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SRU ORAL HISTORY

"SLIPPERY ROCK UNIVERSITY IN THE SIXTIES"

INTERVIEWEE: MARIE WHEATON

INTERVIEWER: LEAH M. BROWN

02 NOVEMBER 1994

B: This is the second of November 1994, and this is Leah Brown interviewing Marie Wheaton, who is here to tell us about some of her memories of Slippery Rock going back as far as she wants to go back. Where do you want to start, Marie?

W: Why don't I start with, well I can remember from 1957 because that's when I came here. I was here as a student earlier, but I'll just talk about my first teaching job here.

B: Oh, okay. Maybe we'll get back to the student story later.

W: I think it's kind of interesting how I got my job at Slippery Rock especially when I think of the process people have to go through to get a job here now. I had a friend that was in a graduate class here with Dr. ^{Paulsen} Paulson who was the head of our department. She had a graduate class with him. He was asking people in the graduate class if there was anyone that they knew of that would like to teach in the ^{physical education} Physical Education department, and then my friend raises her hand and she said that maybe I would like to teach there. That I'm over in New Castle.

B: In the public schools?

W: In the public schools, yes. So the next thing I knew Dr. ^ePaulson walks into my physical education class at George Washington Junior High School. My friend

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✓ W: didn't bother to tell me that she told him that. And he just walked in and he said would you be interested in teaching at Slippery Rock. And I said, yes, I would be. So he said, why don't you come over next week or set a date and I'll introduce you to Dr. Weisenfluh, who is the ~~P~~ president. Of course, I already knew Dr. Weisenfluh. I'd had him in classes when I was a student here. So I came over and I had the interview with Dr. Weisenfluh. I don't think they interviewed anybody else. After I had my interview with Dr. Weisenfluh I was hired and that was it.

B: And you knew that same day?

✓
✓ W: No, it was a week later. I'm sure he must have discussed it with somebody. I don't know. But there was no meeting a committee or writing letters or sending my resume. Not a thing. I've been on many of these committees here for the ~~Physical~~ ^{physical} ~~Education~~ ^{education} department on the hiring of faculty and I think of the process they go through now it's just something. The difference is just tremendous.

B: So that's how you got the job?

W: Yes.

B: You didn't apply?

W: No.

B: And you didn't apply anywhere else?

W: No.

B: You were happy where you were?

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✓ W: Well, I'd often thought wouldn't it be nice to teach at Slippery Rock. I'd often thought about it. ^{Maybe} I'd even said that to my friend. I don't know. I must have said that to her.

✓ B: Did you know Dr. Paulson?

W: No. I hadn't known him. No. He wasn't here when I was here before, but I did know Dr. Weisenfluh.

B: So that was in 1957, and you started when?

W: In May. This was in the spring that I got the job because I was teaching. I mean he walked right in my physical education class. I didn't know who he was, and he just came right out and said, would you like to teach at Slippery Rock?

B: In the middle of your class?

W: Yes, in the middle of my class. I didn't know who he was or anything. That's different.

B: So you came over here?

W: Yes. Maybe I'll just tell you a little bit what my teaching job was like when I first came here.

B: Okay.

W: And I'll have to kind of like compare it to what it was when I left. Big difference. In the late fifties, you were expected to teach everything in physical education. You name it. You taught it. It didn't matter what your experience or background was in those different areas like folk dancing, swimming, gymnastics. The whole thing. You had to know it all. All sports. Because my speciality was in team

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W: sports and individual sports. That was really what I felt that I could do the best. So my first schedule I had a health class, which I hadn't been teaching, and I had a gymnastic class. And we're talking about over in the West Gym. That was our teaching area, East and West Gym. I had a folk dance class, and I^{had} some hockey and some team sport things that I was more familiar with. But those first years I spent all of my evenings preparing for these subjects that I didn't know anything about, and that I wasn't too experienced in.

B: How many preparations did you have then?

W: Oh, goodness, there was no limit. I mean they didn't try to narrow you down to two or three preparations, ^{just} just wherever they needed you they put you, ^{no} No matter if you had taught that before or what. You were supposed to know everything about all things in physical education. So the funny thing was though, was the gymnastic class in the West Gym with 45 students, and we had zero equipment in those days. I mean zero. The department was so poor considering that we were a physical education ^{school,} ~~major~~ you would have thought that some of their funds could have been put into supplies and so on for physical education. But no, we had nothing. Wally Rose was a teacher here and he had his own trampoline. So we would put that in as part of the equipment that we were going to teach, and I'd have to go see Wally the day before and take a lesson on something on the trampoline which I had never been on, so that I'd be prepared to teach the next day. We used the men's parallel bars. Women don't even use parallel bars, but that's what we had, so I had teach something from the parallel bars. Climbing

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W: ropes. That's what we had. Swedish boxes which I think was part of the antique hall of fame back in those days and I don't know if it's still over there or not. I don't know.

B: What are Swedish boxes?

✓ W: They're little funny-looking boxes that you ^{vault} ~~bolt~~ over. Kind of like a horse but not. ✓ It was a Swedish box ^{And} ~~and~~ they had all kinds of ladders. Walking along on ladders. Of course some tumbling. Tumbling mats and things of that sort. But the funny thing was we had ~~the up~~ ^{over} the head ~~an~~ indoor track. I don't know if that was here when you were here. I don't think it was here. It was a round, round thing up in the air around, and while you were teaching some section of the class would be up there running. It would be banging and making all this noise. It should have been condemned, and it was soon after that, but at that time it was still going. So people would get up there bouncing and banging around on this indoor track while you're down here teaching these other events down on the floor.

B: Wonderful working conditions.

W: Fantastic conditions, and then the square dancing. I was always buying my own records because I looked for records that had the calls right on them, and then you could listen to the call. Like if you don't know the square dance and you're trying to call it you have to really know it. And I didn't know these dances so I would have to learn what all these calls ^{were} ~~were~~. I'd let the guy on the record call it, and then I could stop it and teach it and go like that. ^{But} ~~But~~ what a

W: struggle. →

✓ What else can I tell you about ^{those} ~~these~~ early teaching days?

Oh, we never had enough equipment. We shared like basketballs and volleyballs with the men's varsity team, we didn't have women's varsity team. So if the men were going away for a basketball game, they'd leave maybe at two o'clock in the afternoon. Well, if you had a basketball class from two to four, they took the basketballs. So when they weren't down there I said to Dr. ^{Paulsen} ~~Paulson~~, the men are taking the basketballs and I have a class. And he said, well, you'll just have to use volleyballs. It's just unbelievable the lack of equipment we had in those days.

B: Well was the whole school poor?

✓ W: Well, yes, really. There ^{seemed} ~~seem~~ to be no budget or something for equipment and supplies and things of that sort, but with a school with a major, you would think, ✓ goodness, we should have a few supplies like that. ✓

As soon as I arrived in Slippery Rock they were talking about the new facility, the new fieldhouse, and I don't think it was completed until 1962. But all through those years, it was under discussion, under planning, committees and committees.

✓ Looking at blueprints and designing this and designing that. ^{It} ~~They~~ took that many ✓ years to really get that thing ~~underway~~ ^{under way}.

B: Did faculty or you have any input into that?

✓ W: Yes, about five years. ^{Detailed input.}

✓ B: I'm glad to know that they listened.

