Q. Okay. This is Jean Girves. It’s February 27, 2003, and I’m here to interview Arthur Adams. Former Dean of the College of Humanities, I think. Can we get started?

A. Certainly.

Q. We’ll start with the first question and probably go on tangents from there. Before joining Ohio State University, you were Professor of History for 19 years at Michigan State University. What attracted you to the field of Russian and East European Studies?

A. Well, I think I spent four years as an infantry officer during the Second World War. And I always knew I wanted to be a historian. And by the time that war was over, it was pretty obvious that Russia was going to be a very big issue in our lives for the rest of my life. I wanted something important to do, so I went into Russian History, East European Studies.

Q. Were you in the infantry near Russia?

A. Oh no, no, no. Oh I was in this country and out in the Pacific and Okinawa and a bunch of Island around Okinawa, Saipan. And some islands nobody ever heard of.

Q. And some islands a lot of us …

A. Right.
Q. So after being in the infantry in Asia you decided to study Russian and East European.
A. That was the idea. I thought maybe I could be useful, I’m not sure I ever was but we tried.

Q. When you joined Ohio State in 1970, what attracted you particularly to the University and to the Dean of Humanities position?
A. That’s a nice complicated one. The first part of that answer was that Ohio State University was a much better University than Michigan State was. Michigan State had been a cow college, an agricultural school really, up and through the end of the Second World War. And it still had inherited quite a bit. It was afraid of things.

Q. Ohio State wasn’t a cow college?
A. Well, it had become a University or became a University after I got there. What happened then was, somebody down here in our History Department wrote me a letter and asked me if I would like to come down and fill the position in Russian History at OSU. And I said, “Sure.” And they had me send my papers along. And I don’t know just what happened but they wrote me back then. I guess they figured I wasn’t smart enough to be a professor but I was just smart enough possibly to be a Dean. And they asked me would I like to be the Dean of the College of Humanities. And the next thing, and I don’t like to admit this too much, but I wanted out. In the months preceding that series of events, I had been very active, even dominating, in the effort to hire a new University President there.
Q. At Michigan State?

A. Yes. And we hired a black man, Wharton, who I think was very excellent. Never as good as the ones we’ve had but excellent. And in the process of getting that done I made a lot of enemies. I wanted out.

Q. During the search process there?

A. Yes. Well, some people who I considered to be racist and some people who also had their favorite son. That pretty well answers that question I think.

Q. I guess so. President Wharton was a good President at Michigan State.

A. I think he was good. I think he’s still head of …

Q. TIAA - CREF?

A. Pardon?

Q. Didn’t he go to TIAA - CREF?

A. Yes, and he’s still there.

Q. That’s what I thought. Okay. My next question might be kind of tied to that then. The period of the late 60’s and early 70’s were times of civil unrest on campuses across the country, including Michigan State and Ohio State. Did the unrest impact your decision to change positions, or did it impact the interview process at Ohio State?

A. I don’t think so. We were all having trouble with our students. We were all having trouble with the Vietnamese War. The things I’ve mentioned were the ones that made the decision there for me.

Q. When you were going through the interview process for Ohio State, was that during the spring time?
A. It must have been just about mid-winter or early spring.

Q. That was before the National Guard walked on campus.

A. No, that was about the middle. You asked me one of your written questions. Not what was my first perception of student unrest on this campus was. I had accepted the job here but I came down to speak to an assembly of the faculty and the students for the first time. And my perception of this University, I couldn’t get on the campus until I got past police. I remember that as I waited for the police to let me through as I explained what I was doing, there was a student standing across the street just outside the campus. I saw the National Guard soldier over here and the student was over vigorously making a lot of obscene gestures at this man that had small impact on me. And then I got on the campus. I don’t think I’m confusing time. My memory is a bunch of students were out in front of our main administration building throwing popcorn at the front of the administration building. And I never have understood, there’s something ironic or sarcastic about that. At any rate, I got to the meeting and the first thing I said was anybody who could come in here for a new job must have a hole in his head.

Q. And they agreed?

A. I think they agreed. The spirit at OSU and here was about the same. You had more balance. Actually, Michigan State may have done something you didn’t do. You didn’t get a nudist colony, did you?

Q. Not that I recall.

A. Well we had a real good one way out on the vast plane between residence halls. The students would run out there, dressed I think with their books to study under
the trees and undress and received _______ out there. You might have imported that just for fun.

Q. You could have mentioned that to some of the students perhaps. Started a new tradition at Ohio State. So you started officially after the riots but probably when things were still very tense.

A. Very tense, very tense.

Q. What was that like? Once you came in as the Dean?

A. Well, the first problem was the Black Studies problem. And that of course was very much at the heart of the unrest, along with the distress about the War and all that kind of thing. I had been more or less in the center of that. I commanded black troops for a year out in islands off of Okinawa. And I think that experience had persuaded me that our society, our whole society, was responsible for generations of wounded black people. We had created and it’s still clear that we had done irreparable damage to generations of black people. In my unit, I had men who were illiterate, who couldn’t read or write or didn’t understand anything said to them. Who could not understand how to work a machine gun. I know that because one of my first orders was that _____ box over there and it took half an hour and two white lieutenants to get it started. These people were outsiders. Their souls were destroyed truly. And that of course involved me. One side couldn’t speak to the other. The white officer didn’t talk to the black people. The black men never talked to them, except here and there where you had black people from the cities, Los Angeles with education, they were civilized. They knew the words, they had the values and so forth. And I have to say they were
also contentious of the average man. Well, I’ve always believed personally, maybe especially in the Bill of Rights, and the first lines of the Declaration of Independence and so forth. And when Martin Luther King through his fight and fits, I had to be totally that whatever had to believe done had to be done to straighten this things out. At MSU, I threw myself into that fight and it was pretty severe and pretty bitter because many good constitutionalists believed that we should rupture the constitution to be equal.

Q. The constitutionalists?

A. They were horrible people really. But in fact I was at a meeting with a committee, working to develop some kind of black program, Black Studies Program, and that committee meeting was at a black professor’s house the night Martin Luther King was assassinated. And I remember vividly one of the black men threw himself up, got his coat and everything, coat and hat together, announced that he would never trust a white man again and dashed out of the house. I’ve been involved in it. A few weeks later we persuaded that man to head the Black Studies Center. We got him.

Q. Then you came to Ohio State and they had already gone through a similar process.

A. Yea, they certainly had.

Q. Were you surprised when you came in as Dean, that they had appointed someone to lead the Black Studies Program at Ohio State? Were you involved in that search?
A. I wasn’t involved in the search. I had made it clear that this is one of my interests. But on one of my early visits, someone from administration handed me his vita, Charles Ross’ vita. And I was appalled by the lack of academic qualifications and experience of the man. I couldn’t believe they’d hire anyone of that level for this kind of responsibility.

Q. He had a bachelor’s degree. Did he have a master’s degree in social work?

A. He had a master’s in social work. I don’t know when he got it but it was very recent. It obviously wasn’t what was called for, in my opinion. I say I was appalled but that same afternoon the Board of Trustees debating whether to accept him or not. And I remember that I went across to visit with, I guess Ned Molton was then the Vice President for Executive Affairs, and also the Secretary of the Board. So I went over actually and did my best to persuade him to go back in there and push them, get one. Because we were down here and everyplace in the country, we were in a spot. Things were tight. We had all the student unrest which I could never take very seriously, except for the young men who didn’t want to go fight for a stupid war. But if there was any real revolution or pressure at the time, it was the black pressure. We had to move. That was my opinion. They hired him. Well you said I walked into the eye of a storm.

