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David A. Ambler did not edit this manuscript,  
so it is presented here, June 2008 as originally prepared, October 2002.

Should Dr. Ambler edit his copy of the original manuscript in the future,  
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can then be replaced.
AN INTERVIEW WITH DAVID AMBLER

Interviewer: Calder Pickett

October 9, 2002

Oral History Project
Endacott Society
University of Kansas
David A. Ambler
Education

1959 B.S. Indiana University
Major: Marketing; Minor: Economics

1961 M.P.A. Indiana University
Major: Political Science and Public Administration

1966 Ed.D. Indiana University

Service at the University of Kansas

Vice Chancellor for Student Affairs
Division of Student Affairs
Courtesy Associate Professor
Department of Teaching and Leadership
School of Education
1977-2002

Administrative/Chairmanship Positions

See Resume Attached
The University of Kansas

David A. Ambler
Vice Chancellor for Student Affairs Emeritus

PERSONAL AND PROFESSIONAL HISTORY
October 9, 2002

The Pre-College Years:

The industrial northwest of Indiana was my birthplace: Hammond, Indiana. My father, Frances Winston Ambler, graduated from high school in 1930, the middle of the Depression. He obtained a blue-collar job with the Sinclair Oil Company in East Chicago, Indiana and attempted to go to college at the Indiana University Extension Center across the street from the Sinclair Plant. Shift work and the need to hang on to any job one had at that time made pursuing a college education virtually impossible for him.

My mother, Dorothy Margaret Emerson Ambler, was a year younger and still in high school where she worked almost full time in the school library. In December of her senior year they eloped. My father worked with Sinclair, later sold to Atlantic-Richfield Oil Company, for 44 years until his retirement at age 62. He sold insurance and repaired watches as secondary employment in order to give his family a better quality of life. My mother returned to work after raising four children to help send any of us to college who wished to attend. Two of us did so; I was the first one to complete a college degree in the history of this branch of the Amblers in America.

While not very athletic, I was an active youngster enjoying many extra curricular activities including church, community service, scouting, student government, student newspaper, student activities, musical groups, etc. I graduated in the upper half of a class of 400; what I lacked in brainpower, I made up by hard work. Through the State of Indiana’s open admission policy to public universities with low tuition, I was admitted to Indiana University. With my parent’s assistance, summer jobs and working while I attended the University, I was able to graduate four years later debt free. This experience led to a life long commitment to low-cost, easy access public higher education.

College and Post-College Education:

I knew when I enrolled at Indiana University that I would have to work hard if I were to succeed. I decided two things before enrolling: I would be a business management major so as to earn a better living than my father was able to earn, and, I would not engaged in any extra-curricular activities as they might detract from my ability to complete my degree. I violate both decisions; I was elected vice-president of the freshman class the first month I was on campus. By the middle of my junior year, I had been exposed to so much of the world that I never knew before, that the thought
of being in business or industry was becoming repulsive to me. Towards the end of my undergraduate career, I was much more confused about what I was going to do with my life than when I began my academic life in 1955.

Higher education worked its magic on me through both the curriculum and all the campus activities with which I became involved. I was active in the government of the residence halls, campus politics and a variety of social issues, namely the civil rights movement. I participated in a boycott of local barbershops that refused to cut the hair of African American students. I pledged and de-pledged a fraternity within a month when I became aware of how much racism and sexism (we didn’t call it that back then) existed in those elite groups. Through the curriculum, I became exposed to history and the arts which sent me to many a campus concert and lectures. Through my residence hall that entertained the Metropolitan Opera cast each spring, I developed a love of opera, classic music, ballet, etc., all kinds of things that my Family did not enjoy while I was growing up.

As a result of being involved with residence hall government and the all-campus student senate, I became acquainted with the Student Affairs staff and the Dean of Students, Robert H. Shaffer, became a mentor and father figure for me. Exposure to Herman Wells, one of the great American public university presidents, also influenced me to turn away from a career in business. But I was not ready to select the student personnel profession nor academics as a career area. I was indeed confused as I began my senior year.

As I prepared for graduation and serving a military obligation through the ROTC program, I decided to pursue a growing interest in law. I was admitted to the law school at Indiana University; however, my first priority was to complete my active duty in the Army as an Infantry Lieutenant as soon as possible and while the world was relatively quiet and at a peace between the Korean War and the looming war in Viet Nam. My plans were complicated when my orders gave me a year between my undergraduate education and military service. The law school would not let me begin my studies without taking a military deferment. So I chucked law school and enrolled in the new Masters of Public Administration program. After a year of study, I went to military training at Ft. Benning, Georgia and Ft. Knox, Kentucky. With only six months of active service, I was able to return to campus and finish my master’s degree the next Spring semester.

The time in the military was good for me; it was non-academic and I was alone to sort out what was important to me and what I wanted to dedicate my life to. Making a lot of money had taken a back seat to having a career where I could feel that I was making a contribution to the world. The student affairs folk at Indiana had worked to convince me that I belonged in their world. They were successful. As I returned to complete my master’s in political science and public administration, I had already
determined that I was going into this young profession and make a career in higher education administration. I took a full-time job as a resident director of the 1,200 person graduate student resident complex after receiving my master's. This position would allow me to work full time, obtain valuable professional experience and work on my doctorate degree as well. It was good to have a regular paycheck, room and board, just like I had received in the Army. I felt rich and independent for the first times in my life! After a year and a half of living in the residence complex, I was promoted to the position of Assistant Director of Residence Halls Counseling and Activities, a position I held for four years while I completed my Ed.D. in educational administration.

While I lived among 1200 graduate students, I met my future wife, Mary Kate Harris. She was from West Virginia where her father was a faculty member at Marshall University and the first Dean of their graduate school. After finishing her BA in education at Marshall, she came to Indiana to do a master's in remedial reading. She then taught at the laboratory school at Miami University of Ohio and returned to Indiana University in the summer to do additional graduate work. She would live at the graduate center and the rest is history. We were married in 1963 and Mary Kate taught at the IU lab school until we left Indiana in 1966.

**Professional Career:**

When I completed my degree in 1966, I decided that after ten years and three degrees from one university, it was time to leave. The Viet Nam War protests were heating up on the IU campus, we were expecting our first child and I was in need of a change. Several opportunities opened up for me, but I was very impressed by Robert Matson, the Dean of Students at Kent State University and his plans to build a comprehensive student services program at this relatively large, but unknown public university in Northeast Ohio. I was hired to be the Assistant Dean of Men for residence halls and so we picked up and moved in time to join the staff there for the 1966-67 academic year.

By the time I arrived, I was named acting Dean of Men, signaling the rapid rate of change that was occurring at this University that had grown from 7000 students in 1961 to 18,000 when I arrived in the Fall of 1966. By the end of my first year, I would experience four title changes as we moved to meet the needs of this rapidly expanding and changing student population. It was as if I brought trouble with me to Kent. During the first year, we experienced every type of protest or student disruptions from traditional panty raids and food riots to civil rights, student rights and anti-war protests.

Being in a highly industrial sector of Ohio and with a population that was heavy with blue-collar, first generation and minority students, Kent State was primed for a very
difficult period of confrontation, protest and student violence. Each of the
first four years that I was at Kent State, we experienced major turmoil, mostly
center of civil rights for African American students or anti-war activities. Some
protest were focused on student rights as this was the period of time when the courts
were eliminating the concept of “In Loco Parentis” in defining the authority of
colleges and universities over the social behavior of their students.

Kent State was ahead of most universities on adapting to these demands for change.
It responded to the civil rights movement with a very active program to recruit, assist
And serve minority students; it was one of the first universities to codify its rules and
regulations; it guaranteed students the rights of assembly and free speech and student
leaders were actively involved in all aspects of university governance.

So it is somewhat difficult to understand how Kent State became the focal point of
the anti-war protest and the scene of one of the greatest tragedies to occur on an
American college campus. There is not time or space to detail all of what happened
during the early days of May 1970 following the American invasion and expansion
of the Viet Nam War into Cambodia. Suffice it to say, that I was involved with most
of the activities and events leading up to and including the wounding of nine and the
killing of four students by the Ohio National Guard. The aftermath was even worse:
I helped evacuate the campus that fateful afternoon; I assisted in all of the local, state
and national investigations. I helped to reopen the University in the Fall and to main-
tain the institution during the next seven years that I remained at Kent.

At the time of the Kent tragedy, I was Assistant Vice President for Student Affairs. At
the end of that Summer, Bob Matson, then Vice President, resigned and with little
notice or time to decline, I became the Acting Vice President for Student Affairs. In
November of that year, I became Vice President and remained in that position until I
accepted the Vice Chancellor position at The University of Kansas in 1977. The
seven years that I served as Vice President at Kent were marked with efforts to regain
student trust in the institution, rebuilt its relationship with all of its constituencies,
and to resolve all the legal problems related to the May 1-4 events. In that regard, I
spent many of my last seven years at Kent in State and Federal Court rooms with the
many legal cases filed against the State and the University.

Coming to the University of Kansas was a good change for me. The tensions,
problems and round the clock efforts had taken their toll on my attitude and energy.
KU was a positive change with a very different kind of institution and a more upbeat
and sophisticated student population. I remember that the most serious student
problem my first year was the debate on whether or not to move the statue of Jimmy
Green from its current location in front of old Green Hall to the new Green Hall,
home of the school of law. I decided I could handle KU!
Some people thought I was selected by Chancellor Archie Dykes with instructions to abolish the Dean of Women and Dean of Men's Office. That was not true. Dykes did not play a major role in my selection. He was out of town when I was here as a candidate; Del Shankel, then Executive Vice Chancellor and the Search Committee were in agreement that I was their first choice. I was brought back to campus for one short interview with Dykes but by then Shankel had indicated to me that I was his choice. I think Dykes simply wanted to confirm information he had secured on me from other sources.

On a sheet attached to this document I have detailed the major accomplishments I initiated in attempting to update and improve the Student Affairs program. I had inherited a dedicated staff group with a history of outstanding leaders such as William Balfour, Larry Woodruff, Don Alderson, Emily Taylor and Martha Petersen. I was the one who eliminated the Dean of Men and Women, but it was my decision alone, supported by many of the staff who felt the change was needed to respond to the contemporary needs of students and the emphasis on equality and co-education that was a priority in higher education throughout the country. In addition to the organizational changes, the attached sheet also identifies the new programs and services initiated during my tenure as Vice Chancellor. I would highlight several physical plant changes that I initiated during my tenure: A complete remodeling of the Kansas Memorial Union in three major projects; the addition of two new scholarship halls and the beginning of the renovation of all residence halls, student apartments and family student housing; a 3.5 million addition and renovation of Watkins Memorial Student Health Center, the construction of a new child care center and the construction of phase I of a multi million dollar student recreation and fitness center.

What is not told on a resume or a sheet listing major accomplishments, are the many problems and controversies that I was involved in during my 25 year tenure as Vice Chancellor. There is not enough time or space to detail each incident; I prefer to leave those for an oral interview and taping. May I here just list some of the major events that I consider significant for the history of the University:

*The controversy over the exhibit of items from the Third German Reich by the Spencer Research Library.
*The literature distribution controversy
*The controversy over a member of the faculty who neglected his teaching responsibilities to travel to Iran during the take over of the American Embassy.
*The continuing issue over apartheid in South Africa and the refusal of the KU Endowment Association to divest its portfolio of stock of companies doing business in South Africa.
*The decision to "disinvite" Jonathan Kozel to speak at the Higher Education Week Banquet
*The decision to allow GLSOK (Gay and Lesbian Services of Kansas) to seek Student Senate Activity Fee Funding
*The controversy over the invitation of Louis Farichan to lecture on campus
*The controversy over the invitation and participation of the Ku Klux Klan in a free speech forum on campus
*Major hazing and racial problems with the KU fraternities
*The “pizza” and racial incident at Sigma Alpha Epsilon fraternity
*The celebration of the KU-NCAA Basketball tournament victory
*The decision of the Student Senate to remove Darren Fulcher, first African American elected student body president, from office
*The decision to eliminate 3.2 beer from student events and venues on campus;
*The decision to allow alcoholic beverages in the skyboxes at Memorial Stadium
*The decision to allow “tailgating” at KU home football games

With respect to my other university duties, I should indicate that I did not ask for a tenure track faculty appointment to accompany my administrative responsibilities as Vice Chancellor. While I had such an appointment as an Associate Professor at Kent State University, I had come to believe that tenure for full time administrators was not a good idea for it could breed irresponsibility in administrators who always had the protection of tenure to cover their administrative failings. In fact, I had come to the opinion that tenure was an outdated concept even for faculty and that it did more harm than good for both the faculty and the institution. Nevertheless, for the 25 years that I was at KU, I taught as an “extra” load to my administrative responsibilities as a Courtesy Associate Professor in the School of Education. I taught one course per Year in the higher education sequence. I did so as a professional obligation but I never wanted to be a full time teacher.

**Outstanding Former Students:**

I worked with many talented students over the years; most of them were individuals who assumed student leadership positions on the campus. KU has been blessed over the years with a large number of students who had developed or developed very sophisticated leadership skills and contributed much to the improvement of academic and campus life. I continue to keep in contact with many former student leaders, primarily those who served as president or vice-president of the student body. In 1999, I formed the Raymond F. Nichols League of Former Student Leaders (named after a man who once served as student body president or then known as President of the Men’s Student Council. He then went on to spend his entire career in service to the University of Kansas. He is one of KU’s greats.) The Nichols League serves as a fund raising group to help raise money for the leadership development program initiated by the Division of Student Affairs. It also is a means of keeping these talented people connected to their alma mater. A few of the outstanding former student leaders that I have worked with would include:
*Petra "Tedde" Tasheff, first woman to serve as student body president after World War II in 1976-77. She is now chief litigation attorney for Citicorp.

