

YOUNGSTOWN STATE UNIVERSITY

ORAL HISTORY PROGRAM

History of Youngstown State University

Sociology Department Experience

O.H. 183

PAULINE BOTTY

Interviewed

by

Terence Lynch

on

May 23, 1977

PAULINE BOTTY

Pauline Botty was born in Conneaut, Ohio on January 24, 1909, the daughter of Charles and Rose Esterhay. She attended Conneaut High School, Heidelberg College, Kent State University, and New York State Teacher's College from which she received her Bachelor's Degree in Social Sciences. While attending New York State Teacher's College, she met the Reverend John Botty, the then social worker and Minister of the Hungarian Presbyterian Church in Lackawanna, New York where the college is located. Pauline and John were married in 1928 and they have two daughters.

In 1936 the Botty's came to Youngstown, Ohio where Mr. Botty was named the Pastor of the Youngstown Hungarian Presbyterian Church. After the birth of their second daughter in 1940, Pauline Botty went to night school at the Youngstown College Law School. However, World War II broke out and interrupted her studies. During the war she served as an interviewer and Labor Marketing Analyst for the War Manpower Commission. In 1946 Mrs. Botty attained her Bachelor of Laws Degree.

While working at the War Manpower Commission, Pauline met Dr. Joseph E. Smith, the then director, who was also the Dean of Youngstown College. After she inquired about a part-time teaching position, Dr. Smith offered her a job as a full time faculty member in the Social Sciences Department. She remained at Youngstown State University

from 1946 until her retirement in 1971, during which time she served as teacher, Head of the Sociology Department and Dean of Women.

Pauline has received many honors and awards, some of which are the Lane Bryant Award for outstanding community service and the Live and Learn Award by the National Association of Broadcasters in 1957. She was listed in Who's Who in America, Volume 12, 1952-53, and in American Men of Science for Social and Behavioral Sciences in 1968.

Mrs. Botty attends the Hungarian United Presbyterian Church of Youngstown and is a member of many organizations including the American Sociological Association, the Ohio Family Life Council, the Ohio Comprehensive Mental Health Project and many others. Her special interests and hobbies are reading, learning and living.

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INTERVIEWEE: PAULINE BOTTY

INTERVIEWER: Terence Lynch

SUBJECT: Youngstown College, Youngstown University, Youngstown State University, social sciences, enjoyment of teaching, largeness of classes after World War II, Dr. Jones, changes at YSU, experiences outside of YSU, future of YSU

DATE: May 23, 1977

L: This is an interview with Mrs. Pauline Botty for the Youngstown State University Project on the History of Youngstown State University. We are at Mrs. Botty's home located at 1196 Machachee Drive Youngstown, Ohio on May 23, 1977. The time is 10:30 a.m.

Mrs. Botty, could you please give us some general background information on your life before coming to Youngstown University?

B: Most of my life has been spent in Ohio. Born in 1909-- the year after YSU was founded--I spent 25 years on its faculty, from 1946 to 1971. My home town was Conneaut, Ohio where I was reared and completed my elementary and secondary education. My first two undergraduate years were completed in Heidelberg College of Tiffin, Ohio and in Kent State University of Kent. After passing a teacher-certification test, I taught one year in Grades 5 and 6 of Pierpont, Ohio, leaving to marry the Reverend John Botty, who received his Divinity degree from Princeton as well as his Master's degree in History. He then spent one year at Columbia University after which he accepted the pastorate of a bi-lingual Hungarian Mission Church in Lackawanna, New York, combined with a Social Work Boy's Group leader in a local Neighborhood House. We lived there until 1936 when we moved to Youngstown, Ohio where he became

Minister of the Hungarian United Presbyterian Church until 1966 when he resigned.

Lackawanna was part of the metropolitan area of Buffalo, New York. There I resumed my education at the State University of New York (SUNY) receiving my B.S. degree in 1931, accepting the position of Alumni and Placement Secretary there upon my graduation. At the same time I did the normal volunteer work of a minister's wife--organist, Sunday School and youth leader, as well as Ladies Aid president. All of these continued in the Youngstown, Ohio Church until his resignation in 1966.

Between 1936 and 1940 we took a three month's trip to Western and Central Europe, parented two daughters and I decided to continue my upper degree education by entering the Night Law School of Youngstown College. First Judge Gessner, then Raymond Falls were the Deans of the Law School, which I completed with the Bachelor of Laws degree in 1945 when I took and passed the Ohio State Bar Examination. In 1969 that degree was converted to Juris Doctor.

With our entrance into the European war, especially after the Japanese attack on Pearl Harbor, a tremendous war effort infected the United States. When public school faculty enlisted in the war effort, I did substitute teaching in Youngstown's public schools. The Nation then mobilized its young and old, it's women in particular, to enter the industrial labor market. Dean Joseph E. Smith of Youngstown College was granted leave of absence to become Director of the Tri-State War Manpower Commission, to recruit, organize and train its staff under the Federal Labor Department. My previous employer, SUNY at Buffalo, had an extensive industrial arts division. Being its Placement Officer, I was familiar with a variety of industrial jobs in major steel and fabricating plants. Thus, I became part of the staff of Youngstown's Employment office as interviewer then statistician and finally labor market analyst. In addition to my Night Law School studies, I worked under Dean Smith on leave from the College until the end of World War II. When the Employment Office was transferred from Federal to State jurisdiction, I resigned my position under Federal Civil Service, after passing the Ohio State Bar Examination in 1945.

L: How did you come to Youngstown College and what were the early years like?

B: With the demobilization of American military forces and the opportunities offered by the G.I. Bill to veterans after V-E Day and V-J Day, every college campus became inundated by returning military personnel of all branches and grades. Suddenly there was a tremendous need for college teachers. Knowing Dr. Smith, I wrote to offer my services as a part time instructor. He asked me to try a full fifteen semester-hour load and I countered with a stipulation that my load be regularly day-time classes without summer session courses. This allowed me to be an after-school parent, evening and weekend church worker and a summertime parent-wife.