Q. Do you feel that way?

A. I’d never seen it put that way but you’re absolutely right. The fundamental problem, may I talk about at some length? Ross and I had different objectives. In my judgment, he had what was very, very general at the time among black leaders. He had the revolutionary idea. The activist idea. We’ve got to get out
and kick this society and make it do what we want it to do. And he was
determined to use the University as a launching platform. That is, as a launching
platform for directly attacking society’s ills.

Q. Using the University resources and name you mean, in bringing in people?
A. To organize activists groups, social work. In my judgment, and this hasn’t
changed any, he had little comprehension of what a University is and what it’s
supposed to be, and what it can do. On my side, I came out of Nebraska, Cornell
and Michigan State University with what they call the land grant philosophy,
which was service and teaching and research for the value of the society that
you’re working for. The problem is, I also was fully convinced that a University
is not a black panther organization. It was not built for active service. In fact, it’s
totally helpless. But it does have things to do. So that I came into this thinking
that our problem was to build something, an academically oriented program that
could help black students learn the things they needed to know to fight for their
cause and win it. And that meant learning, study and so forth.

Q. Scholarship.
A. Scholarship. And it also meant, and a lot of us get hard headed, but to me it
meant that building programs and you’ve been around for this for a long time,
building programs and schools and departments and faculty and administrative
systems, is something that takes time. It takes patience, it takes knowledge, it
takes determination. I have something else, you pointed out at the beginning, I’m
rushing the story. I’ve been studying revolutions and how men make revolutions
all my professional life. I’ve written on it. And there were days when I would
lecture, I know this sounds pompous, but I would lecture to Ross by saying, “Now Lenin would never have done it this way. He did it to win.” Well, that’s pretty hard stuff.

Q. That must have been hard for Ross to swallow.

A. It was exceptionally hard for Ross to swallow. I remember one day he was demanding something from me and the College of Education. Who was the Dean then?

Q. Cunningham.

A. Wonderful man.

Q. Luvern Cunningham.

A. He too had been a captain of infantry.

Q. I didn’t know that.

A. Yes, indeed. He’s very calm, very quiet, very balanced, and very, very brave.

And Ross that day said if he didn’t get what he wanted, he would call out his people on the campus and he would have his way. And Cunningham is too quiet to respond to something like that and I’m not. Unfortunately. And I explained to Ross, I said, “You know, I was a captain of infantry for four years in the last war and Dean Cunningham did the same kind of work. And if you insist upon that, we’re going to be on the other side of the ramparts and you’re going to get whipped.” Things for quiet for that and then we worked out a solution.

Q. What was he trying to do with that cause, to cause controversy, for you as a Dean?
A. He wasn’t trying to cause any controversy with me. He was trying to accomplish the improvement of the black situation according to the principles that he had absorbed. And I think he had absorbed most of them from the people who had gone toward violent action and toward activism, and maybe toward … his concept had to be something like social work. Really contempt for learning, contempt for discipline, that kind of thing. No real understanding of it.

Q. He kind thought that the University was a college education for students.

A. Yea. Yea. I said a little while ago if you want to build something, you can’t within the University, and these aren’t my laws, these are the laws of University, you can’t present a class in a certain area until a faculty committee has approved of it and approved of its professor until the next faculty, the next faculty, and the Deans and the academic committees. He couldn’t understand that. You can’t begin to create programs if those faculties aren’t approved or approved until you have qualified teachers.

Q. He had to do the searches to bring in faculty then?

A. That was the first thing we had to do. And I couldn’t interest him in that or couldn’t get the point across, that we have to build this thing, because I can oppose it, I can’t help, but we can’t get anywhere. Then, if we want a major program one of these days, you have to go through all kinds of loops and gates and get approval and be able to prove that you had the qualified instructors and on and on and on and so forth. We worked out many ways. I managed to get split professorships between history and black studies. But his heart wasn’t with that. And I’ll tell you one more story. I don’t know how many stories you want me to
tell you but I did my best to get him to understand these things. We’ve got to have professors. And on day Cunningham called me, Dean of the College of Education, and said, “Art, when did your college start hiring professors in my college?” He said that quietly. But what had happened was Ross had gone out and found a man with no qualifications, hired him in the College of Education, to teach black education. And we were tied, bound by these things. And we had to go with that thing until we could either get him qualified or I don’t know what ever happened to that particular story. But there are many such evidences of complete failure to understand how a University works. That’s what I’m trying to say.

Q. So you were a new Dean on campus and this is your first big issue to deal with. Did that help you get to know all the administrators on campus real quick?

A. Oh real quickly and a lot of faculty too. Yes, indeed.

Q. I would imagine.

A. Yea. At any rate, I didn’t persuade him of our ways that had to be done. And at the end of that year Ross was dismissed and we got a much better prepared man in. A man with a Ph.D. in Political Science, William Nelson.

Q. Oh yes, Nick Nelson.

A. Nick Nelson. And as you can guess, I had to work very hard to get anyone to take that position because they thought I had been a monster and had fired them and were against them. And there again, I had to approach and say, “You have equal rights. You have full set of rights in any way. You decide what has to be done and how it has to be done. But you have to do it well.” That made sense to me.
You asked about the other people. I had tremendous support from everybody on this campus from the word go. From administrators to faculty, from blacks in the community. Even Woody Hayes. I shouldn’t say even because it was expected. But one of the things I did early in trying to introduce Ross to the University, would be to ask people to come to dinner over at the Faculty Club, and present themselves. Say what they did and how they did it and how much they wanted to help him. And make it possible.

Q. You were meeting them at the same time.

A. Ross would be there, I would be there. Woody Hayes one night, and I was wondering whether I could ever get these things across and Ross regularly would attack these people all out with that violent streak. And I remember one night, Woody Hayes with a raised voice said, “Now just wait a cotton pickin’ minute.” And he explained how he had been helping blacks students for years.

Q. And he had.

A. And he had. And I must say Woody Hayes’ courage gave me a little more courage to do what had to be done. I was amazed at it. The good will was there. The problems as you know were tremendously complicated and the problems with the blacks in our society still aren’t solved.

Q. Yes, we have a long, long way to go.

A. Right.

Q. Well let’s switch gears a little bit and talk about the speakers rule which was in effect at Ohio State when you arrived. I arrived at the same time you did and I wasn’t aware of the speakers rule until I was doing some of this research. But as I
understand it, before someone could be invited even to speak on campus at that
time, whichever unit or person wanted to sponsor them had to get official
approval from the Board of Trustees. And I know that that rule was rescinded
fairly soon after you arrived. What kinds of problems did you encounter with
that? Was that an issue for you as Dean in working with the departments trying to
bring people in?

A. Well I knew of the rule but to the best of my knowledge we never made any effort
to fulfill the speakers rule. Again, my own feeling, we believed, at least in the
College of Humanities, that a University is a place where minds meet in search of
the truth and that anybody has a right to speak, short of trying to organize
immediate violent revolution or something of that sort. That’s the fundamental
basis of what a University is. To the best of my knowledge, and I hope they don’t
withdraw my pension now, I don’t think we bothered with that.

Q. It seems to me that Dean would be in that same situation. Because that’s exactly
what everybody was supposed to be doing, was bringing in some of the best
people from around the country and around the world.

