

KENNESAW STATE UNIVERSITY ORAL HISTORY PROJECT

INTERVIEW WITH HELEN S. RIDLEY

CONDUCTED BY THOMAS A. SCOTT and DEDE YOW

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for the

KSU ORAL HISTORY SERIES, NO. 39

WEDNESDAY, 19 OCTOBER 2005

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Interview with Helen S. Ridley  
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Wednesday, 19 October 2005  
Location: Dean's Conference Room of Willingham Hall

TS: Helen, we just start with everybody asking a little bit about where they're from and where they grew up, so I wonder if we can start with that.

HR: Okay. I came north to Georgia; I'm from Mississippi. I was educated at Rhodes College in Memphis for my undergraduate degree and Emory University for my master's and doctorate.

TS: I noticed in the catalog that it's listed as Southwestern; the change to Rhodes came later, didn't it?

HR: Yes. They changed it to Rhodes. They wrote me and asked me if I wanted a diploma that said Rhodes, and I said, "No." [chuckle] But they changed it. It's named after the president who was president of Southwestern when I was there, President [Peyton] Rhodes. He was a wonderful president, and they decided to change the name so it didn't sound quite so provincial or whatever. I have no idea because I wasn't there.

TS: Southwestern sounded provincial?

HR: Southwestern sounded provincial, or whatever the case may be.

DY: It's a private school, isn't it?

HR: It's a Presbyterian college, and it had when I went there about 600 students. It only has about 1,200 now. It's a beautiful place, just absolutely gorgeous. It's right across the street from the Memphis Zoo. I had never seen the school before I went there. I wanted to go to Ole Miss [the University of Mississippi]; that's where all my friends were going. My father said, "Absolutely not!" He had been to Ole Miss, and his daughters did not go [there]. But guess what? His sons did! [laughter]

TS: Now the daughters didn't go there because of what? Is it a party school?

HR: Obviously! That's why we wanted to go there! All of my friends were going, and I wanted to go there with them. So what I did, I said, "I'm going to punish him." I started looking around for the most expensive school I could find, and it was a church school—we were Presbyterians. So I thought, "No way; he won't send me there." And he did. And my sister, too. It was very, very good because they really set me on fire to learning. These were really bright, bright professors

we had—dedicated, fascinating. So that was when I really got into philosophy and all the good things. They had a course that every freshman had to take, and they still have a course similar to it. It was called “Man in the Light of History and Religion.” It was taught by a historian, a philosophy professor, and a Bible professor. It was a fascinating course. It just really enlightens you as to what the past was and what we’re indebted to.

DY: Did you have a Bible requirement there?

HR: Everybody had to take a senior Bible course.

DY: Because we had a year at Agnes Scott; we had Old Testament half the year, and New Testament half the year.

HR: No, we didn’t have to do that. Although I would say a good many of the young men that were in school there went on to seminary, Presbyterian seminary as a rule, and became Presbyterian ministers. They partied a good bit beforehand, so I guess they got that out of their systems! It was fun. In fact, I met my husband there. And my sister went there.

DY: What degree did you get?

HR: I got a Bachelor of Arts in Political Science. All of my degrees are in political science, [including] the master’s and the doctorate.

DY: I knew the master’s and the doctorate were, but I didn’t know about the bachelor’s.

HR: Political science.

TS: Was Southwestern a school that put teaching first or scholarship first, or how would you describe it?

HR: Actually, teaching and learning, I think. I mean, these were scholars, our professors. They were publishing. They were Rhodes scholars, well-educated men in the main. There were a few women but not many. They were all Ph.D.s, and there was no question of their scholarly bent and influence; but they were there to lead us. They professed and we listened. It was a different environment.

TS: What town in Mississippi did you grow up in?

HR: Laurel, which is down in the southern part about a hundred miles from New Orleans. Growing up there it had about 25,000 people. It’s a beautiful little town, and [Hurricane] Katrina came through, and I have two brothers who are still there. Laurel was famed for its huge oak trees, its gorgeous oak trees. My brothers tell me that there’s not a house in Laurel [now] that either doesn’t have an oak tree on it or a huge one in the yard up. I’m talking about big. One of my brothers lost forty trees. It will take years to get that back.

TS: For future reference: Katrina, the hurricane of 2005.

HR: Oh, yes; it was a beautiful little town.

DY: Tennessee Williams comes from there.

TS: Was your father an attorney?

HR: He was an attorney. I have two brothers that are attorneys.

TS: What was your father's name?

HR: His name was Paul Swartzfager, and they called him Polly. He wasn't the least bit effeminate, I can tell you! [laughter] He had a mustache. He was an old-fashioned attorney in the sense that he quoted poetry and the Bible, and he always felt that if he could get the jurors crying, he had it made. He would come up to tell my sister and me good-night stories, and they would either be stories that would scare the devil out of us or make us cry. Then he'd say, "Good night, girls!" So he was quite a colorful character.

TS: Jasper Dorsey told me a story once about his father, who was an attorney in Marietta. He would write anybody's will for free because he figured they'd be on a jury in one of his cases in the future.

HR: You've got to think about those things. I know when I was small, or in high school even, Daddy was the district attorney for awhile. There was a defense attorney from a neighboring town, Earl Wingo, who was almost as colorful as Daddy. So when there was a big case, Mother would take us to the courtroom, and we would listen to the arguments. This was the old-fashioned days; there was no air conditioning. The gallery section of the courthouse was very large because it was a spectator sport. So we'd go and listen to these flamboyant, wonderful arguments. My dad said, as he got older, that it just wasn't as much fun any more. It's very stylized and formal now.

DY: So sort of a *To Kill a Mockingbird* scene.

HR: Exactly. In fact, when I read that book, I recommended it to Daddy, and he said, "Well, there's nothing to that." [laughter] He said, "What's so good about that? That's just the way it is."

DY: I think we better maybe spell your daddy's name for our transcriber.

HR: Swartzfager. It means chimney sweep. I guess our ancestors were chimney sweeps.

DY: Germanic heritage, then?

HR: It's German. My dad had three brothers; all four of them were in World War II. After World War II, my dad ran for county attorney. My sister, my mother, and I would go out and knock on doors, give them a little brochure and say, "Please vote for my daddy." We had a number of doors slammed in our faces saying, "I'm not going to vote for that damn German."

DY: Oh!

HR: It was really shocking. But the "damn German" won! We won some, lost some. Then my husband was in politics. Bob's a lawyer. We moved back to Mississippi, and he ran for county attorney and won.

DY: Where did he hail from?

HR: He's from Atlanta. His father was a surgeon here. He came back and finished up at Georgia State while I got my master's at Emory. Then he went to UGA for law school.

TS: You went straight through to get your master's after the bachelor's, didn't you?

HR: Yes, I went straight through. Then I taught at the University of Georgia.

DY: I didn't know that, Helen. When did you teach there?

HR: When Bob was in law school. Let's see, we got married in '54.

TS: So you both came back to Atlanta, and then you got married while you were in school.

HR: While I was finishing up my master's. I got married in June and got my degree in August.

TS: And he was going to Georgia State?

HR: He was going to Georgia State.

TS: What was he taking there?

HR: He was just finishing up his bachelor's degree. He had been in the service during the Korean War and had come back. He had been called out with the Georgia National Guard, or the Georgia Reserve, I guess.

TS: And then where did he go to law school?

HR: University of Georgia.

TS: Oh, while you're teaching there, he's going to law school.

HR: Yes. I taught there in the political science department and worked for the Institute of Law and Government doing some research.

DY: Was it the Carl Vinson Institute then?

HR: It wasn't the Carl Vinson Institute then; it was just the Institute of Law and Government. Georgia was a much smaller campus then, I assure you. In fact, we got so excited when a pizza parlor came to Athens; it was someplace to go eat!

TS: Did you ever have any aspiration to go to law school and become an attorney like your father?

HR: No. My dad would have sent me to school forever. And every time I went back to get a degree, he really wanted me to go to law school.

TS: He did?

HR: When Bob went to law school, Daddy said, "I'll send you. Why don't you go at the same time?" Well, I didn't want to be in a competitive mode with my husband, and I didn't want to be a lawyer. Then when I came back to get my doctorate, the same thing: He said, "Why don't you go to law school?" Law is a litigious business. It's an adversarial process, and nobody's ever happy. As the daughter of an attorney growing up and as the wife of an attorney and associating with attorneys, I think the only thing an attorney does that makes people happy is when you do an adoption. Other than that, someone is always mad. You didn't get them enough; you didn't get them anything. They got sent to jail, and it's just somebody telling you the woes of the world. I mean, the calls coming in the middle of the night: "My husband's in jail. What are you going to do about it?" I'd say, "Well, honey, mine's right here!" I don't like the adversarial process.

DY: But yet you got into . . .

HR: Strange enough! I'll engage, but it's the "gotcha" thing. I know attorneys that just get stimulated by playing the game, and I don't see it as a game. And then the other part of it is, it's so boring. The nice clean part, the money part . . .

TS: So you didn't want to be a tax attorney or anything like that?

HR: I didn't want to be a tax attorney or a real estate attorney. The decisions you make as a young person, after you get older you look back; and if you'd known what you were going to have to do, it might have been different. But I really don't regret at all. I never anticipated that I would have to make a living for a family; that was just the way I grew up. But, fortunately, I've been able to.

TS: Right. I guess part of why I was asking that is, at the time that you were at the University of Georgia, there were some interesting cases brewing. Who was the black man that tried to get into law school at University of Georgia that became a federal judge later on?

HR: Horace Ward.

TS: That must have been a case that people were talking about all the time in the political science department.

HR: Oh, yes; they were indeed; and, of course, [about] that whole era through the '50s. And then after Bob graduated, we moved to Mississippi. That's where he practiced law, and it was thick down there.

