

SRU ORAL HISTORY

"SLIPPERY ROCK UNIVERSITY IN THE SIXTIES"

INTERVIEWEES: DRS. M. I. KUHR AND MARTHA HAVERSTICK

INTERVIEWER: DR. JOSEPH RIGGS

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K: I guess about the time you came, the Phys. Ed. department had moved down to the Field House which meant that the Speech Department had less perception because, well, actually we replaced you in West Gym. We took over the classrooms in West Gym for the Speech Department. You were physically isolated to some extent from then on. When Heffernan [Health Education] was apparently at one point the only Catholic faculty member here. At least that is what I have been told.

H: Marie [Wheaton] was Catholic, is Catholic.

K: Well, I don't know how far back she goes. Tom Slettehaugh [Art] I guess was the second, and then Tony Pagano and company came. I don't want to charge my predecessors with bias, but the way these schools ran, obviously having the presence of Catholic faculty members on campus may not have been a goal of this institution. Except, of course, the Democrats came into power under George Leader and changed the nature of the Board. Emma Guffey Miller told me that she was uptown somewhere and somebody said, I see you hired another faculty member who's Catholic and she said, oh, we did? How do you

- K: know that? He said, I saw the first one taking him to mass.
- R: This is November 5, 1990. I'm Joe Riggs interviewing Professors Martha Haverstick and Irv Kuhr. We're going to talk fairly widely about the history of Slippery Rock University from their recollections and perspectives. Perhaps we could talk about the evolution of women's participation in faculty government or women's presence in the faculty.
- H: When I first came to Slippery Rock in the fall of 1962 and for a few years after that, thinking about curriculum now, all of the schedules of the students were block schedules.
- K: The students were admitted according to their curriculum. Elementary, secondary, phys. ed.--those were the three categories. Then they were subdivided by men and women. At least over in Phys. Ed. they were and I guess even in the other places because they took the phys. ed. courses separately.
- H: Most of them were.
- K: So if I had a speech class it would be marked E-2 and it would be Elementary Education, group 2.
- H: The thing was so unusual, I thought. I had taught for twelve years at the University of Maryland and registration was pretty much an automatic thing, while these block schedules at Slippery Rock were prepared by the Registrar, and if you were a first semester, Physical

H: Education freshman, for example, you had the same schedule as all first semester Physical Education freshman. The concept that students had the right to choose professors or days or times for classes had not arrived yet at Slippery Rock.

K: We also had a six day schedule. We still had Saturday classes.

H: Right. Certain courses when I was teaching, for example, were always scheduled on Saturday. After a couple of years of that I said to Dr. Meise, I've taken my turn, now it's somebody else's turn. And somehow the scheduling was accomplished with no Saturday classes after that. I thought that was a nice way to do it.

K: It may have loosened up as we put up some additional buildings.

H: It always seemed to me if I were careful and didn't lose my temper about a thing and if I just said, well, I've taken my turn, now it's somebody else's turn, somehow the thing would work out. Either they really would take turns in their scheduling, like rotate rooms or something like that if you had a particularly bad one, or they'd work out a way to do it so that they didn't have to have their class on Saturday, or they didn't have to have that terrible room.

K: Wieand was the Dean of Instruction and who was the Registrar?

H: I don't remember.

K: Billingsly.

H: Dorothy Billingsly.

K: She basically made all the schedules.

H: She had a real power position there, at the time.

K: Block scheduling went on for quite a while. Until they discovered that so many students were flunking, accelerating, going to summer school, etcetera, that it was just impossible to manage any more and stopped it.

R: So failure rate had something to do with block schedules?

K: Well, the point is that at some point they realized that 25% of the students no longer fitted in the block. It worked reasonably well for the first semester freshmen. What happened if you dropped the course or failed the course or something like that? Then they had to make a personal schedule . So before long, by the time you got the sophomores, a fair portion of the students were out of the blocks; then by the time you got the juniors and seniors they were even worse. So they eventually dropped it. We didn't like it because you get a Public Speaking class of only the elementary school students. But because, I guess, I was the senior, junior in seniority, senior rank person in the Speech Department, I always got the secondary education, english and speech majors in my public speaking classes. They were used to each other. It was good for one thing. The students knew each other.

H: Right.

- K: But it was bad for diversity in the classroom because they only talked to each other. Like minded students with similar backgrounds and interests. It was an interesting phenomenon.
- H: The thing that bothers me most about it was that the students didn't have any choices.
- K: No.
- H: Not only did they not choose the courses, they didn't choose the time or the professors, the days or anything. It was a block schedule. You just went to those classes.
- R: How many courses were in the catalog?
- H: Quite a few, some that probably hadn't been taught for a long time either.
- K: The core looked like it looks now, except there were no choices. That is, every student took a year of biology, as I recall. Every student took a year of physical science or something and every student took math. One semester they took speech. I'm trying to think what they too the other semester that balanced it. You know, something like that is how they handled it. We got the Phys. Ed. students in the Speech Department in the second semester of their freshmen year because the first semester we got the rest of the students. It was easily managed by them.
- H: Nothing about the Physical Education curriculum required courses and non-major courses. I was surprised when I came to se that those

H: activity classes were not scheduled into a facility. A faculty member was assigned a class and he or she taught what he chose to teach and where he wanted to teach it. Like if he wanted to teach football, that's what the students took that were assigned him, whether they wanted that or not. The schedule didn't show what the activities were that were going to be offered because most of those people just decided what they wanted to teach. He was going to be on the basketball court and she was going to be in the dance studio. So I was left with archery because nobody wanted to teach archery with all the targets, with all the bows, and with all the arrows and arm guards and all the finger tabs and all the stuff you had to worry about. So my first year there I taught quite a bit of archery to non-major students.

K: Were you the tennis coach when you came?

H: No, I think I picked that up. I helped with that and then coached for ten years after that. Dr. Nettleton and I came the same year. The women had requested to hire a woman who would be in charge of the women's program, although there wasn't a separate program, but so that they would feel that they had someone to go to. I think up to that point Slippery Rock was basically a men's institution. There were many more men than there were women. In fact, I was the third, just the third woman doctorate that they hired. Miriam Barker and Mary Shinaberry were there.

- H: I was the third one. They were just starting to look for women who, I think, were seriously committed to education as their career.
- K: There weren't many doctorates in general.
- H: There just weren't very many.
- K: In a sense, there was almost just one per department and that was the department chairperson
- H: Well, there weren't very many faculty members. But in the 1960's, of course, they were hiring people like crazy. I don't know how many a year, but remember at the faculty meetings they would always introduce all the new faculty members and there would be just scads of people standing up to be introduced.
- K: The year I came my recollection is, this is 1961, that there were 14 new hires. That was the largest group of new hires that they had ever had. And that brought the faculty up to probably less than 100, around 95.
- H: There were no women in administration that I remember except the dean of women.
- K: Except the dean of women who would have been Lois Harner.
- H: In fact, at the end of that first year, possibly the second year, I don't have anything written down on date, but I was told by an administrator that unfortunately Slippery Rock wasn't ready for a woman department chairperson yet, but he wanted me to know that I'd really make a good

- H: one. Slippery Rock would be ready. That was true campus wide. I don't believe there were any women chairs.
- K: Except Martha Gault in the Art Department.
- H: Yes, that might be.
- K: Martha, I think, was already chair of the Art Department when I came.
- H: And that was a pretty small department I don't know how many men they had in that department, but that had something to do with it, I imagine. But, like Physical Education, they were mostly men. To this day there are more men than there are women. This has always been a problem when we have to vote on issues that seem to be either threatening to the men, or for some reason they don't like. the women will always lose the vote. If there are 19 men and 13 women you know that it's not going to be close. That was always a problem. Even in curricular matters No matter what it was, there seemed to be some threat there Of course, this is from a woman's viewpoint. We never got it. We never got the vote. That was difficult.
- K: All I know is that one time I had to go over and observe an election in your department and I think it may have been after you retired. It was a very tense situation. So I guess it's still not resolved. You seem to be even more cliquish than us.
- R: Were they secret ballot votes?

K: Oh, yes. I was the teller. I was sent over there to be a teller.

H: You can even probably count it. It probably come out 19-13. The first year I was coaching, I remember, or close to that time, I was going to the courts at four o'clock for the women's tennis. When I arrived there the men's tennis coach was there, and he told me to get off the courts, that it was 4 p.m., prime practice time, and that was meant for men's tennis. He didn't know that Dr. Nettleton and I had been working on rotation schedules of prime time for the practices and the games. That gentleman left Slippery Rock, I believe, the next year. Things like that were changed from then on through the rotation schedule, and it's worked out very well for the facilities and for all groups ever since. But at the beginning, it was as it was everywhere. The men's teams had first choice of practice place and time, and the women would be relegated to West Gym and East Gym forever if most of them had their choice.

K: When the Field House opened, all the men faculty and I guess all the men's activities basically moved down to the Field House.

H: Oh, yes.

K: And the Speech Department got those small classrooms but not the gym floor, but I could see what was over at East Gym. Perhaps that's why I got to know you better than the men.