Social Science was a two-semester general education course required of all students. It was intended to be an introduction to Economics, Political Science and Social Psychology. I taught the sequence--five classes of either one or two--each semester arranged into Monday-Wednesday-Friday or Tuesday-Thursday classes. Each class had approximately 100 students; the first three semesters my classes contained 403, 449 and 530 students, dominantly male. The majority were eager, highly motivated, idealistic people--a joy to teach. Instruction was largely by lecture, my method included five objective quizzes and two essay exams a semester. Attendance records were legally imperative to qualify them for text and tuition payments. If teachers were at a premium, so was classroom space and the college administration reached into the entire neighborhood of Wick and Lincoln for classrooms: the Library, St. John's Church, Pilgrim Collegiate, the old Lincoln Hotel. Soon G.I. Barracks were constructed, an old barn was converted in the rear of the main building, etc. The teaching advisement and recording load was soon augmented by the demand for departmentalization and upper division courses. Interested faculty were urged to select a special area, study for and offer advanced courses.

My choice centered on Sociology with its natural sub-division of Social Problems, Criminology, Juvenile Delinquency, then Anthropology, Psychology and a minor in Statistics with which I had familiarity under the War Manpower Commission days. The Deans--Wilcox and especially Dean Smith--encouraged immediate graduate study. I went to Western Reserve, preferring it to what Pittsburgh offered, concentrated in just those areas and taught as I learned, or vice versa. By 1947 I had my M.A. and was offered the job of adding the Department of Sociology to my responsibilities

and promoted to Assistant Professor with the Chairmanship in 1948. It was tremendously exciting and stimulating.

I was reaching upward into the decision-making power structure and outward into my professional associations: the American Sociological Association, the American Anthropological Association, the National Family Life Council, etc. My faculty Committee Assignment was the Academic Standards Committee of which I remained a member until my resignation.

Now a staff became necessary for the growing curricula in Sociology. With a minimum salary level--I was at the \$3,500 level, but a natural work-horse--if it was possible only to recruit part-time teachers. With low pay scales, they had to be as interested and dedicated and as excited by the teacher-student interaction as to give of themselves and their time. They came from professional Social Workers, the Clergymen with advanced education, the legal profession, and similar areas. I always continued with the Introductory Social Science as the best recruitment for advanced students and departmental majors. Then I added Elementary Statistics for the Business Administration students. In 1948 came my promotion to Assistant Professor.

The "town and gown" interrelationship was an eternal, if latent, guiding force in the emerging philosophy of Youngstown College. Each School or Division related to the needs of Youngstown in formulating their respective curricula, besides meeting the professional or academic standards of their national organizations. Engineering, Business Administration, Education and even the fine art of Music were sensitive to Youngstown's existing commercial, industrial and cultural groups at all times. This was also true of the Liberal Arts leadership as well. Everyone honestly strove to present our students with a strong under-graduate and education and to prepare them for entry into university programs--via specific pre-professional courses.

If the Sociology Department were to prove its viability and its academic maturity, it had to do more than give the students within its classes an elementary understanding of man's "life in association" with his fellow man as the social sciences had been carefully studying that relationship through the increasingly scientific methodology of its best scholars over more than 100 years. The structure and functioning of normal and/or

abnormal human associations was its focus of attention. Most simply put, I must establish a Department aware of the nature, the application and the study of sociological principles and of the understanding and knowledge of anthropological information from primitive cultures in both the Old and New Worlds, in both Ancient and Modern times. Then supplement the cultural with the archaeological concepts and research.

Gradually it became an essential guide to my departmental management that I formulate some goals--more individual and personal than those inferred from membership and participation in the professional organization. They were to shape my decisions and choices and guide my leadership or orientation of each staff member. Of course, I often fell short of meeting those objectives, but here is a summary of them:

To become the best possible teacher of my students with perpetual self-evaluation and progressively greater acquisition of knowledge and/or wisdom as a mentor to departmental majors and staff.

To establish the strongest possible under-graduate department as tested by national professional standards and the American Association of University Professors. As such, to support my Administration's academic and institutional goals.

To strengthen the College/University as an academic institution; to lend its services to our community and to make those services as consistently as possible, in conformity with the best in collegiate tradition.

Pursuant to these I made every effort to develop a sound curriculum, to employ the best possible teachers and to work with them regularly in frequent individual and staff conferences. My faculty Committee membership--The Academic Standards Committee, chaired by Dean Smith and representing every school or major division--was a tremendous guide and a real inspiration. It was a stimulus to strive for the best in academic standards and to judge or measure my growing department's performance. Among them I well remember: Dean Smith, Dr. Catherine Bridgeham of Chemistry, Dr. Worley of Biology and the efforts of Engineering and Music and Education to prepare for their national accreditations. Through them, my own teaching staff and the students we were advising, I began to realize that many Sociology majors wished to be employed as under-graduates, and

Many others desired to work for higher degrees. This meant further professional affiliations, regional and local. I began to participate in more groups:

The Groves Conference for Research in Marriage and Family Relations,
 The Ohio Council on Family Relations,
 The Ohio Valley Sociological Society,
 The regional affiliations of the Council on Social Work Education open to me,
 The Ohio Regional and Mental Health Board and others now forgotten.

The local agencies in which I represented the College and more directly participated as Board or Committee member were:

Mayor's Fair Employment Practices Committee;
 The Youngstown Family Life Council with annual family Life Institutes to which Mrs. Mary B. Smith introduced me,
 The Mahoning County Health and Welfare Council--its Delegate Assembly: The Budget, Scholarship, Neighborhood House Committees,
 The Y.W.C.A., Children's and Family Service Society, Adult Mental Health Clinic, and American Red Cross.

