

Mr. Whitby

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Mr. Bomboy - What I am interested in is simply we're doing a history of the College. Its going to come about after a while and what I am doing is trying to group together big ideas that go into the makeup of the College and probably write some magazine articles about it and from these we'll arrive the formal history will arrive.

The first one we are working on is the fine line the College has to walk between pressures of one kind or other and its standards. And we will use for this the new look at Athletics at Wilkes and how they might possibly affect the standards of the College. I would like from you is a look at what the standards of the College are and what the incoming student expects when he comes to Wilkes and what Wilkes can do for the incoming student. That is what kind of college education a student can get coming to Wilkes.

Mr. Whitby - Okay, well

Mr. Bomboy - First thing I want to ask is as far as its standards go, first what are the standards? You process students coming in and you say we have certain standards you must meet. What are those standards?

Mr. Whitby - Well there not that easily defined. What we do we examine each and every record that is presented to us.

Mr. Bomby - First of all how many records are presented to you.

Mr. Whitby - Last year for the 1966-67 term we processed approximately 2100 applications. Out of the 2100 applications we offered admission to between 850 and 900. Out of the 900 that we admitted 600 accepted the admission.

Now you really have two policies here on admission. The first policy that we have for the first group of students outside students. These are students that are looking for domitory space. Now, out of town applications are we look at them in a different manner than we do local applications. The out of town applications are ~~not~~ competitive. Now out of the 2100 applications that we receive approximately and I will talk in round figures ^{500 were} are from girls from out of town. Now we had room for about 120. Now we knew

to get 120 girls we would have to offer admission to about 200. So what we do is to pick the best.

Mr. Bomboy - How do you determine that best?

Mr. Whitby - We determine on the basis of the high school record mainly. Well that's where the emphasis is the high school record, the grades, their rank in class, the courses that the student takes.

Mr. Bomboy - The College Boards

Mr. Whitby - In other words we are more interested in the student that has had chemistry, math and foreign language rather than some of the courses and the college boards. So it gets to be reasonably competitive. Now out of the students that we don't take many of them would have a reasonably good chance of succeeding. Do you understand? So that is just a matter of electing the best student.

Mr. Bomboy - Right here a there's this thing about Wilkes being _____ 99 most selected colleges or something. I understand that nobody knows quite what this means.

Mr. Whitby - We we were we were put in that category simply on the basis from the number of students from out of town who are applying to Wilkes and their chances of admission contrasted to

Mr. Bomboy - yes sir

Mr. Whitby - You have to remember that back in oh 1960 we only expected 50 to 60 boys and 50 to 60 girls from out of town in our class which was 120 students you see. Now we may have been processing 600 applications. We have never had a big dormitory to fill up you see. When we did finally get a dormitory to fill up we had already filled it up. We had boys at the "Y" and boys at the Sterling you so. So that the very year the dormitory opened we still needed the YMCA. So we had never been

in a position that many colleges had been to fill up a big dormitory which means that you have to lower your standards. So we are reasonably competitive for out of town students.

Mr. Bomboy - What about local

Mr. Whitby - Well locally there is a different there is a different philosophy. We feel that since the community the people in the community have been responsible for the College that students who present records where there is evidence that they can do College work we feel that we should give them the opportunity. Now that means generally speaking that if the student is in the top 2/5 of the high school class we feel that they deserve the opportunity to study. Consequently we will have many students here that have. They are in the top third of their class and their college boards will be a 450 450 you see. Or maybe even lower but generally if they are too much lower you will find that the student we have asked the student to go to the summer division which gives us the opportunity to review their potential on the basis of the faculty. The faculty then assumes some of the responsibility.

Mr. Bomboy - I have some of the courses here

Mr. Whitby - So that if you give if you give a student a C and if Hugo Mailey, Dr. Mailey, gives a student a C well we'll say all right we'll we'll accept your high school record rather than the boards because the boards aren't really that that accurate. They're they're valid they're they're good but they should be used with some care you see. So consequently our enrollment has gone from well in 1960 our class was 400 & 9 students. In 1960 June of 1960 or September 1964 we were 519 and last year we were around 600. Actually we were a few more. Now this year we were going to be I would want to say about 600.