*David Adkins, former student body president, now an attorney for Lathrop and Gage and a state senator who will someday be governor of the State of Kansas.

*Reginald Robinson, first African American to be elected student body vice-president in 1978. He has had a distinguished career as public servant and recently was selected to be the President and CEO of the Kansas Board of Regents.

*Darren Fulcher, first African American to be elected student body President in 1991-92. Although he was removed from office, Darren has gone on to become an attorney and remains a loyal supported of the University.

**University, Professional and Community Service:**

My service to the University, my profession and the Lawrence community are detailed on the attached sheets. However, some are not listed there and I would like and I would like to mention some special ones. My position made me an ex-officio officer and member of the Kansas Memorial Corporation, a group of faculty, staff, students and alumni who govern the operations of the Kansas Memorial Unions. It is a great operation and a testimonial to the good work that alumni and students Can do for the institution when they are given responsibility to assist it. Additionally, this Board gave me the opportunity to work with Frank Burge, the man who literally built The Kansas and the Burge Union. I was pleased to be the one who suggested that the satellite union be named for Frank when he retired.

For 25 years, I was an ex-officio member of the Board of Directors of the Kansas University Athletic Corporation. Although I enjoyed my work with six different athletic directors, it was soon apparent to me that in contrast to the Union Board of Director, the real power to control athletics was not in the KUAC Board. I am not sure yet where the real power and control of athletics rests. It may not be in the University.

I served on more special tasks forces and committees than I can count or remember. I am very proud of the work of the Committee in the late 1980's that studied the treatment and needs of gay and lesbian students on the campus. I am proud that this group recommended things to insure that these students could enjoy their civil rights and participate in campus activities without discrimination.
**Retirement Plans:**

I just retired from active service at the University on August 2, 2002. I plan to keep my residence in Lawrence and remain active in the community. I have agreed to continue to work with the Endowment Association on the KU First Campaign to raise funds for student service related projects. I will serve as a consultant to other universities regarding their student services programs and to speak at national and regional professional associations.

My wife and I are currently co-chairing the United Way campaign for Douglas County. We both are active with special chairitable groups and projects for our church, Plymouth Congregational Church. My advocacy is genealogy, an assignment my grandfather gave me 35 years ago to continue the work he began on researching the Ambler family in America.

**The University of Kansas in the Future:**

KU has become an adopted alma mater for it as I value it as much as I do my real alma mater, Indiana University. They are similar universities in many ways. Yet I believe KU is a better undergraduate universities than most public universities of its size and character. I believe the faculty and staff work hard to maintain the quality of the undergraduate experience which I believe is second to none in the public sector. It has the capacity to become a great research and graduate institution but that will take some effort and a greater commitment by the people of Kansas in order to achieve that status.

I worry that Kansas and KU is lessening its commitment to maintain open, accessible, and low cost public higher education. I believe our country and the State of Kansas have succeeded as a democracy because of its commitment to educate a large segment of the population regardless of social or economic status. That is the traditional role of public higher education and we must not lessen our commitment to that ideal.
DAVID A. AMBLER
Vice Chancellor for Student Affairs-Emeritus
The University of Kansas

BIOGRAPHICAL SKETCH

David Ambler is a native of Indiana and received three degrees from Indiana University: a B.S. in Business Administration; an M.P.A. in Political Science and Public Administration and an Ed.D. in Educational Administration. He was commissioned a Second Lieutenant in the United States Army Reserves and obtained the rank of Captain. Prior to joining the University of Kansas administration, he served two other universities in their student services programs. He was a member of the Dean of Students staff at Indiana University from 1961 through 1966, specializing in student housing programs.

In 1966 he became Assistant Dean of Men at Kent State University and served in several positions prior to being named Vice President for Student Affairs in August, 1970. His appointment came three months after the tragedy at an anti-war protest at the university which left four students dead and nine seriously wounded. At that time he was one of the youngest persons in his profession to be appointed a senior student affairs officer at a major state university. Dr. Ambler assisted in reopening the University and the effort to restore student, alumni and the public’s confidence in the University.

He was appointed as Vice Chancellor for Student Affairs at the University of Kansas in 1977 and serve in that position until his retirement in August 2002. During his tenure as Vice Chancellor, Dr. Ambler was responsible for the University’s student services programs including admissions, registration and records, student orientation, student housing, health services, the student unions, recreational services, financial aid and scholarship, employment and career services, counseling services, student activities, fraternity and sorority advising, multicultural affairs, child care and other programs to assist student development. Additionally, he held the rank of Courtesy Associate Professor in the Department of Teaching and Leadership where he worked with graduate students interested in pursuing careers in higher education.

He was active in national professional organizations and has been a member of two national journal editorial boards. In 1988-89, he chaired a joint NASPA-ACPA Task Force that produced the report titled “The Recruitment, Preparation and Nurturing of the Student Affairs Professional.” He served a three-year term as President of the Foundation of The National Association of Student Personnel Administrators (NASPA), an organization that promotes research and development in student services. He was twice a regional nominee for the NASPA Scott Goodnight Award for Outstanding Performance as a Dean. In 2000, he was designated a “Pillar of the Profession” by the NASPA Foundation and he received the Fred Turner Award for Outstanding Service to NASPA at its national convention that same year. In 2002, Region IV West of NASPA gave him its Distinguished Service Award.
In 1983, the KU Student Senate selected him to receive their Higher Education Distinguished Service Award and in 1987 he was the first recipient of the CLASS Award established by the Senior Class at KU to honor staff members in the Division of Student Affairs. At the time of his retirement, the Senior Class honored him by awarding him a second CLASS award. In 1987 he was recognized by his alma mater, Indiana University, when he received the Robert H. Shaffer Distinguished Alumni Award. He is member of Phi Beta Kappa, education honorary and an honorary member of Omicron Delta Kappa, Golden Key and the Order of Omega, all student honoraries. The KU Interfraternity Council established the David A. Ambler Outstanding Campus Leader Award and Scholarship in his honor. In recognition of his twenty-five years of service, The University of Kansas established the David A. Ambler Leadership Development and Programming Fund which will be used to support leadership development programs for KU students. On December 20, 2007, The Kansas Board of Regents named the recreation center on the Lawrence Campus the David A. Ambler Student Recreation Fitness Center.

Dr. Ambler has served on the Board of Directors of the Lawrence (KS.) Chamber of Commerce, the Holcomb Recreation Center Foundation, the United Way of Douglas County, the Independence Days Festival, Hilltop Child Care Center, Friends of the (KU) Theatre, Friends of the (KU) Lied Performing Arts Center, the Burt Nash Community Mental Health Center, The Friends of the Hall Center for the Humanities and The New Generation Society of Lawrence. He has twice served as Moderator of Plymouth Congregational Church and was a member of the local and state boards of Ecumenical Campus Ministries. He currently serves on the National Executive Council of the United Church of Christ. He has been a member of Rotary International since 1970 and served as President of the Lawrence Club in 1988-89. In 1999 he was named a Rotary Paul Harris Fellow and in 2006 he received the “Lead The Way” Award for Exceptional Rotary Leadership from the District Governor.

Dr. Ambler is married to Mary Kate Harris Ambler, a graduate of Marshall University and Indiana University. They have two daughters, Laura Pfeifer, a University of Kansas graduate, and Sarah Piper, a graduate of Arizona State University and Emory University. They have three grandchildren.

January, 2008
Q. This is October 9, 2002, and I'm Calder Pickett. This is going to be an interview with Vice Chancellor David Ambler. Dave Ambler is a man I've known and admired for a long time. Somebody the other day was asking me about my interviewing, and I said I was going to be interviewing you, and heard, "He's one of the really nice guys of KU."

A. Thank you.

Q. And then I would say that's probably the impression I have, too. Dave, what I'd like for you to do, even though you've written this out for me, is to start by telling me just briefly about your early childhood. Tell us your date of birth and place of birth, what your parents' names were, and what your father did for a living.

A. I was born June 1, 1937, which makes me 65 now. I was born in Hammond, Indiana. I was born there in that my family were central Indiana farmers, but during the Depression my grandfather had to move into the urban areas to secure work, so my family ended up in that industrial part of northwest Indiana. My father's name was Francis Winston Ambler. My mother was Dorothy Margaret Emerson. One Welsh, one English member. There were four children. I was the third of four. My father graduated from high school in the middle of the Depression in 1930, went to work for Sinclair Refinery in East Chicago, Indiana, and attended Indiana University Extension Center. He attempted to go to college at the Indiana University Extension Center there, but at an oil refinery you work shift work, and consequently his schedule would not allow him to regularly attend class. If you had a job at those times, you hung on to it. My mother was a year younger than he, and in their senior year in high school they eloped. They stayed in that area, and 42 years later my dad retired from what was now Arco Refinery purchased by Atlantic Richfield Company, but he stayed with the same company his entire life.
He sold insurance and repaired watches on the side to supplement his income so he could provide a better living for his family.

Q. You were born during the Depression.
A. At the end of the Depression, 1937.
Q. You wouldn’t have any memory, but you would know whatever your parents told you.
A. I knew that my parents struggled to make a living, but I never felt that poor but certainly not wealthy. My mother went back to work when any of us wanted to go to college, and two of the four elected to do so. But I was the first one to complete a college degree and was the first one as far back in the generations of our family that you can count that had completed a college degree. My parents retired and went to Florida and had 23 good years of playing in south Florida, and had a good life. I guess their example motivated me to go to college and try to have an even better life with me not having to struggle as hard as they did.

Q. What you said about your parents and their background is quite similar to what I’ve heard from many people. I’ve done, oh, gee, 130 to 150 of these now, I guess, and I find that very few parents had much education. I think my dad and mother got through the eighth grade. I think mother went to some academy or something after that, but Dad didn’t, and I was the first Pickett to go to college, at least so far as I know, in the entire family. Then it became a kind of pattern.

A. It was pretty obvious that I would go to a public university, simply because my family could not afford anything else, and I probably wasn’t of the academic talent to reach a prestigious private institution. But it did build into me a value that George Baxter Smith,
mentioned and that’s a commitment to public higher education. I went to Indiana University, which I consider a very fine institution — very similar to the University of Kansas.

Q. That’s a lot like KU from what I’ve heard. I remember Del Brinkman told me that.

A. Yes, Del (Brinkman) and I both shared that love for both Indiana and KU. They’re similar programs, similar temperament, also take great pride in the beauty of their campus, have good basketball, not so good football, that kind of thing. But it was at that time open admissions was pretty prevalent at all state universities. Primarily if you completed the college prep track in high school, you’d be admitted to one of the public universities. And, it was relatively low-cost. That fact made it possible for me not only to finish an undergraduate degree but go on for two graduate degrees. And I’ve just maintained a steadfast commitment that public education ought to be open and accessible to a broad base of our population. That’s been a value that I’ve carried with me through my career. That probably explains why I also spent my entire career in public higher education. But, Indiana was a wonderful experience for me.

Q. Now, I don’t want you to get up there too soon.

A. OK.

Q. I want to do more about your background.

A. OK.

Q. Brothers and sisters, you said?

A. Yes. One sister. One older sister. A sister and a brother who were older than me. And then a younger brother.

Q. Are they all living?

A. No. My sister died early, but she was the other one who eventually completed a college degree, and was married to a college professor, a man who became the dean of the school.
of business at the University of Miami in Florida and then at the University of Wisconsin. So the two of us shared an interest in and involvement with academics. My older brother did not like school, but wanted to make something of himself and became an electrician and eventually an electrical contractor. He did very, very well, and I'm very proud of his accomplishments.

Q. Sounds very much like my younger brother. My mother would say, "Talk to Neal," she’d say, "Talk to Neal and see if you can get him to be more interested in school." I realized, of course, that I was quite a bit older than he was. He didn’t ever go to college, but he’s had a very good life. And the interesting thing about him now, as I talk with him, is that he’s become tremendously interested in history. He wants to travel, to go to places where there is history, and also he’s reading now. Just like he’s starting a new life.

A. Similar experience with my brother. As I say, he didn’t care for school. My mother always said it was because he never learned to read well. And, yet, he was ambitious enough to want to make something of his life. He did that, and he provided well for his family. And I feel very good about him. My younger brother, I’m disassociated with. I really don’t know where he is. He’s not done anything with his life and not been able to provide for his family. But, I think the point I would want to emphasize is that my parents, while they were not educated themselves, knew the value of that and wanted to help any of us who wanted to go to college or university and do with our lives as we could. I’m very much in their debt for that.

Q. Did you have books in the home?

A. Yes, but I don’t know that we were really encouraged that much to read. But I did read because I like to read. In high school I got involved with your profession and was a high school journalist and editor of my high school newspaper for two years. I think that encourages you to read.
Q. Tell me a little bit. You were a city boy. What is Hammond? 200,000? 300,000?
A. I would guess it’s probably 200,000 now. I was approximately 100,000 when I was growing up there.

Q. Were you living in an industrial kind of neighborhood?
A. No, we were in the southern portion of Hammond. The industry would be in the north gathered around Lake Michigan. And then, East Chicago, Gary, Whiting, were where the steel mills and oil refineries were primarily located, so we lived in a very nice residential neighborhood. We had very good schools and good opportunities for being involved in extracurricular activities.

Q. Did you ever get over to the lake much?
A. Oh, yes. My folks eventually became boating people. Growing up during the war you didn’t have a car and couldn’t get gasoline to take vacation trips. We spent most of our summer vacations on Lake Michigan.

Q. Did you get into Chicago to get into, oh, all those fabulous museums, for example?
A. Yes. Went to Chicago probably on the average of once a month, and I still love the Field Museum of Natural History and the science museum and the aquarium.

Q. Do you know what we love? We love the botanical gardens that are up north there. We always try to go up there.
A. My folks were very good at taking us into Chicago to things that were educational and stimulating and valuable. It grew a lifelong love for the city of Chicago and all that it offers.

