YOUNGSTOWN STATE UNIVERSITY

ORAL HISTORY PROGRAM

History of Youngstown State University

School of Engineering Experiences

O.H. 438

FRANK A D'ISA

Interviewed

by

Terence Lynch

on

May 10, 1977

FRANK A. D'ISA

Frank A. D'Isa was born in Youngstown, Ohio on March 30, 1921, the son of Gustave and Rose D'Isa. Dr. D'Isa attended Sheridan grammar school, Princeton Junior High and South High School from which he graduated in June 1939. That fall Dr. D'Isa enrolled in Youngstown College and received a bachelor of science degree with a major in mechanical engineering in June 1943. Within two weeks he went into the Army until his discharge in April of 1946. Upon being discharged from the service D'Isa entered Carnegie Institute of Technology in Fall 1946 to begin study on a master of science degree in mechanical engineering. While working on his degree D'Isa also served as a graduate assistant, and taught during the summer of 1947. He received his M.S. from Carnegie Tech in September 1947. D'Isa was then asked by the current Dean of the School of Engineering, Louis A. Deesz if he would like to try teaching. He agreed and has been serving in that capacity ever since. Wishing to continue his studies, D'Isa entered the University of Pittsburgh in Fall 1951 on a part-time basis and received his Ph.D. in mechanical engineering in June 1960.

The current chairman of the Mechanical Engineering Department was married to his wife, Mary Kay (Buckley) on December 30, 1950. They have two daughters, Nancy, age 21, and Jane, age 10, and live at 4120 Lockwood Boulevard in Boardman, Ohio.

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INTERVIEWEE: FRANK A. D'ISA

INTERVIEWER: Terence Lynch

SUBJECT: Growth of the University, Growth of the Mechanical Engineering Department, Outstanding professors and administrators, Students, Campus life and activities, President Jones

DATE: May 10, 1977

L: This is an interview with Dr. Frank A. D'Isa, chairman of the mechanical engineering department, for the Youngstown State University Project on the History of Youngstown State University, by Terence Lynch. It is at Dr. D'Isa's office in the mechanical engineering department in the Engineering Science Building on May 10, 1977, at approximately 11:15 a.m.

Would you please speak a little bit of your background before coming to Youngstown State University.

D: I was born and raised in Youngstown on the south side and attended Sheridan School, Princeton Junior High, and South High School. I graduated there in June of 1939. I then entered Youngstown College and was fortunate to have been able to graduate prior to entering the service. Following graduation here in June of 1943, within two weeks I was in the service. I served in the Army until April of 1946. I spent a short time in industry while waiting to enter Carnegie Tech for the purpose of obtaining a master's degree. I went there for the full academic year in 1946 and 1947. During this time I also did a little bit of teaching on a graduate assistantship while at Carnegie Tech during the summer of 1947. I was working on my master's thesis and teaching a course at the same time. I was also conferring with the dean of engineering here, Louis A. Deesz, who wanted me to try teaching to see how I would like it as a career. I had done some teaching in the service, and along with the experience at Carnegie Tech, I felt that there was a potential there. I wasn't sure, but I was going to try it. So I entered here full-time in the fall of 1947.

