

YOUNGSTOWN STATE UNIVERSITY

ORAL HISTORY PROGRAM

History of Youngstown State University Project

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O. H. 137

CHRISTINE R. DYKEMA

Interviewed

by

Terrence Lynch

on

May 6, 1977

CHRISTINE DYKEMA

Christine Lillian Dykema, the daughter of Oliver and Caroline Rhoades, was born on August 23, 1908 in Pawtucket, Rhode Island. In 1914, when Dykema was six, her family moved to Cleveland, Ohio. She attended grade school in Cleveland and Shaw High School in East Cleveland, Ohio. Mrs. Dykema had an unhappy childhood. One of her sisters and both parents all died before she reached the age of sixteen. She then went to live with her mother's parents.

In 1926 Mrs. Dykema enrolled in Antioch College which she attended until 1929. In 1929 she was sent by Antioch College to Paris, France to work at the Château de Bures, School for Boys as an elementary teacher in dramatics, her college major. She stayed on in Paris in 1930 to attend the Sorbonne, the University of Paris, as part of her studies. It was in Paris that she met her husband, Karl Washburn Dykema and they were married on June 16, 1931 after completing her work at the Sorbonne.

The Dykemas moved to New York later that year. Mr. Dykema enrolled at Columbia University to work on his Masters degree in English while Mrs. Dykema continued her studies at Barnard College. She completed her studies in the summer of 1932 receiving an A.B. degree. In 1937 they moved to Youngstown. Mr. Dykema was hired by President Jones to teach in the English Department. In 1938 Mrs. Dykema was hired on a part-time basis. She continued in this position until World War II

when all limited service faculty were laid off. Then, in 1945 after the War had ended, Mrs. Dykema was rehired to teach full-time in French and English. In the middle 1950's she began teaching all of the French courses and has been teaching the French language ever since.

Mrs. Dykema received the Watson Foundation Distinguished Professor award in 1965 and was named a full professor in 1970. She currently holds the position of Chairman of the Foreign Languages Department.

Mrs. Dykema, now a widow, currently resides at 6922 West Western Reserve Road, Canfield, Ohio. She has three children, Nicholas, age 44, Patricia Geisler, age 43, and Christopher, age 32.

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INTERVIEWER: Terrence Lynch

SUBJECT: History of Youngstown State University

DATE: May 6, 1977

L: This is an interview with Professor Christine Dykema for the Youngstown State University Oral History Project by Terrence Lynch at Professor Dykema's office in the Foreign Language Department of Jones Hall, Youngstown State University, Youngstown, Ohio, on May 6, 1977 at 10:30 a.m. The subject is the history of Youngstown State University.

Professor Dykema, could you give me a little information on your background, family, education experience and so forth?

D: You mean the education that my parents had or where they came from or what? So far, as I know, both sides of my family were rural, small town, Americans as far back as I know, I guess, ultimately coming from England or Wales. I was born in Pawtucket, Rhode Island where my father was in the East for about four or five years. It was the early period when automobiles had just recently been invented and he was selling automobiles. I went through kindergarten in Boston and then we came back to Cleveland which was the general area, Cleveland and its environs, my parents had grown up in. I went to the first grade in Hough School which is a changed neighborhood now, I guess. Then we moved out to East Cleveland and then moved out to Hiram for the summer. We moved into a great big old deserted barracks of a country house, just down the hill from the village, which has ultimately turned into the president's residence of Hiram College. We put in the electricity and we did all kinds of things when we were there. We stayed there for two and a half years instead of one summer, and then the house was sold and we moved

back to Cleveland.

In the meantime, one of my sisters had contracted sleeping sickness in the 1918 flu epidemic. She was seriously ill with the flu, then it went into sleeping sickness. And just as we moved, my other sister died of an appendicitis, a ruptured appendix. So we came back a much diminished family.

My father, for the previous year, had been down in South America on an adventure trying to represent various big American firms in South America. But they were still so non-international minded--the companies, I mean-- that they didn't do anything about trying to adjust their products to the needs of the area and that was a flop. So, when we moved back into the city, we were stone poor. (Laughter)

I went to Fairmount Junior High School. My mother had had a heart attack during the year when my father was in South America, then she developed tuberculosis and died when I was fourteen. My father died a year-and-a-half later from a combination of tuberculosis and diabetes. I seemed to have been the only healthy one in the family. I lived with my mother's parents from then on until I went to college.

My older sister, who had had sleeping sickness, had lost her memory and been left with a seriously damaged brain. She lived at home with us for a long time but then finally, when I was a senior in college, she was put into an institution in Cleveland.

I was sent to college by a very close friend of my mothers, a friend from high school, whose husband had made a pile of money in Youngstown Steel. I went to Antioch College and was there for three years. My first year's experience there was working at the National Cash Register Company on the alternating work and study program. The next year, my job started out being assistant caseworker for a psychiatrist who worked in connection with the juvenile court in Toledo. After five or ten weeks there, they ran out of money, the court did, and that job folded. I took an emergency job in Pittsburgh working in the nursery school of a private school there. Then they had an epidemic of childhood diseases and it had to be closed for a while. So I had to take my summer vacation then, in the spring.

