

10-6-1977

UA68/8/2 E.H. Canon Oral History

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David Lee: This is Western Kentucky University Oral History Research Project Number 7646 done October 6, 1977, with Mr. E.H. Canon. The interviewer is David Lee.

Mr. Canon, could you tell me a little bit about yourself, where you came from, and how you happened to come to Western in the first place?

E.H. Canon: Well, I was born in Calloway County, six miles from Murray. And we did not have any high school in our community. The nearest high school to where we lived was in Murray, Kentucky, and it was inconvenient for me to attend that institution. So, in order to prepare to be a teacher I came to Western Normal School in 1910 for a short term. At that time, certificates were required of teachers and Western Normal School was offering training and certificates for teaching in high school and in the elementary grades. So, I came there to get my first certificate to teach; and I came back over the years to finish what they offered in the two-year course. The completion of the two-year course, leading to what they call the life certificate, entitled one to teach in the grades and in high school and be principal of elementary schools. And in later years it was evaluated as two years of college experience, provided one had previously graduated from high school.

D.L.: Where did you live when you came here?

E.C.: (Unintelligible) There were no dormitories for men till later in the experience of the school; so, we had to live in private homes. I lived on Center Street the first time I was here, rather close to the college because we had no other way of getting around except walking. And there were no facilities offered other than in homes. Some of the homes were turned into rooming houses and some into places to serve meals. And even people came from counties around and brought their families to educate their children and returned to their homes and the fire when the task was done.

The student body at that time was made up of a mixture of people of different experiences. There were people who had never entered high school whatsoever and never had studied a high school book, and there were others who came with some more experience, maybe one year in high school. And they were all older than what would be expected of that class of student. Some of the classes stood out for leadership and preparations and personal qualities that other classes didn't claim. The class of 1910 was one of those classes that was recognized as outstanding, and the members of the class did not hesitate to say it was true. In the beginning there were men and women who became very prominent in the field of education and other fields, for that matter.

The first student to register here according to the records in the registrar's office, showed that it was H. L. Donovan, who became president of the University of Kentucky later on. And then, Dr. A. L. Crabbe, who is now at Nashville, Tennessee, spent several years here as the dean of the college and then was employed to the Peabody College in Nashville where he stayed until he retired. These are a few of many that had prominent leadership experiences.

D.L.: I didn't know Dr. Crabbe had been associated with this school.

E.C.: Oh, yeah. He'd fight you.

D.L.: Okay. What kinds of courses did you take at Western?

E.C.: Well, Western offered, at the beginning, courses in the elementary grades like spelling and penmanship and singing. And then, as this institution grew and the demand became more widespread, they offered the curriculums that led to various professions and trades. Agriculture has been a very prominent department here on the hill, largely through the superior leadership of Dr. M. C. Ford as a student and also as a faculty.

member. It still is growing. Classical music was offered. Mr. Franz J. Strahm was a German educated in Germany, graduated from some prominent university there. And he was head of the music department for some time and was influential in bringing to the college here many fine musicians and organizations for concerts and performances, giving the students who had had less opportunity a chance to hear the best in music.

D.L.: Did they offer any foreign language courses?

E.C.: Beg you pardon?

D.L.: Did they offer any foreign language - any Latin or any French -

E.C.: Oh, yes. The foreign language was well-staffed here. German, French, and Latin, I believe, were the leading ones. Dr. F. C. Grise was head of the department of the Latin group, in addition to being dean of the college later. Mathematics was well-emphasized in the curriculum. Dr. J. R. Alexander was head of the department for a long time. He had taught, in a previous college here in Bowling Green, a man who became secretary of state.

D.L.: Cordell Hull? (pause) Cordell Hall?

E.C.: Cordell Hull, yes. An experience that he valued very highly in his later years.

D.L.: Then, what did you do after you left Western?

E.C.: After the two-year course?

D.L.: Yes, sir.

E.C.: Well, I was principal of high school for five years - three schools in five years. The last school where I was principal was in Shelby County and I was there five years and left the school to go back to the University of Kentucky to complete my bachelor's degree and M.A. degree.

D.L.: How well did you feel that Western had prepared you to teach for those years?

E.C.: Well, I think they had the best method you would have found any place. There were established principles and the teachers in charge of them were devoted. I think very highly of the training that they gave at that time.