Q. What did you like in school, in grade school and high school? I guess that you got through high school in Hammond, did you?
A. Yes. I was not real athletic. I ran track, but I was not a football or basketball star. I soon learned that I enjoyed politics and current events. That got me into high school journalism, into student government, into scouting. I was very active in Boy Scouts throughout my childhood. I had a scoutmaster who just committed his life to us and so we got to do lots of interesting things.

Q. That’s something I had, too. You know, a lot of people I’ve talked to don’t know anything about that. I loved being a Boy Scout.

A. I think there’s a lot more activities competing with that now than maybe when we were growing up. But it certainly was an avenue to developing a lot of skills and talents. My scout troop happened to specialize in Native American lore and became a dancing scout troop. We danced, took our equipment and danced allover the Midwest. We took an old school bus and converted into our equipment bus. We would travel on that and became specialists in Indian dancing.

Q. Were you a good student?

A. I was an above-average student. I don’t know we paid any attention to class rank then, but I did well but I worked very hard for it. That was a self-motivated thing, but there was no pressure in my family to do well academically. We were expected to do well, but in terms of achieving great academic excellence, that wasn’t a value, an ethic in my family. But I had this desire to do well, and so I worked very hard and was pleased that I was able to be successful.

Q. Did you ever have another jobs in those days? Did you carry newspapers or anything like that?

A. I kind of, when I retired, had this freaky, scary thing about retiring was that it would be the first time since I was 11 years old that I didn’t have an employer. I always worked.
I carried newspaper routes through junior high and most of high school. My grandparents on my mother’s side ran a restaurant, which was near the high school I went to, and I worked in the restaurant after school. When the local telephone company converted to dial phones, I worked for the telephone company one summer and converted the telephones to the dial system. While I went to college, I worked in the oil refinery that my dad worked in as a laborer every summer. That was good money and enough to cover most of my expenses at school. It was also the greatest motivation to go back to college because I knew that I did not want to spend 40-some years at an oil refinery as my dad had done. I worked at college. I stayed in a residence hall my entire undergraduate career, and I worked in the dining room and at the desk, things like that, to help pay my expenses. So, yeah, work — hard work, hard play — was an ethic I would say in my family.

Q. Maybe you’ll be the way I was right after I retired. In fact, I’m still that way once in a while. I’ll sit there and say to myself, “Well, you ought to be doing something, but I couldn’t figure out what that should be. ‘Course, the fact that I’ve kept at some of these things and on the radio program, I don’t ever want to quit. I’m scared of the prospect of something like that, that something might cause me to quit, you know. You were in school — born in 1937 — that means that when World War II came, you were only four years old. Do you remember the war?

A. Yes. I remember the beginning of the war when I would have been four to five years of age. I remember it only because of the seriousness of the reaction of my family to Pearl Harbor and all that. I remember the end of the war much better in that I had a number of uncles who were in the service. I remember the joy of when they returned home alive. My father was working in a critical industry and was a little bit older, so he was not drafted but he was a Civil Defense worker. Because we were in an industrial area we had these practice blackouts and so
forth. And I can remember going into the closet with a flashlight to help my father check all the things he had to check in our neighborhood during that period of time. But, yes, I remember World War II, but I think my parents were wise enough to constantly reassure us that we were not in any danger and that eventually America would prevail. But I do definitely remember the hard times of the war.

Q. You also were of an age that meant that you didn’t get into the Korean War.

A. The Korean War began in about ’51 as I recall and ended about ’53 after Eisenhower was elected, and I graduated from high school in ’55. So, I was too young and kind of in-between for the Korean War.

Q. You, of course, went to Indiana. Was there any other school? You wouldn’t have been too far from Notre Dame but that probably would have cost more.

A. That would have cost more and my family is a very strong Protestant family, so I’m sure my parents would have never thought about sending me to a Roman Catholic school.

Q. You know, it’s really a great university from what I know about it.

A. Where I grew up was 95 percent Roman Catholic and probably 98 percent Democrat. My parents, even though they were laboring people, were very strong Republicans, which probably reflected their farm background, and not only Protestant but they were anti-Catholic, I think because maybe they saw some of the abuses when you have that much of a majority of population. I think my parents always worried that I would probably fall in love with a Roman Catholic girl and I’m not sure how they would have dealt with it.

Q. Nola’s maiden name was Agricola. Her father was German but that was their name. When I called Mother to tell her I was getting married, she said, “Oh, Calder, she’s not a Catholic, is she?” Our background was Mormon, LDS. I said, “No, Mother, she is not. She is not
a Catholic.” I had to get that established because that was important. We saw something we were watching on television, and we got this strong conservative strain that you find so much in Indiana. And my wife said, “Well this is Indiana, what else?”

A. Indiana is a paradox. If you leave that northwest Indiana which is Lake County and go a few miles south, it flip-flops. It’s 98 percent Protestant and 95 percent or better Republican. So when you get down south, as I did, to Bloomington, it’s a very, very different environment. It’s very comparable to being from Johnson County as opposed to being from Goodland or Garden City or out in Kansas.

Q. Did you ever consider Purdue?

A. Not really. Purdue was more of an engineering school than it is now. It has become more of a liberal arts institution but it was pretty much agriculture, engineering, that kind of thing was Purdue’s specialty. Indiana was more liberal arts.

Q. You were in something comparable to our College, I imagine, when you first went to Indiana?

A. Actually, you matriculated right into a professional school at Indiana.

Q. Oh, you did?

A. Your advising was in something called the Junior Division, which was kind of like our Freshmen and Sophomore Advising Center. But I matriculated right into the School of Business.

Q. Why?

A. Because my motivation was that I was going to get into business or industry and make more money than my father was able to make, and as I said earlier, live a little easier life. So that’s where I started out. As I indicated in the paper, when I went to Indiana I was not that
secure in my academic ability or my belief about my academic ability, I guess. So I said, "I'm going to be a school of business administration major so I can go out and make lots of money. Secondly, I'm not going to get involved in any campus activities because that may detract from my ability to be successful." I quickly violated both of those propositions. Higher education worked its magic on me like probably it doesn't work on a lot of people in that I didn't come from an educated family or an academic background, and so it opened up to me a world I had never known before — in how I thought about things, in what I became interested in and what I ultimately decided was where I wanted to make my mark. One of the things I like to talk about is that my family had no interest in the arts or music when I was growing up, so there wasn't much of an introduction to that in our home. The residence hall that I lived in got to entertain the Metropolitan Opera cast every year when they came to Indiana for two nights. After the first night's performance they would come to our residence hall and we would have a dinner for them. Then we would go up to the dining room which was as big as a football field and there would be a show put on by local student talent and part of the opera cast in a very informal, let-your-hair-down kind of performance. I got involved in this because I was involved in student government in my residence hall. And I just said, "I have to know something about opera or I'm going to look like a real dummy." So I went to the opera. And I read about the opera. And I fell in love with the opera as a result of that experience and have carried that through my life. As a result of that, I took a course in music appreciation. I started going to concerts and symphonies and bought artists' series. At that point had it not been for Indiana providing that kind of opportunity, I might never have developed that kind of interest.

I had always understood discrimination because I grew up in a highly ethnically diverse part of the country and we had integration in that part of Indiana before we called it that. I had
been involved in a singing group of eight men in high school and there were several African-American students in that group. We went to sing at a country club in the north part of Indiana and were denied admission to the country club because of the African-Americans. And without anybody prompting us, all of the white fellows looked at each other and said, “If they don’t go in, we don’t go in.” So, I’ve always had that interest in civil rights going to Indiana University at the time I did in the late ‘50s, being there in the early ‘60s, got me very much involved in the civil rights movement. I was involved in a boycott of local barber shops in Bloomington that would not cut the hair of African-American students.

Q. You know, we had that here. Clarke Wescoe personally integrated a barber shop. took a black boy by his hand and took him right in.

A. Herman Wells, who was a great president of Indiana for 25 years, a man who is very robust, big as St. Nicholas, looked like St. Nicholas, integrated the Bloomington swimming pools by doing the very same thing, taking a black student with him to the swimming pool.

Q. I wanted to ask you about Bloomington. Have you seen “Breaking Away?”

A. Yes.

Q. Del thought that was a fairly true picture.

A. Very definite true picture.

Q. One of my favorite movies.

A. One of my favorite movies, as is “Hoosiers,” the basketball story. My parents attended the state final game between little Milan and Muncie Central that that story of “Hoosiers” is about, so I knew about that from personal experience.

Q. Yeah, we saw it again about a week ago.
A. The young man who wrote "Breaking Away" was at Indiana while I was there. Lived in the same residence hall that I did and was recruited away by one of the fraternities because of his bike riding skill. The fraternities always raided the residence halls for the good bike riders so they could pledge them so they could ride on their bike teams.

Q. Must have been a big, big thing there, then.

A. Oh, back then, and of course it continues today. I worked on what was called the Student Foundation, a student group of the Indiana University Foundation that put on that race every year, which was a great experience. It was one of the most wonderful weekends you’ve ever had. Bob Hope loved to come to Bloomington for the Little 500 Weekend and was frequently the main entertainment after the race.

Q. Did you get over into Brown County?

A. Awesome.

Q. We would like to do that again, and I don’t know when we’re going to do it. It’s right out of Bloomington as I remember.

A. It’s about 20 miles to the east of Bloomington, a beautiful state park in one of the picturesque areas of the state in the fall. And the Nashville House Restaurant was THE restaurant to go to in Brown County, and my parents always loved to come down and take us over there. Yes, it’s a very beautiful part of the state. It’s in the rolling foothills in the Ohio River valley.

Q. Southern Indiana really seems different to me. We used to head that way because Kathy was in Cincinnati for several years, and we would cut down that way more than to go over up through Indianapolis and go on because Cincinnati’s almost in Kentucky.

Let’s see, you graduated from Indiana in what year?
A. 1959.

Q. Did you go directly, then, into graduate school?

A. Yes, for one reason. I probably was more confused about what I was going to do with my life when I got to my senior year. I told you I wasn’t going to get involved in campus activities because I was afraid it would detract from my ability to do a good job academically, and I was going to go into business. The longer I was there the more I got exposed to the world as a university exposes you to the world, the more I knew I didn’t want to go into being a businessman. But I wasn’t quite sure what I wanted to do. As a result of being very active in campus politics and student government, I became in contact with the Student Affairs staff and man by the name of Robert Shaffer (sic?) was the dean of students. He became kind of like a mentor and father figure to me, and he and a lot of the Student Affairs staff started working on my about my junior year, saying, “You don’t really want to be a businessman. You ought to really look at going into education and look at coming into our field.” I thought you had to go into being a guidance counselor to go in that area, and I wasn’t sure I was cut out to be a counselor. I had gained an interest in the law based on a personal basis as well as an academic one. I took every business law course that the business school offered and just loved them. So, I thought about going to law school. What intervened was the fact that I had gone through the ROTC program for all four years and was commissioned as a second lieutenant in the infantry, and had an obligation there that I wanted to get over with as quickly as I could. Because we were now between the Korean War and the Vietnam War, and yet the world was unsettled and I just wanted to get that sucker behind me. I was commissioned and unfortunately my call to duty was a year later after I graduated. So I had a year before I had to go on active duty. So I went ahead and got admitted to law school, and thought, I’ll go ahead a do a year of law school, I’ll
go on active duty, which was only going to be six months, and I'll come back and finish out my law degree. A law degree, I thought, I could do lots of things with, but I got stumbled by the fact that the law school insisted that I would have to take a military deferment so I could go straight through law school. They would not allow me to go a year, then drop out for a year and then come back. And I didn't want to do that. I wanted to get that military over. So I then got admitted to another program that was of interest to me and that was in political science and public administration. Indiana was just initiating a Master's of Public Administration, and through that program, incidentally, I learned all about people like ??? here at KU, KU's public administration program. But I went ahead and did a master's, then, and got most of it finished before I went to the service, and then went into the service at the end of 1960 — June of 1960. That six months in the service was a good time for me. I was kind of a nonacademic break. You didn't have to think too much being in the military.

Q. Where were you? Were you stationed around there?

A. I went to Fort Benning, Georgia, for the basic infantry officers' course. Then I was assigned to the basic infantry training school at Fort Knox in Kentucky, and finished out my tour of duty there. But it gave me time to really kind of sort things out and decide what I wanted to. And I decided I did want to get into higher education and was going into student affairs work. So I came back in January of the next year, finished my master's, and was going to go and work for a couple of years. But Indiana offered me a full-time position as a resident director, as we would call them today, in the graduate residence center, a large complex of about 15 buildings that housed 1,200 graduate students. I would be employed full-time and yet I could start working on my doctorate. That meant that I would have an income, room and board, and be able to take course work, which was what I elected to do. My second year into that arrangement I was
promoted into being assistant director what was called Residence Hall Counseling and Activities. It was a central office for residence life, and I worked for educational programming in the residence halls for the next four years.

Q. Boy, you must have made a good impression to get into things like that.

A. I enjoyed the kind of relationships Student Affairs people had with students. I, as I stated, had become very committed to public higher education and making educational opportunity available to a wide spectrum of our population. I saw Student Affairs as an area that helped people really maximize their educational opportunities. And, that’s why things like introduction the fine arts that I received through my campus activities that I have become interested in. Just recently I worked with Kathy Pryor at the University Theatre to take my complimentary retirement tickets to the Theatre and have those used to invite some undergraduate students who might not otherwise get to see a Theatre production go to the Theatre, because, hopefully, they will develop an interest in the fine arts that way and keep that throughout their life. So Student Affairs became an avenue to kind of make a mark in the world. And, as it’s turned out been a fantastic career in terms of everything it’s done for me and, hopefully, given me an opportunity to do some things.