TS: So did he go back to Laurel?

HR: Yes.

TS: I guess not back to Laurel but . . .

HR: He went to Laurel, yes. We moved back. I hadn't anticipated that we would, but we did. We lived there for about eleven years; all my children were born there.

TS: What year did he graduate from law school?

HR: In 1958, I believe.

TS: So you were there from '58 to '69 back in Laurel?

HR: Whenever I moved back to Georgia. I've been in Georgia thirty-four years.

TS: Thirty-four. So that would be '71.

HR: Yes. I moved here when my last child was born, and he's thirty-four. That's how I keep track of things.

DY: Yes, by your children's ages.

HR: By children's ages. That's my youngest son, you understand.

TS: If you came back in '71, was that to go straight into the Ph.D. program?

HR: No, I think it was a year before I went into the Ph.D. program because I had three young children, and then I had the new baby.

TS: But you're in Mississippi during the time of Freedom Summer and all those kinds of things.

HR: Oh, yes. And the integration. My mother owned a hotel and . . .

TS: What was her name?

HR: Her name was Gladys.

TS: And she had a hotel?

HR: Yes, she had a hotel. In fact, Bob's mother's name was Ruby, and my mother's name was Gladys. I never had any little girls, but I told my mother, "If I have a little girl, I'm going to name her Ruby Gladys". My mother told me, "I'll flush her down the commode!" I couldn't tell Bob's mother that; she wouldn't have thought it was funny. [laughter]

TS: No. Your mother didn't like her name?

HR: No.

DY: That's typical Mississippi humor.

TS: Were there any big court cases in Laurel that were civil rights-related in that time?

HR: My dad prosecuted Willie McGee for the last time.

TS: Tell us about that.

HR: Willie McGee was a black man who had raped a white woman. In the South at that time, there was no more heinous crime. The woman was never doubted because no white woman would say a black man raped her had it not happened. I mean, that was the way that the philosophy was.

TS: The presumption was that the shame would have been too great.

HR: The shame would have been too great. So he was convicted, and then there was an appeal and it had to be tried over. On the second trial, Daddy prosecuted him. This was a *cause celebre*. The guards were around the courthouse and the whole bit because the men (quote) were really angry. In little towns—and I think they still do it—on every Friday afternoon before a ballgame on Friday night, you have a parade downtown. I was in the band, and we were lining up for the parade. I knew this trial was going on; I had to have been in high school. I was talking to one of my friends, and I said, "They're trying Willie up there." We were right next to the courthouse, so we said, "You think we can see him?" So as young people are wont to do, we ran up to the courthouse. We went up on the second floor where the courtroom was and stuck our heads around trying to see the defendant. Well, about that time my dad turned around and saw me, and I scooted out of that place just as fast as I could! [laughter] But he hadn't forgotten it when he got home. Anyway, Willie was convicted and sentenced to die in the electric chair. At that time, Mississippi had a traveling electric chair, a portable one that they carried around. So when the appointed date arrived, the portable chair was brought to the jail, and the National Guard came in accompanying Willie, guarding the courthouse. My dad and the judge and somebody else had spent the day down in district court in Gulfport where a stay had been requested. They were arguing against the stay in the federal court in Gulfport. So they came back in that night, and there was a crowd gathering around the courthouse. They were



going to go get him. My dad and I think the judge spoke to the crowd, tried to get them to go home. They didn't know about the stay, whether it was going to be granted. So people were very, very angry. I remember that because we were on the edges of the crowd and [could feel] the anger of the mob. They were trying to talk to them and get some sense in their heads, and it's not an easy thing to do. It still moves me [said with emotion] to think about it now. So that was one case. And I noticed that [attorney] Constance Baker Motley died just recently. My dad had some cases with her on appeals, and he talked about that uppity you-know-what. He was very Southern. Women lawyers were not prevalent, period; but black women lawyers—forget it. And black lawyers coming into the South, you know, I mean . . . Can I say he was racist? Yes, he was racist. But he was not overt in the sense that he wasn't mean-spirited. I have to say that. But, yes, I grew up in a racist environment. There's no question about that.

DY: Most of us who grew up in the deep South did.

HR: Yes, you had to.

DY: It was in the air you breathed. That's why we can be effective today.

HR: That's true.

TS: What brought you to Atlanta in '71?

HR: Well, Bob decided he wanted to move back to Atlanta for a lot of reasons. He came up here and took a job as assistant district attorney in DeKalb County, and then moved over to Fulton County. One of the more interesting cases he prosecuted out in DeKalb County involved a young woman [Barbara Jane Mackle] who was kidnapped and put in a coffin. She was held for ransom. Do you remember that case?

TS: That was in the papers everywhere.

HR: That was all over the place. Well, that was one of his cases.

TS: She was rescued.

HR: She was rescued, and they got the guy [Gary Krist]. They prosecuted him out there in DeKalb County. But in any event, Bob had come back up here and was coming home every weekend. It was about a 350-mile drive, and that went on for almost a year.

DY: Were you taking care of the children on your own?

HR: Yes, I had three children then.

DY: So you were a single parent in effect.

HR: And then I became pregnant, and that was when I said, “This is over. You’re either going to come back here, or we’re going to come up there.” Roger was born in June, and we moved in August back to Atlanta. When we came back to Atlanta, I decided that I wanted to do something different with my life. I had played lady for all those years, and my lady days...I thoroughly enjoyed it. I was president of the National Association of Junior Auxiliaries, which is the Junior League in towns of under 50,000. I’d had a great time.

TS: Doing the volunteer bit?

HR: Doing the volunteer bit, yes. Taking the children to the country club swimming—you know, just an idyllic life in so many ways. But I had decided that was fun; now I was ready to move on to some other plateau. So I looked at Emory again for the Ph.D., and they had changed the language requirements. When I got the master’s, in order to get a Ph.D., you had to be proficient in two languages. Well, I wasn’t really proficient in one, but I got by! Then it changed to statistics, and I thought, “Okay, I can do that.” When I went back, I kept asking Bob, “Will it be bad to be a doctoral dropout?”

TS: Because of the language requirement?

HR: Yes, because of the language requirement. But anyway, I looked at that and said, “I can do that. I’m just going to go back to Emory and get my doctorate.” My mother swore I did it to get away from all the children, but I said I could have found an easier way. I went to Emory, and I did my doctorate in two years. If I hadn’t done it in that two years, I never would have done it. I would cook their dinner and leave it on the stove—most of my classes were at night—and Bob would serve it. I would go to Emory, then come home and sit up half the night, which I sure can’t do now, doing my work. I was determined it wasn’t going to upset the household, and it really didn’t. We continued a social life, and I finally got a very good housekeeper who came and helped me.

I went out to Emory one day and Robert, my third son, was home sick or something, and Roger was still a baby. By the time I got to Emory, my neighbor had called and said that Robert, who was about six or seven or eight, had come over to her house and said the maid is acting crazy. So Sandra had gone over next door and discovered the maid was drunk. So Sandra had taken the maid to the bus stop and told her good-bye and was keeping the kids until I raced home. We were lucky in dodging the bullet there. When I got home, Robert said, “Mama, she was just acting so strange.” I finally got somebody that I could trust that could help me there, so I managed to get through.

TS: Right. Well, you had a criminal justice concentration or something, didn’t you?

HR: I had a judicial constitutional law concentration.

TS: Oh, yes. When you came to Kennesaw, you were teaching criminal justice, weren’t you?

HR: My dissertation was on plea bargaining. Bob was at the district attorney's office in Fulton County at the time. Those assistant district attorneys answered my questionnaire, and so did plaintiff's attorneys. I got a real good response because Bob took it to them. So I did an empirical study of plea bargaining that was being carried on in Fulton County.

TS: What did you find?

HR: Just what I had anticipated. It's ridiculous! [laughter] Most cases are not tried; most cases are bargained. There's nothing wrong with it if the bargainers are equal. When it gets bad is [when] you have some criminal attorneys that never, ever go to court. They plead all their cases. Well, now you go up against a prosecutor who goes to court every single day, has a heavy caseload. You go up against a prosecutor that's not afraid to go to court, quite willing to go to court—"put it on the list." Then, obviously, you're not exactly equal. So the courts have spent a lot of time trying to determine what's a fair plea bargain, that's knowingly made, where you know what you're doing. It was an interesting study. I had read a lot, studied a lot on the whole judicial process. So when I came here, Georgia State was teaching criminal justice courses for us.

TS: Here at Kennesaw?

HR: Here at Kennesaw. When I came to Kennesaw, Georgia State was teaching criminal justice courses. Dr. [George H.] Beggs asked me if I could teach the criminal justice courses, and I had enough hours in criminal law and various other things that I could qualify to do it. I did go back to Georgia State to take two courses, I believe—graduate courses in criminal justice—just to make sure the credential was there. So I took over teaching. We had an associate degree, and we offered five courses in criminal justice, and I taught all five courses.

TS: So this is before Bob [Robert H.] Hedrick and Johnnie [D.] Myers.

HR: Oh, yes, this is before Bob and Johnnie came in. The first time I walked in the class is when the government—the LEEP [Law Enforcement Education Program] money—was available to encourage police officers to go back to school. One of our classes started at four o'clock in the afternoon because that was a [police] shift change. They'd come straight from work in their uniforms with their guns and the whole bit. [They were] mostly guys, and you could see the first day I walked in, they looked at me saying, "What in the world does she think she's going to teach us about criminal justice?" Well, we had to have a Come-to-Jesus meeting and understand what I was going to do. I knew what I was doing; I hoped to God they knew what they were doing. But it was a good experience. I taught all five of the courses—developed them all and taught them all. Then the program was growing, so we hired Johnnie Myers. Then we hired Bob Hedrick. I got out of teaching criminal justice and got back into teaching constitutional law and judicial process.

