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ORAL HISTORY RESEARCH CENTER

OWEN STOUT

Interviewed by Catherine Jones
21 October 1987
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INTRODUCTION

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which was conducted on October 21, 1987, to Indiana University.
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Catherine A Jones
INTERVIEWER

12/15/87
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INTERVIEWER: Catherine A. Jones
DATE: October 21, 1987
SUBJECT: History of Paoli, Indiana
TRANSCRIBER: Norma M. Olmer

[Second interview: first interview October 14, 1987]

Stout: ...and they were considered that--the Bible says--what good thing can come out of Nazareth. That's sort of the way some of the educators and other areas that were farther up the ladder looked at it. So this professor told about a student he had from Prairie County. The old man...and he was there in order to make a teacher. But in all the classes that he attended, he was just at the bottom. He just barely could get through, if he got through at all. In fact it was a moot question about what to do with him. So this fellow said they got together, with much of his professors...

Jones: Yes.

S: ...and they discussed this student. And nearly invariably they said, "We can't let him pass. He's just not making suitable grades. He's just so far below the average, it'll cast reflection on the college. And we just can't do it."

And this one fellow...and as I recall, that was a historian from the Crawford county, H.H. Pliss. I don't know whether you've heard of H.H. Pliss or not; he's a historian too. And he was one of the professors--and I believe that he was telling this about himself, but I could be mistaken.

Anyway, he said that after they had all expressed their opinions, and they'd all talked this boy down, he said he got up and he said, "Well, let me ask you fellows a quick question." And he was speaking, of course, to the professors. He said, "How many of you people have been to Prairie County." Well, not one of them.

"Well," he said. "I have. And I came from down that area. I know." And he said, "If you go to Prairie County, and you see what they have down there in the way of education, and in the way of teachers and all phases of education, you're going to immediately notice that this man is head-and-shoulders above anything they've got."

He said, "I'll agree he's a poor student. But if we don't let him go back there and teach, those kids are going to suffer

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more, because what they have there now is not as good." He said, "I recommend we pass him." And lo and behold they did.

Well, of course, the success story was that later on he improved himself and went on until he pulled himself up by the bootstraps and made it. (laughs)

J: Yes.

S: And I thought of that many times. That's what I tell them in the church up here. All churches, I guess, but Quakers in particular are rather shy, backward and slow. So we have a terrible time getting people to do things sometimes. So I always tell them about that. "Well, I know, you may not be the best. We'd like to have better, of course, but we don't have them. If you don't do it, it won't be done."

And I think in judging, always, you're not judging primarily between a right and a wrong, a plus or a minus, or a black and a white, or whatever it may be. You're actually judging between two degrees (whatever it may be), if it's morals--even anything outside of the abstract sciences, maybe. So your answer is to decide which is the least of two evils, or the best of two desirables, and therefore choose the right one.

So, when I grew up...and I hope you're long past that stage.... I think most people, when they grow up...you go through a stage in which you think there is an absolute of everything-- right and wrong, for instance. And it's so simple. But you think it's foolish to even talk about having problems. And I had that attitude. I remember when I was in grade school, they'd talk about problems you're going to face in the world. Well to me, there was never a very complicated problem. I hadn't gotten far enough into it to realize that. So I thought, "Well, what are they talking about. All I got to do is sit down over here and get my facts before me, and I'll make a decision. I can decide what's best."

And most of us pass through a stage like that. (laughs)

J: Yes.

S: We soon find out that when you get the answer to one of those so-called problems, it brings up two more problems. There's no end to that. (laughs)

J: Well, and there's also no completely right or wrong answer. Each thing has good things and bad things about it, and its...

S: I was just _____. When you say there is none, I'd rather you would said, "We don't know, but there are others." I think there is an Absolute. I don't think a finite mind can comprehend an infinite Being, and therefore you and I and everybody else, we're not going to be perfect. And we're not going to be able to come to the right conclusion always. Maybe

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sometimes, very seldom. That don't mean there isn't an answer. But how to find it--brother, that's a needle in a haystack. (laughs)

J: What were some of the problems that they were telling you you would have to face, when you were in grade school?

S: Well, of course, the problem...the problems that I'm referring to, I think were primarily based on historical things. In other words, in our fight with England during the American Revolution, we considered that that king, George, was just a no-good. So, I think they were trying to bring out more-or-less what you said: There was another side to that. And we were only being given part of the facts.

So the problem was just like always: the ultimate problem in the world is "Finding the Truth," which we'll never do. We'll get pretty close, but I don't think--as I said--a finite mind will ever get it, completely. So, up to me, well what the heck, there was no evidence but what King George III was a bad man. And he was making slaves, he was over-taxing the people, and he had the Boston Tea Party and all that. Why, he was a crook; that was all, to me.

So I went all through grade school with more-or-less that opinion. And even yet today, I've got to change some of my thinking about a lot of those things--because we were not given the facts. And therefore, to me, there was no problem. (laughs) Well, there was a problem. When you read history, you'll find...we're just reading Queen Elizabeth there. Marie's reading it now; I just finished that book. And the...I'll tell you, in the Tudor Regime in England--Henry VIII, of course--you talk about problems, they had them. (laughs)

J: You said something the other day--when we were talking--that stuck in my mind. You said: once you started to read, you wanted to read books about the things that were kept in the dark.

S: Yes.

J: Do you remember that?

S: Yes.

J: Can you tell me a bit more about that?

S: Well, yes. I was always curious when somebody tells me that a thing is forbidden.

J: Yes.

S: And that came to a head--in my life, I think--when the Jesuits had the college at West Baden. I don't know if you're

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familiar with the history of Orange County. The big hotel was built down there about 1900; was finally sold for \$1 because it was a white elephant, and the fellow wanted to get the taxes...out from under the tax burden. So he sold all the property, including that immense hotel--600 rooms--to the Jesuits who made a college out of it for quite a few years.

J: Yes.

S: And they did a wonderful job. It turned out it was too much for them; they had to give it up. But I had a long discussion with a priest from down there--in fact there were two or three of them. And the way that came about: after World War II there were a number of people brought into the United States from Europe that were called--they used the name--Displaced Persons. Which meant they were people that had been Prisoners of War and their homes and families had been destroyed, or they were separated. Nobody knew who they were or what they were. What were we going to do with them? So they brought some of them over here.

Well, in that group there was a family came that _____ a house. And we didn't keep the family, as such. We had them there a lot, and we visited with them. They worked out on the farm; they got a job. But one of the little girls was just about the age of our daughter at that time, about ten. And she knew no English. And so I tried to get to...help her with the English and so on. And so she almost lived at our house for two or three years.

Well, _____ of people at that time, she was married to a Quaker minister, and they took in a family up there to raise. It was the same situation; they had an even younger daughter. But in Europe they had been Catholic; they came from Poland. And my group--the ones that I was speaking of--came from the Ukraine. And the Ukraine was more...they catered more to what we today call, the Greek Orthodox, but they were similar. Well these priests at West Baden, the minute they found out that these Displaced Persons were in this county, and that they had this church background, they immediately felt, "That's one of ours. And, therefore, we must take them, we must get them in, and we expect to get them into the church."

So these priests came...and at this particular time they came up to my wife's --at that time-- her husband. And they were trying to take from him, that Catholic family, what they considered a Polish-Catholic family. And get them into French Lick where there was, of course, a church. There was no Catholic Church in Paoli at that time. Well, we immediately got into a discussion. And I asked these priests about several things including, especially, their doctrine of infallibility and that type thing--which to me grates on my nerves _____. And the discussion finally led into some of the doctrines and practices that I had heard about. But I asked this priest about....and one of the things I said, "I've heard, and I understand, that there

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are certain books of religious nature that are controversial, perhaps, that you will not permit your people to read."

And I asked him if that was true, and he said, "Well, yes, there are certain things that they didn't recommend; there were some things that were taboo." And I began to pin him down as to what they were and why. And then finally I said, "Well, let me ask you another question. Are you, as a priest, permitted to read these things?"

"Oh yes," he said. "We can read it."

And I said, "Well then, don't you consider that's an insult to a man's intelligence, when you will permit yourself to do something that you won't permit him to do?"

No, he didn't like that. We had quite a discussion. So, to me...I bought a "Playboy" the other day.

J: Yes.

S: There's an article in there about Jessica Hahn.

J: Yes.

S: You probably know about it. I want to find out...I don't want to listen to what somebody tells me about it. So, I've been pretty broadminded about that.

And I know I wouldn't want my kids--when they were babies--to play with matches. And when they were growing up, I think I would screen--to some extent at least--what they read. I know I would in their very earliest of years. And I've sat on the board in the schools in which the textbooks were evaluated on the basis of whether or not they were suitable. But I tell you what, and I'm sure I'm not wrong in that: You can bar the King James' version of the Bible in the United States mails if you would adhere strictly to the laws today. Did you know that?

J: Yes. Yes. I did.

S: Oh yes. And you're going to prevent people from reading it? Why, I think as I told that priest, "That's an insult to your intelligence; you better find out and then make up your mind." So that's the reason that I said what I did about that. Yes, I'll agree. I had books...I can tell you this because it's water over the dam. When I was growing up I bought a few books that I hid from my own dad and mother.

J: Yes. What were those?

S: Well, primarily that was the age in which sex began to be brought out into the open and discussed. Before that time it was gutter language. And the minute I found that there were things of a medical nature that would give you the correct

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answer, I wanted the answer. And I bought some books. And I knew that if they saw them, they'd never think that. They'd think that I was gay, you know. Or there were exotic reasons that might have been. That was one of them.

J: Yes.

S: Even such things as...well, there's a book you probably never heard of, but it was read some: a work called "Peck's Bad Boy." And Peck's Bad Boy was no more than some of the things Mark Twain might have written; it was a kid's way of life and all of that. You know, they barred that from school.

J: Why?

S: Oh, they thought that...

J: Language or...?

S: ...it was going to make the boys and girls...they'd want to do all of these things. Peck's Bad Boy, he did a lot of things; he was a renegade. (laughs) But I came into the picture--and I went through that stage with the learning process--and I was never satisfied unless I could get my hands on the beginning of things.

J: Yes.

S: And that's one of the reasons that I like to go into the Scripture, for instance, into the Latin, into the Greek, into the Hebrew--if I can. I can't do it, but I can do something about it. (laughs)

J: To try to get at the original source and ...

S: Yes, and I think that's a healthy sign. I think everybody should do that. Anyway, that's what I meant; that's the way I feel about it. My Hebrew has lead me into this far with it (laughs). That is Hebrew type that I made myself. And that down at the bottom there is a Font; that is a set of Hebrew letters. But at the top I got an interlinear translation of that first part of Genesis, and I figured out _____, "In the Beginning, created He." "He" is singular, by the way, in the Hebrew. "Eloheim" which is the term for God. "Hashomile" All of those words, I figured it out. Little by little. And to me, that makes me understand that first chapter of Genesis far better than I'd ever gotten from English or Latin or anything else. That's the way it was written.

J: When you were a kid with those kind of ideas, how did people feel about those kind of ideas? You know, that you just don't

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listen as much as...

S: Well, of course, I didn't get anyways near that depth into it. But most of them thought...that is, most of the older people would say...thought it was quite foolish. And I've been told that many times. Even my dad, when I was interested in chemistry, quite often would tell me, "Oh, it would be nice to know, maybe, but you're not going to make any money out of it. And you're going to have to make money; you're going to have to pay your own way, and raise your own family, and all that's coming ahead. And therefore, you'd better go on out and farm; you can raise corn." But who's going to pay...