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

D: When I first came here as a student in 1939, it was very, very small. I'm not exactly sure of the figures to the last student, but it seems that the full-time student body was maybe in the neighborhood of a few hundred, maybe three hundred or something like that. There was a large component of part-time students. I never did know the number we had there. We had a law school at the time. It was well-known. We did not have what you call an engineering school at the time. In fact, the degree that I received from Youngstown College actually was a bachelor of science with a major, so to speak, in mechanical engineering. It wasn't until October of 1945 that the board of trustees authorized formation of the engineering school. Most of my classes occurred in Jones Hall. I remember very, very distinctly the chemistry labs being in the same location now that everybody understands to be the registration area on the second floor roughly in the room 209 area. I had a laboratory in the basement of Jones Hall when I was a sophomore. Then, during the summer break between my sophomore and senior years, the engineering school or engineering department, moved over to a barn that existed behind Jones Hall. Some people may have recalled it being the carpenter shop in very late years before it was torn down. The engineering classes were held on the second floor of that building. On the first floor, they had laboratories. There were also laboratories on the second floor, I guess. They were still meager by today's standards, but nevertheless, we were drilled well, and we learned well out there under Dean Deesz and the other faculty that existed at that time. Many people may still remember Don Bostwick who was a very fine faculty member whose major was in the mechanics area. He was also an architect. I think that makes up what his real background was. While I was a student here, when we held a school dance everybody would congregate for the dance in their formal in what we now call Strouss Memorial Auditorium. The area across from Strouss Auditorium which is now sealed off and pretty much a bursar's area was a student lounge. Prior to that when I first arrived, it was the law library. So I've seen a great many changes occur. Jones Hall has had many, many face lifts and changes.

Then, of course, there is a blank period there in my mind when I was in the service from graduation of June 1943 until I returned the summer of 1946 when I came up here to discuss possible employment with Dean Deesz. During that period of time, he had moved the entire engineering school down to the Judge William Rayen Building. When I first started teaching, it was in that building, and we remained in that building until we became a state school. Then the Engineering Science Building was built. For starters, the facilities at Rayen were much improved, but they were still

nothing at all like you see them today. Mechanical engineering had one major laboratory, a thermodynamics, heat power type of laboratory. We shared the use of the laboratory across the hall on strength of materials with the civil engineering department. Today the mechanical engineering departmnet has eight laboratories all under it for its own use. There are forty-eight labs in this building. It's a tremendous improvement.

Another change that has occurred since I started teaching is the organization that we had at the time. When I first started teaching, I recall fairly distinctly there were about fourteen or fifteen faculty members in the Rayen Building. The uniqueness of the situation was that while engineering was there, there was also the math department and the physics department. And while math and physics were certainly part of arts and sciences, being that arts and sciences were pretty much scattered all over campus, much of the administration of these two departments were under the dean of engineering. With the fourteen people or so that he had to work with, we found ourselves in a position where the math people were teaching some of the mechanics courses in engineering and the engineering faculty were teaching some of the math courses. I taught algebra and trigonometry. I also taught calculus courses as they were at the time. But, the math and physics faculty also taught, as the need arose, and whenever they could handle them, various engineering courses. Teaching loads were higher than you think of today. I don't want to sit and belabor this point too much because it's a part of history that is past. The average teaching load in those days was in the neighborhood of like eighteen hours compared to twelve hours today.

Money was not as plentiful because we were a private school. Equipment as far as labs, when we got a new piece of equipment in the period between 1947 and 1953 or 1954, it was a big event. We used to spend a great deal of time in the laboratories building equipment. Some of us came after hours, when it was done by the faculty. Some of them even did it at their homes and brought it in. A lot of it was done by students under the direction of the faculty.

L: What was a day like when you started teaching from the morning until the afternoon?

D: Of course, it was different for me personally than it is now because of the fact that I was a full-time faculty member for the first nine years. Then, right after the war, I was in a different position. At the beginning, I was actually younger than the average student age. There were a large, large number of veterans here. They had more definite objectives than most others because they

had already been out to see the world. They were working already, gaining experience in engineering, and they were completing their degree, either having started before the war, or not in a hurry. They were already under circumstances of being married and having families.

With large numbers and higher teaching loads, it was a very, very busy day of downright teaching. We didn't have a great deal of extracurricular work or committees that faculty are involved with today. The curriculum was more fluid. For instance, if we tried something and made a mistake, two or three of us from the department would sit down and decide to change our direction. Experimentation and change in curriculum was much more rapid than it is now. Our whole day seemed to be spent concentrating solely on the teaching aspect. But we had to be like that because there weren't that many of us around. There were an awful lot of students who were there who demanded our attention right then.

Average class sizes were bigger than they are today. It's just that when you try to accommodate that many students that quickly, you just find yourself busy. Now today, of course, I'm in a different position. I'm old enough to be the father of most of the students. In fact, it isn't too infrequent or odd at all to find sitting in my class a student whose father I had in class.

