirby, Bedford and Chase Halls were renovated. Changes in leadership also took place.

In 1975 Robert Capin, an alumnus of Wilkes, became the new president. Under president Capin's leadership the college enhanced its fund raising, expanded its curriculum and the campus.

In 1985 Wilkes College is still growing and changing. New clubs and organizations develop each semester. The dormitories are slowly becoming coed (quite a change from the residence halls in 1947). Even the curriculum is growing with the addition of a masters program in engineering and a communications department. Obviously the most recent change is our new president, Dr. Christopher Brieseth. With each new change we grow and develop. As Dr. Farley noted in 1960, "The growth of Wilkes College has demonstrated that vision and generosity are the essential ingredients of growth...today Wilkes College looks back only that it may look forward more clearly."

Inaugural Speaker



Dr. Frederick Rudolph, Williams College Professor of History Emeritus, will deliver the Inaugural Address at Sunday's Ceremony. President Breiseth describes Rudolph as "a leader in higher education, an old friend, and a son of the Wyoming Valley."

The Academic Procession

By Cress Shallers

Delegates from Educational institutions and learned societies around the country will come to participate in Sunday's academic procession which will precede the Inauguration ceremony and which will begin at Stark Learning Center at 1:30 p.m.

According to Betsy Condon, Inauguration Coordinator, there will be approximately 150 delegates participating. "It's very colorful," she said, "and very exciting."

All the participants in the procession will be wearing the traditional academic costume inherited from Oxford University, chartered in 1214, which consists of cap, gown and hood.

At that time, students and faculty wore robes and hoods like the clergy to signify the close connection between Oxford and the Church. But more importantly, robes and hoods were necessary for warmth in the unheated buildings.

The mortarboard cap came into use during the 16th century, but scholars disagree on its origin. Two theories are that the cap is square like a scholar's books, or the cap is patterned after the quadrangular shape of the Oxford campus.

The distinguishing feature of the cap is the color of the tassel, which is black for the holders of bachelor's and master's degrees and may be gold for holders of doctoral degrees and the governing officers of educational institutions.

Caps and gowns have been worn at American schools since Colonial times, but it was not until 1885 that they became

customary apparel at commencements. By 1895 a code for academic costume was approved by most American universities and colleges.

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

The hood is the most distinctive feature of the academic attire. The length of the hood and the width of its velvet border indicate the level of the degree held.

The hood for the master's degree is three and one-half feet long with a three-inch border. The doctor's hood is four feet long and the border is five inches wide.

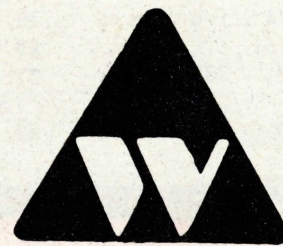
The inner lining of the hood is in the colors of the institution conferring the degree, while the color of the border indicates the field of learning in which the degree was earned.

At the head of the academic procession will be a color guard and mace bearer. The Wilkes College mace is made of sterling silver throughout. The upper end of the shaft displays the inscription "Wilkes College 1933."

Above the short, hammered neck rises a bowl to indicate that Wilkes-Barre has acted as a melting pot in forming a new and rigorous community of people in many different backgrounds. The theme is clearly stated in the gilt inscription around the

