

Mary L. Nault Interview
English Department of Northern Michigan University
April 20, 1987

INT: Mary first of all, I'd like to know when you came to Northern and what opted you to come here.

MN: The reason I came to Northern was because of the job I had down town for twenty-two years was ?????? ???????? I came to Northern it was 1955.

INT: you had worked as secretary before that?

MN: Oh Yes. for twenty five years.

INT: When you first came to Northern where was the English Department?

MN: Oh, Kaye Hall.

INT: And that's not there anymore.

MN: It's now Cohodas. We were in the second floor.

INT: How big was the department back then?

MN: I think there was 38 to 40 people.

INT: How many people are in the department now?

MN: ???

INT: Really, that much larger?

MN: Well, at that time foreign language was part of the English Department.

INT: That was larger back then because of the, was the enrollment any larger back then?

MN: No. It got bigger later. ??????????????????????????????

INT: All by yourself?

MN: All by myself.

INT: What year would that have been when you came here?

MN: to Northern?

INT: Yes

MN: 1965

INT: Are there any faculty members that are still with the department now?

MN: Dr. Pennal

INT: Dr. Pennal is the only one?

MN: When I started I was, you know after that we were still in Kaye Hall. There until 1970.

INT: How long after did they destroy Kaye Hall?

MN: Oh my gosh, I don't know, how long has Kaye Hall, or Cohodas been there? They took Kaye Hall down and built Cohodas right away. Maybe five years, six years.

INT: 77 or 78

MN: ??????????????

INT: That was part of one of the original buildings on campus, right? That was the original building?

MN: I think, no, I think John D. Pierce and Longyear would be the original.

INT: Pierce is the building still standing next to Cohodas?

MN: And Longyear is there too.

INT: They're both connected?

MN: Longyear in the front and Pierce in the back.

INT: Do you remember who the president was when you first came here?

MN: Yes, Dr. Harden.

INT: The Library named after him?

MN: Yes, there was Harden, Johnson, and then there was Jamrich. Was there anybody else in between?

INT: There is one between Jamrich and

MN: No I mean between Johnson and Jamrich. I think don't think, I think ???????? was in between there. Jamrich ???????

INT: When you first came here, did you just step into the job and not have any real problems or were there problems?

MN: When I first there was no secretaries job, so I was in the business ????? for two and a half months. I was able to go to

????????? and. The girl that had the job ????????????

INT: What's her name? I stop in there a lot, that's why I want to know. It probably one of the women I know.

MN: ??????????????

INT: Ok, I don't know her. You took her job then?

MN: I took her job because she was too young and she couldn't handle that many people.

INT: Ooo so Mary stepped in

MN: So I had ??????????????

INT: And you were qualified

MN: ?????????? ?????????????? but in those days it wasn't as complicated as it is now.

INT: How is that?

MN: Oh there wasn't as many forms to fill out, ??? to send in. ?????????????????? Now you got all this minority and blacks and all that stuff ?????????? It was easy

INT: ?????????? blacks teaching in the English Department.

MN: Not a one.

INT: A couple in the math department, at least one.

MN: There was one in foreign language, but he has been gone quite a while.

INT: How has the structure of the different faculty offices changed since you started?

MN: I don't think the structure has changed that much because ???????????? in Kaye Hall and ??? way down in the basement. I was up on the second floor so it was a long way to walk. ?????????????????? but I was alone

INT: were there any partitions or things like that?

MN: No just us. We just sit around and do our things, announce when the teachers, the assignments and when their going to be there for conferences. ???????????? as far as that goes at least we were alone.

INT: No ??? back then though

MN: ????

INT: How many faculty offices were in Kaye Hall? Were they all in Kaye Hall?

MN: They were all in Kaye Hall.

INT: Then they all moved?

MN: ????? up on the roof, John Van used to be up on the roof. And then I had some in the basement and some on the floor we were on, third floor.

INT: As far as the other departments, were they in the same building also?

MN: Yes and then some of them were in ?????????????? oh you weren't here then. A big ?????????? sitting outside the back of the Kaye Hall.

INT: What do you mean by ???????? kind of a mixed shift temporary building?

MN: No, ?????? in a ?????????????? and it was made of tin or something. ?????? it had a door and it had heat and everything, but I think ?????????? was in that room behind it. I'm not sure.

INT: Back in 1965, there wasn't Carey Hall or Lee hall or Spooner Hall

MN: They were there.

