

Hedgcock and Hilton

Interview: C. B. Hedgcock (He) and Miriam Hilton (Hi)

Hi: You know what particularly interested me...

He: ... the rooming of these people, you see.

Hi: You said you were going to Rotary.

He: Yes. ... when they found a house that was three stories high so all 60 men and

Hi: Were you in Rotary when President Kaye was in Rotary?

He: I was in Rotary about 1942. ... take care of the bookwork and the paperwork.

Hi: Oh, you weren't... So you didn't overlap there. ... here must be six copies

He: You see, I had charge of that... I was coordinator of the CPT.

Hi: What's CPT? ... before the days of Xerox, right? Did you have to make six

He: Flight School that we had here at Northern. I had charge of that. And

Hi: Oh when I came back... Because of the deep snow out here, it was six feet

of deep and the county said they couldn't clean it off anymore. So we were

moved by the governmental authorities to Escanaba. Now we were blamed by

Hi: Oh a good many people in town for leaving this town and going down there

He: So with our school. No! We were moved by the governmental authorities.

Hi: Partly because you couldn't get plowed out in Marquette. ... needed!" Never

He: Down there, Escanaba had only eight inches. And they begged for the chance

to scoop it up to get us down there, you see. We had 60 men in there at

all times, you see. Thirty army and 30 navy. We had to stay there 60 days.

Hi: This was during World War II? ... and he coach at Marquette at the same

He: Yes. World War II.

Hi: So, you went down. ... didn't have athletics then.

Hi: Yes, when the governmental authorities say move, you move!

Hi: Especially when you're working for the government.

Hi: Sigred Wilson, you see, had charge of the flying on the field and I had

He: charge of the ground school. Short of two years, wasn't it?

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Mrs. He: You were there a great deal longer than I was. I didn't go until after
Hi: Getting people ready to fly.

He: And the rooming of these people, you see.

Hi: Where did they stay?

He: In Escanaba they found a home that was three stories high so all 60 men and

I, until Mrs. Hedgcock came down to help. We had three cooks and then Mrs. Hedgcock and two other women to take care of the bookwork and the paperwork. Because when you make a report to Washington, D.C. there must be six copies of everything.

Hi: And that was before the days of Xerox, right? Did you have to make six carbons? Oh, my goodness!

He: Once... You put the surname down first, then the comma, then the given names of the boys we had there and once they left the comma out between the surname and the given name and they sent the whole mess back.

Hi: Oh no!

He: So we put it in and I took six sheets and sent them six copies with a whole bunch of commas and said, "Use them at your discretion when needed!" Never got an answer. But I really was a little peeved. I was peeved! We were so busy, so busy, so busy and then to come back for one comma with a list of 60 men.

Hi: How did you manage to be in Escanaba and be coach at Marquette at the same time?

He: I wasn't coach. We didn't have athletics then.

Hi: Oh, there wasn't any athletic program?

He: Left Vic Hurst in charge of it.

Hi: Oh, I see. And you went down there for how long then altogether?

He: About a year. How long was it? Short of two years, wasn't it?

He: There happened to be Regulations and the Physics of Fluids. That would be the oils and things that were used there, plus the air that you're flying

Mrs. He: You were there a great deal longer than I was. I didn't go until after Bob went into service.

He: Well, I'll say short of two years.

Hi: And then you came back to Northern then after the program was over.

He: As soon as the program was over. As soon as the government closed the program.

Hi: The war was over, you see. The program was discontinued so I came here. See,

Hi: now wait a minute, I was... This was a Northern project. This was a Northern program.

Hi: Like the ASTP.

He: I was still employed by Northern.

Hi: But just employed at Escanaba instead of at Marquette.

He: We were at Marquette first. We were here for a couple of years. See, we had this school about four years, a couple of years here, then I went down there because the snow got so deep out here...?... There were...one month 30 army men would be sent in and the next month 30 navy men, and that meant and classes were 15 men in a class. That meant there were two classes of army and two classes of navy. I taught four different subjects and Mr. McCullum came down and I did my work the first half of the week. And McCullum went down and taught, and sometimes others went down and taught the last... Thursday, Friday, and Saturday, you see. So that way they could... So they had their classes up here on Monday, Tuesday, Wednesday. Then Thursday, Friday, Saturday were down there helping me. And I did my teaching on Monday, Tuesday, and Wednesday so that they could come in, so Mr. McCullum, and at times others, would be down there for Thursday, Friday, Saturday. And I'd let them do their teaching here and down there.