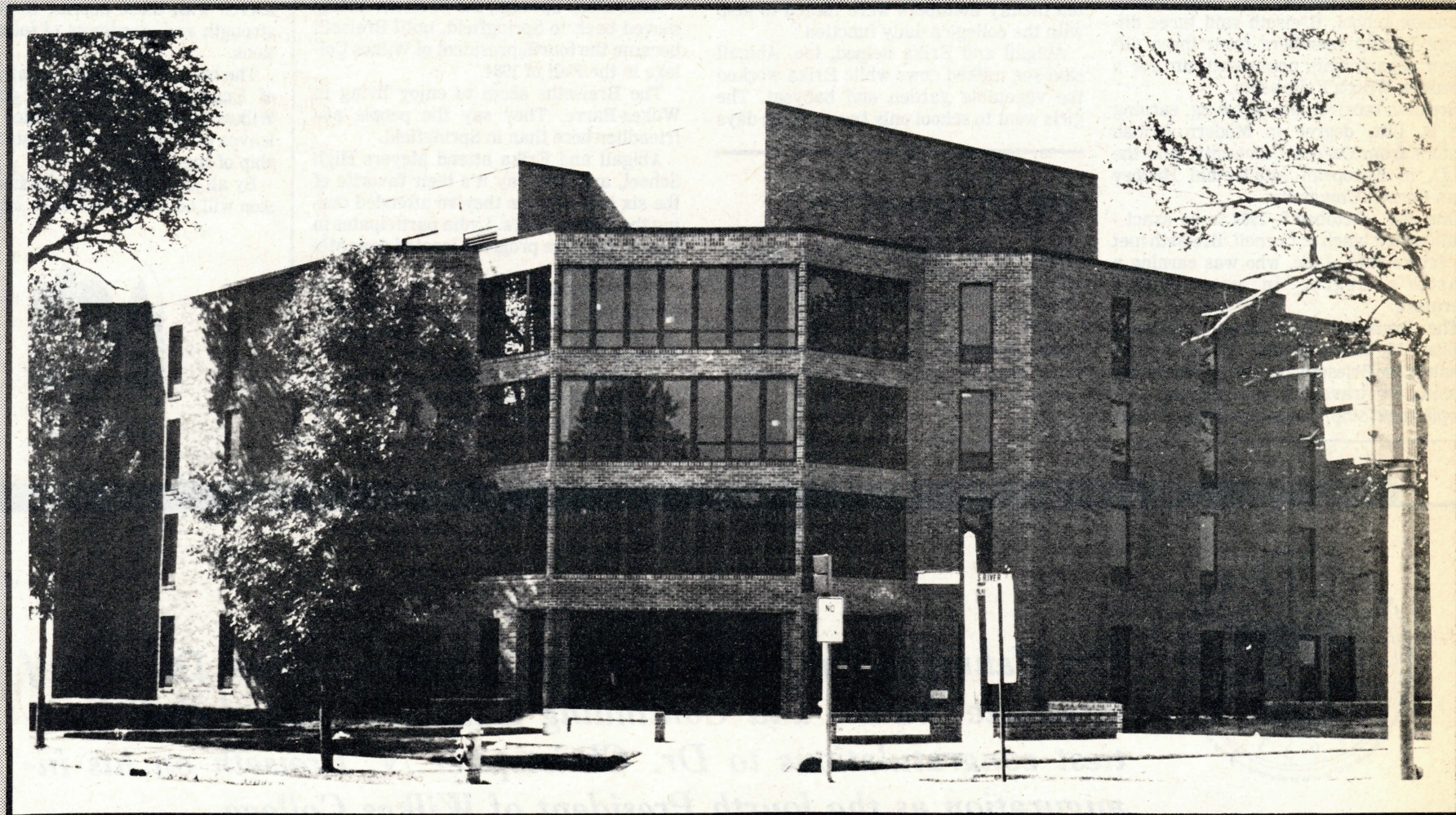
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Congratulations Dr. Breiseth and Family



From
**M.W. Wood and Your
Dining Service Employees**

Inter Residence Hall Council



*Wishes
President Breiseth
and
His Family
Best Of Luck*

The Breiseths' Winding Road to Wilkes College

By Tim Williams

In August of 1957 India celebrated its first decade of independence. Christopher N. Breiseth was there.

Between his sophomore and junior years at UCLA, Breiseth participated in Project India, a Peace Corps-type program.

Project India was established in 1952 to cement relations with the Indian and American people when the two countries were less than harmonious. The Peace Corps wasn't formed until 1971.

For Breiseth, Project India was more than an educational experience — it changed his life. In an interview last week, he said he thought he would prepare for the Unitarian Ministry while at UCLA, but his Indian experience changed his mind.

As his graduation approached, Breiseth said he wasn't sure about his future...until three UCLA professors interested him in graduate school. Breiseth said three different faculty members from three different departments nominated him for a Woodrow Wilson Fellowship.

Breiseth received the following, earning the B. Litt. degree in Modern British History from Oxford University, and the Ph.D. in European Intellectual History from Cornell University.

One day - October 5, 1962 to be exact - while eating lunch at Cornell, Breiseth met his future wife, Jane, who was earning a master's degree in comparative literature.

The Breiseths have three children - Abigail 16, Erika 14 and Lydia, 4. Fortunately for Breiseth, his family shared his passion for travelling and meeting new people - next stop, Sangamon State Univer-

sity, Springfield, Illinois.

As a professor and chairman of the Department of History at Sangamon, Breiseth took two sabbaticals, one at a California cattle ranch and the other in Europe.

Breiseth categorized the semester in Europe as a break. Because he had studied at Oxford, Breiseth took his family to King's College (England) for most of the sabbatical. The family also toured the Continent.

In 1980 Breiseth accepted the presidency of Deep Springs College in California. Deep Springs, a two-year college with 24 male students, required Breiseth to take a three-year leave of absence from Sangamon.

