

RUSSELL MAGNAGHI
NORTHERN MICHIGAN UNIVERISTY
DECEMBER 2, 1997

SUBJECT: Fact and Folklore of Northern Michigan University Talk

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RUSS MAGNAGHI (RM): The talk is about fact and folklore of Northern Michigan University. And what I'd like to do is to take you kind of through a historical tour. It's not going to be a year by year presidential administration by presidential administration. But I'll kind of get very _____ talk a little about the, some of the campus life that was going on. Some of the things that have been lost to us. And some of the things that we might consider starting out wanting to rehash, like minstrel shows that were popular on campus, _____ revived in the 1950s, it was kind of weird. But anyway, getting back to the beginnings of Northern, you might say our, there were two founding fathers, Peter White and John Longyear. And Peter White had thought of developing a normal school. You've probably heard that term. On your bookmarks you'll see Northern State Normal School. A normal school was a teachers college. It was a term the French had developed. And up to about 1923 they were all state normal schools and they called them teacher's colleges. So it wasn't that they were teaching normal people as to, as opposed to abnormal people, it was just the name of the teacher's college. Well, Peter White is going to, well, you have to excuse me here a minute, I jump back and forth, Peter White is going to put a bill into the state senate in 1875, feeling that the area had a large population, it needed teachers for the children in the area. And he puts the bill in the state senate, and it seems that one of the myths is that every legislative session, and that was every two years, after 1875 the bill was reintroduced. Well, having heard that I went down to the state archives and I went through and the state library as well, because it's the state library, really. I went through book after book of resolutions and bills and what not and it wasn't true. It seems that in the 1890s, in the sessions in the 1890s, the bill came up. And what's very interesting is that it got tremendous support from people throughout the Upper Peninsula. At that time, though, when they got started, they did not know that the school was going to be in Marquette, it was going to be someplace in the Upper Peninsula. You have to remember at that time in 1885, Michigan College of Mines had been created. So there was kind an idea of wondering where they were going to put the, where they were going to put Northern. So there were a number of years, and really a number of weeks, after they signed the bill on April 28, 1899 that they were trying to decide where they were going to put this institution. Now this is a copy of the bill, this went into the legislature on March 29, 1899 it took about a month to go through the process and so our birthday is April 28, will be, 1999 will be the centennial. It was signed by Governor Hazen Pingree and almost immediately there was a question about where in Marquette, they finally decided it would be in Marquette. And at this time, Northern was governed by the State Board of Education. The State Board of Education meets and they're trying to decide where are we going to put the school? Going to put it in Marquette, that was decided, and then where? And you had two people proposing two different sites. Peter White had a site in South Marquette, which I'm still trying to, haven't had time to time to do it, I'm trying to find the exact location so I can put a big X on the map here, but it was some place in south Marquette. And the only problem with that was there was some problem with the deed. There was an owner, or somebody