I had one of my boyfriends tell me that, "Who's going to pay you to know that nitric acid is going to eat your fingers off if you got them in it." (laughs) _____

J: Did your dad, then, want you to be a farmer?

S: Oh yes.

J: Yes. How did he feel about you not going into farming?

S: Not too much, because he found out that I did, at least, make some success. My dad wanted me to be, first of all, a farmer. Secondly, a teacher. Because, I think I mentioned to you, you could combine the two and there was not much conflict. You could be a teacher in the winter season, at which time the farm was, more or less, dormant. And you could work as a farmer, and you could make enough to pay your way. You wouldn't make money, necessarily, but you'd have your living; you have your...in the way of foodstuffs and all that. That's not a bad idea.

J: But you didn't like to farm.

S: No. I didn't care for that because, not so much that I disliked farming as...Caesar said, "Not that I disliked Caesar, but I liked her more." (laughs) So, I was more interested in science, things of that sort. I don't know exactly why, except I think I told you, one of my teachers in common school was a lady...one of the finest ladies, I think, I ever met, --and here I go again. I'm a part of that. What she taught me has never left. And when she gave me that book on "Harvester" (?) --Gene Stratton Porter--that just opened up a new field for me. Paradick(?) And it was basically science, although it was that type of science that deals more with nature. And today we'd call it nature study, botany, and all that.

And when I went to high school...the first year I was in high school we took botany. Instead of having a general science course, they had specifics. I had botany under an old lady who was, about then, as old as I am now. She was up in her late 80s,

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and she made that her life work. And boy, was she something else! _____ She said, "Of course, _____." We really got along fine. She loved that _____ too. So I knew it before I went into the class.

J: Yes. What effect does living in Paoli...living in the town, have on you? Up until then you'd lived in the country.

S: Well see, it depends on what you mean by "living." Actually, during my high school days, I wouldn't call it exactly "living in town." My dad would rent a room from somebody that was as near the school as possible, and we furnished that room. It was just a plain room. We took a cooking stove--we usually use that for heat, as well as for cooking. And, of course, a bed; we took a table, and just the bare necessities. And then my dad would also furnish the meat and potatoes and the things that he could raise on the farm. Well, we call it "baching." And usually I had a roommate. There'd be two boys that would rent a room together, and the parents--like mine and his--would supply us with the bare necessities. We did our own cooking because...at that time there were restaurants in the town that you could buy sandwiches or you could buy meals. But first of all, it would have been too expensive--for us. As country people, to have lived entirely by buying everything, it would have been out. I wouldn't have made it. And these other kids were the same way.

The last ten days ago, I guess, we had a reunion for one of the schools that I taught over here in the country. And at that reunion, there was my roommate--the first year I went to high school. I hadn't seen that boy for forty years. (laughs) So we had a lot of fun.

J: Wow.

S: So, I wouldn't say that was equivalent to living in town. There were some problems. First of all, the townspeople whose homes were there--and they were mostly, of course, business people, professional people, that made their living not anyways near like a farmer had to do it. So there was that vast gulf between their way of life and my...our way of life. And there was also that feeling of superiority. These people that lived in the town, if their fathers and mothers were doctors, lawyers, or merchants, or what--they felt they were just a notch, at least, above farming class. And they had no qualms about displaying that difference.

So the result was: quite a number of country people dropped out because they were, first of all,--we used the word--"snubbed." And there were other words that were sometimes even worse. Anyway, it took some fortitude to overcome that. Well, I was the type person that never let that bother me too much. I realized it was there, but I concluded that they were as wrong as

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I was--if there was any wrongs. And therefore, I might not be able to, as in the poem about the mountain and the squirrel...? Did you ever hear that one? (laughs)

J: I don't think so.

S: That's Ralph Waldo Emerson, and he said: the Mountain and the Squirrel had a quarrel. The former called the latter "a little prig." Wondered why. "I'm going to find out what... You're very big. I'll not deny you can carry forests on your back; but neither can you crack a nut."

Well, that's the attitude I took. "I know I'm less than you are. I know you can do things I can't do; you have means that I don't have. But I've got something that you may not have too." So I overcame that; I didn't worry too much about it. But there was some of those things that involved some very bad situations.

J: Yes.

S: But I had friends, and I made more as time went on. I had two or three professors, and two of them were the superintendents. Because I usually...if I had an opportunity to choose, I went to the top. I liked to have friends that were in high places. (laughs)

So one of these superintendents I know... as I told you, they did not teach chemistry. Well, I was wild about chemistry for some reason. And they did have a physics department. Well, in physics, of course, you deal with just what it says. You deal with the physical world, not the chemical world. But there's some of the equipment... for instance, you have beakers, and flasks, and glass tubing, and all this that you use in both.

Well, this professor would allow me to go in and use the stuff in the lab there--and that's what I enjoyed more than anything else. I loved experimenting. And he would even sell me things, once in a while. Because they could buy it where...I couldn't anywhere get.... And then that last year of high school, I had...I wish I had that man down here. He would be delighted to be here. And you would...

J: Yes, that would have been nice.

S: Yes. He's an invalid, and I told my wife I thought about doing it: having him come down for dinner. He would come, but... unless some days he might not be able.... But that fellow helped me enormously. And he gave me a lot of encouragement where some of the others did not; some of them maybe even discouraged me. His name is Arthur Wilson, and he's in the nursing home in town right now. He was the superintendent of the high school of Paoli when I graduated. Then when I started teaching in Orange County, he had also moved

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himself up the ladder and became the superintendent of all the schools--the county schools. At that time there were more than 100 of them in Orange County--_____ country schools.

So I taught under him. I'd had some political problems, that I mentioned in this book. And therefore I was held back. The superintendent prior to Arthur Wilson was a fellow named Harry Kirk. And Harry Kirk was as much--or more--a politician than an educator. So he held me back, I think, I'm reasonably sure. It was because of my political difference with him and the trustee. Result was: they had in those days what they called a "success grade." Each teacher was evaluated by the superintendent and given a grade which consisted of about 15 or 20 items. Of course, primarily, it was your ability to teach, your familiarity with the subjects, and your ability to get along with the parents and all that. Part of that was how you kept the school room. In those days you were responsible for keeping the school room at least fairly clean--which was impossible in the country because of the mud roads and everything. And you were also responsible for keeping the humidity in the room, believe it or not. So with the stove, such as we have here, you should have some water on that stove, otherwise the air is going to become dry. So, all those things entered into what they called your "success grade."

My success grade didn't go down, but it didn't go up either. This Kirk fellow kept me for about three years on a level; he'd mark one item a little bit high, he'd mark another one a little bit low. And the result is that I wasn't getting anywhere. When Arthur Wilson came in the first year, he increased me, I think, about 3 points. In other words, I'd upped into the 90s. And by the time he and I got through, which--I brought down the book so I can tell you exactly when and where it was--my success grade was 97, which was pretty good for...(laughs)

So those were the things that entered into that government of the schools. And it applied to other things too, but I was _____ to the school. I taught, beginning in 1922...I taught number 4, number 3, number 5, number 6, in other words, 4 in a row; and my success grade was 91 for two of those years and 92 for the next year. And then when Arthur Wilson came in in 1932, my success grade jumped to 94. I had 93 and then the 94. So...and that was not the last year; I taught a year or two after that. But anyway, that's the history of the...(laughs)

J: Why did you not go on teaching?

S: Because I wanted to be a chemist.

J: You wanted to be....

S: And I took a course at that time from what was known--and still in existence--the International Correspondence Schools

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over in Philadelphia, I believe. Or maybe it's Pittsburgh; I believe it's Philadelphia, the headquarters were.

So I took a course in correspondence in chemistry--in analytical chemistry. In those days, the money was primarily in the work of analysis. If I had been high enough up and gone into organic, then it would have been a medical field. But I didn't aspire to that in the first place, and organic chemistry--as you well know, you probably had it--is much more complicated than inorganic. So I was interested primarily in inorganic chemistry. So I took this course in chemical analysis, and I made the grades all right. I had an opportunity then, after I had taught these years, one of my brothers-in-law had worked for the Studebaker Automobile Corporation in South Bend and he wanted to go back.

END OF TAPE ONE, SIDE ONE

S: ...the office for the Studebaker Automobile Corporation was --I don't know just how to describe it--they would interview people as an assembly-line procedure. They would have men--maybe a hundred of them--and they'd take them one at a time. The first thing they might ask you is: Are you a native of South Bend or something that pertained to that...if you answered "no" then you went no further; they just kicked you out of line. If your answers seemed to please them, or if there was a need, then you'd go on and on.

So first day, we went up there to that employment bureau. My other boyfriend, Mr. Apple out here, went right in. Got a job that day, right then and there, because they needed a forge man. And a forge man is a blacksmith, really. He's a type of fellow that forges the steel parts _____ for the automobile. Well, it so happened that this boyfriend of mine's dad was a blacksmith. And Albert, that's his name, grew up in a blacksmith shop and played around with the tools. But he was no more of a forge man than I am, but he knew what the word meant; he knew what forging meant. So the minute he told them that he came out of a blacksmith shop--or his dad was a blacksmith--"boy, we're looking for you." So they put him right in the line. And he went right down into that forge shop...I went over there and visited with him a time or two. They stripped him to the waist because it was so miserably hot, and he was a big fellow, a big strong fellow. And he was forging out front-axles--those great big steel pieces they had to handle them with a crane. And those steam hammers they forged, they were as big as this house. It was really strenuous work. But he made it; made good wages.

The next day...I'll go back. That first day they interviewed me and they interviewed Novie(?), that was my brother-in-law. When they interviewed Novie, they said, "Well, what type work are you looking for? What can you do?" And he said, "I'm a mechanic." And this interviewer said, "Well,

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that's fine. We need mechanics. You bring your tools with you?"

And he said, "Oh no." "Well," he said, "we can't use you." Because he was trying to weed him out. And he figured he was lying maybe. So he didn't get the job.

They came to me, and I think this was about the third or fourth day. Anyway, we all went back two or three days, except Albert. When he came to me, I told him, I said, "Well, I'm interested in chemistry, and I've had some experience. I've worked out some, and I have credentials."

"So," he said, "all right. You go back and sit down." And he _____ in a little old room there. "You wait," he said, "there'll be a man in to see you."

Well, it was about this time of day, 11:00 o'clock or more. I went in there and sat down; I sat there until about 1:00 o'clock or 2 and nobody came. So this man went to lunch; when he came back...he came back, "Are you still here?" I said, "Why sure, you told me to wait." I said, "I'm waiting."

Well he immediately went out and got somebody. And a fellow came in and he decided I was suitable, I guess. So they put me in a...not in a chemical lab but in a physical laboratory. But it was connected with the chemistry and therefore I had the opportunity of working with all the fellows in there; there were only two or three. And later on I got, of course, transferred into the chemical end of it. So I've got a job too. But I was going to tell you, my brother-in-law, when they told him, "he had no tools, why they couldn't use him," he went down to Sears Roebuck that very same day-- that afternoon-- and he bought a little tool box about so big, had some wrenches in it. He took it with him--and they hired him. (laughs) Never even looked at the tools. "Yes," he said, "I've got them." "All right." (both laugh)

J: This was in 1929?