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W: The physical education faculty actually planned the thing. Now I never got the opportunity to go to another university or just see another fieldhouse. I didn't know what they were talking about. We did a lot of studying of blueprints, and fighting over whether we should have handball courts, which the men loved to have, or should we have a dance studio. Should we mark the main floor with a great big emblem of a rocket in a Slippery Rock or should we mark it with badminton lines and should we call the rest rooms WC closet things or women's *rest rooms* *rest rooms* restrooms and men's restrooms. All these little detail argumentative things that you had to solve. The sad part was that they put that on the most beautiful women's athletic fields, the soccer fields, the hockey fields, it was just a beautiful facility. And while they were building it, they sent the women down Kiester Road where there was a farm. There was a farm down there where you came in. There was a barn. They sent us down there. I remember going down there that first fall when they started excavating and ~~we couldn't~~ and we couldn't have our classes up there. We went down over the hill. They never bothered to clear off the field. It was like corn stubble. We had to get in there with the students and stomp these corn stalks down for our fields.

B: They did that just to the women?

W: Yes. The men I guess they used their football stadium field. But those were the women's fields they said. They belonged to the women. So down over the hill we had to go. I have a picture of this that I'm going to have ^{to} put it in the Archives sometime. It's a picture of the barn. The top of the barn is gone

W: but the bottom part is there, and the farmer had goats and sheep.

B: Was that the Gerlach farm?

W: Yes. We would go down there and after we had this cleared off a little bit and get set up for our classes, and the sheep and the goats would all climb up on to this barn platform here and stand there, and I have a picture of them. They are all lined up looking down on us playing hockey on their cornfield. It's the funniest thing. I'm going to get that developed someday and send it up.

B: We can make a copy of it here and give you back your original.

W: I'll dig it out someday and send it up. I have a whole series of pictures of the fieldhouse and all its developments. Step by step.

B: That would be wonderful to have and we would make those copies.

✓ W: The thing of ^{it} ~~if~~ that was most disappointing to me about the fieldhouse, you know I'm stupid about reading blueprints. ^{But after} ~~after~~ reading them for five years, you think I would have understood how that thing was going to look. But when I walked in there when that thing was completed and I found out that all those teaching stations ^{were} ~~where~~ open. I thought there was a wall that went around the walkway here and that your teaching facility down here was enclosed. That was always the most disappointing thing to me. It's the most distracting thing to teach in that building. I hated to teach there. I always wanted to go up to the East Gym because they line up here and they look down at the class and they yell at people in class and it was most distracting and I was so disturbed at the

W: teaching station. Disappointed in it.

B: And it's still that way.

✓ W: It's still that way, yes. I guess not ^{everybody was} many of us were disappointed in it. I know I thought there was a wall that went around like that.

B: It made teaching a challenge, didn't it.?

W: Because students changing classes and whatever and they were yelling down at people in the class and they were looking up at people walking by and it was most disturbing really. So I never really liked that about the fieldhouse.

Oh, there was a big battle about the size of the locker room. The women's locker room was like this and the men's locker room was like this and a lot of little battles like that about staff, faculty locker rooms. The women's was like this and the men a big size one. All those little battles you had to go through.

B: You battled it but you didn't win.

W: We didn't always win. Well, we got a dance studio. We only had one handball court, and we did have a dance studio. It was too small to be an excellent

✓ ✓ facility or anything, but we did have it. Well, we won a few. They never put WC on the ^{rest rooms} restrooms. They put women and men. But anyways, it was an experience.

↗ (What else can I tell you? About the school as a whole. Like the administration as a whole. What it was like in those days.

B: Sure. We're talking about the years from?

✓✓ W: 1957 to 1960. Dr. Weisenfluh was ^President. He was still ^President in
✓✓ those years. Dr. Paulson^e was a chairperson and I think he was chairperson of
✓ our department until 1962. I think the year we moved into the fieldhouse
✓ Paulson^e left.

The general atmosphere on campus was so much different, but the teachers,
the staff, it was so different. How can I say? Dr. Weisenfluh was a very strict
person. He was very teetotaler. I know at the interview I was asked if I drank or
I smoked. I don't think he hired anybody that drank or if they said they drank.
You never heard the faculty say, oh, we got together and had a cocktail, or
✓ we drank, or we did this^{or}, I had a party. They never mentioned it.

B: They might have done it.

✓ W: They may have done it, I'm sure. They probably did. But no one ever mentioned
it. And there was no drinking on this campus at any event ever. He was very
straight.

✓ B: So that came all the way from the top, from the president.

✓ W: All the way from the top. I never heard anybody, and ^{I went} ~~I've gone~~ to the little
faculty gatherings and parties and never saw any liquor or beer at any of these
parties. He was like a benevolent king and when he would call a faculty meeting
everybody came. They usually had it in the old library, the counseling center.

B: When I came the library was in Maltby.

W: Yes. Maltby. Right. That's where it was. That's where they held the faculty
meeting. And all the faculty would sit in this room, and when Nancy^(Barthelemy) and I would

W: go, it would be like going to a Rotary meeting. There were very few women then.

✓✓ Three in our department, and I think ^{elementary ed} Elementary Ed. and maybe some librarians,

✓ but very few. All men. That's ^{where} ~~were~~ all the business took place. Right there.

I never heard of a committee. If you wanted to say anything to the president about any situation, you went to this meeting. And it was an open meeting, and you could discuss any business affairs or any administrative things, and he decided. Yes, yes, we'll put some money into this, or no, no, we won't, and he just was like a little ~~X~~ ^{king}.

B: He ruled the kingdom.

W: He ruled the kingdom, and they were all right there. All of these men, mostly men.

✓ The reason I remember that is because one time, this is getting into women's athletics and so on, but at that time we were not allowed to mention, the women, were not allowed to say, here is a team from Slippery Rock. Everybody was against ^{women's} ~~women~~ intercollegiate teams. You were not allowed to. We used to do it anyway. I used to take students down to Geneva and we'd play hockey, but we were not allowed to say, here comes the hockey team from Slippery Rock.

B: What were you supposed to say?

W: You weren't supposed to go. There was no intercollegiate competition. It was not in the philosophy here.

B: Just for women you mean.

W: For women, yes, just for women.

B: The men went?

W: Oh, yes, but the women were not permitted to have intercollegiate. But Nancy and I were both into hockey. We belonged to a hockey organization in Pittsburgh. So we went down to this organization when they would have their tournaments and so on and Pitt would be there. Pennsylvania College for Women would be there. Carnegie Mellon would be there. We would take our little group in and we weren't allowed to say, here's a Slippery Rock team. So Nancy and I decided that's enough of that. I always bought station wagons in those days.

B: You carted them.

W: I carted them down there. Occasionally another student would have a car. There weren't very many cars around in those days, but a student would have a car that would volunteer to drive, and I would take my station wagon, and we'd load them all in there and go down there.

B: Just on your own?

W: On our own. We paid everything. No uniforms. You brought your own hockey stick. We just went down and played. So Nancy and I thought, well, that's enough of that. We're just going to take this to this "Rotary" meeting, Dr. Weisenfluh, and make a presentation, and tell him, we're so far behind.

Everybody has an intercollegiate team now, and not a very well organized

✓ ^{setup}
~~set up~~ or anything like that, but they had teams. So we went in and we made

this presentation. All these men. All we were asking was, could we have

permission to take this team to Pitt, or wherever we were going, and say

that we were a team from Slippery Rock. We didn't ask for money. We didn't

W: ask for gas. We didn't ask for lunch. We didn't ask for one thing. We just wanted permission to say that we were from Slippery Rock. And he sat there and he listened to it, and then he said, well, you know, way back in the 1930's we did have intercollegiate sports here for women. He said, I don't see why we can't at least say that you're from Slippery Rock. So we thought we won a victory. We could say, here comes the hockey team from Slippery Rock! That was a far cry from what they have for intercollegiates for women now. But that was like a step, one step. If he called a tea, we were into teas in those days, the faculty tea. If we had a call for tea, all the faculty came. I mean like now if the faculty want to go to something they go, but you went to the tea. If they had a freshmen reception, you went formally, in formal attire to the tea.