Because Deep Springs is a fairly self-sufficient cattle ranch removed from civilization, the 24 students and roughly ten faculty members were forced to help with the college's daily function.

Abigail and Erika helped, too. Abigail said she milked cows while Erika worked the vegetable garden and babysat. The girls went to school only two or three days

a week because of Deep Springs' remote location.

Abigail said the ride to Big Pine school was only 45 minutes, but part of the way was through a sometimes treacherous mountain pass.

Big Pine's student population was approximately 300, kindergarten through twelfth grade. "You had to be friends with everybody," Abigail said. Big Pine and Deep Springs were very similar.

Breiseth said he enjoyed the Deep Springs atmosphere. Deep Springs' holistic education, Breiseth said, is something that benefits the students long after their college days.

Because Deep Springs is small, the students are forced to live and cooperate with people they may not like. Deep Springs' students, therefore, learn more than the classic subjects, they learn about life.

After Deep Springs, the Breiseth family moved back to Springfield, until Breiseth became the fourth president of Wilkes College in the Fall of 1984.

The Breiseths seem to enjoy living in Wilkes-Barre. They say the people are friendlier here than in Springfield.

Abigail and Erika attend Meyers High School, and they say it's their favorite of the six high schools they've attended during the last six years. Lydia participates in a local day care program located near McClintock Hall.

The two oldest children, it seems will finish their secondary education in Wilkes-Barre. Lydia may spend kindergarten through high school in the area.

It appears the Breiseth family is happy here. Breiseth has seen the world, and now he may finally settle down.

Procession

(continued from page 10)

upper part of the bowl: Unity Amidst Diversity.

Set into the top of the bowl is the gilt seal of Wilkes College. The top of the mace is a gilt, flame-like structure to indicate the enlightenment to be gained from higher education. A piece of anthracite coal from a mine is set in the center of the flame to commemorate the origin of the community and the college in its coal mining past.

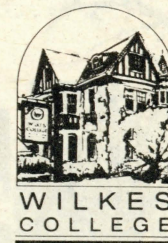
During the ceremony of investiture, Patricia Davies, Chairman of the Board of Trustees, and Robert S. Capin, President Emeritus, will present the chain of office to the fourth president of Wilkes College.

The links of the sterling silver chain are alternating silver bowls and the gilt flames repeating the motif of the mace.

In the front hangs the gilt seal of the College suspended from a cluster of oak leaves with three acorns, to suggest the strength and sturdiness of future generations.

The back of the chain is a silver portrait of Eugene S. Farley, first president of Wilkes College, set in a cluster of gilt oak leaves to commemorate his strong leadership of the college.

By all predictions, the academic procession will be a sight not to be missed.



On the cover —

Breiseth family portrait was taken by J.B. Earl. J.B. is a junior Earth and Environmental Science major from Kingston, PA. He is a photographer for the Amnicola, and says he takes pictures mostly as a hobby.



Dr. Mahmoud Fahmy and the staff of Wilkes College Division of Graduate Studies and Continuing Education extend their heartiest congratulations to Dr. Christopher N. Breiseth on his inauguration as the fourth President of Wilkes College.

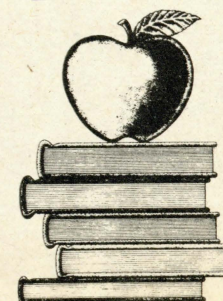
We look forward to a progressive and successful leadership to fulfill Wilkes' mission in the community.

Our sincerest best wishes and congratulations to Jane, Abigail, Erika, and Lydia Breiseth.

*Dr. Mahmoud H. Fahmy, Director
and
Staff:*

*Gail Brodie
Priscilla Goss*

*Lisa Barker
Jean Brodie*



11 my Wansky
 Thoms C. Walter

Matthias Andenbrant

Best Wishes
President Breiseth and Family
From The Student Center Board

Jackie
Karen
Joe W.
Barb
Tom
Cress



Jill
Ken
Beth
Pete
Kathy
Joe Mama

CONGRATULATIONS
To
President Breiseth
and Family

Looking Forward To Three More
Years of Working With You

The Class Of '88

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INAUGURATION
OF
DR. CHRISTOPHER BREISCH
FOURTH PRESIDENT
OF
WILKES COLLEGE