Mr. Bomboy - Okay. Now how lets see a this means you can characterize the College like its incoming students as as a total group. What level how wouldn't it be we're talking about well we are kind of slouch at this article. How how good are they would you say. You see them better than we do. (I am sorry but I had difficulty understanding it)

Mr. Whitby - Well what you have to realize, Bob, is that the students at any college in the United States are not going to satisfy the faculty. Because as the students improve the faculty's demands become greater which is the way it should be. But on the other hand there are statistics. Our attrition rate our failure rate is um is very good.

Mr. Bomboy - That is its very low

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Mr. Whitby - Its its very low. A this year I think that /~~ve~~ had out of the student body of 2000 we have had about 100 students, which is 5%, who failed to meet the requirements to stay in school but out of that 5% a 100 students 20 or 30 of them are probably deserving of an opportunity to rehabilitate their record in another course. When you put when students are pre med curriculums and chemistry curriculums and physics curriculums its just a little more they need a little more than college ability. They need a a they need a talent and superiority in a in a science area. So consequently you find a lot of kids that get into trouble because you know two failures in the first freshmen year and C's in all of the rest you know pretty bad bad record especially if they're four credit courses. You flunk 8 out of 30 credits you're your're in trouble. But just because a student can't can't do the a the physics or the chemistry doesn't mean ^{do} to say that they couldn't/very well in other areas. So its its really not a ~~w~~ question of a what the a its what the statistics show and I just don't believe that our faculty are grading on the ~~x~~ basis of the class. They're not taking 25 students in an english class and they say now before we start 4 of these are A's and 4 of them are zeros because I'll flunk the whole class if the whole class flunks. Which has happened in summer school occasionally when we sent students. So what what I mean is that I don't think that the faculty [^]they they complain certainly. Why shouldn't they. But in the final analysis when they when they evaluate the student they had C students. Well they don't like to work with C

students. The faculty want to work with A students and they want the whole class to be A students. I wonder if they would get 25 A students whether they'd give 25 A's.

We have we have a problems. I don't think that its not you know its not for you or me to say this high school is good. This high school presents a valid record and this high school you don't you can't put as much confidence in this particular high school. I don't think its up to us to make judgments like that. So that you have to put confidence in the records and from local students. I think that if you think about that we have to have a philosophy to work ~~with~~ these kids. That's the purpose. We're we're not supposed to be a Swarthmore. Actually, if we wanted to have 750 students here we wouldn't be so far away from Swarthmore and Haverford and Hartford statistics. that you would think because in this class of 600 there is every reason to believe that we have 200 scholars. Do you understand?

Mr. Bomboy - I was going to ask about this. I will jump ahead just a minute and then come back. When the school goes out and looks for students do you try to recruit above average students. If so, how do you find the above average students.

Mr. Whitby - Well the point is that any college or any faculty that feel that the admissions office can take credit or be discredited for the student body their their not realistic. If you want if you want scholars in english the department heads do it has to recruit and that one of the a. An experience for instance is when a department becomes interested in recruiting.

Mr. Bomboy - Now you mean faculty recruiting or student recruiting

Mr. Whitby - When a when an individual department. Dept. X of Wilkes College is now
And then
actively recruiting students. Okay? /The rapport between faculty and the admissions office changes radically. Here's a boy that a. Here's a boy that a particular department spent a good deal of time and I appreciate their time. Spent a great deal of time and effort on this boy. The boy ranked number one in his class college boards 690 6 verbal and 719 math. What this boy did in the final analysis was to on April the 23rd he wrote to me and said that he was ~~x~~ going to Princeton with a full room and board

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tuition scholarship. So the particular faculty that spent a lot of time with this boy they were they were disappointed, naturally. But on the other hand at least they have the satisfaction of knowing that they that they extended the facilities of the college to this boy. Do you understand? But what you do you see you get you get to the point where it becomes very very discouraging because these ~~se~~ records here about 200 of them are superior students but when you get when you get to a work with these superior students and try to interest them you find that the competition is much keener for those students than it is for athletes. Do you understand? Everybody thinks that a everybody feels that you know the athletic department's done great recruiting. Their recruiting is actually mild contracted to the recruiting that is being done for the scholars.

Mr. Bomboy - Right particularly for the top universities

Mr. Whitby Yah, You see the top universities, Bob, they're the ones that have the the ability. Now thats thats. I would say that in our physics, chemistry, and biology just lets just ~~pon~~ point those three. I would say that we we can do as good a job as MIT But the ~~pon~~ point is that when you begin to when you begin to compete with MIT you're competing with a its a its not easy. So what we do is we just try to take small steps and we hope that this year we will ~~h~~ have a better students than we had last year.