That summer I went with the economics professor, Professor Leiserson and his seven children, his mother-in-law, wife and nephew to a summer home in Connecticut where I acted

as a cook for the summer. The following year my job experience was as a girl's worker and nurse school assistant at a settlement house, Franklin Street Settlement House, in Detroit.

Because of the contact I had made the previous year in the school in Pittsburgh, the college received a request that I go to France for a year--go to France and work in a private school outside of Paris. There had been a private school in Yellow Springs--where Antioch College is--and the director had gone to the Château de Bures to act as head of this school outside of Paris. They had known a teacher in the school in Pittsburgh whom I had gotten acquainted with and she had followed them to the school in France. The school had expanded and they needed some more teachers. So it was arranged through Antioch that I should take the year off and go to that school. My co-op job that year was supposed to have been with a theater group in Cincinnati because I was going to be an actress. But I was urged to take this other job, so I went over and taught in the school for a year, and naturally, fell in love with France.

So, I arranged with my aunt who was paying for my college education, to stay over for another year, and go to the Sorbonne. (University of Paris) Antioch was going to account for one year of work experience and one year at the Sorbonne to take care of the next two years, it was a six year program. I don't know whether it still is or not. I was expecting to go back to Antioch for my sixth year, but I met Mr. Dykema and we got married.

He was teaching in the school over there. His father was head of the Music Education Department at Teacher's College, Columbia University. While he was prepared to teach English, he had gotten this job--the whole family was very musical and they had musical training--and he had gotten the job to be the music teacher at the school. He had taken it just for the chance to go to Europe. He stayed over and went to the University of Berlin the year I completed my work at the Sorbonne. We got married that spring. We took a canoe trip, a boat trip up the Mainz and down the Danube to Vienna, down the Elba to Dresden, by train to Hamburg, then came back to America. He enrolled at Columbia to start his work on his Master's degree and I enrolled at Barnard to complete my undergraduate degree. Of course, when I transferred from Antioch, they threw out most of my credits. (Laughter) So, I did a year's work there and then finished up in the summer and that made it the fall of 1932 when the Depression

was really hitting all the schools.

My husband had a terrible time getting a job and finally got a job teaching German and English up in Ironwood, Michigan--that's in the upper peninsula of Michigan. I had a baby a month after I took my final exams and then I joined him up there. We were there for the next four years, coming back to New York in the summers where he was going to school to do more course work for his Ph.d. After four years there, we took a year off and stayed with his family while he completed his course work, and then got the job here at Youngstown College and came here, and we lived in Youngstown for a year. All the family had ear trouble except me, because at that point, Youngstown was the center, along with St. Louis and one other spot, I believe for mastoiditis.

So we moved out to Canfield to escape the smog of Youngstown and lived in the village for a year-and-a-half, I guess, looking around for a place out in the country. Finally we bought our farm in August of 1940 and I've lived there ever since.

In the meantime I was asked to teach French part-time and I started in the fall of 1938. I was teaching two sections of French. For awhile I was teaching French and English composition or communications or whatever. They've changed its name. But I was doing beginning English, freshman English and first and second year French.

During the war, the Second World War, that is the war, I was out for two years when almost all limited service people were layed off and any full service instructor who could get a job anyplace else was encouraged to do it. We scrounged around, got a Navy program I think, that kept things going, because most of our clientele were away. At that point, I think the ratio was four men to one woman in the college. The freshman class, I suppose, was at most, I forget now whether it was 300 in the freshman class. . .That seems like a lot. (Laughter) Maybe it was 300 in the whole school. I don't know. We used to have a reception every fall and shake hands with all those people that went by.

I had had a second child up in Ironwood and I had a third child during that two years I was off. And then suddenly--in 1946 it would be--the whole mob came back and overnight we were 3000 instead of 300. (Laughter) So I had to sort of drop everything and come back.

The normal teaching load during all of those early years was eighteen hours instead of the twelve that it is now. Though some of the time I was called a part-time teacher and some of the time I was called a full-time teacher, the only difference really, was that full-time teachers got paid twice a month and part-time teachers once a month. (Laughter) I think that was the only difference! I know I taught eighteen hours or fifteen hours regularly. I had been full-time before that two-year layoff, and then I started back as part-time and was promptly, the next year, full-time again.

At what point I started to be entirely not teaching any English, it's hard for me to recall. Dr. Richardson was Chairman of the Foreign Language Department and he had taught the upper division French courses but he began teaching Russian. I don't know, it was sometime in the 1950's I guess, that I began teaching all of the French courses and he was doing Russian. Mrs. Mills (now Metzger) with Dr. Garcia had Spanish. So I guess I've just been doing that ever since.

L: Was there anything special from the college or area that played a role in your decision to come to Youngstown?