B: Long dresses?

W: Yes. You had to get dressed up to go to those affairs. Long gowns. And the students came, the freshmen came in long gowns. The whole atmosphere was like he made all the decisions for the campus, and if you wanted to say anything, then you just got yourself to the meeting and say something, and if he called a meeting you all went to the meeting.

B: But he did listen?

W: Yes, he listened. Sure. He was like I say a benign dictator, benign king, let's put it that way.

B: All right.

W: Very stern, strict man. I had him for classes and I know he was strict.

B: But fair.

W: But fair, yes. He just ruled with an iron hand that's all. But that's the way things were done in those days. You didn't have all this democratic input, and faculty committees. I think when I left I spent three-fourths of my time on committee work. In those days you spent all of your time on your teaching. And then later on it seemed like the teaching became less important. I don't want to say that, but you spent less time on that, and you spent more time on committee work. That I think was the biggest difference in those years as compared to now.

↑

So what else can I tell you? I can tell you a little bit more about the women's sports program as I say which we were. Nancy and I were ~~roommates~~ ^{roommates}

B: Nancy was Nancy?

W: ^{Barthelemy} ~~Bartholomate~~. She taught down at Indiana after she left here. She taught at Indiana for a while and then at some private school in Pittsburgh for a while, and we both shared an apartment here. I'll tell you where we lived. On the corner across from Old Main there's this huge ^{house}, I think it's a fraternity house now, a huge house. ~~Maybe it's burned down, I don't know. There's a huge house right there. Normal~~ ~~Avenue and Maltby and here's this big student.~~ A faculty member owned that and we had an apartment up on the second floor ⁱⁿ of those first years. Nancy and I shared an apartment up on that second floor. The students at that time wanted intercollegiate sports. They wanted to go. They were just dying for intercollegiate activity. If we would say, we're going to send a team down to Pittsburgh for field

W: hockey, which was a big sport that the two of us liked, and we're going to have some coaching at four o'clock, come on down and try out for the team, we would have four teams come down, and we would have enough to practice with two games going on ~~for practice~~, and then we would have to select one team to go.

And then what we would do was like at the end of a badminton unit or something that you had in class, you would maybe finish off your unit with a little

tournament and the ones that won, you just asked them if they would like to travel down to Geneva and play there. The top four players or six players or whatever.

That would be the way we got started. The different sports we would just take a team. Now we still had on Saturday afternoons what ~~we~~ ^{were} called ~~them~~ play days.

A different unit of schools around would invite students to come. A group of students would go down from Slippery Rock. Let's say we were going down to

Geneva and we would gather all these other college students together. Put them all in teams. If it was Halloween time, it might be the witches and the scarecrows

and the pumpkins or something. ~~All~~ ^{all} put them on teams like that and then they would play basketball or whatever the sport was going on. It would be like an

informal playing with college students, but you wouldn't really play Slippery Rock versus ~~anyone~~.

B: The teams were mixed up?

W: Mixed up. So you got to play at a higher level skill. They called them play days and sports days.

B: So you got to meet other people and play with them. That was a good experience.

W: Yes, right. That's kind of the competition they had a lot of in those days. So we did have a lot of that, but we wanted to edge away from that and get into this name Slippery Rock and go over here and play Carnegie Mellon. You know like that, and play them as a team which we were able to do, but very informally. We had a W.A.A. which was the Women's Athletic Association at that time, but that was more of a recreational thing here on campus that we played. It was very active. In fact, talking about students, they came and supported that. Like now I don't really know how many go to these recreational things, but the faculty was all there, and we would have these teams. The green and white. They were the winners. A real competitive type of thing on campus. Of course, we had a lot of good athletes. It would be very competitive.

B: You said that there were only three women in the department? You and Nancy.

✓ W: And we had one, ^{Eilau} ~~Eler~~. What was her name?

B: That's okay.

✓ V W: We had a couple of other women, and they finally got around to getting a dance person. That was, I think, the first person they brought in was a dance person which was ^{desperately} ~~deparately~~ needed. ^{Frenchy Eilau (Eunice Florence Eilau)} ~~Frency Eler~~ was her name. She left after the first year I was here. That's when I took over synchronized swimming because she had that and I took that over and had that for twenty-two years. Synchronized swimming shows. Imagine putting on twenty-two synchronized swimming shows. So that's how that athletic thing was very active. Students all came and participated and that was their competition. That was it. They were all part

W: of it, but when you get into the intercollegiate thing, then you have to select the top, and they're the ones that get the good experiences competing on a higher level. Eventually, those W.A.A. programs became more specialized, and they expanded, and, of course, when we got into the fieldhouse, they expanded even more. We were very restricted up there in the two floors. Especially when the men's varsity had to play up there in the East gym, too. So we were very restricted on the time inside that we could get the floors and so on and play.

The students in those years, they probably didn't have to pass such a high SAT score to get in. I think they took anybody in in those days who wanted to come here. When physical education came, I don't think they had too many restrictions or entrance requirements.

B: Just that they graduated from high school.

W: Right. I don't think they were very strict. They were very enthusiastic. They were very, whatever you did for them, appreciative. ~~They were more~~, I'm comparing now from back years to front years. They were enthusiastic. They'd be lacking a little bit on the academic level, but still they had a good attitude about wanting to learn, and a sense of obligation. I'll just tell you an example of that. I did scheduling, but I was always scheduled for a Saturday class. Eight o'clock. If you would schedule an eight o'clock Saturday class at this institution today, you would be lucky to get three people to go.

B: Nobody would.

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W: No. But they came. They came to class. There was no thought of cutting class.

I mean they didn't cut classes in those days. I mean maybe occasionally somebody would cut a class, but you had no problem with students coming to class. If it's eight o'clock in the morning on a Saturday, they came.

B: That's what they were here for.

W: That's what they were here for. They came. I think of some of those last years that I taught. There was something down here at a bar on Thursday night for college students. Down towards Butler.

✓ B: ^{on} ~~By~~ the Muddy Creek flats.

W: Yes, right. And they had a Thursday night college night. At ten o'clock on Friday morning I'd be lucky to have half my kids in because they had been down to the bar on a Thursday night, let alone talk about coming to class on a Saturday morning.

B: Night People's Place.

✓ W: Yes, that's it. Whatever you did in those ^{days} for students, it seems as those they appreciated it. For 27 years I sponsored the women's honorary in physical education. And we used to twice a year ^{have some activity} ~~do some~~, I like to camp, so they talked me into doing some little camping thing. So we would go. One year we went up here, ~~D~~ogwood ~~C~~ircle. Up here in back of Founders Hall someplace. Up in there there was a ~~D~~ogwood ~~C~~ircle. A campsite and fire ring and all that. And we went up there in the fall. Just to get our program started, we'd all go up and we'd meet and cook our hot dogs around the fire. We took up sleeping

W: bags, and we slept out in the open around the campfire like that, and just sat and talked and planned our activities for the year. In the spring we would do something else. At different times we went to Pymatuning Dam and camped at *a place* where you could take and get a certification in canoeing. And the guy would give it to us free. And we would go up there and camp out *and* just things like that that were just kind of fun things to do. And they all were eager. They wanted to do it. I can remember last summer a student from those early days, I'd completely forgotten about this camp thing, the student called and she said, I'm up on Route 80. I'd sent her a Christmas card, okay, but I haven't seen *her* since 1957, let's say. So she said, I'm up on Route 80. I'm on my way to Colorado to camp. I want to stop by and talk to you. I said, fine. She'd just have to scoot down Route 60 to where I live. And she came in and we just had the best afternoon. And she was reminding me of all this camping stuff that we did. She said she never in her life camped before that and she said, since that time she is an avid camper and hiker and they go out west every year and so on and she just wanted to stop to remind me that she really enjoyed those experiences that we had. They were very informal and off the record kind of things that we had

B: That's a wonderful tribute.