owned some property there and it was a questionable deed, and the state legislature wasn't too excited about it. However, in June of 1899 they accepted Peter White's proposal. Then John Longyear comes on the scene, jump back and forth there, John Longyear comes on the scene and he offers the twenty acres in north Marquette. He, and there was a, he had an associate Frederick Ayer from Brookline [phonetically spelled], Massachusetts. And that was a clear deed. There's a very interesting letter in the minutes of the Board of Education. Peter White and his crowd send a letter. And if you notice on that map there's a swamp. All of the area to the north of campus, north of Waldo Street, out by Wright Street and so on, all of that was low-lying land and was swampy. And some of you might remember where the public housing is beyond Wright Street is all _____ well all of this was. About 1908 [?] they filled everything in here below the college where I'm pointing to here. But the letter is very interesting because it points out that in the summer winds will blow from the north and send infectious vapors to the students on campus and that it will cause bronchial and neurological problems for students if they build the campus on this site. Well, because of this faulty deed they built the campus on this site, and it's twenty acres. [Papers crinkling, seems to be looking at a map] Okay, so this is the twenty acre site here and this was called the swamp area out in this area. The site looked something like this. You'll notice that to the right and left here, here you have South Hall, or Longyear Hall. So this is pre, this is probably around 1902, and over here was the dormitory. The dormitory, and we'll see it later, had been put up by Ayer, Mr. Ayer and Longyear, it was a private operation and it went up in 1890, excuse me, 1900. And it was in operation for the students and it held about 150, or so, students, all females. Also the president lived there, Waldo, his two children and wife. And the caretaker, Mr. Edward Quarters [phonetically spelled], and I think he was also the cook. They all lived in this place. But you can see that the site is very rough and as I pointed out, when they constructed the buildings they leveled the land, they smoothed it out to take out, kind of in one sweep, all the roots and all the debris that you would find connected with trees and so on. Okay, first, now we have a real problem here with poor Dwight [?]. Dwight Waldo was a history teacher. Now we don't have a real good picture of him, either he had a good one, it's not that great. But Dwight Waldo was a history and civics teacher, had a master's degree and is down at Albion College teaching. And tells his friend, you know, he and another guy, a colleague are talking, and he says, 'you know, looking for somebody for this new normal school.' And he says, 'well, I'm kind of interested and so on. I know the student _____ for education.' And so on and so on, so anyway, he goes for the job. What is incredible, we found out at Western, where he goes after he leaves Northern, they had all of his letters of recommendation. This guy was hungry for the job. He had everybody from his minister to the local republican political boss to teachers he had ten years earlier at Harvard, to just about everybody. The owner of a concrete company wrote letters of recommendation. And they were all, you know, these letters of high praise and so on. And Waldo then comes on the scene in the summer of 1899 and has a big job. He's got to locate temporary room space for this institution, he had to hire faculty, and he had to go out and drum up business. So he's running around the U.P. visiting principals, superintendents, calling on the school, hiring six faculty members, and eventually when they start classes in September, on September 19, 1899 there are some sixty students and classes are held on the second floor of the old city hall next to the post office. And they had a little, they had some class room space. They also had six classes, six rooms, and a little library, and I guess an office for Waldo or he sat in his classroom because he was also the first history teacher on campus. And the courses that they taught, or the areas they taught were history and civics, English, geography and drawing, general science. Music was not included though Mrs. Longyear was going to donate money for a music teacher, so the first music teacher was paid with money from the Longyear

family. Waldo was a very interesting character. He got the whole place going, was very dynamic, the recommendations were right on the mark about this guy. In 1904 he is given the position, since he'd done such a good job with developing Northern, they send him down as the first president of Western Michigan University and he really gets the place going. By the time he retires in, well passes away in 1939, and if you look at his obituary it's interesting because everything that the people wrote about him in the spring of 1899 was true. This was a very, very dynamic individual. Unfortunately we don't have a lot of stories about him connected with Northern. All the people are gone, nobody really remembers him, and, but there is one story that I'd like to tell about him that was in the archives down at Western. He was, mid 1930s, it's a hot May afternoon, and they have an assembly, they host an assembly. So all the kids are, about a thousand students there at the time, they all had to go to the assembly, everybody's looking out the window, it's a beautiful day, they'd like to be outside, they're bored. He's bored. But the members of the Board of Education are there so everybody has to look real happy. So what he does is, he stands up in the middle of this crowd, and I'm telling you this because it doesn't happen at Northern but it gives you an idea of the guy, he stands up and he says, 'Zach, Zach, where's Zach at?' He says, 'Zach, come on up here to the stage.' And Zach is blushing and hiding and his fraternity brothers push him up on the stage. And he goes up there and Waldo says, 'Zach Smith is a champion hog caller of Southern Michigan. Zach do your stuff.' And so he gives this hog call which tears the place apart, relieves the tension, relieves the boredom, and he won the crowd and the poor members of the Board of Education are kind of in a state of shock, they don't know what to do. But he certainly got the students and the faculty behind him and they could laugh it up and the assembly went quicker than they hoped. So anyway, that's a little about Waldo. Waldo had one tragedy, he had two children, his wife was about thirty-four and became ill and passed away in January of 1903. She was also the first university librarian. And I tracked her down, you were pointing out how much digging I had to do. I went down to Kalamazoo to a little town of Vicksburg south of Kalamazoo and found her obituary and her gravesite and so on. So we have some information about poor Minnie. The campus that is going to develop over the years is going to look something like this. And we'll be looking at the various buildings here and we have some maps and what not. But you had, the way the buildings went, you had Longyear Hall, which was the last to be torn down, the recent of the old buildings that was torn down. And then they built, this was 1900. About 1902 they built the Peter White Hall of Science. And then they built these links here. One was to the library and one was for the gym. And then in 1915 they opened Kaye Hall which connected all of these buildings. And Kaye Hall had classrooms, the offices, and a large auditorium which held about fifteen hundred people, the largest in the U.P. and also a large gymnasium below the auditorium. Later on, about 1925 they built Pierce Laboratory School, named after the first superintendent of public instruction. So that student teachers, then, instead of being sent out as we do today, the student teachers were taught in lab school. And we're going to have to create a diversion [?] here, so. This was originally South Hall. It burns in 19-, about, I have the thing here, burned building, just think of all the, the roof and all off the building and a pile of ruins. It burns all the teachers' notes, books, everything went up in flames. There was the students of the early twentieth century, a hundred years ago. And then they built, around 1902 they built the Peter White Hall of Science. This would have been on the north end of the complex. This would be on, if you're facing, on Presque Isle, Presque Isle is behind you, Peter White would be on the right side of Cohodas today. This is a chemistry lab. And in 1915, then, now this would be the site of the Cohodas building. And by the way, we're putting up in the spring, it's on campus now but we're waiting till the weather is better, we have a historical marker with an aerial photograph, 'you are here' and then it points out where this buildings were so you can stand in kind of