Perhaps this is as good a spot as any to also list the various research and professional work done by me and my students. It began in these early stages of departmental formation, but continued throughout my teaching life at YSU:

For the Health and Welfare Council - A Survey and Analysis of Recreational Facilities Available to Selected Groups,
 For Youngstown - A Study of the Characteristics of Families to be Relocated and Displaced by the Arterial Highway System,
 For Warren - The replication of a "Northtown Survey": Study of Recreational Facilities for Minority Groups,
 Theil College Workshop on Jewish-Christian Dialogue,
 For Youngstown Council of Churches - A Seminar on the Conflicting Roles of Clergymen,
 For the Mahoning County Medical Society - Seminars on The Evolution of Culture and The Evolution of Society,
 For the American Psychological Corporation - About five years of Market Research,
 For YSU Faculty - A report on behavioral implications of the Nature of Biological Sex Differences--Pre-Natal and at Birth

For Youngstown teachers - The Teaching of Social Studies in Junior High School, The Education of Exceptional Children,
For Nurses - The Fields of Graduate Study for Professional Nurses,
For Staff in Mental Health Field - Social Stratification Implications for Psychiatric Caseworkers,
For specific women's groups - Role of Professional Women; Role of a Lawyers Wife; Role of Professional Secretaries,
For sociological colleagues - Place of Sociology in the General Education Curriculum; Sociological Aspects of the Academic Marketplace; Values in a Changing Society; Staff Development Program of the Youngstown Community Action Council; Evaluation Research on Federal Projects; City Planning and Youngstown's Housing and Redevelopment Projects; Woodside Receiving Hospital's Staff Development Program; and others more or less significant.

Our Department organized a Social Sciences Club largely under the guidance of Mrs. Edna K. McDonald, who was employed as a clerical assistant to me while working for her M.A. in Sociology at the University of Pittsburgh. She later became a full-time member of our teaching staff and gave invaluable leadership to advising the increasing number of foreign students who came to YSU for Engineering and Business Education, and also to assistance in transfer of Youngstown Hospital Association's Registered Nursing School to YSU. She also initiated a new specialty--The Sociology of Aging. That Social Science Club organized and made available to the student body two annual National Political Party Conventions and also several Panel Discussion programs on: Cheating and Collegiate Ethics; Juvenile Delinquency, and others.

Another part-time teacher who came to us with an M.A. from Kent and an active pastoral position, was Mr. J.D. Foster. His major interest was in the field of Criminology and Corrections. While pursuing his doctoral studies at Ohio State he organized several area Seminars for Staff in Law Enforcement and the Administration of Criminal Justice. I gave him permission to concentrate his teaching in that field and he later formulated a degree department in it under the Technical and Community College Division of YSU, labeled Police Science Department.

With the progressions of time we employed some of our own graduates who had completed graduate programs of study. Perhaps it is not amiss to mention some of those under this early stage of departmental evolution

and the fulfillment of our goals and objectives. Dr. James Kiriazis received his M.S. in Social Casework at Louisiana and his Ph.D. in Anthropology at the University of Pittsburgh. I was most grateful that he became a part of our staff with his distinctive combination of Sociology-Social Work and Anthropology. Mrs. Edna K. McDonald, mentioned above, was another as were Mrs. Beverly Gartland, Mrs. Syertha Cooper, and Dr. Alex Muntean. After my retirement from the chairmanship, Dr. Kiriazis succeeded me. But, this to is ahead of our chronology, though consistent with the guiding objectives.

Thus, my goals did make our majors available and acceptable to advanced degree study. The Bachelor's Sociology majors also became employed in such agencies as: Scouting, Campfire Girls, Y.M.C.A. and Y.W.C.A., Red Cross Caseworkers, Probation and Parole Officers, Civil Service positions, etc. There were years when graduate scholarships were held by seven to ten of our graduates--some in prestigious universities--with concentrations in Sociology, Social Work, City Planning, and Anthropology.

Meanwhile, this was the period in which I was invited to be listed in the 1952-1953 Edition of Who's Who in America, Volume 27--for whatever that may mean. Non-YSU graduates who joined my staff were Dr. Sudha Sakensa in Anthropology and Mrs. Margaret Moore in Sociology and Social Group Work. The Department grew in size and repute!

- L: Was there a closeness in Youngstown College that there isn't now?
- B: Youngstown College's student body and faculty were becoming much larger; the physical space had to be expanded and our academic respectability needed to be strengthened by professional accrediting bodies, such as The Ohio College Association, The North Central Association of Colleges and Secondary Schools, The National Council for Accreditation of Teacher Education, The Engineer's Council for Professional Development in a number of engineering fields, The National Association of Schools of Music, etc. From a single-building college, we expanded horizontally into all points of the compass. From the Main Building (now Jones' Hall) and the Secretarial School Building (the Wick Building) and the gymnasium facilities of the Y.M.C.A. downtown, we reached to the gymnasium building behind us on Lincoln, the stable behind that for long, tabled accounting classes, the addition of old Army barracks nearby, to Dana Music School across from the Art Gallery, which we

also began to use, to the Christian Science Church building which became the Dana Recital Hall, to the Rayen School which became our Engineering School, to Pollock House and Ford Hall etc. All of this diminished our spatial interaction possibilities.

Then the Faculty must be re-arranged, or re-organized, departmentalized and bureaucratized. Deans became vice-presidents with assistants, one for each school, etc. The "red-tape" grew and so did distances between and among faculty, between faculty and students, between faculty and the top echelons. A surprising area of freedom and creativity existed to enable expansive services. I was involved, for example, with the growing pre-medical and pre-nursing divisions largely because of a friendship that grew between Dr. Clair Worley, Chairman of the Biology Department and myself. He and his wife shared my office space during this period as I shared theirs in earlier years. Dr. Worley made the Biology and Chemistry Departments available to the Youngstown Hospital's Laboratory Technician and Nursing Education programs. Our faculty usually taught those students at the hospital facilities. Later they came onto our Campus. Someone from there or from us suggested that the Behavioral Sciences be added to that curriculum and I became the first teacher to teach the student nurses Introductory Sociology and Introductory Psychology. The latter was part of my graduate school minors. Later Mrs. McDonald became the Hospital's dean of nursing students and still later the entire nursing school program became part of our Technical and Community College under Mrs. Gilda De Capita with Dr. Worley, Dr. Scudder, Mrs. McDonald and myself on its advisory board during the transition period. Without doubt, this laid a foundation for the present consortium with Kent and Akron, forming a new Medical School's establishment.