INT: They were there. Do you happen to know what year those were built?

MN: No, but they tore, right behind Kaye Hall the building isn't there anymore. It was where the library was.

INT: The Library building?

MN: Yes, it was small. It used to flood. It was built on that hill at the end down there. You look out the windows of Cohodas

INT: ??????

MN: This was over further. And that used to be the library, and the classrooms were in the basement I think. But the basement used to flood every time there was a bad rain. So that's when they decided to build this one.

INT: Do you remember what year that was off hand?

MN: I don't remember when they started it. We moved in, we were the second department to move in and it was in 1970, Christmas time.

INT: 1970. Who was the first department to move in?

MN: I think History did.

INT: What about the other departments, did they

MN: ??????????????

INT: within a year or two or

MN: Oh yes, I bet, well we were there in Christmas time, I bet they moved in before December the next year.

INT: And it's been the same down here ever since you moved in, with the walls that don't quite go to ceiling.

MN: It has to because of the air

INT: Ventilation, heating and all.

MN: Yes

INT: Have people been complaining about that ever since you've moved in here?

MN: The biggest complaint is that they cannot talk to a student, without a person hearing in the next room. And the students don't feel right either. Something that's confidential. So that's why they never did like ??????? And still I don't think they thought the students were going to be there.
????????????????????

INT: Did you, I know from talking to you now that you've gotten to know some faculty members, you're a lot closer with than others. Over the years have you there been any English Department faculty members that you hated to see go or who you still to this day especially appreciate?

MN: Well the ??? ???? , Maggie Beats.

INT: Where was she from?

MN: Ishpeming, she also didn't have a ??? but she has it now.

INT: How long ago was this?

MN: About 1973 or 1974 it wasn't until ??? came and ??? took her place.

INT: Once you mentioned it there were a hand full of professor's that came over like in the late sixties.

MN: Oh the seventeen men one semester.

INT: Do you remember any of those? Are they still here?

MN: Well how is still here? Rotman, and Livingston.

INT: What year was this?

MN: About 1968.

INT: Is ??? in there?

MN: ?????, and John Coons later on most of them left. But howard ???, he is dead.

INT: He was one of the first professor's I had here at Northern. I liked him a lot, he worked with all the students, he always wanted to make sure you had the basic's and build from there. And if the student already knew the basics he didn't stress it so much in his classroom. If you were lacking something you had to make sure you were prepared the next day for class.

MN: Well another thing, he isn't teaching here anymore but he is still in Marquette was Waite who was in Cohodas there. He was kind of a funny guy. You know I had to clean his office after he died and he is a saver and one time when we were going to move him we went through his desk. I went through his desk and I found 7 paychecks in there.

INT: Did you regularly give them out, every two week pay checks. He just didn't need the money you think?

MN: No he was like Mr. Vincent, he never used one of his paychecks and bought a house. I think he could find things but his office was really messy.

INT: I 'll never forget I went in there to talk to him one time and I noticed a coffee stain on the corner of his table, his desk. Do you remember that ?

MN: His coffee cup was so old and so long that I just threw it out.

INT: You should have sold it.

MN: That would have been something!

INT: They would have rejected it.

MN: He was a nice guy he was to young to die. He did a good job ???????

INT: I always remember him wearing one of two suits to class, a grey one and it was a green one and I don't know what they called them but another one was a green pin stripe one

MN: He didn't spend a whole lot of money on himself. Because he was in the apartment, he had no curtains in there and he lived in there for 24 years. ?????

INT: He was a trans???? wasn't he?

MN: I don't know.

INT: A lot of his writings is about trans???

MN: Yeah, he loved books, any books he could find.

INT: The stuff we had to read for his class was kind of strange stuff like ?Lauren Isley?

MN: He read so much himself that he knew all the books and he liked something different than what the others liked.

INT: Yeah, I used to always say Lauren Isley who was kind of a sickly, sad only child was a lot like himself.

MN: Yeah

INT: Is that as far as you know about him?

MN: I think so I think he didn't have any sisters or brothers and he didn't get along with his ?step? mother but ????? and he would not drive. He used to take the bus all over Marquette transportation. And it took him a long time to get anywhere.

INT: I thought down state was bad but that could kill a person.

MN: Yeah and he used to go all over.

Oh yeah, I know I could

INT: Have you contemplated

MN: I really think about it. I ????? next year, I don't know, but I just assume work. I've worked for forty-eight years. I like work.