sterile, historically sterile location now because the buildings are gone, and it'll give you some sense of what used to be there, where Pierce School was, a little history about that, and then the other buildings. But it was Kaye Hall, which linked these together. Prior to 1949 which was when they dedicated Kaye Hall to the president at that time, so when they put it up, it was just known as the administration building. It had no name. Kaye Hall was known for its foyer. It was the, it was in the center part of the building. The wall at the top of the stairs and to your left would have gone into the auditorium. The entrance to the auditorium is kind of on the second floor there in the corner. And at one point there was a nativity play that they put on and they brought in live animals including two or three camels that went up these stairs and through the doors and so on out here. When classes changed they had bells. And when the bell rang everybody, it was like a giant high school. So don't kind of miss, you know, get kind of misled and think of the place as it is now. It was kind of a big high school all in this one large building. And when there was a change of classes everybody moved. And so there were only about, various times, three hundred, four hundred, five hundred people. So it was very easy for students to see each other, to yell down, faculty to see everybody, the president could come out of his office on the first floor and watch everything go on. And it was all happening in this one place. At Christmas time there were the famous Christmas parties that were held in here. Forest Roberts, who was in charge of theater, he would get dressed up as Santa Claus and pass candy out. And they would sing, they would sing carols and so on and it was a little area, it was decorated. And one of the stories, fact or fiction, we don't know. Ethel Carrey, who we'll talk about later, she was the very stern, long lasting dean of women, refused the use of red lights in this area. There would be green lights, no red lights. Also, women could not wear red dresses. It was not, it was frowned up for classes, but certainly frowned upon for dances. And sort of interesting, there was one woman in town, elderly woman but still holds a spark, who did her best to challenge Ethel Carrey. Ethel Carrey would say, 'You can't come to a dance with Boy X.' And this woman came with Boy X. Now, got to do something about that. She's quite a character. But you can see that Ethel Carrey had a whole bag full of rules and so on. Some, some pretty much blamed on her but they weren't, they were rules created by the state Board of Education. This was the auditorium. And what they eventually found was, what kind of really brought the building down in 1972, '73, was that when they built the building, it must have been a state, you know, funded by the state, the beams for the balcony had not been attached to the beams of the outer wall. So the, this balcony was kind of floating up there. And this is the thing that the state engineers and fire marshal found. They had some big doings in the mid-sixties, and I guess the thing was kind of wobbly, too. "What's going on here?" And the fire marshal and the engineer and so on took a look at it and it's really from about that time on that the state legislature said, hey, no more money into this structure. If you want to build something new, fine, but no money into this structure. We'll see it turns into a _____ with president Jamrich getting involved and people in town very upset. And some of you might remember the bitterness that went on with the destruction of Kaye Hall. But this was the whole complex that these people are talking about. This was located, this was the dormitory built in 1900, wooden structure, held about a hundred, hundred and fifty or so students. It lasted until 1917. It was located on the parking lot of St. Michael's church out here. And it was a rather interesting structure. I've seen different pictures of it, I said, "What building is that?" It's got this big hoopla on the top and all this. Well, it was the dormitory. It was sold in 1917 to the Catholic Church. They kept it, the building was never used. Then in 1943 they turned into St. Michael's Parish and they, the upper, the attic and the third floor were rotting out, literally, so they pulled those off, kind of spruced up and modernized the bottom two floors and turned it into a chapel and I think they also used it as the school into the 1960s and then it was eventually torn down when