D.L.: How did you happen to become interested in becoming a registrar?

E.C.: Well, when I got the bachelor's degree, for which I was then preparing, I was offered the principalship of a school in Kentucky, a very responsible place, but there were circumstances that caused me not to accept. And then I made up my mind to get a master's degree while I was in the university and not have to move again. And when I did that the registrar of the university asked me if I would like to train for registrar. He said he would offer me a scholarship, a small one, and let me write my thesis in his department. And that's where my interest began in the registrar.

D.L.: I'm going to be very careful this time; I'm going to make sure it works.

Let's see. Okay. How did you happen to come from the University of Kentucky to Western to become the registrar?

E.C.: Well, when I completed the master's course at the university I was prepared, so Mr. Gillis said, to be a registrar; and he began to survey the landscape for vacancies. And he learned of Western's interest in one and contacted President Cherry, and President Cherry called me up to Louisville during the KEA to talk the

matter out. So we made the decision there.

D.L.: Were you pleased by this? Did you want to come back to Western?

E.C.: Yes, very much. I've always had an interest in the school. I graduated in - I came here in 1910; the school was just two and a half years old, and I had completed the two years in 1916 and had been back there for summer school. And my interest, of course, had always been in the school.

D.L.: When you first became registrar what were you expected to do?

E.C.: Well, registration is the big thing in any school year. It was my business to acquaint myself with the faculty regulations that had been passed by the Board of Regents and then see that they were carried out during registration - in reference to the number of semester hours, load in the program, and the qualifications which they possessed for such a course and various routine problems that came up. And that later became one of my big responsibilities - the students' problems.

D.L.: How was registration conducted?

E.C.: Well, it was conducted at various places in various terms. The first time, I believe, was in the long halls and the stage of Van Meter Auditorium. They put down tables for the faculty; and the students, at a certain point, picked up their cards and then they went - they scheduled their classes and filled out their cards and then brought them to the faculty and had them to approve them, and then brought them by me for final approval.

D.L.: So, at one time or another, you personally looked at the schedule of every student?

E.C.: Every student. Yes.

D.L.: And when it came time to graduate, did you again then look at everybody's program yourself?

E.C.: Well, one of the young ladies in the office was particularly assigned to listing the requirements that had been met and hadn't been met so that I could advise on that. So, we had it all settled before commencement time, that is, if he had finished the required work and was - the session then - that he is passing in his courses.

D.L.: What other things were you responsible for besides registration? You also kept grades?

E.C.: Well, I was chairman of the committee on entrance credits and graduation. That speaks for itself. And I was on the curriculum committee which determined what courses were going to be added and dropped and offered in the institution and the policies.

D.L.: What were the requirements to be admitted as a freshman, say, in 1925?

E.C.: To be a freshman?

D.L.: Yes, sir.

E.C.: High school graduation from an accredited school and that's all.

D.L.: Were any students ever admitted who had not completed high school?

E.C.: Well, if they were it was peculiar circumstances and the committee on entrance credits and graduation, of which I was chairman handled that. I don't know of any

occasion at all where that happened,

D.L.: You told me the last time about how transcripts were made in the 1920's and how you happened to get a photocopying machine. Would you tell me that again, please?

E.C.: All right. The first method of making transcripts was to take a sheet of plain paper with the college name at the top and type out the students record to that time. And that was laborious and subject to errors, as might be understood, and the inventors kept working until they got a machine which would photostat, which is really a photograph of the record. So, Mr. Cherry told me that he had some money he wanted to spend, that he'd have to turn back to the state department if he didn't spend it. He wanted to know if I wanted to buy anything for the office, and I told him that I would very definitely like to have a photostat machine. In due time, we got the machine here. And then later we found on the market a machine that would - without a liquid or other preparation; we'd just take the picture forthright of the record, fly specks and all.

D.L.: When you bought the first machine how much did it cost?

E.C.: \$1200.

D.L.: Okay. What year was this?

E.C.: Well, that was in nineteen hundred and twenty-six.

D.L.: Yes, sir.

E.C.: I had used the photostat machine in the University of Kentucky. They had the latest model and that was the one that Mr. Cherry bought for our school.