S: Yes. That's about what it was, '8 or '9, let's see. I think I can tell you when I went up there exactly. (Reads) "Entered Studebaker's March of 1929." That's right, that's when I got a job.

J: So there...getting that job was competitive, because there were a lot of people out of work already.

S: Yes. Oh yes, they had in that line...as I said, there were always at least a hundred--and sometimes more. In fact they had a city block, just an open courtyard so to speak, and I've seen that pretty-well filled with men standing there waiting to go through the line.

I must tell you another little story. Our landlord at that time...we rented, we three boys rented a room up in an attic because it was hard to find places; they were going pretty strong. And our landlord was, what was known then as a

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millwright. That is another name for an Al carpenter; they were tops, and they did complicated work. So he went over to this line where they were interviewing men, because after they took those men through, the ones that did not get a job, they were free, of course, to go out and be hired by somebody else. So they'd tell these perspective employers, "You just wait, and as soon as the men are through, we'll send them down to you. And then you can interview them, and if there's anybody that you want, you can get them."

So this millwright, he waited there on the side and...they had a lot of carpenters because Studebaker, at that time, were making the wood parts--which included the body. Instead of Fisher Body and those that so many automobile companies were using, Studebaker built their automobile from scratch--from the ground up. So they had a big body plant, and they used hundreds of carpenters. Well anyway, this millwright went out there, and he said,--he got up on _____ or something before he could get above them. He said, "All right." He said. "All you carpenters. Come over here; I want to see you." Well, there was about 50 maybe, a lot of them came over. He said, "All right. I'll tell you." He said, "This is a rather particular job." "But," he said, "if anybody of you fellows out there can tell me exactly how to cut a jackrafter, I'll hire you."

Every one of them walked away. (laughs) So well, of course, a jackrafter is a complicated angle where your roof comes out one way and then your gable sits on another, and you've got a double angle to cut. They didn't know what he was talking about. So that's the kind of people they were getting. (laughs)

Anyway, all those things are worth knowing if you expect to know the anthropology of the people at that time. (laughs)

J: How long did you stay with Studebaker?

S: I had two hitches there. When times began to get rough, rather than fire you, so to speak--lay you off--they'd give you a chance to go somewhere else, where it might not be of something of interest. So they put me into the "coreroom" when times began to get tough. And that wasn't too long. I went into the coreroom the same year in September. So I was from March--as I told you--until September; April, May, June, July, August, September. I was there about six months. And then they put me into the coreroom which I didn't like, but I could do it. I knew, it was just assembly-line work, and that was what bored me more-or-less.

So I immediately went out to the other factories around South Bend and put in an application. And I was trying to get in as a chemist, of course. And I did. So it wasn't long after that--and again I can give you dates, if you want them. But anyway, the Oliver Chill Plowworks were located in South Bend. And of course, the Oliver Chill Plow was a new development. It

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was a plow that was made of cast iron, which was easy to make and cheap to make; but they added the word "chilled" which meant that when they poured the iron for the mold board of the plow--that's the part that had the wear on it--they hardened it to such an extent that it was just harder even than steel. So the Oliver Chill Plow made a great dent in the plow market, and they made them by the thousands.

So I had an opportunity to go there, and I hired in as a chemist. And I got a job in the lab there, directly. I worked under one other man in the actual analysis. But we in turn--the two of us--had a boss who was what they called a metallurgist. And a metallurgist, of course, had charge of firing the furnaces and all that. So I got a lot of experience. So I worked for them until, again, times got pretty tough; everything was going down pretty fast. And they put me in the bookkeeping department, and I worked up there keeping records on the parts in the stockroom. There was a cardfile-, of course, type thing, and again I started immediately looking for something better.

Well, about that time, the Depression had hit with all force. And in Chicago there was a firm that had grown up making brakes for automobiles--called the Bendix Corporation. The automobile industry began to go pretty flat, so the brakes that were not too interesting to the manufacturers...so they spread out a little bit and they started making carburetors. And they bought a company in Chicago known as the Stromberg Carburetor Company, and they combined that with Bendix who made brakes. And the carburetors immediately developed into the...not so much for automobiles, but airplanes. Airplanes were coming in in great numbers. So the plant that I worked in, made carburetors...they made cast iron carburetors for automobiles--small ones. But one of their mainstays was the bigger carburetors for airplanes, and they were far more complicated. And for the most part they were made out of aluminum. And there was some brass that....

Anyway, I had an opportunity there to get involved with a lot more technicalities. So, they had moved from Chicago to South Bend right in the midst of the Depression. And they built this new plant; and they had a chemical lab, of course. One of the things that was so new at that time was the making of cast iron in the electric furnace. Cast iron had been, for centuries, and still is, made by what they call, the cupulo(?) process. And that is...they melt the iron with coke; it's just a big blast furnace. And that is not too complicated, and it has a lot of advantages. But the electric furnace also has advantages, and the chief one is that you can control the analysis much easier and better.

So, it required much more chemical analysis. In fact, I went in at 5:00 o'clock in the morning, long before the men got there. They started that electric furnace up about 3:00 o'clock; and they turned the power on about 3:00 o'clock. And the furnace itself held about 3 to 5 tons of metal. So by the time they got that 3 to 5 tons of metal melted--under the arc,

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because it was an arc-type furnace--they could begin to pour. That means that the metal was liquid and they could pour it out.

So, my job was to get there at 5:00 o'clock--just as soon as that metal would pour--and pour out some little test-bars, which were just about as big as your hand there. About that long, about as wide as your hand, and about as thick as your hand. And that test bar would show physically a lot of the characteristics of the metal. First of all, you could break it. You could tell pretty well how hard that iron was. So, the first thing was to get that test bar as quick as possible and break it in two, and see... if the iron seemed to be too hard, then you'd warn the metallurgist--who was an old German named McGregor--and he would go out there, and he'd put enough soft metal in it to bring it down--that is carbon. By soft metal...iron is hardened by carbon. So by putting in the high carbon, you could bring that down right quick. So if it was too hard at 5:00 o'clock, by the time the men came to pour it into the molds--at 7:00 o'clock--you could doctor it. So that's the reason I had to go in early.

So then, we took that same test bar--after it was broken--take half of it into the lab. I'd drill a hole in it, and I'd save the shavings. Those shavings...you'd weigh them up--I'll give you all the details of it (laugh). You weigh those shavings up, and if you had exactly 1 gram, for instance, you'd dissolve it into, first of all, in acids--and that was a combination of sulfuric and nitric and hydrochloric--agua regia. And then the part that did not dissolve was two things: carbon and silicon. By burning the carbon out of that residue, which was a precipitate, you had left only the silicon. So you weighed that in a very delicate balance--I have one upstairs. You know, a chemical balance. If you had one gram to start with and you had one-thousandth of a gram of silicon to weigh up--out of that gram of iron--you knew you had .1% of silicon in it. In order to forge satisfactorily, silicon is a very valuable element, because it makes the iron more fluid, and you'd have to have about 2 to 2-1/2%. So you try to hold it to that part.

On the other hand, silicon makes the iron hard. To overcome that, so that when they get it poured they can drill the holes and tap it and do all the machine work on it, you had to have something soft--which was carbon. In order to get the percentage of carbon, you took that same precipitate that I told you about and you put it in a little porcelain dish--it wasn't a crucible, but it was a long-shaped dish. And you put it in a long tube which was attached to an oxygen tank. And you put that in an electric furnace and dropped the temperature of that little boat--with its sample--up to the point where iron would burn very readily. And that's not too high, believe it or not, because in a bath of oxygen iron will burn just like a splinter will burn in air. (laughs)

Anyway, you burn it. And, of course, when you burn carbon it becomes carbon dioxide if you give it enough oxygen. If you short it on oxygen, you get carbon monoxide. Well, you have

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plenty of oxygen, so it was always completely burned into CO₂. Well, this tube that you had this boat in was sealed at both ends, and the end that's coming up...you fed the oxygen in one end, and the opposite end where the gasses came out, you led that gas through a bottle of caustic soda--sodium hydroxide. And sodium hydroxide will absorb carbon dioxide and gives you, of course, sodium carbonate.

So you weighed that little bottle which had that solution of caustic soda. And then you burned the sample and let the gas go through until you were sure it was all completely _____, and you waited again. Whatever it weighed more was due to carbon dioxide. And, of course, there was a very simple formula then for calculating...if you were handling carbon dioxide or whatever it may be. The percentage--and you've had that if you've had chemistry, because your oxygen is 16, carbon is 12--your atomic weights. So the ratio is 2 times your oxygen, CO₂; so it'd be 32 parts by weight to 12 of carbon. So by that you calculate the percentage. (laughs)

And I went through that for other things. So these analyses were made on iron, and involved those two things every hour...

J: Hmm.

S: ...because they had to be very critically kept. In addition to that, there were some other impurities in the iron that had to be guarded against. One of them was sulfur. Sulfur in a poisonous thing to iron with few exceptions. And another one was zinc, and a few elements you didn't usually have to worry too much about. In order to improve the quality of the cast iron, you purposely alloyed it. And an alloy is, of course, a combination of metals. So you put a little bit of manganese--unless the scrap had enough to take care of it. So I had to check it for manganese. And the same thing... with some of the iron they put nickle in it. And some molybdenum, and various things; chromium, a lot of things.

But for pouring the cast iron out--I liked this part of this--it was primarily those two things: silicon and carbon. So every hour I ran a chemical analysis. In order to be sure... when I drilled that bar--as I mentioned to you--to be sure I duplicated it. And sometime maybe even three or four times. So when you dissolved it into a beaker of acid, for instance, you'd have maybe four beakers, and you'd weigh exactly the same amount in there and take the average, because you try to get it down to....

Well, anyway, that was the technical thing that I had to do. In addition to that, of course, when the aluminum carburetors came in the airplane, and all that, then you were involved with an entire different set of standards and set of specifications. Because the aluminum, which was primarily just the elemental AL, it also had things in it. There was a little

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bit of silicon in the aluminum, and there were several other things that had to be controlled. And so it was with brass. Brass, of course, is an alloy to begin with; it's made out of copper and zinc. So you'd have two metals that you'd have to deal with. Anyway, that's...my scope of operations began to multiply enormously.

In addition to that, they did a lot of research. We had to research on the physical characteristics of the metals, and we had research.... One of the things that was a big bugbear then, in those days, was rust. In an automobile, if your gasoline gets a little water in it, it's almost invariably going to form some rust in those iron parts. And that rust is going to collect in the little dents in the needle valves and what have you, and you got troubles. So, there was several things that they attempted to do to avoid that, which was not very practical. The most practical thing, rather than to avoid rust was to coat it with something so that the rust didn't get there in the first place.

So we had rust coatings. For instance, cadmium is a good metal for that. So, you got into a lot of _____

J: How did you like your job?

S: Oh, I loved it.

J: Yes.

S: And the thing that was more than even that, as I told you, I'm never satisfied to sit down and do a job; I wanted to know why and where and how. In all those plants including Studebakers, I had free run of the factory. So, first of all, I collected samples out there. I went to the foundry and collected, as I said, the samples of the iron as they came out of the furnace. And in addition to that, analyzed the sand that they made the molds out of. So I got to walk out into the floor and see all those molds and how they made them. The men working there...and talked with them and all that. In fact, I learned to do it.

