

SRU ORAL HISTORY

"SLIPPERY ROCK UNIVERSITY IN THE SIXTIES"

INTERVIEWEE: MR. DOUGLAS CLINGER

INTERVIEWERS: DR. JOSEPH RIGGS AND LEAH M. BROWN

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B: We are speaking to Doug Clinger about his memories of life at Slippery Rock as a coach, as a professor, and as an active person on campus.

C: Thank you. In my experience with Slippery Rock College and University goes back to 1956 when I enrolled as a student. I had served in the Korean conflict in the United States Coast Guard and was late entering college, and I enrolled as a physical education major at Slippery Rock in the fall of 1956. My family and I, my wife and young child, moved to Slippery Rock and lived at 526 South Main Street, right across from East Gym. So I had a very short jaunt across campus. At that time the academic program was geared to a lot of emphasis on campus at that time in the academic program was the physical education program and the majority of the students were physical education majors along with education majors in secondary education and elementary education, but at that time the history of the state college was that each of the colleges had a specific emphasis, and at that time the emphasis at Slippery Rock was physical education. The

C: program was geared to a lot of practical application of information that was learned in the classroom. I can recall one semester where I took 21 hours of academic work which required 39 hours of actually academic contact with the professor either in a laboratory situation or in the classroom situation. There wasn't a lot of emphasis on a one for one hour credit, and there was no faculty union and there was a lot of differences on campus, on this campus, from what I recall as I returned at a later time. I got involved with the football program under Bill Meise. Bill was the head coach at that time and I had had Bill for class, and I really enjoyed his class. Being a little bit older I had fractured my jaw in a physical education class my freshman year, in soccer class. I guess I felt that maybe I was that the participation aspect of that was maybe why he passed me by because I was older at that time. So I volunteered in the fall of 1957 to serve as the trainer for the football team, for Bill Meise, and really enjoyed that experience working with Dr. Meise and the football program and the athletes. I continued that throughout the year and I also worked with Dr. Campbell Snowberger who was involved in the track program. He was our track coach at that time and the man responsible for building Morrow Fieldhouse. He was the one who did a lot of the footwork back and forth between Harrisburg with blueprints

C: and drawings, and getting different phases of that project confirmed. He was here and saw his work completed and I think that building was completed in 1963. But I did work with the track program also as a trainer. I did that again in the fall of 1958 and continued through the spring 1958 working with the athletes as an athletic trainer, and utilizing some of the materials I had learned in my undergraduate preparation and my anatomy class, and kinesiology class, and later when on to teach that at the University as I came back and became a faculty member. Then I was out of the program from 1959 until 1966, and these were the years of Dr. Chuck Godlasky. Dr. Godlasky was the head football coach in the fall of 1959. He brought some people in and really wanted me to work with him, but I was doing student teaching and I had an opportunity to do some coaching, and so I chose to do that at the high school that I did my student teaching. So I did not work with Dr. Godlasky, but I kept in contact with the Slipper Rock University football program as a scout for Lock Haven. I was coaching football in the high school situation in Grove City, but Hubert Jack was the football coach at Lock Haven and he was originally a Grove City person. Because I-80 was not completed at that time and travel was difficult between Slippery Rock and Lock Haven, he asked me if I would scout western teams in the Pennsylvania Athletic Conference which would be

C: Edinboro, Indiana, California, Slippery Rock, and Clarion. It would be easier for me to do that rather than for Coach Jack to come through and do the scouting and it would be almost impossible for him to do that and coach the football team at Lock Haven. I never scouted Slippery Rock because he never asked me to. I always scouted their opponents, and so I had an opportunity to see Slippery Rock play during those times, and at that time there was more emphasis being placed on athletics at Slippery Rock than there were during Dr. Meise's career. I think the University saw some value to it and I think Coach Godlasky and his staff did an excellent job, and their work resulted in the championship in 1963, I think they were state champions. Dr. Godlasky decided it was time for him to get into the academic program. He had completed his doctoral work at Penn State, and received his Ph.D., and he wanted to put an emphasis on the classroom, so he asked to be relieved from the football program and in the fall of 1965, they brought in Jack Olcott. Jack coached in 1965 and 1966, and in the fall of 1966 is when I joined the athletic program at Slippery Rock and also the faculty at Slippery Rock College. At that time, Dr. Carter was the president and my perceptions of the athletic program were that it was in somewhat of a disarray. There was not much emphasis being placed on it, and I'm not sure that the

C: University valued it at that time. They did not see any value in having a strong athletic program, so it was just again an example of letting the program take its own course. As much as coaches want to win and as much as pressure that they put on themselves to win, it's difficult if you don't have the support of the administration of the University. I came on as a freshmen coach, and had with me a graduate assistant by the name of Chuck Bame. Chuck had coached at John Harris High School in Harrisburg and came back and was a graduate assistant in anatomy, and also helped with the football program. At that time, our academic loads were quite a bit different than they are today. We had no release time for coaching, and we had up to 18 hours of academic work. My first semester on campus I had four sections of anatomy, a three hour course. I had three sections of personal health which was a two course at that time. It was 18 academic hours that I was teaching along with my coaching, and there were times that it was some late nights because I had to prepare for the next day's lecture and also we had a six day week schedule. We had no Monday, Wednesday, Friday schedule. We had both Monday, Wednesday, Friday, and Tuesday, Thursday, Saturday schedule. So there might be days you have to teach two or three hours in the morning and then go right to the football field and coach in the afternoon. It

C: was a challenge but it was a real good experience. I really enjoyed that aspect. I enjoyed working with Jack Olcott. Jack was, I would say, a prolific writer. At that time, he had published two or three textbooks, football drill textbooks, and he went on to finish a doctorate, and wrote some additional books. I enjoyed that experience even though the football program was not real successful, and as I indicated the program was a little bit of disarray and I think the University wanted to make some changes. There was some dissention in the staff and it was a good time to make some changes, and so at that time the University had a search and hired Bob DiSpirito. In the spring of 1967, Bob arrived on campus. He came with Rob Oberlin, and that year their spring practice was held on old Thompson field because they were going to resod that field, so they permitted us to use that for spring practice. The previous spring or that spring really would have been during the winter months is when the whole football staff was relieved of their responsibility of coaching. Mark Shiring was then the assistant to the president and he had the privilege of delivering the letters to the coaches and saying that they would not be considered to coach in the future. So he walked around the Fieldhouse and gave all of us our letters and he indicated that Dr. Carter had no intention of assigning me to the football program. That

C: was in January or February of 1967. When Bob was hired he asked Dr. Meise or Dr. Meise suggested that he might want to interview me with the possibility of me being one of his assistants. So Bob did, and I said that I would be more than pleased to work with him. I enjoyed working with the kids in that type of a situation, and always enjoyed the contact with the athletes. So he decided to hire me, but he indicated that what he would like me to do that spring because I had the contacts here, and was involved with the programs, rather than coach on the field for that spring, if I would handle the recruiting, and so I agreed to do that. This is when we started to some of our mass recruiting bringing a lot of students to the University, bringing them on campus, having them meet with different department chairpersons, and different members of the faculty, all the coaching staff and then letting them tour the campus trying to spark a fire in them to come to Slippery Rock. I think we did an awful lot of recruiting of students for Slippery Rock, and probably recruited many more students than we did athletes, but in the process we got many good athletes also, but it was kind of a shotgun approach to recruiting. I handled all that for the spring setup, all the meetings, brought all the kids on campus, made the phone calls, and then the staff would meet with them, and arrange for the faculty members to meet with them also. I think that year we

C: got a number of athletes that really contributed to the program of the future, and started us on the road to some success. We had in the 1965 and 1966, we had probably a limited number of athletes in our program. We had a number of athletes, but as far as athletes that could win, we had limited numbers in 1965 and 1966. Then we began our recruiting efforts. The first year, as I indicated, I was responsible for recruiting. Then Bob began to organize the staff as staff should be organized, and I think it's Bob's organizational skills that permitted us to have some success. He assigned each us to a different area of western Pennsylvania to recruit. My recruiting area was from Slippery Rock north to Lake Erie and as far east as Bradford, and as far west as the Ohio border. Stan recruited down in the Pittsburgh area, the Allegheny valley area. Mike Pariseau was responsible for the Beaver Valley. Rod Oberlin took care of the Pittsburgh city schools and south of Pittsburgh. So we all had a definite recruiting area and were responsible for bringing people in from those areas, and we began to get some pretty good athletes. We knew that we probably were never going to compete for the Division I athlete even though we would have liked to have had a number of those people on campus, and recruited the highly skilled athlete, we focused, I believe, on the personality of the student. We felt if we could have a student for four years, during that four year time if we

C: were doing our jobs as coaches, we could probably make them into football players that we could win with. So rather than going out and recruiting a lot of highly skilled athletes, we recruited kids with a personality that we felt wanted to be successful. They had a work ethic and the perserverance to be successful. That's where we began to get athletes Dennis Tilko like and Terry Factor, and Jeff Siemianowski and Pat Risha and I could just go on and on and on, and I probably shouldn't mention anymore because I'm going to leave some people out of it. Dan Toomey, Roy Ripley and Ed O'Reilly Just great kids that wanted to win or that wanted to be successful. At the same time that they were successful in the athletic program, we were also looking at success in the academic program. I think this was another tribute to Bob DiSpirito. He felt a value in the academic program not only for the students but also for the coaches. He encouraged his coaches to become actively involved in the University community. He wanted us to serve on committees. He wanted us to be involved skillfully in our teaching. He wanted us to interact with the faculty. He wanted us at all the faculty functions, and I think at that time the University began to value athletics. I think some of the credit should also go to Al Watrel because Dr. Watrel had a strong feeling and a strong value for athletics. He had been an athlete at

C: Syracuse, and participated in football, and had a love for the game, I think, and wanted the football program to be successful. So he did the things that permitted us to be successful. Some of the things that I felt that again it's Bob DiSpirito's being able to cultivate the president in thinking the way he thinks relative to the athletic program. I don't want to in anyway take anything away from the academic program. I don't think we as a coaching staff brought any kids to campus that we didn't feel could be successful in the academic program. We didn't bring kids here to use them for four years of athletic eligibility and send them out with no credentials of any kind. I know some schools did that, but again with Bob we felt that if we're going to have the kids, and if we set the example that we value the academic program then the students are going to value it. I think one of my first experiences with this was with one of our better athletes that I had in academic anatomy course, and he did not do the work for me, so I did not pass him. He couldn't believe this. This person was a transfer student from a major university and said that at the major university we didn't have to go to class. I said, well, you do have to go class here, and this is why you didn't do the work and if you don't do the work for me in the classroom, you're not going to do the work for

