

JOHN MOUNT
ORAL HISTORY INTERVIEW
AT THE OSU ARCHIVES
2003: SEPTEMBER 29, OCTOBER 10 AND 28, NOVEMBER 17, DECEMBER 5

- Q. This is September 29, 2003, and this is Raimund Goerler and I'm interviewing John Mount. And John for the record could you give us your date of birth. That becomes useful for cataloguing information.
- A. Yes, my date of birth is June 10, 1918.
- Q. Is there a remark you wanted to make?
- A. Well yes, Rai, I'm honored and humbled to be at this table responding to your questions about my life. And yes, I was born in 1918. That means I'm in my 86th year and trying to keep my aging process done with grace, and memory the best I can. I must say that I'm not as confident about all my recall as I used to be. But in this day and age, when recall seems to be a tendency, especially in California, I'll do the best I can.
- Q. I thought I would challenge your memory and recall by asking you to step back in time and give us a sense of your youth and particularly those influences that moved you to The Ohio State University and a career in academic administration. Can you begin by giving us a sense of your family background in Butler County, Ohio?
- A. Yes. I can't say I remember the day I was born but I do know that the record shows that I was born on a farm in Butler County. When we reflect Butler County that's because I lived on a farm on a rural route and was born actually in a farm home, to the parents named Thomas Addison and Martha May McCabe-

Mount. Thomas Addison after my grandfather Thomas Addison Mount. And the genealogy when traced goes back to the Revolutionary days, as they moved from New Jersey out to the Midwest, Miami County in Ohio. And my grandmother on my father's side was Moses, named Grandmother Moses, we said with some pride, Clara Moses. On my mother's side, my grandfather was Lanningham McCabe, Scotch Irish, and my grandmother was Mary Catherine Quigley, to become a McCabe. And so I have a background of English and Irish and Scottish. If you travel to London you'll find there's a Mount Street. In Dublin you'll find there's a Mount Street next to the University there in Dublin. So that's a bit of my family background. My father and mother were tillers of the soil and I say that because mother joined with my father in that enterprise. Of course, they were born before the turn of the century and I came into this world just as World War I was wrapping up, and my father and mother were of course, their public school ended with high school. My father was a dairy farmer at that time, and as they said, peddled milk in Franklin, Ohio and the area of Butler County and Warren County. So I grew up on the farm and I would say, Rai, that as you have read and I've read the testimony in Congress and the Ohio General Assembly, when The Ohio State University was created out of the Land Grant Act, I humbly say that I might exemplify the spirit that was spoken. They said in those days that they wanted to open the door of higher education those who came from the agricultural and industrial life. And that is my background, from the farm and working in a steel mill before I enrolled at this University.

Q. So you were the first in your family to go to college?

- A. First in my family to attend college. At my graduation from high school, my father went with me on my birthday, June 10, to 18th birthday to be interviewed for a job at the American Rolling Mill, that's Armco now, merged with another steel company. And in the truth is that that's the only time in my life that I applied for a position. I responded by filling out a questionnaire and applications but never actually applied for positions since that date.
- Q. I'd like to get a little more of your family background. Earlier you said you're father managed farms and you traveled around a great deal.
- A. Yes. My father really would be identified as a manager. Some might call him a sharecropper, because as he managed farms on the share, different arrangements. And actually my father and mother, by their background, did not look with favor upon borrowing money to buy and own a farm. Rather, they managed a farm and resources and they would build a farm up in its quality, and then it would be sold by the owner, and my father would move to another farm. And we were livestock and crop down in that part of the State of Ohio. In those days the largest cash crop was tobacco, St. Arleaf tobacco. So in the early days I knew about growing tobacco and as we moved along actually before I graduated from college, my father ceased to grow tobacco. And so both my father and mother were the kind of persons that, if there was a sick baby in the neighborhood or somebody wanted a recipe, they called upon my mother. And likewise, when it was time to call upon someone on the days of butchering or chores of the farm, my dad was identified as a Tommy mount, the neighbor who was always available. And so I

had pride in the memories of seeing my parents being respected as persons who responded to the needs of a community.

Q. Did your family moving around from farm to farm as the farm was sold, did that interfere with your educational process?

A. Well, that of course is one for a judgment call. In my own view I feel grateful. I of course attended a one-room school. I walked two miles and I did walk that 2.10 of a mile to a grade school with all eight grades. That's where I started and I was in a one-room school until seventh grade, when the township in which we lived consolidated the one-room schools into a centralized township school of all twelve grades. And I had a wonderful teacher I would regard as most influential in my life. It would be my first grade teacher. And the opportunity to be in a class of one allowed me to be in lesson planning with those who were ahead of me in a one-room school. I had a neighbor boy not too long ago ask me where I went to school and I said I went to a one-room school, and he said, "How many were in your class?" And I said, "Well, I was the only one in the third grade." And he responded with, "Well then you were the smartest one." And I said, "Yes." And then he followed and said, "You were also the dumbest one!" And so I had the experience of a one-room school and I cherish the opportunity to compete in spelling bees and the _____ matching and encouragement of parents and the neighborhood as one who received recognition. And that of course led me into the 4-H Program, which was part of the Land Grant college system. And learning by doing, by having my own projects and my own budget

and income from those projects. So perhaps as I look at those experiences, they were the background of the education that I brought to this University.

Q. You said earlier that you were the first in your family to aspire to go to college. When you were thinking of your future in high school and thinking about college, did you have any career ambitions?

A. My ambitions of course grew out of a kind of discussion that went around the family table and with 4-H advisors, Henry Kinnell, and I was encouraged to think about working with people and mentors, a vocational agriculture teacher and a county extension agent. With their encouragement to think that I might someday follow in their path. And so that was the reason I came to The Ohio State University, with that objective in mind. I often have said if Miami University had agriculture I might have gone there, because I grew up down in the Miami University community. But obviously Ohio State University leadership and teachers led me in that direction. And so when I entered The Ohio State University I knew two things. One is that I would probably not be back managing or living on the farm, and secondly, I would not be working in a steel mill where I was at the time of my entry and admission to the University.

Q. Being involved in 4-H, I'm assuming that the county extension agents were also involved in 4-H?

A. Yes. Montgomery County, Ohio is where, my father had moved to right in the corner of Montgomery County, Jefferson Township. And so when he moved from that farm back to Butler County, it was a family decision that I would continue to go to Jefferson Township. And that was eighteen miles from where

my parents lived. And so at the age of 16 I owned my first Model A Ford and drove to high school. On the weekends I lived with a neighbor and did the chores and lived there for my junior and senior years of high school, and participated in vocational agriculture and in extension 4-H programs from the county club agent, Harley Renalay in Montgomery County.

Q. It sounds like you had a lot of parental support to finish high school and to further your academic ambitions, since you were living away from home your junior and senior year in high school.

A. That's very true. And support of neighbors. Neighbors, wherever we were, my first project was _____ from Jersey and swine and I actually earned money to buy three goats by working on Mr. Lon Harper's farm and earned some money to buy the pigs and that became my first 4-H project. And so neighbors and parents and the community support is really basic to my experiences and motivation to be what I am today. Work ethic and managing resources go back to that kind of a culture.

Q. In your junior year in high school, you had your first visit to OSU.

A. That is correct. I had come to the state fair to exhibit my 4-H projects and so I'd been to Columbus, but my junior year I was selected to represent our high school in a speaking contest here at The Ohio State University. And I rode the train from Dayton, Ohio to Columbus, Ohio and got off the train at the station and asked the porter where The Ohio State University was. And he said, "Well, it's up that street out there called High Street." And I said, "Is it a distance that I may walk?" And he said, "Yes, if you want to." And I only had a couple of nickels in my

pocket, so I walked from the train station to the campus carrying my bag and looking and looking for The Ohio State University and finally came to 11th and High and across the field was the Ohio Union, where I reported in for the speaking contest.

Q. So the contest was held at what is now Enarson Hall.

A. Correct, that was the Men's Union in those days. And there was nothing between High and 11th Corner there, but I learned later to be the Superintendent of Ohio State University's home and all those residence halls that are there now, and it was an open field of trees and grass.

Q. Okay. There was a significant factor that enabled you to attend Ohio State University following your graduation. Do you want to comment on that?

A. Yes, very significant. It was my motive to work in the steel mill to earn attend college. And I told my teachers in high school and my county agent, Harley Renolett, and grandparents, "What are you going to be when you grow up? And I, in the summer of 1937, I didn't go to visit a 4-H camp because of my background and my interest, and my county agent was there, and I drove into the camp site and he happened to be in the parking lot. And I had sold my Model A Ford and bought a 1937 Plymouth for \$790, I think it was. And I paid cash for it. And was kind of proud of it. But Mr. Renolett saw me in the car and I got out of it and he looked at the car and said, "Well, John, I see where your values are. You buy a car rather than going to college." And that kind of, that felt like a good pat on the back with some pretty sharp plugs. And I said, "No, I'm still going to go to college." And he said, "I hope so." And about a month later, Paul Camph

and him asking if I would go to The Ohio State University if I received a scholarship. And of course the answer was overwhelming and my parents were overjoyed. And so the \$125 scholarship is what opened the door to higher education in my life, perhaps one year earlier than it would have been. And for that I'm forever grateful.

Q. These were special kinds of scholarships.

A. As I learned there were 20 scholarships of \$125 for students to enter the College of Agriculture and Home Economics. There were 12 men and 8 women, each coming from an agricultural background and financial need. And known as, the basic was the Ohio Retail Merchants and Kroger Company was the retail merchant that provided me with a Kroger scholarship. And so I'm known, I have a little key that's got a big "K" on it. So I'm a Kroger scholar.

Q. Okay. And these scholarships were limited to the College of Agriculture.

A. Yes. Agriculture and Home Economics. That was the name.

Q. Okay.

A. Of course, the women all went in the School of Home Economics then, and men in the Agriculture Department.

Q. Can you give us a sense of what you felt when moving? Did you feel a lot of confidence? There was no one in your family to serve as a role model at Ohio State University. What particular challenges do you think you faced?

A. Of course many people today look at The Ohio State University as being too big for someone coming from a small little school. It looked large to me then. I did have fear and trepidation of coming from the farm and out of the steel mill, and a

vocabulary that was not as developed. I was not a Valedictorian in my high school class. Thirty-six in the class. I respect highly my English teacher and my Latin teacher. And as I came to the University I wanted to prove to them that I was worthy of their teaching. My Physics and Science, Chemistry teacher I met about the third day I went to what is now Evans Hall. My Chemistry, my first Chemistry was under Billy Evans, who chaired the Department of Chemistry. And in the Hall I met my Chemistry and Physics teacher, Mr. J.R. Bright. And he looked at me and said, "John, what are you doing here?" And I said about the same to him. And we had a conversation and he said, "John Mount, you better ace that course," because he was working on his Doctorate in Chemistry. And so I had motivation to prove that a boy from a township school, a one room school, could achieve here at this University. And from that day to this, it's influenced my life not to judge people sharply by their test score, even their rank in class, but their motivation, why I've come so highly supportive of the regional campuses, opportunities to open the door of higher education to people who come from humble backgrounds with educational experiences that perhaps is questionable in terms of competition in the day in which we have entering this University today.

Q. I'd like to further challenge your memory to see what kinds of details you can recall about being a freshman at Ohio State University. At a previous meeting to this one, you had talked about the sounds and smells of the campus. Could you begin with that?

A. Being from the farm, I didn't get too homesick, as I walked from the Tower Club in the Stadium up 17th Avenue, by the College of Veterinary Medicine located in

the corner of Neil Avenue and 17th Avenue, I could hear the cows moo. And on down north of Neil Avenue I could hear the roosters crow. So that was a fact of life at The Ohio State University in 1937. And the Ag Colleges then, the classrooms for Ag College were of course up and down Neil Avenue, except for animal or animal husbandry as we called it then, which is across the river to Plum Hall, which was the only classroom on the west side of the river, and that's where the barns were. And that's where I spent a good bit of my time when I wasn't in Plum Hall in the classroom.

Q. So you spent a good deal of time in Townsend Hall.

A. Yes, and that's where the 4-H department was and I of course kept the state 4-H leaders were very friendly and kept track of me and helped me in getting part-time jobs. So Townsend Hall was my classroom home on Neil Avenue.

Q. You mentioned that you lived in the Tower Club, but wasn't your first residence on the campus. Would you talk a little bit about getting into the Tower Club?

A. I guess. My coming to the campus was not much time between when I learned I had a scholarship and coming to the campus. And there were not men's residence halls at that time on the campus of The Ohio State University except as I learned in the stadium, the Tower Club. And so I lived with Mr. Renolet's parents my first quarter, on Eighth Avenue.

Q. This was the county, parents of the county extension agent?

A. Correct.

Q. He was quite an influence.

A. He was quite an influence. Yes, he was. I lived with his mother and father on Eighth Avenue and toward the end of that autumn quarter I received a call from, I remember the name, Miss Underwood. And she said, "I'm calling on behalf of Dr. Stradley and would you come to the office?" I did and there I was informed that I could move into the Tower Club. And for that I was very grateful because some of my colleagues, freshmen classmates who I had known before I came, through vocational agriculture, by name John Moore, Dick Brown, Ray Trenner, they had been admitted to the Tower Club. And so I was honored and pleased to be invited to live in the Tower Club and that cost me \$1 a quarter for that room in the Tower Club, and about \$34, \$35 a quarter for my meals. It was a cooperative scholarship dorm.

Q. So did you apply for admission to the Tower Club, or how did it happen?

A. I'm again one of those persons where they say many are called and few are chosen, but I was called. I did not apply to the Tower Club. I received a call and was very glad to accept that. When I asked why and I'd been recommended by Mr. Renolett, and the state 4-H club department followed the state leader and evidently my first weeks at The Ohio State University opened the door for me and I was very grateful for that. And that of course could challenge one to be the best student you could be. I remember Mr. Stradley saying, "I can put you in there and I can also kick you out," which meant if you didn't make better than a three point, you're not allowed to be there. And in those days that you were admitted to the Tower Club you could not have a car. I did not bring that 1937 Plymouth with me to Ohio State and you could not join a fraternity. It was a place where

financial need and potential for the scholarship earned you the right to be in that cooperative dorm, where we did our own, we worked in the kitchen and we served the meals and we made our own beds and there were no paid staff except the cook and assistant cook in the Tower Club.

Q. Being admitted to the Tower Club meant as you said a significant financial break for you. But as I understand it, it was not a free ride in the sense that you still had to find other employment to meet your expenses. Can you describe what kinds of jobs you had and how you find them?

A. I worked at many jobs through my undergraduate days at Ohio State. Within that freshmen year, again I got a job working in, we called it the Meats Laboratory. At that time in Animal Science, the Meats Laboratory provided the meat for the residence halls we had on the campus at that time. So I worked there and then I also worked down at the hospital for the dietician, Miss McCormick, and actually ran the elevator. And then my job was to check off the names of those doctors and nurses who ate in the dining room, because sales tax had come into being and they did not have to pay for the meal, but they had to pay for the sales tax. And I checked whether they ate there or not. And also, in those days you had a manual operated elevator, and so that's when I met again Dr. Upham for example, Dean Upham. And I was blessed of having the opportunity to be recommended for job were they were available. I worked in what's called the Mail Room for Extension. In those days, there were short courses taught by correspondence, mail, in Extension. And I worked for Mr. McClintick in Townsend Hall, and all for about \$25.00 an hour, with dollars that came from NYA. Today we have programs that

are funded through federal government for students working, but now it's at minimum wage. It's different. But the opportunity of actually receiving a scholarship and being invited on occasions to be introduced. As scholarship recipients that's where you met the Dean of the College, Dean Cunningham. That's where we met Dr. Rightmire, and that's where I first met Vice President Lou Morrill. A key person in the life of the undergraduates, in the five undergraduate colleges of those days, Agriculture and Home Economics being one, Engineer, Commerce it called, and Engineering and Education. That's five I believe. Five undergraduate colleges. Each had a junior dean and Junior Dean Lyman Jackson was a key person in my early undergraduate days. And would be helpful in identifying places where we could earn while we learned here at Ohio State.

Q. He was a Junior Dean at Agriculture.

A. He was a Junior Dean of the College of Agriculture, a very key person also in my life. I have been blessed with having faculty and administrators took an interest in me and I looked at them as mentors. I remember taking a course in English in the Department of English, and in those days freshman English was designed for Ag students. There was a freshmen English course for students in Engineering. And of course Math Ag. And so you had that kind of relationship with faculty in Agronomy or Animal Science, in Agriculture would grade my papers with concern for grammar, for which I am very grateful. I really learned much more than the subject matter in which they taught, my teachers in those days.

- Q. Overseeing the Jobs Program and the National Youth Administration for the University was Bill Guthrie. He was helpful to you?
- A. Oh, very much so. And he introduced me, at that time his office again was in the Men's Union. And a very key leadership element on campus at that time was the YMCA. And the YMCA was headed by, in those days we would say a Negro, Afro-American, very important person in the life of undergraduate students, particularly in male students in those days. And as I sometimes say, being a slow learner they never allowed me to leave Ohio State. And my association with people like Mr. Guthrie continued down to his very death. As I became a colleague, he became a Junior Dean in the College of Arts and Sciences, and I became a Junior Dean in the College of Agriculture, in Economics. And Lou Morrill who had been a Junior Dean in the College of Education. And Rai, that goes back to, in the early days of this University, from my perspective, the early days were five presidents. But before President Rightmire. But President Rightmire brought to campus, he was of course a faculty in law school, but he placed great emphasis on teaching at the undergraduate level, the first year experience. It was under his leadership that the position of junior dean was created in each of the five undergraduate colleges, and their responsibility centered on undergraduate education. They taught the survey course, that placement, to take even today. And of course those junior deans all moved on to other roles. Lyman Jackson, Dr. Jackson, as I was a senior he left to become President of a university, out west in New Mexico, and later at Penn State. I followed him and he followed me. And Bill Guthrie became Executive Dean of

Student Relations and of course Lew Morrill became Vice President here and President of Wyoming and Minnesota. And those people had an impact upon my life.

Q. You mentioned earlier that as a scholarship student, as a Kroger scholarship student, you had a special status if you will on the campus, in the sense that people were introduced to you and you were introduced to them. Did you have any interactions with President Rightmire?

A. Well, not a lot, except I think he knew me. If you look at pictures of those days, Rai, you'll see I had a very flat nose. I needed surgery, I had a deviated septum, and hadn't been corrected. I carried a bit of a complex feeling that anybody who looked at me would remember me by my pug nose, and maybe they did. In fact, I had a faculty member tell me once that was an asset because they saw me, and if I gave them a smile, they would remember me and my pug nose. But those are the elements of life that you live with and grow with. But I always respected Dr. Rightmire, and as my life has continued at this University and remembered him after retirement, and saw him downtown. He is a person that is aging with grace. But I feel I've had the privilege of knowing how many presidents since Dr. Rightmire, and I've condole each of them down to our current President. But one doesn't make comparisons except that each was the right person at the right time in my view. So I respected him very much. And the person who acted as President while they were searching for a successor for Dr. Rightmire. Dr. McPherson was a very key person in my senior year at this University.

