

ORAL HISTORY INTERVIEW
HAZEL MORROW-JONES
FEBRUARY 24, 2014

Q. My name is Emma Earick. Today I'm here with Hazel Morrow-Jones. And today is Monday, February 24, 2014. What time period did you attend Ohio State?

A. I was here from the fall of 1974 through the summer of 1980.

Q. And what degrees did you receive?

A. I got a Master's degree and a Ph.D., both in Geography.

Q. Why did you pick that major?

A. Why did I choose the major?

Q. Yes.

A. My undergraduate school was a smaller liberal arts college in Minnesota, Macalester College. And they had a really excellent Geography department. And I suspect like a lot of, at least U.S. students, I had never heard of Geography as a field of study. But I went to college thinking like everybody else at the time, I was going to be a lawyer. Because you could only be a doctor or a lawyer or a teacher or a nurse. Those were the choices. We didn't know anything. So I was just taking classes and I thought maybe I'd be a History major and then I thought, "Oh, I should take some Geography so I know where all this history happened." I took the Geography classes and discovered that they were really fun. And so I became a Geography major and I also did a dual major as an undergraduate with Anthropology. And then as I was thinking about graduate school, I didn't even apply anywhere in Anthropology. It struck me that it was even more unlikely than Geography, that there would be any jobs in Anthropology.

Q. Did you have, when you were looking at Anthropology, did you have more of an interest in cultural or physical?

A. Oh cultural, and in Geography I was a human geographer.

Q. So can you talk a little bit about your family background and experiences that shaped your life prior to coming to Ohio State?

A. Yes, my family, both my mother's and father's families, are from western Pennsylvania. It's not an area that these days would probably be called Appalachian, but it really kind of was at the time. My mom's father's family worked in coal mines, and he ran a company store for the coal mining company. He had his own store and lost it in the Depression, then he ran a company store. On my mother's side there were 12 children, 10 of whom grew up to be adults. She talks about the very distinct difference between the older part of the family, in which she was the youngest and before he lost the store, and the younger part of the family and how much poorer they were, and how dependent they were on the big garden and all those kinds of things. Then on my father's side, his dad worked in the steel mills in Pittsburgh but got MS (multiple sclerosis) and my dad used to leave high school at the end of the day and dash into Pittsburgh and help his father finish his shift. And then come back out. In the '50s, he left western Pennsylvania. There were no jobs at the steel mills and coal mines. And he went places where you could get better work.

My folks, my dad went into the military for World War II, and my sister had been born before he went. My brother was born just before he went. He came back and they moved. Several times. He worked in the insurance industry for a little while, hoping that the insurance company would pay for him to go to school and things like that. That didn't

work out too well. They'd moved into Ohio and were living along the river there, I think when he was in insurance. And I was born there in the early '50s. And then they moved to Cleveland and my dad worked again for the insurance people for a little while, and then it just wasn't going anywhere and he ended up working in steel mills again, sometimes as many as four jobs at one time just to keep us going. There were four kids, two brothers and a sister. And let's see, like my mother's family, we talk about the older family and the younger family. My sister is ten years older than I am and my brother is eight years older than I am. And then my younger brother is four years younger. So for a while I was the baby of the family, and then for a while I was the middle kid, and then the older ones went away and for a while I was the oldest kid. So I had a little bit of everything. And I remember very clearly when my mom went to work. She had worked odd jobs here and there. But she went to work in the school library when I was in 4th grade. And I was very, very proud of that. I thought that was so wonderful. At the time they asked you all these little questionnaires like I'm sure they still do, about your family and do you have books at home, and do your parents read to you, that kind of stuff. Does your mother work? Well I knew, it was very clear from their attitude, that if your mother worked that was a bad thing. This was the '50s, remember. And so I thought it was cool. I just thought it was the neatest thing to be able to say, "Yes, my mother works." And the really fun thing was, she went to work in that library, it cost her \$.25 more a week to have someone watch us than [the weekly salary] she made, which I still think is pretty cool. She ended up working in the school libraries, without a library degree, she didn't even have a college degree. She had a high school degree. She really created, developed a new learning center in that school, and that was so successful that when another school in that

district was going to have a learning center, they wanted her. They asked her to come there. She did that. Case Western Reserve wanted to put interns with her, library interns, with her, and she had to tell them that as much as she would love to, she didn't think that was allowed, because she didn't have a degree. She was not allowed to oversee library interns. So she really created a new career out of that. My dad continued to work really hard in manufacturing industries and ended his career as a supervisor and tool coordinator in Auto Bolt and Nut in downtown Cleveland.