C: me on the football field. So until you do the work for me in the classroom, then you're not going to be able to play on the football field, so he difficult time accepting that. Stan was the same way, and we were teaching probably the major academic classes at that time. Not that all of them weren't important, but we had the three hour courses some of the other coaches were teaching the one hour courses, the two hour skills courses. Most of our kids could do the skills fairly well. But he couldn't believe that I would fail him in this anatomy course. I had the same gentleman a year later in a kinesiology course after he had gone back and made up and I had to fail him again and he still couldn't believe that, finally he got his attention and he graduated and he is very, very successful. He's out now. He has his principal's license from K-12 and he is a principal and had done very, very well. He still today when he speaks to people suggests that he felt it was his football program that got him back on track. Another instance, and I might mention Dr. Frankie Barnes. Frank was one of our students out of inner city of Pittsburgh, and again wasn't a great student but came and had what we felt was the personality to be successful. Just a year or so ago I wrote him a congratulatory letter. He had received his Ph.D., and he was named the principal at North Allegheny High School, and has since has moved to the

C: superintendent of Hopewell High School. Again he felt that it was the perserverance and the values that the coaching staff placed on academics that permitted him to continue on in his education and to be successful in his education. But I think that a lot of that is attributed to Bob because he valued academics and he thought it was important that staff be invovled in the teaching in the whole academic community. And I think along with his ability to communicate those things to Dr. Watrel, and have Dr. Watrel value the program permitted us to win the three state championships. Now we did have some as I indicated where I was going I guess was to say that we never brought kids here that we didn't feel could be successful. We did have some kids that had to go into the summer, January program or the Act 101 program, but we felt that we some good study skills that the kids could be, the athletes could be successful. The admissions office helps you too. To be successful in athletics takes a lot of different people, and a lot of different people to place an emphasis or a value on it also. The admissions office us when Dr. Lowery was there, and continuted on through Tom Nesbitt when Tom was there, but we always had a class rank for the student. We always had his quality point average in the high school, and we always had his S.A.T. scores. Many times if the S.A.T. scores where down, but the class rank was

C: decent, and the high school quality point average was decent, then even though they had low S.A.T. scores the admissions offices would at least go on our recommendations or accept some of our rationale as to why we felt these students could be successful, and they helped us along the way. To be successful in athletics, it takes, as I indicated, a lot of people working together, and again it's a tribute to Bob DiSpirito. He was able to bring all these different people together. I think a lot of it was the fact that his staff was interested in the academic program, in the institution. They wanted to see their program be successful, and they worked extra hard to do their part in making the program successful. Bob's probably the most compassionate person that I've come in contact with. He's willing to go the extra mile with any student athlete. A young lad that I suggested to you earlier that was not going to work for me in the classroom was not doing the work for me on the field and I felt it was affecting the play of the other athletes. So I went to Bob and I suggested to Bob that we probably should get rid of this person. I think he's infecting other people on the team and if possible I think I've done all I can with him, and I don't think I can help him anymore. So Bob says, let me talk to him. So Bob talked to the young man and came back to me and said, would you be willing to

C: work with this student if he's willing to do everything you ask him to do? I said, yes. So at that time the student was a good size young man about six foot four, about 270 pounds, but he was probably one of the quickest people on the squad, but was awfully lazy, and was not doing the work on the field. I think a lot of it was because he was too heavy, and he just was not in very good physical shape. Bob said, would you work with him if he's willing to do anything that you want him to do? I said, well, if he's willing to do anything, then I'll go on your recommendation if you want him in the program. So he says, I'd like to have you work with him. He had again his organizational skills, he had a disciplinary council on the squad. He had two seniors, a junior, a sophomore and there may have been an incoming freshman, I can't just remember the make up of that. But he says, I'm going to have him meet with his people and if they'll recommend it, and if they'll accept if he'll do the things that you ask him to do then we'll keep him on the squad. So he met with the disciplinary council, and I can still, my office was outside, but I could hear the discipline council speaking with him, and they were stern with him and fair with him. They told him like it was. So he agreed. So I said, the first thing I want you to do is I want you to lose 30 pounds, and so he says, do you have some kind of

C: a diet that I can use? So I did, and he lost 30 pounds, and he felt better about himself. He wouldn't go in the weight rooms. He wasn't very strong even though there's a good correlation between size and strength because of lean body mass, he wouldn't go in the weight room. We had one little tailback that was probably 165 pounds that could bench press close to 300 pounds and this big gentleman could only bench press 170 pounds. So after we had his weight down where we felt he could be successful, he had the frame to really put some lean body mass on, so we put him on a weight program, got him in the weight program, and because he had good size, and a lot of lean body mass, his strength developed rather quickly, and in three months time he went from 170 pound benchpress to about 350 pound benchpress. Before he left college, he was benchpressing over 400 pounds. Two years after he had graduated I happened to be invited to his house for a Fourth of July celebration, and he asked me if I would spot him while he did his weight training, and at that time he had 500 pounds on his bench, so he developed his strength and went on and was very successful, and had a tryout with the pros. But until Bob got his attention, the athletic program got his attention, he wasn't willing to pay the price to be successful, and the only way that we could get his attention was to threaten him with taking away what

C: he liked to do, and he's gone on, and as I indicated, has been very successful, and I think he's still a tribute to his success is being a part of Bob's football program, and the pressures put on him by the academic program. He feels that he had some of the best undergraduate training at Slippery Rock as he had in any of his graduate programs. A number of number of students have come back, and I still meet occasionally with students, in fact next Tuesday I'm meeting with two of our graduate students that finished their degrees here and gone on to work on doctoral programs and everything, and feel that they were much better prepared at Slippery Rock than some of the students that they had classes with from other institutions, and a number of our students express that each time that I have a chance to meet with them. Bob, as I indicated, put the value on it, valued the academic program, got his coaches involved in the University policy making, and on University committees, and I think that was one of the reasons that we had success. Additional things Bob did, I think, the little things that Bob did also contributed to the success of the program. He made a special emphasis on including the families. If at all possible our wives would be at the ball games, and we entertained a lot at that time. We tried to involve the University community, particularly after games. Each of

C: the coaches or in later years as it got more expensive maybe one or two coaches would go together but we would always have an after game party where we would invite faculty and staff, people that helped the program. Bob was responsible for that, and as I indicated, it was including the families. I know that when we went down to Atlantic City we had included not only the wives but the children and we took two buses down and participated in the game and our families where there. We weren't away from our families, and Bob had put an emphasis on that, that he didn't expect us to be out on the road recruiting for days and days at a time, he wanted us to spend time with our families in the off season. But we would go out and recruit, and we would be gone two or three days at a time sometimes and usually we did that when school wasn't in session, and again an emphasis on the academic program. We didn't miss our classes and cancel our classes to go recruiting, we did that when high schools were in session and colleges weren't in session, and Bob didn't expect us to miss our classes. At that time, we just didn't miss classes. We didn't have any union or anything to support us so we had to teach our classes and that's what we were here for. We were hired as teachers and then coaches secondary. But the family aspect of it even in some of the promotional materials for the football program, the annual

C: brochure, he might have the wives pictures in there or he might have husband and wives pictures in there. That was his emphasis on the family aspect of the athletic program. A lot of the success is Bob DiSpirito's organizational skills, his focus and his value on the academic program, not only for the athletes but also for the coaches. Then he would be willing to go to whomever at that time to see if we couldn't get promoted. At that time there was, promotion was some kind of an automatic board. We had the faculty committees and so forth and so if the recommendation was there, if the dean wanted to recommend you for promotion then you were usually promoted. At that time there was some merit pay and Bob would recommend people for merit pay and the dean agreed or the chairperson of the department agreed, would also recommend and many times you got a merit increase. So we also were rewarded for the work that we did, but these are many of my memories of Bob DiSpirito and the athletic program and the academic program. I think sometimes I look at the 1972-73-74 seasons and we were very successful, and sometimes when you're successful that way you as coaches sometimes become somewhat complacent. I think that happened to us a little bit. I know it happened to our athletes. The kids that we recruited in 1971 would have been freshmen, and then they would have

C: experienced a championship year in 1972, 1973, and 1974, and then they automatically felt that they were going to be champions because everyone else was. They were trying to do the same things that everyone or the teams before them did, and they were learning from those teams, but we weren't. In fact, in 1975, I think, our record was 4-5, and I think that was not only complacency in the athletes, but I think it was complacency in the coaching staff. We had to refocus. I think we did refocus and we came back in 1976 and won the wester division championship again, but sometimes that happens. Then in 1976 was when we started to get involved in the politics of the institution where we had presidential changes. I think in 1976 and 1977 is when Jim Roberts was the interim president and Jim was, I think, also believed in our program and wanted to do the things that were necessary to win, but he had a lot of people looking over his shoulder for the things that they attributed to Al Waltrel and the house on the hill and some of the abuses that they alleged happened in the football program. We waived out-of-state tuition, and as far as we as coaches felt it was nothing different than any other of the institutions were doing, but they were kind of penalizing Al Watrel for waiving out-of-state tuition for out-of-state students, and that helped us in our recruiting, but

C: that was one of the reasons that Al was asked to leave, and of course Jim didn't wanted to do that, and we lost those out-of-state tuition waivers, and this is when the program started to kind of go downhill a little bit. Not that we didn't work hard has coaches. We did basically the same things that we'd always done, but we just didn't have the athletes that we were having. We couldn't entice them because we lost the out-of-state tuition waivers. And then Jim was in there one year, and then they brought Dr. Park in from Mansfield. He was here kind of on a housekeeping kind of a chore so that he could have his retirement and have ten years in the system. I think he had been at Mansfield for about eight years, and then he came here for two years, I think 1977-78, and finished up his career here. Then Herb Reinhardt came. While Larry Park was here, I don't think that Larry valued athletics very much. I had a lot of friends at Mansfield at the time, and their program was not very successful at that time, and they made comments like, well, Dr. Park will have your program up with ours before long, but it really wasn't up with theirs, it was down with theirs. I just don't think he valued it as much as I enjoyed the relationship with Dr. Park I just don't think he valued athletics. So I think that we struggled a little bit and