TS: You came to Kennesaw in '75, so we were still a junior college at that time.

HR: Was it '75 that I came?

TS: Yes.

HR: Okay, yes. I think we were a junior college for two years?

TS: Actually it was '78 before we offered upper-level courses, but '76 was when they approved four-year status.

HR: So it was right soon after that. Yes, Kennesaw was very, very small. When I was hired, I called my dad and told him. Of course, he said, "What are you going to make?" And I told him, "Dad, I'm going to make \$11,500 a year for nine months." He said, "That's okay, honey. Go ahead and take it. Something better is bound to come along." I told George Beggs that, and he would ask me every year, "Is your daddy any happier with your salary?" And I said, "No. Nor am I!"

TS: I guess '78 is when salaries really jumped up, when we started offering junior-level courses.

HR: That was a good thing that [Horace W.] Sturgis was able to get for us: in one grant, the full implementation to a four-year status. I know Clayton State took about five years to get it. But he got it all for us in one year. So suddenly the salaries went up. They didn't leap, but they went up. The first year I was here, there was a budget crunch and there were no raises. So we didn't have the faculty retreat. Back then they took the entire faculty off for a two-day retreat.

TS: Right at the start of the school year.

HR: Right at the start of the school year. So the second year I was here, they had a retreat down at St. Simon's, and we stayed at Epworth by the Sea.

TS: A Methodist place.

HR: A Methodist place. They had to—what is it? After we left, it probably had to be exorcised.

TS: Sanctified again?

HR: Sanctified again. Dr. Sturgis was interesting. He would come for the day, but he would leave for the night.

DY: When the revelry began?

HR: He didn't want to be a part of any of it. We had a good time. We had a beach party, a fire on the beach, and all this kind of good stuff. Blanche's Courtyard

was operating then, so we all gathered up and went to Blanche's and danced all night. Then we did have to sit in those meetings all day long. That was tough.

DY: What kind of meetings were they then?

HR: Just general faculty meetings where we talked about the year.

DY: Sort of what we now call strategic planning with all the faculty involved.

HR: Yes, to a certain extent. Sturgis asked me to be parliamentarian of the faculty so I said, "Okay." So I was parliamentarian of the faculty. Then a couple of years later, we had a retreat up at Cohutta Lodge. I believe it was Cohutta. I don't recall now. But, anyway, we had a retreat. And Dr. Sturgis had not been happy with me in the faculty meetings. We had a faculty meeting every month, and you went to the faculty meetings—the entire faculty did. We were much smaller, but everybody went. We were into trying to develop statutes or refine statutes and various other things, which always for years was the most contentious item you could possibly deal with because in it were grievance [policies] and everything else. There were no rules here that were published. So I would insist that we follow *Robert's Rules of Order*. I wish that somebody would have told me it was *Horace's Rules of Order* we were supposed to follow and not *Robert's*. I needed to be clued in; however, I was not. So he abruptly adjourned one faculty meeting because he was so furious with my ruling. He called in a couple of faculty members—Virginia [C.] Hinton and Cary [Carol L.] Turner. He told them, "I understand *her*,"—meaning me—"but I don't understand you two supporting such." [chuckle] We had a group of what was called *uppity women* at the time that several of the guys that were running the show were not comfortable with—I don't think they were comfortable with women, period; but they sure didn't want any that spoke up in meetings or thought maybe there was a better way. I wanted to know why. That was all discouraged. So we got to this retreat, and no word to me. In fact, Dr. Sturgis had never said a word to me. He stood up at the beginning of the meeting and said, "We want to thank Dr. Ridley most sincerely for her service as parliamentarian. Ron [Ronald H.] TeBeest will be the parliamentarian now." [chuckle] He got a large charge out of that. I felt like I had been stripped of my epaulets; they had taken off my stripes. So that was my short time at being part of the top administration.

TS: You know, one thing that we haven't really talked about yet is why did you come to Kennesaw?

HR: Well, I was finishing up my degree, and I had done some part-time teaching for DeKalb College and for Georgia State. I realized that I really wanted to get back into teaching, so I started looking around. And because I lived over in East Cobb, Kennesaw seemed like a good spot.

TS: Ya'll were living in East Cobb?

HR: Yes, we lived in East Cobb then, just right over the Chattahoochee River.

TS: Indian Hills?

HR: Well, it was even closer than that. It was River Hill. Indian Hills [Subdivision] was just beginning at the time. Parkaire Airport was there, and there was no mall. We had lived in Atlanta before, downtown right on Penn Avenue. Everything was right downtown when we lived there. There were no shopping centers; Lenox wasn't there. You did all the shopping downtown. So I felt like when we came up here and bought a house across the river in Cobb County that we'd gone halfway to Chattanooga. There was nothing out there. There was no place to eat; there was one service station until you got into Marietta. But it's certainly not like that now. In fact, I couldn't even buy my house now.

TS: So you were basically limited to the Atlanta metropolitan area.

HR: Oh, yes; very much so. Since I have been here [at Kennesaw], I've had a job offer that I really wanted to take. This was many years ago. I had been here maybe four or five years max, and I was invited to come and be the chair of the political science department at Rhodes College.

DY: I bet that was so tempting.

HR: Yes. You know, the place that you always wanted to go; I really wanted to go. But I had four children and a husband, and he wouldn't go. So I couldn't see how I could possibly do the job and take care of those four children.

DY: What an honor for you!

HR: I felt very pleased. But I had to pass it by.

DY: Well, we're glad you did.

HR: [laughter] Well, you know, it's a mixed regret; it's a bittersweet type thing. Yes, I'm glad I was asked. That made me feel good. I had no idea anything was up. They'd invited me down to give a lecture on some special event type thing. I thought, "That's neat." So I went down and met the head of the department, liked him very much. They entertained me graciously, and I made my little lecture. It seemed to be well-received, and I thought no more of it until I get a call from the dean of the college saying he was going to be in Atlanta, and he wanted to talk to me. It was just like that. "We'd like for you to come, like tomorrow." Because the guy that was the head of the political science department was going to Ole Miss to get an MPA [Master of Public Administration]. He had a doctorate, but he wanted an MPA.

TS: This is four or five years after you came here?

HR: Yes.

TS: So that's right at the end of the Sturgis era.

HR: Yes, it was getting toward the end of the Sturgis era.

DY: So it was pre-Betty [L. Siegel].

HR: Pre-Betty.

TS: Maybe we ought to jump ahead to that period when Betty Siegel comes in '81, and she appoints you to chair the View of the Future Committee. That would have been in '82, I guess.

HR: The View of the Future Committee. *The View of the Future* was actually presented in May of 1982, the report.

TS: The report? Okay, I guess it started immediately in the fall of '81.

HR: It started in '81. I think my notes go back to '81.

TS: She came in the summer, if I remember correctly.

HR: It's hard for me to recall. In all this stuff which I have not looked at in years and years, I've got notes of the various things.

TS: Well, at any rate, she was here at the start of the fall quarter. I guess she didn't waste any time appointing this committee, did she?

HR: No. See all the dates in here [in Dr. Ridley's file on the View of Future Committee]? This is '81, and on 10-15-81, Dr. Seigel had a meeting in my office to discuss the proposed committee.

TS: Met in your office?

HR: We met in my office. And on the 19<sup>th</sup> again with Siegel. Then on the 26<sup>th</sup> a meeting with the committee and Siegel. The 29<sup>th</sup> [was] a planning session; the 30<sup>th</sup> a meeting with Siegel. So October of '81 was a busy time in getting this thing off the ground.

DY: How were the members of the committee identified, Helen?

HR: I think we looked to get a cross-section.

DY: Were they all faculty?

HR: No. I'll just tell you who they were, which is what you need. It was faculty and staff.

DY: But no administrators.

HR: No administrators were on the committee. No president's staff—Roger [E.] Hopkins, Carol [L.] Martin, Dean [Eugene R.] Huck, and I don't remember who

- else—participated in the discussions. We started off with everyone participating in the discussion, and the complaints soon came hot and heavy.
- DY: You're saying these that you just named did participate?
- HR: They did participate initially. Everybody participated . . .
- TS: And dominated?
- HR: And dominated. That was pretty much a major complaint. So we divided up. The whole faculty was put into small units. In fact, here it is.
- TS: Everybody was on one committee or another.
- HR: The entire faculty were put on one committee or another. The first meetings we had were in the Student Center because we didn't have any large place to meet. So we divided up; Judy [Judith Ann] Mitchell was the facilitator on the balcony, and Ross [E.] Young was the facilitator downstairs. Pam [Pamela J.] Rhyne was on the balcony, and Inez [P.] Morgan was in the counseling office, which was over there. Jerry [D.] Sawyer was on the balcony, and there were sixteen to seventeen people in each group that they were to facilitate as we worked up various things. In the beginning, all the administrators were involved, but there was a lot of tension between the administrators and the faculty, much more so even than there is now, I think.
- TS: That was a carryover from the previous administration.
- HR: Sturgis, yes. Because in the previous administration, nobody knew anything except what they were told after the fact. I think I told you this, Tom: George Beggs came by to see me one day and said, "Dr. Ridley, we're not going to tenure you this year." I had prepared nothing—you prepared nothing [at that time], and "we are not going to tenure you this year." I said, "Okay. Is there a particular reason?" He said, "Some think you have a bad attitude, and you need to correct it." *Who, me?* I said, "Okay, give me some examples so that I'll know what to correct." He said, "I've never seen it, and your colleagues have never seen it; but, nevertheless, you have to correct it." I said, "Well, rest assured I will." So it was taken care of. In any event, about a week later he came back and said, "Dr. Ridley, we've realized that if we don't tenure you, we can't keep you." I said, "Well, that's a relief." So I got tenured. And that was the way the decisions were made.
- TS: If I remember correctly, the decisions were made by just that small group of administrators—Sturgis, Huck, Beggs, [John C.] Greider, Herb Davis [the president, academic dean, and division chairs]—and that was it.
- HR: That would be it.



