

*I don't say anything about
his reported political
ambitions*

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**INTERVIEW WITH EDGAR HARDEN
EAST LANSING, MICHIGAN
AUGUST 3, 1994**

Dr. Harden was President of Northern Michigan University from 1956 through 1967.

RM: Dr. Harden, I would like to start with my usual precedent to interviews with the date of your birth.

EH: October 31, 1906.

RM: Now as the introductory question, could you tell me a little bit about your life and career and how did this all work into your arrival at Northern?

EH: My early life was spent in a small town, Montezuma, Iowa, where I had the good fortune to know the teachers and they knew me; that was helpful to both of us, I think. It was a town which was in bad trouble as a lot of them were as a site of a depression which came all too soon. I came through the depression, my father had had some reverses financially, and I had earlier planned to go to the University of Iowa to study law. But at that time lawyers were a dime a dozen, I guess, as one person put it, and unless one had the firm with which he could relate upon graduation there wasn't much to do except run for county attorney. So I chose not to do that and went and moved into education which I have been grateful for having done ever since. So the early years were filled with the economic crisis that often plagued one sometime along the road and also to begin to take a look at myself as to what was important in life. I was given a scholarship to Iowa State Teachers College, it was then, and was a reasonably good athlete and they gave me a job and so that was where I went to get my undergraduate education. From there I started teaching and was selected as the principal of a small school in Iowa, Edgewood, because I was tall and reasonably active; they needed someone who could control the kids. But, as a matter of fact, I found out to be a very fine experience because it was a small town, I began to see even more the kinds of educational opportunities that young people had or didn't have, and it sort of helped to formalize a little bit some of my educational philosophy.

I had come up into Iowa where there had been lots of difficulties with poverty and you won't remember this I'm sure but there was a time when the farmers threw a judge at DeMarse, Iowa, I believe it was, off the bench and they killed cows. It was just a very, very bad time, and it was at that time too that I began to realize that unless we had some opportunities in this country for young people where they could see some kind of a light ahead, we wouldn't have the kind of society that I thought

we ought to have. And so the depression of the 30's helped to formalize my position on education and what I thought was important and for whom and that sort of carried me on until in the later years. I was much discussed and cussed for philosophy, I call, the right to try. And, I've never regretted having done that - I think that's one of the most important things I ever did in my life and I still hear from young people - older people now of course - from all over the United States whom had that opportunity at Northern and had been the better for it, I think.

RM: Then how did you work your way - you're in Iowa during the depression years and school teaching - how did you get over to Michigan?

EH: I got to Michigan in a number of interesting ways. From Iowa I was invited to go to the University of Iowa to work on my graduate degrees and then just as I was leaving to do that, I was offered the principalship at Independence, Iowa, which was a county seat town, a very nice town, a town we still love of about 4 or 5,000 people and stayed there for three years and then was invited to go to Illinois to assume the principalship there. I'm trying to think of the town - and from there I'll get this filled in, I was invited to go to Gaylesburg, Illinois, as principal. From there to Battle Creek as high school principal - Battle Creek, Michigan - and then John Hannah, who was then President of Michigan State University invited me to come and visit with him about taking a position at Michigan State which I did, even though it was sort of expensive in that I took a substantial cut in salary to go from the high school where I was principal to Michigan State University where salaries were very much lower. I think at the time the President only earned \$7,500. a year, but it was the best move I ever made because I was given almost, as I see it, unlimited opportunities for growth there and stayed at Michigan State for eleven years.

RM: What year was that that you went?

EH: That was in 1945 and I stayed at Michigan State until 1956. From there, after some beautiful experiences at Michigan State, I was offered an opportunity to move into business, which I did, but soon found out that, while I think I can say I was quite successful, I was torn when I came back to by the State Superintendent of Instruction, who was then Dr. Lee Thurston and by the head of the State Board of Education here to take a look at Northern, which was in the process of either building or being closed as one of the institutions. And, this just whetted my appetite, I guess, and I chose to go back to Northern and again at a salary differential of almost \$12,000. plus a lot of other perks. But I felt very comfortable there and I knew something about Northern because I knew the board and I had Lee Thurston who was Superintendent of Public Instruction earlier had suggested to Dr. Hannah that I go up and become president of the

place when it was in its rather precarious situations of being closed or moving on to become a lot better institution. Although I want to say from the start, I felt that Northern had an excellent staff in terms of teaching and they had emphasized in terms of teaching and research and extension, their great strength was in teaching - we had some of the finest teachers there that I've known. Not all in agreement with me, I must add, because of my desire to build more broadly, to serve more people, and to enlarge and enrich the area economically. But, that was about the process of moving there. So I stayed there until 1967 with a number of interesting experiences and then looking at my family I decided that I should do a little more for them in terms of fiscal responsibility, and I was offered another position which I took and - with Mr. Carl Story who set up a corporation which I headed - I called Story Incorporated, which consisted of automobile dealerships, insurance companies, and real estate. That was a very pleasant task.

RM: So this was after you left Northern?

EH: And then as I thought it might be time to get out of his way - Mr. Story, I then decided I would become a consultant to business people, which I did, until 1977 when the Chairman of the Board of Trustees at Michigan State University asked me if I would take over on a temporary basis, Michigan State because President Horton had left or was leaving. I talked with Mr. Story and he said well, how long will you be gone, and I said about six months - that was what they told me six to eight months. So I stayed there two years - happily with his blessing and then I went ahead and told them it was time for me to leave. So I went into the Story operation until I retired.

RM: So you were interim president at Michigan State?

EH: They made me interim then at the end of six or eight months, they made me permanent, and they wanted me to stay on indefinitely, but at that time I was in my early 70's, I think, and I said no way, this was a nice honor but there's a lot of stuff to be found in the morgue - as they call it - . It was very interesting, very successful, I think two years, and the things I've learned at Northern, the things I've learned at from here, and the fact that I've had such a wonderful relationship with Dr. John Hannah all those years, up until his death all added up to making this a very happy experience.

RM: To go back a bit, what was your position when you first went to Michigan State?

EH: I was an Associate Professor in the - what they call then the Institute of Counseling, Testing, and Guidance. That was a result of a program I had initiated at Battle Creek High School

that was printed and published in a number of magazines, educational magazines, and some people on the State Board - I beg your pardon - State Department of Public Instruction and Michigan State came to see me one day to see if I would be interested to coming to Michigan State and sort of pushing that particular thing forward a little - which I did and was glad to do.