C: I think Bob was troubled at that time. And I think that maybe we, as coaches, were troubled at that time and felt, you know, why are we doing this if there is no value to it? And we began to question whether or not the institution really wanted to have a successful program. And then Herb Reinhardt came in and Herb really wanted a successful program and thought he knew what it would take to have a successful program. But really, as much as he wanted the program, I don't think he really wanted to make the commitment that was necessary, as Al Watrel had made, to make the program successful. And along with that, Bob Oliver came and Bob Raymond left as athletic director. I probably should reflect on Bob Raymond a little bit because I think Bob had made some contributions to the program also that helped us to be successful. He, as athletic director, I think the athletic director controls the total athletic program and the football program also, so I'm sure that Dr. Raymond, his work in the athletic program contributed to the success of the total athletic program, and specifically the football program. Dr. Reinhardt immediately wanted some kind of immediate success in the program and I think it added a lot to Bob's stress, Bob DiSpirito, and probably contributed to his health problem that he had at that time. As I reflect on those years, we as

C: coaches all had taste of a little bit of ulcers, and we had quite a bit of pressure on us to win. We really didn't have the student athletes at that time to win. Then when Bob had his problem of course they brought in Fred Goldsmith, and Fred was here for about a six month period and found that what Dr. Reinhard had promised him to come here really wasn't here when he got here. So Fred realized this chose to go back to the Air Force Academy where he came from. He's been successful since that time.

I guess that's about all I would like to say as far as...then that's of course that's when Fred left and Don Ault was going to be named as the head football coach. I asked to be relieved from that. I told them that I had other interests that I would like to pursue, and if possible if I could be relieved from my football responsibilities because by this time the union had been here and we were getting release time for our football program. We, of course, couldn't use us in the football program that they would have to pick us up in the academic program so that we could have a full schedule. So they did that, and I asked that we be relieved from that responsibility, and I think Dr. Griffiths, Dr. Meise, and Dr. Walker were there at the time, and they indicated that they would support that. I indicated that I just didn't feel that I wanted to go through another head coach, and to learn

C: another whole system. But there's a little story there. Maybe it's sensitive and maybe it's not, but I'll share it with you, and maybe I'll stricken it later on.

I did apply for the job when Bob had his heart attack, and they interviewed myself, and that was the year that Jean and I had scheduled a trip to Denmark and we were going to be gone when the interviews where going to take place. So the committee agreed to interview me ahead of time. They interviewed Don Ault, and they interviewed Fred Goldsmith. I had called some friends of mine at some different colleges, and I had called a friend down at the University of Virginia that was the head coach there that I had coached with and had some experience with, and I asked him if he would mind writing a letter of recommendation to Dr. Reinhard or to the search committee, or calling Dr. Reinhard, and so he said, sure, I'd be glad to. The next day he calls me back and he says, why are you applying for this job? I said, well, you know, I went to school here, I graduated from here, and I've been with the program for a number of years. He says, well, there's some fellow from the Air Force Academy that's already going to get the job. I says, no, no, this is a legitimate search. I've been interviewed, and they've interviewed two other people, and I know that the seach committe is a good search committee, and it's a legitimate search. Well, I learned

C: later on and Fred shared it with me, I did work for Fred, and he named me associate head coach. We worked together that year and didn't have a lot of success, but he shared with me that he bought a house when he came for his interview. So Dr. Reinhard had promised him that job, and he was able to come, and Nancy Reinhard took Pam his wife out and they were house hunting and they bought a house when he came for his interview. So that's one of the sensitive things that happened. Then when Fred left Dr. Aebersold had been named interim vice-president or acting vice-president, and I had been very active in my professional association and I was at one of the conferences, and Bob Aebersold called me and wanted to know if he could talk with me. I said, well, I'm at the conference, I happened to be in Pittsburgh at that time, he says, well, if I drive down can you spend a couple of hours with me? I said, yes. Bob drove down, and he wanted to know if I was interested in the football coaching position because Fred had turned his resignation in. I said, sure if the conditions are such that I feel that I could be successful or the program can be successful I'd be more than glad to continue the work that Bob had started. Because even though Fred, I think Fred Goldsmith was a good football mind. He had a Division I mentality where it's a job for those student athletes and they're expected to be at practice and a

C: lot of meetings, and the academic program is not much of an emphasis sometimes in those Division I programs. I said that I would like to continue the things that Bob DiSpirito did, but I would like to have some of the conditions that were available to Fred Goldsmith that Dr. Reinhard made available to him. Bob felt that that would be a legitimate request, and he indicated to me that I would have his support and his recommendation for the job, and Dean Walker, Wayne Walker, at that time also would support me for that position, but he did indicate to me that I could not get the support of Bob Bolivar who was the athletic director. I indicated to Bob that I felt that to be successful you have to have the support of the athletic director. I served as chair of some hiring committees that hired some coaches that I was concerned from the faculty aspect also because at that time still even though we were hiring coaches, we were hiring faculty members also. He and I had some difficult times relative to some hirings that took place without committee recommendations and things like that and so I did not have a good relationship with Bob Boliver and I said, to Bob Aebersold, that if I cannot have the support of the athletic director since he does control scheduling, he controls the money that the program would get, and I didn't feel if I didn't have his support that I wouldn't be interested in the program. So at that time I also indicated to him

C: that if they named Don Ault as the head coach then I would like to pursue some other interests, and at that time I did get out of the athletic program.

B: We'll just start to back up what you started with. Your interest in athletics and sports started when you were in school, when you were in high school? We started with you here at Slippery Rock.

C: I guess that I was active in athletics in high school as a young lad. You were expected to at that time. Coming from where I did, I had older brothers that participated in all types of athletics, and I did participate in all different types of athletics in high school, and probably at the expense of my academics. I was probably a jock in high school, and participated in basketball, football, and played Legion baseball, and track, and wrestled a little bit. A little bit of everything. The football coach thought I ought to wrestle, and do basketball, and coach. The basketball coach thought I ought to play basketball, and the wrestling coach says, well, you're not big enough to be successful in basketball, you should wrestle because you could be successful in wrestling. So I was put in between things, but the interest was back when I was young. I was very active. I originally started elementary school in Erie, and of course, I was just up over the hill from Academy High School, and

C: Jesse Owens had run on that track as a student, and you'd go down and run on that track and think you were Jesse Owens. So I would run on that track and think that I could run on that track and think that I could run as fast as he could, and so I did have an interest there. Had the Slippery Rock coach, John Kaufman, who was one of the greats of Slippery Rock in the late thirties, that championship team of 1939, John Kaufman played on that with _____ and those successful people, and he was one of my high school coaches. So the interest was there, but I did always have an interest in athletics, but I always thought I'd probably coach if I could. So I pursued that after my experience with the Korean conflict. I went through some times where I thought I was going to go into business, then not going into business I went to college. I was expected to go. Our family all went on to college. We had seven in the family, and all but one graduated from college. He was the most successful, moneywise.

R: Where did you do your graduate work?

C: At Arizona State University in Tempe, and then I did doctoral work at the University of Buffalo. I did my master's...I had an undergraduate degree from Slippery Rock in health, physical education, and biological sciences, and I student taught at Grove City High School, and I did help with the football program, as I indicated earlier. They'd just hired a new

C: biology teacher from Indiana University of Pennsylvania. He was not experiencing much success in the classroom. In fact, he was having a very difficult time in the classroom. I was having a very good experience in teaching health, and physical education, and Dr. Forker, had (Eugene) "Peanuts" Forker for a health critic, and he was a Slippery Rock grad, played on the championship team in 1933 at Slippery Rock, and he was my health critic, and I taught for him and Dick Bestwick was the physical education teacher that was my supervising teacher at Grove City High School. Since this gentleman was having no success in the classroom teaching biology. Dr. Hetrick was the superintendent at Grove City at that time, and he was a Slippery Rock person. His father was a dentist in Slippery Rock for years and years on Center Street. Dr. Hetrick was the superintendent and he always tried to get his staff together in January to see who was going to return and who wasn't going to return, but he would send a letter out in the early part of December for people to indicate whether or not they were going to return next semester and next year, and this young gentleman that was teaching biology indicated that he would like to be relieved of his responsibilities at the end of the year. The football coach, since I'd been helping him, and we'd had a little bit of success, he went to Dr. Hetrick and indicated that why

C: doesn't he let this person go at the half a year, and then hire me as the biology teacher, which Dr. Hetrick did, and so I taught biology there through 1963. I left there in 1963 and took a head coaching job in Northwestern High School. I had done graduate work at that time in biological sciences through the National Science Foundation at Penn State. At Northwestern High School I taught earth science to the ninth graders up there, and was the head football coach, and continued to pursue graduate work through the National Science Foundation, grants, and I attended Eastern Michigan University on a National Science Foundation grant. I did graduate work in physics and math. Then the following year I wanted to get serious about a master's degree because one of the fellows I coached in high school says, you better get your master's if you want to coach in college and so I applied for an academic year National Science Foundation grant, and received a grant to Ohio State, Michigan, State, and Arizona State. Well the day I had to make my decision as to which of those National Science Foundation academic year grants I was going to take, it was around the tenth of February and I was living in Albion which is in the snow belt and we had about 44 inches of snow, and so I made my decision that day when I was shoveling that 75 foot driveway back of my house I said,

C: I'm going to Arizona State to do my graduate work. So I went down there and I did a master's in natural science put an emphasis in the biological sciences and the physical sciences, and that then I made the physics aspects of it into the kinesiological aspect as I was teaching kinesiology at that time. And the biomechanics, the mechanics of _____ physics as it applied to sports skills and that's where my interest came there. Then my doctoral work at the University of Buffalo, I had 107 hours of doctoral work, I guess 66 hours beyond my...I had some work at Penn State, work at Eastern Michigan, and then my work at Arizona State. All told I guess I had 106 hours of graduate work beyond my master's. But the University of Buffalo and there again as an example I had done everything. I had completed all my work for my doctorate other than the dissertation. Another example of Bob's value, how he valued the academics, not only of the students but of the staff, I really didn't coach in 1973, I had a sabbatical leave that fall, now I would come back on weekends and work with the football team and in preseason I worked with the football team, but I was on sabbatical leave and doing my residency requirement. At that time Buffalo required a year residency for your doctoral degree so I took 1973 and there again the University was good to me. I had the sabbatical first semester, and