A. That’s true except in this case the issues here were about political and social and
cultural and spiritual problems, not about technical problems. And our technical
schools, to be my own feeling, they are concerned with their problems, and the
medical people are going to do their medicine, and if somebody wants to say a
wrong thing, they’re not going to listen anyway. And if somebody wants to
reform the University, they’re not going to bother to try and fix people with bad
hearts. It was important to the College of Humanities and some of the social sciences to take that stand.

Q. I think so. And at that time there was a separate College of Social and Behavioral Sciences as well, now that I think about that.

A. Yes.

Q. Probably working closely with the Dean.

A. Yes.

Q. When you became Dean, what was your primary goal?

A. I’m beginning to sound quite obsessive to myself as I talk here but I think my primary goal as to maintain and improve the work of the College in everything that it did. That’s a pretty general thing but when I first was taking this job at Michigan State I called in a dear friend of mine who was there, the Dean of the College of Arts and Sciences there, and gave him a drink one night and then I said, “Milton, just what does a Dean do?” It had all been distant figures. We paid no attention to it. And he just laughed and laughed and said, “Don’t you fret. You’re a take charge kind of guy. You go in and sit behind the desk and they’ll come in and starting these balls at you and you handle them.” And I think that’s the best advice I ever had because later I read several books by College of Education people about higher education and administration. And they didn’t help me at all.

Q. It’s the practical experience.

A. Yea. And when I say that, the problem is to maintain and improve, then what you have to do is pretty clear. You’ve got to get better professors. You’ve got to help
them in every way to perform as well as they can. You have to help them work
with students who are going to better if I had better professors. All of these things
are cut and dried. You have to get more salaries, you have to get more money,
you have to have big libraries, you have to have decent facilities for people.
There’s no one or two things that seems to me.

Q. I didn’t list this question in the list here but it just occurred to me, were you
involved in the design of the new building, the University Hall when Humanities
moved in?

A. Yes, I was. Very definitely. I seemed in those days always to be getting into
trouble. They had built a little building across from University Hall for History
and other departments. What is that name now? Back of it?

Q. I can’t think of it either.

A. At any rate, the architects had built a whole line of __________ nine by nine feet
for the faculty and I told our planters I wanted to talk to the architects. And they
said, “Well that isn’t done.”

Q. Really?

A. But these people talked to them and they were very nice and we raised it to
twelve, that kind of thing. And then had awful trouble with the Dean of the
graduate school, not that one but the other one. He had a special picture of the
kind of separate assembly room he wanted for his graduate council built into the
basement, with movable chairs sitting on things, could talk this way. And I was
trying to build faculty space and classroom space. And I remember laying down
to the principal that if we don’t get this thing settled, we won’t fill anything. We built it.

Q. So that one room became an auditorium, a small auditorium, in the basement of University Hall?

A. Yea.

Q. I remember the graduate council meetings that met over in electrical engineering then.

A. Yea. Yea. That small room. It wasn’t small. It was used quite well I thought. You have so many elitists here.

Q. Yes. One of my first jobs working for the Dean was to move the furniture, to organize the move of the furniture from the graduate school to the new University Hall up on the second floor.

A. You had your problems too.

Q. I remember that very well.

A. I may get to him.

Q. Let’s talk about the University Senate. When you came it was the Faculty Council. And you were involved in replacing the Faculty Council and creating the University Senate. In your mind, how did that come about? What was the underpinning philosophy that brought about that change from Faculty Council to Senate?

A. You know I don’t have any details, memory, of how that came about. I do know that we all felt that up to that moment this thing had been somewhat centrally oriented. That is, the Board of Regents and the Board of the University and the
President and so forth, made the decisions and the rest of us obeyed. And this was a time of revolt. And it was the general feeling that not only should the faculty be heard from, but also the students should be heard from. And we got it done sooner or later. I don’t remember that I played anything like an important role in it. But I think it was a good thing. I think it worked out pretty well. I think it taught the students that administering is a little more difficult than eating pudding.

Q. A little more ________ too.
A. And tedious. They wanted to run the whole University in 1970. By the middle of 1971 they didn’t want to touch it. Let them do it.

Q. The students?
A. Yea, the students wanted to go back to work I thought.

Q. Go back to being students?
A. Yea.

Q. Those meetings were on Saturday morning as I recall. Another drawback.
A. Amen.

Q. That wasn’t by design.
A. That’s right.

Q. Okay. So you don’t recall major players? I don’t recall the major players in how that happened either actually.
A. It is strange. It must have been the students certainly were pushing us. But I think perhaps the faculty was long since tired of being ordered about and not having their opinions or judgments heard. And this Senate worked it out very well. We
had some lovely brew-ha-ha’s in that thing. And that’s healthy. Always healthy I think.

Q. I think we have a little more time on this tape. In 1977 you resigned as Dean and became the Associate Provost in Academic Affairs. The next year you were given the responsibility for continuing education and evening program. Those two units have been separate and so they wanted to combine those. What changes did you think needed to be made in continuing education at that point?

A. Well, I kind of just inherited a mess in the Nov Fawcett Building of non-credit continuing education, at least in my judgment. Once again, I’m portraying myself as a purist in formal education but I don’t think I’m that narrow minded. But there were courses that weren’t worthy of being put on a University campus, being permitted. There were some good ones. But it needed cleaning up. The administrator they had was unbelievable in his technique of administering people.

Q. Who was that? I forget.

A. I’ve forgotten his name too, and I think it’s just as well that we have.

Q. Okay.

A. I really have. But he was carrying on some practices that had the other good instructors and administrators there really out of their minds. And I did what I could to clean it up. I think we did. I don’t mean to condemn the non-credit courses totally. There were a lot of very valuable courses that update the dentists and the lawyers and the real estate people year after year, and the teachers. And those things are qualified, peer judged and they are useful. But there were some messes. That was part of it but there’s another side to it and I’ve never
I understood why nobody understood this. I thought our credit programs, our night school programs, were weak. They were very weak, almost non-existent. And what struck me was, here we are, our great University in the center of a big city with a majority of the people who come out here from the city and we’re not providing anything in the evening of real worth to the kinds of people who need it. And we got into that and I began to create, not create but persuade departments and deans to put courses into the evening with their full professors and their accredited programs in there. And pretty soon we just had all kinds of people coming to the night school that no one had counted. I’m sorry to do this but young men who maybe had fallen out in college or out of high school who now were in their late 20’s, early 30’s and realized they weren’t going to make it unless they got it, they had to have help to come back at night. And they were hungry. There were many women who had lost their husbands in some cases. They wouldn’t talk to an ordinary young advisor. They would come to me and ask if there was any way they could actually sit in the classroom and take a course like that. And they had to because they had to find out how to make money to live on. And that happened. There were a lot of day students, regular day students, who had to work almost full-time during the day and couldn’t get there. But the night classes, the credit courses, and in the process we created them, whole programs, so that they fill in certain programs and advance their degree study.

Q. So they could actually get the core sequences they needed at night.
A. Exactly. And I love all these things. I got the idea that we don’t do anything at this University on Saturday mornings. Saturday afternoon. And we opened that up and created a good many courses, plus the old business college building over by the museum.

