

## Oral History

**Interviewer: Dr. Daniel Doyle**

**Interviewee: Dr. David Heiney**

**Date: February 22, 2007**

**Dr. Doyle:** Well, it's a pleasure to be talking to Dr. David Heiney this morn — today, and Dave has a long and distinguished career with both WTI, the Williamsport Technical Institute, and the Williamsport Area Community College [WACC]. Dave was at WTI and WACC from 1963 to 1967 and from WACC from 1976 to 1982. He had diverse roles: he was a counselor, he was dean of student services, and he was interim president. Dave, you had, uh, early ties with this campus; you graduated from the Williamsport High School [WHS] in 1958, and so you're familiar with the facilities and what the immediate area looked like. What stands out in your memory about WTI during your high school years?

**Dr. Heiney:** Well, two things come to mind, one is that those of us across the street in in the academic building thought, uh, very little of the people who were on this side of the street over in the Technical Institute: that they were the kids who just weren't able to make it. And I found out later that really wasn't true. Some of those were pretty smart kids, who got a good education and went on to college. The other thing was that it was the physical appearance of the buildings, uh, not that the high school was so great, but the physical appearance of the building seemed to detract from the campus, um, that we had, although, I was never in the building. But just from the outside, uh, we thought at the time, you know, what's going on over there? It's not that attractive of a building. Those two things.

**Dr. Doyle:** Uh, when did you, you graduated in '58 and then you completed your additional studies. What did you — you went to college?

**Dr. Heiney:** Graduated from Lycoming in 1962. Uh, went to the University of Iowa in the fall of that year to study child psychology, actually, uh Child Psych. Welfare Research Center, but it — after one semester didn't like it that well in Iowa and my fiancée at the time was back here, so I came back in January at the end of the semester and went to my old college advisor, Dr. Skeath, at Lycoming and said I was looking for a job, and he said, "Oh I just had a call from the Technical Institute up there; they're looking for a diagnostic assistant." I said, "What the heck is that?" He said, "Well, I'm not sure, but I think they do testing or something." Well, being a psych major, it sounded like a good fit, so I came up, uh, called, then met, uh, doctor or — not doctor, but Dick Paulson who was the director of counseling, I think his title was, something like that. Anyway, I was a diagnostic assistant, and we worked with rehabilitation students at that time, the technical institute, because of the type of programs they had, had a huge, huge number of students who were physically handicapped. Uh, amputees, uh, all kinds of things, visually handicapped, and they came here for a three-week diagnostic program,

where we would test them in a variety of aptitude tests, psychological tests — try them out for a period of three or four days, uh, in various shops along with their abilities, as they were shown on the test, and then their abilities with whatever their physical handicaps were. At the end of three weeks, then make a recommendation to the rehab counselor who was here. There was a full-time rehab counselor here at the time as to, “Yes, we think this person can be a draftsman or welder or auto mechanic” or whatever it might be. Many of them came here then to school paid for by the Pennsylvania Bureau of Rehabilitation. They could go to school elsewhere, but at least they had some career focus based on, on some testing and some actual hands-on experience and I think that was — I thought probably unique in the state, maybe, uh, one of the few in the country where they actually had those kinds of programs.

**Dr. Doyle:** That was a program, I understand, that was started by Dr. Kenneth Carl. Did he have any direction with you at that time regarding that?

**Dr. Heiney:** Uh, not really with the program. Uh, of course I would see Dr. Carl almost daily, uh; he didn’t really have much to do with the program. He was busy doing other things that presidents do but, uh, uh, he was a great supporter of that program and of the rehabilitation, uh, program in general of all the students that were here, because in fact they did make up — I can’t remember any figures, but they did rake up, make up a large percentage of the student body at that time. Enough, as I said, that there was a full-time rehabilitation counselor, paid for by the state, that had an office here in the building.

**Dr. Doyle:** How did you feel, the fact that here you were working at WTI, and you had had this negative misperception about the students?

**Dr. Heiney:** (*chuckling*) You know, I don’t remember at the time, uh, thinking anything about it, because once I got here I saw that, uh, there was a pretty exciting dynamic place, and the fact that, that these kids weren’t sitting in a classroom so much as working in drafting tables and down in the welding shop, and working on cars and, uh, you know it was, it was a totally different view that I had at that point than what I had, so I don’t remember that I realized it at that time, but it didn’t take me long to figure this is a pretty good place.

**Dr. Doyle:** Any student or experience, uh, stand out in, in the various people you dealt with?

**Dr. Heiney:** Students?

**Dr. Doyle:** Someone who came here for the diagnostic services and maybe surprised you by showing some real great potential.

**Dr. Heiney:** There was — yes, it was quite interesting to see sometimes that you would see people with, amputees particularly, whether it be a leg or arm or something, and what they physically could do. I remember, uh, uh, an outstanding, uh, artist. We had a

commercial art program, I'm trying to think what the name of it was now, by Bill Best, but this young man had no arms, and he held a brush in his chin and his shoulder and could make drawings and paintings. He also shot pool that way, and I remember kids taking me to the student center to see this — this fellow shoot pool and pretty good pool player. So that's a good example, but I remember, I don't remember seeing this person, but I remember, uh, Dick Paulson telling me that the best block layer they had was a guy with one arm and I don't know if you've ever lifted twelve—inch blocks, but they're pretty heavy, but this guy could throw them and lay 'em faster with one arm than many people could with two, so it really was an eye-opener to see the kinds of students that we were working with in these programs.

**Dr. Doyle:** You had talked about the students in the, uh, rehabilitation services being a significant part of this overall student population. Do you know what the population of students, um, was at that time?

**Dr. Heiney:** I, I don't remember, Dan, I would say it was somewhere around a thousand, or perhaps a little less than that. Uh, a number of them, rehab students and still a number of veterans, although I think the veterans had gone down by that time. The big influx was right after World War II, but there were still a number of veterans around receiving some sort of assistance from the federal government, but I think the overall enrollment was probably around a thousand or perhaps a little less, as I recall.

**Dr. Doyle:** So you were part of Student Services at that time, is that correct and —

**Dr. Heiney:** Well —

**Dr. Doyle:** Go ahead.

**Dr. Heiney:** What I was going to say was whatever student services there were, there really was not a department or division or anything that was called Student Services. There were, there were some student services, but they were not organized in any kind of a department.

**Dr. Doyle:** What services were provided?

**Dr. Heiney:** Well, there was a, uh, our diagnostic program, which, also, we were counselors and we occasionally, uh, would have a student referred by a faculty member, who they thought needed some counseling of some sort. Uh, there was Grant Berry, Sr., who was, 'course, I don't remember his title, but he was admissions and registrar and financial aid; he did all of those things in his office, and there was a nurse, um, who I — I don't know how long the nurse had been here, but because of the type of school it was, there was a lot of cuts, bruises and, uh, things in eyes and so on that they, they obviously saw a need to have a health nurse here. She had a nice office and I think, at the time, a well-equipped office to deal with the kind of injuries that occur on a campus like this. Uh, the student center came along later, little bit later, but, um, I don't recall. There were

some clubs and organizations that were handled individually by departments. There was no central organizing student activities thing at that time, uh, during WTI, but there were some individual clubs through the departments — (*clears throat*) ‘scuse me — that existed.

**Dr. Doyle:** Where was your office located?

**Dr. Heiney:** We were in the old trolley barn. Back, uh, right smack in the middle of the building, we had a, uh, an office with three desks in it and then a, uh, a pretty large conference room with tables and chairs, where we did our testing and counseling and so on, but we were right in the middle of the old trolley car barn. I remember the trolley car rails going down the middle of the hallway. (*chuckles*) That was my first realization that that’s what that building was, by the way. I didn’t know that was what it was when I was over in high school ‘til I saw the tracks.

**Dr. Doyle:** And health services, where was that located?

**Dr. Heiney:** That was in the same building, uh, around the corner from us. Uh, she had, as I said, she had a very nice office there and well-equipped and, uh, I don’t know, uh, why it was there. I guess probably that’s where the space was, because it would have made sense to have it over on Susquehanna Street where the shops were, but — that’s where most of the injuries occurred — but, uh, again, it was in a building where there was space, I guess.