they built the present complex at St. Michael's. But this was the first dormitory. But, and, in 1917, which means from 1917 to 1949, when you look at the history of Northern, all the kids that came here lived in boardinghouses scattered around town. There was no dormitory. And so, you know, we talk about commuter life today, and there was just a thing in the paper a week or so ago and how a high percentage of people are commuters, are just going back to our rooms, because most of the students walk from, you know nobody had cars, they took the street car or they walked from another part of town. So if there were some doings at night, something like this, a meeting or something, they went home, had dinner, and came back. Okay, this was, well, maybe I'll try to skip some of these repeats here. This was John D. Peirce School. It was built in, started about 1922, opened in 1925. Part of the problem with this school is it looks like a factory. I mean, the smokestack does not help out. But it was not an attractive building if you remember the place. And really when they went to tear it down there weren't too many people that got too excited about tearing it down. The students that went there. But a lot of other people said, hey, kind of an eyesore. The sad part is that, now this is probably worth the jump back and forth, so... Oh, this might even work better, maybe do both, okay. This is what the building was supposed to look like. High roof... now if this had survived, I mean if this had been built, it'd probably be standing today. But then the state legislature cut off this, cut off that, and cut the appropriation down so that the fancy roof, a lot of the little fancy stonework and so on was cast aside. And so you get this building. It made quite a difference. This is, getting back to this, this was the, you know we've looked at these pictures now, this was the complex. Peirce School, down here, this was supposed to be our little diagram for the historical marker but we kind of improved it. And then you have Longyear Hall, the Library Annex 1904, Kay Hall 1915, the gym annex 1906, White, Peter White Hall of Science 1902. Then later on, 1950, '50, '51, they built the Lydia Olson Library. This was basically the campus that you're talking about for the first fifty, almost sixty years. This is where everything went on. All your classrooms, offices, everything was there. 1949 they will build Carrey Hall and Lee Hall and then Spooner goes up and you have dormitories. But still, all of the classrooms were in this complex. And it's really not until you get into the 1960s and you build the Thomas Fine Arts Building, Jamrich Hall, this building in 1969, that you start getting, excuse me, West Science, that you start moving away from this complex. So this was around for a good portion of our history. These are some of the kids in the school, the Pierce School. Okay, this is the first, now this is the students standing in front of the Dormitory and this was the graduating class of 1901. Now you have to remember until 1918, students came here pretty much to get a two year teaching certificate. There were various rural school certificates and so on, it was basically a two year operation. So you had a junior class and a senior class. Then in 1918 we went into a four year baccalaureate program. But even then, a lot of the students that graduated, like in the 1920s, you might get maybe five graduating with a bachelor's degree and seventy graduating with a teaching certificate. But this was the 1901 graduating class and you can see that, I don't know who the fellow is, but he's quite outnumbered by the women. Until about 1907, and this was true throughout the country, women who graduated from college, or teacher schools that way, graduated in white. It was supposed to be virginal white, like brides to the teaching profession. And this was something that I learned out at San Francisco State University which started about a hundred years ago as a normal school. They have a whole ceremony where sort of the teachers, mostly women, went to the University of California's Greek theater and sort of in a big ceremony witnessed by their families and so on, dedicated themselves to the teaching profession. It was a big, big ceremony. Then around 1907, the black academic robe came into being. For about the first half a dozen years or so it was just white dresses. Okay, what do we have here? We'll hold off, we'll get back to that. Just a second, here. Okay, I talked a little about, I just mentioned

Minnie Waldo, but we'll talk more about Ethel Carrey. Ethel Carrey came to Northern as dean of women in 1924. And she was, she earns a reputation of being an extremely stern, sort of wicked witch of the north. We talked to some of the students that were here - I mean, '20s, '30s, '40s - this is not a nice lady. She went after the, you know, no red lights for Christmas. No red dresses. No patent leather shoes. She took a ruler and kept kids from dancing too close. People could not, the students could not date certain people, certainly coming to campus. One of the things was smoking. There was a prohibition on smoking on campus. If you wanted to smoke, you had to go walk off the sidewalk and stand in the street. And so this is put, once again with the folk lore and reality, all of this is dumped on this poor woman. She did it! You go through the State Board of Education minutes, it is the State Board of Education.