INT: You mentioned that you don't know what you'd do if you didn't have a job.

MN: I don't. I'd probably join ????? GO over to Cohodas and find out what their doing over there.

INT: Have you ever thought about working over there before?

MN: ??????

INT: ???? Ok, what do you do? Is it a lot different than over

here?

MN: ?????????????????? all the time. ??????????????????

INT: What would be some of your highlights here, in the English Department?

MN: Oh, I don't know. Students mostly I think.

INT: Any particular that stick out in your mind?

MN: I know that ????? there used to be one student that used to sit out in the hall outside my door. He was afraid of me. He used to see how I handle all the other students and teachers so he wouldn't come in. He did that for a whole year before he finally came in. And then he graduated.

INT: How long ago was this?

MN: Oh about four years ago.

INT: So, I'd remember him probably.

MN: I ??? picture in the office.

INT: Was he just naturally quiet?

MN: Yes, he was ??????. He joined the Peace Corp and he went over to ??????, and I think now he's in England some place working. But he ????? he was afraid of me for a whole year before he came in.

INT: I can't imagine that. You say one of your highlights has been the students but I know a lot of students who are intimidated by you.

MN: I know.

INT: Why do you think that is?

MN: Because my bark is worse than my bite.

INT: Yes, people don't know that.

MN: I know. I think it's too, because I've been honest with them, When I don't like something I tell them. Most of secretaries don't they just treat them like dirt.

INT: OK, most of the secretaries don't take a real interest in maybe a graduate student or something.

MN: ?? Then when they come away from home and their really scared.

INT: Do you see that a lot?

MN: Oh yes. I've had quite a few come in. There was one, I don't know what was wrong with him. His folks had money and he didn't really act like it. He just graduated, in May, June, the last graduation.

INT: Are you talking about Christopher?

MN: That wasn't his name, was it?

INT: Well maybe not.

MN: That's one thing my ??? names. ???????, his father was a lawyer from Detroit. And the teachers just don't ????? students so much. I think the four years he was here I think he had roamed because the teachers didn't bother with him. I felt sorry for the kid. He was always nice to me. I don't know what he did to his teachers, but they didn't even want to advise him, which I thought was kind of funny. But he is going on to law school. His father is a lawyer.

INT: It's not Christopher Barson?

MN: No now Barson.

INT: Do you remember him?

MN: This guy graduated in December. Oh, don't get old, ?????????????

INT: Wait now, I can't think of a lot of things especially Monday morning.

MN: ????????????? ?????????????

INT: That's right. In a nutshell, what kind of things are your responsible for in the English Department? ???????????

MN: I'd say typing exams. Make sure the teachers are there. Make sure the classed are canceled when the teacher is gone. Make sure there is advisors around when students want to see them, especially during orientation and registration. Any thing nobody else wants to do.

INT: A lot of times professors just come up and more or less, I guess, technically ask favors of you. And you're just expected to type, retype exams or notes or something like that?

MN: Yes I do. I typed an exam ????????????? yesterday, had written. but I even ?????????? I ask them first but I ????????????? They can make a mistake just like anybody else can. I don't know why, I can't tell you the reason, but I know something is wrong.

INT: sick secretary sense that you have.

MN: It's been so long since I've been in school, I don't know a sentence fragment or anything like that anymore. ???????????????

INT: It'd be nice to know if they didn't ?????

MN: But I know when there is something wrong.

INT: How important do you think the head of the English Department is? The quality of

MN: The right one is important, to kind of keep things together. I'm sure there is somebody that would fight more. ?????? they should fight more for classes they think should be added, because after all the students are the ones that they are here for. And all these years I've been complaining because they won't give up the money to have classes that the students want. There are lots of students want classes and can't get them, and they won't give up the money. What they do with it, I don't know.

INT: How can you say giving up money when these students

MN: Because there isn't enough.

INT: does there have to be X amount of students enrolled in a class before it makes money?

MN: Yes. And there ?????? enough in the summer.

INT: Probably the ??????

MN: Most of the time. So what, that ?????? money in the summer.

INT: ??????

MN: But we're here for the students. Why else are we here? So we only have 15 in a class that should be 35, it's 15 students that want to get out of here and go out and work. And if that's the class they want to take in the summer, they should offer it if they can get 15 students in it. Graduate courses only require 15.

INT: Most of them have almost none.

MN: I know most of them you end up with five or six. So I can't see why, right now there is another one ?????????????????????? I think they could use another 111. But they won't give up the money.

