

SRU ORAL HISTORY

"SLIPPERY ROCK UNIVERSITY IN THE SIXTIES"

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B: Usually we start by asking a person why you're here. How did you come to Slippery Rock? When? After that you're on your own.

K: Okay. Well, I came to Slippery Rock in the fall of 1973, twenty years ago this coming fall. I came here because I was teaching at the University of Wisconsin at Whitewater, and they had been through very traumatic times. The University raised the out-of-state tuition, and they dropped a couple of thousand students, and they released all non-tenured faculty including myself, including the men's head basketball coach who had won the state championship. It was a clean sweep, and so we were all released. We had one more year to go, but I knew it was not going to be a fun place to teach. So I really was not looking energetically for a job. But Anne Griffiths and Pat Zimmerman called me because I had been in graduate school with them at Iowa, and Namiko Ikeda was teaching here and she had returned to Japan and they needed somebody to teach in the biomechanics and anatomy area, and they wanted to know if I was interested in changing jobs. So, of course, all these

K: things happened at the same time. I said, well, I really wasn't looking for a job yet, but I was going to be the next year, and I might as well come out and find out what it's like. So I came out, and checked up on Slippery Rock and came here to teach. Ironically, I had been here to visit because I had known Namiko for many, many years. I had been to graduate school with her back in the early 1960's and I had been here to visit her. So I had been on this campus before, never realizing that I might come here to teach. And when I did come here to teach, I really did not expect to stay very long. I thought I might stay about three or four years and then go back to the midwest which is where my family's from, and where my home roots are, but I stayed like a lot of people. A lot of people did not intend to stay where they were in the 1970's, but the jobs sort of shut down, and people stayed where they were, and then after a while people didn't move. I think that's the story you will hear from a lot of faculty who came here in the early 1970's. Especially those who came from another part of the country other than the east.

B: And things were getting better here, at least as far as benefits and income.

K: That was the first year of the contract, I think. It had been negotiated the year before I got here so, it was the first year of the contract. The University had been through some trials, I

K: think, from the stories I heard. So anyway that's how I came to Slippery Rock. In fact, when I took this job, people used to kid me. They said, is there really a Slippery Rock? I said, I hope so. I signed the contract. So the midwesterners still laugh about Slippery Rock. They're not sure that it really exists.

B: How was the department when you came?

K: When I came here, well, I think the physical education department at Slippery Rock has always been known nationally for being a very strong department. It still is known nationally for being a strong department, and we have gone up and down here. We know how weak and how strong we are, but externally the people out there in the profession have always thought of Slippery Rock as a very strong professional school in physical education. And it was at that time, too. There were some really good people here. There still are good people here. They're different people. So it was a powerful program. Very strong in the exercise science area. Very good labs at that time, and of course, we're a hundred times better right now. But even in the early 1970's we had good equipment, good people, good curriculum. It was a good professional move to come here, I think. The department has changed a lot. When I came here, the whole emphasis was teacher education, as it was in most physical education programs around the country, but in the middle 1970's the physical education jobs began to disappear in the public

K: schools because again the teachers weren't moving. The teachers were hired into jobs no different than at the university level, and so they were all just staying put. In fact, those are the teachers that are getting ready to retire right now. So we're about to go through another one of these cleansing times when there's a large group of people that are going to retire. But it kind of runs in cycles. So we could see the handwriting on the wall, and there were a few of us who decided that we had better expand our curriculum to get into some of the new emerging fields that were tangentially related to physical education teacher ed. One of those was the exercise science area, and at this same time there was the increase in interest in fitness, and Y.W.C.A.'s and Y.M.C.A.'s were developing strong exercise programs. Corporations were beginning to develop wellness and fitness programs. Hospitals are more so now. Hospitals were a little bit later in that development. We were one of the first schools in the country to really develop alternate tracks for physical education people. We started the exercise science program and the sport management program that were two alternate tracks that were developed in the late 1970's. And it was a good thing because it saved our department. Our enrollment was dropping rapidly in teacher ed., and the enrollment in these other fields then began to pick up because students could see that they could get jobs in those areas. A lot of the

K: other physical education departments around the country did the same thing and many of them put athletic training in there, but athletic training at Slippery Rock grew out of the Allied Health department, which is a little bit unusual. Many of the other physical education departments in the country have athletic training as part of physical education. And in the 1970's, in fact, a student could go either through physical education or through allied health into athletic training which is not really real smart, I think. So it's wiser now to have it focused into one department which is allied health. So we expanded the curriculum. We also developed a lot of outdoor programs. Outdoor adventure programs started in the late 1970's. Marie Wheaton was one of the ones that really helped get all of those going.

B: Did you have support for these programs?

K: For the expansion of the programs?

B: Yes.

K: Yes, we did. We had support for it, I think, internally and within our department. There were a few faculty who said, oh, this is going to mean the end of teacher education. But we progressed ahead and did it with the majority of the faculty supporting it. The top administration was not supportive. When Reinhard was president, there are all kinds of stories about how,

K: in fact they have been verified, he really was almost embarrassed that he was president of a university with such a strong and nationally known physical education program. And we have documentated the fact that he told the admissions people not to distribute brochures on the physical education department because he did not want to recruit more people. He did not want to see this program grow. We didn't know this for maybe seven or eight years, and I didn't believe it when I first heard it. And then it has since been verified that in fact he did this. So there were some problems in the development of our program, not so much because we were being innovative but because the top administration did not want physical education to grow. But he didn't succeed in holding it back because it continued to grow. The fact that we broadened our field turned out to be a good thing. The whole profession nationally has done precisely that. And every major physical education department in the country has expanded to do that. And, in fact now, twenty years later, there are some schools, some of the big universities, the big ten universities for instance, some of them tried to split. The exercise science became so strong and so large and so very scientifically oriented, it has in fact moved away from being a support unit for teacher ed. It has become very much research oriented. What they tried to do for instance at Michigan was to split physical education teacher ed. into the education college,

K: and left exercise science in whatever college it's in. It didn't work. They couldn't stand alone because they needed each other. And about three or four years later, Michigan brought them back again into the same department. We have been through several bad times at Slippery Rock. Because of the friction among the faculty and the size of the department, it was perceived by the dean that if the department was divided that we would be a smaller unit and we would be able to focus more on what we were doing, and we would therefore get along with each other a little bit better. And the faculty, the core of senior faculty, have argued very strongly opposing the division of the department. I totally agree with this group that dividing up the faculty and putting them in small groups is not going to get some of the people to work together. That's not how you get people to work together. So we have really been opposed to the division of the department, but that's something that comes back to haunt us every once in a while. About every three or four years we have to face it again about this department's too big. For a long time, it was the biggest department on the campus. Elementary ed. has since passed us, I think, now. They passed us maybe a couple of years ago. Allied Health passed us maybe last year when they added all the pre-P.T.'s (pre-physical therapy). But bigness is not our concern. We're more interested in quality. So anyway, I don't know how I got

K: off on that tangent, but the department changed a lot in the 1970's. We changed in curriculum. The curriculum expanded to include these other four areas. First, we have teacher ed., We have exercise science. We have sport management. The fourth area was kinesiotherapy, and in the late 1970's, early 1980's, Dr. Aebersold actually is the one. When he was department chair he brought kinesiotherapy to Slippery Rock. Another faculty member who has since retired was supposed to be developing the kinesiotherapy program, and he didn't really get it done. So there were students in it, but the program wasn't developed. So they came to the department curriculum committee which I was on, and they said, okay, we've got to do something. Who's going to develop this program. So and so hasn't done his job. Somebody else is going to have to do it, and they all looked at me because kinesiotherapy is closely related to gerontology and I had started to work in that area. And it's also strong in exercise science which was my other background. So it was a natural for me to step into. I didn't even know what kinesiotherapy was. I had to go look up the word.

B: Tell us what it is.