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RM: -was a good friend of none other than, John M. Munson. And I went down in the summer of 1994, just a few months before he passed away, and I did an interview with ninety-eight year old Don Bottum. Now Bottum says that Ethel Carrey and John Munson were an item and they used to go out. Bottum and his wife would go out with the two of them and so on. This is a little bit of Northern gossip that I dug up _____ written up, anyways. But anyway, John Munson comes on the scene in 1923. He is brought in to clean the place up. What is he cleaning up? It seems that the previous president, James Kaye, had been here from 1904 to 1923, and I feel that he stayed too long, you can't help it, you're welcome [?]. And, according to, none of this is really, really get a hand on, but it seems that faculty were not tending to business, grades were being distributed like you couldn't believe, A's were high I guess, faculty were out spending a lot of time fishing and hunting when they should have been in the classroom. And some people, the history professor who Allen Chase will talk about later, we have some of his letters where, in a veiled sense, he tries to complain about what's, you know, going on. Well, anyway, Kaye then is, retires. And he's originally from the Ludington area. And it's interesting, he spends the summer down there farming and comes up here and teaches in the winter. He continues teaching after his presidency for about ten years, kind of an interesting situation. But Munson is here, you can see that John is a rather surly individual, was originally, his family were Swedish immigrants. He was originally, or grew up in the Menominee area and was a lumberjack. And he was out there one day as they were chopping wood and so on, and cutting timber, and a buddy of his says, 'Hey, you know, what about going to Ferris?' So he does, and that's how he kind of started his career. 1923 he's brought in to clean up the place, and that's I guess why he brought in Ethel Carrey. And there's probably a certain reality there that she was a stern individual, she wasn't going to take a lot of guff from the students. But anyway we find that he is very concerned about raising the standards, we have notes that he sent to students, congratulating students. Now remember, there weren't that many. But for instance if you got a four point or three eight or something, he'd send you a little note of congratulations on getting an A in French 101 and Biology 305 and so on. You got this very, very personal letter from him, which is kind of interesting. He is the only, Munson is also the only bachelor president that we had. And he lived over in a boarding house on Ridge Street. By 1933 he becomes president of Eastern Michigan University and I guess really during World War II saves the place, the army wanted to shut Eastern Michigan down and turn it into kind of a military camp and he fought against considerable odds to keep it. When he passes away he left a hundred thousand dollars to the Munson Historical Fund and the state of Michigan produces books. I don't know if the fund is still active, but through the 1970s they came out with teachers' books and what not, pamphlets, and you'll see the Munson Foundation, that's where he left his money. The interesting thing about him is that we have, I went down to Eastern, to their archives,