W: Yes.

B: Your influence goes on.

W: Whatever you did, it wasn't like making them do things. They wanted to do all these little things. But you have got to remember in those years there were no

✓ W: fraternities. Okay? There ^{were} no off campus housing. There were no buildings. Everybody lived in the dorm. They were probably dying for a chance to get out of the dorm or whatever to do something different. Fraternities, I think, made the biggest difference in college students attitudes, enthusiasm for their school. A lot of people are going to criticize this I'm sure. But I thought that was the start of the downfall of ^{faculty} faculty student relations, enthusiasm of the students for college, love of their college. You talk to kids back in those days they all loved Slippery Rock. You know I think the kids today that live off-campus in a fraternity they're missing something. They're missing what I thought was important from those days a comradeship, a loyalty, dedication to the college, attitudes were different.

✓ B: The main allegiance wasn't to the college, it was to the fraternity.

W: Right, and right away we could see the difference in their interest in participating in W.R.A. activities. I can remember the honorary. We used to get together. ^{They} We had their W.R.A. activity on a Wednesday night, and most of the students would be over there participating at something in the gym, and ^{There was} when it was over this group of students, ^{from the honorary,} they met on a Tuesday night, and we would make 500 sandwiches and go down to Isaly's and bring in barrels and all this stuff to make sandwiches with and they would sit around the table and make all these sandwiches and whatever and ^{on Wednesday night} when the students came back to the dorm after their activity and they'd be hungry and they'd go around the dorm and sell sandwiches and make all this money. We had enough one time in the

W: honorary to loan money, loan out money like for tuition. Say we had a student that was in our group that needed help to graduate, you know to pay off their tuition or something and we have enough money to loan them. Loan them money at one time.

B: That's beautiful.

W: Yes. But after we got into the fraternities and not so many people were going over to the W.R.A. and getting into all these other events that they were getting into, that all just kind of fizzled out and at the end we didn't have any money like everybody else. We didn't have any money. But that was the phase when we were rich and we had a lot of money.

B: That's so interesting and nobody ever mentioned that before.

W: That's the way I feel about it. The thing that I think really ruined the Delta Psi Kappa which was the honorary in physical education was the rule that came in and said you couldn't have separate men's honoraries in physical education. You couldn't have separate women's honoraries in physical education. They both had to open up to men and women.

B: And that happened?

W: And that happened. I don't know when that was though. It was in the later years. And when that happened again there goes the loyalty to this little group. You could go to either one and it just ruined the whole idea. I don't know why that was so discriminating to have the men meet in theirs and the women do their thing, but when the men and women met together, it all went downhill. They lost all their

W: incentive to do things and get ahead and the fun things together were gone. I don't know why it was, but that was the way it was.

B: It brought in a whole different dimension the relationship.

W: Yes. Different loyalty to the group and the whole business and just kind of washed it all downhill. It was kind of sad to see that go.

What else could I say about students? Well, of course in those days, you'll hear all the alumni say this, in those days you never walked across campus that you didn't say hi to everybody you passed. That was just a standard thing. I walked up here today from the parking lot and tried to look at people and no one said hi.

B: That's interesting. I try when I come up.

W: It's just a result of the school's growing, the attitudes are different. The students do not have that same feeling about Slippery Rock that they did in the fifties. It's not there. I blame it on off-campus apartments. Growth and time changes, let's phrase it that way. It's changed. But you can see it. You can see that difference.

B: You're right. People walk along and as they go by you they put their heads down or away, they don't look so that you can say hi.

W: It was just a neat little attitude thing that this was a friendly atmosphere, and that thing just all went down the drain. I won't say the kids back in those days didn't have their beer parties and they used to go down to Rock Falls Park, I know that, and have their beer parties down there. It was nothing, nothing like they have

✓ W: now. What they need today is so much different ^{and} in what they want for enjoyment and pleasure. I bet you couldn't talk five kids into going up on the hill and sleeping out in sleeping bags and sitting around the fire just for something to do. You couldn't talk them into doing anything like that.

B: Not unless they brought their beer with them.

W: Yes, right.

✓ B: Were there some particular students that you remember from back then ^{who} ~~that~~ went ^{students} on ^{to} that you heard about later.

✓ ✓ W: I write an awful lot of Christmas card stuff and I really have ^{been involved} ~~gone~~ it with this scholarship thing. Of course, that was not back in the fifties. I didn't start coaching volleyball until 1968, I think. That's when I started working with that group, a volleyball group. Of course I keep in touch with a lot of them. We had a phone-a-thon, the coaches had to get together here one time this spring, and we called up all these old time volleyball players and talked to them about raising money.

B: For scholarships.

W: No, this was for athletic scholarships, right, athletic scholarship. But they gave me the list of all the older volleyball players. It was a lot of fun to talk to a lot of them, and we have a lot of good students from those days that really went on and they're doing great things. A girl from New Castle, Marge Comado,

✓ her dad was athletic director at New Castle at one time, and she's a professor out of ^{at} the University of Minnesota. We've had a lot of people from those days

W: that are doing great things. I used to see them when I was going to convention too, Pennsylvania convention. I used to go down to that and see these different people from then. It's a great experience to see how they got ahead in the world and progressed in the field of teaching. It gives you a good feeling.

B: Sure it does. And they're having a good influence, as well, on their students.



You talked about Dr. Weisenfluh and a little bit about Dr. Paul^eson, and actually I took a class with Dr. Paul^eson.

W: You did? Really?

B: Well, I wasn't a phys. ed. major, but I came here. We moved to Butler in 1956, and I decided I ought to have a teaching certificate. So I came up to Slippery Rock, and it was an intro course and he was teaching it. It had to be intro because I wasn't ready for anything else. But he was a tough teacher and didn't show much respect for physical education majors which really surprised me. Really uncomplimentary, and I wondered whether that was just in this class. Maybe we didn't strike him favorably. How was he to work for otherwise?

W: He was hard to work for. He had his opinion, and no compromising, and he was really hard to work for. I can't think of the guy's name, the man who came after him that was so fantastic.

B: It was so different.

W: He's out in Colorado.

B: Well, later on you might think of it and we can insert it. That's okay.

W: He fantastic. He was the one who came in, and was the head of the department when we first moved into the field house. He was more receptive. You could go in talk to him. But Paulson.

B: Maybe he didn't like people in general?

✓ W: I don't know. ^{He was} ~~It's~~ a little difficult, difficult to get along. ~~That's awful I~~
~~can't remember that man's name.~~

~~B: Well, it will come back to you. How about some of the~~

✓ W: ^{was thinking about} ~~I would say that~~ some of the people that influenced me back in those days. ~~I~~
~~saw that was on the list here.~~ Mary Margaret Heffernan. She taught. I bet she was here forty years. She was here when I was a student. She was here when I came back, and she retired sometime while I was here, and, of course, she is deceased now.

B: She was in that department?

W: ^{Taught only} Yes. ~~Only~~ health. That was her thing. That was her speciality. But she couldn't handle all the health classes. And you could go to her like if I wanted help in teaching health, I would go to Mary Margaret Heffernan because she would help out. She was a real authority on the area of health. I have a lot of respect for her, and a lot of influence from Mary Magaret Heffernan. She was a wonderful person. I would ^{also Theresa} say ~~Teresa~~ Pletz. Anyone ever mention ^{Theresa} ~~Teresa~~ Pletz?