Being in a position of being part administrator and part teacher, I don't see all of the students as I used to. At one time it was impossible to get through the engineering school without seeing me once or twice for class. Now it is entirely possible. In fact, there are some students that I find it difficult to write a letter of recommendation on who will ask for it from the chairman because he (she) feels it is the right thing to have. And in fact, today I can still write letters of recommendation without hesitation for people that I had twenty-five years ago with a great deal more ease than I can for people that have graduated in the last year or two.

L: Is there any one place everybody congregated on the university in the 1950's?

D: Well, no. As the school got bigger, we went through a period of time where we did not have the beautiful student union that we have today. As far as the engineers are concerned, being that the Rayen building was not exactly off campus, but not on as we think of the campus today, they did congregate, that is those who stayed around after school hours. They did stay around the engineering and science building, the Rayen building.

In fact, one thing that I have noticed that is different today than it was in the past is that we didn't have as

many student organizations as we do today. As I recall, we had one honorary society and a student chapter of professional engineers. Everybody belonged to one or both of these. They were strong, very strong, student societies. In fact, I can actually recall where the junior class and the senior class were in political competition for control of the offices. Today, we have many, many more organizations. Each department has a student chapter of their professional group, and this of course, fragments students a whole lot more. They don't have a very strong motivation. They are a little more lax. Sometimes you don't hear about a society, and then another group of students will come through, and they get strong again. In the early 1950's, there were only two engineering organizations. There were always social fraternities on campus, and a lot of students belonged to them as well. But I was only really conscious of activities in the Rayen building. There were very fine activities in those days. When we held the spring picnic and Thanksgiving tag football game between the faculty and the students, everybody went, and it made a very fine day. In fact, the year of the great big snow in 1950 I recall very vividly that we played football. It was faculty versus the students of the professional engineers group. On Thursday, Thanksgiving Day, it was just a gorgeous day. The temperature was about fifty to sixty degrees, just right for touch football. Friday it started to snow and it never did stop for five days. Before you knew it, the snow was at least five feet deep. It just closed up everything for a whole week. There were a lot of good activities in those days, and there are a lot of good activities today on campus.

L: Where did you eat lunch at?

D: Mainly across the street from the Rayen building; there was a restaurant called the Wickwood. That one seemed to survive the longest. There's a parking lot over there now. In the late 1940's, there were also a couple of restaurants on North Phelps Street behind the Rayen building. In fact, the first couple of years when we were all together as faculty, Dean Deesz and the others either on Thursday or Friday evening used to all have supper together at one of these restaurants. We would sit around a table at the back of the building. As we would continue eating, Dean Deesz would sit in the corner and ask for suggestions on how to run the school better. It was a very helpful thing because it was kind of an open gripe session. Of course, we all had the same miserable problems of too many students and too much work and not enough facilities and in some cases, not as much pay as we thought we deserved. It

was very helpful therapy to be able to sit there and gripe to get it off of your mind in order to go back to work the next week knowing that every week or so we would get together and gripe again.

L: Who are some of the outstanding professors and administrators in the years that you have spent at Youngstown State University?

D: Of course, Dr. Howard W. Jones, our president until he retired the year we became a state school. Dr. Joseph E. Smith, a professor of economics, was his right-hand man and the Dean of the University. We have had several outstanding academic deans in the university: Dr. George M. Wilcox who was associated primarily with the school of education; Professor Karl Dykema was very outstanding on campus. He was dean of arts and sciences. Dean Deesz was the one that I looked up to. I always credit him with, if I could use the expression, setting me on fire to teach. He was an exceptional person. Unfortunately, he died of a heart attack while testifying for the United States Army Engineers in Washington in April of 1950. Dr. Bernard J. Yozwiak, now dean of arts and sciences, and I had our offices right next to each other when we first started here. Professor Frank M. Ellis was the chairman of physics and just retired recently. He was always, in my estimation, a fine faculty member and leader. Of course, he served as acting dean of engineering right after Dean Deesz died. He served in that position for about four years before he requested to be put in physics where he felt he wanted to spend his time, and he was chairman of the department for many years until he retired. Professor Frank J. Malak, many people will remember, was a fine individual in the math department. Professor Paul Luginbill was chairman of chemical engineering. Professor Edward J. P. Fisher was chairman of metallurgical engineering. I can go on and name many, many of them. The danger here is that I could forget somebody who I don't mean to.