and found the ten years of his papers while he was at Northern. And it's a goodly collection of papers. That they're personal papers and university stuff. And it's the, really one of the more significant collections that we have. Certainly of such a varied condition, where we have, you know, his personal papers, letters from his niece, things like that. But anyway, Munson then is quite a character. There's a story told by, I guess she's ill now, but I did meet with her in '94 as well, Olive Fox. And she was a pretty teacher here, and he called her in one day, he said, 'Olive, I want to hire you.' This is when the president did all the hiring. 'Olive, I want to hire you. And I want you to start,' this is Friday, 'and I'd like you to start teaching,' or whatever she's going to do, I don't know if she's teaching right away, 'on Monday morning.' Well, she said, 'Well, you know, I'd like to have the weekend and kind of think it over.' And so on and so on. And then she said, 'Do I get a contract or anything?' And Munson says, this gives you an idea of his character, Munson said, 'No. It's easier for me to fire you without it.' And Olive Fox had said to me, 'And I saw it as it was easier for me to quit.' You know, if there's no contract, hey, things are getting too rough here, forget it. So anyway, that kind of gives you a little idea of Munson. Let me make some comments here about the school colors, the school colors, which are green and gold. They should be the color of the book marks. And how did we get the colors? They kind of evolved. The green were the pine trees and the gold was the sunset. And you kind of see this in a, there was a year book that came out in one year, 1910, called *The Olive and Gold*. And they kind of refer to this, to these colors. Though the early years, every class had its own colors. But these colors seemed to stick. And then we go from, and we'll see on the flag, but the colors are kind of wonky, you get the real, true colors, kind of wonky. In the 1950s when Northern got into a more active sports program, where we were no longer just playing local high schools, probably one of the coaches, Frosty Ferzacca is a person that probably comes to mind, football coach probably went and said, you know, just, a lot of this stuff was kind of casual conversation, 'Hey, Ed,' Ed Harden, 'Ed, why don't we do something about the colors? Let's go with the Green Bay Packers, kind of that, you know, pepped up green and gold.' So you find that after the, about the late 1950s and certainly by the time we become a university in 1963, we're into the more spiffed up colors that we use today. Though we have a situation where sort of both sets of colors are used depending on who you're talking to. A situation two years ago, the basketball coach ordered the old colors. And I guess when they arrived, the fellow over in central receiving, Ron Provost, opened the box and he said, 'Oh, my god, you ordered the wrong colors.' He said, 'No, no, no, no, no. We're going back to the old colors.' The, let's see, we have some little history here. This just came, this is like hot off the mental press here. When did we become the Wildcats? And that's a little kind of dumb thing, kind of interesting. Why did we become the wildcats? Well, nobody knew. Except this guy came in, Floyd Bridgeman [phonetically spelled] from Traverse City, came by, stopped and talked to Paul Suomi in the alumni office, and they were talking about a bunch of things, and according to, and I'll read this, it's a lot better, according to Mr. Bridgeman it was in the fall of 1935 after the football season had ended and the basketball season was just starting and CB Hedgecock announced to everybody that those men who were to be part of the man to man defensive unit on the basketball team would be known as the cubs. And those who would play the zone defense in basketball would be known as the cats. Well, one of the players asked him why were some cubs and why were some cats? He said, well, 'In man to man you have to be quicker and because the cubs are the natural offspring of wildcats, bob cats, any kind of cats, when you're younger, the man to man unit would be known as a cub. All members of the older, more methodical zone defense group would be known as the cats, the wildcats. So that in a breath is how they created the Wildcats. What were we called before that time? The Teachers. And the Upstaters. I guess from downstate we were known as the Upstaters. Not the Yoopers, the Upstaters. Okay, and then

the university seal. You've all looked at the university seals, the seal that we have today is the creation of a fellow by the name of Clair Hekhuis. He came in the early 1960s with President Harden, he was kind of the first information officer, and he was told to come up with a new, kind of forceful, President Harden came in 1956, is really the driving force of the modern university. And he wanted, you know, he wanted the place advertised. He wanted a logo that would kind of be distinctive or a seal that would be distinctive and so on and so they put this together, Hekhuis put this together, and the seal was very important. This was from an interview with him, 'Because the university, the state university was a driving force in Marquette and the rest of the Upper Peninsula in terms of providing public service, the torch is the light or fire of learning. I wanted a block N there not just Northern Michigan College around the circle. Some people said that normally you wouldn't have a block N like that on the seal. But we were still seeking identification, better identification, so I thought that it ought to be there. Then the four stars. One represents graduate study, one represents undergraduate study, one is public service, the other the star of the north. They were all in the circle which means that they are all part of the same thing. This is how that came about.' And then they, and once again they didn't have a committee work on this, kind of went to Ed Harden, Ed said, 'Yeah, this is what we want.' They brought it to the state board of education and it was done. The other thing that we developed or found, okay, was the university flag. I found this reading from the minutes of the Board of Education and came across a little note that said flag. You know, flag. Do we have a flag? But it didn't say what it's about, it just said the state Board of Education approves the flag. So, I had to wait, eventually went down to the state Board of Education Lansing, talked to the people, they had some archival material, they dug it out. They had a description of the flag. And I brought it back and then, we didn't really know what this was supposed to look like. Luckily, Kevin Shear who was the creator of the flag was still alive down in Carmel, Ohio. And we get in contact with him and he gives us an idea of what this is supposed to look like. It's amazing that you couldn't interpret one line of print but it was in vexillological jargon, flag jargon, and so eventually we put together a flag and there was one, you might remember it was on the cover of the paper with me and President Vandement, the one we sent up to the MIR space station. Kind of did that very quickly and it's a variation on this flag. Eventually we got Jim Porter from the Art and Design Department to sit down and to proportionalize the whole thing. I didn't know there was so much, I don't know, if I had known there was such a mess with the flag I don't know if I would have done the thing. We must have had, President Vandement, myself, and some other people were all very, were all rubes at this and we got into it and then we found it was a big problem. But anyway, Jim [inaudible] helped us out and we eventually had this flag made and we had two copies made. It was kind of interesting because nobody had ever seen this thing. And then in the spring of 1997 we had a, we had two cloth copies made. An official flag, one is in the president's office, if you're ever interested in looking at it, pulling it out and seeing what the whole thing looks like. One is in the president's office, I don't know _____ meeting office there, so if you go up there just ask the secretary about the flag and if you can see it. The other one the ROTC department holds for processions, parades, and so on. But anyway, this was first, the flag was first, it turns out, was first used, publicly used at commencement in May of 1997. Okay, then we have, now we can go to something tangible here. The university has a mace. Jim Rapport says this thing looks like a pregnant kumquat [laughter] and he refuses to carry it so we went down the line. It's supposed to be the senior faculty member is supposed to carry it. So the next person is Gene Whitehouse and I brought this up to him and I won't say what he said to do with the mace [laughter] and now I don't know who's next in line, but there's like a whole bunch of people that don't want to touch it. This was made, and if you look at it, it's a mess. It was made for President Jamrich's