Both Dean Smith and President Jones were aware of the problem of creating a community on a commuter campus, even of integrating the increasing number and variety of women students into the student body. The most honored collegiate national organization for women was the American Association of University Women. Most of the women faculty were members, as was I. Their approval required facilities for women students, a strong liberal arts curriculum and a centralized office for Dean of Women. Accreditation by them made the women graduates automatically eligible for membership, but it came only after a rigid inspection visit to be requested after the submission of certain data to their national committee on membership. The President and Dean asked me to assume that role for this purpose. I accepted on

the condition that proper offices be found and equipped and that a Committee on Women from the women faculty be designated to assist in the process. That led to the acronym "COW", to the tower suite of offices on the second floor of the main building, to the elaboration of Fraternity and Sorority organizations, etc. To my other affiliations was added the National Association for Deans of Women whose meetings I regularly attended, as I did the national meetings of the AAUW. Mrs. McDonald was my part-time student assistant and became advisor to one national sorority on campus, while I joined two: including Sigma Alpha Iota, the International Music Fraternity to which I became a Patroness and a social sorority. Finally, in time we were inspected and accredited due, in large part, to the assistance of my Committee and my visible presence in the above organizations. Some of our strongest support came from the President's wife, Mrs. Jones. She hosted receptions and set patterns for gracious living.

The administration encouraged me to use my office space in a friendly, informal way, hoping to generate the kind of spirit that is present within a college dormitory. The large, outer office had drapes on the windows, a large center rug and some rehabilitated old furniture to complement the color scheme. I was allotted a "petty cash" budget. With it I held Open House every Friday afternoon, serving minimum refreshment--coffee, tea, cider or doughnuts. Both faculty members and students were encouraged to come in, to sit around and to chat informally. Current events included Truman's recall of MacArthur, Stalin had died, China was rapidly becoming Communistic, the McCarthy Hearings led to his condemnation by the Senate, the Supreme Court ruled racial segregation unconstitutional, the AFL and CIO merged, Egypt seized the Suez; Poland and Hungary were defying the Soviet. I was active in the new Youngstown Chapter of the American Civil Liberty's Union, with Mr. Maag, Editor of the Vindicator. Atomic and Hydrogen bombs were being developed by the Soviet and Britain, Sputnik 1 was being launched. There was enough to talk about and many walls between faculty and students ceased to separate us.

President and the Deans were usually available for chats to all faculty. We were a private, relatively small college. Salaries were consequently low and the Administration tried to keep tuition costs to a minimum. In the early 1950's annual tuition, textbook and student activity fees were about \$500. President Jones solicited funds from many private donors as well as from industrial sources. The local chapter of the AAUW helped us to solicit funds annually for library books. Our second and

third generation Americans were of a high quality, eager, ambitious and highly motivated. Many of them were "diamonds in the rough," fitting into the white collar jobs of our community's expanding industrial markets on graduation.

In October, 1956, the Hungarians spectacularly revolted against Communism. When the Russian tank power and military forces stepped on this little nation of ten million--about the size of Ohio--the Revolt was cruelly squelched. The Western World was appalled, but, busy with the Suez giving no military help. Thousands of Hungarians escaped to the West in a way most vividly described by James Michener in his The Bridge at Andau. America opened Camp Kilmer in New Brunswick and the Red Cross launched "Operation Mercy" to assist their settlement into the United States. Familiar with the language, I volunteered my services and was granted a leave of absence to serve there. I gave my students end-of-the-quarter assignments and took off for a marvelous experience that would have taken me to the European camps. I had my shots, renewed my passport and was ready to sail when the ship had to lay up for repairs for two weeks. My leave from the University could not be further extended. I returned to home and University obligations.

My students, the community and the College benefitted from my experiences over those three months. I told and re-told about it in a multitude of places between Philadelphia and St. Louis. I was given the Lane Bryant Annual Award for outstanding community service and the Live and Learn Award by the National Association of Broadcasters for doing "what came naturally" because it happened to be in the right place at the right time.

But it was time to leave my administration post as Dean of Women to someone specifically trained for such a position. The Sociology Department needed my full-time attention.

Whether in the combined Dean of Women-Department Chairman, or in the Chairman-professorial role, I usually arrived on campus quite early in the morning. In my home we had an early family breakfast and either my husband or I took our children to school. Administrative and advisement work fell into the early hours of the day. Lunch and departmental or faculty meetings were either at noon-time or late afternoon. I taught in the middle of the day with a Monday-Wednesday-Friday or Tuesday-Thursday schedule. Often there were downtown committee meetings at noon hours. Most of the research and professional functions I performed for the Community, which was listed

previously, fell into these years.

University governance was now organized beyond the sporadic faculty committees which had been the early vital essentials to operating a college turned university. A Faculty Senate was formulated, based upon a Constitution and By-Laws carefully drawn up by a Committee on which I served. I continued to serve on the Academic Standards Committee; by virtue of my position was an ex officio member of the Senate (later an elected member); became Chairman of the Admissions Policy Committee and member of the Student Development Committee formed to intensify recruitment of minority group students; later asked to serve on the Calendar and Coordinating Committee as well as the Committee on Women (COW).