When I came back from South Bend, Albert, the same friend I told you went into the forge shop--who still lives right out here--he and I built a blast furnace, just a little one. But we built a furnace, and you use a crucible, and we melted cast iron and poured cast iron--as well as brass. And aluminum; of course aluminum is easy to melt. And I have some _____ that I can show you that we made. (laughs)

So you learn the business.

J: If you...if the opportunity had arisen, would you have liked to continue in the line of work?

S: Yes. Had it not been that I became involved with printing more or less _____

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J: Yes.

S: I suspect I would. They begged me to stay. When I left Stromberg Carburetor, that fellow told me, he said, "You're foolish." He said, "I know...." They were down to about three days a week.

He said, "I know it's bad." He said, "You're on the ground floor, and you know the rounds, and you're acquainted with the process and the law(?), and you're ready to start going up."

So he said, "Just the minute this factory opens up." He said, "You better stay."

I had two little boys, they were about four and five years old at that time. And we lived in Mishawaka(?) in the south side of South Bend. There were an awful lot of foreigners over there; a lot of Polish people. And to me, this seemed a lot of them were rather undesirable. It was mostly because they were in the lower-level, so to speak, and their morals weren't about the best in the world. And they were quarrelling with their kids, and there was trouble here and there and yon, and our neighbors were all that type of people, more or less. I didn't like those conditions. And I had my home here, right where this house stands. We had built a little four-room bungalow. I had that; it was paid for; I didn't owe anybody a dime. And we had the farm down here which we had stopped using it. But we could produce again foodstuffs which were the necessities of life, so to speak.

And I thought, "Well, why should I worry about bringing these kids up under these conditions, when I do have an opportunity to do better." So I came back down here. And I think I might have told you this: these changes all came about just like the history of England when you read _____ King Henry. All these things came about through necessity. They say that "necessity is the mother of invention"; it's also the mother of your life. (laughs)

So as things came up, I took the opportunities. If there was an opportunity, I took the best of maybe two or three. So we came back down here. By that time the Depression had, of course, paralyzed most of us. Roosevelt had been elected. And they formed, first of all--of course he closed the banks, as you know. The Bank Holidays and all that, you know that history.

Among other things, he had formed a program called ERA, which was the Recovery Act and Education--the E was for Education. The Educational Recovery Act which involved several branches of education, in fact nearly all of them. But in this immediate community, it was mostly agricultural. So they had classes in agriculture, and classes that the adults could attend which would help them to produce more at less cost, and all the economics that went with it. And it was paid for by the Federal Government.

They also had programs for entertainment, and in some

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places they had theatricals and that type thing. But here they were nothing like that, as I recall. But they did, for some reason, put in a music course. And the music course was primarily for the purpose of helping communities, and that was the schools and the churches. It turned out that it was mostly a church-type program because the churches were looking for opportunities to make their church, first of all, more interesting and more of a drawing card for people. So music was one of the things that helped you do that. A lot of people in those days...there were no movies available here. They were in Paoli, but out here in the country, no. And we had radios, but there was nothing much for people to attend except what the public schools furnished, which was very little. And so the churches....

And so the churches, for the most part, saw they had an opportunity to teach people to sing. And singing in a church was a great calling card. Whether you realize it or not, it influences...it attracts more people than, perhaps, the minister himself. So, when this program came into existence, the local churches would usually buy a set of hymn books, enough to go all through their congregation--a hundred or more. And since they were new books, they had new songs.

And most of these people hadn't...had not the faintest idea of note reading. And most of them had no instrument that you could play and learn them by rote. So they were quite interested in getting some way that they could teach vocal music to the point that they could sing these new songs, at least with a fair degree of accuracy and interest. So the program that I was involved with was, primarily, a course in the fundamentals, or the rudiments--they called it--of music. So I took on as many as I could which was about one every night, except Saturday and Sunday. Each one at a different church. So every week we'd have a program; for instance, out here at South Liberty, which is about two or three miles. It was a Christian Church, Our Church of Christ they called it at that time--Campbellite, really. And over at Valeene, there was another branch of the Christian Church which was a little bit different. And then I had...let's see, I had one almost every night, different churches--and it was a different book, for the most part. Occasionally it would be the same, but not all the time.

J: You were paid to do that?

S: Yes. Through the Federal Government.

J: Were you doing any other work at that time?

S: Oh yes. That was at night.

J: That was at night.

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S: That was at night; that was a night class. Yes, I went on with my regular work. And part of that time I was even teaching school and did that at night. But most of that was done after I had got out of the teaching business.

J: Is that when you started printing?

S: Yes, that was the next step; I was going to tell you that. During that interim, I found out--which was very silly (laughs)--I found out there was some money to be made at printing. I had considered printing as a hobby; and it was my hobby because I just liked to do it. And I didn't even charge; I gave away a lot of stuff.

And then when I did charge...the first time, the first job was one of the _____ of one of the schools I was teaching. He was a broommaker, and he wanted a little label to put on his broom--which I did for him. And immediately following that...there was a merchant in Paoli named John Hahn; he was an old fellow, and a very frugal fellow, and quite a rich man, and progressive. He was featuring shoes. Although he had a drygood store, he had a lot of other things. But he had a big shoe department. And he wanted to advertise those shoes.

J: Yes.

S: And he conceived the idea of printing a postal card--just a United States government card with a stamp on one side--with a little shoe ad on the back. And then he'd mail that to his most promising customers. If he found out somebody was interested in a certain item, maybe a certain kind of shoe or a certain brand... Well, that thing developed into...I got so I was printing by hand--which was very slow. About all I could do. He'd give me a job every week on this thing.

J: Was this in the early '30s?

S: Yes.

J: OK.

S: It would have been; I can't tell you the exact year. But I worked for John Hahn for many years. But that's when it began, yes. So I found that there was some money to be made, and in the Depresssion years, as I said, we had our "living" mostly taken care of--the necessities. But you also had to have spending money. So I did that on the side.

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S: She got a job with Bendix, which was an adjoining building. And she worked there in the brake plant as long as we were in South Bend--from that time on.

J: Hmm.

S: Then when we came back down here in the country, she helped in the strawberry harvest with our neighbors. We had two or three neighbors that were selling strawberries, and picking strawberries was a fairly strenuous job; you got to get down and crawl on the _____. And, of course, she was young and adept. She learned to drive the car so that she could take the car and I could go on and do something else. So she went out to...a man named Hogan lives up the road here, just a short ways. He had fields of them. And he hired several people as pickers, and they also crated it and they did other things. So she worked out there a while.

J: Now...you were married about four or five years before you went to South Bend.

S: Yes. Yes, the kids were about five years old. Well, let's see, 1929...I was married in 1924, so--five years.

J: Five years. Did she work during that time period?

S: No.

J: Why did she...why did she work in South Bend then? Was it just a matter of money? Did the family need the money?

S: Well, yes. She's more-or-less like I was; she's not satisfied to sit around idle. And she also did other things before that in South Bend. This landlord that I told you, who went down to hire the carpenter, he had a boarding house and he would take in boarders that worked, primarily, in Studebakers. At that time, believe it or not, when we first went to South Bend, there was twenty-thousand people employed by Studebaker. It's hard to believe.

J: Wow!

S: Twenty-thousand! It looked like an army coming out...when they opened the gates to those different factories...I said they had several of them, because they made not only the body, they made all the steel works, the motor and everything. The castings...and they even made castings for several other automobile companies. I used to...part of my work in the laboratory was testing parts for the _____, that great big car.

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J: Yes.

S: Oh, they were something else. And so they made parts for a lot of cars.

Well, anyway, this boarding house involved cooking because they served meals. And this landlord hired two or three, sometimes more, women; and since we had rooms there in the same building--upstairs--he asked my wife and another lady from West Baden that helped at that time, and her sister-in-law --there were 3 or 4 of them-- to work in the kitchen. So they did that. So she had all she wanted to do, whatever it was. (laughs)

J: How did you feel about her working like that?

S: At that time, that was common practice, and everybody thought, of course, that's the way to go. And the women felt that way. There was no...the word discrimination was unheard of. Women realized, for the most part, that they were not going to be paid as much as men. But they didn't work as hard and as strenuous as men did. The men in that day, they had more respect, I think, in some ways for women, so they didn't require...they didn't ask them to do things equal to a man's work. And to me, that grates on my nerves just a little bit yet today: I don't know about that. (laughs)

J: The...

S: That equality clause. I don't think a woman should be required...they're not as heavy, they're not built to...they're not built to handle steel _____ (laughs) I don't think, do you? Don't answer that. (laughs)

J: You know my answer, maybe. (both laugh)

S: Yes. So there were no problems at all, and the women were willing to work for what they felt that they were worth, which was...they didn't evaluate themselves like, as I said, they do now, maybe. So I was all for that; she was too. No problem.

J: OK. You were talking about your printing business here in Paoli.

S: Yes. OK, to back up: when I was in the last year of high school in Paoli, there was a preacher who was a Quaker preacher, named Copeland--Albert Copeland. He had two boys; they were in high school at the same time I was. One of the boys--the older one was named David--worked for a druggist during his evening hours, whose name was Louis Boles(?). Louis Boles had a little handprinting press back in the backroom of his drugstore. And he used that little press to print corners on his envelopes, and statement heads. and tiny labels--various things about the

drugstore. Well, this Copeland boy, David Copeland, worked for Louis Boles and operated that press. Well, I was a great friend of David's and, of course, we were together every day. I visited with him and I visited him in the store, and I visited him in his home. His dad, Albert Copeland, among other things--I told you he was a minister--he was a Greek student. And he'd had Greek in Erlham; and, of course, that struck me. And we used to have a lot of talks; I just enjoyed talking with him. I thought, at that time--I still believe--he was one of the best educated men in the town of Paoli. So, we fit in.

Well, David Copeland finally took that press home with him. It was not his, but Louis told him--Louis Boles--"Take it and use it there." But then he could work nights when the store was closed; and so when I went down to his house, he had that upstairs in a room, and we got to playing around with it. And he only had a little bit of type so we couldn't print much. But we printed...begining with little comical things; we'd print cards and we'd print little signs, handbills that kids around school would use. I remember one that David printed that said, "I'm glad I'm a senior." (laughs) And they pasted them all over the other rooms, you know; all that kind of.... Just silly.

And we printed little funny cards. In that day it was quite customary to...for kids to make friends with each other by passing out cards or something to be...that they would keep, you know, as a memento. And the cards, if they were attractively printed with nice type, of course, they were pretty nice to stick in your books, or whatever. So, we printed little silly cards...they weren't very silly. And then, as I said, that was the end of it, as far as that went.

As soon as I graduated, and David went off to college, and Louis took the press back and all, I was in his drugstore one day, and that press was sitting idle in the backroom. I said, "Louis, what are you going to do with that printing press?"

"Oh," he said, he wanted to keep it, he might use it. Said he still printed a few things on it once in a while. I said, "Why don't you sell it to me and I'll print whatever you want printed up." And then I'd use it for myself.