DY: Did we not have anybody representing students? I mean, an administrator. Not anybody representing student views?

TS: I don't think they were involved in the promotion and tenure decisions.

HR: And that was the way decisions were made about everything.

DY: Sort of a cabinet?

HR: You were just told.

TS: Well, Dr. Beggs came by, I remember once, and told me to prepare a three-page vita . . . that I probably wasn't going to get it this year, but he wanted to get my name for next year. And that was the way it worked.

HR: That was the way it operated. There is a list of all the faculty members that we took from and put them on one of these groups. So we had those first meetings.

TS: You were going to say who was on the big committee.

HR: Oh, okay. This is the View of the Future Committee: Hugh [C.] Hunt, Judy Mitchell, Tom [M. Thomson] Salter, Duane Shuttlesworth—do you remember him?

TS: Oh, yes; psychology.

HR: Mary Zoghby, Jerry Sawyer, Pam Rhyne, Inez Morgan, Ross Young, and Marty [Martha M.] Giles.

TS: I've forgotten what Ross Young did.

HR: Ross Young was director of Personnel Services.

TS: That's right. And Marty Giles was in the library.

HR: Marty Giles was associate librarian; Inez was director of Counseling and Testing.

TS: That's a good committee.

HR: It was a real good committee. If I recall it, Dr. Siegel and I put it together. These were my recommendations, looking at a cross-section of the colleges and the people. Hugh was from philosophy, Judy was from education, Tom was from art. Shuttlesworth was psychology, Zoghby was English, Sawyer was business, and Pam Rhyne was science. Then the other three were staff.

DY: I want to go just one step back and ask: How did Betty identify you as the point person, as she says, for this enterprise?

HR: Well, it wasn't something that I volunteered for.

DY: I didn't figure it was, Helen.

TS: Seeing as how you'd been a troublemaker. [chuckle]

HR: When Betty came here, I participated in some of the faculty sessions, conducted them or whatever the case may be.

DY: For coffees that she had?

HR: No, not coffees. I ended up being her guide, taking her around to various places. I remember after she had made a talk to a group of faculty, we went to my office. It was over in the Social Science Building.

TS: Are you talking about when she was applying for the job?

HR: Yes, she was applying for the job; she was being interviewed for the job. She went up with me to the office, and we sat there and chit-chatted. It was so refreshing because of several things that she asked me. First thing was, "How did I do?" I couldn't imagine Sturgis ever asking me how I did, or Beggs asking me, so that was refreshing. And then we were getting ready to go into a meeting—we were just standing there—and she looked at my earrings and said, "Are those real?" [laughter] So I thought, "Okay, this is a different environment."

TS: Dr. Sturgis would not ask that.

HR: Dr. Sturgis would not ask that; he probably wouldn't have noticed whether I had on earrings or not. So I had gotten acquainted with her on that basis. Then when she came here, she began to call on me to do various things, so I did. I guess you'll have to ask her why because I never asked her. She came to me and said what she wanted. Actually, like I said, she came to my office. She came to me and said what she wanted and asked me if I would chair such a committee. Well, I had several issues with it, the most important being the antagonism between the administration and the faculty, which was large—the distrust. Nothing was transparent; transparency wasn't a word they even knew. [There was] bad behavior on the part of a lot of male faculty in the way they treated women, and nothing was being done [about that]. In fact, the women were not even to raise the issue—things that wouldn't fly now at all. So the idea of administrators and faculty sitting down together and having a discussion that was meaningful just hadn't happened. We had these faculty meetings every month, and we had retreats. Now faculty would sit over in the Student Center, and everybody would be full of whatever's. And then you'd get in a meeting and someone would stand up to express that [opinion], and you'd look and there was nobody behind you. Absolutely nobody.

DY: I've been in that position before. I know how that feels.

HR: That's how some of us got to be troublemakers, because we were expressing that. And I was older, please understand; this wasn't my first shot. I was forty-one or

forty-two years old by then, and I'd had several different lives. So I wasn't just being invented, just getting out of school. I guess I was more assured in many ways. I mean, [I had a sense that] "I don't have to have this; my future is not at stake." I valued myself, probably too much; and I had a short temper. Ed [Edwin A.] Rugg says I've mellowed, but I'm not sure. I think I've just gotten tired.

DY: Maybe Ed's mellowed.

HR: That would be interesting.

TS: Well, this is thirty years down the road from your bachelor's degree almost.

HR: Yes. So I'd had experiences, and I just wasn't caught up in this; and having a bunch of men telling me what to do without giving me some rationale and some choice just didn't sit that well with me. I hadn't worked to get a Ph.D. and do all that kind of stuff to then be ordered around like I didn't know squat from izzard. That was not acceptable. So, anyway, Dr. Siegel met with me and asked me if I would chair such a thing. I think she thought, and this is my speculation, that I had the respect of the faculty because they'd seen me slaughtered a number of times and that I could bring a faculty group together along with the staff. She had four areas she was concerned with: the quality of professional life at Kennesaw; publics served by Kennesaw; the mission of Kennesaw; and personalizing the teaching and learning process. She suggested that the forum for discussion of these topics should be the regularly scheduled monthly faculty meetings. So we set up the first meetings, as I said, in the library where we could have these small groups. We assigned every faculty member to a group, and almost everybody came, which was the interesting phenomenon. The first meeting was over in the Student Center, and they asked for a place afterwards that was quieter; it just wasn't conducive. At that time, the fourth floor of the library was unfinished. So they let me figure out a configuration for the fourth floor of the library where we would put a stage up and do all the things we needed to do. So we had a place where we could come together and yet where we could get off into our different groups. Golly, we had I don't know how many groups, but I've got them all here. There was a task force on the quality of professional life at Kennesaw, and then under that you would have scheduling, faculty development, research, faculty development skills and techniques, academic freedom, advisement and registration, support services, and evaluation. And then topic two: publics served by Kennesaw College, recruitment, facilities and services curriculum. Then the mission, and personalized learning and teaching. Those were the areas.

DY: So there were no standing committees at the institution?

HR: We had two standing committees. One was a council because Roger Hopkins and I used to fight in that council all the time. It had faculty and administrators in it, and they called it the Administrative Council or something like that. Then there was another one, but I'm not quite sure what the name of that was. And so things

would come through the Administrative Council, and Huck presided over the Administrative Council; the dean presided.

TS: There was a Student Affairs Council.

HR: Student Affairs Council, I think that was the other one. What governance there was came through that.

DY: So there was no Faculty Senate, no Faculty Council?

HR: No, none of that. All that's been since. There were approximately 170 faculty members at that time, and they remained in the same discussion group through all discussions. Then after the first meeting, the complaints came in to me, pretty strong and heavy, about overbearing administrators cutting off discussions, stifling people, who were scared to say anything. I talked to the president and so we excluded—she agreed—from the group discussions the president and her staff (the dean of the college, the dean of students, the controller, and the director of development and public service). So they were excluded. It was debated whether to leave the division chairs in. But they were told to behave. And we did make sure that no facilitator was facilitating a group in which their division chair sat. So none of Greider's people would be facilitating a discussion with Greider in it; none of Beggs' people [a discussion with Beggs in it]. There was this great concern about retaliation. I got from [Betty], and I assured the committee when we first got started, that she assured us there would be no retaliation whatsoever and that we would be protected. What I said was, "Nobody's going to want to say anything; nobody's going to want to do anything because of the great fear of retaliation." So I had her personal assurance, and "we have straight access to you."

TS: To the president?

HR: Yes, to the president. She agreed to all of that and said that was the way she wanted it. So she was in on it from the get-go. We sent her constant reports. She came to a number of our meetings, and it was a very successful endeavor. As you see, that's a pretty thick report; it's a pretty detailed report.

TS: At least an inch thick, it looks like.

HR: Yes, it's a detailed report, and here in each one of these—the mission of the college, personalized teaching and learning, task force on evaluation, faculty development—research, faculty development skills and techniques, scheduling. Look at scheduling [the size of the file]. Scheduling was a big issue, trying to figure out summer scheduling. We were on a five-day schedule.

DY: Well, I'm assuming that then as now, scheduling can be punitive.

HR: Oh, sure. It was tough because we had night classes going up until 10:30, and then you could be scheduled for an eight o'clock class [the next morning]; and

that was not good. Support services and advisement and registration—[Betty] wanted specificity and details, and she got them. I had a meeting of the committee at my house. Ross Young and I were talking, and he said, “Helen, Dr. Siegel’s just got to understand, you can’t love everybody and make them good!” The age old question was what to do with these administrators that had been so accustomed to dictating under Sturgis exactly how it was going to be and not expecting any kind of rebuttal or anything else. So when [Betty] took her staff out of there, that helped enormously. Roger, bless his sweet heart, was very resistant to anything, very resistant. And Huck was pretty resistant. Carol Martin wasn’t really a problem, but those two were. So we got those two out and let the division chairs in, and the division chairs were smart enough to realize the wind had changed.

DY: For the moment at least I guess.

HR: Yes. So they behaved themselves; they didn’t dominate. The reason we argued over keeping them in—some of us did; others wanted them all out—was that they needed to hear this. It had already been established that once it was done, this report, we would meet with the president’s staff. We did that on a one-and-a-half-day retreat.

DY: You said it was a very successful endeavor; successful in the process and in the product?