Q. How was Dr. McPherson a key person your senior year?

- A. As I moved through University activities and became Chair of the All Ag College Council and we had a retirement party for a junior dean who was elected to become President, and we had a big retirement party for him in the Armory. That's where you had social functions in those days. And we wanted to honor him in a very special way and an anecdote about the circumstances. We wanted to have the chimes played the best it could in those days. It didn't have the bells it has today. But we could have Old Lang Sang played while we walked with our candles, a candlelight ceremony, from the Armory to the long walk to Townsend Hall. In order to get the chimes played, we had to get permission from the President. I went to the President's office and Ms. Norville was the President's secretary at the time. I went in to say we were wanting to get the chimes played. And she looked at me and said, "Young man, it would take an act of God to get those played at midnight." And I, as a brash young man said to her, "Well, that's why I came to this office." And she looked at me with a smile and probably wondered about my brashness, but she did ring the bell and went in to see Dr. McPherson, and I was invited in and I remember that conference very well. But we did get permission to play the chimes if I could find somebody to play them. And of course I had done a little homework before. So those were experiences that you have as a college student relating to administrators who were concerned about the activities of students, and they were examples for me in my life at this University.
- Q. Your remarks a moment ago alluded to your activities, activities outside the classroom. And certainly the record shows that you were very busy in a number

of organizations and reached a number of leadership positions. Could you comment?

A. Well, Rai, you showed me a photograph that you had found in the Archives when I was in the Collegiate 4-H Club here. And again, it was one of the very significant organizations in the College of Agriculture. I went through the channels and became President of the University 4-H Club, as it was called. And we published a booklet that had pictures of students from each of the 88 counties. And I was the Business Manager of that publication. And it took a lot of effort to get photographs from each of the 88 counties, and that led to being a representative of Montgomery County when the University's organized committee of 88, had one student from each county to go back and be kind of an advocate for The Ohio State University, particularly in terms of getting support from the legislature. Then I was in the curriculum of what's called Agricultural Education, and there was a Townsend Agriculture Education Society and I became an officer in that organization. And then in Animal Science on the livestock judging team, _____ Sirloin, was an officer.

Q. Before we get to that, I wanted to step back and ask you about being an advocate for OSU in terms of 4-H. Was this part of the dispute that the University had with Governor Davies?

A. I learned about some of the elements of the Depression on this University, and I learned about the leadership of Professor Arps, and how the faculty had made some sacrifices in the Depression. So it was a lesson to me, and as we carried the message back to the grass roots, dedicated the faculty and how important the

University was to we students. So we came really an advocacy message that the administration at that time thought students could help to carry it to the grass roots.

Q. Do you recall any activities or deeds that you undertook in your advocate role?

Q. This is John Mount on September 29, 2003. And John, you were talking about your activities, your responsibilities as a 4-H advocate for OSU in Montgomery County.

A. I don't mean just 4-H activists or advocate. It was for the total University. And actually then the alumni, under the leadership of Jack Fullen, that's when I first met Mr. Fullen, who was then called the Executive Secretary I believe of the Ohio State University Alumni Association. And I'd learned that Lew Morrill who I admired, Vice President Morrill, had been in that role earlier. But actually much of the leadership from the University standpoint was out of the alumni office, the Committee of 88. So that's really my first voice with the Ohio State University Alumni. And why as an administrator here was very much pleased to see what we now call the Student Alumni Council. Things are much more sophisticated today than they were back then. But we were using the channels we had back to our high school. I being a 4-H member, back to the 4-H functions and other of the Committee of 88 were in Engineering and Education, across the University. But since we were called together and briefed, it helped me greatly to get a breadth of understanding across the University which probably led me to be known just beyond Agriculture and the Student Center.

Q. So members of this Committee of 88, you were briefed and expected to go back to their counties to talk to parents at whatever social functions that were available to spread the message about OSU. Is that a fair statement?

A. That's a fair statement. Continuing on with your question of student activities, we did get involved with the activities. That brings you in contact with Dean Gall, then the dean of Women here, Dean Esther Allen Gall. I remember being called to her office to be briefed about responsibilities leaders had when we went on a camping site. Women were greatly protected in those days, if I may use that word protected. And of course Dean Parks, Joe Park, Dean Joe Parks was a key person in establishing the Tower Club. Those colleagues, classmates in the Tower Club were just great people who motivated each other. And again, it was unique in this country of ours, as a place to have a cooperative scholarship dorm in a stadium. It was recognized across the land in higher education. As an example, Eleanor Roosevelt, came to visit the Tower Club, in terms of the way universities could help open the doors for students who might not otherwise be able to go to college.

Q. It was such an innovative idea. Of course it was a federally funded project to create the dormitory within the stadium, is that correct?

A. The concept came from Joe Park and Carl Steeb and of course the President, to find ways of opening the door to students who might not otherwise be able to attend. So they put beds in the then gymnasium for men to sleep and eat in the men's union. And then they opened up the stadium and they got a grant from WPA, Public Works Administration I guess, to put in the toilets and the showers, and convert that Tower into a residence hall. That's where the money the came.

There was no financial aid other than as we worked under the National Youth Administration to earn some money.

Q. If I'm stating this correctly, you're telling me that this one of several concepts.

The dormitory in the stadium was one of several concepts, the first being actual quarters in the gymnasium.

A. Actually, my recall is that they did sleep there, the head of the Tower Club being remodeled so men could sleep there. And for women, the alumni scholarship houses were created, just homes on the east campus in the sorority district, to open up the doors for young women as it had for young men. They have lived down through the years and some very active alumni scholarship program going today, as there is a stadium cooperative scholarship program in Mac Hall today. But it was innovative across all of higher education back at that time. And that attracted the interest of Eleanor Roosevelt, to see how Ohio State had opened the doors during the Depression to, as I say students who would otherwise not be able to attend even a land grant university.

Q. Earlier we had talked about some of the organizations that you were involved in, 4-H was one of them, but it certainly wasn't the only one.

A. No, others like I say the Townsend Ags for teachers and a great influence in my experiences was being the livestock judging team. That was to represent this University and competing at the International Livestock Show and the Kansas City Royal, where we students would test our judgment about the quality of livestock that would win the Grand Champion brood mare or hog find. That's where I learned first the lesson of what it meant to, as a student, to make a careful

analysis on which to base your judgment. That's what teaching and learning meant, to make a careful analysis of a situation and make a judgment based upon commonly accepted ideas. That I happen to be the number one person. It's like attendance of something. You have those that score, and out of all that opened up doors. I received another scholarship as being one of the twenty to get a repeat scholarship.

Q. Repeatedly the Kroger scholarship.

A. That's correct. And that brought identity across the campus and the Student Senate. That's what we had then, as today we have the Undergraduate Student Government. We had then the Student Senate. And we had honor societies then, the oldest being the Senior Men's Honor Society Sphinx, and that modality led to me being a Lincoln Sphinx. In those days you did not apply to get into an honor society. You were linked or tapped. It was a surprise. And it certainly was in my case, since I was called to the Dean's Office in Townsend Hall for what I thought was a conference with the Dean about something that perhaps I didn't do as I should have done. That's when I was linked in the Sphinx and that joined me with sixteen other young men in the senior class that of course have been with me down through the years. It's been my role in the last 25 or 30 years to greet all new links into Sphinx.

Q. Now of course we have a Sphinx Plaza, but the linking ceremony took place where?

A. Linking ceremony took place, well they would link you wherever they could find you. In my case on the steps of Townsend Hall, and then you would be led by the

person who linked you to the steps of University Hall. There you received a welcome by, in my case, Vice President Lou Morrill. He congratulated us on behalf of the President, and that's where the sun dial was and the traditions for the sun dial on campus and Mirror Lake, and those traditions are carried down today except we now have a Sphinx Plaza and Mortarboard Plaza. And the life of the University and the traditions live on, as our revered President Thompson would say, "The University lives on through the traditions and the sentiment that began as a student here."

Q. You were also President of the Agricultural College Council. Is that the student group within the College?

A. That was the student council that met in the Dean's office. The Dean would leave his chair and the President would sit in the Dean's chair and preside at the council of students, representing the various college organizations. As I mentioned, University 4-H Club and Home Economics Council. My current wife happened to be one of the ladies that received a 4-H scholarship and was President of the Home Economics Council and sat on the All Ag Council as we called it. It was one college then.

Q. This was all the student organizations within the College of Agriculture and Home Economics.

A. That's correct, yes. That's what put me in direct contact with of course the Dean and the Junior Dean.

Q. And you were also in Gamma Sigma Delta, which is the agriculture honorary?

- A. That's a National Honor Society for Agriculture, in Gamma Sigma Delta as Phi Beta Capa is for the Arts and Sciences. And Beta Gamma Sigma is for Business.
- Q. You're active in all these students organizations, you're living in the Tower Club, where you're required to maintain a 3.0.
- A. That was the minimum.
- Q. Plus you're working. My confusion is, where did you find time to do all this?
- A. There's twenty-four hours in a day. You budget it, you sleep six hours which was a good night's sleep for me in those days. You study, in my case, my background meant that I would go to bed a bit earlier than my classmates in the Tower Club. And I would be up at 5:30 or 6:00 and doing my studying in the quiet hour in the dining room. So it's manage your time as it is today. Some of our student leaders today are very busy in doing community services. So it's a manage of time. And again, I give credit to my roots back on the farm and I did work on the farm in the day time and the steel mill at night. And still learned to live in my 86th year not having many nights in my life that one could say I had eight hours. More nights it would be five or six, and even today the same.
- Q. One of the days that most people can remember in some detail is commencement. And you graduated in June of 1941?
- A. Yes.
- Q. Can you give some details about what was the commencement like in 1941.
- A. Of course commencement at that time was a time where paramount in our mind was, which branch of the service we men would be going into. And the concern that some of our classmates had already enlisted in the Canadian or enlisted in the

service before we had declared war. But as you know, the draft was in effect and we had our draft numbers. So that was very much in our mind and that particular commencement we had a new President, Howard Bevis. And I remember seeing President Bevis and his wife leaving the stadium and seeing with her skirt pulled up walking about knee deep in the water.

Q. Leaving the stadium?

A. Oh yes, leaving the stadium in that downpour of rain. Each commencement has those elements of reverence if you please. But it was a crucial time, at the beginning of World War II. Of course, that senior year we had circumstances where there was great movement for us to stay out of the war. And we had people who were then carrying the message, carrying the protests of activities that would lead us into the war. And of course we graduated and I went to work for the University, even before I received my commencement. I came back to commencement from the job. I was employed by the University effective June 1 before I had a degree. That was a bit of an element of confidence that my professors had, that I would graduate. My advisor, Earl Spown, actually worked and I took some early finals and I had a special problem for me. And he said I could complete that after I graduate, assuming that you'd earn a grade of A on that paper. And so he gave me that A, if I may say, based upon the confidence that I would earn it with the paper I turned in. And I'll go to my grave asking for forgiveness. I don't believe I earned an A on that paper as I worked. And I've seen him in his 90 years, and we always would have a little conversation about whether I earned that grade or not. And so I was working for The Ohio State

University on December 7, 1941, in Highland County, Hillsboro being the county seat. And on that Sunday afternoon that's where I was, hearing the announcement on the radio about the infamous Pearl Harbor.

Q. I would think it rather unusual for the University to hire you, you were a county extension agent or you were in an interim capacity.

A. Yes, I was hired as, my title really at that time, they used acting county agent. Today they may call it interim. But I was acting county agent for Wilbur Ford, who had a sabbatical leave to study at the University of California. So I went to Hillsboro as the acting agent and where I was until he returned, then I went to Park County as the acting agent, where Steve Rollin was on medical leave. And the opportunity for that position, I think perhaps there were three people employed as acting agents in 1941. Chet McGroove went to Medina County, for example. Chester McGroove. In those days there would be only one extension agent in the county, in some counties. In those two counties I was in, I was the only faculty member of the University in those counties. And today we have perhaps twelve or so agents in Cuyahoga County. And all counties have several agents today.

Q. So as I understand it, the extension service had several people on the payroll whose job was basically to move around and make sure that no county was without an extension agent, whether due to illness or sabbatical.

A. Yes.

Q. So while your was an acting position, it was really a regular position in the sense that you were wherever they could see where they would put you.

A. I think that's true. At least I was not concerned about where I would be in extension work. I thought there would be a place for me. At that time, there were other offers that came to me. My field was Ag Marketing and Animal Science, along with the education side of it. I was tempted to go to the Livestock Marketing Association, but I really never gave it much consideration because I was happy in the field I was in. And so I did go back and look at some files I had, and some are already in the Archives, but I still have some to come to the Archives. And I looked at my appointment as an instructor with the interim title of Acting Extension Agent and instructor of The Ohio State University at a salary of \$2,100 for twelve months. I think they may have gone up \$100 the next year. And then when I came back and it showed that the Board of Trustees record showed that I had leave of absence, military leave of absence in September 1, 1942. And I came back in January of 1946. I think the salary then as an Assistant Professor may have been \$2,450 or \$3,100, I'm not sure. But salaries were different then. I did look and see that the Dean of the College of Agriculture when I was a student here, made about \$6,000 as the Dean of the College. And the President of the University, maybe \$10 or \$11,000. Salaries were different in those days.

Q. You had said a moment ago that some of the counties only had one extension agent, and therefore it was paramount for the University, for the extension service to have these acting positions. So no county was without an agent. What kinds of activities did you undertake when you were an agent of, say, a one person county?

A. It was June 1 when I went to work, and on the agenda as district supervisor, Mr. Brownfield and the Council laid out for me, one was 4-H. 4-H is a very strong activity in the summer. And as we talked earlier, I had a considerable background in 4-H, with interest and work. And the next one for me was to establish a soil conservation district. Agronomy was a course of interest and soils as an undergraduate. The legislation had been passed to have soil conservation districts in counties where the farmers would, through a referendum, decide to establish a district which would regulate how they controlled their water and their soil. And so as a matter of developing an education program, the farm people could see the advantage of having a program where they would regulate themselves. That is different in those days and we had crop controls from the United States Department of Agriculture. This was more of a state program with support from the federal government, USDA, to establish districts. And so I was holding educational meetings among farmers prior to their having referendum. And in Highland County we had the first referendum in Ohio to establish the soil conservation district. And then we did things with the women. Sewing machine clinics. In the summer we did have canning, cold packing I remember. Canning and drying corn and those were jobs that two would organize volunteers. Extension is basically a volunteer program. Volunteers for 4-H, volunteers in the agriculture area, volunteers in the human ecology area. So an agent works with adults who become volunteers and demonstration method is one of the great teaching tools of extension. In the youth, we taught learning by doing. In the adult area, you use the demonstration method. And then building from the Clark

County carrying on the same kind of activity, in the summer of Clark County. Of course, giving leadership to the county fairs in each those counties, where the 4-H people particularly would exhibit their work.

Q. One of the themes that I think we wanted to bring out here is the importance of not simply extension but cooperative extension. What does that mean?

A. I suspect if next to The Ohio State University on my forehead, another would be the word cooperative. From my grass roots on the home farm and down through life. I lived in the cooperative scholarship dorm. And then to go out and work for the Cooperative Extension Service meant specifically that, to establish an extension program of The Ohio State University in Highland County to be specific, it would take funds from the county commissioners, from the county. It would take funds from the General Assembly of Ohio through The Ohio State University, and funds from the United States Department of Agriculture. And funds from those three sources, and of course _____ from the USDA and the General Assembly's Act and the County Commissioners, is why it's called the Cooperative Extension Service. And then of course in those days, Cooperatives were developing among farmers. The Farm Bureau Cooperative, the _____, and a little later, the Farmers Union. But farmers were cooperating in the purchasing and the selling. And one of the significant leaders in our state was Murray D. Lincoln, who came to Ohio to head up the Farm Bureau from a county extension agent position in the New England states. And so in the history of this University and the history of agriculture and Cooperative Extension, we have meaning in the word cooperative. And it's been very much a part of my life. We have the

Alumni Cooperative houses for students to live in. So as the history of an institution is written, we need to think of that word cooperation. Today we talk about interdisciplinary programs at the University. And we had interdisciplinary programs back then with agencies, the Department of Agriculture working together. And sometimes being in competition, in my view to the disadvantage of maybe both. Even 4-H club work and vocational agriculture, there was competition by those professional people to get clientele and to get dollars from the General Assembly. There's only one treasurer of the State of Ohio or one treasurer of the government or only one treasurer of Ohio State as Past President Jennings would say.

Q. Thinking of rival farm associations, there was the Future Farmers of America, which differed from 4-H.

A. Exactly. Again, the leadership and the funds. It was _____ Leever, _____ Hughes. Different act of Congress that established the vocational education program. And then the State of Ohio, Department of Education supporting it. Then when you have people they organize and students organized into the FFH, Future Farmers of America. The women were the Future Homemakers of America. That's where leadership and social experiences come. I came to The Ohio State University to compete in a speaking contest sponsored by really the Department of Education and The Ohio State University through the Future Farmers of America. I was a Future Farmer of America person when I came to speak at this University. And not a 4-H member. Yes, I was, but it was sponsored by the ...

Q. You were active in both.

A. Oh yes, clearly active in both. And I'm grateful for both, even though the parties are gone today, but the state leader of 4-H and the state leader of FFA and vocational agriculture, they were competitive in the same educational institution in a way. In fact, the chair of the Department of Agriculture Education said to me as a student when I was on campus, as he saw me he said, "John Mount, you would have been an American farmer if you had not spent so much of your time in 4-H." I would say, as time moved along, and in my life, it was a combination of both and the leadership in both that allowed me to be what I am today. I do believe in "hybrid vigor."

Q. To look at the basics here, no county agents could be successful unless they could develop, build on, the forces of cooperation in the counties.

A. Exactly. And we could not have those referendums. By coincidence and the powers that be that hired me, knowing of my involvement in this University, working in a cooperative way in this University, they determined that I would go to two counties that were just right to have the people to be organized, to vote upon themselves, a district to conserve their soil and water. And the chair of that state soil conservation program was the Dean of the College of Agriculture, Dean Cunningham at the time I was doing this. He happened to have a farm in Clark County. So life is many times a matter of engagement and interaction. And I've been blessed with having opportunities to become engaged in the broad scope of things.

Q. Your first job as an extension agent, you would have been roughly 22 or 23. You mentioned to me a story about how you established your own credibility in one of the counties as a youngster trying to give advice to these veteran farmers. Do you recall that story?

