



MARLEN LIVEZEY: CHALLENGES AND SUCCESSES OF ESTABLISHING A JOURNALISM DEPARTMENT AT THE NATION'S FIRST HBCU

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MORRILL ACTS TO KERNER COMMISSION: AN EDUCATOR PREPARES

Marlen Livezey, as a Caucasian woman, knew some of the obstacles to society's mobility for those who were not part of the hegemonic plurality in America. She had a dream and a desire to give a voice to a culture that was not being heard from and a culture that, if not given the opportunity to frame their own story, could disappear. To do this, she would have to overcome the challenges of being a woman in journalism and a white woman looking to be an administrator at a Historically Black College (HBCU). Her first dilemma would be to alter the expectations of others.

The first HBCU, [Cheyney State University](#) was established in 1837 (Ivy, 2002). [According to the official records at the institution](#), "Cheyney was established on February 25, 1837, through the bequest of Richard Humphreys, a Quaker, who left in his will \$10,000 dollars for the es-

tablishment of a teacher's school for African Americans. He entrusted these funds to thirteen fellow Quakers. Humphreys wanted to do this because he observed the mistreatment and discrimination that African Americans were facing in Philadelphia, and was convinced that educational opportunities were vital. The school began in Philadelphia as the Institute for Colored Youth and successfully provided free classical education for qualified young people. In 1902, the Institute moved to George Cheyney's farm, 25 miles west of Philadelphia. In 1913, the name was changed to Cheyney State Teachers College and would change again in 1914 to Cheyney Training School for Teachers, partly because of land acquired from George Cheyney" (Cheyney University. (March 4, 2013). FAQ. Retrieved from <http://cheyney.edu/FAQ/cfm>). Through the next 70 years, the school's name would continue to evolve: from the State Normal School at Cheyney in 1921, to Cheyney State College in 1959 and finally, in 1983, the school joined the State System of Higher Education as Cheyney University of Pennsylvania (Cheyney University. (n.d.). About CU. Retrieved from <http://cheyney.edu/about->

cheyney-university/).

Livezey embraced and faced down the myriad obstacles to creating an academic unit from scratch, one that was needed, yet not seen as a priority by Cheyney University as a whole at that time. Cheyney was reticent to transition from its traditional teaching philosophy. This is primarily due to the original missions of [Historically Black Colleges and Universities \(HBCUs\)](#). The struggles with racism and funding, that made it difficult to have institutions of higher learning for freed Blacks and other African-Americans that were addressed with the [Morrill Acts](#), continued with the establishment of journalism units. While institutions could educate their students in fields such as teaching and agriculture, journalism was not among the disciplines to be offered and there were no real options for African-Americans to go to HBCUs to become journalists (Crawford, 2012). Livezey, in her quest to educate students who deserved to be taught about themselves and their communities, embodied the purposes and goals of HBCUs. She fell in love with the campus and she embodies [the mission of Cheyney](#). [Phil Pagliaro](#), Director of Telecommunications and Media Services at Cheyney University, reflected on Dr. Livezey's time at the university,

"She has a sincere love for this institution and through the students she showed that love. The students here, they deserve a chance and from Dr. Livezey, they got that opportunity" (P. Pagliaro, personal communication, November 10, 2012).

Livezey wanted to make a difference. As she walked through the grounds and quad of Cheyney, she saw students engaged in positive and strategic campaigns of expression. During the turbulent times of 1967-68, students were conducting sit-ins and demanding classes and lectures that pertained to them as African Americans. The time had come for Cheyney. However, the time in the country was one of massive civil unrest and one of a lack of information and messages that were crafted and portrayed by the media that would shape African Americans

and lower socio-economic groups in America for decades to come. [President Lyndon Johnson saw that college campuses across the country were the scenes of protest and debate](#) regarding how the war, economy and lack of jobs were crippling many in America. Nowhere were the calls for fairness and opportunity heard more than on the campuses of HBCUs.

FAMILY BACKGROUND

Livezey is a first generation American, the daughter of German immigrants who had barely the equivalence of an elementary school education. Her parents were married in 1927. She reflected on her family's move to America, "Dad came here about 1922-23. He sent for mom four years later. They had met in southwest Germany working at a flourmill. She worked in the kitchen. Dad made his way there from Siberia where he had been taken as a young man" (M. Livezey, personal communication, September 26, 2012).