RM: Did that sort of tie into your view of education.

EH: Oh yes, very much so - there's no doubt that I happen to believe that most people are educable and I believe that most people need an opportunity, and I went from there after looking this state over and using my own experience to see where a great many bright men and women were not going to college because of lack of opportunity. For example, when I went to the Upper Peninsula, libraries were just about not much to speak of - there was very little television - no television - we put in a television station there. There was very little radio and the communication _____ broad expanse in the third of Michigan was hard to bring people together, so I early determined that we were going to be a good regional institution rather than sort of a prep school for the sons and daughters of faculty and the wealthier people in the peninsula. And so that's where I got the right to try idea and I've had it all along actually, but that's where I saw there was a place for an institution of that kind in that location to take a look at what it's real purpose was. And so many of them, at that time, were trying to imitate the universities, and I felt this was totally wrong - that we ought to carve out our own philosophical independence and see where we could help the people help themselves in that area.

Now I encountered some opposition to that from the - _____ but I want to say that as being the responsible people that they were, a number of them, I think most of them came around to believe that was a genuine service and a genuine philosophy for that part of the country and headed into it with real eye enthusiasm. I'll give you an example of what I mean of - when I went to Northern first we were only 800 and our faculty wasn't large, and faculty - some very good faculty - taught only upper classes. The freshmen coming into Northern was really just sort of overlooked, and I was able to work out with the department heads, as a part of the contractual relationship with each incoming professor that he would teach at least one freshmen course, and that we would want to do some, in addition to teaching we were going to do a little research if people were qualified. But, teaching, research, and extension were the three-armed position that we took. And, I never wavered from that, as you may have heard.

RM: Just to insert a comment, that's pretty much the philosophy down to the present day, with the passage of time, the different presidents, and different developments - but it's still even for

promotion and tenure and so on - those three - you have to do two of those three. So that has stayed . . .

EH: Yes, two of those three - well, I think it's fundamental. Now, I derived on a lot of my philosophy - let me correct that, I gained support for a lot of my philosophy as a result of the *and* line-grant philosophy, which you know is the philosophy to help people help themselves. And also, I've said for many years, that the two most important acts in this country, in my judgment, the Line-Grant College Act and the boys who came out after the war - the GI Bill. And, I was there at Michigan State when this happened, and I was at Northern when we were able to expand and I found that people were so appreciative - I resent the fact that a lot of people now talk about education at all levels as being _____ concerned only about salaries and tenure and stuff. That isn't true, in my judgment, at least when I left, we had some people who were that way without a doubt, but people who really engulfed themselves in this philosophy found so much satisfaction in helping people help themselves, that they gave beyond the call of duty. I have a belief that leadership has to play a large role in that and one just can't talk it - the fellow says he has to walk it and the president has to be the one who can lead in that direction. I'm talking too much here -

RM: No, that's fine.

EH: You keep probing wherever you want to or back me up. There's nothing wrong with being this informal, is there.

RM: No, this is perfect. This is exactly what I want - just be yourself and get into . . .

You've given a good overview of your philosophy, now we're going to kind of backtrack and take a look at the conditions you alluded to them, but I'd like your impressions of the conditions at Northern when you arrived.

EH: When I went to Northern the Upper Peninsula was in deplorable condition - strikes, economy, we had about 800 students. I forgotten what our budget was, but I think it was about \$800,000. We had no building program, we had a lot of very fine teachers but the weather and some other things and the lack of facilities just proved almost insurmountable, so

RM: Let me interrupt here, could you make some comments about the president at the time.

EH: Yes, I'd be glad to. Mr. Henry Tate was my predecessor and a fine gentlemen he was. He had been a principal, I believe, at Eastern Michigan their high school; which used to be associated with the college. But, there wasn't much - there was talk among

the legislatures up there and that was one of the first things I encountered from a Republican legislator over near St. Ignace, that Northern ought to be closed. There was a great deal talk of that kind, and it came out as a challenge. And, I remember what Lee Thurston, who was Superintendent of Public Instruction said to me, "somebody can go up there and really revitalize that and help the people all over." And I remember that, Lee Thurston, and I were good friends - he had gone up sometime earlier and asked Mr. Hannah to release me to go to another job which I didn't do but that's just bypass. So, no facilities to speak of, no great _____ for helping the area, sort of a comfortable living for the good profs that we had, but also they were eager to do more, but I think Mr. Tate had not been well - fine gentlemen - I can't say enough good things about him - to his background. He was 64 or 65 when I went there as I recall and he died not too long afterward. The thing that as I said on many occasions when I was talking about the problems with the legislature, I said the thing is is that these people can't see the light at the end of the tunnel and all these negatives that we're finding, such as the weather, such as the bridge or lack of a bridge, such as no support financially for the institution, such as the fact that they are totally ignored - people never go up there to visit the institution or see what it is - I said what we have to do is have some corrective procedures whereby we begin to be a part of the state. I remember, and this is a little antidote to help to make a deal - and we used to have our hearings for the budget in front of the press and legislators and everyone who came in, and the fact that I had been at Michigan State and John Hannah was known to be a real - he really went after money and did beautifully at it, and I presented my first budget and they've never had a budget _____ and Senator Elmer Porter, who became a good friend of mine, was Chairman of the Senate Finance Committee, which had all the power at that time, and he held up - as they started my hearing there was always quite a few in there - reporters and everybody else - he held up my budget and he said Harden, I've looked over your budget, which I really don't think he had, but he said you're trying to outhannah Hannah. And, I said, and this was widely reported, I said Senator Porter, if trying to outhannah Hannah is attempting to provide resources and opportunities for our young people and older people too in the Upper Peninsula, is trying to outhannah Hannah, I want you to know that I plead guilty as charged. So, that was - and from there on, I was fortunate in having excellent relationships with the legislature - I think most people know will agree to that - both at Michigan State and up there. We didn't do it fast but there was a great deal of feeling for Upper Peninsula. Another example, the State Highway Commissioner came up to see us one time in my early years and brought his wife - delightful couple - and we toured the campus which there wasn't much, but I showed them the outline of the campus and he said what's your most immediate need. And, I said we don't have any surface roads now and if we could get the campus picture sort of prototyped, we'd

be very helpful and get some roads in. So he was paving the road at that time from the highway from Marquette to Negaunee and Ishpeming - that used to be an awful road - I think it had been fixed by the time you got here. He just had his people come in and we got our road schedule laid out - not completely but _____ . So that was a form of help that we had.