**Dr. Doyle:** You had to take some of the students around, I assume, to various labs and shops, so what were — what stands out in your memory of what late WTI — what facilities looked like?

**Dr. Heiney:** Well, they were pretty bad, uh, in most cases. Uh, when you went over to the, to the shop areas, uh, I don’t think there was a pride in what the school was doing by a lot of the, the instructors at the time, and so it was kind of junky and trashy. Um, when I would walk through the shops and around, uh, I probably didn’t think about this at that time, but it certainly was, now that I think back on it, uh, they did a heck of a job. Uh, I mean, there were people that came here from all over the country to interview electricians, machinists, because they weren’t trained anywhere as well as they were trained at WTI, and, uh, I remember talking to someone at one time who came from Alabama to interview some electrical construction people because he said, “We need to have people that know how to bend conduit,” and he said, “Nobody teaches that.” Well, over in the electric shop, there is a huge room, which had racks of pipe, training people how to bend conduit, and that’s the kind of place it was. People were not concerned about how it looked, but that the graduates knew how to bend conduit and knew how to do things in the machine shop, you know, uh, but they came from all over to interview these graduates.

**Dr. Doyle:** So, the WTI's strength was particularly that hands-on, practical experience could be applied?

**Dr. Heiney:** Exactly. And when they changed — and I'm going to interject this, this point, this is one of the things I thought of earlier when you mentioned it: it became a community college in 1965, I think (*Dr. Doyle affirms this*), and we went to the traditional semesters and fifteen credits and all that kind of thing; well, that changed the way this school had operated for years, because it was based previously on hours. It was two-thousand-hour or twenty-two-hundred-hour program, or whatever it was, and as soon as — and they did individual instruction, so that as soon as somebody graduated the next person on the waiting list came in, so almost any time of the year an employer could find somebody ready to graduate. And they had a program that, even if you were close enough to graduate, you could leave and do your last hundred or two hundred hours on the job and get credit for it and still get your certificate as a machinist or electrician or whatever. Well, when it went to the semester hours, the instructors said this is not good, because now we're only going to have people available in —in May and January, instead of twelve months a year, and there were some employers, I think, at the time, who were a little upset about that because when they needed a diesel mechanic, they needed them now — they didn't want to wait until the end of May to get one, so that was a, that was a big change for instructors at the time, and for some employers as well, to find out that now they had to wait now that they had to convert 2200 hours into credit hours and shop hours, and it was a significant change for a lot of people on the campus to change from the hours and the — and the way people graduated to college thinking and college semesters.

**Dr. Doyle:** So, in 1965, then, this very dramatic transformation of, particularly of the structure of, of teaching occurred. Um, what do you recall about when you first heard about it, that, that WTI was going to become a community college, the Williamsport Area Community College?

**Dr. Heiney:** Well, I think there was a lot of, uh, of excitement, because I think we thought we were going to grow with the, with the way it was set up with school districts, we saw an increase in enrollment. Or, at least, we anticipated there would be an increase in enrollment, and certainly there was because there would be funding for it now, so, uh, I think there was, there was a lot of anticipation that maybe this meant with bigger enrollment, better facilities, uh, you know, new buildings — that kind of thing. Um, once they got through the initial couple of years, computers were now in, and so registration was now done with computers, which was a nightmare with class cards and, uh, getting, not only the existing faculty, but the students who were here, to change that thinking, so there was — it was a tough time, I think, for students, faculty, and staff to make that change from the thinking of a, uh, technical school to a community college. Uh, I think it changed the attitude that now we were emphasizing the word community, whereas before, we had people from all over the state now thinking we'll still have that but now we're community, so we're going to have all these school districts. We'll have more community people and maybe it started to change the attitude a little bit in the local

community that, hey, this is their college now and, uh, it wasn't just something that sat over here on Third Street, but it was going to be the community college.

**Dr. Doyle:** So, under WTI it was essentially sponsored by the Williamsport School District, and now with WACC it became twenty school districts —

**Dr. Heiney:** Right.

**Dr. Doyle:** — in a ten-county area, so that was a major transformation.

**Dr. Heiney:** Absolutely.

**Dr. Doyle:** Did your responsibilities change?

**Dr. Heiney:** Yes, uh, again I think we're now a college, so we have to start thinking and acting like a college, so we needed, uh, to put more emphasis on two things that I recall: one was housing, which was abominable at the time, and number two was student activities. We were going to have more students, so we needed to have more kinds of activities for students to do, so they made a position called, um, I think it was Coordinator of Student Activities and Housing, something like that anyway, and, and I went from the Diagnostic Assistant up to that role under Grant Berry now, and, uh, started to pay more attention to the housing, which were all the rooming houses around a several-block area, which some of them still exist, as a matter of fact — although, I think they're in better condition than they were then, because as we were getting students from sponsoring school districts, uh, I think parents wanted to see what kind of place their kids were going to stay in, and so I started to inspect them and, um, and have sort of a — I won't say an approval list, but a list that, at least, that we, that the college had put together and said, you know, "Here's some places to stay." And then student activities, intramurals, more clubs and organization and a very, very active, um, student government, uh, we instituted, and I spent a lot of time, particularly with student government and student activities area, as well as the housing. And also at the time, Grant Berry, who I mentioned earlier, was registrar of admissions, uh, got me to help with registration and set up registration a couple of semesters and so on, before, at one point, then they hired a registrar, uh, as we were growing and getting more complicated.

**Dr. Doyle:** Uh, that registrar as I recall was Dorothy Shultz.

**Dr. Heiney:** Correct.

**Dr. Doyle:** Okay, um, what, you didn't have a background in student activities and student housing, et cetera, so where did you — what did you draw upon?

**Dr. Heiney:** Well, uh, not, not in terms of a formal education, but when I was at Lycoming, I was very active in clubs and organizations, and fraternity. I was a class president. I was on the student activities board, um, and I had a mentor there by the name

of Jack Buckle, who was the dean of students, that I actually worked in his office and, and I think that's when I really got interested in, uh, "Say, I think this might be a career: student life," uh, and as I was here, I, uh, I started to pursue taking courses at Bucknell to work on a Master's degree and eventually got a Master's degree in counseling from Bucknell. But, uh, I think it was my background activities in college, and Jack Buckle that said when I changed from child psych at Iowa to "Hey, I think student life might be a career for me."

**Dr. Doyle:** Did you sometimes call up Jack and ask him for advice?

**Dr. Heiney:** I did, uh, I did, and I can tell you one— I'll give you one example. I — you said I didn't have any experience, and I did not. We had money allocated for student government and we wanted to have a concert, and so we had the use — we still shared the high school gym with, uh, the high school, which was still here at the time. We were going to have this huge concert in the high school gym, I — my mind tells me that it was Peter, Paul and Mary — it was a big name, big name for a school like this to have. Well, as student activities director, I was working with student government, and, uh, I wanted to set this up. Well, a couple of hours before the concert this guy shows — and I was over in the high school gym — and this guy shows up. Turns out to be the agent for these people. Well, we had set it up so that the microphones and so on were down here and, uh, the audience would be up on the bleachers on the side and this agent says, "That won't work." He said, "They have to be in front of them, not tiered like that, but they have to be in front of them." So we — I had to call janitors to come, and we set up several hundred chairs on the gym floor, and I had to have risers. He knew from working with Jack Buckle. We called Jack Buckle, "Can we borrow your risers?" Jack said, "Yes," so we sent a truck out to Lycoming College to get risers, et cetera and, uh, we had quite a time getting that all set up in time, and I remember, I believe it was Bob, he was, he was over in the electronics department, had to come over and set up microphones and one microphone wasn't enough: they needed to have three microphones. And it was a learning experience for me to set up a concert, but I'm, I'm almost positive it was Peter, Paul and Mary. I know there were two men and a woman, and, uh, do you remember Hank Moonshine?