Q. Are you thinking of Page or the one next door to Page?

A. I think it’s Page Hall, yea. I’d be there sometimes watching Saturday morning and Cadillacs would be driven in by their wives would get out and go to class. And old jalopies would come in you know, and the same thing would happen. We had classes full and credit courses, learned professors. We did the same thing in the afternoons except in the fall. I asked the Provost should I close those afternoon courses during football days when we had the games here, and she said, “No.” Well I did because there wouldn’t be any parking available and so forth. What I’m trying to say is we did credit programs and I think it was a good thing for the University. I remember the Chief of Police downtown came out one time and just sat down and demanded of me why doesn’t the University ever do anything to help us. And I was able to say, “Professor so and so, social science and who is a lawyer, has been teaching your policemen on this course downtown and so on.” So he asked me could I help his son get back into college.

Q. Which was his original main reason for the visit.

A. No, I don’t think so. He wanted to gripe about the University. All that was very satisfying to me because we were doing what a University I think should do in a place like this.

Q. Actually I remember coming in on Saturday mornings in the graduate school.
A. Is that right?

Q. To work with students who were coming to register or they changed their schedules or whatever they needed to do administratively. You had to be open 8:00 to noon as I recall on Saturday morning.

A. We had an awful time with the graduate school for a while. Lupidus, George Lupidus, who was the Dean, refused to let us have graduate credit programs at night. And the basis of that was you had to have graduate professors sign off for these people, and decide to accept them or not. And ordinary good graduate faculty were all home watching TV in the evening. You can’t get them. And we battled about that until it finally came to my mind that I was on the graduate council and in the graduate school, and had a couple of people working for me. And thereafter I signed them or they signed off on them. And ultimately we were able to get graduate programs at night, approve of them. They would be later approved by the graduate school and so forth, and we began to build something that would help advance students advance their work at night.

Q. Okay, we’re ready to start again. Maybe we should talk a little more about the continuing education. I know that I was working with students, we were trying to put together, this is your phrase I believe, a one-stop office.

A. Right.

Q. And first it was going to be in Lincoln, then it was going to be in Sullivant Hall. I guess it ended up in Sullivant Hall. And we started in graduate school where I was. We started sending the staff members to Sullivant on Saturday mornings and in the evenings too.
A. It was a nice way to work that thing out seemed to me, wasn’t it?
Q. Seemed to me. Then I didn’t have to get up Saturday mornings. Except for the Grad Council meetings.
A. Yea.
Q. But one reason why I chose some of these questions on number 10 the way I did, is that you were working on a major change in the University. You were causing, by bringing evening programs and continuing education together, creating a one stop process for the students to make it easier for them to take care of all of their business in one location at one time. I know how difficult it is to make any change at all. This is a personal question. How did you make it happen? How did you get through the Registrar’s Office, the Bursar’s Office, all those administrative offices, to make that kind of change in order to open the University up to evening students?
A. One of the instant problems is that whenever you’re trying to bring about a change in a University, you will find some people who are for it and the vast majority will be against it if it’s a change. And I guess I developed a habit of going with the people who were for the change and the kind of naval approach of damn your eye. Because you don’t have to persuade everybody in the University to do something that is very intelligent in registering evening students. You have to persuade certain people that it will work better this way. I’ve forgotten for the registrar people were who worked this out with us. Couple of young women. One of them became Chancellor of the Board of Regents, didn’t she?
A. That’s right. At any rate, they had been working under John Mount and they were
good people and conscientious, and they had created a registration sheet that was
six or eight pages long in tiny print. They asked for everything but permission to
see vaccination marks. I don’t know why it was but it because they were so good
and conscientious. And I sat with them many days.

Q. Elaine Hairston.

A. Elaine Hariston. Exactly. We gradually decided that if a person is sixty, you
really could trust him or her to make their own decisions about a lot of things. So
let’s drop those out. We got in down to a one stop page and introduced it.
Incidentally, that eventually became the standard registration form. Nobody ever
gave me a kudo.

Q. They didn’t name it after you.

A. No. But you just got it done that way. The other side you just plain ignore in
evening programs. The graduate school under Lupidas was conservative and they
weren’t formal classes and formal daytime programs. And this was at night of all
things and Saturday mornings. It was either reprehensible or immoral, I never
found out what. But there were deans, like the business college dean and the arts
college dean who were all for it. And with them I helped support professors who
would teach those courses. And deans were always glad to have a little money for
faculty help. And it worked perfect. It just worked perfectly. I don’t know, an
awful lot of ways, but as you say it was difficult. I think that in general there was
very little resistance of this except for the resistance of a lot of faculty who still
believed that continuing education was like it was over in Fawcett Center.
Q. That’s true. You had to change the perception of what continuing education could do as well as changing the times that people taught.

A. I had some awfully good people working with me. One of them was Dean of the Undergraduate College now.

Q. Martha Garland?

A. Yea, she was just a wonderful person. And Joe Oceans, Dr. Oceans from the English Department. Oceans died some years ago at 50, one of the finest quiet administrators I ever saw in my life. Deans would call back and say, “Where did you get that man? He’s just wonderful. We’ll do it.”

Q. Was Tony Basil working with you then?

A. Tony who?

Q. Basil.

A. Oh yes, yea. I hired him. Basil was first rate. Hired him I guess somewhere out of the hills of Tennessee. He was a mathematician and a good man. And he’s been a good man.

Q. I think he’s still here.

A. Yea, I think so. You work at it and you take your bumps. And you make enemies. But once again, you go with friends.

Q. If you were in a position of talking with people moving into academic administration, instead of reading the books on higher education, would you talk to them about the more ______ side? This is how you have to do it?
A. Let’s educate those young men who are dying for education because they’ve made a mistake earlier. That was gratifying for me. Now did you work in the register’s thing we had in Sullivant Hall then?

Q. No. I sent a staff member over.

A. It was a ball to watch that work sometime at the beginning of an evening program because as I say, people of all ages and sizes came in hungry.

Q. I would go over there and talk with the staff and try and resolve any questions or problems that came up. And there usually was a big group of people coming in the door. Who was the Provost then? Was that Ann Reynolds?

A. Ann Reynolds, yes.

Q. She wanted to open up the University more. I hadn’t thought about that.

A. I don’t know. I don’t think. I don’t think Ann ever told me anything she wanted. She let me do it. I always ask her for it. Usually when I asked her for more money for another professor somewhere, she’d find it. Or justify going to Madison Scott and said I could have this.

Q. Yea, there are a lot of different personalities in the University I’m sure.

A. Thank heavens.

Q. Let’s switch from continuing education to the research part. In 1981, President Jennings asked you to serve as his special assistant to develop and plan University research complex conference at the time. What was his impetus in creating that research park and when you were involved who were the major players?

A. I’m trying to remember. I think I was probably involved in that before he came in. And he backed up. He thought it was a good idea. And I think that in general
all of us who were thinking about it saw the great research in North Carolina, which I visited later and it’s a wonderful place at Princeton, which we visited and went to and so forth. The big universities were tying big research industries from the college and technology of all sorts to the department of the colleges, finding money that would make it work better. And we thought, can’t think of the word I want, the relationship of cooperation at least that would mean better trained students and better served companies in terms of research and one thing or another. That was the basis of it and they were booming at the time around the country and obviously we felt we ought to get into it. That’s about the story I think of that.

Q. Was it Enarson asked you to get started in that at first or was it … I can’t remember the timing on that either exactly.