inauguration in October, 1969, and it was made cheaply by the industrial arts people. Kate Barber [?] was in charge, and it really doesn't make any sense. We don't know what the wood is. Is this U.P. wood? Don't know. On it, it has, 'Courage, truth, truth,' no, yes, 'truth, courage.' We don't have any motto that uses this _____, it's just something nice. And then they have some kind of stones on here. I don't know what the things are, it looks like something they bought in _____ shop or something. And, oh, and on the bottom is 'humility.' Yeah. And there is, if this is used, as I said, nobody wants to use it and you can kind of see why, there is a green robe that is worn. A special robe and a little tan hat and a sash. And then you're supposed to carry this. And this is supposed to represent, it comes from the Middle Ages, and it's supposed to represent the authority of the university to give degrees and so on. What we're kind of now planning is for the centennial to come up with a new mace, this will go on display, and to come up with a new mace that would be made of an Upper Peninsula wood, that would have U.P. gold, U.P. silver, copper, and iron on it in some way, the university symbol and so on. So we've been doing some research on coming up with a new design for the mace. But right now, this probably should just go to, somebody said what we ought to do is to really spiff it up is to put the top of it in a can of gold paint and then we'd have this gold top to it. I figured I'd just let the mace go and,

UNKNOWN: Maybe you should just bury it with honors.

RM: Now, okay, did the mace. There was a thing that was done in the past on a regular basis. And I found a few of them. Today I found one by accident. The class gift. It seems that every class gave a gift to the university. What were some of the gifts? One of the gifts the class of 1916 gave the statue of Abraham Lincoln that you happen to be right by, that used to be in Kaye Hall, and it was in the auditorium and then the builders tore him down, art and design got it and hung onto it, when we, when they first had it I went over and saw it and it was a psychedelic wig then with a polka dot vest, a red jacket, and so on, it was a mess, our president then thought it might be nice to put a picture of the statue before and after. And it was so irreverent it would really irritate people and never would it go back over _____ let's just leave the statue here and not show what it looked like, it was a mess, but the good thing about it was that the art and design students painted it, and every time you painted it you put a coating on it that protected the plastic, so now the statue of Abraham Lincoln from the class of 1916 is in a place of note, and there's also the statue of Saint George by Donatello, a Renaissance artist, also, it's very famous and it's reproduced widely, that was also from a class but I don't know which class, they've also had, they did other things, television sets, cameras, you know, pull back the 35 millimeter camera and so on, and the class of 1932 gave these gates it was a very elaborate gateway, now this is into the Depression, these gates _____ together, look this up, and it was put up in 1933-34, so, and so there was an elaborate gate, a very beautiful gate, by the time they got the trees up and everything was up, down on former Waldo and Presque Isle across the street from Subway sandwich shop, what happened was that as, you know, as time passed _____ leisure folks cabins, 1963 they put in a parking lot, and guess what, bulldozers came in and destroyed that and also destroyed three quarters or two thirds of the _____. There was another activity, well, I'll just kind of briefly mention this, and I don't have any pictures of it, there was a chapel, kind of a highly overdue, the role of religion and education in the middle ages, there's a thing called chapel that's really a _____ but you're going to find that the board of control wanted, excuse me, the Board of Education, wanted a special time for the students to go to chapel and to be morally invigorated, and so for a number of years in the early days they had to have, and then they eventually got rid of the name, and they called it s _____. We also had that religious connection up until the 1960s, every year at