B: I haven't heard that name.

W: You haven't heard that name. She was here when I was a student. I had her for student teaching, and when I came back to teach, she was here. She was

✓ W: supervising the training school, the educational training school over here. She was still connected to our department. If you ever talk to any of the old people from like when I was a student, the one that everybody loved, respected, and you never heard anyone say a bad word about her was Miss Compton. Compy. They called her Compy. She was in the physical education department. Everybody loved Miss Compton. She had a blond cocker dog. Everybody just loved her. No one ever said anything bad about Miss Compton. Of course, she's deceased. She was deceased before I came back to teach. She was not here. She was a wonderful person that probably influenced me more than anybody else in my teaching career actually. Everybody that you would talk to old as I am or older would mention her name.

B: You wanted to be the kind of teacher she was?

W: Right. And the relationship that she had with students. The whole bit. She was just an outstanding person. I don't know why they didn't name the field house for her or something. They're naming everything for people these days aren't they. Sort of name the field house for her.

B: You're right. I wonder about some of those names.

✓ W: But anyway. What else can I tell you? I mean you could talk forever about students. I mean that's what we were here for. And if I look back and think of what do I miss about Slippery Rock I'm not much for reminiscing and nostalgia and all that kind of stuff. I really don't care to come back here too much. I think maybe ^{it's} It's kind of sad. Is nostalgia supposed to be sad? [?] I don't know. I always feel kind of sad. I cried when I locked my office door for the last time. I hated to leave.

W: I always thought I'd probably live in Slippery Rock and be a part of the college community. But when it came time to go I guess I had family ties and I was needed in New Castle. I just moved. And now I really don't care a whole lot about coming back here. I guess it kind of makes me kind of sad. I don't know why.

B: Well, that's interesting. I come back quite often, but when I come back I hardly know anybody. People have changed.

W: If I had stayed here and gone along and saw all this developing, it would be different. When I come back and see the big change and whatever, but as I say the thing that I miss most would be the students. Knowing the association with the students. I miss hiking. I used to come down every day with my mother and dad and we'd hike down along the lakes. Where is that? Out in back of here. We used to come down and park over by the back of the stadium there and just hike around the lakes there and take my dog. I miss that part very much and I miss the students. Oh, naturally, I miss the friends that I had here. I don't mean that, but you know those are the things that stand out of what I really miss. I don't know why I just don't like it. This is a funny feeling. I can't explain it.

B: I understand it. I don't feel a part of it anymore.

W: Right. Maybe that's it. We don't feel like we're a part of it.

B: Yesterday, when I was at the University Club, as I walked through there was Wilma and she said, come on over, and I sat down.

W: When is she going to retire?

B: She says she may never retire. She's looking forward to the year 2000 now.

✓ W: Wilma and I are from New Castle. She taught at Ben Franklin Junior High. I taught at George Washington. We were doing sports back in those early days, back in the early 1950's, we were taking our two junior ^{high} high's and doing sports together. When I was here in 1957, I think she came in 1958, I don't know when she came. It'd be interesting to hear her talk about it. We had a lot of the same background and same experience, and when she came, she was a gymnastic expert. She took over all those terrible classes I taught.

B: We have a tape of Wilma and I can let you read the transcript if you're interested.

W: That would be interesting to hear what she has to say.

I just can't tell you how much it has done for me. I came from a family with no college graduates, and I came from a rural farm community where I don't think there were ten people in my graduating class that went to college. Ten out of, I think there were 96 people in my graduating class.

B: What school was that?

✓ W: Union Township High School in New Castle. An out-in-the-country school, and I came here out of the sticks. Believe me. I never had a friend that went to college. I had no idea what college was. I just had this burning desire to teach physical education. I wanted to teach physical education. I didn't know anything about college life, and I came here. My father was not able to furnish my college education right at that time. One of my high school teachers found a job for

Malbty

(29)

✓ W: here. You know in back of Malbty again there's a little stone house that sets there. It's a cute little stone house. Right beside this fraternity house I was telling you about. This little stone house ^{is} it's right there. ^{Boyd's} Boyd's lived there the last time I heard. But anyway, there was a college professor that lived there. His name was George Miller, and he and his wife, his wife was crippled, but they had adopted twin girls that were, I think, nine years old. and this teacher in New Castle must have known this family or something, and she knew they were looking for somebody to come and stay there and help take care of those two girls and they would pay my room and board. So that's how I got here. And when I came I was from the sticks believe me. I thought you had to go to college classes dressed up in silk stockings and skirts. I went in all dressed up the first day of classes and I didn't know anybody. I was really from the sticks. I owe so much to this college for my life for what has been done for me here. ^{It's} it's just unbelievable.

B: Opened up the world.

✓ W: Oh, gosh. I go back to high school reunions and all those kids ^{were} where farm kids, and they're all still farm oriented. Nothing wrong with farming. I love farming. Here I am with my big gardens and everything. I love farming. But they're married to farmers and that's where they stayed in that little local area, and it just opened up a whole new world for me. A new branch of friends and the chance for an education. I owe everything to this college for my life. I just love this place. Really I do. It's just that I'm not

✓ W: ^{into} in to nostalgia, and I'm not into reminiscing too much. I have all these family things going on and I'm geared into that. And I feel that kind of ended here and I'm on with my life.

B: Sure. You had that chapter and now you're into a new chapter, and that's how it ought to be.

W: Yes, that's the way it is.

B: So did you stay with this family for the whole four years?

✓ W: No. I stayed with them for two years. Then my mother and ^{dad} ~~day~~ had worked and saved some money so they could pay for my tuition and then I got a job in the dining hall. The dietician was ~~such~~ ^{such} ~~She was a strict person.~~
I can't remember her name.

B: No food fights in the dining room.

✓ W: Oh, good grief, she ruled that dining room. Well, anyway, I worked there for her, and she knew I didn't have much money to come and go on, and she gave me all these extra jobs in the dining hall. I used to run the dishwasher and do all these things for her. I'd get up at six in the morning and help her. But if you slipped and made a mistake, oh, look out. I can remember one time we, this was back in my college days now, I had to carry trays, big trays. They were all served their meals at one time, and you had to carry these big trays out and set them down~~d~~ and pass the plates out to the people at the table. I don't know what mistake I made. I served it from the wrong side, and she came out, and she ^{embarrassed} ~~embarrassed~~ me so much in front of the whole dining hall

W: about how I wasn't doing something right. She was as kind hearted as whatever, but she just had a firm ...

B: It had to be done right.

W: Yes, it had to be done right. Oh, don't make a mistake.

B: Like the Ritz.

✓ W: Yes. When I was a student here, at one time there ^{were} ~~was~~ only nine men on campus.

✓ That was back during the war. Maybe that's why I'm not married ^{there} weren't any men around. But anyway, then later, the air corps came in and there were five hundred men, but we used to have to serve them in the dining hall, too.

✓ Those guys were not satisfied with one plate. So if I'm waiting on the table of guys right here they'd eat like pigs they'd ^{mess} ~~mess~~ the place all up. ^{and they'd yell} Get back out there and get us some more. So I'd have to go back out in the kitchen and fight with the dietician and the cook that they didn't have enough to eat, they needed more. Oh, what a battle it was with those guys. It was really something. That's back in my college days.

✓ B: So you lived in the dorm and had ^{these jobs} ~~these jobs~~.

W: After I moved out for two years and I moved in the dorm and worked in the kitchen. That was how I could make it.