H: I guess the men basically planned that field house and they didn't plan for a dance studio, for example. I was told this. It was all finished by the time I got there. They hadn't planned for a dance studio. That was going to be handball courts all the way down there. And then the state got involved. They only had one locker room planned for the swimming area for the swimming pool, just men's. So they were making it into a men's building. But the state got wind of that and said no, you can't have the building unless it's going to be a coed building, so that's what happened. They then added the dance studio and they added another locker room downstairs. A women's locker room.

K: But even now there's a men's locker room adjacent to the swimming pool. The women's locker room is somewhat removed.

H: It's down on the first level.

K: It does double duty.

H: But there's a varsity locker room for men. There's a men's required physical education locker room. They still ended up with three to one.

K: You have to understand there were always more women students at this campus than there were men students. I don't think there had ever been a time when the men outnumbered the women on campus. go back to those blocks. When you were admitted, you were admitted in a unit, so to speak. You were admitted as a student of Phys. Ed.

- K: or admitted as a student in Elementary and the requirements were adjusted so as to maintain, I forget whether it was an even sex ratio, but to keep it within some limits. It was harder for a woman to be admitted to Slippery Rock than for a man, because there was more competition for the slots for women than for men. They deliberately kept the size of the student body in balance and they kept it in balance also by curriculum and yet, as you were saying, the women had fewer faculty.
- H: Smaller locker rooms. That was always a constant battle. There was another very discriminatory thing that happened in those days, and then I'll quit talking about it. I certainly do remember it, as you can tell. When men were hired, they were offered summer school teaching as part of the deal so that they could be guaranteed a higher salary. Women didn't teach in summer school in the Physical Education department, that I know of, until the graduate program was established. There weren't qualified men to teach graduate courses, so that opened the door for rotation assignments and they have been fairly rotated ever since. But not completely. I mean if you interview some women now you'll see that it's still there. If a man is department chair, you are going to have to really struggle to get that course in the summer time if you are a woman. And especially single women. Single women don't need money. They don't have a family, they don't have children, so why

H: should they get that extra money. That was the philosophy in those days.

K: Do you remember what year? It may have been the first year you were here, because I don't know for sure when all these things happened. You were vice-president of AAUP when I was president and that was in 1962-1963 or 1963-1964.

H: I remember you talked me into it because you said you never have to do anything as vice-president.

K: That was the year everything fell apart.

H: Somebody else talked to me and said you're just a breath away from the presidency. And it was very bad.

K: Of course, by the time of Carter, that was 1968. Maybe it goes up that far. Could it be that long? Maybe so. I just remember the excitement when they pushed Weisenfluh out. The board did that. We were with AAUP at the time. We tried to say, oh, you have to talk to the faculty, but they pretty well left us out. We had a little more clout with the Carter change.

R: What about salaries? Women's salaries, promotions, sabbaticals.

H: Well, I think at one time it would have been very difficult for the spouse of a man to get hired at Slippery Rock. I don't know when that was solved, but I do know I was serving on a promotion committee one time when the spouse had been hired, the wife of a male faculty member had been

H: hired, and someone on the committee had made the statement, well, you know we really don't have to consider her because her husband's working here, and we don't have to consider a raise, a promotional raise. You had to speak up against that. I wasn't the most popular committee person on campus from many people's viewpoint because I just couldn't stand to hear things like that. So I made plenty of enemies, I suppose.

K: But not with me.

H: I have one little paragraph on the Carter years. That was before the union, of course, and before contracts. We saw many unfair practices, trumped-up charges to get rid of people. A good example of the trumped-up one, and I was there in the room when they said this, Carter was saying we can fire that guy, he doesn't follow the rules. He parks on the circle out there by Old Main. They got rid of him. Irv and I both attended a Board of Trustees meeting at the Field House. Emma Guffey Miller was incensed and said, shouted really, "What are these people doing here?" I think that was the first time the Board of Trustees had to go into executive session. They had never had any visitors at their meetings before.

K: This is before the Sunshine Law. I guess in a sense it's equivocal as to whether meetings were open but there was nothing in the books that said they were closed. This must have been the spring of 1968 when

- K: the fuss was going on with Bob Carter. We all went down, we knew about the meeting and we walked in in large numbers and sat down before the meeting started, and the board walked in and Guffey Miller said, What are all these people doing here? I guess it was George Kiester who was then chairman of the Board who looked around and said, why Mrs. Miller, this is your faculty. She didn't know what to say about that, but I guess they did withdraw to an executive session at some point.
- R: And Carter was the reason for all of those folks showing up, I gather.
- K: Oh, of course. He had managed to irritate a good portion of the faculty and ultimately the faculty had a vote of no confidence in him.
- R: Was there an agenda at their meeting?
- K: No, we didn't speak. We just sat there.
- R: But you knew what they were going to talk about?
- K: We were there to make our point, to witness.
- H: Not that we had anything to say to them or anything else. We felt it was our right to attend open meeting which we assumed they were. Some of us organized a protest to Carter eventually, stating in an all college faculty meeting that we were presenting a vote of no confidence in the president. He countered with his resignation that he had in his pocket. It took him a long time to vacate the president's home, I

- H: remember. This administration I remember particularly, because it was the first time in my life that I felt so strongly about the unfairness that was going on that I didn't care about losing my job over it. It was time to stand up and be counted no matter what, and that was a very good feeling. It was the first time I experienced that. I think all of us in that group felt that if we didn't win the no confidence vote that we would get the ax the next week.
- K: Except we also knew there was a fair portion of the board that was ready to get rid of him. Carter had managed to alienate not only the faculty but the community at large. I was a department chairman and Wieand, who had been Dean of Instruction, and then retired from that position under Carter, and had become head of the then Philosophy Department, I'm not sure there was anybody in it besides him.
- R: Allen Larsen.
- K: When Wieand and Bob Duncan came around with a petition protesting Carter signed by the other department chairs, I figured if they're on board I was at least in good company. I wasn't hung out very far because Bob Duncan is not that much of an activist. Bob basically was, I won't say the man is lacking in moral fiber, but he was not one to charge off on the thing and, Wieand wouldn't do anything unless he felt that the political situation was workable. So I figured that the earth was beginning to move

K: or something and I signed on. I was secretary of the faculty which meant under that arrangement the president was the president, the dean of instruction was the vice-president and then there was the secretary. So I was highest elected faculty member. This question came up and we were going to present this vote of no confidence. I can't remember where we met, in some quiet location, to decide who would make the motion and the question was to find somebody who would be willing to get up out of his seat and make the motion and the answer was in sociology. I forget the name. Oh, yes. Norm Hawkins.

H: I just know that as soon as he had made the motion, President Carter reached in his pocket and pulled out his resignation.

K: He said, are we going to have a secret ballot? And I said, yes, and pulled out the ballots which were already printed, and he said, oh, you've got it all set up, and turned around and said, then in that case I resign, and walked out. Except he then went to the board and withdrew his resignation and that created one big fuss.

R: Yes, Marc [Selman] was acting president for a while.

K: Of course the normal procedure would be the second in command, which I guess would have been Jim Roberts, would be the acting president until he stepped down. Then, of course, the board got in the act and decided who would be Acting President and it ended up being Bob Lowry

K: eventually.

H: No, Watrel was after that.

K: Well, Lowry was in for a few months until Watrel got appointed.

H: Well, I know you and I served on the search committee for Watrel with the Board of Trustee members.

K: Oh, yes.

H: Some of the trustees served on that to search for a new president. We interviewed various people and Watrel. In fact, I think we met on the Indiana campus or somewhere. We met off campus.

K: We went over to Indiana campus one day to interview their liberal arts dean, but what we didn't know was that he was really maneuvering to become the president of Indiana and he wasn't seriously interested in our position. He just wanted a little leverage.

H: So, anyway, we settled on Watrel who was a Rhodes Scholar. We thought we couldn't be real far off with that. We thought he was a real contrast to Carter but we couldn't have predicted the problems that were ahead, I don't think, not from the resume.

K: We didn't know and, in a sense, I shouldn't do Al a disservice. Al obviously was a local football hero at Syracuse. He had a Ph.D. in chemistry which was perfectly reputable and I have no reason to doubt that he earned it, although he obviously had friends.

H: Well, you couldn't sneeze at a Rhodes scholar.

K: And the thing that was appealing to us was he was serving an internship in higher education administration at San Jose State on some sort of grant program that they head up. Now I discovered later that the guy who was at Cortland, Cortland that's where Watrel came from, had set this up as he exited and said, Al, I know you're ambitious. I'll get you this position as an intern. Which he did. But nevertheless, that is what he was doing. He presumably was being trained to be a college president, and that was an interesting and refreshing idea that here was somebody who was ambitious to do the job and had some background and training to do the job, and he had a decent academic and teaching record on paper. He was a nice guy. Of course, I also discovered one other thing in that committee, that the Board of Trustees didn't know whether they were coming or going. They didn't know how to proceed. They were a gang of political hacks. We said to them we would be happy to help you out. We think we really ought to be involved in the search process. We ended up, of course they didn't know what to do, doing a good deal of it. It was we who went down to the airport and picked up Watrel and brought him up for an interview. We did the screenings; we did the initial interviewing and stuff. They hadn't even done that with Bob Carter. Bob Carter apparently at some point, and I've heard this second and

K: third hand, said, can I meet some faculty members before I take the job?