HR: In the process and the product. What Betty wanted—and you’ll see if you ever look in here—you’ll see that there are some long-range goals that would take awhile to do and need more discussion to work out, but the [report] framed them. And then there are things that could be done immediately, and she wanted that specificity. Parking was a major issue. There was no parking for faculty, no reserved parking, and faculty was up in arms. I know I would come in here in the morning early and leave late in the evening and couldn’t remember where in the world I’d left my car. It was very inconvenient. But during the ’60s they had given up parking; probably Tom and others—

TS: We were young then and we could walk!

HR: Egalitarian. They gave up the bathrooms; they gave up the parking. That was a major issue, and it was an even bigger issue for staff than it is now. So it is full of some lofty goals, but it’s full of specificity.

TS: Betty Siegel, we’ve interviewed her five times now, and she always talks about this committee and what she perceives as the great achievements of the committee. I just wonder what you see as the things that were implemented here that came directly from the committee report.

DY: Good question, Tom.

HR: That is good, Tom. I'd have to think about it a little bit. A different style of governance. I think it helped her realize that some drastic changes were going to have to be made if she was going to have the successful tenure that she wanted—the type of tenure. That this was not some place she could come in and just keep on trucking; that things were going to have to change. Reorganization was one; we reorganized. We became colleges; we got rid of the division chairs.

TS: Right. Went to departments.

HR: Went to departments.

TS: So that came straight from the committee report?

HR: Reorganization of the college was a major suggestion. [The old system] was a junior college model, and we were now a senior college; we needed to move beyond the junior college model. So I think that was one of the things. And then [there was] the idea that the faculty and staff needed a voice and that they had not had one. They had a voice through this, but it had to be institutionalized. Then thirdly, perhaps, there had to be a procedure that was transparent, a process for promotion and tenure. Now we've gotten one that's so convoluted you still don't know what's happened.

DY: But at least people have recourse.

HR: People have recourse and people understand. We've gotten it a little bit too complex, but nevertheless, we've gone from absolutely nothing . . . as Tom and I said, you were just told you either did or you didn't, and that was it. They took your vita, maybe, and looked at it. So there had to be some type of procedure. And in relation to academic freedom, division chairs were not to meddle, basically, but to let people run their own classes. I think that was handled to some extent with getting department chairs. The dean was not to meddle—because the dean was heavily involved in personnel matters—going out on his own to call students at home and ask them questions about professors, those types of things. So I think that kind of surfaced as to why there was no trust. Those were some of the major things. I think, as I look back on it, it set the blueprint. [Betty] took it as a blueprint, and it was something that did come from the faculty and the staff. Now, when we presented it to her staff, of course, there was resistance.

TS: Her staff, meaning . . . ?

HR: Roger [Hopkins] and Carol [Martin] and the ones that I listed.

TS: What we would call the cabinet nowadays?

HR: What you would call the cabinet now. When we presented, they kept referring to it as “my committee” and “my report.”

DY: Personalizing it.

- HR: Yes, “my committee” and “my report.” Of course, it was her committee and her report. But it was personalized. [They said] that we didn’t have all the data that we needed and yuckity, yuckity, yuckity. That was her job, not mine. But she did reorganize the college and established the schools. Of course, our college of Humanities and Social Science was [the School of] Arts, Humanities and Social Science at that particular time. Growth has been phenomenal since, and those principles that are enunciated [in the report] are—some of the issues are still out there and they always will be: scheduling, summer schedule, because we continue to grow. But she had to make a real change, and she did.
- TS: I’d love to read those reports, particularly what you all said about scholarship.
- DY: We need to do that before we start writing the history, too.
- HR: Scholarship is in there. Duane Shuttlesworth was the facilitator of that group. We had people that were doing scholarship at that time. Of course, we were making the shift, beginning to emphasize scholarship, pay attention to scholarship where it hadn’t been paid attention to before. So I don’t think any area wasn’t covered, from the Bookstore on; it hit everything that was going on out here.
- TS: Did the CAPS [Counseling, Advisement and Program Services] Center come out of this report?
- HR: I haven’t reviewed this thing in years, but as I recall, there was a request for something for students, a place where they could go and get some counseling and various other things. Inez was in that, counseling. But since we were growing, we needed to have some type of resource where we could send students, and we needed a resource for students [who were seeking] jobs. So that was a little kernel there. I can’t think of a thing on this campus that we presently have that didn’t come out of there.
- DY: As I looked at these categories, I thought about CAPS and then the publics served by KSU.
- HR: The publics, we looked at those. The publics we were presently serving; serving the international student.
- DY: So it was very prescient in a way, but it was also mapping where this institution was going to go. That’s sort of phenomenal, isn’t it?
- HR: Short-range recommendations of off-campus courses.
- TS: I just wonder how many institutions have ever had a study like this, that really does map where the institution is going to go, that a president would take seriously.

DY: Well, it seems like a wonderful convergence, or confluence, of the woman in the moment. She came in with her leadership style, and she found a group of people ready and willing . . .

TS: Right.

HR: Well, it was a young faculty—some of us not quite as young in age—but it was a young faculty, a young institution. Nothing was set in stone, and that has been the marvelous thing about the growth and development for somebody that comes here. You can do anything you want to do.

DY: That's what we keep hearing.

HR: I hired a young man when I was chair of Political Science and we had geography [in the department]. We wanted to move into GIS, and GIS Ph.D.s are hard to come by.

TS: Geographic Information Systems?

HR: Yes. This young man had just received his degree. He had been offered a position at another extremely prestigious university with a big GIS department, and then our offer. We didn't have anything, but I told him, "You've got to do what's best for you obviously, but let me point out this: You go there, you're going to be carrying somebody's water and books for a long, long time. You come here, you get to design the whole smash." And he has.

TS: Who are you talking about?

HR: Mark Patterson. I just talked to him a few minutes ago, and he just came back from Argentina where he's setting up an exchange program. That's the type of opportunity that's always been here for a faculty member that wants to and has ideas. Most of us don't say "no"; we say, "How? Let's find a way?" As Beggs used to say, "You've got to take it out of your hide first. But if you take it out of your hide and you get it going, then you get support."

TS: Well, I know that was true in my case that I could do what I pleased. Why don't we just ask, after you got through this committee, where did you want to go with your career? How did you define what you wanted to do?

HR: I always liked being a professor. Professing is what I do best! I had no administrative designs. When we became departments and George appointed Willoughby [G. Jarrell], I wasn't chagrined; I wasn't surprised. George and I got along, but George didn't want me at the table, which I can understand. I recognized that; so, good and fine, I did what I wanted to do. Willoughby was very supportive of what I wanted to do, and so I was able to do a lot of things.

TS: You all had offices right next to each other.



HR: We shared an office over in Social Science, and then Business moved out of downstairs.

TS: Right, those two corner offices.

HR: Right. It was summertime; in fact, I was acting chair. [Willoughby] had gone somewhere for something, India or something, and I grabbed those two offices for us. So that's how we got our offices. We got along quite well at that time.

TS: Later on, Fred Roach and I had those two offices.

HR: They had windows. We had been upstairs without windows, two of us.

TS: They weren't great offices, but compared to everything else they were.

HR: Oh, my gosh; they were luxurious—the Cadillacs of the Social Science Building.

TS: Right.

HR: I remember coming in when Willoughby and I were sharing the office over there, to show you how little we were considered on anything or even told about anything. This was summertime, and we came in—we both had evening classes, like six o'clock—and our office was in shambles. The painters had gone in and covered up everything, all of our notes and everything. I thought Willoughby was going to stroke out, she got so mad. I thought she was going to spray paint all of them down the hall. If you can believe [this], I was calming her. So I got off an e-mail to whomever at the time and said, "For God's sake, you could give us some notice." We weren't considered; they were going to paint, whatever the case may be. But anyway, she was chair, and I kept doing the things that I liked to do.

TS: And you were working with Model UN [United Nations].

HR: Ann [Ellis] Pullen and I created the Model UN, and I directed it for years.

TS: And didn't you advise the pre-law students?

HR: I advised all the pre-law students, taught all the legal-related courses, created every legal-related course that we have. I was on the Bicentennial [of the U.S. Constitution] Commission for the State, appointed to that.

TS: Okay. Did the governor appoint you?

HR: I was appointed by Governor Joe Frank Harris. The big kickoff was in Philadelphia; I've got a picture in my office. I don't know whether you've seen it or not; it's balloons with the American flag behind this podium right out in front of Independence Hall—a gorgeous picture. The thirteen original states are represented on the platform, and they had the governor and a representative from

the state bicentennial commission. Well, I was the representative from Georgia, and Joe Frank was supposed to be there; he was the only governor who wasn't there. And the vice president was George [H. W.] Bush at the time. And James Earl Jones was the master of ceremonies.

DY: Oh, wow!

HR: And to hear James Earl Jones introduce you . . . [laughter] I still get chill bumps! Yep! So that was exciting. And then they put tents up that night and had a big banquet out behind Independence Hall. They had some kind of extremely rare champagne that we toasted with and all. The head of our delegation was the Chief Justice of the [Georgia] Supreme Court, Tom [Thomas O.] Marshall, who looked the role of the Supreme Court.

TS: You couldn't have had that extremely rare champagne if Joe Frank was there.

HR: No, that would have been bad.

DY: Was there any kind of representative at all from the governor's office?

HR: No.

DY: That's too bad, isn't it? Who was lieutenant governor for Joe Frank Harris?

TS: Zell [Miller].

HR: Nobody showed. I mean, that chair next to me [was empty]. And all the other governors were there. It was quite an impressive event, and being on that commission was very exciting. Then I was appointed to serve on a number of other commissions for the court: the Gender Bias Commission, which is by the Chief Justice—

TS: Chief Justice of the Georgia Supreme Court?

HR: Yes.

DY: Who was . . . ?