Q. And educational administration, is that was the doctorate was in?

A. Yes, my doctorate was an Ed.D.

Q. What school is that in?

A. It’s in the Indiana College of Education. You could do a Ph.D. in that program or you could do an Ed.D., and since I was going to take five years to do my doctorate, I did the Ed.D. because the only difference between the two was a foreign language. So I went through what would be the School of Education here. They had a program in educational administration
with a track in higher education administration. My doctoral adviser was a consultant on higher education across the country, and the State of Kentucky hired him to do a statewide study of the needs of higher education in Kentucky. He took about six of us graduate students with him and we helped do all the research. I specialized in Jefferson County, Kentucky, which was Louisville, in looking at higher education in the urban setting. We recommended out of that study that the University of Louisville become a public university, which it eventually did. Anyway, I got to help participate in that statewide study, but I got a topic for a dissertation in all the data and it didn’t cost me a penny.

Q. What was the dissertation?

A. My dissertation was “The Resources and Needs for Higher Education in Jefferson County, Kentucky.” I had looked and studied all the private institutions as well as the semipublic University of Louisville.

Q. Now you’re almost 30 years old. When does Mary Kate Harris enter your life?

A. Mary Kate Harris entered my life the end of my first year at the graduate residence center. Mary Kate grew up in Huntington, West Virginia. Her father, who started his life in a log cabin in the mountains of West Virginia, farm family had eight children who had to help each other go to high school. You had to go away to go to high school even. Eventually all eight children got bachelor’s and master’s degrees. And they all went into education. They were called The Teaching Harrises of West Virginia. He went to the University of Iowa and got his doctorate in political science, came back to Marshall University and spent his career there, was the first dean of the graduate school at Marshall University, and they eventually named a building after him. Mary Kate lived right across the street from Marshall University, and she went there as an undergraduate and then came to Indiana to do a master’s in remedial reading.
She did that while I was gone to the service, so we didn’t meet then. She took a teaching position with the lab school at Miami of Ohio in the University of Ohio but came back to Indiana in the summers to do additional graduate work and stayed at the graduate residence center where I was the head resident. And that’s how we met and we married in 1963. And she taught at the lab school at Indiana University for the three years that we were there while we were married. Then as I concluded my doctorate, I decided I’d spent 10 years of and on and Indiana, and I decided it was time for me to get off and see higher education from a little different perspective. I was as committed as Indiana University as most Jayhawks are to KU, but my mentor Bob Shaffer (sic?) said to me one day, “If you want a job, you stay at your alma mater. If you want a career, you go where the professional opportunities are. And that was a good way for him to tell me, ‘You need to get out and do some things.’ So, as I was concluding my degree and we were getting ready to having a family, I started looking around. It was a buyer’s market then. There were so many opportunities because higher education was expanding and growing, with all the returning veterans from the Korean War, the baby bubble after World War II. So I had many opportunities, but Kent State just resonated with me when I went there to visit. The man who was the dean of students, the chief Student Affairs officer, was an Indiana University graduate. He and I had known each other. So, the other thing that kind of motivated me was, about the end of my career at Indiana, the Vietnam War protesters began to heat up in the mid ‘60s there. And I can remember looking out my office window and seeing placards walking up and down in front of the administration building protesting the war. And I thought, “I don’t want any part of this. I’m going to go to a university where nothing like this happens.” So I ironically picked a big state university unknown to most everybody else. Kent State when I went there in 1966 was 18,000
students. It was in the Top 25 public universities in size at that time. But everybody confused it with Penn State.

Q. Now Kent is at Kent, Ohio. It isn’t a very big city, is it?

A. Kent was as big as Lawrence when I came here. It was about 45,000, 40 to 45 thousand, but it was south of Cleveland and right next to Akron, so it was not a vibrant retail area. It was a small college town is what it was.

Q. Now you went there in what capacity?

A. I was hired to be assistant dean of men for the residence halls. But part of the attraction for going there was that Kent was growing. Kent was 6,000 in 1960. It was 18,000 in 1966. It had tripled in six, seven years. It had been a teacher’s college. It was Kent State Normal, then Kent State Teacher’s College and then Kent State University. Rapidly growing, probably growing too fast because it didn’t build in a lot of tradition and a lot of stability. As it grew (end of Side 1, Tape 1) (No other words before pickup on side two, which follows:)

Q. You got to Kent State in, what year did you go there?

A. 1966.

Q. 1966. And that is four years before the explosion, right?

A. Right. But, as I said, it was growing so rapidly that I was hired as assistant dean of men. When I got there I became acting dean of men because the man who had hired me who had been dean of men had been promoted to dean of students ... was an indication of the kind of transition that Kent was trying to make. Interestingly, however, Kent was starting to experience some of the upheaval that was going around across the country, and certainly on major college campuses across the United States. I said in my paper that I thought I brought trouble to Kent with me because the very first year I was there we started having problems with minority
students who felt — rightfully so — that Kent wasn’t responsive to their needs. We had the student rights movement. We had the civil rights movement. We had the women’s movement. We had what I call the counterculture movement, the hippie movement. And, we had the anti-war movement. Those first four years I was there between 1966 and 1970 was constant turmoil.

Q. You know, this interests me because one thing that we were told in the mass media was that this was a place where one wouldn’t have expected this kind of thing to happen. They could have expected it at — Wisconsin was a hotbed, Kansas was really a hotbed then.

A. I think that’s true. It was paradoxical in many ways. It had been a teacher’s college and you don’t normally think people going into teacher education as being radical reformers in our world. But it had a blue-collar population. It had probably 75 percent or better of its students who were first-generation college students, Many of them at that time were the sons and daughters of those World War II veterans. They were kids who had never seen war or poverty. And they alienated themselves from their parents’ generation because they weren’t going to buy into another war. So, I think the kind of students they attracted led to the problems that Kent State had. I think as KU was described as being on that East-West corridor where you had a lot of the student traffic back and forth east of us. Kent was right on that corridor from the eastern part of the United States to the west. We had a large out-of-state population, many from New York, New Jersey. We had students coming from New York coming to Ohio University, Kent State University, Bowling Green, places like that, because they could get admitted there when they couldn’t get admitted to the regents’ schools in New York State. We had a large international population, at that time bigger than what we had here at KU. So there was a mix there and a geographical location that probably contributed to the kind of upheavals that we experienced. Certainly in that quadrant of Ohio you have the most heavy concentration of
population, and Kent for many years was the only state university in that quadrant. Later on you had Akron, Cleveland State and Youngstown State coming to the state system, but they were all either private or municipal institutions early on. But you had Youngstown, Cleveland, Akron and Kent all located there. You had a lot of minority populations there working in those industrial areas. Kent probably had 15 percent minority students back in the late ‘60s just because of its geographical location.

Q. Now, where were you and what position were you in and so on in May of 1970 when all of the horror took place?

A. By that time I was assistant vice president for student affairs. We just had that rapid change that I had described earlier, and I kept getting a different promotion and a different title almost every year. But in 1969-70 I was assistant vice president. I frequently was given the nickname of “Bullhorn Dave” because I was frequently the one who had to go out to a rally if it got out of hand and started to become disruptive or violating the law and read the so-called riot-act and the cease-and-desist. So I was kind the major assistant to the vice president who would make most of the policy decisions and the strategic decisions and responding to a lot of these problems. On that weekend I was allover the place. It started on Thursday night with the announcement that Nixon was going to invade Cambodia. The students held protest rallies the next day over the expansion of the war. And Friday night at the bar scene downtown they exited the bars and had a large gathering out in the streets of downtown. And next thing you know there were fires being set in the middle of the street and a nervous mayor sent the police in to break it up. And pretty soon were having damage done to the downtown area and a confrontation between the local police and the students. The mayor quickly slapped a curfew in the city, which restricted our students (can’t discern this word???) which lived on campus to the
confines of the campus. Saturday we spent a lot of time trying to explain to the students that they were restricted to the campus if they stepped off the campus after that curfew hour in the evening. They could be subject to arrest. We were trying to calm people down. But we began to get rumors that something big was going to happen Saturday evening. The mayor had already asked the governor to send the Guard there. We were unaware of that but as it turned out later we found out the Guard had been over in Akron at a rubber strike and were on the edge of the city. About 8 o’clock a crowd gathered on what was the Commons, the gathering place in the center of the campus, and without any speeches, rallies or demonstrations they simply moved to the ROTC Building which sat on the edge of this and started firebombing it. I had gone out there to try to be prepared to ask them to cease and desist. But the police told me it was too dangerous to go out there, that there was a crowd of people they did not even recognize. Whether or not it was a lot of outsiders is still a mystery, but in any event they torched the building and as the building was set afire the local fire company had to come on to campus and were immediately assaulted by this crowd of students. And that caused the Guard to be sent in to protect the firemen. As the Guard came in they literally took over the campus.

Q. The Guard did?

A. The National Guard did. And the building was burned to the ground. The next morning the campus looked like an armed camp. There were army personnel carriers at every entrance to the campus. There were Army personnel with bayonets on their weapons patrolling every street of campus. The president who had left on Friday with our blessing, because we had got through the rally on Friday without any problems, had come to Iowa City for a meeting of the UCT (?) Board and, of course, Saturday night after the building was burned we called him back home. As he arrived, the governor, Jim Rhodes, arrived in Lawrence (***NOTE: I think
this should be Kent) Jim Rhodes was running for the U.S. Senate against Robert Taft Jr. in the Republican primary which was to be held on Tuesday, May 5. He was behind in the polls. He came into town Sunday, May 3, met with the president and then met with a bunch of us. And it wasn't a meeting, it was a lecture by Jim Rhodes. And I remember him taking his arm and swinging it and pointing it at us of the university and saying, "You university people stay out of this. I have given the Guard all the authority and the power they need to resolve this problem and they will resolve it because these kids are worse than the Brown Shirts of Nazi Germany."

Q. Oh, hell.

A. He then went out to a press conference at which nobody from the university was allowed to attend or speak. And he repeated that these kids were worse than the Brown Shirts of Nazi Germany. That only inflamed the situation for us. That only inflamed the situation for us who were trying to calm it down and get ready for class on Monday when 35 percent of our students who were commuters would be returning to campus for the first time. Sunday afternoon the Guard instructed us in Student Affairs to go out across campus and tell students they could not gather in groups larger than three. Clearly a violation of their right of assembly and so forth. Supposedly they claimed they had this under the emergency proclamation given to them by the governor declaring essentially martial law. We were never shown that proclamation. Our attorneys were never able to get anybody in the state government or the National Guard to explain what authority they had, why they were calling the shots telling us how the university would be run. But my personal experience was that I was one of these people who was told by a National Guard leader that we were to go out and tell people that they could not gather in groups larger than three, which we did, all Sunday afternoon. Monday morning we went ahead with the Guard's permission to hold classes. We were trying to get control of our university back, get the
Guard out of there so we could get back to some kind of normalcy as quickly as we could. A rally, however, had been called for on Friday afternoon in the students' first protest of the invasion of Cambodia. They wanted to hold a rally on Monday and get the university to answer some of their demands about getting rid of any military (can't make out this word???) da-da-da-da-da-da-da-da-da, that kind of stuff. The Guard made it clear to us Sunday evening and Monday morning that they would not allow that rally to be held. At about 11 o'clock the president and vice presidents left campus to go to a meeting with city officials and to talk with other people in the higher education establishment about how we could regain control of campus. I stayed back on campus to monitor the rally, and, sure enough, at noon students began gathering for the rally. And the Guard indicated they were going to break it up. When the Guard started preparing their skirmish lines to go break up this rally, I left and went back into the administration building to call the president and vice presidents and say, "I think you'd better get back here. We're headed for a major confrontation." By the time I got back in, by the time I made that phone call, it was 12:20, 12:25, and I remember somebody who had a radio listening to what was going on out on the Commons saying, "I think shots have been fired." And then you started getting the word that indeed the Guard had fired, there were people wounded, injured. The rest is kind of history. The shooting happened at 12:25. By 1:30 the president had decided to close the university. Within an hour the local county prosecutor had gone to court and got an injunction closing the university. Between about 1:30 and 6:30 we evacuated that campus of 18,000. We allowed the students who lived in the residence halls to go back to their residence halls, get one suitcase packed and get out. We took our buses and took students to airports in Cleveland, in Akron, as far away as Pittsburgh. We ran our buses to Columbus, to Toledo, to Cincinnati to take kids home just to get them out of campus. By 6 o'clock that evening we were down to about 200 students, mostly
foreign students and married students, who were allowed to stay in their married-student apartments.

Q. Did the school year essentially come to an end then?
A. Yes.

Q. Did you have commencement?
A. Yes. This was May 4. We were on a quarter system, and the quarter didn’t end until about the 10th of June. I was teaching a class myself. We had to keep our classes going or we would lose our state subsidy. So I taught my class in the Methodist church across the street because the students, under the injunction, were barred from being on campus. So were the faculty. The faculty couldn’t even back to their offices and their labs for two weeks. We provided address labels to faculty so that they could correspond with students. Many of our students went up to Oberlin College which was just 80 miles away, and faculty went up there and met them up there to finish their classes. Somehow we finished the classes, and we were given permission to open up the campus for commencement. And then we just closed again. And finally the end of June we were allowed to open up for a limited summer session. But, technically, we really couldn’t reopen until the fall.

Q. You know, this is not the same thing that happened here, but it was mighty close. Our campus disturbance, the Union burning and so on, this was related to Kent State.
A. The Union was burned two weeks before Kent State.

Q. Oh, it was, was it?
A. Yeah, the end of April. Just about 10 days, I think it was.
A. I thought it came after.
A. Regardless, Calder, of course, when I came here, I was kind of a lightning rod for everybody to tell me what happened at KU similar to Kent, and I was struck with the parallel between what happened here and what happened at Kent. You had bombings of buildings, you had burnings of buildings, you closed the school early, you had people killed here on Oread Boulevard, you had another person killed downtown. The similarities were uncanny.

