CHAPTER NINE

The Post-War Years
1945-1951
MOST OF THE PROBLEMS of the first part of President Prout's administration arose from rapid changes in enrollments. This continued to be the case in the post-war years, but with a difference. Almost overnight, enrollments sky-rocketed, too few students changed to too many, and both faculty and physical facilities became inadequate.

The war with Germany ended in May, 1945, and with Japan in August of the same year. The effect on attendance was felt almost immediately. On-campus enrollment for 1944-45 was 1,349, of whom 240 were in the V-12 program. The V-12 program ended with the summer of 1945, but the enrollment for the first semester of 1945-46 reached a total of 1,651 and, for the second semester, 2,054. After that, enrollments rose to 3,856 in 1946-47, 4,472 in 1947-48, 4,525 in 1948-49, 4,682 in 1949-50, and 4,235 in 1950-51.

At first, most of the increase was due to the release of men from the armed services and the provisions made by the government for their college education. Enrollment of veterans started in the second semester of 1945-46 with 574. This increased to 1,613 in 1946-47, and to 1,875 in 1947-48. After that it started to decrease to 1,656 in 1948-49, 1,270 in 1949-50, and 624 in 1950-51.

Figures for the enrollment of non-veterans during this period were 2,043 in 1946, 2,597 in 1947-48, 2,869 in 1948-49, 3,414 in 1949-50, and 3,611 in 1950-51. These figures show that the growth of Bowling Green State University, which had started before the war, resumed as soon as the war ended, even without the somewhat temporary influx of veterans.

Enrollment of women continued to increase, but the big change was
in the number of men. Of the 1,349 students in attendance during the first semester of 1944-45, 999 were women, 110 civilian men and 240 men in the V-12 program. In 1945-46 the figures were 1,312 women and 339 men. The big boom came in 1946-47, when there were 1,537 women and 2,319 men in school. In 1947-48 the corresponding figures were 1,644 and 2,828. The next two years showed little change, either in total enrollments or in the ratio of men to women. The attendance for 1948-49 was 1,698 women and 2,827 men. For 1949-50, it was 1,796 women and 2,888 men. The number of veterans enrolled (mostly men) dropped from 1,270 in 1949-50 to only 624 men in 1950-51. This loss was partly balanced by an increase in the number of civilian males enrolled. The figures for 1950-51 were 1,756 women and 2,479 men.

For many years, the Bowling Green institution was known as a women's college, since women greatly outnumbered men. This situation gradually changed until, in 1938-39, the number of the two sexes became equal for the first time. Except for the interruption of the war, the number of men continued to grow more rapidly than the number of women until, by 1950-51, there were 41 per cent more men than women. This change in the proportion of the two sexes was a result of the development from normal school to university. In the early days, the majority of students were in the two-year courses for the training of teachers for elementary schools, and almost all of these were women. The increase in the number of students in the College of Education who were preparing for high school teaching, establishment of the College of Liberal Arts and the College of Business Administration, and the beginning graduate program appealed to men as well as women. This soon resulted in changing the ratio of men to women.

This change in the representation of the sexes was largely the result of the development from normal school to university. It was also a strong contributing factor to this development. As long as Bowling Green continued to be a women's college, the public continued to think of it as a normal school. More men attracted more men (and more women also) and aided greatly in the development of the liberal arts, business administration, and graduate programs. For the first semester of 1945-46, there were 807 students enrolled in the College of Education, 561 in the College of Liberal Arts, 270 in the College of Business Administration, and nine in the graduate program. In 1946-47 there were 1,297 in Education, 1,497 in Liberal Arts, 1,060 in Business Administration, and 28 in the graduate program. These increases were, of course, partly the result of the influx of veterans. They were larger in liberal arts and business administration, since more veterans enrolled in these colleges than in the College of Education.

Although liberal arts did not maintain its lead after the number of veterans decreased, enrollments in both liberal arts and business administration continued, from this time on, to compare favorably with that in the College of Education. In 1949-50 there were 1,966 students in the College of Education,
1,298 in Liberal Arts, 1,220 in Business Administration, and 165 in the graduate program. In 1950-51 the corresponding figures were 1,773 in the College of Education, 1,146 in Liberal Arts, 1,061 in Business Administration, and 198 in the graduate program. Bowling Green was no longer primarily a teachers' college, but truly merited the name of university.

The number of degrees conferred by Bowling Green State University increased much more rapidly than the enrollments. This fact showed that the holding power of the University was increasing. Fewer students dropped out, or transferred, after one or two years; more remained to graduate. The total number of degrees granted was only 165 in 1945, while in 1951 it was 919. Of these 401 were in the College of Education, 221 in Liberal Arts, 229 in Business Administration, and 68 in the graduate program.

Summer Session and Extension

Throughout this period, the University offered an eight-week session each summer. At first attendance increased, since most of the veterans wished to complete their college education as rapidly as possible. In the summer of 1946, the enrollment was 1,107, including 596 veterans. Attendance rose to 1,404 in 1947, to 1,446 in 1948, and to 1,688 in 1949. After that the number of veterans decreased, and summer attendance started to drop to 1,356 in 1950, and to 1,074 in 1951. Throughout this period (since most of the veterans were men), the number of men enrolled in the summer session exceeded the number of women. In 1947 there were 955 men and 449 women. In 1951 the figures were 631 men and 443 women.

In the early years of this period, the University occasionally scheduled special conferences for teachers and, starting with 1948, conferences, workshops, and other special programs became a regular part of the summer offerings. Two conferences were held in the summer of 1948, and three in 1949. By the summer of 1951, the number of special offerings had increased to five. These included workshops in art and health education, a symposium in speech therapy, a geology trip, and the Huron Playhouse. The Playhouse, or summer theater, was started at Huron, Ohio, in the summer of 1949, under the direction of Elden T. Smith, chairman of the Speech Department. A number of plays were given each summer. They became very popular with the residents of the area. The primary purpose, however, was to give students experience and instruction in the practical phases of theater arts.

Extension classes were discontinued in 1943, as an economy measure. When off-campus instruction started again, in the 1946-47 school year, it took a new form. A University branch, offering most of the required courses of the freshman year, was started in Sandusky, Ohio. During the first semester, 96 students were enrolled in the branch. This number dropped to 56 for the first semester and 46 for the second semester of 1947-48. After that the branch was temporarily discontinued. Off-campus classes at several other centers were again
An aerial view of the campus in the early thirties.
President Homer B. Williams guided the school in its first quarter century.
Dr. R. E. Offenhauer was president from September, 1937, until his death on December 29, 1938.

Dr. Ralph W. McDonald was president from 1939 to 1951.

Dr. Frank J. Prout was president from 1951 to 1961.

Dr. Ralph G. Harshman was president from 1961 to 1963.
FIRST BOARD OF TRUSTEES

J. E. Collins .......... President
John Begg .......... Vice President
D. C. Brown .......... Secretary
D. T. Davis .......... Treasurer
J. D. McDonel .......... Member

Dr. Williams as he appeared toward the end of his long service to the University.

Dr. Prout as he appeared toward the end of his administration in 1951.
THE FIRST FACULTY

G. W. Beattie
Agriculture

Mary T. Chapin
Home Economics

Rea McCain
English

J. R. Overman
Mathematics

E. G. Hesser
Music

E. G. Walker
Dean

Not pictured:

D. D. Johnson
Director of the Training School

Joseph Leach
Supervisor of Practice Teaching

L. L. Winslow
Industrial Arts
Executive Council of Deans (1944) confers with President Prout. Left to right are Ralph G. Harshman (Business Administration), Clyde W. Hissong (Education), James Robert Overman (Liberal Arts), and A. B. Conklin (Dean of Students).

E. Tappan Rodgers, trustee for 23 years and President of the Board of Trustees from 1946 to 1961, helped lead the University into the modern era.
The former Administration Building gets a new facade and the University gains an Inner Campus when the traffic circle and through street is removed in 1958.

Overman Hall addition is completed during Dr. McDonald's administration.
The University Union, completed in 1958, adds a new dimension to student life and government.

Founders Quadrangle (1957) ushers in the era of a large university with facilities for 1,000 students.

