

SRU ORAL HISTORY

"SLIPPERY ROCK UNIVERSITY IN THE SIXTIES"

INTERVIEWEE: MR. STANLEY KENDZIORSKI

INTERVIEWERS: DR. JOSEPH RIGGS AND LEAH M. BROWN

20 OCTOBER 1993

R: This is Joe Riggs.

B: This is Leah Brown.

R: The fellow across the table from us is Stanley Kendziorski, director of International Studies at Slippery Rock University. This is an interview for our oral history collection on October 20, 1993.

We'd like to launch this with the how did you get here question.

K: How did I get here to the University? Well, going on 26 years ago is when it all happened. I was fortunate enough to be at the right place at the right time. I was studying at the University of Buffalo with Doug Clinger and Rod Oberlin who were here at the time on the coaching staff, and met them, and during that summer a vacancy became available on the football staff and I was fortunate enough to have an interview, and appointed to the position as assistant football coach, and teaching in the then physical education department.

R: So that was 1967?

K: That was 1968. August of 1968.

R: And helped launched the championship year?

K: Well, part of it.

R: We're going to jump ahead to what you are doing now to make sure we get to that. I was here for a long time, and we were getting some students from other countries kind of intermittently. How did that all evolve into what we have now?

K: I think it goes back to the early 1970's with Don Megnin who's professor of Government and Political Science today. Don and I think several other interested faculty members on campus began to see the need to internationalize the campus. One of the first ways they looked at was to bring international students here in an organized fashion. Don Megnin was the first director of international programs at Slippery Rock from, I can't give you the exact date in which Don did begin his duties. However, I will tell you that Don wrote a very extensive history of the origins of international studies at Slippery Rock in which he gave to me about two months ago and I have turned that over to the Archives. So there is Don's written record of the evolution. The numbers were initially small as far as international students coming here and stayed that way until the mid-1980's. Internationalism on our campus was fragmented as it still is I must say on most campuses in the country unless you're at very large schools. By fragmented I mean the admissions people really didn't want to do it, but because they are admissions they had to admit. Then you would find someone who was given some release time to be their advisor. Then there might be someone else who had an interest in trying to help Americans to go overseas to be "study

K: abroad". And that's kind of the way it was. Don kind of tried to juggle it all. And Don was the director through 1980 or 1981. I forget. It shows the loss of memory, but I was fortunate to be appointed in 1981 succeeding Don. When President Aebersold was the acting vice-president for Academic Affairs, and with his appointment there began to be some, I think, some real support. It internationalized the campus. He had no idea specifically what we needed to do other than the fact he said, we must start. And we were then given a budget as any other group on campus and then we saw some growth. We began to do some active recruiting on international students. The numbers rose. The exact figures I can't give you off hand but they are in the Archives. All of our annual reports. Every one of our annual reports since 1981 has been placed in the Archives. We were dealing with 25 to 35 international students, and basically sending very, very few Slippery Rock students overseas. The overseas program basically consisted of sending students to an organization that all the state schools were a part off. It was called the PCIE, and they were basically summer programs. In Salzberg and I think there was one in Oxford, and then when Dr. Aebersold was appointed President and began to search for his Provost, he made the comment that that person will have international experience because we need to do more, and then the real committment came, I think, in about 1985 to really move forward. We were given permission to bring in an outside consultant to review

K: everything that we're doing to give us some direction. We were able to convince the administration that it would be in the best interest not only of their goals to internationalize the campus, but also from a cost point of view to take an centralized everything. To bring everything under one roof so to speak. So therefore in 1987, Pam Frigot, who had been in the admissions office doing the international admissions, was brought into our office as a full-time employee. Strictly to handle not only the international admissions, but she is still the international student advisor which makes us very unique in the state system because she is the only full-time international student advisor in the state system. With that there also came a committment to increase the number of American students to study overseas, and then also to take and provide opportunities for faculty to study overseas. And those our three major objectives of the international studies program. To bring international students here, to send Americans overseas, and to send our faculty overseas and bring international faculty here. Dr. Foust, the current Provost, has extensive background in international studies and so therefore that I think was another major committment, and a real tremendous growth has taken place since his appointment. He has been extremely supportive. To a point where I think if you look at the numbers. Today we have 236 international students from 68 different countries studying at Slippery Rock. The goal here is not to have numbers, the

K: goal is cultural diversity, and we really would like a 100 countries represented. So we are searching and working very hard to diversify, and if, I think, you look at schools across the country, 68 nations represented is a large number. Many schools have far more students, but you may find they may be 100 from one country, and we have opted not to go that route. We've opted for the diversity. We're right up front with the students. We tell them they're here for two basic reasons. The second reason is to obtain a good education. The first reason we want them here is to educate us. That is why the international students have to live their first year in a residence hall. They have to have an American roommate, and they are not all in one residence hall as some schools do. It would be much more convenient for us from a logistical or administrative point if we put everybody in one residence hall, but then they're only educating themselves. Our goal is to have them educate the American students. Pam has done an excellent job of recruiting and working with those students. We have an extremely low attrition rate. If we have two students a year or transfer out of here, and it's usually due to program that they have to transfer. As far as the Americans going overseas currently we have moved from those one or two summer programs in the early eighties to today we have 28 different programs in 17 countries, and we are currently exploring about three more programs. If we can finalize the last three programs, we will

K: have just about every major on the campus covered. So almost any student at Slippery Rock can study overseas in his or her discipline. If all goes as we think it will for this current academic year, 1993-94, we will have close to 300 American students studying overseas. Whereas if you go back to 1982 or so, I think it was something like 17 that studied overseas. So there's been a real committment to that end.

B: By studying overseas, you mean for a semester. You don't mean for these three week summer programs.

K: It means everything, Leah. For example, we still have the summer programs. We run our own today. We don't work with a consortium. We will send students in the summer really any where a faculty member wants to develop a program. We traditionally still go to Dublin, Ireland, to Edinborough Scotland, to Salzberg, Austria and to Russia as Professor Tichy has done for the last almost 20 years, but if a faculty member comes in and says, I would like to take a group somewhere as Professor Nichols did in the summer of 1993 to Turkey. We worked with him and put together a program and he took 21 people to Turkey for almost three weeks. We have a faculty member right now who would like to take a group of students to Pakistan this summer. If we can work it out, we'll work it so it can happen. The other programs we have in length in the summer we send business interns to the U. K. These are very unique programs in that the students are paid to work for multi-national corporations and they earn any-

K: where from nine to twelve hours of academic credit. This has become an extremely successful program in that it is very competitive for the eight to ten positions that we have we'll have 50 applicants. The student doesn't even apply unless they're a three point student and we have the problem of selection. Professor Phil Kennedy in accounting coordinates that program for us and supervises it. We also have an eight week student teaching program. Two of them in fact. In the fall, we will send students to Dublin, Ireland where they will teach in Irish public schools and live with Irish host families. So they're not only having a very unique educational experience, but a truly unique cultural experience. In the spring we will send our student teachers to Mexico City. There they teach at the American International School and it truly is an international school because forty percent of the students are American, fifty percent are Mexican and the other ten percent are made up of students from around the world. So our students get a very unique experience in Mexico. We also have some programs that we're working on for the non-traditional student. We now will send early childhood majors to Mexico City for three weeks in May to do an early childhood practicum. Many of these people are married with family and to go overseas for eight weeks or a semester obviously impossible, but we have found that they are very receptive for three weeks in Mexico, and it's an incredible early childhood center that we're associated with and so they have