INT: How often, for the departments head's job, how often are they expected to listen to what students have to say about things like that?

MN: the department head hired for twelve months, she has a regular two week pay check that they get paid for. The department head should be in the office as much as possible to see whoever wants to see him.

INT: Who gets to see him more often students or faculty?

MN: Oh the student.

INT: Do they go to the department head about problems that their having in classes or with professors?

MN: They should if they don't. I hear a lot of problems and I can't do a thing about it. And like John ?????? used to always say, "If they don't come to me, I can't do anything. I can't have you tell me what they said to you." And he's right. So I used to tell students him in the department. Some are afraid that are going to be found out.

INT: That doesn't happen very often does it?

MN: No. John had a good, he used to be make arrangements with one student and then who ever else in the class wasn't satisfied he'd make an appointment to meet those people ??????

INT: Off campus?

MN: Not necessarily off campus, either in another building or he'd come in one of these conference rooms. Just so that the teacher and person did not see each other.

INT: What would be done if a group of students, you know, maybe successive class of the one professor complained about something and they got, it continually got bad evaluations. Would the department head be responsible to recommending?

MN: The students will not give a teacher bad evaluations, because teachers ?????????? how good they do. It's changing a little bit now. The evaluations come to me.

INT: The teachers see these evaluations?

MN: It used to be, that's why the students never complained. But now the evaluations, the teachers in some of the classes, I usually do it in some of them, eventually they might. The teacher assigns one student in the class room who has ?????? he gives it to that student and that student hands the evaluations over to me. I put it in his file, the teachers file. The teacher does not see those evaluations until I ?????? them. And that's the way it should be done. The students would be honest then. Otherwise they can't be honest because they figure they will get a bad grade.

INT: The classes I've had this semester, we do the evaluations,

in a couple of classes, either before or after the exam.

MN: Usually it is before.

INT: They go right to the teacher. It's hard. They would never discard that evaluation to try and cover up

MN: That's why I think they should be ?????????? to the department ???????????? Management and marketing have been doing it for years. There the teachers never see the evaluations ??????????????, and I wish all our departments did that.

INT: Who's responsible for looking at the evaluation then?

MN: The teacher themselves and when he had ?????? evaluation the department head.

INT: The teacher actually looks at the evaluations and

MN: Sure because he is writing up his portion of the, of his own evaluation. He ??? the student evaluations are mentioned.

INT: How does it usually go in the English department? Rated I mean when he has to look at these, the evaluations as a whole from the students and then what's the next step he has to take? He marks you know, somewhere between excellent and poor?

MN: Yes, it goes from, I think, from one to nine. And it's ???????????? evaluation. And then the students can give the evaluation ???????????? students can either write one or nine or seven on each question.

INT: That doesn't seem right though. It seems like a professor could

MN: A lot of them are sent right over to the computer center and, see a lot of them give the answer on a card. There it is sent over to get a report back. That report has to be included in their evaluation.

INT: For a professor to teach a class if you think he or she did fairly bad and then I filled out the evaluation.

MN: Well you could almost tell.

INT: The good ones and the really bad ones to.

MN: Most students even though they don't like the teacher they find something good to come out of the class. There is something good about each teacher but the students are being honest when they don't see him and they can say what they think. Like some of the teachers did not give lectures. Well some students won't go to the lecture but at least the teacher is telling them the plan not that have to agree with it. But you just can't let a

class and let a class just read the book and not say anything about the book either.

INT: It is a difficult job. Getting back to the department head, the different ones you have seen since you have been here who done, in your opinion who has done a great job?

MN: ?????

INT: How many years was he here?

MN: 8 or 9

INT: 8 or 9 years as a department head and he just got reelected after each 12 month...

MN: Well at that time it was three years.

INT: Goes up to three years in a row.

MN: It is just recently because , I think it is the head now is only acting?

INT: How long do they be acting??? ?

MN: Until ??? decides what he is going to do.

INT: Has anyone for a whole year

MN: Yeah next year, but it all depends on if they find a steady job for him over there or what comes up that he can do.

INT: What do you think he will do?

MN: I think he wants to stay there.

INT: I think he does too. Well it will be too bad for the English department.

MN: Yeah, because he kept more statistical information than anybody and that helps the department. Mr. Johns has kept it up but I don't know from here on in.

INT: going to be the department head next year?

MN: , department head.

