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THE HISTORY OF THE TWILIGHT SCHOOL OF OHIO STATE UNIVERSITY: A STUDY IN LEADERSHIP

The Ohio State University

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I dedicate this work to the memory of
a great lady, my mother, Wilda C. Grady.
ACKNOWLEDGMENTS

I would like to take this opportunity to thank those who have made valuable contributions to my efforts: Dr. Virgil Blanke, who always asked the right questions; Dr. Bruce Bennett, who always took the time to read it again; to Dr. Charles Mand, who was always supportive; and, to the home team of Molly and Justin Grady, Dick and Dee Justice, and Peggy Croy.
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CHAPTER I
INTRODUCTION

While the major emphasis of this study has been the presentation of the history of the Twilight School, it became necessary during the course of the research to concentrate particular attention on two critically related issues. These issues, then, were leadership theory and adult education. The history of the Twilight School would be incomplete without addressing these two topics.

Because the Twilight School represented a prototype effort in adult education, a summary of adult education has been presented so that the program at Ohio State University could be compared with other university efforts on a national level. Therefore, following the chapter on historical methodology, a brief explanation of adult education on the national level has been presented as the third chapter.

Similarly, leadership played a major role in the course followed by the Twilight School. Therefore, the
theories of leadership have been summarized so that leadership of the Twilight School could be identified. These theories have been presented in chapter four. The fifth and sixth chapters recount, chronologically, the history of the Twilight School. These sections are followed by a chapter which seeks to link the relevant portions of leadership theory with the Twilight School. The implications of the study represent the final chapter of this presentation.

The original dissertation proposal follows.

Background Statement

Adult education has been a feature of Ohio State University since the late 1920's. Early adult education programs included the Parental Education program, the Adult Evening School, and the Twilight School. The Twilight School has been chosen for study because it has identifiable limits in terms of its mission and its length of existence.

The Twilight School replaced the Adult Evening School in 1942. Its mission was to serve the needs of workers who wished to pursue college studies. During its existence Norval Neil Luxon and Luke K. Cooperrider served as chief administrators. It ceased to exist in 1959.
**Problem Statement**

The purpose of this research is to study the history of the Twilight School which existed at the Ohio State University from 1942-1959.

In order to accomplish this objective of studying the Twilight School, the following must be accomplished. One must determine what the Twilight School was. Also, one must establish what the Twilight School did. In order to understand the Twilight School in its setting, one must examine any predecessors it may have had. One must also determine why the Twilight School existed. Finally, to gain a fuller understanding of the Twilight School, one would hope to examine its strengths and weaknesses.

**Preliminary Questions**

Several areas of primary concern served as guides in this study. First of all, the sources were examined in an effort to gain specific information concerning the Twilight School. Secondly, the data were studied to determine the impact program leadership had on the Twilight School's longevity. In addition, the Twilight School was examined
in relationship to the history of Ohio State University.
Finally, the Twilight School was studied as a program of
adult education during a specific time period. In order to
gain information concerning these specific areas, some pre-
liminary questions were proposed.

Questions pertaining to the Twilight School:

1. What led to the formation of the program (predeces­
sors?)
2. What was the program's philosophy?
3. Whom did the program serve?
4. What were the enrollment trends?
5. What was the fee structure? How did it compare with
   the fees paid by regular students?
6. Can any statement of cost vs. revenue be made?
7. How was the program promoted?
8. Who attended the Twilight School (age, profession,
   previous education, etc.)?
9. What were the problems encountered by Twilight School
   students, faculty, administrators?
10. Were the students seeking degrees?
11. What types of classes were offered?

12. What was the relationship between the Twilight School and business and industry?

13. Why was the Twilight School discontinued? What was its replacement?

Questions related to program leadership:

1. What were the qualifications of the program's directors?

2. Did the program directors have frequent contact with higher administrative positions (indicated by correspondence, memos)?

3. Did the program directors have support from higher administrative positions (indicated through interview questions)?

4. Were any of the problems encountered by the Twilight School related to program leadership?

5. Was the termination of the Twilight School related to its leadership?

6. Did any outstanding changes in the program or enrollment occur during the administration of Luxon or Cooperrider?
Questions pertaining to the history of Ohio State University:

1. Was the Twilight School an important part of the university (as indicated through the interviews)?
2. Did the Twilight School receive needed resources?
3. Were efforts made to expand the outreach of the Twilight School?
4. Was support for adult education prevalent at Ohio State University (indicated through documents, interviews)?

Questions related to adult education:

1. How was adult education defined by Ohio State University and the Twilight School?
2. How could this definition have been altered?
3. How was the "adult" population defined?
4. Were there contacts between the Twilight School and other institutions offering adult education programs?
5. Were there contacts between the Twilight School and the professors of adult education on the campus of Ohio State University?

These preliminary questions served as guides in the study.
**Methodology**

In this research the documents concerning the Twilight School were examined. These included the following:

1. correspondence, memos
2. annual reports
3. bulletins, catalogues
4. presidential papers
5. Twilight School records
6. Office of Academic Affairs records
7. alumni magazine
8. Board of Trustees records
9. official university histories
10. personal papers of Luxon and Cooperrider
11. committee reports
12. advertisements
13. local newspapers

In addition, individuals who are still living who would have had key associations with the Twilight School were interviewed. Because of the diversity of backgrounds of these individuals and their differing relationships with the Twilight School, the interview questions were tailored for each individual.
Through the examination of the documentation and the personal interviews, the goal of the researcher was to collect data concerning the Twilight School. After the data had been collected, the findings were presented. This presentation represents an effort to offer an understanding of the Twilight School as it existed in its setting.

Following this presentation, an analysis of the Twilight School has been attempted. This analysis has been based on the findings of the research. Only after one has offered a full description of the Twilight School can one hope to address the significant questions related to this study. The significance of program leadership can only be determined by examining the Twilight School's program in full detail. Having established the context of this program, one hopes to be able to determine the relationship between program leadership and the program itself. Again having defined the program, the analysis attempts to place the program in the larger perspective of the history of Ohio State University. Finally, the place of the Twilight School in the broader perspective of adult education has been discussed. Therefore, the goal of the analysis has been to examine the Twilight School in a broader perspective.
Significance

The study of the Twilight School is significant for a number of reasons. First of all, the general understanding of the Twilight School will be increased through this research. Through an analysis of the Twilight School, the importance of program leadership should become evident. In addition, the relationship between program success or failure and program leadership may be found to be significant in this study. The study will also increase the general knowledge of the history of Ohio State University during the period 1942-1959. Specifically, the study should indicate the importance of adult education to Ohio State University. Finally, the study should increase the knowledge of adult education both on a national level and as it was defined by Ohio State University during this period.

Although the major interest is in the Twilight School, it is imperative that the program be examined in the broader perspective afforded through an exploration of these areas.
CHAPTER II

HISTORICAL METHODOLOGY

To study the Twilight School, historical methodology has been used. In the following pages an effort has been made to define history, its purposes, and to explain the processes employed by the historian in the study of a subject.

History

According to Henry Steele Commager, history is a story, a record, art, literature, and philosophy. These categories are extremely broad. In dealing with the field of history, many definitions have been stated. There are two statements concerning history which seem to be most relevant in connection with this study. The first explanation of history is one presented by Henry Steele Commager.

The first thing to be said about History is that the word itself is ambiguous. It means two quite distinct things. It means the past and all that happened in the past. It means,
too, the record of the past—all that men have said and written of the past, or, in the succinct words of Jacob Burkhardt, 'what one age finds worthy of note in another.'

In other words, history can be presumed to mean the sum of events of the past or the writings concerning those events. In this case, the Twilight School and the events surrounding its existence represent history. The recording and explanation of those events, in narrative form, will be a presentation called history.

The second definition of history summarizes the intent of this research.

History is any integrated narrative, description, or analysis of past events or facts written in a spirit of critical inquiry for the whole truth. A definition which attempts to be more precise than this is certain to be misleading.

In this study, every effort will be made to identify the events or facts concerning the Twilight School. These facts will be presented in an effort to ascertain the "whole truth" surrounding the Twilight School. Therefore, in regards to this study, history will be the presentation, in narrative form, of the facts surrounding the Twilight School with the analysis of those events.
The Purpose of History

Historical methodology provides opportunities in research which are unique. Commandeur points to some of these benefits.

One of the liveliest pleasures of history is that, more continuously and more persuasively than almost any other study, it nourishes and enlists the reflective faculties. Nowhere are those faculties more busily engaged than in seeking for causes. 4

History also succeeds by "extending our perspective and enlarging our experiences." 5 That is, history affords the opportunity for presenting analogies, as well as, accounting for the current state of affairs. History permits "the experience of identifying the present with the past, and thus adding a new dimension to places and events." 6

History permits the introduction of many variables to its study. It deals with the complex interrelationship of events. These events are studied in terms of cause and effect. The events of the past, coupled with their causes and effects, often have significance in present-day affairs. By linking the the past with the present, it is possible to understand current situations more fully due to the
perspective offered by a study of history. The historian's task, then, is not to judge events, but to understand them.\footnote{7}

According to Harry Elmer Barnes, "The two chief tasks of the new history are: (1) to reconstruct as a totality the civilization of the leading eras in the past; and (2) to trace the genesis of contemporary culture and institutions."\footnote{8} By endeavoring to accomplish these objectives, the historian will add to the understanding of both the past and the present. In other words, the historian will have expanded the understanding of causes of past events while enlarging the perspective of current affairs. Historical methodology provides the framework and the opportunity for this type of study.

Much has been written concerning history as being scientific or unscientific. The argument will undoubtedly persist. In defense of historical methodology as being a valid form of research, some premises concerning the method need to be suggested. The method is scientific.

The historian, that is, collects his data fairly, organizes it logically, and tests its parts thoroughly. Then, by inductive logic and the use of hypotheses, reaches provisional generalizations, and only when
he has carried out a final search for new data, and made fresh tests, does he commit final conclusions to paper. 9

There is a standard procedure for historical research. The methodology is not left to the author's whim or fancy. Instead, the historian is expected to follow the steps indicated. Now, "clearly history is not a science in the sense that chemistry or biology are sciences. It cannot repeat its own experiments; it cannot control its materials." 10 These expectations are clearly inconceivable. The reader of historical research must be satisfied that the methodology for gathering data is scientific, that the procedure for analyzing it meets certain standards.

We can understand this better, and can approach a true comprehension of the word science in this connection, if we note that historical writing involved three elements. One is the element of factual inquiry and sifting—that is, research. This should be strictly scientific in its use of highly exact principles to accumulate, observe, and weigh data; it is scientific, that is, in method. The second element is that of interpretation. Having accumulated his facts, the historian must discover their logical connection with each other, the laws which rule them, and their significance for the period studied and for our own time . . . . Finally, the third element in historical writing is presentation—the narration, description, and exposition.
required to set forth the results of research and interpretation.\textsuperscript{11}

\section*{The Historical Method}

The historical method is based on the following steps. First of all, the historian is obligated to collect the relevant data concerning the research topic. This is the collection of the facts. At this phase of the research project, the individual must be exhaustive so that no pertinent information or source of information is ignored.\textsuperscript{12}

In the process of collecting this data, the historian notes which sources are primary and which are secondary. "A primary source may be in the form of oral testimony by a witness who was present at a given event, a document describing the event first hand . . . . Such sources are sometimes called original, that is, underived."\textsuperscript{13} Primary sources, then, are eyewitness accounts. They represent information gained firsthand.

"A secondary source, on the other hand, is a derived source, once removed from the firsthand material. It is usually a document which describes or discusses a primary source."\textsuperscript{14} In evaluating one's data, the historian notes
the distinction between primary and secondary sources. This fine distinction is critical to the formulation of hypotheses. In history, the primary sources are lent more credence, since they represent information gained at first-hand. To propose a hypothesis based solely on secondary evidence would be ill-advised, since the secondary source is not viewed as being as reliable as primary source material. The secondary source is removed from the actual event. In this transmission from primary to secondary source, some of the authenticity may have been lost.

In spite of the shortcomings of secondary source materials, both primary and secondary sources are used by the historian. This is necessary because the record of past events is often fragmentary. In the effort to offer as complete an account as possible, the historian must rely on secondary source materials. For this reason, the secondary sources are vital to the historian, for only through their usage can the historian offer the reader a complete picture. Therefore, the historian evaluates source material to determine whether it is primary or secondary. From this point, one would anticipate that the historian would utilize primary documentation to the fullest extent
possible. Secondary data would be employed only when primary documentation is lacking.

A second step in the historical process is the external and internal criticism of source materials. "External criticism is a process which seeks to determine the genuineness of documents, to answer the question: Is the source what it appears to be? It establishes why, where, how, when, and by whom the document was written." This process of external criticism flows logically with the determination of primary or secondary sources. It is a continuous process. It is an extremely critical process as well. On these data, the historian will base the study. If the data are unreliable, in any way, then the entire premise on which the research is based could be jeopardized. The answers to the question posed in external criticism could have serious consequences for the analysis offered by the historian.

Once documents have been found to be authentic, then the historian proceeds to internal criticism. Internal criticism requires an analysis of the meaning of statements to determine their accuracy and trustworthiness. This form of criticism questions not the document, but the
individual who prepared it. The questioning, then, is of the author. The truthfulness of the author in reporting the event is questioned. The historian must determine whether the author of the document may have been biased in the presentation. If the author was noted for illogical thinking or was in some way not competent to make statements about the event, then the report becomes invalid or at least partially discounted because of these factors. In other words, the observer must have been careful and competent in his observations, as well as in the recording of those observations.\(^\text{17}\)

External and internal criticism are designed to establish and verify facts. The procedures must be used if the narrative a historian will present is to be accurate. "Testimony must be evaluated as firsthand or hearsay, fresh or stale, prejudiced or unprejudiced, corroborated or uncorroborated, vague or definite."\(^\text{18}\) This process assures both the historian and the reader that the presentation is as close to an honest, truthful account as is possible using historical methodology.

Having accumulated and verified the facts concerning the subject, the historian proceeds to what could be
considered the third step in the process. This phase requires the formulation of hypotheses. The hypotheses proposed by the historian represent an effort to make order out of the chaos of facts. The formation of hypotheses attempts to point to the significance of relationships between facts. Hypotheses are tentative explanations to account for the interconnections between the facts. From this phase of the study, the historian proceeds to the final step in the historical process. This is the synthesis and presentation of the facts in a logical, organized form.

In the synthesizing phase, all the areas of the investigation are tied together. This is the last phase which precedes the final exposition of the subject. The final writing will represent an integration of the verified facts presented in a logical form. It is in this exposition that the interpretation of these facts will occur. Generalizations will be offered. This is the point at which history clearly becomes a part of literature and the humanities. In this writing, it strays further from that which is regarded as science. The historian offers interpretations of events, points to implications, and proposes generalizations.
that have resulted from the research. It is in this phase of the research, the presentation, that the historian can make the greatest contribution to man's accumulated knowledge. For at this point, the historian has added to our knowledge of the past, its culture and institutions. Similarly, mankind's perspective can be broadened through this knowledge. At this point, history serves to bring closer together the present and the past.
CHAPTER II

Footnotes


2 Ibid., p. 1.


4 Commager, p. 79.

5 Ibid., p. 73.

6 Ibid., p. 74.

7 Ibid., p. 68.


9 Nevins, p. 29.

10 Commager, p. 12.

11 Nevins, pp. 44-45.

12 Ibid., p. 54.

14 Ibid.

15 Ibid., p. 93.

16 Ibid., p. 94.

17 Ibid., pp. 94-95.

18 Nevins, p. 209.

19 Brickman, p. 91.
CHAPTER III
ADULT EDUCATION IN THE UNITED STATES

In order to provide a basis for comparing the Twilight School to other programs of adult education, it is necessary to briefly recount the history of adult education in the United States.

Since the Twilight School was in existence from 1942-1959, these dates will serve as the chronological guides in the summary. Furthermore, it is necessary to emphasize university adult education programs since the Twilight School was a part of Ohio State University.

Evening schools date to pre-Civil War times. The cities of Boston, New York, St. Louis, Chicago, Louisville, and Philadelphia had developed evening school programs by this time. The earliest evening schools were designed to serve working youth. The program offered was generally a repetition of the daytime public school program. Therefore, these evening schools were not "adult" education in the twentieth century sense; yet, the proposition of an evening
school provided a framework for the education of those who could not partake during daytime hours.

Between the end of the Civil War and World War I, the evening schools began to attract adult students, and therefore began to resemble adult education institutions. ¹

Several trends and developments in the evening schools during this period are worthy of note. Their enrollments rose both in size and age level. Their curriculum broadened in four directions: (1) expansion of "Americanization" programs for immigrants, (2) expansion of vocational courses, especially in trade and commercial subjects, (3) extension into secondary and college level subjects with the opening of evening high schools, and (4) experimental sorties into informal adult education. ²

Therefore, by the second decade of the twentieth century, the evening schools were established fixtures of American education. Additionally, the evening school clientele had become the adult learners.

The education of adults in the early twentieth century became the concern of a great number of voluntary associations. These included women's clubs, economic organizations, fraternal organizations, parent education organizations, public affairs agencies, professional societies, and many
others. Churches also engaged in the education of their adult members from their inception. 3

By the 1920's, a great variety of agencies were providing education for adults in a broad range of areas with diverse reasons for doing so. There was no unifying structure or philosophy behind these efforts.

Until 1924, the term "adult education" was practically unknown in this country; agencies engaged in educating adults were so unrelated that they did not even have a common name for what they were doing. But in that year Frederick P. Kneppel, president of the Carnegie Corporation of New York, returned from an inspection of the national adult education movements of Europe with a vision of an integrated movement in this country. Under his leadership a series of conferences was held with leaders of various agencies which resulted in the founding of the American Association for Adult Education in 1926. During its twenty-five years of existence, it served as a national clearing house for information about adult education. It conducted annual conferences, published a quarterly Adult Education Journal (1929-51), sponsored many studies, and published a large library of books . . . . It was generously financed by the Carnegie Corporation, and was also supported by dues from about 3000 members. 4

In 1924, the Department of Immigrant Education (1921), which had been established within the National Education Association, became the Department of Adult Education.
While early membership was restricted to public school educators, in 1927 membership was opened up to all engaged in adult education. The American Association of Adult Education and the Department of Adult Education were dissolved in 1951 when the Adult Education Association of the U.S.A. was founded on May 14, 1951.5

Therefore, the field of adult education is relatively new. Efforts to unify adult education programs are the product of the twentieth century.

Philosophically, the place of adult education has been ambiguous. While a vast number of agencies have engaged in adult education, the role of adult education has remained one of secondary importance.

Among the institutions charged with a role in the education of adults have been the universities. While some universities accepted this responsibility early in their history, others clearly did not.

University extensions and evening colleges were generally the main means of providing for adult education through the university system.

Most extension divisions (about 52 percent) were established prior to 1929, but over
two-thirds of the separately organized evening colleges were started after that date: about one-third of all evening colleges started between 1947 and 1959.6

University extension services, in general, provided a broad range of activities through the auspices of the university. Among the programs available were: lecture series; agricultural assistance; television and radio broadcasts; institutes; and evening colleges. Therefore, the evening college can be viewed as one of the many facets of university extension; or, it can be viewed as an independent branch of the university.

The extent of service to adults and the means by which it was provided differed greatly from university to university. Some of the leading universities in this field which can be compared to Ohio State University included the University of Minnesota, Michigan State University, the University of Wisconsin, and the University of Michigan. While these Big Ten schools all made notable efforts in the area of adult education, the courses followed were not identical.