K: a very, very unique experience. Starting in 1995, we were going in 1994, but 1995 now, we will do a two-week business seminar in London for business majors which is going to allow students to interface with CEOs multinational corporations. And then we have the traditional semester or an academic year programs. So what we try to provide is a variety. Another new program or short term, Dr. John Craig who is head of the Honors Program, we've worked with him and this March during our spring break will be the first group, but we hope to make this an annual, he will take honors students for two weeks to non-western European cultures. We're going to start this March. We're going to Slovakia to expose those gifted students, those honor students, to eastern Europe. We hope to follow that up by taking a group to Turkey. So we're trying to do some different unique kind of programming for our students. A real major thrust for us has been to move from the traditional base of overseas study for Americans which was western Europe to move out of western Europe. That doesn't mean we're going to forget western Europe. I mean it's still very popular, and it will always continue to be, but we're trying to move more into eastern Europe. We now have students studying in Slovakia, Hungary, Bulgaria, and this February 3 we'll leave for Russia. We also are working to send more of our students to the Orient. We now have exchange programs in Japan, in China, in Korea, and now also we now teach _____ languages which I think is a real compliment to Slippery Rock

K: because not many schools in the United States teach Korean, Chinese, and Japanese. Everybody is trying to get on the band wagon for Japanese. We've been teaching Japanese since 1987, but we also teach Chinese and Korean. The University of Pittsburgh, for example, does not teach Korean. You can't take Korean at Pittsburgh. So not only are we having students enrolled in those courses here at Slippery Rock, we're actually sending students to those countries for a semester or a year. The numbers are small. I think this year we'll probably have twelve students, but I would dare say that's twelve more than most schools in the United States have going to that part of the world. So we really have tried to cover the globe for overseas study opportunities, and then for faculty we now have opportunities galore for faculty. In fact, last academic year 61 faculty were supported in some way to go overseas whether they represented us on an exchange program, whether they supervised student teachers or interns, taught a summer course, presented papers at conferences or were sent overseas to help develop a new program because we honestly believe that the program will only survive if there is faculty involvement. So, therefore, I rarely put a program together. I will work with a faculty or a department to put it together because they're the ones that have to sell it. They're the ones who have to indicate to their students that this is what you should be doing for your career goals and we pay for it, and we send them at our expense when we send these

K: faculty. The faculty are really buying into it, not only, obviously, for themselves, but so they have an opportunity to internationalize themselves and their discipline, but they have been extremely supportive, encouraging, our students to move out and see that there is more to the world than western Pennsylvania.

B: How did it happen that you came into International Studies in the first place?

K: I was very fortunate in 1976 to have been granted a sabbatical. And at my academic appointment was and still is in Allied Health department and I was teaching a course in human sexuality, and was granted a sabbatical to study the K-12 human sexuality program in Stockholm, Sweden, and I was at the University of Stockholm. I guess I got the international bug at that time, and then when Don Megnin decided that he wanted to do other things, as I said I happened to be at the right place at the right time again.

B: And one of your goals is to have these international students educate the American students. Have you had some feedback from the American students?

K: Oh, I get all kinds of feedback. Most of it obviously is indirect. For example, a young lady came in yesterday. She said she needed some help because she wants to take her American roommate to Brazil because she's Brazilian for Christmas. They're going home. We see all kinds of friendships. Also yesterday, we have one of the first

K: group of Black South Africans here. We're in a program that was initiated by Harvard and Brown Universities and we have two South Africans here this year. The program representatives came in from New York yesterday and were talking to the students, and the young lady that is here, the undergraduate student, was telling about her experiences going home already with her roommate and going out to dinner in Pittsburgh with her parents. These kinds of things. So that's education. Maybe it's not in the formal sense, but what we see are friendships that have developed, marriages that have taken place. We see Americans coming into the office and saying I want to study overseas, and one of the reasons _____. Well, you know I've gotten to know so and so, and I'm beginning to see that there is more to life than western Pennsylvania, and I think it's going to help me in the job market if I have an overseas experience. Then we see increased numbers of Americans becoming involved in the Internations Club. It's not the sole ownership of the international students. They're becoming involved. So we see the educational process. I think faculty could address that even better. Simply because if you have somebody from South Africa in one of your political science classes, wow, what first hand knowledge that they can bring forth into a discussion that would never have taken place. I'll never forget the Afghan freedom fighter that we had here on a special program. Both of them have completed their degrees,

- K: and have gone back. One of them is coming back for his master's in January, but a faculty member calling and saying, what an incredible class we just had because of these two young men telling about what it's like to be a _____. You can't learn that out of a textbook, and so not only was it one on one education, those young men educated all those students in those classes that they interacted with. I think we see a lot of that. It must be working simply because faculty now call us and say, if you have an international student, put him in my class. Don't even fill out the drop and add card, if the class is closed, override the computer. We have a number of faculty who literally call Pam and say, when you're scheduling put those kids in my class because of what they add to the class.
- R: I know they were great in speech classes because generally we don't tie people to topics, and when you get an international student then they are the topic. Their country and their customs, and of course if you're doing a discussion about health care, they can bring a lot to health care.
- B: They're particularly good in classes because they're very good students. They're articulate. They're bright. They're outgoing, or they wouldn't have come here in the first place.
- K: Sure you think of somebody who we all know what it's like to see the new freshmen coming in from Pittsburgh in a daze.

K: Coming from sixty miles away, and going away from home for the first time. Imagine the amount of maturity that has to be there, and self-confidence, independence, to pick up and come half-way or three quarters of the way around the world to western Pennsylvania.

R: Then they have to learn our language. Not just English, I mean western Pennsylvania.

K: That's very, very true. Yes.

B: Although they do come, or the one's I have encountered, do come with some English.

K: Oh, we require, yes, they must take what is known as the test of the English language proficiency before they come, and we use a minimum score of five hundred, and we have found that students who have a score of five hundred can survive in the academic classroom. They struggle many of them particularly those coming from the Orient, will struggle the first semester. As you mentioned, learning western Pennsylvania English, and all the idioms, and all the slang that is thrown about. But because of their work ethic this is a common scenario. About the third, fourth week of class typically three or four professors will call and say, boy, I'm really worried about so and so from Japan or from wherever, I just think the language is just not coming. The barrier is there. They're just struggling, and so we try working with the student, and we tell the professor that I pretty much can guarantee you that by the end of this semester you will see

K: a changed person, and more often than not what happens the phone call comes back and says, this is our star. A lot of it is that work ethic. They will work so hard to improve that English. And again I think that's a very positive comment about _____ the faculty. They care. I mean they could just as easily write that student off, but they take the time to call the office, and say, I'm worried about so and so. That's where I think it's made our job so easy because the faculty do get involved. The faculty really do care.