His family had lived on the border between East Prussia and Lithuania. Her grandfather was a miller and taught her father that trade. During the Russian revolution, her father's older brothers escaped to America to avoid military service. "Others in the family sneaked across the border to safety. Then the rest of the family were captured and separated into different prisoner of war camps" (M. Livezey, personal communication, September 26, 2012). The story of World War I captivity encompasses eight years, from the very first days of fighting in August 1914 until the repatriation of the last group of POWs from the port of Vladivostok in the summer of 1922. Most of the prisoners who survived the ordeal, and an estimated 750,000 out of 8,500,000 prisoners died in enemy custody, spent on average three to four years in captivity before returning home in the years 1918-19. About 430,000 prisoners from Austria-Hungary Germany and Turkey found themselves in Siberia (Rachamimov, 2002).

Her father survived by working for farmers, selling fish he caught in the Ural River, and sell-

ing baskets he wove. “He has so little regard for his life that he sat on the bank of the river, fishing, while the two armies were shooting at each other across the river. When the war ended, the communists gave him a copy of the Communist Manifesto and told him he was free” (M. Livezey, personal communication, September 28, 2012). Livezey’s father wanted to see his family and to see if any of them had survived the war’s camps and turmoil. “He got work helping to repair the town’s flourmill so that the grain the farmers grew could be made into bread to eat and to sell to make money. Through the International Red Cross, he undertook a search for his family. He kept searching and finally found a younger brother and sister” (M. Livezey, personal communication, September 28, 2012). Now, along with his brother and sister, her father contacted the Red Cross in hopes of finding his family that had earlier escaped to America. He was able to locate them in Philadelphia, Pennsylvania. The family, excited to know he and his siblings were still alive, sent for them.

HIGHER EDUCATION

Livezey’s father’s advice, or rather, statement about wasting money on college, was always in the back of her mind. “At one point in my childhood, I entertained the notion of becoming a nurse. Choices of careers for women, remember, were limited in the 1940s and 1950s. We were groomed to be housewives and mothers. It seemed to be a conspiracy to get women out of the workforce to open opportunities for the soldiers coming back from war” (M. Livezey, personal communication, September 30, 2012).

When she graduated high school, Livezey did follow her sister’s secretarial footsteps and started working immediately as a stenographer for the FBI. “It was interesting work to say the least. I stayed with it for 2 ½ years. Two events, however, started me thinking about doing something else. The first was a conversation I had with a fellow Olney High School graduate who also

came to work at the FBI. She mentioned to me that she was planning to quit to go to [Millersville State College](#) to become a teacher” (M. Livezey, personal communication, September 30, 2012).

Livezey’s friend’s decision to follow her own dream and enroll in Millersville State College eventually rekindled Livezey’s own desire to further her own education. Livezey tried to convince her friend that it was a bad idea to quit her stenographer job, because “you won’t be making as much money as you are here. That turned out to be true. She went there anyway and loved it” (M. Livezey, personal communication, October 3, 2012). Within six months, Livezey was enrolling at [East Stroudsburg State College](#). East Stroudsburg itself started out as Stroudsburg Normal School, in 1893. Livezey says, “Somehow the more I tried to dissuade her, the better the idea sounded to me!” It seemed as though Livezey’s destiny was to be a part of the rich tradition of teachers who were taught the importance of the individual learner. Stroudsburg provided a solid base of purpose for Livezey. The school’s mission included principals that continued to propel her throughout her career. Part of that statement reads, “a learning community that promotes diversity and views teaching as the university’s main purpose. We are committed to the principles of intellectual integrity, freedom of expression, the fair and equal treatment of all, good citizenship, environmental stewardship, and accountability for our actions and the resources entrusted to us” (East Stroudsburg University. (n.d.). Mission and Value Statement. Retrieved from http://www4.esu.edu/about/history_beliefs/mission_statement.cfm).