The University of Wisconsin must be recognized as a founding force in university extension.
The state-wide commitment to higher adult education by the extension division of the University of Wisconsin in 1907 sparked a new wave of enthusiasm and, as a result, extension shortly thereafter became a national phenomenon. The founding of the National University Extension Association in 1915 (as well as the founding of the Association of University Evening Colleges in 1939) was evidence of that fact.7

The approach to university extension adopted by the University of Wisconsin was referred to as the Wisconsin Idea.

The plan emphasized the utilization of faculty by State and municipal governments to make more efficient and generally improve their operations. In addition, it meant the extension of university resources directly to the people distant from Madison.8

The Dean of Wisconsin's program was Louis E. Reber who was appointed to his post in 1907. The extension division included a correspondence program, a municipal reference bureau, a package library service which was a segment of the department of debating and public discussion, a department of instruction by lectures, and a welfare department which provided a broad range of services designed to meet specific community needs. The state was divided into six
At the University of Michigan, the program provided linked adult education with community education. The program was a combination of service, research, and instruction for the education of community and adults. The University of Michigan entered the extension field in 1911. Through ten bureaus, the university conducted its program. These bureaus included: general; library; public education; museum; municipal; architecture; forestry; engineering; and, public health extension. Michigan's program was general rather than professionally or vocationally oriented.

The University of Minnesota, like its neighboring state Wisconsin, developed extension centers throughout the state. A unique facet of Minnesota's contribution to continuing education was the erection of a continuation center on the campus of the University of Minnesota in 1936. The facility was the pioneer venture in establishing residential continuing education centers on university campuses.

The trend of building centers of adult education was further accelerated by three forces: the war time (World War I) buildings given to the universities for this purpose:
the number of estates and lodges bequeathed to universities which were suitable for adult gatherings; and, the infusion of funds by the Kellogg Foundation which began in 1951. These three factors all contributed to the development of continuing education centers as a means of serving the needs of adults.13

The Kellogg Foundation's interest in the development of continuing education centers was particularly forceful. The W.K. Kellogg Foundation "bearing the Battle Creek cereal manufacturer's name had long been involved in educational work in Michigan."14 In September of 1945, the Foundation Board of Trustees authorized one million dollars for the construction of the Kellogg Center at Michigan State University which was opened on September 23, 1951.15

This center was only the first of many such facilities supported by the Kellogg Foundation between 1945 and 1970. During the 1950's and 1960's the Foundation helped finance continuing education centers at the Universities of Nebraska, Oklahoma, Chicago, Oxford (England), Notre Dame, Columbia, and Georgia.16

Therefore, Kellogg Foundation support served as a stimulant in the development of these centers.

The emergence of university involvement in adult education took different forms. In some cases the needs were
addressed through evening colleges; extension centers or divisions were critical in others; or, conference centers such as those sponsored by the Kellogg Foundation became the linkage between the resources of the university and the needs of adult learners.

The growth or development of evening colleges and extension departments can be summarized as proceeding through four stages which consisted of:

1. **Departmental Domination**, when adult education is primarily the activity of campus departments with no independent unit for adult education;
2. **Autonomous Development**, when a separate unit exists and major emphasis is placed on differentiating this unit from regular campus operation;
3. **Integration**, when the extension division is not threatened by close ties with the university and becomes an integral part of it; and
4. **Assimilation**, when the adult education division, although still separate, becomes fully accepted as an essential element of the university.

As noted earlier, evening colleges were generally smaller and less complicated than extension services since the range of services provided through extension divisions was much more diverse.

A generalized summary of the history of the growth of the evening schools reveals that
they have developed along similar organizational lines. Usually they have not gone out into the community and sought their students; rather, the students have more frequently come to them with plans in mind. Consequently, evening colleges have often started as remedial institutions for late starters or as annexes to handle enrollment bulges in post-war eras. Meeting the needs of these students inevitably meant a degree program of a professional or upgrading nature, and in their early stages, most evening schools have merely offered daytime courses at night.19

The universities' dedication to adult education was not always apparent. Often it was viewed as something extraneous to the "real business" of the university. In many cases, adult education took place outside regular hours, sometimes off campus. Faculty often viewed the teaching of these courses as extra chores of lesser significance than their regular teaching loads.20

Therefore, in the 1940's and 1950's efforts to educate adults were clearly under way. However, they were definitely not united in philosophy, format, or emphasis. Adult education was in its embryonic phase during the 1940's and 1950's.
CHAPTER III

Footnotes

1 David L. Boggs, "Historical Development of the Adult Education Movement in the United States," Mimeographed publication, ED-VOTEC 672, Ohio State University, pp. 4-7.

2 Ibid., pp. 7-8.

3 Ibid., pp. 8-9.

4 Ibid., p. 10.

5 Ibid.


8 Ibid., p. 121.

9 Ibid., pp. 130-139.

11 Portman, pp. 150-151.


14 Portman, p. 226.

15 Ibid., pp. 226-227.

16 Ibid., p. 230.


18 Ibid., p. 207.


CHAPTER IV

LEADERSHIP THEORIES

The study of leadership has received considerable attention, particularly since the late 1940's. Several theories have emerged as a result of this research. Although no conclusive theory exists, the research has yielded data which clearly indicate that the phenomena of leadership is indeed complex. The various theories associated with leadership study indicate that the researchers are amassing a great arsenal of information regarding the topic. Furthermore, the early research has not been totally discarded in favor of the more modern interpretations. Instead, the entire body of research deserves to be heeded, since the current theories are built on the foundation established through early efforts to identify the concept.

The theories of leadership are categorized as the Great Man Theory; the Trait Approach to Leadership; the Situational Approach to Leadership; the Behavioral Model;
the Contingency Model; and finally, the inclination to look at leadership as part of a complex social system. As the concept has received greater attention, the theories have become less exclusive. That is, as the dimensions of leadership are seen as part of complex social systems or situations, it becomes more difficult to isolate leadership without examining the other factors associated with an individual's behavior in a specific situation.

The study of the Twilight School will include an attempt to identify the presence of program leadership during its existence. If program leadership is to be recognized, it is necessary to review the theories of leadership which might apply to the Twilight School.

The earliest leadership studies focused on the Great Man. This approach to the study of leadership was found mainly in biographical accounts. There are several weaknesses in this approach to leadership study. First of all, "many memoirs dealt extensively with leadership phenomena, although few of the authors made explicit the criteria which constituted the bases upon which the so-called great men were selected for study."¹ This dilemma leads to the
ever-recurring question of whether the individual would have been considered a leader in an entirely different setting; or, did the times make the man? The same question has persisted throughout the study of history in regards to the many individuals who are considered great leaders, heroes, or statesmen. Biographical studies have often merely recounted the events in an individual's life. This tendency has caused criticism of the biographical approach. "In the biographical studies, for example, the analysts tended to ignore, among other variables, the larger societal context within which the indicated great men lived."\(^2\)

This approach to the study of leadership is narrow. The purpose of leadership research is directed toward creating a body of information which will be useful in training and identifying leaders in the future. Therefore, the studies must provide information which can be generalized in different situations and used by other individuals. Criteria must be identified. Few would dispute the place Abraham Lincoln holds in American history. However, the question remains, what facets of Lincoln's leadership style are applicable to a modern day situation? In most cases, the biographical approach illustrates Lincoln's successes, but
does not provide data which can be applied by others. Furthermore, was Lincoln's success due to his leadership ability; or, was he merely in the right place at the right time? Does the biographical approach deal with the larger social system in which the leadership phenomena occurred? Generally, the feeling is that the great man theory does not deal adequately with these questions. The theory is specific to a lone individual in a very particular situation. Because of this, the studies conducted in this fashion have not provided information concerning leadership which is translatable to different situations.

In spite of these shortcomings, the great man approach to the study of leadership will persist. In many instances it is the only means of studying the careers of notable individuals. In the field of military history, it has been useful because it has provided generalizable data.

The Great Man theory of history rests firmly on two foundations. First, that men have free will, hence history is a struggle to decide the course of the future. Second, that men may learn from the examples of the great men. The proponents of the theory stress these two principles in their discussions of the role of the great men in the history of mankind.
Although the great man theory has not been a highly successful approach to the study of educational leadership, it must not be totally abandoned. The study of the so-called great men in education must be attempted with an eye to providing information which will be useful for future educational leaders. New questions must be posed concerning the careers of these individuals. Those who would study educational leadership using this approach must refine the procedure so that their studies have greater utility.

An individual's personality traits have also been the subject of study in relation to leadership. Extensive efforts have been made to isolate those traits which are reliable predictors of leadership ability. Long lists of "desirable" personality characteristics such as intelligence, socio-economic status, dependability, are the core of this approach to the study. This method of leadership investigation has not produced the desired results. Currently, it is believed that a leader's traits cannot be studied in isolation from the other dimensions of an organization. "The current view is that there are several patterns of personality variables that differentiate leaders from followers and that such patterns are
situationally relevant, if not situationally specific."\(^5\)

Therefore, leader traits are still viewed as an important
dimension of the total leadership concept. However,
studied in isolation, they do not account for the leader-
ship phenomena.

The traits of a leader must be viewed in relationship
to the followers.

Tead (1929) defined leadership in terms of a
combination of traits which enables an indi-
vidual to induce others to follow his direc-
tion in the accomplishment of an objective.
Bogardus (1934) regarded leadership as
'personality in action under group con-
dition.'\(^6\)

This view of leadership indicates that the individual
in the position of leading an organization must be matched
to the followers if leadership is to occur in the accom-
plishment of group goals. The study of personal traits,
alone, has not led to a complete understanding of the
leadership concept. Instead, the study of traits has
resulted in new avenues for exploration in the search for
an understanding of leadership.

One of the most serious charges levied against
the trait definitions of leadership was that it
recognized only the role of the leader and
sanctioned a form of dominance that allowed
followers no scope for initiative in the role
performance or for obtaining recognition of their goals and desires.\(^7\)

Therefore, the study of traits has caused greater attention to be directed towards the study of the role of the follower. In this manner, trait research has been effective because it has broadened the understanding of leadership through recognition of the function of the group in relation to the leader.

The difference between the early trait theories and more recent theorists is . . . they speak of influencing interaction and role structure rather than dominating the followers or inducing compliance. A central idea of influence flowing from leader to follower in the interaction process remains, but the legitimate role of the followers is not denied.\(^8\)

Therefore, the leader cannot be isolated from the followers.

As the study of leadership has progressed, it has become exceedingly more complicated. The study of leadership cannot be solely a study of "the great man's life" nor can it be the study of an individual's traits. The number of significant dimensions to leadership continues to increase. Another means of examining leadership is the situational approach.
Leadership is a function of the situation; leaders emerge partly at least in response to the requirements of the situation. One aspect of the problem, then, is to study the conditions in which a leader will be followed and in which the decisions that he makes will be implemented effectively by others. Leaders cannot be created to order . . . but only stimulated to appear . . . . The implication of this is that policy should try to create the roles, structures, and the conditions facilitating the emergence of leaders.9

With the addition of the situational factor, the study of leadership requires knowledge of the individual, the individual's traits, the importance of followers; as well as, an understanding of the situation. When these factors have all been examined, one still has not arrived at a succinct definition of leadership. Instead, one is faced with a dilemma of determining whether an individual can be found who can be matched to the group and situation dimensions. That is, if one concedes that an individual, a group, and a situation can be unique, how does one identify the leader who can be matched to the other factors? The search for an understanding of leadership becomes an effort to make order out of chaos.

The trait approach to the study of leadership has concentrated intense study on the psychological, physical, emotional, and intellectual
variables associated with leadership phenomena. In contradistinction to this approach, the situational study of leadership has concentrated on sociological variables inherent in specific groups and situations, and has taken the point of view (1) that leadership is the product of relationships in social and group situations, and (2) that leaders in different situations may show dissimilar characteristics. As a study of the characteristics of the individual is inextricably linked with the trait approach so the study of group characteristics, organizational relationships, and roles appears to characterize the situationist approach.  

From these approaches to leadership study, the behavioral approach has evolved.

In essence, the behavioral approach to leadership has tended to focus on the search for significant behavior dimensions to be used in describing and delineating leader behavior. Situational approaches, on the other hand, have focused on those relationships and variables in social and environmental situations that appear to generate leader behavior.

The behavioral approach indicates that the leader has a choice in employing different styles as situations change.

Leadership models have been refined over the years from simple constructs such as McGregor's Theories X and Y to more multidimensional offerings. Most are contingency theories which prescribe that effectiveness results from the appropriate matching of a particular style to the idiosyncratic
characteristics of a given situation. As situations change, the trainers tell us, styles too must change.\textsuperscript{12}

Therefore, leadership style is determined by a complex set of variables. The leader is successful if factors can be correctly matched to achieve organizational effectiveness. The behavioral approach to the study of leadership does not abandon the trait or situational approaches; instead, it demands that these two factors be examined in relation to a leader's behavior.

Fielder's (sic) work (1958, 1966, 1967), represents this welding of trait and situational approaches. He evinces that the willingness of the group to be influenced by the leader is conditioned by the leader characteristics. But the quality and direction of this influence is contingent upon group size, structure, resources, processes, and history, among other variables.\textsuperscript{13}

The choice of an appropriate leadership style, based on a number of different variables, becomes the leader's responsibility. This demands that the leader be able to evaluate situations, tasks, groups, goals, and other variables correctly. From this analysis, the leader must then select an appropriate leadership style.
Gates, Blanchard, and Hersey counsel us that "successful leaders are those who can adapt their behavior to meet the demands of their own unique environment." In a more recent article, Sexton and Switzer instruct us that "...there is no categorically 'correct' style. Instead, the modern educational leader should know which style is better in which situations and should be able to draw from both poles at will." By poles, the authors refer to a leadership style continuum with task styles at one end and relationship at the other.\(^\text{14}\)

The problem for the would-be leader is selecting the factors which deserve primary attention in selection of a leadership style.

According to theorists, the most appropriate style must demonstrate equal concern for people and production (Blake and Mouton), or initiate structure and consideration behavior as the Ohio State Studies. Fred Fiedler has demonstrated that goal complexity is an important style determinant, as has Bill Reddin in his work analyzing the technology of the work itself. More recently, Hersey and Blanchard have refined the situational model by suggesting that the maturity level of a group is the most important factor in selecting the appropriate leadership style for a given task.\(^\text{15}\)

Therefore, the leader must examine situations and make determinations concerning which style is most appropriate at a given time. The leader's behavior takes
precedence in this examination of leadership. The behavior of the leader should display understanding of the organization's complexity.

In further identifying this approach to leadership study, Hencley summarizes the behavioral approach.

First, the behavioral approach focuses upon observed behavior rather than upon a capacity for leadership that may be inferred from this behavior. Second, the behavioral approach does not assume that the leader behavior exhibited by a leader in one group situation will carry over into other group situations. Third, the behavioral approach does not posit that leader behavior is determined innately or situationally.16

Leadership study has resulted in the recognition of leadership behavior or styles. These styles are seen as part of a continuum. One end represents the tasks dimension. The opposite end represents the people dimension. The leader's responsibility is to select a "style" appropriate for the situation. This selection of a style from the "continuum" introduces several new factors for one attempting to study the concept of leadership. First of all, the leader must correctly assess the "followers" in the organization. "Fred Fiedler's Contingency Theory of Leadership suggests that the key factor in determining style
effectiveness is the extent to which the leader can or cannot influence followers. This effort to influence the followers must also take into account another critical factor in leadership. That factor is the issue of goals or purposes.

The practicalities of organizational life suggest that a leader has a better chance of survival when he lets the followers know (1) that he identifies himself with the purpose of the organization, and (2) that in doing so he is working for the welfare of the follower group.

In attempting to identify the concept of leadership, it is imperative that the issue of goals be examined.

Recognizing leadership requires that one look to goal accomplishment, as well as, leader behavior.

Leadership over human beings is exercised when persons with certain motives and purposes mobilize, in competition or conflict with others, institutional, political, psychological, and other resources so as to arouse, engage, and satisfy the motives of the followers. This is done in order to realize goals mutually held by both leaders and followers, as in Lenin's call for peace, bread, and land. In brief, leaders with motive and power bases tap followers' motives in order to realize the purposes of both leaders and followers.

If leadership is to be identified, one must be able to determine whether goals are being achieved.
Leadership study, then, becomes even more complex. Traits, situations, leader behavior, followership, and goal achievement must all be acknowledged as having an impact on the presence of leadership. It becomes increasingly more apparent that leadership is:

- rooted in its own social milieu and in the function of goal achievement in that setting. The keys to leadership were no longer the traits of individuals isolated from relationships with others, but the functions needed for collaboration and goal achievement in social relationships.  

Each approach has been significant in that each has contributed to a greater understanding of the parameters of the concept. It is easy to see why some would resort to the analogy that "the search for a unifying concept of leadership is a search for a holy grail." Fortunately, the study of leadership will continue as long as leaders are sought for the institutions of the world. The question becomes what can be accomplished with the collected knowledge in this area?

In this particular study, an effort will be made to examine an institution referred to as the Twilight School. The Twilight School provided evening programs for "adults."
During its existence, it was directed first by Norval Neil Luxon and then by Luxon's successor, Luke Cooperrider. During Cooperrider's administration the Twilight School was discontinued. The question arises as to whether these individuals were responsible for the rise and decline of the Twilight School. In attempting to address this issue, it has become apparent that the leadership roles of these men may be instrumental in answering the question. Specifically, can evidence of program leadership be discovered in the historical records associated with this institution?

Similarly, a question also arises in regards to Luxon and Cooperrider's ability to exercise leadership in their efforts to tap the environment for resources. Although this topic does not appear to have been explored in the leadership research, it seems to be a critical issue in this study. The Twilight School had to form linkages with its environment for survival. Only through the talents of its leaders could these linkages be developed and maintained. Therefore, in investigating the Twilight School, attention must be directed to the presence or absence of leadership in
the relationships developed between the Twilight School and its environment.

By reviewing some of the different approaches to the study of leadership, an effort has been made to identify trends in the study and to point to significant factors in leadership research. With this information at hand, it now becomes possible to examine the historical evidence concerning the Twilight School to determine whether factors concerning program leadership can be identified. If so, it will be necessary to place such data in relationship to the theories of leadership which have been presented.
CHAPTER IV

Footnotes


2 Ibid., p. 11.

3 Ibid., p. 46.

4 Ibid., p. 2.

5 Ibid., p. 3.

6 Ibid., p. 85.

7 Ibid.

8 Ibid.


10 Cunningham, p. 141.

11 Ibid., p. 143.

13 Cunningham, p. 165.

14 Sergiovanni, p. 389.


16 Cunningham, p. 143.

17 Sergiovanni, p. 390.

18 Cunningham, p. 99.


20 Ready, pp. 85-86.

21 Cunningham, p. 255.
CHAPTER V

THE EARLY YEARS OF THE TWILIGHT SCHOOL

The early years of the Twilight School included the years 1942-1946. During this phase of the program, direction of the institution was handled first by a committee and then by Norval Neil Luxon.

The Creation of the Twilight School

With limited fanfare, the Twilight School came into existence through the action of the Board of Trustees during the winter quarter of 1942. Although the University had offered evening courses previously, the Twilight School's appearance was noted as "the first recognition of the special needs of persons employed fulltime and desiring to take evening classes."

While Ohio State University and the United States as a whole were enduring the impact of the beginnings of American
involvement in World War II, no data emerged which indicated that the Twilight School's creation was linked to wartime activities. The university was heavily involved in providing courses and making accommodations for the war effort. The impact of the state of war on the early Twilight School did not appear in the literature concerning the institution.