graduation there was a baccalaureate program, baccalaureate program was a religious program, this was _____ graduation _____ before graduation you went in the auditorium and the local priest, minister, would get up and hear a psalm, an inspirational psalm, what I can't figure out is, were people required to go and so on, after, I think probably after it became a university things began to change, the local churches would have a scheduled ceremony or something for, you know, people of that denomination so, and you got rid of the baccalaureate program, and we would still continue to have a religious invocation until about maybe three, four years ago, and that kind of magically, nothing was said, I don't think there was a story, so nobody told me what happened, I had to track it down, it just kind of ended, we went through then said, "Hey, there's no minister here"

UNKNOWN: Well we had commencement four years ago in '94 and they had an Indian, all they had was they had an Indian doing the service and _____ whatever you call it, I can't remember what you call it, a prayer, and they had that and then that was the only thing –

RM: So it's pretty much, it's pretty much gone and even for, they've got to bring the Indians in doing prayers, or now we call it inspirational thoughts and so on, they had, President Bailey had her [sounds like "installation"], they had an Indian that said some words or something, I don't know how far you can push that, someone could say, "Hey, that's still religion, cut it out!" Now, another ceremony that we had went out into, probably the 1930s, was Evergreen Day and/or Ivy Day, and the graduating seniors would all get together [looking at picture] here we have, on the top there one, I guess it's the _____ here, I wish we had better pictures of some of this stuff, and what they would do is they would plant an evergreen tree as their legacy to Northern, but I don't know what happened to all these trees, I think most of them died before they got very big because we should have pretty big forests of these trees, it would have been nice if we had everything, you know, from 1910 or '12, and then they shifted away from the evergreen thing, and this was something that was done by [sounds like "Easter Pollux"], and then they had Ivy Day, that's kind of interesting because there are accounts of it and the idea was that the class would plant ivy and then the ivy would grow up in the spirit of the students, the ivy would grow up and then cover the building and so over the years you would have all of this ivy that was the spirit of the graduating seniors, and Northern had these buildings, you can see some of the pictures, were covered with ivy. The only problem with ivy is that it kind of eats into the sandstone or brick and destroys the building, so eventually in the 1960s they ripped all the ivy out, because faculty members, the history faculty member Dr. Rogell, were outraged because among other things the buildings looked totally naked, and then on top of it they painted all the windowsills, they painted them green, so the place really looked like a mess. But that was a whole ceremony for years in early June, just before graduation, they would have Ivy Day. Now, there was also another activity here called Rush Day and also in June, just before graduation, they would have a ceremony that began with an assembly in Kaye Hall and then everybody would get on a street car and go out to Presque Isle and it was sort of the, the men and women got into these games, now you'll see the games here in the [very long pause, looking at picture] and so they had this whole program, and you'll see the program got very, very bloody, people were kidnapped in the process of _____, you'll see, look carefully because people being tied up. [Conversation about the slideshow, something is going on with the pictures] [People discussing how to get the machine to work, then old-timey piano music starts playing, making it difficult to hear what is being said] ...Ok, look at this very carefully. This is about 1 o'clock in the afternoon on _____. And you'll see president Munson walk by here. [They appear to be watching a video] This is about 1926. [Long pause as they watch the video] And it's interesting, in *The North Wind* – there's Munson.

Everybody was supposed to be involved, this was group fun, community spirit. It consisted of, you'll see, tug-of-war. [Another pause] Also _____ [Another pause, music continues to play] [Muffled speaking, covered by music]

UNKNOWN: Is this on Lake Superior?

RM: Uh huh, this is Lake Superior _____ [Music, presumably from video, continues to play, no speaking for some time. Occasional talking covered by music] There's like a whole car _____. This is across the Dead River _____ [music continues, another long pause]

END OF RECORDING