ONWARD TO CHEYNEY

While teaching at Upper Moreland, Livezey came into contact with faculty from Cheyney. She found out that Cheyney was in need of someone to teach Literature in the English department. She felt she was prepared for the challenge. She had attended schools that stressed the individual

and diversity. Her family's experience provided a blueprint for her to show that everyone, when given the chance, can succeed.

"When I arrived for the interview at Cheyney State College in August of 1967, I was enchanted by the loveliness of the campus – the stately Dutch elm trees that lined the quadrangle, the historic stone buildings, and especially the warm friendliness of the people I met. Dr. Turner, a math professor whom I asked directions to Biddle Hall, insisted on escorting me there personally, although at that time she was walking with crutches. But she always embodied the Cheyney family to me" (M. Livezey, personal communication, October 4, 2012). This sense of family and community is the cornerstone of schools like Cheyney.

Sadly, those stately elms that Livezey found on her first visit succumbed to Dutch elm disease and had to be removed. However, the new trees planted in their place have restored the historic quadrangle to its former elegance. The campus is filled with history and Livezey felt she was in the middle of it all during her initial interview. "One of the actual stops on the Underground Railroad is at an unoccupied house across from campus, not in the basement of any building on campus as some students claimed. I had the opportunity to meet United States President Jimmy Carter, Senator Julian Bond, comedian Bill Cosby, Coretta Scott King, Jesse Jackson, Maya Angelou and so many more influential people who came to speak at Cheyney" (M. Livezey, personal communica-

tion, October 4, 2012).

Livezey felt right at home as soon as she stepped on the campus. She now knows every inch of the quadrangle. "During my time there, I taught in almost every building – Leslie Pinkney Hill Library (for computer access), Evangeline Rachel Hall (now removed, to use for what was then the TV studio). I taught during the early years in Baily Hall, where once the asbestos was removed, the acoustics were undesirable. Because I had no room-darkening shades, I improvised (by adding night classes) to show film clips" (M. Livezey, personal communication, October 4, 2012).

She says that, like many schools, Cheyney's atmosphere was different in the late 1960s. Class attendance was better then. Students were not rushing off to part-time or even full-time jobs. "Not many students had cars

on campus. They were driven here or came by train. There was no commuter bus service then. At holiday time and at the ends of semesters a chartered bus would come for the Pittsburgh students. Some faculty and fellow students hosted foreign students during the holiday breaks. One summer, I hosted an African student who could not stay on campus or return home. We had a more racially mixed population then.

Livezey went on to say, "As buildings and programs were being repurposed across the campus, several tracks and disciplines were eliminated. When the industrial arts program ended, I moved to Logan Annex. I cleared tons of old



Student at Cheyney circa 1905-1912

equipment there to create an interactive classroom. I also moved my office about six times various locations around campus.”

The reason for the moving the equipment would serve a larger purpose, one that was building for years, the need for a dedicated facility that would accommodate the students and technology to create a media entity. Again, Livezey would have to create something that was not there and convince others there was a need.

CREATING THE CONCENTRATION

“In the summer of 1967, Dean McKinley Menchen [at that time we had no vice-presidents] and English department chair, Dr. James Oliver interviewed me and offered me a teaching position – Freshman English I, one preparation, three classes that met every day, for a total of 15 credits. Classes met at 9:30, 10:30 and 2:30 in the newly opened Baily Building. I was given an office in Burleigh Hall. After having taught five classes a day at Upper Moreland High School in Willow Grove, with no time to step outside into the sunshine, I relished the freedom to walk outside and to have an office to myself. I enjoyed the experience of having students stop by my office to chat. I especially remember Milton Daniels, who came often and was very helpful in orienting me to the campus and African American culture – though at that time the term ‘negro’ was more commonly used. Within a year or two, ‘Black’ or ‘Afro-American’ replaced ‘Negro’. Then, during the Civil Rights era, the term ‘African American’ became the standard. ‘Afro’ remained only as a term for a natural hairstyle. Students here all seemed to compete to see who could wear their hair in the largest ‘fro’ or ‘bush’” (M. Livezey, personal communication, December 5, 2012).

