

YOUNGSTOWN STATE UNIVERSITY

ORAL HISTORY PROGRAM

History of Youngstown State University

School of Business Experiences

O. H. 293

FRANK M. BRADEN

Interviewed

by

Terence Lynch

on

May 2, 1977

FRANK BRADEN

When Frank Braden entered West Virginia Wesleyan University in the late 1920's, he did not perceive a career in education. He transferred to Ohio State and then in 1932 to Youngstown College to enroll in three night courses. In 1931, Braden had gotten a job in the wholesale grocery business. Therefore, after 1932 Braden decided to quit school and devote more time to his business interests. World War II interrupted this work. Braden joined the Army and served in the records office of his division.

After the war, Braden became interested in the remodeling business. He produced and sold storm sash windows. In 1947, wishing to complete his education, Braden reentered Youngstown College. He graduated with an education degree in 1949. He then entered the University of Pittsburgh and completed his graduate work for his masters in 1950. He was then asked by President Jones to teach in the School of Business Administration, which had just become fully accredited in 1948.

Professor Braden enjoyed his years of teaching at Youngstown State University. It is his belief that the business education at a university should be taught to the student with practical experience as the main guideline. Braden's only regret is that a heart condition has kept him from continuing to serve in the capacity of Professor of Business Administration.

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INTERVIEWEE: FRANK M. BRADEN

INTERVIEWER: Terence Lynch

SUBJECT: College in 1940's - 1970's, Changes, Outstanding Professors and Administrators, Students, Campus Life and Activities,

DATE: May 2, 1977

L: This is an interview with Professor Frank Braden for the Youngstown State University Oral History Program on the History of Youngstown State University by Terence Lynch at 291 Park Avenue in Youngstown, Ohio, on May 2, 1977, at 11:00 a.m.

First we are going to start off with a few questions on your background. What have you done previously before coming to the Youngstown State University in terms of education and job experience?

B: Education, I went to West Virginia Westland. I went to Ohio State and I finished up at Youngstown in 1949. I did graduate work in 1949 and 1950 at the University of Pittsburgh. For job experience I had my own business in 1931. I went into the wholesale business, wholesale grocery business and stayed in that until approximately a year before the war started. Then I branched out into other types of businesses. I was in the remodeling storm sash business when it was new. While I was teaching, I was experimenting in business with the vending process. We went into some new types of vending, working with organizations out of Atlanta. We experimented with selling insurance through vending machines, which, as of yet, has not caught on one hundred percent. I was on different boards, different advising for different companies. I was on the New York Board of Trade for one year. I was on the different organizations here in Youngstown in business connections. I did quite a lot of advising. Since I have retired on this disability, I haven't done a thing, and that's it.

L: What year did you come to YSU, to the college?

B: In January of 1932, I took three courses at night.

L: Was there anything special to the college area that played a part in your decision to come to this college?

B: At that time I had to leave college in my senior year, and I wanted to pick up a few more hours, with working and all of that, I only stayed in school one semester. Then I didn't go back to Youngstown until 1947, I think it was, and I finished there in 1949, mostly education courses. Then I went from there to the University of Pittsburgh and then I came back to Youngstown as soon as I finished my masters at Pitt. I stayed there until I retired.

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

B: Back in the 1930's there wasn't much college life because the university was the Jones Building. It had just opened in September of 1931 and it was mostly just people taking subjects to help better themselves. When I went back after the war, there was an awful lot of GI's. It was a different type of college life because everybody was older. Most of the people were taking subjects under the GI Bill. We used to figure about sixty percent of the people were really trying to get something out of it and forty percent were going just for the money they received. The student that really wanted to get something out of it was older and really wanted to make something of himself. This was the only opportunity that they had. It was worthwhile, I thought. As I said, there was always a large percent of them just taking it for the money, which I thought was kind of bad. But you can't stop that any time.

L: Who were the outstanding professors and administrators?

B: Administrators, I would go along with Dean Miller and Dean Smith and I would say that some of my better teachers were Dr. Brown, Dr. Tacamere, and Ralph Baird.

L: Who were some of the outstanding students at that time?

B: Well, I had quite a few students. One of my students, I know he is a president of a bank here in town. I had one of the Romo boys from Sharon Steel. It is kind of hard to look back at all the different people, but you meet a few of them in business now that have gone quite a ways up in business. I know in business it is a little different. It takes them a long time to move up.

I takes about ten or fifteen years for a person to move up into a real good job. Most of the students are just coming into that now. You hear from them, and a lot of times you run into them at different places. Names are just kind of hard to remember sometimes. Later on I suppose I will remember a lot, but I just can't recall right now.

L: In what ways is the university today similar to what it was when you first came here?

B: Similar, no. The closeness is gone, nothing is similar now.

L: What way is it different now?

B: The difference is there's not the closeness. Are you referring to the faculty?

L: Yes.

B: The faculty now, I think, is one hundred percent for each other, they aren't for the school. When we were a private university, if we went out to make a speech, in the business school, we weren't supposed to take anything. Everybody was for the university. They weren't digging everybody else like they do now. I think the worst thing that ever happened to this university was when the salaries were published and everybody found out what everybody else was making. In my opinion, that was the worse thing that ever happened because I can remember people who didn't speak to people for years afterwards. I don't know if they are speaking to one another yet.