A. Yes, I can recall because it had that impact. Among those opportunities to learn while I earned, I earned money while I was a student in shearing sheep in the spring quarter of 1939, 1940, in Perry County, Ohio. And then went I went out to Clark County the first of June, 1941, I went out to visit a farm to talk about establishing a soil conservation district, they happen to be shearing sheep on that farm, Hampshire sheep. Blackburn is the name that comes to my mind as I sit and talk with you. Making farm visits in those days, I put on the appropriate attire over my coveralls, which I always wore when I went to the farm, to talk with farmers. In observing their shearing sheep as we talked a bit, I noticed they were what I thought doing the very hard way by lifting large sheep up on a table and shearing it up on the table. Yes, they didn't have to stoop to do it, but I had been through shearing sheep by holding the sheep between my legs and shearing it. And I would stoop down and do the shearing. And I asked if they ever had tried to shearing a sheep holding it in their legs. And Mr. Black burn looked at me as that city slicker coming to the farm and said, "Have you ever sworn a sheep?" And I said, "Yes, a few." And he handed me those clippers as I could do nothing but take them. And he said, "There she is, a ewe." And I put her between my legs and I did shear the sheep and did not nick the skin. It was very much in my mind. That spread throughout that county, that that young county agent did know a little

something about shearing a sheep. And so as I would move from community to community, I'd find myself hearing, "Here comes the sheep shearer." So each of us in our lives have those anecdotes of experiences that perhaps make a difference of where we are today.

Q. This concludes tape 1.

OCTOBER 10, 2003

Q. This is tape 2 and it continues the interview of John Mount by Raimund Goerler, and today's date is October 10, 2003. John, in continuing this interview, the last time we left off was on the verge of U.S. entry into WWII and you were an acting agent in Holmes and then Clark County.

A. Agents in Highland, Hillsboro, Ohio, Highland County, and Springfield, Ohio in Clark County.

Q. You talked last time about the details of the responsibilities of the extension agent in that period of time. But WWII brought additional responsibilities. Would you comment on that and then lead into your military service?

A. Yes, you're making reference to I think our earlier conversation when we were talking about the Selective Service system, and those of us who were of age to be drafted and had a draft number. When you were an agricultural extension agent, one of the roles would be to respond to Selective Service questions with regard to the necessity for a person to stay on the farm. Food production was a very important aspect of preparing for war and I found that for me to be making a judgment about those who should stay on the farm and those who might not be needed in the agriculture production was a difficult one for me at my age and

single. And to walk the street and have some mother or father say, “There’s a fellow who perhaps had something to do with sending my son off to the service,” and the fact that I had two brothers who of course grew up on the farm as I did and each of them had gone into the service ahead of me. So my only two brothers and that led me to being 4-H because of an accident in earlier time to see if I could get into the Air Force. And they decided that I was not eligible for the Air Force. So I went to the post office and talked to the Naval recruiters to enlist in the Navy. And so in doing I had to go in as an enlisted person with waiver because of injuries that I carried from the accident.

Q. Can you give us some detail about that accident? Previously you had mentioned it was a life transforming event.

A. Yes. It was a 4th of July weekend in 1938 and I’d gone out to visit some friends. I had actually gone up to VanWert to my Dayton community to pick up classmates and then on to visit some girlfriends. Actually one of those was my current wife. But then on the way back, for me to get back to the job, the summertime job I had to Dayton to Columbus, coming down Route 127 and making a curve and some lights toward me and I just did not make the curve and hit a culvert. It was a horrendous accident with the car being completely demolished and my life was spared. I was injured enough that I could not come back to college that autumn quarter and had a leg when I became conscious, the first thing I heard was they were discussing whether they could save my leg, and they did. And so that has had an impact upon my life in terms of my life has been spared, I’d better be worthy of it. The surgeon who prepared my leg would not

take any remuneration from me as a college student and I'll be indebted to him until my grave for his contribution, and he would never take any money for that. So that made me ineligible for the draft. But the Navy took me and I went to Great Lakes and moved through a seaman first, then an enlisted man, a non-commissioned officer and received a commission when I was in the Mediterranean.

- Q. Let me ask you a couple of questions to achieve some clarity here. One, because this accident happened so early in your academic career, then you would not have had the ROTC training that could have moved you to an officer level right away.
- A. That's right. That's exactly right. I was in freshmen ROTC and with this accident of course I had to drop out of college. I came back and I did finish out my ROTC. All males at that time were compelled to be in ROTC. When I came back with a cane that I wanted to throw away as quickly as I could and actually get in a military uniform. So I completed two years of ROTC, but that didn't take the place of injury. It had something to do with my getting a commission probably out in the Mediterranean when the word came through that I was a commissioned officer.
- Q. The other question is, the Army rejected you because of the injury to your leg, but the Navy passed you. Were there different tests or how did this happen?
- A. You did your jumping jacks and my ankle would heal pretty well and I answered every question truthfully, and they didn't ask me some questions that might have had an impact. They took me and said that any problem I had could be repaired, and I actually was in the hospital up at Great Lakes and was prepared to have

some surgery on my nose, which was injured, and the chief of staff came in while I was really prepared to go to surgery and he examined me and said, "We shouldn't do this. In his condition he's better physically to go the way he is, and when he comes back out of the Navy it can be repaired then." So I went to the Navy with and went to sea, to the North Atlantic and the Pacific, etc. And earned a commission on line as they say in the Mediterranean.

Q. Okay. So you served in three different theatres.

A. Yes, I did. I served in the north Atlantic, actually went to Iceland. And missed my ship there because the SS North King in which I was traveling in ice and could not continue. And we floated back into Newfoundland where I had "survivor's leave," and then back to Iceland, where I missed the ship, the Vulcan, a repair ship. And so then I had to come back to the states and caught the Vulcan down to Norfolk, and then off to the Mediterranean. At the time the North Atlantic operation and was on the Vulcan, a United States ship. Vulcan, a repair ship, the flagship in the Mediterranean. And was there until through the invasion into Sicily. Then came back to the states an officer and was actually in charge of a battalion in New York, Fort Skyler, and took some course in navigation. And then went to sea again in July of 1944 and was navigator of the ARB6 Nester, and then went to the Pacific and moved up through to Okinawa. As I just look at my record a short time ago because a student was assigned to do a paper and the professor asked him to interview me and I pulled out some papers and was reminded that I had three bronze stars and served on the theatres _____ of the

North Atlantic, dodging the submarines and then the Mediterranean and the Pacific.

Q. Okay. Your major function in the war was in ship salvage?

A. Yes. In the Mediterranean it was a large repair ship and was the flagship. It was to repair any needs of the fleet. Actually in the Mediterranean there was not the kind of damage; we did not have Kamikazes. We had submarines. But in the Pacific I was on a battle damage repair ship, a smaller ship that went with the fleet. We went alongside the Hancock when it was hit by a Kamikaze, and helped to keep it in a condition to get back to Pearl Harbor. And then we had many ships come alongside in the Okinawa invasion, up through the Philippines in Okinawa. It was really the repair ship so they could go back out on the picket duty as we called it or come back to Pearl Harbor to be repaired. We would put soft patches on the side of a ship so that they could make it back to Pearl Harbor for major overhaul.

Q. Okay. Anything else you wanted to add about your military service?

A. Well I guess for that we'll have the record. As a navigator, we would of course be with the fleet, and on occasion the skipper of our ship was the commodore for our convoy and I of course was the navigator. As we got into areas where we were stationed, like Ulethy or Okinawa. When I say Ulethy that's a _____ hole out in the middle of the Pacific where the fleet would assemble before moving forward. And there was a _____ off of Okinawa at _____ where we would be anchored and do our repair work. And I was always interested in photography and we did not have a first class photographer, so I became a

photographer when we were anchored or in port, and took photographs of the damage before and after. And actually was called to some of the major ships that were damaged to take photographs. Some of those photographs actually came back and were in Newsweek with the U.S. Navy signature on it. Unfortunately, the negatives of those pictures were lost when we lost our ship in Okinawa because of a typhoon that came through, a major typhoon after the surrender of the Japanese. It was in the fall and the fleet was ordered to sea to ride out the typhoon, but we were ordered to stay in to effect emergency repairs, and actually a large cargo ship came down across our ship and beached us. And so we lost that ship, and I lost the negatives of many photographs taken because they were in the stern of the ship. And that led then to my earlier discharge from the Navy. And came back just at Thanksgiving time. I remember I got back in time to see the last football game of the year with Michigan in November, 1945. And my actual discharge was December 31 of 1945.

Q. Losing the ship actually worked out better for you; you got home faster.

A. That's right.

Q. Your return to the U.S. also meant a return to OSU. Did you jump right back in to Ag Extension?

A. Yes, I was on military leave from the Cooperative Extension Service, the Ohio State University Extension Service, and back to Clark County, where the senior agent had returned from his medical leave, actually had returned just before I enlisted into the Navy. So I was going back to being his associate and was there

less than a month and was called into the state office to be an assistant state 4-H leader and supervisor of 4-H work in 32 western Ohio counties.

Q. How did that come about? You had been transformed from an agent to an administrator.

A. That's correct. And I would have to let the administrators answer your question of why I was called. I was very active on the campus and knew many of the administrators. As I've said earlier, I went to work for Extension even before I graduated and then was successful as an agent I guess in the judgment of those who had the decision to make. And the state leader, William H. Palmer, was close to retirement and he had the responsibility for the western Ohio, and by bringing me aboard I took over that responsibility. And then I was called upon to be a key person in the employment of agents. Because at that time there were resources and we moved to have from one county, one person in the county, to always having two or three. And so there was large growth in the Extension Service. And of course that means federal and state and local funds. And I did interview and recommended many people who had come from the service to be agents at that time. Many of them were teaching vocational agriculture and had come out of the service. Some came back to University to finish their degree work on the GI Bill and I would be talking with them on the campus and interviewing them and recommending them for positions. So that was one of my roles at that time. And new developments in Extension, like the first state 4-H leader conference that I directed, and some exchange problems. We were of course, in the O'Marshall plan, we had people coming from Germany, Holland to

learn more about agricultural techniques in this country and take in back to Germany and Holland and those places. I was involved in really being the first Director of what is known as the International Farm Youth Exchange Program. That's what it was called then, under the acronym of IFYE. It still exists today and it is really an international 4-H exchange program today. Much interest in the international and global role of our country, particularly as it related to agriculture and rural life.

Q. Let me ask a question. You said you were a key person in hiring new agents. Was there state money or federal money to pay for the increased personnel?

A. Yes, there were increased appropriations at the federal and at the state and at the county level. And as we were coming from the war years and to get back into the economy of post-war, the Extension expanded significantly at that time. The outreach of the University extended and we moved into being a part of helping this country to prepare the damage done in both Europe and Japan.

Q. To put this in a larger context, the immediate post-war years were a time when the U.S. assumed a bread basket to the world approach.

A. Yes, during the war and after the war, as there was a redevelopment of those countries. And Extension actually, many people in Extension had grown in age and were facing retirement. So it was a time to bring in some younger people as well. One of the developments in my life during that period when I was in Cooperative Extension work after the war, I got involved in the Land Grant college functions, the Extension Division. For some reason I became Chair of what they called the Policy Committee for Extension, and we were moving

toward better preparation for Extension agents. I was Chair of the committee that developed a plan for having Extension short courses throughout the country in the regions and became an instructor for extension methods at the region, Midwest region, taught at the University of Wisconsin by the graduate school there. And I taught a course up in Guelf, that's in Ontario, that's kind of the Land Grant college for the province of Ontario in Canada. I taught at Colorado State one summer for the western division. So I got involved in teaching. I came back to the campus in January, late January of 1946, as an Assistant Professor. And so I was working on my credentials of being worthy of that rank and teaching and doing some research in the area of educational methods.

Q. You mentioned teaching at Wisconsin, Guelf, Ontario, and Colorado State. At some point you also had a farm foundation fellowship while you were still an Assistant Professor. Is that correct?

A. That's correct, yes. And that was a foundation in Chicago, Illinois. There were, I don't know how many grants they made, but each year the State of Ohio Extension Service received one. And after I got one, then I was in a position to recommend to others for that foundation grant for them to study. Many of them earned their graduate degrees using farm foundation support.

Q. But you also went to the University of Wisconsin for additional graduate work. Would you comment on that? What attracted you to Wisconsin?

A. Well, I had been teaching in the summers there and they knew me and I knew them, and I really developed an academic program to prepare me to be a better administrator. Took work in journalism, in educational methods and statistics and

sociology, with an emphasis on rural sociology and did assist with some courses of being on a fellowship. My role as assisting, I assisted Professor Jorgenson, who taught the Extension courses and methods courses at Wisconsin. And I was impressed with Wisconsin as a fairly good Land Grant institution. In Wisconsin they say they reach every home in every corner of the state, the University of Wisconsin. And they had some of the leaders, particularly as it broadened Extension to the total university, which I've always had an interest in. And Wisconsin, the University of Wisconsin along with the University of Missouri and some others, were frontrunners, in actually what we're doing here in talking about outreach at Ohio State today. So I was attracted to Wisconsin, and they of course were very kind in making in making an office available for me.

Q. And you earned a Master's Degree at the University of Wisconsin in 1949?

A. Right. And in the summers following that through the middle 50's, taking some course work and working toward a Doctorate.

Q. In a pre-interview you had mentioned to me that not getting the Doctorate was one of your disappointments. Did you want to elaborate on that?

A. Well, disappointment or least it's one of those goals that I did not continue, the reason being, as I had moved through the ranks of being a state 4-H leader to becoming a Junior Dean in the College of Agriculture and Home Economics, and being promoted to the rank of Associate Professor in 1952, when I became a Junior Dean, and then when I was invited by President Fawcett to come into his office in the fall of 1956 after he became President, I indicated that I was closing in on getting a doctorate except for the dissertation, and I did need to pass a

language requirement. And I did not get encouragement from then President Fawcett. So I moved into the rest of my life without having completed the degree. I'm an ABD person and I had been very forceful I think in my professional life of not allowing any persons on the staff that I had responsibility for of winding up with an ABD. I would have viewed myself as an example of one who did not do it and perhaps should have. If it made some difference in my life I don't know. But I don't regret. I don't look back with any regret. I'm very grateful for all the opportunities I've had here at The Ohio State University, and opportunities that I had to leave The Ohio State University. But one doesn't look back on life. You make the best in what you have. And I had an Associate Professorship without a Doctorate, with working then to be worthy of being a responsible in the academe by doing everything I could in the way of searching for new knowledge as it applied to administration particularly.

Q. For anyone listening to the tape, one needs to point out I think that President Fawcett was also ABD.

A. That's right.

Q. Before we go into the Fawcett years, there were some things that you had to say about your knowledge and interactions with President Bevis, particularly in the area of raising academic standards.

A. Yes, in 1952 I was invited by then Dean Leo Rummel to become a Junior Dean of the College. I had observed the work of Junior Deans, having been on the campus working with young people, and I've always respected President Rightmire for his encouragement for undergraduate studies. He's the one who really created the

Junior Dean position in the five undergraduate colleges at that time, Agriculture, Education, Engineering, Commerce as it is called, and Arts and Sciences of course. In that role as Junior Dean and Secretary of the College, I had both. All of the other colleges have a separate, different person in the role of secretary. For example, Arts and Sciences had Bill Guthrie as the Junior Dean and Dayton Heckman as the Secretary. Each of those colleges had two persons. That group formed a Junior Administrative Council, as it was called, with the Dean of Men and Dean of Women staff meeting regularly with concern for undergraduate education. Again, in that role I continued to be very much involved in the Land Grant Association, and became Chairman of the Organization and Policy Committee for the Agricultural Division of the Land Grant College. And I was in that role when President Fawcett came to the campus. In fact, we had the national meeting here on our campus soon after President Fawcett was here. And as Chair I had invited President Fawcett to meet and welcome the group. That's where I became more acquainted with him. But I had been very involved in responding to Dr. Bevis' call to work with a committee that was improving the standards, the academic standards. Back at that time, 1.8 was necessary to graduate. And .75 was the benchmark for dismissal of a student. I remember the University being open admission. There has been concern down through the years about academic standards, but at that time it was very significant. The standards were raised. Actually, the committee and the Faculty Council were sometimes moving faster to achieve the increased academic standards than was administratively feasible by the judgment of President Bevis and Vice President Taylor. And I was called

upon to provide actually the facts and consequences of dismissing a great number of students in the middle of the year. We had just complete residence halls. All of the residence halls in the south campus were built during that period. Those residence were actually named the Taylor Tower and Stradley Tower. And the Ross Tower and the Steeb Tower. They were all senior administrators at Ohio State, and those are the buildings that carry their names. So I was very much involved with the University as a whole while I was involved as a Junior Dean of one college.

Q. Let me make sure I understand it. So there was a balance to be achieved between raising academic standards and the financial cost to the University in dismissing students who were paying for the residence halls.

A. Of course, the residence halls are built based on bonds and the whole element of responsibility that we bring students in with an understanding and the change in the middle of the road was a concern for President Bevis and some others, which mellowed the timing. It did move along and actually those new policy of a two point to graduate was still there, became the policy at the time President Fawcett came. As he became President, the new standards went into existence.

Q. President Fawcett, your interactions with President Fawcett occupied much of your administrative career, but I'm curious whether you can give us your sense of President Bevis before we get into your role with Fawcett. Do you have any recollections of Bevis as an administrator? As a figure?

A. Well, of course as I said, President Rightmire was the President when I became a student here, and I respected him greatly. He retired and there was a search that

took several years, to years at least in getting a successor for President Rightmire. We had an Acting President in McPherson, who I also got to know. And we had three Vice Presidents. Well, not at that time. Vice President Morrill and we had Dean Hatcher, Dean of Academic Affairs, and then Vice President Hatcher. And then Vice President Taylor. In those times, when President Bevis became President in 1941. He actually spoke at my graduation, a graduation which was rained out. I don't know whether we've talked about that. We talked about that, didn't we? President Bevis came out of the law background and had served from 1941 down through the 50's. And was delegating a lot of the responsibility to Vice President Taylor, and then Vice President Heimberger, who became Academic Vice President. And then Vice President Stradley. I respected him as our President. He was not one to get involved with the academic affairs. He delegated that to Vice President Heimberger. He was here of course through the great building program following the war. It was President Bevis who took us through the war, and the time after the war. And that was a very crucial time in the life of the University.

Q. Certainly even in the 1940's, with the addition of Vice Presidents, University administration had become more than a President could bear by himself, and hence the delegation. Can you comment a little more on some other factors that may have been involved in delegation?

A. Yea. As I recall my time here at the University as a student. Actually before the Vice Presidents we used to say that the President's secretary, Miss Vogel, and the University registrar, Miss Cockins, and Carl Steeb, we used to, as a young faculty

person, we used to think that those three people really ran the University. We'd get a call from Ms. Vogel when the University had a little snow storm to close down the University. So there was that kind of discussion in those early days. Of course, the President was running the University in his way. And then the Vice Presidents came along and actually Dr. Bevis became more senior in the twilight of his years reaching 65, there was clear delegation of responsibility to the Vice President of Academic Affairs in terms of salary for faculty. And then Vice President Taylor was a very strong personality. He was the one who represented us with the General Assembly and all of the buildings, the policies for new buildings, very strong person. And of course Vice President Stradley in the area of student life, the University Examiner is he was called earlier. He's the one who invited me to be in the Tower Club for example. So you had that element of dynamics. We used to say that the complimentary football tickets came from J. Taylor and he could reach in his pocket and pass out complimentary football tickets in those days when the stadium wasn't filled particularly. And Vice President Stradley handed out the scholarship. And of course Dr. Heimberger set the standard for the employment faculty and meeting with the Faculty Council in terms of the academic affairs. As I moved into President Fawcett's cabinet, he had those three Vice Presidents. And I, in 1960, became the fourth Vice President. In fairness to Dr. Bevis, in those last years, as I said '65, and he was ill. And that really led to the policy soon after Dr. Fawcett came for the Board of Trustees to set the policy that Presidents, Vice Presidents, Deans principal administrative people, to retire from the administrative role at the age of 65. That

did have an impact upon Dr. Taylor, for example. He left soon after Dr. Fawcett came.