Mrs. Mary B. Smith is one of the mainstays of the university. In fact, I regret very much that she is going to retire someday, but she has been such a fantastic asset in every aspect of the university from registrar to placement service. She has played a very important role. She and Miss Bernice Brownlee in the records office practically used to run the entire registration area. In my way of thinking, they were very effective for the amount of help that they had as compared to today. Mr. P. Calvin Pickard was in the business office. He ran things extremely well for many, many years. This was before we had many state auditors to contend with. He and one secretary and a rather small maintenance crew used to do a fantastic job of buying and seeing where everything should be put in place

and so forth. I recall also a fine man by the name of Mr. Philip P. Buchanan. He was in the admissions office. In fact, it was either Mr. Buchanan or Mrs. Smith, I can't recall, perhaps both of them together, that my mother and I visited with the day I registered here. She came up that day to see what the campus was like. One or the other or both of them were who we spoke to back in 1939.

L: What was president Jones like?

D: President Jones? There was no one like President Jones in my mind. He was very open, very outgoing. I can recall many times over the years, now this wouldn't happen every day, I would be sitting in my office concentrating on one thing or another and look up and there he would be standing in the doorway. He would have some cute remark saying that he was checking up on you, or he would want to know if you were running things all right. He walked around campus and looked in on people. His family, of course, his two daughters and their husbands and my sister and my wife and I were roughly in the same age group. We associate today. I still se Dr. Jones running up and down Wick Avenue like it was his own private track. He's eighty years old. It's amazing the energy that man still has. He was always exceptionally good to the people he felt were really dedicating one hundred or more percent of their time. I never had any complaint as far as my own treatment on promotion or salary. Everything is relative, of course. I was treated well above what I understood the norm was.

Of course, the presidents we've had since Dr. Jones were good too. They have worked under a different set of circumstances. Dr. Jones didn't have money, so he relied on kind of egging you along. That's what he had to work with. Dr. Albert L. Pugsley had more money to work with. He had a bigger operation and, of course, his whole emphasis was on getting the campus plan and changeover established. We went from a semester system to a quarter system, and the university senate was set up. With all of these problems, he went through that period of time that we recall with student unrest. His energies were all sapped. He just didn't have time to go around campus associating with every faculty member. Now, Dr. John H. Coffelt has got his own set of problems. He's a very outgoing person as was Dr. Pugsley also. But, he too does not have the time to do the person to person socializing. Dr. Coffelt has more budget problems than the others had, I believe. He's now under a collective bargaining environment that neither of the other presidents had, and this is a different type of operation. I don't think we'll ever see any two sets of conditions the same that you can compare one president to

the other. But I have enjoyed working under all of them very much.

L: What were the students like when you first came here?

D: The students were, for the most part, older as I said previously. My guess is that the average age of the classes might have been around twenty-nine or thirty. I know we had an awful lot of people who maybe would have never gone to college at all had they not been in the service and found the common goal that they wanted to attain. They had some specialized training and decided that they were going to settle down and get a degree and utilize the advantages of the GI bill. I found them to be much more settled. I made many friends among the students in those days and have retained them through the years. I can't very often do that today because of the large difference in age, in reverse. A great, great many of the students were married and had a child or two, or were getting married. Today it is very infrequent that we hear one of our students getting married until he has a job for six months to a year and has been saving up a little bit of money to operate their car or to finance their necessities more so than working because they have to. I'm talking about percentages now, not every student.

L: What do you think the greatest change in students is over the years?