**Dr. Doyle:** Yes.

**Dr. Heiney:** Well, he was involved with that. He came up afterwards and, uh, he took, he took them out for drinks after the concert et cetera, and I remember he came to me and wanted to be reimbursed for it, and I said, "Hank, I don't have any money and if I did, I don't think I could reimburse you for alcohol," and he thought it was terrible that we weren't more social with these people that we had here, but that was an example of the kind of learning, it wasn't just for me, but I think the student government and all the students learn what it's like to have a big-name entertainment on campus.

**Dr. Doyle:** So, one had to be inventive and, and deal with stress obviously.

**Dr. Heiney:** That's right.

**Dr. Doyle:** Uh, you talked about, um, let's go back to student housing.

**Dr. Heiney:** Mmmhmm.

**Dr. Doyle:** You talked about going into some of those buildings.

**Dr. Heiney:** Yes, uh, and I think back what I did — and it's a wonder I wasn't thrown in jail, because I had absolutely no business, or no right. They were privately owned houses rented to students, and I would walk through them, looking in the rooms and so on. Uh, I would meet with the landlords. Many of the landlords knew I was doing this; some of them didn't know I was doing it. My purpose was to try and clean them up, or look for obvious — uh, one of the things I looked for was alcohol, by the way, in there, uh, but, but if I saw things to the building itself that I thought were safety factors, or something like that, but I weekly would spend time, uh, usually in the evenings, walking through these buildings, sometimes in the day but usually the evenings, and meeting with the landlords, uh, about issues that were going on and they frequently would call me if when they were having discipline problems with students and, and really, we had, we had no right to discipline those kids. I mean, they were not our houses that our students were in. It was a difficult time when it came to discipline with them. I mean, the landlord could throw them out if they wanted and they'd just go up the street to somebody else who was looking for the money. But housing was not pleasant at that time, in terms of, I think, there weren't very many nice ones. There were very few for girls. That was another change, by the way, um, the camp — the college brought in many, many more female students because of the liberal arts program and some other programs they had. Well, we needed to find more housing for female students and, uh, they're a little fussier than the guys were in terms of what kind of place they would stay in, and that became a challenge to find some. We had some stay down at the Ge — at the Lycoming Hotel — the Genetti, now, at the time, uh, stayed down there for a while to find housing, but, boy, that was a challenge for female students to find housing.

**Dr. Doyle:** Would you hear from parents, particularly for female students?

**Dr. Heiney:** Uh, occasionally, yeah, they would say they were over here at such and such, "I wouldn't let my daughter stay there." And I'd say, "Well, I probably wouldn't let mine stay there either," but (*laughs*), uh, it was a challenge to — for parents as well to find a place that was acceptable. Sometimes the students weren't quite as fussy, but, uh, the parents were usually more fussy, especially with females.

**Dr. Doyle:** Were you involved at the time in which the college actually contracted out, I think, one or two floors of the Genetti —

**Dr. Heiney:** Yes.



**Dr. Doyle:** — for students?

**Dr. Heiney:** Yes, I remember that, mmhmm. I, I really had, you know, they — again, it was a private deal between the students and, uh, down — and the hotel, although the college was involved in it, but I had very little to do with that other than, than see that — if the students had any problems or anything with the hotel, I was sort of a liaison but basically didn't do much.

**Dr. Doyle:** And some of the female students stayed also at the YWCA, do you recall?

**Dr. Heiney:** I think that's true, I don't recall, I think that's true that there were a few that managed to get rooms.

**Dr. Doyle:** (*overlapping*) At that time they had housing there.

**Dr. Heiney:** That they stayed at the YWCA, yeah, just a few blocks away.

**Dr. Doyle:** What activities or clubs do you recall? You talked about the student government being very active.

**Dr. Heiney:** Mmmhmm.

**Dr. Doyle:** Would you talk about that?

**Dr. Heiney:** Well they — it was new to them, too, to have student government, but I remember the, uh, the first student government had more females than it had males which was, which was, uh, considering that the females were well the minority at that time, but they were much more interested in doing things in terms of activities and doing things to improve the student life around here whatever they could, whether it be clubs and dances and activities and so on and, uh, most of the clubs again at that point were still, the forestry club under the forestry department or a drafting club or the, uh, I think the business department had a club; you know, they were still pretty much, uh, department-related, but we again had some money that students' clubs could go for to try and get some money to support their activities, et cetera, so there, I think, began to be more clubs as, as various departments and other groups of students saw that there were opportunity for funds and opportunity to do things.

**Dr. Doyle:** Okay, was funding a problem? You hinted at that earlier.

**Dr. Heiney:** Uh, I don't remember it as a problem because I think, uh, and I think we started to charge an activities fee, and so there was a pot of money that came to the — for student use, specifically for that, so I don't remember there was a great deal of money, but at least it there was money and we had some to, uh, to start doing some things with.

**Dr. Doyle:** When — this period that we’re talking about, ‘65–‘67 for the earliest years of WACC, uh, the college didn’t yet have the high school, so what about facilities for activities?

**Dr. Heiney:** Well, there weren’t many facilities; there was a student center that opened at some point, and I don’t remember exactly when, but there was a student center that had some pool tables and ping-pong tables, and things like that in it. Uh, we used the gym for a couple dances, I think; I mentioned a concert that we had there. Uh, there, there really was not — other than classrooms for meetings — there really were not much in terms of facilities for, for activities.

**Dr. Doyle:** Now what was gained in the shifting from WTI to WACC?

**Dr. Heiney:** What was gained?

**Dr. Doyle:** What did students gain or —

**Dr. Heiney:** Well —

**Dr. Doyle:** — the organization gain?

**Dr. Heiney:** I think there were a number of gains. One, I think, I think community attitude began to change as I said earlier: recognizing this is, this is our — you know, we have some say in this now, this is our community. Two, I think the, uh, increase in female students and the liberal arts program brought a different kind of student, uh, to the school, and I think that was a plus. Um, I think it brought the, uh, potential as I said earlier to — for growth and, and the opportunity to do more things as a college rather than a technical institute and I think there were just — overall it changed the — after we got through the initial transition, it, it, uh, it changed the attitude of a lot of people on campus as well as in the community and said, “Hey, we are a college now. We, we’ve got an opportunity to do a lot of things here. But the potential of the school districts to increase enrollment, you know, now we had some — there was obviously funding available because they were going to start paying and, uh, there was a capital fee that they were charged so we could do buildings, and, uh, I think there was generally, uh, well — while there were certainly a host of problems, there was a general attitude in the community in the college that, “Hey, we’re, we’re a college now; we’re going to do some things.”

**Dr. Doyle:** Now one of the primary motivations for the sponsoring districts, for many of them at least, was that they could send their high school students here, and so there was an increase in the number of high school students using the facilities. Did that cause any conflict from your standpoint in student services, uh, with high school and college students?

**Dr. Heiney:** I, I never really saw any conflict with that. I think there was a conflict of, of space because these, these high school programs were taking up some space that maybe

some of the college students, or the college programs, could use, uh, but there was a big push to transition high school students from the high school program right into the college program, so, uh, I think it was seen as a plus to have them here, and if you're a two-year carpentry student, you can go right into the carpentry program and maybe get some credit for your high school work or the auto mechanic program or whatever it was, and so I think it was seen as a plus to have that — those students here, at least initially anyway; I think that changed later on (*laughs*) but, but it was a plus at that time.

**Dr. Doyle:** Well, you talked, uh, earlier about the change in structure as, as maybe something that was lost in going from WTI to WACC; was there anything else lost, any programs? What happened, for example, to the diagnostic rehabilitation program?

**Dr. Heiney:** I don't know what happened to that; I, I, uh, it was obviously phased out, uh, at some point. I don't know whether the rehab might had been, might have been the state, that they cut back on rehab funding, I don't remember. I do remember that, that, uh, Paulson was the only counselor at the time — I, I don't remember that I was replaced at the time, uh, but, uh, I, I just don't think that, uh, there were any other changes other than the rehab, I think, became fewer in terms of percentage of students.

**Dr. Doyle:** You had talked about — as we talk about students — you talked about a different kind of student coming to WACC and that offered, um, some opportunities. What did you mean by that, a different kind of student?