Q. Before ending the discussion of the Bevis administration, I think it would be helpful to talk about faculty involvement, faculty participation in University governance. Under the Bevis administration, the Faculty Council was organized which succeeded the faculty as a committee as a whole, but it certainly wasn't anything like the University Senate. Can you comment on that?

A. Yes. As I recall, many say that Dr. Bevis we had five undergraduate colleges and five graduate schools, and they had a lot of autonomy in terms of decision making. There was a Council on Instruction under the Vice President, earlier Dean of Faculties, and that's when you had the faculty as a whole. As the academic affairs developed, we had a Council on Instruction, in which you would send your proposed courses through. And the Faculty Council was really created as you indicate under the Bevis regime to be the policy making for the academic matters of the University, and beyond, just straight academic. For example, I remember specifically where the Faculty Council debated about the size of the University. And again, we had ad hoc committees in those days. We had ad hoc committees that would talk about whether we go to the semester system, the Calendar Committee as we called it. We have had many _____ at the Calendar Committee that debated whether we're a quarter or a semester system. And as I said earlier, there was a committee on academic standards. I remember Gordon Carson, who was Dean of Engineering, was on that committee. They usually had a faculty person from each of the five colleges, and then pulling in

graduate faculty when appropriate or from the professional schools. So it was the Faculty Council that had ad hoc committees working and yes, there was a junior administrative council bringing in some student affairs. And it was really under the early days of Dr. Fawcett that we moved to change the Faculty Council rules. In your Archives, there is a very small book of the faculty rules, a little bound book. If you recall, now there's a big book of faculty rules.

- Q. You mentioned that one of the issues by this Faculty Council which had no standing committees, but only ad hoc committees, that one of the issues that surfaced was concerns about the size of the University. Can you elaborate a little on that?
- A. We had of course the tidal wave of students coming two days. One is the GI Bill and the Quonset Huts and many more students than we had the facilities for. And the quality of teaching, the academic standards, the concern of faculty, was paramount in discussion of Faculty Council. I remember coming really from a faculty person from the College of Business, I can't recall his name, I can see him, but he was a leader in bringing forth a resolution that we limit the enrollment of the Ohio State University to 25,000. It had some very positive support. That came to a fruition just as President Fawcett became President of this University. And I remember Dr. Taylor, Jake Taylor, came to the Faculty Council just before they were about ready to vote and he made the comment, "Ladies and gentlemen, I want to tell you, it doesn't matter how you vote. We cannot limit the size of this University." We did not have all of the opportunities for students that we have today in Ohio. We did the five universities, Ohio State, Ohio U. Miami, Bowling

Green, and Kent State and the college down at Central College. Those were the institutions of higher learning other than the private schools. And Jake Taylor made it very clear that there was no way that that faculty could vote to limit the enrollment. And President Fawcett was in the chair and I remember the question put to President Fawcett, what he felt. And I remember him saying this, "As I understand my role as President, and a resolution comes through this Faculty Council, I have three positions I may take. One is, I may support it. One is, I may say that I cannot support it. And the other is, that I may abstain. And let me say to you, I will not be an abstainer." And then the question came to him, "Well what do you feel about this resolution?" And he said, "There's no way I could support it." And so we never had a limit set by our faculty for the enrollment of this University. Limits came later after the Board of Regents and perhaps you know full well, that the Regents did set a limit of 40,000 undergraduates exclusive of agriculture and that did come though in the late 1960's.

Q. At this time, the law in Ohio, correct me if I'm wrong, specifically said that public universities had to admit any high school graduate, enabling institutions to set enrollment size.

A. No.

Q. There was an interesting struggle in the courts.

A. We did all kinds of maneuvers. It was of course in the 50's that the regional campuses developed. And actually at Ohio University the President really was an early leader of establishing regional campuses, branches as they were called,

before President Fawcett. And then President Fawcett, and I an talk to that, and I would like to talk to regional campuses development at that time.

Q. Okay. We talked a little bit about the smallness of administration and in particular the relative informality of the Faculty Council. Now those things would eventually change even before the creation of the University Senate. Do you want to comment on that a little bit?

A. Well yes. Clearly they did have a significant reform. When I became Vice President and Secretary of the University in 1960, that was my title, and one of the responsibilities under the Chairman of the Board of Trustees, Carlton Dargusch, the rules for the University faculty were reconsidered in terms of what we were practicing and rules we were following. That was a responsibility I had of coordinating that discussion. Again, we had an ad hoc committee working from the faculty and the Faculty Council. And I called upon the President's support of having a young professor in the College of Law help us reorganize the rules of the University. In that handbook then, as it was called, we had the statutes of the State of Ohio, which did say that any graduate from an accredited high school should be admitted to any state university. But we had the by-laws of the University. We had the faculty rules, anything related to academics. Of course, academic freedom. In those days, in the late 50's, we were going through problems of actually a dismissal of a faculty, the Rudd case as it was referred to. And checking the whole meaning of academic freedom. What appointments to the University met at a time when the policy was changed that every faculty member had to sign an oath of loyalty. Those were items that were included in

the new handbook and that was all developed during the period, late period of Bevis and the early period of Fawcett.

Q. You have a lot to say about administration and your service within the Bevis administration for the College of Agriculture, was the tip of the iceberg as it turns out. But I don't want to ignore your continuing development as a faculty member and note that in 1959 you became a full professor in the College of Agriculture, and you also received an award. Can you talk a little bit about your professorial duties?

A. Of course, as an administrator including the Secretary of the Board of Trustees, I was Secretary of the Board of Control for the Agricultural Experiment Station, which became the Ohio Research and Development Center. I was Secretary of the Board for the Research Foundation. And I was very much involved in our expanding into the global functions. If you will recall, in our Archives we have much in relation to our program in India, where we were working with the federal government and its international research. We had the Marshall Plan and then we had Point Four. And finally now, of course it's the Agency for International Development Aid. I directed attention to those kinds of programs and of course one of the lead colleges was Agriculture. Engineering had a program in India. So did Education, but in the President's Office and on behalf of the President, I was involved in that starting in Agriculture. As I said, the International Youth Exchange Program. I tried in every way I could to bring the best kind of fact finding that I could. I would rather call it fact finding than I would research, to the table when decisions were being made. I tried to be one who served the total

University and Agriculture recognized that in awarding me the Outstanding Service for Agriculture by the National Honor Society, Gamma Sigma Delta. And I worked very closely with the College of Education when I was in Agriculture. I had faculty from the College of Education, Edgar Dale for one, Tyler for another, to come and talk with the College of Agricultural faculty about teaching methods. It was during my time in Agriculture, just prior to my going to the President's office, that we established the advising program, and it was an advising program that involved faculty. And we had three faculty meetings in which we discussed the issue of advising students. And one is to hire counselors in a college office. Another is to have faculty be the faculty advisor for students with support from the college office. As we know, there is only one budget that the University has, and the College gets a budget, and we take a look at how we best use the resources. And it was a decision of the faculty, with considerable debate, that the faculty would become the faculty advisor for students. And so each student had a teaching faculty person as an advisor, rather than as we today talk about academic advisors were graduate students. And some faculty who felt their teaching and research, they really weren't prepared to advise students and keep abreast of the student rules. We did promise them we would have resources for them to call upon. But every student from the time they were a freshman until the time they graduated. And so the faculty advising program in Agriculture was developed then, and it continues today as being an exemplary advising program. I guess with due humility take credit for giving leadership to that. The recognition of students and faculty was a big part. Ag Review and Barbecue was established

where we recognized students and faculty on an annual basis. And that moved into, during the early days when President Fawcett, established the President's Recognition Program for the total University. My life was involved with student activities. The Student Honor Societies. Again, a volunteer effort but that was a role that I played even as an administrator in the Central Office working for the President, with much support from President Fawcett for student affairs and the Board of Trustees.

Q. Is it fair to say that your experience in the College of Agriculture as a Junior Dean and particularly in the areas of advising was a very useful and perhaps even necessary stepping stone to when you took over as responsible for the Dean of University College.

A. It was a background and as I moved out of the role of Vice President and Secretary, my next title was Vice President for Educational Development and Secretary of the Board of Trustees. That's when the admissions and the Registrar's Office, that's when the Library, that's when television, radio, those auxiliary educational functions reported through my office, and I shifted from what you would call a staff role to a line role. That of course led up to my later becoming Vice President for Regional Campuses and Dean of University College, to answer your question.

Q. End of interview of October 10, 2003.

OCTOBER 28, 2003

Q. I'm resuming the interview with John Mount. John, I wanted to resume by addressing your role as Secretary of the Board of Trustees. That position of

course had been in existence for many decades, since the beginning of the University. In a previous unrecorded discussion, you had talked about the history of the Board, particularly in the matter of micro-management. Can you elaborate on that?

- A. My perception of the Board before I became Secretary and as I read the minutes, every leave of absence, every minute activity of the personnel was recorded in the minutes earlier. As you know, the minutes of 1956 for example or 1955, were very thick. As the University grew and the business grew, the approach to administration and the role of the Board of Trustees shifted. There were seven members on the Board and they served for seven years, and they were involved I think more directly in the decisions of the late years of Bevis. My perception was that they wanted Novice Fawcett to be President, who would be in charge as a CEO and Nov was an administrator of school boards and knew how to work with Boards I think better than perhaps many Presidents are in this day and age in terms of coming directly into the role. Let's give you an illustration. The retirements of faculty and staff. When I was Secretary of the Board, retirement was very, very poor. In fact, it was, Carlton Dargusch, and his background, deserves the credit for much of what retirement program was in those days. Of course, as the State Teachers Retirement developed, retirement of course grew with that. The manner of appointments, the Board wanted in advance the names and information about all the Boards. It was very obvious they did not want to read about major appointments in the paper, and they of course were involved in

the matter of the loyalty oath, which determined the policy that all faculty had to sign a loyalty oath. That was in effect when Novice Fawcett became President.

Q. Correct me if I'm wrong, but that loyalty oath, that began in the State Legislature for state employees, correct? And then the Board of Trustees adopted it for the University.

A. That's correct, yes.

Q. Okay.

A. But it was not well received by faculty, especially after the case of a dismissal of a faculty. I think we said earlier that the University was on probation by the NCAA, and also censored by the AAUP.

Q. Right, a double whammy. There was the famous Darling case.

A. Correct. And Rudd and other cases that the Board would be concerned with directly.

Q. You had mentioned in our recorded interview that one of your assignments had to do with the placing of Trustees at football games. Can you comment on that? There must have been some awkward moments for you.

A. Basically the press box was very small. There was only place for three couples to be in the press box for a ball game. It was the role of the Secretary to, by lottery or whatever means, to identify those who would be in the press box. Some wanted to be there every game, and fortunately others would rather sit down out in the public. But it was one of those discussions gave a little levity along with concern with those who had to live with some unhappy spouses at times.

Q. President Enarson, in leaving office as President Fawcett's successor, commented that one of the things that he was proudest was to protect the integrity of the institution. From your sense of the Fawcett years, can you talk about this as it pertains to the Board of Trustees?

A. I'm not sure what Harold Enarson had in mind when he said protect the integrity. Novice Fawcett, I don't remember him actually saying that. His actions were that way. One of the elements where a Board may come to play or politicians may come to play is in the appointment of Deans, the admission of students to the law school, or to the College of Medicine, Dentistry, where there is selective admission. I could say Dr. Fawcett and Harold Enarson kept the integrity pure, so far as influence from any outside. It was the Admissions Office and the Dean of those colleges with the Admissions Board that made those decisions. And Presidents did support them. I suppose one might go back even to the decision not to go to the Rose Bowl. The faculty made that decision by a narrow vote, and there were Board Members who wanted to overrule that decision. Many of the public thought the Board of Trustees, the Board received many communications asking that they overrule that decision. But with the leadership of Novice Fawcett, it was not overruled and actually never came to the table. It was not a role for the Board of Trustees to determine, in terms of the rules. And that's again, the element of living by the policies and the rules and keeping the integrity of the institution at the highest level. And I was pleased to be a member of the staff that held that position.

Q. In another one of our earlier conversations, you talked about the Board having a rather collegial atmosphere in the Fawcett years. Can you talk about that?

A. Yes, and that was again before the Fawcett years. The Board met for a retreat annually on Labor Day weekend up on _____ Island owned by the University. But smaller Board and activities did bring together socially and they actually had meetings where they could socialize and carry on the business. They knew each other well and that led to ... for example, _____ served for many years. _____ on the Board after having served earlier. So there was a camaraderie there that changed. When the Board was increased to nine members, and we received some new Board members who were corporate executives like Thomas Patton and Jacob Davis came out of the corporate world and operated as Board members did in the corporate role, delegating much to the Executive Officer.

Q. Do you think this delegation was partly the result of the business backgrounds of some of the Board members who were accustomed to seeing delegation in larger business organizations?

A. Yes, the Secretary of the Board built the agenda and took the recommendations to the Board. It was a clear mandate that we did our homework and brought the recommendations to the Board for them to discuss and act as they chose. And the minutes reflect that I believe.

Q. That begs the question about appointments to the Board of Trustees. President Fawcett served the third longest of any President.

A. Sixteen years, yes.

Q. Third barely by a few months to Bevis. In the course of that time, do you have any recollection of the President being consulted by the Governor in terms of the appointments to the Board of Trustees, or was this very much of a mysterious process?

A. Well it was certainly not influenced by the President or by anybody that I knew on the staff. The Governor made the appointments and each Governor approached that a bit differently. I can remember specifically the appointment of the successor to Charles Kettering. The Governor at that time was Governor O'Neal, and he did call the President and I was really involved in the conversation, to ask for suggestions of who might succeed, who would be an appropriate person to succeed the renowned Ross Kettering. In the discussion, it was clear that the Chairman of the Board of National Cash Register from Dayton, Ohio and of course Ross Kettering's relationship with Dayton was very high, and so it seemed to be very natural. And in that discussion, the President, well I didn't know what the Governor would do, it was his role, but the appointment was made. And that's the only time I know of discussion with the President or any other person in administration of the University. Again, the Board, when there were seven members met in the President's home and speculated a bit, maybe some Board members knew who would be appointed, but certainly not the President.

Q. Okay. So the appointment of Board members is somewhat of a mysterious process that's due to the desire of the Governor to reward someone. Can you

detect any kind of a pattern of factors that influenced the appointment of a Trustee?

A. I would detect that the contributions to the campaign had much to do with the person who was appointed. That in itself, and of course there was the same political party. I don't think Bill O'Neal, or maybe he did not know, the political affiliation. Certainly Mr. Allen was not a very political person. But others appointed by the Governor for whatever reason, I think basically their support politically in terms of the Governor's programs, that I must say, in my time on the Board of Trustees, never did I have a feeling that actions were taken by Board members based upon any judgment from the Governor or persuasion from the Governor. Again, the integrity of Board members, for example, Mr. Bricker, who was very high profile in terms of being Governor and Senator, candidate for Vice President, around the Board of Trustees table it was very evident that John Bricker made his points of view heard based on what he thought was the best interest of the University. And respected the recommendations that came from the administration of the University, supported them, and perhaps some of those decisions were not the most popular.

Q. But you didn't get a sense in your years of service on the Board that there was a concern, for example, regional representation on the Board, or different professions being represented?

A. I would think that Governors would take that in mind. But so far as the Board was acting, I never saw a Board member speak a point of view, "I'm from Cleveland and I've got to represent my Cleveland or my Toledo or my Cincinnati

constituents.” They represented the people of Ohio as best they could in my experience on the Board.

Q. Okay. I was just curious whether there were factors that hadn’t occurred to you. You’re mentioning Dayton being represented, prompted that question.

A. It’s a good question and I think the Governor, I give them credit for getting diversity. I know while I was Secretary of the Board we had the first Black woman and we haven’t had many Board members up until that time who were female. We had the first Black male on the Board of Trustees when I was Secretary of the Board. So I would say in that case, it was not based upon the amount of financial support given, but rather trying to balance the Board that could represent the people of Ohio, and responding to whatever letters came. I know that I have an agriculture background. And I know agricultural people who always hoped that would be somebody who knew agriculture on the Board. And down through the years there have been people who knew agriculture on the Board. But again, as they made their judgments as Trustees my feeling is it was in the best interest of the people of Ohio.

Q. Before turning to the specific issues in the Fawcett administration, I wanted for you to confirm the Edith Cockins story behind the Mershon bequest. As I understand it, Mershon was _____ quite unhappy with the University in the early 1950’s, with the incidents of student panty raids subsequent, from modern perspective, relatively minor turmoil on the campus. And the story that Mershon threatened to write the University out of his will he was so unhappy. Would you comment on the Edith Cockins role in this?

A. Well, it's clear that Edith Cockins was a long time friend of Mershon in her role of the Registrar at the University. Mershon was very much involved in the history of the University, not as a Trustee, but influencing back in Dr. Thompson's time. And so whenever there was a concern on the part of his intent for his bequest and where word came that he was unhappy, Edith Cockins did go to Florida and talk with him. His bequest remained the same. He did write in to his bequest that if the University did not use the dollars in the way he intended them to be used, the bequest could be turned to the Boys Club. There was always that concern that University did administer his bequest as it was intended, knowing full well that he was very strong in his intent. And that was of course before Dr. Fawcett's tenure as President. But the bequest came just before that and the Mershon Auditorium opened and the endowment was carried some seven million dollars in the endowment for the intent that Mershon had. So it was a strong relationship and Edith Cockins was the best person to talk with him. And she did write two volumes, biography of Mershon, one basically upon all of his contributions to society, and another pretty much his life story.

Q. While we're on the subject of Mershon, one of the oddities if you will of University history is, that while Mershon Hall is named after Mershon, there is no Board action stipulating that. Do you have any background on that?

A. No, that was really before my time as Secretary of the Board that the decision was made to name it Mershon. Why it was not declared by the Board, I do not know.

Q. Just a mystery.

A. Just a mystery, yes. Certainly followed that from the Fawcett time on. A decision was made I assume after his death. The Board had a policy at that time to not name a building for someone who was still alive.

Q. Okay.

A. A very good question. I had not thought about that.

Q. One of the issues or developments in the Fawcett administration that we talked about earlier in our recorded interview, was the internationalization of OSU. Foreign students had been here for many years before, the first foreign students to graduate in the early 1890's. But there was a difference in the University during the Fawcett administration, and I'm asking you to comment on the internationalization or globalization if you will, of OSU in this period.