D: It was a job. It had in fact, completely escaped my mind that I had ever been in Youngstown. I spent a weekend in some house on the North Side of somebody who was a member of the Unitarian Church and the Triangle Club, of which I was an officer in Cleveland, had a meeting down here and I had spent an overnight here. My husband had written letters to various places and we left New York, at the end of that year when we were there, with several places to stop. A couple were in upper New York State and one near Pittsburgh and Youngstown. And then we went on to Michigan because we had spent a couple of summers in Southern Michigan on a little lake there, right near Lake Michigan, it empties into Lake Michigan. My husband's father owned a cottage there and we camped out there in the summer. Then President Jones asked my husband to come back for an interview. He came and it looked like a reasonable possibility and so we came.

L: What was the college like when you first came here?

D: (Laughter) I don't know. It was small. Well, this I know! My husband was later dean of the College of Arts and Sciences and at that point, there were, I think, nineteen departments--this was in 1968, 1970--there were nineteen departments in the College of Arts and Sciences and I remember his remarking that that was either the

same or more than the number of full-time teachers in the entire College when we were first here, when it was Youngstown College. So, you knew all the teachers and you knew an awful lot of the students and you saw everybody all of the time.

The cafeteria, the lunchroom, was where the admissions office is, right downstairs to the left of that. Room 106 Of course, it was all Jones Hall. Then we went through the phases. The English office at one point was in the carriage house of the old Wick homestead, that was East Hall. Then, of course, we got the barracks buildings, the row of wooden barracks, after the war, and that expanded our facilities greatly for awhile. It was a fire hazard, of course. We bought up the houses along Bryson where various faculty people lived upstairs and down. Dean Yozwiak lived in one of the--I forget whether it was upstairs or downstairs--in one of those Bryson Street houses for a long time. The Publicity Office in the hands of Freida Flint was in the Tower Room to the left of this entrance down here. The room right next to it--I don't know whether it still was The Grill--that was the bookstore.

When the boys came back in 1946, that was just chaos because the bookstore manager had absolutely no experience for that kind of buying. Of course, every college and university was suddenly just overwhelmed. Anybody who could breathe could teach a class. And books, you just couldn't get them. You could not order them. Oh, it was pure chaos for the second semester of that year, 1945, 1946. From then on, of course, it has just gotten bigger and bigger and bigger till the last few years it has been stabilized at around 15,000.

L: What was a typical day like for you, say in the 1940's or 1950's, starting like, in your first year of school, teaching?

D: Well, a good bit of the time, we were on the semester system and the patterns were fifty minute classes, Monday, Wednesday and Friday; hour and twenty minute classes, Tuesday and Thursday. The night classes were Monday-Thursday, and Tuesday-Friday as I recollect. I got here around nine o'clock I suppose, and taught my classes. Room 309 was at one point an office on this floor before we moved it out and over into the carriage house. And I left for home--I don't know--four-thirty, something like that; five, thereabouts, and anytime I had in between I was grading papers. But often I was on a Monday, Wednesday, Friday schedule. I stayed at home and did

school work at home on Tuesday and Thursday.

L: Who were some of the outstanding professors and administrators?

D: You say in the 1940's and 1950's, I don't know which was which and who was what at that point. (Laughter) Dr. Scudder was here for a long time in charge of chemistry. And Catherine Bridgham, Dr. Bridgham was in the Chemistry Department and I became very well acquainted with her. In biology, Dr. Seemans was head of the Biology Department and his wife, Catherine Seemans was doing a good bit of the psychology. After the Seemans left, the Worleys came and they were both in biology. The Engineering Department was up on the fourth floor. At least at first, it was just draftsmanship, up in some of the rooms up there, and then it became an Engineering Department. Stearns was head of the Music Department and we gave a Gilbert and Sullivan operetta every year. I can remember my children, my two oldest children, used to come to dress rehearsals for that. So that would be in the early 1940's. Dana then finally moved over here and joined, and it became the Dana School of Music of Youngstown. I guess we were still Youngstown College when they became the school of music. Maybe we had already become Youngstown University.

Before we became a university and we were still a college, we had what were essentially schools, so that it was what might be called a small university. Everybody thinks a university is more exciting than a college, so ultimately, it was changed to that. I forget when that took place. It says so in the introduction to the catalogue.

As I said, Dr. Richardson was Chairman of the Foreign Language Department and he was one of these phenomenal people who could pick up a language by listening to radio or short wave and so on. His undergraduate work was in classics and in German I believe, and then he did graduate work, went to France and got his doctorate in Grenoble, and he married a French woman. He studied Italian and Spanish and Romanian, and just any old language that kind of attracted his attention. (Laughter) He was really extraordinary.

When we first came, Dr. O.L. Reed was Chairman of the English Department and then he became Director of the Division of Social Sciences, I believe, and my husband was made Chairman of the English Department. Then of course, Dr. Joe Smith was head of economics and eventually he became Dean of the University. The Department of

Education was under Dr. Wilcox. He became Dean and then Smith became Dean after Wilcox.

One of the things that I am proud of in my past career is working with black students because students bought an activity book at the time of registration. . . , payed a fee, an activity fee: five dollars a semester as an athletic fee and five dollars a semester as an activity fee. No Negro, as we said then, received activity books because, of course, they couldn't mingle with whites at the dances or anything like that.