**Dr. Heiney:** Well not — a different kind in terms of — I think, uh, that many of them had four year plans rather than — and this was an opportunity where low-cost education paid for by the school districts to get their first two years and transfer someplace else, so they came with a, uh, different expectation: they came with a college expectation, and, uh, versus the, the people that were here, were two-year, hands-on experience and go to work kind of thing. And as that number gradually increased, uh, I think that, that, uh, the academic, the academic side began to add academic — more academic classes to the two-year technical programs; I think that was a plus for those programs to get, uh, a little more well-rounded education than what they were getting before, which was strictly a, uh, they might have a math course and, you know, a couple of other courses, but, basically, they just got their hands-on. So I think that kind of student and, and, uh, obviously you're an example of the kind of, of faculty that came as well to help broaden the rest of the programs too by having that kind of student here.

**Dr. Doyle:** Earlier you referred to the student activities center that was located on the corner of Park and Fifth. Um, do you have any memories of that place? It's now a bargain shop, and after it was a student activities center it was an appliance store. What, what memories do you have of, of there?

**Dr. Heiney:** Uh, I remember that it was — you know what? Now, Dan, you're — I — it just hit me, it was — it's up there! I was thinking there was — there was a building over here (*pointing behind himself*), though, by the machine shop that we had —

**Dr. Doyle:** The Strailey Building.

**Dr. Heiney:** Yes.

**Dr. Doyle:** That was an office: second floor was office for faculty, for liberal arts faculty.

**Dr. Heiney:** No, no. No, there was a downstairs — when I was the acting — when the interim president when I came back, we had our first faculty meeting in that building over there.

**Dr. Doyle:** The Lair, the metal one?

**Dr. Heiney:** The Lair.

**Dr. Doyle:** Okay, that was down on the other side of the railroad tracks.

**Dr. Heiney:** Yeah.

**Dr. Doyle:** It would be in the vicinity between where Le Jeune Chef is and where the Professional —

**Dr. Heiney:** Yes!

**Dr. Doyle:** — Development Center —

**Dr. Heiney:** Yes. Yeah. But wasn't that a student activities center —

**Dr. Doyle:** It was.

**Dr. Heiney:** — or student center?

**Dr. Doyle:** But before that in the —

**Dr. Heiney:** Yes.

**Dr. Doyle:** — early WACC years.

**Dr. Heiney:** And I remember that now; I completely forgot it until you said it, but it was up there on the corner of —

**Dr. Doyle:** Correct.

**Dr. Heiney:** — Fifth and Park Avenue.

**Dr. Doyle:** Which is about four or five blocks from campus.

**Dr. Heiney:** Yeah, but I used to, uh, when I was traveling around at night, I would be up there — we had to hire students to, to — somebody had to be there in charge, to hand out ping-pong paddles and so on. Uh, I remember that now; I had forgotten that, Dan, yes, uh, and it was well attended. Uh, you'd go up there — at night there would be, 'cause there was nothing else for these kids to do in these rooming houses; a lot of them didn't have a lot of homework, uh, because of their hands-on experiences, so the pool tables and the ping-pong tables — I think we had a shuffle board; uh, there was TV room got a lot of use at night up there. Yes, and I used to stop in one or two nights a week as I'm making my rounds in houses just to check on it, but I had to hire to students to work up there. Yep, I'd forgotten that — now I know; yeah, yep.

**Dr. Doyle:** Earlier you were telling about computerization and scheduling —

**Dr. Heiney:** Mmmhmm.

**Dr. Doyle:** — do you have any memories of that wonderful experience?

**Dr. Heiney:** (*laughs*) Well, it wasn't wonderful at the time, because it was new to everybody and ,uh ,um, registration the first couple of times where students had to go and say, "I need this section number and this class and people were pulling cards and so on uh...."

**Dr. Doyle:** The punch cards.

**Dr. Heiney:** Punch cards, yeah, the punch cards, the whole thing. And then they had to run through, list generated and so on. The one thing that I do remember is that we were, we were, as I said earlier, sharing the gym with the high school. We were set up for registration in the fall, in September, in the gym, and we had tables and, and everybody had the signs to the various departments and where you went and so on, and we were in the middle of registration and the football coach came in and said, "It's raining out; we need to have football practice in here. You got to get out." And the dean at the time, who was Dr. Jones, and you remember from — was hired from Bucknell, and he looked at me, and I said, "Well, what are we going to do?" So we quickly moved tables and chairs out into the stairwells and all around and downstairs in the lobby because the football team had priority, and they were going to practice 'cause it was raining in the gym, and we had to move. Had nothing to do with computerization but it did have to do with registration and the sharing of facilities.

**Dr. Doyle:** Well, your supervisor in this early WACC years was Grant Berry, Sr.; would you talk about Grant?

**Dr. Heiney:** Grant was an interesting guy, um: Grant knew more people, than, uh — and how he knew so many people I don't know, but he did. But as I said he was admissions, he was financial aid, and he was the registrar at the time before they hired somebody. Uh, Grant was a kind of a calming influence, I think, on everything. Everybody would be upset about all the things going on with transition and courses changes and this and that, and Grant was — never saw Grant get angry, never saw him raise his voice, uh, He just had a good sense of humor and he just kept things rolling along and kept me rolling along. And, uh, had this little, tiny office which was about half the size of this studio that we're in, and, uh, he had room for two chairs for parents — or maybe three chairs — parents and a student to come and sit down; that was it. But he was quite a guy and I think, uh, I think during that transition period he probably had more influence in making that work than a lot of people realized at the time. He was, uh, he was a good guy.

**Dr. Doyle:** So, his — his people skills was particularly one of his many strengths, as, you said in calming the staff and students and so forth. Um, another person, of course, you worked with was the first — the last president of WTI and the person who created WACC and that is Dr. Kenneth Carl. Would you talk about working with Kenny?

**Dr. Heiney:** Kenny was a (*chuckles*) a dynamic individual who, who loved this place probably as much or more than Dr. Parkes did, who was one of the founders, but dynamic, uh, always, always in a hurry, uh, willing to go anywhere and talk about this place, willing to spend time with the school district's school people, uh. I think he was — while he liked the students and the programs, didn't spend as much time down with faculty and students perhaps as he, as, uh, he might have but he was so busy, uh, doing other things, doing presidential-type things at the time with the college and I think because the colleges were so new in Pennsylvania — and we were, I think, the second one, and so there was a lot of things going on in Harrisburg. There was, there was a coordinator of community colleges appointed in the Department of Education, and Kenny met with him and was in Harrisburg a lot and, uh, but, but just dynamic, and I think he probably, uh, had a vision that he saw what the community college could do for this place and that maybe it had reached its limits as a, as a technical institute and with the community college movement, uh, was smart enough to get us in on the ground floor and a great tribute to him that we did.

**Dr. Doyle:** Now he had assumed, as did everyone else, that there would be a great growth in population almost immediately — um, student population that is — um, why do you think that that didn't occur?

**Dr. Heiney:** I don't know. It, it probably takes a while for the image of WTI — technical, two-year, hands-on kinda place — to thinking of it as a college, um and, that we do have liberal arts and we had English comp. and higher math and, you know, history courses and all these other things there now. And, uh, maybe, uh, we didn't have the, uh, marketing or admission staff to be spending time out in the school districts and other places to really market it. Uh, we sort of relied, I think, on some of the high school kids that were still coming here in the programs, so there's probably a lot of things that we

could've done better at the time. Uh, if we would have done a little more planning and thinking about marketing it and really working on trying to increase admissions, but I, I just don't remember that — again, as I said, it was Grant Berry — eventually, later we hired a director of admissions, Bob Hans, was the director of admissions and he started to make trips to schools and so on, but it took us a few years to get all that going and to get, I really think, to get the image changed that we were, we were your local college, and this is where you need to come and for a good, low-cost education and, uh, and get that message out.

**Dr. Doyle:** So that going and visiting schools for recruitment, for admissions: that was something new, then, that emerged?

**Dr. Heiney:** Yes, never had to do that before, never had to do that It was — it lived on its name: WTI. I mean, as I said, people all over the country knew Williamsport Technical Institute; you know, you couldn't find aircraft mechanics or electricians or machinists that you — anywhere that you could find here.