In the decade preceding the creation of the Twilight School a number of programs were being conducted through the auspices of the university which were designed to meet the needs of adults outside the daytime program. Among these notable efforts were the parental education workshops, the extension programs of the Colleges of Agriculture and Commerce, the Alumni College, and the Bureau of Special and Adult Education.

Dr. Jessie Charters, who came to Ohio State University as the head of the Adult Education Department in 1928, was extremely influential in these early adult programs. She was responsible for coordinating the parental education workshops which emphasized themes germain to parenting. Dr. Jessie Charters was also instrumental in the acquisition of a grant from the Carnegie Corporation which
provided funds for the study of alumni educational needs. From this the Alumni College emerged in the early 1930's. The Alumni College provided lectures, discussions, and seminars for interested alumni on an annual basis.2

Dr. Jessie Charters was affiliated with the Department of Adult Education which, during the mid-1930's would become part of the Bureau of Special and Adult Education. The purposes of the Bureau were to provide graduate training in the field of adult education, to provide consultative services, to administer short courses, and to conduct research.

The Department of Adult Education provided both credit and non-credit work. Credit work was provided for graduate students and advanced undergraduates. Non-credit work was offered through the parental education program. This Adult Evening School was carried on in cooperation with the Works Progress Administration. This was administered through the Bureau of Special and Adult Education.3

While these programs were referred to as being designed in the interests of adult education, the Twilight School was
initiated without any indication that there was a relationship between the efforts of the 1930's and the Twilight School.

An examination of the Proceedings of the Board of Trustees indicated that the provisions for evening students were discussed initially at their December 8, 1941, meeting. At that time President Bevis, who had assumed the university presidency in 1940, recommended the following provisions become effective winter quarter of 1942:

That qualified persons who are fully employed in industry or professions outside the University be permitted to enroll for not more than six hours of work in any one quarter, and that fees for such persons be fixed at $10 for one course or $15 for two courses, plus any special laboratory fees now assessed to regular students in these courses. In the case of some of the professional colleges, it may be advisable to authorize special fractional fees in excess of those suggested for more general application:

Further, that such fully employed persons be not required to pay either the Activities Fee or the Matriculation Fee. If such students subsequently enroll in the University for regular programs or work, they will then become liable for payment of the Matriculation Fee, unless they have paid fractional fees for a total enrollment of at least 45 quarter hours of work. If fractional fees have been paid for as much as 45 quarter hours of work, such students will not be required to pay a Matriculation Fee for subsequent enrollment in any regular course program in the University.
Upon motion of Mr. Rummel, seconded by Mr. Atkinson, the Board by unanimous vote approved the above recommendations of the President.4

This action of the Board of Trustees was further refined at their meeting of July 24, 1942, by the addition of the following clauses: (1) That the fee provision apply to students who enrolled solely in courses scheduled after 5:00 P.M., on Saturday mornings, or for workshops; and, that (2) No student taking more than two courses or six quarter hours would be entitled to the benefits of fractional fees.5

Harold Schellenger, the Director of the Bureau of Public Relations at Ohio State University, was keenly involved in the genesis of the Twilight School. According to Schellenger, "President Bevis came to my office one afternoon; and said, we're starting classes for credit at night; and, I want you to do all that you can to get students for it. So we started in the newspapers and radio and soon had people coming to the university."6 In essence, then, Harold Schellenger was responsible for the earliest phase of the Twilight School, although no official title or responsibilities were conferred on him.
Therefore, at its earliest stages, the Twilight School was coordinated through the Bureau of Public Relations. Based on Schellenger's observations, there was no serious planning prior to its inception. The Twilight School was simply announced.

**The Problems of the Twilight School**

The documentation of the Twilight School began to emerge in January of 1943.

For the university as a whole, the war was still a main concern even though a campus committee had been established to study postwar problems.

By the beginning of the Twilight School's second quarter of existence, some critical problems began to present themselves. These problems were the topic of much committee work during the period of January 1943-April 1944. The major Twilight School problems concerned the procedures for registration, prerequisites, and fees. By May of 1943, data were being collected both from enrolled students and comparable universities attempting to provide some guidance in the resolution of Ohio State's problems. The Twilight
School, during this early phase, was guided by a committee chaired by Thomas L. Kibler of the Department of Economics. He was assisted by Harold K. Schellenger who served as Secretary of the Twilight School Committee. Professor A.E. Avey, of the philosophy department, was also instrumental in guiding the progress of the Twilight School. Correspondence between Kibler and Schellenger, as well as written reports filed by Kibler, provide major sources of information concerning this period.

Schellenger, in a memo to department chairmen in January of 1943, indicated that Twilight School classes would be determined by the Twilight School Committee. Furthermore, this message indicated that the Twilight School Committee held office hours during registration week in room 120 Derby Hall from 6:30-8:00 nightly (Monday-Friday) for the students' benefit.

In April of 1943, the Twilight School Committee was concerned with the issue of a summer school program. In order to reach a decision on this matter, the enrolled students and colleges involved were surveyed to determine their opinion on the matter. Based on replies received
from the student and college surveys, about half of those surveyed favored the offering of summer evening classes.\textsuperscript{10}

The survey of the colleges also included a question concerning the proposed means of simplifying registration procedures, fees, and prerequisites for Twilight School students. At this time, there were no conclusive responses to these issues.\textsuperscript{11}

Based on responses received, the summer program was launched in 1943. A directive to College Twilight School Committees and Department Heads indicated that by June 1, course offerings were to be verified, course descriptions provided, as well as any other information that might be included in the official bulletin. Kibler, in his memo, also indicated that the issue of prerequisites continued to be a critical issue for the mature student. Also, simplification of registration procedures was mentioned. Again, suggestions for dealing with these issues were sought from the concerned departments.\textsuperscript{12}

Kibler, as Chairman of the Committee, frequently pointed to the problems involved with the program. He consistently sought the assistance of the involved colleges.
Eventually, it appeared that due to the diversity of opinions and solutions, a proposal for resolution of these problems was needed. Three reports were issued by Kibler delineating the scope of the problems. These reports were titled: "Report on Twilight School Problems;" "Statement of Chairman of Twilight School Committee Addressed to Deans, Secretaries, College Twilight School Committees, Department Chairmen, and Instructors;" and "The Problem of Procedures for Twilight School Students." These reports clearly identified the problems of Twilight School students and also summarized the status of evening schools of comparable scope throughout the United States.

Kibler pointed to the need for a new student classification such as the "Non-Degree Student." This categorization would be applied to those Twilight School students who have made no progress toward a degree or whose elections do not carry a degree pattern. All Twilight School students, except those who have satisfactorily completed 45 credit hours of college work, or its equivalent, here or elsewhere, and who enroll for evening courses which carry a minimum of 8 quarter credit hours, such hours fitting into a degree pattern, should be placed in the category of "Non-Degree Student" (sic).
In conjunction with this classification revision, Kibler proposed that the registration frustration be diminished. In order to take a lone course in the evening, a student had to comply with all the registration requirements that were met by the regular degree-seeking day student.

The typical complaints lodged by many Twilight School students have to do with the arduous routine of registration and the prerequisite set-up. In order to register, they must apply to the Entrance Board, submit credentials, fill out applications, census cards, student, and bursar's cards; apply to the Registrar for assessment of fees; apply to the Bursar for payment of fees. In order to elect a course, they must satisfy dean's offices on the matter of prerequisites.14

Clearly the routine posed a serious drawback to the individual not embarking on a full-fledged program. In addressing this situation, Kibler pointed to the imperative of isolating the two types of Twilight School student, that is, degree-seeking and the non-degree seeking. Once this categorization was established, then the registration maze could be simplified by adopting what could be referred to as an "all-purpose card." This card would provide "name, age, address, schooling, other training or experience (elaborated), admission as non-degree student, fee card, and class card."15 This proposition would streamline
registration for the non-degree student. When a student's status would change to degree-seeking, then the student would be required to comply with appropriate registration procedures.

A third matter of recurring concern to those involved with the evening program was prerequisites. The Twilight School was designed to serve a new constituency yet had failed to account for the condition of this group. While prerequisites provided needed structure in the day student's curriculum, those pursuing college work at night were victimized by these restraints. Prerequisites were not a realistic expectation in view of several factors. First of all, the clientele often had work experience in a specific field, but had not had course work in the area. Often the work experience was in greater depth than classroom instruction could have provided. Yet in spite of this, the enrollee was expected to have had the preparatory classwork. This was not realistic in view of the supposed population to whom the program was directed. Similarly, the Twilight School's offerings often did not provide the specified prerequisites. Hence, it was difficult to meet these criteria. Therefore,
Kibler entered a plea that these requirements be re-evaluated. "In all such cases, why would it not be feasible to set up prerequisites in terms of background-knowledge necessary instead of symbols?"16

Kibler also identified the problems of class periods and fees. The original plan for evening courses restricted the student to six hours or two courses under the fractional fee ruling. Kibler proposed that class meetings be addressed in the following manner:

We should have two groups of classes in undergraduate work, those meeting one evening per week, and two evenings per week. Both groups might well have periods of two hours and five minutes net, which according to the credit formula, would carry 2.5 quarter credit hours . . . . If he should take two classes, each meeting two evenings, he could earn 10 hours, or two-thirds of the average campus load. If he should follow a program similar to that offered by a number of universities having well-developed evening schools, he could complete a degree curriculum in six years by taking two thirds of a full course each academic year.17

This proposal or change did not appear to be favored by all. There was some indication that it was ill-advised to encourage this student body to take more than one or perhaps two courses at a time. However, Kibler's suggestions
clearly opposed this viewpoint. Kibler promoted encouraging greater participation by reducing the barriers to access and facilitating the completion of a degree. Kibler's recommen-
dation also included a proposal that the fees be levied at $18 for a full ten hour load which would be comparable to two classes meeting double periods per week, to a minimum fee of $10 for one course meeting one two-hour period per week.18

Schellenger viewed the predicament of the early Twilight School as being a case of "improvising all the way." He stated that "Bevis was not a very strong administrator."19 The Twilight School was seen as a means of keeping the university busy and providing work for the faculty. The program depended on the willingness of the departments to set up courses.

Other Evening Colleges

In exploring these problems, Kibler sought guidance of other evening schools whose history would be instructive in addressing these issues. To do this, Kibler addressed a letter to the director of evening schools at other major
universities. The letter requested information concerning prerequisites, degree-oriented curriculum, registration, administration, fees, and staffing. The responses to these questions provided the basis for many of Kibler's recommendations. The procedures discovered throughout the United States were alluded to on many occasions in Kibler's correspondence. The most comprehensive summary can be found in Kibler's monograph entitled "The Problem of Procedures for Twilight School Students." The surveyed schools included the Universities of Chicago, Pittsburgh, Cincinnati, Indiana, Wisconsin, Michigan, Pennsylvania, Columbia, New York, George Washington, Temple, North Carolina, Toledo, Western Reserve, and Penn State College.

In summary, Kibler indicated that most other universities place adult evening school students, whose elections are not characterized by a degree pattern or who are taking insufficient work to enable them to make substantial progress toward a degree, in a separate category. This enables them to bypass campus procedures and adjust programs and procedures to the requirements of the adult evening student.

This, then, confirmed the idea that Twilight School students should be classified as either degree-seeking or
non-degree seeking. From this affirmation, the summarization proceeds to the other issues critical to the Twilight School procedures.

Among the eleven large schools examined, seven (Chicago, Cincinnati, Wisconsin, Michigan, Indiana, Pennsylvania, and Temple) use simplified registration forms for evening students who are either so-called non-degree students or whose elections are so limited as to enable them to make no substantial progress towards a degree. . . .23

This, too, parallels the recommendations made for a revision of Twilight School procedures. By looking to those experienced in the field of adult study, Kibler sought support for his recommendations.

Similarly, the issue of prerequisites was supported through the inquiries. "Practically all universities catering to evening students admit adults to classes for which they can qualify regardless of prerequisites."24 These generalizations are supported through specific responses of the surveyed institutions.
The documentation of the early Twilight School has been greatly enhanced by R.L. Pounds, of the Bureau of Educational Research, in "A Study of the Ohio State University Twilight School, 1942-1943." The Pounds Report provided statistical evidence of the gains made by the Twilight School during its first season. Pounds' report was based on data amassed from instructor's reports and questionnaires completed by Twilight School students quarterly. These data, along with Kibler's work, became the keystones for future decisions made concerning the Twilight School.

The data presented in this report has great utility in identifying the Twilight School and its clientele. Therefore, the work by Pounds must be presented in order to identify the early program. The first information presented by Pounds was the following chart which provides enrollment data as well as an indication of the number of students who were paying solely fractional fees. The figures do not indicate whether the student was a regular university student or solely a Twilight School student. Also, Pounds indicated that possibly students taking more
than one course in a quarter may have been counted in each class.

Table 1

Approximate Number of Students Attending Evening Classes for Credit, Number of Students Paying Fractional Twilight School Fees, and Number and Per Cent of Questionnaires Returned, 1942-1943

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Total Attendance From Table 3</th>
<th>Total Students Paying Fractional Fees</th>
<th>Total Questionnaires Returned</th>
<th>Per Cent of Return</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn</td>
<td>761</td>
<td>539</td>
<td>535</td>
<td>70.3</td>
</tr>
<tr>
<td>Winter</td>
<td>527</td>
<td>353</td>
<td>326</td>
<td>61.8</td>
</tr>
<tr>
<td>Spring</td>
<td>672</td>
<td>416</td>
<td>474</td>
<td>70.5</td>
</tr>
<tr>
<td>Summer</td>
<td>286</td>
<td>153</td>
<td>168</td>
<td>50.9</td>
</tr>
<tr>
<td>Total</td>
<td>2246</td>
<td>1461</td>
<td>1503</td>
<td>66.9</td>
</tr>
</tbody>
</table>


Summer quarter enrollment was significantly lower than for previous quarters. This can be attributed to two
factors. The decision to conduct summer evening classes was not reached until the last minute. This made it difficult to properly publicize the availability of these courses. A second important consideration was that a significant number of Twilight School students were teachers who could attend classes during the daytime during the summer quarter; hence, this change would be reflected in Twilight School enrollment figures.

Table 2 shows the type of employment engaged in by the Twilight School students. The category of "Full-time University Students" illustrated the problem of isolating the students enrolled strictly in the Twilight School. Day students may have enrolled in Twilight School classes because of scheduling conflicts or other motivating factors. Regardless of the reason, it did make it difficult to identify this population when the questionnaire did not provide a means of isolating the day students from the night students.

Table 3, as it appeared in the Pounds report, indicated the pattern of student enrollment for the first four quarters. Classes in education were chosen most often, closely followed by those in psychology.
## Table 2

Students Attending Evening Classes for Credit at Ohio State University, Classified by Types of Employment, Autumn, Winter, Spring, and Summer Quarters 1942-1943

As Indicated on the Twilight School Questionnaires

<table>
<thead>
<tr>
<th>Type of Employment</th>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Clerical Workers</td>
<td>153</td>
<td>28.6</td>
<td>82</td>
<td>25.2</td>
<td>17.1</td>
</tr>
<tr>
<td>Full-time Univ. Students</td>
<td>64</td>
<td>12.0</td>
<td>63</td>
<td>19.3</td>
<td>102</td>
</tr>
<tr>
<td>Teachers</td>
<td>63</td>
<td>11.8</td>
<td>37</td>
<td>11.3</td>
<td>83</td>
</tr>
<tr>
<td>War Industries</td>
<td>51</td>
<td>9.5</td>
<td>22</td>
<td>6.3</td>
<td>36</td>
</tr>
<tr>
<td>Univ. Clerical Positions</td>
<td>22</td>
<td>4.1</td>
<td>14</td>
<td>4.3</td>
<td>14</td>
</tr>
<tr>
<td>Univ. Staff</td>
<td>24</td>
<td>4.5</td>
<td>3</td>
<td>0.9</td>
<td>16</td>
</tr>
<tr>
<td>Clerks</td>
<td>18</td>
<td>3.4</td>
<td>7</td>
<td>2.2</td>
<td>20</td>
</tr>
<tr>
<td>Homemaker</td>
<td>17</td>
<td>3.1</td>
<td>10</td>
<td>3.1</td>
<td>11</td>
</tr>
<tr>
<td>Positions in State Offices</td>
<td>15</td>
<td>2.8</td>
<td>8</td>
<td>2.5</td>
<td>11</td>
</tr>
<tr>
<td>Engineers</td>
<td>14</td>
<td>2.6</td>
<td>4</td>
<td>1.2</td>
<td>5</td>
</tr>
<tr>
<td>Misc. Occupations</td>
<td>71</td>
<td>13.3</td>
<td>63</td>
<td>19.3</td>
<td>73</td>
</tr>
<tr>
<td>Omitted</td>
<td>23</td>
<td>4.3</td>
<td>13</td>
<td>4.0</td>
<td>22</td>
</tr>
</tbody>
</table>

| Total                      | 535    | 100    | 326    | 100    | 474    | 100    | 168    | 100    | 1503   | 100   |

Table 3

Number of Students Attending Evening Classes for Credit at Ohio State University, Classified by Departments, Autumn, Winter, Spring, and Summer Quarters 1942-1943
As Reported by Instructors

<table>
<thead>
<tr>
<th>Department</th>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>47</td>
<td>45</td>
<td>50</td>
<td>17</td>
<td>159</td>
</tr>
<tr>
<td>Botany</td>
<td>7</td>
<td>6</td>
<td>3</td>
<td>-</td>
<td>16</td>
</tr>
<tr>
<td>Business Organization</td>
<td>18</td>
<td>20</td>
<td>33</td>
<td>17</td>
<td>88</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Economics</td>
<td>58</td>
<td>29</td>
<td>26</td>
<td>5</td>
<td>118</td>
</tr>
<tr>
<td>Education</td>
<td>90</td>
<td>113</td>
<td>119</td>
<td>34</td>
<td>356</td>
</tr>
<tr>
<td>Engineering Drawing</td>
<td>25</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>25</td>
</tr>
<tr>
<td>English</td>
<td>62</td>
<td>24</td>
<td>7</td>
<td>13</td>
<td>106</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>45</td>
<td>29</td>
<td>29</td>
<td>-</td>
<td>103</td>
</tr>
<tr>
<td>Geography</td>
<td>-</td>
<td>-</td>
<td>8</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td>Geology</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>German</td>
<td>18</td>
<td>8</td>
<td>6</td>
<td>16</td>
<td>48</td>
</tr>
<tr>
<td>History</td>
<td>28</td>
<td>18</td>
<td>12</td>
<td>3</td>
<td>61</td>
</tr>
<tr>
<td>Home Economics</td>
<td>14</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>16</td>
</tr>
<tr>
<td>Journalism</td>
<td>-</td>
<td>-</td>
<td>15</td>
<td>-</td>
<td>15</td>
</tr>
<tr>
<td>Mathematics</td>
<td>31</td>
<td>40</td>
<td>31</td>
<td>28</td>
<td>130</td>
</tr>
<tr>
<td>Music</td>
<td>21</td>
<td>8</td>
<td>32</td>
<td>49</td>
<td>110</td>
</tr>
<tr>
<td>National Service Courses</td>
<td>39</td>
<td>21</td>
<td>62</td>
<td>10</td>
<td>132</td>
</tr>
<tr>
<td>Philosophy</td>
<td>-</td>
<td>7</td>
<td>-</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>-</td>
<td>22</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Physics</td>
<td>17</td>
<td>11</td>
<td>10</td>
<td>13</td>
<td>51</td>
</tr>
<tr>
<td>Political Science</td>
<td>14</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Psychology</td>
<td>142</td>
<td>62</td>
<td>89</td>
<td>39</td>
<td>332</td>
</tr>
<tr>
<td>Romance Languages</td>
<td>25</td>
<td>20</td>
<td>27</td>
<td>-</td>
<td>72</td>
</tr>
<tr>
<td>Social Administration</td>
<td>-</td>
<td>15</td>
<td>25</td>
<td>-</td>
<td>40</td>
</tr>
<tr>
<td>Sociology</td>
<td>-</td>
<td>15</td>
<td>36</td>
<td>14</td>
<td>65</td>
</tr>
<tr>
<td>Speech</td>
<td>46</td>
<td>28</td>
<td>27</td>
<td>18</td>
<td>119</td>
</tr>
<tr>
<td>Zoology</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>761</td>
<td>527</td>
<td>672</td>
<td>286</td>
<td>2246</td>
</tr>
</tbody>
</table>

---
Table 4 illustrated class sizes during the four quarters. The number of discontinued classes is worthy of note.