HR: Tom Marshall was still chief justice. He appointed me to several commissions of the Supreme Court. Then I was appointed by another justice to the Georgia Court Interpreters Committee, and that was a spin-off of the Gender Bias Report of the different bias reports that we did. We did three of them and held hearings all over the state. I was one of the few non-lawyer, non-judicial persons who participated. I'm on the Unauthorized Practice of Law Commission for the State Bar now, and I was on the Bar Disciplinary Committee—one of the few who were non lawyers appointed to those.

TS: Disciplinary? When a lawyer gets out of line?

HR: When [there is] a complaint. So I had some interesting times with that. And, back at the farm, I had a great group of pre-law students, and we did Model UN. Dr. [Nam-Yearl] Chai from Columbus College had run a Model UN program down there, and he wanted to move. So we brought him up here. So when Dr. Chai came, and Tom Keene was acting in it, I got out of it. Now, I had set the thing up, and all he had to do was follow the outline because it worked beautifully. We had all the schools in Cobb County participating in it and from outside; 700 or 800 students every year were coming out here. It was very successful, and it was working like clockwork; but somehow or another, the guys screwed it up. But it was after I said “I don’t have to do that any more” that I created the Mock Trial, and they did wonderful things.

TS: The Mock Trial with Kennesaw students?

HR: With Kennesaw students. They were the pre-law students and would go to national competition and just win all kinds of awards; it was a wonderful thing for them. It was always exciting to go to Des Moines in the wintertime! We spent one full day in the airport, never getting out of the airport. But in any event, somehow or another the guys managed to screw up Model UN, and George [Beggs] called me in and said, “You will do it again!” So I took it on and did it until just recently. I’ve turned it over to Chien-Pin Li [chair of the Department of Political Science and International Affairs]. And it’s still pumping along just wonderfully successful, as is our collegiate program; they travel all over and win great awards. So those are very good programs that we were able to start.

TS: So it looks like you consciously decided to go the teaching, mentoring, and service route in your career.

HR: Right. I became a full professor. I was quite content and enjoyed working with the students. That’s one of the things that I miss where I am now. Then circumstances were such that I became chair; it was not a job I sought.

TS: Really?

HR: No, absolutely not.

TS: That was at a time of the disastrous choice of dean for our college, Lois Muir.

DY: I didn’t realize. I thought Lois was dean before that.

HR: No; Lois asked me to do it. Willoughby had said several times in the past that she was going to retire; she was going to quit.

DY: Well, she didn’t want to be chair anyway; she said that every year, didn’t she.

HR: Yes. So she made the mistake of sending her resignation to Lois. Lois accepted it, and then Willoughby wanted to withdraw it. Lois wouldn’t do it. The battle was going on with Lois and some of the chairs, and she wouldn’t do it.

TS: She couldn't get along with any of the chairs, I don't think.

HR: That's not true.

TS: Really?

HR: Really.

TS: I know Ann [Pullen, chair of the History & Philosophy Department] was at her wits' end.

HR: Well, Lois, to be a psychologist, had the fewest people skills I've ever seen. You know, she's a provost now at some school. But, in any event, Lois would come talk to me. She was having a rough time. She had a real rough time, much of it brought on by herself. But, anyway, she asked me if I would be chair. I didn't want to be chair; I was quite happy. I was full professor, tenured, doing just what I wanted to do—writing a little bit, planning to write a lot more, working with the students. I had some successful programs, yucky, yucky, yucky. [I was] content. But the circumstances were dire, and there was basically nobody else that could step in and do it. My mama put the guilt on me that if you're asked to do something and you can do it, you need to do it. So I said okay, and I became chair. The first couple of years were extremely difficult, extremely difficult.

DY: What year was this, Helen?

HR: I don't even remember.

TS: I think it was about '94 that Beggs retired and Lois was hired.

HR: So this may have been '95. I think I was chair about eight years or something like that. I don't know; something like that, because I've been up here three years.

DY: You came straight from chair to assistant dean?

HR: Associate dean. Yes. So anyway, it was a difficult couple of years. [The Political Science Department] was still out in the trailer. I used to think I had to walk down the hall with my back up against the wall to protect it; there was a lot of animosity. In the Political Science Department we had sociology, geography, and anthropology as well. It was a very big department. And the MPA program [the Master's in Public Administration] was out in the trailer with us.

DY: How many faculty did you have at that time, Helen?

HR: I guess when you got the whole group of us together it was probably about twenty.

TS: Yes, I'd forgotten that trailer that was out beyond the Humanities Building.

HR: It was back behind this building—Willingham [Hall].

TS: I was thinking this building [Willingham Hall] was the Humanities Building to begin with.

DY: Was it? Before.

HR: It was. They would have the band practice; people would practice musical instruments in here while you were trying to teach class. [chuckle]

TS: So you were department chair then for eight years?

HR: Probably about eight years.

TS: And then became associate dean for a year, and then two years as the acting dean.

HR: Yes.

TS: And you're hoping that that will end some day!

HR: That will end! Everything comes to an end.

TS: What do you consider your achievements as an administrator that you're proudest of?

HR: As an administrator, I think the financial foundation that I was able to establish for the Political Science Department is outstanding. One, I wrote a book that we've used at different times for the American Government class, and they get all the royalties for it. It's just been updated. And I brought Barbara Neuby [associate professor of Political Science] into it just recently.

TS: This is a textbook?

HR: Yes, it's *American Government in a Global Perspective*, and it's a workbook that goes along with any other textbook. But it takes a global perspective and puts it in a broader setting. First, when we started teaching American Government in a Global Perspective [POLS 1101], my master's degree was in comparative and international politics, so I had a background there. Many political scientists don't have that background that teach American government. So I could call on that background to enrich what I was doing for American Government. I created an annotated outline for myself, and some faculty members saw it, and they wanted it. So I created what was called *The Little Red Book*, and it was for the faculty. Then they started wanting to give it to their students, so that's how it came to be that we got it published. So the money goes to the department, which is a nice bit of change for them to use for whatever they wanted to use it for. I was able to get their budget up to a reasonable amount with travel and various other things so I felt good about that. I feel good about the shape the department was in when I left it, and that my successor, Chien-Pin, is just absolutely fantastic. So the strength

- of the department. The MPA program came back to the department and it was not an accredited program, and it was just this last year that we got that program accredited.
- DY: I didn't realize that.
- HR: Yes, so I'm particularly happy about that. That's come about since I've been in the dean's office.
- TS: What's the accrediting agency for them?
- HR: American Society for Public Administration.
- TS: The conflict resolution . . .
- HR: Conflict resolution—there again, that was something Betty got me into. In teaching the legal related courses and doing my reading. I knew the ADR (alternative dispute resolution) was beginning to be used more and more in the courts. So I decided, well, if I'm going to teach about it, I need to know what it is. So I went and took the training, like a twenty-five hour training [program] that was being offered.
- DY: Did that come out of Georgia State back then?
- HR: No, Georgia State wasn't doing anything. So I took, I think, twenty-five hours or whatever the case may be.
- TS: Where did you go for the training?
- HR: There was a private trainer here that was doing it. In fact, she's still doing it, Raye [Raytheon M.] Rawls. She does some for us now. She's a mediator and facilitator, and she had about fifteen of us in the group. I never anticipated that I would be a mediator. You've got to take yourself out of it, and I'm sometimes too direct. So I went to find out what it was all about. Well, I did and then felt, well, I might as well get certified by the courts. You can get certified by the court as a registered neutral, and that means you can mediate in the courts. So I thought, "Well, I might as well get certified." So I got certified, and that means you had to have so many observations; you had to observe so many, and then you had to be observed. So I did all that. Then I took forty hours of family mediation, divorce mediation—that was a specialized area.
- TS: In Cobb County that's a requirement, isn't it, in all divorce cases?
- HR: Yes, all divorce cases, all civil matters, have to go to mediation first. They don't have to do anything, but they have to go. So I mediate a few cases a year in the divorce court, and I did used to mediate pro bono in the magistrate's court. I first got started in doing it and enjoyed doing it, found out I could do it. I did know how to remove myself and could do it. But, anyway, that's how I had gotten

involved in mediation—conflict management. Then when the Chancellor’s Initiative—that was in ’96 maybe; I don’t know—but the Chancellor’s Initiative said that all schools must have some type of conflict management program, and every school had to appoint a liaison from the school to the State Commission. Since I was the only one on campus that had any idea what it was, and Betty knew that, she asked if I’d do that. It was fortuitous; I went to the meeting. All the institutions were represented. I think there were only two or three of us, max, that even knew what ADR was; the others thought they had just lost the draw. So knowing what it is, we actually had a head start. I came back to campus and told her what was going on. Each campus was to design their own program. So, again, we pulled a committee together of faculty and staff and asked, “Is there conflict on Kennesaw’s campus?” Yes, they found some.

TS: Can’t imagine!

HR: How can we best accommodate? It’s not going to go away; it’s not unnatural—that type of thing. So we came up with a report, and we asked for Ombuds and we asked for a Center for Conflict Management in the Ombuds program. Under the Center it would have a research component and an outreach component—outreach to the campus and outreach to the community. One of the purposes was we needed to educate the campus as to what this is and needed to disabuse administrators of the fear of entering into this process. We tried to convince them we were their best friends but had little luck. In any event, Betty did establish the Ombuds program, and she did establish an Office of Conflict Management. We didn’t have an office, but I was determined we were going to have a place that was an office. The old Science Building had been abandoned.

TS: Which is today Nursing?

HR: Which is today Nursing. So we moved into a room on the first floor of that building. It smelled like formaldehyde. We got crappy furniture from all over, but we set up business for the Office of Conflict Management with an address and a telephone. I was the director and Karen [S.] Ohlsson, who was my secretary at the time, became the assistant director.

DY: She was your secretary in political science?