There was no salary scare at that time. I don't think they were paid one hundred percent of what they were worth, but I think a lot of them were and if they knew the right people that helped. If they had the right connections and were around with the right clique, it was all right. Board members were all the local people and they pretty well knew what the faculty member wanted.

The faculty was small then. In the business school, I think we had six people and the dean. The education department was about the same size and things like that. Now you look at the size of them and they have their chairmen and everything else. There is not the closeness. For instance, when they used to have a dance, the ratio would be more faculty members than there were students. I think faculty member had just as much fun as they do now. I guess it is pretty near impossible to get

faculty members to chaperone dances now. Then you always went to practically every dance there was if you were a chaperone or weren't. Everybody seemed to have a good time. I think this kind of slowed up when you got new people in, and some of the people got a little older and a lot of things changed that way.

I don't know, things have changed. I don't think the students have a goal that they try to reach as much as there was back in the early days. Everybody had something they had in mind, what they wanted to reach when they went to school. Now I don't think they do. I just think they go to school just to go to school.

L: What role did your family play while you were at the university, your wife?

B: My wife and myself both went to the university together and we graduated together. We graduated from Pitt together. I taught at the university, a few years after that the wife started to teach at the university. We have two boys. She started to teach part-time at the business school and then she went to the education department. We have been with the university pretty close all of these years. I know that I have really enjoyed teaching. I have taught the things that I knew better. Business is the field that I have been raised in. I have been around business for about 40 or 45 years, something like that.

I know even in graduate school, some of the professors would kind of resent some students that had a lot of experience in business. When I was teaching I used it. I've had students in my class that were seventy years old. I used them for asking questions and talking over about their experiences. I used an awful lot of speakers that were connected with the business world. In the last years when I was teaching, I missed a few classes because of being ill, I had a couple of people that would take my classes. I had a vice-president of Sheet & Tube that would take my classes for me. I also had other people in business. I tried to bring in current things rather than just the basic facts of business. I kept up on all the new things of the day. I went to conventions that I could go to. I knew quite a few people in business and through them I could keep up on an awful lot of things that were going on. I belonged to the National Association of Purchasing Agents. Through that you get a lot of business people that can help you. The students get a chance to use it.

The funny part of it was that a lot of people who have moved up in an organization, like a credit organization, were there when I was in business. When I was teaching, they had maybe moved up to the top person in the organization and I could use them. They were glad to come to class and give the information. I liked it that way and I think the students enjoyed it.

We were fortunate in the business school for years to have mostly teachers that had business experience. Now, it isn't that way. We have a lot of Ph.D.'s with no business experience. They have a lot of theories, but they aren't practical. They look good on paper and they sound good and a few things like that, but when you try to put them into a working setup, why . . .

I talked to different types, marketing and advertising. The advertising department at one time, even up until the last year that I was there, had only one professor who didn't have any advertising experience, which was a nice department.

L: Do you think that type of a thing would hurt the student coming out of the university, the lack of practical experience?

B: Yes. If you don't get a chance to meet with the business people . . . I would have different people in and when they went to look for a job, for an interview and things like that, they could use this person as a reference to get in and see somebody. Maybe you would call them and they would make an appointment for you if you had heard him talk. It is surprising that a businessman who sat in class after he gets done speaking, will say to you, "Who is that fellow, the third person over? Have him come down and see me when he gets out of school if he's interested in a job." If somebody asked a sensible question, he will ask, "What is your name?" He remembers and he'll say after class to you, "Why don't you come down and talk to me."

We gave awards in purchasing through different types of students. This has helped them get jobs. It has opened up the door a lot. Normally they didn't, but you have to have enough basic background experience.

Your freshman courses and your sophomore courses are generally your basic courses, but after that I think it should be more a theory of what is actually happening, not what is actually going on in the world. A lot of teachers never really get out in the world to know what is going on.

The labor, how do you deal with labor? Don't pick such points with me because I am non-union. I have dealt with these fellows for many years. They have their side and you have your side. I don't think a business teacher could be a union person. You can't be in business and in the union both. I can't see how any teacher can be a member of a union and can teach a class in business, and do a good job with the students. I can't see it. You don't have too many in Youngstown, but we have a few, those people have never had one day of business experience.

I wouldn't go into some of the things I had to buck with when I was in business. It would burn up the tape. Actually, you wouldn't believe some of the things that have happened in the early days. For instance, Stop Five down there, the shooting. That was mild compared to some of the things that happened. I went through those things so I know their operation. Now, management, it can do wonders. If you are in management, you would be on the other side of the fence.

L: How did you feel when you were chosen to be a member of the Youngstown College faculty?

B: Well, I went back to school, mostly I was going to go into secondary teaching and Dean Miller talked me into going on into getting my graduate work and coming back and teaching. I had so much business experience he thought I could work in real well. I practically was assured, not one hundred percent, of a job when I came back. It was something that I wanted to see if I could do it. The first teaching I did was in the Army in general school. I taught instead of going to school and I liked it. When I got out of the service, I decided that I would go into teaching again. That is how I got in.