Rising Enrollments

Although almost all colleges and universities in the United States were faced with greatly increased enrollments after the war, the rate of increase at Bowling Green State University was much greater than that in most other institutions. Three factors probably accounted for this. In the first place, Bowling Green had started its growth before the beginning of the war. It undoubtedly would have continued at an accelerated rate, if the growth had not been temporarily stemmed by the war. The Navy V-12 program probably contributed to the post-war growth, since it brought men from different parts of the country to the campus. Since most of them were favorably impressed by the instruction and the treatment they received, the University became much more widely (and more favorably) known. Many of the men in the V-12 program returned after the war to finish their college education at Bowling Green State University, and often brought friends with them. A third factor, and possibly the greatest, was the fact that the costs for a year at Bowling Green were still among the lowest in the country.

The growth of Bowling Green State University becomes plainer (and more startling) when it is expressed in terms of percentages. The largest enrollment, before the war, was 1,600 students in the first semester of 1940-41. Thus, the enrollment of 3,956 for the corresponding semester of 1946-47 represented an increase of 147 per cent. Even more significant is the fact that enrollment within three years, from September, 1944, to September, 1947, jumped from 1,349 to 4,472, an increase of over 231 per cent. Obviously, such an increase in such a short time created serious problems for the University. Finding a faculty (although not easy), was not the most difficult. It was even harder to find enough space in which to teach and house such students.

Expanding Faculty

The fact that the enrollment of 4,472 for the first semester of 1947-48 was more than three times the 1,349 enrollment for the same term in 1944-45, meant that the faculty had to be tripled during a period when the number of qualified people was even fewer than usual, since enrollments in graduate schools had greatly decreased during the war. The problem was made even more difficult by the fact that most of the other institutions of higher learning in the country were also seeking new faculty members, and Bowling Green was not in a favorable position to compete. Faculty salaries had always been comparatively low and even less money than usual was available, since revenues from student fees and state appropriations did not increase as rapidly as the enrollments. The result was that the University was forced to resort to temporary measures. A number of permanent additions were made to the
faculty during this period, but a large number of the new appointments had to be temporary, at the lowest rank, and at the lowest possible salary. This resulted in a serious drop in the quality of the faculty, as measured by their educational qualifications. In 1940-41 there were 85 members on the teaching faculty and 55, or almost 65 per cent, had doctor's degrees. By 1950-51 the number of full-time faculty members had increased to 233, but the number holding doctorates had decreased to 50, or less than 22 per cent.

Although the faculty was entirely adequate, and well qualified for the situation as it existed during these years, it was entirely too light at the top for a university faculty of the quality everyone desired for Bowling Green. In 1944-45 the teaching staff numbered 84 individuals, 18 of whom were on temporary or part-time appointments. By 1950-51 the total number had increased to 233 full-time and 15 part-time faculty. In addition, there were 39 graduate assistants, some of whom were doing some teaching. During these years, 174 new appointments were made, and 74 were at the rank of instructor. Many of these were made with the understanding that they could be terminated at the end of any school year.

It can be truly said that the quality of instruction did not suffer during these years. The largest increases in enrollments were in the freshman and sophomore classes, and all of the appointees were well qualified to teach courses on these levels. Many of them were outstanding high school teachers who wanted a taste of college teaching. They were willing to take temporary appointments, since they knew they would have no difficulty in returning to high school positions, equal to or better than they previously held. This proved to be the case. Other individuals used the temporary appointments as a means of earning money to continue their graduate work.

Faculty Salaries

Obviously, as soon as possible, serious steps would have to be taken to upgrade the faculty, if Bowling Green was to become a strong university. President Prout was well aware of this situation, but little could be done to remedy it during his administration because of the low salary schedule. It is true that salaries had increased somewhat after the war, but they were still inadequate. In 1950-51 the top salary for nine months was only $5,500 for a full professor, and only a few received this amount. The highest salary for an associate professor was $4,500; for an assistant professor, $3,700; and for an instructor, $3,100.

Although President Prout was forced to leave the solution of this problem to his successor, he did prepare the way for him as much as possible. On November 21, 1950, he presented data to the trustees to show that (1) faculty salaries at Bowling Green were seriously below those at sister institutions (average salaries at Kent, Miami, and Ohio Universities were $615.00 above Bowling Green), (2) too large a percentage of the faculty was in the lower ranks, (3)
Bowling Green was undermanned in administrative positions, and Bowling Green had experienced the greatest percentage of increase in enrollment of any of the state universities. He further pointed out that neither the administrative nor instructional staffs had been geared to the increase, and that the instructional staffs had been built at the bottom, and not at the top.

The trustees expressed surprise at these facts and agreed unanimously that salaries at Bowling Green should be on a level with those at sister institutions. They voted that the budget requests for the next biennium should be sufficient to permit the necessary increases.

**A Serious Housing Shortage**

Building a faculty large enough to provide instruction for the rapidly expanding student body was not the only task confronting the University during these years. Even more serious was the problem of providing additional classrooms and living quarters for the students. This task was made more difficult by the fact that, during most of this period, there was not enough time, money, material or labor available for the erection of permanent buildings. On August 1, 1945, the trustees expressed concern over the rapid increase in enrollment and instructed President Prout to recommend additional dormitory buildings. However, on February 20, 1946, the President reported to the trustees that the State Board of Control (which controlled the release of state-appropriated funds) had definitely taken a stand against any state building until labor and material conditions had greatly improved. Although planning for permanent buildings continued, it was evident that the only possible way to meet the immediate housing needs was to secure temporary buildings, wherever they could be found, and to buy existing buildings located near the campus.

**Expanding Campus**

On July 11, 1945, the trustees authorized the purchase of the Leedom property, and the conversion of the house into a dormitory to house 20 girls. This property was north of Ridge Street and east of the cemetery. The house was enlarged, and afforded accommodations for 20 girls.

The next purchase came in November of the following year. On the twenty-fifth of that month, the trustees authorized the purchase of an empty brick building located on the northwest corner of Wooster Ave. and Thurston St. At first, it was used for central receiving and storage, but later it was converted into a dormitory. This building was originally an underwear factory, but had been occupied by a chicken hatchery. After its conversion into a temporary dormitory, it was still known to townspeople as The Hatchery, but was named Ivy Hall by the students. Students sometimes said that a hatchery, by any other name, still smelled like a hatchery.

Several additional purchases were made during this period. In 1948 the
Graf Manufacturing Company, located across East Poe Road, south of Bricker Field, went out of business, and its plant was bought by the University. It was occupied by the Graphic Arts Department and the ROTC. Part of the building was also used for storage and by the maintenance department.

On November 11, 1949, the trustees voted to purchase the Urschel property, located south of the campus. This consisted of five acres of land, an abandoned quarry, the Urschel home, and a brick apartment building. The residence was used to accommodate University guests. The apartment building was converted into a dormitory for girls and named Urschel Hall. The quarry was used as a swimming pool for several years.

Temporary Student Housing

Although these buildings helped relieve the shortage of dormitories, they were not nearly enough by themselves. Temporary housing had to be secured, especially for men and married students. On November 23, 1945, the trustees instructed the President to buy from the government 40 trailers to house married veterans. On December 31, of the same year, they authorized the purchase of 15 pre-fabricated steel buildings to house 20 men each. On February 13, 1946, the President reported that the 40 trailers were in place and ready for occupancy, but that the steel buildings would not be completed in time for the second semester. At the same meeting, the President informed the trustees that Gov. Lausche had offered rooms in the Armory and in the state highway garage to house veterans.

On February 13, the President reported that the Federal Housing Authority had assigned Bowling Green State University two wooden barracks, each to house 50 men, and 10 additional trailers. At the same meeting, the Board authorized the purchase of land for the location of these barracks. On May 24, 1946, the President informed the trustees that the Federal Housing Authority had made available additional buildings and furnishings to house 900 men, and the Board authorized the purchase of several parcels of land for their location.

Other Temporary Buildings

Additional dormitory accommodations was not the only need of the University during this period. The shortage of classroom space was just as serious. Early in 1946 Gov. Lausche suggested the possibility of relieving the crowded campus conditions by the establishment of a branch at Camp Perry, which was being released by the government. President Prout appointed a committee of faculty representatives and administrative officers to visit the camp and report on the feasibility of such a branch. He also instructed the committee, as an alternate plan, to consider the possibility of moving some of the buildings to the Bowling Green campus. The committee made the visit, but found that most of the buildings were locked and that the electricity had been turned off.
However, they succeeded in breaking in (through a window), and inspected the buildings with the aid of flashlights.