Hi: What were the four courses you taught? Remember? Or roughly?

He: There happened to be Regulations and the Physics of Fluids. That would be the oils and things that were used there, plus the air that you're flying

Hi: through, you see, air's a fluid and its action upon the wings and physics
He: was my field anyway, one of my fields... instead of having physical education
Hi: Oh, I didn't know that. Here I had you firmly in Physical Education.
He: Oh, no, no, no. I taught more than that here. I taught Anatomy and Physiology
Hi: here. didn't tell me what you called those other programs and I want to know.
Hi: That still doesn't bring you in physics. they have a right to call that physi-
He: Well, I took physics because when I was in undergraduate work I trained, suc-
I was going to be either an electrical engineer or a doctor. And so I education.
trained in both fields in undergraduate work. Then I went out...I started
out with high school teaching. I furthered my training in the field of
electrical engineering. Then I changed over. Got here and I followed up
on my doctor work in physical education. Now I took my training in physi-
cal education at Harvard, you see, where I was trained in the field of it.
Hi: making strong bodies. And now Dr. Sargeant who was Head of this school,
He: was himself an M.D. Now in this respect my training was like the training
at Ypsilanti. Ypsilanti and Northern had a type of health and physical about
education program not like any of the other schools in the State of Michigan
because the Head of that school was an M.D. and Mr. Jeffers at Painesdale
was the person on the State Board that looked after Northern, that was his
particular charge, before each school had its own Board, you see. Now, successful?
and Mrs. Jeffers had been trained in Health and Physical Education at Ypsi
so we agreed on the type of health and physical education that ought to be
Hi: taught. And they were a great help to me in getting started here at and argu-
Northern. Now, you see, there we were taught to train for a sound body to
He: support a strong mind. We had the medical background. The rest of the
Hi: schools were being trained by psychologists who were teaching how to get
along with people.

Hi: In physical education? many people that the whole thing is to be devoted to

He: Yes. How to get a long with people. Instead of having physical education

Hi: they had what I call... Now, this is where our great dispute...?...down at Lansing at our meetings was, if you'll notice... toward physical education?

Hi: You didn't tell me what you called those other programs and I want to know.

He: Well, I said, "If they...I don't think they have a right to call that physical education. I think they should call it sports education." Sports education. And the farther west I go...in the East we have more physical education.

When we came here we got about halfway between the East and the West. And when you go out West it's nothing but sports education. They don't know...

Hi: And when a boy goes across the stage to get his diploma his posture has

He: nothing to do with it, you see. He goes across there with a posture that he ought to be ashamed of and gets his diploma and people clap when he gets it.

Hi: They don't have enough sense... And, the Jeffers were strong supporters

He: And here we held, actually did, held boys up until they got their posture corrected. Now they could correct their posture when they cared enough about it and had enough pride in the way they stood. And when Kennedy said what he wanted, that he wanted physical education in the United States to be such as to train men and women to stand up under the rigors of a war should another war come, people would come around and say, "Don't you think that's wonderful?" Then I'd say, "What do you think we've been doing all this time?" They were totally unconscious of the fact that was our major objective.

Hi: You mentioned that Jeffers was in favor of the program and that you had arguments with the State physical education...

He: I had no arguments with the State whatsoever.

Hi: No, I meant the other physical education directors. Well, that wasn't what I was after. I was after...

He: Well, there are a good many people that the whole thing is to be devoted to sports and sports only.

Hi: Now, what about the local president. For instance, when Kaye and Munson and Pierce... How did they feel about your attitudes toward physical education?

He: Oh, they were with me.

Hi: They were all with you.

He: Absolutely! You see, Munson was an Ypsi, what we call now Eastern, graduate when it was a normal school. And Lee was from there. And Mr. Lee and Mr.

Munson and Mr. Jeffers all roomed in the same boarding house when they were

going to school at Ypsi.

Hi: I never knew that!

He: And it is said that Mr. Lee and Mr. Munson had certain differences of opinion

when they were students and that Mr. Jeffers was the fellow inbetween and helped to get the argument settled. And, the Jeffers were strong supporters

of what we were doing here. We didn't have much money in those days and Mr. Munson had a feeling that he could go to anything that needed to be gone to

and his teachers didn't need to go because that would be extra expense. Well,

in order that I get down to these meetings at Lansing and Ann Arbor Mrs. Jeffers

was nearly always on the program, you see, anyway, in some official capacity so she'd arrange it so I had to give a talk. Then she'd call down to Mr.