I became advisor of Student Council along with Miss Boyer who was secretary of President Jones and also a teacher in political science. I think that Mrs. Seemans had been an advisor and when they left, we were asked to be advisors. I was an advisor for 25 years. I think I quit in 1972 or something like that. So if you subtract 25 from that you can work it out some way or other. (Laughter)

In any case, by a series of accidents, the Negro boys particularly, when they came back for the war, suddenly realized that they were being discriminated against. They didn't for instance, go into the little lunchroom that we had, the Negroes didn't. They brought lunch and ate in some classroom or some place or other, or just melted away and ate in their cars or something of the sort.

I can remember one student who had been here beforehand and he just couldn't understand it. He hadn't realized that this was going on. But he thought they ought to be allowed to come to activities and so on. And there was a sufficient . . . I don't know any of the details of the early part of a kind of ground swell of going, I guess, to the president and saying, "What about this?" Dr. Wilcox was Dean at that point and the president asked him to take it up at Student Council. "Do something about this. Deal with the problem in some way."

Wilcox was pretty deaf and he may have misunderstood. In any case, what he understood was that Student Council was supposed to decide whether or not it would be all right, that is, safe, that black students come to functions. So he told me that that's what we were supposed to do. So I said to Student Council, "This is what you've got to do. Now how are we going to go about it?" But they didn't like it at all. They didn't want to have anything to do with any of this. I said, "It's your job. You've got to do it." We developed a questionnaire and sent it

out. And all of the fraternity boys said that they would knock down any Negro that dared to say anything to their girl at the dance and all that sort of chauvinistic stuff. Anyway, it wasn't going very well.

At that point, there was an organization of Negroes--not a fraternal organization but a club--and we finally solicited their assistance and they formed a committee of five and we met weekly to work out how we were going to deal with this problem. One girl, whose name I forget, was very helpful. I had never had any dealings with racial problems directly. Talking to Negroes and saying, "You are a Negro." that sort of thing. I had always had them in my class and never felt anything, to the extent that any white person can say that. I never felt any sense of differentness. But nevertheless, I had never talked about these problems with them. And this girl pointed out that a lot of times, people say they can't stand this, that or the other thing, and that they won't put up with it--because the reaction had been we won't have them come to dances--but if they are simply faced with a fait accompli, they don't do any of the wild things that they had said. So we decided on an experiment. We would simply--through the colored people's club--we would issue them tickets to the spring dance, without saying anything to anybody in the white community. The blacks would know from their people that they jolly well better make this a very calm thing. So we had a dance and there were ten or twelve black couples that came. There weren't any problems of any kind at all. So we said, "Fine," and for the next dance we issued some more.

I think I've left out a step. At someplace, President Jones realized that we thought we had the power to make the decision. It was near the end of the one year and so he had said, "Well, okay," but then next year we'd have a committee and that committee would be me, Mrs. Dykema, Joe Smith and himself, to deal with the problem.

Well, Smith was passive. He saw what was right and if anybody asked him what ought to be done, he would state his opinion, but he never pushed for anything. So we'd had those two dances and they had gone fine, and then starting the following year, Student Council didn't do it, but Joe Smith and I just went ahead and did the same thing. President Jones had the greatest reliance on Smith. He might not have had much reliance on me. A young woman was apt to be radical or something. (Laughter) So with me pushing and Smith supporting me wholeheartedly, we did it the entire year.

Finally, at a faculty meeting in the spring, we simply presented a motion that the Negro students be given activity books just like everybody else. We had expected three people to fight it: Gould, who was Chairman of the History Department and from the South, Pickard who was business manager and from the South and. . .who was the other one? I can't remember now. Somebody else, who knew that Blacks were dangerous and evil and had to be kept down. But they didn't dare say a word and it went through unanimously and from then on, there hasn't been, at least, any institutional discrimination of any kind that I know of. There never had been, as far as classes were concerned, of course. But the cafeteria was open and everything else was open, and that pleases me. (Laughter)

L: What were the students like?

D: Like students.

L: Have they changed over the years do you think?

D: Oh, their interests have changed, yes. There used to be dances all the time, dress-up dances, and dances every week. I guess now, nobody dances or if they do, they don't admit it. You go listen to music instead; I don't know. Another thing that student government accomplished: the students during my early days--this was right after the war--succeeded in gaining some control over the funds that were available that were from the student activity fund and were technically for student activities. Pickard had always managed everything. When it was time to have the Halloween dance, or the homecoming dance, or whichever one, the students would go to Pickard and say, "We want \$300.," and he would say, "I'll give you \$250." We never knew how much money we could count on.

The President was always afraid that if the students were given any say-so about the finances they'd do something wild. He had a lot of stories about stupid ways of handling money that had occurred before I came here, when it must have been about fifteen students involved, I don't know. (Laughter) But those stories were always dragged out and so on.