The committee, upon its return to Bowling Green, reported that it did not consider the establishment of a branch as either advisable or feasible, but thought that several of the buildings at Camp Perry could be moved to the campus and put to good use. The trustees, on March 1, 1946, instructed the President to study the cost of establishing a branch at Camp Perry and the cost of transporting the buildings to Bowling Green. However, the Board members were quite definite in their preference for the latter plan, which was finally adopted.

After some delay, the federal government released several Camp Perry buildings for transfer to Bowling Green, one of which was the mess hall. The University was especially eager to get this building, since it was equipped with modern facilities for cooking and serving meals, and such equipment could not be purchased at the time. However, at the last minute, the government ruled that the release covered only the buildings, and equipment was not included. After recovering from the shock of this ruling, the University decided that the building was better than nothing. Equipment was finally secured, partly from Kohl Hall and partly from other government sources. President Prout was able to announce to the trustees that the mess hall (rechristened Commons) would be ready for use in September, 1947.

Four other temporary wooden buildings were ready at the same time. These had been remodeled to house English, fine arts, speech, and a freshmen chemistry laboratory. The speech building was later enlarged and named the Gate Theater.

F. Eugene Beatty, later to become Director of Buildings and Facilities, was assigned the task of securing buildings, and equipment of all kinds from the federal government. Much valuable scientific and other types of equipment was released to educational institutions, but the competition was very strong. Mr. Beatty was both indefatigable and highly successful in his efforts to secure both buildings and equipment. The latter was just as important as the former, since much of it could not be purchased at the time, even if money had been available.

Buildings Constructed

Although it was not possible to build any large, permanent buildings during the early part of the post-war period, one existing structure was remodeled, and several smaller buildings were constructed. The remodeling came early in 1945, when rooms were built under the concrete stadium stands to house 80 men. The capacity was increased to 150 in 1947. The construction during this period was financed from a number of sources. These included state appropriations, local funds, and money received from various federal programs.
For a number of years, the city of Bowling Green had been faced with a possible water shortage and, as a result, the trustees considered making several water wells on the campus available for emergency use. These wells had been drilled during President Williams' administration, but had never been used as the water was not suitable for drinking.

President Williams, who had a keen sense of humor and enjoyed a joke even when it was on him, liked to tell an amusing story about these wells. At the time, there were a number of old gas wells on the campus which provided sufficient gas to heat the library building and the President's home. The President and trustees considered the possibility of drilling more wells in the hope of getting enough gas to heat more buildings. Since the city water supply at that time came from wells, they also discussed saving money by drilling for water. The question was, which should they drill first, water wells or gas wells? Finally, it dawned on President Williams that it was not necessary to decide this question. They would simply drill a well and take whichever they got, gas or water. It turned out to be water.

On September 19, 1945, the trustees authorized the construction of a pump house to draw water from one of these old wells, President Prout never missed an opportunity to secure more housing for men, so the plans for this building included living quarters for 12 men. The water from this well was, at first, used only for irrigation purposes. Later, during a serious water shortage, a chlorinator was installed and, with the approval of the Ohio Department of Health, the water was used for potable purposes.

Some additional relief for the critical shortage in student housing was afforded by the construction of several more cottage-type dormitories, which were occupied by sororities and fraternities. By the end of this period, there were 22 such cottages. These cottages were built for two reasons (1) to ease the housing situation (since it was impossible to secure money or material for a large dormitory), and (2) to encourage national fraternities and sororities to come to the Bowling Green campus. They succeeded in both of these objectives.

During the last few years of President Prout's administration, it became possible to build five more new buildings and additions to three old ones. These were completed by the summer of 1951. The additions were to the Library, Gate Theater, and Johnston Hall. The new buildings were a chemistry laboratory and a fine arts building (to replace the temporary frame structures), a new heating plant, an industrial arts building, and a chapel.

The new chemistry building was designed as the first unit of a larger science building. It was built north of Ridge Street and west of the cemetery. The old science building was now occupied by the Department of Biology and, at the suggestion of the faculty of that department, it was named Moseley Hall in honor of Edwin L. Moseley, a member of the original faculty and first instructor in biology.
The new heating plant was built to meet an emergency, since the old plant was too small to heat the existing buildings, and the boilers were worn out and beyond repair. Fortunately, the new plant was completed before the old one gave out completely, although this had seemed doubtful for a time. The boilers were removed from the old heating plant, the smokestack (long a Bowling Green landmark) was razed, and the building was converted to house maintenance offices and shops. The Industrial Arts Building was constructed at the airfield to be used as a hangar during the war, and by the Industrial Arts Department after the war. It was financed with money received from the federal government in connection with the V-5 program.

The chapel was built from a state appropriation for a music practice hall, supplemented by a gift from Sidney Frohman of Sandusky, Ohio. Still standing, it is a white frame, colonial building in the style of the early churches, built in the Firelands, east of Bowling Green. The first intention was to name the chapel for Mr. Frohman, but he declined the honor. It was named the Frank J. Prout Chapel in honor of President Prout, who had been instrumental in securing the gift to the University. Mr. Frohman's gifts did not stop with the chapel. He continued to show an interest in the University. Over a period of years, he made gifts totaling over $86,000. Part of the gifts were to the College of Business Administration, but most of the money was for the Sidney Frohman Scholarship Fund.

Few changes were made in the appearance of the campus during these years. Some additional walks were constructed, and trees and shrubs were planted. The trees were intended to replace the large oaks and other trees which had been deteriorating because of age. New campus lights also were installed. Probably the greatest improvement in the appearance of the main campus resulted from the attractive chapel and its landscaping.

One of the most important changes in the University grounds during this period did not affect the appearance of the campus at the time. This was land purchases. Although these were criticized at the time as being unnecessary, the President and trustees had the vision to see that additional land would soon be needed to accommodate the growth of the University. As a result, they bought various parcels of land near the campus whenever they were available and money was available. This foresight undoubtedly saved the University and the state many thousands of dollars. Campus acreage more than doubled during President Prout's administration, increasing from 105 to 274 acres, including the airport.

Housing Conditions in 1951

Measures taken during this period to relieve the serious shortages in both dormitory and academic space were (of necessity) mostly temporary. At the end of President Prout's administration, besides the small cottage-type dormitories, women were housed in Williams Hall, Shatzel Hall, Urschel Hall, and
Kohl Hall. All were badly overcrowded. For part of this period, girls were also housed in the Women’s Physical Education Building.

The situation was even worse with respect to the men, most of whom (again with the exception of the few in the cottage-type dormitories) were housed in temporary frame, barracks-type structures. These were relocated on the campus from army bases, by the Federal Housing Administration, at no cost to the University except providing utilities and making the necessary site improvements. These buildings, known as North, East and West Halls, were overcrowded and represented a serious fire hazard. Men were also housed under the stadium stands and in Ivy Hall, the converted hatchery. These quarters were temporary and only slightly better than those in the barracks.

The situation was equally serious with respect to the University’s academic facilities. English and psychology were still housed in temporary frame structures, and most of the other buildings were overcrowded. Part of the frame Commons was converted into classroom use. At first, the hatchery was to be used for classrooms or faculty offices, since there was a serious shortage of these facilities. However, the pressing need for student rooms forced the trustees to change their plans and convert this building into a dormitory.

Although forced to resort to temporary buildings, the trustees were determined they really should be temporary, and that they should be replaced by permanent structures at the earliest possible time. All were familiar with the situation on many college campuses where temporary buildings from World War I were still in use. This policy was carried out, although it probably took longer than the trustees had hoped. The last of these temporary structures did not disappear from the campus until 1962.

Why did the University not avoid serious shortages by limiting enrollment? Indeed, this question was asked at the time, but several things prevented the trustees from taking this course of action. In the first place the law in Ohio requires the state colleges and universities to accept all graduates of Ohio high schools who apply for admission. Furthermore, the Governor of Ohio felt that the state owed a particular obligation to the men returning from service, and stated that no veteran would be denied the opportunity for a college education. If the facilities of existing schools could not be expanded sufficiently, new schools would be started. The trustees, President, and a majority of the faculty agreed with the Governor’s position. They also felt that some temporary buildings and faculty at an existing institution were infinitely better than entirely temporary buildings and faculty at new institutions. The other state universities shared these views and, as a result, not a single student was turned away because of a lack of necessary facilities. Bowling Green State University and all the other state universities of Ohio can be justly proud of this record.

