CHAPTER TEN

The Administration of Ralph W. McDonald
1951-1961
Aside from the continuing need for upgrading the University, the major problems of President Prout's administration were the results of fluctuating enrollments—first up, then down, then up again. Probably the greatest of these problems were the shortages of both housing and faculty in the post-war years. These two problems continued to be major ones throughout most of President McDonald’s administration, since President Prout had been able to find only temporary solutions, and enrollments continued to mount.

On-campus enrollment during President Prout’s administration reached its highest point in 1949-50, when for the first semester it was 4,684. It decreased to 4,235 the next year, continued to drop slowly during the next three years. It reached its lowest point in 1953-54, when it was 3,221. These changes were only partly due to the steady decrease in the number of veterans in attendance. Another contributing cause was the fact that the University started to relieve the serious overcrowding in the dormitories, and thus reduced the number of rooming accommodations on campus.

This temporary drop in enrollments was most welcome, since it was possible to reduce the size of the faculty and to start rebuilding and increasing salaries. It also gave the University a few years in which partly to catch up with the housing shortages and to prepare for the increases to come. This breathing spell was well utilized.

After 1953-54, on-campus attendance started mounting again. Although the increase was not as sudden nor as spectacular as that which occurred following the end of the war, it was steady and substantial. The low of 3,221, for 1953-54, increased to 3,404 for the next year. After that it increased at the rate of approximately 500 students each year. It reached 6,229 for 1960-61, the
last year of President McDonald's administration. Attendance would have increased much more rapidly during this period if it had not been for one circumstance; there were not enough rooms to house any additional students. Dormitory accommodations were increased (by building new dormitories) at the rate of about 500 each year. Enrollments increased by the same amount.

Bowling Green ceased to be predominantly a women's college in 1938-39, when the number of men exactly equaled the number of women. Except for the war years, the proportion of men continued to increase until 1950-51, when there were 41 per cent more men than women. With President McDonald's administration, the University entered a period of controlled enrollments. The controlling factor was, of course, the number of available rooms for men and for women. The trustees and President believed that the ideal situation would be to have approximately equal numbers of the two sexes, so they planned the building of dormitories with that end in view. The result was that, in the 1960-61 school year, there were 3,013 undergraduate men enrolled in the University and 2,888 women. This was approximately four per cent more men than women.

Enrollment by colleges in 1950-51 was: Education, 1,773; Liberal Arts, 1,146; Business Administration, 1,061; and Graduate School, 198. By 1953-54 the order was changed. Education still led with 1,381, Business Administration was second with 873, and Liberal Arts was third with 782. Enrollment in the Graduate School dropped to 151. In 1960-61 the corresponding figures were Education, 3,075; Business Administration, 1,221; Liberal Arts, 1,613; and Graduate School, 328.

Off-Campus Enrollments

Off-campus enrollments followed much the same pattern as those on-campus. A total of 545 students were enrolled in extension classes in 1951-52, but this number dropped to 421 by 1953-54. The decrease was largely due to the shortage of faculty for extension teaching. After 1953-54, enrollments rose slowly. The big increase started in 1956-57 as a result of the reopening of the University branch at Sandusky. This branch was started during President Prout's administration, but had to be discontinued. A second branch was opened at Mansfield in 1954, but it was transferred to Ohio State University in 1958. A third branch was opened at Bryan in 1957, another in Fremont in 1958, and another at Fostoria in 1959. In 1960-61, the last year of President McDonald's administration, off-campus enrollment was 675 in the branches, and 171 in extension classes offered elsewhere, for a total of 846.

Summer School Enrollments

During the last part of President Prout's administration, summer enrollments fell from a high of 1,688 in 1949, to 1,074 in 1951. Again, this decrease
was due (at least partly) to the drop in the number of veterans. Early in his administration, President McDonald asked Dean Harshman to make a careful study of the whole problem of the summer school, and to prepare a new program. Dean Harshman, after working with the department chairmen, dean of faculties, and the President, proposed a number of changes which were gradually incorporated in the summer school program.

During most of President Prout's administration, the policy was to draw almost all of the summer school faculty from the members of the Bowling Green staff. Occasionally, a visiting professor was employed for the summer, but this was exceptional and usually occurred only when no Bowling Green faculty member was available. To make the summer school offerings more attractive, the new program proposed to add a number of instructors from outside the Bowling Green faculty. These were to be experts in their fields and individuals with a statewide or national reputation. This practice was started in the summer of 1952, and continued throughout President McDonald's administration. In 1952 nine visiting instructors were included in the summer faculty, and the number increased to 25 by 1961.

From time to time, prior to 1952, the University included one or more workshops, or special programs, in its summer offerings. It was now decided to increase substantially the number of these programs. Five were offered in 1951, 12 in 1952, and 27 in 1961. These special programs were planned mostly for teachers in service, and were keyed to the problems they met in their teaching. The 1961 list of special offerings included three institutes sponsored by the National Science Foundation.

During the last years of President Prout's administration, the summer school usually consisted of one term of eight weeks. Starting with the summer of 1954, this was changed to two sessions of five weeks each. In the summer of 1961, the last planned under President McDonald's administration, an extended session of nine weeks was started. This was for freshmen only. It was planned for high school graduates who were unable to secure admission for the fall semester. Since enrollments always decreased for the second semester, those who successfully completed this summer term could resume their college work at that time. Students with poor high school records also were encouraged to enroll in this session to test their ability to carry college work successfully.

Enrollment for the summer of 1952 was 998, and for 1953 it was 1,129. With the introduction of the new summer calendar in 1954, enrollment increased to 856 for the first term, 542 for the second, and 239 in the workshops and special programs, making a total of 1,637 for that summer. Enrollments continued to rise.

**Housing Shortage**

One of the most serious problems confronting the University, when President McDonald took office, was the serious shortage in housing. Many
new buildings were needed (for classrooms and for student living) to replace the temporary structures and provide for increasing enrollments. In September, 1951, the University was housed in 16 academic buildings (three of which were temporary); eight large and 21 cottage-type dormitories (four of the large ones were temporary); and 11 other buildings (two were temporary). Several additional buildings were in the planning stage, but none was under construction.

New Dormitories

The most pressing need was for additional and better housing for both men and women. Two new dormitories were completed in 1955. These were the Alice Prout Residence Hall for women and Rodgers Quadrangle for men. The first of these was named in memory of the late wife of President Emeritus Frank J. Prout and the second for E. Tappan Rodgers, President of the Board of Trustees.

Founders Quadrangle was completed in 1957. It consisted of four separate but connected residence halls for women. These halls were named Treadway, Harmon, Lowry, and Mooney, in memory of men who had been prominent in securing the passage of the 1910 legislation establishing the Bowling Green Normal School. Judson Harmon was Governor of Ohio at that time; John Hamilton Lowry sponsored the legislation in the Ohio House of Representatives; Granville W. Mooney was speaker of the House; and Francis W. Treadway was Lieutenant Governor.

A new dormitory for men was completed in 1960, and named Conklin Quadrangle, in honor of Arch B. Conklin, Emeritus Dean of Students. With the completion of this quadrangle, the University had permanent (and excellent) housing accommodations for almost 5,000 students. A large new residence center for women consisting of three separate halls was also under construction in 1961. It was completed in 1962, and was named McDonald Quadrangle in honor of President Emeritus and Mrs. Ralph W. McDonald. The 1,221 women accommodated in this quadrangle raised the number of student housing accommodations on campus to over 6,000 students.

One other residence hall was in the planning stage. This was to include four separate residence units housing 350 students each, radiating like spokes of a wheel from a building at the hub, which was to contain a central kitchen, dining rooms, snack bar, and recreation rooms. This building was not completed until 1964, but plans were under way and, on July 22, 1961, the trustees named it Harshman Quadrangle, in honor of Dr. Ralph G. Harshman, who had just been elected President to succeed Dr. McDonald.

An addition to Kohl Hall, the first dormitory for men, was also being planned. This was completed in 1962, and added 180 more beds for men. Plans also were under way for a new dining hall, to replace the old, wooden Commons. This was finished in 1963.
All but one of the temporary buildings, brought in during the war, disappeared from the campus before the end of President McDonald's administration. The Psychology Building was removed in 1961, and the Gate Theater was torn down in the same year. On June 11 of that year, the trustees authorized the burning of 12 apartment buildings, which had been obtained from the Federal Public Housing Authority in 1949. No buyer could be found and it would cost too much to tear them down, so it was decided to burn them. This was done during a fire school supervised by Northwest Ohio Firemen's Association and the state fire marshal. The only temporary building that remained was the old Commons, which was torn down in 1962.

The Sale of Bonds

Kohl Hall, built in 1939, was financed by the sale of revenue bonds. A court decision prevented the sale of such bonds on the open market until 1954. However, during the period from 1939 to 1954, the University issued privately a number of revenue bonds. These were sold to banks, fraternal orders and individuals, but no sizable issues could be sold under such conditions. After years of research and changes in enabling legislation, bond council approval was given, and open market sales started in 1954. Alice Prout Residence Hall, Rodgers, Conklin, and McDonald Quadrangles, and the University Union all were financed in this way.

The right to sell bonds on the open market has been vital to the expansion of the state-supported universities of Ohio, since it has enabled them to add dormitories and other revenue-producing facilities without the use of tax funds. Bowling Green State University can be justly proud that it led this long fight. Its business manager, Ervin J. Kreischer, never ceased his efforts until the fight was won.

During President McDonald's administration, six buildings, costing a total of over $16 million, were built by the sale of bonds. Three others, costing over $9 million, were either under construction or planned. This brought the total cost of locally financed buildings (completed, under construction, or planned) to over $25 million, all without cost to the taxpayers of Ohio.