K: Kinesiotherapy is a four-year degree program, national certification program, national organization. It's very much similar to physical therapy and occupational therapy except that, it's easier to say what they can't do. A kinesiotherapist

K: is not qualified to use modalities. Heat therapy, water therapy, electrical therapy, and things of that sort. They have no training in that area. It's not a whole lot different than teaching physical education, because what you're doing is teaching people how to walk again. Somebody who's had a stroke and has to learn how to walk again, you develop strength and flexibility programs for people who have bad backs, bad knees, or whatever it is, whatever their disability. It's a rehab kind of a job, but you're working with large muscles in strength and flexibility development and movement capabilities. So they may take somebody who has Parkinson's disease, and they have a shuffling walk, and they'll teach them how to walk better again if they can. It's primarily, the jobs are primarily located in the V.A. hospitals. So anyhow, Dr. Aebersold got the program started, and then it floundered, and then I was given that task. So then we built the program up. About two years ago we had 70 students in it and then the pre-P.T.'s started to come to this campus in droves.

B: That's pre-physical therapy.

K: Pre-physical therapy. They all wanted to jump into the K.T. program because it was a natural lead-in to this program. But as in many other things in our department, nobody else gave a hoot about it, and nobody else really understood it except for Bob Gandee who we had since hired about three years ago in gerontology. He was very interested. He could see the benefits

K: of it. And Bob Arnhold who works in adapted P.E., he also could see it, but his hands were full pretty much with the programs he was running. But the other people really didn't understand it. They are not supportive of the program. And so about two years ago I said I was going to retire, and we had to make a decision on who was going to take over this program because we were continuing to admit students, and the program was growing and growing rapidly. So I was on sabbatical for the semester, and while I was gone, off campus, the department voted to drop to program. Phase it out. They voted to phase out this program. So they did. We are phasing it out right now. There still are students. One talked to me today as a matter of fact. She's in exercise science. She said, I sure wish there was still a kinesiotherapy. That's the program I really want. So I talked to her a little bit about how she can do this. But all of the K.T. students have found jobs. As long as there are V.A. hospitals there will be jobs for kinesiotherapists. Physical therapists in Pennsylvania have furthered developed their P.T. practice act which really limits not only K.T.'s but it also limits athletic trainers, and they are trying to control the job market, and kept it for P.T.'s in Pennsylvania.

B: Which means a master's?

K: No. They just have spelled out that the person has to be a physical therapist to do all of these rehab jobs. In

K: reality, there probably won't be enough P.T.'s to fill these jobs. Only time will tell. History will tell. When somebody listens to this tape twenty years from now. But in Ohio there are a lot of kinesiotherapists and they all are able to find jobs. The way the demographics look there are going to be so many older people who some type of therapy. P.T.'s don't have to do it all. P.T.'s are desperately needed to do the evaluations and to do all the paperwork and do the modalities and all that sort of stuff. The teaching of the basic motor skills are things that the four-year degree person certainly can do. You don't need a master's degree to do it. So it's our feeling that there are jobs for people at each level. That's a big disappointment to me that the program is being phased out. But anyway it's done. It's past. It's over. We have only about five students left now. In the spring of 1993 we only have about five students, and two years ago we had 70. So that tells you what's happened. We have graduated very large groups of them. But it had grown so much it was out of hand. It was more than I could handle. I needed some help and nobody else was interested in helping. So that's why we are now in our department down to three tracks, exercise science, sport management, and teacher ed. The teacher ed., when it used to dominate, we used to have five or six hundred teacher ed. Now we have about 250 teacher ed. and we have 250 to 300 of the others. So

K: you can see they have really filled in and the department has maintained the same size, between five and six hundred students, undergraduate students. But it's a totally different emphasis.

B: How has it worked out in those programs? Has there been a problem with women getting an equal break?

K: I think the women, as far as our department goes, the gender conflicts were in the seventies and the early eighties. There was a lot of gender conflict. There was a lot of misunderstanding, and historically around the country that's true for physical education departments. In the sixties, physical education departments were separated, men and women, and philosophically they were separate. They weren't only separated physically, they were separated philosophically. The women tended to be much more, even in athletics, what we called athtletics then, women were much more educationally focused. Far more focused on the learning aspects. The men's athletics tend to be winning, high achievement for a small group of people. Women tended to try to emphasize more participation for a broader base. That led to a lot of philosophical conflicts which were gender related. I don't know if it was because it was the way we were raised. The way we the women, came up through physical education programs, ourselves. Now we have a new generation of young people coming into the field who have gone through the co-educational

K: physical education department so you don't see that big difference. So there was a difficult transition time for all men and women in physical education where we were all coaches. That's another big difference now. Not everybody's a coach. But in the sixties and seventies, we were all coaches, men and women alike. Nobody went into physical education without also being a coach, and so we had to coach and we had to teach, and we had two different philosophies. And in the early seventies, these were all forced to meld into one department, and it was major conflict. Because in all cases, very, very few exceptions, men were put into the leadership role, and men dominated then the programs. So the women became sort of second class citizens and our philosophy, we mumbled about it in the back ground, but it was sort of lost. At the time, the early seventies, when AIAW was developed as the Association of Intercollegiate Athletics for Women, it was to try to maintain the women's athletic educational philosophy. AIAW lasted until the late seventies until NCAA took over, but the fascinating thing is that now, with the pressure of the Presidents Commission connected with NCAA, NCAA is coming back closer to the educational philosophy that AIAW developed in the seventies. It's a fascinating thing to watch. So it's being forced upon the men because of

K: all of the bad stuff that's happened related to recruiting and the win at all cost, and the terribly high expenditures in athletics. It's beginning to take on a more sensible view which is what AIAW proposed back in the seventies.

B: Now what caused that change in the NCAA?

K: The Presidents Commission is the one that's supposedly causing the change. The presidents are saying, whoa. You know, these are educational institutions running athletics. We are not professional teams. We have to get some more sense into athletics, and so the presidents are blowing the whistle. Just in the last four or five years, the presidents of the institutions have taken a more active role in NCAA. They weren't very active for a long, long time, and NCAA ran wild, from a woman's perspective they ran wild. I was fortunate to be a part of the AIAW national board at the time we had to close our doors, and it was a very sad time, but NCAA had all the bucks. We were one year away from a national television contract for women's basketball. If we had gotten it, we would have had the big bucks to fight NCAA in the courts, and keep them from taking over the women's athletics, but we couldn't do it. We just did not have the money and the time. So it's fascinating to watch that whole evolution of sport, and how it has changed, and how maybe it's going to begin

K: to come back again. But it was exciting being a part of the AIAW in the early days when it was developing and watching it grow. Unfortunately, I was on the last executive board that had to sit there and say, guess we're going to have to close. If NCAA starts to run women's competition, we can't run women's competition too, because the presidents and AD's (athletic directors) are all men. They will go with NCAA and they won't go with AIAW and therefore we won't have anybody competing in our championships. They'll be forced to go to the NCAA because most institutions couldn't belong to two organizations. So the women's athletics really lost out at that time. The NCAA promised all kinds of things for women, and they did not deliver, and the major sports were the only ones that really benefited. Women's athletics took a big downhill slide after NCAA took over.

B: That was about when?

K: That was in the late seventies, early eighties. Now things are beginning to come back again although it's still not equitable. It's still bad. There are some people that are optimistic. I tend to be the eternal optimist. I tend to think we've come a long way since the early seventies, but we've got a long way to go. A long, long way to go in equity.

B: Give some examples.