They called up the heads of the five biggest departments. I think it was probably Meise and Duncan. You can ask them because some of them are still around, and Chemistry, Carlton Dresden, who was then head of the science department collectively. And I guess it would have been English, and I don't know who it would have been in those days in English. It may have been Biswanger. I guess maybe it was. Whether it was Shinaberry or whoever, and the five of them went off secretly somewhere and met Bob Carter. And having done it for Carter, I think they did it for the other candidates such as they were. But that was the first time anybody ever even asked the faculty to be involved in the selection process.

R: You mean Albert Watrel not Carter.

K: No, I am talking about Carter. A very secret committee who presumably said to the trustees, looks okay. We don't know what they said. The story I always got is that some of the candidates said, we would like to met representative faculty members. It wasn't the board who said meet the faculty, it was the candidates who were ahead of the board in their sense of what was appropriate.

H: After that faculty was involved in one way or another. I guess they were elected.

- K: We appointed a liaison committee to talk to the board. Before long the liaison committee became the search committee.
- H: Right. Another thing I would like to mention is the extracurricular activities. When I came we had what we called the W.A.A., Women's Athletic Association. I came from a background where recreation was emphasized more than athletics. We were to provide activities for every woman on campus, not just the talented ones. So I changed that to W.R.A., Women's Recreation Association, in the hopes that there were women who would participate in more varied activities, not only team sports, because that's about all we had. We established a student-run organization with officers and our own constitution and all of the scheduling of intramurals and interest groups and so on was done by the students. That's when Carolyn Williams came. She had Y.W.C.A. background and we felt she had the philosophy we wanted for that organization. Later a faculty member was assigned all intramurals, men's and women's. His office, mostly student help and secretaries, did the scheduling. There was no more student involvement, and we thought, at least some of us thought, that this was regression. Even though it's slower and less efficient probably, we felt that the experience that the students had gotten in organizing that was a very valuable one. We had belonged to a national organization of Women's Recreation Associations

H: and our students traveled to conferences with other student presidents and so on of recreation associations, but all that went by the board. I think there were about four or six women's athletic teams when I came to Slippery Rock but they were on campus only, or the sport day/play day type. No schedules, not much travel, not really intercollegiate. That came later after Title IX and then of course when the contract arrived in 1971. When that first contract came out, as I remember, the women coaches did not have the same release time as the men had and of course that was like a bomb shell. After that there was not question that women would have the same release time as the men, like a basketball coach or whatever. Then also they were to do the same caliber work as the men were doing. In other words, then you started recruitment, then you started scholarships, the whole shebang, and that changed everything after that. That meant that if there was an interest in a team you had to create that spot for that team. Not just we'll have six and that's all. Then, of course, some schools matched team by team all the way through and money by money. I don't think Slippery Rock ever did that.

K: I don't know much about the internal administration of the athletic program. Even things like field hockey were not intercollegiate sports when you came?

H: Maybe for one or two games but it wasn't a set schedule. It was just like

H: a sport day type of thing. Where we played at their school and they played at our school. Then when I started coaching and there was more equalization of facility and practice time. We didn't have the facilities to practice before.

K: The men preempted them.

H: Right. So when that started then, I think my season was about six games, maybe at the most nine in tennis. And that was just the traditional schools we had played before like Geneva and Chatham and Allegheny, Indiana perhaps. But nothing far, very seldom, maybe a couple hockey games might be from the east because there weren't enough hockey teams in the west.

K: Wasn't Pat Zimmerman an outstanding national hockey player? Why was she brought on board?

H: Right. I doubt that she was brought on board for the athletic part, that just happened. Incidentally she happened to be the number one goalie in the United States. I think she came here to teach.

K: How about like Wilma [Cavill]? she has been here even longer than I have it seems to me, and she was the swimming coach year ago.

H: Right, and she was in Physical Education.

K: I realize that. In those days didn't they have women's competitive swimming?

- H: If it was, there would have been more. I had checked with Marie [Wheaton] about this. I think you should talk with her if you could, Marie Wheaton. She felt it was basically sport and play days.
- K: Okay.
- H: Now play day means you had various activities going on at the same time and you invited a lot of schools to participate. Sport day was that you had one activity like basketball and you all played each other.
- K: Round robin. The same thing.
- H: Right. On the same day. Tennis is nothing like it is today.
- K: A lot of activity for minimal outlay of cash.
- H: That's right, and the women didn't have the money.
- R: Have there been a number of breakthroughs since 1971?
- H: Well, with Title IX.
- K: What's the date on Title IX? This is the Fair Education Practices Act or something?
- R: Higher education.
- H: Yes. It was equalization of monies and facilities and so on.
- R: Did we have an immediate impact from Title IX?
- H: Yes, I would say so, but we've had a lot of arguments since then too. Right now, in fact someone just told me the other day, that she had gone to a conference, and she said the most lawsuits are concerning men

H: wanting to be on women's hockey teams. So it's the reverse type of thing. As soon as that happens the team will no longer be a women's team. It will be a men's team because any man can, just about, play anything better than any woman. They have had those lawsuits ever since Title IX was passed. But you don't hear much anymore, oh, the women don't need any money. They don't need uniforms. They don't need shoes. Now even in the public schools they provide them with a couple pair of shoes, uniforms, just as they're doing for the boys. So that has changed a great deal.

K: Do you remember, it would be 1970, 1971? Betsy Curry was certainly a principal who was involved in it. The names ought to come back to me, but we were charged with sex discrimination with a hearing with the State Human Relations Commission, and it involved Betsy's rank and salary.

H: Watrel was really out to get her.

K: I'm trying to think there was somebody else, as an individual case and then a general case concerning the treatment of women students. Which was pretty much moot by the time it came to the hearing because the school had already accommodated because, of course, it started from the premise that for example, the women were subjected to greater supervision and control of their movement and behavior in the women's dorms. Differently than the men were. Men were under no control actually. Open

K: hours and so on.

H: I don't know when that changed, but it was a big change.

K: It had to be a spin-off from either a state or a federal act. I mean it already was a State Human Relations Commission that conduct the hearings. I recall I sat in on some of the sessions. Betsy and Steve Curry had approximately the same credentials in terms of degrees, experience and I guess publication. I didn't personally examine their credentials. Yet Steve was hired at a rank higher than Betsy. That's what the origin of that case was. Ronnie Howard, was that her name, also in the English Department was also principal. I don't know. I think it was kind of on behalf of women in general at Slippery Rock, both women faculty and women students. So the school was kind of under some pressure to accommodate.

H: Right. Weren't we in court once for that?

K: Well, it wasn't a court. It was an administrative procedure. They held the hearing in Butler, as I recall. The Butler County Courthouse. They had an administrative hearing and issued orders to clean up the act. As I said, it put the school under some pressure to change it behavior. This was about 1970 or 1971. It was at the point where we were just organizing and before we had a contract.

R: What about salaries? Did women generally come in at much lower pay than men, and rank and all that stuff?

K: I don't know.

H: We don't know because people didn't know. We didn't have a salary

H: schedule laid out as you do in the contract.

K: There was a certain schedule. There was a mandated public law, 182, I think it was, mandating the salary steps with rank. that was already in place when I came. How generous they were in placing you on it I don't know. My impression of Weisenfluh when he hired me was that he was willing to give you as much as you could justify in terms of education and experience. Knowing that the salary was relatively low, they were doing their best to get you, but if they did that for the women or not I don't know. Basically, that is what I observed when I was chairman. When we were hiring we would normally get, at least for experienced people, senior faculty members, about as much as we could justify. Of course, he would in effect say, well, if you have a Ph.D. you ought to be an associate professor. You have so many years experience, you should be at about this rank. You could usually predict where they were going in those days.

H: I think it depended on what they needed at the time. I felt they were fair with me because they gave me the highest salary they could in the rank that I was at Maryland. You couldn't ask for more than that. I would have been, if I had stayed there, I would have been a associate professor. Just changing from assistant professor because I had finished my

- H: doctorate and he put me at the end of the associate professor rank.
- K: That's what he did with me. I mean I was an A.B.D. and he said, well, you'd make it as associate professor. Where are you there at Temple?
- I was at Temple. He said, well, normally we would assume that we would give you an extra increment for your moving. In those days, I think the increments were 250 bucks or something. We'll give you a couple hundred bucks more than you're getting there, and that'll put you up in the associate's C or D rank or something like that and that's where I ended up. Weisenfluh, I don't know whether it's true or not, acted like he had to justify it to Harrisburg. I think I can get you this. Maybe that was the game. That may have been a ploy.
- H: With him at any rate. I don't think it was whether you are a man or woman. I think it was what he needed. What he needed in his department.
- K: This is a little aside. I came up here spring or early summer of 1961 for an interview and Weisenfluh looked at me. Of course Wieand had done the screening and everything, assisted by people like Carl Laughner. Carl was with the department. They looked me over and he looks at my file, and I guess he may have seen it briefly, and he says, you were at the University of Missouri. That's a good school. And I thought oh, that's kind of him. I discovered that what in practice was happening, any school other than Pitt and Penn State was a good school because Middle States had

- K: chewed him out for having too many Pitt and Penn State graduates.
- H: And Slippery rock grads.
- K: Too much inbreeding. Too much hiring their own. Very often they went off to the two places they could get degrees at relatively conveniently, Pitt and Penn State. The pressure was on to hire outside.
- H: The thing that impressed me about Dr. Weisenfluh when he interviewed me was, first thing he said was, are the pretzels still as good in Lancaster County?
- K: He was a native from down there somewhere.
- H: That's right.
- R: He left unwillingly, I gather?
- H: Yes. They got him an acting presidency at Elizabethtown because the man was on sabbatical or something. They were in between presidents.
- K: But getting rid of him here was a fast shuffle. Was he here when you came:
- H: Oh, yes.
- K: And he took a sabbatical for the spring semester and he arranged to have the then Dean of Students.
- H: Probably Edwards.
- K: Edwards, cover as Acting President. So Edwards was the acting president. Weisenfluh was on sabbatical in Florida. Here we go--it was a

K: political shift. The Board, which had been primarily Democratic, became Republican because Leader went out of office I guess, and I forget who comes in at that point in time. Scranton, maybe. At this point I don't remember. There had not been a compulsory retirement policy and Weisenfluh was thinking he was going to come back. He had turned 65, I think, that summer. He would come back and do what you're supposed to do after sabbatical, go another year. But the feeling was he wanted to set up Edwards to succeed him because he liked Edwards. He's in Florida and he gets a wire from the Board saying we've adopted a new retirement policy. Retirement is compulsory at age 65, therefore, you will be retired as of the end of the summer.