New Academic Buildings

Residence halls were not the only buildings constructed during President McDonald's administration. State appropriations were used to build four new academic buildings, add to a fourth, and remodel two old buildings. The first new building was the Hall of Music, completed in 1957. Two others were finished in 1959. These were the Home Economics Building and South Hall. The latter houses the Departments of Psychology, Sociology, and Speech. The last new building was Memorial Hall, completed in 1960. This building was named in honor of all Bowling Green State University students who have given their lives serving our nation in the armed forces. In addition to providing
offices and classroom facilities for health and physical education and ROTC, it contains a large combination assembly hall and basketball floor.

Two old buildings were remodeled in 1958 and 1959. The first of these was the Elementary School building. Starting with the 1955-56 academic year, this school, which had been maintained by the University since 1914, was taken over by the Bowling Green city school board. In September, 1958, the campus elementary school was discontinued, and the building was converted for use as classrooms by the Education Department. The abandonment of the University-maintained training school was the result of two causes: (1) it was too small to be of any real use as the University was now using not only all of the schools of Bowling Green, but many others in northwestern Ohio, and even farther away; and (2) the building was needed for the use of college classes. The change also was in line with the experience of other teacher-training institutions, most of which were abandoning (or had already abandoned) their on-campus training schools. Those that survived were used mainly for experimental purposes. After the completion of the new Home Economics Building, the Practical Arts Building was remodeled to house the College of Business Administration.

At their meeting on September 11, 1959, the trustees renamed the first of the remodeled buildings Hanna Hall, and the second, Hayes Hall. The first was in honor of Mrs. Myrna Reese Hanna, the first woman to be elected to the General Assembly from Wood County, and joint author (with Senator Van Everett D. Emmons), of the 1929 bill changing the status of the Bowling Green and Kent institutions from normal school to college. Hayes Hall was named in honor of Rutherford B. Hayes (nineteenth President of the United States) and his wife, Lucy Webb Hayes. A large addition to the Chemistry Building also was completed in 1960, and the entire building was named Overman Hall, in honor of the author of this history. This building provides facilities for chemistry, physics, geology, and mathematics.

Two other buildings and improvements were either under construction or in the planning stage. These were an addition to the Fine Arts Building, completed in 1962, and an administration building, completed in 1963. The latter is a 10-story structure, which completed the enclosure of the inner campus on the west. With the opening of the new Administration Building, the former one was renamed University Hall.

The construction of a high-rise building evoked considerable criticism as many thought it overshadowed and dwarfed the older buildings. However, after completion, most of the criticism died out. Some even thought that it improved the appearance of the campus, which had previously looked flat and appeared to be in a depression. The new building seemed to correct this impression. President Williams, the first President of the University (who had been raised in the hills of southern Ohio), often spoke of the flat appearance of the Bowling Green campus, and said even one small hill would be worth a million dollars. Now, after many years, the University had a hill.
Regardless of appearance, the growth of the University made the erection of taller buildings necessary. In no other way was it possible to save a small, open inner campus, and at the same time keep the main administration and academic buildings within easy walking distance of each other. A new Library, nine stories high, and other high-rise buildings being planned, should improve further the appearance of the campus by supplying more hills to lend variety to the old, flat, monotonous skyline.

During President McDonald’s administration, a new little theater was constructed, to take the place of the old Gate Theater. This was accomplished by remodeling the large room under the main auditorium in University Hall. This room had an interesting history. First, it was the college gymnasium and as such was the scene of many exciting and noisy basketball games. The noise was increased by the low ceiling which also greatly handicapped the visiting teams. Their loop shots usually hit the ceiling, whereas the Bowling Green team knew that such shots were impossible and attempted none.

After the building of the men’s physical education facility, this room was remodeled. As the Recreation Hall (usually called Rec Hall), it became the scene of many college dances and other social gatherings. Later the shortage of large lecture rooms caused this room to be converted to this use. Now it was to assume a new (and final?) role as a little theater. On March 11, 1961, the trustees voted to name this new room (when remodeling was completed) the Joe E. Brown Theater. This was in honor of the veteran actor who is a native of northwestern Ohio and who had, on a number of occasions, appeared with and advised University play-production groups.

Even with the new buildings completed by 1961, and those under construction or being planned, the physical plant at Bowling Green State University was still inadequate to accommodate all of the students who applied for admission. The 1961-62 catalog (and subsequent ones) carried the following statement:

It is necessary for the University to limit the admission of students because residence halls and classroom facilities, despite rapid expansion of the physical plant, are insufficient to accommodate all of the thousands of new students who apply each year.

Campus Improvements

By the end of President Williams’ administration, the original campus of 82½ acres had grown to 105 acres, and it was anticipated that no additional purchases would be necessary. However, during President Prout’s administration, conditions changed, and the President and trustees established the policy of buying more land whenever it became available, provided the money could be obtained. During President Prout’s administration, the campus grew from 105 acres to 152 acres in the campus proper, plus 120 acres at the airport, for a total of 272 acres. This policy of buying additional land to meet the future needs of the University continued, at an accelerated pace, during President
McDonald's administration. By September 1, 1961, the campus proper had grown to 611 acres, plus the 120 at the airport, a total of 731 acres. In addition, negotiations had been started for the purchase of additional land for a new stadium.

In this connection, it is interesting to recall the statement from the first catalog:

The campus of eighty-two and a half acres affords ample space for agricultural experiments, school gardens, and nature study experiments.

Obviously, no one at that time (1915) even dreamed of the growth that was to come.

Although several new buildings had been built, and a number of other changes made, the campus of Bowling Green State University looked about the same in the spring of 1959 as it did in 1918, after the old mall and the circle were constructed. However, all this was changed in the summer of that year. The old walks and streets were removed and (to quote the March, 1959, catalog):

New walks were laid in a pattern most convenient for walking from building to building, the entire area was seeded in grass, and trees and shrubbery were planted. . . . The area is now quiet and really beautiful, free from vehicular traffic, and conducive to a better atmosphere for living and learning.

The change in the appearance of the campus was so radical that it aroused considerable criticism, particularly from older graduates. With the passage of time, these criticisms have gradually died out and almost everyone now agrees that the new look is much more attractive than the old. As one faculty member remarked, "It looks like a college campus for the first time." The appearance of the campus was to be improved further with the removal of the old stadium, the completion of the new Library and other buildings, and the extension and landscaping of the open spaces. The old handicap, imposed by the grouping of the original buildings around a small circle, will finally be largely overcome.

Other campus improvements during this period included additional parking areas and extensive additions to the underground tunnel system which carries electricity, water and other services to the University buildings. Total campus improvements (exclusive of new buildings and the purchase of land) during President McDonald's administration amounted to over $1.25 million.

**Cost of Buildings and Improvements**

The total cost of all new buildings, and additions to and remodeling of old buildings financed by state appropriations, amounted to almost $7 million. This included buildings under construction and being planned. If we add this amount to the $1.5 million for campus improvements, and over $25 million for locally financed construction, we reach the staggering total of almost $35 mil-
lion of campus improvements finished or started during the 10 years of President McDonald’s administration. It is interesting to compare this amount with the original appropriation of $150,000 made for the 1911-13 biennium, and with the fact that it was understood at that time that an additional appropriation of $100,000 would be sufficient to take care of the needs of the new institution for many years. Truly, no one could at that time foresee the future.

Trustees

From the early 40’s to the middle 60’s there were few changes on the Board, since four men served throughout the entire period. These were: E. T. Rodgers, Tiffin, 1923-28, 1943-61; Alva W. Bachman, Bowling Green, 1944-64; Carl H. Schwyn, Cygnet, 1945-65; and James C. Donnell, II, Findlay, 1946-65.

The devotion and the services of these men, both individually and as a group, cannot be overestimated. The encouragement and help they gave to three presidents were a very large factor in the development of Bowling Green State University during this period of over 20 years. Unfortunately, Mr. Rodgers is now deceased, but the other three men are still rendering valuable service to the University, even though they are no longer trustees.

Upgrading the Faculty

When President McDonald took office in September, 1951, everyone connected with the administration of the University (trustees, president and faculty) was determined to continue the growth in quality and standing which had started during the previous administration. It was evident to all that the first need, and the greatest, was to improve the educational qualifications of the faculty. We have noted the serious dilution of the teaching staff which had taken place after the war. Whereas, in 1940-41, almost 65 per cent of the faculty held doctor’s degrees, by 1950-51 the figure had fallen to 22 per cent. In the same year 27 per cent of the teaching staff were at the rank of instructor, and many others were on temporary appointments. Obviously, something would have to be done about this situation before Bowling Green could become a strong university.

If the author had not already been aware of this situation, it would have been brought to his attention during the search for a new President. Almost every candidate he interviewed raised the following questions:

Can anything be done about the faculty situation?, If I come to Bowling Green as president, would the faculty and trustees support me in a campaign to improve the faculty?, Can Bowling Green get sufficient funds to raise faculty salaries to the level of other comparable institutions?

Before accepting the presidency, President McDonald asked similar questions of the Board of Trustees. He received their assurances that they
would back him fully in any measures needed, including large increases in salaries. They also assured him that they thought it would be possible to obtain sufficient funds to cover these increases. It was only after receiving these assurances that President McDonald agreed to come to Bowling Green.