As far as things that really affected me, I think basically being a middle child was very affecting. I tend to be very flexible, adapt to whatever comes up. My parents moving to Cleveland obviously was very important and my mom going to work was very important. The whole idea of, my parents were very hard workers. They also did a lot of work around the house. That was their fun time. Our house always had some project going on. And they also were very, very interested in education and making sure that we all went to school. And we all four did. We weren't exactly first generation because my aunt went to a normal school, which was just a two-year teaching college back in the '30s or so. But in many ways we really were first-generation college. And obviously, we had no professional people in our background. We had no doctors or lawyers or anybody like that floating around in our family. And that turned out to have a big impact, I think, on my academic career.

The other thing that I think really affected me was when we moved from the City of East Cleveland which is a suburb, a suburb on the east side of Cleveland, right next to Hough – riots and all that. East Cleveland, like the rest of the east side of Cleveland, had a racial issue and when we lived there, it was turning from a white community to a black

community. I really wanted to stay and my parents decided that it was really important for the safety of my younger brother, who was about to start junior high, they really could not imagine that he would be safe. It was a mile walk. So they decided to move and we did move, and I hated it. I really did. You try to fit into your new school and you do all the right things, and so on. But I never really felt like it was where I should be. And I found out recently that my younger brother also didn't like it, which surprised me. So that I think is part of also what then affected my interest in Geography, especially human and urban geography and the issue of neighborhood change and why people choose to make moves, decide where they want to live and where they want to move to. I think that probably had a big influence on that.

Let's see. Anything else about my family background? My older sister went to Kent [State University] and we would often drive over to Kent and drop in on the weekends without warning her, which was not a good thing. And I remember very clearly the day we dropped in on her when she was learning to smoke cigarettes. My father smoked but he did not think that his daughter should smoke. I remembered that when I was choosing a college. And I chose a college in Minnesota, that they could not possibly drop in on me. I didn't know what I was going to be doing, but I knew it was going to be some things that I did not probably want my parents to be aware of. So I chose a school in Minnesota. I had scored highly on the National Merit test, so I got a National Merit Scholarship. When you score highly on those tests, as you probably know, everybody comes out of the woodwork. All the schools are sending you letters and all that stuff. So I was kind of inundated with all this stuff. As I said, we weren't a professional family. We didn't quite know, this was kind of cool, all these people want me. But of course all the

letters were really, “Dear National Merit Finalist,” sort of things, except Macalester College. And theirs were, “Dear Ms. Morrow.” So they apparently cared enough, I thought, to send personal letters. Of course, I found out later that that was all mechanized too. But it was a better mechanization than the other places. I was able to afford to go there with a scholarship. I realized I was costing my parents more money, so I also had jobs the entire time I was there. I typed for the student newspaper and I was a dormitory official, to pay for my room and board. On the whole, I think we did okay. I found out, again later, that my father took out a second mortgage on the house, to make sure I would get through school, and he also took out a life insurance policy specifically to make sure that I would get through school. And it was at Macalester that I found out about Geography.

Q. You came to Ohio State later. Did you ever live in a dorm or on campus?

A. No.

Q. Did you live off campus then?

A. Yes.

Q. Okay. Did you, either living off campus or hearing of people living on campus, any differences in like rules or treatment of women in the dorm compared to men?

A. You know I’m sure there were. When I went to college, I really quite thoroughly enjoyed telling all my friends from high school, they were talking about an all-girls dorm or all-boys dorm and all the rules and so on. The college I went to didn’t have any rules. We didn’t have any all-male dorms or all-female dorms. Your choices were co-ed by floor or co-ed every other room. That was it. You didn’t have the other choices. And of course, by the time we had been there a little while, it was co-ed in the rooms. Now in co-ed we just

sort of changed the bathrooms, co-ed and all that. Again, the sort of thing you didn't want your parents to know at the time. I really enjoyed telling all my friends that. I didn't pay much attention when I came here to the dorms but I'm sure there were other rules. My friends who had come to Ohio State as undergraduates had the usual dorm hours and all that kind of stuff. But I'm afraid I didn't pay any attention.