I looked at it as something that I was proud to be connected with, the university. It was something that you worked with, you try to move ahead all of the time. You weren't downgrading it like a lot of teachers do today. The professors down there, they run the university down. You wonder why they teach there. Then, everybody seemed to work like a big family. As an organization. Even towards the last year we were state, it was still pretty much the same way. We had one president; we didn't have a vice-president. We had one president; he was the boss and he ran the thing. He had the complete say-so. The deans ran the school and anything you had to do went with the dean. If it was something too big, then you went strictly to the president. He had the final say-so one hundred percent.

There was no board to go through. What he said went. Now, you had a recourse, but we didn't have the problems.

If president Jones thought you weren't doing a good job, he called you in and talked to you. Even if the dean had talked to you, he called you in and talked to some of the people. If you had gotten out of line a little bit, he talked to you. But today, you can't do too much of that. It is just, oh, I don't know, the people are pretty much for themselves. They are just looking for how much money they are making. They don't care about it. I would say about fifty percent of the people teaching today don't care about the students. They don't care if you get a job, they don't care what happens. When we were there we worried about the students, we got jobs lined up. We would tell them about it. You were a little more conscious of what was going on.

Today a lot of people say it is bigger. Well, nothing is bigger. We had classes with 50, 60 or 70 students. You taught 18, 19 or sometimes 21 hours. Now you teach 12. You can't say that we didn't do more work. A lot of times you tutored the students. Like you would tutor the football players, basketball players, and things like that. This was all free. On a Saturday, we did a lot of work on Saturday mornings. Today you ask somebody to do it, the first thing they say is how much.

L: What were some of the campus activities while you were there, especially in the early days?

B: Campus activities?

L: Student and faculty?

B: Well, they had a lot of social activities, like dances, that the faculty went to as well as the students. The department had parties. We always had a Christmas party and if somebody had a birthday, we would have a party. There was more going on. There were just little groups. I belonged to a group that had somebody from the education department, somebody from the English department, and somebody from the history department. Husbands and wives would get together and we would have a dinner once a month or so and that would talk you to death.

The students would have an awful lot of things going on. In June, we always had a bat and baseball game between the seniors and the faculty, which was a lot of fun.

It was quite a thing. All the faculty members, Mrs. Smith, and everybody would play. The students and everybody had a lot of fun. It was just seniors and the faculty. Practically all the faculty members came. Today you can't get them out for anything. Well, you don't know a lot of them.

In the last three years in the business school some teachers down there I didn't know, some I didn't want to know, and didn't speak to anyway. You knew practically everybody on the campus and you knew an awful lot of students. When there was something, everybody seemed to go to it. You didn't have to push. Basketball games, the students went to them better then than they do now. Football games, they went to them better than today. A lot of things like that the faculty and the students seemed to have gone to it a lot better. I don't know, anything that went on in the campus, most, President Jones, the deans, and everybody went to it. It wasn't required to go, but we wanted to go. It was something you looked forward to; you enjoyed it.

Fraternities, I helped work with some fraternities to get them started. Dean Gillespi helped the ZBT get started. I think I was the fifth ZBT in the United States when I was appointed a member. The last one before me, number four, was a member of the Supreme Court. I was the fifth one to be appointed a member, a non-associate member, because of the work I did for them getting them started. At that time, you had your two religious organizations, the Catholics and the Protestants. The Jewish people didn't have anything. I am not Jewish, but I figured that I could get it organized. I could pull a few strings to get it around. We had a national in one year.

L: This was in the early 1950's?

B: Yes, and we worked hard on getting that deal through. The fraternity had a lot of parties. Some of the things weren't supposed to be, but they kept pretty much . . .

The big project that I wanted that they voted me down on, back in the early 1950's, was for the university to take over Wick Oval and put all the fraternity houses down there. They thought I was nuts. It would have eliminated a big parking problem. They could have all walked. They would have control of the fraternity houses. Now Duke University has the fraternities all in one place, practically all of them, not all of them, but practically all of them were in one big section right next to the university. It would eliminate the driving probelm. Well, they thought that I was nuts. They could have bought those

houses down there then for five and six and seven thousand dollars. You know what they're worth now. That would have been access to the playground for recreation, Harrison Field. Now they put that other one down there. It would have been ideal. Now you can't buy those houses for . . . You know what they would be worth now? They all thought I was nuts on the deal. But most of the fraternities, they moved far away and they all have to drive to school. It is a long walk and it has made the parking problem that much worse. If they had them down there, they could have walked up the hill and there would be no problem. They would have better control. They would have all been together.

I was an advisor of another fraternity before that. I helped them get started.

L: Which one was that?