Just before the end of President Prout's last year, the author had been appointed to the newly created office of Dean of Faculties. Immediately after accepting the presidency, President McDonald approved this appointment and informed the author that the problem of building a faculty to meet the needs of a strong and growing university would be his (the author's) first task and responsibility. The new President promised that he would find enough money to pay the new and improved staff. The author hoped he could keep this promise, but was somewhat skeptical because of many years of experience with low salaries and inadequate state appropriations. Events were soon to show that this skepticism was unwarranted, since the President more than kept his promise.

The faculty could be improved in one, or more, of three ways: (1) by dropping some members who were not on tenure, and did not have the required qualifications, or the ability or desire to acquire them, (2) by encouraging other and promising individuals to increase their qualifications by further graduate study, and (3) by employing new members with the highest obtainable qualifications. The first of these methods proved to be the quickest and the easiest to carry out. As we have noted previously, most of the individuals in the first group had been hired on a temporary basis to meet an emergency. They had accepted appointments with the understanding that they would be terminated when the emergency was over. They were sorry to leave the University, but suffered no hardship as their college experience enabled them to secure new positions usually better than the ones they had previously held.

A number of promising individuals, not on tenure, were granted leaves of absence, to continue graduate work. Several of these eventually earned their doctor's degrees and returned to the University to become valuable members of the faculty. The author's greatest difficulties were with a few faculty members, already on tenure, but without a doctor's degree. The younger members of this group were encouraged to continue graduate work, either by summer study or by taking leaves of absence. Many willingly responded to this encouragement, but considerable pressure had to be applied to others.

The methods used to encourage further study will be discussed later. That they were effective is shown by the fact that, of the individuals who were encouraged to take further graduate study, 22 eventually earned a doctor's degree. Most of these are still valued members of the University faculty.

Faculty Salaries

Although salaries increased during the latter part of President Prout's administration, they were still too low. For the year 1951-52, the median salary was $4,800 for the full professor, $4,200 for an associate professor, $3,700 for
an assistant professor, and $3,300 for an instructor. When school opened in the fall of 1951, one of the first tasks the new President assigned the author was to work out a salary schedule for the following year. He stated that he was doing the same thing, and we would compare our proposals.

Up until this time Bowling Green had never had a real salary schedule. It is true that each year the President informed the deans of the range of salaries for each faculty rank. These figures were determined by the existing salaries (plus any individual increases), and by what the President and deans thought it would be necessary to pay in order to secure competent additions to the faculty. The relationship between salary and educational qualifications was not very close. Salaries and increases in salaries usually depended upon reputation as a teacher and length of service more than any other factors. Now President McDonald proposed to base the new schedule for each rank upon educational qualifications alone.

The proposed schedule, drawn up by the author, was a compromise between what he thought the salaries should be, and the amount of money he thought would be available to pay them. Since the next year would be the second of the biennium, there would be no increase in state appropriations. The resulting proposal called for higher salaries than the author thought could possibly be paid. It was intended as a set of goals to be realized when future appropriations permitted.

The first thing the President did, when he met with the author to discuss salaries, was to hand him a copy of the schedule he had prepared. One glance was enough to show that the figures were so much higher than his own proposals that the author decided not to submit his schedule, if he could avoid it. His first comment was that the proposed salaries were satisfactory, if funds were available. The President replied that most of the money needed for the raises would have to be found by reducing the size of the faculty. He thought this would be possible, since enrollment was decreasing. If, however, this did not prove sufficient, he promised to find any balance needed by economies in other areas.

The author agreed to the President's plan, although, at the time, he did not see how such a decrease in the size of the faculty could be accomplished. The college deans and the author spent many hours together going over the faculty list and pruning wherever possible. The first step was to drop all individuals on temporary appointments, except a few who should be encouraged to continue graduate study. The next step was to consider other faculty members not yet on tenure, and to eliminate all who could be spared among those with the least promise for the future. Other faculty members, even including a number on tenure, were encouraged to take leaves of absence for further graduate study. The net result was a reduction of approximately 30 in the number of faculty members and a saving of almost $100,000 in salaries.

Since the salary schedule for 1952-53 (and the similar ones that followed)
played such an important role in President McDonald’s administration, it is necessary to give it in full. Salaries for each rank were based upon educational qualifications and, in order to have a concrete, standard measure that could be applied to all individuals, these qualifications were measured in terms of graduate degrees. One of the primary purposes of the schedule was to encourage further graduate study on the part of those who did not have a doctor’s degree. Therefore, salary differentials were provided for individuals who were continuing their graduate study. The faculty was divided into three major groups. Two of these groups were each divided into two sub-groups. These divisions were as follows:

I. Those having Ph.D. degree

II. Those having master’s degree, plus at least 30 semester hours
   A. Those now working systematically toward the doctorate
   B. Those not now working for higher degree

III. Those having master’s degree and less than 30 hours of additional work
   A. Those working systematically toward the doctorate
   B. Those not now working for higher degree

The maximum and minimum salaries for each rank and each of the above groups, and the minimum increase over 1951-52 salaries are given in the following table:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Salary Schedule (1952-53)</th>
<th>Minimum Increase</th>
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<tbody>
<tr>
<td><strong>Professor</strong></td>
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<tr>
<td>I</td>
<td>$5,500—7,000</td>
<td>$800</td>
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<tr>
<td>IIA</td>
<td>4,800—5,300</td>
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<td>300</td>
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<tr>
<td>IIIA</td>
<td>4,300—4,800</td>
<td>300</td>
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<td>IIIB</td>
<td>4,000—4,300</td>
<td>200</td>
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<tr>
<td><strong>Associate Professor</strong></td>
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<td></td>
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<tr>
<td>I</td>
<td>4,800—6,000</td>
<td>600</td>
</tr>
<tr>
<td>IIA</td>
<td>4,400—5,000</td>
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<tr>
<td>IIIB</td>
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<td>I</td>
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<td>500</td>
</tr>
<tr>
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</tr>
<tr>
<td>IIIB</td>
<td>3,400—4,000</td>
<td>100</td>
</tr>
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</table>
The median salary for a full professor was increased from $4,800, which it had been in 1951-52, to $6,000 in 1952-53, or an increase of almost 25 per cent. The corresponding figures were from $4,200 to $4,800, or 14 per cent, for an associate professor; from $3,700 to $4,000, or 8 per cent, for an assistant professor; and from $3,300 to $3,500, or 7 per cent, for an instructor. All this was accomplished without any increase in revenues. In fact, even with these raises, the total faculty cost was less in 1952-53 than in 1951-52.

Although the majority of the faculty members were more than pleased with the new schedule, there were some who were afraid the emphasis on educational qualifications (as measured by higher degrees) would work to their disadvantage. These individuals fell into two groups. The first was composed of those who did not have the Ph.D. degree and were either too old or unwilling to renew their graduate study. In the second group were faculty members in specialized departments such as art and music. Both groups argued that the Ph.D. degree should not be used as the sole proof of the highest level of professional attainment. The first group wanted outstanding teaching ability and length of service included. The second thought that, in their fields, other qualifications such as artistic ability and production were more important than the Ph.D.

The administration pointed out that these other factors were used in determining an individual’s salary within the range for his rank and group. This failed to satisfy completely the discontented, since the fact remained that individuals without the Ph.D. degree could never, under the schedule, attain the highest salary level. President McDonald admitted the validity of some of these arguments, and hoped that the time would come when other factors (besides the Ph.D.) could be given greater weight. However, since the accrediting bodies used the percentage of Ph.D.’s on the faculty as the chief measure of its qualifications, it was necessary for a few years, at least, to concentrate on this one factor. No one could really deny this, since less than 22 per cent of the faculty, at this time, had doctorates.

In spite of the admitted weakness in President McDonald’s salary policies, including overemphasis on the Ph.D., it must be admitted that they were outstandingly successful in accomplishing the ends for which they were intended. They encouraged 22 members of the 1951-52 faculty to achieve the Ph.D. degree. In fact they did more than encourage this, since the resulting increases in salary were, in many cases, sufficient to pay, in a few years, for the cost of the graduate study. Furthermore, the salary levels were high enough
to enable Bowling Green to attract new faculty members of the highest qualifications, when there was a shortage of such individuals. The best evidence of this is the fact that the 22 per cent of the faculty holding doctorates was raised to 61 per cent by the end of President McDonald's administration. In addition, a number of other members of the faculty were in the last stages of their doctoral work.

At the end of President Prout's administration, salaries at Bowling Green State University were lower than at any of its three sister universities. This situation was completely changed during the first years of President McDonald's administration. On July 29, 1955, the President reported to the trustees that, during the preceding four years, Bowling Green salaries had been brought from the bottom to the top of the Ohio institutions and to a level close to the average salaries paid in the leading universities of the country. He also reported that the higher salaries being paid at Bowling Green State University had become a matter of concern on the part of the other comparable state universities of Ohio, and that the presidents of these universities had suggested that, as a matter of cooperation, the salaries at Bowling Green be held in line with those paid at Kent, Miami and Ohio Universities.

The trustees' reaction to this suggestion was that, while they recognized the importance of cooperation with the other universities, they also recognized the right and the responsibility of each of the state universities to operate in accordance with policies and plans considered best by its own governing board and administration. It, therefore, decided unanimously, as a matter of policy, that the President should establish and provide salaries at as adequate a level as could be arranged within the available funds.