C: then second semester Dr. Roberts gave me student teachers in Erie, and I had a Saturday morning biomechanics class, and that was my teaching assignment for second semester, so I was able to do my residency requirement at the University of Buffalo. It was the year of 1973. That was the year that we played at West Chester and I flew from Buffalo to West Chester and met my family there. Bob had taken the whole family to the championship game, and I met them there. My wife picked me up at the airport and I coached on Saturday and came back to Buffalo. They took me to the airport and I flew back and I did my weekly, weekend, academic work at the University of Buffalo. That's another example, and my fault, that was 1973 and I was working on a dissertation topic and was working with my adviser and I would rather have been here. I was doing all this academic work and did well, but then we won the championship in 1972. We won it again in 1973, and I got wrapped up in coaching, and I kind of just let the dissertation slide, and my adviser got mad at me, my statute was coming to the end, I'd got a new dean, they had a new deam. The new dean was supporting me and I was again having a problem with my faculty adviser and got a new advisor. Got a dissertation topic accepted and then continued to coach. Then the pressure got on us and we had that losing year in 1975, and

C: it got farther away from me, then we had another championship in 1976, and then my limitations expired, and I just never did complete that degree, but I struggled through eight hours of statistics and did all the things that you had to do, and took the major field examinations, and passed those, and due to my own negligence I did not complete the degree as I probably should have. Things fell into place and I got promoted to full professor and then the degree became less of a need and less of a value and I didn't need it that much anymore, and went onto other things. That's why I never finished that degree. But there again, Bob did permit me to leave, and take a year off to pursue my graduate work.

R: When you were coaching while you were at Buffalo, on Saturday when you came for the game situation, what role did you play because you were out of the picture as far as the weekly practices were concerned?

C: They were doing the same things that they had always done to be successful, so I knew our defense. I was defense coordinator at that time through those championship years, and Stan and myself and later on Paul Bruno worked on the defensive side of the ball. And Bob and Rod and Mike _____ worked on the other side of the ball and so I would know the game plan, and they were doing the same thing, so I would be able to be up on top and know who's

C: breaking down and who's not doing their job, why we're not being successful in what we're trying to do, and be able to suggest changes as to what we had to do. Because when you have success you tend to do the same things that were successful so we were doing basically the same defense the same types of things, and I usually worked with the implementation and game plan. See I'd work Sunday and break down the film on Sunday morning, and then we would have our computer printout on Sunday afternoon, and we would prepare our game plan Sunday evening, and then I would leave at four o'clock on Monday morning and drive to Buffalo for my classes up there and my work in the library. I had mostly late afternoon classes, but I did spend an awful lot of time in the library up there.

R: You knew the stories about Watrel and Bob's relationship. Bob would come in and President Watrel would be reading the mail, and he'd mark the papers? Very funny stories.

C: Oh, very funny stories. In fact, Jim Roberts used to always kid. Watrel would get all the newspapers from New Jersey because he was from Wayne, New Jersey, and very early in the morning or late afternoon whenever he left the office, he would have these papers all rolled up under his arm leaving the office, and Jim Roberts would invariably say to him, you got a fish wrapped up in there? Because Al

C: wouldn't admit that he had all these football players circled in the newspaper and he was carrying those down to the football office. There's a lot of stories. It's good to have people like that on your side when you're trying to have a successful program.

If I might share some Slippery Rock lore, and some Slippery Rock stories with you. Over the years I've had a number of opportunities to...one of the best, I was on a National Science Foundation short course down at North Carolina State, it must have been the summer of 1967, and it was in Human Engineering and my relationship with kinesiology got me into human factors. So it was a human engineering, human factors type of a short course that the National Science Foundation was conducting at the North Carolina State University at Raleigh. I was rooming with a gentleman from North Dakota State, but in our suite was a gentleman from the University of Nebraska. About halfway through the course he got a letter from his daughter, and he had indicated that his suite-mates were from North Dakota State and Slippery Rock, and his daughter writes him a letter and said have your friend from Slippery Rock either confirm or deny the story that was on the Lincoln radio station. In 1923 Slippery Rock was playing _____ College and at one of the time outs a big bird came down and stole the football and

C: they couldn't finish the game because they only had one football. I said, well, you know, I can't confirm or deny it now but the coach is still alive, and when the course is over and I get back to Slippery Rock I'll meet with the coach and either confirm or deny the story that your daughter heard. So I got back and Coach Thompson went to the same church that I did, so I'd see Coach Thompson most every Sunday, and Coach Thompson was a good church going person. So I caught him one Sunday after church and I says, Coach, you gotta confirm or deny the story that the young lady heard on the Lincoln, Nebraska radio station. That was that during one of your games with _____ College that there was a time-out and a big bird came down and stole the football. Is that true? You had to know Coach Thompson. He had kind of a dry sense of humor, and he said, well, you know a lot of funny things have happened over the years, but I sure don't remember that. So I went over to the Archives and looked through the yearbooks, that was over in Maltby at that time, and looked through the yearbooks and I found the 1923 schedule, and they hadn't played _____. So I looked and thought maybe, well, better look at 1922, because if they had been graduating class of 1923, but it still wasn't there. So I wrote the young lady a little note and told her that I

C: think that the disc jockey, the radio announcer, was just adding a little color to his program, and I sent her a Slippery Rock sweatshirt, and told her I think that I would have to deny that story. That's one. Passing through customs in Tijuana, Mexico coming back into California, and they always ask you where you're from, and I said, Slippery Rock, and the custom's man never said a word just said, how is the team going to be? I didn't ask what team I assumed he meant the football team. All over the country there's Slippery Rock stories and Slippery Rock lore. I was driving to a Notre Dame game, and I had one of the Indiana stations on, and the fellow wanted to know if Slippery Rock had ever lost a football game. Every time he had ever heard it, he heard their scores, they had always won. I was tempted to call in and tell him that we lose occasionally. I was at the Notre Dame-North Carolina game at South Bend and one of my student athletes was playing for North Carolina, and have to sit beside the gentleman from Detroit because he obviously from the south and he was cheering for North Carolina, and he was with another friend but just before halftime one punches the other and says, wonder how Slippery Rock's doing today? My friend was sitting beside him and said, what do you know about Slippery Rock? He said, oh, it's a little school over here in eastern Ohio. My friend

- C: says, no, it's in Pennsylvania. The guy said, no, no. My friend said, well, this gentleman graduated from there. They couldn't believe it. They met somebody from Slippery Rock. Out the blue sky one said to the other one, wonder how Slippery Rock's doing today? There's lots of stories about Slippery Rock. Most of them are true.
- R: Then you run into people with their tee shirts on and sweat-shirts, and it's natural to inquire. I'm that way about WVU. I'm a native West Virginian, and a graduate of WVU, and when I see a West Virginia tee shirt, I jump into a conversation. Same thing with Slippery Rock, Myrtle Beach, or San Diego.
- C: Everybody always knows someone who graduated from there. I have a friend who graduated from there.
- R: And everybody just loves the tee shirts.
- C: We were at a _____ in San Clemente, California, and had breakfast as part of this worship of the sun, and our children had Slippery Rock shirts on, and we sat across the table from a lady and she said, are you from Slippery Rock? Yes. Well, I've got a friend at Grove City. Only a few miles away from there. She teaches there. It was Hilda Kring. Do you know Hilda?
- R: Very well.
- C: Somebody that knew her.
- R: You know Fred, I gather?

C: Yes.

R: Did you read his book?

C: No, I haven't.

R: Funny book.

C: Is it?

R: Oh, yes.

C: I'll have to get that. I didn't realize he had it out. We're supposed to have a book on the market shortly. Dr. Wright and Dr. Pechar, "Coaching To Win" about sports medicine. _____ publishing company. Shortly.

R: When you were scouting for Lock Haven, was there some reason why you didn't scout Slippery Rock or wasn't it on the schedule?

C: The coach just never asked me to. He felt that at that time there was some loyalties. There's not many loyalties anymore. People aren't loyal too much out of the money, I guess, and material things. He just would never do that. He thought it wasn't ethical for me to do that. Being from and a graduate of Slippery Rock, and there's still some of that falls back into officiating. They don't like officials to officiate at their own alma mater, or at games that involve their own alma mater. So I would scout Slippery Rock and Indiana, but I would be looking at Indiana, and I would scout Slippery Rock and Clarion, and I would look at Clarion. At that time Coach Jack, and this was Coach Powell's wrestling coach, had been a

C: legend at Lock Haven, and as I indicated it was before I-80 was built, and so you had to go to Lock Haven, it was almost impossible to get there from here. One of those situations where it was a little bit on 322, a little bit on 220, and then up on little back roads, and Coach Jack would coach in the afternoon on Saturday, and then if his team played out in this area somewhere, he might catch a night game, say Waynesburg played a night game, and I may have scouted Clarion that afternoon, then he would stay on. He had a brother in Grove City, and he would spend Sunday with the brother, and then between ten and ten-thirty, he would stop at my place to pick up my scouting materials and maybe spend an hour, say from ten to eleven or ten-thirty to eleven-thirty, with me, and then he still had to drive to Lock Haven and teach the next day, and then coach the next evening, but that was his dedication. Really involved and what a great gentleman he was also. He made wrestling at Lock Haven, the wrestling program, very successful. Coach Powell and that crew where up there.

R: You mentioned the year we didn't win, where we fell down a little bit in 1975, and that there was a lot of pressure building then and even later. What form does that take? I mean, is it self-inflicted or is just something that's in the atmosphere or is there something people in positions

R: of power say, we can't have this. We gotta keep on winning.