Q. It was a very disillusioning kind of thing for this whole period for me. I had always considered myself, at least since I was in graduate school, as a person who was quite a liberal in almost every way. At first I tended to defend the war. Later on I turned against it because of what it was doing to families, families I knew, what it was doing to students and what it was doing here on the campus. But this was, of course, a traumatic time, I think, for a great many people in education. For people I talk with who don’t seem to think that, I wonder what they were doing.

A. You know, I was kind of mad at everybody. I was mad at the students. I was mad at our government. I kept talking to these students, saying, “I don’t understand why you’re wanting to shut down the very citadels of our freedom, our colleges and universities. There are a hundred people in Washington who could stop this war any day. Why don’t you work through the political process rather than shut down our source of our freedom? ‘We don’t trust the political process. We’ve got to show the world that we will not tolerate this kind of behavior?’ “

Q. Do you remember John Bremner?

A. Oh, yes.

Q. John, at the time of the moratorium in ’69, what he told the classes, what he wanted to have done instead of closing classes, he wanted to cancel the Oklahoma game. And, boy, the students didn’t go for that. And that really told us something about their values.
A. Absolutely. And it also told you that throughout history I don’t think there’s been any group as stereotyped as much as students. And everybody thought everybody who was a student was a radical. But on the day of May 4, I can tell you that Kent had kind of a crescent hilltop very similar to Hogback Ridge, and on the one side of the building you had an area very much like Marvin Grove, a very wooded, quiet, peaceful treed area. On the other side you had this Commons area like Wescoe Beach. That morning when I went out to view the gathering rally, I went out the front door of the administration building, and there allover the front of the hill were young people sunbathing. On the other side of the administration building were four or five thousand people ready to riot over what they considered an illegal war. The contrast stayed with me forever, that, you knew, that our students are very, very diverse, as diverse as our country’s population. And you shouldn’t stereotype them. The fact that they didn’t want to shut down a football game tells you something about them.

Q. Yeah, I found that many of them simply wanted to use the excuse about canceling classes to go drink beer and throw Frisbees around. And I remember telling a class once that, “If you really believe that it’s more important for your education to you to be out there throwing a Frisbee than being in my class, then go on out there and throw the Frisbee. It is what you really think.

A. I hope they were prepared to suffer the consequences of those kind of decisions.

Q. Do you know what happened to me as a teacher? I found vast numbers of those students. I was really in communication with most of them. I’ve written these students saying, in effect, “You were really right in the attitude you had.” And, of course, the ones I’ve seen like the boy who was

A. Miller?
Q. He was one of their campus radicals, you know, an arch conservative now, and in politics.

A. Ah, yes. Vern Miller.

Q. I’ve told Janet Campbell that, because Janet’s a very good friend of his. And my daughter knew him well because they worked in the bookstore together, and he was an arch radical. Now what is he, probably as right-wing as what’s-his-name, Shallenburger?

A. Uh-huh. Well, I think that happened to a lot of these students of the ‘60s. They saw those excesses and what they indulged in and when they became parents, they became rather conservative. You know, getting back, I have to say that even though I was early ‘30s when all this happened to me, and yet I learned an awful lot those four or five years at Kent that have been very helpful to me throughout my career.

Q. I’ll bet.

A. I learned that decisions we make as university administrators can have dire consequences for a lot of people, and you’d better be sensitive to that when you’re making decisions. I’ve tried not to carry a lot of guilt with me over the Kent State incident. But I have to tell you that I’ve always been plagued about the night the ROTC Building was burned … that, if maybe, even though the police prohibited me from going out and confronting that group; maybe if I’d gone into the ROTC Building and turned on some lights; maybe if they’d seen life in that building that they would have not started torching it; and maybe if they hadn’t burned down the ROTC Building, you wouldn’t have had four students killed and nine wounded two days later. I don’t know. I try not to put a lot of blame on myself for that, but I certainly came out of that period knowing that things I did as an individual can have dire consequences for other people. That’s been a very valuable lesson for me.
Q. Let's get you to KU.

A. Let me finish up here, though, because this incident happened in May, and immediately afterward we started having a state grand jury. We had the federal Civil Rights Commission came in, the President's Commission on Violence came in, AAUP came in to investigate. We were investigated by so many different people that summer that I was exhausted in talking with FBI agents, whomever. But in any event it was a frightening time. I had at one point get my family out of town because there was intelligence that said people were coming to wipe some of us out. For a long time my own parents didn't even know if I was alive or dead because I was on campus 24 hours a day for a week during that incident. Finally in August I took my wife and our two small daughters and came back to Hammond because my parents were getting ready to retire and move to Florida, and we hadn't seen them all summer. While I was there I got a call from campus saying that Bob Matson, the vice president who had been a hero — he was the one person trying to prevent, — he worked the hardest at trying to prevent what was happening from happening. But by the end of that summer he was so exhausted and his credibility was so shot that he upped and resigned. Took the presidency of a little school at Holton — Ricker College in Holton, Maine, way up on the Nova Scotia border. The assistant to the president called me and said, "Bob Matson has resigned, the president intends to take your name to the board of trustees next week to be the interim vice president. You need to get back here as quickly as you can." I came back and had only about an hour before the trustees' meeting to talk to the president, and I told him I wasn't sure I wanted to do this, that I wasn't even sure I wanted to stay in higher education. I was so shattered by what I had seen. But he convinced me he needed me to do that, and said I'd take it on a temporary basis. So, without about two weeks before school started, at age 33, I became acting vice president of student affairs at Kent. We got
school started. It started peacefully. I had a lot of support, and in November the president made me permanently vice president. And I decided there wasn’t any place to hide. If we were going to solve these kind of problems there’s going to be in our educational institutions, and there were a lot of exciting projects that we’d started in Student Affairs that I’d like to see completed. So I took the job permanently and stayed on seven more years. After about five or six, I decided it was time to move my career, and I wanted to look for another opportunity. And that’s when I got a call from Carol Smith, who was the associate dean of women at that time under Kayla Stroup. She and I had gone to graduate school together. Carol’s mother was Ruth Kelly Smith. She came back and lived her last years here. Carol had an aunt who was a longtime teacher in the Lawrence Public Schools, and I’m blanking on her name. But, anyway, Carol was a longtime friend from graduate school, and she called and said, “We’re looking for a new vice chancellor for student affairs and we’re trying to get some people who have student affairs background to be candidates.” And I said, “Sure.”

Q. So you actually came with that title then?

Q. How long had that been on a vice chancellor level?
A. Bill Balfour replaced Larry Woodruff as dean of student affairs. And then Larry Chalmers, in about 1971, ’70, ’71, made Bill a vice chancellor. And, is that right? Chalmers was here about ’68 to ’71, about three years, wasn’t it?

Q. I’m getting fuzzy on that.
A. Anyway, toward the end of Chalmers’ period, he made Bill a vice chancellor. And Bill served until ’75 until after Archie Dykes had come, and then Bill stepped down and Don
Alderson was interim vice chancellor for a year, for the year ’76-’77. And then I came in the summer of ’77.

Q. Had you been here before?

A. Yes. Ironically, my first year at Kent was 1966, and I was advising the students in the men’s residence halls. The National Association of College and University Residence Halls, a student organization, was holding a national meeting at KU at (Grandview?) Oliver Hall, which was opened in 1966. And so I came out with the students as their adviser. And I met Don Alderson and Emily Taylor, and I met an interesting young red-headed kid from Kansas State by the name of Ken Stoner who was elected president of this national meeting in Oliver Hall. Well, a little over 10 years later, I came back here as vice chancellor. And then in 1985 I hired Ken Stoner to be the director of housing to replace Jay Wilson. And so Ken and I were reunited here.

Q. When you take a job like that, is there a job description? What were the expectations?

A. Well, I have to tell you the job description they gave me was poorest rude thing I’ve ever seen. It didn’t tell me a whole lot of what I was doing, but I knew I would have the Dean of Men, the Dean of Women, the Dean of Admissions and Records, the Dean of Foreign Students, the Director of the Information Center, the Director of Financial Aid, the Director of University Counseling Center (Dick Renquist), and couple of others. We had hired Vernon Geisler as placement coordinator the year before came. He would report to me. I had about 12 people who would be reporting to me.

Q. Of course, I was looking at this chart the other night, and the KU Administration. And I guess I had no comprehension that there was so much of this.
A. Well, it's changed an awful lot. When I came here there were three vice chancellors. Ron Kalgard(sic?) was vice chancellor for academic affairs, and Bret ?????? the vice chancellor for research, and Don Alderson was the vice chancellor for student affairs. The three of us were reporting to Del Shankel as the executive vice chancellor.

Q. When I went up to full professorship, and I was acting dean of the School of Journalism, the university was essentially run by three guys — George Baxter Smith, Ray Nichols and John Nelson. And you know, I hate to say this, but I would swear they were doing about as good a job when it came to budget and promotions as the committees that have come into being.

A. We didn’t even have a budget. I was told that you used to go to see Ray Nichols and he kind of gave you money across the desk.

Q. Sometimes I kind of long for those days. Because we were a fairly good sized university. So you came here in '77, then? You had children?

A. Had two daughters. One had just finished the first grade and the other had just finished the fourth grade. Laura and Sarah. So Lawrence has been kind of home to them. They were young enough that it was kind of like starting their lives here.

Q. Where did you live?

A. We lived — we were going to buy a home and we couldn’t find one that both Mary Kate and I would agree on — so at the last minute we decided to build a house. And in three days we picked out a lot, a builder, a house plan and all the things you do in a town that we knew absolutely nothing about and barely knew anybody, and took off and went back to Kent. And three months later when we came here we had a house about finished.

Q. Was Archie Dykes chancellor when you came?
A. Yes. Archie had been chancellor for, what, he came in '73 so he'd been chancellor four years when I came here. I comment about that in my paper in that, as you may recall, at the end of my first year I eliminated the Dean of Men and Dean of Women operation and went to a more unified something that wasn't based on the sex line differences in terms of the organizational structure. There were people who were sure that Archie Dykes had hired me for that very purpose, that he didn't like Emily Taylor and he didn't like the Dean of Women staff and he wanted to get rid of them, and that that was my assignment.

Q. But you worked with Emily?

A. No, Emily had left in '73, '74, to go to the American Council on Education. And Kayla Stroup became the Dean of Women, and Kayla was here when I came. But I knew Emily Taylor by reputation. She was a pioneer in Student Affairs, but mostly in women's executive movement (is that correct???) long before anybody else was, in my view.

Q. Emily and I bumped heads.

A. I bet.

Q. A number of times, but I'm not very fond of her and I think that we're good friends. In fact, I think she's probably forgotten that this ever happened.

A. I've been amazed at people who bumped heads with her — John Bremner being one of them.

Q. Oh, hell. John and I together.

A. And John used to tell me that he and Emily would go head-to-head, but he said, "I always respected her." And the one who really amazed me was Joe Wilson, who was a man who had only a high school diploma and had been hired to build the res??? (word? Words?) and do a very fine job here, but he had limited education and probably as sexist as any of us were back in
those times, but he’d butt heads with Emily, but he always told me, “I respect that woman because I think I’ll always know where she stands. She’ll state her position and she won’t waiver. Some of these other people are just nothing but cotton candies.” But anyway, Emily was a great leader in this field and in the women’s executive movement, but I was not brought here by Archie. Actually, when I came for my interview, Archie wasn’t even on campus. Del Shankel was the person hiring me as executive vice chancellor, and he and the search committee were in agreement that I was their choice. I was brought back for a second visit after Del had told me that I was his choice, but he said, “I need to have you come back and meet Archie Dykes so that Archie can give his stamp of approval to you.” I later found out that Archie had talked to some people at Kent and Indiana, so he knew something about me. But I had about an hour and a half lunch with Archie, and that was it, so I was hired with no expectations from Archie. In fact, I would tell you now that — and I respected Archie in some ways — but he and I were about 180 degrees on most issues and how you approached problems and how you treated people. I found Archie was usually right on issues sometimes but wrong on the process that he wanted to use to accomplish it. But, nevertheless, we butted heads on some issues like, if you recall, at that time, we had a prohibition against groups like the Gay and Lesbian Student Organization from getting student activity funding. And Archie was hell-bent that they would not get funding. I knew that if they took us to court again they would win. So we were constantly banging heads on what was the best way to resolve that kind of issue. Archie was opposed to the Student Senate inviting Jonathan Kozol, who was writer who wrote a book, “Death at an Early Age,” on the Boston school system. And Reggie Robinson, who was then student body vice president, was in charge of Higher Education Week and the Higher Education Banquet. And he invited Jonathan Kozol to be the speaker. The only problem was that the chancellor paid for the speaker. And Archie was
so upset that they invited Jonathan, and I was kind of given that assignment to try to move him
out of that speaking position. And it almost cost me my friendship with Reggie Robinson, which
I have maintained for 25 years now. But, anyway, Archie and I would butt heads on those kinds
of issues. Del Shankel was really the person I reported to. He was wonderful to work for. I have
to say that throughout the time I’ve been here, the relationships in the central administration,
particularly among the vice chancellors, have always been very good and very supportive. And
there’s frequently tension between the academic vice chancellor and the student affairs. Ron ??
and I became very good friends and got along very well. Bill Alderson, he was a great guy. And
Frances Horowitz was one of my heroines. So KU has always had an ambience about it, a spirit
that’s been very positive, very conducive, and so I have nothing but really good things to say
about my time in the central administration here.