HR: Yes, in political science; this was all when I was still in political science. So Karen took on those duties as well. Dot [Dorothy H. Graham] worked with us as Ombud, and Karen was the staff Ombudsperson. I didn’t want to be the Ombud. I didn’t want to do the ombud stuff, but in situations where there was a power imbalance—where they were going in against an administrator or a faculty member and an administrator, or a staff position and administrator, then I’d go do it to kind of even the balance.

DY: You would *do* the mediating, or you would go *with* the Ombuds?

HR: I would do the mediating; I would take on the Ombuds's function at that point. Eventually we moved, got some space, and eventually became a Center for Conflict Management. Now, the funding of the Conflict Management Office has come out of the university budget.

DY: Does that mean Betty's budget?

HR: That means Betty's budget. Up until two years ago, perhaps a year ago or two, the Center still directed the Ombuds function. But Betty decided a year or so ago that she wanted the Ombuds separate, which was fine. I was happy for it to be separate and not have to fool with it. But we had at that time also appointed a student Ombuds. We had three Ombuds, and that was all collapsed into one. Dot became the Ombuds, and that's separate and apart from us entirely; so we have nothing to do with it. The Center for Conflict Management now is the administrative center for the Master of Science in Conflict Management. It also services the outreach for conflict management on the campus and in the community. We're turning more and more to the community. I've been a director of the Center until this year. Because of various things, I've never had the time to really devote to directing the outside. Now Ansley [B.] Barton, who was the director of the MSCM [Master of Science in Conflict Management], is director of the Center. She's spending an awful lot of time—we've just been contacted by, of all people, the Cobb County Board of Education.

TS: They need it!

HR: Yes they do! So we sent in a proposal. I don't know whether we'll get involved in that or not. And we've done some facilitation for Georgia State. Ansley's up in Dahlonega today doing facilitation for North Georgia [College and State University], and I continue to do facilitation here on campus of large groups and of other schools.

TS: You said Ansley has moved over to director of the Center. Is she no longer running the master's program?

HR: No, we have a new director of the master's program, Linda [M.] Johnston, and she is wonderful. We just hired her this year.

TS: Students pay a special tuition, don't they?

HR: Yes, it's a premium price program.

TS: So it really pays for itself?

HR: It pays for itself. We buy all their books; we feed them. It's a premier program. They're here every other weekend pretty regularly. We take them to an international conference and buy other little goodies for them, whatever the case may be. It's been a very successful program. We've admitted our eighth cohort, and we try to keep it around twenty-five.



TS: And you do one cohort a year?

HR: One cohort a year. We admit them in September and graduate them the next December. The interest has just been amazing that we've had for this. We have people coming here, flying in for weekends. We've got people coming from Europe. I was just in Europe—Switzerland and Spain—this last year going to some international conflict management conferences and trying to get contacts. We have contacts with the University of Copenhagen. They have a program quite similar to ours, a master's program, and it looks like we're going to be able to work out an exchange of students and faculty. So it is exciting. A lot of things are going on.

TS: I would want to go in the summertime if I were going to Copenhagen!

HR: Isn't that the truth?! It's getting too late for me to go this year.

DY: Who are the students that you draw from?

HR: It's a fascinating group of people. It's the most diverse group you could possibly imagine. Ours is a most diverse group of students of any cohort on campus. We've had more non-whites in some of our cohorts. As far as their age, we'll have some few that are right out of college. The majority of them are middle level in their professions, and they're in nursing, education, law, business—you name it. When we designed the program, we didn't know exactly what to focus on. There are these programs that exist elsewhere in the country that are very focused on peace studies and things like that. But we didn't know what the market was going to be because there are very few in the Southeast. In fact, there are none in the Southeast except at Nova. And now we have one.

TS: Nova?

HR: Nova Southeastern [University]. And then there's another one at UNC Charlotte, but that's it. When we did our proposal for the MSCM, it went through the Board of Regents the fastest of any proposal. In fact, I had them calling out here and saying, "Helen, quit having your people call! We're going to pass it!" Betsy Neely [Elizabeth E. Neely] was very supportive. They've been very supportive of the lead Kennesaw has taken.

TS: Betsy Neely?

HR: Betsy Neely at the Regents. She is the vice chancellor in charge of legal affairs. But they've been very pleased with the leadership role that Kennesaw has taken in conflict management in the system. We have taken a leadership role. We've done more than anybody else. But the first program that we put in was the ADR Certificate—Alternative Dispute Resolution. It's an interdisciplinary certificate, and it is very well attended. We offer a summer course where [students] can get up to twenty-five hours or so that they need to become a certified neutral. We

instruct people that don't know anything about this that before they come into the master's program they may want to take at least this course.

TS: Certified neutral?

HR: Certified neutral in order to mediate in the court system. That's what they're called. And we are certified. You have to be certified by the Supreme Court in order to teach; and so we are certified. In fact, Ansley, before she first came here as our first director, ran that program for the Supreme Court. We were very fortunate to get her.

TS: Oh, she ran it for the Supreme Court before she came here?

HR: Yes, before she came here. So it's been an enormously successful program. We are pleased with it; we received a Regents Award for it. We also received the Regents Award for the simulations—the Model UN, the Model Arab League, and the Mock Trial. So, yes, you asked what I was pleased about—those, obviously. And that's the fun of being able to create something and see it continue and to know that it will.

TS: Well, maybe as we kind of wind things up a little bit . . . One of the things we've been really interested in is people's perception of the intellectual climate on our campus. We just wonder if you could say a little bit about that. How do you think maybe it's changed? You've been here thirty years now; how has it changed over time?

HR: Well, number one, obviously, we're putting more emphasis on scholarly work and scholarly approach. I used to tell potential faculty, [you can choose] service or scholarship. You're going to have to do all three—teaching, service and scholarship. Teaching is primary. But whichever one of [service or scholarship] that you are more comfortable doing can be your secondary focus. Because this college is very service-oriented, and we still are. But I tell young people coming in now, make sure your scholarship is top notch. I'm sitting in T & P [tenure and promotion] committees, and I hear them talking about the scholarship. There's a much higher level of scholarship being demanded. What we have to keep doing is recognizing the value of applied scholarship. Some of our people that have come in under a whole different set of rules are having difficulty adjusting to it. Our newer faculty, that's not the case. I'll tell you what disturbs me about the college more than anything else is the lack of community.

TS: You're talking about the college or the university?

HR: I mean about the university. And it would apply to the college, too, I think, to a certain extent.

TS: The lack of community.

HR: For example, at Convocation yesterday, there was a very poor showing of faculty.

- TS: Well, everything has been a very poor showing, it seems like recently.
- HR: It's always been difficult, and this goes back to the beginning. The only way to be sure that we would have people to come to somebody making a presentation is to get classes lined up. Beggs used to call around; I used to call around. We looked to see who had classes, and will you bring them? That way you get an audience.
- DY: George Beggs used to walk down the hall and grab you, physically and say, "You and your class get over there." It was very effective.
- HR: Yes. But the program yesterday was a very good program; the music was fantastic.
- DY: Oh, it was stunning.
- HR: The speaker was excellent, and our students need to hear things like that. So it's just, the lack of community. We talk about now that we have dormitories, the world has changed. The world hasn't changed. Most of our students are still PCPs—parking lot, class, and parking lot. We seem to be the only ones that don't realize it. They talk about we now have two thousand and some odd residential students. That's great! We've got twenty thousand students. What about the rest of them? Some of those "rest of them" are beginning to get restless, feeling that they're still not getting the attention that we talked about in [the *View of the Future*] that the night students were demanding. Here, it talks about the night students—that we've got to offer more upper-division classes for the night students, a schedule where they can come and it can be helpful to them. But I think people will still say, "I'm a member of the political science department" or "I'm a member of Coles College, and I don't think that I'm a part of this university." As hard as Betty's tried, I don't think it's really happening, and I don't know that it ever will. I think that's regrettable for, I think, young faculty, particularly, that come into [the university]. If you haven't ever been a part or feel like you're really a part of [the university]—I think that's why we have some difficulty at times with our faculty saying, "Well, I'm not going to teach unless I get extra credit for it. I'm not going to do this, and I'm not going to do that." [They lack] the commitment to the university, the commitment to the discipline, the commitment to the college that I'm going to do this because it's good for the college; it's good for me and it's exciting to do. The passion. I'm not seeing [that type of commitment]. I guess it never was universal.
- DY: Well, you're certainly an example of it—and so is Tom—of people who are committed to the institution.
- TS: So are you.
- DY: Yes, I think I am, too. Right. But somewhere along the line, at some point, this changed. Where do you think this happened?

HR: I don't know. And it's not that I've not—and Tom's not and you've not—had your ups and downs and disappointments at the university. But somehow or another, our attitude always seemed to be [that] if one door closed, another opened. Again, the fact of the matter is, life doesn't begin and end here. We have lives that we thought were important, too, and our work was important.

DY: But there has been something that has kept us and people like us still committed to this institution.

HR: Do you see it in the new faculty that we have?

DY: Oh, not at all. Not at all, I don't.

TS: Of course, we always knew all those administrators, regardless of whether they listened to us or not—I never really felt like there was anybody that was unapproachable in the old days. But, now, even the vice president for Academic Affairs is not involved in the hiring process.

HR: Right. We had to parade the candidates over to Sturgis.

TS: Exactly. But at least the candidates knew who the president was, and the president had a chance to know them. We've hired—what?—we've got 600 faculty members, and one-third of them have come in in the last two years.

HR: We have 182 in this college. That's more than we had in the whole college when we did [*the View of the Future*].

TS: I just wonder if you know all the faculty members in our college.

HR: No. I had a young man this morning . . . I was getting on the elevator, and he walked out of what we call our "bull pen" back there. I said good morning, and he said good morning, and then I thought, "Who are you?" He came over to me and said, "I want to reintroduce myself. I'm a new political science professor." I had met him, but as far as [remembering] . . . no, I don't. No way.