A. I don’t know that anyone asked me to start it. I was over there; by that time I was over there in Sullivant Hall and running this program. And those evening programs got me in great contact with businessmen downtown that were demanding this and demanding that. The Chamber of Commerce men invited me and Martha to lunch one day. And he just started out the luncheon by saying, “Why doesn’t the University do more for us down here?” And maybe I’ve been stupid but I believe that the University is supposed to serve the society. And things began to boom from here to here to here to here. And developed into this concept of we’re having a research. But it isn’t as though I invented the research concept. It was all over the country at the time and the ones in the big private
colleges were booming. Ann didn’t get in my way and seemed to think it was peachy. And Jennings certainly did back then.

Q. What about the faculty? When you were talking with faculty about a research park and what areas of interest they might have, was there interest among a lot of the faculty members as well, or was it the small group cutting edge?

A. It was the small group cutting edge again. You’ve got one of my points taken pretty well now. You don’t have to impress a whole university that a certain thing is good. If you’re in medicine you have to persuade the faculty members who are involved in that kind of work. And if the rest of the college doesn’t like it, we don’t care. That kind of thing. Not saying we were like that, but here it seems to me in chemistry, for example, we had very important research scholars who were doing elegant work with companies privately, with private contracts and so forth. And they wanted help. And they would help me wherever we went. We had other people in a series of engineering departments. A veterinarian doctor and a young assistant professor in nuclear physics in the engineering department, I’ve forgotten his name. They tried to persuade their dean that they should have departments or some kind of work to develop magnetic resonance on this campus as a medical facility. And their dean wasn’t interested and the research vice president wasn’t interested. So they came to me and a lot of people had a habit of doing that you know?

Q. I know.

A. My God, this is essential. The deans remained uninterested and between us we found out that the new company in Cleveland had just built its first one. And we
talked to them and we got them down here and we got Manny Tzagournis. And persuaded him that he would give us one of these and we would give him all the research results that we would develop out of it. And that worked real keen except he reneged and we were suddenly out and then they discovered that General Electric had built five of them. And we went after them and they had sold four of them already and only had their prototype. And we persuaded them to give us the prototype.

Q. I remember getting the MRI, I remember that. The building had to be built in such a way that it didn’t have nano.

A. We had to work that whole thing out. We got the thing. Manny was with us. But it turned out thing emits all kinds of deadly things and it couldn’t be a part of the University. It had to be built a certain way and nobody knew how it had to be built. And we figured out with various business people in the city what kind of materials could be used. And we even found out ultimately that the darned emissions would go through the glass. And I don’t know how we ever figured this out but we talked to glassmakers here in town and they finally worked out that putting some kind of a copper something in it prevented that emission. We put that glass in it. And then separated the building from the hospital building with a double door and it worked. Well, I noted later when I was in trouble in getting some kind of care in the Department of Radiology, I remember the head who was an old Ukrainian or Hungarian or something came in to see if I was hurting and I said I was hurting like hell. And boy they straightened up in a hurry. They took care of me. That’s the way you get things done.
Q. Correct. You have to know people and work with people.

A. And you do push, you do push. And when you push change as you know, you would create resentment. But as long as you’re winning you don’t care.

Q. It’s a good thing, moving head. I was surprised when I moved back here, after being gone for 15 years, I knew they were trying to put together a research park, but I didn’t think much had happened. And then I saw the science tech center. I accidentally drove by this area and it was all new to me.

A. Yes.

Q. Do you see your fingerprints on that? You laid the groundwork.

A. I guess I see my fingerprints in an awful lot of things. I started the first small business center, I don’t know how long ago. It had to be early in the 80’s, over on Summit Street in a big house, where a businessman first came in and worked with our leader. And I don’t remember how we got money but we put little businessmen in there year after year after year.

Q. I didn’t know that.

A. Nobody knows these things. But that I think is the beginning of that kind of thing.

Q. Did you start that when you were working on the continuing education side? Is that how you kind of eased into it, the research park?

A. Well, actually I think in 1983 perhaps, I left continuing education and put off on fulltime on this thing then. That’s how that worked. So I spent a lot of time and they brought in a continuing education expert to be the continuing education person. At the same time in this research project building, I had a lot of help from
a lot of different people. I mean in engineering, in agriculture and veterinary medicine. President Jennings certainly backed it wholly. The problem is that a state university is in a society and we can’t separate from it. And most of the responsible people I think realize that. That’s what we’re here for. We’re not people living in a convent.

Q. As much as we would like to sometimes.
A. There are days, aren’t there? Yes.

Q. Well you were a humanist working on all these projects and this was business, engineering, technology, and science. I’m making this up. But how did you start all those conversations? You were all over campus and eventually all over the state in trying to do this.

A. Troublemaker, troublemaker, yea. I don’t know, I like to work with people and that’s what you do. And I guess people found out that they could get support. I’ll give you an illustration. Can you put a closed sign on this somehow?

Q. Turn the tape off?
A. Yea.

Q. Okay, we’re back.
A. There were problems in that research park thing though. The problems were very, very complicated and still are. A little like the black problem. There are too many connotations. We negotiated with several big pharmaceutical companies and two of them. One of them is that outfit downtown on, what is it, Summit that we drive down, that has the huge storehouse?

Q. Yes.
A. They gave me a lovely dinner out at Scioto one day with cigars and wine. And what they wanted me to do was let them build that warehouse on our campus. And what I wanted was their research center, which was somewhere else. And you know, no deal. I negotiated with a research group with the Department of Agriculture in Washington that had a wonderful park outside Washington, doing research in veterinary medicine. I visited it and they had about 100 or more little dogs that bay when they call. Lovely little big guys in a fence, and I stood there and admired them and the head of the operation said, “Well, they’ll all be dead in two weeks. We’re doing such and such with them.” And I figured I don’t want anybody on this campus who’s killing dogs. Nor would my students stand for it and so forth. Things like that. Several companies wanted no deal and us to give them land free. IBM wasn’t ready to come out here. They were building their park thing. There was that. But there were other things that slowed the progress and they’re still there.

Q. At the time you were doing this alone, weren’t you? You didn’t have a staff of people to help you.

A. I hired a man to help me and got a secretary and so forth. But I did have the support of various groups in the college who wanted those people here. That kind of thing. But these difficulties, the state insists that you can’t sell state land. You can lease it for up to 20 years, and if you lease it for 20 years, then whoever agreed to lease it must give it back to you with the buildings. And that was a little hard to get over. I never did get over that one.

Q. Is that unique to Ohio? That’s an odd …
A. This isn’t a private university. It’s a state university. And the man that ran business administration at the time was psychopathic about businessmen. He didn’t trust them. He was a very strong party man. He didn’t like the idea. Agriculture. College of Agriculture claimed that it needed every square foot of its land to feed the cattle. And we dickered over things. And I think maybe the dean of the graduate school was more trouble than he was ever worth, in my mind. Lupidus in my judgment really did believe that it was a convent, it was a monastery. The inmates ought to be kept apart from the crude outside world that could dirty your hands and even contaminate your thoughts. I don’t know whether you agree with this but he didn’t want the students and the faculty contaminated, and he argued this. This was his position. And of course I couldn’t see that at all. And my problem still is that I can’t see it. While all of that purity was going on, departments and faculty all over this campus live on federal money, which buys their services to do what the feds want them to do. And okay, a lot of it can be health sciences and so forth. A lot of our faculty members in the sciences work directly by direct contract and so forth, but that’s good. That was under Lupidus. That’s pure. But was I was doing was impure. And I came away with scars on my back about that.