Q. Shifting gears a little bit, how do you see yourself? If you could use identity markers to describe yourself, what kind of identities do you give yourself?

A. You know I was thinking about that. There's lots of course. And they are the ones we don't think about. Obviously, I'm female, I'm a daughter, I'm a wife. I'm an aunt, I'm a sister, I'm a friend, I'm an administrator, I'm a professor. That one is high on the list. I'm a city planner now. That's my field here. I would say I'm probably also a geographer. But the ones that I don't say, because I don't have to, are I'm white. I'm heterosexual. Those are the ones, that's the air and the water. I don't have to worry about that. That's one of the privileges, I guess. Those are the kinds of things that came to my mind as I was thinking about that over the weekend.

Q. How do you think being a female has shaped your life?

A. In terms of my time here as a student?

Q. Yes, but also broadly, like how you think, it's one of your identities, so how do you think it's played into a major part of your life?

A. I spent too much time when I was a lot younger, in junior high, high school, even college, trying not to be, because girls were flighty and emotional and not good at math, all of those things. In fact, I remember very clearly when I was quite small, that I wanted to be a nurse, because I thought it was illegal for women to be doctors. I literally thought that it

was against the law, and when I found out it wasn't against the law, I said, "Hey, I'm not going to be as nurse, I'm going to be a doctor." I stuck to that for a while until the school I was going to for high school turned out to have really awful science classes. I mean really awful. I didn't learn any science at all, and then when I got to college I made the mistake of deciding that if I didn't have any background there was no point. I didn't take any science. But I did take math. I spent too much time, I think, if I were going to go back and give myself advice, thinking that girls didn't do those kinds of things, kinds of things I was interested in, and therefore I must be odd or strange or something, because I was going to do those things anyway. But what that meant was that I was then trying to deny a very large piece of who I really am. And it's really been kind of a life's work, to integrate the part about, it's okay to be smart, it's okay to be successful, it's okay to be able to do math, it's okay to make more money than your husband does, with that part about, oh yes, and it's also okay to wear scarves and jewelry. To like to do home décor. To have those more emotional pieces that when I was younger I thought, "Oh that's what girls do and that's icky. I don't want to deal with that." It's probably taken a long time to really work around that. It is kind of amusing given my current position, Director of the Women's Place. But I think it's probably not a terribly unusual journey for girls about my age who went on to college and carried on. Even at that time.

Well, at that time we were undergoing a shift from when my sister had been in college – an awful lot of girls were there to get their MRS degree, to get married – to when I was in college, particularly my college. You didn't go there to get married, you went there because you were going to become a professional. And almost everybody from the college went on to graduate school or professional school, one way or the other.

It was just automatic. You were going to grad school. It wasn't, "Are you going?" It was, "What kind of graduate school are you going to? Are you going to go to law school? Are you going to go to med school? What are you going to do? And I think there was just a lot of difficulty trying to find a way to be both, because the society was saying, it was just a time of change. It was difficult for people to see that you could be both. And the more I've learned, of course, as I've gone on, the more that I realize that the '50s themselves were such a weird out-of-sync time, that in fact women had worked, both inside the home and outside the home before then, and after then. It was just that little time period when it didn't seem, when we had this ideal thing about working husband, wife stays at home, picket fence, two kids, dog. That had really not been the history. But it was an interesting kind of confused time, and I think we were all trying to find a way through one way or another. And I'm not sure how many of us talked about it.

Q. It wasn't discussed?

A. No, in part, because Women's Studies was a very new field, and again, you can imagine, if somebody is trying to sort of not be female, that you're not going to go take Women's Studies classes. Those people are crazy.

Q. You mentioned a few other identities. Were any of those identities, did they play a big part in shaping your life as well?