K: I'll give you one. I use this in class a lot because the students just can't believe this. I was coaching tennis at the University of Wisconsin, and it wasn't any different at Slippery Rock I'm sure, in the early seventies, 1971, 1972. If I needed any athletic training supplies, I would go to the athletic training door which was kept shut. Women were not allowed inside the athletic training room. I would knock on the door. The door would open about two inches. Yes, they would say. I'd say, please may I have tape or something, whatever it was I needed. Okay. The door would shut. I would have to stand in the hallway and wait, and then they would bring me whatever it was I needed. Open up the door two or three inches. I never saw the inside of the athletic training room for the three years that I was there. I think that was common all over the United States. So it's very refreshing now. Then I came to Slippery Rock and then in the late seventies I was coaching tennis and I could go in, actually, physically, walk into the athletic training room. So the women were not allowed to have anything like that. Very, very greatly discriminated against. In schedules. The men played far more schedules than we did. We did not have uniforms. I remember one time we borrowed a bunch of sewing machines, and we made our own uniforms. Men's teams, the University

K: was buying uniforms for the men's teams. We made our uniforms. But we had to do that. If we wanted to put a team on the field we had to do that.

B: And that was after Title IX.

K: Well, this was right at the time of Title IX. Now when Title IX came, that's why I said in about 1973 things started to change, but isn't it a shame that it took legislation to get people to change. That's what's so sad. It takes legislation to make people change. Because the attitudes didn't change, and a lot of the men resented the fact that they were forced to give women some money for athletic teams, and they were forced to let women be on some of the key committees. They did not want to do this. So the attitudes. The legislation was there but the attitudes didn't change. There was a lot of bitterness in the physical education departments and Slippery Rock was no different than that at all. Many of the women were very professionally active, and not very many of the men were. The men were very active at a local level, but not at a national level in the seventies. There was a lot of resentment from that standpoint.

B: Men resented what?

K: The activity. The professionalism, I think, and the activity of the women, and how dare they advance, and how dare they do all these things. It was a real problem. With Reinhard

K: as president, during the time he was president at Slippery Rock, it was very much a down time for women and minorities in my mind. I can still remember one faculty meeting when Ann Bicknell, who was a feisty lady here, in fact she helped start the gerontology program, and was really a great lady, I think, she tried to ask a question. He put her down terribly in front of the whole faculty. Then a young black man down in front tried to follow up with another question and he wouldn't even talk to him. Wouldn't recognize him. Any women who dared speak up, and I did speak up at some of the athletic meetings. It reached a point where he wouldn't talk to me, and he wouldn't even speak to me in a group. We had an athletic advisory committee at that time. We were raising some questions about the club sports, and were they legally covered with insurance, and who was looking after these club sports. He was a difficult person to be working under if you were a woman or a person of color. It was not a pleasant time. Fortunately we've had some good presidents since then who made up for Reinhard, and he is soon forgotten.

B: You said earlier that when the women's and men's programs were integrated here, that of course men got all the top positions because those were appointed by the administration?

K: I'm not sure if they were appointed or elected but the men dominated so they could elect anybody in that they wanted to.

K: There were fewer women, and so the men could outvote the women. When I first came here, quite often the votes were along gender lines, almost always. You were voting for committee people. I remember one meeting we tried to get some women on some committees, the key committees, you don't care about social committees, but the tenure committee and the promotion committee. I remember one meeting very distinctly. We tried to nominate some women, and we were outvoted, and they were all men that were put on there.

B: Has that changed?

K: Yes, that has changed now.

B: Because there are more women or because the men have changed?

K: The younger people have come in and have changed. There's been a change now in the, I think, in the attitudes. I think we're past the gender conflict, and now I think there are new factions within the department. We are not without problems. In fact, some of the internal personnel problems as department chair were probably, they are absolutely the most difficult things to deal with. I've tried to figure out exactly what it is. I'm not sure I know yet, and I tend to agree with some department members that the differences are not so much with age. Although some universities are showing and The Chronicle of Higher Education points out that some of the internal personnel conflicts are with age. The older people versus the younger people. But in our department I don't think it's

K: age. I think it's the professionally active people versus the inactive people. One department chair workshop I attended a couple of years ago down at IUP [Indiana University of Pennsylvania]. They called it RIPPS. The retired in place people. I think that's a good way to explain it. There are a group of people right now who seem to be very resentful of the people who are very professionally active. The professionally active people are of different ages, and they are both men and women. So there isn't the gender conflict. I guess I'd like to think that we're past it. There's a group of people in the physical education department that are very active. They're doing very exciting things. They're active nationally, internationally even. And there's another group of people who are content to let the world go by. That's okay. They do their job. They do a good job at what they do. They don't change anything. They're not change artists at all. And they just keep plugging along and teaching their classes. They do a good job of teaching their classes. Then there's another smaller group of people who appear to be resentful. They're disruptive whenever they get a chance. They are working against these professionally active people, and it's created some real tensions in the department. It's very destructive, instead of working together. At least the people that are over here in this other group who are content to teach

- K: what they're doing, those folks at least are not destructive. They do their job. Leave me alone. Let me teach my classes. Let me do my job. Don't rock the boat. Let's not do anything too drastic.
- B: Don't change too much.
- K: Don't change too much. The paradigms are not going to shift for these people unless it's made very palatable and very easy, and they don't have to worry too much about it. They will stay like that probably until they retire. I've come to the conclusion there's no way to change those people unless you can find one simple little motivating fact to get them going. But they're going to be very happy over there doing what they want to do. And the movers and shakers over here are going to move ahead and they're going to be the change artists in that department.
- B: The ones who really resent and resist, is that an older group?
- K: Some of them are older, yes. They are older. They are. It's just we're talking about three or four people, and they are making it very difficult for some of the people.
- B: So eventually they'll be gone though, and the new people that you're recruiting and searching for, are they more, I hope, more research oriented, more professionally active?
- K: I hope so. I really hope so. But we are losing positions rapidly,

- K: and part of the problem is that they are going to the Allied Health department. I'm not supposed to say that. None of us has these jobs, you know. So when somebody retires from Slippery Rock then that position becomes open for Slippery Rock, but because Allied Health has brought in all the pre-p.t.'s, when they come in they come into Allied Health. Then once in Allied Health they decide they don't want to go there, then they spread out across the University. Allied Health looks like they've got this huge enrollment of students which they do on paper. It looks wonderful.
- B: So they get the position?
- K: They get the positions, and we're losing them. We haven't dropped any students, but yet we're losing positions. So that's not a happy situation. So we have not hired anybody for four or five years in our department. Four years maybe. Nobody. We have now one position for next year. One precious position. We have one faculty member who's left to go to another job, and we had one faculty member retire. We had another faculty member retire three years ago, whenever Joannie McKeag retired, so we're down three and we gained one. That tells you we're not moving forward. And our student enrollment has not decreased, and our activity classes that are required for the University requirement have not decreased. They're still there. So as long as the student body stays the same, we still have the same number of

K: activity classes to teach.

B: And larger classes.

K: Oh, absolutely, we've gone to larger classes. I had fifty in anatomy this spring. So we're teaching very big classes. Seventy-five were in kinesiology. That's very difficult to teach major level difficult courses with that many students in them. It's just really difficult to do.

Here's another situation.

We have two Black women in our department. One of them I really worked hard to recruit myself, and brought her here. Both Black women came here and worked very, very hard the first year they were here, very hard. They brought in all kinds of new ideas. They're both very active nationally. One of them has been invited to Egypt to help run clinics. They are both resented by other people in our department, and I cannot figure out if they're resented because they're Black or because they're professionally active. The same small group of people that treat them terribly, in my mind, treat some of the rest of us not very nicely either. So I don't know if it's a racial problem or if it's professional activity versus inactivity. I prefer to think that it's the latter, and not the racist. But these two now have withdrawn. They have been treated with very little understanding and so they have now withdrawn. They have both been here, well, one has been here five years, and the other has

K: been here four years, I guess, maybe I missed a year. But anyway, one of them is president of a national organization. The other one is on the U. S. Olympic Committee, to just give you an idea of their stature nationally. But they have withdrawn from our faculty, and hardly talk to anybody, even in the hallway now. So they started out like a house afire. They were doing all kinds of exciting, innovative things for at least a year, a year and a half, but after a year of being or after being resented, and treated, they just have withdrawn. That bothers me a lot. I don't know what's going on around the rest of the campus when it comes to the Black people, but to see people who are quote, "different" discriminated against, this is of great concern to me, and I think that's a predominate attitude in our department right now. That fits in with this small group that resent the active ones because they are, quote, "different" because they are active. They're professionally active. So anyway, that's probably one of the biggest problems that we have at this point in time, the two Black women. I don't know why they stay here. I really don't know why they stay here. They could their jobs. They could go any place in the United States. One of them is from Pittsburgh, and I think she wants to remain close to home. The other one, I wouldn't be surprised if she left. Yet our department, our University, needs good, Black, professionally active faculty. We need them. We desperately need them.