D.L.: Well, to move ahead a little bit, what kind of an impact did the Depression have on Western?

E.C.: Well, the first thing, it cut the attendance. And then, of course, the economic situation was bad and legislatures were hesitant to appropriate money. The students didn't have any money, so it was very bad. The same experience was felt all over America.

D.L.: Was there ever any danger that Western would close?

E.C.: Closing?

D.L.: Yes, sir.

E.C.: Going out of business?

D.L.: Yes, sir.

E.C.: That would be a very tragic happening if that should occur.

D.L.: But there was no chance of that happening during the Depression?

E.C.: No. Except the President might have declared from his chair that there'd be no more - and fortunately, that will be something else.

D.L.: Do you have any idea how much the enrollment fell?

E.C.: How much what?

D.L.: Do you have any idea how much the enrollment dropped off?

E.C.: Well, it would be just a mere guess. It was so small that I had time on my hands in the office, and to compensate for my being there, I arranged with the county superintendent to visit all of his schools and explain to them the opportunities offered here in the high school. Now that was possible because the enrollment was so small.

D.L.: About how many students who went to high school at Western would go ahead and go to college at Western?

E.C.: Well, I'd say - now, that'd be really a guess, because there were people here that came here for teacher training, that is, to get methods of teaching that never did go to college anywhere. And they never did know when they finished high school, because that wasn't emphasized. The first two years were made up of courses which later were translated into terms of present practices. There was a History 200, say, that would count half of a high school unit, but if they stayed here long enough to come along and have four years here, it became a three unit job, three semester hours. I looked at one of my transcripts today and saw a few courses I took at the very beginning that weren't even in the high school curriculum. I just wanted them. They were drills like attendance and singing.

D.L.: So, you became a kind of recruiter then, during the Depression, and tried to recruit students for Western.

E.C.: Yes.

D.L.: What about World War II? What did World War II mean for Western?

E.C.: Well, it was about the same as World War I. Of course, it struck a great many more people, but the strike was out in the counties in this state and other states. We don't know all the trouble that occurred, because they were out there and wanted to come and couldn't come. But we had no way of knowing it. It wouldn't have helped any if we had; we couldn't do anything about it. But the war was bad on the institution. Students left in the middle of the term, drafted, came back later for those courses hanging on. We had to work them out.

D.L.: Did Western have a large female enrollment during World War II and a much smaller male enrollment?

E.C.: Well, it was predominantly women. Men were scarce. Only those who had physical difficulties or were too young, and even the young ones were disturbed thinking that they might grow into it before it was over.

D.L.: You mentioned that the army came to Western and did some things. What was the army doing here?

E.C.: Well, they were just enlisted and had an interest in using their time, and I presume that was applied over the country. And we got, I think it was, 600. It might have been more than that. And they were right here, all men, and the student body all women. And we had difficulty housing them. We built a little village down here for them. They were officers, I presume.

D.L.: Do you remember where that was?

E.C.: Where the village was?

D.L.: Yes, sir.

E.C.: Yes. You know where the old athletic ground is, columns.

D.L.: Yes, sir.

E.C.: Well, just beyond the playing field there, there was a cedar grove and there's where those buildings were. The Cedar House stands now for receptions and special meetings. You know where it is.

D.L.: Yes, sir.

E.C.: I came along about the same time. And they had barracks, temporary barracks, for the men. I think our enrollment went - We had nobody whose name began with a letter below 'K'. It was just like somebody (unintelligible) put his hand down and marked it off. You fellows go to Western; you fellows go somewhere else. But it evidently improved the morale of the boys to be here where they could participate in chapel programs and athletics.

D.L.: When the students came here to Western at that time, how did they get here? How did they get from home to Bowling Green?

E.C.: Well, those living 30 or 40 miles would ride horses and come in buggies. Those living too far away would come in on the train.

D.L.: Did the university provide housing for students' horses or stables or anything like that?

E.C.: There might be a few like that here in the county, but we didn't furnish any stables. I remember a boy from over beyond Smiths Grove rode in here, but he went to Ogden College anyway.

D.L.: When did Ogden College become part of Western?

E.C.: I think it was 1928.

D.L.: How was that arranged?