Within our own Department we held regular meetings to consider our curriculum--in terms of faculty strengths and student needs for appointment to positions as under-graduates and to prepare them for admission to graduate study as suggested by professional standard-setting surveys and recommendations. Similarly, we looked at our own strengths and/or weaknesses as teachers in all of the three areas of Sociology-Social Work and Anthropology. We made modifications in our catalog offerings based upon our combined judgements, feedbacks from the schools to which our students went and from which they received financial scholarships. Scheduling had to fit our own capabilities and not to result in loading the catalogue with courses seldom offered.

The acceptance of our departmental worth was attested to by a number of honors which came to us. Dr. Kiriazis was asked to help teach the University Honors Seminar. I succeeded him in that spot. Largely because of favorable newspaper publicity for my volunteer Red Cross work at Camp Kilmer, the Ohio State Federation of Women's Clubs selected me in 1959 as the Best Teacher of the Year. A few years later Youngstown's B'Nai B'Rith named me the Woman of the Year when Monsignor Lettau was designated Man of the Year for achievements in the field of human relations. Whatever publicity came to me certainly accrued to the good reputation of the University.

The reputation of our department was further strengthened at this time. On the Commencement Days of 1963, 1967 and 1968, myself, Mr. Foster and Dr. Kiriazis respectively were named Watson Distinguished Professors--an award which included a financial stipend and which made us and our Department so listed in the annual catalogue. The salutary by-products of this recognition was two-fold; it attracted to our department some of the best qual-

ified students and enhanced their scholarship earning capacity. It also gave us access to whatever largesse lay in the Business Manager's power to dispense, such as office equipment, secretarial help, etc. My staff had occupied at least five different locations on campus to date. Before being named Dean of Women and acquiring its handsome habitat, I shared a tiny office on the top floor of Jones Hall with Dr. Worley, then one on the first floor with Dean Smith, the third move was a corner of the second floor in the new University Library. After the Lincoln Hotel was renovated to house the School of Business Administration, my department inherited from them the old Wick Mansion's first floor corner offices. There, as in the library, we were near each other and held little niches of privacy for student and other conferences. We even had telephones for the first time. In part, I am sure, such affluence resulted from our recognized attributes.

Before bringing this interview to a summary and a conclusion which is natural because it also finishes twenty years of my departmental chairmanship, I must recall for you a few more activities. First, it must be obvious to any reader that my staff of teachers were scholars, cooperatively accepting the goals enumerated previously. Each remained aware of professional, forward-looking trends in his or her specialty, selecting textbooks (over which I retained veto power) with intelligent criticism. The publisher's representatives enjoyed coming to us and sending us advance samples. One publisher requested of us a critical evaluation of a certain text we had been using, indirectly flattering our judgement with such solicitation. Furthermore they were receptive to and creative of innovation. No one attempted academic "empire building". We were a team of mutually respectful, student-centered academicians.

Our department initiated University expansion in some areas and cooperated with others to form additional services. The formation of our Police Science Department was directly the project of Professor J.D. Foster, who made it one of the four-year degree offerings of the Technical and Community College. We cooperated with the Biology and Chemistry Departments to add to that same Technical and Community College a two-year diploma program for registered nurses out of the Youngstown Hospital's Nursing Education Program. This has since become a degree program. Up to this time our department has guided the R.N.'s into a nursing education degree course for a number of years. This had met the requirements for public school nurses and enabled them to have recognition for status and financial increments in local hospitals. The present program has met their very strict

professional league requirements.

Special mention should be given to the contribution of Mrs. Edna K. McDonald to the University beyond her assistance in the Nurses' program. As an under-graduate she studied a prophetic subject under Mr. Holmquist, Lutheran Minister and Social Worker Director of the Lutheran Service Society of Youngstown--it was the Sociology of Aging, when the proportion of retired people with their attendant problems was much smaller than it has since become. She did a yeoman's job in providing for the study of the process and implication of the aging condition for the retiree, his family and his community. Her classes surveyed nursing homes and her leadership in this community helped the establishment of attention to that situation.

Prior to assuming the centralized advisement of international students, a number of faculty had shown interest in and care for the increasing number on our campus. Briefly I referred to Mrs. McDonald's assignment to the task. With the cooperation of The International Institute and with access to Immigration Agencies and the State Department, she gradually became familiar with the rights and obligations of the variety and number of International Students coming to our campus.

She was assigned a secretary to enable her to keep tab on each student's status as a visiting alien student and to interpret that to the Administration of the University and of each Department in which they were studying--no small task. She also encouraged them to use one section of the Wick Mansion as their meeting place and to form, with them, an International Students Club. During the holidays she arranged for local families to entertain them in their homes. Later her holidays were used to bring to Youngstown a select number of International Students from other sections of the USA by request from the State Department and financed by the AID program. This city was regarded as a good orientation of foreign students to an industrial community with its variety of organizations--welfare programs, vocational schools, types of business services, medical facilities, etc. They came here over the Christmas holidays to live in with volunteer families and to attend seminars, or to visit newspapers, schools, business establishments under State Department guidance. Mrs. McDonald carried out this work receiving much commendation for the manner and job done out of Washington. She made friends with many of the current leaders--engineers, businessmen, etc. in a wide variety of countries. To many of them she has a standing invitation as an honored visitor, some of which she has accepted. Little known to

the general faculty, Mrs. McDonald's leadership in these two community and national areas gave the University a well deserved rating elsewhere.

Not always did the University have full support from the entire Community. Reference has been made in this interview to our Technical and Community College. However, a local Citizens Committee very nearly succeeded in establishing a completely separate two-year community college in Boardman. I became part of the University Committee to evaluate the proposal and its effect on us. My initial and strongest reaction was a two-pronged opposition. First, it would be counter-productive to the purpose for which it was intended as a supplement to or substitute for an existing institution in order to meet the needs of those unable or unwilling to enter a more academically oriented four-year school. As a matter of fact, the under-privileged and/or less motivated, even less capable potential students, resided on the opposite side of town--the North Side from which there was no existing means of public transportation to the far South Side. Second, the proposed school would be a publicly financed duplication of existing facilities: buildings, libraries, physical education plant, food and other services. For these reasons and possibly for a basic weakness in the proposal, it failed to pass muster and Youngstown University was free to proceed with its own plans to develop a strong, viable Technical and Community College with a strong administration and faculty. Here was our Nursing School and Police Science Department.