B: We need them for role models.

K: Absolutely.

B: And the support that I'm sure that they get from people like you, and some of your colleagues can't make up for this.

K: Not the way they are treated in meetings. I've listened to them be put down in meetings. They come from a different perspective. And you see we don't try hard enough to figure out where they're coming from. One of them told me one time that "we have to learn to live in two worlds. We have to learn to live in the Black world, and we have to learn to live in the White world. And those are two totally different worlds. All you have to do is learn how to live in the White world". The other one, one time I was talking to her and she said, "you know, I've got two problems. One is, she pointed to the color of her skin, that I'm Black; the other is that I'm a woman. I've got a double jeopardy". So they're very much aware of the discrimination against them here. Their perception is because they're Black. I'm not totally convinced that that's the only problem. Maybe I don't want to believe that. I want to believe that the other part of the problem is this is professionally activeness. But all I know is that we need to learn about their Black culture. We need to learn where they are coming from, and try to understand them a lot better than we do right now. The door's been

- K: shut, I'm afraid, and I don't know if we can ever turn this around. It's become a very tense, very difficult situation down there.
- B: Who's chair of the department now?
- K: Okay. There's a new generation coming in. The new generation is Catriona Higgs and Bob Arnhold. They're both two young, very professionally active faculty doing lots of research, giving papers around the country, and doing really neat things. Bobbie Braden will be another assistant chair, and she is kind of in the borderline between an old timer and a new timer. She's in the middle-aged group of people. At the graduation this spring, Catriona and I were talking, and I told her, she was asking about my retirement. She said, well, this is really the end of an era. I said, yes, I guess it is, and it's time for the new generation to take over.
- B: Is she chair?
- K: Yes, Catriona is the chair. She's the new chair. And I feel very positive about it. I think it's time for a new generation to take over. You know you have to pass the torch at some point. And they've got lots of good ideas, and they're all professionally active people. We have some really sharp people in our department, and I think the future looks bright. If they can get past some of the problems I had as department chair which were these inactive people. They gave me such a

- K: hard time. They're beginning to have the same problems with these people, but they will handle them differently I'm sure. So we'll see what happens.
- B: Talk about your time as chair a little bit. When was that?
- K: I became chair at a very difficult time. The department was very split, and there was some gender conflict, and this was in 1987. The man who had been chair kind of backed himself into a corner and said to the dean, I won't run for chair unless you do this and this and this and this. And the dean said, well, I'm not going to do those things, so I guess you won't be chair. And then nobody else would run for chair. Nobody wanted to try to run this department because of all the internal personality conflicts. Mechanics. The rest of the mechanics of running a department like that are not so bad, but the internal personnel conflicts were just mind boggling at times. So according to the contract, the president or his designee has to appoint a chair. So I was appointed chair for six months from June to December. And I was, of course, highly resented because I was number one, appointed by the dean, and most of the men did not like Dr. Griffiths who was the dean. Did not like her at all. They were adamantly opposed to her. They were convinced that she was running the department and all of this. So the very first faculty meeting I said, I realize that you people don't trust me. The men did not trust me at all. You think Dr.

K: Griffiths is running this department. My job will be to make sure this department moves ahead and at the same time that I will have to work pretty hard to gain your trust because I realize that I'm in an appointed position, and it's a difficult situation. So we moved ahead. I sent lots of memos. I kept everything up and out on the desk. Basically I made sure nothing was done behind anybody's back, and my whole goal was to try to get people to communicate with one another, to not hide anything, and to try to gain the trust of the faculty. That went on for six months and then in December it was, who wanted to be department chair? I was coordinating gerontology at the time. I couldn't do two things. I'd given up gerontology for one semester to do this, and I really enjoyed the gerontology work because that's such an exciting program to work in. So I went back to gerontology, and Tom Lambert agreed to be department chair, and after about four or five months he said that the stress of the job was too much on his health. He couldn't handle it, and he really did not think it was a job anybody could do. It was too difficult. So he quit basically. This was in the summer of what would have been 1988. So then because there wasn't time to get a person elected we went to three people that ran the department. We divided the jobs up. We did it, the three of us, and I was one of those three. Then that went on for a year and then I decided one chair would be a lot better. I didn't

K: really like doing it with three because it was difficult. It was almost easier to run it yourself. So then I decided, okay, I'll run for chair. Nobody else would do the job. So really the competition for department chair was nothing. There was nobody there. So I ran for department chair, and then was the chair until December of 1992. I had one more semester to go to finish the three year stint, but actually some of these people who are being very difficult to work with, but were running around the chair to the dean and having the dean approve of their action was what finally did me in. That's when I stepped out and I decided I would teach full-time before I retire. There are some very challenging people to work with in that department. You have to stay focused on the strong people because there really are some good people out of that group of 30. But the few difficult ones you end spending ninety percent of your time with about five or six people and their folders are very thick of all the memos you have to send them. And as long as the dean supports you, that's what's critical. And in talking to other department chairs I've discovered that that is probably the real key to whether the department chair can continue is the dean or the vice-president. If they run to the vice-president it would be the same thing. I know there's another department where one person was circumventing the chair and going to the vice-president. In my case they were going to the

K: dean. If that administrator doesn't send those people back to the department chair, then it eliminates the role of the chair. It makes it very, very difficult.

B: It undermines it.

K: It undermines it, yes, absolutely. It makes it tough. So I was department chair until December and that's probably the biggest problem. Some of the other problems might be related to the union. I was a department chair at another institution that did not have a union contract. In that instance, the department chair had much more power. I hate to use the word power, but I don't know any other way to describe it. At Slippery Rock with a contract, the department chair is in the middle, is in a no-man's land situation. The faculty think you've got all this power, but you really don't. What you can do is you give them a schedule. You make a difference in their office location. Those are two very important things to faculty. But other than that, you just simply right a letter of reference or approval or disapproval for promotion and tenure, but there are about three other groups of people that are going to rule on top of that. So what you say sometimes is approved and sometimes it's not approved. So there really is very little that a department chair can do when you have people who are very difficult to work with.

B: Who should deal with difficult people if the chair doesn't have the authority, and it's well known this is a difficult person who should be reprimanded?

K: The chair is the one who should do it, but the dean has to support them, has to support them, and in my case with two or three of those difficult people the dean has supported, in two cases the dean did not.

B: Supported you?