B: So you schedule, you and Pam, schedule these students?

K: Only the first. When they come here, and they say they are going to be a computer science major, we will try to get them one, maximum of two courses in their major, and then if their now in Liberal Studies we work in those kinds of courses, and then from the second semester on they go into the mainstream. They are into the department. They have their own academic advisor. They are part of the system. That's also a lot of...it isn't fun when we're doing it, but after it's all over we can laugh. These students come, and they look at their schedule. But I'm a biology major and you only have me in one biology class. Why am I taking a speech class? Why am I taking an art class? I am not an art major. I am a biology major. So that's part of the educational process to show what we mean by we want the well rounded individual. We don't want just somebody who knows how to punch the keys on the computer, we want you to be able to discuss art. We want you to be able

K: to discuss music. We want you to be able to get in front of a crowd, and make your presentation about computers.

R: They're kind of trade schools then.

K: They're universities. Oh, this is university level.

R: They just don't do a liberal arts theme?

K: No. That should have been don on the secondary school level. That's what they tell us. But they're very interesting people. We get some incredibly interesting people.

R: It wasn't always that way. I remember when then Iraqi students came fifteen years ago.

K: Thank God I was not involved in those years.

R: I had them all in class, and I also was a thesis advisor on a phys. ed.

K: Yes.

R: And we had wild times believe me.

K: Well, that was all part of this fragmentation.

R: Ray Owens was...

K: And this is now we, Pam scrutinizes everyone of them. That's why we have the _____ to protect faculty from that. I mean otherwise an inordinate amount of time is put into two or three students that shouldn't be.

B: We had some interesting experiences here in Library. Of course a lot of them like to work in the library, but with those Iraqi students the cultural really got in the way. They will not take orders from a woman. So that even the simplest direction of how you perform some duty had to be done by a

B: man. We learned a lot, and we didn't change their behavior a whole lot but I suppose eventually it worked out.

K: We still run into some of that. There's a student here right now from the Middle East who is very polite, but let it be known right on the first encounter that he cannot shake Pam's hand because she is a woman. Very polite, very nice, but he says that's my culture.

R: And we can accomodate that?

K: Oh, by all means. We sure don't want the international students to come to become Americanized. Unfortunately, some do. But we don't want them to become Americanized.

R: Do a lot of them do jobs on the campus?

K: Oh, yes. Again we're very fortunate in that the administration...they can legally work on campus. There's no

K; problem with that immigration wise, but obviously you have to have an administration that says they can work. Now we don't find them jobs, they are on their own just as the student from Pittsburgh has to find his or her own job. But I think their overall record is such that again employers on campus want them. They're here for weekends. They're not going to go home. They're dependable. You know they're going to be here on the weekend or ten o'clock in the computer lab so they do find jobs.

R: Are they from a particular economic group from their country?

K: It runs the gamut. We have diplomatic children here. We have

K: ambassadors children. We have students who are here who are incredibly poor and how they survive is beyond me, but they do. We had a young lady who supposedly was to have support, an African woman, and then once she got here her sponsor just walked away, and to show you the work ethic. She went this past summer to Alaska and worked on those fishing boats out in the Bering Straits. Twelve, fourteen hours a day in order to come back here to finish her degree. I mean some of the things that some of these students do in order to stay. So we have the whole gamut. We really do. Some are well off, and we have those that you just wonder if they are eating.

R: Was her story in the Rocket?

K: No, she didn't want it. She's just that type of a person that is very, very quite about it. She's just an incredible woman.

B: How about their acceptance in the Slippery Rock community? I remember stories about a student who was trying to get a job in the supermarket, and others were hired and he was not, and it was not pleasant.

K: Oh, I think Slippery Rock is probably no different than any other community. Sure we have discrimination. We're not that naive. One of the very first things we tell them is that what won't be tolerated on this campus. We tell them for their own little personal problems Pam and I can't solve them. They're human beings they have to learn to solve many of their own little personal problems, but we expect and demand that if

K: in any way shape or form they think that they have been discriminated against because of their color, because of their religion, or from the country that they're from we want to know about that immediately, and we will pursue it to the utmost. And we do have students come in, and we pursue it. If they're having trouble with a boyfriend or girlfriend, well, sorry, I can't help you get a date, but on those matters we're very concerned about. We've had some instances where students have been ripped off by landlords, and so we'll step in, but I really think on the whole we're seeing an improvement on that simply because we have been able to work the last two years to improve the weakest part of our program and that has been community outreach. We now have host families which we have never had before. I shouldn't say that. We've always had host families here that Pam and I never knew about. Where this faculty member, this secretary, this person from maintenance has taken an international student into their home. We still don't know about it, and that's fine. We don't have to know about those things, but now we've been able to organize a more formal host family, and we work with one of the churches here in town and also one in Butler, and both of these groups are not trying to spread their religion. They just love to take these students into their homes and provide them with an exposure to America. So with that I think we're seeing fewer problems. In another very

K: conscious decision that was made here was not to bring in fifty, sixty students from one country because we are a small town, and human beings being what they are the students would take and congregate. They would form little pockets within the community which in turn would have the community going at them. As happens in other institutions. So we deliberately try to keep the number around ten or twelve from a country so that we don't have these kinds of problems that you're alluding to. But I think the community there has been so much on everything the University has been doing the last three or four years to tell the community, and by the community I mean more than just Slippery Rock, that this is an international institution. All our publications that go out of here today emphasize that fact. Homecoming last week or two weeks ago, the theme was international. So I think it's becoming a part of the community that you will see people dressed differently. You will see and hear accents, but those are very positive aspects for a community. We don't see as much as we did three or four years ago, and again I think that's a positive commentary and the community. There will always be discrimination. We'll never get rid of that.

R: And Rotary of course has been bringing international kids in here for thirty years.

K: To the high school. They have a very long history. So the public school has students. And I also have to say the public

K: school system has been very, very good to us in that when we bring our international faculty here some come with family, and their children enroll in the Slippery Rock School District, and some of those children come here without one word of English, and the school system has been very supportive. They go home those children, that have no time to learn a language, fluent in English.

Our goal here at Slippery Rock is to have ten percent of the Slippery Rock students every year overseas. That's what we'd like to have. And we're doing, I think, some unique things. Again that's because the administration is allowing it. Every Slippery Rock student who goes overseas, not only can use every single penny of their financial aid that the University grants, but we now are paying part of their air fare to go overseas. For Europe this year, we're paying two hundred dollars. I think next year that will go up to between two hundred and fifty and three hundred dollars. Any student who goes to the Orient today, we're paying five hundred, and we hope to increase that to seven hundred dollars. Also, the University has made a tremendous commitment in its first capital campaign. There are three goals in the capital campaign, and one of the goals is to raise approximately four to five hundred thousand dollars in an endowment fund to support our students to go overseas which puts us in a truly unique position throughout the United States. When I tell people that this institution this size,

K: a state school, they are just awed that this commitment has been made by Slippery Rock to develop that kind of resource, that kind of funding. So it makes Pam's and my job very easy.