CONGRATULATIONS



Wilkes
College

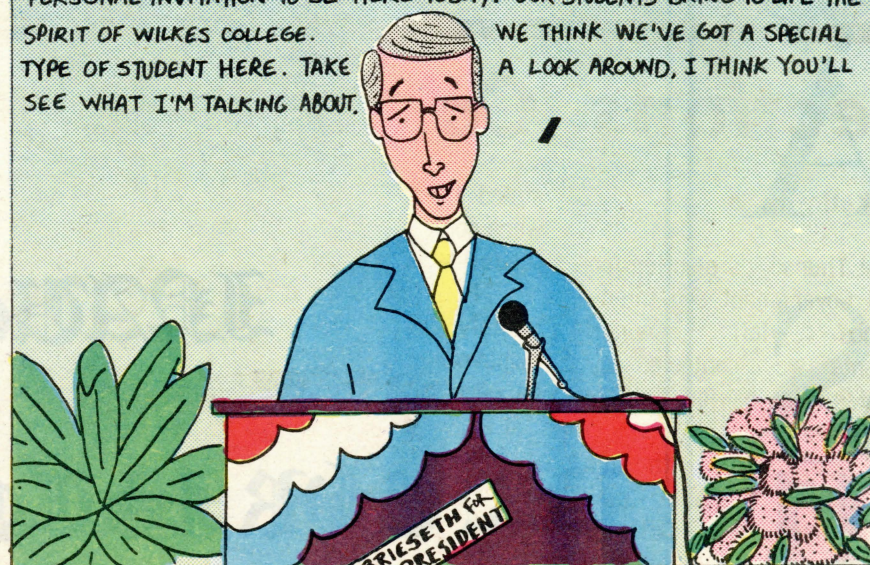
Alumni Association

ROCKER

I HOPE I'M NOT LATE FOR
PRESIDENT BREISETH'S INAUGURATION!



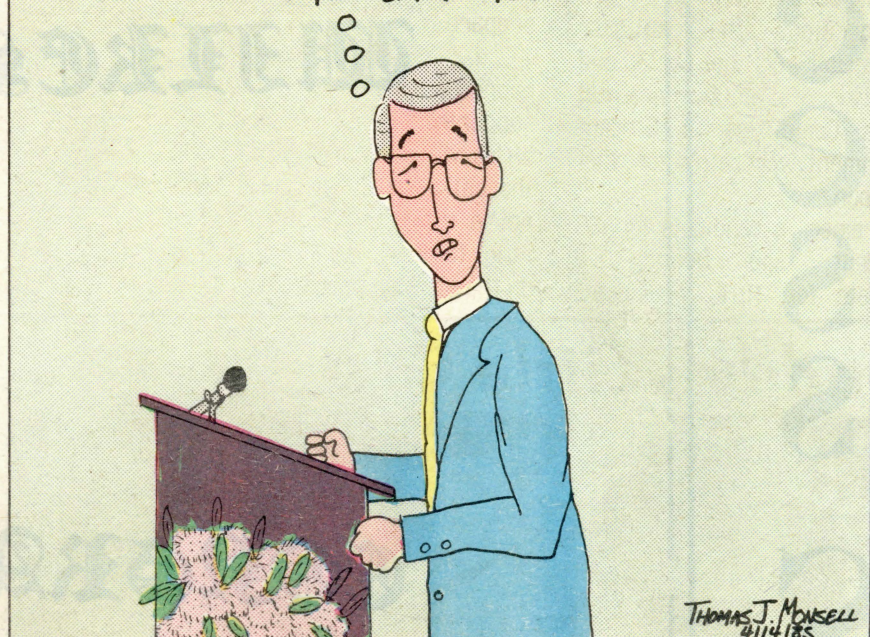
THIS IS A VERY SPECIAL DAY, NOT ONLY FOR MYSELF AND MY FAMILY
BUT ALSO FOR THE COLLEGE. THIS EVENT ENABLES THOSE NOT FAMILIAR
WITH OUR INSTITUTION TO GET A FEEL FOR WHAT WILKES COLLEGE IS
ALL ABOUT. AT THE SOUL OF WILKES COLLEGE ARE THE STUDENTS. WE ARE VERY
PROUD OF OUR STUDENTS. SO PROUD THAT WE SENT EACH AND EVERY ONE A
PERSONAL INVITATION TO BE HERE TODAY. OUR STUDENTS BRING TO LIFE THE
SPIRIT OF WILKES COLLEGE. WE THINK WE'VE GOT A SPECIAL
TYPE OF STUDENT HERE. TAKE A LOOK AROUND, I THINK YOU'LL
SEE WHAT I'M TALKING ABOUT.



YO, CHRIS BABY!
CONGRATULATIONS MAN! YOU'RE
GONNA BE A SUPER PRESIDENT!



NOT ONLY GOOD LOOKING
BUT PERCEPTIVE TOO.



Congratulations

THE BEACON