B: I forget which one it was now. I got in a hassle with them. We wanted to raise enough money on a raffle. Back in those days you could sell a raffle. We wanted to raffle off a car, and we could easily have made about \$100,000 because everybody would buy tickets. We got the okay from the dean, Dean Smith, and a few people. Then all at once somebody from the fraternity decided that they didn't want to work a little bit, so we had about 1,000 tickets sold we had to refund. It was before we could get him out. So I said to them, "You don't like my ideas, get somebody else to advise you." The university then passed some new rules and you couldn't have any lotteries, but we had gotten it in before Chuck Henderson was the mayor. I got permission from him to sell downtown on three Saturdays. We had everything planned. We had three Saturdays that we were allowed to sell downtown. You are not allowed to sell any raffles downtown. We also had permission from the board of education to work at the high school football games for fifty cents a ticket.

Back after the war they were just throwing money away. You don't remember. It was before your time. They bought anything because they had so much after the war to spend. They bought anything. The University of Pittsburgh gave away a car. One fraternity gave away a car and they made \$125,000 on one car. I know that to be pretty well a true fact. They didn't run it long at all. They even reprinted tickets so many times that it was a shame. This is one thing that you could do then. Now you can't. Then all of your fraternities would give turkeys away and things like that, selling raffles on turkeys.

We decided to have this real big raffle. I told them beforehand that I would get all the information about where we could sell it. I made a few telephone calls to people I knew and they said, "Oh, you're allowed. We'll give you permission." So, the captain, in groups, divided up who was going to work and what days or what football games they would work and everything. We had everything set up and some group came in and they voted it down. I resigned that night. I forgot which fraternity it is now. They weren't national after that.

Then we were all locals. Some of them were just going national then. I gave them ZBT, but practically everything was national then, but they moved in pretty fast. They had one fellow who was an organizer; he really was an organizer. We had him for president for two years. He was really an organizer. We had some good students, and most of the students are good students. We got an awful lot of boys from Pittsburgh for one year. They came up here to get in the ZBTs. They were from Penn State or Pittsburgh and they couldn't get in.

It was their problem trying to keep them here for a couple of years. We got a lot of Pittsburgh students. They liked it here. Some of them would be here for a year, leave, and they would come back after being away a year. They liked it better than where they were. We got a lot of students here. What fraternity do you belong to?

L: Sigma Phi Epsilon.

B: Where is that at?

L: It is on Indiana now. It used to be on Bryson right across from where the Jambar is. It was Phi Sigma Epsilon in the early 1950's, well from 1931 to 1954.

B: My boy belongs to one up here on Park Avenue.

L: Phi Sigma Kappa? What was campus like when you first came here in terms of the structure of the campus, the buildings, and so forth?

B: When I first started there, it was Jones Hall, period.

L: That was in the 1930's?

B: Yes. Then, when I came back after the war we had a lot of barracks. The library was built at that time. We had all those barracks and we had an old stable that was converted in and we had a home there that we used for the library and classrooms there. It would be in Tod Hotel that we would use rooms downstairs. That was an experience to teach down there, down in the basement. You taught

rats. They would run around there in the pipes up on top of the class. If you were afraid of rats, you didn't teach there.

Then Jones started spreading it around to try and raise money. President Jones, he didn't build until he had the money raised. Not promised, but raised and in the bank. Our building program was always secure because the money was there and the building was paid for when it was finished. We had no problem. That wasn't considered a problem, but it didn't slow our progress. We were moving fast. We were moving as fast as we could. At one time, around 1954 or 1955, they thought that the university would level off to about 4,500 or 5,000 somewhere around there. I thought that they were wrong, which I turned out to be right later.

Then they started that big movement. Actually, the number of students that we have now, that we had when we went state, is about the same. The difference is that you have a graduate program now that you didn't have. You have a two year program that you didn't have. You look at your program then and you figure, well, it's just a straight four year course and you get practically the same amount of students.

The teachers that we've had, as I said, were more dedicated before. Some will say that we didn't have quality teachers because they didn't have Ph.D.'s. The Ph.D. structure, I think, is a wonderful structure, but when they give you one year to go from seventeen percent to fifty-one percent Ph.D.'s, you don't get the cream of the crop. You get anything that walks down the street with a paper. You hired them and you get stuck with them. You are still stuck with some of them.

L: Is that what happened?

B: That is right. That is what happened. We had seventeen percent Ph.D.'s. We didn't have a Ph.D. in the business department. Dr. T., he had a Ph.D. in Library Science.

L: Who's that?

B: Dr. Terlesky. That was the only Ph.D. that we had in the business department. We had to get fifty-one percent Ph.D.'s, so you can see what we got. When we went state in 1967, the state gave us one year to bring up our Ph.D. requirement.

Most of the time, when I was going to school in the late 1940's, there was no way of getting a Ph.D. in business. You could take it in economics, but that is not business. I have a teaching field in economics, too. That is not

business; that's a theory. Business is the actual practice. That is my opinion of it too. I could have went on at that time, but a master's was all I needed and so that was all that I went for. Then, in later years, they started stretching out and giving business degrees. They started giving business degrees to some of these foreign students that came over with the idea of going back to Iran and a few places like that. Then they would get married and stay over here.

L: Was there anything in terms of a discipline code or a dress code?