Table 4
Sizes of Scheduled Evening Classes for Credit at Ohio State University Autumn, Winter, Spring, and Summer Quarters, 1942-1943
As Reported by Instructors

<table>
<thead>
<tr>
<th>Size of Class</th>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Discontinued, No.</td>
<td>28</td>
<td>14</td>
<td>28</td>
<td>11</td>
<td>81</td>
</tr>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>14</td>
<td>14</td>
<td>18</td>
<td>8</td>
<td>54</td>
</tr>
<tr>
<td>6-10</td>
<td>11</td>
<td>10</td>
<td>12</td>
<td>7</td>
<td>40</td>
</tr>
<tr>
<td>11-15</td>
<td>9</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>16-20</td>
<td>4</td>
<td>-</td>
<td>3</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>21-25</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>26-30</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>31 and over</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Classes Continued</td>
<td>53</td>
<td>39</td>
<td>59</td>
<td>29</td>
<td>180</td>
</tr>
<tr>
<td>Median Enrollment</td>
<td>12.1</td>
<td>10.0</td>
<td>9.0</td>
<td></td>
<td>9.9</td>
</tr>
</tbody>
</table>

Another table in the Pounds Report indicated student responses concerning their intention to attend Twilight School the following quarter. It was found that students who indicated they would attend the succeeding quarter generally did not. Therefore, the data generated did not provide information for future planning of Twilight School programs.

Data also collected by Pounds indicated . . . . that only 1.1 per cent of the students filling out the questionnaires attended all four quarters, while 79.8 per cent attended one quarter only. It should be explained that part of the reason for such a low percentage of continuity of attendance is due to the fact that approximately one-third of the students in any given quarter are fulltime university students who attend an evening class primarily because the evening is the only time the class is scheduled.25

The indication that the majority of the enrollees were one-time students only, provided a bit of data which would be critical in program planning. This knowledge would make it critical for planners to constantly be seeking new participants in the program. Publicity would be crucial to success.

Queried concerning their objectives, "52.7 per cent of the students are shown to be interested in work toward a
degree." However, this figure was qualified by Pounds who indicated that because fulltime university students had not been isolated, probably no more than 40 per cent of Twilight School students were degree-oriented.

The final data summarized included student comments and criticisms. These responses were generally positive and favorable. There were some indications of the problems of scheduling and registration procedures. Also, the availability of library books appeared to be a concern of some of the students.

Pounds concluded the report by suggesting that the issue of registration and scheduling be resolved by an appropriate body. He suggested some revisions in future questionnaires to eliminate the University Twilight School confusion in data collection.

Kibler and Pounds to a Committee

The works of Kibler and Pounds led President Bevis to appoint a committee to study the evening program and make appropriate recommendations based on these investigations.

Their report dated November 23, 1943, was addressed to the Faculty Council which was to act on the recommendations at their December 14th meeting. The Faculty Council was established in February, 1940.

It consisted of forty-five elected members and fourteen ex officio members. The council replaced the old general faculty as a deliberative body. It had four major functions: to establish rules and regulations for the conduct of the educational activities of the University; to act upon all matters of routine faculty business; to receive all reports from all University councils, boards, committees, and take appropriate action thereon; and to present subjects for discussion and other matters of business to the University faculty for consideration and discussion.

Notable in this report to the Faculty Council, in addition to the specific recommendations, was a statement of the three-fold purpose of the Twilight School. The Twilight School was to provide opportunities for employed persons to add to their education, for adults to increase their general cultural education, and to permit individuals to make progress toward the completion of degrees. This
statement was the first mention of program purpose since the action of the Board of Trustees in the Twilight School's establishment.

The recommendations of the committee follow.

In summary, the Committee submits the following recommendations for the action of the Faculty Council.

1. That the "Twilight School" be continued.

2. That course offerings in the Twilight School for the time being should not present complete four-year degree programs, but that the policy be to include as many courses as feasible counting toward degrees, particularly the first year requirements of the degree programs and such advanced offerings as the demand may justify.

3. That the "Twilight School" be in operation during the autumn, winter, and spring quarters, with the addition of a summer quarter if and when the demand justifies.

4. That the "Twilight School" should not be set up with a separate instructional staff.

5. That a director for the "Twilight School" be appointed by the President, and that he be responsible directly to the President's office, for either full-time or part-time service as may be determined by the President, such service to be for the four quarters of the year; and that the director should be provided with such office as may be required to carry out
efficiently his duties as suggested in the body of this report.

6. That the President name a "Twilight School" Council to be advisory to the director, and that the members of the Council be appointed on a rotating basis to provide continuity and to include one member from each of the participating colleges.

7. That "Twilight School" classes be taught by the regular teaching staff, and that all members of the staff be subject to teaching assignments in the evening school at the discretion of the appropriate department chairman and dean.

8. That all courses in the "Twilight School" be of college level and carry University course credit; and the admission of a student to any course in the "Twilight School" be based on a demonstrated ability to take and to benefit from the course in question, rather than the previous completion of a series of courses in the same or allied fields. When the student has demonstrated his fitness for degree work, has declared his serious intention to complete a degree program, and has met the University requirements for a degree student, his credits will be evaluated by the appropriate college in terms of the requirements for the degree sought.

9. That representatives of the Entrance Board, Registrar's Office, and the Bursar's Office be requested to cooperate with the director in developing simpler registration procedures for "Twilight School" students.
10. That the Administrative Council be requested to secure from the offices of the Registrar and Bursar all pertinent facts as the basis for further study of the fee structure for part-time students and that it make appropriate recommendations to the Board of Trustees.

11. That at the request of the director of the "Twilight School" the colleges and departments should prepare curricular programs for at least Autumn, Winter, and Spring quarters, and that these be published in a separate all-year "Twilight School" bulletin.

12. That all course material for the "Twilight School" continue to channel through the usual agencies, but with the request that these bodies make provision in their procedures to meet quickly any emergencies which may arise in the "Twilight School" program.31

According to a notation on the original committee report, these recommendations were adopted at the January 11, 1944, meeting of the Faculty Council. President Bevis proceeded to appoint a Twilight School Council which included those who prepared this report (Bowers, Nold, Schellenger, and Reeder) with the addition of Chester S. Hutchison.

In early 1944, the directorship of the Twilight School became the topic of some of President Bevis' correspondence.
Among those recommended were Dean Arthur Martin and Herschel Nisonger. The proceedings of the Board of Trustees of April 3, 1944, noted

That the position of Director of the Twilight School be created as of April 1, 1944, in the President's Division. This recommendation is based upon two years' experience with the Twilight School and upon the recommendation of the Faculty Council. It has been demonstrated that this enterprise makes an important contribution to the University's service, and the trend of enrollment figures indicates considerable further growth under competent guidance.

A news release dated April 3 announced the "appointment of Dr. Norval Neil Luxon, who had been a professor of journalism at Ohio State University for thirteen years, as full-time director of Ohio State University's 18 month old "Twilight School..." Dr. Luxon has been on leave from journalism this year to serve as co-ordinator for the Army Specialized Training Program."

This appointment solidified the recommendations made by Kibler, Pounds, and the Faculty Committee. At this point, the issues of course loads, prerequisites, and registration procedures had not been addressed. However, the appointment of a full-time director did provide a stable
foundation for the further growth of the Twilight School. Therefore, at this point the Twilight School by Committee must make way for the Twilight School by Luxon.

**Twilight School Under Norval Neil Luxon**

The Twilight School, under Luxon's direction, made headlines to say the least. The documentation of this phase was far different than under the committee's direction. While the committee phase pointed to problems and spoke of philosophy and clientele, the Luxon phase was marked by emphasis on the public awareness campaign designed by Harold Schellenger, of the Bureau of Public Relations, and the meticulous collection of enrollment statistics. Without question the Luxon phase mirrored Luxon's professional strength, journalism.

The earlier reports of Twilight School enrollment patterns indicated that the majority of students took only one Twilight School class in a year. This factor was a critical concern for the individual charged with the direction of the evening program. Therefore, Luxon's
approach or style clearly addressed the constituency affected by the Twilight School's program.

The promotional campaign had several noteworthy facets. This approach emphasized newspaper advertising, news articles, public speaking engagements, radio interviews, letters to industrial employers, and letters to university administrative officials. Much of the legacy of this period leads to the conclusion that this approach was best for increasing enrollment based on previous information.

In July of 1944, Luxon in a letter to President Bevis indicated that only $500 had been spent on newspaper advertising in the previous year. Luxon requested $3000 for this purpose based on the fact that Northwestern spent $1200 annually while the University of Cincinnati spent $3000. He noted that "I have an intensive campaign of newspaper publicity planned for September."\textsuperscript{36}

In a single month, December, 1944, thirty-two news stories were released to the three major Columbus newspapers.\textsuperscript{37} This intense campaign can be followed in the local publications throughout Luxon's tenure. The Columbus Citizen, Clintonville Booster, Columbus Evening Dispatch, Ohio State Journal, North Side Herald, South Side Sun, East
End News, Sunday Star, Bexley Herald, Curtiss-Wright-er, Battelle News, Worthington News, Lockbourne Air Base News, and the Hilltop Record became the vehicles for informing the public of the availability of Twilight School course opportunities. These informative pieces appeared either as paid advertisements or as news articles. In either form, these communication organs were utilized in a well-planned, concerted fashion.

Augmenting this localized approach was a series of articles which appeared in the periodicals of surrounding locales within commuting distance of Ohio State's campus. These target publications included the Claremont Sun (Batavia), Ironton News, Lancaster Eagle-Gazette, Newark Leader, Niles Times, Wellston Sentinel, and Springfield Sun. Many of these newspapers published articles headlined "Commute to Night Classes" during the years of 1944 and 1945. Again, the emphasis appeared to be on enlarging the number of consumers of Twilight School offerings.

Luxon also embarked on a number of speaking engagements to promote Twilight School enrollment. These addresses were directed to a large range of audiences. Among the presentations given by Luxon was one for municipal employees in
August of 1944.

Luxon addressed city department heads at the request of Mayor Rhodes, outlining objectives of the fall program. Mayor Rhodes urged municipal employees to attend the school and requested that city civil service lists be made available to Professor Luxon.  

Obviously this presentation reaped not only a public forum, but a mailing list of potential students.

Another presentation reported in the *Columbus Citizen* in August of 1944 was directed to the CIO Council. This presentation concerned a course being offered by the Twilight School dealing with legal labor procedure. The article indicated that a comparable address would be given to the AFL as well.

The *Ohio State Journal* reported that Luxon would address the Columbus Council of Federal Personnel Officers at their September meeting. Luxon's topic at the meeting would be "Continuing Education."

Luxon utilized radio broadcasts to inform the community of the Twilight School's program. The *Columbus Citizen* of September 7, 1944, reported that Twilight School students were on the radio. Three Twilight School students, employees of the Denison Engineering Company, were interviewed by Luxon on WOSU on September 14, 1944. Again,
on September 27, 1944, Twilight School students were inter-
viewed on the radio.  

A unique addition to the communications techniques of
newspaper, public address, and radio broadcasts, were the
letters sent to the employers. One type of letter sent
included a blank space for the inclusion of an employee's
name in a letter sent to the employer. The letter briefly
described the Twilight School and indicated that the named
employee had been part of the program during the preceeding
quarter.  

These letters served as a means of recognizing the
efforts of the employees. They also attempted to stimulate
employers to encourage employees to continue their efforts
in this area. Similarly they reminded the employers of the
availability of Twilight School courses which could help
the employers provide further training for their employees.

In support of this practice was a letter of November 1,
1945, directed to Twilight School instructors requesting
students to complete information blanks "which supply us
with information for writing employers of students."  

Letters sent by Luxon in September of 1945, and March
of 1946, were directed toward potential students within the
various departmental offices of the University. These letters, addressed to Deans, Junior Deans, College Secretaries, and Department Chairmen reminded these individuals that "members of your office staff may be interested in one or more" of the Twilight School classes. 48

Letters to accountants and accounting firms described courses germane to this field of endeavor. These were accompanied by Twilight School posters suitable for display. 49

The relationship between the Twilight School and local business and industry was actively encouraged by Luxon. This can be seen in the target groups Luxon addressed in person and through correspondence. Battelle Memorial Institute, Pure Oil Refinery, Owens-Corning Fiberglass Corporation, Curtiss-Wright, and the New York Central System, all were represented in classes offered by the Twilight School. Specific classes were taught on request such as one for the Columbus Fire and Casualty Insurance Underwriters and a sequence of courses in preparation for the examination of the American College of Life Underwriters requested by the Columbus Life Underwriters. 50
During 1945, university enrollment grew rapidly due to the return of the veterans. Therefore, a prime target group of the Twilight School was the veteran population. As early as 1943, in the Annual Report of the President, the significance of this population was recognized. The statement concerning evening classes noted that

... although these night courses were started as a permanent feature of the Ohio State program, they immediately assumed an important war-time significance. Hundreds of men and women who in normal years would have been in college were going into war industry instead, believing this to be their duty in the face of the manpower shortage. Yet the desire for further education remained with them, and they were quick to take advantage of the "Twilight School" as the evening program has come to be known.51

Newspaper pieces in September and November of 1945 confirmed the concern for this source of students. Luxon stated in these articles that a large veteran enrollment was anticipated in the Twilight School.52

The most conclusive affirmation of the significance of the veteran pool occurred when Major Harold W. Carlisle, Air Corps, responded to President Bevis' request that he serve as assistant to Luxon. "As you were informed previously, I shall be most happy to accept this opportunity
to act as veterans' counselor in the Twilight School. Carlisle's acceptance occurred in December of 1945. Part of his role included helping integrate the returned veterans into university life.

A final segment of the public relations program was the collection of letters directed to the Twilight School students. These letters provided information concerning enrollment, pertinent dates related to enrollment, and Twilight School office hours. Receptions for the Twilight School students continued to be held at the President's home. These had been inaugurated while Harold Schellenger served as secretary to the Twilight School Committee.

The scope of Luxon's efforts to tap and spark community interest are illustrated by the many facets of the promotional campaign. While most of the promotional activities were introduced by Schellenger (who, incidentally, is credited with naming the Twilight School), they were continued under Luxon's direction. These concerted efforts are reflected in the enrollment trends of the school which are chronicled in a well-organized fashion comparable to the intensity of his planned publicity network.
Enrollment figures shown on the following chart for the academic years 1942-1943 and 1943-1944 were handwritten on the final "Report of the Faculty Committee Appointed to Study the Evening School Problems of the Ohio State University." These compare favorably with numbers reported in Pounds' report.

<table>
<thead>
<tr>
<th></th>
<th>1942-1943</th>
<th>1943-1944</th>
<th>1944-1945</th>
<th>1945-1946</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn</td>
<td>539</td>
<td>586</td>
<td>1724</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>353</td>
<td>545</td>
<td>1461</td>
<td>1630</td>
</tr>
<tr>
<td>Spring</td>
<td>416</td>
<td>540</td>
<td>1374</td>
<td>1648</td>
</tr>
<tr>
<td>Summer</td>
<td>153</td>
<td>381</td>
<td></td>
<td>813</td>
</tr>
</tbody>
</table>

Clearly, the increase in enrollment under Luxon's direction was dramatic (Luxon became the program's administrator in April of 1944). The enrollment figures for the academic years 1944-1945 and 1945-1946 represent total class enrollments in the Twilight School for those quarters.

Courses were offered primarily by the Colleges of Agriculture, Arts and Science, Commerce, Education, Engineering, and by the Graduate School. The College of Commerce led in enrollment in all quarters of Luxon's administration with one exception.
With the exception of summer quarter, between 90 and 111 courses were offered each quarter. Class size averaged between 14-18 students.

Luxon's Twilight School Problems

During the Committee Phase, considerable effort was devoted to analyzing the problems of the program. During Luxon's tenure, the bulk of efforts was expended on increasing the enrollment, knowledge of, and scope of the program.

Previous policies regarding the continuance of classes through at least the second scheduled meeting were upheld by Luxon. Office hours were kept during the evenings of registration week. The bookstore maintained extended hours during registration week and was open one night each week during the early weeks of the quarter. The forms had been modified so that respondents could be classified as either a regular University student or as a Twilight School student. The employer information was significant due to the use that Luxon made of it through his correspondence.
In a letter sent to Dr. R.D. Bennett, Secretary, College of Education, in November of 1945, Luxon proposed that day students refrain from registering in the Twilight School classes so that the classes did not fill up before the Twilight School students had an opportunity to enroll. Luxon proposed that exceptional cases be directed to his office.56

The reply from the Acting Dean of the College of Education, Ross L. Mooney, pointed out that staff shortages existed making it difficult to staff both the day and the Twilight programs. The response indicated that the day student's sacrifice was greater than the evening student's, since the day student had made a fulltime commitment to the University.

The Dean's response also railed against any procedure which would further complicate any facet of registration. The essence of the letter indicated that due to continuing daytime enrollment increases, it might be necessary to truncate the Twilight School anyway. The spirit of Mooney's reply was best conveyed through the following excerpt:
We are well aware that what we may be doing in insisting on openings for daytime students is to threaten the basis of the Twilight School through killing the services to and the support from some groups in the community. Nevertheless, we feel that our first commitment is to the daytime students, an increasing share of whom are returning veterans.\textsuperscript{57}

No further comment on this potentially volatile matter was indicated.

As of July 1, 1946, the Proceedings of the Board of Trustees indicated that Luxon was appointed to the position of Assistant to the President and had given up his position as Twilight School director.\textsuperscript{58}
CHAPTER V

Footnotes


2 Letter from Dr. Jessie Charters to President Rightmire dated April 30, 1930, The Ohio State University Archives, Box RG 3/f/1.

3 Bulletin of the Department of Adult Education, The Ohio State University Archives, Box RG 3/f/1.

4 Record of Proceedings of the Board of Trustees of the Ohio State University, December 8, 1941, The Ohio State University Archives.

5 Record of Proceedings of the Board of Trustees of the Ohio State University, July 24, 1942, The Ohio State University Archives.

6 Telephone interview with Harold K. Schellenger, Retired Director of Public Relations, Ohio State University, Columbus, Ohio, 17 June 1980.

7 James E. Pollard, History of the Ohio State University (Columbus: The Ohio State University Press, 1967), p. 60.

8 Letter from Harold K. Schellenger to Department Chairman dated January 6, 1943, The Ohio State University Archives, Box RG 28/h/3.
9 Letter from Harold K. Schellenger to Thomas L. Kibler dated April 26, 1943, The Ohio State University Archives, Box RG 3/h-1/4.