But, in 1946-1947, for the second semester, hordes of people came right out of war practically off the fields of France and into the classroom. And our program simply couldn't expand fast enough to use up the money, the activity money, that was legitimately there. They were

collecting the five dollar fee but there wasn't a place big enough to hold a dance for all of the people and all that sort of thing. It just couldn't be accelerated fast enough. So, I think it was a fellow named Pritchard, who has become a lawyer and another one, Daly I think, from Warren, both of them, who were in student government. They came up with a plan that since we couldn't use up the money that was collected at the beginning of the second semester of 1947--we were really just using up what we had collected earlier--that we would get ourselves a semester behind. The money collected in the spring, we would use that for the fall quarter and the money collected in the fall, we would use for the spring quarter. In that way, we would know how much money we had and they wouldn't have to worry that we would overspend the money because it would be right there, and then we could have a budget. Reluctantly that was agreed to, with lots of reserve funds and so on.

But we then drew up a budget and decided how much was going to be spent on various activities and on the dance program, the athletic support and all that sort of thing. We were then supporting the Jambar and supporting the year book--the Neon--and being dug into for the minor sports. So, we worked that out and Miss Boyer and I worked like mad to be sure that it was always a very businesslike operation, so that there was never a chance to say, "But you see, you can't be depended on to spend your money properly." and it worked very well.

Eventually, simply, the finance committee of Student Council met with the Student Finance Committee, that is, the University committee that handled the student funds, which consisted of President Jones, Mr. Pickard, the business manager, Smith and myself, and there were three student members. So, in actual fact, with three students, along with me, we had the majority. Most of the time we had it all well-managed. We could justify everything and after a bit, Pickard began to feel that he could get along with the Student Council treasurer and things were going smoothly and it wasn't the headache he'd expected. So, Jones relaxed and so it just got to be pretty much of a routine thing. They okayed our budgets,

There was one time when we had a real hassle because the music school wanted us to use money, student government money, to buy instruments for them. We said, "No, that isn't a student activity," But there was no other money anyplace for it to come from and we dug in our toes and said, "No." So the committee broke up with President Jones about to have apoplexy. (Laughter) We were worried

because we we didn't want to have something that would break this relationship. My husband being a musician, I was able to tap him and worked out something that was a compromise. I forget now. I think that we decided that some of the money they wanted was for instruments that were justifiably band instruments and that was an all-student organization. So we said, "Okay, we'll buy those because that's supporting the marching band and that sort of thing, but we jolly well won't buy the other ones." With that compromise, everybody cooled off and at the next meeting, we got it through. But otherwise, I can't remember any time when there wasn't . . . maybe, if there was a suggestion, "No, I don't think you ought to spend that much." we would come down a little bit. But on the whole they accepted our recommendations.

In fact, students have lost a great deal of the authority they had over money and hence, over activities, as far as I can see it from a distance, since we went state and President Pugsley set up a finance committee that decided about student government funds. No students were on it, nor student advisors, and they were not invited to give any information.

A couple of years ago, they managed to get a sub-committee of the University Finance committee, but for six years there, they didn't have any voice at all. And that was a real step back, as far as I was concerned. Now maybe, with the Kilcawley Center Board they are again getting more say-so in their activities and the expenditures of their funds, I don't know. We had become pretty powerful by having been extremely cautious and extremely reliable in our handling of monies.

Being advisor of Student Council, I knew we were way ahead of the country in one thing: The composition of Student Council--there was no separate Student Government. They only had Student Council--and it was made up of . . . oh, I've forgotten how it was at the very beginning, the election, but they were mostly fraternity and sorority people. Everybody said that they were the only ones interested in activities. Well, when the veterans came back, they formed a big organization of non-fraternity-sorority people, non-Greeks. A lot of them were enough older so that all the teasing and nonsense that was associated with the Greek organizations in the college days--green caps for freshmen and paddeling and all that stupid stuff--they just were not going to put up with that kind of nonsense at all. They formed a non-Greek organization, and got the members onto Student Council.

Then, eventually, there was a change in the make-up, so that each fraternity and sorority sent in a representative to the student government, and there was the same number plus two of non-Greeks and that made it. So that, in some ways, the Greeks were very much over-represented because the organization could be quite small and yet they had a member from that small group. On the other hand, they were hopelessly under-represented because there was always a majority of the non-Greeks, and that hurt them very much.

They kind of committed suicide at one point. They didn't send anybody in, didn't elect anybody. They had to have a certain point average and a couple of them couldn't make it. So we re-wrote the constitution completely, all over again, and had a different system of electing members, by schools, on the basis of proportional representation from the schools in the University. They could be either Greeks or non-Greeks, but represented schools. We also instituted--maybe not immediately--but in order to insure that, since we weren't making this division of Greeks and non-Greeks--it was just those that could have the constituency--and we wanted to be sure that the non-Greeks had a place to be heard since they were not organized. That non-Greek organization had dropped back for two or three years so we had a system of having three representatives-at-large who had to be non-Greeks. I don't think many people realize anymore, what those representatives-at-large are for. but that was the reason, because all of the members could have been, and on occasion were, Greeks, simply because they were organized and the others weren't. The others could get anything they wanted to if they were organized, but they didn't have that pull.