A. I'm sure. Being a daughter, I'm not quite sure that I even know how to phrase this. I read a book once that was called, "This Fine Place So Far From Home." It was a series of essays written by people who are academics, who are professors, but who came from non-professional families. And it really struck a chord with me. Some of their experiences were far more telling than mine. But it did make me realize that not coming

from a professional family, you don't really know what's going on. And you think everyone else around you does. So you don't ask questions, because asking questions would prove you don't belong here. So you're in this fine place, this great place, but it's awful far from home. And you don't quite know what the rules are. You're trying to feel your way around the world. You're trying to be an anthropologist, trying to find the rules without asking anybody right up front what they are. And it works out okay. But I realize now, if I had asked about the rules way back when, it probably would have worked out a whole lot better. And why I didn't ask, I don't know. Other people maybe did. But I didn't. I think that probably comes from my family background. My marriage was very important to me. We've been married, it will be 40 years this May. We got married the day we graduated from college and both came here to graduate school in Geography. They thought it would be really funny, of course, Ohio State is a big school, right? It never occurred to them that we were from this little school and might know each other. So they thought it would be funny to put this guy named Charles Jones and this girl named Hazel Morrow, both from the same school, in the same cubicle in the graduate offices. And just see what would happen, right? And when we walked in and said, "Guess what? Our last name is Morrow-Jones." (My husband hyphenated his name too.) They were just completely blown away by the idea that we even knew each other, let alone we were married. So being married all through school and all through our academic careers, has been really important, a really fundamental thing that allows me to do a lot of stuff, because I know I've got somebody at home.

Q. How has being a woman, how did that shape your time here at Ohio State, both when you came to school and throughout the years you were here?

A. Oh you want to know about recently too as well as then?

Q. Sure, if it has changed, if it has evolved.

A. I was thinking about school and it was very odd. I obviously went away after I graduated. And when I came back eight years later, I looked around and I said, “Wow, what did I do? Go to graduate school with my eyes closed? I don’t remember anything.” And I really think I did. I think we were so focused on our little self and our work and in some ways our little Peyton Place. Do you even know that expression?

Q. Peyton Place?

A. It was a book, then a TV show, and a movie or something, and it was a little ingrown society where everybody was sleeping with everybody and all kinds of little things going on. So Peyton Place is just an ingrown group of people that are together too much without enough external leavening. And I think we were just too internally focused to even pay much attention to what was happening outside. I remember very clearly that there were no tenure-track women faculty in our department. There was one woman but she oversaw and taught the undergraduate introductory classes and then oversaw the grad students who taught those. And she was great. But did any of us pay any attention her? No, because she wasn’t a tenure-track faculty member which looking back at it now I think it was awful. And I’m sure had I paid more attention to her, spent more time with her, I could have learned a lot from her.

There were quite a few women in the graduate program. So it seemed like, “Oh, it’s just a matter of time.” And to some degree that’s true. And I was trying to think, to what extent did being female really affect things in graduate school? Because my husband was there as well I have that direct comparison. What it was like for me and

what it was like for him. Now, I will say, he didn't get hit on, at least I don't think so. Not much. Maybe by a few of the undergraduate students but I was hit on by the faculty, my fellow students, and my undergraduate students. And I was married, for heaven's sake. Faculty in my own program, but there were faculty in other programs at this University, who were much worse than that. There was one guy who really, really wanted to have an affair. He was married. I didn't ever have a class with the man but met him somewhere. So that was too much of a distraction, too much energy wasted on that kind of stuff. But as far as how we were treated in classes or how we were treated by advisors or anything like that, I didn't see much difference. If anything, my husband was probably treated worse than I was. I do, looking back on it, I wonder a variety of things. I think that probably the biggest impact on being female are things I did to myself in terms of not taking myself seriously, not taking my own work seriously. I remember very clearly, when I was working on my dissertation, going to talk to a very famous Economics professor, whose work I admired greatly, but I hadn't had any classes with him or anything. I got my nerve up and made an appointment. I went over to tell him about my dissertation idea. And he actually took me seriously. He really listened. He really made suggestions. We really had a good discussion. I was stunned. And when I walked out of the room I realized finally that I was stunned because I hadn't actually expected him to take me seriously. I expected to get some nice little pats on the head and said I was a good little girl and always did my work on time and all those kinds of things. But not because this was good work. So I was really kind of blown away by that, particularly the discovery that I wasn't taking my own work seriously, so why should anybody else?