11 Letter from Thomas L. Kibler to Dean Walter C. Weidler, College of Commerce and Administration, dated April 13, 1943, The Ohio State University Archives, Box RG 3/h-1/4.

12 Letter from Thomas L. Kibler to College Committees and Department Heads concerning the Summer Twilight School Program (undated), The Ohio State University Archives, Box RG 24/a/12.


16 Ibid., p. 6.

17 Ibid., pp. 7-8.

18 Statement of Chairman of Twilight School Committee Addressed to Deans, Secretaries, College Twilight School Committees, Department Chairmen, and Instructors dated June 8, 1943, p. 3, The Ohio State University Archives, Box RG 24/a/12.
19
Schellenger interview.

20
Letter from Kibler to Director of the Evening School, New York University dated April 9, 1943, The Ohio State University Archives, Box RG 3/h-1/4.

21

22
Ibid., p. 3.

23
Ibid., p. 5.

24
Ibid.

25
Pounds, pp. 9-10.

26
Ibid., p. 12.

27
Ibid.

28
Ibid., pp. 13-18.

29

Ibid., pp. 5-6.

Memo from Skelly to Dr. Davis, penciled in date of 1944, The Ohio State University Archives, Box RG 3/h-1/4.

Letter from Chester S. Hutchison, Junior Dean (College of Agriculture) to President Bevis dated February 10, 1944, The Ohio State University Archives, Box RG 3/h-1/4.

Record of the Proceedings of the Board of Trustees of the Ohio State University, April 3, 1944, The Ohio State University Archives.

"Luxon Appointed Director of the Ohio State University Twilight School" News Release dated April 3, 1944, The Ohio State University Archives, Box RG 11/6-1/1.

Letter from Luxon to H.L.B. dated July 12, 1944, The Ohio State University Archives, Box RG 3/h-1/4.

Schedule for Twilight School Exclusive News Stories dated November 24, 1944, The Ohio State University Archives, Box RG 4/c/2.

The Ohio State University Archives, Box RG 4/c/2.

The Ohio State University Archives, Box RG 4/c/2.

"Municipal Employees Invited to Attend Twilight School" Dispatch, August 16, 1944.

"Ohio State University Expert to Give Course in Legal Labor Procedures," Columbus Citizen, August 20, 1944.
42  "Dr. Luxon to Speak," *Ohio State Journal*, September 9, 1944.

43  "Students on Radio," *Columbus Citizen*, September 7, 1944.

44  "Five Denison Co. Employees on WOSU," *Columbus Evening Dispatch*, September 14, 1944.

45  "Twilight School on Air," *Ohio State Journal*, September 27, 1944.

46  Letter from Luxon to Charles Farmer (undated), The Ohio State University Archives, Box RG 4/c/2.

47  Letter from Luxon to Twilight School Instructors dated November 1, 1945, The Ohio State University Archives, Box RG 4/c/2.

48  Letters from Luxon to Deans, Junior Deans, College Secretaries, Department Chairmen dated September 4, 1945, and March 15, 1946, The Ohio State University Archives, Box RG 16/a/39.

49  Letter to accounting firms from Luxon dated September 1, 1945, The Ohio State University Archives, Box RG 4/c/2.

50  Newspaper articles in *Columbus Dispatch* dated September 16, 1945, and September 10, 1945, and in the *Columbus Citizen* dated September 17, 1945.

51  "An Excerpt from the Seventy-Third Annual Report of the President of the Ohio State University, December 30, 1943," The Ohio State University Archives, Box RG 11/b-1/2.
"Twilight School to Open October 2," Ohio State Journal, September 3, 1944.

Letter from Harold W. Carlisle, Major, Air Corps, AUS to President Bevis dated December 20, 1945, The Ohio State University Archives, Box RG 3/h/51.

Letters to Twilight School students dated February 5, 1945, and letter to President Bevis dated June 22, 1944, from Luxon, The Ohio State University Archives, Box RG 3/h/51.

Procedures Letter to Instructors June 12, 1944, and Note to Instructors of Evening Class for Credit, The Ohio State University Archives, Box RG 28/h/3.

Letter from Luxon to Dr. R.D. Bennett, Secretary, College of Education, dated November 1, 1945, The Ohio State University Archives, Box RG 16/a/39.

Letter from Acting Dean, Ross L. Mooney to Luxon dated December 7, 1945, The Ohio State University Archives, Box RG 16/a/39.

Record of Proceedings of the Board of Trustees of the Ohio State University, June 7, 1946, The Ohio State University Archives.
Chapter VI

The Twilight School Under Luke Cooperrider

Luke K. Cooperrider, a veteran of twenty years service in the Columbus public schools, assumed Luxon's duties as director of the Twilight School in July of 1946. His positions in public education had included two and a half years as a teacher at Mound, three years as a teacher at Central, five years as principal at Eleventh Avenue, eight years as principal at Barrett, and principal for the past two years at Indianola Junior High School. His educational background included a bachelor's (1917) and master's (1931) degree from Ohio State.

The news release detailing his appointment indicated that his duties would include the directorship of the Twilight School, direction of the Graduate Center at Wright Field in Dayton, and that he would "have faculty rank in the department of education and do some teaching there."
The announcement of Cooperrider's appointment was not popularly received. The news release indicating his teaching duties and position in the College of Education apparently was made prior to his role clarification with the college. A letter from D.H. Eikenberry, Chairman of the Department of Education, to Academic Vice President Davis (1940-1948) stated that:

I thought the Department of Education would be expected to discuss him as a desirable part-time person, or in the rather remote possibility that the Directorship of the Twilight School should cease to exist, as a full-time staff member. I am planning a special meeting. . . . I cannot say what the reaction of the Department as a whole will be.2

A meeting was held but nothing conclusive resulted from it. The topic disappeared from the literature. Cooperrider did not engage in teaching activities nor did he hold faculty rank during his tenure as Twilight School Director.

After six months as Twilight School Director, an interesting proposal emanated from Cooperrider's office. This rather lengthy recommendation addressed to the Board of Trustees, President Bevis, and Vice President Davis
contained several items of particular importance. First of all, it was proposed that the Twilight School and the Bureau of Special and Adult Education be combined to form a University College. The suggestion indicated that a University College would be designed to encompass the entire adult education program, with the exception of agriculture extension work. The University College would have responsibility for programs both on and off the campus. On the campus, the Twilight School would continue to operate. The Twilight School would continue as a purveyor of degree-oriented courses offered after 5:00 P.M. Enmeshed in the suggestions were indications that all evening students be registered as Twilight School students rather than being enrolled in the various colleges. Also, a plea was entered that fees be regulated by credit hours taken rather than the existing fractional fee basis.

The on-campus work of the University College would include a certificate program. This was directed toward vocational preparatory work and state examination preparatory courses in areas such as accounting, engineering, and insurance. These courses would bear university credit
but would permit completion of the certificate program in as little as half the time required for a degree in a comparable area of study.

A novel area of the on-campus phase would be the offering of community service courses. These would be non-credit courses. These community service classes could include workshops, lecture services, or other special interest opportunities. In conjunction with this proposal, was the suggestion that a Center similar to the Continuation Center at the University of Minnesota be erected. This center should include dormitory space, classrooms, auditorium, and office space for the proposed University College. Also, the center should be constructed on the site of the old Ohio Field.

The off-campus suggestions heavily favored the extension of the Graduate Center concept. At Wright Field, in Dayton, graduate courses had been offered through an agreement between the United States Air Force and Ohio State University since 1946. This program was viewed as highly successful. Graduate courses offered at Chillicothe for the employees of the Federal Reformatory
were also viewed as successes. The Westinghouse Corporation of Lima and the Owens-Illinois Corporation of Toledo were negotiating for the creation of Graduate Centers in their areas to provide opportunities for advanced education of their employees.

The proposal indicated that requests such as these would increase as time went on; therefore, the university should strive to expand to accommodate requests such as these. Only in this way could the university fulfill its duty to use the money of the state wisely. Indication was given that the university had displayed reluctance in the Westinghouse proposal by not attempting to encourage the program through an adequate appropriation to cover the university's share of the costs. While Westinghouse had indicated willingness to cover the costs of instruction, the university had made no financial commitment to the program.

These recommendations were addressed to the Board of Trustees, President Bevis, and Vice President Harvey Davis. They indicated that Ohio State University was the only institution in the state adequately qualified to carry on
such a program. Furthermore, it was stated that each institution must create a program tailored to the needs of its constituency. While many universities offered programs covering diverse areas, there was no unified framework to be followed by Ohio State in serving adult needs.$^3$

A frequent comment made by those who had associations with President Bevis casts some light on the lack of response to their proposals. Generally, the Bevis administration was viewed as directionless. Harold Schellenger simply noted that "Bevis wasn't a very strong administrator."$^4$

Vice President Heimberger (1951-1964) stated the situation as "the university as a whole had no clear sense of where it was going." In speaking of the campus situation, Heimberger recalled that:

\ldots we just drifted into the post-war period in particular. That wasn't for lack of trying. There was a big university faculty committee studying post-war planning for the university; and it filed a report; and, President Bevis never even acknowledged receiving the report. It just went down the drain. This was the whole attitude, just business as usual, getting bigger and bigger, but no positive planning. So we fell behind, certainly behind Wisconsin and Minnesota.$^5$
Mrs. Luke Cooperrider also echoed a similar impression. Her summary of the situation was that "things were really at a standstill there for quite a few years under Bevis." Therefore, the lack of action on these proposals apparently can be charged against President Bevis. As chief administrator, it would have been his responsibility to see that action was taken. It was not.

The tone of communications during the early phase of Cooperrider's administration indicated some discontent within the university community concerning the Twilight School. A letter directed to Deans, Junior Deans, Secretaries, and Department Chairmen in March of 1947 from Cooperrider opened with the phrase "It is no secret that a portion of the instructional force on the Campus has considered the Twilight School as an added burden and one that could well enough be done without." Clearly, a negative attitude was present but its source was unstated. In a different letter, Cooperrider stated that:

One department chairman makes the statement that 'obviously our first obligation is to the day student.' Is it? Can we rightfully say that? We are convinced that the cost of operating the Twilight School compared very favorably with the cost of daytime operation, is probably lower.
The place of the evening program in the total university was not well-defined. Dr. Heimberger noted the problems faced by the Twilight School. "First of all it was an added assignment—not added, but at an awkward hour; and then, in the second place, the faculty members felt this was not a real university program."^9

Fervor for and commitment to the evening school were not noted. This was the case both as far as the faculty was concerned and as far as the administration was concerned.

Cooperrider made several suggestions to those concerned with providing courses in the Twilight School. These included becoming more enthusiastic about the evening program, increasing the number of participating departments, offering more higher level courses, offering sequences of courses, and being more open with suggestions which would enhance the Twilight School as a whole.10

These recommendations appeared many times in Cooperrider's correspondence. Always with the suggestions came the plea for advice from the college officers.

One response to Cooperrider's plea came from the Assistant Dean of the College of Commerce and Administration.
J. Wayne Ley. It contained the following ideas. First of all, there were too many budgetary restrictions preventing an expansion of the Twilight School offerings. Twilight School students should meet the same standards as full-time students in regards to point-hour ratio and prerequisites. Twilight School should observe the same registration schedules as full-time students did. Twilight School students should be entitled to football tickets.11 There was no indication that Cooperrider responded to these ideas.

The Twilight School Advisory Council recommended to the Administrative Council in July of 1947 that the Twilight School be given more autonomy. (The Administrative Council was the organization of college deans which advised the President on various matters, including budget and policy.) This included all matters pertaining to application, registration, records, withdrawals, dismissals, and standards. This was designed to centralize all activities pertaining to the Twilight School student and would include all students taking a Twilight School course or a partial schedule.12

There were no apparent changes in procedure indicating that these suggestions were adopted by the Administrative
Council. Therefore, in the early years of Cooperrider's administration, it was clear that the Twilight School was suffering from a lack of autonomy in its operation. Although it had a name, it did not have clearly defined responsibilities. The Twilight School did not have a budget. It suffered, too, from a lack of support from the various colleges. This was evident through the reluctance to increase evening offerings. These themes emerged repeatedly throughout the history of the Twilight School.

Based on these concerns, Cooperrider addressed a number of questions and issues to Vice President Davis via a letter dated May 3, 1948. Cooperrider asked about the future of the Twilight School, the expansion of it, the coordination of the total program of adult education conducted by the university, and a budgetary commitment to the Twilight School enterprise. Cooperrider's questions emphasized the lack of total university commitment to the enterprise. These, again, were the oft repeated questions raised concerning the Twilight School.

The concluding paragraph in that letter was indicative of Cooperrider's dilemma.
I feel so keenly about this whole concept that I dislike to have the consideration of it reduced to a short interview. I would wish that you were going with me tomorrow so we would have time to talk it out once without being interrupted.  

There was some veiled problem brewing between Cooper-\_rider and the university officials. The preceding comments concerning Cooper\-rider's inability to communicate with Vice President Davis pointed to the problem. There were several other pieces of correspondence which indicated that Cooper\-rider was not part of the university club. A note to Dr. Davis attached to a letter to Dean Cottrell in April of 1948 stated "that you may see a copy of the letter we have sent to Deans, etc. .... They were properly headed of course to each individual." The statements taken by themselves are harmless enough; however, there were others written in a similar vein.

A letter from H.H Maynard of the College of Commerce and Administration to Dr. Davis stated:

I merely wish to file a note of protest relative to a letter sent out by the Director of the Twilight School on May 17 addressed to Twilight School instructors. I refer to his assumption that it is necessary for the Twilight School students to protect themselves against the administration by insisting that they must be given courses which they need.
I am certain that this department is not tearing away any of the importance of the Twilight School and that it is not to be discontinued because 'the immediate future is pretty dim now because of a situation which cannot be explained.' I do not like the implication.15

Although these comments were vague and indirect, they were definite indicators of disgruntlement somewhere in the system. Cooperrider's note to Davis mentioned above was an example of the writing of someone who has been repeatedly corrected or beaten down. It does not display assurance or self confidence. Similarly, Maynard was reacting to comments that perhaps Cooperrider should not have directed to a large university audience. Yet, perhaps, Cooperrider had no support from the administrative heads. Therefore, Cooperrider may have been seeking support from other groups.

A letter from William Ebel of the Curtiss-Wright Corporation addressed to Dr. Davis stated:

Word has reached me indirectly to the effect that the activity of the Ohio State University Twilight School is soon to be seriously curtailed. This is a matter of deep concern to us here at Curtiss-Wright. . . .16
There were no other data to indicate how this information reached the Curtiss-Wright Corporation. Dr. Davis' response to the letter stated:

I have noted with interest your letter concerning our Twilight School work and have discussed it with President Bevis and Mr. Cooperrider. We are all very much interested in this work and expect to continue it so far as our resources permit. . . .

A similar letter was addressed to Dr. Davis by a representative of the Battelle Memorial Institute. It stated:

I believe the enclosed letter to Mr. Cooperrider will be of interest to you. It illustrates the value of the Twilight School to the community. A good many members of Battelle's staff, now numbering more than 1200, would become candidates for the Masters' or Doctors' degrees if long-term integrated programs of graduate study could be made available in the Twilight School. At present, graduate offerings in the Twilight School are so scattered, at least in many departments, that they do not lead to a higher degree.

These letters may have been prompted by information given to the organization by Cooperrider. Whether Cooperrider was attempting to build a support base with business and industry or not was unclear. However, this may have been the case.
The early years of Cooperrider's administration appeared to be marked by concern for the longevity of the Twilight School, as well as, no clear support from within the university. Cooperrider clearly wanted the program to continue as well as grow. However, his approach to the issue seemed to create hostility in its wake.

The recurring problems of the Twilight School were included in the agenda of the Administrative Council's meeting of July 13, 1948. The items introduced at that time reflected Cooperrider's sentiments concerning the program. (Cooperrider did not personally present the items at the meeting of the Administrative Council.) The issues were categorized as dealing with the long range point of view which included expansion of the program to satisfy those seeking certificates, degrees, or simply personal satisfaction or as dealing with the immediate future. The needs for the "immediate future" included increasing the number of basic courses, improvement of sequential offerings, and relaxation of the rules concerning class size. While no action on these items was indicated, the issues remained the same. Support for continuation of the program was sought from the administration again. It appeared that
the largest factor was gaining support for continuation of the program. Merely by agreeing that the program was an integral part of the university's function, the program would progress. Encouragement of increased departmental offerings was sought. No evidence of support was present at this point in the Twilight School's history.

Response to Cooperrider's concerns was slow in arriving. In February of 1949, the ever present problems were subject of a lengthy letter from Cooperrider to Academic Vice President Harlan Hatcher (1948-1951). Two main points were introduced in that letter. Cooperrider suggested that an automobile be purchased for travel to the Wright Field Graduate Center. Cooperrider indicated that airplane travel was unreliable and that travel provisions for the faculty were in jeopardy. In essence, Cooperrider felt that the program would fold if new transportation was not provided for the faculty. Cooperrider's appeal went on to substantiate the demand by noting that the Wright Field Center produced revenue in excess of thirty-six thousand dollars above the actual cost of instruction. There was no indication that the automobile was purchased.
The second major topic addressed by the Twilight School's Director was the selection of a committee to report to the Faculty Council on the Twilight School. Cooperrider wrote:

At the November meeting of the Faculty Council it was recommended by the Program Committee that the President appoint a committee of five to make a study of the total problem of Adult Education as related to this Campus and report on the same within this year. . . . Could the appointment of this committee be expedited? 21

President Bevis appointed such a committee in February of 1949.

In May of 1949, a report on the Twilight School was presented by Cooperrider. The report detailed enrollment, the Wright Field Graduate Center, and the problems Cooperrider saw in relation to the Twilight School program. In regards to the enrollment, Cooperrider presented the following data:

<table>
<thead>
<tr>
<th>Year's Enrollment</th>
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<tr>
<td>1942-1943</td>
<td>1308</td>
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<td>1943-1944</td>
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<tr>
<td>1946-1947</td>
<td>2734</td>
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<tr>
<td>1947-1948</td>
<td>2511</td>
</tr>
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</table>
Comparative enrollment figures will show how the Twilight School has carried on since its establishment in 1942. These figures were taken from the Registrar's Annual Reports, and it must be borne in mind that here a student is counted only once during the year. In that sense the picture is quite different from that in our office where we compile our statistics by quarters. Considered in such a manner the totals are more than double those shown below. We believe that it is a more meaningful system of student accounting for partial program people.

We will make no effort to interpret these figures but to point out that the reduction in 1945-1946 was due to the large increase in day enrollment occasioned by the "wave" of veterans. The later break in 1947-1948 was caused by a decided reduction of our program due to departmental problems over which we did not have control, nor have we yet recovered from that shock.22

The Wright Field Graduate Center was established in January on 1946. This program was based on a contract between the Army Air Force and the Graduate School of the Ohio State University. The students at the Wright Center were registered through the Twilight School and observed the regulations determined for Twilight School students. Most course work at Wright Field was graduate level.