We had learning resources situation was another example. This was something that I had dreamed about because I think you ought to get faculty, students, and the facilities close together and we were small enough so that I felt that a learning resources center, which combined those would be a great asset for two reasons. First, I thought it was sound education, and secondly, weather was _____ So I started the drive for that with the legislature, and Garl~~X~~ane, Joe Mack, who they were powerful people in the legislature at that time, and the University of Michigan came in after I had presented this plan for some support - financially and they said this is a good idea, but it ought to be at the University of Michigan. And that was one of the finest things that ever happened, because the entire legislature said no, Northern came up with this kind of idea, they are going to get it. And that's how we got the learning resources center and I was very proud of that, and there was never any idea that renamed after me, that was not a matter of concern at all. But, to see that facility and to see the people.

Another antidote of how we got support - a gentleman by the name of Earl Cress, who was the head of the Ann Arbor Trust Company, from whom most of the institutions borrowed money, and we had to deal with the State Department of Public Instruction, and he did a lot in helping Michigan and Michigan State and all the other colleges borrow money, and they worked out this plan repayment by building a dormitory, a residence hall, and then paying it off, which happened and that's how we _____. And he came up to visit with me - he and I had been good friends before because of my work down here - and I said Earl someday you've got to loan us enough money to build a students center of some kind. He said that I can't do because you don't have any students - you don't have enough students yet to carry the load. And, I said we're going to have - well, to make a long story short, I'm not trying to be a hero but he finally came back and said if you've stay three years, I loan you the first installment of getting this and see it through. That's how the first real building of worth came on campus. Then we were able to build the other residence halls as kids became to stay because prior to that time, it had been almost exclusively a drive-in for the kids.

RM: Is that sort of the reason why the University Center grew in three sections because of the funding - so they started out with

one section

EH: Yes, getting something there and then moving on as we met our quota for students. He - Earl Cress was a good friend of my, now deceased.

The growing years were great years. I received criticism from a lot of people and this is an interesting observation that I've made.

SIDE TWO OF TAPE ONE:

I said, whether it's true or not, people I didn't think were frying me on expansion as much as they were frightened - thought we were doing something we couldn't complete. That's an interesting observation and it's just mine. But, as we continued to build buildings and enlarge the student body and get some more and the extra class programs, we built the band, built its football teams, basketball teams, and we pointed out all along the way that it was our judgment that if you're going to be an expert in academics, which we wanted to be and we had a good record, we could also had to be expert in the other things that we tried so, it wasn't a question of measuring one against another but if it was contagious and one augments the other. And, it did, just no question about that, in my mine. So, that was the part of the building program, too.

*"Excellence
begins
smallness"*

RM: You talked about the expansion of the program - the campus and facilities and so on.

EH: Yes, let's talk about the academic program a little bit. When we went up there, we had just a baccalaureate degree and we did graduate work in cooperation with the University of Michigan. It was my judgement that this should not continue, not that the University of Michigan wasn't very good to us - they were. So I visited with their graduate school being and the people who were responsible for us and said you tell me what we have to do to prepare so we can offer our own masters degree. This is not the way it should be done now, you have to help us or you have to tell me why it can't be done. And, God bless them, the University of Michigan said we'll help you; if you want to try to do that, we'll do anything we can to help you. And so we were able to implement a masters degree, which meant so much to our teachers up there who have never gone beyond the baccalaureate degree. And so that was a very, very important decision we made.

I'm just trying to think of anything else there that was - what was that question

RM: The question about which is academically related the question of outreach program, public service programs around the

Upper Peninsula.

EH: Yes, that was - I'll tell you this was a fascinating thing - the Upper Peninsula, as you know is a pretty huge place, and in conjunction with Claude Bosworth, who was one of my great right arms, as was Harold Sponberg, we were all had the Michigan State orientation toward outreach, and we used to get in about midnight from having been out around seeing what was going on and what we could do. But, when we got to the outreach part of it, the faculty didn't like this very well because it required them to do some driving, which was not easy. It required them to take some unusual people into their classes. But, we finally got that going pretty well and that became a part of our graduate program. We did pay them extra for that in those days - it would have been unfair had we done anything else. So, then as we went on and I was out a good deal, and so was Harold and Claude, we saw they had to get better skills and work skills, we saw they had to get better learning skills, we saw they had to have some information that hadn't been provided them. And, as a consequence we set up the south campus program. We did some things - a little antidote here - I believe that one of the things we wanted to do was to get parents on the campus as we were developing it because their memories of it or feelings about it - there wasn't anything - Michigan Tech was the big thing at that time. And still is a great university, and so Niemi, was head of our music department - we set up doing some plays - musicals and those just went over first rate. Gee whiz, I can remember driving into a filling station one day, and a little fellow came out to wait on me and he saw something he knew, and he said I just wanted to tell you that my wife and I went up to see whatever it was and we haven't had things up here and we're sure glad you're here. And we developed sort of a traveling group of kids - Jim Rapport was great in developing this kind of thing. And, so we began to, not only go out to them, but we brought them in to become better acquainted with us, which I thought was an important thing to do.

anecdote

And so, from there on, I don't know whether you know it or not but, Claude Bosworth and his group did a lot of work in Saudi Arabia with the oil fields and we were known as a school that had some real skills - we did have very good skills - and some of our people got darn good jobs out there - but, anyway . . .

RM: Was that during the 1960's?

EH: Yes, that's one of the great stories up there, I think - I shouldn't say one of the great stories but it's a story where we became international and people began to respect us, and I was the one who - I was chairman of the Armed Forces Educational Program Committee while I was up there, having taken Hal with me from Michigan State - and I talked on TeleStar - I was the first one to talk on TeleStar and there's a big record of that

somewhere in the files. On one of my trips to Germany we met with and stayed in some homes and I got a real inside into how the Germans felt about us and the most revealing thing was that one of the - I stayed with a man who lost a leg - he was in the Russian Army - lost it fighting for it - and his wife came to me and she said, "I'm so glad you're here; we have to do something to stop these wars." She said my husband and you got people too on your side - never get the opportunity to live a life and we just have to stop that. And so he was quite an influential guy and sometime later we talked about TeleStar, talking back and forth and it was quite a thing in that little town when someone from their school could talk over to Germany and people could listen in. That's just another little antidote.

Go ahead - I know I'm rambling . . .

RM: No, that's great. You talked a little bit about the academic program, how about the athletics, what was it like when you arrived and how they developed?