R: Do we do a site visitation? There's an exchange visitation that takes place in almost all of those connections or at least the major connections where we're going to be teaching there?

K: Oh, sure. As I said, for example, when we're going to try to do something new, and it is totally centered in on one discipline, a faculty member will go there. For example, Professor Daddesio, we sent her to France to make sure that is what the French faculty wanted for their students to study in France, and so she spent the week at that site. We also have seen to it that the various deans have gone to look at a site if it pertains to their area. So we have that administrative support not only from the President and Provost but the deans also. For example, in Russia, last December, Dean Anne Griffiths, Dr. Larry Patrick in Sustainable Systems, and myself, we spent nine days in Russia because that program will be for sustainable systems and environmental education, and as an outgrowth of that we see that there is a strong potential for biology. So they saw what was there to offer. I go basically not to become a hundred percent knowledgeable of the academics. I have to be aware of all the logistics because it's me who parents call wanting to know if there is heat in the room. Can they take three showers a day? Those

K: kinds of logistical things that Americans want to know. So I go looking for that kind of information. But then when it comes to the academic, there will be a faculty member there. We're going to send Jerry Chmielewski out of Biology back to Russia next March because he thinks there is incredible opportunities for certain biology students. Everyone of those sites have been visited.

R: Is _____ still on our faculty?

K: No. Russell is gone. Russell did spend quite a bit of time in Saudi Arabia dodging scud missiles when they were incoming, and he was there at that time. No, he's retired, and he's out in either Washington or Oregon now, I understand.

R: Well, I just wondered because he came back, and then he'd go back. He became a kind of permanent fixture. He was there several years?

K: Oh, at least three in Saudi Arabia.

So we're in very exciting times as far as international. We have this past two weeks we've had Robert Morris and a contingent of faculty and administrators. We've had Clarion come in. A school from Wisconsin wants to come in to see what we're doing. The buzz word in higher education today is international, but very, very few schools are putting their resources into it like this institution has committed.

R: Lock Haven did some early stuff.

K: Lock Haven still has a very strong program. IUP [Indiana University of Pennsylvania] had a very strong program. In

K: fact, it was on a dean's level, but they have knocked it back considerably. They've downsized I guess is the word because of financial constraints.

B: Shall we back up to one of your previous incarnations?

R: Are you still teaching?

K: I teach one class. I teach the death and dying course. It's by choice. So just one class.

R: You made the transition okay?

K: Oh, yes, but I still want to teach that's why I keep the one class.

R: You had such a good reputation. I was here a long time, and I heard really good things.

K: Thank you.

R: _____ to say that because if you're on a campus for twenty years or so and you never hear anything about your colleagues then it's bothersome. To have your students and your advisees talk about other faculty the positive sense rather than the complaints is really a nice thing. What is your teaching style? Can you describe it? I know that's a weird question, but I've always been a little bit curious about when I hear good things about other teachers I say, gee, wonder how they do that. ✓

K: I really don't know other than the fact that I get bored listening to myself so I try to pull out a lot things from the students and have them involved as much as possible. Fortunately, particularly the death and dying course is such

K: a course that everybody's had experience with it, and so therefore there can be a lot of personal experiences that we all can learn from.

R: But really worthwhile information.

K: Oh, yes.

R: Because that's one of the problems with using groups in lots of courses is you get a lot of chafe and very little wheat.

K: Oh, yes, but if you have survived a very serious illness, and you can relate what your feelings are, and some of the things that will happen to you, I can learn from that. The same thing with grief if you've lost a significant person in your life then these were the circumstances inevitably there's somebody in the class who's saying, oh, that's the same way I felt or I wish I would have tried that. So, yes, there's a lot of true learning. Not textbook many times, but human to human.

R: Are we still learning more about hospices?

K: Oh, hospices are becoming more and more prevalent. I think we have a good one here in western Pennsylvania particularly in Butler County. It's not a building. It's not a freestanding. It's a program, and the Hospice Visiting Nurses Association has some excellent people that can really assist families.

B: It sounds as if the students get a little bit of therapy along with the learning in your class. ✓

K: Yes. I never thought of it that way, but I would think probably some. We go around and it's very open surprisingly. From a loved one now currently dying to I've attempted

K: suicide to you name it and so there's a lot of openness, and they share those feelings which I think are therapy. They do a lot of writing. We try to have them do a lot of writing about what they want even to a point where we have them write to the deceased, and pouring out those feelings, and some incredible things. You tell a student, you give an assignment, the technical student asks, how many pages, you know that. So if you say two you'd be amazed at some of things. I got twenty pages one time who just had to pour out those feelings, and I would like to think that it's therapy for that particular person. Obviously that's not shared with the rest of the class. That's that person's. It's a very enjoyable class. Most people don't think death is enjoyable. But to teach it it is.

R: Is the human sexuality course still being taught?

K: Oh, yes, in this department.

R: For years you were the sole teacher of that course for some time?

K: Yes, I think so.

R: Sometimes when there's only one teacher who develops a course like death and dying or human sexuality, if they move on to other arenas you lose the course. Like some programs like our public relations program with Pam Shingler. When Pam moved on

R: that thing went into serious decline.

K: No, it's still offered in the department.

B: So those were your two favorite courses that you taught?

K: Yes, they really were.

B: Well you made a difference, and you still are making a difference.

R: Well, you know one of things about the human sexuality course is I heard a lot about it from my students, and it was always serious stuff. Nobody was poking fun at the course because the kind of course where you could have a lot of silly _____. It wasn't?

K: Tried not to have it. I mean with anything even with death there's humor, but I think there's a difference between humor and just outright flippant types of things.

R: Tasteless stuff.

K: Tasteless. Better word.

B: So with all of this activity, you're teaching and your international program, does that leave you any time for anything athletic, Stan?

K: No more. I'm a couch potato in that respect. Gee, this is the tenth year I've been out of coaching. I coached here for fifteen, and then this will be the tenth year. It's hard to believe that it's been ten years since I stopped coaching. No regrets. No regrets from coaching, and no regrets from leaving at the time, and again that's been for me personally been the beauty of Slippery Rock. I've been able to change jobs and not move. As we all know, we go through various job changes in our life, and we have to uproot most of the time, but I've been fortunate to really have three job changes at

K: Slippery Rock. I came primarily as a coach. I didn't have to teach, but I was here in my mind to coach as I think most young coaches are at the time. Slippery Rock enabled me to see that there's more to athletics than athletics. There is an educational component, and I was able to develop a course on human sexuality and a course on death and dying. It allowed me to pursue academic interests in that it gave me an opportunity to be involved today with the international. For me it's been a very, very positive 25 years.