Well, he might do it. (laughs) So I wound up...I gave him \$40 for the whole outfit, that included the press, the type and some other items. And I brought it home and put it up in the attic in this little four-room house, sitting right here where this one is. And I did the same thing; I never thought about selling anything, because I did what Louis wanted done, but it was very little. He had almost nothing. Until this broom incident came up, and then I sold the broom labels. But in order to go any further than that, I had to have more slides, because type was very limited. I could even tell you the type faces; I have some of them. (Calls to his wife, who is working in the kitchen) Marie!

Marie: Yes.

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S: I wonder if you could find that loose-leaf notebook that came out of the...upstairs, you know, among my souvenirs?

M: Yes.

S: I had that school over here, you know, the other day, and it's the "O" volumes--it's got "O", among, A-M-O-...and I thought I had it down here.

M: The "O", on it?

S: I don't know whether I put it back in the pile or not? If I did, bring it down, it's got

Anyway, Louis sold me the press; I brought it home and played around with it for a long while. And again, I mostly did things for parties; we'd have parties--that was one of the big entertainments of that day. And we always had games. We had a lot of things that that press worked in pretty nice. But after I did this work for--his name was Mr. Gilliad--for the brooms, immediately he started a store. And, at that time, they had drawings in which they'd give away prizes to get customers.

J: Yes.

S: And that involved printing little ticket--drawing tickets--and some of them had to be numbered. And there were all kinds of complications...so I began to buy type. I made acquaintance with a fellow in Louisville that was an old man also--much older than I, at that time--that had a type foundry. And he sold type very reasonable, so I made his acquaintance right quick. And I made acquaintance with a lot of paper companies in Louisville so I could buy paper, whatever kind I needed.

I was still teaching school during the winter. It was customary at the end of school for the teacher to give a party or...they didn't call it a party, it was usually a celebration, a dinner, maybe. Anyway, the time when all the patrons would get in for that last day of school, and they'd just have a general get-together--a good time--and the kids sometimes would say "pieces", they called it--which were recitations. And, well, I conceived--I didn't conceive the idea really, I got it from somebody--but anyway, of making a little memory booklet for that school. And the memory booklet would have, of course, the name of the teacher, the date, the place of the school, and a few little appropriate poems, and along with all...the name of all the pupils and the grades they were in. Well, that hit a famous familiar chord with a lot of people, and the result was that I was very soon making those little memory booklets for every teacher in the county. And some of them as far away as down in Kentucky. (laughs)

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J: Hmmm.

S: So I developed it into quite a little business. And I sold them; I didn't make much money at it because I liked to do it. So if she can find the book, I'll show you.

So, that gave me a taste of printing, and I had loved that from the beginning, and with this fellow in Louisville who's name was Joe Dixon...he worked with me just hand and foot. He'd bend over backwards to help you; and so did Louis Boles--in my chemistry. Louis Boles, as I said, was a druggist. In those days there was not the restriction as we have today, and I bought through Louis Boles anything that I wanted in the way of chemicals, including very dangerous and poisonous things. I used to buy cyanide; you'd get potassium cyanide--and yellow phosphorus, metallic sodium; yes, I had them all. Lord, they won't let you do that now. (laughs)

Well, anyway, I had some good friends. So I began to get type; and anything I made I spent it on type--for a long while. And I began to build up a nice little collection, and therefore I could do nicer work. More of it; bigger work.

J: Did you have help with this?

S: No, not with the printing. No. (Marie appears.) Don't see it up there? It's down here somewhere, then, surely; I don't know what I've done with it. I had it yesterday, I think, or the day before, so it's around here.

No, now my wife--later on--when we really began to make it a business, which was around in the '40s, my wife learned to set type, and both the kids learned their ABC's from type case. Type case, as you probably know, is like a keyboard on a typewriter; it's not in alphabetical order so you have to know the positions. To give you a good example of that, I used to buy type from this man that I told you, Joe Dixon, in Louisville, and he'd just have me...or let me go back and pick out type out of his cases. Get what I wanted and he'd just weigh it up. So, these little kids of mine which were about 5 or 6 years old--maybe a little older than that... (To Marie) Don't see that, huh. Isn't that funny?

M: I don't know what you do with things.

S: I don't either. I don't either.

Anyway, I took these two boys of mine down to Louisville one day, and I needed quite a little bit of type of a particular time. So I said, "I wondered if you'd mind letting these boys pick out some type." And Joe Dixon himself, he was at the office, but one of his men looked at them. He said, "You mean those kids know the type case?"

I said, "Well, take them back there and see for yourself. I think they'll be all right."

So we had case, and he took them back in there...racks, and

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he watched them a little bit, and he came back to me and said, "Well, I'll be damned!" (laughs) "I never thought kids like that could do it!" So, we all grew up with it. And my wife learned to set type. But mostly she fed the press. A woman is more adept, usually, with her hands than a man, believe it or not. And to feed a printing press, the old hand-fed days, you picked up a sheet in one hand and took it out with this one instrument. Worked like that, day after day.

J: Yes.

S: Sort of boring, but she liked to do that pretty well. So we hand-fed everything, of course; we didn't have any automatics.

J: Did you have any aspiration at that time, that one of your sons would go into business with you?

S: No.

J: No.

S: Really not. You know the first time that happened? My boys went into the navy when the war broke out. My oldest boy entered the navy in his senior year, and they sent him to Notre Dame--which is a Catholic college in Indiana here--and they put him into an electronics course--electrical engineering. And, of course, he loved that. And he went through that with flying colors, and he came out with--not a degree from the college--but in credentials, which was as equivalent that the navy accepted it.

My other boy, the younger one, graduated the following year. He had worked in the post office in Paoli after school--sorting mail--and so he went in the navy the next year, and they immediately put him in the post office department and sent him to San Francisco. And he worked there for a short while; he got married in the meantime. And they sent him from there to the Philippine Islands. So he wound up in Manilla in the post office; Gerald wound up at the end of the war in Tokyo, Japan. He was still in the navy and was on a ship out there, but he got to go ashore there and he was on shore part-time.

Anyway, neither of them saw any difficult action. They went through it all without that.... So when they came back home, I was struggling along because it was a one-man job _____, my wife Martha did help, but that was all.

Except once in a while we'd hire ladies to come in. One of the things we got to specializing in at that time was calendars. The Phi Beta's and some of the sororities made what they called, a birthday calendar; and you've seen them, I'm sure. And it involved a lot of small-type setting--names, hundreds of them. And when we got those done, we had to assemble them. In other words, collate is the correct word. You print all of

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January and all of February; you lay them out on a table; then you'd go along and pick them all up in order. And then they were punched and arranged, bind them together and all that. Well, that was ladies work.

So just prior to Christmas, for two or three months, we used to have a lot of that to do. And so I hired the neighbors; and a lot of times we had as many as 6 or 8 of them in here at one time--all that could get around the table _____. But other than that, it was just I and she.

J: Were you able to make enough money to get by...?

S: Oh yes.

J: ...and able to buy everything?

S: Wasn't bad, not bad at all. I soon found out, of course, but not..it wasn't impressed on me as much until I had to hire help. And when I had to hire help--which I had to do not too long afterwards--I found out to get technical help, people that could really do the technical part of it, you had to pay them a big wage. So I was far underpriced; and I always was. I never did raise my prices as much as I should. But I did get it up to a point, yes, where there was some profit in it.

J: Did you continue printing up until the time you retired?

S: Yes. Yes, we started here, as I told you, with a little handpress which was in the upstairs room of our house for the first three, or four, or maybe five years, along while I just played with it. Then I found out I had to have a bigger press, so we bought what we call a C and P, that's the Chandler and Price 10 by 15, which is a big, heavy press. Come on back here, I'll show you'after awhile. And, well, our little bungalow wouldn't stand that kind of weight, so we had to go under the floor and jack the floor up and everything else (laughs). So we used that for another year or two.

Then we built, over here where the _____ thing is, it looks like an out-house. Actually, that's a part of the first print shop that I built, which was during--I believe it was 1936--and we built that building big enough that we could have the print shop downstairs; upstairs we had two laboratories. Over on the south end we had the electrical laboratory--and that's where Gerald grew up, more or less. On the right hand, we had the chemical laboratory, and that was my department. And that's why the kids, when they grew up, learned all of that, and so it helped them enormously, I'll tell you.

J: Yes.

S: I'll have to brag a little bit on my oldest son. Gerald and

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Harold, both--that's their names--worked with me in the shop after they came back from the navy. I told you I never expected that, but believe it or not, they both wanted to go into partnership with me. So we formed a three-way partnership, and that 19...they got out in 1945, '6, I believe it was. So, in 1947, we moved lock, stock, and barrel to Paoli--the town of Paoli.

J: Was this for electricity? To make...

S: That's the reason we left. There was no power down here at that time. I generated my own for the previous few years, which was a headache. So then, we moved into Paoli.

J: How...how did you feel about moving to the city, at the time, knowing that you're not that crazy about city life?

S: I never cared for city life, and even Paoli--which is far from a city--I thought was...they say you never get the country out of the boy, you know.

J: Yes.

S: You can get the boy out of the country... So, I guess, I was always like that. But my banker, at that time, was a relative of mine--a distant relative, name of Stout. Raymond Stout was president of the Orange County Bank. And he and I had had a lot of business dealings and...as well as genealogical dealings. So he kept telling me, "You'll never make much money down there, that far from civilization." (laughs) "You ought to move to Paoli."

Well, in 1946 and '7, there was a big farm that was formerly an orchard; they had raised apples and peaches, apples primarily. Out in the south and west. The fellow that owned that farm went broke and the bank was holding his mortgages. So the outcome was that the bank wanted to get out from under that loan--they wanted to get their money out of it. So they sold the whole farm--orchard and everything--to a fellow in Paoli named Wellman. And he in turn cut it up into block lots. So when we decided to move, this banker--of course, he naturally...he wanted to see that go--well, he had money involved. So he was pushing it.

So he put me in touch with Mr. Wellman. We got together and we talked about it, and we decided to buy two lots; one for Harold and one for me, because Harold had married. Gerald wasn't married yet. So we bought two lots--down in the west there, where the shop is now. On the one we built the shop, and on the other we built a house that belonged to Harold. That was in 1947. That first year that we moved up there, our income--and I've got the figures somewhere around here. They sound like toys but...my income increased almost 5 times that first year.

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(laughs)

So he was right. And from that we just kept going.

J: That...did you and your wife move, physically move?

S: Yes, we did.

J: You did.

S: The shop that we built up there was a two-story brick building, and we put living quarters...we had an apartment up there which was quite nice; it wasn't bad.

J: Yes.

S: It was hot in the summertime--with a flat roof. But we had it insulated and all that; it wasn't too bad. So we lived upstairs and my son lived, as I told you, next door. He had a little house of his own, until finally Harold got tied up with the Heidelberg Company--which is in Germany. And he joined the Heidelberg sales force here in the United States which, at that time, was stationed in Houston, Texas. So he and Ruthie, his wife, moved down there and that left me shorthanded. And I had to get some more help.

But the interesting thing I wanted to tell you about... The shop that we had here, with the electrical laboratory, although we had no power--that is, electric REMC--we did generate our own. So we had electricity to play with. Gerald grew up in that shop from the time he was just a little boy. Because he was always so much interested in electrical things, and he did so many things that it sort of buoyed me up to give him all the help I could. Among other things, he had a search light out there on that building, up on the post outside, and he would flash signals to these airplanes--government planes, and all that out here--and they would (laughs)... he'd talk about how they'd....