Q. Where would the discussions or arguments take place? Was it within the council of deans, the president’s cabinet, and one on one? All of the above.

A. All of the above. I can remember one where we were meeting with, it must have been some members of the Board of Trustees, and the research, what do you call it, the research…
Q. The research office?
A. Well, that handled all the research people.

Q. The Research Foundation?
A. The Research Foundation. Lupidas was there, a dean or two, and I think I was there to present my point of view. I did. Lupidas simply attacked it at every point. And I wish I had fought it more effectively. At another time there was some faculty meeting, all the wealthy faculty would come. _______ had just retired from the alumni. Would have them in and they had counselors to help us in business relations. I remember that time, they had asked us about those questions and the dean of the engineering, I’ve forgotten his name at the moment …

Q. Glower.
A. Don Glower and Lupidas got into it that time. Glower was a pretty effective outspoken man sometimes. He made his point that time. But those things complicated getting that stuff done. I think one of the biggest things, one of the biggest obstacles of all, is being a state university. There’s real concern among the regents and on the Board of Trustees, among our leadership, so we get involved in the dental college in research on cavities and so forth. With _______ and soon they’re publishing or selling a Listerine toothpaste with the OSU logo on the tube. That’s a perfect illustration. And suddenly everybody, including the businessmen, were selling toothpaste. They’re saying, “Now what in the devil are they doing in business competing with us. That’s not what we pay them to do.” Well they are a hundred different aspects of that thing. That’s a real concern.
The private schools, I started the whole thing, I started almost all of the effected ones in the country and did a paper on them just to get my points clear. And somebody plagiarized it later and signed his name to it and had a Washington operation publish it as a fundamental source. But the issue there is the private colleges could do it and we couldn’t. We couldn’t without somehow getting around it and getting around it is when a chemistry faculty professor signs with the pharmaceutical company to work out these issues private.

Q. Without going through the University.
A. Blackwell, Blackwell is a perfect illustration.

Q. Roger Blackwell.
A. Don’t put that one in there. But you see what I mean? Blackwell, as an advisor, worked for his own … we could hardly pay him enough money to stay on campus. Well we couldn’t actually. I’m sorry.

Q. Gave me an office.
A. We gave him an office. And a respectable one.

Q. Yes, it was.

Q. Let’s see here. We’re down to kind of moving into the summary kinds of questions. It’s probably a good time. On number 16 I said what do you consider your major achievements as an administrator and major disappointments? There were none, right?

A. Oh yes. I had enough disappointments to last anybody a while. I said a little earlier I thought my fingerprints were everywhere. I think my major disappointment, and this may sound silly to anyone outside the College of
Humanities, I’ve been an ardent advocate all my life of what we call liberal education, as I still do. And I guess I believe with all my heart that undergraduate students should be given at least a basic understanding of philosophy and history and literature and so on, so that they know something about the world, so that they know something about man and his past, present, future. And gain some of those fundamental human values; it will help them be effective in life, as well as to make money at a profession. Well we’ve got this problem that, our big universities, and I don’t have to tell you this, are really, they’re vast conglomerates of all kinds of things going on. They’re not unified. They don’t all do the same thing.

Q. Don’t necessarily have the same goals.

A. Well, the professional schools are here to make health and medical people learn how to be doctors. And the agricultural people to be farmers. And the engineers to be engineers, and lawyers, and so on. In other words, they train students in their professions so they can go out and make a living. And there’s much to say, if you were to look at an engineering program, as much as they pour into these kids, it doesn’t surprise me they never learn how to read decently or even write decently, or even to use mathematics decently. And so they flunk. Well, I’ve always held that it’s the fundamental responsibility of the arts and sciences, the liberal people, to at least defend the concepts and the action that we’re here to educate as well as to train. I guess that’s what I’m trying to say.

Q. Did the organizational structure of the University cause the problem in that regard? In that, there was a College of Humanities, of Social and Behavioral
Sciences, Biological Sciences, Math and Physical? Would you have been in a better, more influential position if you were a dean of Arts and Sciences rather than a dean of Humanities, in trying to make some of those changes?

A. Possibly, except that, I’m really not complaining about this, I’m trying to describe how a university works. Even if you had a centralized powerful Arts and Science College, the majority of the colleges in a University like this are professional schools. And they’re going to be and that’s what society wants. And I’m really saying that certain groups, and they are in the arts and the sciences, are also dedicated to this part and we’ve got to defend that. This is all I’m trying to explain are my greatest disappointment I think.

Q. What do you point to as your achievements?

A. Pardon?

Q. What do you point to, when you think of your achievements at the University?

A. Well I want to finish this point first.

Q. Oh, you still have more disappointments?

A. I haven’t actually finished it, my great disappointment. So I’ve just explained, I’ve been dedicated to liberal education. I believe in it. If you’re not a human being with some understanding, I don’t think you’re worth the trouble. But who am I to tell the engineers? There’s that problem. One day, in a departmental meeting with my chairman, I initiated a discussion of what we’re here for and what we’re trying to do in our college. And I went around the departmental chairmen, saying, “What are you actually trying to accomplish here in your administration of this department?” And every last man explained that he was
looking for some brilliant graduate student who could replicate his work and his interests. And I’d say, “Well what about the education? The liberal educational ideas and so forth.” Absolutely ______, nothing at all. And that’s the one day I think that I really thought seriously for many hours that this is the time to resign. That was my big disappointment. And I don’t know, I still feel that way. I think when the professor begins to only be interested in his little narrow field, no matter how significant it is, and will only talk to that student who is interested in graduate work in that field, then we’re betraying a huge responsibility.

Q. Do you think the change in the structure of the University, I think it was Martha Garland, who was Vice Provost of Undergraduate Studies or whatever her title is, do you think maybe the University is trying to look more in that direction then it had been?

A. I think that they’re trying very hard to make that point and will continue to and somebody has to fight. The liberal arts have been losing every since just before Aristotle, but we haven’t lost yet. We’re still here. And I think Martha Garland is fighting the good fight. I think that the professional schools have to what they’re doing and will continue to do what they’re doing. And I’ve said time and time again, I think that the University is a complex organization. You can’t get everybody to do work at just one thing. I’ve often heard the metaphor that it’s like a huge ocean liner that’s hard to turn. That’s completely false. I mean, it’s like about 50,000 ocean liners, all bumping into each other and going their own direction. And that’s the way it ought to be.

Q. Bumper cars.
A. Yes.

Q. Want to talk about major achievements? Let me do this. Let me know that in ’86 you received a Distinguished Service Award that recognized your leadership and contributions to the development of the University Research Park, the reorganization of continuing education, the establishment of black studies, women studies, comparative studies programs, and the Medieval and Renaissance Center. And the creation of University Center. Do you look back on those things as major achievements? Are there other things that you think of that are more important to you personally?

A. I think perhaps some things were more important. We were talking a little earlier about starting other centers. I think my building of new centers, of getting things involved or started, were probably the only, or the more important things. I help build a number of centers, a computer center, the pharmacology center, the welding center, and a couple of others. Let me take the welding center. Typical of the way the thing does, _______ Carl, who was chairman of engineering came to me one time. He had an idea that he wanted a welding research center.

Q. I remember him.

A. An awful good man. And he talked even working on the dean and the dean wouldn’t hear of it, wouldn’t have it. And Carl was a very good, good, good man. But he did want to advance the work of welding. And welding at the time they were doing with hands and tools. But around the country and in Japan and Russia, they were beginning to do, what do you call this, automated welding.