Meanwhile, as a member of the Health and Welfare Council's Scholarship Committee, I was able to divert some of their assistance to our pre-professional Social Work Students. Those who were successful in receiving this aid committed themselves to return to Youngstown for a two-year period. Other students preparing for Social Work graduate degrees received much help from the University of Pittsburgh's Work-Study program in which the student spent time in local agencies as part of the field-work requirements.

It was at the end of this period of my University work that Dr. Jones retired. Govenor Rhodes persuaded the Ohio Legislature to convert this institution to Youngstown State University. In the process he was able to divert private funds collected by him into The Youngstown Education Foundation. From its income the Trustees were to assist students and faculty in ways not possible from State monies. It was a fine move and proved his concern for the traditional institution.

The Main Building was named Jones' Hall in his honor. The Faculty honored him with a great banquet in the University's large dining room. I was asked to serve on the Search Committee for his successor, who became Dr. Albert Pugsley. My role at his Inauguration ceremony was to serve as Hospitality Chairman. It was quite an affair!

The transition to State ownership brought many changes to our campus. Many of us served on intra-State Committees in cooperative ways. There were a number of consortium areas, such as the FM Radio Channels and the 45/49 television broadcasting facilities. During this time I was invited to be listed in the Eleventh Edition of American Men of Science for the Social and Behavioral Sciences, and in the Biographical Dictionary of Hungarians in America. The increasing red tape was rather distasteful to me even though it was accompanied by many fringe benefits. We moved from the semester to the quarter system of scheduling organization. It seemed time for me to relinquish the Chairmanship to a successor with outstanding qualifications in the three areas of our department's strength: Sociology, Social Work, and Anthropology. I retired to teach as a full professor with whatever prerogatives that represented. Dr. James Kiriazis became my successor.

The University purchased a motel on Wick Avenue and we occupied quite luxurious quarters there in what became known as the Liberal Arts Faculty Office Building. When the Lincoln Hotel gave way to a brand new structure for School of Business Administration, our Department was elected to settle there--further luxury.

Events in our world were altering the attitudes of the student body. The 1960's gave us 1000 Days of John F. Kennedy with his idealistic challenge of "Ask not . . ." He led us into the Cuban crisis, then into space in competition with the Soviet. Soon Neil Armstrong would "Take one small step . . .", though Kennedy would not live to see it. Martin Luther King, Jr. led hundreds from Selma to Montgomery. I could not go, but one of our staff did--Mr. Victor Stoltzfus, coming back to relate his experiences first-hand. Martin Luther King and Senator Robert Kennedy were assassinated. There was a wild Democratic Convention in Chicago with bitter demonstrations. Students were protesting our presence in Vietnam. We were confronted by Agnew, Nixon, Cambodia and the awfulness of Kent. Ted Kennedy drove into Chapquiddick. The Supreme Court declared school segregation unconstitutional. As a commuter school, YSU did not have the number or the quality of student disturban-

ces that characterized residence schools. President Nixon helped to bring China into the Family of Nations. He visited there and in Moscow. By the time of Water-gate, I had retired.

Our own Department was disrupted by one of our staff objecting to his request for promotion being rejected. Dr. Poddar was of Indian birth, although his wife was American and his graduate degrees were obtained in this country. His appeal was turned down. The newly formed Faculty Labor Union encouraged him to pursue legal action against our Department Chairman and the University. He based his suit on his assertion that his denial of promotion resulted from discrimination against him because of his Indian parentage. Much bitterness was generated; lawyers were employed to represent both parties. A hearing was held before an arbitrator, but Dr. Poddar was found to be without grounds. There were others of Indian ancestry on the University faculty and our own Department had employed Dr. Saksensa whom we would have been happy to retain. Dr. Poddar lost his case and was dismissed. It was a tense, rather sad time for everyone, for Dr. Kiriazis as Chairman, for me who had shared a faculty office with him. I respected him as a person and teacher, but thoroughly disagreed with and disapproved of his attitude. He was a new addition, a Political Science, not a Sociology, major and was completely blind to the system of promotions by which refusals were always inevitable. He could not be patient. Teaching is a profession, not a business. Never are all promotion recommendations accepted when they must be made available to an entire institution in pre-determined proportions. He was simply not eligible at this particular time. This he refused to accept. Perhaps the conflict stimulated him. To most of us it was a bitter time. His class attendance and performance suffered as probably did ours. His dismissal was inevitable.

The tragedy of Kent State left repercussions on our campus, throughout Ohio and in the nation. There were attitudes that went deep into student consciousness--attitudes of a deep resentment of and challenge to existing authority systems, both military and political. Ninety percent of our students returned home after classes, and many had to work to remain financially viable. Moreover, most of them were still motivated by parents who desired their sons and daughters to improve their financial status and reputation beyond the older generation. This kept our students less volatile than those more distinctly middle and upper class by parental incomes. In spite of some luxurious characteristics, YSU's student body originated from blue-collar homes and grew up in a blue-collar industrial city.

Social conflict is a certain by-product to group living and group relationships. It is a process long studied by sociologists and takes a variety of forms. Rules and structured means for dealing with it are part of every culture or cultural subdivision. Every sane person tries to avoid "Catch 22" results and subsequent methods of violence to resolve them. Most of the courses in Sociology recognize it, study possible causes and solutions. Both aspects of it are seen to have value--the emergence and open discussion of difference, the "clearing of the air" between the parties, et cetera, have therapeutic effects. However, there are also the times when rules for interaction must be altered or when there must be separations of the participants effected. Then follow family separations or divorce, penalties for felonious conduct, resignations and the formation of new alliances, laws to be changed and elaborate methods of prevention formulated, et cetera, et cetera. Indeed there are sociologists who specialize on "social conflict and its resolutions: just as lawyers have for many years. Enough of this, you are not interested in attending a class!