Q. What things have you done that you think are signal (another word?) accomplishments?

A. I would say, one, reorganizing the Student Affairs Division to be a more
comprehensive, contemporary organization to meet the needs of our current students. But
specific projects — when I brought Ken Stoner here I told him that all of our housing facilities
were desperately in need of renovation or our students wouldn’t want to live there by the year
2000. So we started the renovation of all the scholarship halls, the Stouffer Place Apartments.
Now the residence halls are being converted to suites. We’ve acquired Jayhawker Towers and
have renovated those so that they are filled with students. We have really upgraded our Student
Housing program to be a really contemporary student housing program. The Kansas Union,
which is The House that Jack Built by Frank Burge, had so many different additions, but it
desperately needed some cohesiveness. So when Frank had to retire in 1982, and I brought Jim
Long here in 1983, I gave him the assignment of starting a renovation which is now about a $15 million project in Phase 3 about to be completed. It has completely renovated the Kansas Memorial Union. Convincing the students to tax themselves to build a child care center, a just state-of-the-art child care center, that we now have out by the Burge Union, has been one of my proudest moments. The most recent one being, working with a couple of student body presidents to run a campaign to get the students to agree to build a freestanding recreation center, which is now under construction out by Watkins Health Center. When that building opens next year, we will have a rec facility that can operate 24 hours a day where Robinson has only been able to operate about six hours in the evening because it is a teaching facility during the day. I’m convinced the recreation center can really change the culture and climate of a campus. If you want something about alcohol abuse or drug abuse among college students, you have got to have things like a recreation center that operates (end of Tape 1, Side 2)(Pickup Tape 2, Side 1) (words missing here?) So completing the recreation center or at least getting it under construction before I retired is kind of the crowning accomplishment that I would cite for you. Programmatically one of the things I’m really proud of is developing a Leadership Development Program. It’s always been my contention that an undergraduate (?) experience ought to intentionally prepare people, young people, to assume leadership in their communities and their profession or wherever, and that we can’t just let that to chance. One of my former student body presidents, a person you may remember, Kyle Craig.

Q. I was the adviser of the SAE fraternity, and it had its problems.

A. This was around 1967 until the early ’70s.

Q. And I was the adviser during those bad times. Kyle and I were quite ????
A. Kyle's become very helpful to me in developing the Leadership Program and e-mail teaches in the executive MBA program at the University of Denver.

Q. Oh, does he?

A. He teaches executive leadership.

Q. Fine fellow.

A. Yeah. He started Einstein Bagels and Kentucky Fried Chicken in the KFC mode and has real successful leadership experience in business, but he once said to me, "I'm not sure you can teach leadership, but I know you can learn it." So I've taken that as my motto, and I've tried to develop a Leadership Program where they'll have the opportunity to learn how to be leaders. One of the things I did with Raymond Nichols' permission — and I had to kind of twist Raymond's arm — I set up a group called the Raymond F. Nichols League of Former Student Leaders. Because Raymond, if you recall, was student body president in 1926-27. Probably the only person in the world who helped put a time capsule in a building and then so many years later helped take it out as he did with the Kansas Union. But in any event he then went on to serve his alma mater in a very distinguished career, so he was the logical person to name this organization after. What the League is is a former group of student leaders who are helping us raise private monies to sponsor the Leadership Program. It also gives me an opportunity to kind of make sure those former student leaders stay connected to their alma mater. I think one of the great joys of my job has been maintaining a relationship with many of the people who served in major student leadership positions while I've been here. A woman by the name of Teddi Tashlop??? Petra was student body president here in '76-'77 was on my search committee, and then when I came here she served as a graduate assistant for me. But Teddi was the first woman to be student body president since World War II. While the men were gone to the war, the
women got to be student body presidents. When the men came back, they took over again and another woman didn’t get elected until Teddi did in 1976-77. I could tell this was a very brilliant, talented young woman who went on law school and is now the chief litigation attorney for CitiCorp in New York City. David Adkins who is now a state senator — should be our next attorney-general — but got defeated in the primary, but he will be back, and someday David will be governor of this state, I’m absolutely convinced. And I’ve been in a place to be able to keep in contact with him, and Teddi. Reggie Robinson, who is the first African-American to ever be elected student body president or vice-president — and he was elected vice-president — and he is now going to be president of the Board of Regents. And then the one I’m probably the most proud of is Darren Fulcher. You may remember this case. He was the first African-American elected student body president in 1991-92 and then was removed by the Student Senate from office because he had been arrested for battering his girlfriend. But Darren was a young man who came out of a kind of ghetto background in Kansas City. His father had been an abuser, and typically abusing people pass that on from generation to generation. But I was convinced that this was a young African-American man of some talent, and if you would only hang with him this guy could go to be a real positive force in our society. Otherwise he could fall back into the ghetto and be a problem to us. Even though he got removed from the student body presidency — and I thought he probably would hate to ??? the rest of his life and he would spill the poison in the water of all the minority communities about KU. It didn’t happen, and he and I maintained our friendship for the rest of the time he was here at KU and right after he left here. I tried to help him get into law school, Bob Jerry and I— he was then the dean of our law school — tried desperately to get him into KU law school, but faculty committee wouldn’t bend enough to get him in. Eventually he got admitted to the University of Missouri-Columbia Law School,
finished law school, clerked for a Jackson County judge, was selected for a major law firm in Kansas City, and now has established his own law firm in Lee's Summit. He still works with the Boys Club and Girls Club in inner-city Kansas City, is just an absolutely positive force, will do a lot of good things in his lifetime, still loves KU, came back for a leadership conference I had in April when I invited back 25 years of former student body presidents and vice presidents. And he spoke to our current students. He spoke almost in Black Gospel terms, and said, "You know, I had a terrible time when I was here, and here's what happened." And he just kind of poured out his guts again. And he said, "But, you know, you gotta take life's cards as they're dealt to you, and play with them." And he said, "You know, sometimes you have to go to the bottom of the valley before you can climb to the top of the mountain." And it was just a wonderful speech, and I just felt so good because he represents to me what public higher education is about — helping a person who could be a problem for our society become somebody who becomes a real contributing member of our society. And that's probably the greatest joy that I have taken out of my career.

Q. How did you get along with the fraternities and sororities?

A. Well, with — I have probably mixed feelings. I know you and I had a conversation about the SAEs one time.

Q. Well I was concerned because my chapter was kicked right off the campus at Utah State. It's GONE. And then I saw this here, I was quite concerned. I wondered just what it was they did. Oftentimes it's just the minority it seems to me that cause the problem.

A. Well, the fraternities have some problems that they've still got to deal with. But in terms of my own relationship, I have to go back and tell you as I did in the paper, as an undergraduate I pledged and two weeks later I depledged. Because just being involved with them
in two weeks at that time I saw that they had clauses in their national constitution that said, "This organization is for male, white Christians," and I couldn't be part of that. So I really became kind of anti-Greek. Then as I got into this profession I became more neutral, and eventually I became pretty positive. When I came here I think a lot of alums and some of the current Greek leaders were very skeptical of my appointment because they thought I was anti-Greek. And then when I eliminated the Dean of Men and their particular man was no longer the Greek adviser, they were sure I was out to ruin them. But I've come to believe that the good in a Greek group is greater than the bad, and that a lot of people still identify with their alma mater through that fraternity relationship. I believe that you have to work to make them be a more positive force on campus and in the lives of these young people. You have to deal with the problem of alcohol and drug abuse, of hazing, of poor facilities, etc. But I truly believe that identifying with a smaller group is how we identify with the larger institution. And that fraternity-sorority relationship can be a very positive one, and I think it can be a very positive one on people's lives. But I really felt vindicated when I announced that I was retiring, going to retire, Jordan Haines, who's a very powerful alum for many, many years — still is, I guess — called me, saying he really regretted me leaving, and he wanted to know if I was convinced that Bob Hemenway would hire somebody to replace me who was as supportive of the Greek community as I had been.

Q. Oh, really. That's interesting.

A. And I thought, "I've made it," if Jordan, who's one of those people who was skeptical about me when I came here, could stay that as I was leaving, I guess I had ...

Q. That was a positive experience for me when I was in college. I really needed something like that. And I don't know that Nola did. Nola was a Chi Omega. She came back from the WAVES, and she was only actually in the sorority for about a year, then we got
married, and then she was inactive. But we had wonderful friends, and we still have them. Our two daughters absolutely would not go through rush. And I told the guys, the SAEs, when I was the adviser that I thought Carolyn in the group called the Little Sisters of Minerva. She hated it. She went to about two meetings, and she just hated it, said “This is just not for me.”

A. When was she here?

Q. In the early ’70s.

A. No, that was not the best of times to be associated with the Greeks.

Q. Well, you know, they were really having all kinds of problems. How’d you get along with the Kansan?

A. Very well. I’ve always had a good relationship with the Kent State newspaper and the Indiana University newspaper, and with KU. And I always thought the Kansan was one of the best student newspapers I’ve ever seen. When people in the central administration, whether it was Archie Dykes or Gene Budig, got upset about something the Kansan did or wrote about, and I would say, “You people don’t want it is to have a really BAD student newspaper. The Kansan is a good student newspaper. Tom Eblen and I have a really good relationship.

Q. Tom’s a wonderful man.

A. The whole time he was the adviser — and some people in the central administration had a rule of thumb: Never return a call to a Kansan reporter — I always …

Q. I don’t think that’s very good.

A. No, I don’t, either. I always felt I had an obligation as a public servant to speak to the press, and so I always would call a reporter back. Sometimes I would tell a reporter, “The story you are doing is too important and too complex for me to talk about it to you over the phone. I want you to come in, and we’ll sit down, so that I can really tell you the complete
story.” And, you know, 98 percent of them time the students did just fine on the stories. Whenever I’d fill out those evaluations, I’d always be able to say the student treated me fairly and wrote a good story.

Q. I was in Journalism, but I’ve become kind of anti. I don’t like a lot of things the press is engaging in, and I definitely don’t like the way our School of Journalism here is — seems to me — that they’re stressing that the most important thing in life is to have digital resources, a computer. I don’t buy that. As far as I’m concerned, the things could be back the way they were under Benjamin Franklin, and we’d be better off.

A. Or at least under John Bremner. He was one of my heroes. I always used tell our students that students in our journalism school had better instruction in English than they did in the English department.

Q. Oh, taught ‘em English. I definitely know this. I taught far more English than they were getting here. I remember a student stalking out of one of my classes once — I heard him, “I didn’t know I was getting into another Goddamned class in political science.” And was always glad to know that because I was teaching political science and history and journalism and literature and the whole thing, not just teaching people all the little knick-knacks. David, did you have to — I shouldn’t say “Did you have to,” but, does someone in your capacity serve on university committees?

A. Oh, yes.

Q. Were you in the Senate?

A. No. In some level of university governance the vice chancellors were automatically members, but in University Council or Senates I did not serve.

Q. Did you ever teach here?
A. Yes. I told a story there. When I was at Kent, I had a regular faculty appointment, and by the time I left there I was a tenured faculty member. When I came here I told Del Shankel that I did not want a regular faculty appointment, that I would prefer a courtesy or adjunct or whatever they called it. Because I’ve come to believe that tenure for administrators is a problematical thing. I had seen too many administrators who I thought were being irresponsible in their administrative responsibilities because they always knew they had the protection of tenure had back to their faculty position. And I wasn’t sure administrators should have that kind of protection. I also came to believe that tenure is an outdated concept that probably was so misunderstood by the public that it probably did more harm than good to the university. So, I’ve taught for 25 years as a courtesy associate professor in the Department of Teaching and Leadership because I enjoy dabbling in it is the way I guess is the way I should say. I never could never be a full-time faculty member and do all. I hate grading papers.

Q. Did you ever think about doing a section in Western Civ?

A. No. Del Shankel and I used to talk about doing that one together, but we never did just because of timing. I’ve gone into lots of individual classes and so forth. But that one class a year that I taught is enough to make me feel that I was doing to contribute back to my profession. And, it also keeps your sensitivities up as to what’s really important in the university.

Q. ‘Cause, you know, Western Civ was good for me because it got to me to reading things that I had never read. I knew some of them, but I hadn’t had a Great Books background, and I got it there.

A. My job did make me an ex officio member of the Athletic Corporation Board, and of course, because the student unions were part of my responsibility I was ex officio vice president of the Memorial Corporation that governs the Kansas Union. The Union Board was a
great experience because that’s a group of faculty, staff, students and alumni who really do provide the governance for the Kansas Union and its direction. The Athletic Board was something else. I served on it for 25 years under six different athletic directors. It was very clear very early on that the real power for controlling intercollegiate athletics does not rest with the Athletic Board. It rests somewhere else. I’m not sure it’s even in the University. I’m not sure if the chancellor controls Athletics. I think Athletics is so out of control that it’s going to cause higher education more and more problems IF they don’t get it under control because the costs are just runaway and the abuses of students are runaway. At least I sometimes felt I had a little impact on some things. For instance, when we went from Big 8 to being Big 12, one of the things we had to do was vote on a new policy that would extend the amount of time a coach could have students out of class from one to two weeks in the semester. And I just had to stand up and say, “In good conscience, I cannot vote for a policy that says it’s all right for a student to miss two weeks of class. I just can’t do that.”

Q. I’ve got to tell you a story. Maybe you’ve heard this one from John Bremner. When we had a great athlete, a great football player, named John Riggins. The one who was in the Washington Redskins. Riggins came in to tell Bremner that he — he was in Bremner’s editing class — but that he just wouldn’t be able to be there because he had football practice. And John said to Riggins, “Well, what we will have to do. We’ll just have to move our class down to the stadium to accommodate you, won’t we?” Riggins came to class.

A. I bet.

Q. He had to. That was absolutely John (Bremner).

A. Oh, yes.
Q. He told me that a student could get a D out of his classes if he simply came there, came to class. I wouldn’t have been that way. A student had to do something. But they had to come to class.