Anyway, we got to Paoli, three-way partnership. Gerald had become, I guess, a little-bit notorious. Anyway, the electronics department in Bloomington, at Indiana University, was directed by a man named Siddons. And he was an Englishman, and he hired some help--not too much at that time, I think maybe four or five men. He heard about Gerald somehow, and he came down for an interview. And so Gerald talked with him, and he decided to hire him right away; so he did. During that interview...at that time, that was before the days of the chips, so called, all these electronic devices that we have now. They used vacuum tubes for everything.

J: Yes.

S: And the vacuum tubes were increasing just overnight, designed by the hundred. So Mr. Siddons was talking to my son

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Gerald about this job, and he said, "Well..." He said, "We're working right now on a project back here in the lab..." And he said, "We're going to use that new tube that just came out."

He said, "I forget what the number of it is." And Gerald said, "Oh, that's number WD6." Told him right back...he didn't even know it himself.

So Mr. Siddons came back to me. He said, "Where did that kid get all that knowledge?" He said, "He's too young to've been at school."

And I said, "Well, I'll tell you. He's played with those things ever since he was able to play with anything."

I used to go to country sales and they'd have an old radio which was unworkable; it was just a junkbox. Or a telephone, or whatever it was. I'd buy it; pay just a few cents maybe. Give it to Gerald, "Take it home and tear it up; see how it's made."

So he had that whole room full of electronic gadgets; everything you could think about. So when he went in up there, boy, he would give him a lift. So Siddon later came back to me and said, "Say, you got another boy like that?" (laughs) I said, "I've got another boy but I don't think he's interested in that."

Anyway, Gerald...although I hated to lose him, but he had that opportunity. I said, "You go ahead and take it. I'll get along somehow." So I sort of pushed him off, because I knew he'd make a success out of it. I knew that's what he wanted to do, and printing... yes, he liked it. Especially he liked the photographic end of it. And he had a camera, because at that time we were making offset plates; we had a great big camera. And all that went with it. And, as I said, I had to go to Louisville and get that work done after he went away. But I thought it was the best thing for him and the _____ said.... Well, then he got married and he moved to Bloomington; he been there ever since. He's still in that laboratory, and now then he's the head of it. When Mr. Siddons died...even irrespective of the fact that he did not have a college degree in electronics, yet he can hold his own with the best of them.

J: Hmmm.

S: And he's in charge...there's about 25 or 30 men working under him up there...(laughs) So I'm really proud of that.

Well anyway, Harold stayed with me then until this job with Heidelberg.... Heidelberg, by the way, is a printing press company that makes presses in Heidelberg, Germany. Heidelberg is on the Rhine down almost to the Swiss border. And he worked for them until about ten years ago, I guess. Anyway, when I got ready to retire--I considered retiring around 1970; I finally did it in 1971--we decided to do something to the shop. I had a buyer from French Lick that wanted it but couldn't quite swing it financially. So the outcome was, I sold it to my son Harold, my younger son, on a contract. And he paid it out quite rapidly;

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the contract didn't go to maturity. And then he got ready to retire or do something else, he wanted to operate his own business. He left Heidelberg, which he had held up to that time, and he formed his own business. And now he and his son, my grandson, Lex, have a printing-press...they call it printing-press repair. But they do everything, and they're going all over the country; they've got a job built up that I never saw anything like it. They're running night and day. (laughs)

They bought the old jail building here in Paoli, and they've made a showroom out of that. They remodeled it and they got it full of presses. So they're doing quite well.

J: What were some of the things that you...some of the values you tried to instill in your kids when they were younger?

S: I'd say the first one was an inspiration for them to do something; whatever it might be. If I thought they were adept or qualified or something they liked, it was customary--or more-or-less the common practice in the country schools--to segregate boys and girls....

END OF TAPE TWO, SIDE ONE

S: ...change that. You just think you can; you got to want to do it. Well, practically every school that I taught--all these _____--before that term was over, I had them all singing. Maybe not much, but I...and to this day.... You'll find a few monotones, of course, but that's a physical thing--people can't sing. But, for the most part, they can. So, first of all, I'd instill them with that.

Next thing I did: I tried to offer some kind of incentive--that was unusual or different. To give you an example of that...here's where I'd like to have Arthur Wilson down here. You'll have to meet him somehow, I'll bring him to you.

J: I would like to.

S: One of the things that I did, taking an interest in chemistry--and I've gone all through that--whenever I taught school, I took a box--that's all it was, about so big--so I could lock it up. I took chemicals over there, and I took some apparatus. And when we wanted to illustrate a point of some sort that involved chemistry, I'd take that stuff out on the desk and demonstrate it. Or let them do it. If a kid had done it with his own hand, it's much better. You've got to be careful.

I'll give you an example; I think I mentioned it in this book. We went to number 5 over here one cold winter day, and the teacher first had to get the house warmed up--and everything else, because the teacher was also the janitor in those days. I went over there and I didn't have a match--I'd forgotten to take any and, of course, the kids didn't carry their own. Here was a

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whole house with no fire. So I had some chemicals--a whole box, believe it or not. They were dangerous, of course. But I took some sodium peroxide; I took some old scrap paper and I put a little sodium peroxide on it. And I put a few drops of nitric acid on it, and blew it went! Boy, that made an impression on those kids they'll never forget.

Down at number 4...I'll give you another example of that. We were studying about light. Light, you know, white light, sunlight, is composed of many colors. But it's interpreted by your eyes as white, believe it or not. I was going to demonstrate--or try to--to prove that this light that you see out there does have all the colors in it. So I made a disk, which you've seen--I expect you've had physics. You can take a disk and color the primary colors on it in the right proportion. And if you spin that disk fast enough, they blend into one color. It won't be white, but you're dealing there with the physical _____. But if it was light, it would be.

I took an old clock's works...tore up an old clock; we got the gears all out of it. We made a thing that would spin that disk if I'd just roll it across the desk. It increased the revolutions to the point where it became just a blur. So we right quick demonstrated...the combination is the colors; because you can do it. You could make purple out of red and blue, for instance. And I know, one of these kids after he was an older man, came to me one time. He said, "You remember doing that?" he said. "I'll never forget that." (laughs)

So, it was always my idea to bring things, somehow, with force enough...and that can be done several ways.

In order to make an impression on the human mind, the first thing is, I guess, repetition. Go over and over and over. Most kids will remember. The other thing is to do it with force in such a way that that first time, that _____. So it's better if you're going to accomplish much to do it by the demonstration rather than repetition. And I did that with a lot of things.

Also, in the classes in the school, I taught kids to play instruments. They were not required to do that. Most of them even didn't have an instrument, but quite often they would buy one. I had a girl the first year I taught school at number 4--she was a 7th-grader; her parents bought her a flute. I said, "Yes, I can teach her to play a flute." It was an old wooden flute; it didn't cost very much. She never learned to play much. She learned the scales; she could play several tunes on it.

Down in Unionville...I bought two clarinets, I remember, for the kids down there. Everywhere I went, if they had any ambition at all, we followed that up. We wrote plays.

J: You mentioned...when your father was going to school that, you know: Farmers don't think too much about education. All a man needed was "horse sense." By the time you were teaching school, had that changed? at all?

S: With most of the people, yes. There was still some of the old-timers that hung on to the old ways. I had a good example of that: one morning over at number 5, I was going to school and I met one of those fellows. And he, of course, was much older than I was, I was just a young kid then. And I was just opening school, and it was the beginning of the term in the fall. And I met this old fellow; his name was Livingston. And he said, "I understand you're teaching." I said, "Yes."

He said, "How long is the school term this year?" I said, "Six months."

"Too long. Too long." He said, "I went to school for four months and we got a good education." And he couldn't even read or write. But that's what some of them felt. (laughs)

Tell you another case of that: I was in Unionville. I had two boys--they were step-sons of an old man whose name was Bennett. And we had in the back of our geography... in that time, there was quite a bit of astronomy. There was diagrams of the sun, the earth, the relative positions of the planets and all that. And there was something said in there about the speed of light, and light years, and distance and all that. Well, I taught that to the kids just like it was there. And I elaborated on that some, I suppose. Anyway, it made that old fellow quite angry. He came up to school; he said, "I don't want you to teaching my kids that kind of crap" or whatever word he used. He said, "First of all, the Bible don't say that."

And he said, "You're trying to tell my kids it's 93-million miles to the sun." He said, "There's nobody ever been up there." He said, "You're not going to force that down my throat."

Well, I was nice to him; I didn't quarrel with him. I let him have his way. But, I did, of course, go on teaching, and the kids accepted it. Now you found some like that. And this idea of religion--that you asked me about the other day. That's an example of it. Most people in the early days--and yet today--some of the die-hards, but mostly it's the narrow-minded, I think--have the idea that, first of all, that the Bible itself is Absolute. (slaps the table, with a book?) And also, that is...means in English--the King James' version--exactly the literal interpretation. There's no room for any allegories; there's no room for anything other than the serious part. So you've got that fact. (slaps table) I see that in this book on the English system so clearly. All the fight in the regime of Elizabeth, up until her time and after, really, was a religious fight. It was the breaking down, because of the Reformation primarily, of the Catholic idea...two or three ideas. But chiefly Infallibility of the Pope, and several other things enter in; no use in going into the details like that. You see that all the way through. And little by little they did break it down. Henry, of course, split from the Catholic church. Actually, he just merely installed another Catholic church, called it by another name. (laughs) That's really what it amounts to. Here

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we go!

We came to America, so called Puritans. Which means they purified what they had rather than destroying it and starting over. When they came to America, they brought all the faults with them. So we had the witch-trials--up in Salem. And we had everything else in the way of narrow-minded things; and we're just, I think, now overcoming maybe some of them. You'd be surprised how much of that is left.

J: Well...it occurred to me, when you sat on the school board for a few years..?

S: Yes.

J: ...and I wondered, during that time, did any interesting cases related to this, or...?

S: Oh, yes. Yes. We had a number of cases just like the one I was telling you about, the Bennett fellow that got on to me about the astronomy. Especially biology. We had several cases of Paoli schools where the parents would demand that you not use the biology textbook because it contradicts Genesis. And it's a ticklish problem. Usually, of course, they compromise. Most schools will arrange some ways to let those kids out of that biology class at that particular time; they can take another science, for instance.

(Aside, calls to Marie) Yes. Oh, I thought you were calling me.

Or they'll work it out some way, rather than have a lot of trouble--which is a good thing. I don't think force...and that's another thing I'd like to discuss with you, philosophically, some time. I'm not sure "force" is ever the answer to anything, really.

J: Yes.

S: When you try to impose yourself, your thinking, your government, your religion, whatever it may be.... I think you're going to get yourself in a lot of trouble.

I think I gave you a copy of the _____. If I didn't, I'll give you this. Because this...this is my view pretty much.

J: Ah yes.

S: Did I give you that? Yes.

So the main thing is what you think of other people. Do you love your neighbors yourself? That involves so much; that's what you're into. That's anthropology, isn't it?

What are you going to do? How are you going to use all this?

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J: Yes.

S: What value is it if you don't use it?

J: Yes.

S: Oh yes. Yes, there's a lot of that, and in the country down here, it's worse than it is in the city--as a rule. However, once you get a packet or a nucleus of a certain type of thinking, you're going to get a lot of followers. And we have several of those out on 37; that's the road that goes through north and south through Paoli.