The post-war years brought few changes in the general character of administrative procedures. Fewer general faculty meetings were held and the newly formed Faculty Senate was not as successful as had been hoped. However, it was more effective than its predecessor, the Policies Commission.
The Faculty Senate and Council

A committee in 1948 reported to the Senate that there had been no constructive accomplishments, and reported loss of interest, poor attendance, and lack of good general discussions at Senate meetings. Although this report was undoubtedly too pessimistic, the fact remained that, during this period, the Senate failed to become an effective organ for faculty participation in University affairs. Again, this was at least partly due to lack of any real interest on the part of the majority of the members of the faculty. This is shown by the fact that, during this period, most of the questions discussed by the Senate were submitted to it by the President or deans. Although the administrative plan did not specifically state that the Senate could initiate discussions, it did not prohibit such a procedure. The opportunity was there for much greater faculty participation, but it was not seized.

Probably the greatest weakness of the Senate, as a means of promoting faculty initiative and participation in University administration, was the fact that it met only at the call of the President of the University and that he was the presiding officer. Certainly, this situation did not contribute to faculty initiative and free discussion. However, these obstacles could have been surmounted, if the faculty had really wished to do so.

In 1948, and again in 1949, the Senate revised the provisions governing its operations, in order to make the organization more effective. These amendments provided for regular meetings and stated, specifically, that the Senate should be free to initiate an investigation on matters concerning the welfare of the University and to make recommendations. Another important change was the creation of a Senate Council which was to have complete charge of planning the programs and activities of the Senate. This council was composed of seven members, three appointed by the President of the University, three elected by the Senate, and a seventh elected by these six. The Council elected its own chairman.

Two other statements came under the heading of Powers and Duties:

1. It is not the purpose of the Senate to usurp the powers and duties of the administration and, (2) the functioning of the Senate is based upon freedom of discussion and the acceptance of honest and sincere criticism of all persons concerned. Comment of a personal nature should be eliminated from such discussion.

Possibly, the fact that the Senate thought it necessary to include these statements is the best evidence that neither the administration nor faculty was, as yet, entirely ready for greater faculty participation.

The Senate discussed many important questions and made helpful recommendations. These included aims of the University grading system, reports of the Curriculum Committee, establishment of a program of honors study, cheating, evaluation and improvement of teaching, use of automobiles by students, audio-visual aids, library facilities, final examinations, and student
counseling. Many of these recommendations were approved by the administration and were put into operation.

Advisory and Executive Committees

The Advisory Committee proved more effective than the Senate. This was largely the result of two factors: (1) President Prout worked better with a small group than with a large one, and (2) the faculty members appointed to this committee usually had a sincere interest in contributing to the academic development and administration of the University. Other faculty members interested in doing so could make suggestions to a member of this committee, or to his academic dean. In practice, this was seldom done. However, throughout President Prout's administration, the Executive Committee continued to be the guiding and advisory body for the University. Almost all problems were discussed and many decisions were made in this group. These decisions were usually final, although they were always subject to the approval of the President and the Board of Trustees. This was a convenient (and in many ways an efficient) method. However, it was certainly not democratic, or even representative, since the Executive Committee was composed entirely of administrative officers, who held membership by virtue of their administrative positions.

Other Faculty Committees

During this period, a number of additions were made to the standing committees of the faculty. The first (and one of the most important) was the Curriculum Committee in 1946-47. At first, this consisted of three faculty members, one from each of the three colleges. Later its membership was increased to six, and these were elected by the University Senate. This committee was especially significant, since it provided the first official representation of the faculty as a whole in the discussion, planning, and even initiating curriculum offerings. Before this time, these matters had been carried out by the deans of the colleges in consultation with each other and with the chairman of the departments under their supervision. The final decisions, however, were still made by the Executive Committee and the President of the University.

The year 1949-50 brought two new committees of importance. These were the Graduate Council, which succeeded the old Graduate Committee, and the Committee on the Honors Program. The latter committee was appointed to plan and administer a program of honors study as recommended by the University Senate. The next year (1950-51) saw the addition of the Automobile Committee, to supervise and enforce the new regulations concerning student use of automobiles.

Administrative Officers

In August, 1945, the trustees granted leave of absence to Dr. Hissong to enable him to assume the office of State Director of Education. Dr. Herschel
Litherland was appointed his successor as dean, and Dr. Walter A. Zaugg took his place as chairman of the Graduate Committee.

In the spring of 1948, the author asked to be relieved of the duties of Dean of the College of Liberal Arts in order to return to teaching and, on March 12, the trustees appointed Dr. Kenneth H. McFall as his successor. Dr. McFall had been assistant dean for some time. The author was given the title of Dean Emeritus, and continued to serve as a member of the Executive Committee.

Another change was included in the 1948-49 catalog. Until this time, the deans of the colleges had also acted as chairman of their respective departments. The increased loads that came with larger enrollments now required a division of these duties, and Dr. B. L. Pierce became chairman of the Department of Business Administration; Dr. W. A. Zaugg, chairman of the Department of Education; and Dr. F. C. Ogg, chairman of the Department of Mathematics. For a number of years, Dr. Ogg had been doing much of the work of the departmental chairman, but now was given the title for the first time.

The Graduate School

The year 1947-48 also saw a change in the organization of the graduate program. Prior to that time, graduate work had been offered in a Division of Graduate Instruction administered by the Graduate Committee. In this year, a Graduate School was organized under a director, Dr. Emerson Shuck, who had succeeded Dr. Zaugg as chairman of the Graduate Committee. He became the first director and, in 1951, his title was changed to Dean of the Graduate School.

Committee on Administrative Organization

After the report of the Post-War Planning Committee failed to result in a solution to the troublesome question of faculty organization, the Senate recommended to the President that he set up a new committee to make a further study of this problem. On May 7, 1945, President Prout appointed the three academic deans and two faculty members (F. C. Ogg and L. A. Helms) to this committee. However, for various reasons, nothing was accomplished. Probably the chief reason was that the committee members did not feel that the faculty was as yet ready to agree on any new plan.

Early in the fall of 1948, the Senate recommended to the President of the University the appointment of a new committee to study the whole problem of the organization of the administrative structure of the University. On October 15 of that year, the President appointed the Committee on the Administrative Organization of the University. The members were John E. Gee, W. H. Hall, L. A. Helms, F. C. Ogg, and the author as chairman. This committee had two characteristics. In the first place its members, with the ex-
ception of Dr. Gee, were all veterans of one or more previous committees that had studied the same problem. In the second place, it included no members of the administrative staff, since the author had given up his administrative duties the previous spring. This fact enabled him to devote more time to the work of this committee.

The committee studied the problem for almost two years. In addition to holding regular meetings its members investigated the administrative organizations in a large number of other universities, both public and private. Finally, on March 27, 1950, the committee submitted its final report to the University Senate. The complete report consisted of 42 typewritten pages, plus an organizational chart and appendix of 25 pages.

Part I of the report included sections on a historical summary of the administrative organization of the University, aims and functions of the University, functions of an administrative organization, areas of administrative service, a functional analysis of the existing organization, criteria for reorganization, types of academic organization, conclusions and recommendations, a proposed administrative organization for Bowling Green State University, and an organizational chart. Part II defined the powers and duties of the various administrative officers and the agencies of the University, as recommended in Part I of the report.

The report recommended that the administration of the University (under the trustees and President) be divided into four areas: academic, personnel, public relations, and fiscal. Each of these areas was to be headed by an administrative officer reporting directly to the President.

The part of the report that was to have the greatest effect upon the future administration of the University was the section dealing with the troublesome problem of faculty organization. This committee was the first (in a long line of predecessors) to reach an agreement on this question. As a first step, it divided the departments of instruction among the three undergraduate colleges. All departments primarily concerned with providing a broad, liberal education were assigned to the College of Liberal Arts; those primarily concerned with the training of teachers, to the College of Education; and those primarily concerned with education for a business career, to the College of Business Administration. The resulting division was as follows:

College of Liberal Arts: biology, chemistry, engineering drawing, geography and geology, mathematics, physics, history, political science, psychology, sociology, English, foreign language, art, music, and speech.

College of Education: education, graphic arts, health and physical education, home economics, industrial arts, and library science.

College of Business Administration: business administration, economics, journalism, military science and tactics, secretarial science, and business education.

The committee anticipated that, with the growth of the University, new
departments would be created, especially in the Colleges of Education and Business Administration.