And at this point of the year I don't even want to discuss it because we admit our class ^{first} starting around January/and by April the first 80% of the the class is assembled. OK? So then what I ~~start~~ to do is from April until September we're admitting about one out of 20 students that come in here and I am spending I'm talking to 19 students and by this time I'm depressed. Boy oh boy because its awful.

Mr. Bomboy - You're down with the grades in general.

Mr. Whitby - Well yes because you know you're talking to these summer school kids

that their college board scores aren't what you would like them to be or you talking to a kid that has terrific college board scores and his high school record is poor. So it ~~h~~ gets to be it it gets to be a drag. I always lose confidence in the class by this time of the year and I am anxious to go to next year's class. But they're superior students. They are not students in these records to stimulate the faculty and to keep the faculty on your toes. Do you understand? I don't think it's the lack of a lack of a potential scholarliness on the part of our students. I think that we had a very very fine class ~~xx~~. And that the faculty you know everybody wants to be at Swarthmore. You see right? But the point the point is when you eliminate that very very the very few colleges out of the 2500 colleges there is only one Harvard and one MIT and one Cal Tech and and Swarthmore and whatnot. You have 1% of the colleges that they can look at their class and there is a potential scholarliness on a high percentage but even Swarthmore now are admitting kids in second and fifth and their admitting students with 500 college boards. I I shouldn't be quoted on that but they found that to take students who are one or ~~xx~~ two in their class 700 in ~~their~~ their college boards scores you know you get a class of them together you can get a . You can you don't ~~have~~ have the the spread that they need. Harvard they're they're taken some students in the 400's. (I am unsure x)

Bomboy - Grant we have these 200 or so. Where are they spread? All ~~h~~ through the Departments or are they is there a majority in the sciences? Whibly - No. That's one of the real real advantages. We have We have students coming in ~~xx~~ now in English or in the liberal arts that are fine students. Actually they should be able to do exceptional work in any area that they're they want and they have selected the liberal arts. As a matter of fact there seems to be a trend in the last. ~~The~~ The sciences aren't getting them all like they like they may have for a time

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there. Especially after Sputnik. You know everybody was interested in science. I would say that ~~they~~ a their spreading out now. ~~Commerce~~ Commerce and Finance they have they have students with 700 college boards. They are goin into Commerce and Finance. Not too many to them.

Mr. Bomboy - Granted we have these students coming in. What can we offer them as a school.

Mr. Whitby - Well actually I don't think that that's a question for the faculty to answer and for the deans to answer.

Mr. Bomboy - Let's let's put it this way. You are going to lure them here with something.

Mr. Whitby - Right. All right what do we what do we talk to them about. We tell them that we ~~have~~ have an interested Board of Trustees. We have an interested faculty and that we have an interested an interested administration for each individual student. Because you know the kid that winds up with all zeros at the end of the first semester he may worked a hell of a lot harder than the kid that ends up with all A's. And I think that to appreciate this particular ~~stunned~~ student even though he fails out to be interested in him and to call upon the Faculty and Administration to do what is in the boy's best interest. I think that's pretty important and you don't get it at expecially many of the larger schools. There's an impersonal attitude towards the Faculty and the student. I think that a. Our classes ~~in~~ for instance in the freshman year I feel that the students gets a reasonable amount of time from the Faculty. They don't walk into class and lecture halls of 300 students where the professor lectures and the grader gets the paper they. You take the English sections now 600 freshmen, 30 sections, 20 persons students per section supposedly. They come out 24 to 18 . But this ~~x~~ is not a bad ratio. I think the Faculty they have a responsibility to to the student.

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Mr. Bomboy - Individuality that is one big thing we offer. Anything else as far as.

Mr. Whitby - Well I think that is actually what the students are going to school for the academic.

Mr. Bomboy What about the what lets see now can you say that. I heard someone say this last week. No climate of ideas on the campus. ~~xx~~ No in books on the campus. You can't say that about Columbia or somewhere else.