INT: eleventh?

MN: yeah eleventh.

INT: twenty-two years ????????? How many professors in the English department right now have been department head?

MN: Dr. Glenn, acting and Mr. Johns.

INT: You mentioned the other day there was one other person, was it Dr.???

MN: Oh, Dr. ???? and Dr. ???? were department heads.

INT: Did they do a good job? One of the two did anyways

MN: Neither one.

INT: It seems like a real demanding job, part secretary, part

MN: ??????????????????????, both of them ??????????????. I used to have to ??????????????????????

INT: And then they would? (Pause) Where do you think the English department is headed in the future? For see any changes?

MN: Yeah, Eventually it is going to have to get bigger they don't have enough classes and they also need a reading teacher we need now that The one that they wanted say no.

INT: Isn't that something the education department would be responsible for?

MN: They teach reading over there but it is in a different way.

INT: well that's true they teaching reading to people who are going to teach other people

MN: Yeah and there are a lot of freshmen and sophomores now that come to college and they don't understand what they are reading much less ???????

INT: Do you a reading class?

MN: 102, like a junior or senior level, high school. don't know what he is reading or when he is through.

INT: Do you think the new requirement, the reading placement exam upon entering Northern is a step in the right direction?

MN: The placement exam doesn't contain reading questions, it is just that I think it teaches by going through and like that, if some students do not understand the questions therefore they can not write the answers properly and that is when I think the students should take 102 which is reading. Or a lot of them don't know how to take notes or things like that and that when they, development they have never had to sit down and something. That is what they are teaching 101 for. And so that should have been learned in

grade school. It shouldn't have been in college.

INT: This new placement exam, Dr. ??? brought up the point, I went to the last Academic Senate meeting, he brought up the point that even last year, I think it was last year maybe two years ago, of the roughly half of the incoming freshmen who were given some kind of reading test over half of those proved to have problems with reading and only something like 20% were able to be placed in this 102.

MN: There are not enough teachers.

INT: Do you think that just one teacher would be able to do the job or?

MN: No, I think ?? ?? stayed I think that two could do the course and when they take a person they either place in them in 090 which is basic composition, 111, 101, and 102. But if they are in 090 they also need 102. They are in 090 because they don't understand what they are reading most of the time.
the right teachers in 102.

INT: ??

MN: So they really need two teachers because at least a quarter of everyone taking the placement exam at least a quarter have to go into basic comp. and now it is not their judgement, if they are designated to take 090 they have to take it. They can't take 111 just because they don't think they should need 090.

INT: So the standards at Northern are

MN: They are getting better but they all ????. And I don't think this college comp. and 090 are going to work when they read it.

INT: That is true, are there requirements out there, I know that

MN: It is going to start in the fall.

INT: Is it really, I know that some of the programs, I know not all of them out there but

MN: Math and English. Anybody could take it.

INT: Really even someone with specialty degree and what not. That will be interesting because I know there are a lot of students out there that don't care to do

MN: There will be a lot of students who will not come and my opinion is that if a student enrolls in the skill center it is because he wants to learn how to fix cars, paint cars, ??????,

work or something like that they don't want all this other stuff that you get with a four year degree.

INT: They are trying to avoid that usually.

MN: And I think that they are going to lose here because they are pushing english and math on them. You are finding that a lot of students out there are older, those people aren't going to come.

INT: They are there because they have already found out that they can't pass some of those courses.

MN: Or they worked in the mine or someplace that is shut down and they have to find something to do so they come to the skill center.

INT: Do you think this is going to hurt

MN: I think this is going to hurt the skill center.

INT: I think you are probably right.

MN: I know a lot of those people aren't going to want to take math and english.

INT: Well I hope that the increasing standards they are requiring here, I hope that

MN: I hope that they help some of the ???? although I think that if they raise the standards too high they are going to lose students too.

INT: There are a lot of students who I know my first year who came here from, gosh a lot of my friends from Rogers City and larger cities and what not, who came here because their grades weren't too high in high school but they wanted to go to college and the only place they could get in was here. That said a lot about Northern at the time, I thought that was nice because I knew these people and they were college material

INT: A lot of these kids when they get into college they learn fast, they never really had the chance earlier and they learn fast once they get here. But then some just when they get here and some but they have a GPA now.

INT: I would like for you to comment on the writing proficiency exam.

MN: I think it is good because there are a lot of students that do not know how to write. I don't care if your job is cleaning toilets you have got to write a report of some kind.