TS: It's just about to the point that I don't know everybody in the history department.

HR: Yes, I certainly don't know everybody in the college. That's one of the things that I think we said, years ago when we saw how we were going to grow, that we were going to lose that. Not only did we know everybody in our department, we knew everybody in the college. [All the faculty in the humanities and social sciences] and, in fact, the Continuing Education [staff] were in these two buildings [Willingham Hall and Social Science]. So you did know [everybody], and know those few people that are still here from that period of time. Now I get ready to call somebody up that's in a position, and I don't know who the heck they are. I can't remember. I ask, "Did you just come here?" And they say, "No, I've been here five years."

TS: I know; I know.

DY: It's a strange experience.

TS: There are people that are retiring that I've never met.

HR: That's true. And I don't know how you get it back, that sense of community. I know the first year I was here, we had KJC [Kennesaw Junior College] Day. It was out in front of the Student Center. The library wasn't there. There was a hill in front of the Student Center. Sitting on the hill were people from our division and Gene Huck, and they were drinking beer. They came up and said, "Have a beer." I said, "I didn't think we could have alcoholic beverages." They said, "That's in the buildings." So the faculty was there having a beer, and the students were walking around with beers, and everybody was having a glorious time. In fact, that year or the next year, I've forgotten which one, there was a faculty softball game between the male faculty and the female faculty. I was the catcher, and Willoughby was the pitcher. Most of the faculty were so inebriated. I can remember one person, who shall remain nameless, was out on the field like this! [pantomimes] Anyway, the game was over, and the males had won, obviously. But out of my infinite wisdom I said, "Well, now, wait a minute. The women really won because in softball"—I had no idea what I was talking about—"in softball, there's a handicap when men play women."

DY: That's right, Helen. I've heard of that, too.

HR: I knew nothing. I am the least athletic person. In college in basketball my sorority wouldn't even let me play. I kept score. Anyway, I said, "We get the t-shirts." And so in the newspaper the next week, the *Sentinel* said, "Dr. Ridley was correct. The awards go to the women." Then about the next year they had decided you can't have drinking, and it was going to be the duty of the faculty to patrol and take the beer away from students. Keep in mind that it was legal [at the time] for eighteen-year-olds to drink. I said, "Forget it. I'm not going." And I haven't been back to one since. Of course, that was during that period of time when we were having fun that the streakers—do you remember when the airplane came over and the guy flashed us with his butt? Little fools didn't realize that the number was taken off the plane by the campus police, and they called down to McCollum [Air Field] and caught him as they got off the plane! But that was our stalker! And then the other foolish thing: One Friday afternoon I came out—this was in the early years, and this place was like a tomb on Friday afternoons. I saw a large group of students over in front of the Student Center. I thought, "What in the world?" So I walked over there to see, and they were mattress stacking, trying to break the record! And then I remember one time they marched around President Sturgis' office and had a revolt because Sturgis wouldn't give them money to go to the Frisbee contest.

TS: They wanted to go down to Florida for it, I think.

HR: Yes, now that was the activism of our students!

TS: And he caved immediately.

HR: Yes, the press was out here.

TS: He gave them the money.

HR: The interesting part was that you walked the halls, and the marijuana smell was so strong and those students sitting in there *stoned*. I remember some faculty parties where you smelled the stuff, too.

DY: Well, I don't want to end without asking you, Helen, because of your work with conflict management, as well as being an administrator and being involved on different levels, you know the rapid change that has happened to this institution has taken its toll in different units and in different areas. I'd really like to hear from your experience, in your wisdom, how you see the healing to happen in—well, let's just focus on our college. We are so strong, and we have such fine faculty, but the growth . . .

HR: The growth has been tremendous.

DY: And that's really had a huge impact.

HR: Yes, we have departments that don't have more than four or five people that have been here five years, so that makes it extremely difficult. I've said this many times: We've had to call upon our new faculty to do things you ordinarily would not call upon new faculty to do; so they have had to take on added responsibilities before they could really get seasoned and matured, and that's not going to change. We're not going to do as many searches. I mean, we're doing forty-one searches right now; we did thirty-one last year. That's replacements, that's new hires, and that's people who are one-year temps in various positions. So it's changing; I can name several departments: communication and psychology, for example. But it's making a big impact on all departments.

DY: On community.

HR: On community. I think so, too. Let me just say in closing on this: one of the things you said about political science, how did I feel best about that? I think about the people we hired. In the main, the hires were outstanding during the years. [We brought in] really dedicated people, people that are industrious and scholarly, and they're doing a great job now. I look at the majority of the hires, the new people coming in; they're fantastic. They have wonderful credentials. I'm just hoping there's some way—and I hope that the new dean will be able to do more in the college, and I feel like maybe I should have been able to do more over the last couple of years—to bring the college together, because this rapid change has created havoc in some areas. We're doing two chair searches. We're doing a

dean search and a presidential search. So there's bound to be some concern about what's going to happen.

TS: Not to mention a chancellor's search.

HR: Not to mention a chancellor's search. We all need to be concerned about that. I had a young man, a candidate in my office last year, who was talking about getting a new dean. He said, "Should I be worried about it?" [Associate Dean] Thierry [Leger] was sitting with me. I said "No, but he should be." [laughter] So you don't know what the priorities of a new dean will be. I told the chairs just the other day, "Now, [former Dean] Linda [Noble] and I have done the same thing. We've been very generous with the dean's budget to cover what you don't have because our budgets are totally inadequate." We've got all this new faculty and no new money. I mean, SGA [Sociology, Geography, Anthropology and Criminal Justice] has a \$2,000 supply budget, and they've got nineteen faculty members. Of course, they're not the only ones. I had to just prepare a budget request for '07, and I asked that their budgets be brought up to a reasonable amount. I don't know; with the new dean coming in . . . . Plus, we've been lucky with summer incentive money, and I don't know that that will be there. I don't know that we'll get it, and I don't know what a new dean will do in covering this. And if that's not covered, the departments are in bad [shape]. We've been fairly affluent. We've got Political Science takes care of itself because of the Chinese cohort program. That's another thing I'm very proud of; I negotiated that.

TS: Yes, where they come from China as a group, and it's at least the second year now.

HR: This is the third cohort.

TS: They go through public administration—a master's in public administration?

HR: Yes. This group here is actually doing it in four semesters because they take a semester of English first. I met with the president of that university yesterday, and he wants to send another cohort over here in May. It's something that had to be worked out; nobody had ever done it. I called [Senior Vice Chancellor for Academics and Fiscal Affairs] Dan [Daniel S.] Papp down at the Board of Regents, and he put me over to [Vice Chancellor] Frank Butler. I asked how can we do it—because we charge a premium price for that—how do we go about doing it. That's been an enormously successful program. I'm really proud of that. President Deng sat here yesterday and talked about what he was doing, what he saw for China [as far as] modernization and democratization. That's why they wanted their students to come here. Some of the folks wanted to go to Australia, but he wanted them to come here because he said we had a more diverse population. We've had students from Zhejiang and Hangzhou provinces. See that beautiful picture up there? When our folks went over there last year, the MPA faculty, the Chinese presented that to them.

DY: That is something to be proud of.

HR: Yes, that's a real good program. We're having some difficulty with the business office over it, so I don't know if we'll be able to have another one or not.

TS: I hope so.

HR: I do, too, because it's very meaningful. The president is a visionary. He sees his country moving into, slowly but surely, [a more open society]. The Communist party is still the only party, but it's much more an open society and it will continue to be. They're very well pleased with the program. And do you know the courses they said they learned the most from and got the most out of? Budgeting and statistics. Those are the courses everybody hates here! I don't think you'd have our [current] American MPA students say [that]. However, they do when they come back. When you say, "What has helped you the most in your job?" "Budgeting and statistics." So, anyway, Kennesaw is still a good place to work; it has lots of opportunity, and it has lots of challenges. It will continue to grow, and how that growth is going to be managed is a major issue. We've run out of space here on campus. It's interesting; in this *View of the Future* report, they are talking about space issues, about not having enough space. We've never had enough space. When we moved into the new Social Science Building, we've outgrown it. We're trying to keep Willingham Hall because we don't have enough space for everybody. Then when we add whatever faculty we add the next year, we'll have over two hundred faculty members, just in this college. We teach the most credit hours of any college. We teach 60 percent of Gen Ed [general education courses]. The diversity of this college . . .

DY: Do you see any of that going over to the University College?

HR: I'd like to say, "Over my dead body!" But that wouldn't be collegial.

DY: It might be honest, though. [chuckle]

HR: I certainly understand University College's desire to grow. I understand Dean [Yiping] Wan's desire in Education. But I also hope that when people are looking at a new dean, one of the things they are able to impress on the new dean is that you've got to be at the table. You've got to be aggressive, to hold on to what you think legitimately should stay and not have cherry-picking.

DY: Yes, for philosophical and intellectual reasons.

HR: For philosophical and pedagogical reasons. That doesn't mean you're not collaborative; that doesn't mean you're not cooperative. But that's just the deans sitting around the table dividing up the world as the map of Europe was divided. That's exactly the way we want to do it.

DY: Well, we will miss you sitting there.



HR: Well, thank you. It's been fun.

DY: You've done a good job.

HR: I appreciate that.

DY: In a real hard time.

HR: It's been interesting, and it's had its challenges. Folks are good folks, the majority of them. They just get misinformation or misconceptions or whatever. I have to say, Bob Hill gave me some credit one time. He said somebody over in the English department said, "All we've got to worry about is her?" He said he told them, "Well, at least she doesn't hold grudges." "No, I just never speak to you again!" [laughter]

TS: Well, thank you very much.

HR: Thank you. You're doing a great job!

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