EH: I'm sure you heard, it's _____ now and that was my thesis there was, that you can have a good athletic program and a poor academic program - that doesn't make any sense, but excellence you try to do across the board. I'm sure I borrowed this from someone, I don't know who, I said excellence begets excellence; and if we're excellent in dramatics, we're excellent in music, we're excellent in athletics, we then have a foundation, you see, for attracting different kinds of students who want to improve themselves in these ways. And that soon did catch on because that was reprinted in some of the papers downstate that excellence begets excellence, which was not mine, I borrowed it I'm sure. It was one of the things that helped me ^{maybe} with faculty too. So, athletics played a very important part - just make no mistake about it, that we had nothing in the band - the first time I saw our band, I almost cried. No nothing and instead of blaming someone we went and bought uniforms through private donations, I hired some different coaches, we began to win. One of the outstanding writers in Detroit did an article - I still have the article around here someplace, I think - called "King Size Miracle in the Upper Peninsula" showing how the athletic program had helped. We began to get good crowds, we began to get more interest on the part of many people in the area, began to get more criticism from people who thought maybe we had over emphasized, but I don't think we had, because if you stay true to the fact that you want to be excellent in all things - that was dramatics, or athletics, academics or whatever you wanted.

RM: So basically, just to kind of reiterate, we've said this kind of before, basically when you got to Northern, Northern was in a deep slump, probably not going to come out of it and probably going to be closed.

EH: There was one legislator who had recommended that it be closed and he was from the Upper Peninsula. Yes, I think there was every chance at that time that Northern could have been closed.

RM: So it was not just Northern - one of the themes of its history can be that it was a State Normal School, a Teachers College but then converted into a university. But, the picture you're painting here is that it was at the end of the road as an institution and it was going to be closed.

EH: Yes, there was a good deal of talk about it, but I never listened to that obviously. I was part of the - President Hannah had called me at the end of my second year and said we have a need down here for some people, why don't you come down and talk to me about it - about the Vice Presidency at Michigan State, which I'd been a dean or something. No, I said, I'm having a lot of fun and he said, well, there's not much you can do up there Ed. I said, well, I'm having a lot of fun; there's a lot of things to be done. And I said the one thing that I shall never forget is how appreciative people are when you do something for their kids. And, I said, that alone is going to keep me here, plus he knew about Earl Cross because he and Earl Cross - I told that I would stay three years.

RM: Could you comment a little on your activist style - people say that you were every where on campus, you were looking into this and that. You sort of had a handle on . . .

EH: Some thought I was too paternalistic, but, yes I did and this helped with faculty. Faculty who had criticized this or that or the other thing. I'll give you a specific example - when we began to build, one time I remember a very bright guy and I like him enormously, came and said down on day and he said, "you know, Dr. Harden, we're getting these nice buildings, but i don't see any program for getting the kind of support for their appearance that we ought to have, and I'd like for you to select faculty committee and I'd like to be on it to take care of landscaping." It was Barnard who was a very wonderful teacher, and I said Dutch, you know a lot about Wilkey, he had just finished a book on Wilkey, and I said I know quite a little more than you do about administration and how you get things built, and how you get them paid for, and I said I don't want to seem to be arrogant about this, but you let me finish the building program to the extent that we've got it started and we've had very good people working with us, I'm not trying to do everything. But, I'm trying to get the best advice that I can, and I don't believe the faculty is competent at this time to take over the landscaping of Northern Michigan University. Well - but that was my approach in many things. It was just when - I had some complaints from the Catholic Church - major complaints on one of our teachers teaching Catcher in the Rye and the Bishop,

People who knew him believed that Havelock frequently protested the University (He didn't especially brag about it.)

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who lived right over next door almost to us, came over one day with all of his plumage and his cootery and sat down in my office and had a delightful talk. And, he said we just hope you'll take that book out of the library. And I said, Bishop, the book can't be taken out of the library, at least not by me." I said in the groves of Academe we have what we call academic freedom and this book, I don't like it because I don't that kind of writing, but on the other hand if an English professor wants to teach this, and he has some insights that I don't have, and maybe you don't have about what good this can bring. I'm not going to be the one who is guilty of infringing upon what I think to be one of our sacred rights. The Catholic Church is very strong up there and I had good relations with them - we did a lot of good things together. But, that was where faculty who might have disagreed with me on some things who did find out about that and they thought that was great, but if they wanted to landscape the building, that wasn't so good. That was an activist - there's no question about it.

R: What finally happened with this incident with Catcher in the Rye?

EH: Oh, they just kept on teaching it.

R: But, the Bishop didn't come back.

EH: No, I made it perfectly clear that I wouldn't do anything and so he and I were pretty good friends. He was from Iowa and I was a native Iowan and we talked about Sioux City, as I recall. I said you have to do your job, and I have to do mine, and I'm sure that isn't going to break out relationship. But, that I couldn't do this.

R: Who was the Bishop?

EH: I wish I could think of his name - is was a very simple name.

R: Noa?

EH: Yeah, big guy - wonderful guy.

R: And, then there were other incidents like that?

EH: Oh yes, I'd get - who was the other fellow who used to come in to see me - he's still very active up there - he took over the work for the Catholic youth - what's the name of their center. You see I'm 87 years old so I forget in 76. You'd know his name but anyway he'd come in every once in awhile and say Ed you can't do this. And I'd say, what _____. He had a wonderful mother who lived up the road. I said listen we're not going to discuss this anymore - tell your mother I'm ready for

some spaghetti.

R: Was it Spelgatti?

EH: No, Spelgatti was hirer up - he worked with the students on campus.

R: Probably what they called the Neuman Center.

EH: Yeah, he was the one who started the Neuman Center.

R: Now it's just the Catholic Student Center - they don't use that Newman thing. But, you didn't get other religious groups didn't cause problems. It's interesting because things like that you nipped it in the bud because I haven't heard anything occurring like that about questions of evolution.

EH: I knew most of the good lay leaders too and if there was a problem that I could see down the road, I'd have called John Morris or somebody like that or _____ Pierce or Sam Cohodas and say well this thing may come up but it's just a flurry, but I want you to know where I'm coming from. I was on the Union National Bank Board for example, and Sam Cohodas never quite forgave me for that, but he came to me one day and said, Ed, I don't think we're getting our fair share of the Northern money because it was getting to be a little better money with increasing budgets and students. And I said Sam if you're not it'll be corrected soon. I called up Van Tassel and I called the Union National President who's - I can't think of his name right now - it wasn't Ed Pierce and we sat down and I said let's talk about where's the money. And I said we'll make this adjustment and that adjustment - we can't keep it exactly even but my intention is that we play with both banks on a par. You see that's the advantage, I think of being an activist, although you can get your head in a _____ but you try to nip things in the bud, or at least I did.