**Dr. Doyle:** And that focus on hand-on learning that remained as they shifted into Williamsport Area Community College?

**Dr. Heiney:** Yeah, I think it, I think it became somewhat less because they, they started to require these programs to take more academic courses, and so they had less time for hands on and, and had to spend more time in the classroom, and I don't think that was necessarily a bad thing. Uh, I never heard people say, well, they weren't as well-trained, or they weren't as good a diesel mechanic or auto mechanic as they were before, but it certainly changed the, uh, the ratio of hours on hands and classroom to add those academic programs.

**Dr. Doyle:** Well, you left in 1967 and took a position at the University of Delaware and then at the Delaware County Community College, then came back in 1976. What did you learn from those experiences that you brought back to WACC?

**Dr. Heiney:** (*chuckling*) what did I learn? Well I started a doctoral program, so I learned a lot about things that weren't too helpful in terms of work (*laughing*). Uh, I also was, went here, left here and went to the University of Delaware as an assistant director of residents, in charge of residence halls; I had seven men and women residence halls at the time, so I picked up a couple of years' experiences about residence halls and students and residence halls and, uh, housing. Then when I went to the community college, I was a counselor, director of counseling, I was director of admissions for a year. Um, I got a lot more experience in terms of student life and, and, uh, student activities in terms of advisor to clubs, couple of clubs down there. I started to teach some courses; I became a — on the faculty side, sort of an academic person in a way; I was teaching courses, some psych. courses. And, uh, when this position in 1976 came open, it was assistant dean of students — assistant dean of student life, I think it was actually — anyway, uh, Grant Berry called me, having worked for him before and, uh, told me the position was open.

And so, my wife and I, we really loved Delaware; our two children were born down there. And she said, “Well, why don’t you apply and see what happens?” Well, I applied and was interviewed and offered the job so I said to my wife, “We have to decide if we want to move back to Williamsport.” Well, my parents and her parents both were here and so there were some reasons to come back and so we did. And, uh, came back as assistant dean, uh, reporting to Dr. Waters, Ed Waters, who was I think academic dean or vice pr—

**Dr. Doyle:** Academic dean.

**Dr. Heiney:** Academic dean and, uh, reported to him at that time.

**Dr. Doyle:** Well, a lot — society had changed in very significant ways in the period of ‘67 to ‘76. What were some of the societal shifts that you think was affecting education in general, higher ed. in general, including here at what was WACC?

**Dr. Heiney:** Well, of course the Vietnam War: that was the prime thing that was going on at the time, and there were, there were some racial unrest that was going on at the time throughout the country. Um, I think colleges became a focus for a lot of things at that time. Um, I don’t remember that the community colleges, at least this community college, was caught up in that, although there were probably some veterans who were coming back from the service who were here. Uh, there were certainly more female students here and I think began to show some more interest in female activities and courses and things like that. But the that — the nine years I was gone was a — from ‘67 to ‘76, was a — certainly a lot of unrest in our country, and, uh, and a lot of that ended up with students on college campuses, who continued to show unrest on college campuses as well. Uh, how much it affected here I don’t recall when I came back that there were any major changes, other than there was a much larger student body and a lot more female students around, and at that point the college had taken over the high school building, and so that expanded significantly in terms of, of space, uh, and, and programs, and so the college was much larger when I came back with a lot more female students and a lot more of the academic faculty as well.

**Dr. Doyle:** So, there was some new programs that had come into existence in the time that you were away or had expanded. Let’s talk about some of those, what about financial aid?

**Dr. Heiney:** Well, yeah, there were a whole lot of things that had to develop out of necessity. Financial aid is a good example, and Grant Berry Jr. was the director of financial aid when I came back, and had a couple of people under him, — that’s how large it was. I mean, you’re talking now millions of dollars in financial aid, government programs had expanded. Uh, counseling had now started — there was a career counseling center, uh, which had, uh, I think at the time it had two, and we eventually had four or five career counselors in that, some of them funded by grants; the, the state was very big in grants for all kinds of those type programs, uh, particularly for community colleges,



and the college here was able to, to get a lot of funds to fund career activities and, and women's programs. There were some more activities and interest in women's things as well. Uh, student government was still big at the time. There were more clubs and organizations, intramural athletics and as well as some varsity athletics that also started to develop and just was a college campus, you know.

**Dr. Doyle:** So, the varsity athletics had not existed under WTI?

**Dr. Heiney:** No.

**Dr. Doyle:** Had they started it when you were first here?

**Dr. Heiney:** I can't remember when — I, I want to say yes, that the first year or two, we were here, we did start to get, uh, it seems to me wrestling and basketball maybe, but I'm not, I'm not sure of that, but it seems to me we did kinda start that, uh, because there were Penn State two-year campuses and some others; though there were only a couple of community colleges at the time, but eventually the community college had its own league, uh, as they got up to six or seven colleges here in the eastern half of the state and had its own varsity athletic league for a number of sports.

**Dr. Doyle:** Were you involved in that as, as the assistant dean for — in effect, actually, you were the dean, but you didn't have that title?

**Dr. Heiney:** Right.

**Dr. Doyle:** For student services.

**Dr. Heiney:** Right.

**Dr. Heiney:** Uh, not really, not a whole lot, uh, the — Tom Vargo was hired then as director of athletics and, uh, um, because we were interested in students together, uh, you know, we, we did work together but I didn't, I didn't have anything to do with that but I did, I did one thing that — when I got involved in the athletic when, uh, I was at Delaware County Community College, I was a tennis coach for two years in a tennis team so we did — I got involved in the understanding that the, the, uh, varsity athletics was becoming a big thing in the community colleges.

**Dr. Doyle:** Why do you think that was important? Or: was it important?

**Dr. Heiney:** Well, I guess you could say why does Penn State or Michigan State or any other school, Lycoming or any other school have athletic programs I think — because they're very costly, why do they do that? Well, because it attracts students. And I think, uh, it's like any — students should go where they want to go because of an academic program that has what they want and it's a good school and all that. But let's face it, that's not realistic: students go where they can play basketball or wrestle or play football

or whatever, uh, women's field hockey, women's soccer, all those things and I think, uh, the colleges, the community colleges got caught up, got caught up in that and that became part of life, you know. We have basketball and so they started to recruit local kids to come play basketball or wrestle or whatever.

**Dr. Doyle:** You feel that that did have that effect at WACC at that time, it did recruit students?

**Dr. Heiney:** I would think it did because we started to have the programs and they were certainly here, so I would think those, that, uh—

**Dr. Doyle:** What about the attendance at those events?

**Dr. Heiney:** Well, that's another story (*laughing*). I don't think attendance was very good at any of them, uh, you know, didn't — certainly didn't attract many of the, of the other student body to come and see 'em: a few of their friends or roommates maybe, maybe a few local parents, but attendance was not big at any of those things, no.

**Dr. Doyle:** One of the services that had come into existence was TotWatch child care.

**Dr. Heiney:** Oh, yes.

**Dr. Doyle:** Had that started before you came or did you start —

**Dr. Heiney:** I think I started that — I think that started when I came back in '76, I think we started that. There was, uh, again, being a community college, there were a lot of older students, uh, housewives, and, um, and uh, men, lots of folks who were older who had children. And, so we started that, uh, daycare center, uh, and, um — in one of the rooms in the first floor of the old high school building. And, uh, I don't remember any numbers at the time, but obviously it was enough to make it successful. There was a, there was a charge for that: it wasn't a free service, but, uh, again, community colleges attract a variety of students and older students is one of them, and so there were people who had young children who needed a daycare.

**Dr. Doyle:** So that was a societal shift from your WTI or early WACC years?

**Dr. Heiney:** Yeah, that was certainly a societal shift becoming a community college, and I think all community colleges are the same way. When I was at Delaware, I, I was in charge of the daycare center there, and it was a much larger daycare center, and, um, there were lots and lots of young — particularly mothers of children who were going to school and, uh, who wanted a daycare for two or three hours a day while they were taking classes. That, that was, I think, a function more of the community college than anything in society, perhaps, but.