B: And probably at a very small hourly rate, I'm sure.

W: I'm sure. I don't remember.

B: Minimum wage.

W: Oh, gosh, it would have been, I don't have any idea.

B: Did you get your meals because you worked in the cafeteria?

W: Yes. We got the meals. I don't know how we did get paid. I can't remember that. They may have paid part of our tuition. I'm not sure how that worked out at that time. I know I put a lot of hours in that kitchen. She didn't let every student run that dishwasher.

B: It was a special responsibility.

W: I was special. Running the dishwasher. Those are interesting days, too.

B: Well, you worked really a lot of hours then because you had your studying to do.

W: Oh, yes. Same way when I worked with the Miller family. I worked for them. She was crippled. She had a brace on her leg and could walk, but her arm was useless and it was in a sling. I can't remember if she had a stroke or what happened to her. Her speech was affected, and I really had all of the care of those two kids, really, she couldn't do anything for them. Combing their hair, and seeing that they got their baths, washing and ironing for them, and housecleaning. I put in a lot of hours in those first two years with that family trying to help them.

B: Then you were the housekeeper?

W: I was the housekeeper and taking care of those two kids.

B: And going to school full-time.

W: Right. It was tough.

B: Did you have any time for any extra curricular activities?

W: I really had to ask them for time to participate in hockey and some of those

W: sports. I had to ask them to release some time for that because that was my field of study. I had to have that. I had to get that in. So they were kind enough to let me do some events like that. But those tight days we always had to go to Sunday evening vespers. All students had to go to that at the chapel.

✓ B: Did they take ^{roll} role?

✓ W: No. But they told you you were to go there, you went there. Once a week we'd have chapel. We'd have more or less an all ^{campus} ~~camping~~ business reporting and whatever. Everybody went. They were obligated to go and they did. No one checked the ^{roll} ~~role~~. You just went to that. That's when the chapel was there.

✓ B: I remember seeing that.

✓ W: ^{They ask us to send} ~~Rejecting sending~~ our money into this University Advancement thing, but they want to put all that money into West Hall and East/West Gym. If they wanted to put money into something, I wish they could've saved the chapel. It was such a beautiful building. I don't how much money I put into trying to get people to save that. Donate twenty dollars to save the chapel. I guess it was full of termites or something and they couldn't save it. Did you ever see that?

B: I saw the chapel, but I don't think it was in use when I was on campus. People have said that it was in dangerous condition.

W: It was a beautiful building. I guess they couldn't restore it.

✓ B: Well, they could've restored it if they'd ~~of~~ had a very generous donor. Millions and millions. But we don't have that kind of alumni.

W: I thought when they put Miller Auditorium in, they stuck it there at that

✓
✓
W: funny angle, they always said West Hall was going down in six months, now a year, now two years, and now here they are donating money to restore West Hall, I think it's like a sore thumb sitting down there. ~~I was hoping they were going to take that thing down.~~

B: It's not very pretty.

✓
✓
✓
W: I was hoping they were going to take that thing down. ^{the} With emphasis we've had here on physical educational use, I don't know why they couldn't have torn down East/West Gym and put a whole new complex in there. I would be glad to donate money for that, but I gave them some money to restore it. You know Martha Haverstick ^W when they were renovating the West Gym at one time or another, she went up in the balcony that had been condemned, of course, and took some of the fancy cut spiral spokes, rungs, that were holding up the side of the track up there. She took them and she made them into candle holders and she gave them around to all these Slippery Rock alumni that graduated from here. Here's part of West Gym. Pat Zimmerman came in 1961, I think.

end of Take I
B: Yes, Pat Zimmerman is on our list to talk to. I'm glad she's still in the area. She's not moving away. We can get her background also. After the department became a little larger, did things get a little better for the women?

✓
✓
W: Yes. If I could think of this man's name. Nettle^Ton, Dr. Nettle^Ton.

✓
B: He came after Dr. Pauls^en?

✓
W: He came after Pauls^en. He came in when the field house was in. When he came

W: he was an excellent administrator. He had a very open mind and would listen to the women's needs and so on. Then ~~when~~ the faculty expanded ~~then~~ once we got into the Field House. ^TThey could handle more classes and whatever, and the thing expanded and he was very receptive to ideas that ^{the} women wanted and we hired a lot more women for teaching and all that just kind of opened up and was much better, I thought. You talk to some people they still talk about prejudices here and ^{there} near, but I thought it was such a dramatic change for me, they didn't know what was before. It got better. But, yes, once we moved into the Field House and we got teachers that were specialists in their areas and we had more facilities and your teaching situation changed. We had some changes in philosophy or ~~whatever you want to say~~, philosophy of teaching. If we ever had a department ^{ment} meeting and they said, here's what we're ^{going to} stress and teach, do this and do that. I always went along with what they said. I always went along with department rules and regulations and change. It was not that I was always happy with the philosophy [•] that they did, ^{but} in the later years they went into some philosophy ~~and~~ ^{of} teaching that was supposed to stress problem solving and individualized instruction and things of this sort that to me, it left the faculty person not in close enough ~~for~~ a relationship with the students. As a philosophy of teaching. Okay. And the emphasis was all on put the learning responsibility on to the student and let them solve some of these problems themselves and be more involved in their learning. Which sounds good on paper, but when you go to do it I think then you put a faculty in supervising all of this stuff going on.

W: It's not like a hands on teaching and the rapport with the students. It's different.

✓ B: I was wondering about that, too. How can students solve problems if they don't have the background to solve them? If you ~~don't~~ give them the background then perhaps they can cope with it.

✓ W: All along I thought it sounded like maybe there was some hope for it, but whenever a department puts in a policy and it's changed, if the thing is not evaluated in a year or so and they don't change it again, and go on and on with it, I think that's a mistake. I don't think that system, philosophy, worked. But I did my very best to go along with it, but it made me unhappy with my teaching situation because I didn't like it, ~~and~~ I check with the public schools now and I haven't heard of any public school that's even into this at all right now. When I think of the years and years we drilled that into our students going out to use this problem solving approach and to let them figure out how to shoot a basketball by giving them instruction, not you showing them or demonstrating or have it written down and let them follow and solve their own problem, that kind of approach. I have never seen anybody out in the public schools doing that. So it sounded like there was some hope for that philosophy, but I didn't like that system at all.

✓ B: Who imposed that style?

W: Well, that's when [Robert] Aebersold came. It was his department, ~~but we had~~



B: I heard it was done by committee.

W: By committee. Right, a committee. Who was the guy that came in, they hired for that, I think he just retired in Butler.

B: Well, the Athletic Director was Bill Lennox.

✓ W: No, not him. *mmmm*

~~B: You'll remember it later. So that was handed down.~~

W: And I don't think it's in effect now. I'm sure. I haven't been up here in ten years so I'm sure it's gone by now that whole philosophy. But I was not too happy with that style of teaching.

B: Was that used then until you retired?

W: Yes.

B: Which was when?

W: 1984.

B: You were here from 1957 to 1984 on the faculty. And as a student, what were those years?

✓ W: 1943 to 1947. It was ten years later that I came back to Slippery Rock. I spent ten years in public school at Clarion High School ^{and} Clarion Junior High.

Then I came back home to George Washington Junior High, and here's Wilma [Cavill] over here at Ben Franklin Junior High.

✓ B: Wilma is going to out last everybody.

W: Yes, I think so. She's happy probably.

B: Yes, she is. And some of the later faculty. Who were some that had a big

✓ B: influence on the department or ~~one~~ the program.