E.C.: Well, I don't think I've ever read the full agreement, but we were to take the students and advise them in their programs until they could reach their objective. Then we were to have use of their scholarship funds, their investments. That is we were to take them and use them on the hill with the advice of the trustees of Ogden College. Now, that still exists, that -----

END OF TAPE 1 - SIDE 1

E.C.: -----they'd appear at our banquets and in our programs as being graduates of Ogden College but affiliated with us.

D.L.: Was this something that most people at Western were glad to see happen when Ogden was added?

E.C.: Well, I think so. I know of no objection anywhere. We had very fine relations with the other college, but it just went like the other private schools. It lacked the money to put up buildings and build a curriculum that would correspond with modern procedures. We took their faculty, too, that they had, current faculty, until their

term expired. I was trying to think. None of them are here now. Mr. Pierce was one. Well, I believe that Mr. Pierce was - he was. He was president of it once. But when we united with it he was a member of our own faculty.

D.L.: Then did Western have a substantial growth in enrollment after World War II?

E.C.: Yes.

D.L.: Were there any problems with housing the new students?

E.C.: Well, no. We've never had a very serious problem in housing any time, 'cause Bowling Green has been a college town for a long time. And they have opened up their homes, the nicest homes in Bowling Green for many years kept roomers. We didn't have any men's dormitories till later. No men's dormitories till after I left with the two-year program. We had that one Frisbee Hall for women. That's when we were down in the valley. But we kept it and used it as a girl's dormitory after we moved up here.

D.L.: Do you know when that was built?

E.C.: Which?

D.L.: Frisbee.

E.C.: Oh, I would guess along in 19 - Well, I would hate to guess. I know it was in existence in 1915, but it had been in existence before that.

D.L.: Now, you came to Western in 1910, did you say?

E.C.: 1910. For ten weeks.

D.L.: So, you had a ten-week session and then you went home.

E.C.: Yeah. I got acquainted.

D.L.: And then you came back the next year and took another ten-week session.

E.C.: Well, let's see. I guess my next time back was 1913.

D.L.: So, you would just do this sort of thing - go to school and then either go home or go to work until you finished the life certificate.

E.C.: That's right.

D.L.: In most cases how long did that take to finish?

E.C.: To finish the life certificate?

D.L.: Yes, sir.

E.C.: Well, if a student came here at the beginning of the course and stayed two years, 64 hours. That's half of 128, you see, which is usual requirements for graduation.

D.L.: This life certificate was conferred by the state?

E.C.: Yes.

D.L.: And with it you could teach in any public school in Kentucky.

E.C.: Yes, as long as you lived, technically speaking.

D.L.: Well, when did you finally retire from Western?

E.C.: As registrar?

D.L.: Yes, sir.

E.C.: 1959.

D.L.: So, you were here for just a shade under 50 years, then.

E.C.: Yes.

D.L.: How do you think students changed over that time? Do you think they changed much?

E.C.: Well, society has changed a great deal over that time. I wouldn't want to be specific in anything, but the students in our college here have the same desires and purposes as they have all over the world, as far as that's concerned. They just achieve them by different methods. And society is much more refined than it was a hundred years ago. Now, in some departments, that would be a question. But we don't - I don't carry a gun and you don't carry a gun. Same people, but they have different mores.

D.L.: Do you think students have become more frivolous or more disciplined during that time?

E.C.: Well, yes, I think so.

D.L.: Became which? More frivolous? More disciplined.

E.C.: Became more disciplined. Because it's a principle in life that success comes that way. The personal life of individuals has changed because the society around them has changed and material things have changed. In the case of the tobacco-chewing man, he can't drive an automobile very well. So, he has to quit driving an automobile or quit chewing tobacco or violate some other proprieties.

D.L.: Are you one of those people who used to chew tobacco?

E.C.: No, sir.

D.L.: I'm not either.

Let's see, when do you first remember meeting Dr. Cherry?

E.C.: Well, in 1910.

D.L.: And what was your first impression of him when you met him as a student?

E.C.: Well, I was overwhelmed with him. I don't know how to approach him. 'Cause he was a very positive man and vigorous in his attitudes.

D.L.: What was there about him that made him so successful as a college president?