R: I was always impressed early when I came in 1971 or 1972 or 1973 with the fact that the coaches were faculty members, and that they held faculty rank. I understand that's no longer.

K: Partially.

R: Yes. They're getting into that process.

K: Yes, I think it is very, very positive because for several reasons. One, it allowed us to interact faculty. To many times coaches are an entity unto themselves almost not a part of the university. We were on the same university committees as someone from Chemistry or wherever they were housed. So we interacted with faculty. It also made us understand the role and the pressures of being a student because we had to go in front of a class also. We had to prepare. So therefore we couldn't make undue demands on a student's time. They're still students. That's what they are here for is their degree. They're not here to play football, in my case. They're here to get a degree and play some football on the side. So I

K:



K: think it's the ideal combination. We've moved away from that obviously somewhat, but the current head coach has a Ph.D. and still teaches six hours. One of his assistants is in physical education. The rest of his help is full-time. Full time coaching. But yet if you moved to some of our other state system schools, those staffs are 100 percent non-faculty. They are there for football or basketball exclusively.

R: And not long ago we were 100 percent faculty.

B: What's your feeling about that change? Have you seen any results?

K: Yes. I think the positive part of it as far as staying is that it keeps you in perspective. It keeps your program in perspective. The downside of that is though you're competing against people who don't have that philosophy and it makes it very difficult, and you don't win on the collegiate level without recruiting, but if you are teaching three days a week and your competitor doesn't teach at all, your competitor is on the road five days a week and if you are lucky you make two days. So they're seeing and really recruiting far more extensively than you're able to. So that's the downside that you just don't have the opportunity from what I hear from the coaches to contact the players that you need.

R: What about the job security?

K: Well, obviously that's the greatest thing there is. I mean if you are here with faculty rank and tenure like myself. I'm no longer in football, but I'm still here. Whereas if you're

K: strictly here as a coach, it's all dependent on the last upon the left hand column, and that's wins. It's the number. You're tenured and associated directly with the left hand column, and that's the w's. Non-tenure status comes from the right hand column and that's the losses.

R: Let's see, we won state championships in 1972, 1973, 1974, 1977.

K: Somewhere.

R: Anyhow, out of six years we won five or four out of five. Was there a special reason why we were that good at that time?

K: Yes. I've mentioned this to Coach Mihalek just recently. Coaches are always looking for more resources, more talent etcetera, and in the resource category apparently Slippery Rock is not as high as the schools we compete against. I said, George, you know that's not the other schools fault, it's our fault. He said, I know it is. I said, yes, but I don't think you understand the real reason. We were one of the first back in the early 1970's to really actively recruit. It used to be in this state system _____ minor recruiting. Nothing really extensive, organized. But when Coach DiSpirito, with his coming, with a very, very rigorous recruitment program, and also working to secure funds to support the athlete to come here. I laugh at the amount of money compared to what is out there today, but it's all relative to when you were. So we were one of the first to start going out and

K: working to develop the N. K. Thompson Scholarship Fund to start giving very small amounts of money. I think it was five hundred dollars. And five hundred dollars today won't buy you a manager let alone a quarterback, but we had the support of the administration. At the time, Dr. Watrel. He saw the positive image that a winning faculty program could have on the institution, and he enabled us to recruit. We had our schedule set so that we could have at least two days a week off to go on the road. Prior to that, I don't know when you came, Joe, but when I came we taught six days a week. We had Saturday classes here. You had Monday, Wednesday, Friday, Tuesday, Thursday, Saturday, and had a game Saturday afternoon. I'll never forget that. I think it was at least two years before we got rid of the Saturday classes.

R: I'll bet the road trips were really tricky?

K: Oh, they were really tricky. When Dr. Watrel came we had Monday, Wednesday, Friday, and therefore, could go on the road Tuesday and Thursdays and contact young men to come here. So that was a commitment by Dr. Watrel to have a team. Nothing ever happens without a commitment. I don't care what it is.

R: Of course, those were just five days.

K: One of the first questions people always ask you when you quit coaching is, how does it feel? And your standard comment you'll from coach after coach, I never realized

K: Sunday and Monday were so nice. Because those two days were usually the days you were here till all day Sunday till midnight, and all day Monday till midnight. Those are very long days. And then your weekend travel if you're away, but you never realized that Sunday and Monday existed.

B: You were talking about Bob DiSpirito. Was he a major influence in your career.

K: Oh, I wouldn't be where I am today without Bob. I'm very indebted to the man simply because he allowed you one if you're looking at it straight from an athletic point of view, he allowed you to coach, and he had a way of handling his staff that made you want to work for Bob because Bob shared. Unlike some coaches who only know the word I Bob never dealt in the word I except when there was a problem and then Bob assumed that responsibility, and he answered for it. Anything else though was we or you and he also allowed us to develop those academic pursuits. I mean I could never have gone on sabbatical. Unheard of of a coach going on sabbatical to develop not my football background, but to be able to do something academically. So he allowed us to be not only creative. To do what we wanted. To think what we needed to do to win, but he allowed us to pursue other avenues. Bob does not like to talk football 24 hours a day. Bob likes to talk about art. He likes music. He loves to plant a garden. He likes to make his goomba tomato sauce. The other things in life,

K: and he allowed us to those kinds of things, and when it was time to move on, Bob was also one of the more supportive people. Many times I kid him also. Your to blame for all the problems around here, Coach. Your the one who brought this idea of winning and doing things the way it was. I mean it's been around here for the last 15 to 20 years. That never happened apparently till you came.

R: When I came here there was always these wonderful stories about Albert Watrel, and they called him coach also.

K: Oh, yes, he was.

R: And kind of strange mistaken notion that he was calling plays. The story got totally out of hand, but it was a funny story, and Bob has of course marvelous recollections and sees Albert Watrel when they come through town. They're very much in touch and they stay with Bob and so forth. But he would talk about his mail and he would talk about Albert and the New Jersey and New York papers. Were you familiar with all that.

K: Oh, yes. I'm familiar with the twelve o'clock phone calls. I'm just reading the New York paper here and there's about three or four kids and Al would call you and discuss them. He'd come down to practice. He was quite an athlete at Syracuse and I'll never forget one time. We were having difficulty. The poor kid couldn't make the deep snap on the punt team. He couldn't snap that ball back to save his life. Watrel took his tie off. He took his suit coat

K: off and showed him how to snap that ball because he was a center. So, yes, that was support. He did. He allowed us as I said to recruit. He allowed to start having some where with all to support that athlete. And I think if you go back and look at those graduation rates you can honestly see that those were student athletes. We had some fantastic kids come out of here. Strong academics. I believe extremely well today. So they were definitely student athletes. I think the whole time when I was involved with it only two students that I recruited didn't finish their degree. A lot of the students I recruited quit football. You know they decided not to play football for four years, but as far as the student playing his four years of football and not getting a degree only two, and I think that was very, very typical of all of those recruits with Bob DiSpirito. Bob saved so many kids. I mean literally saved them. Not just academically, and by saving I don't mean where he knocked on the door and said to the professor, you change that grade. That's not Bob. But in working with that young man to point out to him that there is something out there more than football in life. Saving kids who had personal problems that some of us on the staff would shake our head at. Coach, why are you doing this? Why are you taking the time? Those kids are doing well today. I think most people would have thrown that young man on the trash heap. Not coach. He could see something deep down in there. He saved many a kid.