Near the close of each school term there is a convocation or assembly to recognize scholarship attainment and honorable student participation. During the ceremony someone of faculty, or other distinction, is invited to give the address. Labeled, "Honors Day Address" it provides a means for publicly declaring ones philosophy and/or recognizing that philosophy to be worthy of emulation or respect in the area of academic, collegiate life. Parents, relatives and interested students are urged to attend. During the distribution of the awards, a musical program usually adds to the ceremonial nature. More intimate and more specific than Commencement, it may prove to be truly inspirational. To one who venerates scholarship, knowledge and wisdom and who respects completely the academic community, it was felt to be a privilege and honor to be asked to deliver that Address as I was in 1969. The distinction was even more highly valued because I was the first woman faculty member to be invited. Remember, this was the time when all segregation was being ostracized whether of race, age, national origins or sex. Of course, I hope that did not prompt the invitation.

Next to receiving a full professorship, this was the highest honor I ever attained at YSU! Believe me, I was scared and nervous, driven to search for an appropriate title, to prepare a summary of my personal and academic philosophy and hope that it have some significant "meaning" to the men and women there. My topic became "Our Alma Mater Fair". I wish I could end this

conversation with you, Mr. Lynch, by liberal quotes from that address, but there is time, I know, for now more than "bits and pieces" from that May 27, 1969 speech. To me it was a bit of my inner self, but to the local news media it was worth less than a small paragraph and I do not believe the student publication, Jambar, even said anything about it. Well, that is the way to avoid egotism--and inflated self-pride. Alas, no one even asked for a copy of it! Since then, many more women have been invited to be part of YSU's Lecture Series and the Committee went beyond fashion designers, beauty specialists and rare journalists, occasional writers, et cetera.

Because I knew best my own YSU, had given it almost 25 years of my life, and had formed for it and its teachers and students a hearty respect as well as honest love, that was my topic. There were a few things I said which I hope you include in your report of this conversation between us. Desperately I tried to describe the essence of YSU, hoping it would appear above and beyond our "manifest imperfections" our "rough edges", the "sometimes annoying stresses and strains of our organizational life". It is this 'essence' that may unite "town and gown, faculty and administration and students" in the "effort necessary to the reasonable, critical, self-examination which must precede and constantly accompany the development of an even more vital place of learning here." ". . . This is the only effective response to the nihilism and alienation of some of the most recalcitrant, but also most interesting and most idealistic young people this country has known."

If this does not bore you, I compared our University to the initiation of the early European universities, at Bologna and Paris for example. Here, too, we began a School when students and local teachers "came together" during the decade that Youngstown's population--1880 to 1900 as increased trade, et cetera, demanded legal knowledge--the technical and intellectual needs of this Valley received the response of its local Y.M.C.A. This was a patterned program which the Y.M.C.A. made available to recent urban immigrants in conjunction with its Americanization classes. Many of such students needed English to understand their own areas of competence and to learn how to apply them in their new land. The classes frequently included clerical courses. In 1908 the Youngstown Branch formulated a Night Law School with the interested help of many local attorneys. By 1921 the total program was named The Youngstown Institute of Technology, and was authorized to grant a Bachelor of Law degree. There were strong feelings about these opportunities. In 1924 Mr. Alvy Witt addressed the

Alumni Association on the subject, "The School of the Second Chance." From personal experience I knew that, for many of those early Alumni, this was the only chance for their exposure to higher education.

In 1928 we became Youngstown College. In the 1930's and 1940's Dr. Howard Jones and Dean Joseph E. Smith laid the strong foundations of the present University. In the 1940's, to our good fortune, the Dana School of Music joined us rather than Kent or Hiram; soon the Rayen School of Engineering took its place beside the top engineering schools in the United States. In 1955 we were re-chartered as Youngstown University; the School of Education was formed and, under the new administration of Dr. Albert L. Pugsley, made the transition to a State University and established a graduate school. To us, Mrs. McDonald reminded me, come foreign students from more than 30 countries, carrying back to their homes fond memories of this spot on Wick-Lincoln Avenues.

L: What was the AID program used by Mrs. McDonald?

B: It was the acronym for the State Department's Aid for International Development and became the source of funds to assist foreign students adjust to and (gain an) understanding of this great American land, its systems and its people. It subsidized cost of the Christmas programs described earlier.

L: What was President Jones like?

B: He was a very kind, likable man of high integrity, intensely devoted to the welfare of Youngstown College. He was greatly admired by the industrial and financial leaders of Youngstown as can be seen by the frequency, amount and type of donations they made to the College-on-the-hill. At one time a distant relative incurred an obligation which Dr. Jones assumed and which won him the respect of all who learned of it. It might have seemed that he neglected the labor leadership of Youngstown, but in his role of realistic statesmanship, he had to cultivate those whose finances were available to him. This seeming neglect might have been responsible for the effort to establish a separate technical community college. In some ways he assumed this attempt to be a personal attack on his leadership. Dr. Jones was a tireless, zealous worker for the benefit of the College. After his resignation, when Governor Rhodes announced the acceptance of Youngstown in the State System, Dr. Jones used every effort to have gifts he had solicited set apart from public funds by agreement with the State of Ohio. The income of his newly established Youngstown Education Foundation, accumulated by him personally from

trust funds, from estates and wills of friends of our University--its income was to be used for purchasing and making capital improvements and other purposes without available public fund.