Q. Where they use robots to do the work.
A. Yea, robotically. And he wanted to move on. And he came to me and I have to say that, off the record again, in a way, about the man I said I was going to meet tomorrow, he was in about the same state. He had no concept of how to go about it. And he couldn’t get the dean or the associate dean to work in any way. I took him down to the development office with the state when they were just beginning the Edison Program. And introduced him to the guy who led it, who was a man, one man who ever won a Rhodes Scholarship. I’ve forgotten his name at the moment. But at any rate, got him involved and got them involved and explained what we wanted and how we had to have it. And we went on and pulled in a bunch of the heads of welding industries around the country, gave them some dinners a few times. One night I got Jennings to come and host the dinner. At that time we had invited a man from Texas perhaps who had a welding center and had come thinking he would absorb us. And we rudely corrected him. Ultimately he did absorb. Anyway, we got the Edison money and Carl wasn’t without resources himself. He had very close friends in the welding services in the Navy, which welds everything if it’s going to float. And one thing went to another thing to another thing to another thing that way. We got big support from industries. The state support. I remember one of our federal legislators wandered one day from the head of that committee ________ doing in this. He got his nose in before. And the man said to him, “Well, what are you doing here?” We got that money.

Q. Carl Graaf.
A. Yea. Well Carl Graaf, we got to start, it was a long, long process after I left, finally got this center. And this is perfect illustration of what we wanted. That building was built so that the welding department would be inside that building and a student would work in there and the business scientist at the same time. That’s what we mean by research park. That was a good start. Well, that’s the way you get these things done, and that’s the way you bring about change. We did something like the same thing with the … you asked me what I think was more important, we did this same kind of thing where the computer center. Which isn’t at all what it is now. But there again, the dean wanted some other grant from the Edison people in another field, industry something, and I wanted this and they wouldn’t hear of it. And once again, we had a couple of dramatically good people in the computer sciences department in his college who came and begged for help. The dean wouldn’t move and eventually I called a committee of interested businessmen, of interested members from Battelle. Those two engineering people and the dean’s associate dean and they sat there and lectured him about why it had to be done this way and this way and this way. Of course, I was talking to those industry people at night you know. The upshot of that by the way was that, after about the third meeting I was asked by the vice-president of research to give the chairmanship of that committee to the associate dean of engineering, which I did. But I talked to those guys at night. You see why I said I made enemies. But we got that thing. Other ones like that. We built a pretty good pharmacology center. I don’t need to go into it but there were a series of things like that that I think have been (end of tape).
Q. Are you ready to switch gears or do you have something to finish up on?
A. We could go on that way ad nauseum.
Q. Lots of examples though.
A. Some of those started, some of them failed. Some of them aren’t going. Sooner or later we are going to have a research park I think. But it takes time and interest. There have been at least three major efforts since I left by the presidents with very high powered forces to go on with the building. And in my judgment we don’t have a research park here.
Q. Not yet.
A. We may. Carl’s is a good beginning. A couple of others. But we’ve got a pretty good university. Now where do you want to go? Leadership.
Q. Leadership. How would you define leadership and how would you characterize your own leadership style? Do you view yourself as a leader in the first place?
A. Well I haven’t actually, no.
Q. I didn’t think you did but you have been.
A. I mentioned the dean who told me just to catch the balls as they come across. That’s what I’ve been doing.
Q. But you’ve also been taking the balls and the ideas and making things happen.
A. I think when I first came down here I thought that that dean must be the man who had to have the ideas and do all the work and the thinking. And I learned very, very quickly that I worked with an awful lot of intelligent people where you were working and where these admissions people we mentioned all over the campus who were eager and capable of helping. You didn’t have to do all the thinking all
by yourself. You had people who could think better than you could in a variety of things. And I think if I learned anything very quickly it was to get in touch with those people and listen very carefully. You don’t lead. I don’t. You listen and find out what’s happening and you try to help, something like that. I think early on I was too aggressive, maybe confrontational, and impatient in getting things done. I might have been, I don’t think I was too impatient with the Ross affair. It’s a bad ball of yarn and it still needs patience and endurance to solve a lot of it.

Q. Do you view yourself more as a facilitator or an expeditor? Is that how you look at making things happen?

A. Yea, I think so. In terms of philosophy of leadership, I think I’m instinctive, I’m opportunistic. I think I can be very sly sometimes. And I think sometimes I’m just plain goofy. But you know it works sometimes.

Q. It works. You let something bounce off the wall and sometimes go with it?

A. Yea. And sometimes it hits me on the head.

Q. You were hired by President Fawcett, worked for President Enarson and Jennings. How would you compare their administrative styles in working with them, getting things done?

A. Now we have a few more hours?

Q. Yes, we do. You want an hour for each one?

A. No. I don’t want to comment.

Q. I have a whole other tape.

A. I don’t want to comment too far on them. This is a complex matter. Just let me kind of brush real quickly I think. Nov Fawcett, I thought, was a very great man.
He had tremendous strength in his experience and knowledge of the region. I know that when I first came here we went down one night where they were having a businessmen’s banquet with about 300 or 400 presidents of local industries. And he was there and they were just mad about him. He belonged there and he had them. He had courage. I’ve read letters he sent to legislators to say I’m sorry but I will run the University. This kind of thing. At the same time, another thing that impressed me very early, at Michigan State we had one of the great presidents in John Hannah, but he had been a chicken expert in agriculture. Tremendous learning that he gained before he was through. But as we became a university there my feeling was always that he was ____________ to these people he was hiring with Ph.D.s. He remained at arms length to the faculty and Fawcett wasn’t ever afraid of anything. I mean he really wasn’t. He just handled things and laughed and had fun with it. But he reigned here though you see, in that immediate post-war period, when everything was building and getting bigger and bigger and bigger and more and more demands and more money to make everything go. And you needed somebody to kick things around. And he did it with great charm and with joy, I thought. I admired him immensely and helped me immensely. I don’t dare tell you some of the things he did to help me but he could make things go.

Q. Do you want to tell me just one?

A. No, I don’t think so. I can only think of that one and it has words I wouldn’t want to use. Enarson, who I think came in about 1971, after the riots were all over and everybody was sick of it and so forth. Students had definitely rejected all parental
authority. They weren’t looking for leaders and big college presidents. I don’t think anybody was. He really had to fit a new set of demands by kind of being invisible, pleasant, charming, having barbecues and one thing or another. Because the University wouldn’t accept a big actor. That was my feeling about it. It needed calm and friendliness and sympathy and so forth.

Q. To unify the University?
A. Yea. And I think he played that role perfectly. Not quite perfectly. He had a big battle with the Medical College I remember, when he decided to take all the money away from the doctors. That they were making on the side with our facilities. That was a bloody battle and he fought that out. Jennings, I think by the time we got to Jennings, we were in the new phase again and we were looking for people to be bold and to lead. And weren’t resentful of it anymore.

Q. We must go through cycles.
A. Yes, sure we do. And he wasn’t as big as Fawcett. Not an old large, brotherly man. But he made friends quickly. He picked up the reigns. He made sounds very bold decisions about a series of things. He gave great support to the developmental programs I was trying to get started. And I think you have to say this – he made pretty good friends with the governor too. I mean, politically.