On south 37, just in the last four or five years, there was a man and his wife that found an old church building...actually it had been a school and they converted it to a church. And they started having services down there. He brought in a lot of these, to me, bizarre--I guess that's the right word--ideas, including the doctrine of "speaking in tongues." I don't know whether you've heard that; actually, I expect you have. It's a religious thing that dates back to Penecostal, which said that they heard the Apostles preaching in their own native language even though they were talking in just one. All that.

And divine healing...let me tell you a story that you'll find hard to believe. _____ today; I mean by that, this era. Right out here, my next-door neighbor, came in one day for tea--just like you're making. He said, "I found a tape here I'd like you to listen to. I want to know what you think of it."

Well, I had company that day. I said, "Leave it. I'll play it. I don't want to listen to it now."

Well, he goes to that church. And they believe in all these silly things; I think. I think they are just downright silly. So when he was gone, I played that tape. As best I can tell you--I don't have the tape to quote it verbatim--but anyway it goes something like this: A man who was born without legs--he had stumps, both legs, above the knees--in a wheelchair. He went to one of their services which was conducted by a woman--and this was on the tape, you hear it there; you hear this woman talking. He came in and she preached to him about divine healing, that God could do anything." Nothing is impossible with God," which the Bible says. (laughs) Anyway, it's all...it's got enough scriptural truth in it to make it very enticing to people. She persuaded this fellow that God could give him new legs. Queer as it may sound.

The tape tells about this man in a wheelchair. He had a fellow take him down to a shoestore in the town--wherever it was--it wasn't here, 'cause this tape belonged to somebody else. But they pushed him in, and the man in the shoe store had a customer; he didn't look up. But when he heard the door open and heard him come in, he said, "Can I do something for you?"

And the fellow said, "Yes, I want a pair of shoes."

"What size?"

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He said, "I don't know."

He looked around and he saw the fellow without legs doing the talking. He said, "I can't do anything for you."

"Well, yes," he said, "I want to buy a pair of shoes."

"What size? I'll sell you shoes, but I don't know what you're going to do with them."

"Give me 7's."

"What kind of 7's?"

"Black."

Now, this tape, as sure as I'm sitting here, says he got out a pair of shoes--black 7's--and he sold them to this fellow in the wheelchair. He paid him for them. He said, "He sat right down there in his own shop, he took one of those shoes out of the box, and he put it on the stub of that leg. And while he was sitting there, that leg began to grow until it reached the floor and he had a leg with a shoe on it. He did the other that way, and the man got up and walked out."

This boy asked me, "What do you think of that?"

I said, "I think you're a damn fool if you swallow anything like that."

"Oh," he said. "Don't you think God could do that?"

I said, "Yes, I think he could. But I don't think that's the way He does."

They believe that. Yes. I wish you could hear that tape.

J: Are there many followers of that kind of...?

S: That's what I was telling you. When you get a nucleus, a little pocket...

J: Yes.

S: ...like that fellow did--because there was a church down there, and it was, I think, one of the more orthodox groups. But here they lead them into that--little by little--and the first thing you know.... I'll tell you what a minister told me--and I think that's right too. He said, "If you want to get a crowd in any church, all you got to do is preach divine healing." He said, "You sure-as-the-world get them."

J: Yes.

S: Cause everybody is grasping for a straw, and if they got anything they think can be healed by magic, why that...divinity or whatever it may be, they're going to come. And you see that in Oral Roberts. There's a lot of TV like that. Scads of it. I hate to tell you this, but if you want my opinion of this, I think you'd better leave that alone. (laughs)

Well, she's calling us, I believe.

J: Let's go.

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(Marie calls something)

J: No, it's fine. Don't worry.

S: The key word for it--among people here in southern Indiana--was cooperation. And anyone that was in trouble, for instance, could easily get somebody who was willing to cooperate to help him out...to help him get out. I mentioned, for instance, the barn-raising and the corn-huskings, and the log-rollings, and the school affairs--people cooperating. Now, then, in the school system for instance, a teacher dare not help the other teacher, because--just like Marie's telling you about in the factories....

J: Yes.

S: Because, if a teacher wanted to help a kid after school, the Union says you're supposed to charge for it. You're supposed to get paid for teaching school, and you dare not do anything that's against the rules of the Union... it's what they call "unfair practice." So they lost that phase of it.

Another place I see it--you'd never think of it as such. Do you know what a Stanley party is?

J: No.

S: Well, the company is Stanley... is one of them--there's many of them, but I'm using that as an example. They're manufacturers of such things as cleaners for kitchens and bathrooms and what have you. And they also make utensils; and they make, perhaps, jewelery _____. Anyway, they have a line of goods. Their practice is to sell those goods through your friends or mine. If you have a circle of friends...it might be a sorority, and you have those sorority girls into your house. They come in; they say, "All right. We want you to have a...we'll call it a 'Stanley party,' or whatever they _____. And you're going to be the agent. And you will sell all of your friends these things that we have for sale, and you'll get a prize for it."

That, to me, spoiled the old parties we used to have in the country. Everybody gathered here in my house--and I'm talking firsthand now--by the dozen. We had parties, back not too many years ago; everybody came. Our neighbors, no difference whether they are Democrats, Republicans, Catholics, Protestants, Jew, or what. It was open to everybody; they all knew it. They were all welcome. They all came. We had a good time. We sold nothing; we asked for nothing; they brought nothing. It was just solely for the socialistic good time we had together. Socialist... meeting. When they started doing that, a lot of people didn't want to go. "I can't afford to buy that stuff. Half of it I don't need, and my hostess is not going to like it too well if I

don't help her to get her prize."

So they spoiled, I think...the Stanley parties., and those people that did that kind of marketing, they spoiled the what-we-used-to-call the "southern Indiana hospitality." To me, that's a very sad thing. That's just one little phase of it.

So these things we're talking about are...that's what I call them, marks of socialism. It comes in such a way...you know the old adage--or the old saying--"You can cook a frog: you put him in cold water and you start heating the water. But if you put him in hot water, he'll jump out. So, if you put him in cold water and heat it just a little bit, he never realizes that he's being cooked until it's too late. There's a lot of truth in that.

J: Yes.

S: So, here we are. I think the United States has drawn into that kind of net and, as I told you, I think the Supreme Court has been responsible for a lot of it, because we passed laws--especially those based on three clauses in the 14th ammendment. And I mentioned those the other day, I think. One of them is the common welfare. What they mean when they say "the common welfare": you can do certain things that is "common welfare." Well, that has been interpreted through the Court--in the last 50 years--as meaning the Government can take over more-or-less your personal life. They can do anything, such as a welfare-system does. They can give you Aid for Dependent Children; they can give you Social Security when you're disabled--not because it's... your earnings. They can do so many things. That's all been, I think, misinterpreted by the Supreme Court. Again, who am I to criticize the Court, but I think that's right.

Then, the other clause...or one of the other clauses in the Supreme Court is "the due process" it's called.

J: Yes.

S: By "due process of the law." Well that, in itself, don't mean too much, but it implies. In other words, if you cannot do things except by due process of law, then by implication, you can do those things if it's not mentioned in the law. So that means that you can do anything if they didn't prohibit it. So the result is, we have a lot of laws based on that 14th ammendment which was never--according to the south--legally ratified. After the Civil War, that ammendment was proposed, of course, to the Congress, but they wouldn't seat the Congress of the south.

You've read your history, I expect. After the Civil War, they said the south was conquered territory; it's not part of the United States. They seceded. Well, they don't have votes then, so we're going to cram it down their throats. That 14th ammendment was what they crammed down. So the south, to this day, has never legally ratified the 14th ammendment. So we have

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all this socialism, I think, practically all of it, based on what the Supreme Court has interpreted the 14th ammendment to be, AND TO MEAN. I think the 14th ammendment should be resubmitted, either that or it should be ratified...should be eliminated entirely, and a new one submitted. I don't think the people today would swallow that hook-line-and-sinker like that. I think the people of the United States are a lot _____

As Reagan said just the other day, "I don't think we're going to have war with Iran because I don't think they're that stupid." I think he's got a point. (laughs)

Well, that's my opinion.

J: What do you think kids say...? How old are your grandkids? Oh, I know, they're _____, they're young.

S: My grandkids. That's Marie's. I've got grandkids now, that are with their parents.

J: OK. What do you think kids...your grandchild's...your grandkid's age...people who are parents now, what do you think they think of your generation? And the life that was lived then?

S: Really, I suspect that most of them think we were fools, otherwise we wouldn't have let the world get in such a mess. Because we are responsible--to a great extent today--for what we let them do when we were kids. When we first started to vote. I voted for Franklin Roosevelt. And I still probably would have in those conditions. It's a change of conditions, not so much a change in politics.

Most of the kids...not only kids...anyone will try to find a scapegoat when trouble starts. They don't want to shoulder responsibility. So most of the people in the world today, I suspect, are blaming their ills--one way or another--on the past generation, or even further back than that. Although that's not always true, that's more-or-less the Unthinking that will harbor that sort of thing. And that means that there's too many people in the world today...first of all, they're too busy to think.

We don't have people like the old shepherds were in the days of David. In the Bible days, when it was written, they could go out there and sleep under the stars, and look up at the stars and think. I told many people, "I don't think we would ever have the Bible--the Psalms especially, parts of the Bible--if those men didn't have that time to look up there in that firmament..." No wonder they said: The firmament declares the word of God. They saw far more up there than you and I, of course, will ever see. And that, of course, was right in their own mind.

So, we have today...most parents work, both of them. Their children are kept, usually, by a baby-sitter during the day. Quite often the grandparents keep them part of the time; they're

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in school part of the time. People really don't have time to raise children. Really, under those conditions, they just don't have time enough. And there's nobody...well, I think I'm saying the same...nobody is going to devote to the child the care that he needs--and even can do it even--although the grandparents come pretty close, some teacher even can come pretty close, all that; for all-said-and-done, the home is where it starts.

And unless you have a family that is founded on a sound doctrine of love, mutual trust, mutual understanding, mutual respect, those kids...you don't need to tell them. They can sense that miles off. And therefore, they decide there's no need to follow rules and regulations. I see that in the school, in the English department. In Ruth Uyesugi's class, despite...as much as I think of Ruth Uyesugi, I think this thing is being perpetrated there... that to me is pretty ridiculous. I'm going to read you this after a while; this is the poem I was telling you about.

J: Yes.

S: The poetry the kids write today--we get it from all sides. I printed some of it for them, and I've seen it, and I know it. To me it's not poetry at all. I see it even clearer in the music. The Rock and Roll, the type of thing they call Music today, is not music at all. It's just...it's a substitute and it's debauchery.

So, we're losing our standards. I mentioned that to you.

J: Yes.

S: We need a standard of everything. We have a Bureau of Standards over in Washington, of course. It means that I can't sell you a foot of lumber, for instance, unless it's exactly twelve inches by twelve inches. We do have that standard over there. We have a standard of weight. We do not have a standard, of course, of morality; we never had. This country is being called a Christian nation, supposedly, and according to our founding Fathers...they used the term "under God" over and over. It's impossible to legislate righteousness, that's another one of my favorite sayings. You can't make a man be good, no more than you can make him be bad. So no difference what laws you pass, there's always a way of his to circumvent them. So you can't legislate a standard of righteousness. You can't make a Ten Commandments into the Constitution of the United States. There's no way of doing that. Even if you could, the Constitution forbids it under the guise of separation of Church and State.