The committee recommended that the existing University faculty be divided into three college faculties, each under the jurisdiction of the dean of the college. It provided that a faculty member should belong to the faculty of the college to which his department was assigned. In addition, any instructor offering one or more courses in a different college would also be a member of the faculty of that college, as long as he taught such a course.

For several years, a number of faculty members were in favor of dividing the faculty on a divisional basis. The committee believed that such a plan had considerable merit, particularly for the College of Liberal Arts. They, therefore, recommended that the departments and faculty of this college be divided into three divisions, each with a chairman, as follows:

- Division of Natural Sciences: biology, chemistry, engineering drawing, geology, mathematics, and physics.
- Division of Social Studies: geography, history, political science, psychology, and sociology.
- Division of Humanities: art, English, foreign language, music, philosophy, and speech.

One reason for the opposition of a number of faculty members to the formation of college faculties had always been the fear that this division would lead to rivalries, jealousies, and lack of cooperation between colleges. To prevent this possibility, the committee recommended that a vice-president and dean of faculties be appointed. As vice-president, he would be the executive head of areas of academic, personnel, and public relations administration, and, as dean of faculties, he would be directly responsible for the area of academic administration. The committee felt that eventually this office should be split into two, but that for a time one would be sufficient. As an additional means for unifying the academic program, the committee recommended the formation of a Coordinating Committee on Academic Instruction to be composed of the dean of faculties, the three deans of colleges, the director of the Graduate School and the registrar. The function of this committee, according to the report, should be to assure proper balance and coordination between the various colleges and schools of the University.

For a number of years, the administrative staff of the University did not expand with growing enrollments, and had become seriously undermanned. The new office of Vice-President and Dean of Faculties was recommended to help alleviate this situation as well as to coordinate the academic program. The greatest administrative shortage, however, was in the offices of the deans of the three colleges. On occasion, the Dean of the College of Liberal Arts had the services of a part-time assistant to relieve him of the duty of advising students. The committee recommended the appointment of a full-time junior dean in the College of Liberal Arts and part-time junior deans in each of
the other colleges. All realized that the counseling load was much greater in the College of Liberal Arts, because of the number and diversity of its programs.

The committee also tried to improve the effectiveness of the Faculty Senate in several ways. It recommended that the Vice-President and Dean of Faculties be the presiding officer, since he was to be in charge of the faculty and academic program. Its most radical recommendation was that certain well-defined legislative powers be immediately delegated to the Senate, subject only to the approval of the Executive Committee. It suggested several routine, academic questions, and recommended that, from time to time, other legislative powers, temporary or permanent, be delegated to it by the Executive Committee.

Finally, the committee recommended that the Senate be given power to study and discuss problems concerning the academic, personnel and public relations administration on its own initiatives, and to make recommendations to the Executive Committee. It further recommended, "that the Senate shall be kept informed . . . on all important questions concerning the university."

Following its presentation on March 27, 1950, the report was discussed by the Senate at several meetings, and was finally approved by this body. This approval included endorsement of the division of the single University faculty into three college faculties as recommended by the committee. Surprisingly enough, in view of the long and often bitter opposition of many faculty members, this section was approved with only one dissenting vote. This almost unanimous approval was the result of several factors. The safeguards against rivalries and jealousies between college faculties (such as existed on many campuses) influenced a large number of the faculty, and the divisional organization within the College of Liberal Arts attracted others. The main reasons, however, were probably (1) the fact that the shortcomings of the old organization had (with the growing size and complexity of the institution) become more evident to more of the faculty, and (2) through the appointment of new members, the character of the faculty had undergone a slow but sure change. The vote proved that there was only one member left who sincerely believed that Bowling Green State University should have remained a one-purpose institution for the training of teachers. This individual was firmly (and honestly) convinced that the teacher-training program in general, and in his own department in particular, had been seriously damaged by the addition of the new colleges.

**Committee Recommendations**

In a letter to the faculty, dated June 6, 1951, President Prout announced that as a first step in putting into operation the new administrative organization recommended by the faculty committee and given general approval by the Faculty Senate, the Executive Committee had on the above date approved the recommended division of departments among the three undergraduate col-
leges. This division had been previously approved by the academic deans and the department chairmen. The division into college faculties, as recommended by the committee, was also approved to become effective on September 1, 1951.

Another recommendation of the committee (somewhat modified) was carried out before the end of the 1950-51 year, to become effective at the same time. This was the creation of two new offices, dean of administration and dean of faculties. The President and trustees felt that the administrative organization, at the top level, was so seriously undermanned as to demand two new offices instead of the one recommended by the committee. The University was still too small to warrant the appointment of a vice-president, so the title was changed to Dean of Administration. This officer was to aid the President in non-academic administration of the University and head the personnel area. The Dean of Faculties was to be responsible for the administration of the academic program and the coordination of the three undergraduate colleges and Graduate School. The two officers were to be of coordinate rank and responsible directly to the President of the University.

Dr. Ralph G. Harshman was appointed Dean of Administration and Dr. B. L. Pierce was appointed to take his place as Dean of the College of Business Administration. The author reluctantly accepted the appointment as Dean of Faculties, with the understanding that he would serve for only a few years.

The above changes and appointments were made during President Prout's administration, although his successor had been elected on June 2, 1951. However, they were made after consulting the new President and with his approval.

Student Government

The University Students Association and the Student Council were organized during President Williams' administration to act as the official student voice in affairs affecting students' interests. A number of changes were made in the organization of the Student Council during President Prout's administration, and its name was changed to Student Senate. This body was composed of representative students and five faculty members.

Part of the time, the Student Senate and its predecessor, the Student Council, functioned successfully, but during some periods it was relatively inactive. In general, the students felt that neither body was an adequate means for representing student sentiment. The chief objection was that they were subject to too much faculty domination.

Fees and Expenses

After the war, both fees and living expenses started to increase. By 1950-51 the registration fee had been raised from $30 to $45 a semester, the health fee from $2.50 to $4, and the student union fee from $1 to $5. Total fees, exclusive
of laboratory, music, and other special fees, increased from $47 to $67.50. Further increases were announced for 1951-52, when the total fees reached $74.50 a semester, as compared with $47 in 1943-46.

Board and room in University dormitories also increased. In 1945-46 rooms were $40.50 a semester; board was $81.00 for women and $90 for men. By 1950-51 these had increased to $45 for room and $126 for board. Board went up again in 1951-52 to $144 a semester.

Total expenses for a semester increased with fees and living costs. The 1945-46 catalog estimated total necessary expenses for a semester at $169.50 for women and $177.50 for men. The estimate in 1950-51 was $266.50. In 1951-52 it was $291.50. Although costs at Bowling Green were still lower than at many other comparable institutions, the difference was gradually and steadily diminishing.

In 1946-47 the University charged a nonresident fee for the first time. This was $25 a semester, but was increased to $37.50 a semester with the 1947-48 school year. Before 1946 the University wished to encourage out-of-state residents to enroll at Bowling Green, since it wanted to develop a more cosmopolitan student body. The increased enrollments following the war caused many people, including members of the General Assembly, to feel that the facilities of the state universities should be used primarily for the education of Ohio students, and that the state should not pay part of the cost of educating non-residents.

New Departments

Several new departments were created after the war. These usually came from splitting existing departments and were the result of increased offerings due to increasing enrollments. The Departments of Chemistry and Physics, History and Political Science, and Psychology and Philosophy each were developed into two departments.

Two new Departments, Engineering Drawing and Graphic Arts, also were formed by taking the offerings in these fields from Industrial Arts.

In the 1948-49 college year, a Reserve Officers' Training Corps (ROTC) was established in the University. Membership was voluntary, but was quite attractive. It carried with it deferment from the draft (within quota limitations) until completion of the student's education. Upon graduation from the University, the student also received a reserve commission as second lieutenant. With the start of ROTC, the Department of Military Science and Tactics was added to the catalog. During the last year of President Prout's administration, arrangements were completed for the establishment of a unit of Air Force Reserve Officers' Training Corps (AFROTC), starting with the 1951-52 college year. This resulted in the addition of a Department of Air Science and Tactics.
Courses and Curricula

Course offerings were increased in almost all departments, but the increases were greater in those that were divided. Foreign language also increased its offerings in French, German, Latin, and Spanish, and added Portuguese. These increases gave students in the Colleges of Education and Liberal Arts a wider choice of majors and minors. Several new curricula were added in each college to meet the needs of the rapidly expanding enrollment. Three of these were in the College of Education: public school art, public school music, (instrumental), and speech and hearing therapy. The College of Liberal Arts described several new preprofessional curricula including foreign and international service, public administration, and two in home economics. The greatest expansion came in the College of Business Administration. By the end of President Prout's administration, this college had added curricula in advertising, business statistics, insurance, personnel administration, and retailing to its offerings.