K: Yes, supported me. In two or three of them, the only way the chair can deal with it with this present union contract is to document all the things that happen. Let's say you get a phone call from a school district and the school district is saying so and so on your faculty has been here and has done these things we consider this unprofessional. Now what are you going to do about it? So I say, well, I'd like to have that in writing if you would please. So they send you a letter. You call the faculty member in and you sit down and you say, this is what we have been advised. Can you help us understand why this is going on. The faculty member usually denies it, and says, oh, that's just a few people and they don't like me and they're doing this and this and this. You say, well, we need to be sure that this never occurs again, and I will be documenting this conversation we're having right now, and so then I write another memo that describes our conversation. That goes in that person's

K: file. Now after a while with one of our faculty members, for instance, that file has grown and grown and grown. I mean there are quite a few of those letters almost one every year of some kind or another. And the faculty member still thinks that he is doing everything right, and he's doing what he should be doing, and he's okay. But yet as the new people come along they'll be writing the same kinds of letters. It will continue. You know. Now some department chairs in the past have ignored these. Oh, that's okay, you go ahead and do what you're going to do. The problem with a union contract is if you are a conscientious department chair then you try to get people to run professionally. If you get the program to run professionally, and the people to act in a professional manner, then you're going to be in trouble because you're a faculty member. You're not an administrator. In the eyes of the faculty, you are an administrator. In the eyes of the administration, you're a faculty. In the eyes of the contract, you are a faculty member. You are a peer among peers. There's one fellow on our faculty who I did not recommend for promotion. There was no way on this earth he had any of the credentials that met the qualifications for promotion. No way, in a clear conscience could I have recommended him for promotion to a full professor. He doesn't speak to me. That's okay. I did what I thought professionally I had to do. It turned out he was not promoted, but it's things

K: like that that I can handle as a department chair. That goes with the heat in the kitchen. You know, if you can't stand the heat, get out of the kitchen. But it makes the job a little bit more difficult. And I was supported in that case from the dean, but if the dean didn't support you in those cases, then you'd be in real big trouble because you've got to have the support of the dean. Without it the department chair is in big trouble. If you're running a department the size of the physical education department, with the different personalities that exist in that department, it's a challenge. It's a challenge to get the group of people to work together. We tried just about every little bag of tricks we could try. We did one whole retreat using the Myers-Briggs trying to get people to realize what different types we were, and how some people could be strong in some areas even though they are, quote different. We need them. We need everybody. Everybody has to pull their part of the wagon, and they have to figure out how they can best contribute. Doing that, it might have helped for about two weeks, and then people soon forgot, you know. How we're going to treat people. We're going to try to get the best from each person, and then we ran into trouble.

B: You can't have a retreat once a month.

K: No, we can't. And it's something, I think, that's going to require patience in the physical education department to pull

K: them together. I'm optimistic that it will happen because of the new people coming, and as some of these other folks retire I think it will happen. I know other departments, I have a lot of friends around the country, and a bunch of them are department chairs, and some of the schools are four and five years ahead of us. The older people have retired, and they have a lot of new, young people who are use to the co-educational programs, and they're much more professionally active and they're off and running again. So I think Slippery Rock will come through this cycle, and we'll be in good shape. We're still one of the best programs in the country. That's what's remarkable. People don't know about our internal problems. We've done a real good job. One of my goals as department chair was to keep our dirty laundry inside. Dr. Foust even stopped me one day and said, I haven't any bad things from the Field House, things must be going okay? I said, what you don't know won't hurt you. So we've worked real hard at keeping the problems internal. Keep them in the Field House not putting the dirty laundry out on the line, and, you know, I think people across the campus generally think that the physical education department is running a little more smoothly than it did five and six years ago.

B: I think five and six year ago you couldn't have kept it quiet.

- K: No, we couldn't. There was an outright attack from some of the men in our department on the dean, on Dr. Griffiths, and that was a known factor. It was publicized. Everybody knew it and they were doing their best to get rid of her. So we've come through that, and we have survived and moved ahead. Our labs are growing.
- B: You mention Dr. Griffiths quite a bit. Is she one of the influential people? Someone who has impacted you. Can you talk about some of those people before we forget?
- K: I would say that the people, she has been in the administrative position, but I would say that the people that have impacted, she has impacted me positively or negatively depending on whether she supported or didn't support me as department chair. I think the people that have impacted me the most would be people like Martha Haverstick and Marie Wheaton. Working with Marie in the development of the outdoor programs. Pat Zimmerman. Joannie McKeag. Those are all people who I have worked with more closely in the department, and who were very supportive. Anne Griffiths. We are very opposites on the Myers-Briggs, and so doing the Myers-Briggs has really helped to understand why we have great difficulty communicating sometimes. She is of the type that is very creative. She's probably the right type of person to be in the dean's job. I am very structured, organized, and like to have everything laid out in front of me when

K: I'm going to do something. She jumps all around, drives me insane. I drive her crazy because I want things structured. She doesn't want things structured. She wants it to be real flexible so she can change her mind. Well, we're going to do it this way, and then we go the next meeting and well, we're going to change it and that's what drives me crazy. So that makes it very difficult to work with somebody like that. But I also recognize that that type of a flexible, creative person is an important one to have in that position as long as there are some of us along that can come along and get some organization, and carry out some of those ideas that she has in the creativity because I'm not creative at all. So I think from that standpoint that it makes a good team. The more recent problems have come by her allowing people to run around the chairman, but those other people that I mentioned have been really philosophically the people that have been neat to work with. The Haversticks, and the Wheatons, and the Zimmermans and the McKeags. Joannie McKeag was a wonderful person to work with. Ann Bicknell was another person who was wonderful to work with in gerontology. All of the gerontology faculty I would say are a unique group of people, but we'll talk about gerontology later. Some of the new people that have come in, I've learned a lot from them. They're very good, very knowledgeable in their

- K: field like Nelson Ng is in computers, and Bob Arnhold's in the adapted area. So I think those are all some good people that we have here.
- B: Give us some stories about Martha or Marie or Joannie to illustrate their influence.
- K: Martha is probably one of the most solid, professional persons I think I've ever met. She's professional to the core, and I respect that. She's also a very organized person, and so coming back to the Myers-Briggs, we're the same on the Myers-Briggs, and therefore, it makes it easier to work with somebody like that. Pat Zimmerman is the same as I am, too. And so we kind of chuckle about it because we like to be organized. We like to be planned ahead. So it's a lot easier to work with people like that. We recognize we need the creative souls like Anne Griffiths, but when you have to develop a project, and you have to finish a project, it's nice to have somebody like Martha to work with. Martha's standards are high, and I respect that in somebody. Her standards are high, and she sticks to them and she doesn't waiver, and I really respect that in a person. She's probably one of the best teachers I think I've ever known. A good student would love her. A poor student would hate her, because a student that wanted to get by and not learn anything would not like Dr. Haverstick. But the good students would, and I always wished that I could be like Dr. Haverstick as a teacher. Same

- K: is true from the respect of the faculty. I think the faculty who are the hardworking, professionally oriented people would respect Martha, and Martha would work with them. But if you were a lazy, non-worker putting in your time, Martha probably would not have the time of day for you, and they would drive her crazy, just like they drive me crazy.
- B: When we were putting together the new, at that time, promotion standards, Martha and I were working together, and her professionalism was just admirable. And she was the only person who in an evaluation of an applicant from her department had put in negative recommendations. The committee was amazed, but she justified them, and the committee respected it.
- K: Sure. That's absolutely right. See, you can believe and trust anything that Martha would tell you. She would not play games. Therefore, her judgement would be highly respected. Other people will just gloss over a problem because he'd be afraid to say something negative about somebody. It's very difficult to not promote a member of your faculty. It's very difficult to do. You have to be able to justify it. I think I've learned a lot from Martha about how to do that, and I felt comfortable in not recommending people. I've recommended more for promotion than not, but the one individual that I did not recommend, I felt comfortable doing that because I think I learned from Martha a lot about holding certain standards and

K: sticking to those standards and I think that's important. It's the only way we can raise the quality of education is to do that. We need a lot more Martha Haversticks. I think we have some young people that are like Martha Haverstick coming along. I'm obviously very hopeful with these young people. Now, about Marie Wheaton, I had a fun experience this past weekend. Marie was taking two of her neighbor boys down the river canoeing. She asked for some help, and I went with her. Marie retired from here probably a good ten years ago or pretty close to it. Eight to ten years ago now. Marie's always believed in the merits of outdoor activities. The canoeing, the backpacking and all that. So in the seventies she developed these course outlines. She said, some of them I didn't even know what I was talking about, but I knew we needed these courses here on our campus and all these outdoor activities. And I like these same activities. Because she developed those course outlines, about six or seven years ago we were able to hire Tim Ramsey to take over and start teaching those things in our department. And this weekend down on the Allegheny Rive, Tim Ramsey had a class and he was camped at the same site we were camped at, and so at long last after all these years Tim's been here, I finally got him to meet Marie Wheaton and the two of them hit it off beautifully. And I said, now Marie, here is the legacy that you started and Tim is now carrying it out. It was just a beautiful thing to see happen

K: because she wrote the course outlines that really started it. Then I sort of kept things going for a couple of years after Marie retired until we hire Tim. But Tim is highly skilled in this area and has taken it to greater heights than ever, the whole outdoor adventure program. It was just exciting to have the two of them meet each other. We're going to try to get together.