R: So at least take care of them before they turn into . . .

EH: Yes, prevention is so much better than cure.

R: One of the developments that came, and I guess it came out of your presidency and I think the actual plan really developed later one or it was begun to be implemented later on - and that was the _____ Plan. Was that from your presidency?

EH: Yes, do you have much on this _____ who he was and what he did?

R: Not too much.

EH: I had a great opportunity in being when I was down here I

Constantine Dayiadis?

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was _____ because I was involved in a lot of things, and led Michigan Week, and at a time when Ed George, who was one of our long time board members there was Vice President, and subsequently president, and Walter - what's his name who is about 90 years of age and still alive - were head of the whole Detroit Edison. Well, they had commissioned _____ who was a famous international planner, to come to Michigan to study the development of the eastern part of the state to see where to put additional plants, and to see what the population would be, and to see a lot of other things. Well, they were kind enough to have me meet with _____ as we've developing the campus. He took quite an interest in us - I'm sure he was paid well for it by them, but not by us - and, he'd make some very real recommendations about the driveways and about the parameters, and about how far we might go this way and so and so forth, and parking, which we never really got to as I wish we might have. So, the *Dayiadis* plan is a great plan for the development of Eastern Michigan and Ohio, and on up into Canada. And we were privileged to have some of the best counseling and some of the best advice that anyone could have about some of the developments in our campus. _____ subsequently invited Harlan Hatcher, who was president of the University of Michigan and his wife, and my wife and me to come to Greece to visit with him and so on and so forth. Now, Harlan Hatcher was on the Detroit Edison Board, which was nice, and so - but i couldn't go because it happened at a time when the legislature when we had some critical issues on the fire and I just regretted exceedingly that we couldn't go. But, i stayed here and took care of business first, i guess. But, the _____ Plan - he's one of the world's most famous planners, and he was a great person to talk to, to live with, to eat with and so on.

R: Now, did he - was the plan paid for by Northern?

EH: Detroit Edison.

R: By Detroit Edison and not by Northern. In terms of the plan, did you envision the university then going to, I think there was a figure _____ to \$12,000?

EH: I think we talked the cost went to 10 to \$12,000.

R: At that time?

EH: No, we had at that time probably five or six thousand, but the dynamics of the institution - let me give you another little thing that proved to be fairly innovative, I believe. One of the things I looked at was our demographics and we had lot of kids from the Upper Peninsula, but there wasn't a cross fertilization with kids from other areas of the state and nation. So, Bob Bliss - does that name mean anything to you - he was head of getting students for us. And, I said Bob let's take a look

around the Great Lakes and we ought to be getting some students from all around them - Cleveland and so on and so forth. He said, boy, I'll tell you that I'd love that challenge. So I said, how do we do it. Well, we arrived at a prospective that worked out pretty well in the summer we were - summer school didn't have many students. All other schools downstate were out and I had been president of the Michigan Counselors Association at one time many years or some damn thing. He was a real activist, Bob Bliss. So he gone all around the shore and invited teachers from _____, from Cleveland and so on to come up to spent two weeks taking a look at Northern and live in our residence halls. And they accepted it with a great deal of interest. That began a transition of students from just being a local institution to being a much more of a state wide and then at about the same time a good friend of mine had been elected superintendent of schools in California, and he called me and said, Ed I need some teachers - we used to have this happen all the time. And he said, these are the vacancies, you pick them out and send them out here. So, I followed through with that placement and it got so that we were placing kids in a lot of different places - in Detroit, by virtue of the fact that kids were - that we had sent down there were good ambassadors. The first thing they thought about was the fact that they had a good job and a chance to grow. And they found they were being impeded by the union - that the MEA and other and say you got to join and pay so much, and you got to do this and that and the other thing. And, I had a many number of our kids come back from the Detroit area, particularly and say gee we want to get ahead but we're hassled. If we don't do what the union said. Well, we talked about that, and I talked about with the administration and I told the young people how I would handle it, it might not be right but it's better than fighting. You have to tell them what your goals are, and you also have to say let's all try to get ahead here - I want to get ahead, you want to get ahead. I don't know whether we do it this way, and I'm right now in a position where i want to do everything I can to be a good teacher.

Those are some of the little things that you talk about being an activist - well, we were.

R: Were there any humorous incidents that you'd like to recount during your presidency?

EH: I'd really like to - this is one of them because it was written up all over and I didn't know about it. I was on the Mott Foundation Board for giving out grants and they were kind enough to let me fly so - I can't tell you the exact year but we had recruited or Stan Albrecht had a big tall black from _____ and that's where the Mott Foundation was. I had my security guard was taking me out to the airport and there a kid walking as if he were hitch hiking, so I said stop and see where. So we stopped and I said where you going - this was on about a

Albrecht

Wednesday or Thursday. He said I'm going to try to get out to the highway there 2, I guess it was. So I said get in - where's home. He said Flint. So I had the driver turn right and his eyes turned as big as dollars. I said no we're going to get you to Flint. So he didn't know a thing about who I was or anything else. And we finally got off the airport and said get in, and he said where are we going. I said don't you want to go to Flint - this plane is going to Flint as soon as you get in and I get in. Well, that kid never got over that. He came back and he didn't know who I was until we had been in the air for quite awhile - it was a great story cause it got all around. Actually, I was doing something to raise my own stuff, but whenever kids heard about that on the campus, they thought that was pretty good - to see your girl with the purpose of flying.

I had a lot of wonderful experiences. Most of my satisfaction at Northern (end of side two, tape one)

TAPE TWO, SIDE A:

R: We were talking about your greatest satisfaction at Northern.

EH: Well, I think my greatest satisfaction to see the development of the institution certainly, but basically, it's the fact that we did affect the lives of a good many people, youth and age alike, and gave them a greater feeling of confidence of living there and in doing something that would make it the kind of place they wanted to live because many of them did want to live there, but didn't see how they could. I think the other thing that falls out on that was that we had a lot of impact, I think, on the philosophy of education and a number of the regional institutions and we saw more and more Eastern, Central, Western all developing programs of outreach, where they had been very limited in that before. Part of because Michigan State and the University of Michigan had supplied that mostly. But, I guess, the greatest satisfaction that I have is that as an old man, they just had a Tom Peters retirement there you know, and I had calls from all over hoping I could be there from people who wanted to go back. By the same token, there a lot of people who may never go back - but my satisfaction is that I _____ the minority, I would hope that they are, and I feel that not many things would I change, had I to do it over again.