Increased enrollments after the end of the war resulted in an expansion of the graduate program. In 1945 the only graduate degree offered was Master of Arts, and the student was limited to eight departments of specialization. These were biology, education, English, foreign language, history, mathematics, social studies and sociology. By 1951 the number of fields of specialization had increased to 19 with the addition of business administration, business education, economics, geography, guidance and counseling, health and physical education, industrial arts, political science, psychology, speech and dramatic arts, and speech and hearing therapy. Four different masters' degrees also were offered. These were Master of Arts, Master of Science in Education, Master of Science in Business Administration, and Master of Education. All of these, except the last, included a thesis as one requirement for the degree.

The University Library

The University Library started in 1914, with a small collection of books housed in the basement of the old Methodist Church. The first professional librarian was appointed in 1915, and the book collection increased slowly but steadily. At the beginning of President Prout's administration in 1939, there were 45,000 bound volumes in the Library, but it was still inadequate for a growing University.

In the beginning, the library books were selected to meet the needs of a small undergraduate teachers college. When President Prout assumed office, it was imperative that the collection be increased and its character changed to serve the Colleges of Liberal Arts and Business Administration, and a graduate program. A beginning had already been made under Edmon Low, who was librarian from 1938 to 1940. More progress came while Dr. F. C. Ogg was acting librarian, but the big development was due to the efforts of Dr. Paul F. Leedy, librarian from 1944 to 1961. In spite of the library fees (started
during this period), the funds available for the purchase of books were still too small. Nevertheless, the book collection grew by 1951 to more than 113,000 bound volumes, plus some 75,000 unbound United States Government documents. The improvement in the character of the books was just as great, particularly in areas serving liberal arts, business administration and the graduate program.

The increase in the number of books necessitated an addition to the library building. Even this was inadequate to house the growing collection, and plans for a larger addition or a new library building, were being discussed at the end of President Prout’s administration.

Assembly Exercises

During President Williams’ term in office, the compulsory weekly assembly periods were a valuable part of the college program and usually were well attended. However, as the college grew in size, interest waned, and the problem of enforcing attendance became difficult. Finally, the increased enrollments after the war made compulsory attendance impossible, since the auditorium was too small to hold all of the students. Several plans were tried to meet this situation, but by the end of President Prout’s administration weekly exercises were abandoned. Assemblies, or convocations, were held at intervals as occasion demanded, and the catalog statement that attendance was expected was changed to read “attendance at these exercises is urged upon all students.” Since no compulsion was applied, the auditorium was seldom crowded.

Organizations and Activities

In most respects, the University’s policy with respect to student organizations and activities remained unchanged during President Prout’s administration. The catalog still contained the following statement:

In order to provide for the social as well as the mental development and training of its students, Bowling Green State University supplies a well-rounded program of organizations and activities.

The principal change was in the number, which increased greatly with the larger enrollments that came after the war.

The social activities continued to be under the general supervision and direction of the Social Committee, composed of both student and faculty members and including both the dean of women and the dean of students. The number of activities increased to such an extent in the latter part of this period that it became a serious problem. Each fraternity and sorority sponsored at least one event, and the number increased with the rise in the number of these social groups. Several attempts were made to limit the number of activities, but with little success. Both faculty and students thought there were too many, but could not agree on the ones to be eliminated.

In 1946 a group of six students met with President Prout in his home and organized a society which is unique to the Bowling Green campus and which,
throughout the years that have followed, has made important contributions to University life. This society is really secret. The meaning of its name and its members are unknown, its meetings are secret, and its activities are nocturnal.

At 3 a.m. on the morning following its organization, the residents of the campus and its surroundings were awakened by an announcement over the public address system by which the new society introduced itself and stated its purpose. Subsequent announcements, which ordinarily preceded athletic events or other important student activities, were usually by means of posters which were put up by night in prominent places on the campus. These were headed SICSIC sez, followed by a pep message recommending some course of action by the student body.

Although the secrecy surrounding the society has never been invaded, certain things are known. Its purpose, from the beginning, has been to develop campus spirit and support worthwhile activities. Its membership is confined to six, two each from the sophomore, junior, and senior classes, elected sometime during their freshman or sophomore years. The membership also is secret (and has never been divulged or discovered), until the names of the two senior members are revealed at the end of the year.

Activities connected with the academic program were expanded somewhat during this period, but showed no major changes. The Speech Department added radio broadcasting. Horseback riding was added to the activities in physical education and later dropped. Finally, three new student publications were started: a literary magazine (published twice a year), a freshman handbook containing information about University organizations and student activities, and a student directory. The first of these was sponsored by the English Department, and the last two by the Journalism Department. Each was published by a student staff.

The number of departmental and honorary societies increased greatly during President Prout’s administration. In 1939 there were five departmental clubs and six honor societies. Of the latter Book and Motor was a local and the other five were national. At the end of this period, in 1950-51, there were 43 local organizations and 32 national. Most of these were departmental societies, but two were more general. These were Kappa Delta Pi, an honorary society in education, and Omicron Delta Kappa, a senior men’s leadership honorary society.

For a number of years, the University staged a May Day celebration. In 1940 the Student Council suggested that these ceremonies be expanded to include the recognition of scholastic, athletic, forensic, and musical accomplishments of individual students and student groups. They proposed a special assembly program with an academic procession of seniors and faculty in caps and gowns. This program was to be followed by a recessional and a tree planting ceremony by the senior class.

The suggestions of the Student Council were carried out, and the first such exercises were held on Friday, May 10, 1940. These ceremonies were
called Insignia Day, but the following year the name was changed to Honors Day. It has become an annual event.

Under President Prout's administration, the University continued to support a varied program of intercollegiate and intramural sports. In 1942 it withdrew from the Ohio Athletic Conference. During the remainder of this period, it scheduled games independently, wherever it could find suitable opponents. Withdrawal from the Ohio Conference was due to the fact that, with its growth in enrollment, University teams had become so strong that the other members of the conference were reluctant to schedule games with Bowling Green. In 1947, athletic relations, which had been severed in 1935, were resumed with the University of Toledo.

National Fraternities and Sororities

There were no national social sororities or fraternities on the campus during President Williams' administration. There were, however, by 1939, six local social groups for women and three for men. President Williams opposed national groups until the University could attract strong organizations.

President Prout, who was a fraternity member and an enthusiastic believer in the value of national social groups, thought that the time had arrived. Developments proved that he was right.

As an inducement to national sororities and fraternities to establish chapters at Bowling Green, President Prout started the policy of building small, cottage-type dormitories to house social groups. The first of these was completed in 1941, and was occupied by the Five Sisters local sorority. Three more similar dormitories were completed the next year, and housed the Skol, Seven Sisters and Three Kay sororities. By 1950-51 there were 22 such dormitories.

In addition to President Prout, a number of members of the administration and faculty (themselves fraternity members) worked to bring the Greeks to Bowling Green. Among them were Dr. Ralph Harshman, Dean of the College of Business Administration; Dr. Kenneth McFall, Dean of the College of Liberal Arts; John Bunn, Registrar; and Elden Smith, Chairman of the Speech Department. Several alumni also were active in this movement. The first of these, in both time and efforts, was Doc Lake, an alumnus of the Five Brothers local fraternity. Doc was probably the first and most active advocate of national social organizations, and was undoubtedly the first to open negotiations with such a group. His choice for the Five Brothers was Sigma Alpha Epsilon, which he hoped would become the first national on the Bowling Green campus.

Doc Lake's hopes for a first were not to be realized. Since Ralph Harshman, Kenneth McFall, and John Bunn were all members of Alpha Tau Omega, it looked for a time as if that organization would win the race. However, the Commoners (a local men's organization) moved with surprising speed, and became the first to gain a national charter. They were installed in the summer of 1942 as a chapter of Pi Kappa Alpha. After that, the progress was rapid. In
1943, the Delhi received a charter in Alpha Tau Omega. In 1945 Doc Lake's hopes were realized, and the Five Brothers became Sigma Alpha Epsilon. These were followed by Sigma Nu in 1946; Sigma Chi, Kappa Sigma and Theta Chi in 1947; Zeta Beta Tau and Delta Tau Delta in 1948; and Delta Upsilon in 1949. Five more chapters were installed in 1950, and one in 1951, bringing to 15 the number of national fraternities on the campus.