B: It just happened? You didn't plan it?

K: Well, I knew that Tim was going to be at that campsite, and we had decided we would use the same campsite. It's a real big area so we could be there, but I made sure that the two of them met each other. I wanted them to meet each other. I've wanted this to happen for a long time ever since Tim came here. But we finally pulled it off. Interesting thing was that Marie and Tim started talking about the problems that they had, and Marie said, I betcha the canoe trailer still gets flat tires. And he said, you know what, we just had to change the tires two days ago because the tires were flat. And she said, I bet there's still a hassle with where the equipment's stored after ten or fifteen years. He said, yes, it's the biggest pain in the neck you ever saw. And so the problems that they were sharing, I just chuckled because they were identical. Almost nothing has changed with the problems associated with that whole aspect of that program. The program has grown and expanded, but the problems are still there. Getting people to help you drive the shuttles, and all that kind of stuff. So some things never change, never change after 15 years.

- B: But it's wonderful to see that it's continuing and progressing.
- K: Marie must have had to feel good about the fact that Tim had this group out there. They were doing everything right. All the things that she would approve of, they were there and it was happening. Then the program she started is still going on and it has grown beyond that.
- B: It's even better.
- K: It's even better.
- B: She could see what the students were doing.
- K: Oh, yes. She could see. She could see they had a nice fire going. A nice wood pile. They had nice tents put up. All very well organized. Everything done correctly, and that had to have made her feel good about the program she started.
- B: That's a great story.
- K: That just happened this weekend. I said to somebody last night, that was the best part of the whole trip as far as I was concerned, having those two get together and meet each other.
- B: So she really had an impact that's continuing.
- K: Yes. I think so. Her big contribution was that. She also was a great people person, as was Martha, as was Joannie. They all were really concerned with the students and there was always time for students, and I'm not sure that's true so much anymore with a lot of our faculty. You know there's no such thing as a bad time to sit down and talk to students when it

K: comes to those faculty. I'm not so sure. You know, we now have our answering service and all this kind of stuff, so a student can always get ahold of you, but it's almost been made too easy, and faculty don't go out of their way necessarily to help the students like this group did. They just bent over backwards to care for students. And that caring is one of the things that was a hallmark for this University. I'd like to think that there's still a majority of faculty that do, and that we still are a caring institution as Dr. Aebersold says we are. But I tell you these people that I've mentioned are the ones that were the epitome of the faculty who really cared about the students.

B: What special qualities did Joannie McKeag have?

K: I think she was a master teacher. Absolute master teacher. Again her biggest thing was caring for the students. She probably wore herself out, totally exhausted herself, because she spent so much time working with individual students. There was no such thing as a stranger to Joannie McKeag. She knew the students. She knew them very well. They knew her. They all loved her dearly. She's a rare person. Not too many people like Dr. McKeag around. We never replaced her either physically, as we didn't even get a replacement for her, and even if we had, it would have been difficult to replace that kind of a teacher.

- B: I was surprised when she retired. I thought she's so young.
- K: She retired, I think she would be an interesting one for your interviews.
- B: I think we really need to know the background of gerontology, how it started, and what's happening to it now.
- K: Okay. This is our twentieth year. It's hard to believe that this is our twentieth year. We had our twentieth anniversary this year. Gerontology started back in the early 1970's when Ann Bicknell in the psych department came here. She was the only one in our whole program who was educated in gerontology. She was a gerontological psychologist, and she decided she wanted to get a gerontology program started. At that time, I was involved with a future directions committee for one of our professional associations, and so I had been reading up on the direction that physical education was going to go. And it was pretty obvious in the early 1970's that gerontology was the field of the future. At that point in time, you could see the change in the demographics. The young children, the people had already been born, the baby boomers were in place and they were growing older, and so it was predictable how the charts were going to change. And that when those baby boomers hit the sixties, we were going to go out of our minds trying to take care of this older population. So I thought everybody in physical education is focusing on school age people. Nobody

K: is worried about older adults, somebody better do it, so why not me. So I got involved in it. In our national association there used to be 20 or 25 of us that in the 1970's we'd meet at national conventions and share ideas. We started a little substructure within our national group called the Council on Aging. We'd sit and talk with each other. Now you go to national convention there would be between 150 to 200 people at those meetings. So it really, really has grown which is exciting to watch. At Slippery Rock there are about four or five of us that used to meet with Ann maybe once every other week, and she'd have a little educational session. Then she started teaching psych of aging. That was the first course. Then we had a little minigrant and we went up to the University of Michigan, and we looked at their program, and we decided we would make our program interdisciplinary. We would keep it out of a department because the programs that went into departments became very much focused in that department. So if it were in health, it was a health gerontology. If it was in sociology, it was sociological gerontology or psych. And that was the way a lot of them were, but we decided we'd be like Michigan, we'd keep it interdisciplinary. And so it's been an upstream battle all the way because at Slippery Rock interdisciplinary programs just don't exist. They're orphans, that's right. They don't have a home. They don't belong to anybody, and they have to

K: pretty much survive on their own which is what we have done. So along came Ted Walwick in the middle 1970's and the big planning session we went through. That was the neatest thing that ever happened to us because we said to Ted, can we join this planning process, and can we plan a gerontology program as a part of it? He said, why not, Ted being very futuristic. So we did that. We pulled together. The group had grown now to maybe ten people, ten faculty, from different disciplines. Carolyn Rizza, Larry Upton, and Charlie Bish were some of the pillars of the group along with Ann Bicknell, and Paul Rizza. So we did the planning document, and as a part of that we set up what we were going to do. We were going to have a gerontology program. We are going to call it a program, and we are going to have a coordinator who was really the chair of the interdisciplinary university-wide committee, and we were going to ask for three hours of release time to coordinate this program etcetera. Well, it was all approved. Then we had to decide what college we were going to go into. That was a tough decision. We went under the College of Human Professions, but we could have gone either direction because we had just about equal number of faculty from Liberal Arts, Liberal Studies, as we do from professional studies. The program has continued to grow. Ann was the coordinator for a long time, and then when Ann retired, I became the coordinator, and I was the

K: coordinator until I became PE department chair. And then we hired Bob Gandee who's come over from Akron, retired from Akron, and he is now the coordinator. The program has grown and grown and grown. Now we have a committee of probably twenty some people and it is organized around working committees. So there's a group that runs Elderhostel. Elderhostel is going on right now on China, right here on our campus. We have international Elderhostel which goes all over the world now. And we run a sportsfest, and we run a symposium and all kinds of things are going on. We just completed a self-study and we received very high marks. Our program is now well known throughout the United States. We were one of the host schools for AGHE which is the Association of Gerontology in Higher Ed. that was held in Pittsburgh a couple of years ago. We did a good job. We knew it was important. We all worked together and we did a good job of running that national convention and so now people recognize Slippery Rock for the fine group of people we have working in gerontology. Carolyn Rizza is the president-elect of this national association, so we are known in the educational circles. We have tried to write grants. It's difficult. That's one of our problems, trying to find time to write grants. There's plenty of money out there if we just had the time to go after it. But we're all full-time faculty in our own departments, and therefore, everything we

- K: do in gerontology is volunteer. There's a neat feeling among those people. The people care about the program and we've always worked hard at that. This past week I was at a conference at Edinboro, and the speaker, an excellent speaker, spoke on developing values in the University, and what he called the sense of community. And he said that he's done research on hundreds of universities, and he said that there are only three groups that seem to come out that develop a sense of community in their programs in their departments. Two of them were academic departments. One was sociology. I don't remember the second. But the other one was interdisciplinary programs. So I never knew what to call this feeling that we had, but this feeling is a sense of community, using that new language. He said that is what we have to work toward with all of the universities is developing this sense of community, and the gerontology program has had that from the day one, and I hope that we keep that.
- B: Isn't that neat that you have that, as opposed to how sometimes things have been in your department.
- K: Yes, absolutely, it's made all the difference in the world for me. It's a retreat area. I can go there and work and I know that it's a strong support system, real strong support system among that group of faculty. And I think the other thing that we've learned is to appreciate each other's discipline.