Q. Always a good idea.
A. You bet ya. Politically he did wonderfully for us and I think that’s one of the things that fundamental, that somebody works with the legislature and has this backing of every inch there is in the state that he can get. And he got that from the Democratic governor who was in then.
Q. Dick Celeste?

A. Dick Celeste. They were like that. I think that’s about all I can say about them off-hand. They were complex people and very strong people. I like best the strong ones who would push and both the first one and the third one helped me because they weren’t afraid of change. Something that I’m saying here that I haven’t made very clear I guess. But I told you I was a student of revolution. And I guess I became or viewed myself as a change agent. And a revolutionary of course. And if we come back for a moment or two about the picture I was doing with Howard University, there was a lot of separate pieces. You know, a person doesn’t get to tell any of the doctors how they’ll make the operation, and a dean doesn’t get a chance to tell the faculty who they will promote. The thing isn’t administrative. It’s a whole series of tight little knit separate units, each of them claims to be driven by values that are sacred. Don’t anybody butt in here. We’re perfect. And don’t try to change us. You’ve run into this. All of us have run into this. Our values, our objectives, where they’ve got to be and we will be the judges. Now somebody has to butt in every minute to say, “Yea, but we don’t have a department in this area or nobody is nuclear physics here.” Or in one case with the pharmaceutical thing, I found that this department in this college and that department in that college and that department in that college are all doing the same things with duplicated machinery. And we combined them into one with one machine and begin to spend that money on faculty people. Things like that.

Q. Biochemistry.
A. Biochemistry was and microbiology. Boy it just fascinates me. When I tried to work with them we didn’t have a college then working here. But this Ferrari, he is out of this world I think. And we’ve talked. I don’t think he’s taken any of my ideas but that’s because his are all better. He’s good.

Q. Okay. Wrapping up here, how would you characterize the nature or quality of the students and faculty during your 15 years at Ohio State? See some changes?

A. Oh, there were a good many changes. I think we got strong support for major improvements in hiring the faculty people, in hiring top-level faculty. That’s a complicated thing. If you want a great scientist, was known as a great scientist and a full professor, which means he has satellite professors working within that fantastic laboratory where he works and so forth. And if you want him you have to provide these other things. And that cost money and I didn’t have anything to do with these things but this University has done those things. And that has moved up the quality in many, many different fields to world class. That’s all there is to it. The ______ is world class. Just wonderful stuff. I guess that’s one of the things I would say about it. I know very little about the actual evolution of students but I was involved with the president and the cabinet and everybody else. We had this process of literally having to take anybody out of high school. And then of how to raise the standard by telling them what they would have to know before they came in here. And we did that. We did it year after year. It’s something that had to be done incrementally. You can’t just tell all the uneducated K-12 that you can’t come here anymore. But neither can you take kids who want to be engineers, who aren’t any good at English or Mathematics or
Chemistry, Physics and so forth. Because if you take them you ruin them. You
dump them out before the first year is over or after the first year is over and they
feel like failures the rest of their lives. But you had to introduce additional
requirements and phase them out over several years until we could finally say you
will do this and this and this when you come in. And that worked. And made us
a University. Before, one of the things that worried me immensely, and this is one
of the do-gooders philosophies we had for the blacks, and for many, many high
school. That we prepared this, what do I call that, kind of an anti-room for kids
who were here we’ve accepted but can’t do it yet.

Q. Remedial program?
A. Remedial program. In my college, we spent millions of dollars for remedial
programs in the early years for students who couldn’t read or write. I devised a
system that had three different professors read everyone who was like that and did
a separate judgment. And if all three said, “This is hopeless,” then you put them
into rehabilitation. When you paid money for rehabilitation you lost your money
for good professors and good research and you started being not a high school,
not a university, but an anti-room school. That isn’t our job. This just isn’t our
job. Not only it isn’t our job but also if we’re doing that we’re not doing what has
to be done. And with good chemists and with good engineers. If a boy doesn’t
have the basic things to get through engineering when he arrives here, he’s either
going to flunk or fail or whatever. If he has those things, he’s going to make a
good engineer.
Q. I remember asking early on, why do we have so many math students taking remedial math? Don’t the high schools know that their students are entering remedial math? No, they don’t. Does Upper Arlington know that they have x number of students that have to take remedial math before they can get into their sequence? No. Why don’t you send that information back to them? Well, we can’t do that. And I thought at the time that if the high schools knew what was really happening to their students, maybe they would adjust in their own sequence.

A. Well, that’s what I thought for a long time. But it was clear that … I still get irritated about coming in, again a brave man. You know, he resigned here or took a leave of absence for two years to go up and run the _______ High School in Detroit. Because he wanted to know what it’s really like. And I’ve asked him since and he just says, “Oh it was awful.” I mean, the state of the schools was so awful that there wasn’t really any hope of improving themselves. I think that’s one of the problems. There wasn’t any pressure. We simply said, “If you want to come to a great University, you’ve got to provide these kids with K-12 education that suits them for it.” Well you asked me that question. I’ve got too complicated once again but I think it’s been proved immensely. I think, as I said, it’s been done incrementally but we have achieved it and we’re running a University now.

Q. I think you’re right. I sat in Martha Garland’s office recently and I saw the change. She had a chart on her wall that shows the improved retention, the higher test scores, and the higher grades. And all that can go back to switching from open admissions to …
A. Well Martha I think is a winner. She’s just a wonderful person and dedicated to these areas.

Q. One more question.

A. She once created a nursing program for me. Separately. Can I add to this one?

Q. Sure.

A. Martha, the nursing people came to me, and I got her involved. They were nowhere and nobody liked them, wouldn’t let them do anything. And had no respect for them. And they really didn’t have any educational program. And we could see what needed to be done and I asked Martha to do this, or to at least come up with programs. And we were specifically interested in one thing, which were diagnoses by computer. In other words, nurse so and so, this person has this and this and this and this. In terms of symptoms and doing this and this and this. How do you read that? And we built a whole computer program that they loved which would teach them to do all kinds of things. Not medical but slightly involved. And Martha brought some of the toughest minded nurses together and a little committee, and we worked the whole thing out and we got some of the branch campuses that were doing the same thing or wanted to do the same thing. And made it work. Well nobody knows and I don’t know whether it’s even alive now because the computer sciences in this area have advanced much further. But those things were fun to do.

Q. Yes. Anything you wish you had done differently?

A. Everything.

Q. Everything? Easy answer.
A. Well all I can say is I wish I had done better, more effectively. I regret that I didn’t do a lot of things better than I did. And I kind of regret that I didn’t hit a lot of people harder than I did. Otherwise, I can’t think of anything.

Q. Push harder to make it happen.

A. I have to say I’m, if anything, I think I was here, did my best and we did a lot of interesting things, and I’m very grateful for the experience, for the hundreds of wonderful people I’ve worked with, who have done the work or brought me ideas that needed to be pushed and so forth. And it was much more interesting to me than working in a factory, probably much more interesting.

Q. I think I agree. You get to be involved in every aspect of the University, with every person. I enjoyed that too.

A. Once again, it comes back to my obsession. These are great things, these American institutions. They are the basis of our society and they have to be protected, and that means we have to protect ourselves. And we have to protect the right to educate our people. I’m especially gratified right now by the way the American people are expressing themselves about the Iraqi war that’s going to start. The thing that gratifies me most is that the American people will express themselves and will think responsibly. And that’s a lot more than you can say about a lot of cultures and societies I’ve studied.

Q. Thank you very much. This has been a lot of fun. A lot of fun.