The campaign for the nationalization of the local social groups for women started in the fall of 1942. During 1943 four groups were chartered: Five Sisters became Alpha Xi Delta, Seven Sisters became Alpha Phi, Three Kay became Gamma Phi Beta, and Skol became Delta Gamma. Las Amigas received a charter from Alpha Chi Omega in 1944. Nationalization continued until, by 1950-51, there were 11 national sororities on the Bowling Green campus.

Although opinions may differ with respect to the value of national sororities and fraternities, and the contribution they may make to the total education of their members, no one can deny that the bringing of the Greeks to Bowling Green State University was one of the major developments during President Prout's administration. Certainly their coming resulted in many changes in the pattern of social life on the campus. Bringing these strong national organizations to the University was the accomplishment of which President Prout was most proud. The policy of housing these groups in state-owned dormitories on the campus, although it has much in its favor, also created problems that have not yet been solved at the time of this writing.

President Prout never lost his interest in the fraternities and sororities, and paid frequent visits to the houses. If he thought any small item was wanting for their comfort, he would see that it was obtained immediately. He often made purchases personally, paying for the items with his own money. When campus trees were trimmed or cut down, he would have them cut into firewood and often deliver the wood, personally, to fraternity and sorority houses.

Automobile Regulations

Student use of automobiles did not become a serious problem until near the end of the war. The catalog published in March, 1944, contained the first automobile rule:

The use of automobiles by students attending Bowling Green State University is forbidden. Exceptions to this regulation must be secured from the Dean of Students.

Exceptions were granted only in the case of students who commuted, or who could prove that an automobile was necessary to the pursuit of their college work.

This prohibition was partly the result of lack of sufficient parking space on (or near) the campus, but this was not the principal reason. For some time, the citizens of Bowling Green and surrounding communities had complained about petters parking in cars, both on city streets and country lanes. Cars also
were used for joy riding, and a number of serious accidents resulted. The President and trustees decided that the only way to meet these hazards was to prohibit the use of automobiles.

The first change in automobile rules came with the catalog dated March, 1947. This contained the statement: “A student who uses an automobile must register it with the Dean of Students.” The next catalog contained more detailed regulations. It prohibited use of cars by freshmen, and continued the requirement for registration of cars by upperclassmen. It also stated:

The University assumes no responsibility for providing parking space on campus for cars owned by students (or) for accidents on campus resulting from cars owned or driven by students.

At its meeting held on April 26, 1949, the trustees passed the following resolution:

Whereas, the student use of automobiles has presented serious problems of safety, good conduct and proper use of time,

Therefore, be it resolved that after September 1, 1946, a condition of enrollment shall be that a student shall not bring to this city or campus an automobile unless said student shall establish a just need for same.

On June 9, of the same year, President Prout presented to the trustees detailed regulations concerning the use of automobiles by students. These regulations included the following statement:

Unmarried women students in the University are not permitted to make use of an automobile in any manner except upon special permission of the Dean of Women.

Copies of the above regulations were mailed to all students enrolled for the following year, since the catalog had already been published. The regulations appeared in the 1950-51 catalog for the first time.

The regulation that unmarried women students were not permitted to make use of an automobile in any manner was interpreted to mean just that. The author recalls that, on one cold winter day, he offered a ride to a woman student who was walking toward the campus and carrying a heavy load of books. She refused because it was against the rules. This strict interpretation was found to be unreasonable, so the 1951-52 catalog changed “in any manner” to “for social purposes.”

Drinking Regulations

From the beginning of Bowling Green State Normal College, the serving of alcoholic beverages, in the dormitories, at college-sponsored social and athletic events, and on the campus was prohibited. However, for many years, the problem was not serious, and the penalties imposed upon offenders were not severe. No serious attempt was made to control drinking off campus, but there was very little of this. When disturbances did occur on campus, Steve, the col-
lege cop, would escort the culprits to their rooms. When minor disturbances occurred off campus, the Bowling Green police would do the same. At rare intervals, a few college men (the women did not drink in those days) would be jailed overnight, and released in the morning when sober.

After the war the problem of drinking became much more serious. There were more men in college, social customs and standards were changed, and the college men (many of them veterans) were older. Finally, a number of rather serious disturbances in Bowling Green and in taverns outside the city led the trustees (on May 17, 1947) to adopt the following regulation:

Gambling, being drunk or disorderly, or bringing alcoholic beverages on campus is prohibited. Penalty for violation of above regulation is a minimum fine of $25.00; maximum penalty, suspension from university.

Gambling was included in the regulation, because of the recent exposure of a gambling ring in one of the men's dormitories. Several students had been found adding to their incomes by fleecing freshmen. Investigation disclosed the fact that the ringleader of the ring had been dropped by another university because of similar activities.

The catalog dated February, 1950, and subsequent catalogs for a number of years, contained the following statement:

Any student convicted of an action, including drunkenness, which is derogatory to the good name and reputation of Bowling Green State University is eligible for dismissal. Enrollment in the University implies that the student accept the responsibility to be a good citizen of the community.

A number of dismissals resulted from the rather rigid interpretation and enforcement of this regulation.

Student Demonstrations

In October of 1949, the first of a series of student strikes and demonstrations occurred. These were to recur at intervals for a number of years. Several reasons were given for these disturbances. Among them was too much faculty domination of the Student Senate, lack of freedom of expression in the B-G News, and restrictions on the social use of cars. Although most students denied, in public, that the rules concerning the use of alcoholic beverages were a factor, many admitted in private that they were a major cause. At least these rules received the most publicity in the newspapers.

The fundamental, basic cause underlying all others was the growing feeling on the part of the students that they should have more liberty and less stringent controls. They felt that they were capable of regulating their own conduct. They believed they should have a stronger voice in determining University policies and greater freedom to criticize. This attitude was particularly strong among the veterans. Student disturbances were not confined to the
Bowling Green campus and, even after they ceased here, they continued on other campuses. The student fight for greater liberty and more self government soon became nation-wide.

The demonstrations at Bowling Green and other institutions received wide publicity and awakened much criticism. An article in the *B-G News* of November 23, 1949, reported that President Prout, in addressing the Student Senate stated:

> Misconduct of students on the various state university campuses in Ohio is resulting in a great downfall of public confidence in what is going on in these institutions. This lack of confidence is developing into a feeling of animosity in the state legislature toward the state universities which is becoming a decided hindrance to these schools in obtaining sufficient state aid to meet operational costs.

Student morale remained low for the remainder of President Prout’s administration. This was shown by a number of items in the *B-G News*. This paper reported, in its June 11, 1950 issue, that a member of the Student Senate charged that campus morale* was at an all-time low. President Prout denied the charge, but many students and faculty members believed it was true. Events in the years to follow seemed to confirm this belief.

**Election of a New President**

During the 1949-50 school year, President Prout informed the Board of Trustees that he would like to be relieved of the duties of president as soon as a suitable successor could be found. He asked that the search for a new president should be started at once, since he anticipated it would take at least two years and he did not wish to serve beyond that time. Following President Prout’s request, the trustees, with President Prout’s assistance, started the search. Their first step was to agree upon a list of qualifications which they thought the new President should possess. The list contained 11 items. Among these, in addition to high educational and administrative qualifications, they included the statements that he must be interested in athletics and fraternities, and must support present programs of good student conduct. The first of these statements reflected President Prout’s interest in this field, while the second referred to the automobile and drinking regulations. The trustees also agreed on one other policy, although it was not included in the list of 11 items. This was to the effect that they would not consider any individual who was at that time a member of the University faculty or administrative staff.

After agreeing upon the qualifications they desired in the new President, the trustees asked for suggestions from the faculty, administrative officers, and friends of the University all over the country. In this way, they compiled a list of some 50 names. They then investigated a number of these candidates and had personal interviews with several, but failed to find one they wanted.

*This meant student morale.*
Since the time they could devote to the problem was limited, they decided that they needed help. As a result, in May, 1950, President Prout, at the request of the Board of Trustees, appointed a faculty committee to cooperate with them in the search. At first, the trustees continued their own efforts but, finally, left all investigation of candidates to the committee.