- K: I've learned a lot about counseling and ed. psych. and sociology and geography that I never thought about. Why would a geographer be interested in gerontology? Well, they're demographic people you see, and it plays a big role in their area. So we all bring our areas of expertise to one common focus which are older adults and we've learned a lot from each other. It's made it really exciting, and it's growing. It's continually changing and so you have to go to conferences and you have to keep reading, and keep learning the new stuff. So it's been a real exciting area in that the whole area of physical activity and rehab which is my special interest area has grown right along with the other disciplines in working with older adults. And so I have a real strong network of friends around the whole country that are working in this area too. There are any number of people I can get on the phone and call and say, hey, what do you know about this and this and this. So we have really supported each other. If one thing leads to another, it's led me into working with the senior olympics, for instance, the national board of the senior olympics which was a natural to bring together my interest in sport and older adults. So that's where I'm putting my energies right now is into that. Moved away from intercollegiate athletics which is where I was in the 1970's. Now my focus is more on sport for older adults which is natural. Just seemed right to happen.
- B: I remember being impressed a class of yours that I was working with and you had them thinking about how will it be for older

- B: people in, say, the year 2020. What will their lives be like? Of course, all of these twenty year olds having to think ahead to that was a real challenge, and one student said, they're all going to be taken care of. There are going to be places for everyone, and there are going to be homes, institutions if they need them, and I thought quietly, you're wrong, nobody is going to care. But now I see glimmers, and I think maybe some of that will happen, and I thought that was so great to make them not only think of what is now or what was, but predict and think and be creative.
- K: Yes. Thinking is what I've always tried to get students to do. That's always been one of my goals. The interesting thing about this whole gerontology and aging education is that most young people think very negative thoughts about older adults. When I go around the class and I say, tell me the very first thing that comes to your mind if I said aging or elderly. Almost every one will be something negative. The only positive might be grandparents, but they'll say grey hair, they'll say wrinkles, they'll say frail, they'll say handicapped, senile, all of these things that are perceived as negative. So there's a very negative feeling about growing older. But what we're trying to do is to help people grow older and still maintain their activity level, maintain their independence, maintain a very positive attitude about life. If we can get the older people

- K: to think that and then get the younger generation to think that also, that these older people are not people who have to be cared for, but they still can contribute in some way they can contribute. So that's kind of the attitude that we work hard toward. Look at yourself. You're retired. What are you doing working here? See. You're contributing things.
- B: One thing is an older person still needs to feel important not only, especially for himself or herself, but someone else has to recognize that importance.
- K: That's exactly right. They have to allow them to be useful. They have to allow them to be useful, and they won't do that unless their attitude is positive about that older person. That's why we're trying so hard in our gerontology programs to educate these younger people to think that way. That's why I try to get them to think about what life will be like for them. What do they want their life to be like when they are at that age. Okay? Because none of them are going to want to be, I don't think they want to be, dependent at that point. They're going to want to remain independent. So how can I get to be 40 years older than I am right now and still remain independent both physically and monetarily, and every way. Actually the motto of the AARP is to serve and not be served, and I think that's the way most older people want. And, of course, those of us in physical activity areas, we

K: believe our position, our contribution is to keep people physically active. Then they will remain independent. The minute they quit moving is when they become dependent. We know that. We absolutely can prove that. So we have a very important role to play, and I'm disappointed that not more of the physical education faculty are interested in it. But I've resigned myself to the fact that that is their problem, not my problem, and the more people that we can get interested, the better off, and if they don't want to get with the times then I'm not going to worry about them anymore. See, my attitude has changed a little bit.

B: You're realistic.

K: I'm becoming more realistic as I get closer to retirement.

B: So students can take a minor?

K: They can minor in gerontology or they can get a certificate. There really isn't much difference. A minor is what we recommend that students get now. We have it at the graduate level, too. See we have developed also the graduate program in gerontology and now we have graduate students going into it. And that's where we begin to have more physical education being part of the graduate level, for which I'm pleased. The exercise science people, the ones in cardiac rehab should be really studying older adults. They're the ones they are going to be working with. Actually at the undergraduate level, the sport management people should be studying gerontology,

K: because who's got the money to go play golf? Who's got the money to go participate in the sport facilities as spectators, etcetera? It's going to be older people. And they have special, unique characteristics that need to be addressed if you're going to run a program in any place. You need to address those characteristics.

B: What are the graduates doing? What are they doing when they leave the program?

K: If they're in physical education, they may go work in a hospital setting, for instance, and run an exercise program in a hospital setting. Greenville Hospital, for instance, up the road here, they run a big fitness center that's attached to their outpatient clinic. It's a huge fitness center and one of our graduates is helping to run that program. During the day, they have a lot of people over the age of 60 coming there because the younger people work.

B: Have you see attitudes change among the young people? More tolerance or interest?

K: I haven't really seen any. Maybe it's because I want to see bigger changes. The numbers are slowly growing in gerontology, but most of the students don't find out about it until they're seniors which tells us all that the faculty are the ones that haven't changed, and the faculty are not recommending the gerontology or they're not aware of it. Because if the faculty

K: would tell the undergraduates, many more of them would get into gerontology. So we are continually trying to educate our colleagues on that. But our colleagues are not tuned into it. They're just simply not tuned into the need for a gerontology minor. In fact, our gerontology group has discussed this, and we are going on a major campaign to recruit faculty. It's sort of like computer use. The students will never be taught how to use computers until faculty learn how to use them. When the faculty use them in their classes, then the students will use them.

B: Well, now everyone's using them. So maybe that will happen.

K: It might have to happen with the students with the gerontology. See, we may have to just forget or bypass the faculty advisor and go straight to student groups, and recruit the students themselves.

B: Oh that's good.

K: See we have recruited. We've talked about that, going to orientation, for instance. We have been working through advisors, through department chairs and faculty. It's not working. So we may have to go another route to get the students. I did an interview of two students who are finishing gerontology, and they said they both got into the program late. And one of them said, I figured out that most of the older people, most people, that I am going to be working with will be

K: older than I am, and I ought to find about these people, and minor in gerontology. She figured that all out on her own, and not all of our students are sharp enough to see the demographics and realize that they need to do that. So we have an excellent program. We have good courses. We have a lot of experiential opportunities for students. We have a graduate assistantship funded by the Lutheran Service Society, and that graduate assistant helps to run the program and all the senior centers in Butler County. So we're tightly connected to the Butler County Area Agency on Aging, and all of the other aging networks. We have tight connections with those in Mercer County and other counties in our area. We've been able to stretch out and connect with all these aging groups, and therefore, our students are welcome for internship and field experience sites. And the agencies and the nursing homes, senior centers, you name it, we can work with any type older person from very frail to very active, and that's exciting. The senior center in Slippery Rock is one that we helped get started, and it's about ten years old now, and it has grown and grown and grown, and now we have permission to go to a full service senior center, and that's a big step. If we can get the community people moving on this, our goal is to have a full service center in a self-standing building all by itself, without using the Methodist Church. So there are a lot of exciting things happening in gerontology.

B: What would a full service center provide?