A. It was during that period that we were very much involved in India through the Agency for International Development. The Agency changed its name at the end of WWII down through the Point Four Program and then the Agency for International Development. So nationally the State Department and the Agency for International Development looked to universities for staff to carry on programs were developed in Congress. Again, we had a growing number of students coming to this country with sponsorship by this country and other countries. So it was a development in all universities. Specifically, The Ohio State University was chosen as one of twelve to be represented at the table when Sergeant Shriver announced the Peace Corp. I was delegated by the President to represent him at that table. Twelve universities and the announcement of the Peace Corp. followed that. I remember Father Hesberg from Notre Dame set next

to me around the table. So we had a very early part in the Peace Corp. And the relationship of the Peace Corp. that we had was with India. Then we joined with other Big Ten universities, Wisconsin, Tennessee and a program establishing a Land Grant type institution. There were five Land Grant institutions established in India and staffed by faculty and administrators of this University at one of those universities in India. The Chairman of the Board of Trustees went over and visited there, Mr. Ketner. President Fawcett went to India and we also, in 1963, I was Chief of the party that went to Brazil on the established relationship with the University of _____ out of _____. Again, that was an agricultural development and in the spirit of the Land Grant universities. In fact I was there with three colleagues from the University. After Dr. Sutton, Dr. Sitterly and Dr. Freeman. At the time President Kennedy was assassinated, a very emotional time globally and certainly in Brazil, for those of us that were there. I remember sitting at dinner the evening after President Kennedy was assassinated. The President, the Rector of the University of Sanpalo in the room made the observation that they were more emotional about the death of President Kennedy than they would be about their own President. It was a very emotional time. And enrollment of students grew. I can remember we had fewer than a thousand students, and we had students from China that we didn't have. And India had the largest number. Now that would be a small number. I would say there was a clear concern among the faculty to be involved globally, traveling. Really the foundation of what we have today.

Q. Can you elaborate a little on the concerns of the faculty on international travel?

- A. One of the concerns during my time as Secretary of the Board and in the President's office was the agencies in Washington would hire faculty and we would grant them leave of absence. Then when it came time to come back, faculty were concerned really that positions had been filled or there wasn't a place for them. And there was that kind of concern among the faculty.
- Q. We're talking about the concerns about international travel and you said that the faculty being concerned that the position would still be there when they got back from their international service.
- A. Because of that concern with the leadership, really the President of Oklahoma State and others at the Land Grant level, recommended and the policy was changed so that when Dr. Sutton went to India or others went to India, they would be there as faculty administrators of The Ohio State University through a contract that the University made with agency for development. So that their salary was involved with the retirement system and a much more satisfactory way of handling the international programs. Not everything was under aid. We had more faculty traveling abroad. Our faculty moved into developing a Slavic Studies during that time and hired a very distinguished Slavic professor from Harvard, Twarog, came, but we did not have library holdings to be teaching Slavic languages. And so the University gave cash to Professor Twarog to go to Germany and negotiate and bring books back to the Library. And that's a story in itself. I'm sure this should be recorded in terms of Dr. Twarog's own experience. Of course, when you give cash for someone to go abroad, there were those who questioned the judgment of Dr. Fawcett who was of course where the buck

stopped. We're proud of that development. So I think the University became very much involved in the global aspect of our society.

Q. You had also mentioned the impact of _____, talking about world affairs impact on OSU.

A. It did as it did in all educational institutions, the concern for getting more students into the hard sciences, scholarships were established to encourage students to go into the math and physical sciences. We can move on through to our own faculty developing part of the program. The Ohio State University had a contribution to the US Government in the program of putting a man on the moon. In fact, in the Department of Metallurgical Engineering, under Dr. Fontana. I think the record will show that we had an influence upon the metallurgy that was in the first capsules that were used in the space program. Of course, John Glenn being from Ohio and Armstrong being from Ohio generated much interest on the part of all of Ohio, and The Ohio State University.

Q. This period also coincided with numerous engineering buildings being built.

A. Federal funding, correct. That's one of the reasons that Dr. Fawcett would be remembered as the person responsible for a massive building program went on here. Residents halls, science buildings, particularly engineering.

Q. One side bar of the University's involvement in national affairs that you mentioned in an unrecorded interview, was the creation of the position of Provost, which was a connection that I hadn't seen before. Can you comment on that?

A. I would expect perhaps you're referring to when we had, first there was a Dean of Faculties and then a Business Manager. Then we moved into having a Vice

President for Business and a Vice President for Academic Affairs, and a Vice President for Student Affairs. Those were the areas. They were all of equal stature in the mind of many. However, generally through higher education, the Chief Academic Officer reporting to the President would be the one in charge. As we have talked earlier, as President Fawcett came and Dr. Heimberger was Vice President, and Taylor was Vice President and Stradley, when he went to India for an extended period of time, rather than having one of those Vice Presidents serve as the Acting or Interim, he did ask me. Then I had a Vice Presidency. My title was Vice President and Secretary of the University. I not only took the minutes for the Board of Trustees, I took the minutes for the President's cabinet and the President needed me to continue to be the person who would call the group together if there was a need for them to come together. Dr. Heimberger was not named as the Interim Vice President. Clearly the memorandum said if there is any need for the Cabinet to be together, please call John Mount and he will convene them. So I was really a convener. I think Dr. Heimberger was a bit disappointed in that procedure. It was a pressure upon myself, that I lost 18 pounds, while Dr. Fawcett was away. I was working literally 18 or 20 hours a day to keep things recorded and keep things on an even keel. I think obviously after that, judgment made that the Academic Vice President should be. Of course we had Dr. Corbally moving into that role. He had been a budget officer before that, and he was the first to be named Provost. We have Chancellors, we have Presidents, we have Provosts. And so that came to pass here at Ohio State. My own view also, I was Secretary of the Board of Trustees and I felt that I was in the

role of Chief of Staff so to speak. In my view, when I became Vice President for Educational Services and continued as Secretary of the Board of Trustees, until I was asked to be Vice President for Student Services, I said I believe it is not appropriate for a line vice president to be Secretary of the Board of Trustees, and I still believe that. If you're a staff person fine, but clearly a line person I believe should not be in the role of Secretary of the Board of Trustees. That's the way it is today.

Q. I'm thinking of Madison Scott.

A. Moulton did do Vice President and Secretary of the Board. And then that was for a short time. And then Madison Scott, who was in the area of personnel, moved into the role and became Vice President for Personnel, and was in that role. My observation is, that is not the most appropriate way to be, without any reflection upon Mr. Scott. But I know that President Jennings, for example, his druthers would not have been to have a line person as Secretary of the Board of Trustees.

Q. Presidents always have a responsibility for students no matter how many Vice Presidents and Deans intercede. And the latter years of the Fawcett administration was a time of much student turmoil. In this history we should not neglect the early years of Fawcett in relations with students, and I'm hopeful you will comment on that.

A. Well Fawcett was clearly a favorite of students. Soon after he came of course he was well received by students. In the early 1960's, students at that time admired President Fawcett. I'll give you a specific illustration. President Fawcett was offered the job to be President of the American Automobile Association. He was

prepared to take it and so was Mrs. Fawcett. We went to have our meeting up at Wooster, the annual meeting, and President Fawcett went to that meeting with the full intent of resigning as President of The Ohio State University and accepting that position, when he left his wife Marjorie. I say this because I was in the suite in the Wooster Hotel with President Fawcett. Our room was next door, our suite, and it was a very dramatic night for President Fawcett in that he changed his mind while he was there in Wooster, and one of the significant elements of changing his mind was the communications that came from the student body, student leaders. They were very strong in expressing their wish that he would stay as President here. I can name some of the student leaders at that time, one being Dan Moore, one of the student leaders of that time who is now Vice President up at Kellogg Foundation and just elected to The Ohio State University Alumni Board. Of course, he had a daughter who was very much involved in student life here. And Jane, his daughter, who is now Vice President of Procter and Gamble. And the Glee Club. Back when Mrs. Fawcett, Dr. and Mrs. Fawcett, as one would say, loved the Glee Club and loved him. I remember their singing when he did retire, it was very emotional. And one of the things that happened during his period was the development of the first initial scholarship banquet and then a recognition banquet. The recognition banquet, all that time all of the Honor Societies were recognized in the Ohio Union. Dr. Garrett, who was Vice President for Research, suggested we should have a scholarship banquet based on academic achievement. And so be it. It happened under Dr. Fawcett's leadership. Again, I think I said earlier, when he came to the campus from being a

Superintendent of Schools, he was opposed to having fraternities and sororities at the high school level. There was no problem. In fact, we had a very strong fraternity system under Dr. Fawcett. We were judged to be on the strongest fraternity systems with Dean of Men Mylin Ross giving leadership to that. And Mylin was a very strong person with students. And Christine Conoway for the women students. Student government was friendly to the administration at that time.

Q. President Fawcett was also the last President to actually live on campus.

A. Correct.

Q. Any sense of student gatherings in his house?

A. Yes, students did gather in his house. Dr. Fawcett had students, faculty, plus the Board of Trustees would meet there prior to their formal meeting. Jane Fawcett, his daughter, and some of the current students. Currently Mabel Freeman who was a very key role at this University was a student at the time Dr. Fawcett was President here. So students knew him personally and he knew them. Probably no one knew students any better than Dr. Fawcett, except perhaps Dr. Thompson. Dr. Thompson performed weddings and was close to the student body back in this days.

Q. End of interview. This is the end of the interview of October 28.

NOVEMBER 17, 2003

Q. This is Raimund Goerler and I'm interviewing John Mount as part of the OSU oral history program. John, you have struck us with the fascinating and unusual aspects of University history during the Fawcett years, is the relationship with the

OSU Alumni Association. Those not familiar with the Alumni Association would assume that the Alumni Association is largely a supportive organization of the University. Our own Alumni Association has a history of independence, and in this period, during the Fawcett years, there are some codes of conflict between the Alumni Association and OSU. In particular, that conflict would center around the Development Fund. Can you talk a little bit about the Development Fund and how the Alumni Association related to the Development Fund.

- A. Well Rai, some of these relationships are before my time. Actually, the Development Fund was created when I was a student here. I wouldn't want to give you the impression that as a student I was a scholar of the University at that time, but I was active on the campus as you know, and the Development Fund was an outgrowth of several developments as we came out of the Depression and I read the history as a student of this University and being here for many years, the Development Fund was created in 1939, when I was a student. And it was really recommended by then an Alumni Advisory Board. If we look at what was recorded in the alumni records of this University specifically, in what was known as the Alumni Monthly then and now the Alumni Magazine, the development fund had the Research Foundation and the Student Loan Fun, all of these came from recommendations of the Alumni Advisory Board, which in the early days as it was created was like a Board of Rectors of eastern universities. And the membership on the Board of the Development Fund basically were members of the Alumni Association Board of the Rectors. Again, as I recall, maybe five members of the Alumni Board of Directors and the Treasurer of the University

and the President of the University were members of that Development Fund Board, created at that time to receive money. And actually, Harold Marshon was still very much a part of recommendations that came from that Alumni Advisor Board. You go back, even to 1911 I think it was, when the Board of Visitors was created under the recommendation of Mershon. And in fact, I think the first gift or one of the first gifts to the Development Fund was \$10,000 from Harold Mershon to create a fund which would enhance the Ohio State University. The money of course went into the treasury of the State of Ohio at that time, and was to be expended by the Board of Trustees as the authoritative body, upon the recommendation of the Development Fund. So there was a relationship in the very beginning. And of course the war came and the development of many activities in University life was focused toward WWII. Of course, the activities of such things as the Development Fund Board didn't really begin operating until '44, after the war. Now we move on down so far as the Development Fund, and through the Bevis time and great growth of the University, and Jack Fullen with the Alumni Magazine, Alumni Monthly as it was called, really was the champion of having alumni give to the universities for scholarships and research and the best instrument this University had for the development of dollars for the University was the Ohio State Alumni Magazine. As we moved then into the 50's, in the middle 50's, when many changes from style of the administration. Jack Fullen was really the voice of the University to the Alumni. When Novice Fawcett came into being, other means of communication were developed. The administration of the Development Fund was through the Alumni Association.

Jack was Secretary, but he was a CEO, and had persons reporting to him. I could name some. Oscar Thomas, and then Kenyon Campbell. In my personal relationship here was that, when Oscar Thomas left, Mr. Fullen and Mr. Taylor invited me to the administration building to talk about the possibility of my becoming the Director of the Development Fund, working with Jack Fullen and the Vice President.

Q. For the record, can you recall roughly when this was that you were invited to become part of the Development Fund?

A. It was 1948, if I recall, '45 perhaps. Actually, I was in the State 4-H Department and we created the 4-H Foundation. I say we, the staff and leadership of Mr. Palmer. And we raised dollars for a foundation, ten cents for one member. Today of course they're raising \$13 million to build a building. But I was very active in that early program, and I was invited to consider that. But I made the choice to stay in the academic side of the University. One of the great good judgments made in my view was the employment of Kenyon Campbell. I analyzed what was needed. I felt that it wasn't the right role for me but I would say to you, they found the right person in Kenyon Campbell, an attorney. Very well received in the City of Columbus and he was one who very early made acquaintances with Dr. Fawcett. Dr. Fawcett, who was Superintendent of Schools before he became President of this University, new Kenyon Campbell as a citizen of this community. They played golf together on Saturday mornings. So there was a close relationship between Kenyon Campbell and Dr. Fawcett. And as plans for raising funds grew, and that was across the country, state universities were not

aggressive in raising monies. University of Wisconsin developed a foundation out of a patent that came at that time. But I remember in 1944, in 1946 when I came back, I read the record in '44, Trustee Rummell who later became Dean of the College of Agriculture, recommended that there be an Alumni Advisory Endowment, I should say an Alumni Endowment Fund, to receive bequests. And so that was the beginning.

Q. Up to this point before Fawcett, the relationship between the Alumni Association and the University over the Development Fund is a relatively collaborative one for the structure. Before this you said Fullen became the voice of the Alumni Association and he was a very influential figure on the campus, and you talked about his influence extending to alumni records.

A. Yes, Jack Fullen was a very influential person on the campus. He was, as Alumni Secretary, the CEO of the Alumni Association. There was an elected board of volunteers, very important people in our society. The Tom Patton's, the Jim Lincoln's. And Jack Fullen was a great writer and a great communicator. As we had talked when the Development Fund was created, there he was having the Board kind of under his thumb. Or the Student Loan Fund or Research Foundation. He became an ex officio member. I remember the Faculty Council invited Jack Fullen to be an ex officio kind of member. The Faculty Council was created, again under the influence of Harold Mershon back when Dr. Thompson organized the Faculty Council. The alumni has been a very important part of this University from the structure and the influence of Harold Mershon and very strong alumni administrators, Lou Morrill, a very strong person. Jack Fullen

looked to him as a guiding light, as a mentor. And Jack came on with his great ability. And so it was a great influence in the life of this University, down through the years and through WWI to the end of the early 50's.

Q. At some point in the early 50's, the records of former students, alumni records, became was transferred to the Alumni Association.

A. That's right. Under the persuasion of Jack Fullen. And of course the authorization of the President of the University and formerly always kept by the Registrar. And now of course the alumni records, and the records of all who give to the University, are really now under the administration of the Development Fund.

Q. Okay.

A. Which as we again, sequentially today the Development Fund is a part of the administrative structure of the University and is no longer under the administration of the Alumni Association.

Q. Okay. Fawcett told me that Jack Fullen thought that he had an opportunity or should have been President instead of Fawcett. I don't know whether they was true or not, but I just wondered if you had any inklings of that.

A. I never had any inklings of Jack Fullen being President of The Ohio State University. I did have strong indications that Jack Fullen would welcome the opportunity to be Novice Fawcett's Assistant, administrative, and become a Vice President as Lou Morrill his mentor had become a Vice President. There was strong reason to believe that Jack would have welcomed that. But that didn't come to pass, and of course here I am sitting in this interview with you having

been the one who filled that position. And there is a natural kind of environment for a conflict when you have two strong people wanting to be responsible, and without a question the Board of Trustees made it clear that Novice Fawcett was the President of this University, along with the area of Development was created the President's Club. And Kenyon Campbell was the Administrator of that. And here he was, Administrator of the President's Club, reporting administratively through Jack Fullen. But the program's promotion for membership in the President's Club really were from the administration of the University, and with leadership from strong alumni like Everett Reese. It bypassed Mr. Fullen in terms of influence. If you read in Jack's writing, and if you read history, Jack's own recording, the tone of Jack's influence in the University really shifted from being very influential to being limited to really cultivating support from the alumni. Jack was a person who I believe really loved this University and worked to promote the University. But when he lost the influence of control of dollars, the Development Fund and Research Foundation moved on its own way. Student Loan and some of those things that Jack helped to create, Jack with alumni leadership really gave strong leadership to developing our dormitory system. Baker Hall and Canfield Hall, with very strong alumnus Mr. Drackett. And there again, Carl Steeb, it has been said, and I was here and observed it, Carl Steeb was very much under the influence of real estate people in this area. And students were housed in private housing, not by University dormitories. The University was very slow in the development of a dormitory system. It didn't come until the Fawcett time really. It started in the early 1940's. Baker Hall for example. The

bonding for dormitories. All of that started with Jack Fullen and then moved in when we built dormitories on the south campus and the north campus under the leadership of Novice Fawcett and the Vice President for Business, the influence of Mr. Fullen in that area was not direct in terms of funding and decision making, but always supporting alumni and having alumni support of the activities.

- Q. You had said earlier, up to then the University, public University had really not had a strong fundraising tradition. The Presidents Club, then, I'm assuming then, it certainly is now, is for donors who give more money than most people..
- A. Yes. It started out at \$10,000 and now to be a life member it's \$50,000. Yes, as inflation has grown, so has the expectation to become a member of the President's Club and to receive those recognitions of being a President's Club member, like the opportunity to buy football tickets and the opportunity for parking. Some of those are changing as numbers grow and situation changes. But an institution is a developmental process.
- Q. Was the organization of the President's Club a point of conflict with Jack Fullen, or do you have recollection of that?
- A. Well, it was clearly, the decision making was with Novice Fawcett and not with Jack Fullen, and so there was a gap there. And the impression is that Jack did not support the President's Club and certainly was not out in front publicly. Jack did not continue to write about the President's Club like he did other things.
- Q. Okay. As you said earlier, he retained a strong interest in helping the University fund raise and the alumni.

A. Let me just give you some documentation. We go from having a Board of Visitors. And the Board of Visitors in the eastern universities by title and by function. We then became known as an alumni board and later it's now Alumni Advisory Council. So you move from that Board, and Jack Fullen has been quoted, I have not heard him personally, but I've heard it quoted many times, Jack said the Alumni Advisory Board was the Board to keep Deans and Presidents honest, using that loosely. He probably would regret that he used those words later on. But Novice Fawcett was a member of the Alumni Advisory Board representing the College of Education and was there and heard Jack make that statement. When the Alumni Advisory Board would meet semi-annually on Saturday morning, at the end of the meeting they would meet with the President of the University and advise him, and actually they would show some conflict between administration in the area of biological sciences, zoology. The Advisory Board was saying something definitely should be done about it. They were unhappy with it. And the administration of the University did not move as quickly as some thought. And so there again, you get that possibility of conflict between two administrations so to speak, and there are those who followed that kind of conflict down through the years. When we get into the area of athletics when Mr. Hayes came as coach and wanting to be responsible for the recruiting of students, and then the rules changed so that the coach had to be responsible, it would be the coach who would be fired if you violated recruiting rules, where in earlier days Jack Fullen organized what was known as the Frontliners. These were strong supporting alumni people under the name of Frontliners and Woody

became coach, Woody became very strong in his desire to be responsible for the direct communication with Frontliners. And herein again, there would be an element of conflict.