R: And Elizabethtown, what school was that?

H: College. It's a small liberal arts school. Very good school. Lancaster County.

R: And what was the arrangement there?

K: That was after the fact. The point is first you're out of here, and that's where he ended up. And it was the Board that did it in this backhanded way.

R: He did leave and go to it?

K: He had no choice. They retired him. They pushed him into retirement.

H: I don't know how he got the Elizabethtown job. But, you know, you just

H: can't walk right into a presidency somewhere.

R: Edwards was in fact acting president.

K: Well, that's another mess because this Board didn't want Edwards as acting president. They went about trying to hire a new president in the summer of 1963, I guess it was, and it fell apart. They couldn't do it. So they let Edwards continue as acting president for the following year,

K: leading to the next big debacle. Maybe I'm off a year.

H: Was that Carter then?

K: Carter came in. They didn't trust Edwards because he had applied for the position and been turned down and they hired Carter. They decided not to wait for the normal transition, not to do a smooth transition. Carter was teaching out at Dickinson, right? Edwards is acting president here.

H: Not Dickinson, Denison.

K: Yes, Denison. And they put Carter in as of some point in April or something. Spring break or thereabouts. All of a sudden Carter's in power even though Edwards is still in place. And what's more, had an understanding that permitted him to be living in the President's house. Edwards was living in the house. And Carter comes on campus as President and discovers the house is occupied by Edwards. And, of course, Carter is still under a teaching contract at Denison and he's to come down on weekends. Then there was Mark Shiring. Shiring was the public relations

K: person so he had a minimal teaching obligation, if any. And Selman, I don't know what Selman was. He used them as his errand boys and so on on campus in the interim.

H: At least that's how it seemed to us. It may not be how it was.

R: And then he cut the electricity off.

K: Well, Edwards had said to the Board when they put him in, may I live in the President's house? It's going to be unoccupied. And the Board had said yes. So he moved in. And then he had said yes, he understood, but he would vacate at the end of the year. He always said he told somebody, the Board, I don't mean the end of the school year. I would like to stay on. I don't know the exact date, some point in June, because my daughter's finishing up at the high school and then I'll leave. And I don't know, somewhere there Carter decided he'd come in like the first of June and officially move on campus. He was living, I guess, in guest quarters or something. He wanted Edwards out and Edwards said he had told the Board he would leave on "X" date, and leave him be. So he turned off the utilities. Not only the electricity, the water. By the way, you can validate this because it made Time magazine. We attracted rather unfavorable attention.

R: It was mentioned by Marc Selman in his interview.

K: And, of course, the faculty as a group liked Edwards. He was a nice guy.

K: Regardless of whether he would have made a good president, he was a nice guy, and it just seemed a little much. So Carter arrived on this campus with a somewhat, who is this guy we're being stuck with, type of attitude on our part. The two Marks were a little heady with the power. I say that although I'm sure Marc Selman and I are friends. Shiring and I certainly were friendly, but power went to them and they behaved like they were his boys. They were pulled into this orbit, and we didn't particularly like them either.

H: At that time, for some reason, I can't remember how it came about, but I was acting dean. I'd been acting for quite a bit at Slippery Rock, but I was acting graduate dean.

K: When Carter was president?

H: Right. Well, Edwards first. He asked me to do that temporarily.

K: Carter came in 1965 because he remarked at the time when we voted no confidence it was almost three years to the day. So it must have been 1965.

H: Well whenever it was I think Dr. Edwards asked me whether I would do that for a limited time and I said yes. So I was acting dean of graduate school. When Carter came, one of the first things he did with anyone that was in an acting position was to send them a letter saying if you want to remain in this position you may, as far as I'm concerned. He also handed

H: out Who's Who applications. You know, the president is the only one who can do that apparently to people he thinks are deserving for Who's Who in American Education or Who's Who Among American Women. He was passing out these things quite a bit, and I said there that I did not want to stay in that position, that I missed the undergraduates and I'd be going right back to physical education as soon as everything was taken care of. I think the Dean of Instruction was in an action position, too.

K: George Moore?

H: Right. Or was he the registrar or what was he?

K: Dorothy [Billingsly] was the registrar up until the day she retired.

H: He must have been the Dean of Instruction then.

K: Joe Marks came then.

H: Because his office was right next to the graduate office.

K: Was it Moore from political science?

H: Right. Moore. Right. I don't know about political science.

K: Well that's where he came from.

H: He lived up on West Water Street.

R: Well the Carter years then were pretty stormy stuff?

K: Oh, yes.

H: Right. It really was.

R: Almost from the word go.

K: It started off on the wrong foot.

H: Because the faculty wasn't involved. It was the secret group that was involved in hiring him in the first place.

K: Yes, the faculty members that were involved wouldn't talk about it much for years. Of course, I don't know that they were really involved. It's not that they volunteered. They were dragged into it. The Board said we want you to come have dinner with us.

H: It really wasn't their fault but we didn't have a voice in saying who was going to represent the faculty.

K: Even though at this point we had AAUP. We suggested that we ought to

K: have a voice.

R: But it looked kind of fishy.

H: Well, we kind of pitied the guys who were doing it, and that's another thing, they were probably all men weren't they?

K: Of course.

H: Of course.

R: My understanding was that Judge Kiester knew the Carter family or knew some folks at Denison.

H: I think that's true.

K: He may or may not have. I don't know how well he knew them. But the presiding judge of Butler County was a Denison alumnus.

H: See they didn't advertise in those days. It was just who do you know who would be ready to come here.

R: Word of mouth.

K: I wish I could remember his name who was the presiding judge in Butler. George was the number two judge. He was the junior judge. When I came to Slippery Rock in 1961, George was still in law practice.

H: How about Judge Murrin?

K: No. This was before him and he was a really major alumnus at Denison. So whether Carter knew George Kiester himself well, or whether the connection was through his associate judge, I don't know. Marc may know that better than I do. Marc Selman. That was presumably the connection or at least the old school network, old boys' network, that sort of thing.

H: It was kind of, they say, the really rough years. But it was a growing up time, too, for me. Because I realized a lot of things were happening in higher education that I didn't know were happening in the twelve years that I was at the University of Maryland, because it was so large. You didn't get involved in things like that. You had your own department that you were involved in, but you weren't really involved in the college or the university down there.

K: I think it may have represented a growing up period for Slippery Rock,

K: too. Martha, my experience is a little different than yours. When I came to Slippery Rock, the state law, that Act 182, that classified salaries and defined how much experience in education you had to hold each rank, also said that two years of that experience had to be in public education. I never taught at public school. They had to get a waiver from the Superintendent of Instruction, the state superintendent, to hire me.

H: Well, it was a teacher training institution in the old days.

K: It was a teacher training institution and it made sense in that context. If you're going to teach teachers you should have some awareness of what it is the students are teaching.

H: They just hadn't changed it.

K: So it had just begun in 1961 to shift to a faculty that included a significant number of people who thought of themselves as college faculty members rather than as public school teachers who had gone on to the next level of public education. We organized the AAUP chapter. There already was a PSEA chapter on campus. APSCUF doubled as a PSEA affiliate. This was a desire on the part of faculty members who had university or college experience to maintain some alliance that way. My recollection was we belonged to both, as least I did. AAUP didn't bother with lobbying the legislature for salary increases. You depended on APSCUF for that. You depended on PSEA clout on the state level, but the AAUP chapter

K: represented in a sense a new group of faculty members, ones who had come out of other colleges and universities rather than up through the ranks of public schools.

R: Was the growth and expansion and new buildings and all the stuff that was taking place in the Carter administration, were those all in place before he came?

K: Field House opened in 1960.

H: 1962.

K: That was the first new building. The first new building since World War II.

H: That would have had to be in the planning stages before that, because it takes a long time for the State to get things done.

K: Weisenfluh called me in once and said, we're talking about a Fine Arts Center. Do you guys want to be in on it? We said, what do you mean?