B: Yes, I can remember in summer school, we would have students that would come in from other schools. The girls were allowed to wear shorts and things like that in other schools; therefore, they wore them here. But, the discipline code was real strict, the dean was real strict on it. We tried to explain to the students that you dress like you would want somebody to be working for you or that you would when you went to look for a job. You didn't come sloppily dressed or anything like that. We used to try to say to the students, "Now look, you never know when somebody from an important business is going to walk in one day and go into the class. Your appearance to him, that first impression, is the lasting impression." For a long time we didn't have a problem some other departments had.

Dean Miller was pretty strict and he required the faculty member to wear a tie, a coat, which I agreed with this one hundred percent. I, never in my life, have ever went to a business place or ever taught class without a tie on or without a coat. I never took my coat off in class either. That is just a matter of heat, if you think it is hot it is hot; if you think it is cool, it is cool. I think it is more imagination that people think it's too hot that they have to take their coat off and their tie off.

L: Is there anything else on the dress code or discipline that you would like to say?

B: They were real strict there. The students had the recourse to go before a committee. If you asked a student to leave your class, he could go before a committee and get reinstated. All I ever remember is one student ever being reinstated. The committee was fair and most of the time the professors put up with it. They would set the person down, and then if they didn't, then leave. I remember a few years ago I tossed a student out of my class. He was about twelve hours from graduating. He was taking six from me and I tossed him out of both classes. He

went to the dean and the dean backed me up. Dean Miller would always back you up. The dean actually threw him out of school. I am pretty sure that the student never came back. He had twelve hours to graduate.

L: What did he do?

B: Well, he didn't come to class. We were taking a test every two chapters because the course was tough. He was taking a course on a conference plan. I didn't want to give it to him, but I got pulled into it. He never turned in any of his papers, and he came in about three weeks before the semester was over and wanted to know what he had to do. I said, "Well, you've already flunked the course." I said, "Of course, you come to class once in a while. You have missed so many tests now, I think you've already flunked that." He raised the roof of the class and I said, "Leave now." He left and went over to the dean. When he argued with him, the dean just threw him out of school. He never did take a recourse to that. If you let them get away with it, then everybody else will want to get away with it.

The dean always required us to put up the first day what we wanted as requirements. Then it was up to us to hold to it. If you said you would allow two cuts for the semester, that is what you would allow. If you didn't care if they missed more than that, it was up to you. If you wanted to mark them one grade down, that is the way that you should do it. But you told them the first day and that's what we did. You held to what you told them you were going to do, the number of tests that you were going to give, how the grading system was, and stuff like that.

I don't believe in grading on the curve because I mostly taught seniors, some juniors. I taught mostly purchasing, which is the last advanced course. They were mostly seniors so you can't grade on the curve because I think people are screened out by then. You give a lot of high grades. You give a lot of A's and B's. I would tell them I give so many A's and so many B's and anybody below this will get C's or maybe D's, but I give very few F's. If they miss too many classes it is automatic. I always graded in numbers, I never graded in A, B, or C until the final grade. So you knew where you stood. You handle this problem with cheating too, because if somebody was helping somebody, they were hurting themselves.

L: Like competition.

B: The competition was there. After a while they wised up to the effect of not cheating. In my classes, I never

had much of a problem, but some of the students would sit in the back of the room. Most of the time I would put out two tests or maybe three tests. If they wanted to copy off of the guy next to them, it wasn't the same test anyway, so it didn't mean anything to them.

I remember one time, a girl in the cafeteria, after the test asked me a question the first thing. I said, "Well, I don't know. There were three tests out." There were a few people around the table that day. I had about four people that didn't come back to class the next day, they quit. Cheating, you can't just give them the paper and watch them, but you have little things that you do. I tried never to leave my test out. I gave the test and they didn't put a name on it. I used a number system I would give the tests back by numbers. I didn't know whose paper I was grading. When I picked them up, they put their name on it and I knew whose paper it was. That way I never had a problem. Only one person could you maybe remember. If you had given two tests that day, you wouldn't remember the number anyway. Maybe for a while you might think you knew. I thought that was a pretty fair way of testing and I didn't have the problem of cheating.

You will always have a few people trying to cheat on reports and term papers and things like that. A lot of times you will have to look at some papers. Sometimes you remember the ones you had liked before and you try to remember whose paper it was. I don't know, you try to pick subjects sometimes that you haven't used before and this helps, but you would run out before long. I always remember the time that Ed Riley told a person his term paper was pretty good. And the fellow said, "Thank you." He got it at a fraternity house. He copied it, never even wrote his name on it.

L: He used the teacher's?

B: He turned it in to him. I think a guy like that should be flunked. At least you should make a few changes on it. Oh, I've seen people that would turn in a notebook and even scratch a person's name out and put another person's name in it. I used to grade my notebooks, and I marked my ads sometimes in ink. You would have to really look close to see it. You would pick it up and you would look really close. You could require current ads too. That helped the situation. That eliminated an awful lot of problems that you would have otherwise.

L: What do you think were your major contributions to the college?