INT: You've got to be literate. Do you think that the problem

is that there are a lot of students who have a real definite problem with writing or do you think that a lot of it has to do with the fact that they never really were taught?

MN: They were never really taught, even in grade school. When I first got here there that never learned how to write in grade school so they don't know write in college.

INT: They should learn somewhere along the way, they should learn in EN111 or

MN: They do but by the time they take the test, that is when they are freshmen, and a lot of students 211 that is there own fault. When they get to be Juniors if they wait that long, which most of them do, they are the second ones to go to register there should be no problem, and they say because I couldn't get in, well they waited til the last minute.

INT: One of the things that bothers me, and I have talked to you about this before, I think that if there was more of a concern by english professors to encourage everyone, you can take the writing proficiency after 111 can't you?

MN: No you have to wait until after 211.

INT: Well after 211, the department or someone from over in Cohodas just to let these professors know that it is there job to encourage if not demand these students to take the writing proficiency as soon after 211 as possible.

MN: They have, I have written to department heads, not me personally but I have sent them to department head and every advisor suggesting that when they are advising them for the next semester in pre-registration or anytime. Advise their advisees to sign up for 111, 211, or if they have already sign up for the test immediately. ??????????????

INT: Do you think a lot of students are intimidated by that?

MN: I think they're scared. It's not that they can't do it. I think that they're just scared.

INT: You know, if more people were prepared, I don't think there would be mass-hysteria.

MN: ???????????? which I don't think is going to work. Have the teachers of 211 give the exam as the final examination.

INT: That would be a good idea.

MN: That way we'd catch everybody while they are still fresh in their first year sophomores. If we ????? the 211 ??????. That would be another problem though. We would have to make it

understood that the students are going to take 211 before they get to be seniors.

INT: Maybe make it optional as the final exam of the class or something.

MN: That's what they were talking about. Make the ??? efficiency test the final exam for the 211 classes. ?????? then the same teachers would be reading all exams for his class. So see this way the way it is now, two people read it.

INT: We could work around that by the professor reading it first or maybe some other professor reading it first. Although that's also one of the other problems with someone will read the exam and they'll give it to you and say basically it was ok

end of side one

MN: I don't really know how to ??????????

INT: There is going to be problems no matter what you do. Are there, do you think there is any one group of people or one particular person who, I talk about encouraging students to take it as soon after 211 as possible, are there people who say, "why not let them wait" maybe somebody in the English department or something would say make them wait a couple years and find out they can still write. Is that part of the ????????

MN: I never heard anybody do that. It's just the students, my impression of it is that a student after it has 111 211 100 in math and the next math course he probably his major is something that is not even ??? with English or math. So when the time comes, he is so interested in his own major he doesn't even think of that test, until he gets that letter from the senior registrar office saying that you haven't taken that proficiency test yet, you can't graduate until you do, that is ridiculous.

INT: The thing that is also if they are in science or if they are in management/marketing or something in business they are going to want to write they are going to forced to write in the same style that they have to write all their reports, you know all their lab

MN: sentences, complete sentences, the write sentence

INT: That type of sentence structure isn't required from these management/marketing professors or professors of science.

MN: It is now, it wasn't before, but it is now.

INT: You are still are going to get your individual professors, I think, that don't care.

MN: Because when we first started the proficiencies the worst departments on campus, as the students , were criminal justice and management/marketing and home (break in tape)

INT: What were the worst departments?

MN: Management/Marketing, Criminal Justice and Home-ec. are the worst groups because Especially the in Management and Marketing.

INT: Lindquist?

MN: No.

INT: ?????

MN: No the other fellow

INT: oh well

MN: anyhow, now management and marketing are correcting their papers along this method, so that they are correcting for spelling mistakes, sentences starting it the , they are doing some of that in the papers now. The rest of them are correcting for concepts and that isn't going to get them out in the world to work. So Management/Marketing has improved and Home-Ec doesn't have that many more students anymore so we aren't going to worry about that. But

INT: What about the sciences, like chemistry?

MN: They have tried because most of those teachers do correct everything not just concepts. And they have to write papers, the kids over there, computer or science too the same thing.

INT: I have a couple of friends who they resented the fact that they took EN 111 and 211 classes with specific professors and got A's and B's and took the writing proficiency exam and they received two threes right off the back and said your writing is you know

MN: But did they take it right after 211 or did they take it four years later?