Munson and she'd say, "Now, I have Mr. Hedgcock down to give a talk on this subject and I hope you see fit to let him go." "Yes, he may go." If I'd go

in and say, "I want to go to this meeting," it would have been "No" because of expense. So, I got to all of them.

Hi: Thanks to Mrs. Jeffers.

He: Now, I'm not blaming Mr. Munson because he did have to be careful of the mighty few dollars that the State saw fit to give the poorest cousin among

- He: I am not kidding. This is a fact, an historic fact. And they said, "Do not teachers' colleges. And I think we never did get quite a fair deal simply because there are more on the Board that were acquainted with the southern colleges. And we'll have to admit, the University of Michigan and Michigan State got the lion's share and all of the teachers' colleges got not quite enough. And Northern got the least of all because they were the youngest of the schools.
- Hi: Not the youngest.
- He: We were not the youngest? We were then the youngest and located...
- Hi: What year?
- Hi: No, because Kalamazoo was after Northern.
- He: You sure? You're right. You're right because the president who had been here two years went down there.
- Hi: President Waldo went down there. I knew there was some reason I was sure...
- He: But we were located in the Upper Peninsula and the Upper Peninsula never got its fair share of roads nor of money for the schools or a good many other sources of money simply because we didn't have the political power that they had down...
- Hi: ...or the population either.
- He: The way we got the first road here, and this black-top running from Marquette over to Ishpeming, and this back road back here was the first hard road put in the Upper Peninsula. And it was gotten in this way: G. W. McCormick from Menominee, Michigan and editor of the Herald Leader caused the monies from taxes collected in the Upper Peninsula to be left to them. G. W. McCormick was the Republican whip of the Upper Peninsula at that time and they refused to send the money down to Lansing. But Lansing said that if they didn't send the money down they were going to send the militia up to get it!
- Hi: You're kidding!

He: I am not kidding. This is a fact, an historic fact. And they said, "Do so!

Hi: Well, a banana split for 15 cents is a remarkable memory, believe me, even in Boston!

We beg you to do so, we implore you to do so, because in order to do so you'll

have to build roads to get here. This road was put in out here and Sawyer put

it in. Now Sawyer is, the K. I. Sawyer, was a man who put in the stripes on

our roads, the center lines and the other stripes to tell where to go. And

in California today, one day a year they have a Sawyer Day in honor of this

man who invented the striping of our highways. And in Marquette, I'll venture

to say, practically nobody knows that he was the inventor of this idea.

Hi: Oh, it only cost 15 cents even without the slip?

Mrs. He: But I can just remember the streets, that was before they insisted on

clean streets like they do now. All over you'd find those slips.

Hi: What year?

He: I think Menominee ought to be proud of the fact that he did this.

Hi: No, I went to Menominee in 1918. I was at Menominee, Michigan then, was

Hi: About what year was that, do you remember?

He: What do you mean?

Hi: The year they held up the funds...

He: I wouldn't know. That was before my time.

Mrs. He: Before we came and we came in '22.

Hi: And the cannon? was already here when you came.

He: We came in '22.

Hi: Now, Earl told me that he had a story from you about some pressure from Munson

to go to Harvard and that you learned to live on a very meager budget that year.

Is that true that you went off to Harvard and almost starved to death?

He: No...

Mrs. He: We lived in the trailer park and Charles was in school and the kids and

I explored Boston.

Hi: Did you learn a lot about Boston?

Mrs. He: You'd probably be interested to know the highlight involved so I...he

was about six or seven and to this day his great memory of Boston is that we

could get a banana split for 15 cents.

Hi: Well, a banana split for 15 cents is a memorable memory, believe me, even in Boston!

Mrs. He: We used to go down... You know how when they have these slips that all get scattered all over the street and any place you'd pick up this and "With this coupon you can get a banana split for 15..." Of course, all you had to was to go in and get it anyhow!

Hi: Oh, it only cost 15 cents even without the slip?

Mrs. He: But I can just remember the streets, that was before they insisted on clean streets like they do now. All over you'd find those slips.