B: I would say that my major contribution would be passing on a lot of business experience I had and trying to explain how it could be used in current business. I hired an awful lot of people. I own my own business and I hired a lot of people in my work. When I was in graduate school, I worked in personnel and did an awful lot with job training and things which I can pass on to a lot of people, little things to look for and little techniques that I picked up over the years in business, also maybe some of the things that were passed on to me from other college professors that I was able to pass on that I felt were good and still could be used. I tried to advise students in some of the things that they maybe should look for when they get out, little techniques about changing jobs, and how to go for an interview, and how to ask for certain things without offending the person, different little techniques that I knew that didn't offend me when they asked for certain things.

The one thing that I always tried to explain to a business student is when you go for a job to know as much about the corporation that you are going for so you can at least talk sensible. The worse question I ever heard from a person being interviewed was what they manufactured. These are the things that you should never make that kind of mistake. You say well, they don't, but you will be surprised how many questions people will ask,

Another thing that I tried to get people to do was to look at both sides of the union question. Most people did. I had been exposed to it more than most people. I try to explain. I passed that on to an awful lot of people because, as I said, the people that you were teaching were raised in a union family. All they could see was one side of the question. You had to do it in a way that you didn't offend them. You had to go about it in a way that didn't offend them. I can remember one student argued with me for three years. In his fourth year, he came around to my way of thinking. Now, I thought to myself, well I achieved something.

Well, I didn't achieve anything. His dad got fired, lost his job in the mill, they closed the mill. The union contract was that if they closed that mill down, these people went back to labor. They didn't force somebody in some other mill. When the twenty inch mill closed down, that whole group went all the way back to nothing. That was the way the contract was. His dad had thirty years and then back to the labor gang. Then he was on my side, but before that he wasn't. I tried not to

offend too many people with that, but if they were going into management, they had to see the other side of the question.

I know I tried to explain to them one day that at that time the United States Steel was carrying 39 lawyers who did nothing but union contracts. Now you figure the cost of that. They had a building by itself, and they each had at least one secretary, maybe two, and all the other things. Imagine what the cost would be now. Thirty-nine lawyers didn't come cheap.

L: They certainly don't.

B: A legal secretary doesn't come cheap either. The cost of a secretary wouldn't be so bad, but then the building and all the equipment they would have, and all the files. They said, "Why do they need that many? Well, in purchasing, I used to explain, that if they were going to make a product that they could buy it, if they were going to deal with two new unions then forget it. If they were only going to deal with one new union, all right, but as soon as there are two or more new unions coming in, you might as well forget about making it because of cost. Easy out, they didn't need to give them any problem as big as that. Sometimes I got in an argument and I said, "Well, you stop and figure, even for the cost of the IBM to come in and change your whole bookkeeping system, to put a new tab on everything," and I had broken the whole thing down to explain what the cost was and I said, "I am just getting started. Do you want anymore?" I said, "Not once, you've got to do this twice, every time you get a new union." It's just another lawyer expense. You may need a lawyer and you've got more work than he can handle or at least another clerk or a person under him. Then you have all the other things that you have, your executive to him and maybe your public relations man who'll need an assistant to handle this deal, a relations man out of the public relations department. I said, "We haven't even gotten started yet on what you would buy in equipment." Then they kind of look at it a little bit.

I did this at a business meeting, I think it was in Cleveland or Akron, and I made that statement and a few people looked at me a while and they asked a few questions and then a few people came up and gave their experience of what they had, what the costs have increased by making a product and then buying it is concerned and that part of it.

L: Is there anything that you would like to change in the university, the state university compared to the college, is there anything?

B: I would rather see it run locally instead of being run by the state. Locally, you could fit your subjects to the students that you have in this area. Then you train the people that would like jobs in this area. This is a true section that so many students through this area want to stay right in Youngstown or Warren and don't want to move. Our business field, now are more trained for broad jobs, something here and something there. Well, we used to do more things. We used to bring in speakers from the steel companies. We used to bring speakers in from this company and that company. But, it was more local ideas, and the trend now that we are state, is more of a broad set up. You've got ~~some of the~~ different fields that you normally didn't have.

Then again, a teacher that we have to hire, we have to hire a person with more book experience than to hire a businessman. I think a person is more concerend and productive through the management field and at the age of 55 or 56 decided that he wanted to quit working and he maybe has a degree or maybe has a masters, he can give more to a student than some guy that went through college and has a Ph.D. and never had a day's experience. I remember a few years ago, we wanted to hire a professor that came out of the American Car Measury. Ed Riley and myself appointed the dean to hire him. The deandidn't want to hire him. He had been general manager and retired and we thought that he was really sharp. Well, the irony of the thing was that at a faculty meeting the day before school started, I had a heart attack. I hired him to teach my class. I hired him myself and about the third day he taught class, some of the students came up to my wife and wanted to know where I had run into this guy, he was so hard. The fifth day they got a petition and presented it to the dean to get the dean down to fire him. So the dean fired him. We talked to him then, into getting his masters. He went and got his masters, and Kent or Akron, I forget which . . . He was so sharp in his field. It was all in his head. He had done it all of his life. Most of the department heads didn't want him in the department because he was too sharp. He was just too sharp. He was also teaching at Kent State, at the extension school in Sharon. They were giving him a rough time so Kent State put him in charge of the school over there so he left Youngstown and we lost a good teacher. I know when I retired, he wanted me to come over there and teach and I couldn't because I was on disability.