But we need a standard, of some sort, of morality...that's what we were talking about; I think I mentioned to you about the McGuthrie Readers.

J: Yes.

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S: They inculcated that into other things--just like cooking the frog. They didn't realize...kids didn't realize they were being taught morality. But in reality, along with the "The Village Blacksmith," "The Chambered Nautilus," "Abou Ben Adam," all those things involved strict morality. So when they got older, and they looked back and said, "Oh boy, what that teacher...what I got out of that. I didn't realize it at the time." So I don't think our children ever realized--when they were going through these various stages--either the opportunity that they have, or the opportunity that they may miss and probably will.

So, as you go somewhere down the line, we should have standards-- and then what are you going to do about freedom? For the minute you try to enforce any standard, you're going to step on somebody's toes. Because the fellow that bought that square-foot of lumber, if you won't let him cheat you through the measure, then he's going to cheat you some other way--if he's unscrupulous. So the plot changes.

We have lowered our standard of value of our money until now, that a dollar, in comparison with 1943...somebody told me not too long ago, they figured it was 19-cents. I'm not too sure but that's too high. I don't know.

END OF TAPE TWO, SIDE TWO

S: ...there's a text in the Bible which talks about a man who is not taking care of his family. He was a fellow that had neglected his family, and he yet... he gives through charity, and he's pious, and he does all these things. And he thinks that puts him in the sight of God, I guess. There's a passage in the scripture that refutes that, rebukes him for it.

I was asked to locate it, which I did. The passage is back over there in...I can tell you just where it is right now, now that I did find it. It's in the New Testament of _____. It says: A man that does not support his family is worse than an infidel. That's the language it uses. Well, the word infidel doesn't mean just what exactly a lot of people think it does.

J: Yes.

S: As you know that "infidel" is two Latin words: "'in" which means "not." And "fidelity" comes from the word...Latin word, which means exactly what it does in English, the fidelity or the trustworthiness of a man. It's not he's not worthy.

J: Yes.

S: So to me, that's the thing, that's the big change; and I

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see...and it's the one change that I can see that I think is going to do the most harm. And we have lost a lot in that fidelity. When I was a boy, I knew all my neighbors pretty well. I knew that some of the were not fidelious, if you want to use Latin. I knew that some of them didn't always mean what they said, or wouldn't do what they said. But I knew who they were, and I knew how far to go with them. Now then, they'll all tell you that. And when somebody asks me, which they have a number of times, "Now, how good are you? How can I trust you?"

I say, "Don't you trust me. If you want to know about me, you go to my neighbors. You ask them. I am not going to tell you."

And I get that, I guess, from the Quaker side. Because the Quaker religion is based, primarily, on one or two things. And one of them is: an inward change in contradiction to an outward side. We can all put on an outward side; we can stand up in the biggest church in the world and declare that we're God's children! But how do you treat your fellow man? What are you going to do when somebody walks in your house? That may be a horse of another color. You can't very well counterfeit the real thing.

You can counterfeit Society. So, therefore, Quakers are not too prone to worry about baptism, and all of the seven sacraments...

J: Yes.

S: ...that don't mean too much. They can be counterfeited, every blessed one of them. (laughs)

Even marriage, _____. That was one of the seven sacraments in the Roman Catholic church. So, I guess that's where I get that idea. So, if you want to know about me, you ask somebody else. I'm not going to tell you. (laughs) I don't think you should... I don't think that you should have to.

J: Did you want to go ahead and show me some poetry?
Do you want me to turn this off?

S: No, it's whatever you want to do.

J: OK. OK, that's fine. Yes.

S: No, I'll tell you the story. This boy that I'm writing this for, is Leo Waynick. Leo Waynick was a little bit younger than I, and he went to school in Commons grade school when I graduated up here from Hickory Ridge. He was about three or four years younger than I. So, at his fiftieth wedding anniversary recently--in Paoli--his children came and said that they were preparing a memory booklet and they wanted some souvenirs such as pictures, clippings, stories, that pertained to the old Hickory School. Well, I told the children, I said "I have some, but I

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think they would be duplicates of what your dad already has." I said, "I'll fix something else up."

So I decided I'd write him a poem; and this poem is entitled "Old Hickory Ridge." Hickory Ridge was a school, a one-room country school...stood just a mile west of us. And these names and all these places and these things, everyone of them, is a true story; a true incident. I may not agree with all that; I have in here the story that I told you about Ramona Farlow, Ruth's grandfather, who witched the well. I don't necessarily believe in the witchcraft part of it, but I don't disagree with it, because I don't know. So it's the way they thought, the way it was, not necessarily my belief always--although most of that it is. But anyway, they used this and it became a part of his anniversary--50th anniversary--book.

If I can get started, I'll write you some lines.
I might even find a few words that will rhyme
To tell of our boyhood at old number 10--
The new Hickory Ridge is what they called it then.
Part of the old Hickory Ridge had been burned to the ground
And they relocated it out closer to town
That they called Queen City, with its big country store
That was run by Jim Duggins(?), do you want to hear more?
Oh, you do, do you? Sure, it recalls Happy Days
All the time spent in school and our poor simple ways.
There was Descoe and Clyde, there was Irma and Blanche,
And Amos, and Albert who lived down by the ranch.
And don't forget Lawrence, and his sisters so sweet,
And Henderson Willard's long neck and big feet.
Now wouldn't we like to go back there again.
If we could and just find them all there in the same...?
But fifty-odd years have sure taken it's toll.
So many are gone, the rest of us old.
But the friends that we've made and the lessons we've
learned

We'll never forget with what toil they were earned.
We studied the story about the Old One-Horse Shay
And we thought of John Willard as he drove by that day
In his cart. With old Dobbin, as he carried the mail.
And we said, "Howdy John" as we carried the pail
Out to Henderson's Well--to fetch back a cold drink
Just like nectar from heaven. And we sat on the brink.
"That well has a history," Mr. Lord would say.
"Mona Farlow had witched it one hot summer day.
On the most unpromising spot of the farm
On a hill _____ as high as a barn.
Just twenty-one feet, you'll find water there."
And Henderson dug, but the rock was all bare.
It was not even damp, not as much as a trickle.
And Elizabeth watched and began to get tickled
When Farlow drove up with his horse and his wagon.

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And Henderson said, "Now, Molder. No bragging.
That hole is as dry as an old dusty sack."
And Molder said, "Wiggle a bar in that crack."
When Henderson shoved, the old crow-bar went in
And up squirted water, clear up to his chin.
Well, it served all the horses, and the people who passed
For some sixty-odd years, until towards the last
Mr. Farlow passed on, and Henderson too.
The well started failing, and weaker it grew.
It got lower and lower, till finally it stopped
Like the classical story of Grandfather's Clock.
If we just had the courage and faith of those men,
I believe that old well would start flowing again.
[grandfather clock chimes in the background]
For we often give up and we gag on the dust
When the water of life is within our next thrust.
We heard a few stories that the big boys would tell
With some four-letter words, and some you can't spell.
No wonder those classes were held in the back
Where the little old house let the wind through the cracks.
For the air was so foul as you came down the road
That you could just tell by instinct that the class was no
good.

There were two little houses: the boys and the girls.
One holds the buzzards--and the other the squirrels.
And each Friday evening we'd stand up and spell
Or maybe we'd cipher, we did them both well.
And often the big girls would bring in their pies
When there were stars in the skies and a few in their eyes.
Some boys found a sweetheart; some even a cook.
The money bought flag rope, new maps and new books.
There was always a prize for the girl that was sweet
And a cake, a big deal, for the dirtiest feet.
Have you forgotten that Christmas each year
How we all said our pieces, and the people would cheer?
And then in would come Santa, we all knew who he was
But we wouldn't say, and that was because
The little folk believed in a real Santa Claus
And thought he brought the candies, oranges and toys.
Ah, I tell you, I'd give a whole lot if I could
Go back and help teacher get in the wood
Like we did on those cold wintry snowy days
When we were so spratly and happy and gay.
At noon we ate lunch from an old sorgum pail.
It was packed by our mothers, and hang on a nail
Containing a sandwich, and a cold yellow yam.
Perhaps a red apple, some jelly and jam.
And if we disliked what we found there for dinner
We'd trade a thick pie for a piece that was thinner.
To impress or persuade we were not lacking either
We'd pick the red apple to give to the teacher.

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There was a short recess each morning and eve
And a long one at noon, and you'd never believe
The games that we played--like chicken, and ball
Or Drive the Old South. I can still hear them bawl
When the old shinny stick would land on the knees.
And girls all just hollered and snickered "Tee Hee."
Sometimes when it rained and the weather was bad
We'd put on a blindfold and scampered like mad.
Or we played Tick, Tack, Toe on the screechy old board
Or by adding one letter we made a new word.
One rule, unforgotten, we've lived throughout life
Plus one called the Golden that was real good advice.
"Just do unto others," our teacher would say,
"As you'd have them to you, and you won't go astray."
One time we had visitors, was Rufe and Old Ring.
How Old Ring would howl when the children would sing.
Now Rufe was the blacksmith out there in Queen City.
There was no spreading chestnut, and that was a pity
For we children loved chestnuts. But we always stopped by
To hear the big bellows and see the sparks fly.
I could see Olive White standing up by the board
As we read Bible verses, from God's Holy word.
Or maybe it was Inez, for she did the same
Just like the other teachers, we both could name.
They may have lacked something in that old country school
But it wasn't morality; and they were no fools.
There's been something lost from that day to this.
It's something that's hard to tell just what it is.
And only the person who sat there that day
Can truthfully say, "It's helped all the way."
Please God, bless those teachers who trod through the snow;
Who swept up the floors, made the fires glow.
They _____ not for money, but four-square they stood
Only hoping we'd acquire all things that were good.
And who would have guessed that before life was done
You'd be telling jokes and I would be writing poems.
But God had ideas for both you and I
Not heard by the ears or not seen by the eye.
We read how the scepter, the sword, the pen,
With tools available to be used now and then
Like a poem in our readers call "Little Brown Hens"
And even our good(?) friends would be left on the sands.
Now Leo, I'm sure as we think of our past,
Though some has been hard, the Good seems to last.
And we've maybe forgotten how the frost bit our toes
As we went to school, with some holes in our shoes,
We remember the joy and the good friends we made.
We remember the lessons and the dividends paid
By the old country school and our teachers so dear
It's time to rejoice and perhaps shed a tear. (laughs)

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J: Yes.

S: So that's the old country school for you.

J: That seems really appropriate to some of the things we've been talking about.

S: (laughs) Well, yes. It's good to think about them. And I think we have lost something. We gained a lot but we lost something.

That's always true; I guess, the other thing, there's a price to be paid for everything. And eventually, my doctrine is: You're going to pay the price. So if you accumulate debts with the expectation of never paying them, you're in for trouble. So it's good to avoid those debts, and I mean by that: debts to society, debts to your fellow man, and debts to yourself. Sins of omission, sometimes. I'm preaching now. (both laugh)

I'm not a preacher, I wouldn't be good at it. (both laugh)

J: Sounds like your cold's getting a little worse.

S: Oh, well.

J: Let me go ahead and thank you very much....

END OF TAPE THREE, SIDE ONE

END OF SECOND INTERVIEW

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