D: Oh, I don't think the students themselves have changed. I think the outlook has changed on education. When I went to high school, for example, and graduated from South High, I can recall that out of 429 or 430 students in the class at the graduation exercise about twenty-five people were going to go to college. It was something to hear about these persons who were going to get a college education and set themselves apart in some respects and become more than the average. So, we weren't dealing with numbers as much as we are today in education. There were a lot of school in the country. But I don't recall that the numbers of the enrollments in the schools were anywhere near what they are today, and we didn't have the great numbers of community colleges that we have today. Today the students realize, I think, that if they want to get into an area where they're going to make a respectable salary or even be able to compete, they are under tremendous pressure to go to college. It has changed to something that one is expected to do to even make the grade instead of being something that put them apart and something that they really didn't have to do to get a good position at one time. I think that this puts an awful lot of pressure on students.

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

D: The university, you might say, consisted of one main building, Jones Hall. Then, of course, there were a lot of little structures around: The barn that they picked up behind Jones Hall; the home just north of Jones Hall that was later the secretarial school that a couple of years ago was torn down, where Maag Library now stands; and the building just above it, just south of the Butler Art Gallery that became the president's home. *Across the street on Wick Avenue was Pollack House, once used by the Women's City Club. There used to be classes in the basements of a couple of churches that are still standing. Clingan-Waddell Hall was an old telephone building that was picked up. We had Quonset huts here on campus for a while. There were a series of homes on Bryson Street that were used for classroom purposes, and one became the athletic house for a while and some were also occupied by some faculty. This was the way things were pretty much until the cafeteria, a big white building that people may remember sitting right in the middle of the area that sits now between Maag Library and the science building, was built. Then, eventually they got the building that we used for a library for a long time. To me that was the new library. Now it's used for administrative services and referred to as the old library. Then there was the bookstore which was moved physically from its original location; I think it now has something to do with the music school. I remember when that was built. Then, we obtained the building where the Dana Music School is. I forget the exact period, but I think it was the early 1950's. Dana originally was a well-known school located in Warren and became associated with Youngstown. Let's say that the campus was one nice building with a bunch of other associated structures, none of which fit together in any way, shape, or form; nothing like the beautiful campus we have today.

L: What did the people of the city of Youngstown think of the college when you first came here?

D: Well, it would be kind of dangerous for me to blatantly say what somebody might have thought. The feeling I had, of course, was, that I knew and those of us who were here knew, that there were fine things going on. We didn't feel at all times that the people of Youngstown and surrounding areas really appreciated it. When I graduated and was in the service going from one camp to the next, it was on record that I was a college graduate which, in some cases, got me into teaching situations that I might not

* this may not be correct

have gotten into. People wanted to know what Youngstown College was and where it was. Of course, you felt like poking them in the mouth because you knew it was legitimate. But, they just hadn't heard of it. We started with a small YMCA school, and by the time I started here our law school had been heard of, but outside of that, it was thought of as a small liberal arts school. Then when I started to teach here, I still had the feeling that Youngstown wasn't getting, let's say, the valedictorians of all the high school classes. We would get good students. Our admissions policy was pretty much as it is today. We didn't have any restrictions. We were getting serious students, but we knew and felt that there was a recognition that needed to be worked for still. I think that today people are looking at Youngstown State University with the idea that it has come of age and that we are getting proportionally our share of the outstanding graduates from high school.

It's still hard, though, to answer the question of what do the people of Cleveland think of Youngstown State University as compared to Cleveland State, or what do the people at Carnegie Tech think. One thing we do know is that our graduates are sought by all of the industries. We have an excellent record of success as far as our students going on and being accepted by graduate schools; this is a strong indication. I think that we've certainly come of age as far as the demand of industries and the other universities. What the people of Youngstown are thinking of Youngstown State University may still be varied. I don't know. I wouldn't want to go on record saying that it's absolutely this or that. Certainly, I think the image of the university has been enhanced by the beautiful facilities. I personally never buy the facilities as the important thing. I contend and always will that it's the faculty and the teaching that can make or break an institution. Certainly the administrators are important too, and that aspect is very important. You can have the finest buildings and the finest laboratories, but if you don't have the faculty to go with it, then it is a losing cause.