**Dr. Doyle:** Intramural athletics, which you mentioned: were you responsible for that, or did Tom Vargo run that?

**Dr. Heiney:** Tom Vargo had that; I had very little to do with that. But again, that was — when you've got several hundred men and women, you need to have something for them to do, and so intramural athletics became, again, uh, an important part of the college atmosphere.

**Dr. Doyle:** Did that have, uh, support? You know, spectator sports (*Dr. Heiney clears throat*) did, but do you know whether intramurals did?

**Dr. Heiney:** Uh, I think somewhat, because I think it was more competitive. I mean, when you have intramural volleyball, and you've got six or eight or ten teams, and they're all kids that know each other, et cetera, there's a lot more spirit involved in going to see the intramural volleyball match than perhaps the, the college basketball game.

**Dr. Doyle:** A major change in (*Dr. Heiney clears throat*) academic services and student services was the development of developmental studies. You were involved in that; can you talk about that?

**Dr. Heiney:** Yeah, that was an, an interesting challenge for me to come here and find that I was going to have uh, an academic program, because other than teaching some classes I was really not — I was in student life. And, uh, the fact that I first met Veronica Muzic was a real interesting thing. Veronica's quite a person, as you know. But that program and the people who were involved with it — um, Pete Dumanis, and Jim Logue, and Diane Coontz — is a marvelous, marvelous group of people who were really, sincerely interested in helping students who needed to improve their skills: whether it be math, reading, writing, et cetera. And, uh, I think through some funding, we were able to get some equipment, we were able to have some space — although, not the best space up in Rishel. It was obviously moved different places, but, uh, that was uh, that was a great, great program and, and I was really happy to be a part of that and have some really great people in it. I think we had some students — being a community college that was open admission — who needed to improve their skills before they were able to tackle some of the, the more rigorous academic courses and, uh, when you looked at some of the numbers there, at the time, obviously it was needed greatly.

**Dr. Doyle:** You made reference to Rishel; that was a factory building on the west of the campus —

**Dr. Heiney:** Yes.

**Dr. Doyle:** — on 3<sup>rd</sup> Street, and where the library was at the time, computer center, and classrooms, (*Dr. Heiney affirms*) so that's where developmental studies maybe started. Um, did you get involved in doing any, um, travel as a result of developmental studies because of some grant programs?

**Dr. Heiney:** Yes, I did. Uh, I, I, my mind is not telling me what I'd like to know, which is what the name of the program was, whether it was statewide — actually not a statewide, it was a national program that we — ACT101 was part of it. And there were some other funds that were available, but I did do some traveling and some presenting at several — I remember at Columbia, South Carolina was one place I went with some folks. Uh, put on a program down there for some community college people and, uh, some other statewide places where we went to do some programs based on what we were doing.

**Dr. Doyle:** Uh, did you yourself do grant-writing to get funding for some of these programs?

**Dr. Heiney:** Uh...

**Dr. Doyle:** Or would staff be doing that then?

**Dr. Heiney:** I think the staff did it. Uh, uh, I probably had a little hand in it, but, uh, uh, when you have people like Veronica, uh, I let Veronica handle that as far as that. And I think the career center, Larry Emery, who I had hired at the time as director of the center and career counseling, wrote a couple of excellent grants, so I probably had a finger in it, but I was not mainly responsible for writing grants.

**Dr. Doyle:** Were there any other student services that, uh, came into existence either while you were away or that you brought into existence when you returned in '76 — after '76?

**Dr. Heiney:** Hmmmm... probably were, but I can't remember any. The career counseling is one that I remember, and, and starting the counseling activities there was a big one. We — I remember we got a grant, we bought a van to travel around and do career counseling at the schools, uh.

**Dr. Doyle:** Did you travel in that yourself?

**Dr. Heiney:** I drove that van. It was a twenty-six-foot van to the Hughesville Fair and the Clinton County Fair and spent some time trying to recruit students out of that van. Yes, with Chet Schuman, out of admissions. Yes, I drove the van a few times.

**Dr. Doyle:** And was it successful?

**Dr. Heiney:** That's a good question. Uh, my experience when I would be at the Hughesville Fair, for example, would be that, uh, the people that stopped to pick up brochures or ask questions already knew or already had somebody here or already attending or something and, and were not really you know, uh, somebody brand new looking to get information about the college. So, whether it had an effect, I don't know,

but I know for several years, uh, pre-Breuder years, that it went to Hughesville and Bloomsburg and Clinton County and that it was staffed all the time there and, uh, as Chet Schuman would say when it was down at Bloomsburg, “Small enough to stand in the palm of your hand.” We were always right next to this little, tiny miniature horse thing, and I can’t think of the horse’s name, but it was small enough to stand in the palm of your hand — Chet Schuman’s famous saying. (*laughing*)

**Dr. Doyle:** You had been (*chuckles*), you had been coordinator of student housing, and what was housing like now in this period —

**Dr. Heiney:** Well —

**Dr. Doyle:** — that you returned?

**Dr. Heiney:** We hired a housing coordinator finally. Uh, it became large enough at some point where the college said, “You know, we need to come up with some funds and we need to have a housing coordinator.” And, uh, I advertised, interviewed, and, and hired a young man by the name of Charlie — I can’t think of his last name now, but Charlie was the first housing coordinator, and he was one hundred percent devoted to inspecting, providing lists, meeting with parents and students who had questions about housing, and, uh, I also, I think I used him a little bit at that student center that we talked about, I think I also had him out there sometimes. But finally, I think, uh, as it grew people recognized that housing needed to be, uh — have some more attention devoted to it and so funding was found to having a housing coordinator.

**Dr. Doyle:** Had anything changed in, in maybe formalizing the relationship with landlords?

**Dr. Heiney:** Yeah, the student government actually — we started to have a, uh, uh, I don’t know, a council, I guess, and we would meet periodically with landlords, uh, and students would talk about issues and things and, uh, I think the landlords themselves realized that, that they needed to do a little more. That, that, while there was certainly money to be made, they needed to put some of that money back into their facilities if they wanted to attract the students because, uh, if they didn’t, they’d go somewhere else. And, uh, so I think the housing started to improve somewhat in terms of, of the facilities themselves in making them better.

**Dr. Doyle:** Were there any absentee landlords or slum landlords or —?

**Dr. Heiney:** Oh yes, oh yeah, there were still absentee landlords and slum landlords around who uh (*pause*) — somehow the students seemed to find those who wanted ‘em. Uh, most students did not, but those students who were happy and didn’t care but figured they could get away with damage or they could get away with drinking, uh, or whatever. Drinking, by the way, uh, you know, is, uh — alcohol is an-age old college problem, uh, and will always be as young people are growing up and going away from home for the

first time and having their first opportunity to drink alcohol. And, uh, wasn't, I wouldn't say a major problem, but certainly I started to get more involved with discipline and, uh, (*chuckles*) tried to educate people on the dangers of drinking underage and so on and, uh, I remember a number of instances where, where we had to involve parents and others that, uh: "Your eighteen-year-old is out here drunk and, uh, we need to do something." But when they're in a house unsupervised, uh, you know, there's no way to control that, really.

**Dr. Doyle:** In the spring of 1980 Dr. William Feddersen who was president, uh, from about '73 to 1980 announced his acceptance as president of the Napa Community College in California. Uh, you were named interim president, um, how did that come about?