At that time, the English department at Cheyney followed the trend of the rest of the campus – providing a classical education. There was not one African or African American author in the textbooks. “I decided to include African American poets – Paul Lawrence Dunbar, Langs-

ton Hughes, Gwendolyn Brooks – by creating overhead transparencies to read and discuss in class. The students appreciated those efforts to include their culture into the curriculum. Within a few years, they clamored for and received courses in African American literature and history” (M. Livezey, personal communication, December 5, 2012).

[Gwen Owens](#), Cheyney University’s Director of Public Relations and Constituent Services, thinks Livezey’s heart and passion revolves around teaching and helping students and posits that Livezey’s love of literature and teaching was apparent to everyone. “Dr. Livezey is kind and compassionate, but she can be a hard disciplinarian, tough grader and one tough cookie. She always told me, ‘Every student has the opportunity to choose to fail.’ That meant she would do everything she can to help students succeed, but if they choose to fail, she could not save them. Students love to point fingers at someone or something else when it comes to why it is not their fault. Marlen wanted students to take ownership over their lives and their futures. Marlen was a wonderful mentor to me. She loved Cheyney and she loved the students. She commuted about an hour each way her entire career at Cheyney. That’s real dedication” (G. Owens, personal communication, November 20, 2012).

In September 1967, Livezey started adding even more African American literature as well as media components focusing on how people communicate to her classes. She was always supportive of the students and her courses quickly became popular and enrollment followed suit. Livezey was still, primarily a professor in the English department, responsible for teaching African American Literature. Those times were about to change.

“One day in 1972-73, Dr. Charlene Conyers and Dr. Coragreen Johnstone asked me to plan a Communications Art curriculum. They initially intended it to be supplemental to the English Secondary Education program. I created the

[Communications Art program with the dream that someday there would be faculty to teach the courses](#)" (M. Livezey, personal communication, September 26, 2012).

Drs. Conyers and Johnstone's desire to create the new curriculum was not popular to the entire English faculty and certainly not the full administration. Many of the faculty, at that time, did not have a desire to learn more about journalism or to incorporate it into their syllabi. Livezey felt that it would be important to have people that could teach every aspect of media. She was approached by some colleagues in the English Department about helping to structure an option for the English Department to have courses in communications.

"I, instead, wrote a program that would be 'for' communicators. The courses were geared toward media and not English courses" (M. Livezey, personal communication, September 26, 2012). Even though Livezey wrote the curriculum proposal and seemed to have the backing of everyone, something that happened to a colleague made her have second thoughts. "Rich Henson, a Cheyney alumnus who had served as editor of the *Cheyney Record*, graduated and worked for the *Philadelphia Inquirer*. His teaching was outstanding, but because he did not have the master's degree, we could not retain him" (M. Livezey, personal communication, September 26, 2012). Livezey had her master's degree at the time, but knew that she may need more than that to further the program. She was right.

After what had happened to her, as a result of Dr. Echewa, who had taken a leadership position

from her because he had his doctorate, Livezey knew she would need to earn a doctorate if she was to continue in her quest to build a strong program. She started taking doctoral classes at Temple, to see if she would be able to "make it". She earned an "A" and a "B" for the first two courses, so she continued to go there, part-time. She was also still teaching 3 classes per semester at Cheyney. Things were going well, but again, a challenge would present itself.

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Livezey was struck with a tragic medical condition. She was diagnosed with a brain tumor and had to leave teaching for a while. But her hope was to return to teaching and make the Communication Arts concentration, within the English department, strong and viable. It would

not be an easy or fast task to even get well, physically, to make that a possibility. "You have your share of tragedies, but you also have blessings. When I was operated on for the brain tumor, the first surgery was done to install a shunt to relieve the water on my brain. The shunt leads down to my stomach. Sometimes, there are complications. Every seven years or so, my husband will find me mumbling aimlessly around in the kitchen. When he asks me what year it is, I tell him something like 1976. When he asks who the President of the United States is, I answer with Richard Nixon or whoever was the president at the time" (M. Livezey, personal communication, September 26, 2012). Her condition would appear without warning or symptoms. "I find myself again in an unfamiliar room with my head bandaged and I am wearing a hospital gown. I have no memory

of the kitchen or the trip to the surgeon or hospital. That is when I realize how blessed I am that the blockage occurs in a safe place and that the 'roto-rooting' has been successful. So every day I wake up 'clothed in my right mind' is a blessing" (M. Livezey, personal communication, September 26, 2012).