INT: Nope, the one friend that I have talked to about before took this one professor that I have talked to you about and I read the papers and told him and he thought he would take the writing proficiency and it would be no problem at all and I told him that I thought he should put some extra work into it because the papers that he was getting A's and B's on were not good papers at all.

MN: Well I had a couple of teachers that do that, which isn't

right for the students. ??????

INT: Do these professors, one or two of them, get a lot of the athletes that come through?

MN: aah haa.

INT: Now how does someone else on campus like that, you know one of the coaches or what not is this something that they know about also?

MN: yeap. They now which tell students to go into.

INT: Is there any kind of verbal communication between the professor and the coach at any particular time in the semester?

MN: No, I think it's students.

INT: Does the professor always know who the students are? Or excuse me who the athletes are?

MN: If they don't know at first when they start classes they do pretty soon because they get schedules, they get requests that the students is going to be out of town for a few days because he is on such and such team. So it doesn't take long for a teacher to know who are the athletes and who aren't.

INT: Do they have to let that slide? They can't penalize students?

MN: They should but they don't. They hand in late papers and they athletes get away with a lot of stuff that other students don't.

INT: Do you see any type of change in that type of attitude here in the future?

MN: I don't see any but there should be.

INT: Something that most of your hard working

MN: I feel sorry for the students, whether athletes are good or not they should at least they aren't going to be athletes all their lives.

INT: That is right.

MN: I heard some of the big athletes on tv and it terocious

INT: Oh yeah.

MN: What's the big awards for, basketball I think, no football?

INT: The Heisman trophy?

MN: One year one of them won the heisman trophy and got up to give a thank-you speech and oh my god I almost hung my head in shame, and to think that he had been going to college.

INT: Well he was probably going to one of those colleges which is being

MN: Blind right now? No I don't think it is fair, it is not fair to the students even if they are here on scholarships they should at least be given the time to study.

INT: Well the writing proficiency in a sense gets to that problem, but who is to say that

MN: Well, another thing we had one this year that quit all the way because he knew he wasn't going to pass it.

INT: A student athlete?

MN: MMMHM

INT: , there was Billy Harris there was Emans

MN: Emans had a very bad average.

INT: Did he, I thought he was a good student, he was a good student at one time.

MN: Not anymore.

INT: Too much hockey, too much ice time.

MN: because he wasn't doing very good, he wasn't getting along with Conly.

INT: Well he is making 800 dollars a week right now so that's not too bad. ??????

MN: I think it's all right to have athletes on scholarships but give them the time to study.

INT: women's basketball team I covered that for the North Wind this year and ?Paulette Stine? if her grade point drops below a certain grade point, and it's not even that low, a 2.8, if it drops below that she ??? and goes to a study hall.

MN: I think there was some of them lately, see some of them concerned, I think there is only one teacher that is doing it.

INT: One coach you mean?

MN: one coach.

INT: Just Paulette?

MN: Years ago, I think its the swimming team, ???

INT: A couple of years ago Joan or the women before that ???

MN: But for years there used to be football players and other athletes that would come into the office on friday and I didn't know what the hell ???, and they would say I can't find my teacher could you sign this? And I finally got wise and I called up and asked when were they given these slips of paper, they were handed out on Wednesday

INT: What slips of paper were they?

MN: To excuse them from that particular class, No it wasn't to excuse them it was to say whether their grade point was high enough where they were going to get a good enough mark where they could stay in, because they were probably going to a tournament of some kind.

INT: Oh geez that is a big scam.

MN: And that AAA, or whatever the hell the name of that organization is, found out that they didn't have the grade point they couldn't go, they couldn't compete. I was caught in the middle for a while out and I didn't even know it. They used to give these slips out on Wednesday, they didn't bring them Wednesday or Thursday, it got around that I was signing them on Friday. And so I finally found out about it and I called up and asked when they were given out and they said Wednesday morning. So students came in the next friday and from then on I never signed another slip. They either had to go to the department head or give it to the teacher the day that they got it.

INT: You wonder how often that happens at larger universities.

MN: Could be

INT: There is even more of a, a lot more of

MN; I didn't know what the slips were for.

INT: Think of all those secretaries that sign them though that know what they are for though.

MN: I didn't sign any more from then on in.

INT: Good, integrity and you used it right. Unless there is anything else you would like to talk about

MN: There is none that I can think of.

INT: then we are done with our interview, I appreciate you

giving me your time.

MN: MMHM