R: Question here that was a problem for subsequent presidents around the country, and I don't know if it actually affected you, because you were gone maybe just the eve of it, but student unrest. Were there any problems like that?

EH: Oh yes, you bet, we had some, sure we did. But, again I remember one night over in the Fieldhouse, students were concerned about food or something. I said, well, let's talk about it, and I listened to it and sometimes they were

dissatisfied with me. I searched or had a search for guns in the residence halls, and it infuriated them. I was not for color _____ mingling in the residence halls, and they didn't like that. But, I tried to explain my position in such a way that I could be wrong but what we had been doing had worked out pretty well, so let's not spoil it. I did get very good cooperation from the students most of the time I was there.

R: Did you interact then, as you did with the community and faculty and so on.

EH: Oh, I had them anytime they wanted to meet. We had a good student council - some of them didn't like what I was doing, but that's normal - that's part of ^{growing?} going up; that's part of learning. I was more of a dictator than I should have been, to be real honest with you. But, I never tried to lose sight of the fact of what are we hear for and it is to help people grow. Sure, some of the things I did, they didn't like at all.

R: But, most of it was kept on a discussion basis - they didn't get into sit-ins and violence and that type of thing.

EH: No, to my knowledge, I can't think of one right now. There were tense days, sure. But you see we tried to do, this is part of my philosophy too, the acadmissions want everything to be academic and i can't follow that. The music people want music to have a high priority, and on and on and on. I tried to get a balance because, as I say, I think excellence begets excellence and you've got to bring them all on if you can. So, you finally touch those people at all ends of the scale, if you get the cooperation of your faculty. For the most part I had it. I had some dissidents - I notice you got the McClellan thing here and Dick, what's his name - Dick O'Dell was a very difficult person; although I didn't think he should have been. But, he proved to have some problems, I knew that before. He had a long history of problems there while we've been there. I told him that one day and almost killed him, but his wife even told me that they had some very serious problems.

The McClellan thing was a different kind of thing in my view. McClellan was a member of the church and had some problems in Canada, I think with being sort of an obstructorist sort of guy - lovely wife. He wanted to have the faculty run the university, maybe that's not fair to him, but that's my perception. And I have always believed that you can't have a hundred bosses; to get anything done you have to listen to everybody, but somebody has to make decisions. So at the end of my tenure?, I recommended that he be dismissed. The board accepted the resignation. I laughed and then the board got so much pressure that they rescinded and asked him to come back. But, they had a trial in Detroit - I don't know if you remember that or not - and I want to

Harden was a benevolent dictator with definite limits

The only trial I can think of was a suit by the ACLU, I believe. They were about ready to find that McClellan's civil rights were violated and the case was settled out of court.

Note that he never really gives the immediate
cause of terminating McClellan - I believe it was
Bob's opposition to John Smith's termination and
Bob's opposition to the University's expansion to the
North. (which it never did)

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in terms of my _____. To see if I could fire him or not.

R: It wasn't a personal . . .

EH: No, it went right to the main. And I had a lot of pressure
from unions and other places to take him back and work out
something, but I felt McClellan was a bad influence for the
university and when I left it would get worse. So, the AAU took
his fort - the American University of Professors - and they
_____ me and the university but I have letters
downstairs from institutions all over the country saying thank
god we've got somebody that will face up to this. Because that's
about the time that all the ferment really began. So, I had at
the time that this happened, I had resigned. This had no part of
my resignation because if I would have stayed, McClellan would be
gone. Anyway, _____ maybe I was wrong
but he was and is, in my judgment and it proved out every
president who followed that he was a problem and went underground
a little bit. The judge down in Detroit told him he thought that
he was the kind of person that you'd spent more time trying to
cooperate with the institution because he had heard the case
rather than try to dismember it. So that was - the faculty went
with McClellan, naturally I think and I had letters from many of
them there saying I was right, he had just done things he
shouldn't have done. I said that's all right, anybody who
builds, anybody who takes the responsibility for making decisions
is going to have these criticisms.

So also
did
V.P. Washburn
& W. Lam
Briefly

R: So that was a regular trial then down in Detroit. So the
record is open to the public.

EH: Sure - the lawyer up there is Dick Jones - he would have
access to that, I'm sure.

R: Because that's become a legendary incident - it's been
expanded, especially since I was in the history department.

EH: McClellan and Dick O'Dell - I feel sorry for Dick O'Dell
because I think he's a little unbalanced and I think other people
think that too - including his wife. But, I can understand Dick
O'Dell - I can't understand McClellan because he's just a
fireball.

R: Time has proven you correct. Was that the biggest - did you
say that was one of the biggest problems facing the end of your
administration. What I would like to have for the record, was
that - in terms of anything that you did at Northern, was that a
major incident.

EH: Oh yes - major incident. We had a board member Link Frazier

and Link was a good person but he was _____ and he was put on our board by George Romney. _____ would go downtown and listen to this or that and come back to the board and say we ought to change this. And, with a couple of board meetings, I just said this is not the way we do business here so I think if you have complaints, air them before the board, let's get all the facts together and then the board should in its own way make a decision. But, I want you to remember one thing, that the board makes policy, but it doesn't implement it. That's what you hire me to do. When you start doing both, we're going to have trouble. So, I don't propose to have this happen. About a week later, by God I got a call from downtown - so I just call Link after I thought it through for just about a minute - that's about all it took. I called Link and I said Link I think you're a stupid so and so, and I'm not talking to you now as the president of Northern Michigan University, I'm talking to you as a fellow who has resigned and Governor Romney has my resignation on his desk, because I've sent it out. But, I think you're stupid and I think you've done irreputable harm to this institution by trying to do something that you're not qualified to do. I said maybe I'm not qualified either but rather than hurt the university, I'm resigning. That was about 11 o'clock in the morning, at noon the kids were down in the cafeteria and they had the radio on and they heard over the radio that I had resigned. And all hell broke loose. It was something else and they came up to my house and I was home - I was down in the basement - just tell them I'm not available. But, it did stir quite a thing around the peninsula.