C: I think a lot of it is self-imposed pressure. I think as a staff put a lot of pressure on ourselves. I think we got complacent as I indicated on 1975. We had been successful. The kids that were in the program that were seniors that year had never lost a championship. So they expected if they would show up they were going to win. Well it didn't happen that way. We worked and worked to overcome that complacency both as coaches and trying to instill this into the students, but we weren't successful that year. But we re-evaluated during the off-season. We sat down and re-evaluated what our priorities were, and where the program was headed. At that time Al expected to win, Al Watrel, but he was willing to provide what was necessary to win. If it was money, and we had a lot of work study money, we didn't have any grant money, but he did permit us to or he waived some out-of-state tuitions, but we had limited numbers of out-of-state tuition waivers, but at that time we did have...Bob was from up in the New England area. Mike _____ was from up there, and Mike's dad was a coach in Rhode Island, and so we had some contact with some out-of-state kids. Plus, we had friends at a junior college in Dover, Delaware, _____ Junior College it is now a four year college, but we had one of our alums that was a coach there that we got some great

C: athletes out of that junior college program down there that permitted us to be successful. Jack Fisher, later went out to Lock Haven, was the head coach and won the championship up at Lock Haven, was a Slippery Rock coach that was assistant coach at _____ and gave us Roy Ripley, Bill Riley, Andy Kress, and Dan Toomey, and all those kids that helped us to be successful. So we were able to provide them with out-of-state tuition waiver, and while Dr. Watrel did that...that I guess because we knew he felt that way, and he valued it, I guess, we put the pressure on ourselves to be successful.

R: Was the out-of-state tuition waiver, you said it was a common practice, but was it illegal?

C: No.

R: It was not illegal?

C: Presidents were permitted to do that. Some of them didn't choose to, but to my knowledge it was not illegal.

B: They used to do it, and perhaps still do it, for foreign students. Waive their tuition. So it wasn't only athletes. Were there other memorable people in your Slippery Rock career that influenced you or that you admired?

C: I think that the physical education faculty at that time was really a dedicated faculty, I think. There was a very successful program. It was a program that was nationally

- C: known. Bill Herman was probably the outstanding elementary physical educator. The most knowledgeable in that area in the country at that time. He did an excellent job with that. Instilling that value into his students. Dr. Meise, Dr. Haverstick, it was a very cohesive faculty before it began to become fragmented it was health, physical education, and recreation, and we were all in the Field House together. Everybody valued their programs, and everybody wanted everyone to be successful, and it was just a good working relationship at that time. I really enjoyed that. As I went through the program I saw the knowledge of Dr. _____ and his understanding of human anatomy and kinesiology. Dr. Meise and his value in health and the health related fields. Jim Egli and Wally Rose really dedicated to their programs and interested in doing things successful in their programs.
- R: Bob talked about the set of cards that Dr. Carter had when he got here. He said, here are the recruiting cards, and he said he didn't know what to do with them so he gave them to you.
- C: That's right. That's what I had indicated to you earlier that he said, Doug, don't coach on the field just take care of these. What had happened is that before Jack _____ was relieved and the coaches were relieved of their coaching

C: responsibilities, we had recruiting cards. We had all contacted the local high schools and coaches that we knew, and having spent a lot of time in western Pennsylvania, and coached in western Pennsylvania high schools, gone to clinics in western Pennsylvania, you got to know a lot of high school coaches. So what we did is we would ask for their best athletes and send them these cards, and have coaches fill these cards out. Then we would turn them into Jack _____, and when Jack was relieved of his coaching responsibilities, he had all the cards and he gave them to Dr. Carter, and then Dr. Carter turned and gave them to Bob. That's what Bob asked me follow up on those.

R: _____ left on good terms because he was a scholar. So he was not fired or anything.

C: Right. He was asked to resign, but he was going to move on anyway. At that time Jack had been at eight colleges in nine years, and he had been at Slippery Rock two years, so you know that he was at the other ones only one year. So he was a mover.

R: Overdue.

C: Yes. Two years was a long time. Twice as long as he had been anywhere else. He was ready to move on. He was looking to move into Division I coaching. He was successful. He left here and went to a successful Boston University

C: program. His entry into the Division I football was at Boston College in an unsuccessful program _____ We competed against his teams at Central Connecticut. He was an assistant coach at Central Connecticut after he received his doctor's degree and continued to write. He and Dr. Carter, if memory serves me correct, had been together at Dennison University and then Dr. Carter brought him here, and then the program was in somewhat of a disarray and the assistant coaches were unhappy and the dean was unhappy. The chairperson of the department was unhappy the way the program was going. And of course Dr. Carter got involved and there was pressure on him. That's when the Trustees were meeting to relieve him of his job. A lot of things were happening at that time. Internal politics of the institution. Everything.

R: Bob tells a story about the condition of the equipment when it got here. There wasn't much of it.

C: That's right.

R: And what there was wasn't...he had a lot of needs when he got here.

C: He sure did. The equipment was not real good. It was difficult to fit the students. Fifty athletes. If my memory serves me right, they used some of these in their... some of the equipment was being used in physical education

C: classes. It was football equipment. It was bought with football funds, but yet it would be used in the academic program, and I think then it wasn't very well cared for. People didn't treat it like you would if you were the head coach, and you had to depend on your kids from week to week to participate, and they needed that to protect them. In class you didn't need to worry about that because it was a one hour class and it was over in nine weeks, and that's when we had 18 week semesters. Do you remember those, Leah?

B: I think it was before my time.

R: 18 weeks?

C: Yes. 36 weeks in a year.

R: I'm curious about your recruiting. When you went to the high schools as a recruiter and you came back with many non-athletes as well as athletes so when you went into a high school to recruit, you addressed the entire senior graduating class?

C: No. We addressed people that were interested in physical education or secondary education that wanted to be teachers. Usually made arrangements ahead of time. I can recall Dean _____, Dean of Natural Sciences, and he liked the model of the football program, of our recruiting.

C: A lot of people didn't like Mike. Do you know Mike _____?

B: A little.

C: Mike's a little bit wild with his tongue sometimes and would cuss and swear and use words that weren't appropriate at times, but I think it was kind of a shock treatment, but was really interested in science, in the science program. He tried to recruit some science majors. You remember when he got the one floor of Founders Hall, just science students, I think. He got bumper stickers made that somewhere he brought Slippery Rock into science, and got bumper stickers made. He liked the recruiting model that we had as our football staff, and so he had Stan and I over to speak to his faculty about recruiting. So I volunteered that if anyone wanted to accompany me on my recruiting that I would be willing to take them along and just go through the whole program and try to sell Slippery Rock. We tried to interest them in anything they wanted to be interested in. You know we started to get a little bit of a program with engineering with Penn State. We've gone through a lot of different things. If somebody was interested in engineering, we did bring some engineering students here. One of them was very successful and then three and he's gone to Penn State and we lose him his senior year when he'd have been the best. It happens. When we went recruiting we would talk to anyone

C: that was interested in listening to what we had to say. But Mike said, would you take somebody along? So I took Bob _____ with me one day, and Cyril Sagan, recruiting. I think we went to Farrell and Sharon High Schools and they were each able to go into a biology class, I think Bob Hart went into a biology class, I think Cyril Sagan went into a Chemistry class, and speak to the class while I was speaking to some people that were interested into coming to Slippery Rock in physical education, and so we had a real good experience, and that's another example. Mike and I got to be fairly good friends, Mike _____. Since have visited him a couple of times, and still stay in touch with him. But he valued his program and he was going to make it successful and I think he had an impact on the academic program. Proving that.

R: I was asking about swearing because Bob talked about that and he said, when you hear the coaches swear, then the players can swear. Where there behavior problems? I know, I played athletics for sometime and language was a problem.

C: Never in Bob's program. I think in Jack _____ program there was a little bit. I know I heard the coaches swear on the field, and so the student's felt that if the coaches could swear, they could swear. But I never in all my

C: coaching ever had any need to swear, and I think and we all felt, and Bob felt, that if you had to swear to communicate, then your communication skills needing improvement. No, we never had to. Once in a while you may in a moment of anger or frustration a student might let out a swear word or something like that, but it was not an accepted behaviour, and the student knew that. So it was never repeated and it was not picked up and never became any sort of a problem because we just did not tolerate it, permit it, and didn't do it ourselves. That's another tribute to Bob. That's a value. An important thing that he valued and that's another thing that carried over into the athlete's life.

R: When you have a bad season like _____ losses. How do you handle losing when you expect to win?

C: It's difficult. I had difficulty as a young man growing up, and as a young coach. Probably one of my most memorable experiences is while I was a high school coach. There was a friend that I had that coached in a small mining town over in Barnsboro, Indiana County. They always played, those areas still value the flag, and this was in when times were tough in our country and they were burning flags and things like that. This area still valued that, the American way. So they always played a football game, high school football game, on Armistice Day which is now Veteran's Day. I went

C: over and we had already completed our season. We usually finished up the first week in November and Armistice Day was the eleventh. So I'd always go over and see this coach's team play. I think the first time I was over there they lost this traditional game with their traditional opponent. I said something to effect that well I guess we probably ought to go home and lick your wounds. No, he said, I learned that there are more important things in life than winning and losing. He said, I feel bad when I lose, but then when I look at the country I live in and my family and my children then it becomes less important. I always remember that. I still feel bad for the kids when you lose. I mean because they work hard to try to win. You try to prepare them so that they ____, and then you feel some of the responsibility if their not successful, were they properly prepared. Because I think we have to assume some of the responsibility of winning and losing as coaches. Maybe we didn't always adequately prepare them, or provide them with the skills that are necessary to win with. I guess I still feel bad when we lose, then again I see that there are more important things and I think of what Fred Goldsmith always said, was that there's probably a hundred million Chinamen that could care less whether Slippery Rock won today or not. That kind of put it in perspective.

R: When you were having those championship years, did other teams make a big effort to get up for you to take us out to win?