K: Well, he said, we'll put theater, art and music together. We started talking about that because every year he talked, well every two years in those days, he talked about the planning process. Ultimately, Carter called me in one day and said, I don't know if we can do it. You guys still interested in being in the Fine Arts Center? I said, what do you mean? He said, well, it's on hold. I can get you into Eisenberg for teaching but I can't get you a new theater. If you want to hold out for the theater, I don't know when you'll get into that building. And I said give us what you can get. So we

K: ended up in Eisenberg and ultimately the theater got cut out completely because that fine arts building got smaller and smaller as time went on and ended up being a music building. So my guess was right at the time. Buildings, using general state authority mechanism, and increasing demand for space in colleges, the buildings were well under way.

R: What was the evolution of the faculty and student morale problem in the Carter years? Was it a thing that kind of gradually grew?

K: Well, I'll tell you the student's perspective. Do you remember the big demonstration?

H: I remember the demonstration in Watrel's day but I don't know about Carter's.

K: Well, I'll tell you about the student demonstration in Carter's day and I can't give you exact dates. I'm trying to think whether Carter had held a convocation or something which was very poorly attended by the students. It must have been in the spring. I don't think it was his installation. It was after that. The student's hadn't turned out. Students didn't turn out in large numbers here two weeks ago for the Honors Convocation. He was apparently a little annoyed at that. Carter had replaced the security system. When he came it consisted of what were essentially fire watchmen. Lockett was one of them. What's his name that runs the Slippery Rock Auto Parts store? Kenny Lockett's father,

K: I guess, was one of them. They didn't carry arms or anything. They walked around and punched in at the stations in the buildings. They shut the windows. They made sure the buildings were secure. They walked through the dorms, but they basically were watchmen in that sense of the word. Carter decided he wanted something more so he laid them off or got rid of them and he hired, he contracted, with some outside agents. I don't know which one it was anymore.

H: Kids called them rent-a-cop.

K: Kids called them rent-a-cop, right. These guys carried side arms and billies, etcetera. It was a spring day. Now think of where Rhoads Hall sits and across from Rhoads Hall is that brick wall at the top. I think it's there for protection so you won't go down that hill opposite Rhoads and across the embankment that runs from Maltby down toward North Hall. The kids, as they had from the day Rhoads was built, were sitting on the wall. The boys were sitting on the wall, of course, watching the girls walk down the steps into Rhoads Hall, and the cops came along and said to them, get off the wall. You're not allowed to sit on the wall. Now why anybody would issue such an order is beyond reason. The kids got upset. So they got off the wall and they went up the hill to the President's house and they knocked on the door and they said they wanted to talk to him. He said, I don't want to talk to you. They said, listen, we've been ordered

K: off the wall and we're going to have a rally to protest this. Come to our rally. He said, this is how the kids tell the story, you didn't come to my convocation, I'm not going to your rally. So they had a big rally in front of Old Main, actually in front of North Hall, and somebody had the presence to call the television and they set up a television camera, and, of course, it made the news. But from that time on the kids were down on Carter

R: Doesn't take much.

K: It doesn't take much. He was seen as standoffish. The other thing that he did that I think got him into trouble with the community, now again hearsay. Butler County had decided early in the 1960's to take advantage of the new act and organize a community college. I wasn't a principal. I didn't talk to anybody directly involved. My surmise is that Armco and Pullman wanted to transfer some training functions. Their drafting programs, their metallurgical technician programs, which they did in-house, they were happy to have the community college assume some of that. And, of course, there was a demand for space in colleges and the community college could help with that. If you look, Butler's only one of some thirteen counties that have community colleges. They don't all have them. So they organized a community college. Carter arrives after the fact. I don't know if it's true that it was open or not, but the decision had already been made. He was invited to speak at the Butler Chamber

- K: of Commerce and he tells them they made a stupid mistake creating a community college, because Slippery Rock could have taken care of all of it for them. Well, he of course, in that act offended the power group in Butler including George Kiester's friends, I guess. From then on Kiester wasn't so sure he liked his new president because Kiester and he ultimately had a falling out.
- R: I understand.
- K: Some were saying the Democrats put Weisenfluh in, actually they pushed Dale Houk out. The Democrats put Weisenfluh in when the Democrats gave power back to the Republicans. The Republicans were happy to push Weisenfluh out and put Carter in, and at George Kiester's succession to office replacing Emma [Guffey Miller] as chairman of the Board represents that. When we came to the end, the Republicans were down on Carter and Emma Guffey Miller was his strongest advocate, because somehow or other the one group of people he was able to get on with were the two old ladies on the Board, Emma Guffey Miller and Mrs. Vincent, Leila Vincent, and that was his main support on the Board. That's the political politics of it. Incidentally, in the middle of the Carter thing in 1968, we were going through a Middle States evaluation. Middle States had been here in the fall or in February it was,

H: and done their onsite survey and had an exit interview which they made the usual comments on, you know, you got some problems but everything's not too bad. They had no sooner got off campus a couple of weeks than this vote of no confidence came up and Carter resigned and they immediately invited themselves back on campus to talk to us. I'm trying to think who the chairman of that committee was. Lawson was the chairman of the committee, who ultimately ended up as a vice-president at Pitt. Although in those days he was up at Fredonia, if I recall correctly. Lawson comes on and we call the chairmen together, and he starts telling the Middle States committee, which I guess I was on because I was a chairman. And he starts chewing us out, like how could you do this to your President? We looked at him and said, hey, he deserved it. Since that day I've had some questions about Lawson, even though Lou Razzano is a good friend of his and if you want to know what happened, his perceptions, you can ask Lou. Because I think he over-reacted, and acted like, what right have you? Of course, what he was upset about, and I guess to some extent he was right, was faculty members going around behind the President. I think there is another dimension, of course. Going back in the Middle States files there is probably a long history of political interference with the state college

- K: system. Not just Slippery Rock. I've given you the Slippery Rock perspective, but I think they saw that. We just handed them an opportunity to come down on the state college system.
- H: I didn't feel that we went behind anybody's back, but we felt we had a right to go to the Board in open meetings. We felt that they were open meeting because it was a state institution.
- K: You're talking about the open meetings, but the fact is the Board members for the most part were people who lived in town like Leila Vincent and Emma Guffey Miller and West who owned the grocery store and feed mill over on Franklin. They were local people. To some extent, they still are. The result was that you couldn't help but run into them around town. Everybody knew them. They were not some remote group. They were around most of the time, at least some of them were. They were friends of members of the faculty. It wasn't a matter of doing something consciously. Maybe you took advantage of friendship maybe to tell them what you thought, but it wasn't like you had to call up somebody in Pittsburgh and say, can I come down to talk to you? I have a problem with the President. It wasn't anything like that. But, I think, that's part of what happened because Middle States was quite upset about political manipulation in the state college system, and we got in the middle of the act and suffered as a result of it.

- H: It wasn't anything new that hadn't gone on before. Many presidents.
- R: And there were a number of people who just plumb left when Carter arrived.
- K: People didn't like Carter and went looking for jobs.
- R: And then he fired some folks along the way and closed the Lab School. I understand that was really a mess.
- K: Some of the schools were cutting loose their Lab Schools, and he appointed a committee to look it over. Helen, my own colleague was on the committee, and when the committee brought in a report saying they thought the Lab School still had a place to play in the training in a teacher preparation institution, he said, thank you for your report, and appointed another committee which had people who were of a different composition and came in and said the Lab School is an unnecessary expense.
- R: How arbitrary was this man?
- H: Well, you know, that's the whole thing. If he had approached things differently, maybe many of these things might not have happened.
- K: By the way, he was a bright and capable person. He was one of the smartest guys I ever did business with.
- R: How could he have such lousy interpersonal skills then?
- K: He was also a professor of psychology, just add to that. I think part of it was arrogance. I suspect that some of the arrogance may have come

K: out of the fact that he was quick.

H: It was his first job as president.

K: He had never been more than a department chairman. He hadn't had that growing up experience.

R: What happened? Was there a lot of fear of the man or what kind of day to day feeling was there about the man?

K: I think you backed away. You stayed out of Old Main in a sense.

H: I didn't feel I could respect him.

R: You did have personal things you had to do around him?

H: Well, I was in Old Main at the time acting like a graduate dean.

R: Well, how was it like then being at Old Main in the early Carter administration?

H: Well, I was there just very briefly during his administration until they appointed another person, but I knew at the time I didn't want to stay there because I wouldn't have been able to work with him sincerely. I think some people were afraid because they were afraid of losing their jobs, because, I think, he was capricious in the way he released people.

K: We had a tenure system under state law and I don't think he ever fired a tenured faculty member. He may have pushed out some of the non-tenured staff and he may have made some other people uncomfortable enough to leave. The chairman of the English department?

H: I don't know.