A. The real problem with intercollegiate athletics is the way we set it up to be funded. We said to intercollegiate athletics, “You have to pay your own way. We won’t put any institutional money into this.” Well, that put athletics in a position where the winning notion had to become the highest priority because you make money by winning. All of the athletic directors I have worked with will say, “I know how to solve everything with the fund” or “If you have a winning football team, we’ll fill the stadium and fill the coffers... kind of thing.” But you know what, intercollegiate athletics has an insatiable appetite for money. When I came here, Calder, in ’77, the Athletics budget was $3.5 million, and Clyde Walker was our Athletic Director and he complained every year, you know, “We don’t have enough money.” Now, the budget is $23.5 million, and Al Bohl says the same thing that Clyde Walker did, “We don’t have enough money.” We were constantly streaming more money into intercollegiate athletics. We find ways to shift some University money under the table to intercollegiate athletics to help keep it going. But you can’t compete with the Texases, with Michigans, with Nebraska’s kind of thing. But it’s a constant keep-up-with-the-Joneses thing in intercollegiate athletics.

Q. There are two institutions that I’m not convinced are really part of the University; one is the Athletic Department and the other is the Endowment Association. I think about the vast amounts of money that organization brings in, and then I think about the financial problems the University has, and I remember how we would try to get the Endowment Association to help fund this, what we’re doing here. Because, you see, I don’t get paid a penny. But the gals who do this get paid $10 an hour or something like that, sometimes it’ll be a $200 bill from one of those
secretaries. And we have a whole lot of expenses, and somebody ought to pay for it. But, I don’t know, we have a real problem.

A. I would say this about the Endowment Association. In my observation, after 25 years, Gene Budig did a really nice job toward the end of his tenure in building a relationship there. I think between his efforts and Campaign Kansas, the Endowment Association opened up more to this University than ever before in its history. When I first came here it was like those strange people who work out on West Campus and you never see them, you don’t even know who they are. There is much more involvement now with Endowment and the University, and I think the chancellor has a much greater ability to help set their funding priorities. But for awhile it seemed to me that the Endowment Association kind would go out in this direction and the University wanted to go off in this (other) direction. But I have to credit Gene Budig. I think Gene did a lot to make that Endowment Association more responsive to University needs.

Q. David, I imagine you’ve put some of these things that I’m wondering about in what you wrote, so I’m not going to hit you about too much, but there are a few things I want to ask you about.

A. OK.

Q. Honors? Are there any very special honors that you’ve had?

A. Oh, yeah. I guess toward the end of your career, those things begin to happen to you. Several years ago, I was very pleased when my alma mater gave me an alumni award named after this Robert Shaffer, who was my dean of students there, as an Outstanding Alumni Award, and that was very valuable to me. Then my national professional association, which is the National Association of Student Personnel Administrators, called NASPA, in the last two years designated me as a pillar of the profession, which is a program kind of like a Paul Harris
Fellow in Rotary. And then their highest award for service for that professional organization is called the Fred Turner Award, and I received that. And then, as I was retiring here, the Interfraternity Council established a new outstanding campus leader award and named it for me. That's part of my relationship with the Greeks and improving with age, I guess. And, then, finally, the University established a leadership fund that Gene Budig provided a major gift to that they named after me to help fund this leadership program. Yes, I've had my recognitions.

Q. How about nationally? Have you been in national organizations and so on?

A. Yes. I never ran for president of a national association. I just never kind of liked national-level politics of some of these professional organizations. But for three years I served as president of the foundation of our national association which raises money for research and development in student affairs. And I felt that was a fun task. The kind of things I always enjoyed, though, I served on the editorial board of two journals in two different professional associations, and that was great fun because it wasn't political at all. You were reviewing research articles that people had prepared, and kind of were up to date on what's going on in your profession that way. And then I chaired a special national task force looking at the relationship between our graduate education programs and the practice, and how we can make those two relate better. So I've done a number of professional things, but I've tried to avoid being in national political positions.

Q. How about the community? Have you been involved in any organizations? Church?

A. Yes. Right now one of the projects that I said was Mary Kate's first effort to keep me out of the house when I retired was that she and I would be the co-chair of the United Way
Campaign. And so we’re doing the United Way Campaign right now for Douglas County. And that’s a lot more complicated …

Q. For the whole county?

A. Our United Way is now not just for Lawrence but for Douglas County.

Q. I was the campus chairman for one year, and it was the only year that we didn’t make the goal. (end of Tape 2, Side 1) So you’re doing the United Way.

A. We’re doing the United Way Campaign. I served for three years on the board of directors of the Chamber of Commerce. I was on the Holcom Recreation Center Foundation Board that raised the money to build the rec center out at Holcom Park. I’ve been on the Lawrence Symphony Board of Directors. I’m past president of the Rotary International. And I’ve been moderator of Plymouth Congregational Church for two terms. And the latter one, I’m always doing some special committee — I’m on the endowment board of Plymouth Church. And now I’m on a committee that’s going at whether or not we’ll become what’s called an open and affirming church, a policy that makes it very visible that we support gay and lesbian people being members of the mainline Protestant churches. I love Plymouth Church because history is a kind of avocation for me, and genealogy is a real passion of mine. And Plymouth being the first church in Kansas and being established by the abolitionists and part of the Underground Railroad always had a history about it that’s been very attractive to me. Not to mention the theology.

Q. There are a lot of good people in it, too.

A. But the history related to the Civil War has been of interest. When I was about a college sophomore, my grandfather came to me and he shoved this box at me. He said, “Here, this is your inheritance. You’ve the only one of my children or grandchildren who’ll probably ever have any interest in this. And it was all his notes on the history of our family that he had
been researching since the early 1930s. And there are some mysteries that haven’t been resolved
yet. In any event, I’ve been slowly picking up on that. The more I get into it, the more it’s a real
passion. I want to get some answers to some questions that my grandfather never got answered.
But one of the interesting things is that I thought I was probably one of the first Amblers to cross
the Mississippi, but early on our membership at Plymouth Church, Butch Henderson, who was
the pastor then, showed me a pew chart from the 1880s at the present building. And there where
Mary Kate and I usually sit every Sunday was an Ambler assigned a seat. And I didn’t think at
first it was the same Ambler line, but I’ve come to believe now that some of the Amblers that
came and settled in Kansas were from my line. One of my interesting stories here, Calder, you’ll
enjoy, is two years ago I went to Iola and met with a man by the name of Spencer Ambler, who I
had learned about here at the Adams Center when Gene Budig hosted a reception for a man by
the name of John Slaughter, who was an African-American from Topeka who became chancellor
the University of Maryland in the 1980s — the first African-American to be chancellor or
president of a major public university in America. So Gene Budig hosted a reception for him
here, and he invited all of his relatives from eastern Kansas to come. And some people came up
to me and saw my name tag and said, “Oh, we have a cousin by the name of Ambler who lives in
Iola.” An African-American by the name of Ambler. I knew that my family had group started in
the northern neck of Virginia near Leesburg, and that my great-great-grandfather left that area
because he disagreed with his grandfather about slavery and would not be the overseer of the
family slaves. So he left Virginia, moved to Ohio and on to Indiana, and that’s how I happen to
be a Hoosier. Well, it was typical, as you probably know, that slaves took the name of their
owner. So when I found out there was an African-American here in Kansas by the name of
Ambler, I had to meet with him. So I contacted him and he graciously agreed to meet with me.
And he doesn’t know a lot about his family history because we wiped out the history of slaves, but he does know that that his family came from the country next to the one where my family started in Virginia. So, more than likely, he is a descendant of slaves that were once owned by my family.

Q. Have you and Mary Kate been able to do much traveling?

A. Well, in a lifetime, yeah, when our girls were small, we set out to make sure that they saw every part of the United States. So, between that and just professional travel, we’ve been all over the United States and we’ve done some travel in Europe. We have hopes to do some more. I want to go back to England with my family research at some point. But right now Mary Kate’s having some health problems with her feet, and kind of like your wife, a little immobile. And so we’re waiting to see if we can get those things corrected before we travel, but I’m just two months into retirement now. And it still kind of seems like I’m out on an extended vacation, that I need to go back to work.

Q. Well, what are you going to do? What plans do you have? Do you have any hobbies, any avocations? Do you garden or anything?

A. Oh, yes. I’m a yardman. I love to get out. We have over an acre lot, and it’s kind of wild.

Q. Where do you live?

A. We live on Inverness just across from Brandon Woods. So I’ve been working for eight or nine years how getting this lot cleaned up and fixed up. And that’s just kind of my therapy, and I like to do that. The genealogy is something I want to pursue.

Q. Have you used the Mormon Church?
A. Oh, yes. They're a great resource. The Internet is a wonderful resource, too, but I need to go back and go to some places in Ohio and Virginia and things like that. Some of us who were at Kent State in the 1970s who were deeply involved in that tragedy, as we laugh, were appalled at people who were trying to write books to make money on that tragedy and they knew nothing about it. We all agreed we'd never do that, but that some day we ought to get together to tell our version of that story.

Q. Did you read the Michener book?
A. Oh, yes.

Q. Pretty good, wasn't it?
A. Yes, I was interviewed by James Michener.

Q. Well I thought that was fair.
A. It was fair. He was a historical novelist. And historical novelists don't pay a lot of attention to details and facts, and, so, some of it when I first read it, I thought, "Oh, ain't that cute?" He describes me at one place, and I think he's got me mixed with Ron Roskins, who was one of the other vice presidents. But one of my greatest experiences in my life was being interviewed by James Michener. He interviewed me at a football game at Kent the next year. And, Calder, he pulled out one of these little Spiral notebooks that reporters sometimes carry, you know, just about this big. He flipped it open, he write my name and the date, and then he'd ask me a question, and I would see that he would write down one word for the question and one word for the answer. And he a mind that he could remember one word, and his quotes were not always precise, but they were accurate in terms of saying virtually saying what I said or the person said. He and I corresponded a number of times after that. He had some students, particularly minority students, that he interviewed when he was on the campus at Kent, and
sometimes they would contact him asking for financial help, and he would call me or write me saying, “What can you tell me about so-and-so? Is he legitimate?” That was one of the great byproducts of that era, ‘cause, you know, because that book is not a great seller for him. But he gave over $100,000 to Kent. I’m sure it was more than he made on the book.

Q. Well I think it’s just one of those things you really ought to do. Michener’s biggest fault, in my opinion, is that if he has a fact, he insisted it has to be incorporated somewhere. And some of those books of his could be cut down like that and greatly improved. The last one I just couldn’t manage — that book he wrote about Mexico and Poland. Oh, Poland bored me to death! But I loved the early ones.

A. “Centennial.” “Hawaii.” The one on Chesapeake Bay.

Q. Oh, yeah, I liked that one.

A. Anyway, some of us have talked about writing a book. It took me 20 years — it was 1990 — before I would speak publicly about what happened at Kent. And even then it was a little difficult at times.

Q. I could tell that.

A. I am on kind of a speaking circuit now. I get invited to come and talk about Kent State. And I think it’s important. Because I think it will be a historical marker in the history of higher education. And I think the true story of some of the things that happened there need to be told.

Q. It was one of the key events of that period.

A. So, I’m giving thought to spending some of my time now on developing a manuscript.

Q. I’m going to ask you a touchy one. What do you think of the University today?
A. I have come to love KU as much as I loved my alma mater. I have always believed that KU did a better job than most public universities I knew at their undergraduate education, that we pay attention to the undergraduate educational graduate program even as we were on the make to develop our graduate and our research programs. I was very proud of the fact that Kansas was the last state in the Union to have open admissions and that KU supported that. So, I think KU is great. I think if the people of Kansas will support higher education we can have a first-rate public research university here. I believe we can be both a good undergraduate and a graduate institution. But you have to work at that. And I worry we’re losing some of our ability to maintain the quality of our undergraduate experiences. I would also put a criticism and a concern I have, Calder, in a broader perspective. I think it’s true of KU, but I think it’s unfortunately a fact about American higher education. I think our leadership have become political leaders rather than education statesmen. You don’t have the John Hannas, the Herman Wellses, who stand up and speak about educational issues with clarity and importance. A chancellor or president these days has to be such a political leader and a PR person, a fund-raiser and so forth, that I don’t think we have educational leadership anymore for the higher education establishment in this country, either at the institutional level or in our national associations. And I think that’s gonna hurt us.

Q. I don’t know. But there have been a number of things that have happened. I was very interested in evaluation in which KU was ranked lower. I don’t know. I’m not sure I believe in those things. This is part of the problem. Students used to ask me, “Is KU really one of the — the KU School of Journalism — really one of the five best in the country?” And I’d say, “I don’t know. Who makes these lists?” I used to always hear that Missouri was the greatest. But the more I knew about Missouri the less I believed that. And people would say, “‘Citizen Kane’ is
the greatest movie ever made,” and “New York Times is the greatest newspaper.” Compared with what?

A. You know, one of my staff members said one of the only thing that counts in America is what counts. We’re always comparing and tearing and trying to compare and tear each other. And I think, for what purpose? U.S. News & World Report is no more of an expert on quality of higher education than I am. And for us to pay a lot of attention to their ranking and whether this year we’re 38th or next year we’re 40th or what — it just bothers the hell out of me. We ought to go about being as good a university as we can and not worry about who ranks us and on what artificial basis they make that decision. You know, part of the reason Kansas wanted to roll away from open admissions was that that counted against you on these national rankings. Because they look at how many students do you reject for admissions as a feather in your cap … the ???? you would ask any university. Nonsense!

Q. You know, about the same time that happened we had the rating of being a great party school. And, you know, these stories come along and I’m sure that would make the place attractive.

A. This is where I fault your profession. When one of the (Lawrence) Journal-World reporters called me about the Princeton Review’s ranking us in the top 10 party schools, I said, “You know the worst thing about this is that you are paying any attention to it at all.” That is a flim-flam publication. It is not associated with Princeton University at all. And for you people in the media to pay any attention to the ranking that is the most subjective thing I’ve ever seen is just the worst travesty you can pull in higher education. Well, he didn’t like it at all.