C: I think we had to prepare every week for the most difficult game of our season. Everybody just would, and athletes do, athletes tend to get up for the people on the top, so it was like every game was a bowl game. We had some difficult times. The first championship year I think was in 1972. We beat Lock Haven for a few years in a row there. They were kind of the doormats and we were very successful against them. The years kind of go together and I'm not always accurate on what year. I can recall that we had beat them pretty soundly up there the year, probably the season of 1971, and we had played with a three man line, defensive line, because they were kind of doing a run and shoot, throwing the ball, so we took two of tackles out of the ball game and put two more defensive backs in the game, kind of what the pro's are now saying is the nickle defense or something like that. So they were doing the same thing in 1972, and so we prepared all week long with what they had been doing, and so we started out the game, and here we are with three defensive line men and Lock Haven comes out and gets in a power I rather than spreading people all over the field, now they have them all bunched up together. So we really weren't prepared for that, but we could go

C: back and we were flexible enough that we could make adjustments. So we went back to our basic defense and played them. But it ended up to be a very close ball game that we won in the last 80 seconds. But they were just playing a game that was going to beat Slippery Rock, and they were getting up, and they did, and their athletes did a good job. We were able to eventually win with just because Tim Noone's and Ronny Layton were pretty good athletes that completed a late pass that took us down to the four yard line, and Barry Rose, Wally Rose's son, scored the touchdown, and we won 14-10, but Lock Haven was ahead 10-7 most of the ballgame, and played us very well even though they weren't a real good football team, they played us very well that day. And it was always good when Indiana was on top. I think one of Bob's biggest wins was when Indiana was ranked number two in the country, it must have been the season of 1971 maybe, that we went down and beat them 23-21 when they had the Smith boy that went on and played for the Steelers and some real great athletes. We went down 14-0 very early in the ball game. The first quarter, I guess, that Smith was a real good receiver and Wally Lucas, who is now the District 10 coordinator for the PIAA high school athletic _____. The principal up at the Girard high school was the quarterback at Indiana at that time. He

C: threw a touchdown pass to Smith, and then he ran it for a touchdown himself. We were down real quickly and came back and won 23-21 by kicking a field goal in the last 20 seconds or something like that. That was one of Bob's big wins, I think. That's when Chuck _____, also a Slippery Rock grad, was the coach at Indiana, and Chuck was a very successful high school and college coach, and it was a real, real big win, and he was humble enough to accept that Slippery Rock had beaten him, and sent a nice picture of he and Bob, Bob congratulating him or he congratulating Bob after that successful game. It was a good relationship with the coaching staffs among the state colleges at that time. Al Jack's and his staff at Clarion had been together for a long time, and Chuck was down and had a good staff at Indiana. The coaches at Edinboro were all friends and all interacted well, got along well together. It was kind of fun to be a part of all that at that time.

R: Takes a little of the pain out of losing, too, to know that you're playing against good people, and they're not gloating.

C: That's right. They know how we feel, and we know how they feel. It was kind of like a chess game with them. Bob brought into Slippery Rock the computer scouting which he brought the initial prototype of what program that he would like to have implemented through. I think he got it from Oklahoma or

C: Oklahoma State. I guess Oklahoma. He brought it back, and then we improved upon it, and again it was us working with the computer science people, and there had to be the interaction among the faculty so that we didn't have computer skills, but we knew what we would like to have, and we could go out and sit down with the computer people and say, this is what we would like to have, and by the time we were finished Stan Kendzierski and I kind of did that aspect of the program, by the time we finished up we were getting the picture of the their top offensive formations and what plays they ran from those top offensive formations and from that then we made our defensive game plan of what we wanted to do and the different situations. With the aid of the computer, it saved us hours upon hours of time sorting out what a team would do in different positions on the field. What they would do when they were on different sides of the field from the hash marks. Would they run to the field or to the sideline and what they did in the middle of the field, did they run to the right or did they run to the left. These were all things that we would then make our game plan from, but Bob was instrumental in bringing that computer program to us. Then we moved it on from that point, and I'm not sure whether they use today over here or not, but I still coach a little bit at Grove City College, and we're trying to get into doing some

- C: computer analysis. There are now companies that make programs in computer analysis that they'll do it on a P.C. We did it on a mainframe before with the optical scan and punchcards before optical scan, another example of the cooperation of the institution is to bring someone in at ten o'clock on Saturday morning to operate a keypunch, to punch our cards for us, or to bring someone in to run the optical scan to do our evaluation, our computer analysis. So that we could have that by two o'clock in the afternoon so we could do our planning. It takes an awful lot of people, and a lot of cooperation to be successful in a program. You have to have those things if you're going to be a success, and if your opponents are doing it, you've got to do it if you're going to be successful. Bob was responsible for that also.
- B: But I think he had wonderful backup people who were interested in the program, who weren't watching their time. What it needed you gave them.
- C: Never had a job where you punched a clock. I always worked till I was done. Still today. I do the United Way. I didn't know if you knew that or not. I'm the director of the United Way in Grove City. That's another job where there's no time clock and during the campaign time when the pressure's on, and it's only a short period of time, and I'm only a part time employee, but you work till you're done. The

- C: same way in coaching. You just work till you complete the task.
- B: So you're doing that and coaching at Grove City College, and what else are you doing?
- C: Well, I finished the book.
- B: Tell us about the book.
- C: It took me 20 months to do that. I told everybody I had a seatbelt on my office chair so that I wouldn't get up and walk away from it because I could find more excuses not to sit down and write a day and go do something else. But I had this model for a long, long time, and it's kind of the European model of coaching, and it's again a cooperative model where there's a lot of people involved. It approaches coaching from the physiological, kinesiological, psychological, sociological aspect. I've always argued that if you properly prepare an athlete to participate in a very specific activity then the chances are limited that the athlete is going to be injured, if he is properly prepared and taught the proper skills. So that's the approach to properly prepare. There's a feeling today and I think it's a result of the way society understands athletics and the human body, there's a misunderstanding that you get physically in shape by participating in an athletic activity. I've always contended that you get physically in shape to participate

C: in an athletic activity. I think of John Kennedy out playing touch football, and encouraging people to go play touch football on Sunday afternoon to get in physical shape. Well you don't do it that way. You properly prepare them to do the job. So that's the model is to first, and I have a little bit of what I call sports medicine paradigm. It's a pie chart and it has all the different aspects that I feel are involved in this cyclical type of preparation of an athlete to participate in a program. The first thing that you do is you assess the activity. What physical factors does the student need to be successful in an activity? What basic skills does he need to be successful? And then what performance factors does he need to be successful? So you've got the physical cardiovascular fitness, the health related aspects of that and then you have the performance factors of strength and explosive strength and flexibility and those kinds of things, and then you have the basic skills of walking, running, jumping, leaping, throwing, and catching and those aspects. So you sit down and you look at an activity, a coach can look at an activity and say, a person needs these basic skills to be successful. He needs these performance factors to be successful, and he needs these health related factors, physical factors, to be successful. So now you know what it takes in the activity, how does the student match up to

C: that. So you take and you evaluate the student and you say, does he have explosive strength, does he have flexibility, does he have cardiovascular endurance, if those are important. Then you kind of compare where that athlete is to what's necessary to be successful. Then where the athlete is deficient, you develop a remedial program to improve where that athlete is deficient, and then from that aspect you go into why do people perform. What is the intrinsic need, or is it a physical need? What influences kids to be successful? What rewards do they respond to? Some respond to a verbal reprimand, and some you can't do that to, some you can kick in the pants and give them a nickel, others you've got to take a dime from them. They're all different. What psychological reasons do students participate, and why are some towns known as football towns, and some soccer towns, and you've always heard that Butler's a football town. Well, the people there aren't any different, and I contend it's what the community values. If a kid is successful at football and he goes downtown on Saturday morning after the game, and everybody wants to know about the game, and talks to him, and give him some feedback of some sort, it's strokes him a little bit, then he feels good, then there's a feeling that these folks value that so I'd better be good at it. So they work to be good at it. So we look at

C: the psychological factors as to why kids, and then you look at the sociological factors and all of these come out. That's the basic first ten or eleven chapters. Then I go into a little bit about the rehabilitation of the athlete if they are injured. I contend they won't be injured if you properly prepare them unless they're careless, and accidents do happen when we get careless. So there's a little bit in there on rehabilitation of the athlete after an injury, and then a little bit on the psychological aspect of injury, and that's probably as important as the physical rehabilitation is the psychological rehabilitation. Does the student feel that he can still be successful to participate in the athletic activity, and then I finish up with a chapter on special considerations when you're dealing with women as far as athletics are concerned. So just because of different anatomical differences, and different _____ body mass, we can't expect they'd have the strength levels and the explosive strength that they shouldn't be asked to participate against the male in those activities, but in activities where they aren't factors then coeducational activities are valued and the women can have success as well as the men in those activities. That's basically the whole gamut of this model. It's just going through the model.

B: Good luck with it.

- C: Thank you.
- R: What's the name of the book.
- C: Originally I titled it "Strategies for Success in Coaching". The publisher felt that we ought to use "Coaching to Win with Sports Medicine".
- B: Who's the publisher.
- C: Ashley Publishers. Dr. Wright had been kind of the sounding board and the financial backer as far as my time and stuff like that was involved. Gary Pechar was involved a little bit with the physiological aspects. He brought his expertise into some of that.
- B: Are they co-authors?
- C: Yes.
- R: So instead of the dissertation now you write a super dissertation.
- C: Hopefully it will be picked up. See I've always felt that Pennsylvania or either our country has no certification for coaches. Anybody can coach. I've always felt that we do a disservice to our students of our community by not having some certification procedure for people that are molding the minds of young men and women in our country. At one time, Pennsylvania did have a pilot program that was fairly successful, and Slippery Rock was instrumental in getting that. We had developed seven standards that we felt a coach

C: ought to meet in some way. Either by playing or having played, by coaching, or having coached, or by going to clinics or taking classes, or just some way that they ought to develop some skills in these seven basic areas. Slippery Rock was instrumental in getting that through, and the legislators felt it was a good program. It was successful, I think, from about 1974 through 1978, and then public school administrators were having difficulty getting certified coaches or getting coaches certified for their districts, and so they went through lobbying the Pennsylvania School Boards Association, and they got that rescinded. After they rescinded that then anyone could coach that was a teacher, and they did that for a while. Then they found that teachers don't want to coach anymore. So they rescinded that and now anybody can coach. That's what I felt that this would provide people with a basic understanding in what's involved in athletics. It's not focused on football. It's something that any coach...in fact, I think have listed 25 different sports and listed what performance factors are essential and what physical factors are essential and what basic skills are necessary to be successful in all those 25 different sports. So a coach of any sport could pick it up and use it. I thought that if the state of Pennsylvania wanted to pick that up and say this could be a primer for