In any case, in the early days, the constitutions of nearly all fraternities and sororities had discriminatory clauses, if not in the local constitution, then in the national one. They essentially said that you had to be white and blue eyed and Anglo-Saxon. So, you couldn't be Jewish and you couldn't be Black to get in. Miss Boyer and I pushed very hard and at a particular period when there was a favorable Council, we got through Council the regulation that . . . We had nothing but local fraternities and sororities. There weren't any national affiliations, and then they were beginning to get the idea of affiliating nationally. Well, first, we had established the right of Student Council to charter all student organizations. The University wanted us to, for one thing, because nobody knew what the organizations

were on campus or who the officers were or who the membership was for any kind of publicity business. And so through Student Council, we gave them the charter and then had from them, a form to fill in to let us know whatever the organization was, fraternity or sorority or anything. All right, because of the regulation I mentioned before, all of them had to have, in their constitution, a statement that there was to be no discrimination whatsoever. We recognized that they could, one way or another subvert the intention of the clause, but at least they weren't going to flaunt their discriminatory feelings.

Then when they wanted to go national, they screamed and said, "But we can't show you our national charter." And we said, "All right, get a letter from the national organization saying that there are no discriminatory clauses in their constitution," and we stuck with it. And long after--not long, a couple of years at least--after we had established that principle, I can remember seeing an item in the paper. I think it was Dartmouth that had thrown out all of their fraternities because they had discriminatory clauses and would not get rid of them. Now, I think, there isn't a fraternity in the country that has in its constitution, any statement that says you have to be white Anglo-Saxon.

L: What was President Jones like?

D: He was paternalistic, and for that reason, he liked to have his finger on everything, to feel that he was making the decisions. He had to his credit, the fact that this college had not gone under during the Depression. In fact, our enrollment had increased, and we had been financially solvent. It was by penny-pinching in all kinds of ways. But there are periods, apparently, when penny-pinching is the only thing that saves you. I think that as we got bigger and bigger, that had become a sort of fixed viewpoint and it was not for the good of the University, not to be willing to spend monies in other ways. He was kind of hot tempered, but he also was very fair, wanted to be very fair, and was absolutely dedicated to the college. It was a kind of an extension of himself. It was his baby.

He could be managed. (Laughter) Like Pugsley after him-- I don't know about Coffelt--he had a general feeling that women were at best unreliable and at worst, dangerous. (Laughter) But he liked to keep things secret, though he liked to talk them over with everybody.

So he would say, "This is hush-hush. Don't tell anybody. I haven't even told my wife." And you'd find out that everybody was talking about it. Those are just foibles.

If he came to trust you, he trusted you absolutely and he would take your advice and would listen to your opinion. If he thought you were trying to put something over on him, or if you pushed him too hard. . . He liked to think that he had gotten some of the ideas and if you could make him think that he had just thought of something or other that you had suggested to him, it was easier for him to wholeheartedly support it, and that was a device you could use. But on the other hand, you had to respect him for being absolutely behind the enterprise.

I don't think he was aware of how dreadful the working conditions were, because he seemed to be sort of impervious. We didn't have a big enough cleaning staff. His office and the downstairs hall would get cleaned, but the upstairs it wasn't very clean. The noise, the over-heating and over-cooling, but on the other hand, when I consider the air-conditioning and the heating that has been put in here (my office) in the winter, the floor is 60 degrees and it says 78 degrees over there. Just a while ago, the air-conditioning steamed up and everything fell off the walls and this is an air-conditioning unit from upstairs that leaked through here and all that sort of stuff--I am not sure that we are getting our money's worth on the present staff. (Laughter)

But he wasn't aware, I think, of the importance of secretarial support, of record keeping and that sort of thing. So that, we just had to make do in the most exhausting sort of ways for things like getting exams typed up. Where the business office is right now, to the right of this main entrance, the inner office was his office and then the recruiting man--I can't think of his name--had the little Tower Room, and the place in between was just the college office. If I had a great long French exam to have typed, I would take it in and have them do a stencil for me. This was in addition to their office work and that sort of thing. Well, that limits the number of quizzes you can do in the course of a semester. (Laughter)

The grounds were not kept up particularly. I sometimes feel now, that the support staff has expanded very

greatly in proportion to the teaching staff, which is the reason for the institution. But certainly, for awhile, we needed to have an expansion. Now, I think two new administrators are put in for every faculty member. Oh, it must be a bigger proportion than that, that is added, because we aren't adding any members now.

L: How do you think the University has changed over the years?