That President McDonald followed the policy approved by the trustees is proved by the faculty salaries for 1961-62, as shown below:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Maximum</th>
<th>Minimum</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>$15,000</td>
<td>$9,200</td>
<td>$12,344</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>12,000</td>
<td>7,364</td>
<td>10,321</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>11,000</td>
<td>7,000</td>
<td>8,919</td>
</tr>
<tr>
<td>Instructor</td>
<td>8,700</td>
<td>4,800</td>
<td>6,784</td>
</tr>
</tbody>
</table>

The above maximums were, in all cases, over double the corresponding ones in 1951-52, and the increases in the minimums were almost as great. In fact, the minimum salary in each rank, in 1961-62, was approximately 50 per cent more than the maximum in 1951-52. Salaries in other comparable institutions also increased in this decade, but not to this extent.

Increases in salaries during President McDonald's administration did not result entirely from increased state appropriations. A large part of the funds used for this purpose came from changes in the University's internal operations and from better financial management.
Faculty Tenure

A new statement of tenure policies was approved by the Board of Trustees on November 28, 1953. This embodied several changes from the former policies which had been in force since 1944. During President Prout's administration, it was necessary to make a number of temporary or term appointments. Although such appointees were always informed that the positions were temporary and could be terminated without notice, the terms of the appointment were not always in writing. This resulted in misunderstanding in one case. The new statement, therefore, defined two kinds of appointments, term and regular, and provided that a term appointment should be for a specified period of time and should terminate at the end of that period, without the necessity of any notice. It also provided that the precise terms of any appointment should be stated in writing, with copies in the hands of both the appointee and the University.

Other important changes had to do with probationary periods for regular appointees. Under the former policies, all full professors were on tenure and any promotion to a higher rank gave tenure. The new policy provided for a five-year probationary period for all ranks above instructor (including full professors) and required that, in case of promotion, the faculty members' total probationary period should be that specified for his new rank.

A new feature of the 1953 tenure policies was granting credit for prior full-time service in other accredited colleges or universities. However, it stipulated that the probationary period should, include full-time service on the faculty of Bowling Green State University of four years for an instructor, three years for an assistant professor, three years for an associate professor, and two years for a professor.

Although the disturbances at the close of President McDonald's administration were partly the result of a question concerning tenure, they were not caused by any defect in the tenure policies themselves, but by failure to follow the provisions of these policies.

Departments and Courses

The undergraduate program was well-developed by the end of President Prout's administration. As a result, there were relatively few changes in departments during the period from 1951 to 1961. The changes that did occur were mostly minor and in the nature of reorganization of existing departments, rather than the addition of new ones. Only three new departments were added. These were Departments of Accounting, Air Science, and Geology. Air Science came as the result of the AFROTC established in 1952-53. Accounting was separated from Business Administration, and Geology from the old Department of Geography and Geology. Two departments were discontinued by combining
with a third. These were Engineering Drawing and Graphic Arts, which were put under Industrial Arts (where, by the way, they had formerly been). In 1951 the Foreign Language Department offered five languages: French, German, Latin, Portuguese, and Spanish. During this period, Portuguese was dropped and Russian added.

Early in President McDonald’s administration (and under his leadership), the deans of the undergraduate colleges and of the Graduate School undertook, with the department chairmen, a critical study of all course offerings of the University. The catalog in 1951 contained courses that were seldom offered and others, which, when offered, attracted too few students. The first result of this study was to reduce the number of courses by eliminating all deadwood. This was followed, as enrollments grew and finances permitted, by another period of growth and reorganization, on the graduate as well as the undergraduate level.

New Undergraduate Schools

At their meeting of October 19, 1960, the trustees authorized the President to plan for and, when ready, to establish three new schools. These were a School of Journalism in the College of Business Administration, a School of Music in the College of Education, and a School of Applied Science (engineering) in the College of Liberal Arts. The first two were established in 1961, but the last is still not in existence.

Graduate Programs

The master’s programs in the Graduate School were greatly strengthened during President McDonald’s administration. In the early years several major fields were discontinued because of low enrollments or inadequate facilities, or both, but later most of these were restored and others added. By 1961 a candidate for the master’s degree could major or minor in any one of 16 fields and minor in any one of five more. Other departments were planning graduate programs, and four more major and two more minor areas were added the following year. As a result of these expansions almost every department of the University was involved in one or more graduate programs.

The greatest development in the graduate field came in 1960. At their meeting held on October 19, of that year, the trustees authorized the President to start programs leading to the Ph.D. degree in biology, education, English, and speech. It was specifically stated that this action was not to be interpreted as an authorization to start these offerings at once, but was only an approval for the administration to begin planning such programs to be offered whenever faculty and facilities became adequate. The only one of these to be started under President McDonald’s administration was the Ph.D. program in English. However, President McDonald did not have the pleasure of conferring the first doctorates granted by Bowling Green State University. This event did not
come until January 25, 1963, when Walter C. Daniel and Linda (Welshimer) Wagner received Ph.D.'s in English. This was the last in a series of significant events in the development of the University: the first bachelor's degree in 1917, the first master's degree in 1936, and the first doctorates in 1963.

The University Library

We have seen the modest start of the University Library in 1914, in one small room in the basement of the old Methodist Church, across from the Armory. In 1915, the books were moved to the new Administration Building (now University Hall), and housed on the third floor in the rooms now used as a language laboratory. The lack of foresight as to the future development of the institution is well shown by the fact that this suite of rooms was intended to be the permanent location of the Library.

However, the book collection soon outgrew these quarters, and in 1927 the Library moved into a separate building. This building was larger than the Library needed at that time. For a number of years, the top floor was used for classrooms and housed the English Department. Even after some of these classrooms were converted into stacks in 1948, the Library again outgrew its quarters, and an addition was built in 1950-51. Still more space on the third floor was converted into a study area, when the Political Science Department vacated the space. It was planned, at that time, to enlarge the building further by constructing a second wing to the south. It was soon evident, as the University continued to grow, that even this would be inadequate, so the decision was made to build an entirely new Library. This Library was completed in 1967.

The growth of the book collection in the University Library, which began under President Prout's presidency, continued at an accelerated pace during the administration of President McDonald. This growth was not only in the number of volumes, but even more in their quality. Particular attention was given to building a library adequate to the needs of the students in the University's developing graduate program. Even measured in terms of the number of volumes alone, the growth during this decade was impressive. The total number of books and documents almost doubled from 188,000 in 1951, to more than 330,000 in 1961. In the same period, the number of periodicals received regularly increased from approximately 725 to over 950.

This development was made possible by the fact that the funds available for the purchase of books (which had been totally inadequate during President Prout's administration) were substantially increased during the 1950's. This increase enabled the librarian, Paul F. Leedy, to make great progress in building a collection of books and other source materials to meet the needs of the expanding undergraduate and graduate programs. In this, he was supported and aided by the President of the University, the Faculty Library Committee, and the department chairmen.
Research

Even in the early years of Bowling Green State Normal College, in spite of very heavy teaching loads, several members of the faculty were writing and publishing. However, for many years, the emphasis was on teaching, rather than research and scholarly productivity. This situation remained unchanged throughout all of President Williams' presidency.

President Prout had a somewhat greater interest in promoting research and some progress was made during his administration. In 1939-40 the faculty Committee on Research was appointed. It did much to encourage scholarly productivity by the faculty. However, the faculty still was handicapped by heavy teaching schedules and lack of financial support. This situation did not change materially before 1951.

Under President McDonald, greater emphasis was placed upon research. Scholarly productivity, as well as teaching ability, was considered in hiring new faculty members, and in determining salary increases and promotions. More money was available to support research projects. Teaching schedules were reduced to make it possible. Previously, the standard teaching load had been 15 class hours a week, although schedules frequently reached 16 hours and even higher. Under President McDonald, the standard load was reduced to 12 hours a week, and faculty members engaged in research often were given still lighter loads. The result of all these factors was a great increase in the scholarly production of the faculty. At the time of the golden anniversary celebration, in 1959-60, a survey was made which showed over 100 books and articles published in the two years preceding, and approximately 50 more either submitted for publication or in progress. These were in addition to a number of artistic productions in both music and art.

Administrative Officers

The administrative staff and organization of the University had failed to keep up with the rapid growth after the end of the war. One of the first acts of the new President was to issue a statement describing a new and expanded administrative organization. This was presented to the faculty at a meeting held on September 12, 1951, and later distributed in mimeographed form. In the main the new organization was based on the recommendations of the Committee on the Administrative Organization of the University, which had been approved by the Senate and faculty. The report of this committee was discussed in the preceding chapter.

The main features of the new organization were the establishment of new administrative offices and several administrative councils. The principal new offices were those of Dean of Faculties and Dean of Administration. These were created at the end of Dr. Prout's administration, with the approval of the new President, but did not go into effect until September, 1951. These
two new offices were of equal rank and both reported directly to the President. President McDonald's report to the faculty stated:

The Dean of Faculties . . . will have the chief administrative responsibility for the academic program of the University.

The title of this position was later changed to Provost. The Dean of Administration, in addition to assisting the President in his general administrative functions, was responsible for the administration of all non-academic operations of the University relating to student life and welfare, beginning with the student's application for admission and ending only with his graduation and placement.

A number of other new administrative offices also were established during the first year of President McDonald's administration. The most important of these (for the administration of the academic program) were assistant deans in each of the three undergraduate colleges. These assistants were badly needed, since the administrative load had become too heavy for one individual to carry. This was particularly true in the Colleges of Liberal Arts and Education, and was rapidly becoming so in the College of Business Administration. Other administrative positions created during this decade were those of Secretary of the Faculty, Director of Residential and Plant Operations, and several administrative assistants to the President.

No new administrative officers were brought into the University during President McDonald's term in office. There were, however, a number of new offices, new titles, and considerable shifting from one position to another. Several appointments were made at the end of the previous administration. These were Ralph G. Harshman, Dean of Administration; James Robert Overman, Dean of Faculties; and Benjamin L. Pierce, Dean of the College of Business Administration.