C: coaches. Then if they would at least sit down and read that and maybe take a test like officials do. People that want to officiate read a book or take a test. At least there is some sort of certification procedure there that they do have an understanding of the rules of the game. Well, a person can coach without understanding the rules of the game because they don't even have to take the certification test that the official takes, they just have to apply for a job. So that's what really stimulated my wanting to do this project and write this book. It's not directed towards any population specifically. A person that I think a person that is coaching Little League could benefit from it. I think someone coaching high school could benefit. I think someone coaching the pros could benefit from it. So it does cover a wide range of populations that could be interested in it. But if I could just get Pennsylvania Department of Education to use it as a basic text a person ought to read, and then maybe take a test, and then they could be at least have an understanding of why kids participate, what effects of when they participate, what skills they need, and _____ factors because kids go out and they are doomed to failure because they aren't properly prepared to do the skills and activities that they're being asked to perform. Basically the model comes out of eastern Europe where they

C: would program these kids through muscle biopsy and things like that. Get them into events that they can be successful in. They wouldn't try to put someone who has low explosive strength into spread skills or explosive activities, they would steer them over into the endurance type factors. So that's where the model comes from. It was fun doing it, but I said it was 20 months and I tried to spend two or three hours a day, and maybe some days four and five hours if things were going good. Some days I could sit there and everything would just kind of flow out, and then other days I couldn't get anything going, and I could look for excuses. But Marian Talbert, who did a lot of thesis work for me, and did a lot of typing for me. I wrote in long hand and she put it on disc for me, and then I could edit it and do what I had to do with it. The projects done. Just waiting. It's to go to the printer. I've seen the galleys and the illustrations. I just had to send an illustration. I talked about normal distribution and how the random variable how people at the high end of strength. There's a crossover where a very strong, we're talking about a strength variable. A very strong female maybe stronger than a very weak male, and there's an area that overlaps there. I'm talking about normal distribution and 68 percent of the population fall plus or minus ____ standard deviation between the _____. I have all

C: these percentages in there in details is 1.38 or something like that percent of the people fall in either one of the plus or minus five standard deviations. I had 1.38 well Donna Bruno did the illustrations, and the decimal point was left out so it came out to 138, and someone caught that so I had to make the change on that illustration and I just sent that back to them a week and a half ago.

R: _____

C: I knew people would understand it that it couldn't be that, but there again they want it to be accurate. But it was fun.

R: Were do you come down on the burnout theory where the kids are to overly organized in athletics from very, very, very early ages. They get into mid-high school, or they might become college athletes, but all of a sudden they just up and quit the whole business. I _____ at Slippery Rock High School.

C: I can see where that happens. Things have changed so drastically in our society, I think, that there is another reason for burnout. The athletes are expected to do that activity all year long. Twelve months a year to play basketball. I can recall as a coach at Grove City High School we thought it was terrible that John Swogger, who was the coach at Mercer, required his basketball players to play basketball all summer long. We encouraged our people to get a variety of different activities. Go out.

C: I think the focus on a single activity tends to lead towards burnout. And maybe that's why we as coaches didn't get burnout. We focused not just on football. We focused on our academic requirements, on our athletic requirements, on our community requirements. Again because Bob wanted us to get involved in our professional associations, and in the community, and he's a church person, and we all went to church and believed in that so when you get the variety I don't think you get the burnout.

R: _____ campuses for there to be a lot of grunching about preferential treatment for athletes, scheduling, and this that and the other. I know every school I've ever been to has that little rumble that's going on. Has that ever been much of a problem here, or for you?

C: I think Bob handled it very well, and I think the presidents have handled very well, or most of them have handled it very well. We were accused of preferential treatment when we were having success, I'm sure. Some of the coaches felt that we were treated differently than they were being treated. I think that Bob communicated to them very early in his career here that if want something you've got to ask for it. One of the coaches that was doing a lot of the complaining about the preferential treatment of the football program just was not willing to ask for those

- C: things in his program. We got criticized for having a steak pre-game meal when some of the athletes couldn't have steak on their pre-game meal. And that's another funny story I ought to tell about Bob DiSpirito. The other programs Bob said, did you ever ask for it? The person said, no. So he went and asked Watrel if he could have steak for his pre-game meal and Watrel said, sure you can, you can have it. Even though a lot of the criticism did take place, a lot of it was unfounded. It was just the fact that people weren't willing to out and speak for their own program. I think Bob always felt that if you want something, you go ask for it. And the people can only say no. I think that's true of anything. If you want something, it doesn't hurt to ask. It might be sometimes unrealistic to ask for something that's beyond the expectation or beyond the limits of the institution, but if it's something that seems like it's a legitimate request, go make the request.
- R: The secret of knowing what to ask for and when to ask.
- C: That's right.
- B: Maybe that leads into a question I had about women's sports. Tell us some of your experiences with that situation before Title IX and after Title IX.

C: As I look back at Slippery Rock, I think they've for many, many years valued women's sports. In fact, I think if I looked back at the history a little bit in the thirties there were more women's sports than there were men's sports at that time. But they did value it. I don't think there was ever a request for it unless it was made and I never knew about it. When I first came here it seemed that the WRA program filled the needs of the women athletes. They had the Women's Recreation Association, and it was very active. Carolyn Williams ran that for a long period of time. I sat on the co-op board and when we made our allocations, the co-op board, I tried to express the value of the participation by the women. We always tried to fund them the same of we funded the male programs. I mean there was never the emphasis on the intercollegiate participation. But then with Title IX, because it was difficult to get a schedule because you may have wanted to have, we always had field hockey, I think, and that was a good woman's sport, but you may have wanted to have women's swimming, but you've no place to participate. I think of the women's lacrosse program, even today, for them to participate in lacrosse the closest school other than Lock Haven that had lacross was Ithaca or East Stroudsburg, and it was just, I think, you had to see

C: where your schedule could be. And then with Title IX, and sitting on the board, we tried to bring the sex equity into athletics, and I think it went fairly successful at Slippery Rock. There was still those rumblings. There was always rumblings between the spectator sports, or the team sport, and the individual sports, and the revenue sports, and the non-revenue sports. I think that was kind of coming down from NCAA discussions of the major division colleges, but still we did have individual sports, and we had team sports, and we had revenue sports, and we had non-revenue sports. We were looking for that equity. I tried to encourage the coeducational experiences whenever possible, and that still has not ever come up to being. I don't think that there's any sport that has been successful with coeducational participation. I think of the Bobby Riggs tennis match with Billy Jean King. I thought Slippery Rock handled it fairly well.

R: Those Riggs' always talk too much.

C: Yes. That's right. I was going to relate that story of Bob. We did eat steak at our pre-game meal. I do know a little about nutrition. I do have a chapter on nutrition in the book, too. Some argue that you better, the carbohydrate theory, you better have your carbohydrates three days ahead

C: of time. All different kinds of theories, and they still don't know, and they still eat steak before the game. But we do know that the stomach doesn't empty real rapidly with the protein in it, and there's very little protein digestion in the stomach, and you've got to emulsify the fats before you send them on down to small intestine, and all those things have to happen, so it's probably not real good to eat a big steak before you go out and participate, but we did. I finally convinced Bob that maybe we ought to go to something else. So we had pancakes, and those kind of things. It was our opening ballgame, and I had convinced Bob in the off season that let's try something different. You want to have pasta, spaghetti's good, pancakes, toast and tea with honey. So he agreed to do that, and we opened up here with East Strousburg. East Strousburg crossed the 50 yard line one time and scored, and beat us 7-0. We were down inside the 20 yard line five or six times and couldn't score, but we never ate pancakes after that. So it probably didn't cause us to lose the ballgame, but I'm sure being superstitious as a coach, we all are a little bit superstitious, well, it was the pancakes and honey and tea and toast that we had that morning for our pregame meal rather than our steak. We didn't have our steak that

C: day and so I guess the athletes felt that the program wasn't valued anymore because they weren't going to feed them steak, they were going to feed them pancakes.

R: Can we talk a little bit about Russell Wright?

C: Dr. Wright is a 1923 grad, and been very interested in Slippery Rock. He's proud that he's a graduate. My relationship started with Dr. Wright probably in early 1970's, middle 1970's, somewhere around there. He had written a book on...the title of it was "Makings of an Olympic Champion". I think there's probably a copy of it in the library. I was troubled with the title number one because the book didn't reflect what I took the title to mean. There probably shouldn't have been an "s" on the makings of it, but he wanted me to see if I could do anything with it to make it into an acceptable kinesiology book because I was teaching kinesiology. Coincidentally, Dr. Wright was a 1923 grad, and it was a normal school at that time so he's a two year grad, and he was 16 when he exited here because he went to high school here too. He was from Jackson Center. He had married a lady from Grove City, and his sister lived in Grove City, and had a student that I had had his daughter in high school. His daughter had married a student that I had coached at Grove City High School, and that student knew that I taught

C: kinesiology here so Dr. Wright came down and stopped one Sunday afternoon with the book. He wanted me to take it and read it and see if it could be made into a kinesiology text. I read it, and it was a very, very nice description of his experiences as an athlete, and as a doctor, and as a team doctor for Detroit Tigers, and Detroit Pistons, and all the different sport teams. All the different sports teams he had been involved with over the years. Working as an osteopath out of Detroit Osteopathic Hospital, Sunday afternoons he would be at the ball game, and treat anybody that was at the ballgame, not only the athletes but he would treat the people in the stands underneath with first aid and give th_____. He was very successful. So he stopped and had this book and wanted to know if there was anyway that could be made into a kinesiology book. So I read it and went through it and as I indicated very nice kind of a log of what he did over the years and how he tested. Some good thoughts there and some good ideas. So I looked at it and looked at it and I said, no, I didn't think so that it could be. He kind of dropped it there and in the spring of 1984 or 1983, along there somewhere, Gary Pechar and I, and Fran Brannon were instrumental in convincing in going to the curriculum committee and putting forth the request that personal fitness be required of all