**Dr. Heiney:** Well, we, uh, went to a board meeting — and at all board meetings the deans were always expected to be in attendance at board meetings — and as I walked into the room, uh, Dr. Bone from Lock Haven, who (*unintelligible*) said, "Hey," he said, "come with me." He said, "I left my coat down at, uh, the Ross Club," he said, "I need to go get it — ride along with me." I said, "Sure." So, I got in the car, and we were driving down, and he said, uh, "We just had a meeting down here," and he said, "We decided that, uh, we would like to ask you to be the interim president." And I about fell out of the car seat, I said, (*laughing*) "What?" "Yes, yes," he said, uh, "We talked about it; we talked about it with Feddersen." And he said, uh, "We would like you to be interim president while we have a search." And, uh, I said, in fact, "Well, I don't know what to say," I said, "except that I'd like to talk to Dr. Feddersen before I say yes." And I think when we got back to the meeting, I think they all looked at him and were expecting a nod or something (*laughs*) — and I hadn't agreed to it yet. So, the next morning I went right over to Dr. Feddersen and, uh, I said, "Bill," I said, "You know I'm shocked. I'd think in the interim you'd want your, maybe your academic person or your financial person. Why the dean of students?" — and by the way, I had been promoted to the dean of students in the interim there. Uh, and his answer was — and I think this reflects back on what kind of person Bill Feddersen was, who was a thinker and, and I think just didn't jump into things — he said, "I made a list of the qualifications that I thought an interim president should have." And by the way he said, "I made it interim, meaning you are the president." He said, "Sometimes people take acting as, well, you know you're just filling the space for a while," but he said, "Interim means you are the president in this interim period." And he said, "I — It was my recommendation to the board and they agreed with it." But he said, "I made a list of the qualifications that I think that the interim president should have — maybe not the same list as the qualifications as a permanent president, but for the interim president this is what I think it should be." And he said, "When I looked at, at all of the deans," he said, "You had fit the bill, you had the qualifications." And he said, "I went through this with the board and, uh," he said, "they agreed." And I said, "Well, if that's the case then I don't see how I can say no." So, that was in, I think early June or end of May, and he was leaving on June 10<sup>th</sup> or June 12<sup>th</sup> or something like that and, uh, I became the, uh, the interim president.

**Dr. Doyle:** And immediately inherited a list of challenges.

**Dr. Heiney:** Oh, uh, unbelievable. Uh, let me see. The chairman of the board, Bill Schum, has — was out with heart surgery and, uh, you know, not available. Uh, the contract with the faculty was expiring, or maybe had expired, or was expiring on June 30<sup>th</sup> — I'm not sure of the timeframe there, but it was expiring. And there'd been no negotiations, no even meetings set up or anything. The, uh, state had not, uh, approved, uh, the state budget, which was due by the end of June 30<sup>th</sup>. And uh there was a fourth one. (*thinking*)

**Dr. Doyle:** The school district hadn't —

**Dr. Heiney:** Oh, the school district hadn't approved the budget either, that's right. The state and school districts had to approve the budget, that's right. So those four things were there and the middle of June and I'm thinking, "Okay, what do we do here?" I had no control over the state appropriations. Uh, I had little control over the school districts in terms of at least we were going to start meeting with them, which we did to get some approval there. Uh, I did have some control over at least trying to get negotiations started and, uh, I couldn't do much with Bill Schum. So, uh, July came along, and I mean I was doing all kind of things — and there still were no meetings set up — and I finally called the attorney, Bill Vanderlin, and I said, "Bill, we got to do something." I said, "You know, school's supposed to start here in another month or so and I need to know, are we going to have school, are we not going to have school, what are we going to do?" Well, I said, "You know nobody does anything till midnight when the contract runs out," and maybe the contract didn't run out till later then, I don't know. And I said, "Bill," I said, "I can't wait that long." I said, "We got a couple thousand students gonna come here or whatever," I said, "We need to, we need to do something." Well, he sent a letter to John, John —

**Dr. Doyle:** John Burnett.

**Dr. Heiney:** Burnett.

**Dr. Doyle:** Who was the chief of (*unintelligible overlapping*) —

**Dr. Heiney:** PSE faculty at the time, yeah. And, uh, said, "I'm available these days." And John sent it back saying, "Well, I'm available these days." And they both — they, these guys knew each other. They both scheduled when their vacations were; they knew all this stuff was going on. And so, I said, I finally said, "Bill, you got to do something." It was now into early August, as I recall. So, they finally agreed with the teaching, and Bob Bowers was our, the Administration's representative, and I can't remember at the time who was on the faculty negotiating team, I just can't remember. But anyway, they met on a Tuesday night, and they met again on Thursday, and on about midnight I got a call from Bob Bowers at home, got me out of bed and said, "If we do another half percent, I think we can settle this tonight." Two meetings it took. And I didn't have authority to go over

what — I mean Bob knew what the limit was, and I didn't have any authority, and it's midnight and the president of the boards not available, I mean, what do you do? So, I said, "Yes; uh, go ahead." And I took some flak for that a little bit later from the board, but, uh, we got a contract agreed to that night, and eventually state appropriations were — however, state appropriations were late because another thing came up, had to institute a hiring freeze. And there was a hiring freeze and a freeze on capital equipment in late year because the state still had not approved a budget. So, well, eventually, it did happen, and all these things did fall into place, uh, that was another issue. In early October, these are a couple things, Dan, that I thought of since we first spoke. Before October and late September, and you may remember it, well, you weren't here that year — were you here that year? There was a drought that year. And I remember being called by the paper. This was — again, school was in session, I think, and it was probably late August or so and it was a very severe drought because there were wells drying up and so on. They called and wanted to know what we could do, and I said, "Well, we've tried to —" I think we bought some dry kind of hand things for the shops. And I said "If, if it really comes to it," I said, "we could close for a while, period of time, and let's send all these hundreds of kids home: get out of here using this Williamsport water supply and close down the school for a while, et cetera. So, I remember that that happened. And the final thing that happened: October 10<sup>th</sup> — I was just telling this to Linda Morrison this morning, if she remembered it — we had a major snowstorm, major. Started like three or four o'clock in the morning, and by noon we had a foot of snow. And I had already closed school and sent everybody home; and I was the last one out of the parking lot because I kept listening to the radio. And all of the roads — I lived down in Hughesville — and all of the roads were closed. Traffic was tied up and I thought, "How am I going to get home?" Took me five hours to get home. But, uh, I remember that major snowstorm. So, there were a lot of things in the first three, four, five months of school that, uh, that I had to deal with. And, uh, course the other thing was that there was an ongoing search that had started, and we were narrowing candidates down and so on. That was always ongoing.

**Dr. Doyle:** What are your recollections of going to visit the twenty school districts?

**Dr. Heiney:** Well, at that — we'd been in existence now for a number of years, and there were starting to be some restlessness with the school districts about, "This is costing us too much money." They were having their own other budgetary woes, so they were not pleasant, but I, I remember one specific one with — Grant Berry and I went to Canton School District where we walked in — and we were just there if they had any questions on the budget that we could answer, et cetera — and there was a room full of people and here it turned out, it was the Canton girls' softball team and their parents had won the league championship and were eligible to participate in a statewide tournament. And the school board had said no, that they didn't have any money, that they were not budgeted any money. And so, parents were there to put pressure on the school board to find — and I think they were only talking a few hundred dollars, I mean how much can it cost at that point to send a few girls on a bus to, to some game somewhere? And they said no, but they approved our budget, never asked us a question: just it came up on the agenda and any questions, nope, and they approved it, and I said to Grant, "I think we need to get out



of here.” (*laughing*) So, we did, but it was that kind of thing where we were competing for major dollars from these school districts and the school districts themselves were, you know, competing with us for their own activities and, uh. So it was in the situation, I can’t speak for the other community colleges and the other — some of them were sponsored by a county, which means they didn’t have to deal with eighteen school districts or whatever, they just had to deal with a county, but it was not the easiest thing to do nor the most pleasant thing at that time.

**Dr. Doyle:** A couple of major undertakings were underway during your time as interim president: one was the completion of the Carl Construction Technology building. What do you recall about that?