W: Well, I think, Bob Aebersold was a fantastic administrator. I thought he did

✓ a fantastic job. I hated it when he went over there to Old Main. I thought,

Bob, what are you doing leaving us here like this? I thought he did a fantastic job. I really liked Bob as an administrator, and I liked Anne Griffiths, too.

She came in after that. I thought she did a great job. I never had too much

trouble getting along with the administration. If you do your job, and they set up rules, and you follow them, and you do your job, you just go with the flow

✓ and you don't have problems with them. I hear people griping about the administrators, well, just go do your ^{teaching} ~~changing~~ and forget about them.

B: You can do your own thing.

✓ W: Do your own thing unless they set up a rule ^{do} to it, but then just don't get all tangled up. I think the administrators are bugging you if you don't do your job, but if you do your job then they're off your back. So just do the best job you can and don't worry about the administrators. Just go with the flow.

✓ B: After Dr. Weisenfluh were there any presidents that had any particular influence on you [?] ~~him~~?

W: Oh, there were some horrible presidents come in here.

B: Well, let's hear about some of them.

W: Okay, I'll tell you one. Carter. Do you remember him?

B: He wasn't here, but I've heard stories about him.

W: He was something else. Nobody liked him. Everybody was very critical of

✓ W: Dr. Carter. I can remember I had gone down to ^{N.Y.U.} NYU, and taken a few post master's courses, and I thought, I don't want to go for this doctorate thing. I thought I have other things I want to do. I can't see this. I could see it wasn't going to help me that much. So I thought I'm not going to put that time and effort into this thing. I was just going to stride along and go with it. And he was ✓ ^president, and we were all at a faculty meeting over in Miller Auditorium, and I'll never forget it. I was influenced by what he said. I guess other people let it go in one ear and out the other. You go get your doctorates! If you want to teach something. If you want to teach here, get yourself back there and get those degrees. Otherwise, pack up and get out. Pound and humph, humph, humph. ✓✓ Everybody else is like ^{who cares,} and I got really ^{panic-stricken} panicky stricken. I really took it to heart. I really did. But I talked a lot to Dr. Nettleton, who was the chair of our department, I think this was later. But when I had talked to Dr. Nettleton, he was always telling me to go down where he got his degree in Nashville at ✓ George Peabody. He said, go down there and get your degree. I hemmed ^{and} hawed around. I didn't know if I wanted to do that. But when Carter got up there, get your degrees or get out, that kind of a thing, stomping. Next summer I just traipsed right down to Nashville and checked it out and that's when I started really seriously to work on my doctorate. That's where I got my degree at Peabody College. I was influenced by Nettleton really, ~~because when I went down there,~~ I ✓ ✓ didn't want to go to Pitt or some big place. I got my master's at NYU, and I didn't want to go back there. Too much in the city stuff.

B: So Peabody, you did that by going in the summers?

W: Summers. I took a year off. I had one year. I had to put in a year's residency down there. In summers, yes, that's when I went down and got that. Whenever that was. ~~1960's?~~ 1972, maybe.

B: Were you finally glad that you had ^{done} ~~down~~ that?

W: No, not really.

B: It didn't make much difference in your life?

W: No. It was when all my nieces and nephews were growing up when I wanted to do things with them. And I was restricted also those vital years when I could have ^{gone} ~~taken in~~ camping and could have done this and could have done that, and I have always resented it. I hate those old degrees. The time you have to spend on them. I'm not a natural student or whatever. It's not like I was forced to go. I did it because I thought I needed it to hold my job. It certainly puts you in a better retirement bracket. It did that. I was not one that ^{was} ~~influenced~~ by, ^{oh} ~~oh~~, you have a doctorate's degree. Isn't that wonderful. The heck with those degrees. I don't know. Is this all being recorded?

B: Yes, but you can restrict it if you want. But it's refreshing. It's really interesting.

W: I am not impressed by the fact that I have a degree. I'm out of this institution, and I'm over here in this world, and this world doesn't even know I have a degree, and that's the way I want it. It belongs over here. This is where it meant something here.

B: Right, but other people were impressed.

✓ W: Wear their caps forever ^{as} if they think it's an important achievement. I did not think it was an important achievement. I thought it was a thing I had to do. And I did not want to do it. I would rather have taken my nephews and nieces camping. I would rather have gone as this little student did out to Colorado and spent my summer hiking on some mountain and now I'm too old to get there and do it. I resent having done it. I resent it. ^{I+} ~~I~~ never impressed me at all. I got a gold tassel on a cap for graduation. Fantastic.

B: It didn't make you a better teacher?

W: It did not.

B: Or a better person?

✓ W: It did not. I couldn't do statistics. Okay? Let's face it. I hate statistics. I hate all math stuff. I took the first two statistic^s courses which were a requirement down there and barely got through it. I had to take two more or I could take French. I took French. And I got up at five o'clock in the morning for two years before classes started and studied French from five till ~~7~~ class at eight o'clock. I studied French. Do you know what I think of French? I hate French. You didn't have to pass a speaking test. You just had to pass a grammar kind of ^{reading} ~~read~~ and interpretation kind of a test like that. So I can't even say "Mon chéri." You didn't have to say a thing. You just had to be able to read and interpret it. I hate French.

B: And probably you didn't really need it for anything that you did.

W: Nothing. It was a discipline thing. It was actually a discipline thing.

And when it came to the statistics, which I thought was the most horrible thing in the world, when I came to do my study, it was loaded with statistics, but I understood my statistics. I don't understand all the other statistics in the world, but when I had to use it for my studies, I understood that. That was meaningful to me what I got out of it, but try to pass all of the statistics course^s was stupid.

B: What was the subject of your dissertation?

W: I did an evaluation of the physical education program at Slippery Rock over a ten year period. I ^{can't} ~~came~~ remember the ^{years} ~~what to what~~ right now. Based on

✓ ✓ ✓ ✓ ✓ ✓ ✓ graduates' students' opinions. An opinionated questionnaire went out where they checked off what their opinions were about their background and their education and things of that sort. It was fun to do. Hearing and getting replies back from your students and whatever ^{what} and they were saying. ~~Nothing~~ specific about you, but they were saying about the department and what their background was. Most of them were B status, but they thought it was good. But you got some that said it was excellent and some thought it was lousy. It was good, and the nice thing about it was the department used it to do some changes and to make some course offerings and things like that.

B: Then it was really valuable?

W: Yes. They used it. They said we were short and we needed more in Methods of Teaching or if we needed more this or less of this and they were saying things

W: things like that, and they did use it.

B: I'm glad to hear that.

W: Yes.

B: Tell us a little bit about what you're doing now. I have heard about this garden and I'm going to come see it.

✓ W: Well, I hope you do. My mother is still living with me. That's why I ^{have} ~~have~~ to get out of here pretty soon. I couldn't find anybody to sit with her. I don't like to leave her alone. She's 91 and I don't like to leave her. I don't. I usually have somebody who will come in and sit with her but I couldn't find anybody today so I just left her there. She gets around alright, it's just that I don't like to leave her. At 91 you have everything wrong with you. But I am doing all the things ^{I missed in} ~~that~~ the summers I spent working on my doctorate and down there griping because I couldn't be home doing these things. I'm doing them now. Landscaping things. Wishing wells and waterfalls and flowers. I raise all my own flowers. Starting the first of March, I start inside. I have a little greenhouse room, kind of a sunroom. I start all my seeds in there. I can't travel. I can't go away. I'm tied down. I can't really get up and go.

B: I hear you do go canoeing.

✓ W: Oh, yes. Once in a while on a weekend. Yes, once in a while I'll take off the weekend, but I mean I can't go on bus trips here and bus trips there. Yes, right. Who did you hear that from? Susie Knierim?