The fight back to "normalcy" would be more than memory loss. "It was because of the brain tumor and my new inability to read post op (I became dyslexic. The letters would spin around on the page so that I could not tell 'n' from 'u' or 'p', 'b', 'd' or 'q') that by the time I figured out one word I had forgotten the others in the sentence. *Frustrating?* You bet! How could I continue as an English teacher? So, five months later, while on sick leave, I enrolled as a Continuing Ed student at Temple. I took two graduate courses, taping every lecture (she was also now blind, right of center). I had to constantly turn my head to avoid walking into things" (M. Livezey, personal communication, September 26, 2012). Through it all, Livezey persevered. She was able to earn good grades and to transfer the courses and credits from the Continuing Ed program into the Mass Media and Communication (Ph.D.) program. She continued to take courses at Temple after returning back to teaching at Cheyney, even during her residency semester. "I need to give credit to former department chair, Jacob Rayapati, who lightened my load by giving me speech courses to teach during my residency semester at Temple. It took me 11 years, but in 1985, I finally was able to earn my Ph.D. My parents were very supportive and proud of me for being a college graduate, even becoming a teacher! Neither lived long enough to witness my receiving the Ph.D., but I am pretty sure they know...at least I'd like to think so" (M. Livezey, personal communication, September 26, 2012).

"The Communication Arts program at Cheyney, upon my return, eventually hired Professor Paul Morgan to help teach print journalism and public relations courses. After the Industrial

Arts program folded, Clarence Harris taught broadcast classes. Around 1984, the Communication Arts Concentration, within the English department started to expand. I guess it was like the 'tail wagging the dog' in that I seemed to be ahead of the curve in regards to adding courses and students to the unit. Students started leaving the English department's courses and started taking the African American and media writing classes" (M. Livezey, personal communication, September 26, 2012). This meant more faculty would be required to handle the increase interest and maintain continuity.

"I created a plan of rotation, but we were not able to teach the more advanced classes because we had to continue to offer the introductory-level courses. So, we sent students out on internships. I supervised some of the interns. In 2000, I revised the program to add more rigor and preparation. I revised all the course outlines. Dr. Deirdre Ray was the chairperson at the that time" (M. Livezey, personal communication, September 26, 2012).

With increased numbers, came expanded roles and supervisory responsibilities for Livezey. "I had as many as 100 majors now, while English and Speech dropped to a number around 10 total majors. I had the responsibility of advising all of the Communication Arts majors" (M. Livezey, personal communication, September 26, 2012). Livezey worked tirelessly to make the program feasible. "Her work with the students was awesome. She worked with tenacity for the students. Once her mind was set, she would not let it go. She deserves a lot of credit for what we are and where we are" (P. Pagliaro, personal communication, November 10, 2012).

The numbers grew so large that the entire structure of the unit evolved into focusing less on English and more on communications. "There was a lot of conversation and faculty debate on making a change, but the students were the voices requesting the move and the numbers made a change make" (M. Livezey, personal

communication, December 5, 2012). Livezey was up to the challenge and the task of becoming the lead administrator.

CHAIRING THE MOVE FROM CONCENTRATION TO MAJOR

Although Livezey loved teaching, she understood she'd have to learn how to navigate the politics of administration. "Pat Walker, acting Vice-President of Academic Affairs, famously said, 'If it isn't in writing, it doesn't exist'" (M. Livezey, personal communication, December 5, 2012). Livezey found that a verbal promise might not be honored. To keep faculty and staff from overspending the budget, forms for all purchases had to be preapproved. That meant she would sometimes need to walk from office to office around campus and wait for the right person to sign the forms to ensure upper-level administrators would accept the paperwork. "If you needed something quickly, you could pay out of pocket, but the chances were that you would not be reimbursed" (M. Livezey, personal communication, December 5, 2012).