**Dr. Heiney:** Yes, that was, uh, that’d been started prior to my assuming the interim presidency but, uh, I remember it was completed right after Dr. Breuder came. And we had the — we had a dedication ceremony to Dr. Carl at the time; and he was there, and Breuder was there, and I was there, and a number of dignitaries and so on. Uh, that was, as I believe, the first major new facility on this campus, as I recall. I don’t think there was anything new; there might have been some slight modernization done here and there but, uh, that was the first major addition to this campus in, maybe, forever — I don’t know; in a long time, anyway. Uh, there was also going on — fundraising was the other activity. And the college had — because of the Carl building and some other buildings that they wanted, they really had developed under Feddersen — a pretty good long-range plan in terms of finally addressing the needs of the facilities. They hired an outside firm, a consulting firm with this fundraising activity and, uh, the, uh, short time, the nine months I was in there, I don’t think it went well. I don’t think we got — we were paying several thousand dollars a month to this consulting firm. Uh, and it was either the firm itself or the representative they assigned us, but it did not go well except for one thing that I remember: and that was that we got a call one day to go up to Avco, Avco Lycoming, where they gave us \$250,000 over five years, I believe, to name the machine shop the Avco Machine Shop, because they use a lot of machinists from there. And that was a big plus toward — I don’t even remember what the goal was. It was a couple million dollars or more maybe. Uh, but the experience with the fundraising was not good and I suggested at one point to — we had a committee, some board members and administrators, that we were wasting our money with this firm but, uh, that was, I don’t really recall what happened. I think we stuck it out till the end of the contract, but I don’t think we got our money’s worth.

**Dr. Doyle:** What’d you enjoy most about being interim president?

**Dr. Heiney:** What did I enjoy most? Well, I guess — I had a great time. Uh, and you know, I’d said initially right up front to the board that I was not a candidate, that I already exceeded my goal by being a president. My goal was to be a dean and I’d done that, and I said, “I’m not interested in being a president.” But I will have to admit, as I have to many people later on, that as the time went on it became kind of fun to be number one, uh, to be sitting in that seat and, uh, having people respond to you. Uh, simple example: Grant

Berry and I were going to lunch one day and we walked out in front and there were, there were some trees that were lined up there and I hit my head on a branch, and I said, “You know, these trees need to be trimmed.” And so, when I got back to the office after lunch I called — I don’t remember now who was in charge of maintenance at the time — that afternoon the trees were trimmed. I mean, y’know (*laughing*), how many people get that kind of response, you know, when you call them? “Hey, the president said go trim the trees,” so you trim the trees. But, uh, it got to be fun, and I enjoyed it. I mean, I had some great people to work with, uh, that can make it fun or can make it really nasty, and a terrible experience, but it was a great experience and, uh, and I thoroughly enjoyed it and by the end I almost said, “Gee, maybe I should have been a candidate, you know,” and I had the opportunity. In fact, we were at the last meeting with the board, and they were viewing the final candidates, and one of the board members spoke up, “You know, I still think we ought to get Dave to apply.” And a couple others nodded their heads and said, “Yeah I think we should; he’s done a good job.” And I said “No.” I said, “I had my opportunity and I told you no.” And I said, “and it wouldn’t be fair now at this point to throw my hat into the ring.” And I said, “No, I won’t change my mind.” And I didn’t. Uh, but I think I — it was, it was gratifying that, that some of them felt after nine months that I had done a good job and that, uh, they were willing to consider me to stay on so. But I, I — it was a great experience, great experience.

**Dr. Doyle:** And the board, when, when Dr. Breuder became president, they gave you some, uh, recognition?

**Dr. Heiney:** I got a very nice plaque from them, complimenting me on my, my short and brief tenure as the president and, uh, recognizing me for what I’d done. I certainly appreciated that.

**Dr. Doyle:** What were some of the responsibilities you had before you left in 1982 to become an administrator at Susquehanna Health — uh, Williamsport Hospital at that time?

**Dr. Heiney:** Well, when Dr. Breuder came, who was hired then as the permanent president, uh, for some reason, uh, didn’t want me to go back to being dean of students, and started to look for things that I could do. Well, there were a couple of things. I sort of stayed as his assistant for a few months, doing some things and a transition-type thing. Uh, I remember one thing for example, we decided there was this consulting firm gone that we needed, we needed a local group and local people, and we were going over names and, uh, I mentioned, I said, “Well, you can’t have any kind of fundraising in Williamsport if you don’t have Bill Pickelner.” And he said, “Oh, Bill Pickelner is on the board out at Lycoming; he, he’s not going to do anything here.” I said, “Well, okay.” Well, later on, as you may recall, Bill Pickelner received awards from here and became active. But it was helping with that thing — well then, uh, the building trades director was vacant, was empty for some reason, I don’t remember, somebody left or retired or whatever, and, uh, he said, “You go over while we’re doing that and run the building trades.” And at the same time I came in one day and he said, “I’m going to make you

director of institutional research.” Which I don’t — although I worked on my doctorate degree and certainly did some research and had research courses, didn’t consider myself a research[er]: I’m a people person, not a research person. But I guess if I wanted to be employed, I said yes. So, I for a number of months had the dual hat of director of the building trades division and director of institutional research, which he gave me some things to do: grant-writing and some other stuff and, uh. But I began to recognize that, uh, that this was not going to be a fit. There was no job here that Dave Heiney was going to be acceptable to Dr. Breuder’s eyes, and probably he wasn’t acceptable in my eyes, and I thought at that point we had made a mistake. But, uh, needless to say, I began to look and, uh, I think he was glad I was looking. And, uh, he and I didn’t see eye to eye on many, many things and, uh, fortunately a position came up as director of education at, uh, Williamsport Hospital and I was hired out there by Frank Tripoli and left after, I guess I was here for about a year and a half under Dr. Breuder.

**Dr. Doyle:** As you look at the college campus now, what do you think in comparison to when you saw it both as a high school student and initially as a WTI employee?

**Dr. Heiney:** (*chuckles*) Well, obviously the major changes: I mean, from the physical facilities to absolutely tremendous facilities, some of the finest in the state, uh, the enrollment has gone from a thousand to six thousand, uh, the faculty has some absolutely distinguished academic faculty, and yet they were able to maintain the, the hands-on trades kinds of programs that made this institution what it is. And I think, uh, while Dr. Breuder had his opponents, uh, he did a lot for the physical facilities at this college and the name of the college and he was able to, to break away from the school districts and go with Penn State, which was a major accomplishment. And so, there’s a lot of good things that he did and left his name here on this campus, uh, and certainly the changes, many of the changes should be attributed to him.

**Dr. Doyle:** What opportunities and challenges do you see for the college in the future?

**Dr. Heiney:** Well, I’m, I’m concerned, and I asked this question specifically to the president at a, at a meeting. If you read statistics about high school enrollment, uh, it’s going down, down, down. Now this is a cyclical thing, and it will probably come back up in a few years, but I’d be concerned about the enrollment and the, and the second aspect of the enrollment is the financial health of the college: uh, there’s major debt with all of the buildings and facilities that they have, there’s a facility under construction, there’s a renovation over there now, uh. And, and I asked about enrollment and her response was that their predictions are that enrollment will continue to grow — maybe more slowly than it has in the past, but will continue to grow — and so they saw no problems. But if I were here, if I were, if I were administrator, those would be my concerns: would be enrollment, and the financial health of the institution. I mean, I think they’ve got the facilities and they got the campus and the beautiful library building they just built, and so it looks healthy and I just, I would hope it stays healthy.

**Dr. Doyle:** As you look back on your long and very distinguished career (*David laughing*) and your many contributions to the college — seriously — um, both at WACC, WTI and WACC, uh, what do you take as the greatest satisfaction regarding?

**Dr. Heiney:** Well, I think my experiences here, uh, started my professional career, really. Uh, I mean I, when I talked about that experience with the concert, I mean I learned (*chuckles*) so many things under WTI and the community college. And then when I came back, uh, with some experiences in hand, uh, um — it was just a, it was just a great place and, uh, I had great experiences here. Uh, probably the, uh, uh, height of my career in terms of being the interim president, uh, certainly is my professional career — although I went along and did a number of things after that. But, uh, I have very, very fond memories of WTI (*chuckles*) and the community college, and, uh, I think it really gave the boost to my professional career: my decision to be a student-life person to start with, and so on.

**Dr. Doyle:** Well, thank you for taking the time to, uh, (*David laughs*) share your recollections and memories, and to help us document your contributions and to understand this transition from the Technical Institute to the Community College. You said earlier that you were a people person, and you certainly were always regarded very highly, by students (*David laughs*), by staff, and by faculty, and so on.

**Dr. Heiney:** Thank you. (*laughing*)

**Dr. Doyle:** I'm glad we've had this chance.

**Dr. Heiney:** Thank you