I wonder how much of the whole academic thing – I was successful at a lot of it in large part because it's not that hard. There's a knack to doing classwork. It's just not, when you have the knack it's not hard. And I had no trouble going through all the classes, which is great. You take your tests. You do the papers, fine, easy. Dissertation is a whole different ball of wax. And then trying to have a research career after that is a whole different thing. You can't write one the night before it's due, which of course is how I got through school mostly, was writing everything the night before it was due, because that was good enough. Because nobody paid that much attention. It was reasonably well done. The spelling was mostly correct. Verbs and nouns agreed for the most part. And that was good enough. So I don't know whether that was because I didn't get it, didn't realize what else I needed to be doing, or because nobody really challenged me and said, "What the heck? This is fine but it's not very good. It's okay. You hit all the rules but you can do better." And I really had no idea what was necessary for long-term research and that kind of thing. That really then resolved itself into a major challenge when I went on in academic life. I didn't know how to do that. I am glad to say, by the way, that things I think are much, much better these days. I think graduate programs do a much better job of training their students, not just how to do classwork but how actually to go on and do the research and that kind of thing. And then I think when you go into an academic position as a junior faculty member, there's a lot more help now than there was. They make a point of assigning a mentor, getting you a mentoring committee so your colleagues are helping you learn how to do this. So you have an apprenticeship kind of situation, rather than the old, "Throw them in. They're a good student, they'll be okay."

Q. All right. You talked a little bit about your experience and touched on other women's experiences, but do you think, what do you think life was like for the other women students here at Ohio State?

A. The ones that I knew the best were the other graduate students in my own program. I think that their experiences were fairly similar, because there was always the chit chat about, "Hey you don't want to get caught alone with him," or whatever. So and so is a great faculty member, but you don't want to go [anywhere alone with him]. And then there was the faculty member I knew who was sitting in his office, a girl comes in and wants to argue about her grade, and she closed the door behind her. And he jumped up and opened the door and there's her mother standing outside, ready to run in, to burst in on them, when she's got him in some kind of compromising position. There was all kinds of weird stuff going on there. But I think we were all in kind of a similar position. Trying to figure out how to be really hot-shot academics, because our program was a very hot-shot program. It was really borne in on us that to be successful we (a) had to get a Ph.D. degree. Master's degree was not going to cut it. And we had to get an academic job, and then, of course, we had to move up through the ranks. And that was the only thing that was good enough for people to graduate from our program. So there was that challenge of how to do that.

And we were all, I was not dealing with children at the same time, but some of my colleagues were. And that then was an interesting issue because they were looking at male faculty members who mostly had stay-at-home wives raising kids, ironing their shirts, fixing their lunch, doing all that cool stuff. My husband and I actually used to say to each other, "You know, we need a wife. We need somebody at home who will take

care of all that stuff, because we're both busy." And how in the world people did it with kids, I don't know. And for those people, I think even more, there was that real tension between, "I've got to be super about my academic work because that's the kind of program this is, but I want to be super as a mom, and of course, I'm female, so I have to be super at all these female things anyway." Really hard. It's very, very difficult to be perfect, and especially perfect at everything. I think there was a lot of challenge there for some of the women.

And it was hard on marriages. Quite a few marriages broke up during that graduate school times. Sometimes because one of the partners was not in graduate school and didn't understand the pressures and the structure. And sometimes both were and their structures just pulled them in different directions. And then when you finish, you've got two degrees, where in the heck are you going to go? And now, again, they make much more effort to help people to find two jobs, to make sure that you've got two good people, you've got to be able to find two places to put them because you want the good people. In fact, my husband and I had at least one interview where they thought, they had already gotten one married couple by hiring the man and his wife came along, and so she became this sort of, "We need a class taught, she'll do it." Not a tenure-track position. She had as many credentials as he did. But she was just along and they could use her for whatever. And they thought they were going to get another pair like that. And I said, "No." And then we went, the job we did take, we took the job that I was offered. And for a year my husband did that in the department where my job was. "He'll teach that, he'll teach that." And then he said, "No, you know what? I'm going to get a job in the Business School." And he proceeded to teach programming for eight years. It was hard, I

think, for people to try to do both. And the guys would try to work out ways around this too. They didn't quite know how to manage the changing of roles and all of this. They all thought it was great to have a wife who would make as much money as they did. But then something has to happen. And maybe it boiled down to who could stand the [dirty] bathroom the longest.