K: It was a funny thing. I walked into Old Main one afternoon. Of course, we used to pick up our mail at Old Main about four o'clock. This happened more than once. Marc Selman or somebody grabbed me and said, what are you doing for the next hour? And I said I was going to pick up my mail and go back to the office and then go home. Why? Come here, we need you. Come up to the President's house. The next thing I know it's four or five o'clock in the afternoon, and I'm drinking bourbon and I'm presumably a member of an ad hoc committee. One of the committees that I was an ad hoc on just because I was at Old Main at the wrong time, it seemed to me, was the committee that met with applicants for what was then the Dean of Education. Turned out to be Jim Roberts, except when all the dust settled he ended up being vice-president or Dean of Instruction, whatever it was. Because originally he had applied for the job as Dean of Education, and Carter came to us and said, you recommend him for Dean of Education? Schmittlein, who was then Dean of Liberal Arts, presumably acting as his agent, said, I guess so. I can't even remember which of us got trapped into this deal. I think it may have been Tony Pagano and me. Well, whoever was around Old Main that afternoon. They had a list. I didn't know that because it's not like someone called me on the phone and said come over. Then he said,

K: what about the Vice-president for Instruction or whatever the title was at the time, Dean of Instruction, Dean of Academic Affairs? The man hasn't had that much experience with the system. We had some reservations.

H: He was only 39 years old.

K: Yes, and the other thing is he had been at the College of the Ozarks which was on the AAUP blacklist and that didn't make him stand well with us.

R: Before Grove City, huh?

K: Yes, even before Grove City. No, Grove City got put on the blacklist when I first came here.

R: 1953?

K: 1962, 1963. Happened about the time I got here. And we said we have some reservations about that. We hadn't met any other candidates or something. And they kept twisting our arm. Would you agree or would you agree? Finally, I remember, we said to Al, listen, tell the President if he wants him we're not going to object. No, no, the question is do you want him? Well, listen, his main job as Vice-president would be to get along with the President. It was the funniest. We got our arms twisted to consent to Jim Robert's appointment, in effect. That's how I felt about it, at least. To recommend something we weren't exactly prepared to recommend. Not that we were opposed to him. We just had some

K: reservations and we hadn't seen any other candidates. We didn't know what the agenda was. We felt like we had been had. And that's, I think, the kind of thing that happened. You'd walk into Old Main, and suddenly Marc or somebody would grab you. Next thing you'd know you're talking, you're sitting with the President.

R: Then Albert Watrel was here eight or nine years?

K: He came when we got rid of Carter which would have been 1968 and stayed till, he didn't quite make his ten years. He didn't stay long enough to make his pension. I think he finished nine.

R: Yes.

K: Or maybe he finished eight and the ninth is his sabbatical or something.

R: I'd forgotten what the arrangement was.

H: I wasn't really in on what was happening on that.

K: Watrel looked good and we brought Watrel in and we all relaxed. And Watrel, in that sense, didn't threaten. I didn't find him a threatening character.

H: No. He was pleasant.

K: Apparently Middle States, the word that was passed, I guess, to the Trustees was, we want you to have a president. We want it to be somebody from outside. Well, there was nobody inside that really could have done it. We want to have a president. We want him in place by the

K: first of July. Carter leaves in March and you hire a president by the first of July. I remember, we went to the Board at the time and said, a national search would take probably the better part of a year. You want to advertise widely. You would want to interview widely. You want to go on campus and talk to the people. Next thing we know, they're running along doing their thing. They didn't even know where to advertise. We had to tell them. Peter Bender? I'm not even sure what his job was at Westinghouse. Marc Selman, I think, says he was Westinghouse's bag man with the legislature. Ask Marc about that. But the feeling was that whatever his role was it was more a political liaison role than it was an administrative role. Peter was a war hero and wanted to have something more on his tombstone, I guess. Unkind perhaps. He is now deceased.

R: Watrel's removal by the governor when they locked up the office, that was really a fairly abrupt thing?

K: We read about it in the papers. At least I did.

H: I heard later, now I don't know if this is true or not, but his man that took care of the finances, like as a Vice-president for Administrative Affairs, or whatever he was called in those days, that he had two sets of books and that that's what got everybody into trouble. But I don't know whether that's true or not. His name is Thompson.

R: Don Thompson.

- K: I don't think they ever proved any malfeasance or anything, that's the point.
- H: Because everybody left.
- K: Watrel's departure is one of the few cases on record where a vice-president succeeded in firing a president.
- H: I think that's what happened.
- K: Because the story as we have always got it, and you can ask Jim Roberts.
- H: He won't tell you.
- K: He'll tell you something probably, but apparently Watrel had come to a parting of the ways with Roberts. We didn't get into why he wanted to get rid of him. Apparently he called Roberts in and told him on a Thursday, look, I'm not continuing you as Vice-president next year. This was in the spring. Now you have certain choices. You can go back to being a professor. I'll support you if you want to be a professor. I'm not just firing you out of hand but you're not going to continue as Vice-president. that was a Thursday. Roberts went home to consider his options, and somewhere along the line between Thursday and Friday morning he called whoever he knew then in Harrisburg. And he said something that caused the Governor, I guess it was Shapp, to conclude that he had better move in and take control of the situation. The charge had to be something

K: of misconduct because, of course, they in effect sealed the office to keep him from destroying records. Yet when the chips settled he was never charged with criminal misconduct. He obviously served at the Governor's pleasure, so the Governor fired him. He was never charged with misconduct. He was allowed to go on for a year on a terminal leave type of thing. The feeling was the Jim Roberts had taken the Secretary of Education down the primrose path and told her things that didn't prove out. One hypothesis is that he told her he knew things from wiretaps and that Shapp and company were not about to accept as evidence intercepted phone conversations.

H: We don't know a thing that's true.

K: No, we don't know.

H: Just like the books.

K: The other thing, of course, is somewhat plausible, and that is that stadium press lodge or whatever it is, the Watrel's Folly which was built, circumvented state building and design requirements. It clearly circumvented the requirement that buildings have to be approved by the state art commission or something. Whether it did or not, I don't know, but there were certain projects that when you hit a certain size you had to get approval from Harrisburg. He didn't do that and he never bid it as a building project. It was done by the maintenance department. Basically,

- K: we're putting up a press section and then we're enclosing the press section, and then we wait a couple of weeks, we buy some more stuff and we're finishing it up, etcetera, etcetera. So in a sense, it's not exactly malfeasance and you can't prove that he got any money in his own pocket, but he circumvented some regulations governing purchases of supplies and buildings and stuff.
- R: Is it fair to say that it's very difficult to be president of one of these kinds of colleges?
- K: It's probably difficult to be president of any kind of college.
- R: Is it because of the varied kind of constituents you have to serve?
- H: In the old days, I don't know about now, but in the old days people weren't trained to be administrators. They were popular faculty members or there was somebody who just decided he wanted to apply for the presidency. It wasn't until we got into some trouble that they decided to look outside of the campus, but they still didn't get people that had the administrative training. But, I think, it's more and more that, and, of course, they're hiring economists or public relations people or whatever they need. If they need money raised, they're going to hire that person for that job.
- K: There you're talking about the change in what the job demands.
- H: Right.
- K: But faculty, I think, would still prefer that a president have a legitimate

K: academic degree based on doing research and some extensive classroom experience. They figure this is what the school is all about and he ought to understand what we do. But if you think about it, very few people who have gone that route, have real administrative experience and talent. When the schools were small, it may not have been critical, I guess maybe in a sense, for someone like Weisenfluh who probably was school principal. He probably was a public school administrator. In a sense, he performed both roles and he could fit in well. Watrel, of course, was a chemist by training. His Ph.D. was in chemistry. Then you get to Reinhard who goes up through the student affairs ranks looking at administration all the way, program administration all the way. You begin to wonder if he understands what a college is about, however good he may be at the external relations end of the business. By the way, I was told within the week, by a speech teacher who was on campus from Frostburg, Reinhard's in trouble again.

H: He was from Harrisonburg, Virginia, originally, Madison. Didn't he go there?

K: He was in Kentucky at one point, wasn't it, they got him in Kentucky.

R: They bought his contract up.

H: He is a big P. R. man, though.

K: But, think of all the things a guy has to do, and I think you've got a

K: problem. He's got to be an administrator. He's got to manage budgets. He's got to fund raise now these days. They didn't use to have to fund raise in the state college system. Of course, years ago they had to be very sensitive to political currents because these schools were to some extent agencies, a part of a very politicized government administration, more so than it is now. I think Middle States and the separation of the SSHE system has gotten us out from under that. They have to be sensitive to a political constituency and alumni contributors constituency and yes, it's a tough job.

R: You have to have some equanimity in your temperament because if you're an explosive personality you're just destined for problems, it seems to me.

K: Well, then Reinhard had a tendency to go off half-cocked and that's what gets him into trouble. Aebersold's a little more measured in his behavior.

R: The faculty is unafraid. The student body is unafraid. You don't have anyone to run from you.

K: You haven't got any real power either.

R: Fear just doesn't work anymore.

K: Rewards work though

R: The classroom's the same way. These students are absolutely not

R: intimidated by faculty. In my early years, they were kind of cowed.

K: In your early years a C was a bad grad, huh? These are colorful people we've been witness to in these changes. I'll tell you what's interesting. I don't know if you feel it the same way, but to me having worked for so many presidents, how institutions' sense of self, and how the tone, the climate, on the campus does shift when there is a change at the top. You say to yourself, hey, there's 350 or 360 faculty members, there are deans, there are department chairmen, there are vice-presidents. That guy on the third floor of Old Main, he's both physically and organizationally removed from me, and yet somehow you can feel the difference. At least I do. I don't know whether junior faculty members do, but the more involved in things you are, the more you are. The Aebersold administration is different than the Reinhard administration. That was different than the Watrel administration.