L: What were some of the campus activities when you first came here?

D: Well, one thing that we all looked forward to much more than today is the homecoming game and parade, floats and so forth. It seemed that there was a great deal more attention paid to that aspect. I can recall several occasions where we lined Wick Avenue from one end to the other down around the public square, up Federal Street, and back up Fifth Avenue. The float parade for the homecoming game was just fantastic. We don't have that today, but we have so many, many other things that are important. We didn't have the artist lecture series; we didn't have

activities right on campus like basketball games. We used to traipse all over the countryside if we wanted to go to a basketball game. I think this will be further enhanced by the new stadium when it gets built. It will enable the team to have a home field just as the Beeghly building provides home territory for the swimming team.

There are so many places where students can congregate like an all-purpose room. Kilcawley, for example, opens up tremendous opportunities for students and faculty to get together. I remember when the engineering and student groups would try to hold a meeting or a picnic, they weren't sure if they would find a place to hold it. It just seemed that they had to find an armory or some place that had a basement lounge or something to hold a smoker in.

There were several fraternity houses down on Wick Oval. I don't know where they are today. It seemed though that if you wanted to congregate, then you would have to go find someplace off campus. While we may have gone in one direction as far as the float parade and homecoming is concerned, we've come a long, long, long way as far as bringing the student activities and faculty activities on campus. I think that in the long run this is going to do a great deal to improve the alumni situation that has been traditionally weak on campus for the very simple reason that people who went here associated with each other elsewhere. There just wasn't what you would call "the place" to bring them to on campus to get them together. Many times Prexy* tried to get an alumni dinner together, but they would have to go to the second floor of the Ohio Hotel. When you put an alumni dinner on the second floor of the Ohio Hotel, it just doesn't have the atmosphere of an alumni get-together. Let's face it, not that way.

Living here in Youngstown all of my life and seeing people everywhere in engineering organizations and in faculty groups and in social groups, I may have a different view on it than people who live twenty or thirty miles away. If I went back to Youngstown, what could I do? How would I get together with these people? Well, I think that as each year goes by and with more facilities to do this with, the student union, Beeghly Center and just having the campus itself to congregate at, there's going to be a big improvement. If I go back far enough to where the school was small enough, we did get all of the student body at a single dance at the Strouss Auditorium before it was enlarged. Strouss Memorial Auditorium was half its size at one time. We held chapel services in there every Thursday. Believe me,

* A name used affectionately when referring to President Jones; perhaps coined by Mary B. Smith.

the whole student body went to chapel. When the chairs were moved aside, we would have a dance. You could get 200 people in there without any trouble. As the univeristy got bigger, we lost that, but I think that we are going to get it back.

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

D: My contributions have been most of the time centered, I would say at least two thirds, around the engineering school itself. I've seen the faculty increase as far as numbers are concerned and improved as far as credentials are concerned. I don't mean to take anything away from the people who are no longer here, but they may have not had the Ph.D. qualificaitons and so forth. They all gave what they had. Many of them were very, very dedicated to this school. We have, through the years, gone from a small group as I have said, of around fourteen people which also included math teachers and physics teachers, to a faculty now that maybe is in the neighborhood of about twenty-five or twenty-six plus the six department chairmen, which make it about thirty-one or thirty-two, and the dean. We've established departmental structure, and we have been accredited by the Engineering Council for Professional Development since about 1954. We are getting ready for that again this coming fall. *All departments in the engineering school are accredited. Your own accreditation, of course, you think of being first, but at the same time, if only one department in the school was accredited and all the rest weren't, the students wouldn't be gaining a whole lot because they have to take courses outside of the department. The more we work together as a group to obtain total accreditation, the more important it is.