Q. So this OSU Frontliners is where alumni who would help in the recruiting of athletes to OSU?

A. Yes.

Q. And then in earlier days athletes' support came from jobs and did not have as we have today "financial aid." Today athletes are on a full ride financial aid, certain numbers. Again, by the rules. And different numbers for each sport. And we went from the translation of getting jobs for the late Mr. Galbreath and the State Department of Highways offered many jobs for athletes. And then the question of, did they really work? And all of these elements of surveillance are today very significant in the athletic world.

Q. As you say that, I'm also mindful of the fact that in the recruiting of Jesse Owens one of the elements was that not only did Jesse find some financial support with a job, but also that employment was found for his father.

A. Yes, there are many recruiting techniques used in earlier days to get top athletes. And to provide financial resources, which today are of course regulated. So I would, as my observer here, Mr. Fullen, who I considered a friend to his death bed, and I worked in administration. And when it was decided, again it became a legislative matter of appropriating dollars to The Ohio State University and in the General Assembly of Ohio, the policy came down to the University that no state university funds could be used to support alumni records. And in that transition, I

was the interim person to be responsible for alumni records, working with Mr. Fullen, collaborating with Mr. Fullen in seeing that the control of records with integrity be under the University. Again, as history will reveal there was concern that the alumni records might have been used in the election of a person into a federal position and it became a controversy. In my own mind and view, I cannot feel that the actual alumni records turned over to a candidate for a national office. But that was a perception. And also, when the conflicts of public notice came between Jack and Woody Hayes, Woody Hayes being a 1968 or in the 60's and 50's, being Coach of the Year and having championships, and then the issue of 1961, when we voted not to go to the Rose Bowl, all of those elements led to having perceptions in the general public and in the legislature that Mr. Fullen was anti-athletics, and he wrote in terms of the over-emphasis on athletics and the financial support to athletics. There was no question about that.

Q. So relations between Jack Fullen and Novice Fawcett are under some strain as a result of aspirations and thought processes in both individuals. And the Rose Bowl controversy of 1961 would make Fullen a central character in the drama. That Rose Bowl controversy of 1961 has been over-simplified in recent years, as one that would revolve around a concern over the influence of athletics and the commercialization of college athletics. You were there. Can you respond to that over-simplification.

A. Yes, as I here people expressing with great authority the situation and I smile and sometimes I ask a question, "Are you sure or were you there?" I do believe you are correct in saying there is an over-simplification today in blaming Mr. Fullen

or even some academic leaders of the University, when in fact it was a time when there was an agreement between the Big Ten and the Pack Ten, as we know it today. It wasn't even Pack Ten then. The Big Ten officially is called the Western Athletic Conference. That's the name of our Big Ten. But when the invitations went and we developed that relationship, that the top Big Ten school would play the top Pack Ten school, Pack Ten really ran it in terms of the relationship with the Rose Bowl committee, which is again an independent group in Pasadena. In my mind, it is in my mind that Jack has written it, maybe they gave the Ohio State University \$25,000 to come out and play in the Rose Bowl. There was an unhappy feeling, not only by Jack Fullen but others with regard to our contract. That was one of the elements. And then the commercialization was very obvious. Our marching band did not have any financial support to go. So funds had to be raised for the marching band to go. And then that became a part of athletics taking over, raising money because they wanted the band to be there. They wanted the crowd to be there. And Jack was critical of that commercialization. He had the magazine where he could write about it. He could meet with this alumni. He had an audience that joined with him, as really today we have people today concerned about over-commercialization. But that did lead to the faculty getting into that. We had an Athletic Council. And the Athletic Council made up of representatives of the faculty. That's by Big Ten regulation. The bylaws of the Big Ten say that athletics shall be controlled by the faculty in the Western Conference, known as the Big Ten. They felt they were losing control of some decision making. The athletic directors would vote on who would go to the Rose

Bowl. It was a controversy when Michigan and Ohio State tied and they voted that Ohio State should go. Michigan was put out about it. And so it was a very clear cut and dynamic regulation that control the relationships. All of that led to I think _____ intellect. To say that Mr. Fullen or Vice President Heimberger or someone said, or to point to any one person for that vote as it was 28-25 or something like that, would be I think a disregard for the intellectual honesty and integrity of many faculty members, who looked at it very carefully and voted their conscience, and it was a broad gate. There are those who would blame Dr. Fawcett for not giving strong leadership to that faculty debate in the Faculty Council. As presiding officer, he presided as the debate took place. And when the vote was taken, he had three choices. One is to say he was against it. Another was to say that he was all for it. Another was to preside as a presiding person, to let the votes be counted and let the majority rule. Trustees were very, well, had been called by a society to overrule that decision, and Dr. Fawcett, who was really the person to developed the agenda for the Board of Trustees, that item never was on the Board of Trustees agenda, so that the Board of Trustees never voted. The rules of Big Ten say it shall be under the control of the faculty, and Novice Fawcett, a man of integrity, left it in the control of the faculty.

Q. A couple of points I wanted to ask you about. One is a summary point. So in other words, not all the faculty, some of the faculty who voted against going to the Rose Bowl, were not voting against OSU athletics, but rather the terms of the contract and the lack of equity in that contract.

A. And I would say the majority of the faculty who voted against going to the Rose Bowl were not against athletics, not against student athletes, but they were against the contract and the commercialization that grew out of it. And really they saw it as a burden upon this University rather than an asset.

Q. The second thing I wanted to check with you on, I understand that one of the problems in previous Rose Bowls was that OSU alums did not have sufficient opportunity to purchase tickets.

A. That's right. The limitation on tickets was a great concern, and without dollars to support those going, faculty observed a few administrators and a few people of the hierarchy were going to the Rose Bowl, but there was not the opportunity for students and faculty to go. Actually, again I speak personally, the first time we went to the Rose Bowl, earned the right to go to the Rose Bowl, is when I was Vice President for Student Affairs and my wife, she was not my wife at the time, was Dean of Students, and the decisions about the arrangements for going to the Rose Bowl were made out of my office. We interviewed travel agents and we had students involved and faculty involved, and made a judgment that "Comden and Dodds" would be the travel agents. And that's the first trip to the Rose Bowl that was made by air. Previous to that, they went by train, several trains. The conduct for the students in those trains were under the Dean of Men and Dean of Women, and in '68 we had a Dean of Students. And the Dean of Students reported to the Vice President for Student Affairs. So I was very much involved in those arrangements. Again, the Alumni Association made arrangements for the alumni to go. As the decisions were made, Comden and Dodds were the travel agents for

the alumni. And faculty and administration joined, except for the official body went earlier. So it became a more organized and understood policy with participatory democracy so to speak.

- Q. Woody and Jack Fullen of course had a significant conflict over that 1961. Woody Hayes did tell me that he felt that Fawcett, President Fawcett, did not do as much as he could have to influence the vote, and he saw that, he interpreted that as Fawcett not wanting to challenge Fullen. But you're giving me a very different light here.
- A. Well, again, I feel that Woody and I were friends. I think the record will show that we traveled many a mile together. As persons of intellect, they don't always agree upon and we have differences of opinion. I think Woody was wrong about that. Novice Fawcett was concerned about the over-emphasis on athletics. Now athletics could be of a negative influence upon an academic institution. Novice Fawcett was an athlete in his own right. He was an avid basketball person. And I would say that Novice Fawcett did not, as I said earlier, did not speak out in terms of the faculty, against the faculty who voted negatively. If Woody would have had an opportunity to be there, he would have debated the issue basically because it denied an opportunity for his men to have that wonderful trip. And Woody was not involved in the contractual arrangements. That was the Director of Athletics. And the Faculty Advisory, the faculty representative to the Big Ten. By name, Dean Wendell Postill.
- Q. I want to return to our previous topic which certainly involved Jack Fullen, but was also much larger. My understanding is that, until the time of Novice Fawcett,

there were no endowed chairs at the University. From a modern perspective, a rather shocking fact. And even though our Development Fund had been in existence since the late 1930's. Can you on the push for endowed chairs and President Fawcett's participation in the matter?

- A. Well yes, again we're sitting here and I recall, as the Development Fund came along and I think I said earlier that 4-H Foundation and we would get ten cents from a member. And moving that on to a higher level, we would get \$10 from an alumni, and we weren't thinking in big dollars. We were thinking in participation. So that we did develop numbers. Jack Fullen and his organization and the Alumni Association were very proud of the fact that a lot of people gave. But we did not have the kind of gifts to establish professorships. That was the first thing. And we said, in the first place, in the President's Club, if you gave, I think it was \$5,000 and \$15,000 in an insurance policy you could be a member of the President's Club and have some amenities that came from being a President's Club member. What would it take to have a scholarship? Just by calculations, if you wanted to have a scholarship you covered all the fees. You have to raise so much money and establish endowments and then professorships. We talked about you needed \$250,000 for a professorship or \$500,000 for a chair. And so then the incentives for raising it. And that was Kenyon Campbell using the President's Club instrument of organization to entice people to give at higher levels. And I remember sitting with Kenyon Campbell with a donor that established, they were really kind of simultaneous. The Zollinger Chair and the Doan Chair. Both of them came very much at the same time. If I'm not mistaken, it was at the

\$500,000 to establish a chair. One came from Wilbur in the Newark area, and that was again, Novice Fawcett, I being one of the staff of Novice Fawcett and Secretary of the Board, working with Kenyon Campbell. And of course Dean Meiling in the area of medicine. Of course, at that time Dr. Zollinger and Dr. Doan were alive, and so they were the first chairs. And of course that was lifted up and Novice Fawcett deserves credit for encouraging that.

Q. I see the red warning light that we're near the end of the tape, and there's more questions I want to ask you. Just a moment please. So the development of endowed chairs really grows out of the President's Club as finding major donors. My question is that, some of our recent presidents voiced, at least one recent president, voiced a concern that his good efforts in raising money privately, met with a lack of support in public funding, or even the fear that as the University raised private dollars, the need for public dollars became less clear. Was there any sense of that in this early period, that being so successful private might have a counter-effect in the legislature?

A. Legislation support of higher education was not there before we got into President's Club. Clearly, the record would show that our General Assembly was not supportive of higher education long before the President's Club came back through the Depression. For some reason in this state, the General Assembly has not supported public higher education. Under judgment we had so many private schools as opportunity. Again, there's a perception that Ohio has so many institutions of higher learning and so many opportunities, but the facts show that in Ohio we are not going to college in the same percentage as in other states. In

my view, that is an excuse used by those people who do not want to pay for higher education through the public funds. I think there's evidence that I could show that public funding is enhanced by private funding by matching ways. Certainly that's a tactic used by the federal government. The federal government giving to the state if the state will match it. And so many of our gifts, many of the big gifts come out of joint collaboration of private funds and public funds. So that is not an argument that comes with favor in my perception.

Q. In this period that was an argument in your recollection didn't surface.

A. No, no. And I spent time with the General Assembly. Never did I hear a member of the General Assembly. When I was working with the General Assembly, say to me that we don't need to appropriate funds to Ohio State because you're getting gifts. So I never heard that. I've heard non-legislators. I've heard people use that as an excuse. It's their own perception and that's their right to think and say as they want. The development chairs in other universities and other states, the public support is there. Michigan for example. The State of Michigan would be a prime example of proving that private giving denies the need for public funding. I would relate it the same way. When I hear people saying that you cannot be a great academic institution and have a great athletic program. You've heard that I believe, right? Well, Stanford I believe is considered the best of athletic programs, and Stanford is really one of the fine institutions by all measures. I say Stanford rather than Michigan. I'm a little biased. But Michigan is another example of a great athletic program and financial support, almost twice

per student of what we have here at Ohio State. Such arguments do not fall upon sympathetic ears on my part.

Q. In concluding this section about development and Alumni Association, I'm speculating that Fawcett may be the first of our Presidents to have spent a significant amount of time in the development arena, raising money privately for OSU. More so than any other President to his time. Would you comment on that?

A. Clearly so in terms of private. The Foundation for Private Funding, was really established by Novice Fawcett. The instrumentation, the Development Fund, established in 1939, but as I said earlier, there was not much direct ... it takes money to raise money and it takes time. From the University administration, time was not given to the private sector in fundraising until Novice Fawcett from my view. Then of course it's moved in great lengths after that. And of course when the decision was made, not under Novice Fawcett but later, to separate the Development Fund from the Alumni Association, clearly the Alumni Association then got out of "the fundraising," except it got back in to raise money for scholarships, again because alumni said we'd like to have a scholar from our Alumni Club. So it was about the same as it was before, a big area of development fund. When we moved forward and had a Vice President for Development, that's when we have development officers in Florida and California and New York. When we have meetings in Florida and all over this country, educational meetings, by the Development Fund under the administration of the University, whereas in universities where development and alumni are under the

same administrative structure, that happens more often. So we do have that delineation between the alumni that organizes many positive things, and the tradition of having great loyal support for Ohio State, the Alumni Association has carried that on. We were second in the number of alumni members in Jack Fullen's day in the country. We are still second ranked in the number of alumni, 120 some thousand alumni members. So we do have membership. But the fundraising comes yes, from alumni, through the administration of the Development Fund, and many friends of the University who are not alumni contributing to the Development Fund.

Q. Okay. A significant portion of the University's privately raised money does come from alums, there is the bureaucratic mechanism of the Development Fund that is part of the University proper as opposed to the Alumni Association.

A. Very much so. When Tom Tobin, the first Vice President for Development was appointed, reported to the President and staff, a growing staff. And each college has a development officer. Each unit almost of the University now has a person who works on development. The regional campuses. We went from having Kenyon Campbell and a secretary, as I talked earlier, to having more than a hundred professional people raising dollars for this University through the administrative structure of the development fund, in cooperation and collaboration with each of the College's and each of the academic units of the University.

Q. As I recall, that great development that upsurged the development of bureaucracy and activities happens during the Jennings administration.

A. Exactly.

Q. In the early 1980's.

A. Yes, an illustration. On the staff of Ed Jennings is the Vice President. We had a Development Fund. I would say we should look at the records, but when Ed Jennings came, we had less than a ... there was \$800 million. Now we have a billion dollars in our endowment. The growth of \$1.4 billion. I remember when, we went from, when we got \$500 million, half of a billion, that was a great achievement under the Jennings administration. So we would have less than \$100 million when he became President, to now having over a billion. It was moved well over half a billion under Jennings. For the record I would want to have it clarified because my memory, I'm not an accountant and it's never been my responsibility to keep record of those dollars. But I remember having Nichols, our treasurer, call me and again personally, "John, when did you retire?" And I told him. And he said, "Well, we just moved up to \$500 million from \$100 million, since you retired." So people are now giving money since you retired, something of that effect. But as you know, I stayed on in my Emeritus title and I helped to write many endowment statements. I take great pride in being a part of, I think, the influence of the growing endowment that we have here.

Q. One of the things that strikes me as remarkable about the Fawcett administration, was the reorganization of the colleges into a structure that really isn't all that different nearly 40 years later. And you were there when it happened. Can you talk about the factors that prompted this massive reorganization and the creation of new colleges, and the significant dismantling of the quite large College of Arts

and Sciences, which continued after the reorganization but really is little more than a shell of what it was.

- A. Well to use your words a bit, massive reorganization, grew out of massive increase in enrollment. We talked about the tidal wave of students. This being listed as the largest institution of enrollment on one campus, it became that during the Fawcett regime, if you want to use that word which I don't often use. But the natural developmental process of attention to undergraduate students, advising of undergraduate students, giving administrative responsibility for the massive growth of the University, in instruction, in research and yes, in the outreach of the University. The first development as I recall came around development without thinking certainly not of dismantling arts and sciences, but to giving the liberal arts and sciences strength to grow and development. First was the area of biological sciences. And to keep in the spirit of one university. Let's take the area just of chemistry. Chemistry was being taught out of different colleges. There was Agricultural Chemistry. I took Agricultural Chemistry under the College of Agriculture. And of course we had Medicine involved in Chemistry. Certainly Chemical Engineering, and of course we had a Department of Chemistry. And so when other areas, for example, the College of Commerce as we called it, the College of Business Administration later. Journalism was over there and moved into arts. We had Psychology and Education. We had Social Work in the College of Commerce. So there was restructuring coming about, not related to having a big administrative of Arts and Sciences, but how we might best be structured. And out of all of that, with faculty involvement, we came up

with the structure of five undergraduate colleges, Biological College as being the first of those structures. Mathematical and Physical Sciences, where math and engineering. The College of Engineering of course was very much concerned about mathematics, could deal directly. The Dean of Engineering dealing with the Dean of Mathematics and Physical Sciences. Then we had in the old College of Business Administration we had Economics, Sociology. The natural organization there would be a College of Social Sciences for Psychology and Economics and Sociology. Communication, and then we have those basic liberal arts functions of humanities, English and all of the languages and history. And so from my perspective, observing faculty administrators working at this, I being involved in educational services and concern for the services to all of the colleges, it became a natural kind of thing that the advising of students at the first two years, particularly the first year, came with the University College. And so the University College. And I remember so well and the discussion before I had responsibility for University College, many put the University College as the sixth college under Arts and Sciences. In fact, Dick Zimmerman, the Dean of University College, did meet with five Deans of the undergraduate colleges. And I became Vice President Dean. I met with them some, but with the regional campuses developing and again, the function and my dealing with the five undergraduate colleges, in the beginning we had Engineering and Agriculture and Education and Business. And as undergraduate freshmen and having the basic courses for Allied Medicine and Nursing and the professions of Law, it was a role of the Dean of University College to work with all of the Dean. And so the Board

of Trustees made a clear delineation that the University College stood kind of on its own feet and I was Vice President and Dean. Vice President for Regional Campuses and Dean of University College. So that's my view on the development.

Q. Could I interject here? So in a previous interview about University College, you had talked about the University College and the concerns at that time about creating a separate college on west campus, and the transformation of that concept into a separate portal of entry college. But from what I'm hearing now, the organization of University College is really part of a reorganization of the University into various colleges, with this one University College serving the advising and orienting needs, guiding needs, of freshmen and sophomores. So what I'm getting at, this is linked to the entire process.