He: No, I went to Harvard first in 1918. I was at Menominee, Michigan then, was coach and taught Health and Physics in Menominee High School and some math. Now, they built the new gymnasium there and the Board of Education suggested that I go to Harvard or Michigan or one other school that I don't remember right now, and take a summer course in physical education and take charge of physical education in Menominee High School. And of the three I chose Harvard and they paid the bill that first year. I went then without Mrs. Hedgcock.

Hi: Left her in Menominee.

He: Yes. And I took that summer course and I put in a course of physical education there which was unique in the state, in which the seventh, eighth, ninth, tenth, eleventh, and twelfth grades all received physical education in large classes and which I had senior student leaders of squads of 16. And who was the nurse that had the women, Maude?

Mrs. He: Edith Salway.

He: Edith Salway, who was a nurse, had the women who used the same scheme. And the ones that were leaders were chosen on the basis of scholarship, general scholarship, and proficiency in physical education, etc, and seniors when we could get because they're strong enough to take the additional requirements of a senior, or that say of a freshman, etc. as they go up because when you leave high

them, and juniors to fill in if there were seniors that didn't happen to have time off to get into the class at the time. And I have always been very determined that scholarship is one of the major reasons that a child should go to school. They should train that mind of theirs as well as it can be trained. And, by the way, I have no use for flunking. The teacher that can't interest children...can't get interested under one teacher, get him under another that can interest them maybe. And again, I can't see any reason why a child has to go through high school in four years. And I can't see any reason why a child isn't allowed to go through the high school in three years if they're bright enough. This business of lock-step to me is terrible because in my own life I had 20 months of grade school education, went to three year high school and got into it on condition I could do it and did it. And got into Knox College, one of the toughest of the small colleges in the United States with an A-1 rating with every college and university in the world, on condition that I could do it and I did it and graduated with honors. I had a year of high school to make up which I did in the academy. And I took a four-year course in three years in a tough institution and I have no use for lock-step.

Hi: I can see why!

He: You see, now why is it, you see... Children's minds do not develop at the same rate anymore than their bodies develop at the same rate. Girls are normally emotionally two years ahead of the boys when they enter high school and they're normally one year ahead of the boys when they enter college. And that's the reason why you won't find freshmen boys dating a freshman girl. He'll go down and find a high school girl to date with, you see.. Now you'll find that this was true statistically back when I received this information. When they're seniors more good grades are pulled by men than women simply because they're strong enough to take the additional requirements of a senior, or that say of a freshman, etc. as they go up because when you leave high

Hi: school and go into college the work is supposed to be doubled. And by the time they're a senior and taking senior subjects their working is supposed to be doubled over what they take as a freshman. Now, maybe I'm giving you the aims of Harvard at that time. And by the way, I've attended...in getting my training to handle my work both in high school and here...I've attended seven different universities besides my undergraduate work at Knox College so...

Hi: So you went to Harvard the first year under Menominee, Menominee paid your way. Then how about later?

He: I had had training in others... The first school that I went to was not Harvard, you see. The first school I went to was the University of Wisconsin. I spent four summers there while I was teaching in the state of Wisconsin and got my certificate, life certificate, out of Wisconsin which was honored in the state of Michigan. And I have gone to a school not because it's it, I've gone because I wanted training under a man, a person that I wanted, a man or woman professor that were rated as being the best in the United States, and leading in the United States, that attracted attention in the United States. And the name of the school doesn't attract me it's the person under whom I would get it. And in every case I took the six hours allowed me for credit and then I sat in from four to six hours extra, as many hours as they'd permit me to do. I would love to have taken written exams on those extra hours but, of course, they wouldn't because Harvard, at Harvard I begged them to let me take it on four more hours they allowed me to take sitting in classes and they said, "No. If we did this and you passed and they'll say 'What kind of a school are we running?'"

Hi: They couldn't handle you.

He: I came out with my six hours of what they'd allow me to take my exams on. And when I received the information that I wanted from some of these other professors, you see...

Hi: You mean in your whole year at Harvard... Was it a whole year that you spent there or was it just...

He: Oh no, no. I went there five summers.

Hi: Five summers. And you moved back and forth each summer?

He: I went summers. Well, we... We tented.

Mrs. He: We camped.

He: We tented one summer, didn't we, Maude?

Mrs. He: We'd go, but we weren't really stationed...