Q. My daughter Carolyn has — she taught French and Spanish for many years, and she’s retired, I mean she’s quit, she’s no longer teaching — she was tutoring, and this girl
decided when she saw the ranking, not the party but the other ranking, she decided not to come to KU. She's going to Texas. Well, I told my daughter, "Let me tell you, Carolyn, Texas is a great university." We were talking about competition between KU and K-State. Well K-State is a darn good place to go to school. But I don't want my granddaughter to go there. But if she ... well, it's really none of my business.

A. What difference does it make what your national rating is if you don't have a good experience in your particular program? KU can be ranked in the top 10 public universities, but if a student comes here and has a terrible experience in the School of Journalism or Pharmacy or whatever, what difference does it make? It's gonna be the kind of educational experience, the growth opportunities that you have that really are the most important.

Q. I had a friend who was in journalism back in Boston, and I remember he told me — he was here about the time of all the campus disturbances — he said, "Harvard is very difficult school to get into, but it's almost impossible not to graduate from it." And, of course, the other thing that we learned about places like Harvard was that many of those great names were not really doing a whole lot of teaching. It was being done by somebody else. I was always distressed at the idea that graduate students would be teaching so many people. I was on the Western Civ committee for a number of years, and one reason I stayed with that is that I thought I could do a more valuable job with a bunch of students than some graduate student could. But, some of them were darn good, too, I guess.

A. I remember some of my GTAs were some of my best instructors. But, again, to me one of the important things that makes KU such a good university is that I think we have a higher proportion of our regular faculty who teach undergraduate courses than what you find in a lot of universities where the stars are nowhere near the undergraduates. At least in some of my
favorite schools like Journalism, the Calder Picketts and the John Bremners were always there with the undergraduates.

Q. Did you retire early?
A. No.

Q. How old are you?
A. I’m 65. I turned 65 in June.

Q. Well can’t you go until 70?
A. Oh, I could, I could go to 80 or 90. There is no age limit anymore.

Q. Was there a reason why you retired?
A. Only that I had been one of these people who earlier in my career had said, “You know, I’ll never retire. What I do is what I am.” But the death of my sister at any early age caused me to stop and say, “You need to look and see what’s important to you.” I just really got to a point where I thought, “I don’t want to work to the point where I don’t have time to do some of the things I want to do while I’m healthy,” and so I just decided I was ready after 25 years here. And I’ve been a chief Student Affairs officer since I was 33. So for 32 years I’ve been in a highly visible position. And I have to tell you I’m enjoying the anonymity of not being in that. Somebody said to me when I was getting ready to retire, “Won’t you worry about being bored or out of the limelight?” and I said, “I’d love to try being bored, and being out of the limelight will be absolutely no problem for me at all.”

Q. Are you glad that you came here?
A. Yes. Calder, I’ve always said, “Pick the state of Indiana and turn it on its side. It looks just like Kansas.” Kansas is very much like my native state, and so it’s been very comfortable. And the geographical climate, the sociopolitical environment of the Midwest is
very much at home for me. So, when I came here in ’77, it was a good change because I’m not a cynical person, but the cynicism that had gripped Kent had really been eating on me. I really didn’t realize how much it was until I came here and got in a different environment, and it was a much more positive, wholesome environment, a more sophisticated student body here, more resources, an institution that reminded me of my alma mater — it was just a real good fit for me. We’ve been very, very happy here. We’re making our home here. We’re not going to move to Florida or Arizona. We hate those places.

Q. Who are your friends? Are they mainly KU people?

A. No. You know one of the things I’ve always enjoyed is, being in a university community but not having my friendships restricted to university people. So we have a lot of people in the community that we’re friends with. We belong to this New Generation Society that was formed by some alums who came back to Lawrence.

Q. I don’t know that.

A. Well, it’s Bob Mueller who used to be president of the Alumni Association. Let’s see, who else is involved … Glee Smith. It’s an organization that’s social-cultural-recreational activities. It’s kind of like an alumni association. It has an educational flavor to it. And you don’t have to be a KU alum. You don’t even have to be a retiree to belong to it. It’s kind of a neat social-cultural-educational organization. We take trips and have educational programs. So, we have friends in the university, in the community. We still have people like Del Brinkman that we communicate with and see now and then. The ??? (name of family) And we have friends from Kent we visit with regularly.

Q. Are you in the Alvamar cultural milieu?
A. Well, I'm not a golfer or a tennis player. I think of golf as kind of a social disease. So, no, we're not. So much of what revolves in Alvamar is around golf.

Q. We belonged to Alvamar for a time just to eat there, and then we realized we were paying a lot of money but we weren't really eating there very often. So, well, we quit. We can eat where we want.

A. We do have a social membership which is only, what, $20 a month?

Q. That's what we have.

A. Now they do now have a minimum of, what, $35 a month that you have to spend. And we do go out there for dinner. But that's about all we do in the club. We'd rather go in to one of our favorite restaurants in Kansas City or take a flying trip to Chicago for the weekend and play there.

Q. Well, David, we've been talking quite awhile, and you're probably tired and I'm a little tired. If you find when you get the transcript — which I don't know how soon I'll get it to you — if there's something you want to include. But I will include this that you wrote. Now did you have anything else for me, or is it all here?

A. No, I've got to give this to you, too. This is that résumé, biographical sketch, the list of things I put down for University Relations for my retirement.

Q. I've looked forward to talking with you. And I thank you very much for meeting with me today.

A. Thank you.
VITAE
DAVID ALLEN AMBLER

I. PERSONAL INFORMATION:

NAME
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DATE OF BIRTH
June 1, 1937

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FAMILY STATUS
Married, Mary Kate Harris Ambler
Children: Laura Jane Pfeifer
Sarah Ann Ambler

II. EDUCATIONAL BACKGROUND:

UNDERGRADUATE
B.S., Business Administration,
Indiana University, 1959

GRADUATE
M.P.A., Political Science,
Indiana University, 1961

Ed.D., Education, Indiana University, 1966
Major: Higher Education
Minors: History and Philosophy of Education;
Political Science

III. MILITARY SERVICE:

Captain (Retired)
United States Army Reserves, 1959-1967
Active Duty: June Through December, 1960

IV. PRESENT POSITION:

Vice Chancellor for Student Affairs
(Courtesy) Associate Professor,
Department of Teaching and Leadership
University of Kansas, Lawrence, Kansas

V. PROFESSIONAL EXPERIENCE:

1970-1977 Vice President for Educational & Student Services,
Kent State University
1969-1970 Assistant Vice President and Dean for Student
Residence Life, Kent State University
1967-1968 Associate Dean of Students and Director of
Residence Halls, Kent State University
1966-1967 Dean of Men, Kent State University
1965-1966 Research Associate, The Survey Team for the Kentucky Commission on Higher Education
1963-1966 Assistant Director, Residence Halls Counseling and Activities, Indiana University
1962-1963 Program Assistant, Residence Halls Counseling and Activities, Indiana University
1961-1962 Head Counselor, Graduate Residence Center, Indiana University

VI. TEACHING EXPERIENCE:

1. Associate Professor, Department of Educational Administration, College of Education, Kent State University

2. Associate Professor (Courtesy), Department of Teaching and Leadership, School of Education, University of Kansas

VII. PUBLICATIONS:


Ambler, David A. “Rock Chalk, Jayhawk! Student Life on Mount Oread 1866-1990.” Published lecture in celebration of the 125th Anniversary of the University of Kansas, Lawrence, Kansas, 1990


VIII. PROFESSIONAL MEMBERSHIP AND PARTICIPATION:

A. Professional and Honorary Memberships:

   American Association for Higher Education
   National Association of Student Personnel Administrators
   Phi Delta Kappa (National Educational Honorary)
   Omicron Delta Kappa (National Leadership Honorary)
   Blue Key (National Leadership Honorary)

B. Honors and Awards:

   NASPA Fred Turner Award for Outstanding Service to NASPA, March, 2000.

   "Pillar of the Profession," NASPA Foundation, March, 2000

   Paul Harris Fellow, Rotary International Foundation, 1999

   NASPA Region IV West 1991 and 1992 nominee, Scott Goodnight Award for Outstanding Performance as a Dean

   Citation for Leadership and Achievement in Student Services (CLASS) Award, The Senior Class, University of Kansas, 1987

   The Robert H. Schaffer Distinguished Alumni Award, School of Education, Indiana University, 1987

   Higher Education Service Award, The Student Senate, University of Kansas, 1983

C. Professional Participation:

   Consultant, Division of Student Affairs, University of Colorado, September, 1999
   Chairperson, Special Commission on NASPA Historian, NASPA, 1999-2000
   President, NASPA Foundation Board of Directors, 1996-1998
   Vice President, NASPA Foundation Board of Directors, 1994-1996
   Member, NASPA Task Force on Policy Issues, 1986-1992
Member, Committee on Student Financial Aid, National Association of State Universities and Land Grant Colleges, 1981-1985
Member, NASPA Journal Editorial Board, 1987-1990
Consultant, Staff Development Seminar, University of Tulsa, Oklahoma State University, and the University of Oklahoma, January, 1985
Consultant, Division of Student Affairs, Iowa State University, 1984 and 1993
Facilitator, Student Affairs Staff Development Workshop, University of Nebraska, March, 1984
President, Kansas Association of Student Personnel Administrators, 1982-1983
NASPA Region IV West, Kansas State Director, 1983
NASPA Region IV West, Membership Coordinator, 1979-80
Member, Student Affairs Evaluation Team, Allegheny College, Allegheny, Pennsylvania, 1978
President, Ohio Association of Student Personnel Administrators, 1975-1976
Member, Evaluation Team, Master's program in Student Personnel Services, Bowling Green State University, March, 1974
Consultant, Ohio University Student Life Research Conference, April, 1974
Director, ACPA Placement Service, 1973 National Convention, Cleveland, Ohio
Chairman, Inter-University Council of Ohio, Committee on Student Affairs, 1972-1973
Member, ACPA Journal Editorial Board, 1971-1974
Member, ACPA Monograph Commission, 1968-1971
Consultant, ACUHOI, Residence Halls Workshop, The Pennsylvania State University, June, 1969
Consultant, NAWDC, Student Personnel Workshop on Residence Halls, Indiana University, June, 1968
Senator, APGA Senate, 1967-1968

IX. COMMUNITY ACTIVITIES:

Friends of the (KU) Theater, Board of Directors, 1991-1996
Holcomb Recreation Center Foundation Board of Directors, 1985-1990
Hilltop Child Care Center, Board of Directors, 1986-1989
Ecumenical Christian Ministries, State Board of Directors, 1986-1989
Independence Days, Board of Directors, Treasurer, 1988-1989
Rotary Club of Lawrence, 1978-present; President, 1988-1989
Friends of the Lied Center Series, (KU) Board of Directors, 1984-1987
United Way of Lawrence, Kansas, Board of Directors, 1984-1987
Ecumenical Christian Ministries at the University of Kansas, Board of Directors, 1978-1981; President, 1980-1981

X. REFERENCES:
THE UNIVERSITY OF KANSAS
The Division of Student Affairs
David A. Ambler, Vice Chancellor
1977-2002

NOTE: The following is a compilation of the organizational, facilities and program developments that were initiated in the Division of Student Affairs at the University of Kansas while David A. Ambler served as Vice Chancellor, 1977-2002.

I. ORGANIZATIONAL CHANGES:
   A. A comprehensive restructuring of the Division of Student Affairs that ended the era of the Dean of Men and Dean of Women organizational structure at the University of Kansas.
   B. The establishment of numerous new offices and services that included:
      1.) The Student Development Center
      2.) The Student Organizations and Leadership Development Center
      3.) The New Student Orientation Office
      4.) The Counseling and Psychological Services Center (CAPS)
      5.) The Office of Services for Students with Disabilities
      6.) The Career and Employment Services Center
      7.) The Legal Services for Students Office
      8.) The Multicultural Resource Center.
      9.) The combining of Residential Programs Office with housing operations to form a comprehensive Department of Student Housing.
   C. Incorporating into the Division of Student Affairs the following offices:
      1.) Office of Multicultural Affairs
      2.) Recreational Services
      3.) KU Childcare Center (operated by Hilltop Child Development Center.)

II. FACILITIES DEVELOPMENT:
   A. Initiated a three-phased, $20 million dollar, expansion and renovation of The Kansas and Burge Unions.
   B. Initiated a renovation program of all student housing units to include Residence halls, scholarship halls and family student housing units at an estimated cost of $125 million dollars.
   C. Constructed two new scholarship halls, KK Amini and Margaret Amini Halls.
   D. Acquired the Jayhawker Towers as part of the University’s Housing Program.
   E. Completed a $6.5 million addition and renovation of Watkins Student Health Center.
F. Secured student approval to construct a $17 million dollar, free standing Student Recreation and Fitness Center.
G. Secured student approval to construct a $3 million, state of the art, campus childcare facility.

II. PROGRAM AND SERVICES DEVELOPMENT:
A. Established Presidents’ Roundtable, a student advisory board and forum for student input to campus issues.
B. Established the student leadership development program. Created the Raymond F. Nichols League of Former Student Leaders, an organization of alumni and friends of the University who assist in the development and funding of the leadership program.
C. Established Hawk Week, a fall orientation program for new students.
D. Upgraded the health promotions and wellness program of Watkins Student Health Center.
E. Established the Multi-Cultural Resource Center to promote diversity on the Lawrence Campus.
F. Established a comprehensive program of services for students with disabilities.
G. Developed a comprehensive counseling and psychological services program.
H. Developed programs in sexual-assault prevention and alcohol education and abuse prevention.