We have gone from no home at all, to the use of rooms on the second and third floor of Jones Hall when I was a student, to the barn behind Jones Hall (also behind the secretarial school) my junior and senior years until it was moved down to the Rayen building. I think we figured out at one point in time that the move to the Rayen building increased our floor space eight times, a fantastic amount. We had offices at the Rayen building; of course, there were fewer of us then than now. We had four or five people in the office I occupied. It wasn't as big as the office I have by myself today. Each of the faculty now has a private office, at least in our departments throughout the engineering school. We had no real secretary for years. The secretary was a student who helped sometime, sometimes a boy but more often a girl. It wasn't until we became a state school that each department was authorized a secretary, and it hasn't been until the last five or six years

* correction: Industrial engineering not accredited.

that we have had any number of technicians helping. For years down at Rayen, we never had more than one. Fortunately, for a long time we had Harry Mallard down there, a fantastic individual who could do about everything. I can just visualize that we might not have had one who could do everything; we would have had nothing. The improvement in facilities has been fantastic.

Being on the faculty the first nine years and being chairman since with the exception of one year that I served as acting dean of graduate school, I have over the years been active in a variety of affairs outside of engineering. I spent six years on the graduate council and chaired many committees. I served as the chairman of the open house committee when the university was celebrating its fiftieth anniversary in 1958. I have been through a variety of open house type activities. I have served on just about every committtee of any significance on campus, even on the budget committee the year I served at the graduate school. Now, I'm dealing with my most recent experience which has been the administrative negotiating team, for the third contract. Our first contract with the YSU-OEA was four years ago, I think, from 1973 to 1975; the second was from 1975 to 1977; this one if for 1977 to 1979. We may go to four years, but we don't know for sure yet. It may be a four-year contract with a two-year wage reopener. It seems to be a great experience.

I've been in some respects responsible for some of the student organizations started here. Today we have Tau Beta Pi, which is the main national honorary engineering organization. It merged just recently and absorbed Sigma Tau. There were two at one time, and then one became weaker than the other. I don't know what their problems were, but they merged. Prior to that in order to get started at all and be able to get a chapter on campus of Sigma Tau, we had to show that we had an honorary society, a local one. Back in the early 1950's we had the engineering honorary which we called Mu Pi Epsilon; Mu was for math; Pi was for physics; Epsilon was for engineering. We put those three symbols together because even though it was the seed for an honorary engineering society, our thinking at the time was that because we were all housed together at the Rayen building, we didn't want to discriminate against anyone. None of us had our own honorary, so we just got together to make our own, so to speak. Well, then we had to show that we had something, and then later we were accepted by Sigma Tau.

In the early 1950's I also happened to be on the scene when the Mahoning Valley Society of Professional Engineers tried to start a student chapter of the Ohio Society of Professional Engineers. I just happened to be at the right place at the right time when that thing got started. I was

a member of the parent chapter society downtown and worked with them through the university to get our student chapter started, and they are still very much an important part of our engineering school. Then following that, we gained a student chapter of the American Society of Mechanical Engineers. I can't claim that I started that one though. At that time we had several faculty and were getting stronger as a department. I forget exactly who got that started. We established several other student chapters during the 1950's at the engineering school. The civil engineers had their own society; the industrial engineering students had their own; electrical engineers had their own too. Student activities have come along with the curriculums and the facilities and the buildings and the accreditation has been a real fine experience.

In 1968, we realized a long-time desire of starting a graduate school. A graduate school is a very fine addition to the engineering program. It was unfortunate, however, that we got into it at a time just prior to a loss of interest nationally in graduate education. The enrollment, in my way of thinking, never materialized as we had hoped. We have a very good, strong program. In fact, there's no doubt in my mind that anyone graduating with a master's from our school, at least with our traditional option, could go on to almost any school and get a Ph.D. Whether or not he (she) would survive at a school that is very science oriented, like Cal Tech or MIT, is not certain. But, if he (she) went to a school whose philosophy was to develop a sound practical engineer at the Ph.D. level, I'm sure that our program provides adequate preparation. It's just that we don't get as many students as we would like. To me it has been just a little bit of a disappointment because at the time we were starting I always felt that we would have a master's degree for a few years; then we could go for the Ph.D. I have come to the realization that it would be a real surprise to me if we were to get a Ph.D. program before I retire. We may at some period of time enter into a co-op type situation with a local school. Some of our students might then be able to get started here on a Ph.D. I've given up, kind of, the hope in the real near future. Our enrollment would have to increase considerably.