Mr. Whitby - Well this is this is a concern and I wouldn't be surprised that you would find this a concern of practically all colleges but it just seems to me, Bob, that a this is a responsibility of the Faculty. If Dr. Farley or the chairman of the board of trustees or if I could sit down and right out a policy where we are going to assume and have a genuine academic atmosphere we we would do it. But this this it seems to me that this is a departmental responsibility with a a integration ~~of~~ departments. But a I'm not sure that the Eng. Dept. that there is not an intellectual climate in that Eng. Dept. I think that our english majors are stimulated and you know you'd have to track down who said it. Now certainly there are kids who did nothing. You know they are not stimulated. I do think that that's one of the problems. I think that we spend so much time both the Faculty and Administration with the students that are having trouble that we ~~x~~ just never get around to the student that that is loafing. The college student that ~~x~~ should be. We don't pay a lot of attention to those kids. The C student.

Mr. Bomboy - Now ~~x~~ we have a policy of taking in all these people and we have this policy of individuality and we have here these two things that we consider good and then something turns out ~~to~~ that might be a disadvantage to this. You see we spend so much time with these people and or with the big mass of people who come in and also people who may be flunking out or something and we don't have time to really overstimulate

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the loafer or the really top people in the class.

Mr. Whitby - Well we now. Here's here's where here's is the constant the constant debate between Faculty and Administration. First of all the endowment of this College is not ~~x~~ great enough to support it. So we have to depend upon income. ^{Our} ~~are~~ main source of income is tuition you see. So consequently we cannot afford ~~to~~ have a student body of 1000. Now when you when you just consider this consider the new Fine Arts building you consider the ~~xxxxxxx~~ dormitory you consider the new library. We couldn't we couldn't afford that library with 1000 students. They all if you want a library that is adequate then you are going to have that student. and it seems to me that the Faculty are not overwhelmed with students. I know of one person that is probably overwhelmed and that would be the Psychology Department and maybe this is even been cleared up because a. Originally they and the Education Department before we changed the program when we offered the BS in secondary education and we had like 3 people in the Education ~~xxx~~ Department and they were responsible for counseling. Those situations have been cleared up. And I don't know of any Faculty members that is overwhelmed. In other words this counseling program that we've have. If a Faculty member has 15 or 20 students. How many do you have? Well that's terrific but ~~xxxxxx~~ how many how many advisors do you have? Okay. But it seems to me that the average Faculty member has between 15 and 20 students and if that Faculty member Bob, ~~xxxxxxx~~ if he's interested he can he can do a good job and he can spend just as much time with the scholars as he can with ~~xxx~~ the with the student that is having you know having trouble meeting meeting the requirements. So you can't you can't separate the you can't separate the Faculty. The minute that you put the entire responsibility for the student body and the climate on the Administration its bound to you're doomed to defeat because who would get one administrator for every 20 students and. So I consider

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the I consider the Faculty members responsibility not only should be scholarly and all of the other business that goes with the research and the writing and preparing lectures, grading papers and reading and keeping up with his field but he has responsibility ~~xxxx~~ towards the student. Now unfortunately and I am sure that this is this goes with every college in the United States there are excellent advisors ~~xxx~~ there are they are faculty people who do an excellent job with ~~the~~ the students and then there are others that are. Unfortunately there are others that probably couldn't advise either. You see? They're ^{just} they're just not equipped. They may be scholarly but they're not advisors. So it it sort of breaks down. But I would I would a considering that your business I think that you probably should be concerned about the intellectual atmosphere part of our problem of course is that out of the 2000 students 800 of them are here and 1200 are not here for only certain hours of the day they consequently a its its a part time education. Now about the athletics.

Mr. Bomboy When you talk about the standards of Wilkes Wilks is in the MAC Conference what are the academic standard like other members in this conference?

Well that is they a group that I would ~~xxxxxx~~ compare ourselves with and majority and you will find that we are with a majority of colleges we are quite compatible quite compatible. Now a you may you may _____? the school like Dickenson, which is small, old, established and their statistics may be superior to our statistics because you're comparing 2 different type institutions but generally speaking you will find that we would be quite we would look good compared to a majority of those those colleges.

Mr. Bomboy - Does the quality of the football team have anything to do with what the student comes looking to a College for?