E.C.: Well, he had common sense, a great deal of it. He didn't go to school, that is, in the sense that he had grades in his work. But he had a private school. He

owned one himself, even before this college was established here. He was dynamic and had a great many personal qualifications that contributed to success, that contribute to anybody's success.

D.L.: If he had so little formal education himself, why was he so interested in building schools and helping other people to get formal education?

E.C.: Well, I think he observed - I'm sure he did - that training in college helped to place a man further along in his objective in life. It meant more opportunity for contentment and a pleasant existence. Tradition says that he cut axe handles out and sold them to get his money to start his ventures. He lived on a farm, and I can well understand why he would do that.

D.L.: Why do you suppose he picked Bowling Green as a place to found this school?

E.C.: Well, he lived out here in the county. His school taught penmanship and debating and probably some law. He couldn't teach them, but he could be president of them. That's where Cordell Hull came. He came down there to that private school.

D.L.: Do you ever remember Mr. Cherry saying anything about Cordell Hull?

E.C.: No. I have the impression he had a high respect for him. Mr. Alexander - I spoke of him a while ago - came here to school. He did his own cooking as a student and housekeeping, and Cordell Hull did, too. He was born over in Tennessee and I imagine they rode horses over here.

D.L.: What was Mr. Cherry like to work with as registrar?

E.C.: Well, as far as I was concerned, he was perfect. Because he didn't pick you out as a registrar; he picked you out as a person with a job to be done and if you did it, then you were on his side.

D.L.: Was that the way he pretty much ran Western? A very personal kind of way?

E.C.: Yes. I related this the other day, you know, that a student committed an offense here on the campus. And it was secret a while and then finally it was revealed who it was. And the committee that found out took the evidence they had to Mr. Cherry, and Mr. Cherry just took it and shoved it in his desk, didn't do anything about it. That fall this young man, who was a teacher, brought his school over here and brought a bag of money for the Kentucky Building, and Mr. Cherry regarded that as a successful adventure. He trusted the boy, that he'd never do anything like that again, and the boy returned the confidence in a material way.

D.L.: Was Mr. Cherry a good fund-raiser?

E.C.: Yes. He had a big leadership in a campaign here to raise money to purchase Mammoth Cave for the government, and it was a successful thing. His efforts to raise money also were found in the legislature where the tax-payers money was spent.

D.L.: Did presidents testify before the legislature the way they do now?

E.C.: Well, I wouldn't know any instance. They usually - the most effective work was contacting individuals who were leaders, I would think.

D.L.: How did he manage to build those kinds of contacts? How did he get to know these people in the first place?

E.C.: Well, I think that's a personal matter. He knew some of them because he had met them and talked with them and they had been interested in the same program; and then he met some people through other individuals. In my particular case, one of his best friends was Rainey T. Wells, who was president of the college at Murray. Rainey T. was my one-room school teacher; so, he and I had a very close relationship. And Mr. Cherry sent me down there several times to confer with him, because I knew him and I knew Mr. Cherry and he knew me. We didn't have any control on how we knew each other, because we didn't know when we were being touched.

D.L.: And during his tenure, chapel was a major part of a student's life at Western.

E.C.: Yes.

D.L.: How often was chapel held?

E.C.: Everyday.

D.L.: And it was how long?

E.C.: About a class period.

D.L.: About one hour.

E.C.: Yeah, about an hour

D.L.: And it was held in Van Meter?

E.C.: Yes.

E.C.: Well, he did. That is, he rose and called attention. And sometimes he'd have something he wanted to say and discuss it. They'd have singing maybe. He'd discuss his subject and he'd call for announcements from the faculty; and sometimes he'd conduct from the audience. And A.L. Crabb and his wife were there; and Herman Donovan and his wife were there. And any subject that would come up, one of the others would take issue. They'd have a discussion there for thirty minutes. It was fun to the students because they thought they were really antagonistic to each other, and what they were doing was just making a good chapel. That was Donovan that became president of the university, you know, and Crabb that's at Peabody.

And sometimes they'd have quotations from the audience; he'd ask for it. They'd give a philosophical quotation or a quotation from the Bible; and sometimes he'd find his subject right there from that one student, maybe, and then he'd launch out on it and spend the period.

D.L.: When you were registrar did you also attend these?

E.C.: Did I do what?

D.L.: When you were registrar did you also attend these, attend chapel?