I had tremendous affection and respect for Dr. Jones. He knew his faculty--their strengths and weaknesses. He was capable of great consideration and gentleness, but could be ruthless to those who abused their positions and their trust. I was personally present when he administered a tongue-lashing to one--present to the extent of waiting for an appointment just outside his door. Since his residence was on the campus, he and Mrs. Jones were frequent hosts to members of the student body and faculty, again increasing the degree of friendliness between them and us. Dr. Pugsley worked for a similar closeness by setting aside certain days for free conferences with students. Not too long after Dr. Pugsley's assumption of the presidency, Dean Smith died from a senseless traffic accident. The next year I became eligible for Social Security benefits and chose to join my husband in retirement, never regretting the decision to terminate what had been a splendid 25 years!

Much of Dr. Jones' finesse with community leaders and his subsequent success in raising money for the University or in soliciting such gifts as the Pollock House and the Ford House to our campus, was the result of his wife's graciousness. Mrs. Jones was consummate hostess, though in almost constant pain. At the drop of a hat she would arrange for luncheons and dinner meetings around her charming dining room. And, she could secure the help of Dana's music students for lovely mood music. Almost always there were students employed by them while working on their education. I well remember one of the Hungarian refugees whom I sent to Youngstown under the care of the Hermann Gruss's (music teacher of my daughter). Eva Benyitzky was a sweet, bright sixteen-year-old when she saw a number of her fellow high school students literally shot to pieces by Soviet soldiers. She and a friend surreptitiously hid, escaped and hiked long hours at night to get to Austria, then to the USA and Camp Kilmer where I found her still cowering in fear. It was Christmas week and my phone call to the Gruss's resulted in a cheery invitation to send her here. I drove her to transportation, she arrived Christmas Eve, soon enrolled at the University where Mrs. Jones took her in hand. She graduated and is now married to Bill Roesti, President of the Board of Trustees of the above mentioned Youngstown Education Foundation. Well, this is really an 'aside', but illustrates something of Lucille Jones and the strong support she gave me as Dean of Women and also her arrangement of receptions for incoming freshmen women students every fall.

Please let me add two more faculty women to this cluster of supporters that I and many of my colleagues enjoyed. Dean Joseph E. Smith's wife was always more than a Dean's wife. She was a scholar in her own right, an intelligent, imaginative teacher, then Registrar, then Placement Officer. She was the female version of 'a man for all seasons' and available for a multitude of little by-passing steps for which the Dean could not be bothered. She, too, was a hostess par excellence and in her home were royally partied retiring professors, those with anniversaries or special occasions to celebrate. She was a physical education major by graduate education and supported the evolving sports activities for women and men students. When the G.I.'s came back she organized and taught the courses in Marriage and Family Relations, bringing to those classes for the benefit of our veterans and other students, a variety of visiting lecturers from gynecology, the clergymen and other related fields. She was always there to aid and advise me as Dean of Women, my students and all others as Department Chairman.

Another great assistant was the President's private secretary who later became Chairman of the Political Sciences Department, having acquired her own Law degree meanwhile. Ivis Boyer was a tower of strength in her quiet, ultra-efficient way, interceding for me with President Jones with an unexpected appointment or similar matters. She never abused a confidence, helped everyone impartially, and was an invaluable member of the Committee on Women--an ally for all useful academic pursuits. With tremendous loyalty to the University, she commanded everyone's respect.

- L: What do you think has been the greatest change occurring at the University.
- B: Well, that's a big question and my answer is probably outdated since this is 1977 and I retired in 1971, six years ago. Moreover, in the words of Thomas Wolfe, I am convinced that "You Can't Go Home Again," so I seldom return to that completely different campus. There are tons and tons of cement, bricks and mortar that were not present before. This means parking facilities, classroom space, laboratories, bookstores, eating places and a well know astronomy building. We have spread outward and upward. With the expansion and growth some spatial intimacy is always lost. However, with access to the public treasury, the faculty and staff can command higher salaries and vastly improved technological, such as computer, devices. Graduate programs, as was as under-graduate curricula are diversifications which attract and retain many students who could not afford to go elsewhere. The community profits from our feed-

back.

There must be an attitudinal change between this student body--these post-Korean, post-Vietnam veterans--and the post-World War II folk. The latter were gung-ho to make the world a better place in which to live and were infused with a conviction it could be done. In recent years tremendous changes and upheavals confronted everyone--experiences of alienation, of emotional bitterness on all University campuses. Whether we can ever be healed and whether we can ever become starry-eyed about what can possibly be done for our world is a question that bothers everyone. I think today's student is harder to face across a teacher's desk than yesterdays; he is much more skeptical, much more difficult to convince. His leaders have developed clay feet whether in the "imperial presidency", among "the brightest and the best" or in his more intimate world. Huxley's "Brave New World" has shrunk. The elders are no longer too secure. To a "new morality" has been added a "new drug related culture"--all are a means of escaping the too painful reality it seems. While the world had always contained corruption, the mass media of today brings all of it into our living rooms. Whether there will come rational, sane wisdom is of vital importance to you and your generation. For your sake and the sake of my grandchildren, I hope so. This is a wonderful country, most of the rest of the world's population wish they could be in it.

Let me say, in closing, that the men and women on our campus have all the qualities of greatness of the faculty and students of any University. In the March 24, 1969 issue of The Chronicle of Higher Education is a significant proof of my conviction. It is entitled, "Caliber of College Seen as Having Little Effect On Its Students' Academic Performance." It is the result of a survey by Dr. Alexander W. Astin and Robert J. Panos. They studied about 30,000 entering freshmen at 246 accredited four-year colleges and universities and followed-up the survey of those same students four years later. They are to publish the study in a book entitled The Educational and Vocational Development of American College Students. It will prove interesting reading. I am willing to wager that a student will find as much opportunity to discover truth and beauty in Youngstown as anywhere else, if he seeks it.

It has been good to talk with you.

L: Thank you.

END OF INTERVIEW