B: Susie.

W: Oh, yes. I'll miss her. I saw her the other night. She was here for a day so I got a chance to see her. I need to get some time next summer, next spring, and go up to her place, and help her do some landscaping. I told her I would. But I've got four acres, and I kind of just go crazy there. I'll never get done. Never finished. I could just go, go, go, go. I'm out there at eight-thirty when it's dark in the summertime. Nine-thirty I have to come in.

B: Besides the flowers, do you do vegetables?

W: Oh, yes. We freeze. And fruit trees. We freeze all of our vegetables for winter. Canning and freezing. We do all that. I'm involved with all my nephews and nieces.

B: Do you have lots of them?

✓ W: No, not too many. But one niece ^{is} just in the process of moving into her new home. She and her husband. Her husband is a carpenter, and he built it. So I've been helping them a lot this summer. They did all their own painting, and I helped them with that. All the stain of all their woodwork. They put in two acres of grass seed. Two acres.

B: I'm not sure that's wise.

W: I know. I don't know how they're going to cut it. I think I'm going to be out there cutting it too. But when you put grass in, you have to put fertilizer, lime, rake all those things in. Seed. Rake it in. Straw. It was a tremendous project to do that. I don't know how they're going to take care of that. My other niece is moving in Thanksgiving weekend. That's just down in Cranberry. So I'll be down there. She

✓

✓ W: She had all of her work taken care of. The inside work. But the moving process, I'll help her with that. So I'm just involved with them. ~~Their all~~ *There are* two nephews in the area, and helping them out. I like to do physical things.

B: With the canoeing, Susie said, I think, that you had students?

W: We took two neighbor boys. Sixteen year olds. They had never gone camping or canoeing. We went down. Susie and I every year went down the Allegheny River. We always did that. This time we happened to take the two boys.

B: From where to where?

W: Usually go up to Franklin. Put in at Franklin. Have somebody drop us off there and go down about halfway. There's an island. And then just camp out on the island.

B: Stay overnight?

W: Yes. Stay overnight. Then go down to Emlenton. Take out at Emlenton. We used to do that every year.

B: Do you own the canoes?

W: Susie has them. Yes. I have a niece that loves to do that kind of stuff. We go down. We do a lot of bicycling. Our favorite trip is to take two days. That's all we can get off because she's busy and I can't leave home that long. We go down to Ohiopyle. Have you ever been down there? It's just beautiful down there. Stay at the state park, and one day we take a rubber, they call them duckies, sort of like a rubber canoe, and we don't go into the real rough water. We go up to the mid-Yough and we do about a five hour, or four hour, paddle. They take your

W: canoe in a truck and dump you out, and you paddle down and shoot the rapids. Then the next day we bicycle on the bike trails. There are two nice bike trails down there. Very nice. Then another weekend we might go up to Oil Creek State Park. That's another beautiful place, too, up there. Stay at a campground and just bicycle for two days up and down the trail. And I have a bicycle trail right near my house. About a mile from my house. So I get out there at least once a week and bike on that trail. It's about eight miles out and eight back. About a sixteen mile trail.

B: How long does that take you?

W: It takes about an hour and twenty minutes to do that.

B: Sixteen miles?

W: Yes.

B: You're in very good shape.

✓ W: It's ^{all} ~~on a~~ flat though. Moraine Park has a nice trail, too. They're easy biking. They're made along the beds of an old railroad track. So they definitely are not up and down hill. Pat Zimmerman comes over and goes biking once in a while with me.

B: She has her own bike?

W: She has her own bike. She comes over once in a while and we get together and bike, or meet down at Moraine and bike. That's the kind of vacation I like.

B: So life is treating you well?

W: Yes. Very well.

B: Well, you were good for Slippery Rock and I'm glad things are working out well for you.

✓ W: Right. As I say I don't come back very often. I'll tell you I come back for Alumni Day when my roommate gets after me. My college roommates in Erie.

B: And who is that?

W: Marty Schaaf. She's been president of the Alumni Association different times. Martha Schaaf. She's been president on different occasions. I see her once in a while. Once a year we used to get together. But when she bugs me about coming back, I'll come back with her on Alumni Day. Otherwise, I'm not up here much. I see Anne and Pat once in a while. We get together on birthdays or something. They usually come over. They're very nice. Exceptionally nice to my mother and they always ask her to come if we go out to eat. For a birthday you know you don't think of dragging along a 91 year old lady, but they are very nice to her and they always ask her to go, and she's just thrilled to death to go out with them. Exceptionally nice.

B: So they were special friends in the department.

✓ W: Yes. They lived beside me out on Kiester Road there for a while. They had a house out there, and I had gone camping with them different times and I'd done things with them. I can't follow them on these trips that they take lately though. Every year at Christmas time they go down to ^{someplace,} some Aruba?

B: Oh, to one of the islands.

✓ W: Aruba and I can't think of some of those islands that they go to. Too
classy of a vacation, I think, *for me.*

B: They don't camp.

✓ W: No. I think they're going to Cancun this year. I think they were talking about
Cancun. Some big resort place like that. Susie Knierim is more my style of
type of recreation. Things to do. Sleep out in the tent. Susie has a nice little
camper she pulls along back of her car. We used to go in that too.

B: Oh, that's a little more civilized.

W: Yes, a little more civilized than sleeping on the ground in a tent. You have to
really like camping to do that. My niece is so busy right now. She's graduated
from Slippery Rock in physical education and when she was going to school here
as a student she stayed out here on Kiester Road with me, and then she taught
down at Seneca Valley.

B: What is her name?

✓ W: Terry Flynn. Now she's got her certification as a principal. Now she is
matriculated for a doctorate in administration and she is an assistant principal
at Hampton Intermediate School out ~~here~~ on Route 8. She's really busy.
Teaching and taking courses. Not much time to do anything. I miss her. She
likes to do the things I like to do.

✓ B: I needed someone to inspire me when I was younger. When I went camping one
time. I was at a camp and we went out overnight with our blanket ^{rolls} ~~roles~~. We
didn't have sleeping bags. Somebody wasn't watching us and I slept in ^a patch of

✓ B: poison ivy and I was so sick. ~~So it really leaves a~~

W: Oh, gosh. That would be terrible.

B: But I never got poison ivy again.

W: Oh, really. You got such a bad dose of it.

B: But I needed someone like you to help me with that.

Well, we really do appreciate your coming. It was so interesting.

W: You're making me think of things I haven't thought of in a long time,

I'll tell you. Your questions made me think of a lot of things. A lot of things.

Hey, it did this. It did. It made me start thinking. I'm not really showing

my appreciation for that. I'd better get helping out here a little bit.

✓✓ I ~~don't~~ ^{didn't} even know ~~what~~ ^{that} the capital gains campaign was ⁱⁿ 100 Old Main. I saw that on something. But I don't even know where the Women's Athletic Scholarship

✓ Fund ^{goes} ~~where that goes to~~.

B: We'll get our secretary to put the right address on it before you leave.

W: Oh, okay. Then I can drop it in the campus mail. Fantastic. That's great.

B:

...and I'm not sure if I can do that.

W:

Oh, I see. I'll be there.

B:

But I don't know if I can do that.

W:

Oh, really? You know, I can do that.

B:

But I don't know if I can do that.

Well, I don't know if I can do that.

W:

You're meeting me here, right? I'll be there.

I'll tell you, I don't know if I can do that.

They're not sure if I can do that.

My father's not sure if I can do that.

I don't know if I can do that.

on something, that's not even true. I don't know if I can do that.

Hand with the pen.

B:

We'll get it. I'll be there.

W:

Oh, okay. I'll be there.