In 1952-53 John W. Bunn was appointed to the new position of Director of Residential and Plant Operations. Mr. Bunn joined the staff in 1939 as Assistant Registrar. Later he became Registrar, and still later, served the University in a number of different capacities. The last of these was assistant to the Dean of Administration. In 1953 Lloyd A. Helms was appointed to the newly created position of Secretary of the Faculty. The next change came in 1954, when the author resigned as Dean of Faculties to return to teaching. No successor was appointed at this time.

The year 1955-56 saw a general reorganization of the administrative staff, but brought only two new individuals. The first of these was Elden T. Smith, chairman of the Speech Department, who was made Director of Student Life and Services. This title was later changed to Dean of Students. Dr. Smith, although he had made an outstanding record in developing the Speech Department, always had a great interest in the larger problems of University administration, and had served on many important committees.

In the same year, Dr. Harshman's title was changed to Vice President,
and Kenneth H. McFall became Provost. This latter was a new office created to take the place of the discontinued Dean of Faculties. This set off a chain reaction. Emerson C. Shuck became Dean of the College of Liberal Arts, and Lloyd A. Helms became Dean of the Graduate School. In the same year (1955-56), Herschel Litherland resigned as Dean of the College of Education, and was succeeded by John E. Gee.

Another change came with the 1960-61 school year, when Dr. Harshman retired from the vice-presidency to return to teaching and Dr. McFall succeeded him as Vice President. The office of Provost was discontinued, only to be revived a year later. Dr. Harshman’s return to teaching also was destined to be short. The same year (1960-61), brought the second new face to the administrative staff, when Dr. Pierce retired as Dean of the College of Business Administration and William F. Schmeltz, chairman of the Accounting Department, was appointed as his successor.

The building of a well-organized and efficient administrative organization was one of President McDonald’s major contributions to the University. He was very fortunate in the fact that the individuals who were to man this organization were already on the staff.

Administrative Councils

The faculty and the Committee on Administrative Organization of the University had feared that the change from a single University faculty to separate college faculties might result in a loss of the unity that had been the chief strength of the old faculty organization. To prevent this, the committee had recommended the creation of a series of policy-forming councils. President McDonald shared these fears and established three councils. These were the Academic Council, the Council on Student Affairs, and a re-vamped Executive Committee.

The Academic Council was comprised of the Dean of Faculties as chairman, the Dean of the Graduate School, the three deans of the undergraduate colleges, the Dean of Administration, and three teaching faculty members, one to be elected by each of the undergraduate college faculties. The President of the University was also an ex-officio member of the Council.

The President defined the functions of the Academic Council, as follows:

(1) will review all major decisions on academic policy that arise from the respective colleges, will consider any additional matters related to curriculum and instruction . . . and will formulate definite recommendations for the academic policy of the University . . . . With the approval of the Dean of Faculties, the recommendations of the Academic Council will be transmitted to the President.

The Council on Student Affairs was comprised of the Dean of Administration as chairman, the Director of Admissions, the Dean of Students, the Dean of Women, the Counselor of New Students, the Dean of Faculties and three
teaching faculty members, one to be elected by each of the undergraduate college faculties. The President of the University and the President of the Student Council also were ex-officio members. A year later, four student members (one from each class) were added. The President's outline stated:

The Council on Student Affairs will consider any and all matters of University policy related to student life and will make recommendations for University policy in this area . . . With the approval of the Dean of Administration, the recommendations of the Council on Student Affairs will be transmitted to the President.

The Executive Committee had, for many years, been (with the President) the chief policy-making body of the University. Under the new plan, its title was changed to Executive Council, and it was defined as an institution-wide, policy-developing agency for any matters that did not come directly under the responsibility of either of the other two councils. Its membership had, in the past, included only administrative officers of the University, but it was now enlarged to include the business manager and three teaching faculty members to be elected by the three undergraduate faculties. From the start, there was considerable confusion as to what questions were to be considered by this Council. As a result, it was dropped in 1955-56.

In September, 1955, the President announced a number of revisions in the administrative organization. The chief feature of this announcement was the identification of five major areas of administration, each with an administrative head. These were: (1) the Academic Area under the Provost, (2) the Area of Student Life and Services, under the Director of Student Life and Services, (3) the Area of Financial Administration under the Business Manager, (4) the Area of Residential and Plant Operations, under the Director of Residential and Plant Operations, and (5) the Area of Public Relations under the Vice-President. The latter officer also continued to serve as the assistant and consultant to the President on all matters related to the development of the University.

University Senate and Faculty Council

The new administrative organization made it necessary to revise the constitution of the University Senate, which had been adopted in 1949. Early in President McDonald's administration, the Senate appointed a committee to study this problem and to propose a new constitution. After discussion and some amendments by the Senate, the recommendations of this committee were approved by that body and by a vote of the entire faculty. The new constitution was approved by the Board of Trustees at its meeting on June 5, 1953, and became the official charter of the University faculty.

The new charter differed from the 1949 constitution in several ways. One of the chief criticisms of the latter documents was that it deprived the faculty members, who were not also members of the Senate, of the opportunity
to discuss and become fully informed concerning University problems and policies. It is true that it provided that complete minutes of the Senate should be sent to all faculty members, but this was not thought to be enough. President McDonald was aware of this situation and, in his 1951 outline of the new administrative organization, stated that there were a number of other problems that should receive early attention. Among these, he mentioned the role of the general faculty in university administration.

As a result of these criticisms, the new charter included provisions concerning the University faculty, composed of all full-time employees of the University holding faculty rank. This faculty was to meet with the Senate and have the right to participate in its discussions.

The organization and functions of the University Senate remained much the same as before, but membership was somewhat more restricted. Whereas the previous constitution of May, 1949, included assistant professors who were members of the Senate before March, 1949, the new charter confined the membership to professors and associate professors who had attained permanent tenure. The new charter stated:

Broadly defined, it shall be the function of the University Senate to increase the effectiveness of the University Faculty by providing a smaller body composed of those members who, because of the amount and quality of their preparation and service, as evidenced by appointment to higher academic ranks, are best qualified to act for the Faculty.

In addition to its former duties of studying University problems and making recommendations to the administration, the Senate was designated by the charter to elect certain members of the three councils and certain faculty members to standing committees.

The new charter retained a Faculty Council to act as the executive committee of the University faculty and Senate. The Faculty Council also was to plan the agenda for the meetings of these bodies. The members of the Council, as provided in the 1953 charter, were the President of the University as presiding officer, the Dean of Faculties, the Dean of Administration, and six faculty members, three elected by the Senate and three by the undergraduate college faculties.

The newly organized Faculty Council, at its first meeting in the fall of 1953, approved the appointment by the President of the University of a secretary of the faculty who would also serve as secretary of the Faculty Council. This appointment was to be made from the elected faculty members of the Council, and Lloyd A. Helms, Professor of Economics, was the first appointee.

The faculty charter was revised in 1954 and again in 1956. These revisions were largely the result of changes that had taken place in the administrative organization of the University. In 1954 (with the resignation of the author), the position of Dean of Faculties was discontinued. A year later, a similar
Office was established with the title of Provost. At the same time, the title of Dean of Administration was changed to Vice-President. The Executive Council (as we have noted) was discontinued in 1955-56, and the Faculty Council was enlarged. The new Council was composed of the President of the University as chairman, the Secretary of the Faculty, the Vice-President, the Provost, and nine faculty members. Six of the latter were elected by the Senate, and the rest by the three undergraduate faculties.

During the latter part of President McDonald's administration, the University faculty and Senate, and the Faculty Council, became relatively inactive and seldom met. This was due largely to the failure of the Council, which was the executive committee of the other two organizations, to function effectively. One reason for this was the fact that the charter made the President of the University the chairman and gave no specific authority to this body to act on its own initiative. It is true that the charter did provide for a chairman pro tem, selected by the elected members. This officer was to preside in the absence of the President. The chairman pro-tem also was to be responsible, with the President, for planning the agenda of Council meetings, and for doing everything possible to render the work of the Council more effective. This last provision was certainly broad enough to have enabled the chairman pro-tem to call meetings and plan agendas on his own initiative. However, this was not done, and the Council, Senate, and faculty met less and less frequently.

There was another and more general cause for the faculty's loss of interest in the Senate. This was the fact that the faculty had grown too rapidly. In 1961 almost half the members had been on the staff for five years or less. This was too large an increase in too short a period to enable the faculty really to get acquainted and to learn to work together. This rapid growth had another effect. Since membership in the Senate was confined to professors and associate professors who had attained tenure, approximately two-thirds of the faculty were not members. As a result, the Senate no longer represented the majority of the faculty. The newer members felt that they were discriminated against, and were only second-rate faculty members. This was unfortunate at this time, since the majority of the newer faculty members were well-trained, capable, ambitious, and anxious to contribute to the development of the University.

The failure of the machinery for faculty participation in University administration was undoubtedly the greatest weakness in President McDonald's administration, and was one of the principal causes of the events that finally led to his resignation. The machinery was there and, in spite of all its weaknesses, it could have been made to function effectively. The blame for its failure to do so must be shared by the administration and the faculty. The faculty did finally make the attempt to remedy the situation. In April of 1961, the Senate met as the result of a faculty petition, and appointed a committee to draw up a constitution for a new Senate, with its own executive committee, to serve as a free deliberative body with the right to determine its own agenda.
The events that followed and which finally led to President McDonald's resignation might have been prevented, if these proposed reforms had been incorporated in the 1956 charter. Similar provisions had been included by the committee that drew up the original draft of the 1956 charter, but they had been removed before it was approved by the President and trustees.