He: She was with me four of the summers. You see, she and the children were there

Hi: four of the summers. And they played over there in Walden Pond where the American children defied the British soldiers back in recorded history.

Mrs. He: Well, that was in Frog Pond.

He: And where they were looking... What was that you were looking for, Maude?

Hi: Old North... What were you looking for?

Mrs. He: Old North Church.

He: Old North Church. And they were looking to show the children Old North Church, historical reference, where Paul Revere...

Mrs. He: Spent all afternoon trying to find it.

He: And they traveled around and around and around and found out if they had gone up another street it's about a block away.

Hi: You can do that in Boston too, can't you? You can't see anything from any distance.

He: You see, they tell this story about Boston. When Benjamin Frankling went there young...

Mrs. He: Listen, you're talking about your education, not Benjamin Franklin's!

He: The streets in Boston... This illustrates it very well. Benjamin Franklin bought what he thought to be a loaf of bread and he got them cheaper...

End of side 1.

He: ...that you can almost shake hands from sidewalk to sidewalk, narrow two-foot sidewalk. And this young girl giggled at him when he went by. And Benjamin Franklin wondered why that happened. Now, he later married this girl, it is said. But when he came round the corner, a triangular piece, and as he came round the corner he caught sight of himself going around the corner, and saw why she was laughing. And it intrigued him so that he got acquainted with her and married her. Now that's the story, that's a traditional story. Remember, there's no real truth in history--it's the best of tradition. I think this is a pretty good bit of tradition. ... But I wanted a year to travel, for Mrs.

Hi: So you went back to Harvard in the summers because you wanted to, not because of the pressure from the president. ... a little bit careless and let the weight

He: Well, now wait a minute. Munson came in and everybody had to have a Masters. So I continued at Harvard and got my Masters there. And in addition, much more than my Masters and did make arrangements to get my Doctorate there. The sabbatical year was cut off from all of the teachers' colleges. Michigan and Michigan State only... Well, with a family it made it impossible to take a year off. And there was some question then of work that I had received in other universities, you see. Harvard didn't seem to want to accept them. Now after I retired here in 1956 I went back to Harvard. And, in the meantime, instead of having "greybeard" heading up a Doctor's Committee they had a young man only 37 years old. So, he said...in the meantime...and he got out my records, and I told him that I had enough excepting my dissertation practically to get my Doctorate Degree if they would only take work that I had received from other universities. "Well," he said, "we have since come to the conclusion that perhaps there are other universities that have professors just as capable of teaching these courses as were our own." "Now," he says, "I can't," and he looked over them and said, "I can't tell you that you can come here and

work on your dissertation and probably finish in one year for sure because it has to go before the Committee. But, I'll say this, if my recommendation doesn't go through it will be the first time that they have turned me down." So, there's how far I came. I went out and got a coronary and I had thought I would go back and get it just for the foolish idea of having one. Which wouldn't have made me any better teacher. And whoever heard of a coach...

Mrs. He: Anyhow, you were through teaching by then.

Hi: Well, but still, I can see...

He: Just for fun. Now, if I had had... But I wanted a year to travel, for Mrs.

Hedgcock and me to travel, and we did. Now, if I had gone there, I wouldn't have had this coronary because I got a little bit careless and let the weight

go to 220. And that ended that! By the way, I took my yearly examination last,

this week, and I'm in the best condition I've been since the coronary in 1957.

Hi: He's really looking after himself.

He: Remember, I'm only 87 years old so I ought to be in pretty good shape!

Hi: Tell me, what did you think about the Upper Peninsula basketball meets, tournaments, that they had here and Munson stopped? Where did you come in in that? Did you agree with him that there was too much emphasis on athletic competition?

He: I didn't know Munson stopped them. Did he?

Hi: He stopped having them at Northern. And he said it took too much time from his classes and...

He: Well, now here, you see, this school... Munson's third year here Northern Michigan rated number 3 in the whole United States as a teachers' college.

Number 3 in the whole United States! Now that's something people forget today

...about the bigness that we're getting here and the school has grown entirely too fast. Tradition has been totally thrown out and a total new tradition in

doing well. Now, I gave maybe a one-sentence quiz or two- or three- and I did

The old tradition was scholarship and we rated number three in the whole United States. And this judgment was passed by the North Central Association of Teachers' Colleges and by the North Central Association both. Now I was allowed on the field--I was allowed exactly one hour and one-half for all men to dress, to train, and to get undressed again and back about their work, you see. And we put out teams that we were very very proud of. We put out men--one year we gave 18 letters, 12 of those men were on the Honor Roll. That same year I traveled with 11 basketball players and 10 of them were on the Honor Roll. And every week every athlete had to take a slip to each professor and the professor put down what he thought this man was worth, A, B, C or D.