R: How have you felt about the years you have been here? How's it served you?

K: Martha has retired.

H: I felt I grew while I was at Slippery Rock. I never had a day when I didn't want to go to school.

R: Unbelievable.

H: I enjoyed my work but I also got involved in some sticky situations that I

- H: don't like now. But I felt that you had to solve problems, that's all.
- K: I don't think there's ever been a day I didn't want to go to class. There were days when I worried a little about just going to school. Those were days when situations were tense in terms of faculty-administration relations and you wondered what was going to happen or how this was all going to work itself out. But you go in and you close the door and you stand in front of your students, and that's irrelevant. I mean when they give you the classroom and the students, who's president becomes kind of irrelevant.
- R: But the larger your role in self-government becomes, the more difficult your job in terms of your relationship to your colleagues becomes. Because if you're on departmental or all-college committees, you're on promotion committees, sabbatical committees, tenure committees and all of those kinds of things, you have to make judgments that hurt people and help people as well, and it seems to me that those became stickier problems as we grew with all-college committees.
- H: I think that's true and I served on a lot of committees. I was always elected, very seldom was I appointed. I was appointed to some but most of them are elective committees and I just felt I would do the best I could do, and to be as fair as I could be.
- K: From the day you came on campus, I suppose initially the women on

K: campus became aware of you, but it didn't take very long before you were regarded as a campus leader. You may have been just about the senior ranking woman. As you say, there were very few women with terminal degrees

H: Right. And a lot didn't want to be on college-wide committees. I wanted to do that because that's one of the reasons I changed from a large k university to a small college. I wanted to be more involved in the university community than I had been able to be before. If anyone said, why don't you run for this committee, I did.

K: And you got elected.

H: And I always got elected I think I lost one department committee one time but that was about it. It wasn't because of me as much as it was because they needed women on committees, and there weren't as many women there to run.

K: We didn't need women on committees. Some of us may have wanted women on committees but we didn't need women on committees.

H: We enjoyed working with each other. I remember one committee, one early committee when I was first there, some man said, well, you just don't understand that. And I said, don't tell me whether I understand something or not. That took care of that relationship from then on. That's how I felt. You couldn't served in groups when they were telling

H: you how to think or what you understood and what you didn't understand. I couldn't stand for that. So you get a reputation, I guess. And some like that and some don't. But I just felt that I did the best I could. My father, who was a teacher in a little red school house, would have to be proud of me. I couldn't do anything that would not make him happy.

K: I'm just laughing because I think Joe's father was a teacher in a little red schoolhouse, too.

R: He was in a one room school. A teacher in West Virginia. Had three brothers in class with him at one time. At Bearsville, West Virginia. What about the institution? I know there have been high spots and low spots, most of those having to do with serious morale problems with the administration, but we've had a lot of institutional achievement.

K: When you said you were acting graduate dean that far back you must have been the first one because the graduate programs were so new in 1962 and your department was probably the first one.

H: I wasn't the first one.

K: The initial push was for a Master of Ed. in phys. ed. and I guess there was a secondary ed., one with English and social studies.

H: Right.

K: And I guess maybe elementary. I'm not sure whether there was or not.

H: I wasn't first but I don't remember who. Maybe George was.

K: George Moore?

H: Yes.

K: And when George moves off, you move in. Okay, that's what it was.

H: Right. I didn't apply for anything like that. Dr. Edwards called me in and asked me whether I could be that temporarily.

K: Henson Harris was the Dean of Instruction. The day Carter got the job Henson took a job and left town almost overnight. And I guess as I think about it I was sufficiently worried about this worsening situation to ask Henson for a recommendation for my file and he left town, I think, before he could write it. I went in to see him one day and the next day he was gone. That was when Carter came in. This guy knew that Carter and he would not get along and he took off instantly. He accepted a job. He just didn't accept it he left town and George got moved up as an acting dean and you got moved up, I guess, as acting dean.

H: I wouldn't say moved up, just moved in. I think there's no question that the University has grown. Even though there were rocky roads, I mean, our evaluations show that we still have a good teacher education program and that we are a multifaceted institution that we certainly weren't when we came in the 1960's.

K: No. Think of the change from just a relatively small teacher training institution, 1500 to 2000 students, to a multipurpose institution.

- H: There are still some problems and I think wherever you go there would be those problems. There are academic jealousies. There's still turf protection, I'm sure.
- K: The liberal arts revision got turned down again.
- H: Yes, see. We served on many of those committees, too. So some of the problems that I hear of even as a retired faculty member are the same problems I heard in the 1960's, but there are many other things that are new and exciting and it should be that way in every institution, I would j think.
- R: Many colleges and universities have particular departments that they develop more strongly than they do others, and in the institution and the student body, the reputation of those departments is considerable. Has that been what had happened here?
- K: I have to say this, not because of Martha, our historic strength is in physical education.
- H: I think it certainly was. I don't know if it is now. I hope it is.
- R: Has it stayed constant?
- H: I think over the years it has, but I would have to check with the people who are working with it now.
- R: So the graduates that come out of physical education go onto become teachers, coaches?

H: Some.

R: Some.

H: I'm sure that you would find many, many people in totally unrelated jobs now. Especially in certain years when it was difficult to find a teaching job they went into other things. Some hung on and just did substitute work until they found what they wanted. I know some are in administration now and I'm sure many different jobs. One of our graduates, I know, is selling packaged medical supplies. So it's probably entirely different.

K: Even when we were strictly teacher training, between the fact that probably we were accessible in terms of cost, or maybe location, or maybe academic, but my guess is probably not much over half the kids ever really stuck with the teaching careers. Now it's hard to judge because a fair number of the women, after a short time teaching, withdrew from the work force because they had gotten married and started families. Whether they then came back as teachers or over the course of years went somewhere else and did something different, you don't know. But for even the male students, I think in many cases, this was an accessible education and it was a good preparation school. That's the historic base of the school. Over the years the thing that we do that the littler liberal arts colleges in the area don't do is teacher preparation. We treat it seriously and do it well. Of course not everybody did phys. ed., but we

K: did it and that was our strength. That's why we did it. When you get away from the education departments, I don't know if you can finger one as outstanding. I think a student gets a good education in just about every department on campus. And I suspect that every student is offered more than he or she is prepared to take with a few exceptions. You want to talk about the communications department?

R: I don't know.

K: The business school departments have done fairly well but I don't know that they rank other business schools, if you want to be blunt about it.

R: Sure.

K: I have no way of comparing them to say Clarion or IUP or something like that not to mention Thiel and Geneva and Grove City.

R: Well, we certainly are graduating some awfully, awfully, bright folks. What about the non-traditional movement?

K: What a delight.

R: It is so great for the youngsters to be there in class with 30, 40, 50 years olds in large numbers.

K: My guess is that the three of us started teaching school when World War II veterans were around. Now you may have been hiding out at the public school at the time.

H: I was in graduate school then.

- K: We had them and we had the Korean vets and then things did drop off. The Vietnam era was a bit different, but there was that return to the classroom of male students who have had to make career changes and female students who, I guess, in their own way are making career changes or belatedly finishing up degrees.
- H: Well, I think it's the two-income family that changed all that. Way back, just as you mentioned, a woman might teach for three years to get her permanent certification and then she just knocked it off and didn't go back and didn't have to work and didn't. But now it's way over 50 percent of the women working, and so many of them are coming back to finish degrees or to get another degree. That wouldn't have happened before. No need to. I think the greatest thing about it is the uplift for the teachers. You get awfully tired of reading papers where you're rewriting the whole paper for the student. That would have been a nice morale boost, I think.
- K: The trouble is if there are too many non-traditional students in class it's awfully easy to teach to them and ignore the others. They understand your historical references. They understand your examples.
- H: Right. You don't have to repeat everything ten times.
- K: Of course, they're well motivated.
- R: What about the party school image and all of the revelry and sometimes violence that we've had.

- H: I think anyone that I talk to that teaches in other places, is saying the same things. They're a party school and they're trying to get rid of that image. So I don't think it's just us.
- K: No. I think Slippery Rock is no different. No better, no worse than other comparable places.
- H: If that's a party school, they're really pretty hard up for a town like Slippery Rock. Well, how can you be partying with ten pizza shops in town.
- K: They can have pizza and beer. That's the kind of party we're talking about. They apparently do, obviously. I don't know whether what we see in the classroom is the result of excessive partying or whether they stay up and watch too much late night television or whether they're just not there.
- H: When I'm in the college union, it just amazes me to see kids sitting in the middle of the day by the TV watching a soap. I mean, I wouldn't have had time to do any of the things that I see them doing, or playing those machines downstairs.
- K: There obviously were some students like that in our undergraduate schools. Whether they graduated or not isn't clear.
- H: We didn't have those machines.
- K: We had pinball machines. We had billiard tables.