K: The present center is called a satellite. It meets from eleven to one. Although they just told me last week at their anniversary dinner that they've been told they can add a couple more hours on to the morning. So that means that they can add more programming. In a full-service you might have a quilting group. You might have a wood-working shop. You'll have game rooms and lecture rooms where we can teach classes, actually teach classes. Down at Passavant Retirement Center in Zelienople now we've helped them to organize an education in retirement program. A faculty member or somebody teaches a class down there for five weeks.

B: I think Irv [Kuhr] taught there.

K: Irv might have taught some of that, yes. It's an exciting kind of a program that's going on down there. We'd like to get that going in Slippery Rock, too. Education in retirement. Learning in retirement, I guess, it's called. So that just shows that older adults want to continue learning. They're exciting to work with. It's neat. It's a neat program. Enrich people lives. After they've worked so hard, I think it's fun to help them continue to learn, continue to contribute in whatever way they can. You can tell I like the gerontology program.

B: You like the students that are in it, and you like the people that they deal with.

K: Exactly. And I like the faculty that work in that program. A dedicated group of people. They're just wonderful, unique. A sense of community. I now have a title to put on that. It's a wonderful sense of community in that gerontology program. And that's why we've sort of hesitated. People have said, don't you want to have a department of gerontology? We've sort of hesitated to do that because then you have people who are just dedicated only to gerontology, and we're afraid to upset the apple cart. We've got such a good thing going that we don't want to change it. Although we may change it. It was suggested that we call ourselves an institute. A gerontology institute. It sounds a little bit better. We like it. More grants that way. So that's what we might aim toward.

B: And then you would keep the connections to the different disciplines.

K: It would be basically the same thing except they're now calling it a program, not real fancy. An institute sounds much better when it comes to getting funding. I don't know. Our outside evaluator suggested that we call it an institute. So we might do that.

B: Where do the funds come from?

- K: Dr. Griffiths has been wonderful in the support of the gerontology program. We have been treated like a department. We have a department budget, and the coordinator of gerontology sits on the advisory council with the rest of the department chairs. So it's a program that is treated like a department but it is officially a program not a department.
- B: Is there any other program on campus like that?
- K: The Women's Studies is the closest, but I'm not sure that it is spread out as wide as ours. Women's Studies has divided now so that the Women's Studies is an academic program, and then they have the Women's Center which is their, I guess you would call it, their outreach program. So they've kind of split, and they have two different groups. I don't if they're connected with one another or not, but we've kept all the gerontologies together, the academic and the outreach program is all together under one unit. The same people do the same thing. We do both. We teach and we reach out.
- B: What do you see for yourself in the future, now that you've put these good things in place?
- K: Well, there's one thing. I have been very active nationally as an administrator of different programs in leadership positions. I have written a book or two here and there, but I have never done much research, and I am a great experimenter. I collect all kinds of data and never do anything with it because I've

K: always been too busy doing all this other stuff. On this board and that board. So now Bob Gandee comes along. Bob Gandee is in gerontology and physical education. He is a great researcher. He really knows how to massage data and make it look wonderful. I mean all this data I've been collecting, I didn't know how valuable it was. And he's telling me that up in that gerontology center there is so much good stuff now that we need to publish it and we need to get it out. In fact, at home on my table as we speak, there's a pile of stuff that I am to get it together within the next week to get it into a scientific publication. I've pulled together the data which I have, and it's in my head how to write this, but then he'll take it and he'll reword it so it sounds like it will be approved and it will pass the screening of the juried publication. And we'll get it published or we'll get it in to a national convention program. So it's been exciting to have Bob here because he is good at the things I am so weak at, which is writing up the research so it sounds researchy. But I am good at doing the nitty gritty stuff of pulling together the facts and he doesn't like to deal with that. Although he can do it. So we make a good team. Since he's been here, we probably together have had three or four papers that have been approved by juried programs, and we've had several published. So that's another whole new thing that I've gotten into, but I

- K: never would have done it if he hadn't come to Slippery Rock.
So for that I am grateful.
- B: That can certainly continue on into the future.
- K: Yes. I'm not tired of teaching at all. I love to teach, and so when I leave Slippery Rock next year I will probably look for another part-time job teaching. Not full time but somewhere in the midwest close to family.
- B: Close to the log cabin?
- K: Close to the log cabin or close to down where my mother lives in Illinois and teach one semester. That would be ideal, would be to teach a couple of classes one semester and then travel a lot the rest of the time. Travel and see friends around the country. That's what I hope to do.
- B: And around the world.
- K: And around the world. I'm lucky. I have friends all over the world actually. So it would be fun to go visit all those people.
- B: A good program.
- K: I'm excited. Yes. There are a lot of good things to be done. I want to go to Elderhostel and learn like the people are doing now. I don't know if I will continue. I was just reelected to this board of directors of the senior olympics for another two years. I probably will continue that and then maybe will step off of that board, but that's been fun. So I will see it through

K: this competition and then we'll see what happens with that one.
So that's what I'm going to do.

B: I think it sounds wonderful and I know you'll do it well.

K: Well, thank you. It'll be fun. I enjoy it.

B: I'm so glad that with all that you've been through, that you
still have a cheerful outlook, a hopeful outlook.

K: You have to be positive. You have to be positive about things.

B: But not everyone is.

K: That's so true.

B: It's so refreshing to find that you do.

K: I always have believed that you have to make things work. Things
don't just happen. Things don't just work. You have to work
at making them work. That's what we've tried to do. That's
what we did at the computer lab within our own department,
because if you just sat back and waited nothing would have
happened. We wouldn't have had anything, anybody in our depart-
ment doing anything in computers. Now we have a whole computer
center and three-fourths of our faculty have computers and are
working on it. I wouldn't have bet on that two years ago. I
wouldn't have thought that that many faculty would have finally
come around to wanting to use computers, but we worked hard at
it. We put computers where they'd stumble over them, and we just
kept talking about them, and finally, sure enough, they're
using computers. So that's what I've always believed, that

- K: things just don't happen, you have to make them happen. You have to build up the situations and things like that.
- B: You keep your emotions under control and you don't show the disapproval. You just keep working at them, and that's a wonderful quality, Susie. The department is so lucky, and the University is so lucky.
- K: Well, I think you just have to do that. Like I said, you have to keep the dirty laundry hidden.
- B: Good for you. Thank you so much.
- K: My pleasure. Good school.
- B: We can talk more when the opportunity comes.
- K: Okay.
- B: Tell me more about this expanded speech.
- K: Well, one of the things that I learned from Ann Bicknell is a technique called expanded speech. She used to hold up her hand with all of her fingers together and she'd say, most of us when we talk, we run all of our words together, just like I'm doing right now. In expanded speech you spread your hand apart and you speak that way so that you put some space between each word which is the way I'm speaking right now. You really enunciate much better if you consciously put a space between each word. And so when our students are taught to do this, when they go to work with older adults who may have some hearing problems, they are much more able to

K: understand you if you use expanded speech. And you aren't putting them down, you just are enunciating much more clearly. Interesting story about this. I have a friend in Belgium. She asked me to speak to her students, this big auditorium filled with Belgian students, about working with older adults. I did for about a half an hour. I spoke in English and English is about their third language, but I used expanded speech. I spoke just like I'm speaking now with space between the words. After I was finished the students asked me a lot of questions, and when we were totally finished this friend came up to me and she said, I don't believe what I've just heard. You are the first person to come here from another country and speak and have the students understand you well enough to ask questions. And I said, that's because I used expanded speech. So even now with foreign students I use that technique because I realized that in America we run all of our words together. And when I've done workshops in Latin America on aging, I've done several workshops in Latin America, in Spanish speaking countries, and I can speak some Spanish, but when they run all of their words together, I can't understand them. And I'm always saying, speak slowly, please. We are no different. No different at all. So when I've done those workshops, I've used this very same technique. So it's a wonderful thing that I've learned from working with Ann Bicknell in the gerontology

K: program. But it is a very useful technique to use with all different kinds of groups of people.

B: Thank you.