Student Government

Student government underwent a number of changes during these years. The newly formed Council on Student Affairs, which included four student members, became the principal forum for the expression of student sentiment, and the Student Senate diminished in importance and effectiveness. In addition to serving on the Council on Student Affairs, students participated in the administration of most student activities through membership on many other committees. The catalog of February, 1954, stated:

The Student Court is vested by the Board of Trustees with judicial authority in student traffic violations and other cases by authorization of the President of the University.

In 1959 a new Student Body Organization was formed including executive officers, a student cabinet, a student council, and the student court. The purpose of this organization, according to the 1959-60 catalog, was as follows:

... to provide students with wide opportunities for responsible participation in the government of the University community and to give the University the advantage of student deliberation and experience in arriving at the soundest possible policies and practices with respect to matters which relate directly and uniformly to all students enrolled at the University.

This organization was quite active in trying to control and direct the student demonstrations of 1961, although it was not responsible for their outbreak.

Fees and Expenses

The cost of a year at Bowling Green State University continued to rise during the decade from 1951 to 1961. The registration fee, which had been $45 a semester in 1951-52, was $100 a semester in 1961-62. The miscellaneous fees (activity, health, library, University Union, etc.) which totaled $29.50 a semester in 1951-52, were replaced by a single incidental fee which was $100 for the same period. Thus total fees (for residents of Ohio) rose from $75.50 to $200 a semester. The nonresident fee, which was $37.50 a semester in 1951-52, had increased to $175 for the same period by 1960-61. This was in addition to the registration and incidental fees.

Charges for board and room also increased from $189 a semester in
1951-52 to $350 in 1961-62. The 1951-52 catalog estimated the total necessary cost of study at Bowling Green State University (for a resident of Ohio) at $291.50 a semester, or approximately $600 for a year. The 1961-62 catalog gave no estimate, but, on a similar basis, the total cost was approximately $600 a semester, or $1,200 a year. This represented an increase of 100 per cent. Costs at Bowling Green were now comparable to those at other state-supported universities in Ohio.

The increase in the cost of a year at Bowling Green State University resulted from several factors. Charges for board and room had to be raised, because of the expense of building new dormitories and the increased cost of food and services. Fees had to be increased because state appropriations were not sufficient to cover faculty salaries, employees’ wages, and other educational expenses. The General Assembly, in considering the budget requests of the state universities, insisted that fees at Bowling Green be put on the same level as those at the other state-assisted universities.

There was another reason in addition to those mentioned above. This was a radical change in the attitude of the administration of the University. President Williams, the first president, wanted to furnish a good college education at the lowest possible cost. President McDonald, on the other hand, put the emphasis on quality. However, because of good financial management, costs at Bowling Green State University continued to compare favorably with those at other state universities.

A New Alumni Association

During President Prout’s last years in office, a number of differences concerning policies and functions rose between the Alumni Association and the administration of the University. These continued and became even worse during the first part of President McDonald’s term of office. Finally, President McDonald appointed a Committee on Alumni Organization and Relationships to study the problem and make recommendations. This committee was composed of Frank J. Prout, President Emeritus of the University; Elden T. Smith, Director of Student Life and Services; Florence Currier, Dean of Women; Lloyd A. Helms, Secretary of the Faculty; Ralph G. Harshman, Vice-President of the University; and six alumni members. After considerable study, the committee recommended the formation of a new alumni group and proposed a constitution. This constitution was approved by the Board of Trustees on February 8, 1957.

At first the new organization was opposed by the old group, which had incorporated under the title of Bowling Green State University Alumni Association, Inc. Finally, however, in the interests of peace and the future development of the University, the old group decided to dissolve in favor of the new.
Organizations and Activities

Bowling Green State University always held the philosophy that a college education should provide for the social as well as for the mental development of its students. To this end, the University, from its beginning as a normal school, always provided a wide range of social and cultural organizations and activities at a minimum expense to the student. This policy was continued under President McDonald.

The catalog published in March, 1961, contained the following statement:

Stud ies come first, always, but they are not the whole of a college education. While a college career should most certainly mean intellectual development, it should also be the means for further social and personal development.

To this end Bowling Green State University provides an extensive social and cultural program. While the program includes parties and dances, it goes much further by giving the students a great range of opportunities for experience in working with others (and), in assuming leadership for student activities.

Cultural opportunities expanded. The same catalog March, 1961, contained the statement:

Students have an opportunity to hear noted musicians, symphonic orchestras and bands, lecturers and actors brought to the University each year through the Artist Series ... In addition, the Department of Music provides a series of faculty and student recitals and concerts, the Department of Art sponsors a number of exhibits ... and other departments and divisions ... present cultural and informational programs.

Honorary, Departmental and Social Groups

The number of honorary, departmental and other student organizations increased during this period. The March, 1961, catalog listed 27 honor societies, 22 of which were national. In addition, it listed 44 departmental and other voluntary student organizations, 16 of which were national and 28 local.

The number of fraternities and sororities also increased. At the end of this period there were 11 sororities and 17 fraternities on campus. All of these, except one men's group, were national.

Speech, Publications, and Music Activities

The number of student activities, in connection with the instructional program of the University, also expanded. Students in the Speech Department received valuable experience in managing a radio station, in forensics and in dramatics. Student staffs, under the supervision of the Journalism De-
partment, published the *B-G News*, twice a week and *The Key*, annually. The Music Department sponsored three choruses, two bands, the University Symphony Orchestra, two smaller orchestras, and several other vocal and instrumental ensembles.

**Intramural and Intercollegiate Athletics**

The Health and Physical Education Department, in addition to conducting the required courses for freshmen and sophomores, offered a wide variety (approximately 40) of intramural sports open to all students. It also carried on a program of intercollegiate athletics with teams in football, basketball, golf, tennis, swimming, track, cross-country, and hockey. Women’s hockey and swimming teams competed with teams from other colleges and universities.

Bowling Green State University withdrew from the Ohio Athletic Conference during President Prout's administration. It continued to schedule games independently until 1952, when it joined the Mid-American Conference. The other members of this conference are Miami University, Ohio University, Kent State University, the University of Toledo, Western Michigan University, and Marshall University. Since joining, Bowling Green has won six championships in football, three in basketball, six in swimming, three in wrestling, and one each in golf and tennis.

There may be some difference of opinion, among educators and the public, about the place of an athletic program in the scheme of higher education. However, there can be no doubt about the role that athletics have played in the development of Bowling Green State University and in the gaining of national recognition. The latter point was deeply impressed upon the author when he was investigating possible candidates for the presidency of the University to succeed President Prout. One of the things that all of the men interviewed knew about the Bowling Green school was the fact that it had a strong basketball team and, in a few cases, this was the only thing they knew.

It is interesting to note how the educational and athletic development have closely paralleled each other, and it is sometimes hard to tell which was the cause and which the effect. In the early days the normal school was not considered worthy of membership in either the Ohio College Association or the Ohio Athletic Conference. As a result, its athletic teams had to seek competition elsewhere and, together with several other schools in somewhat the same position, to form a new conference. As the institution grew, both educationally and athletically, it was admitted to both of the above bodies, but was for a number of years the underdog in each. As time went on, Bowling Green rose to leadership in both organizations. Eventually, its athletic teams became too strong for the other members of the Ohio Conference and Bowling Green was again forced to seek stronger opponents. Finally, it joined the Mid-American Conference. This organization is now recognized as one of the strongest
in the country, and Bowling Green is recognized as one of the strong state institutions of higher learning.

No discussion of the athletic program would be complete without the mention of several outstanding coaches.

Warren E. Steller contributed much to the development of the physical education program, both as an instructor and as a coach, particularly of football and basketball. During the 10 seasons he coached football (1924-34), his teams won 40 games, tied 19 and lost 21. His record was just as impressive in baseball, which he coached in 1925 and from 1928 to 1959. During that time, his teams won 217 games and lost 139. The baseball diamond is named in his honor.

In 1941 Robert H. Whittaker became head football coach and served for 14 years. He coached the track teams from 1941 to 1948, and again from 1956 to 1960. His football teams won 66 games, lost 50 and tied 8. In track his teams won 77 meets and lost 40. The new track is named in Mr. Whittaker's honor.

Harold W. Anderson came to Bowling Green in 1942 as head basketball coach, and his teams soon won national fame. They were invited to the National Invitational Tournament five times in six years and won three Mid-American championships. He is one of five major college coaches whose teams have won more than 500 victories. His all-time record (including his career before coming to Bowling Green) was 504 wins to 226 losses. In 1961 Harold Anderson was elected by the Helms Athletic Foundation to its Basketball Hall of Fame. The basketball court in Memorial Hall is named in his honor.

In 1955 Doyt L. Perry, a graduate of Bowling Green State University and a former football star, returned to his alma mater as head football coach. During the 10 years he served in this capacity, his teams made a record that brought him national recognition as one of the outstanding coaches of the country. His teams made the phenomenal record of 77 wins, 11 losses and 5 ties. In 1965 Mr. Perry gave up his coaching duties and succeeded Harold Anderson as Director of Athletics. The new University stadium is named in his honor.