Q. While you were at Ohio State, did you have any concerns about equality issues between men and women then yourself?

A. Well, you know I did. But I thought I was addressing them by working hard at my academic stuff. I wasn't, but I thought I was. And I think there was a little bit of a sense of women's groups were for people who couldn't make it on their own. So you didn't do that. That just showed you weren't tough and you couldn't handle things. In a lot of ways, no, I wasn't actually doing much. Just trying to get my career done, trying to in many ways work with my students because I had a lot of female students, of course. And help them maybe see that they could do more than they thought they could. But no, I'm sorry to say, I was probably not doing a whole heck of a lot for the cause.

Q. Were there any specific issues or instances that shifted your awareness of equality between men and women?

A. You were always aware of it, and there were lots of things that happened. I still remember a hugely embarrassing time in my Anthropology major, I was talking to two of the male professors. There were no female professors. I take that back, I didn't know the female professors. I was talking to two of the male professors and I've even forgotten what the topic was but somehow or another I needed to go talk to the secretary. And they motioned across the room where there was a woman sitting, maybe two, and said, "You

need to talk to the secretary.” So I walked over and asked the question. Those two people were not secretaries; they were faculty. And the male faculty thought this was hilarious. I was embarrassed to death, of course, and naturally, the two women faculty were not thrilled. But they weren’t mean about it or anything. So you were aware all the time. You were always aware that you were female. That you shouldn’t do certain kinds of things. That you shouldn’t walk around outside the dorms at night alone, as an undergraduate. As a graduate student, it was just a matter of course, that people were going to make comments, people were going to flirt with you, were going to touch you in ways they really shouldn’t. Things that now would be – nobody would do now. Some of these things were pretty egregious. And a lot of it was just flirtation but nobody would do that now, either. The conversations that went on would just not happen. And that’s a huge improvement.

You were never quite sure whether it was you. Was it my fault? Was I inviting this somehow? It turns out by the way, it’s not just being female, it’s being female and young. As you get older you start to realize that piece of it, and part of that is about looks and part of that is about being too young to know this isn’t right. This is not appropriate. And knowing what to do about it. As you get more mature, first of all, it slacks off a little anyway just because you don’t look like you did, but also you get old enough that people start to look at your life: “That woman is going to take me apart if I do anything like that.” Gradually, you learn, there’s a certain amount of presence. Part of it you learn in teaching as well, that there’s just a certain amount of presence in being in front of a group of people or in dealing with professionals, you learn a professional demeanor. And I decided a while ago, a couple of years ago, that it helped to have brothers, because your

brothers give you a hard time about everything. And you learn to give it back. At some point in my faculty career, I discovered that that was a very good thing to be able to do, because if you don't stand up for yourself, the bullies just keep bullying you.

Q. Did you observe any other women working for change around equality issues?

A. As I said, when we were in grad school we were so inwardly focused it was ridiculous. I wish I could tell you that I did, but I really cannot remember anything. They were actually quite good about things like financial aid and so on. It was very fair, at least as far as I was concerned, because I got some. I did notice that I never got invited to be on a research grant, but that probably was in large part because my advisor didn't have research grants at the time. Instead, my funding was almost all teaching. My husband taught some, but he was also invited to be on research grants. His advisor had some but also he had a lot of computer skills that people wanted on the grants. And that wasn't really something I was doing a lot of.

Q. In your opinion overall, what was your overall experience at Ohio State? What was it like in regards to gender and equality over all?