According to Cooperrider's 1949 report "The Master's degree had been conferred by the University upon fifteen of these people and forty-three are at present working on theses."23
Cooperrider's report also presented a summary of registration at Wright Field since its inception.\textsuperscript{24}

\begin{center}
\textbf{Wright Field Graduate Center}
\end{center}

Enrollment at Wright Field from the Start to the Present

\begin{center}
\begin{tabular}{|c|c|c|c|c|c|}
\hline
Year & Autumn & Winter & Spring & Summer & Total \\
\hline
1945-1946 & --- & 104 & 41 & 206 & 351 \\
1946-1947 & 277 & 257 & 239 & 158 & 931 \\
1947-1948 & 234 & 220 & 252 & 163 & 869 \\
1948-1949 & 253 & 285 & 258 & --- & 796 \\
\hline
Total & & & & & 2947 \\
\hline
\end{tabular}
\end{center}

The problems pointed to in Cooperrider's report were those previously listed. They included the fact that the courses offered through the Twilight Shool were accompanied by credit. Cooperrider's contention was that not every individual sought college credit or a degree. Cooperrider stated that a degree was "not the primary incentive for a great portion of these students."\textsuperscript{25}

Cooperrider pointed to weaknesses in offerings pertaining to cultural concerns. He went on to state:

\begin{quote}
Sometimes we miss the goal because the approach to the subject matter is too academic and too traditional. To say that an evening class of adults should always be dealt with in the same manner as a daytime section in so far as course content, teaching techniques, evaluative procedures, etc. are concerned is to lose sight of the purpose and opportunities in adult education.\textsuperscript{26}
\end{quote}
This view of the problem as related to adult education was novel. Few references to the Twilight School equated it to the field of adult education. Little was written concerning the needs of adult learners at Ohio State University. Cooperrider's recognition of the uniqueness of the adult population was never stated as an important concern of the university. Perhaps Cooperrider's view of the Twilight School as a program of adult education was in conflict with other university administrators' expectations of the program.

The 1949 report also spoke of the lack of sequential offerings making it possible to complete a degree with ease. This problem was ever-present. The lack of variety in course offerings was clearly a liability to anyone pursuing a degree through the evening program. The problem was often linked to budget or faculty limitations. Nonetheless, the lack of consistency in program development or course scheduling was often alluded to as a major Twilight School problem.

Cooperrider also addressed the fact that the Twilight School should or could have a much larger percent of the
Many institutions such as the Twilight School have in their part time programs one percent of their total metropolitan population. They are now planning in terms of from three to five percent. . . . If we were to draw only one-half of one percent into this program, it would mean an enrollment of five thousand, or three times as many as we have ever enrolled at one time.27

Cooperrider's analysis of the Twilight School called for recognition of adult needs and the extension of the program to attract the mass of people in the metropolitan area. As delineated in the report of 1949 and at other times, meeting those needs required a new look at the total program including offerings, scheduling, and provisions for the uniqueness of the target population. Cooperrider's suggestions were not responded to; in fact, he appeared to stand alone in his assessment of the Twilight School.

Prior to offering solutions to the Twilight School's plight, Cooperrider echoed a frequently offered lament.

Well then, what of the future? If we are to recognize and accept the responsibility which we cannot well ignore, it means that Twilight School must have the respect and cheerful support of all the campus people, not just a part of them. We must not permit ourselves
to be placated by various excuses or alibis which can be readily advanced by almost anyone. Insufficient staff, inadequate budget, limited space, infringement on the prerogatives of others, etc. are problems sure enough, but they are solvable. To fail to solve them is to close our eyes to the job we face, and these reasons cannot much longer be accepted as satisfactory explanations for non-participation.

A conclusion that our first and major obligation is to our full time students is not a tenable one. Who can say that we owe more to eighteen-year-old Jim Smith who is here to presumably conclude a four-year program leading to a degree than we do to his father who is providing the funds for Jim's college experience by working downtown long hours and would himself like the opportunity to expand his training or education by taking some pertinent courses in the evening hours? Such a position cannot be defended, but it has been assumed by some of the campus folks.

These sentiments and statements were advanced frequently by Cooperrider. By their frequency, it can be presumed that they are an accurate summary of Cooperrider's thoughts concerning the Twilight School and its perception within the university community.

In concluding the report to the Faculty Council, Cooperrider offered some recommendations for consideration.

First, let all educators dismiss prejudices against adult education and openly recognize its astounding importance in an ever changing society.
Second, let us reapportion support in accordance with the growing necessity of adult education as a generator and preserver of social values. Let more of our appropriations and endowments serve this vital branch of education.

Third, let us devote serious thought and substantial sums of money to the expansion of training facilities for adult education. Research in the field has scarcely begun. Educational institutions get millions of dollars for atom smashers, but only a handful of pennies for the study of disintegrative social forces whose very presence constitutes the only true danger of nuclear fission.

Fourth, and this is a corollary, survey comprehensively and intelligently the educational interests and needs of the adults.

Fifth, another corollary, work towards abolishing the all-too-prevalent system of making each unit of adult education pay its own way.

Sixth, study seriously the difference in methods and substance of subject matter involved in the teaching process in adult education as contrasted with "regular" education.

Seventh, foster the tradition of adaptability in young and old by minimizing the importance of rigid recording of intellectual achievement, of "grades" in all schooling, by decompartamentalizing education and by actually behaving as if education (and it is time we gave more than lip service to this truth) never ends, but most go on till death or senility claims us.

Finally, it is well past the hour of decision as to the overwhelming importance of bringing
integrity to our citizens and integration to our society. Our universities, yes, our University, cannot escape from the consciousness of our responsibility for adult education. If they shirk it, if we shirk it, the failure will be the failure of us all.29

No response to Cooperrider's report was evident in the extant documents.

A letter addressed to President Bevis by Cooperrider on May 14, 1949 concerned Cooperrider's salary. The letter pointed out that the salary range throughout the country varied from $5750 to $10870. Cooperrider indicated that his position at Ohio paid less than his previous position. (According to the Financial Report of the Ohio State University for the year that ended June 30, 1950, Twilight School salaries were listed at $9320.26. During Cooperrider's years as Twilight School director, this represented a total salary increase of approximately $1300.00. Because salaries were not broken down to show the salary of the director and the secretary, one must presume that Cooperrider did benefit from an increase. However, its extent cannot be determined from these financial data.) The major feature of the letter, which was stamped as having been received in the Vice President's office, was the methodical corrections
noted throughout it. Corrections ranged from grammatical errors such as sentence structure, hyphenations, and spelling mistakes to typographical errors. The fact that the man was pleading for his salary coupled with these structural corrections has a puzzling effect on the reader. It is possible that Luxon or Hatcher was making the corrections since they were both in the President's office. Furthermore, Luxon's name was penciled in the margin of the letter.

A memo, initialed by Harlan Hatcher, attached to the above letter said: "Don't think the President should have to worry about it." A month and a half later a return letter to Cooperrider from President Bevis stated "Your letter of May 14 came to my attention. Since it concerns budget, I referred it to Dr. Hatcher and Mr. Luxon for consideration when the salary list is taken up."

Approximately a month after Cooperrider's report to the Faculty Council, Cooperrider sent a letter to all department chairmen of Ohio State University. The majority of the text has been included since it encapsulates the tenor of Cooperrider's approach to the Twilight School
and its relationship with the departments of the University.

On May 10 we made a report to the Faculty Council on the Twilight School. You were sent a copy. I hope you have had an opportunity to run through it. In this report we ventured to project our situation into the future. We are convinced that our assertions there are not the outcome of day dreams nor just wishful thinking. We firmly believe that if we want to make the Twilight School what we would all be really proud of, we can do it.

The responsibility for doing this rests pretty largely on your shoulders and mine. I know all about your money worries and respect your situation, but I believe that if we will project ourselves into this program with zeal and collective intelligence, our deans and upper administration will stick with us.

We believe there are two things to be done and both will bear fruit.

1. Let's offer in the evening a consistent and satisfactory degree program for the thousands of young adults in this area who must work days and want but cannot go to school full time. They are here and we know it.

2. Let's use our imagination a bit and either offer some new courses or revamp some old ones to make them attractive and helpful to thousands of not-so-young adults who have no great interest in a degree, but who do desire to increase their ability to do their job, to lift their level of culture, to keep abreast of the times, or even just to use some of their leisure time and energy with some degree of satisfaction to themselves. They, too, are here, and we hear their call every day.
May I make a suggestion? Why not have a committee of at least three in each department charged with the responsibility of studying your situation in respect to the above and recommend to you what, in their opinion, your particular department can do to help fulfill these objectives, thinking in terms of the next two, three, or four years. Let's plan beyond tomorrow. If we have to alter our plans, our effort will not be all lost.

The challenge is here. We must meet it or admit that we are either not aware of the call existing in American education today or too lethargic to care.

I am enclosing our Summer Quarter Bulletin. Look it over. Isn't it a pitiful bid of a great State University for a "place in the sun?" We have not sent a copy to other institutions. The reason must be obvious.

A response to Cooperrider's Report to the Faculty Council appeared in final form in April of 1950. The "Report to Faculty Council on Adult and Extension Education" was prepared by a committee consisting of A.B. Garrett, H.F. Harding, Max Goodson, S.N. Marco, and H.W. Nisonger. The committee had been established by President Bevis in February, 1949. The committee was charged with the task of studying four areas: Adult Education; Extension Courses (graduate and undergraduate); Establishment of a Junior College; and, General Education.
The committee reported its procedures for determining a course of study. Initially, the committee chose to focus on only two of the four areas due to the complexity of the four areas. Therefore, only adult education and extension education were designated as areas of concern. To investigate these issues, the committee chose to proceed as follows:

1. It studied the pronouncements of university officials and reports of faculty committees over a period of years. It also examined reports of outside studies in this field.

2. It assembled facts and opinions about the university's present programs through reports, questionnaires, and interviews.

3. It studied reports on programs of other comparable universities.\(^{34}\)

The committee also stated what it perceived to be the major functions of a state university. These functions were identified as resident teaching, research, and service. The committee noted that the first two items were traditionally recognized as the function of the university while the third, service, was not readily recognized.\(^{35}\) This lack of recognition was assessed by the committee in the following summary.

The university is already carrying on many activities in this area. Since 1914 the Agricultural Extension Service of the College of
Agriculture has been carrying on throughout Ohio a comprehensive program of education for farmers, homemakers, rural youth, and farm organizations. WOSU provides extensive educational programs for Ohio people. Likewise, colleges, schools, bureaus, and departments throughout the university provide educational programs and services in the form of consultant services, institutes, conferences, workshops, and fact-finding surveys, demonstrations, research programs, bulletins and radio programs. Too frequently, however, outside the Agricultural Extension Service, these educational services have been regarded by the university merely as "extras" or "side shows" rather than one of its major educational functions.36

The study concerning adult education and university extension provided an exceptionally thorough summary of the state of the problem at Ohio State. Noted in the report were addresses given by President Bevis pointing to the need for adult education; and, the university's responsibility to provide for that need. Cited also was a report of a University Policy Committee published in 1942 which determined that adult education was an implicit notion in the role of the Land Grant University. Ohio legal provisions for adult education and extension education were enumerated as well.37
The report concluded with five detailed recommendations. The first of these proposed the establishment of a center on campus for conferences, institutes, and workshops. The Center for Continuation Study at the University of Minnesota was cited by the committee as a model for such an undertaking at Ohio State. The facility recommended would include dormitory space, meeting rooms, and a dining room. Furthermore, the Committee suggested that private donations be sought to finance such an undertaking. The committee strongly urged that plans be made to build such a facility in the future because of the important function it would serve in the State of Ohio.  

The second recommendation was that the Twilight School be expanded to be a comprehensive Evening College. The Committee noted that branch campus extension centers were unnecessary for undergraduate study since Ohio had many universities in the urban areas of the state. However, the Twilight School could be expanded to serve the needs of those living in the Columbus area more adequately.

The Twilight School, according to the report, would need to offer credit courses leading to a degree, credit courses for those with vocational objectives leading to a
certificate, and non-credit courses. Offerings in these areas would be comparable to the programs of "more progressive evening colleges" as identified by the committee.

In substantiating the need for non-credit courses the report alluded to the Bureau of Special and Adult Education which during the years 1936-1943 administered a program of non-credit courses for adults. This program was labeled by the committee as a fine laboratory for the training of graduate students in research and teaching in adult education. The committee proposed that the Twilight School provide the framework for such course offerings and could be self-supporting through a fee structure. The committee concluded its recommendation in this regard by noting that community colleges and evening colleges were developing throughout the country. The creation of a strong evening program at Ohio State would provide the framework for a "laboratory for study, training, and research" so that Ohio State could assume leadership in the field.

The third recommendation was that field graduate centers and field laboratory workshops be increased as the needs for these were determined. The Wright-Patterson Field Graduate Center at Dayton was noted as a successful
venture. Similarly, workshops offered by the School of Social Administration and by the Department of Education were to be expanded as the need arose.40

The fourth service-oriented recommendation was that consulting and leadership training services to organizations, agencies, and communities were to be expanded as much as possible.

The fifth and final proposal called for the creation of a division of General University Extension.

It would appear reasonable to expect a division of general university extension to perform two major functions:

a. The function of coordinating extension (exclusive of Agricultural Extension) programs and services. This would involve assistance to colleges and departments in the development of their extension activities, under the kind of working relationships expressed earlier.

b. The function of administering certain programs which may appropriately be placed under this division. Examples of such programs are, the Twilight School or Evening Colleges, field graduate centers and field workshop courses, campus center for conferences, institutes and workshops, community services, etc. Translating this into an administrative pattern of organization it might appear as follows:
The report concluded with the final recommendation that President Bevis appoint a committee to begin making plans for implementing the recommendations. Again, there was no indication that President Bevis responded to these recommendations.

Following the committee's report to the Faculty Council, the literature concerning the Twilight School diminished significantly. The previous frequency and intensity of correspondence by Cooperrider disappeared. Furthermore, the Twilight School and its problems were no longer alluded to with such regularity. The reason for
this was unclear. Although documents from this period appear, they are hardly comparable to previous data in scope.

The only other topic addressed with regularity by Cooperrider was the issue of Twilight School fees. Apparently, the fee for one course was raised from $10 to $20 while the fee for 18 to 20 hours was left at $63. For a three-hour course, the per hour rate was $6.66. Anyone taking 18 to 20 hours paid $3.00 to $3.50 per credit hour. Cooperrider was quick to note the injustice of this to anyone taking only one course.42 This raise of fees in 1955 was followed by another raise in 1956. In 1956, the fee for one course became $32. Again, Cooperrider attacked the issue seeking restitution for the violation of the rights of the Twilight School students.43 The fees stood.

Cooperrider’s correspondence diminished greatly. It no longer was marked by its earlier urgency. Perhaps this was a reflection of the action of the Faculty Council. Although his response to their five recommendations was unstated, it would appear that following that committee’s work the Twilight School turned a corner. No longer did
Luke Cooperrider emerge on a white steed promoting the Twilight School to every department chairman on campus. The plea for recognition of adult education as an obligation of the University disappeared from Cooperrider's correspondence. Nonetheless the committee's report heralded a changed pattern for the University.

The Twilight School in Decline

In 1957, Cooperrider, through a letter to Vice President Heimberger, revealed the beginnings of the demise of the Twilight School. "It is my understanding that various problems relative to the present and future of the Twilight School are presently to come up for discussion and determination." Within the letter, mention was made of the possibility of terminating the summer, 1959, Twilight School program. The letter indicated that Cooperrider was not aware of the future direction the Twilight School would take. This was made apparent through Cooperrider's statement:

Shall Twilight School continue under the present plan of organization, that of being dove-tailed into the Day College structure, or shall it be released from that plan and a new type of organization developed which would allow for much
freedom of program planning and arrangement, as well as do away with a great deal of confusion arising between the various elements presently involved. 45

Apparently, questions were being raised concerning the future direction of the Twilight School. Cooperrider had knowledge of the concern, but did not appear to have knowledge of proposed solutions. His questions indicated that he foresaw changes.

A series of letters was sent to various department heads by Cooperrider on February 1, 1958. These letters represented summaries of discussions Cooperrider had held with key department officials. A summary letter to Vice President Heimberger concerned the individual letters to the various departments. The summary indicated that Cooperrider had been directed by Heimberger to discuss the Twilight School problems with these individuals. In the report Cooperrider submitted, the following recommendations were made:

1. Abolish the Five o'clock hour as a dividing line between the opportunity of a full-time student and the part-time man. Permit a student to take a course or courses day and/or evening for a partial fee.
2. Permit a part-time student to take up to a maximum of eight or ten hours per Quarter but perhaps restricted to no more than two courses. It would be understood that he must be qualified for any course for which he is registered.

3. Revise the partial fee and place it on a basis of so much per credit hour. We would recommend it be no less than $6 nor more than $8 per credit hour.

4. Recommend to the Deans and Department Chairmen that they provide sufficient courses for evening work that sequences are guaranteed, even if it is necessary to place more day sections in the evening.

5. Make provision in the over-all budget that such flexibility may be provided for. We need more courses on the Sophomore and Junior level to bridge the gap that has always existed there.46

These recommendations were tendered under the rubric of improving the Twilight School. These suggestions were a reflection of Cooperrider's notion of how the Twilight School could be upgraded.

In January of 1959 a committee, consisting of Lawrence Jones, George Lawrence, Julia Marine, W. Wallace Stover, Kenneth Varner, and Merwin Potter was appointed to consider the Twilight School at the behest of the Administrative Council. Their report emerged on February 4, 1959. The report summarized the dismantling of the Twilight
School and the future of the category of student previously served by the Twilight School. Under relevant facts, the report noted that:

This does not appear the appropriate time for the University to establish a new educational administrative division for persons seeking part-time educational opportunity through enrollment in currently offered courses of instruction, nor to establish a body of non-credit avocational courses nor to provide enrollment in present course offerings on a non-credit basis.47

The committee recommended that all reference to Twilight School be expunged from all literature. Their recommendation was stated as follows:

That beginning with Summer Quarter 1959 current practices be discontinued which establish a category of students designated as special Twilight School students and provides special administrative criteria and course enrollment without counsel, or referral to one of the undergraduate colleges; subsequent to this action all part-time students, regular or special will be guided by and in practice will follow the existing rules and regulations of the university and the college in which enrolled.48

The responsibility for the students previously served by the Twilight School would devolve upon the "Office of the Director for Part-Time Educational Opportunities in conjunction with the department chairmen."49
Therefore, Cooperrider's earlier advice that the 5:00 P.M. barrier between Day and Night students be abolished was observed. With the committee's work, the individual was a full-time or a part-time student.

By the time this report was made, Cooperrider had begun referring to the Twilight School population as part-time students. This tendency was noted in his correspondence of May, 1958.

Frankly, I am forced to say that the problems of the Part-Time student at our University have been of little concern to many of our top people for a long time. My ability to battle for their welfare has not been enough and I fear is growing less. Many of the State Universities shame us in this respect, and it has never been an easy thing for me to face.

Previously, Cooperrider had attempted to make a plea for the University's responsibility to the adult learner. In this category fell the students who sought vocational courses as well as non-credit courses. By 1958, the zeal had been abandoned by Cooperrider. By recognizing the part-time student, Cooperrider conceded the issue of adult in favor of the degree-oriented student. As stated in the report, the concern of the University would be directed to students seeking university credit.
Cooperrider's role in the part-time program was unclear. His uncertainty about that position was voiced in a letter addressed to Dr. Heimberger dated March 4, 1959.

He (President Fawcett) says that he has not given this problem as much thought as he feels it deserves and that he wants a little more time for that. I, as you, were impressed with his interest in keeping a Part Time program. Apparently the thing which is now causing much confusion is the matter of mechanics. I get the feeling of being the boy whose loving parents felt that all the company is out of step but our son John. That could be the crux of the situation and that I don't realize how wrong I am. However, I've studied this thing day and night for years and I don't believe that I am wrong.