R: Coaches and athletes have a kind of a very special relationship that's very different from other teacher/student kinds of things which lends itself to a kind of camaraderie where and a kind of a hero worship in some cases. In a case like Bob and the players or you and the players were you could get things out them that nobody else could get. ✓

K: Oh, yes. A faculty member sees somebody three days a week for fifty minutes.

R: That is not to say that faculty couldn't do the same thing, but you did it on a _____.

K: That's right. Yes. When you're with a young man for hours and you're dealing with not only his physical abilities, but all the emotional and psychological things that are going on in that young man's life that are impacting on his ability to perform, you see people in a totally different light.

R: Did we have a lot of injuries? I know there were always some injuries, but we didn't have a lot of anything really terrible happenings.

K: No. Fortunately, we never had a paralysis and some of those life threatening. Every coach thinks that they have more than their share of injuries. You know the knees and the shoulders and the broken bones, but, no, we were very, very fortunate never to have a life threatening. Again I think part of that was a reflection on the way the coach ran the program. We were not here to feather our caps so we could move on to the Notre Dames and the Pitts and the Penn States.

K: So we weren't trying to build a reputation on the back of the student. So therefore the student was not abused.

R: Fundamentally you just didn't hire people like that.
I mean if they were hot dogs and they were transients, he didn't hire transients.

K: He didn't. I mean I remember afterwards being there and

K: sitting there listening to some interviews, and you could just see that coach wasn't going to hire that person because he didn't fit in. He only wanted to win. ✓

B: So injuries are more likely to happen when the students are overworked?

K: Oh sure. You know what's happened to the NCAA again I don't keep up with it, but there are limitations on the amount of practice time you can have, and that's what we've always had.

B: Way before your time.

K: We had one meeting a week at night. We take them for an hour on Monday nights, but we worked the other nights, but not students. Whereas if you would go to some of the big programs for seven days a week, 365 days a year, I mean it was just. They owned you. There was never any ownership here. And if a student said that, you don't like it, but when a student had a four o'clock lab that didn't get out until five-thirty, that student didn't come to practice that day. Because I mean the Chemistry Department isn't going schedule their lab at your convenience, and so they went to the chemistry lab or whatever lab it happened to be. ____ The kids weren't tired.

K: They worked hard, but we didn't own them, and I think that's a real, real big, big difference. There's no ownership. Even with it today with George having the financial resources to give to a kid, there's no ownership here yet. George Mihalek doesn't believe in that either because he played under coach. So I think he's an awful lot in that philosophy.

B: What other great people on this campus can you tell us about? Or maybe not so great. People who have impacted your life

K: I think the people that I originally came with in the Allied Health, then it was Health Education, then Health Science, and now Allied Health, were some incredibly supportive people. Because the department had to pick up some of the work load for people like myself who were coaching. We couldn't be on all the committees and those kinds of things we missed. People like Joyce _____. Joyce would give. Ken Lowry. They understood and they saw the value of athletics in its real true perspective. So they supported you and allowed you to coach and encouraged you to coach. I don't know if that would have happened in a lot of departments because other people would have to pick up some of that load, and it's an inevitable burden. It really is. So those kinds of people have been very, very supportive. I've also had a very, very good relationship with Anne Griffiths on administrative point of views. She's been very, very supportive of things from when she was in the school of education and now as dean of human services. The one person that I'll never forget, and he made me really see

K: that Slippery Rock is a place in which learning does take place because I've always respected him as an intelligent man was Bob Makoskey. Bob, the philosopher. I barely can spell philosophy let alone know what it stands for, but I remember him telling about some instance of students and also who have gone here and who moved on, and had done extremely well. Because he said, you know what, we used the same textbook as Harvard does, and we have produced some darn good kids as he would say. Sometimes in a little different language he would say it, but we have some good kids coming out of here, and learning takes place here because this is a teaching institution, and I think with teaching comes with the administration today I think constantly is telling people comes caring. I really do. I think if you are a teacher there is a caring aspect into it, and therefore you take students and you really prepare them and they can go on to grad school. I'll give you an example of that. An incredible example of it. An international student from Sweden came here majored in chemistry, and was determined to go to M.I.T. [Massachusetts Institute of Technology] in an area called _____oceanography. He applied. It's an interview process and everything, and he came back and he says, you know, when I applied they said, get away, forget about it, you're coming from Slippery Rock. How are you ever going to get in to a program of chemical oceanography here at M.I.T.? Two

- K: people that year were selected from the world, not the United States, from the world to enter that program and one of them was the Slippery Rock student from Sweden. Why? Because he said, everything they asked me I had the background. The chemistry department prepared me, and they were amazed that you could come from Slippery Rock. Again it goes back to what Bob said. We're using the same books as Harvard. These are people who teach. They're in the classroom. They're not sitting in a lab doing their research. They're interfacing, interacting, with students. So he said, our students can handle themselves. I think were seeing that. We're putting some good students out there who are doing some great things out there today. They may not be our presidents of countries, or presidents of corporations, but you can only have so many chiefs.
- R: We have an amazing number of 2.0, 2.1, 2.2, 2.3 students who came out of communications who are now just excelling out there in that real world. So their four years were beer parties and social activities, and not heavy on the books but they were people who didn't lose their motivation once they got.
- K: Part of that can be attributed again to the faculty who take some of these kids under wing. And when you say faculty I don't mean that just in the classroom sense. I mean that's the people in the department, the staff, the clerical, all those kinds of people. There's an awful lot of that going on.

K: I never realized it as much as I do now, today, because of the international students. Where a secretary will call, and want to know about this kid, and say, we want to do this for the student. I think that's happening, not only with the internationals, but I think it's happening with the American kids too. It is kind of a unique, little goofy place in the middle of no where in western Pennsylvania.

B: You paint us a rosy picture. What kinds of things were disappointing? Was there anything over the years shouldn't have happened?

K: Yes. A lot of it. We went through a real rotten time when Watrel was released and then that interim period and then when we went to the outside and brought in a president, Herb Reinhard. I think that was very disruptive period for us because the word we was very rarely ever used. It was only I, and I don't think there was really much care for Slippery Rock at that time. It was what Slippery Rock could do to enhance my resume, my portfolio. I think those were very devastating times. The negativism that was here. I think everybody felt on edge. You didn't know who you could interact with. Who you could trust because you didn't know how it was going to get back up to the third floor [Old Main]. Those were not enjoyable times. I don't know if I would still be coaching if he were not here, or had not been here, but it was one of the major things that made me want to leave. It was to a point where it was no longer fun, and I saw that.

K: Not only in the department, it was the faculty on campus.
A childish mentality.