Mr. Whitby * Well actually you have you have to admit that a if you had ^{from} a

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that was awful okay? That embarrassed us that I'm sure that the first thing the College would do would be to say get lost don't go to a football game and embarrass us, Am I right? Okay so then you should look at athletics in the same manner as as this . The if the team if the caliber of the play is going to embarrass you well don't play it. Okay? So what do you do a you have to work within the framework that is set up to improve it and we had problems with football especially. And consider what and consider what everybody is interested in. You know what you know what has happened that we can suddenly suddenly be so great in football. Well what happened was the department had a change in attitude. They decided that they we are going to be able to present a reasonably good team they are going to have to work at it . So that a their main bone of contention was that we couldn't give scholarships. So the the Administration you know that we were pushed to the wall. So what they they said is that if you get an ~~xx~~ athlete who has 550 college board scores both sides and is in the top third or the top ~~xx~~ 2/5's of the class you can offer a scholarship. Full. So since that policy has gone into affect we have have three or 4 that is over a now it must be it might be this might be the starting of the 4th year. So you see what we what we did was to put the athletic department into competition with practically every school in the United States. That student you see he can be he's ivy league and consequently we don't when we begin to compete out of 5 we may get one. Five boys that have that academic rating. But on the other hand it gave the coaches the opportunity to go out and work ~~xx~~ at them. Now you look at our wrestling. Nobody questions that we are the MAC champs last year simply because we were the MAC champs back in 1957 or 58 or ~~xx~~ you know we have ~~xx~~ been we have been constantly and consistently good in

wrestling. Why? Simply because John Reese work at it and he work within the framework. And on that wrestling team 1st year now that doesn't mean to say that that kids don't get A's. Well you you know here we have to be careful that we don't discriminate against athletes because. Just now for instance we have we have a good athlete we send him to summer school. The rest of the students when they come in if if we said to them now if you go to summer school and if you do C work or better we will put you into the class. This particular boy I think probably because he was an athlete I might just have him spend another semester in evening school you see. So there are times that you have to be careful that you are not more difficult with athletes than you are with ~~other~~ other ~~student~~ student. See? And the reason the reason is this that if the student is reasonably ~~well~~ well known you see. You know you can take Mary Jones ~~from~~ from Plymouth High School who presents records similar to the athletes you see. Mary Jones can come in to the College and she can plug along and she can plug along and maybe she is not going to make it. Okay? Nobody says anything. They say poor poor Mary. See? But when the athlete when you do the same thing ~~too~~ with the athlete everybody say who did he get in here in the first place. You see? So just by the very a you know their their popularity their their subjected to an interrogation. You know ~~their~~ they're they're looked at.

Mr. Bomboy - Even the Faculty discriminate against the athlete?

Mr. Whitby - Well I don't I I I wouldn't I would hope that that wasn't true. See that's one of the I don't I don't think that our Faculty I think they have been pretty pretty fair. Now I don't think that they have said well now this boy he's our star quarterback so we'll give him an A ~~or~~ or a B because he needs it to stay in school. Certainly you know they ~~have~~ have not done that. But I do think that they have given the student. Well they'd you know the athlete needs help you see so the coach will say to

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a professor so and so will you give this boy a little help? So he gets a little help. But I am sure the professor will give it to anybody that come in and said I I Need a little help. I am working hard and I I need some help. So I think that you you a there are other factors that you well know to our sudden football success. First of all the war boom arrived which means that there are more ~~xxx~~ athletes and the requirements ~~for~~ ~~admittance~~ the demands that other school they're they're improving. A student with 500 college board scores 10 years ago with a reasonable at the top third of his ~~ex~~ class will get in any any college in the United States practically including you know the ivy league schools. But now a student with 500 500 & 500 in the in the 40th percentile in the class he may not be able to go to an ivy league school so he's he's here locally so he's here. So we have had more people to select from. We have to I don't know whether its important to ~~xxx~~ realize it or not but a our in in a sense for local ~~sense~~ ~~for~~ students & our football competition was cut in half. (I could not make out my shorthand)

Mr. Bomboy - Suppose the College got a name as a football school what would you say? Do you think in what way the disadvantages?

Mr. Whitby - Well first of all I don't think that playing in in the Mid Atlantic Conference is going to give you that. You see when Princeton was the championship they don't get they don't get the you you don't get the idea that the y are a football school do you? So consequently unless you go big time then you begin to Play Penn State and you no Penn State and Nortre Dame and what not. Then you are not going to get ~~big~~ big time. Now this year for instance out of the hundreds of students that I talked to and I haven't made a a a ~~xxxxx~~ point of it but I would say that a a we're throwing statistics around. But I would say that 70% of the students that I've talked to Demora in high school and I am sure that Chwalk and Hoover and the rest of the people that have been talking to students 70%

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of them didn't even know ^{haven't} didn't know about the Lambert trophy and they didn't know that we won it you see. So I found any big mushroom in their the applications. But I do think that maybe it has given the College ~~the~~ the student body something to be a little bit happy about. How can you go over there every every Saturday ~~xxx~~ for 8 Saturdays and get clobbered. See it was embarrassing.