Indications existed that Cooperrider had been involved in meetings of the Administrative Council. However, his voice was not welcomed. In a letter to President Fawcett on May 25, 1959, this sentiment was resoundingly put forth.

You asked that I sit down with this Committee and help work out a method of procedure. As I said above, they had already done this and I had received a copy indirectly through Dr. Thompson. They find now no reason to deviate from their determinations at that time. As then prepared and now unchanged it leaves this office with little responsibility but that of an Information Desk, to point out directions prospective students should take on campus in search of counsel, admission, registration, or any other contact. There is one such desk in this building, I see little need of another. As a result of the dismembering of the Twilight School the resultant fall-off of enrollment has
been such that the handling of the part-time student is a minimal matter.

I have tried earnestly to fit into the discussion of this committee. In matters with which I did not agree I could only say so in order to be honest with myself. I have been designated by the Registrar before the committee as a man with negative mind and attitude. My contention is that my position is the positive one. I believe now that this committee, the Vice President and the Executive Dean have come to recognize that there are many questions here that should have been discussed and weighed before the whole structure was broken apart. I believe this could have been avoided had they ever once chosen to discuss the matter with me. They went deliberately ahead and had made their decisions before I ever knew the problem had been placed before them. Now, as you stated in your letter, the die has been cast.\footnote{52}

The futility of Cooperrider's position on the issue undoubtedly prompted his resignation. Because of his outsider role in the hierarchy, decisions were made without his active involvement. Although his viewpoint came through in the documentation, it apparently was not valued. His resignation statement contained in the same letter of May 25th, accented his weak position.

There is no job left in this office for a man with any pride or self-respect. I think you well might consider closing the office and turning the whole matter over to the Registrar and the College offices. None of them have had any experience in
Adult Education and I may say no evident interest, however, they seem determined to not only call the plays, but to carry the ball. This move will of course remove the University from membership in the Association of University Evening Colleges. We have no further basis for eligibility. This is the thing that hurts me. All those men scattered all over the country, whom I have known so well and worked with on mutual problems for thirteen years, along with the people of central Ohio who do not know the inside story will consider that the Twilight School perished while under my direction. It is not a happy note on which to retire. I find no alternative but to resign. I shall do this to become effective at the end of the contract year, June 30, 1959, unless you see some better resultant. I have no disposition to enter into a pioneering situation with as many bosses as this one will have, especially when I do not believe it to be any constructive answer to the needs and responsibilities of this University in the area of Adult Education . . . . I do believe that a mistake has been made in this matter that affects me so vitally but I do not blame you for that. I blame myself for not having forced an interview with you long before I did. I have always been in agreement with the policy of moving through channels in an administrative set up. I therefore placed my trust and the future of the Twilight School in two members of your Cabinet. The reason for their backing away from this issue and resigning it's (sic) settlement largely to a minor executive group remains a real puzzle to me. They had always assured me that they believed in what we were doing. Likewise, they had counseled me to be patient, that things would work out alright.53
On May 27, 1959, President Fawcett issued a reply to Cooperrider's resignation. "It is with a deep sense of regret and sadness that I acknowledge your letter of May 25 stating your intention to resign, effective June 30, 1959." His response indicated that the demise of the Twilight School was in process prior to Fawcett's appointment (1956-1972). Fawcett indicated, as well, that Cooperrider's counsel had been sought. Reference was made to the recommendations Fawcett had read at the Administrative Council which had been formulated by Cooperrider.

Fawcett pointed out that he felt the term "adult education" used frequently by Cooperrider was ambiguous. He went on to state that the resources of the university were limited. Therefore, he felt that degree-oriented education had to be the priority item. Furthermore, professional services would be emphasized in the future.

Fawcett indicated that a continuing education center was under consideration. However, no details were available at that time. Fawcett also stated that non-credit adult education would have to be the concern of the public schools.
Fawcett went on to state that a coordinator for the new program would be needed and it was unfortunate Cooper-rider would be unable to fulfill this role.\textsuperscript{55}

Cooperrider's sentiments on leaving the university were expressed in a letter to Vice President Heimberger:

This is a sorry note on which to retire. It is the greatest defeat and shock I have had in all my professional life. I have nothing to offer about who you can obtain to carry on here. In fact, I don't see what you have to offer such a person. You certainly can't expect to go out and bring in someone who knows anything about Adult Education. This will likewise result in the University being dropped from membership in the Association of University Evening Colleges. You will have no qualification for belonging to that group. This is a blow to me too as I had known those men scattered all over the country and worked with them pretty faithfully for thirteen years. What their deductions will be I can only shudder to think.\textsuperscript{56}

Cooperrider and the Twilight School disappeared from the scene with no apparent lament rising from any quarter.

G. Robert Holsinger, Jr. was appointed Coordinator of Part-Time Educational Opportunities in 1959.
chapter vi

footnotes

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3 Proposal Addressed to the Board of Trustees, President Bevis, and Vice President Davis dated January 13, 1947, The Ohio State University Archives, Box RG 3/h-1/4.

4 Telephone interview with Harold K. Schellenger, Retired Director of Public Relations, Ohio State University, Columbus, Ohio, 17 June 1980.

5 Telephone interview with Frederic Heimberger, Dean Emeritus Academic Affairs Administration, Ohio State University, Columbus, Ohio, 20 June 1980.


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8 Twilight School Advisory Council Agenda, January 28, 1947, The Ohio State University Archives, Box RG 4/c/2.

9 Heimberger interview.

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11 Letter from J. Wayne Ley, Assistant Dean of the College of Commerce and Administration, to Cooperrider dated February 27, 1947, The Ohio State University Archives, Box RG 24/a/12.

12 Letter from the Twilight School Advisory Council to the Administrative Council dated July 16, 1947, The Ohio State University Archives, Box RG 3/h/51.

13 Letter from Cooperrider to Vice President Davis dated May 3, 1948, The Ohio State University Archives, Box RG 3/h-1/4.

14 Letter from Cooperrider to Dean Cottrell dated April 21, 1948, The Ohio State University Archives, Box RG 16/a/39.

15 Letter from H.H. Maynard to Dr. Davis dated May 24, 1948, The Ohio State University Archives, Box RG 3/h-1/4.

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Ibid., p. 7.

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43 Letters from Cooperrider to Vice President Bland Stradley dated February 16, 1956 and May 3, 1956, The Ohio State University Archives, Box RG 5/a/15.

44 Letter from Cooperrider to Vice President Heimberger dated April 5, 1957, The Ohio State University Archives, Box RG 5/a/15.

45 Ibid.

46 Letter from Cooperrider to Vice President Heimberger dated February 3, 1958, The Ohio State University Archives, Box RG 5/a/15.

47 Part Time Educational Opportunities Report, p. 1, The Ohio State University Archives, Box RG 5/a/15.

48 Ibid., pp. 1-2.

49 Ibid., appendix.

50 Letter from Cooperrider to Vice President Heimberger dated May 16, 1958, The Ohio State University Archives, Box RG 5/a/15.

51 Letter from Cooperrider to Vice President Heimberger dated March 4, 1959, The Ohio State University Archives, Box RG 3/i/25.

52 Letter from Cooperrider to President Fawcett dated May 25, 1959, The Ohio State University Archives, Box RG 3/i/25.

53 Ibid.
54  Letter from President Fawcett to Cooperrider dated May 27, 1959, The Ohio State University Archives, Box RG 3/i/25.

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CHAPTER VII
EVALUATION OF LEADERSHIP ROLES

In general, leaders are easy to identify. They are the individuals charged with the responsibility of achieving an organization's goals. Examine the institutions of the world. There are implicit clues for identifying the leaders. They are simply titles. In education they are variously president, dean, chairman, director, superintendent, and so on. There is no challenge in this feat. These titular heads are the source of work accomplishment. If one encounters a problem with a peon in the educational ranks, one can scan the directory quickly to find the superior merely by an examination of the titles. To this key individual, then, one would direct inquiries regarding a problem. The title implies authority and responsibility in regards to work accomplishment. Therefore, in the study of the Twilight School, one rapidly concludes that the leader is the director.
The issue in this study, however, concerns the matter of leadership. What did Luxon and Cooperrider do that evinces the performance of leadership acts in regards to the Twilight School's program?

The literature of leadership indicates that there are some critical factors in this process. In examining the leadership of the Twilight School, it is necessary to determine the elements of leadership. First of all, the goals of the organization must be stated. Without identifying these, one cannot determine whether the leader and followers had a collective purpose.

The Twilight School was designed to serve the adults of the community. Yet its direction was not broadly classified as adult education in its many faceted dimensions. The Twilight School was designed to serve adults seeking college level courses bearing university credit in the evening hours.

This situation may have created a dilemma of leadership. For the Twilight School literature frequently vacillates between referring to adult education and Twilight School programming. In fact, the missions of adult
education and the Twilight School may have been vastly different.

This issue must be addressed, since goal ambiguity may have contributed to a crisis of leadership. Also contingent on the goals of the organization are the issues of task and people. That is, were the leaders more concerned with people or with production?

The tasks of the organization had to be determined by the goals. That is, if productivity was to emerge, the tasks to achieve the goals would need to be specific. In this case, the survival of the Twilight School becomes critical. The leaders of the infant organization were charged with responsibility for the creation and maintenance of the organization. To achieve these ends, certain aspects of leadership were significant.

Primary to any educational organization is the relationship of the leader to the people affiliated with the program. In the case of the Twilight School these people were the university members, the students, and individuals in the community. Without these people, no organizational tasks could be achieved since in one way or another these
people were the core of the Twilight School. They served as clientele, staff, and as the guardians of resources critical to the program.

Next to goal specificity, the relationships with these groups combined to form an integral focus for Twilight School affairs. Therefore, leadership must rest on goals and on relationships with people who are essential to goal achievement. The manner in which the leaders interacted with the individuals and groups becomes of paramount importance in this study. The tasks flow from the goals and these groups. The leader's ability to attract students, encourage faculty, gain university support as well as community support becomes the key leadership concern.

If organizational maintenance and growth is the leader's purpose, then the leader must be concerned with tasks such as increasing enrollment, increasing budget, and attracting faculty members from the university. However, success with these tasks in this educational organization was predicated on relationships with people. In education, people are the issue. The tasks are only
achieved when people come together. The process is people, the product is people.

Therefore, the dilemma for the leader becomes convincing people to adopt the goals of the organization; and, the tasks are approached as linked to the people who are the essence of the organization.

Key tasks for the Twilight School throughout its brief history included offering courses, attracting students, securing staff, and providing a budget with which to fund the program. The director's success was then linked to how well these tasks were met. That is, did the Twilight School accomplish these tasks?

Therefore, the questions raised in regards to the history of the institution must examine how the leaders interacted with the people who were critical to the organization. What evidence is there in the literature which indicates that the leader had garnered support from the university members, Twilight School students, and the community? What indication is there of positive interactions with groups or individuals?

The contingencies of leadership in this situation are: the goals of the Twilight School both as they were stated
and possibly as they were interpreted by the leaders; the relationships with people; and the organizational maintenance tasks performed by the leaders. The extent to which leadership acts were performed in regards to these contingencies will then become the indicators of leadership during the Twilight School's existence.

These dimensions of leadership are critical to any organization's existence. It appears that these facets of leadership can be studied from an historical perspective. Therefore, they will contribute to a greater understanding of leadership in the past tense.

Based on the study of the Twilight School, a number of conclusions appear to be warranted. First is the conclusion that the Twilight School was created without clearly specified goals. As noted earlier, Harold Schellenger related the procedure for inaugurating the Twilight School. Schellenger stated that President Bevis came to his office and indicated that classes for credit would be offered in the evening. President Bevis requested that Schellenger do everything in his power to promote the program. This, then, was the extent of the goals of the Twilight School as presented by President Bevis.
Similarly, the records of the Board of Trustees indicate that upon a recommendation of President Bevis, a decision to permit fully employed individuals to take a maximum of two courses or six credit hours per term was adopted. These original provisions were not changed with time. There was no specification of purpose or intent in founding the Twilight School. One can only speculate as to the reasons for the establishment of the Twilight School. It would appear that the Twilight School could serve several worthy purposes. In 1942, the United States was engaged in World War II. This situation created a shortage of college-age students. Many university students would have delayed the completion of their degree work to serve the country at war. This in turn would have precipitated an oversupply of faculty members. Therefore, it would have been fiscally wise to tap a new source of students. Those not engaged in full-time student roles, or in service to the country probably would have been involved in war-time industries. Therefore, it was only logical to attempt to reach the full time employees in the evening hours.
The war would further influence the course of the Twilight School since returning veterans would not necessarily return to the university as full time students but would instead pursue full-time careers since in the intervening years of absence they would have reached the age when a career becomes a primary concern. Therefore, many of these men would have sought to continue their educations while holding full time jobs. Additionally, the benefits of the G.I. Bill would have had an impact on enrollment in university courses. The need for the Twilight School would continue through the post-war years.

Although the goals of the Twilight School were unspecified, the program continued to attract students during its existence in relation to the course of history of the United States. While the nation changed from wartime to the post-war period, a need for Twilight School classes continued regardless of the initial intent of the program. This simply was a fortuitous situation for the university. It apparently was unnecessary to plan for these changes. In fact, it was unnecessary to identify the initial target population or market. Additionally,
it was unnecessary to specify the direction or intent of the Twilight School. Simply stated, university courses would be offered at night. These courses, for credit, were not designed to be offered sequentially therefore leading to a degree. They were merely a potpourri from term to term.

The lack of goal specificity did undermine the Twilight School eventually however. The process was subtle. Only when the Twilight School was totally replaced could one look to the situation and state that the organization failed essentially because it was directionless.

During the early Twilight School years under the committee's direction and through the Luxon years, the Twilight School was buoyed along by newness, enthusiasm, and publicity. The Twilight School was endowed in its early years by the guidance of Harold Schellenger the director of the University's Bureau of Public Relations. Schellenger was an invaluable resource because of his expertise in public relations. He knew how to tap the community through the news media. This was done to remarkable proportions. Luxon, a journalist, was capable
of slipping into the mold established by the original committee. Neither the committee nor Luxon claimed expertise in adult education. In fact, this did not appear to be a concern of the University. However, the hiring of Luke Cooperrider appeared to herald a concern for employing an individual with a commitment to this type of education. Cooperrider had been involved in public education for many years both as a teacher and as an administrator. Therefore, Cooperrider came to the University with a different perspective entirely. At this point, the lack of goals became much more critical.

Cooperrider came to the job with ideas and expectations for the program. These expectations proved to be contrary to the unstated goals of the university's administration. During Cooperrider's tenure in the position, the problems of the Twilight School were repeatedly stated. These problems; lack of program continuity; lack of faculty support; lack of budget; and lack of coordination to problem solving persisted throughout his time at the university. These situations could have been corrected. They were not. If the University had specified the purposes of the Twilight
School, then perhaps the Twilight School problems would have been reduced. If the university administration had specified that a Twilight School student would be able to complete a degree in the evening, then it would have been imperative to schedule classes sequentially so that this objective could have been met. If this had been specified, then the various departments of the university would have been obligated to offer these courses. Had the Twilight School been identified as a legitimate part of the university, then faculty support would have been greater. Furthermore, if it had been clearly established that teaching Twilight School classes was part of one's university teaching requirement, then resistance to teaching in the evening hours would have been eliminated. Furthermore, had the channels for resolving problems concerning the Twilight School been specified, then perhaps the problems connected with the Twilight School would not have been permitted to languish. Unfortunately, these provisions were not specified. As the Twilight School continued, it became increasingly difficult to create structure through goals where there had been none. By the time Cooperrider had
established himself firmly in the position, the attitude and course of the Twilight School had become firmly entrenched.

Cooperrider was eager to correct program weaknesses. Unfortunately, his eagerness received limited support. For the most part, the Twilight School was not considered essential to the University.

Cooperrider was in a position to be aware of the various programs throughout the country which were growing rapidly. Cooperrider clearly had expectations for the Twilight School at Ohio State University. Cooperrider recognized that the Twilight School had the potential to serve a broad audience. He realized that in numbers the Twilight School was not close to its potential. He also acknowledged the existence of a different set of ambitions for the would-be adult learner. Cooperrider noted that the university's concern with requirements and prerequisites often became a liability to those returning to school in the evening.

Cooperrider noted the possibility of establishing a Continuation Center at Ohio State comparable to those established elsewhere throughout the United States with Kellogg monies. Yet Ohio State did not respond.
The university did not adopt adult education as a legitimate university enterprise during the Bevis administration. Cooperrider, in turn, could see nothing but possibilities in this realm.

While Michigan State, The University of Michigan, The University of Wisconsin, and the University of Minnesota forged ahead, Ohio State remained uncommitted to the field of adult education. In fact, the Twilight School was not adult education when compared with the programs conducted by these other universities.

The university was not solidly committed to the Twilight School venture. The university was firmly committed to its role as a degree-granting institution.

This, then, became the conflict between Cooperrider's goals and the university's position. While Cooperrider promoted reducing barriers to entrance, the university continued to maintain the importance of prerequisites and requirements as a means of assuring quality education.

Cooperrider's vision of the potential for the Twilight School was not shared by the university administration. This in time would lead to Cooperrider's total frustration. While many committees continued to study the Twilight
School and note its particular weaknesses, no action was taken to remediate the deficits. Cooperrider on many occasions noted the progress other institutions had made in promoting continuing education. However, his suggestions for expansion at Ohio State apparently went unnoticed.

Therefore, the Twilight School floundered because it lacked clear goals. Also, the suggestions offered by Cooperrider brought him into conflict with the university's administration. This conflict arose because Cooperrider was quite obviously committed to enhancing the Twilight School while the top administration of the university was content to permit the conflicting goals to persist in regards to the Twilight School.

A second critical factor is the leader's relationships with people. The groups of people identified with the Twilight School included the university's administration, faculty members, students and the community members.

Luxon and Cooperrider interacted with these people quite differently. Luxon was a member of the university community. He had taught journalism at the University and had directed the Army Specialized Training Program prior to directing the early Twilight School. In other words,
he had experience working within the university setting. Additionally, Luxon had the credentials recognized by the university community which included the Ph.D. degree.

In contradistinction to Luxon, Cooperrider came to the university to assume the direction of the Twilight School. His previous experience had been as teacher and administrator in the public school system. He had completed only the master's degree.

In background alone, Luxon was viewed as an insider; and Cooperrider was viewed as an outsider. Luxon left the Twilight School office to become an assistant in the President's office. Cooperrider vacated the Twilight School post for retirement. Therefore, Luxon moved up while Cooperrider moved out.

From this vantage point alone, Luxon had a clear advantage because of his experience in the university. He would have known a greater number of faculty members and administrators because of his background. Additionally he would have understood the organization and politics of the university better than Cooperrider because he was part of the system. Luxon would have had entree where Cooperrider would not.
Cooperrider, as a new member of the university community, did not have Luxon's advantages. In fact, it appears that few individuals went out of their way to welcome Cooperrider into the new position. While Cooperrider was undoubtedly well-regarded in the public school system, in the university he was forced to begin anew to build respect for his ability. This process was exceptionally difficult for him because the program he was affiliated with was not highly regarded. Therefore, he was a new face in a second rate position floundering for recognition.

The furor created by the education faculty when the press release indicated Cooperrider would be teaching in that department was an early herald of how ill regarded his appointment was. This escapade coupled with his previous career in the public schools must have been crushing to Cooperrider early in his career.

Luxon moved to the President's office after his tenure in the Twilight School. This alone is indicative of the support he must have garnered from the university's administration.

On the opposite side, Cooperrider begged for a private meeting with the administration and failed to gain this.
Many of the memos directed to the President's office appear to have been totally ignored.