R: A serious morale problem.

B: It was demoralizing.

K: Very demoralizing. I think that was our real down years.

R: I thought Larry Park did a really good job of healing.

K: Just kind of letting the dust settle.

R: I loved his first speech to the faculty. Do not regale me with any Albert Watrel stories, he said, I'm not here to hear those stories. He said, I know the stories. Just don't do that.

R: I remember that from his speech. I've got some notes from that speech somewhere. He was a very, very fine, honest, straight-forward. He wouldn't allow himself to be called acting president. ✓

K: That's right.

R: _____

B: Too bad we couldn't keep him instead of what happened.

R: I think the transition was good.

K: Yes, it was a down time. The thing that I will never forget, and I think we all ended up getting caught up in it too. You didn't dare do a thing without covering your backside, and so if you ever looked on memos or things that went across campus, I think one time I counted ten carbon copies to ten different people. Everybody was running scared. You carboned everything. What a difference today because I will get things back from the third floor [Old Main] scribbled on my memo that

K: I sent up. Whereas before you had to have a formal memo back and ten people copied. Yes, everybody was apprehensive, and that takes away from creativity. You can't be creative when you're constantly looking aside.

R: You didn't sign a memo all by yourself. You got about ten other folks to sign with you. They couldn't figure out who did it.

K: And that was a disgusting few years. I make no bones about it. I think we are now also getting to some points where we're losing some of our diversity here. On one hand we're working so hard to be culturally diverse in what we're doing with the international students, but because of the restraints that have been placed on us by the state, we've had to eliminate those out of states. And if you stop and think about it, that's also tremendous diversity. What's wrong with having the kid from New York City here? They're going to add something to this very provincial little locale that's cosmopolitan, but you know we've lost our out of state students. Tremendous drop, and I think that's not healthy.

R: And that's being duplicated by state after state.

K: Yes.

R: Those out of state tuitions. They've gone crazy with that in the Carolinas and just kind of everywhere. It was universally a very bad thing to have happen. What they should have done was dropped those barriers and let it flow.

K: Yes, let it flow because it adds to the diversity, and I see

K: that where we've become very closed minded because we only have one frame of reference. That's this local western Pennsylvania. There's nothing wrong with it, but it only happens to be a very little part of the world, and not the world.

R: We need to find out about those people from West Virginia. That's all there is to it.

K: Oh, geez, Joe.

B: We already know about them.

R: We bought that farm.

What about the relationship with other athletic endeavors?

K: Oh, there was great comraderie when we were coaching. I don't know if it's there today. I think that one will take some time to heal, but it will heal. Maybe heal isn't the word I'm looking for, but when we were coaching men's sports dominated. Women's sports were just something thrown off to the side, and what was left that was theirs. Obviously, I think in any human endeavor when the has have to give up, there's resentment. So there's that. I think it's starting to become a part of the culture. The way of thinking that I have a wife, and I have a daughter in high school. The opportunities our son had to participate. But when I was coaching, it was pretty mean. We should get everything. But that's the way it was, and that is changing, and I think that has caused some of the athletic problems. We're into this gender equity now. I hear the coaches talking about that. I'm glad that I'm not involved

K: in all of that. The new supreme court guidelines and all of that kind of thing. That takes time to work through. It really does and so I don't know if that one will be resolved overnight because this as a have never liked to give up for the have nots. That's human nature. I don't care if it's in the political arena or an athletic arena or in any relationship, but that's, I think, another problem on not only this campus basis. Maybe we face it a little differently or maybe a little more so than other campuses because we have such a large athletic program compared to other schools. We have had traditional a large because of the outgrowth of the physical education program. I hear that. I'm glad I only hear.

B: I saw a T.V. bit about an athletic director at a high school in New England. Along with her on the T.V. was a young woman who was on a football team, and a young man who was on the hockey team which was traditionally a girls.

K: Field hockey.

B: Field hockey team. Both students were very comfortable with their roles and so was the athletic director. Since you're no longer really occupied with that field anymore, what's your prediction for that kind of integration? Is that just a dream?

K: I guess if you look at in theory, it should be, and it shouldn't make any difference. We had a soccer game. Our daughter had a soccer game last Thursday, and it was the

K: first time in which they had their game and it was going to be followed by the boy's team at the high school. On the girl's team there are some very talented young women for soccer. The first two years here locally they had to play on the boy's team because there was no girl's team. It's only been last year and this year. Then the boy's team came out after the completion of the girl's game, and those very talented young ladies could not have played. The game is so different. So what I see is the value in certain sports in order for them to compete, I'm glad there is a separate team for our daughter.

B: They're not strong enough?

K: Strong or fast enough. I mean it was just an incredibly different game. The speed of the game is so much different, but that's in soccer. In the other sports, I wouldn't be surprised. Obviously, look what's happening in track and field. Not in the sprints, but in some of the other sports. The times for women have dropped far more dramatically than times for men. Simply because women are getting a chance to participate and practice, and have great training, and follow those regimentations. Probably there will come a day where there will be very little difference, and so what. So big deal. Let them go together. I see nothing on it.

R: Let evolution handle it.

K: Let evolution handle it. We do it in every other thing.

K: Let people evolve to where they feel comfortable.

R: I saw that the young lady just kicked six extra points and does the field goals.

K: I think actually it's going to help athletics in this respect. I think we've started to see where athletics begin to decline because of so many other interests in society today. _____ But now when you have so many women and so many young girls participating, there's something to keep both groups there instead of going off into this multitude of activities that's out there in society today, and we're seeing greater numbers I think starting to participate. It's holding _____. I like to be around my girls. Girls like to be around the boys. They have something in common they can discuss. Their performance. Their team. Everything takes time.

R: Our first state championship that came out of our high school was girls basketball, and finally the guys won a state championship in football, but we were second. We weren't first. Just went to a football game in my hometown for alumni weekend. Seven thousand people at that football game. In a little tiny town, Stanley. This isn't Wheeling or Parkersburg. This is Middleburg. Just an incredible turnout, but that's what they do in the small areas. They follow their athletic teams, girls and boys.

K: Oh, athletics is still great if put in the proper perspective.

R: Oh, I think they are. It isn't like when I was a kid the guys who played college ball, some of them, came and played

R: for the high school team on Friday nights _____.

K: _____

B: Let's get back to your really early life. We started when you came to Slippery Rock. Tell us something about that background.

K: As I said I happened to be at the University of Buffalo with Clinger and Ron Oberlin. They said that somebody had moved on from Slippery Rock to Boston University and there was a position open. They said, why don't you drive down and interview? They called coach and I came down and spent time with coach and the then dean, Bill Meise. I drove back to Buffalo. My wife and I had been living in Michigan, teaching and coaching and I said, guess what? We got a job. First time I had ever done that without consulting her or anything like that. I said, we have a job. She said, where? I said, Slippery Rock. So here we are. I came here with the intention of leaving. Seriously. I did come. I figured it was a chance to get into college coaching, and then moving on through that kind of lifestyle until I went to a coaches convention and happened to be standing around a lobby and listening to two coaches talk. I'll never forget it. He was 49 years old. He had just lost his fifth job. They had just got fired. The whole staff got fired. He had a daughter in college. Two children following and no job.