Mr. Bomboy - Is it possible that the academic side of the College could get any sort of benefits from a the football reputation or the fact that there isn't a broader image let's say.

Mr. Whitby - I think that you should talk to George Ralston about that because he's had the opportunity to think a great deal about the a the athletics in college because it takes it takes a lot it takes a lot of thinking to know about a about that. I don't think you are going to get a Ph. D in ~~x~~ a a discipline because you have a winning a winning football team. I'm not sure that you would. With with the you know where we're playing and the teams that we're playing to be good in that area. I don't think that that you are going to keep a Ph. D that you really want to be on the staff. I don't think that he's going to say I'm not going to go to Wilkes because they won a football game. I don't I don't think that do you?

Mr. B-I wonder if there are danges in that sort of think because of other stereo types from other times.

Mr. Whitby - But as long as we play in their the where we're where we're ~~play~~ playing. Now that ~~xxxx~~ doesn't mean to say that a we're going to play the University of Vermont. Did you know that? In 68. But I am sure that when people think about the University of Vermont and for those people that are interested enough to look who the teams they they play and the a the caliber of football that they play that it is is not compatible with this? with with with. The one ~~thinking~~ thing that you can do now for instance we used to play on Long Island. We used to play Hofstra. And it seems to me

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that to play on to play in Long Island its its its good. You see we don't
* play down there. We play basketball and we wrestle them there but we
don't play football and it seemed to me that over the years the fact that
we played Hofstra did us a lot of good on Long Island where there were
which is a rich source of students. Lots of students. Now I think that
going over to Vermont will will be ~~very~~ helpful.

Mr. Bomboy - This brings up an interesting point along with what we are
saying. Is it possible then the glittering brighter image from football
has helped you?

Mr. Whitby - Oh yah this this is. Yousee you want to remember that no
matter who you talk to they're they they should be a little ~~competitive~~
competitive. They like to win you see. So that that's helpful and you
do get you do do get get publicity. How is Wilkes going to be mentioned in
Vermont. What could we do you see. It would be nice if we ~~could~~ could
say that we had 5 5 Fulbrights. Right? Or we had ~~2~~ 2 Woodrow Wilsons.
if we would be mentioned in Vermont. On the other hand when we play up
there Wilkes is going to be prominent. People in Vermont are probably
interested. You know everybody doesn't go to Penn ~~State~~ but you are
always sort of interested whether whether Penn ~~State~~ wins or loses.
You know University of Pennsylvania. So that its its helpful that when
our boys you know they go over there they're not beatniks. They're dressing
well they behave like gentlemen. They play gentlemanly football game no
matter how how hard they play. And a you leave a good impression and that's
one thing our athletic teams always did do. When they when they left
campus that was their first thing to be gentlemen and then the second thing
was to to win a football game. They done an excellent job.

Mr. Bomboy - What about the other side? The disadvantage of totally losing
team in the same areas you are trying to recruit from. Did that do anything?

Mr. Whitby - You see the problem, Bob, when you ask a question like that
is that I a off handed I would say well it didn't seem to do us any harm.

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Because here we've we've gone from 1960 when we had or 1950 you know 1958 when we had 800 applications to 1967 when we had 2300 applications you see. So it seems to me that it hasn't a slowed the growth of the College at all. But on the other hand maybe we would have reached 2400 applications in 1963 if we had been winning. Who ~~x~~ knows? You can't tell. Its not But I I believe that for instance if Al Groh if he's going to do plays that we're ashamed of then we're either going to eliminate the plays or we're going to eliminate Al Groh you see. Follow me? And I think that you should have some pride. If you're if your're boys are completely outclassed then you have to look for a people that you can compete with. And as a matter of fact there there was no place ~~for~~ for us to go. You know that. I mean when you play a Swarthmore and and Havorford this is about the this is the low rung on the on the ~~x~~ college ladder for a for a football. Not that they should be criticized for it but this Mid Atlantic clique is not a is not a -