L: Looking back through the years at Youngstown State University, do you think there is anything that you would like to have changed in terms of the way things were run or the way the university itself has progressed through the years?

D: No. In fact, if I look back on it, I just kind of wish that I had been born twenty years later. I mean I can see now where the university is getting so much more generally

expanded, and the opportunities!! I can see so many more possibilities today like the new stadium, the athletic program getting bigger and bigger, not that I was ever an athlete or even probed in that direction; I have fooled around with bowling and golf and a little bit of tennis, but what I am getting at is the opportunities that come about for the recognition of the whole school through Beeghly Center and the olympic pool that they have there. I can just see track meets and gymnastic meets and field-type events of all kinds coming out of the stadium when we have the facilities.

Of course, the next thing that we have to have that we are short of is someplace to house large groups. We can hold meetings here, but we have a little bit of a problem now trying to hold a regional meeting. Let's say that an engineering organization has 300 to 400 people appear on campus. We have beautiful facilities for holding meetings, and we could handle all kinds of meetings. But, where do you put these people as far as housing them overnight? It is true that we have a number of motels like Holiday Inn spread all over, but someday, in some fashion, we are going to have to have more housing immediately adjacent to campus to handle situations of this kind. It will come. I think every little things helps every other little thing. It builds together. It has been a long, long time reaching the state that it is now. But, I think at this point it is going to accelerate.

As far as changing things in the past, I think that those who were in the position to make things happen and make changes did it. You cannot sit back and say that if I had been there, I would have done it this way, because I have come to find out the longer I live that there are so many constraints on any system. It may look from the outside as if somebody doesn't make up their mind and make a decision. There are an awful lot of things in the background that people really don't understand to justify saying that they would have done things differently. I can only be thankful to the people at Youngstown that they have gone the way they have. The place could have gone down the drain without good management, but it didn't, this is the important thing.

At this point in time I think that our future administrators are going to have to be more varied in their capabilities to cope with different situations because of the expansions that are going on. Personally, I believe that there will always be discussions among faculty and administrators as to whether there are too many of one or the other. The faculty, of course, and the numbers of them are related to the numbers of students enrolled and the amount of research. But, as I see administrations, whether all faculty will

believe it or not, I believe that there is always going to be a need for more administrators. I really don't think at this point that there are enough. I notice that with time, they keep shifting them around trying to find the best pattern to work with, the best team, so to speak.

By and large, I think that the complexities of everyday operation are increasing. Today we don't operate on the idea that one understands what the other is doing. Therefore, we can't leave a lot of things unsaid and not written down. All of the regulations of human professional operation are now written down carefully for people to read and to interpret. I think mainly it is possible that we administer more than we manage, so to speak. This complication has come about particularly since we started with the state operation. Naturally, you have all of the state rules in the picture. But, it was always somewhat complicated. Other things have been clarified with collective bargaining, again with a greater need for writing things down after discussing them. While this is helping, it also leads to more and more excessive work for the administrators. I think that we will see in the next ten years perhaps a greater percentage increase in administrators than in the number of faculty, that is, providing the student body remains the same size.

As far as predicting where the student body is going to go, I wouldn't touch it with a ten foot pole. There are those who tell us that beginning in 1981, 1982, 1983, there is going to be a natural decline because of the birth rates. That may be true. I think that we're not going to see any fantastic increases in students. But, with all of the increased opportunities, the increased facilities, and particularly if they get increased student housing around, I think we will maintain our student quota.

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

D: No, just that I am happy I was given the opportunity to have this interview with you. I hope somebody in the future will find some use for this.

END OF INTERVIEW