A. I think it was about, I think it reflected the general society pretty well. Probably it was a little better than the general society. Because they really were trying to be fair and even-handed, I think, in their giving out financial aid and things like that. I think there was a lot probably of what today we would call implicit bias, where people didn't realize they had certain unconscious biases already built in, and so while they would say, "Look at my work," and they would say, "Yes, she's smart. It's good work," but they wouldn't treat it like they would treat a male student's work and say, "Yes, he's smart, but boy he can do better than this." And really take it apart and show him where he could do better

than that. There were one or two people who did do that, but a lot of people I think, “This is fine.” The sense that I have looking back on it was, “That’s fine because she’s not going to do anything.” As opposed to, “Yes, it’s fine, but it’s not good enough.”

Q. As you are describing it, it doesn’t sound awful by any means, but in what ways have you seen it improve over the years?

A. I think it’s improved a lot in several ways. One, I think young women now have a much better sense of what’s reasonable and what’s not, at least I certainly hope so. And they have, I think, a better self-sense of, “Yes, I need to take myself seriously. I need to take my work seriously.” I am sure there are people who don’t have that but hopefully more people do. We’ve really come a long way in – basically sexual harassment is what it was. And that is just really not tolerated now, as far as I know. I’m sure it still happens. I’m sure there are still people who don’t know what to do about it or wonder if it’s them or all of those things. I’m sure there’s probably some reverse versions of it as well. But I think it’s hugely better now. I think that people are much more aware now of the, not just possibility, but necessity for everybody, male or female, to develop their capabilities and to be able to go out and do useful work, whether it’s paid work or unpaid work or home with the family or out in the world, or whatever. And that everybody is going to be treated much better toward doing that. We’ve certainly, we’ve come a long way.

You’ll notice I said nothing about race and ethnicity in my graduate school program. That’s because we didn’t have any. Everybody was white. There was one African-American faculty member and he didn’t stay. I remember one African-American student who I think was successful and went on and got a Ph.D. and has had a good career. But that’s it. A couple foreign students. We had English, South African, Australian, and

Canadian foreign students. We did have a couple of Asian students but not a lot. So there really was just nothing going on around that whole issue, and I think that is a huge improvement, that things have moved not enough but a lot, and at least people are more aware of some of the issues around race and ethnicity as well, and also around sexual orientation, around disability, around all the things that you just didn't think about at the time. Maybe I shouldn't say we, but I. I'm just absolutely convinced I was totally oblivious to the universe when I was in graduate school.

Q. Is there any event that you can think back on that was most memorable or influential that you had at Ohio State?

A. I think the most influential thing that happened to me at Ohio State was getting to teach my own class. When I came to graduate school, I was really questioning whether I should go on for a Ph.D., because what do you do with a Ph.D. except go on and teach? Go on and be an academic. And I could not imagine myself as a teacher. Now this was in part because girls teach, and because when I went to college they gave us an aptitude test and they said, "You should be a teacher." And I said, "No, I'm going to be a lawyer. Girls are teachers. Smart people are lawyers." You notice the difference there? So I really had this thing, "I'm not a teacher. I don't even like children," which of course is irrelevant. But the first time I taught was with my advisor, who was a fabulous teacher. Everyone loved him. He was extraordinary. And I gave a lecture in his class. And the nicest thing anyone could say about my lecture, this is the sort of thing that people say on student evaluations, was that I had better legs than he did. Yes. So I had a ways to go in terms of learning how to teach, but I did, and I discovered that actually I really, really, really enjoyed it. And in fact, it was teaching that got me through my dissertation. As I have told many of my own

students, there will always come a time when you're doing dissertation research when you hate it. Absolutely despise this topic. You want to get rid of it. You can't imagine why anybody cares about this, because you're so close to it. And you need something to get you through that. Whatever it is. In my case it was the constant thought that, "I can't teach if I don't do this. I can't teach at the level I want to teach if I can't get through this thing. I have to get through this, so that I can teach." And my tendency was to put all my time into the class and therefore take time away from the research to do that. And what I had to do was stop that. I had to cut myself off from putting all the time into the class. And the reason I could give myself was, "I have to do this now in order to get the dissertation done, so that I can teach."