"Dr. Marlen Livezey designed the entire communication program, and later, the Liberal Studies major, as well. She taught for more than 40 years here at Cheyney and was the advisor for many, many students who sought her advice, wisdom and direction" G. Owens, personal communication, December 4, 2012). As mentioned, the change would require the full faculty to agree and it did represent a cultural shift within the

discipline. Livezey would also have to champion the change through the full university channels – from the department's curriculum committee to approval from university administration. The first change would be the name. No longer would Communication Arts be a concentration within the English Department. The unit was renamed the Department of Communication Arts.

Grant writing was not something Livezey had to know as a teacher, but acquiring that skill was now essential. It was evident that there would not be a budget line specifically for the courses she was proposing and that were clamored for by students. For one thing, the current radio station's situation was not something that would suffice for academic and viable operation. "WCSR was established on campus as a low-powered carrier current radio station that broadcast on an irregular schedule. Students held dance parties, ate and spilled sodas in the studio. They continually damaged the equipment. Dr. Clarence Harris, who taught technology courses, refused to continue to repair the equipment

Livezey had to make one of her first administrative decisions by replacing what she saw as a 'party atmosphere' at the campus radio station and add both rigor and responsibility to the programming played throughout the operating day.

because students failed to follow his directions" (G. Owens, personal communication, December 4, 2012) Livezey had to make one of her first administrative decisions by replacing what she saw as a 'party atmosphere' at the campus radio station and add both rigor and responsibility to the programming played throughout the operating day. It was not received well by everyone. "I agreed to fully take over the radio production, but I insisted that it would be run in a professional manner, following FCC regulations and it

would now be a part of the Communication Arts curriculum” (G. Owens, personal communication, December 4, 2012). Doing radio production was different than having a fully functional radio station. However, her other administrative and teaching responsibilities were also increasing due to increased enrollment. She needed help from someone that could be a permanent station manager. There were not any faculty or staff available to do that, much less money to make a hire, so she shut down the entire station until she could find someone to take over this responsibility.

Media writing was a start for the program, but to be a true communications unit, Livezey felt the students needed more media avenues. Livezey was not quite sure how she would do it, because there was little to no budget for the new department. “A faculty colleague, Juliet Sawyer, from the Department of Business Administration, knew how long and how many times I had been unsuccessful in attempts to get funding for the department. I wanted a radio station for the students. So, I wrote a grant to the Pennsylvania Department of Community and Economic Development (DCED) to fund a station. Without Juliet, I never would have been able to do it. It was she who told me about the DCED grant. She contacted her former student, Michael Horsey, then a State Representative, and asked for his support. Thanks to his efforts, I got the grant” (M. Livezey, personal communication, December 5, 2012). Livezey was also instrumental in securing U.S. Department of Education Title III funding.

Not everyone on the faculty or on campus was happy with the new program and its future. “It is important to recognize those people who helped me because there were some who did their best to get in the way. For example, we hired a professor to teach the public relations courses. That fellow came from industry and regarded me, as a woman, as his secretary. I dealt with him by moving my office and the majority of the program to a newer building. He finally retired” (M. Livezey, personal communication,

September 26, 2012). Livezey remembers an administrator who would hold up the changes to the Liberal Studies Program simply because it did not have ‘his’ name on the changes. When he finally left, the revisions were approved and again Livezey was allowed to move the proposals forward to completion. There were other units on campus that were not happy with the changes, if only for the number of students now interested in the new program. “It was back to me and I was not overseeing the change and also recruiting and advising the major. There was little to no cooperation from the departments whose students were transferring to liberal studies” (M. Livezey, personal communication, September 26, 2012).

Livezey wanted to advise and teach students more than media and African American literature. She wanted them to understand the culture and importance of Cheyney. “Marlen put signs in her classroom that really made me chuckle. The signs talked about everything from how to treat furniture (something like – if you wouldn’t put your feet on your grandmother’s table, don’t do it here either) to grammar tips, how to get a good grade and how to fail – you name it, she had a sign for it. The longer she taught, the more signs she had stockpiled somewhere to pull out in just the right scenario. She designed each new course and really expanded the major to include minors and concentrations. By the time I came in 2009, there were 5 different tracks you could take if you wanted to be a Communications major. Marlen taught everything from composition and technical writing to radio, TV, film and print media” (G. Owens, personal communication, December 4, 2012).