E.C.: Yes.

D.L.: So, the whole university just would stop for an hour.

E.C.: That's right. Lock the doors.

D.L.: You told me the other day about Mr. Cherry disciplining a student, about him shaking a student once in chapel. Would you tell me about that again?

E.C.: Well, he recognized that the authority had to be respected of one's leadership was to be successful. And he would even go out into the audience and discipline a student who talked while he was trying to talk. And on one occasion he went back to the back of the room and took him by the shoulder and shook him and asked him to desist. Well, the student didn't like it, of course, and the people all around him thought he got a good lesson in courtesy and respect.

We had a program in Van Meter one evening and a boy and girl sat down on the front row and talked all during the program. It wasn't interesting to them particularly. And the next day I saw the girl and I said, "Would you like to do something nice for this fellow?" She said, "Of course." I said, "Well, you tell him that it isn't proper to talk when you're in an assembly where somebody else is up in the public speaking." She said she'd tell him. So on one of those trips out in the county here to recruit students, he was the principal. And he introduced me to the students and told that story. That's how much he - he hadn't forgotten it. He didn't know it before. Mr. Cherry went to him and shook him; I got somebody else to shake him.

D.L.: How did students feel about Mr. Cherry generally?

E.C.: Well, a great majority of them didn't understand him. They wouldn't understand Mr. Downing. But men of leadership really would be attracted to him if they knew him for his real worth.

D.L.: Did students think that he was too stern?

E.C.: No. Most of them were there at chapel because they were interested in what was going on.

D.L.: If he were here today, how do you think he would feel about Western in 1977?

E.C.: How would he feel?

D.L.: Yes, sir. Do you think he would be pleased or displeased?

E.C.: I think he would be delighted. And he wouldn't feel any incapacity for the job, either. He couldn't administer all the programs, but he knew how to hire a man who could do it.

D.L.: Would you say that was his best trait as an administrator, his ability to hire people?

E.C.: Yes, I think so.

D.L.: How was tenure granted in those days when Mr. Cherry was president?

E.C.: How was what?

D.L.: How was tenure handled? Tenure.

E.C.: Oh, you mean holding the job.

D.L.: Yes, sir.

E.C.: Well, I don't know. Today you serve so many years before you're promoted, but there wasn't very much publicity given to promotions back in those days. Mr. Alexander stayed until he got too old and retired. I stayed until I got too old. The changes came about that way. I'm not sure if we have a policy now. I judge we do; I'm sure we do.

D.L.: Do you remember anything about Mr. Downing when he was a student here?

E.C.: Well, I remember he was thought of as being a very brilliant man, but I didn't know him personally.

D.L.: Let's see. How did Mr. Garrett contrast with Mr. Cherry? Were they very different people?

E.C.: Yes, very different. Mr. Garrett had had a great deal of experience in the high school field. He'd been a teacher and principal and superintendent. And he was thought of as philosophical and scholarly; he read a great deal. Mr. Cherry didn't have time to read. He would go to a faculty gathering here for a social hour or two and he'd have to leave before time because he had appointments. I just happened to remember those few instances like that. Mr. Garrett would appear at chapel and bring the audience up-to-date on his reading. It was very interesting. You could get a book read quickly.

D.L.: Did the fact that he was a former teacher and principal help Western's relations with the schools in this area - help to bring students here and make it easier for Western graduates to find jobs?

E.C.: Well, I don't think I understand.

D.L.: Let's see. Phooey. I'm not sure what I'm asking either. How was he to work for compared to Mr. Cherry? How did he conduct the presidency differently from Mr. Cherry?

E.C.: Who's that?

D.L.: Mr. Garrett.

E.C.: Well, Mr. Garrett inherited here when he came a lot of things that he didn't know about. And he advised himself on those things and directed it like it had been done before he came here. That was his objective with the help of the faculty and his own good judgement.

D.L.: How soon after Mr. Cherry's death did he become president?

E.C.: Well, it wasn't very long. Probably six months.

D.L.: And during that time, who was responsible for the school?

E.C.: Well, there was a committee and I think President Kelly Thompson was on the committee - and the Board of Regents. But nobody was designated as president.

D.L.: How would you describe Kelly Thompson?