R: Can you comment on the incident.

EH: It was something about the right to try. It was a basic difference and that's what. He was an elitist and they'd sent their kids to the east to school. It was our philosophy, strictly speaking and God there's enough newspaper business around there if there's a morgue that you could get the detail out of that. So, Ed George was the president of the board, and Walter Chrism was the president of Detroit Edison - they flew up to see me. They said, come on we're going to take a ride and they had a private plane and we went out and they said you can't leave - no way. This may be an issue but we can settle this - there's already enough noise about it. But, anyway I hated it but I couldn't do anything else - you cannot have a board member, who is trying to undercut you from within and with _____. And I said you hired me, so you can fire me only this time you're not going to get the chance, I quit. And, I already had some other things that I would have done in terms of leaving there. But, that was the biggest incident of my whole career there. But, I think I've had letters from all over the country saying thank God somebody will stand up to these people - you can't _____ and make policy. You can do one or the other. And I never tried to make policy for them - I would be helpful to

them in getting the policy, but when it came to implement it, I thought that was my and the administrations. So you see, i'm sort of a hard nose!

R: Earlier we talked about the right to try and you said you wanted to elaborate on that.

EH: The right to try - I began to see it in the first depression that I was in when nobody could get jobs and we had people on the roads, adults riding the rails, kids out walking, and I read a book given to me by one of my dear friends at the University of Michigan, called _____ of America. Now this is way back when. And I read that book and I just saw how important education is, and that you cannot let these kids get out where they steal for their breakfast and dinner and supper, and where their _____ character degenerates. I carried that with me all the way - that's why I was interested in some of the things I did counseling. When I got up to the Upper peninsula, that was reinforced. We had a great many good kids who were good students, with no access to libraries or television, and great distances. And some good schools out there - but many very bad schools - and so I thought a kid has a right to try. Anyone is entitled to that much. And if he can't make it then he can't make it. But, if he can make it with help, fine and dandy. I said the real function of this school is to help people help themselves, and we don't do that when we kick them out or close the doors, or don't give them a chance. All I want the kids to do is have a chance. And that caught on - it caught on in some very interesting places. I'm sure I wasn't the first one that ever thought that. But, it grew out of this early depression that I knew about. It grew out of what I saw in the Upper Peninsula; going up there where it was real bad - isolated, not much stimulation - few rich people could take their trips to Europe with the rest of them. It was just a cultural gulf there, and so I - no ever doubted where I was coming from. And so we started out on the right to try there and they said you are lowering standards. No, I said, I don't believe that's true. I think what we're doing is we're going to put teaching to a real test, to see whether these people are really bad students, or can't learn or what. And, if they can't we're going to give them all the help we can and get them on their way. And, if they can't, then we're going to try to find some alternative things - that's when we came with Claude Bosworth who was a marvel at getting outside work and developing our courses. We were the only one of the four schools in the _____ kind of an outreach program at that time. The rest of it had been just for teachers, but we modified it. So, I think that I'm committed and still am committed, and I'm not trying to demean quality, because I don't - I've attended enough graduate courses and things to know that the best teachers are not always at the University of Michigan. I'd take Luther West as a teacher and put him up against anyone that I ever knew in teaching science - lots of

Luther West really was done

those people do at chemistry around. So we just wanted to give kids an opportunity to help themselves, and I've never deviated from that. I've stayed with it through thick and thin. Now with education costing so much, there are those who say we can't afford to do that anymore. My answer is you can't afford not to because look at the genesis that come out of the poor areas in Detroit and other places because they might of had a chance. Look what we lose otherwise - so I'm fully committed to that. And I won't change, I don't think.

R: Now do you think Northern and other schools continue with this view in the modified form - the right to try - or do you think its . . .

EH: I think it slipped some because the pressure from finances and tests - I know a little bit about testing and I think _____. But, you see I don't think you can evaluate a person very carefully. Take a Negro in Detroit - for him to take a test to see - a placement test. It's ridiculous. Put him in a situation where he has a chance to find out what the guy can do. But I think it's gone down, but I still believe that most of the schools - even Michigan State now, and Michigan are getting letters; both Michigan and Michigan State in response to kids who for one reason or another _____ and they've given me the courtesy of having _____ and they've done very well. You can do wonders if kids are given the opportunity. I have a young lady who graduated from high school and wanted to be a surgeon - osteopathic surgeon. She couldn't get in because _____. When she got in she got about an A average. She's just doing beautifully - she up in the hospital in Traverse City. They all don't turn out that way - but what I'm saying is that if we've touched their lives in any way to make them a better, more responsible citizen - this sounds too easy, I think, but I believe.

R: Do you have any comments about Northern since you've left.

EH: No, I've tried to stay away from being known - I had the feeling that there was for awhile that Dr. Jamerich and somebody else wanted to tangle - I stayed away from it.

R: With you?

EH: No. Criticizing each other - I don't know how the other presidents feel about me, nor it isn't a matter of import. But, what I think when you leave a place, unless they ask you to come back to help, should go. And I followed that - I don't think that you've find very many people who say he's budding into this or budding into that up there. Nor will they at Michigan State, but I have been available and the presidents _____ treat me courteously and say what did you do this or that. But, I think the present incumbent president is the most responsible

person we've had there in a long, long while. I have great admiration for his academic skills, for his fiscal knowledge, and for his ability to get along with people, and listen and still not be trampled on. I haven't seen _____ and I talked with _____ before I became ill, but it was always on something else and when I have a little money to give, I give something to Northern because he is very important. I haven't given a lot, probably more than most people.

R: I'd just like to comment on that gift you gave to Northern through the President's Office . . .

EH: I just gave him \$5,000 for this - this was one of them - is that the one?

R: I think that was the one because the President then earmarked it for the centennial, and what he did was - he had the archives pay recording equipment so that all of these tapes can be indexed and then later made it available to researchers in an index form. So that's how that money was spent and that's going to be a real contribution.

EH: Well, I hope so and when I gave the money. He said, what do you want this to go - well, my scholarships up there and it's a dandy. I just had a nice letter from one of the kids. You'll depose it - you know more about the needs or you should than anybody else. We've given a little money on other occasions - \$7,500. on the 75th anniversary. I like Northern - I think it's a great place; I think the people are _____.

R: I tried to hit all the important points - is there anything that I've left out that you would want to add in terms of . . .