A. It's pretty much part of the process. Of course again, with the massive enrollment and discussion of how we were going to handle this enrollment, particularly in Central Ohio, the first concept was to have a general college across the river, separate enrollment for those students who were not admitted directly to the academic colleges that existed. And more and more, with open admissions that this University had by law, at that time Engineering, let's use that as an illustration, was concerned with having those students who could make it in Engineering. And Business and Accounting, those who could make it in Accounting, and moved selective admission into the academic curriculum. And we still needed to take all of the students. So it was a developmental process of having we handled the mass of students to give the best possible education, and to

keep as one University and not having units that would be identified as “second class” citizens. As really in some other institutions it developed that way. And so our faculty in its wisdom, through the Faculty Council as it worked at that time, that was before University Senate as you recall, came with what they judged to be a very logical organization of the five undergraduate colleges. The central part of Arts and Sciences still had the student records. After a student moved from University College advisor, we filled a void in academic advising for first year students. When student would decide to go into medicine, they would be advised by a professional person in the Colleges of Arts and Sciences to be prepared to go into Medicine. You could major in any one of those five colleges and go into law or into medicine after graduation. And so it was not a dismantling I would say, Rai, of the Arts and Sciences as such. It was a restructuring of functions, so that the upper class advising and all, and actually the certification for graduation, was still in the “Colleges of Arts and Sciences.” But as I have been here a long time and I see the developments, and I must say to you now, the current issue is how we can best manage a level enrollment and selective admission and with college administrative units wanting to have these high quality freshmen coming right into their college, we see restructuring somewhat so that we now are putting more strength back into coordinating the five colleges. And one is to cut down the number of administrators. Each time you get a new administrative unit, you have staff to go along with it. And as we look at the balance of administration and teaching faculty, I see a shift so that there will be probably more collaboration of

the five colleges than there has been in recent years. Again, a developmental process.

Q. End of interview of November 17, 2003.

DECEMBER 5, 2003

Q. This is December 5, 2003. John, I wanted to talk today about the first campus plan in the Fawcett administration that struck me as a bit of an oddity for a title in the sense that the University had been doing planning of the campus over the years, as far back as the 1880's. Why do you think this was called the first campus master plan?

A. As you said, the first master plan under the presidency of Novice Fawcett would be a more correct way of putting it. Picking it up with title just the first campus master plan would be basically because of the significance of the time, publicly the tidal wave of students, the age of the buildings on the campus, a change from when we had street cars on High Street, Neil Avenue having many more cars. The problem of parking as well as providing the vision for the future. I think that under Novice Fawcett's presidency, again we all come from a background of experiences. Novice Fawcett was noted in the public school system for his planning of schools. The Bexley School is rather a monument to Novice Fawcett's planning. One of his first appointments was John Herrick, a campus planner, to bring an educational perspective for the plans for The Ohio State University. I would say that the process of involving more people than in previous plans. That is, there were meetings where students, faculty, staff, community participated in discussing what the future plan of the University

should be. That called public attention to planning. And we hired an employee, the very nationally renowned planning team of experts. And so all of that would be my response to why significant to call it the first master plan, the comprehensiveness of it. As you review previous plans, and I have somewhat, they were more narrowly scoped, more focused in terms of the plans. This was broad gate in terms of the future and the projection in who knows how many. Some would say 100,000 students. At the same time the faculty was legislating to limit the enrollment to 25,000 students. It was the sign of the time to put emphasis on planning, master planning.

Q. The master plan I think called for the closure of Neil Avenue. Neil Avenue of course has been closed for many years in my time, but I was told that Neil Avenue was for many years one of the busiest streets on campus.

A. It certainly was the busiest street on campus, if you take away High Street. But the way to get north from downtown Columbus at that time, was up High Street or Neil Avenue, and Neil Avenue was the one that many took as a bypass to High Street. Of course, in the master planning and the philosophy of it, you came up with the concept of a pedestrian campus. And to have a pedestrian campus you had to stop the traffic through the campus. That was one of the items of discussion, why it captured public interest.

Q. Did it arouse a lot of controversy to close Neil Avenue?

A. Yes, those who followed that like any change, there was certainly significant discussion about it. But other items in that master plan, the closing of the streets around the Oval. You would come up Neil Avenue and go on the South Oval

Drive to get over to High Street or vice versa, North Oval Drive. And so a change like that, faculty, students, how do you get to buildings, how do you park? And so it took some careful design and planning. Again, the history would show that we did not have parking garages. And so where do you put parking garages to serve the University best? When Novice Fawcett came, we still had on Neil Avenue the College of Veterinary Medicine, if my memory is correct. There at the corner of Neil and 17th Avenue. Then we were developing the west campus. Of course, at that time, even Townsend Hall was the place where Agriculture administration had been, and the change of that, horticulture is where the soils and crops. And so it was very timely a necessity to do, and it did bring about controversy that comes with change.

- Q. One of the items or the aspects of the campus that would change as a result of the campus master plan was the advent or the coming, construction if you will, of Lincoln and Morrill Towers. Could you talk a little bit about the beginnings of the planning for those and who was behind it and the concerns.
- A. Well, Lincoln and Morrill Towers of course are very conspicuous facilities on the campus, and in the master plan there's no reference to having two 24 story towers. The master plan did call for having resident's halls along the river as it anticipated having more students on the west campus and using the river as a place to locate resident's halls. So that master plan did not include 24 story buildings. We of course were developing the north campus and purchasing property for the resident's halls. And on the south campus we had the Park Stradley, sometimes referred to as the Stradley Hilton, the Park Sheraton was named for vice

presidents here at the University. But they were at that time looked to be high rise and not expected to go any higher in terms of the master plan. On the north campus we had Taylor and Brackett Tower, with the four story buildings. All of that was considered in the planning in terms of location for residence halls. Now the actual construction of them came about in different involvement in planning. The residence halls of course, under the program of requirements were developed by the Dean of Men and the Dean of Women. Specifically, Ruth Weimer and Milton Overholt working with again, John Herrick who gave leadership to developing programs of requirements for buildings. Then it would go through the Office of Business and Finance for the process of employing architects and working with architects, and moved from Vice President Taylor, but not long under the Fawcett presidency to Gordon Carson. And Gordon being an engineer, his philosophy also had the concerns for the cost. And he was one to try to get the most square footage from the dollars that were identified as available. And so you had always the discussion of educational program requirements. You asked specifically about Lincoln and Morrill Tower. They were designed, in the minds of most people, in terms of being again a twelve story building. And very suddenly in my recall, I believe the staff, all the President's staff or the President's Cabinet, the move to having 24 stories came, in the judgment of many, or the observation of many, as a surprise. Then of course they were built and they were not attractive in terms of the concrete. One of the things that Gordon Carson strategically did was to get them painted white, as they are today, to get them to be more attractive from an external point of view. And then as

students moved in, with that mass of students in 24 stories, it developed an educational programming problem of having so many students in terms of everything from servicing, as Resident's Hall Directors would want to do. You may also recall that Morrill Tower, in order to break down the massive element of it, one half of it is called Ross Hall and another half Conway Hall. That's in order to break down that mass into more management in terms of personnel, student life. We quickly moved to them being very unpopular for students. We had an unfortunate situation of a fire deliberately set by a student. And a death of a student. That of course caused great public attention and a negative view of the towers. We were having also the development of in loco parentis, students wanting to move off campus. We had two 24 story towers and the north campus new buildings, and students were wanting to live in the community rather than in resident's halls, kind of the independence that students wanted particularly in those days. And so Lincoln Tower was converted half into administration. That's my recall of the towers. And if I am correct, now the towers with half as many people in a suite, rather than 16, eight, to the most popular places to live. And the Honors Program is in Lincoln Tower. Of course, that's named for Abraham Lincoln. The Morrill Tower is not named for former Vice President Morrill, but for rather Senator Morrill.

Q. You had said a moment ago about Gordon Carson being the engineer and being also from the corporate environment. One would think that what is noteworthy on the campus is the absence of architecturally attractive structures during this period of the 50's and 60's, and people have told me that during the Carson era that

Carson wanted simple architecture that was basically little more than a box, and he wanted lots of them. Can you comment on that?

- A. That terminology wasn't used around the planning or around the staff. That's the perception that some people had and Gordon was one that, as I said earlier, wanting to get what he judged to be efficient use of energy. Again, history tell us that there were times when we were very much concerned about energy. And Gordon being the engineer and coming out of the corporate background, it is true that as he worked with architects and architects were selected, we did not follow a classic architecture for a campus as many institutions of higher learning have done. Gordon is one who opposed the experimental kind of building materials and use of space for efficiency, and especially of energy. But again, in fairness to Gordon, for example the residence halls. Gordon was very much a part of urging that we have mock residence hall facilities, so students could actually live. And they were built out on the fairgrounds, to test how students evaluated living in units with separate bathrooms but sleeping together, rather than resident's halls where you go down the hall to the toilets, the bathroom. You had them right in your suite. And you avoided having three students rather than two, in terms of the psychology of two versus one. Many elements go into planning facilities for students. Of course, the Dean of Men and Dean of Women, as they met with their colleagues across the country, would bring concepts which sometimes were not well received by Gordon, in terms of the dormitory construction. But I think they followed basically the plans of the Deans of Men and Deans of Women, except

for Morrill and Lincoln Tower. And there again, that went beyond the administration's collective planning.

Q. You mentioned that John Herrick as the head of the campus planning. Of course, he had an educational background. His background was education. Is it fair to say that the two of them had some different viewpoints, architecture efficiency versus learning environment?

A. Yes, I think there were differences that came in discussion around the conference table of administration. It was difficult for Gordon Carson to bow to the program requirements developed by the people going to use them. I think that's a fair statement to say. And John was emphasizing the human element, and Gordon the efficiency that comes from an engineer's point of view.

Q. As ordinary as some of the buildings were that were constructed in this period, they were a vast improvement over some of the structures that were on the campus previously. Would you care to comment on that?

A. Well, yes. We had laundry right in the central campus. We changed the laundry building into a classroom building. Doing adjustments using the old buildings and there was much discussion around that. In terms of residence halls, Ohio State was very slow in developing residence halls. There was a strong lobby, if I may say, before Novice Fawcett and even before President Bevis. Carl Steeb, who was a business manager, lobbied I think intensely by the owners of property in the campus community. And so housing for students was dependent upon the campus community. The Dean of Men, and especially the Dean of Women, had registered housing. Rooming houses all around the campus were registered and

under inspection by the Deans of Men and Deans of Women. And so we moved in building the residence halls in response to getting them out of trailers and barracks. And meeting the enrollments which was clearly on the horizon coming from the sons and daughters of veterans.

Q. One of the pivotal events of the Fawcett administration was the ending of the Speakers Rule that had actually begun under the administration of President Bevis. The Speakers Rule and the details of it are recorded in history elsewhere. What I'd like you, if you would, to comment on is the sense of those who were in favor, their philosophy. Those who were opposed, and some of the high points in the drama.

A. Well yes, as you say, the Speakers Rule was here before. Novice Fawcett's presidency, when he became President, we were on probation by the Association of University Professors before of, in effect, the Speakers Rule. Actually, Professor Darling and coming through the Un-American activities period, concern for the balance in who would speak that was in the minds of generally society. The Federal Communication Commission emphasizing that radio and television came along that had balanced programs when it came to political issues and particularly political candidates. And so Novice Fawcett really became the administrator of a rule that existed when he came into the office and the staff joining with him. There's no question in my mind that Novice Fawcett, and most of the staff around the table that met with him, cherished academic freedom and open discussion, while at the same time having a rule that said speakers needed to be approved. Speakers who came to student organizations needed to be approved

by their faculty advisors. In those days we had more faculty, teaching faculty advising students. And faculty that came from different persuasions. And so student organizations would test the waters of what might be an approved speaker so to speak. And Novice Fawcett as President, believing in my view of open discussion, but was caught with having, again the times of having speakers really advocating almost the overthrow of government. Certainly advocating against Selective Service, advocating against the war in Vietnam. And at the same time we had the civil right and we had people protesting because they felt their rights were discriminated against. And speakers would use the platform of the University to test ideas and ideas that were not in keeping with the popular point of view. It's was a time, as I said earlier, students moving out from under in loco parentis. About the same time parents and the community at large felt that the University should even monitor what students heard or didn't hear. All of the elements of academic freedom and freedom of speech were there. It was tested by extremists. The faculty was divided, as in the case of the Darling case. His refusing to testify under the Fifth Amendment, hearing with faculty, and under recommendations coming to President Bevis, carried over and there was bitterness really on the campus with regard to the inhibiting facets of the Speakers Rule.

- Q. Was there also a sense that if the University allowed unfettered speech, that there might be some concern for campus security given the extreme points of view.
- A. Clearly the facts are very clear that did happen on campuses. And that would be a concern of any administrator, especially concern of Dr. Fawcett and others on his

staff, with security of students as they disagreed. And then of course, when administration moved in to try to monitor that, and students rebelling and rebelling in a way that brought violence, and then the police would be called in. That would create more animosity and controversy. Among faculty and across this nation it became a larger issue, especially the security. The Kent State death and speakers were really moving from campus to campus advocating violence in some cases. And the perception of that was a very difficult thing for an administrator. And immediately you've pitched the students and faculty against administration. It was a most difficult time for administrators. And I say that personally and I am in sympathy with Dr. Fawcett, who would like to have open discussions. But when the message would come from security sources that a person was coming on campus to recommend, actually overthrow the government or to incite violence, and the doors would be closed to that speaker, that really brought the rook in so to speak.

Q. The Speakers Rule originated as a Board of Trustees action. It didn't arise from the faculty or the students. Given your position as Secretary of the Board of Trustees and your observation of trustee meetings, was there the sense that the trustees were acting as stewards of the people, meaning the taxpayers of the State of Ohio, rather than the campus community itself.

A. Clearly that's the role, if that means the establishment of this institution and Boards of Trustees are "the Board of Overseers," would be a word used by many institutions. And they did exercise that with regard to the Speakers Rule. And there's actually action in the General Assembly of Ohio and in Congress that led

to having Trustees to make such judgments. And then Trustees themselves would be not in agreement in basic philosophy of how rigid this would be. But if we look at membership in the Board of Trustees at that time, we had General Carlton Dargusch, who was of course very much involved in the administration of the draft. And we had persons who would advocate burning the draft card, and some faculty actually did that. So those were some of the actual experiences that one had to deal with in those times. And yes, Trustees would respond to the public who would say, on the one hand, "Kick them out," and on the other hand, in the academic world we want to test ideas, knowing that some people with what I call creative imagination might be not in keeping with what the general public would have in mind. For example, ROTC was mandatory up to that time. And it changed, changed gradually. Coming again from a faculty and recommendations to the Board, we moved from requiring ROTC for all male students to having a substitute for fifteen hours or rigid academic courses in place of it. That went to the Board. Yes, challenged by some Board member who believed that ROTC was something every male student should participate in. But the change was made based upon recommendations coming from the faculty and the Board approved gradually. One of the facts again is, the creative imagination of faculty and students would be out ahead of what the general public and the Board of Trustees, the overseers on behalf of the public, would be in accord with. And as Secretary of the Board, I recorded the action taking and heard the discussion. But always there was lifted up by President Fawcett and those who had to administer the rule, the concern for academic freedom. If you read, I think it's in the record, the

Faculty Advisory Committee was set up to advise the President and the Board, to strengthen the communication between faculty and the Board. And in the Darling case, for example, that judgment was made with faculty involvement. President Bevis, the attorney, but a great concern was lifted up by students. The policy was changed that in the future anytime there was a problem like that, students would be involved in the discussion and the hearings. And so one could say that was the beginning of more student involvement in policy making of the University. So it was out of such controversy provide an opportunity for some creative thinking and solving of problems that are long lasting.

Q. How was the Speakers Rule actually administered? Technically it was the responsibility of the Office of the President, but did Fawcett delegate this?

A. The registration. You had to register a speaker and that registration came in the office of Ronald Thompson, as a member of the staff and the Executive Dean. The policy of having it registered and that was to basically it provided the opportunity to have the institution collectively to know who was speaking. And so appropriate action could be taken if it was judged that it was not balanced in both sides being heard. That was the intent. But the facts again, those people who want to have an issue and speak, they will knock on the door to speak continually. And the passive people would not be bringing speakers to the table. And so it was a concern for that kind of balance that would get into the public sphere in terms of “liberal” and “conservative,” or use the word “progressive.”

Q. So the issue was not only freedom of speech, but also fairness of speech.

- A. Correct. And the security and the behavior of people who objected to points of view of others. And unfortunately, there was a tendency across the nation to get out of hand, as of course it did on this campus.
- Q. So typically Fawcett would rely upon Ron Thompson and that office to process the requests. Under what circumstances would a request make it up to the President's office for deliberation?
- A. It was in our record and knowledge and 99% of those who came to speak would be of no interest in terms of inhibiting a speaker. But when a nationally renowned person was scheduled to come here who carried a point of view that was un-American in the judgment of some, then the concern was expressed about that speaker and security measures were taken. I can name names, people who spoke at Berkeley and at Wisconsin, then would come to Ohio State. Even faculty who believed in "academic freedom," so long as it didn't touch upon their own freedom, or their own points of view I should say.
- Q. How would the Faculty Advisory Committee, in what circumstances would they be called into play? Would the President consult together with some faculty opinion?
- A. Yes. It was faculty committee, as I know them, from the Faculty Council, Faculty Council elected. And to have representation from then five undergraduate colleges, the graduate school and professional colleges. That's the representation of committee structure. And they would meet with the President, with the Board of Trustees, sometimes off campus in an informal way. It was not to take public action. A very frank and honest discussion. These things relate to the academic

and instructional aspect of the University where a Provost was involved. As we moved through the Vice Presidents. We haven't talked about, Heimberger resigned and Corbally came into the Provost's office right at a crucial time. And the Trustees would expect a Provost in charge of academic affairs to present and defend that which was going on. And there was very frank and honest discussion about some of the issues of the time. Many of the aspects of the University, the area of athletics for example. Was the faculty really in charge of athletics? The not going to the Rose Bowl issue. But again, a President and administration that was trying to be open and listen, even though there was a perception and I've read and heard students, and even some professors, would say that President Fawcett was a listening President. Again, that is a perception that some held with honest convictions. But on the contrary, that was not in my view a style of President Fawcett. And of course I think you're leading to, how does the voice really come to play. And that's when the President, by his authority, under the faculty rules, denied a speaker to speak at the law school. And the objections showed that significant faculty, in accord with the rules, called a meeting of the faculty to discuss, and some way to reprimand the President, for not allowing Mr. Lutes to speak. And that of course received wide public attention.

Q. As I understand it to this day, the meeting that took place at Mershon Auditorium to discuss this Lutes incident and the denial by the President, was the largest assemblage of OSU faculty anytime until then and since.

A. Until then and since.

Q. The numbers. The extraordinary numbers of people itself became a controversy, because some claimed that those conservative points of view, and particularly those who did not usually attend the faculty meetings. For example, the extension faculty and the medical faculty, that they attended in extraordinary numbers and packed the house. Would you care to comment on that?