The committee, as appointed by the president and approved by the trustees, included Martha Gesling, education; W. H. Hall, chemistry; L. A. Helms, economics; P. W. Jones, director, News Bureau; P. F. Leedy, English and librarian; F. C. Ogg, mathematics; J. R. Overman, mathematics (chairman); B. L. Pierce, business administration; and E. T. Smith, speech.

This committee considered over 100 names, investigated about 50 by correspondence, and made a thorough investigation of at least eight of the individuals. The latter investigations involved correspondence, personal interviews with references, and in most cases, a visit to the candidate in his present position. Most of these eight candidates also were invited to the campus by the trustees.

At first, it was not thought that there was any need to hurry the search, but, on April 2, 1951, President Prout informed the trustees (and the committee) of his desire to retire as of August 31, 1951. This meant that his successor had to be found and elected before that date. The committee now intensified its search, and the author, as chairman, was relieved of all teaching in order to devote his whole time to the search and investigation.

By the first of June, the committee had narrowed the field to three candidates, any one of whom it believed would make a good president for Bowling Green State University. The committee decided, therefore, to recommend all three to the trustees, and to leave the final decision to them. The trustees' choice was Dr. Ralph W. McDonald. The committee invited Dr. McDonald and his wife to appear before them at their meeting on June 2, 1951, to discuss the presidency of the University. After lengthy discussion, Dr. McDonald was unanimously elected. He agreed to assume the duties of the office on September 1.

One of the three men recommended by the committee was Dr. Ralph G. Harshman, at that time Dean of the College of Business Administration. His name was included for two reasons. In the first place, the committee thought he would make an excellent president. In the second place, it wanted to register a protest against the policy of eliminating all faculty and administration members from consideration. It is interesting to note that Dr. Harshman was destined to succeed Dr. McDonald in the presidency.

The committee, in its search, added a twelfth qualification to the 11 stated by the trustees. The first three presidents of Bowling Green State University had all been school superintendents whose service had been mainly in northwestern Ohio. The committee agreed that these men had given fine service, and that experience as a superintendent of a public school system was, at least
in some respects, good preparation for a college presidency. The majority of
the committee (it was almost unanimous) also believed that at this time in the
history of Bowling Green State University, when it was just establishing itself as
a University, it was imperative that the new president be a man with training
and experience at the college rather than the public school level. The com-
mittee agreed that since Bowling Green was gradually becoming a cosmopolitan
rather than a local institution, the new president should be chosen from outside
the state. However, the committee also agreed that he should have some knowl-
edge of (and be sympathetic to) the training of teachers, since this would con-
tinue to be a major function of the University.

Although the committee was almost unanimous in support of the above
policies, some pressure was brought to bear to bring about the appointment of
a school superintendent from northwestern Ohio. This pressure came from both
inside and outside of the University. It became necessary for the chairman of
the committee to inform the trustees concerning the committee’s attitude and
the policy it had adopted. The trustees then expressed themselves as being in
accord with the committee’s point of view. To the author, this pressure for
the appointment of another public school administrator as President was evi-
dence that some people, both inside and outside the University, still regarded
Bowling Green as a teacher-training institution, rather than a university.

The man chosen by the trustees was, by both training and experience, well
fitted to satisfy all points of view. Dr. Ralph Waldo McDonald was a graduate
of Hendrix College (a small liberal arts college in Arkansas), with majors in
English, economics, and mathematics. He received the M.A. and Ph.D. degrees
from Duke University, with specialization in educational psychology, economics,
and educational administration. In addition, he had one semester of study in
law at the University of North Carolina. This last had been taken with no
intention of becoming a lawyer, but because of its importance to an educa-
tional administrator. He had taught psychology and education at the Univer-
sity of North Carolina and at Salem College, Winston-Salem, N. C. At the
time of his election, he was executive secretary of the department of higher
education of the National Education Association. In this capacity, he conducted
conferences and acted as a consultant on problems of university and college
administration.

President Emeritus

After his retirement on August 31, 1951, President Prout became President
Emeritus for life with certain assigned duties. Among the latter was the task
of preparing a historical record of the outstanding and significant events of his
administration. This task was never completed but a second duty, which was a
labor of love, was faithfully performed as long as he was able. President Prout
was a great lover of flowers and requested that he be given charge of beautify-
ing the campus. For many years, his flower beds were points of interest. He
supplied cut flowers to the University Union, fraternity and sorority houses, and for many University functions. He also delivered flowers almost daily to the faculty families residing near the campus. Often these were left on the doorstep early in the morning before the family was awake.

Summary of President Prout's Administration

President Prout inherited from his predecessor a strong, well-established College of Education, relatively new and smaller Colleges of Liberal Arts and Business Administration, and a still smaller graduate program. The institution had the name and the beginnings of a University, but was still regarded by the people of Ohio and the nation as primarily a teacher-training institution.

The principal tasks confronting President Prout were, therefore, the building of larger and stronger Colleges of Liberal Arts and Business Administration, and the development of a stronger graduate program. The accomplishment of these objectives involved the problem of building a strong faculty interested in other fields besides education. It also necessitated bringing about a change in the public image of the institution. World War II brought other problems, chiefly in the areas of faculty and housing. The accomplishments of President Prout's administration must be judged, mainly, in terms of its success in meeting and solving these problems.

Although seriously handicapped by the war, both the College of Liberal Arts and the College of Business Administration showed substantial growth in the last part of this period. The graduate program developed slowly, but as fast as physical facilities and faculty improvement permitted.

The quality and attitude of the faculty both showed improvement in the early years of this period, but both suffered badly during the war years. However, after the war ended, both again improved as rapidly as limited finances permitted. The change from a teacher's college to a University faculty was best shown by the vote on the report of the Committee on the Administrative Organization of Bowling Green State University.

There was also considerable evidence that the people of Ohio and the nation had come to look upon the Bowling Green institution as a University, in fact as well as in name. Although a few of the older residents of Bowling Green and northwestern Ohio still spoke of the normal, this was now the exception rather than the rule. Many of the public jumped directly from a normal to university image. In the intervening years, the name college was seldom used, except by students and faculty.

The author received evidence of the change in the national image of Bowling Green when he was serving as chairman of the committee in search of the new president. In investigating possible candidates, he interviewed a number of prominent men in education and other fields (from all over the United States) and found that Bowling Green State University was widely and favorably
known. Occasionally, the comment was made that "I believe your institution started as a normal school," but the author does not recall a single individual (who knew anything about Bowling Green) who did not know that it was now a university.

Further evidence with respect to the new public image of Bowling Green State University is given by the change in the character of the student body during President Prout's administration. When he assumed office in 1939, almost all the students were from Ohio, a large majority from Wood County. There were none from foreign countries. In 1950-51 students came from 74 counties of Ohio and 30 states. Nearly 50 were from outside the continental limits of the United States.

The problems brought by World War II also were successfully met. It is true that the solution to these problems (both in the field of faculty and housing) were mostly temporary, but that is all that was possible because of financial and other limitations. In spite of these handicaps, some permanent progress was made in both these areas.

Another major development during President Prout's administration was the bringing of strong national sororities and fraternities to the Bowling Green campus. Some considered this development good; others doubted it. In the early years, when the college was small, the social needs of the students were largely served by all-college activities. As the enrollment grew, this was no longer possible and smaller groups were needed and were organized. Probably no one denied the need for such groups, but some felt that it could best be met by local groups, not necessarily entirely social in character.

No summary of the achievements of President Prout's administration would be complete without again referring to the question of faculty organizations. He inherited from his predecessors an undivided university faculty, which soon proved inadequate to meet the problems of three colleges and a graduate program. He left his successor an organization of three closely-knit, well-coordinated college faculties, each serving the needs of a particular college and the University as a whole. This was to prove a workable organization, and one that contributed greatly to the further development of strong Colleges of Liberal Arts and Business Administration.

Other achievements, during President Prout's administration, included: purchase of additional land, building an airfield and a golf course, establishing a radio station, building a temporary student union and planning for a permanent one, improving faculty tenure policies, establishing the faculty senate and council, strengthening the library and the graduate program, and establishing the ROTC and the AFROTC. In trying and difficult times, Dr. Prout kept the University on an even keel. He successfully met all problems as well as conditions permitted, and even achieved substantial gains in some areas. Probably no President could have done more.