What he could give the students you couldn't get out of a book. For instance, some students asked him if we happened to strike what did management do? How did they deal with it to line up the business and how do they hold each customer and what do they do? The

book doesn't tell you how to do this. This is something you learn from experience. He said, "You send somebody there and explain how long they think this strike is going to last or if they could transfer it to one of our other companies. It will be twenty days late being shipped in and things like that." The books don't tell you anything. You don't get that. We are under the requirement now, they want somebody with a Ph.D. that read something in the book that somebody knows that happened in 1940 or 1950. Today you would go broke if you used that method. This is because things are so changing now. The best example is Fazio's making this new change in advertising program. I went up the other day and talked to the manager, talked to him about his advertising. They asked him a few questions about that they thought. What was his thinking? Was it going to work and everything? It had never been tried before. I told him, I think it looks good, but I think you will have to educate the people because the people have been so used to coupons lately. This is a new change. This is the thing that you don't learn out of a book. This is a big thing that I mostly taught in business schools, that is where most of my time is.

L: Anything more on what you would like to change in the university?

B: I have kind of always liked the semester system over the quarter system because the semester system gives you a longer time to get things put together. In the quarter system you seem to rush everything through. I know, for instance, if you have a term paper it takes you two or three weeks to get the assignments all made and then three weeks off of ten to eleven weeks all you can do is pick up the term paper at the end. You don't have a chance to discuss them in class and have them read in class. I used to pick out the best term papers and have them read in class. I remember, I think, the last year that I taught I had the manager of one of the big malls here. I had some papers read, so I had her read her paper. She had been working in malls all of her life, managing one of the big malls here, the Eastwood out there. Boy, the experiences she gave you you couldn't get out of a book. Now, if I had to push that stuff ahead . . . I knew what paper to pick out, I knew her so I had that information.

I kind of liked the semester system; some people like the quarter system. It turns over faster and you don't have the students so long. They think it doesn't drag on so much. You get two weeks break at Christmastime. They say you lose everything at Christmastime.

I can remember back when we first started, the dean used to require us to give a big assignment over Christmastime. Dean Miller used to give maybe accounting problems that would take seven, eight, or nine hours of work, and maybe two people would work on it. Some of us figured, well, let the students have a vacation.

As I said, when we were private, we were free what we could do. When we went state, they required that you write out everything, what you would teach, and you couldn't change anything. You had to have everything written down and you followed it. Well, heck, you can't follow a lot of things sometimes because some things turn up. You watch the class and they are getting it or they aren't getting it. You have to change what is going on. When you sit up in front of a class you can tell if what you are talking about is going over or not going over. If it isn't going over, then change your approach, you go into it a little bit different. Under the set up that they have now, the time schedules don't give you a chance to make any changes. That's too bad. If they get it, all right. Now, that is the way that you are supposed to teach in college. You are supposed to not even worry about the student because you don't care.

Actually, I don't know, I always felt if they weren't getting it, it was a lot my fault. I used to figure if I had a bad test that it was my fault as much as it was theirs. If they weren't getting it, I wasn't putting it across enough for them. If the grades were all in the 70s, I was just putting that much across. If they were all in the 80's, that was how much I was putting across. As I said a while ago, I never believed in grading on the curve. Under the requirement now, you had to do it a certain way and you had to turn in all these things. They are taking the freedom away from teaching, I think, an awful lot they don't allow the teacher to do . . . I do think the state figures that they get a bunch of kooks teaching anyway and they have to line them up and herd them around like a bunch of cattle and tell them what they can do and what they can't do. That I agree, they have some like that. If you don't tell them what they should teach, that is just too bad.

I can remember one time they had a student taking a class from a professor that had business and another professor who never had a business course. The student was a graduating senior and three weeks before graduation he found out he was taking the same class from two different professors. The only way that he found out that was one professor had a speaker in and had the two classes together and he found out that he was taking the same class. We got together and we talked about it and the

dean figured that he should get credit because one fellow used the book and read word for word out of the book and the other fellow didn't even use the book. He used nothing but his own experience.

L: Who was that?

B: His name was Whitelock. I got him to come down here at the university to teach. I was in business with him for a while. He is down in Florida now, Miami. He knew his subject. The university had him out all over speaking and everything else. He was sharp. Now these type of people don't dream of teaching because they don't have a doctorate degree and they don't have this, but they can teach you more in one week than some of these people can teach out of a book.

I looked at some of the set ups that he worked in business. I, myself, have a little problem with the IRS and I was kidding him. I said, "How do you get away with some of the things that you do?" He said, "I go down and I write it out. I say what is the difference now. What do I have to do to make it legal just before I get started?" That's how he does it. He set up a lot of things around the university.

These are things that I think the students are losing because they don't get these people who are a big success.