EH: No. I would only say that I've hope that I've made a contribution to some lives up there - people. I appreciate the opportunity that I had to be up there. I think it's a fine small university and I'd like to see it kept that way for a long time to come. I believe with all my heart that it should remain committed to teaching, research, and public service because that's what an education is all about. And, that they have - faculty up there have made great contributions to better living. I'm sure the reason that hospital's up there because in part the university. I'm certain of a lot of other things that. And, then I would like to say, I know that he's in disrepute now, in some places, but that Dominic Jacobetti deserves a great deal of credit.

R: Could you comment on the state legislators, people like Dominic Jacobetti and maybe there's some others, and the role that they played in assisting Northern and the Upper Peninsula in its growth and development?

EH: I'm delighted to speak to that because the legislator in the main during the years that I was there was very helpful. Dominic Jacobetti, of course, was the leader in helping Northern get money to _____ programs and facilities. _____ in education having been a coal miner himself, he recognized that his family needed opportunities and they turned out very well. I would say _____ Laine from Flint, who was a good friend of Senator Joe Mack was very helpful to us. And that once we were able to show that we were trying to help people help themselves in the Upper Peninsula, we found it not easy to get money, but thought it easy to explain our programs. And so I would have to say, in the main the Michigan legislature, has treated Northern very well over the years.

END OF SIDE A, TAPE TWO

R: Could you comment on the support that Northern and the Upper Peninsula got from the state legislature and then from individual legislators.

EH: I think that over the years, the support Northern has received from the state legislature, not only in mine administration but in those who have followed, they've done very, very well. That's due in part to the fact that Dominic Jacobetti has been chairman of the finance division of the legislature in the house for many years, and he is an ardent advocate for education. The other thing that I want to say in relationship to that is that Dominic did not confine his support just to Northern or to Tech or to the Soo. He was a great supporter of Michigan Tech, he was a great supporter of Michigan State, and he was for education wherever it would help people to have a chance to live a better life. So, I would say that on balance, but we didn't have a lot of money when I first went there and the presidents who followed me did exceedingly well raising the appropriations. We owe a lot to many legislators and to the fact that the people of the Upper Peninsula supported us.

R: One question I'd like you to comment on, and that was the role of your wife, Betty, as the wife of the president.

EH: Happily, unfortunately for me she was - in both places where she's been first lady here and first lady at Northern - I think generally she was loved and respected and not controversial - she let me do all that. But we didn't have - this is just one example of why I think people felt for her - we had a little infirmery when we first went there - not much. But, when kids would have to go there, they were often away from home and she'd go over and if she thought she should she'd call parents and say this or that. She invited kids into the house for teas and she tried to help them see how they could benefit themselves by those kinds of contacts. And I think it was just the fact that she tried to play mother and she wanted the same thing here with

47,000 students that she did up there with 8,000 - I guess with the most when I was there. So I think - and she does that here - she's hauling people to the nursing home. So I think it's just her personality and her desire to be helpful to people - she's been a very great force.

R: When you first went to Northern where was the president's residence?

EH: It was over near the hospital.

R: So it had been built prior to your. . .

EH: The Tates lived in it for about a year and then we didn't move because he wasn't well, and I had plenty to do so we just. But, we were the first permanent people to get in there - the Tates knew they were going although they planned the house for the most part.
Nice people.

R: Is there any last thing you would like to add or something that I didn't ask that you'd to add or some final comment?

EH: No, I would say that I've had this attempted recall and some satisfactions that have emerged as a result of your being here. I look upon my eleven years, I guess it was, at Northern as being among the most productive of my life - career. I was eleven years at Michigan State before that and I spent two years here as president. I've had a great time in education, but I have felt that being a little atypical in terms of educators who become administrators, I was always in contact with the other part of life and felt that my relationships with business administering unions helped us at Northern and helped me to understand the real problems of real people at many different levels. I think that's the reward that comes, and yet I was still able to, upon retirement and having been blessed with good health, make up for some - to help my kids get through school and do some traveling and they are well situated and that had to be because it does cost money.

R: Thank you.

EH: I've enjoyed this. I don't know how effective it's been, but I hope it hanged together. Have you been surprised at any of the revelations?

R: A few of them but in general it's consistent with the way people view you up at Northern today and your legacy and so on. The other thing is that you've highlighted for us from your own words, because a lot of times people will put words into your mouth. So I think this interview highlights your philosophy, your style and from the person and not from some newspaper

article or what somebody thought.

EH: I think that's the way it ought to be if you can. But I was always treated pretty well with the press. But, I've had a consistent philosophy of trying to help people help themselves and if I missed on it, it wasn't because of enmity or something like that - I like to help people.

I've heard him say a lot of this at one time or another. And a lot was outside of my experience.

I do remember the Prayer incident. It was about a year before the Mc Clellan affair. There was a demonstration by the students. I walked in it - until I saw the banners supporting the Right to Try. I liked Bowden, but I wasn't going to the wall on that issue.

I am interested in what he learns out. He almost never has praised individual faculty - or really the faculty as a whole. Implicitly he seems to view them, frequently at least, as wrong headed children, to be tolerated up to a point - and then crushed if they went beyond it. Not that he praised Claude Bosworth more than anyone else. I always thought him rather a twist.

I'm a little surprised that he ignored the Job Corps.

It also might be interesting to compare his style to MSU w/ Chao at Northern.

(over)

He did lots of walking around and knew
lots of what was going on, I felt that it
was harder as the school grew larger and he
got out of touch.

He never mentions Milton Boyd, I suspect
that he nudged Boyd out.

He deliberately hired PhD types whom he
hoped would do research -- and then was
hemmed when they questioned Right to Try
For one thing, he didn't have to teach
them. I think many of the weaker ones
were woefully unready for college, perhaps
because it was so new to them, also, as the
school grew, faculty numbers did not, and
classes grew very large. Then we added a
whole bunch of MA's - some PhD's - who often
were the most radical supporters of McClellan
many left

Ruben Franco - RTT - civil rights
Right lawyer.

Average 80% NS-

Downside - failure - NMC reputation
overwhelming #s. Impact on
~~NS~~ standards?

Talked to faculty
Wired Ph.Ds.

Thy Shell Not Pass - book in library.
Norden promoted the book.
Ordered books for library.

Omission

- 1 - political thing
- 2 - Colorado.
- 3 - Job Corps.

AAAP
journal
1969.

John
Smith
defense.

McClellan.

Wife - secretly
shy
Ed P. Clout.
no intellectual
athlete