C: incoming freshmen. Now that came out of some research that we'd done, Gary and I did with freshmen orientation. As we reflected on students entering Slippery Rock, we knew everything about them. We knew what their S.A.T. scores were. We knew what their quality point was. We knew what their high school class rank was. An awful lot about them. What their interests were, but we didn't know anything about their physical fitness, how physically fit they were. It served us two purposes. It kind of gave us an indication of what was happening in high schools with the physical education program. It gave us another look at what students look like when they come to Slippery Rock. So we got a small grant from the University to test during orientation. We randomly selected 300 students, and we tested them as they came through orientation. We sent them a letter ahead of time, and told them to bring athletic clothes, told them to bring a towel so they could shower and to report to the gym, and we had a one hour time block during these orientation sessions like they have going on now. So we ran that and we got a sample size of over 300 students that were willing to do that as they came through. So we developed a little bit of a profile of what students looked like as they entered. So then we based our physical fitness program on what the incoming freshman looks like. Where they need some remedial

C: help. We did that in 1978, 1979, 1980, and 1981, I think we had three or four years of data that we put into a profile, and then developed a _____ chart that we could take our kids in fitness classes. So we expanded it and thought, boy, they're not really in very good shape, and if we're going to anything with the mind, you've got to do something with the physical. So we moved it through. Steve Gagliardo cast the deciding vote at the curriculum committee meeting. It was the all-college curriculum committee meeting there and Fran, and Gary and I were back there, and it had gone around the table and it was about 4-4, whatever it is, I don't know how many was on at that time. But we needed one vote and it was going to be Steve Gagliardo was going to make that vote and he voted for it, and so we implemented that program. Now that we have, I don't know at that time between 1,200 and 1,600 students coming in every year, then how are we ever going to service these people. Where are we going to do it? How are we going to do it? I got to thinking about Russell Wright and Bob Aebersold at that time was moved up to the acting vice-president, and he may have been vice-president by that time because Herb was here. I think Herb _____ so he was the vice-president at that time, and so I asked him, I know Herb was sensitive about raising money, and he wanted to raise money, and Herb had a value, it was the dollar.

C: I said, would you mind if I...I guess I had served on a student government committee when we went around and looked at recreational facilities on campus, and paid ten thousand dollars for a feasibility study for a couple of projects. They identified an ice rink, a fitness center, and a ski slope out here, and four or five different items, and then they focused on a couple of them. They had the feasibility study done to see what it would cost to implement these. We had asked them to look at the basement of the East Gym to see if it would serve as a fitness center of some sort. _____. All this is documented in this material that I'll hand you folks. I asked Bob if he would mind if I asked Dr. Wright for a grant of a gift. Because we had in the meantime had become _____. He would share things with me and I would share things with him when he would go through. He would hunt up here in the fall, Dr. Wright would. He would always stop and call, and stop and visit. Maybe we would go out to dinner. So we developed a relationship, and I asked Bob, and he said, well, I'd better clear it with Herb. What are you going to ask for? I said, well, initially I thought I'd ask for \$50,000. So he said, no, I passed it by Herb. So I called Dr. Wright, and I explained to him what our ideas were. That we'd just passed this all college requirement and now we don't have a space to implement the

C: requirement and we're thinking about a renovation project for the basement of East Gym. The school is going to go ahead and do some of the initial renovation, but we don't have any money for equipment, and we need about \$50,000 to equip it so that we could service these 1200 to 1600 incoming freshmen every year, and then eventually expand it into the faculty and then into the community, and possibly into some rehabilitation work with third party _____. So we developed long-range plans, mission statements and all that. I explained that all over the phone to Dr. Wright, and he said, well, I think...when I said \$50,000 he never batted an eye, and said that, I think I could be interested. I followed it up with a letter, and I have a copy of the letter that indicates pretty much the same thing that we talked about on the phone. We'd implemented this. I indicated in a paragraph in the letter that we might even name it the Russell Wright Fitness Center. I sent a copy to Bob Aebersold, and he shared it with Herb. Herb had a note at the top of it, don't commit to the name, tell them not to commit to the name. I said, well, you know, \$50,000. I had Donna Bruno from the sketch of the old East Gym, I had her superimpose on it Russell Wright Fitness Center up at the top of it. Nice line drawing and I sent it down to Dr. Wright, and so

C: he went along with it. I had that drawing framed and sent it down, but I did make some copies of it and I have those copies in the history too so I'll share those with you. So Dr. Wright gave us 2,000 shares of National Medical Enterprises stock, I believe. At that time it must have been about at 25 _____. It went from 21 to 25 to 28 and so the University felt that they might want to hold on to the stock and let it appreciate a little bit. Dr. Wright and I had shared the history of this stock and Bob Dawson was in the office at that time and so I had shared the history of the stock with him because he was kind of doing some of those things for Herb. It showed how it had gone up and had for years been successful, but always hovered right around that area, 22 to 28. One time it did go up to 35. But the University held it for a while and they went ahead and gave us a little bit of money to work with the renovation project and so forth. Then finally they did sell it and they sold that initial for something less than 25. Again the brokers fees and everything were out of and I think we ended up with \$47,000 in that first gift. That pretty much bought us what we needed, but then we needed some additional equipment and we needed to expand a little bit, and so he offered another \$25,000. He sent us another 1,000 shares of National Medical Enterprises. He said, I know that the University sold that and you never

C: really got your \$50,000 to start with so I'm going to give you a little bit more. So he gave us that. Another 1,000 shares of that and I think again the University sold it when it looked a little bit shakey. The last gift that he gave us just a couple of years ago was 1,000 shares of Jacobson and Sons Department stores. Again they had received a poison pen letter from someone who was going to do a hostile takeover, and Securities and Exchange said if you take them over you've got to pay forty for the stock. So there was a protection there if there was a hostile takeover. So he gave us 1,000 shares of Jacobson Stores, and it ended up that they sold that at a little bit below. They didn't hold it long enough, and it eventually went up pretty good. I haven't checked it on the market lately, but every time we sold it when it was at the wrong time. So I'm not sure. I saw that he wasn't in the \$100,000 club so apparently...even though he wanted to give us \$100,000 we don't have him there.

R:

B: That's terrible to think _____

C: But they did give him an honorary doctorate, and our relationship has stayed the same. He's 87 years old, I think, maybe, what's his birthday? June 9 maybe. Maybe he just turned 88. I just talked to him, well he had a message on my answering machine Saturday night, so we still communicate quite

C: regularly. He really loves Slippery Rock even though they have not always treated him as he would like to have been treated. There's some senses of things there but I won't share those with you.

B: Maybe in a few years.

C: Yes, when you turn the tape off.

R: Maybe we need to have him in our oral history program.

C: Dr. Wright?

R: Yes, exactly.

C: If he were able to do it, he'd probably like it.

R:

C: Yes, I'm sure he would. He has lots of stories to tell.

R: We don't have any pride of authorship in being the interviewers if we could get you to do the interview that be kind of really good because you'd be very knowlegeable about the stuff we wanted to get out of that interview. Is that a possibility?

C: I could check with him. I'd be glad to do that.

R:

C: I'd let you interview him. I'd sit in. I could ask questions and sit in with you.

R: If you would be present for the interview, that's fine. That be a lovely thing to do.

B: He doesn't still come up and go hunting?

C: He doesn't hunt as much, but he still has one of his grand

C: nephews in Grove City and he's going to be married in August. Whether he comes to the wedding or not, right now he's just came back from Detroit. He went down and had some tests down. He's had some prostate cancer. He's got a pacemaker. It's funny. I'll tell you a story. He comes back for meetings of the advisory board of the Russel Wright Fitness Center so he'll come back sometimes. When we were writing the book, he would come back and sit down and spend a week with me. He stayed a week down at the Apple Butter Inn, and we worked out in their little sun porch out there, and we'd work three or four hours a day on this book. He'd make suggestions, and he'd think that I ought to be included. We'd work, and then we'd walk around campus here. His pacemaker is set at 70, and so he had trouble getting up and down the hills because it's not like you and I would adjust where we increase the heart rate so we get more blood flowing. So he got a little bit tired. I'd take him over to the Russel Wright Fitness Center to show him some of the new instruments that we bought with the money that he'd shared with us. Never in my mind thought anything about the pacemaker, and I just said, we have those heart rate monitors that you put your thumbs on and it would give you your heart rate. I said, here Dr. Wright here's one of the new heart rate monitors that

- C: we purchased with the funds that you supplied with this. He said, I know what it's going to be. I said, what do you mean? He said, well my pacemaker's set at 70. Sure enough he put his thumbs on there and it was 70. _____
_____. But he got a kick out of that. He just can't dance. Whether or not he will get back for the wedding. If he does get back, I'm sure he'd be glad to schedule it.
- B: That would be a good time.
- R: That would be good. When did you say?
- C: Early August.
- R: Early August. We're about to do a lady from the class of 1922.
- C: Oh, are you? He probably knows her.
- R: She has a summer home of some sort of in Proctor, she and her daughter. Her neice, grandniece, works for Bob Watson.
- C: Could it be Cratty?
- B: I love that fitness center. I was in the first group of the wellness program. I've been jogging ever since.
- C: That was a good program. I thought that was one of the good things that came out of some of the professorial grant money that they had. Project Profs. The initial grant for the wellness thing came from Dr. Griffiths gave...Sandy Grosky, myself, and Kathy Moore had that initial, and that was a good program.
- B: One of the greatest parts of that was for awareness. Nobody

B: had ever paid attention, given it that much emphasis.

C: Well, we gave you the LAQ, Lifestyle Assessment Questionnaire, and it brought to your surface a lot of things in your life that your at risk about. Then the Framingham study and then the educational component that was provided.

B: It was super.

R: My wife was in it, and she's doing great. I didn't join, and I've had five bypasses.

C: Oh, did you have bypasses?

R: Five of them.

C: I didn't realize that. Before you retired or after?

R: Oh, no. Six months after I retired. Five of them. _____

C: I had a real experience last year. I don't know whether you know about it or not. Pitt-Penn State game was Thanksgiving Day. It was an early game, 11:15 or something like that. We're having Thanksgiving dinner at my place so my son-in-law, my son, my brother-in-law, and I, since my son's a Penn State grad, going to the Pitt-Penn State game. So everybody shows at our house, and we're running a little bit late, and we park at Soldiers and Sailors down at Oakland, and we've got to walk all the way up around, Gate 19, which is all the way up by Veteran's Hospital. Because we got a late start, it's almost kick-off time, and we're rushing to get into the ball game, and we missed our gate. So we're up there just below

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C: the Veteran's Hospital and I see Gate 19 down over the hill.
So we come back down the road a little bit and then there's
a walkway that goes around the stadium, and there's a little
hill about the