Q. What class did you do your first lecture in?

A. World Regional Geography. It was a great class. Original. You have to know that much, half an inch deep, about everything. It was perfect for me. It was a lot of fun to teach, in part because students generally come into it thinking they are just going to hate this class. It is just going to be so boring. We're going to talk about how Brazil exports coffee, and the Nile River is in Egypt. It is going to be awful. Memorizing capitals and stuff. And it's not that at all. It's really much, much, much more interesting than that. So it was always fun because people would be surprised at how much fun it was. I think teaching was probably the thing that really was the big single event.

Q. Are there any other topics you wanted to talk about that we didn't cover?

A. Oh, I can probably talk for the rest of the day but I won't do that. I think that academics as a whole are generally more forward-thinking than much of the rest of society. And I think everybody was really doing their best, and for the most part succeeding in being

reasonable and fair. I just think that the whole society was changing so much and we didn't know exactly how to work our way through that, either as the students, the women, or as the faculty members who were used to bringing young men through the process and were now having to bring young women through the process as well. I don't think that they quite necessarily knew how to do that. And we didn't know, so we couldn't help. We couldn't really tell them. We were, at least, too young then to tell, naïve really, to understand some of what was going on and some of what I could have said, "No, we don't do that." I think it was a lot of learning for all of us. A challenging and interesting time. I'm glad I don't have to do it again. It's much more fun to be a grownup.

Q. I'm glad to hear that. Do you have any memorabilia, like photos, newspaper clippings, anything like that, that you might be willing to permit us to copy?

A. I brought in a photo album. I don't know if any of it is what you want, because it tends to be very student party type photos. We had a Halloween party and everybody turned up in costume. Some of the costumes these days wouldn't be appropriate either. I'll run through it and see if there is anything. Are you looking for anything in particular?

Q. No, I think they are just looking for stuff to add a little bit of pizzazz.

A. At the time I don't remember any newspaper clippings or anything like that. If it were my current field, city planning, we have lots of newspaper clippings because we're always talking to the press about city planning issues. Geographers didn't get called as much by the press, although right now they are getting some calls about climatology. But not the human geographers. I don't recall that any of my faculty were ever quoted in a paper at that time about human urban issues. Again, I may just be oblivious. It's terrible thinking back on it, just how out of touch with anything we were as graduate students.

Q. Are there any other former students that you can think of that our project should interview?

A. I actually thought about half a dozen easily. And some of them I think wouldn't be too difficult to get hold of, but they're not necessarily local.

Q. Okay.

A. I was thinking of the African-American woman, whose name was Ricky Gilliard. And then there was a German woman named Rita Schneider and they might have very interesting alternative perspectives. I ran into Rita a couple of years ago, so I know that she is around in the U.S. someplace. I think Ricky may be in Switzerland. Maybe it is Rita who is in Switzerland. And then I was thinking of a woman named Evelyn Anderson, who got her Ph.D. in Geography, but flies for Federal Express. And Lynn Brown who is at Illinois, Urbana. Pat Gober, who is maybe retired now, but was at Arizona State. Karen Wallby did not go into academics, so she might be interesting. She was working in Florida the last time I heard. Vicki Rivizigno who was a Ph.D. and went to Mississippi State, in Mobile. Those were just some of the people that came to mind that I interacted a lot with and had had interesting careers one way or another. All of them are people who finished their degree. There were people who did not and I'm not even sure where you would find them. Of course, we lose touch with people. But those are some of the people who I think would be interested. Oh I know, Golden Jackson, who worked at Ohio State when she finished her degree and retired from here as an Associate Professor in Education and Human Ecology, and is currently running a service-learning program at a college in St. Martens in the Caribbean. She certainly has had an interesting career as well.

Q. Do you have the contact info for them? We don't need it now. But if the Archives is interested, I might just contact you.

A. I have Golden's. And most of the others, the Geography Department, they are all Geography alums, so the Geography Department almost certainly has their contact information.

Q. Do you have anything extra to add before we end?

A. No, thinking back on it, it's really kind of interesting how much we were aware of it but how much of it was the water we swam in, and so we just didn't think that much about changing it. It was really the sense of, "By the time we're into our careers and through our careers it will all be different." Well, it is all different. That's true. But people say to me, "Oh just wait 30 years, it will all be fixed." Now that's what they told me 30 years ago. It's not all fixed. We're not just going to keep waiting. So it's just kind of interesting.

Q. Well, thank you very much.