We found gold.

R: We're not going to be out there at 45 or 46.

K: I'm not going to chase that rainbow. It's the same football. It's the same field. It's the same equipment except that there's not a hundred thousand people. I said, we have security here.

B: And Joe Paterno had Penn State tied up.

K: Paternal had Penn State tied up. So that how I came to stay and began to see that this is not a bad place to live. We've got the amenities of Pittsburgh. Then when this job that I'm now in came up, I can go away from home and travel but yet still come home. It's been ideal. It was a very social campus when we first came. Very, very social. Well, you know. The parties. The football staff always had a party. Somebody had a party. Doesn't mean I think we were wild party goers, but it also gave a chance as coaches to meet the faculty. Just to develop a real good comraderie. Drink a few beers.

R: They were really wonderful years. They kind of slipped away from us.

K: Yes. George is trying to bring that back. George had parties. George invites faculty to all his games, and he's trying to do that same thing. But I think it's a different thing. George has it very much difficult than what Bob had. When you came and I came there was a tremendous growth. That was that growth period at Slippery Rock, and all very young people. We're getting old now and set in our ways and that kind of stuff so there isn't that _____. That whole era has kind of passed. But when they get rid of you and I or they got rid of you and

K: they're going to get rid of me pretty soon, Joe, then maybe that whole new group will come in and they'll do those same things all over again?

B: Young, energetic ones.

R: Gee, I hope so. I hope they have as much fun as we did.

B: You had a football career in college and in high school.

K: Yes.

B: Where was that?

K: Central Michigan. I lived in Michigan all my life till we came here to Pennsylvania. I never left Michigan. I taught and coached in Michigan for five years before we came. As I said, I happened to be in the right place at the right time. I was ready to move. Now we're not ready.

B: So football was a big part of your early life.

K: Oh, it was my life. I would not have gone to college.

B: You went on scholarship?

K: No. But I just enjoyed it, and it was football that kept me studying, believe it or not, because you had to maintain your eligibility. If it wasn't for football, I doubt very much if I would have gone on to school.

R: I was a referee in West Virginia, Ohio and Pennsylvania, but that was a long time ago. The early fifties, the late forties, and I would go to the coaches conferences at Jackson's Mill in West Virginia, and it was really a great fraternity of gentlemen. Those guys liked each other. They respected each other. They played hard against each other, and somebody won,

R: and somebody lost, and somebody got a better job, but it was quite a fraternity. I suspect it still is.

K: Oh, yes. I think that to _____ simply because a lot of the coaches today on the high school level are not teachers, and that's sad because _____ teaching positions and people are _____. You do get burned out. That's rare if you have a Joe Paterno. Those are the rare, rare birds that can go for thirty-five years or something like that, and then there aren't the teaching jobs to open up, and so many of the coaches today are working out in the community and just come in to coach.

R: They're selling insurance or cars.

K: That's right. And so therefore that comraderie isn't there because they don't have the time to interact. I think that affects the students. You know we have part-time coaches here at the University who really just come in part-time to coach and leave. They're great coaches, but I think all of that things is missing.

R: You see some of your former athletes. I know Dennis is around and Tommy _____, but those guys drop by from time to time.

K: Oh, they sure do. They come up. In fact, a couple of them want to initiate a twenty year celebration next year of those championship years. A couple of them were up for Homecoming and talked to coach about doing that. So yes they stick together. George is working with a lot of them

K: in fund raising. They're the ones who are now out there in positions to support, and they are remembering Slippery Rock and they are helping.

R: With IUP's enrollment and so forth, did they have an unfair advantage against us?

K: Enrollment means nothing. You still have to have eleven. It's the support that IUP currently has at this time.

R: From alumni?

K: I don't know where their funds are being generated. What did George tell me just last week? They have the equivalent of something like thirty-two full scholarships. They can break it up any way they want, but they have the equivalent of thirty-two, and I think George works on about sixteen.

R: And the reason we don't have that is simply money, funding?

K: Sure. Funding.

R: There are no constraints on IUP in terms of the number of, there are some.

K: They're NCAA constraints. Their within the NCAA constraints, yes.

R: So if we by our own alumni support or whatever support is legal, we're greater than we could be doing a little better job with our _____.

K: Recruiting. Oh, sure.

R: That's true of A, AA _____

K: Yes. All of those.

R: Called tradition and money.

K: Yes. In athletics that's still a big word.

R: You've had a lot of really good years, and high points.

K: And low points. I still can't tell you the score because I have selective forgetting, but the low point of getting all the hype at the University of Michigan and then just getting ourselves waxed, embarrassed, not waxed, embarrassed.

R: _____

K: Don't even bring that up because I'm trying to forget that.

R: _____

K: But yes those were kinds of the low points for me.

R: That's a big audience.

K: Those kinds of things. Those things you never forget. If you mess up somewhere along the line and make the wrong or give the wrong question on a test you can correct it, but when fifty thousand people saw you make a fool of yourself, well that one sticks with you.

B: But it doesn't hurt so much all these years later, does it? Things have balanced it.

K: Well, sure, but it all sticks in there. It really does because you took such pride and you should have been the one who won. You allowed yourself to be beaten.

R: Shippensburg of all people.

K: Yes.

R: It doesn't make sense.

K: Yes.

B: So every loss takes its toll.

K: I really can't remember many of those great games that you won. I really can't. I didn't particularly like games anyway. I was kind of a different coach. I enjoyed during the week preparing my group to beat you. That was the challenge. The game was almost anitclimatic. Some coaches love Saturday. That's what they live for. I lived for practice because I was going to beat you on the game on the practive field. Our kids were going to be prepared that whatever you did they were just going to automatically respond to it. We were going to teach them. I was never one who could make profound changes in five minutes on the sideline or in ten minutes at half-time. We had to do our homework.

R: If it hadn't happened by Saturday.

K: So the games to me were anitclimatic except the losses. You played every game to win and then when you lost that sticks.

B: So with all those many games you played the big win is hard to remember?

K: I can't even tell you the scores of the championship game. I can't even tell you the scores.

B: But the losses?

K: I can tell you those losses because we did something wrong in our preparation that we should have done that we didn't do. But that was my approach to the game. _____ who was here who was fantastic on Saturday. He could make changes and do things that were incredible on the spur of the moment and he

K: lived for that Saturday to do that. I just wanted to get the game over and hope it went into the "W" column. I wanted to get back to work on Sunday so that we could start tearing you apart and dissecting you and the next weeks opponent. To be prepared. To let it just roll. Let it function the way it's supposed to function.

R: What happens when there are twelve guys on the field? I never did quite figure that out.

K: Well, it means that coaches can't count.

R: Well, thank you very much.

K: My pleasure.

B: Enjoyed that.