D: Well, I think from my first associations with it, we had some strong people and, of course, some weak people and some dreadful people. I think probably the proportion of very strong people has increased. I don't think there is any college or university in the country that doesn't have some lemons, that doesn't have in addition, some departments that as a whole department are not anywhere near as strong as other departments, or put it this way: some are just average, mediocre even, and others are outstanding. I think we have stronger programs in a lot of areas. I think, a thing that naturally concerns me, because it is one of my basic viewpoints, but I am very much disturbed by what seems to me the direction we are taking in the way of becoming increasingly technical or pre-professional oriented, scrapping the concept of general education. It's odd, I guess we are always about five years behind a lot of places on general attitudes toward education, but the whole business of no required courses and everything, that swept the country. They must have only the relevant courses and from my point of view, the only really relevant course if you are going to mean practical is perhaps typing. (Laughter)

The institutions that got rid of their required courses, that said to students, "You know better than we do, what you need to study and what will be of value to you." They are throwing out all of those changes and introducing again the concept of core education. Not necessarily, "You take course 101 and 102," but courses in areas that everybody has to take. A general education. Preparation for living and learning, not just preparation for jobs which will probably be obsolete when you graduate, which I think is the way we are heading increasingly around here.

L: Do you miss the smallness of the University, the closeness?

D: Yes. I think the only way you can compensate for that

here is by committee work. There you meet people from around the campus, from different departments and different schools and get acquainted with them. And I have been on a good many committees ever since my husband died. Maybe it was figured that it wouldn't look right before that, but now they might as well use me. (Laughter) I have met people who have been here for three or four years and I haven't known them at all, and that has been valuable. That, which we started-- I guess it was last year, and I have been going all this year--weekly meetings of department chairmen, academic department chairmen from all over the campus. Just an informal group to air our problems, and I come in contact with people that I haven't known before. Of course, when you were very small, you couldn't escape from the people that were impossible, and now you can. (Laughter)

Well, I get acquainted with the students in my classes, the majors and so on are here in the department, and through their language clubs and that sort of thing. I am not acquainted with people who are majoring in something else--I mean among students--that I would have gotten acquainted with because they were in plays or they were in this, that, or the other thing, and I was going to all of the dances, and I was advising student government. In one way or another I was acquainted with a lot of students, not just those who were in my classes or majoring in foreign language, and I miss that. And of course, I knew the teachers from all the various departments.

L: What do you think are your major contributions to the University?

D: I like to think that I have been a good teacher. I know I just love teaching. Many is the time I felt too sick to come and then, like a fire horse to a fire, I would come to school with a fever and thinking, "Well, I will just go and give them an assignment and then leave, I can't teach." I would go into the classroom and forget that I was sick, that sort of thing. And I have worked hard to make the standards of the Foreign Language Department respectable. And to make our French program--before I became chairman--to make that a good solid program, and I think it is. It compares favorably with the programs of other schools, as far as I can judge; we have students who transfer or who have transferred here, and say, "This is tougher or this is more valuable than anything we had before. We're really learning things here," and that pleases me. I want to open people's

minds in whatever way that I can. And I have been very much involved in student activities ever since I've been here and I have enjoyed that. So, who knows what kind of contribution if anything that's been?
(Laughter)

L: Is there anything that you would like to have changed about the University?

D: Well, I think there is an increasing separation between the administration and faculty that disturbs me. A kind of a distrust on both sides and feelings of contempt. Historically, the faculty has been the University from the point of view that the students come and go. I don't say that they are not part of it and aren't capable of making decisions or important contributions. Obviously, when you get to be a big institution like this, you have to have people actually making decisions which a faculty member could but doesn't have time to if he's doing what he's supposed to be doing. But, I think there is less and less asking and consulting and requesting information and talking things over before decisions are made and I think in many cases, the decisions are academically unsound. Real upheavals have occurred that wouldn't have to have occurred if there had been general consultation and confidence on both sides.

I was not crazy about the idea of having a union started but I felt that something had to be done because I felt the upper echelons had nothing but contempt for the faculty and were going to pay no attention to important things. The classified personnel has just established a union and they did that because they felt they weren't having their legitimate concerns given any consideration. It wouldn't surprise me a bit if the unclassified middle echelon administration--and that might include department chairmen--came to forming unions, and that means that what you have is confrontation situations.

I am distressed that the particular union that we formed, the OEA, and the people involved in it, it seems to me, tend to take a labor management approach to college level higher education bargaining. I don't think it would have been that kind of an approach with the A.A.U.P. and I am afraid that that is increasingly affecting the relationships of administration and faculty, and that distresses me.

You asked me how the students have changed. The students here have always, very naturally, been concerned with

getting a job when they got out. Many of them have been upward mobile people. Their fathers worked in the mill and they don't want to work in the mill and they'll get a college training and will be able to earn a living and have a different kind of life. And that is the history of America, after all, for the vast majority of people.

So that I am not trying to denigrate the concern of students with being able to live after they have finished their education, I do think that on the part of both the students and the younger faculty there is too much concern with immediate economic gain. The younger faculty went through a Ph.d. mill, because there was such a market for them and they just zipped through. If they were bright, they had their scholarship aid so they didn't have to worry about money and they could get through, get a Ph.d., pick and choose the job that they wanted depending on whether it had a swimming pool in the front yard and a sauna bath in the back or skiing on the slopes.