The 1960 football season was saddened by a tragic accident. On October 29 of that year, the Bowling Green Falcons defeated the California State Polytechnic Mustangs by a score of 50-6. The celebration, however, was soon ended, when the plane which was to take the Polytechnic team home to California crashed on takeoff from the Toledo Express Airport. Twenty-two were killed; 16 of these were members of the Cal Tech team. As soon as they recovered from the stunning shock, students at Bowling Green State University and the University of Toledo, as well as citizens of Bowling Green and Toledo, rallied to the aid of the survivors, and rendered them every assistance possible, financial and otherwise.
Golden Anniversary

During the 1959-60 school year, Bowling Green State University celebrated the golden anniversary of its founding. The program started at a keynote luncheon on homecoming day, October 10, 1959, with an address by President McDonald. This was followed by a series of five symposia throughout the year, on the humanities, business and education, the social sciences, science and mathematics, and education. Nationally known scholars and business leaders participated in these symposia. All were well attended by faculty, students, alumni, and friends of the University.

The anniversary events ended with a convocation on May 19, 1960, on the fiftieth anniversary of the day on which the act creating the University was signed. The speakers at the convocation were Michael V. DiSalle, Governor of Ohio, and Harlan H. Hatcher, President of the University of Michigan.

Automobile Regulations

At the end of President Prout's administration, male students could obtain permits for the operation of an automobile in Bowling Green, if they could establish a just need. Unmarried women students, however, could not secure such a permit. All this was soon changed. The catalog published in February, 1954, contained new regulations which permitted the operation of an automobile by any student regardless of sex, or of need. The only requirements were approval of parents or guardian, payment of a fee, possession of a driver's license, and evidence of paid-up insurance.

The above regulations remained unchanged during the rest of President McDonald's administration. The catalog of March, 1961, contained the following statement:

The University recognizes that the use of automobiles is a part of the daily living of most Americans, and considers it a part of a student's education that he develop habits of responsible citizenship in this respect . . . (Therefore) the University permits any student to bring his automobile to the campus, if he and his parents feel that it is desirable for him to do so.

Drinking Regulations

The liberalization of the rules to permit any student to operate an automobile removed one of the principal causes of student unrest, which existed at the end of President Prout's administration. However, another source of strong discontent remained. This was the University's policy on drinking by students. The restrictions on the use of automobiles were lifted, but the regulations concerning the use of alcohol became more stringent.

The rules at the end of President Prout's administration simply stated that any student convicted of drunkenness was eligible for dismissal from the
University. No change was made until 1953-54. The catalog announcements for that year defined possession or use of alcoholic beverages on the University campus, or on property owned or rented by the University, to be automatic withdrawal from the University, and stated that the student would be dropped from the University immediately.

The catalog published in February, 1957, extended the prohibition against the possession or consumption of alcoholic beverages to include "in connection with any event or activity engaged in by a University organization." It also stated that a student's being under the influence of alcoholic beverages was considered in violation of University regulations and would subject the student to dismissal. The effect of these two additions to the previous regulations was to extend the prohibition to off-campus as well as on-campus drinking.

The final changes came with the 1959-60 catalog which stated:

Drinking of alcoholic beverages while a student is under the jurisdiction of the University is considered contrary to good citizenship in the University . . . The University expects each student to refrain from drinking alcoholic beverages in any form. Violation of this policy . . . may lead to dismissal.

This same catalog also stated that any student assisting in the transportation of alcoholic beverages in any form to an event or activity engaged in by a University-recognized organization would be immediately dismissed.

These regulations have been discussed here at some length, because of the bearing they had upon the unrest that broke out in student demonstrations toward the end of President McDonald's administration. These regulations were strongly resented by many members of the student body. This resentment was a major cause of the events that led to President McDonald's resignation in June, 1961.

Student Demonstrations

The first student riot occurred in 1949 during President Prout's administration. A similar disturbance took place early in the morning of Friday, May 24, 1957. The chief cause of the earlier riot was the resentment of the students against the strict regulations concerning the use of automobiles and alcoholic beverages. By 1957 the automobile restrictions were much more lenient, but those on the use of alcoholic beverages had become even more stringent.

Early in May of 1957, two fraternities were disciplined for serving alcoholic beverages at off-campus social events. This action was supported by the Interfraternity Council and by an editorial in the B-G News. No disturbances occurred at the time. However, at one o'clock in the morning of Friday, May 24, a torchlight demonstration started on campus protesting the action taken against these fraternities. About 300 students participated and, after touring the campus, congregated on East Wooster Street in front of the President's home. Since this street was also U.S. Highway 6, the crowd caused
a traffic jam which soon extended for over half a mile. University police and city police, city firemen, sheriff's deputies, and state highway patrolmen were soon on the scene, and a series of fights started in which several received minor injuries. Finally, the traffic jam was broken by driving several large trucks through the crowd. By 3 a.m., the crowd dispersed and order was restored.

Although there were no other disturbances for several years, student unrest continued. The next outbreak occurred on Sunday, March 26, 1961, and was apparently unpremeditated. It started with a water fight on Fraternity Row, but a crowd gathered and finally moved to Wooster Street in front of Founders Quadrangle. Traffic on U. S. 6 was again blocked, and the state highway patrol had to disperse the crowd. No serious violence occurred, and the B-G News of March 28 called it an outbreak of spring fever.

Apparently, it was more than spring fever, since on the same day the B-G News article was published, the students staged a strike. Although a majority of students attended classes, a large number congregated on the campus in front of the Union and built bonfires to keep warm. The crowd was orderly and was addressed by a number of speakers from both the faculty and the student body. Some speakers urged the students to return to classes; others advocated continuing the strike. The number of absentees from classes gradually diminished, but the strike (and the demonstrations) continued until stopped by the spring recess, which started at noon on March 29.

During the demonstrations, students carried signs stating a variety of grievances, but no one seemed to know exactly what the strike was about. The Student Council held a hasty meeting to draw up a statement, but were unable to reach an agreement immediately. A committee was appointed, and made its report to the Student Council. On April 13, the Council issued a set of resolutions containing five grievances. The first of these concerned an automobile regulation which they claimed caused a person to be punished twice as a direct result of a single offense. The second complaint related to administrative attitudes. The Student Council stated that the attitudes and the actions of certain members of the University staff had kindled ill feelings among the student body. The third grievance concerned the alleged administrative censorship of the B-G News. The council asked that the "student editor's opinion on news editing and coverage . . . should be final with the advice of, not the consent of, the B-G News Director." The fourth resolution called for a revision of the rules governing class attendance. This included the recommendation that "the number of permissible, unauthorized class absences . . . be increased to twice the number of credit hours per course." The final grievance was against the regulations governing the conduct of women students. The Council pointed out the rules concerning men's calling hours, clothing and the disciplining of "women engaged in improper social behavior (petting) in front of residence halls" needed to be changed.

As in the 1957 disturbance, the rules concerning the use of alcoholic beverages were not included in the list of grievances. In spite of this, as was true in
1957, the newspapers and the general public still thought the drinking regulations were a major cause of student unrest. However, the fundamental causes were much more general and more basic than the use of alcohol or the five grievances enumerated by the Student Council. They were to be found in the changed character of the student body, and in the changed attitudes and standards of the public. In the early days, the students at Bowling Green came largely from families in which discipline was rather strict. The children took this as natural, and the parents wanted it continued in college. Their attitude was much like that of the father who told his boy, “If you get a whipping in school, I’ll give you another when you get home.” Social drinking was unknown in these families, and the parents wanted it prohibited in college. One reason that Bowling Green was chosen as the site of the new normal school was the fact that it was dry at that time.

By 1949, and to a greater extent by 1957 and 1961, all this had changed. The student body was now more cosmopolitan, and a fairly large percentage came from larger cities and from higher-income families. Standards had also changed. Family discipline was, in general, less strict, and the children were given much greater liberty. In many families, social drinking was a matter of course. When the children from these homes entered college, neither the parents nor the children could see any reason why they should not continue to have the same liberty to which they were accustomed.

The desire of students for greater freedom in all ways, and their demand for a larger voice in controlling not only their own conduct, but the administration of the University as well, was not confined to the Bowling Green campus. This is shown by the occurrence of similar (and often more serious) student demonstrations throughout the country. The disturbances at Bowling Green were undoubtedly influenced by the national movement.

By the end of President McDonald’s administration, many members of the faculty sympathized with the students’ desire for greater freedom, even if they did not approve of the means they used in attempting to achieve this end. Even those who (as a matter of principle) believed the University should act in loco parentis, and impose rather strict regulations on student conduct, were beginning to doubt if such controls could be enforced much longer, in light of the public’s attitude and the growing size of the University.

**Faculty Morale**

Faculty morale, in spite of the low salaries, was high at the end of President Prout’s administration. After many years, and many attempts, the faculty had finally achieved unity of purpose, loyalty to the University (rather than to the teachers’ college alone), and faith in its future as a strong, multiple-purpose state institution of higher learning. Most of its members were eager to share and participate in the future development which they foresaw.

This high morale continued during the first years of President McDonald’s
administration, since the faculty could see the great progress that was being made toward the realization of their hopes for the future. Faculty morale was strengthened further by very substantial immediate increases in salaries and promises of more in the future.

Unfortunately, a number of factors brought on a lowering of this morale before the end of President McDonald's term. Perhaps the most important of these was the rapid change in personnel, which was the unavoidable result of the up-grading of the faculty by weeding out the less qualified, and adding new members with better training. Of the 254 members of the teaching faculty in 1961, 147, or 58 per cent, joined the staff after 1951, and 113, or 45 per cent, after 1955. Put in a different way, over half of the faculty in 1961 had been at Bowling Green for less than 10 years, and almost half for less than five. This was too great a change in too short a time for the faculty to achieve a new unity and develop strong loyalties. Possibly greater efforts toward these ends could have been made by both faculty and administration, but, in any case, five (or even 10) years were too short a period.