One person who was a partner in helping with the radio station was Phil Pagliaro, Cheyney’s current Director of Telecommunications and Media Services. “I definitely need to give credit to Phil Pagliaro. I gave him the money (\$93,103) I received from the DCED grant and he made the best use of it to start a radio

station and upgrade the television studio. He also managed to find and use another grant to enhance the entire television product – moving it to a choice location and arranging to name it after our most famous alumnus, Ed Bradley of 60 Minutes and CBS News fame. On February 22, 2011, Humanities and Communication Arts faculty, staff, students and alumni gathered to mark the official opening of the Ed Bradley Broadcast Center. Without, Phil's technical expertise and assistance I would not have been able to offer any of the radio and television courses in the program" (M. Livezey, personal communication, December 5, 2012). Livezey knew that if she was to have a successful program that the writing and creative productions had to have an equally quality technical foundation. Livezey's technical experience was rooted in the theory and books, "I would read about how a camera or video editor works and just do it. In many cases, I would literally learn how to do it the week or even class before I would teach it, during the early years" (M. Livezey, personal communication, December 5, 2012). One of the changes Livezey and Pagliaro made was to improve the facilities. "The former photography dark room in Vaux Hall became the studio, a cramped closet where up to seven students huddled around the equipment. Now the studio has been moved to DSS, where there is room to breathe" (M. Livezey, personal communication, December 5, 2012). The students loved having the 'hands-on' and real world experience and Livezey was gaining the respect of more and more of the faculty and staff.

In fact, Livezey, in her plans and hopes to fund the department, asked faculty to contribute to the future. She also worked with the administration to find desks, bookcases and space. Keith Bingham, Cheyney University's Archivist, remembers her tenacity, "Professor Livezey definitely knew the campus and the buildings. She seemed to scout out the best areas for the department and if another department was not at full capacity, would put a claim for the space and

building for Communication Arts" (K. Bingham, personal communication, November 19, 2012).

"Part of my job requires me to oversee the television, radio and media service operations. When I came on board, there was no radio station. The television station was an empty space. It all started with the first wave of funding from Dr. Livezey that got us off the ground. Because of Prof. Livezey, the Department of Communication Arts is part of the Center of Excellence, if it were not for her, the department would not be seen as integral as it is now for the entire university" (P. Pagliaro, personal communication, November 10, 2012).

Thus the television station and WCUB (radio station) was completed and dedicated. Students broadcast live on tape, and the shows are aired on a schedule. Pagliaro was the perfect technical mind and skilled person Livezey needed. He allowed her to concentrate on content and writing. "I listened to their live-on-tape recordings and approved their work for quality of sound and FCC compliance before airing them in the early years. Now, I had help to do that and our students became professional and proficient" (P. Pagliaro, personal communication, November 10, 2012). Cheyney students were fast becoming known as great interns and were comparable to students from larger institutions. "We see demand for the program and as the field has and continues to change over the years, there has been a convergence of areas such as Graphic Design (print, animation, television). This concentration within the department is what we feel will really grow. Our proximity to various media outlets (New Jersey, Philadelphia, Washington, D.C. and New York) allows our students to have the opportunity to experience great internships, co-ops and careers. Our mission is to attract and retain students, so we stay as 'state of the art' as possible. The ultimate goal is to prepare them for higher education and successful careers" (P. Pagliaro, personal communication, November 10, 2012). Communication Arts is now a solid pro-

gram, recognized and respected on campus and with employers worldwide.

SERVICE TO THE UNIVERSITY

Livezey, now a chairperson/teacher, was becoming seen as a valuable administrator at Cheyney. She saw networking and assisting the university as important as being within a single silo on campus. Livezey also admired other administrators at Cheyney who loved the mission of the school. “Wade Wilson, who became president after a student rebellion and sit-in forced Dr. Allen to resign, told of arriving as a student, barefoot. He had to borrow shoes from a dorm mate. As president, he was successful in getting money from the state to build the administration building that now bears his name” (M. Livezey, personal communication, December 5, 2012). Livezey knew that one person could make a difference, even working within groups that have differing ideas of what should be done to help students. One of Livezey’s proudest university-wide duties was working with the Faculty Senate. “I believe in the late 1960s and early 1970s (I arrived in 1967) the Faculty Senate had started to wane in attendance and structure. After earning my doctorate, I joined the senate and was voted to the position of recording secretary. I held this position for many years, publishing detailed minutes overnight and distributing them in faculty mailboxes by the next day. Gradually, the senate gained in power and influence during this period, and continues to serve a vital function today” (M. Livezey, personal communication, December 5, 2012).