Both Luxon and Cooperrider were placed in the position of Twilight School leader. Luxon was recognized. Cooperrider was not. Why? The reason may rest in the higher administrative definition of "leader."

Luxon was placed at the head of the Twilight School for a very short period. The Army Specialized Training Program was phased out as the war drew to a close. His appointment as Twilight School director may have only been a means of keeping Luxon in an administrative post until another position was found for him.

Luxon relied heavily on the publicity network that was active when he assumed the position. He did not attempt to create a new structure. He attempted to promote the program in the same vein that it had been promoted since its inception. In this regard, he was successful.

Simply stated, Luxon fit into the mold that was created for him. He did not attempt to change the structure. He did not have an independent set of goals and expectations for the program. He fit into the structure.
He was content with the system and was willing to limit his activities to those that had been determined for him. He did not rock the boat.

Therefore, Luxon was accepted by the administration and recognized by the same group. He was promoted to a higher position possibly because he did not pose problems during his brief tenure in the Twilight School.

Cooperrider came to the position from a non-university background. Unlike Luxon, he brought expectations for the Twilight School with him to the position. Those expectations did not receive support from the higher administrative personnel. Therefore, Cooperrider did not fit the structure as well as Luxon did. For this reason alone, Cooperrider and Luxon were not treated alike by higher administrators. Luxon was content with the status quo; Cooperrider was not. Cooperrider's recommendations were not heeded. Therefore, it is clear that they were not being sought.

Cooperrider persisted in seeking support from the higher administrators for his proposals throughout his tenure in the post. They were never acknowledged. Perhaps Cooperrider should have desisted in presenting his recommendations, since they were clearly not gaining favor for
him. In fact his persistance alone may have caused much
disgruntlement. After a point, his recommendations became
more caustic and more pleading in nature. By arriving at
this level, his efforts to gain support from the adminis-
tration may have become totally ineffective. As time
went on, a change of strategy may have been advisable.
The hard-battler approach was not accomplishing his
objectives.

Therefore, Luxon's relationships with the university
administration were positive while Cooperrider's were
negative. Similarly, the analogy continues with the faculty
of the university. Again, Luxon had previous experience on
his side while Cooperrider did not. While Luxon would be
able to capitalize on his familiarity with faculty members
and department heads, Cooperrider would not.

Additionally, the early Twilight School classes were
easier to staff during the war because of the dearth of
university students. When Cooperrider assumed his duties
the university was enjoying the post war student enrollment
boom during the daylight hours. Therefore, teaching
courses in the evening would not have been as attractive
as it was in a time of student shortage.
Cooperrider would again suffer a liability in regards to the relationships with faculty members because of his neophyte position in the university, the postwar boom, and the fact that the university administrators did not endorse the program whole-heartedly. Therefore, Cooperrider was at the mercy of the department heads when it was time to solicit course offerings and faculty members to teach the courses. Again, Cooperrider's requests became pleadings and accusations directed at the department.

In this regard, too, Luxon was fortunate. Luxon was the program leader at a time when there was a surplus of faculty members. Luxon stated: "I always had plenty of staff members . . . . I had more applications for teaching positions from our faculty--I had to turn some people down." In other words, he was tailored to the group's needs or the situation's needs.

The relationships with the students affiliated with the Twilight School were not as evident as the relationships within the university. The enrollment figures do not demonstrate glaring fluctuations in numbers between the Luxon years and the Cooperrider years. This can be seen in the enrollment statistics in the appendix.
Newspaper articles indicate that the early Twilight School years relied on an extensive public relations campaign whereby the program was presented to the public with great regularity. The Cooperrider years were not marked by a heavy publicity campaign. As enrollment increased in the daytime it did not seem to increase with such rapidity in the evening hours.

Instances of requests for special courses or programs through the Twilight School generally were not honored during Cooperrider's years. It is apparent that the lack of sequential offerings was a serious shortcoming for the student attempting to complete a degree through the Twilight School.

It appears that Luxon had more contacts with potential students through the presentations he made at different gatherings. Luxon also conducted radio broadcasts with different student representatives.

Cooperrider apparently was charged with explaining to the students why more courses were not offered. Basically, Cooperrider was left to commiserate with students about the overall problems of the Twilight School. His was the apologist's role for the university.
Linkages with the community were also important to the Twilight School. Prior to Cooperrider's directorship, the Twilight School's program was presented to the various business and industrial groups throughout the community. Special letters were sent to employers indicating which of their employees were enrolled in the Twilight School. Employee groups were visited by Luxon. These practices were in operation when Luxon became director. Luxon simply continued these practices of promoting community awareness.

Cooperrider was not successful in this practice. His contacts with business and industry appeared to have been unsuccessful since he was not able to meet their expressed needs.

Perhaps a key issue in Cooperrider's plight was the fact that during the early Twilight School years, the expectations of the community, and business and industrial groups had been raised. That is, perhaps business and industry saw the university as an ally in meeting their employee needs. When the university realized how its goals would be changed by this relationship, it resisted the demands of business and industry. This, then, may have
contributed to Cooperrider's inability to expand the scope and outreach of the Twilight School.

In their relationships with people, Luxon was able to function more effectively than Cooperrider for many reasons. Although Luxon does not appear to have had any outstanding qualities in this regard, it is clear that he was able to step into the position and continue to follow the course that had been established. Luxon, as a university member, understood the system and did not seek changes in the Twilight School's program. He was basically non-threatening.

Cooperrider, a non-university member, was not satisfied with the status quo and had expectations which were not compatible with the university's direction at that time. Therefore, his relationships within the university were not positive. Because alone he could not build community support, the community relationships also suffered. Therefore, measuring relationships with people, Cooperrider was not a leader in the role of Twilight School director. Luxon was a leader because his relationships within the university were positive and his interactions with the students and the community were satisfactory.
The third critical leadership concern relative to the Twilight School is the issue of task accomplishment. As stated earlier, goal specificity is critically important for task accomplishment. Since the goals of the Twilight School were not clearly stated, the tasks must be presumed.

The administrative tasks which appeared to be essential in regards to the Twilight School were increased enrollment and budget. Additionally, one must presume that the continuation of the Twilight School was the ultimate concern of its leader.

The enrollment of the Twilight School during its first year of operation was 1308 students. The number increased to 2055 students during the 1943-1944 school year. Luxon's first year of administration was marked by the highest enrollment of the entire Twilight School history, 3986 students. During his second year, the enrollment dropped to 2765. Throughout the years Cooperrider administered the Twilight School program, enrollment averaged slightly over 3000 students per year. An enrollment of 2326 during the 1950-1951 school year marked a low point while 1954-1955 was noted with an enrollment of 3615 students.
Therefore, throughout its years of existence, the student enrollment trends were not particularly exceptional.

If increasing enrollment was a primary task for Twilight School administrators, then this task was not accomplished. These figures tend to be static throughout the history of the organization. University enrollment (noted in the appendix) throughout the same period increased by roughly 20,000 students. The fact that the number of potential students increased this greatly for the university as a whole should have been reflected in the Twilight School enrollment.

The budget figures reported for the Twilight School were limited to salaries of those employed in the Twilight School office and the expenses associated with the maintenance of the office. The salaries of the course instructors were reported within the budgets of the departments of the faculty members.

Twilight School salaries in 1944-1945 were $7,986.00 while total expenses were $11,940.36. In 1949-1950 salaries were $9,380.26 and the total figure was $14,569.70. By 1956-1957 salaries had risen to $13,433.20 and total expense was $13,108.86. From 1944-1945 to 1956-1957, total
expenditures had risen from approximately nine million dollars to thirty-six million five hundred thousand dollars. The Twilight School budget did not increase drastically throughout these years. Proper publicity and increased office personnel would undoubtedly have augmented the Twilight School program. Provisions for these improvements were not made according to the expenditures indicated in the records.

Therefore, in regards to enrollment and budgetary provisions, there were no dramatic changes under Luxon or Cooperrider's administration. The status quo appeared to prevail. Furthermore, if the ultimate organizational task is institutional survival, then the termination of the Twilight School must mark a clear failure of leadership.

In a comparative analysis, Luxon emerges as the individual with stronger leadership ability. While Luxon's facility with organizational tasks is difficult to measure because of the short time he spent with the program, it is clear that his ability to gain support from both those inside and outside the university was superior.
Although Cooperrider emerges as the weaker party in the comparison certain dimensions of leadership theory appear to account for his disability.

The examination of leadership as it pertains to the Twilight School identified three critical concerns for the administrator. These dimensions were task, people, and goals.

On the task dimension, the comparison of Luxon with Cooperrider is circumscribed due to the fact that Luxon was in the position for only two years. Additionally, the statistics were generally stable throughout the years of the Twilight School's existence.

In regards to goals or the lack of them, Luxon was able to function within the framework established for him. Cooperrider was not comfortable with the ambiguity. Luxon appeared to be satisfied with the status quo. Cooperrider had dynamic, change-oriented, and growth-oriented expectations. Luxon's style as an easy-going administrator fit the situation of the Twilight School. Indeed he was compatible with it. Therefore, it is apparent that the contingency theory of leadership is clearly applicable to the study of the Twilight School. Cooperrider was not
appropriately matched in a situation suitable for his leadership style.

The issue is further substantiated through an examination of Luxon and Cooperrider's interaction with the people critical to the program. Luxon was able to gain support for the program both inside and outside the organization. Luxon clearly had the advantage of being a university member. This membership appears to be a critical concern in leadership because it can enable the administrator to garner program support. Once support has been established inside the organization, then the administrator can concentrate on the establishment of support outside the organization.

Cooperrider had virtually no support from within the university. This may be attributed to his lack of the Ph.D., his background in the public schools, his lack of experience in the university, and his limited understanding of university affairs. These factors may have all contributed to his difficulty within the university. Cooperrider generally was treated as an outsider. As the Twilight School administrator, he was handicapped.
Because Cooperrider did not gain support from inside the organization, he had little to offer to the students and community in exchange for support. Therefore, on the people dimension as well, Luxon emerges as the leader.

If one were to examine the leadership of Luxon using the various leadership theories, one would note that the great man, trait, and situational theories have limited utility for this study. Luxon does not stand out in the history of the university as the great man. Similarly neither Luxon's personal traits, nor the situation of the Twilight School, were truly remarkable. Only the contingency theory offers some explanation of the role of Luxon in the Twilight School post.

Similarly, Cooperrider's dilemma can be linked to the contingency theory of leadership. Cooperrider's style was incompatible with the ambiguous nature of the program. His background did not adequately prepare him for a position in the university. In a different situation, Cooperrider's approach to administration could have been highly successful. Instead, Cooperrider emerges in the Twilight literature as a disgruntled, disappointed, lame duck.
Cooperrider was too action-oriented for the position. His tolerance for static enterprise was too limited.

The contingency theory of leadership proposes that many factors interact in the creation of a leader. This theory emphasizes that a style of leadership must be matched to a situation. In the study of the Twilight School, it is apparent that Luxon’s style of leadership was matched to the situation while Cooperrider’s was not.

In addition to the variables of people, situations, and goals, a number of noteworthy contingencies appeared to influence the Twilight School’s course. The wartime and post-war periods of the university had an effect on the program. While there was a surplus of faculty members during the early years of the Twilight School, as the war drew to a close this was no longer the case.

When there was a dearth of students, teaching in the Twilight School would be appealing. Teaching in the evening hours was not nearly as appealing when the daytime enrollment was restored to its pre-war level.

The financial picture of the university was linked to these contingencies. Without students, the university
would suffer financially. Therefore, it was exigent to maintain enrollment. One possible way to accomplish this was through the Twilight School. When the need diminished, the significance of the program also waned.

The university's lack of direction and strong leadership during these years also contributed to the dilemma of the Twilight School. Since direction was not offered from the higher levels, then the programs which depended on this direction would suffer. In this case, world events, finances, and the condition of the larger organization all had an impact on the program.

Therefore, in the selection of individuals for leadership roles, serious consideration must be given to the matching of styles to situations. Additionally, individuals seeking leadership positions would be wise to carefully evaluate situations before embarking on career changes.

In the case of the Twilight School, both the university and Cooperrider would have been well advised to examine more carefully the many facets of the role of the Twilight School director. While the program was stable throughout Cooperrider's years, it did not reflect any positive development. Cooperrider, however, appeared to suffer
greatly during those same years. His frustration in the position must have contributed to a great deal of stress for him.

The examination of Cooperrider in the Twilight School post is an examination not of a leader but of a frustrated potential leader. The implication is that Cooperrider's talents were wasted in this post.

Cooperrider was ahead of his time at Ohio State. While other institutions were expanding their adult education or continuing education programs, Ohio State simply was not ready. If Luke Cooperrider had arrived on the scene in 1966 rather than 1946, his philosophy of adult education may have been more readily acceptable. Tragically, Cooperrider stood alone during the years he was at Ohio State. Even in later years, Cooperrider's inexperience in university affairs and his lack of the Ph. D. may have still been a liability.

It is remarkable that Cooperrider remained in the position for thirteen years for surely there was little positive reinforcement for him in the situation. His persistence in the face of adversity is truly noteworthy. He
certainly must have emerged as the devil's advocate to the university's administration.

It would seem that the Twilight School was phased out unnecessarily. It was succeeded by the Division of Part-Time Educational Opportunities which lasted until 1961. This change resulted in students being classified as either part-time or full-time students. The 5:00 P.M. barrier was eliminated. All students were required to meet entrance standards, comply with prerequisites and all other university rules. Succeeding this division was the Division of Continuing Education in 1961. In essence, this transformation resembles some of the changes suggested by Cooperrider many years earlier. The difference undoubtedly had something to do with a change in the university's administration.

The Twilight School was established to meet a need of the university during wartime. As the university began to change due to the increasing daytime enrollment, changes should have been made to assure the timeliness of Twilight School offerings. This was not done. Therefore, the Twilight School languished because its mission was
unspecified. The university's concern for financial survival in a time of stress sparked the creation of the Twilight School. While the Twilight School was economically wise in 1942, by the end of the war it was no longer an essential ingredient of the university. This points to the fragile or non-existent university commitment to the adult student. Had the Twilight School been devised to serve the adult learner, it could have continued to grow until the present time. However, its original status as a means of addressing an immediate need, did not allow for long-range growth. Its initial intent was too narrow to accommodate future growth.

Cooperrider, as a leader, failed because his background did not endow him with the qualifications necessary to garner the support of the university. Without goals, support, and task accomplishment there is little evidence of leadership in the Twilight School.
Footnotes

CHAPTER VIII

IMPLICATIONS OF THE STUDY

Based on this particular study, several assertions can be made which may be useful to would-be administrators and those attempting to use the historical method. First of all, studying an organization from an historical point of view permits the author to become extremely explicit about the role of the leader in the organization. In this case two administrators were singled out for attention. Because the Twilight School no longer exists, it was relatively easy to isolate their roles and the parameters of the institution.

In many cases, studies of leadership must maintain the anonymity of the individual studied. This is the case because the individuals are living and must be protected from career-damaging criticism. Similarly, the institutions may be harmed by harsh analysis. The historical approach permits a more thorough analysis of the individuals and the organization.
Upon completion of the study, it is clear that the historical method can lead to a greater understanding of educational administration. In this case both the documentary evidence and the interviews of people affiliated with the Twilight School point to guidelines for future administrators. The evidence strongly indicates that an administrator and an organization must have similar goals; that a leader should be selected based on qualifications for a position; and that building a base of support for action is critical for success in a leadership role. Furthermore, this study indicates how some decisions are reached in educational organizations.

In regard to the methodology, certain lessons were learned first-hand in spite of the good counsel of the elders. One should make a concerted effort to conduct interviews as soon as adequate preparation can be made. This precludes losing valuable oral history to death. One can always return to the interviewees later in the study if they are alive.

Historical research is limited by the documentary evidence which remains concerning a subject. In this
case the records maintained by the archives of Ohio State University were a primary resource. These records are limited to the extent that faculty members contribute their papers to this repository. Again, these donations are voluntary and may or may not be complete. Hence the historian must be limited by which documents have been preserved.

In interviewing people knowledgeable about the program and its directors, it was quickly recognized that the age of the interviewee was not always the key to the value of a source. Therefore, the ninety-year old individual was often a better source of information than a much younger subject. In this case, the value of the interviews was clearest when the conversation was used to verify documentary evidence. Generally, the bias of the individual was quite clear. Therefore, it was most useful to use the interviews to gain information about the facets of the program which did not involve value judgments of the individuals. Most sources were quite outspoken concerning the individuals, but discounting the interviewee's bias leads one to rely on those sources to verify the
researcher's perceptions rather than to make new assertions concerning individuals based on oral testimony.

In this study, a serious error would have been made had the interviews been omitted. Luxon utilized the media extremely well. Only through the interviews was it possible to identify the originator of the publicity campaign. The publicity which remained with the documentary record did not identify Harold Schellenger as a key figure in this campaign. The publicity network was firmly established prior to Luxon's tenure. Only through the interviews did this information emerge. Therefore, the interviews became an extremely significant facet of the historical method.

This study offers guidance to the administrator by indicating strengths and weaknesses of an organization and its administrators. Historical studies permit one to isolate individuals and organizations for examination. Through this technique, one can gain valuable insights into both the positive and negative features of the situation. These then can become valuable guidelines to the would-be administrator.

The sterling lesson of this study pertains to the individual administrator. In essence, the message is
"know thyself." While new positions may be alluring because of seeming appeal, prestige, and financial recompense, beware. It is in the individual's own best interest to be aware of one's personal leadership style. The individual administrator must be charged with the responsibility of knowing situations, too. Only by knowing one's limitations and the parameters of a situation can one avoid the pitfalls encountered by a Cooperrider. By knowing one's leadership style, one is capable then of evaluating a potential position with regards to compatibility. By examining the situation and evaluating leadership style, one can hopefully avoid becoming involved in positions which are professionally unsatisfactory.

The advice applies to the employing party as well. When the search commences, be sure the position is clearly defined. That is, one must recognize the goals associated with the position as well as the type of person being sought. The background of the candidate must be carefully scrutinized to determine the fit between the role and the individual. These concerns are critical if institutional survival as well as homeostasis is to be achieved.
Additionally, to be a leader, one must know how much criticism and lack of cooperation can be tolerated. One must feel one's opinion and knowledge are valued. One must have access to decision-making. One must have allies within the organization. Also, one must have a sense of purpose and direction. Cooperrider suffered because he failed to have his needs satisfied in the position.

Cooperrider's experiences are illustrative of a highly important dimension of human relations. It is imperative to maintain a positive approach in the performance of one's job. Cooperrider's frustrations led him to become negative, destructively critical, and accusatory in his dealings with the university's administration and department chairmen. This tendency makes an administrator weak and ineffective. Basically, there is no place for this approach in administration.

Contingency theory stands out as the most utilitarian of leadership theories. The leadership phenomenon is too complex to be addressed with earlier simplistic theories. The contingency model becomes the Cadillac of leadership theories because it incorporates the finer points of earlier models. Because the contingency model acknowledges
a wider range of variables in the study of leadership, it has greater utility in the examination of the leadership phenomenon in a wider range of settings.

In the preparation of administrators, it would seem to be essential to devote a period of time to the identification of individual leadership styles. Additionally, the contingency model of leadership should be examined in depth. Efforts should also be made to identify situations and leadership styles which could be compatible.
APPENDIX A

Table 5
Enrollment Statistics

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<th>Year</th>
<th>Twilight School</th>
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*Twilight School students no longer listed as a separate category.

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