- H: Well, pinball I know, but girls weren't allowed to play those. You didn't get caught then.
- K: Did you play a lot of bridge when you were in college?
- H: Yes, bridge, most bridge.
- R: When I was Alderson-Broadus, we only had a 180 students at this little Baptist college in Phillipi, West Virginia, and the guys sat around with their hats on chewing tobacco. Spittin' in buckets. I was flabbergasted when I saw that because I had gone to St. Mary's. Well, I'd gone to West Liberty as well, but at St. Mary's University of Texas, they certainly didn't sit around chewing tobacco at Jesuit institutions.
- H: Now you see the kids with their empty Coke cans in class for their whatever.
- R: Smokeless tobacco.
- K: Not too much. Mostly they just sip on their Cokes. Frankly, they're hung up on Coke.
- H: Well, when I saw them not sipping after watching them for about 15 minutes, they were out. I mean it was either a Coke can or me.
- R: I remember at Memphis State when I was there they had a dress code for women who were taking physical education.
- K: Oh yes, that was true here up into the late 1960's.
- R: Well, this was for women who were involved in gym, going to gym class.

R: If they were going from their dormitory to gym class, they had to wear their raincoats. Did we do that here?

H: Yes.

K: Did they have to wear raincoats?

H: They had to wear something over their shorts and stuff.

K: Women had either a kilt, wasn't it, or short skirts.

H: Well, in the early days, in the early 1960's, the women had to dress in hose and heels to go to dinner on Sundays.

K: Even when we shifted to cafeteria services, which we did when Weisenfluh opened, male students had to wear a coat and tie to go into dinner. Women students had to wear hose and skirts to go to dinner.

H: That's a whole other thing that would be interesting for you to check. We don't know about all the hours and all that.

K: Well, I know, because I had to go get baby-sitters and so on and sign them out of the dorm overnight. Things like that. If they stayed late they'd say, well, the dorm closes at midnight. If she's not coming back at midnight, just tell her to sleep at your house and bring her in the morning. Oh, okay. I'd call Lois Harner and say, Lois, you got a baby-sitter? We want to play bridge tonight. She'd say, wait a minute. She'd come back and say, I've got one I can recommend. That was one of the things that the place nice. It was a great place to raise kids. You could always get

- K: baby-sitters. The baby-sitters were sweet and competent. The town was small so if anything happened, you could be home in five minutes. It was a very pleasant life situation for me as a parent with young children.
- R: We have a hundred years plus teaching experience among us. How do you evaluate teachers?
- K: You mean how do we evaluate other people who teach, or how should teachers be evaluated?
- R: Either, or. Has faculty evaluation been a problem for you? As an administrator and as a colleague.
- H: You mean like our teacher observations, our peer observations?
- R: Exactly.
- H: It wasn't a problem. I enjoyed it. I enjoyed visiting other classes. The only problem was, I said it the way I saw it and sometimes the person I was observing didn't see it that way and didn't even want to sign the sheet actually a couple of times. When people observed me, I thought it was very exciting and very helpful, because in our past years we could teach for years and not one administrator or anyone would ever come in our classroom to share or to see what we were doing. So it was just so nice to have a colleague come in, and to talk to each other about it. So I liked it and I liked doing it.
- K: As acting chairman, and you were acting chairman, I have to do a whole

K: slew and I have more to do yet. I've been doing it. I haven't had problems with the people, in the sense that they see it as a positive and supportive thing. I think you're right. I mean, it's a limited instrument.

H: I only had one in all the years that really objected.

R: To what you had to say, not to the process?

H: They might object to the process too, but it was mostly that I saw things differently than he did and, you know, to me, that's natural. Everybody sees what they do perhaps different than somebody else. That's the only one in all those years.

K: I think you would pick up a real problem, I'm not sure.

H: See, the problem with it is that people will gloss over things, or they want to give a good report so they don't really say it like it is. That's the problem with it.

K: That's the administrator's problem. The problem is that they take the person aside and they say I'm distressed by this but they don't put it in the written report. When they do begin to put it into the written report, now you're talking to a former chairman of the Grievance Committee, when they do start to put it in the report, it's because they have concluded this person has real problems, and it's about time to start making a paper record. So the first couple of times around you're not going to get it written down. I think the observation may pick up on some real problems.

- K: I think occasionally it's constructive, certainly to relatively new faculty members who are still open to change. It's constructive. And I think it doesn't hurt the rest of us to have to stop and think about what we do once in a while. I don't think it's a very precise instrument.
- R: I've always felt that the freshmen colleagues we get needed more help from the people who had been around for a while. Because I saw youngsters, and I think I may have been one of them, who went through four or five years of very rocky times trying to acclimate themselves to the world of teaching.
- K: I started as a grad assistant in 1949 which is a terribly long time ago. I feel awfully sorry for those students who had me those first couple of years. I learned my craft at their expense and I may not have learned it well but I learned it at their expense.
- H: Going back to the three years teaching experience that were required at one time, at least the person coming in had some teaching experience. If you hire someone who comes without any teaching experience at all or any education degree, which is possible, the students can suffer for quite awhile until that person understands teaching methods and can learn by doing.
- K: But look at some of the ones we get. Very often their experience has been as assistants, teaching assistants, or as instructors in mass courses

K: where it was fairly structured for them and supervised. Now you cut them loose and they have to deal with students in courses other than beginning level courses. They are expected to carry their own responsibilities. I've just been made aware of it. Since Ted left town I've been doing some hand holding. I guess that's what department chairmen do, right? I mean everybody comes in to tell you their troubles including what is or isn't going on, not everybody obviously, but if somebody is worried about something or concerned about something you hear about it, and a lot of what you do is emotional support for the staff.

H: I think that's mostly what those teacher observations are is to support each other. If you think of it as an evaluation technique, I don't think it's working very well because people don't want to tell it like it is.

R: And they'll say things privately that they do not put in print.

H: Right.

R: Yes. We've had that experience.

H: I think they're good, but not for the reason they were originally meant to be, an evaluative technique.

K: They open the possibility of discussion.

H: Or tenure and for promotion. If you just used it to evaluate the person in your opinion and to share that, that's one thing, but when they know it's being used for tenure applications and promotion applications, it

H: ruins it right there.

R: It seems to me that we're getting a lot more scholarship out our faculty now.

K: The pressure's on.

R: It is on.

K: Yes. There's a feeling on campus. I was at the Dean's meeting this afternoon before I came down here, this is Mastrianna in Information Science and Business Administration, and the Dean's talking about the fact that granted our primary obligation is teaching, but he would also like to see a little more of something beyond just going to conventions. He wants to see people participating. He wants to see people giving papers and so on. So the pressure is on, more so than ever before. And you know when the chips are down, you go back to evaluating teachers. Maybe when you've been on a campus for a while, you know the five or ten percent of the faculty members who really seem to have an outstanding fell for teaching. Energize students. To explain things extremely well. To somehow or other reach students. And you know the five or ten percent who students have problems with, not all students, of course. Some teachers with bad reputations may be very effective teachers for some students. Of course, there is the question of teaching and learning styles and how they fit. But the great masses of us are in

K: the middle somewhere.

R: A comfortable eighty percent majority.

K: Probably. We can teach students who want to learn, and we can't teach students who don't want to learn. I think the deans know that, and so when the chips are down the one thing they can point to that's on the record that separates those who perhaps are most deserving of reward or recognition from the others is the scholarship thing. It's the one tangible thing they can see. That's regrettable, but how do you evaluate teaching? How do you say this person is really a very fine teacher? This person is a good teacher. This person's weak as a teacher. The other thing, you know, is when you teach do you tell the kids everything? What is it the kids want to know? They want to know what do I need to know to do the next assignment. What do I need to know to get a decent grade on the final exam, and don't bother me with things that aren't going to be on the exam. Well, is the good teacher the one who clearly identifies what it is you need to remember and repeats it and makes them repeat it to the point where they learn it and can do it? Or is the good teacher the one who says somewhere in here are some things you need to know. If you're bright and insightful you'll figure that out, and in here are some things that are nice to know and you'll figure out what those are. Here's some things maybe you need to know depending on your personal

- K: objectives. How do you teach? What are you teaching for? Are you teaching for the first job or are you teaching for the second job the kid's going to have?
- R: I wish I knew.
- K: Or maybe the whole person. Whatever that is.
- R: Are there any parting thoughts you would like to add?
- H: Well, I think in addition to the teaching, the actual teaching, the other pleasurable thing for me at Slippery Rock was to be in my office more hours than I was required to be because I always had the door open and always had students coming in to answer questions or just to be there. For them to see that my door was open. At least one door was open when they came in that building for them to come in. That was the other very pleasurable part about my job.
- K: Don't we always value the interaction with the students? I was reminded of this today. The crew that went off to the SCA, our national meeting, came back. And I said how was the trip, and they said we had a good time traveling together. I like the company of my colleagues. Joe, we miss you. In one sense you can't be replaced, but the people you work with are people who it is a pleasure to work with. Not that you like them all equally well, but as a group they're good company. They're people who are companionable.

- H: That was the best part of those APSCUF legislative assemblies that we went to for years, the trip there and back with our colleagues. The meetings themselves were very ulcerous.
- K: Oh, I stopped going. I couldn't stand the assembly meetings. I just got so bored at the politics, the tedium of the whole thing. The insignificance of much of what was going on. You know we approved the contract, don't you?
- R: No, I didn't know that. Glad to hear it.
- H: Figured you would.
- K: Sure.
- R: Thank you both very much.
- H: Nice to see you again, Joe
- K: Come up with another list of questions, we'll talk to you some more.
- R: Well, good.