Other committees that Livezey was a member on campus were: College Level Examination Program Exam Method (CLEP), she wrote the original guidelines for Cheyney; the bookstore committee; provost search committees; Academic Affairs Advisory Council; co-chair University Self-Study Committee on Educational Programs (2004-05); chaired the Institutional Review Board (14 years); and as a member of the Middle States

Commission on Higher Education Steering Committee, Livezey helped write part of the Middle States report for re-accreditation.

RETIREMENT AND LEGACY

As could be expected, it was hard for Livezey to leave a place she so loved, after 45 years. She had created a program; in fact, Livezey developed and initiated all courses, their outlines and syllabi in the Communication Arts curriculum and taught almost all of them at one time or another. She also created study guides for faculty and students for all the courses. She set up the course and graduation schedule to help advisors and students know to schedule during their four-years of study to graduate on time. “I have the satisfaction of knowing that Communication Arts majors from Cheyney have taken positions at radio and television stations, the Philadelphia Inquirer, New York Times, Washington Post, ESPN and even the White House as a member of Vice President Joe Biden’s staff and a member of the U.S. Secret Service. Some have returned to teach here or other institutions like Bennett and Henson, to name a few” (M. Livezey, personal communication, December 5, 2012).

“She designed the different tracks that students can choose (television, radio, print, public relations, graphic design, theatre, music, liberal studies, etc.). In addition, Dr. Livezey served as advisor to many students, which entailed spending hours and hours of office time, pouring over transcripts and meeting with students to learn their interests, dreams, strengths, weaknesses, etc. – in order to help them make wise decisions about their futures. She was dedicated to the school, the students and her vision” (G. Owens, personal communication, December 4, 2012).

It is indeed rare that someone that has so much passion and drive has very little ego or over-evaluation of self. Livezey is this exception. “Dr. Livezey was wonderful to work with. She has a wonderful personality and is kind-hearted. She loved her students, and really, all students.

She definitely made positive impacts on the lives she touched. The students here, they deserve a chance. They just need the opportunity. She sees students that may not be accepted at other schools. The students that go through the Key Honors Program (which is highly competitive) are going through Ph.D. programs, earning significant jobs in industry and enrolling in study abroad programs. Without Cheyney, these students would not have had the opportunity" (P. Pagliaro, personal communication, November 10, 2012).

As for Livezey, she does feel as though she did her best and has only warm memories of her time at Cheyney. "I had a desire to create a flexible major for students with many interests, a major in which students, with the help of an advisor, could craft programs to prepare themselves for future careers. That the dream of such a major met with some resistance from other professors who saw it as a threat to their own programs, did not stop us. Ultimately, Liberal Studies came into existence. I did what I could, but needed help. Professors and administrators eventually came aboard, including Dr.

Janet Manspeaker, Dean Bernadette Carter and former Vice-President Kenoyoke Eke had a hand in helping in its development" (M. Livezey, personal communication, February 15, 2013).

Yes, she says that she worked long hours for a lot of years. But why wouldn't she? "I remember Dr. John Jones, Dean of Arts and Sciences. He often scribbled what I thought were "notes" while he was offering suggestions or directions.

Afterward, I asked to use his notes, but found they were just scribbles on paper. He loved teaching. He used to chuckle, 'I'm having so much fun' and he did a little backward shuffle, before adding, 'And they PAY me to do it'" (M. Livezey, personal communication, February 15, 2013).



Dr. Livezey receives retirement plaque from Cheyney President Dr. Michele R. Howard-Vital

She also remembers her father's voice and his stories of struggle and love of family and for other people. Dr. Livezey leaves behind a degree program and a world-class communications building. The Ed Bradley Center is a state-of-the-art learning facility, one that would make Cheyney University's most famous alumnus and one of the world's most revered reporters, proud to have as his namesake. 📶

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