The university kept growing. It was a YMCA school, then it became a college, then it became a university, then it became a state university, and all of these stages you were through. It was an accredited school, at one time, before that it wasn't accredited. Then the temporary set up and all those stages that you went through. Now, all the work we did in all the buildings that they built and everything, they would get them all built, and then they turned them all over to the state. The state gets all the harvest of it when all the hard work had been done.

Now it is just the idea of holding the students, and this, like I say, is a hard job. It shouldn't be because of the facilities they have now, compared to the facilities that we had a few years back. The only thing that we had to offer a few years back that we don't have now, especially in the business school, was the professors that really had the business experience. Some of the professors that quit the university cut some of the regulations. You may know some of them that quit. There were some of those that I brought in. I know Mr. Kirkpatrick, who owned Stambaugh Thompson's, quit a few years ago. Fortunato quit here a few years ago too. My wife has a Ph.D., but in her field it's different.

Education is strictly book learned. It's a book learned experience. It is strictly book learning on that set up.

They are going to have to go back if they want the business students to be able to come out and get some experience. We've got a few guys down there, it is a shame some of the things that they tell students in class and things like that. I used to argue with them when I was down there. They would write one answer on my test which would be right and they would give the same answer in another class and it would be wrong. "Well, that is what they do in India." What the hell do we care what they do in India? But, that's their argument. What would they do in Iran? What the hell do we care what they do in Iran? That's this country over here. Those are the people that are getting the pay and those are the people that are wrecking the place.

They got a fellow now running what used to be general business, who can hardly speak English. Dr. T. had the department for awhile and Dr. T. was bad enough, you know what I mean, but he had a Ph.D. and so they had to give it to him. He was the only Ph.D. we had. He had a library science degree and he had some economics and didn't have any business experience whatsoever. He was a nice guy, don't get me wrong. He knew his library science and he knew his economics, but business, no.

I can say a lot now because I am out of the set up. Even my last year that I taught, I had been pulling some punches on some teachers that I thought were actually hurting the university, weren't doing the university any good. They got themselves in there, and you can't get them out. To fire a Ph.D. is an impossibility. Then they get in too long and they get tenure and you can't get them out. You say, "Well, the dean would like to get rid of him," but he can't because he has a Ph.D. and then they get tenure. Then what? You have to burn the school down to get them out.

The method of tenure I used to like before. In a department the tenure was this way. When you have so much time in, and your tenure came up, the head of the department went around to everybody in the department that had tenure and got a vote from him. Do you think we should vote him in or not vote him in this year? Now, the people that knew were the people in the department, not in the school, but in that department. Then, the dean made the final okay on top of it, which I thought was the right way. Now it is just a matter of a little bit of nothing. I can remember when they used to give some people some tough times getting tenure. Now, it is pretty much a routine

set up.

Then this new deal came up on this 65 years of age you have to retire, which hurt the university, especially the business school, not so much the university as a whole, but the business school. This sort of thing really hurt the business school more than anything else because they are going to lose teachers that are just coming up in the prime of business. For instance, you get a man that is sixty years old and when he is 62 he leaves business and you tell him to come and teach. He is going to only teach for a couple of years. Hell, he's not going to come and teach. But if he can teach and he likes to teach, then he can teach maybe until he is seventy years old, take his test every year after he is 65. He can give more to them than some joker who has read a book that was written in 1950 if you know what I mean.

I had an argument with a professor one time in school arguing about a book. He said, "If we don't use the book, what should we do?" I said, "Read the first two chapters then thumb over the thing then throw the book away and use magazine articles." He couldn't believe it. I said, "The book is an antique." Do you know where I was? I was at Ohio State. Do you know who the professor was? Beckman, from Ohio State, the head of the department, who just retired. Then I was just young. It was a marketing book and I told him the book was an antique. He wrote the book, and I told him his book was an antique.

I have had students in my class disagree with me and it never offended me. I asked them to explain it and why and give their reasons and things like that, if they had a logical point and could give a reason for it.

In purchasing there are so many different ways of going about industrial purchasing. I remember I had a fellow from Automatic Sprinkler give me an argument one day. After he got all done I said, "Fine, you have a problem that other companies don't have." I explained his problem and I said this is the only way that you can do it. But this never bothered me. For awhile a lot of other professors panicked, if you know what I mean, but I knew the company really well. I had him at a disadvantage. I used to use them a lot for speakers and send students out to interview people there and things like that.

L: Is there anything else that you can think of that is important that you would like to add that I haven't covered? Is there anything that you would generally like to say about the university that hasn't been covered here, how it was back in the 1940's and 1950's, how they

control the students, has that changed?

B: I don't think so. I think it is pretty much the same. As I said awhile back, the control of your class was up to you one hundred percent. You had the complete say-so of the class. If you put a person out of the class he had no recourse but to go to a committee to get back in again. This hasn't changed any.

Now what goes on in the campus and everything like that, I think it is a lot better now than it was a few years back when a lot of this unrest was out. This was something that we were going through and it was peculiar. Some of the teachers were in favor of what was going on and some of the teachers weren't.

END OF INTERVIEW