There was a second, and very important cause of the lowered morale. This was the rapidly growing demand, by college faculties, for greater liberty, and for increased participation in the formation and administration of University policies. This paralleled the similar movement among students, and, like the student movement, was nation-wide in its scope. The administration of Bowling Green State University from the beginning was from the top down. The Act of May 10, 1910, which created the two new normal schools, gave the Boards of Trustees in connection with the presidents, the authority to employ a faculty, provide a course of study and proper equipment, and fix rates of tuition. Subsequent acts, changing the names and scopes of the two institutions, made no change in this respect. The only authority given to the faculty, by law, was the provision in the Act of March, 1929: "On the recommendation of the faculty, the board of trustees may confer ... honorary degrees." In practice the trustees of the Bowling Green institution delegated much of their authority to the President, but at no time, prior to 1951, was there any delegation of specific powers to the faculty.

Under President McDonald's administration, the faculty had a much greater part than ever before in determining University policies. This was the result of faculty membership on the important councils, which we have already described. The University faculty and Senate furnished further opportunities for study, discussion, and recommendations concerning matters of policy and administration. Imperfect as it was considered to be by some faculty members, the fact remains that the machinery existed for greater faculty participation in, and contributions to, the administration of the University. The machinery existed, but it was not fully used. The responsibility for this situation lay as much with the faculty as with the administration. One important factor was the lack of proper communication between faculty and President.
Faculty Petitions

The resentment of a number of faculty members against what they considered to be a one-man administration was, without question, the major cause of the events that led up to President McDonald's resignation. Signs of faculty unrest had existed for some time, and some of the faculty, apparently, were only waiting for a good opportunity to voice their grievances and demands. This opportunity came in the spring of 1961, when the administration announced that a faculty member in the last year of his probationary period would not be re-employed for the following year. This action of the administration led to a series of petitions from the faculty. Some of these supported the President, but others asked the administration to rescind its action, and to employ the faculty member for the following year, thus giving him tenure. Those who signed the latter petitions claimed that the action of the administration violated the University tenure regulations, both in spirit and in fact. This controversy is too recent, and the emotions aroused on both sides were too violent, to make it possible to judge fairly the merits of this dispute, or of the particular case that triggered the explosion. The important fact is that it was one of the major causes of the events which followed.

President McDonald Resigns

At the meeting of the Board of Trustees held on June 24, 1961, President McDonald submitted his resignation as President, to take effect on September 1, 1961. At the same meeting, President McDonald recommended that Dr. Ralph G. Harshman be appointed acting president, effective September 1. The trustees accepted the resignation and recommendation, and Dr. Harshman was duly elected.

Dr. Harshman was well-qualified for the position to which he was elected, and was also well-acquainted with the problems confronting the University. He had been on the faculty since 1936, Dean of the College of Business Administration from 1937 to 1951, and Dean of Administration and Vice President for a number of years. The University was indeed fortunate to have an individual of Dr. Harshman's ability and experience to take over the presidency in this emergency. At the time of President McDonald's election in 1951, the faculty committee recommended three individuals to the trustees, and one of these was Dr. Harshman. He was eliminated at that time, since the trustees had adopted the policy of considering no member of the faculty for the presidency.

Summary of President McDonald's Administration

The building of a great university requires the cooperation of all concerned: the governing body, the president and administration, the faculty, and the students, all working toward a common end and with full respect for,
and faith in, each other. This united effort did not exist at the end of President McDonald’s term in office. In all other respects, however, his administration was an outstanding success.

The growth and development of the University in the brief span of 10 years was truly remarkable. On-campus enrollments grew from 4,235 in 1950-51 to 6,229 in 1960-61, and would have increased much more, if dormitory space had been available. Off-campus services also increased. The branch at Sandusky was re-opened, and new branches were started in Bryan, Fremont and Fostoria. Summer school offerings were increased, and made more varied and attractive. As a result, summer attendance rose from 1,074 in 1950-51 to 4,751 in 1960-61.

The faculty grew more in quality than in size. In 1950-51 the full-time teaching faculty numbered 233. In 1960-61 the corresponding number was 252. Only 22 per cent of the full-time teaching faculty held the doctor’s degree in 1950-51, while in 1960-61 the figure was 61 per cent. The increase in faculty qualifications was paralleled by an even greater increase in faculty salaries. Whereas, in 1950-51, salaries at Bowling Green were the lowest of any of the four sister-institutions, by the end of the 1954-55 school year, they were the highest. They were so high, indeed, as to be embarrassing to the other institutions. Many, including the author, regard the increase in faculty qualifications and salaries as the greatest service of President McDonald’s administration to Bowling Green State University. Certainly a strong university is impossible without a strong faculty, and a strong faculty can not be built and maintained without a salary scale high enough to attract and keep well-qualified and outstanding faculty members.

Another of President McDonald’s great contributions was the building of an adequate administrative staff, and the creation of an effective administrative organization. In no area was this more needed than in that of finances. During President Prout’s administration, systematic planning of expenditures had often been impossible. He was faced with a series of emergency needs often without the necessary funds to meet them. This had forced a policy of robbing Peter to pay Paul. By the time President McDonald assumed office, the sudden emergencies were mostly over, and it was possible to set up an organization and plan for more systematic and efficient administration of the University finances. President McDonald was unusually well qualified to perform this task, but it was so large that, even with the able assistance of Ervin J. Kreischer, business manager, it occupied a great deal of his time and thought. This probably was one factor that caused him to lose touch with the faculty.

We have noted that the organization for the administration of the academic and student personnel programs was seriously understaffed when President McDonald took office, and that one of his first acts was to approve the appointment of a Dean of Faculties and a Dean of Administration to head these two areas. At the same time, assistant deans were appointed to relieve the deans of the three undergraduate colleges of part of their heavy loads. The machinery
for faculty participation in University administration was also improved by the creation of the policy-forming councils and revisions of the faculty charter. It is true that most of these changes had been either made, or recommended, before President McDonald took office, but they received his approval and support. The failure of some of this machinery to function as effectively as had been hoped was not entirely the fault of the President.

Great progress also was made in the instructional program of the University. The undergraduate offerings were refined and extended, and Schools of Journalism and Music were started. The Graduate School was greatly strengthened and a Ph.D. program was started. As a necessary aid to the development of the academic program, library facilities were improved both in quality and in size. The number of books and documents almost doubled, from 188,000 in 1951 to more than 330,000 in 1961.

The growth in the fields summarized above was paralleled by a similar growth in physical facilities. During this decade the last of the temporary buildings of the war and post-war years were removed, or destroyed. Eight new buildings and an addition to one old building were constructed. Two other buildings were completely remodeled. One other building was under construction and four more were being planned. Major campus improvements were made, both above and below ground, and approximately 600 acres were added to the campus. The total cost of all these physical improvements was approximately $35 million. This development of the physical plant was, to many, the most important growth of the decade from 1951 to 1961. At least it was the obvious and most spectacular development. By the end of this period, the very serious shortage in housing that existed at the end of President Prout's administration had been overcome. This, alone, was major achievement.

Other, somewhat less important, accomplishments could be listed, but these are enough to show that during the 10 years of President McDonald's administration, the University made greater progress than in any previous decade.

The best way to know any man is by his deeds, and President McDonald's have already been told. However, in order really to understand President McDonald's administration, its many achievements, and the disturbances at the end, it is necessary to know something of his personal characteristics. Since he became a controversial figure, anything that is written here will be criticized, and some may accuse the writer of prejudice. All that the author can say is, "This is the man as I knew him."

First and foremost, President McDonald was a man of principle. He decided all questions in terms of what he considered to be right or wrong. The question was always, "What is right?" and never, "What is expedient?" or "What is good public relations?" He was incapable of compromise where principles were involved. One illustration of this was his attitude toward the American Association of University Women. During Dr. Prout's administration, Bowling Green State University and its women graduates had been interested in ob-
taining the approval of this organization. Apparently negotiations were nearing a successful conclusion at the time President McDonald assumed the presidency. However, the picture soon changed and negotiations were dropped, since President McDonald felt that the AAUW should not act as an accrediting agency. Great pressure was brought to bear to induce him to modify his position, but he did not change. It was very bad public relations, but it was a matter of principle.

President McDonald was highly capable, and was justifiably confident in his own ability and judgment. This led many to feel that he was intolerant of the ideas of others and that he could never be convinced that he was wrong. The author did not find this to be the case. President McDonald did not like yes men, but respected and relied on those who had ideas of their own and were willing to fight for them. He was a hard man to convince, but he could be convinced, but only by cold reason and logic.

He was a perfectionist and a man of the highest standards. Good was never enough; he demanded the best. His ambition for Bowling Green was not that it should become one of the best, but the best. He was not satisfied with bringing faculty salaries at Bowling Green to a level with those of the other state institutions; he wanted them to be the highest. He succeeded in this, but at the expense of much criticism from the other schools.

Last, but not least, President McDonald was a hard worker, and put in incredibly long hours. It is often said of a man that his work comes first. With President McDonald it did not come first, but first, last, and all the time. While at Bowling Green he had no other interests. All his time and all his thoughts were devoted to the betterment of Bowling Green State University. The term dedicated has been greatly overworked, trite, and often meaningless, but it accurately describes President McDonald. His life while at Bowling Green was truly dedicated to the betterment of the University.

Unfortunately these qualities, while they enabled him to make remarkable contributions to the University, did not serve to make him popular with students, faculty, citizens, or with the presidents of the other state universities. He did not court popularity and he did not win popularity. He built a university. The few who really knew him discovered that he had great personal charm and human warmth, but unfortunately he was too busy to show this side to many.