A. Well in the first place, there were not faculty meetings of the University faculty held. So we had no precedent of having an issue. We went through changing the academic standards and many issues. But those decisions were made by the Faculty Council, elected by the faculty. And we did not have a faculty meeting. And so when this issue was very much in the public purview and actually, one might call it to honor a president for exercising what he understood to be the policy of the institution. It did draw great interest. Again, looking at the faculty, those in the College of Engineering and in Medicine and Agriculture, were more, to use your own, more conservative in terms of following the public point of view versus in the social and liberal arts, of really having a feel that the University should take the lead in changing social issues. So there was that natural element. And when you had an issue like that, all the troops came in. People who were legitimate members of the faculty came to the meeting and cast their vote in a Democratic way. That's the good and bad of a Democratic system. But many people would speculate if those faculty members from Medicine or from the Extension Service out across the state, if they would not have come, what would the vote have been? Nobody can accurately speak to that. But in my view, the final vote by the majority would have been the same. Obviously, as it turned out,

most of those people who came normally didn't get involved in on-campus things, voted very much in support of Dr. Fawcett.

Q. Let me stop the tape. I'm getting a warning light that it is running out. So let's resume on the other side. We were discussing the Speakers Rule and the extraordinary meeting at Mershon Auditorium to discuss it. The critics, namely those who were on the losing end of the vote, claimed that the place was packed, packed in a pejorative sense. Packed so that the vote would fall on the conservative side, namely supporting the President, as opposed to criticizing him or censoring him. The issue was not the Speakers Rule, but rather Fawcett's implementation of the Speakers Rule. Did you, because of your position in administrative circles, did you have any inkling that there was a special effort made by the Fawcett administration to bring your conservative supporters to the meeting?

A. I'm as positive as I sit here that Novice Fawcett didn't initiate any action to bring anybody to the meeting. The action came from grass roots. Of course, the grass roots, an institution of departments and colleges. There was no question but what the Dean of the College of Agriculture and Medicine are the large numbers of faculty members who are "in the outreach." Their position probably, neither is here to defend themselves today, but their position would be to support having a Speakers Rule, and certainly the support of Novice Fawcett for administering the Speakers Rule. So the vote really was, it was really on the Speakers Rule as well as how it was administered. If you don't have administration of a rule, why have a rule? So it was an expression for many faculty to say we should do away with

the Speakers Rule. Let anybody speak that wanted to speak. And without regard to the danger that might come as a result of having a speaker who would advocate violence. Again, we all operate out of a background of experience. Dr. Meiling was of a General rank in the military. Roy Kottman was a very active high ranking person in the military. That's a matter of fact, that those points of view were there. But Novice Fawcett, actually my observation is that Novice Fawcett would like to have had a discussion with those faculty who were opposed to it, have an open forum. And let them speak and he would respond. He would probably have said, "What would you have done if you were the administrator?" He would have tried to have dialog on that. But it moved into having a "referendum." Since it was somewhat directed to his own administration, he tried not to be influential. I've been asked, if I had a feeling that Nov Fawcett went to that meeting with some trepidation of what would happen. I think he walked, he was confident that right would prevail. Again, whose judgment is right? But right being the Board of Trustees, for whom he was responsible for the administration of the rule. It was a Board of Trustees rule and not a faculty rule. That's the background from my perspective. That's just my perspective.

- Q. The Rule ends in the mid-60's. And one of the historical perspectives is that the Rule and clashes over the Rule, polarized the campus, even before the other social issues would fracture the campus. The issues of Vietnam War, Civil Rights for minorities, and more fairness for women. Do you want to comment on that perspective, whether the Speakers Rule polarized the campus so much that the campus was well fractured even before the other social pressures took place.

A. From my perspective, I would say that there is today, and in my view on all campuses, a polarization of points of view that come out of different disciplines. I don't believe that the campus was polarized out of just ... the Speakers Rule, again, that rule was really not a rule that was acceptable in higher education period. And so I believe most people involved with this institution were not happy with that Speakers Rule that came down from the Board of Trustees. And so I wouldn't say that that was a polarization. How it was administered would bring about polarization in the minds of some. From my perspective, as I saw things coming to the Council on instruction and the basic policy decisions made at this University at the Faculty Council, as we went through a complete recodification of the rules from prior to '60 to what we have now as a basis developed in the early 60's, there was not polarization there that I think inhibited the academic policy to be developed.

Q. My question may have been too broad. Let me refocus it a bit. Do you think that the Speakers Rule served to alienate significant sectors of the faculty against the Fawcett administration?

A. I think from the time he was appointed, there were faculty who found it difficult to accept a person coming from secondary education into becoming President of this University. And so those very same people would pick up something like the Speakers Rule or other issues to document or magnify their own judgments. I find it difficult to respond to your question other than to say, in my mind and my heart, and actions that prevailed other than that narrow issue, it was more than in discussion than in action.

- Q. Okay. The Speakers Rule went on for many years and much discussion from the vantage point of years later, one tends to paint with a very broad brush, colleges that diversity of views. Agriculture was one that was reputed to have been a conservative force on campus. Would you care to comment on that?
- A. As we've had discussion, Rai, and you've brought up the names of people who spoke for and against issues. You brought up the record of Professor Fox, expressing strong feeling about the Speakers Rule and about President Fawcett's administration of it. I think I said to you, that I knew Professor Fox very well and had conversations with him and respected his intellectual integrity, holding his firm convictions. But there were others across the campus that allowed him to speak for them, but some spoke for themselves. For example, in Agriculture I said to you there was a professor, Nathan Fetcheimer, a geneticist, who joined with that identified some young faculty person who came to this University, who would be very effective teachers and bring about change in social policy. Nate was one who was elected by the faculty of Agriculture. He was one who would be in the same point of view of a modern Fox in velocity in the humanities. And held in high regard because of his intellectual honesty, even though he would have a different opinion than many others. And so to judge any one college, as you say, with a broad sweep, would be most unfortunate. We generalize too often. But I can think of faculty, I've had in agronomy, Garth Boltz, Chairman of Agronomy, persons who would meet regularly with people across the campus. As my old background in agriculture, perhaps I could be called defending them. I remember specifically when I was called to be a part of the administration of the

College of Agriculture, I had faculty from the College of Education come over and talk to us about teaching. And we had faculty meetings with the leadership in the College of Education, the Tylers, the visual aid person, Edgar Dale spoke. Professor Larry Kaufmann, Rod Barden, Randy _____, in Agriculture. As we talked earlier about polarization and why I hesitate to identify with strong polarization, we had too many people in all the colleges that would agree and disagree on issues based upon factors out of their own background and their own philosophies, but that's what makes an institution of higher learning, a very strong institution, where we can share different points of view and do it with honest integrity.

- Q. One of the changes that took place under Fawcett, less dramatic than the building of buildings or the confrontations of the Speakers Rule, but still important, was the end of OSU as a completely dry campus. Can you give us a sense of how dry the campus was, and what the factors were that kept it so dry.
- A. The very basic factor is, that by state law, there was not be alcohol on state property. That was the basis for policy with regard to alcohol on the campus, in campus buildings. That policy was the policy that guided our parks system as they were developed and motels and hotels and park systems. And society was wanting to have a drink before a meal. So the state law, perhaps by some institutions, was overlooked and the law not executed to those believed in living by the law. And so as the State of Ohio, in a populous way, changed attitude toward the use of alcohol in public places and before meals. The pressure here really came about in terms of the Faculty Club. The Faculty Club is an

association of faculty who pay membership dues. It's housed in the Faculty Assembly Building that many use, and were going to the Faculty Club, speaking of it being the building. And so when the Faculty Club officers were faced with having members wanting to have alcohol in the Faculty Club, and students wanting to have 3.2 beer in the Student Union, which was built in the early 50's, there was a Student Union Activities Board made up of students and faculty. And so it did become a matter of public interest, public discussion, of changing the policy and the law of the State of Ohio changing, moving from the age of 21 to 18 and 3.2 beer. All of those elements of social interest was a part of changing the policy, so that alcohol could be served in the Faculty Club. And that happened. It was also served in the Union. There were faculty and administration in that dialogue that did say that we should not expect it in the Faculty Club without expecting some students to have the privilege of having 3.2 beer for example. There were other faculty that said, "We're adults. Students can be students and can be adults." So you had that controversy. Now if you're asking where administration stood on it, administration trying to have the dialogue so that the voices could be heard without "violence." There wasn't any indication we'd have violence around that matter, but some pretty strong feelings. Novice Fawcett in his own right lived by the rules. In the President's home and the gatherings there, he did not serve alcohol in his home. So by his own point of view, he did not initiate changing that policy. As administrator, he carried the voice of faculty and students to the Board of Trustees, and the Board of Trustees approved the change. That's what we have today.

- Q. For the record I should note that during the Fawcett years, the President actually lived on campus in what is now the Kuhn Scholars and Honors House. When the Board of Trustees members came to campus for the meetings, some of them I believe were particularly desirous of having a drink before dinner. You were Secretary of the Board at the time. Did you face pressures from some Board members?
- A. Yes. They could have their drink off campus and there was a chafing at the bit, if I may use that term, because they knew when they went to the President's home, they would not have a drink before dinner. As Secretary of the Board, we worked at trying to let Trustees live by their habits, but not in the President's home or sanctioned by administration. And of course that perhaps made it easy to change the policies as they came. Maybe they even had persuasion, as we say downtown at the General Assembly in terms of the policies that impacted upon institutions that are identified as state institutions of universities. Ohio State is very much in the public eye with the General Assembly very close to the institution.
- Q. If I can paraphrase here, some students maintain that if faculty could have alcohol at Faculty Club in a faculty building, then students ought to have alcohol at a student building, namely the Student Union, to serve equivalent of the Faculty Club. Could you also say that students who lived off campus had more privileges in that regard than students who lived on campus. I'm thinking for example of the fraternity houses, their forbidding of alcohol there too.
- A. Again, that was the Inter-fraternity Council, they had their policies. And because of some sad accidents based upon alcohol, they developed policies that would be

anti-alcohol, again in moderation. But that was not on state property. Some men of the fraternities came to my office to help me to understand why they felt that there should be alcohol in the Student Union. And would express that the faculty would have the privilege on state property, why not the students. But I must say, there were faculty very strongly opposed to having alcohol even at the Faculty Club and would speak up. So again, we have to be careful in generalizing in faculty wanting alcohol or students wanting alcohol. Actually, in the Student Activities Board, there were students who did not feel that alcohol would be good coming to the Union. Again, with their own background of values. That's one great thing about this country of ours. We do have a tendency to respond to public opinion. And of course at the polls when we vote. The students raised the money to build a Union from their own fees. Many of those fees were provided by the federal government to the GI Bill, which made it easy for students to spend those monies.

Q. The subject of the end of alcohol or the end of the prohibition against alcohol on campus is one that is treated in Weisenberger's history of OSU, but treated rather briefly. Who were some of the principal players in that process?

A. I would speak with admiration of Professor Howard Schoup in the School of Agriculture, who was President of the Faculty Club as we call it. The faculty officers. He was President. Dick Larkins was on the council. Mylin Ross. Again, Christine Conaway and her associate Ruth Weimer, later to become Mount as we said before. It's through their working with students and sitting at the table with faculty, that bring about solutions to public issues like that. In my own life

I'm grateful for people like that, that helped in resolution in a very peaceful and understanding way. We still have them today, but they were very significant at that time.

Q. I may be misreading this but in terms of the controversy, this one I don't believe generated the heat, the placard, the demonstrations that other issues did.

A. No. It did not. Again, we understand people. Some of the issues that caused the greatest controversy came from the Board of Trustees. Certainly we did not have the Board of Trustees bringing forth a demand that we keep alcohol on campus, and neither did they have the pressure from the public sector at large. We had elements. In this Columbus area is the town of Westerville, home of W.C.T.U. And we have dry areas here. And of course, administration who receives letters from all points of view, received letters and felt that the President should make the decision about not having alcohol. Again, those are issues that administration must deal with in the life of an institution.

Q. That's an important point, that this issue came from the faculty and students.

A. That's exactly correct.

Q. Okay. Good point. In the larger parameter of campus life, the ending of University School was not the kind of event that shook the campus, like the Speakers Rule or the Campus Master Plan. One of the reasons why I wanted to ask you about the end of the Speakers Rule, is because there's a school of thought that maintained that the ending of University School was an issue partly of personality and partly of politics. Let me explain. The school of thought perceives Fawcett as opposed to University School because of its progressive

education, and desirous role of Superintendent of Schools, of ending that progressive school, which also reflected a belief that Fawcett was politically conservative and that this University School was a next of liberalism so to speak. There was also an issue of personality in the sense that the Dean of the College of Education at that time, John Cattrell, felt awkward to say the least, but felt himself in conflict with Fawcett because the College of Education did not grant them an exemption from the residency requirement for the Ph.D. studies. So, from that perspective, the end of the University School was a matter of Fawcett exercising influence based on personality and politics. You were in a position, you were there when those discussions happened. I'd like you to comment on that.

- A. First to respond to your question, as you say politics and personality, I'd add the word perception. There were perceptions that, as you set forth clearly, in the minds of some that I did not see. One of the answers that I've given before, Rai, about that issue, is that if anybody else other than Novice Fawcett would have been President of this University at that time, University School would have been abolished. As evidenced across the nation, university or experimental schools associated directly with universities were being discontinued. And the faculty in the College of Education was divided about the role of University School as it had developed. And University School, I knew about it as Secretary of the Board, I signed the graduation diploma from every student from University School. It surprised me when I moved from faculty into Board of Trustees, of what was going on in another college in that school had its diploma signed by the President and the Dean and the Secretary of the Board of Trustees as a diploma from the

University. And I would read what the faculty would say. There were no grades given at University School. It was a matter of evaluation and a written narrative that went as a graduation document. University School as it developed did have a large number of faculty sons and daughters there, and people who lived in, if I may say, in high-rise areas of Columbus. And so there was a perception again that University School was in fact a private school rather than an experimental school. Again, I say perception from some. A person in an administrative role like the President, hears those perceptions as well as we heard the perceptions coming from those graduates of University School and those that attended, with great loyalty to University School. There was great emotion about that camaraderie of fellowship. And the alumni of University School was very strong. And faculty who were there in the creation of it as an experimental progressive school were very strong in believing it still had a role. That's my perception of background. And I think it's much overdrawn that Novice Fawcett would deliberately take action that would discontinue University School. That came from the faculty in the College of Education, and his insistence that it come that way, and his insistence that, Don Cattrell, as Dean of that College, represented the voice of the faculty. And again, when it gets right down to it, the buck stops at the President's desk. It was the President who had to take the recommendation of the Board of Trustees who voted to support it. And there was, again those who were not supportive of Novice Fawcett as being President just because he didn't have that Ph.D. That happened before he was President of course, when they made the judgment that he the residence rule. We must be mindful that the representative

to the Alumni Advisory Board for the College of Education was Novice Fawcett, a highly respected school administrator, representing a graduate with a Master's degree from the College of Education. As one who, and this was strictly every quarter of the action taken and hearing the discussion, I believe the University School decision came as near as any kind of a decision from the faculty and approved by the Board of Trustees through the process of sound system for decision making, even though there was much emotion coming from the University School alumni. I think it's fair to say that Dean Cattrell, another person who I call a friend, but he did not take very strong administration action in representing the voices of the faculty in bringing that forth to the Provost and through the channels, through the Provost and Council in Academic Affairs, or Council of Instruction as we called it at that time. And to the President and the Board of Trustees.

Q. Those who are of a mind that political persuasions govern actions also take the point of view that a conservative Board of Trustees also wanted an end to this progressive University School. Did you have any sense of that in your observations of the Board?

A. You know Rai, I believe, as recommendations coming through the channels, mailed out a week in advance to the Board of Trustees was the policy at that time, I do not recall a single Trustees that was involved in discussion related to that around the table. Now, Trustees who lived in the Bexley, I'm sure Trustees this did happen. Trustees had alumni and people called upon them to, not approve it,

as it the custom when there is a public issue, but I do not remember any discussion by the Board of Trustees pro or con on that.

Q. So the issue was in the College of Education, it simply didn't register in the Board as particularly controversial.

A. No. There was controversy in education throughout society in terms of those who believe that you should spend your time on reading, writing and arithmetic. The Boda and some of the progressive ideas in education were discussed in many circles around the tea table and the bridge table. But we had faculty, the Tylers and faculty, who I think looked at issues in terms of as they are today. In an intellectual way and difference of opinion in methodology. But one would ask why have university schools generally disappeared, it's difficult for a university to have a small school like that to be a realistic experimental clinical base for policy of education today. I suppose that's one of the factors. And of course our students, through a contract with the public schools, Columbus Public Schools, Hilliard, Worthington, we're getting their practice teaching, in the public schools very few of them were getting real experience in University School.

Q. I also understand that there was an internal matter within the College of Education about the faculty of University School, who were also faculty members of the College of Education, issues of common basis for performance. The units of the University frequently find themselves at odds with faculty who are much better teachers than they are researchers and University School was a teaching school. So issues of promotion came into play.

A. Again, a generalization there that was true and yet some persons very much involved with University School were doing research and they would also be concerned that some of their colleagues in University School were not living up to expectations. So it was an issue within the College of Education of values and expectations and the research elements, publish or perish becoming more and more at that time. Again, from a personal point of view, I was really on the fringe of that and not prepared to get into issues. I do know that during those years, some outstanding faculty persons were employed by the College of Education, were employed by the Board of Trustees upon the recommendation of the Dean of the faculty, the John Corbally's, the Herrick's, and some of the outstanding people are respected across the nation were in the College of Education and a part of the decision that recommended that the school be abolished. Again, in response to your question Rai, as I reflect here I'm mindful that many of the faculty of the College of Education were in conversation with Novice Fawcett as a friend and colleague. I think of Arisman for example. Professor Ken Arisman, very much involved in moving into progressive, moving into our regional campuses. And of course the Corbally's and other members of that faculty. There was another faculty member in the College of Education by the name of Fawcett in the area of math education, a very highly regarded faculty person. No relation to Novice Fawcett. Again, my perception kind of comes from the Dean may have been a complex that was there because he was Dean at the time earlier when the decision made by the policies of the University, that you had to qualify under the residency

requirement in order to complete your Doctorate. Fawcett made a decision that he would not pursue the Doctorate further under that policy.

Q. I should also say that Dean Cattrell at that time also sensed, which may be a misperception, hostility from Fawcett toward the College of Education because the College of Education provided the incident, namely the Harold Rugg speech that led to the Speakers Rule, which became a thorn for us for many years in the Fawcett administration.

A. Yes, and to my knowledge Novice Fawcett was not a party of that at all, but it was there and festering there, and he was in the public school system, and he was a candidate, to be a very fine candidate to be the Chief Administrator of the public school system of Ohio at the time he was selected to be President of Ohio State. And so there was the discussion that I heard in the City of Columbus and across the state was, that they were expecting Novice Fawcett to be the Superintendent of Public Instruction. Many were surprised to see him lined to be President of The Ohio State University. But he was highly respected in public education. But I did not have conversations with him personally about his opinion about the Rugg case. Never did I hear any discussion there. That was a decision before Novice Fawcett and he lived with the consequence of having a Speakers Rule.

Q. That brings us to the end of the tape. I appreciate your participation and look forward to the next session.

A. We'll have to do that.