E.C.: Kelly is a very brilliant young man. He has a knack with people; he's a good administrator.

D.L.: You say he has a knack with people - the same kind of knack that Mr. Cherry had?

E.C.: Well, yes. I'd say so. He meets important people and then he uses them in the execution of his duties as president.

D.L.: Well, let's see.

END OF TAPE 1 - SIDE 2

D.L.: Well, is there anything that you think is significant out of your experience at Western that I haven't asked you about that you think we need to talk about?

E.C.: Well, there's a lot of hard work to run a college and to be a successful teacher. A great deal of time is to be spent in research and study and contacts made to be successful as a teacher. And college is just a cumulation of many obligations and tasks that have to be done to run a college.

I remember another interesting thing about Mr. Cherry, a little story. When they built Cherry Hall they got money from the government - I'm not sure which one of the ABC's - but it had to be approved by a committee in Washington, some committee. And all the details had been worked out and had been presented and they couldn't get an answer from them. Mr. Cherry couldn't find out what they'd done. So, he called a meeting of the politicians here in town - leaders: the mayor and the county judge and city judge and some others - and they met downtown in a lawyer's office to discuss the matter to see what could be done.

Mr. Cherry got up and selected words - sentences - of his own and he told them what the problem was - that we had the ground ready to build the building and had the money promised, but we couldn't get it released, and they wanted something done about it. Well, he went on for a few minutes proper time and the congressman then replied to him by saying, "Well, Mr. Cherry, everything will come out all right." That soft attitude, you know. And he spoke about the same length of time and how worthy it was and he sat down. And Mr. Cherry got up on his feet again, made the very same speech, word for word. And when he sat down the congressman got up and he said, "Mr. Cherry, I pledge to you my honor and all that I have that that will be signed within two weeks." And the other men joined in then and gave him the go ahead. But he just saw one thing. He wanted the money on that building. And what they were disturbed about was one word in the contract. They were using registration fee instead of college tuition. So, they got that explained and the building _____ itself. But that's Mr. Cherry again. He wouldn't take no.

D.L.: The statue up there was done by Laredo Taft.

E.C.: Yes.

D.L.: How did Mr. Cherry meet Laredo Taft?

E.C.: You mean how did Mr. Taft think about him? He thought very highly of him.

D.L.: No. How did they get to know each other?

E.C.: I don't know. (All we say will go on there, won't it?)

D.L.: (Yes, sir.)

E.C.: There are always people looking out for the appropriate thing to do. And I have an idea that some friend here in town or on the faculty thought that there ought to be a monument and proceeded and researched and found out that Mr. Taft was a great artist and contacted him. The statue was finished during the Depression; Mr. Taft reduced the cost of it about 40%, I think, to meet the situation here.

D.L.: When was the statue erected?

E.C.: I wouldn't know. I knew at the time. It was dedicated in a snowstorm.

D.L.: Really?

E.C.: Yeah.

D.L.: It was dedicated in a snowstorm?

E.C.: Yeah. It was a flurry, as I remember, one of those spring snows. But there were umbrellas - they got a picture of it somewhere with the umbrellas up.

D.L.: Would you say you knew Mr. Cherry fairly well?

E.C.: Yes.

D.L.: And you would say that he was one of the most remarkable people you ever met?

E.C.: Yes, that's correct.

D.L.: Well, I think that's pretty much all I have to ask you about. And, like I say, I appreciate very much your taking the time to do this twice.

E.C.: It's a pleasure for me to do anything for Western, 'cause it's done so much for me. And I enjoy associating with you.

D.L.: Oh, thank you. Thank you.

E.C.: And I think this is a worthy thing to do. In the years ahead somebody may want to know about these things and get all that we said about them. We might have a debate on it somewhere.

D.L.: Well, I was definitely interested in your story about the photocopying machine.

E.C.: About the what?

D.L.: About the photocopying machine and the transcripts. Because I really didn't think

that that would have started until after World War II, and I was surprised to hear it went back into the 1920's.

E.C.: Well, I was very much interested in it while I was in the university and I saw immediately what it would do for us. But \$1200 back in those days was a lot of money for one machine about that big. 'Course you - have you seen those photostat machines?

D.L.: Yes, sir. Well, let's see.

END OF INTERVIEW