I think that they don't have much of any conception of what is dear to my heart, as I said before, general education. Education for living, whatever kind of work you are doing. Have something to think about when you are manning the gas pumps rather than just being vacant, if manning the gas pumps is all that the economy will allow you to do at any one point. And I think they, the younger faculty, influence the students and perhaps the whole temper of society, influence the students at present, to feel that anything that does not visibly contribute to making more of a living than they would make without it, shouldn't be imposed on them. And therefore, they won't do any work in that area. I am sensitive to this because we have always had the foreign language requirement and there were students who had trouble with it and there were students who didn't much like it, and there were students who couldn't see why, but you could talk to them about it. In any case, they didn't have what seems to me the shoppers point of view: "I am going to buy a good toaster and I want it guaranteed that it will do this." I don't think you can do that about an education, and I tend to feel that attitude among students about the whole concept of general education, though they fight it more about taking foreign language than they do about taking science, math or social science.

L: Let's clear up one question, when you were talking about fraternities and sororities and their charters, who were the . . .

D: Well, I suppose it was in the 1950's, yes. I should think it would be in the early 1950's, but I just don't know. I suppose the records of when we began to have national fraternities and sororities on campus would pretty much spot the era. But it could have been the very late 1940's or the early 1950's.

L: Is there anything that you would like to add?

D: It seems to me I have been flowing like a faucet here. I don't think there is anything else to say. I'll answer any questions that you may have if I can.
(Laughter)

L: Was that casework that you were doing in Paris before you attended the Sorbonne?

D: No, there, I was teaching in a private school outside of Paris. It was an old château, Château de Bures. It is now a school or a home or something owned by a union. I visited it in 1965, I guess it was, and it was well outside of Paris, out in the country, near a little village, a tiny village of about five houses was where it was, and there was another village that the train went through about a mile away, and it was well outside of Paris. I think it was a 50 minute--half an hour maybe--train ride into Paris from that little town.

It was a school run by an American, owned by an American. It was an English-speaking school, and the students were principally the children of business people or ex-patriots who wanted--for business people if they were over for a year or two years, or government people--wanted to have their child prepared to come to an American University. This was from first grade all the way through high school, and it was a boarding school

I had been teaching in the nursery school at the school in Pittsburgh and had become friends with Miss Pentz, who had later been hired by the Château de Bures and had been teaching fifth grade I believe. She was there for a year, and then, the following year, the lower school and the grade school had expanded greatly. It was simply one child in the first grade and two children in second and that way all the way through sixth grade. So she really needed help.

Those children were pretty kooky. One was a little chap about this high, eight years old, I think; had a Polish father and a French mother or something and he had spent all of his life living in hotels. He could just go into

a hotel and command the staff, but he was not all there. We had twins, Ollie and Freddie, whose mother had suffered from a particular kind of ailment, mental disability, which explodes in adolescence. It seems that she was a very beautiful girl and her father would take away all of her suitors and say, "Go away, you don't want to marry her." But one man was so stupid that he wouldn't believe it and married her. (Laughter) Ollie and Freddie had one brain between them, and on the days when Ollie could learn to ^{say} three times three, Freddie couldn't and vice versa. (Laughter) Then we had some problem children. We had children of divorcees, who were mixed up and who had a dreadful life, so that the lower school needed a lot of personal attention. She had said to the person that was in charge of the school, "I know I can get along with Christine. Why don't you see if Antioch won't let her come over." So that is how I got over there. So, I was teaching everything.

L: What year was this.

D: It was the fall of 1929.

L: One more question, what did the people of Youngstown, the city itself, think of the college?

D: Oh, they scorned it. None of them of course had gone to school here or knew anybody who had. They called it the "Y" College. It still, when I came, had an overlapping board of trustees, that is, the board of trustees of the YMCA and the board of the college were the same. When we first had our inspection by the Northcentral Association, they said the two boards of trustees had to be separated, and that was done. However, it was an independent college, it was Youngstown College. It was independently funded and so on about the time I came. I don't know when that occurred. I think it occurred before President Jones came. I am not positive. But everybody called it the "Y" College. As far as they knew, it was just a night school and they didn't have any respect for it at all.

The public school system in Youngstown would not hire our students who had been certified to teach. We farmed them out. Our students would get a job in the communities outside and then if they had been successful there, Youngstown would deign to hire them. Oh yes, there was a great deal of supercilious attitude toward the college.

Maag, who was editor of the newspaper was a strong supporter, and he was on the board of trustees. He formed the Friends of Youngstown College Library Association. He had a campaign every year to raise money for the library and he gave us a lot of publicity. Now it all goes to Westminster. Somebody in the upper echelons there is a Westminster graduate. If you notice, they give us sports coverage because they know that the community is interested in sports, but anything else, you have to dig for it. And it was just a case of little by little, people saying--oh, sometimes an older person would come and take a course here at night or something--"You know, they aren't bad," that sort of thing. It has been a slow process. We were a lot better than the community thought we were a long time before they had any respect for us at all. We were doing respectable work.

L: Is there anything else that you would like to add?

D: I can't think of anything.

L: Thank you very much.

D: You're welcome.

END OF INTERVIEW