Hi: Each week?

He: Each week! There were professors that said they didn't know what their men were worth. Then I said, "You're not a professor worthwhile for a boy to sit and listen to if you don't know what the value of your children are. Because I know, and I can tell you everyone I have and I run as high as 272 students at a time." And they tell me today the the professors give only one examination, the final. That, I think, is terrible and awful and it's not treating the students right. The professor cannot know what his students need in the way of training. He does not know how he could better arrange his work and his lectures so that they could better understand him or could better interest them. And I go with the Russian idea that when the professor flunks a kid the professor's at fault. Now that causes kind of a disturbance when I talk to some of these young professors out at Northern right now.

Hi: Well, Munson flunked quite a number of people.

He: Now, wait a minute. They were flunked because there were professors that believed in flunking. I asked them to leave my class, you see, if they weren't doing well. Now, I gave maybe a one-sentence quiz or two- or three- and I did

- He: this every week to see how they were prepared for today's lesson.
- Hi: And if you had a student...
- He: And up on the bulletin board were all their names and out here is a strip that could be pulled out and a new one put in and some student in the class would give the average, it went in there. Now this spoiled five, never more than 10 minutes, of any class that I met. I was called in by the president and I was told, that is President Tate, I was told that wasn't allowed, that the teachers had to keep the marks that the student is getting privately, not on public display. "Well," I said, "when was that done?" "Well," he said, "it was done by whom, by faculty members." "Well," I said, "I wasn't present." "Well," he said, "you were out coaching perhaps." "Well," I said, "if I had been there I'd have made a fuss." Now the way I made fusses in those days-- I really got up and walked around the room sometimes. And so then I went in and I asked my class, all of my classes, "Does anyone object to your name being up here?" Not one single student objected to it. So I kept them up there in spite of the Scholastic Committee or somebody in the institution saying that this shouldn't be done. My students liked it. They knew where they were.
- Hi: Didn't you ever have any who couldn't answer the quizzes?
- He: Now, then, you said, "Did I pass them?" No! Because I believe in scholarship. I asked them to leave my class. They could leave then by 5 o'clock of Friday of the ninth week with a W after their name. If they came Monday and wanted to leave I might have to give them a WF which I didn't want to do and I said no. Now, "Can't I study and do better the next half...?...and pass?" "No!" because I will not put you out to teach some youngster and you wouldn't know the half, the first half of the course you were going to teach! No!
- Hi: Did you have quite a number of repeats then?

He: So then, girls don't enter college to flunk. Girls, as I told you, were two years farther along emotionally than the men, one year farther along among the colleges than men, and not as many freshmen women flunked as men normally. Men come in not quite knowing what they want to do and disturbed about it because a man is supposed, you know, to support the family and that makes his outlook so much different than that of a woman entering. They don't try to judge the men and the women on the same basis at all because the men are yet disturbed and haven't made up their mind exactly what they want to do. And then again, they get an idea it's a little easier for a girl to be scared into doing a good job than a boy. And the boy has the idea because he got by in school, in high school, that'll he'll get by in college just as easy. No, that is not true. Because you do not have the parental influence with the faculty in the university or college that you have in a high school. It's much harder to flunk a kid in high school than it is in college especially in your smaller schools, you see, and most of our schools in the Upper Peninsula are small.

Hi: So, when you asked a student to withdraw...

He: Yes, I asked them to withdraw. They went out and got a W. Now the faculty here, the powers that be in the faculty then were, they went along with me in this, and Gant as registrar he was for it. So they would take a slip from me up to the proper persons and finally through Mr. Gant and I got sent down a slip saying they had withdrawn. May I say this. To the best of my recollection no man, no persons, who quit and came back in the--my courses then were running mostly a year--next year to take the course, a repeat, I think not one ever pulled less than a B because they were awake then, and knew we meant business, at least in that department. And then I buddied my

my people. I took, in my classes, here was a boy and a girl who weren't coming up right...?..."Well, May, I see you're up here at the top and Jane you're having some trouble." "Yes," she said, "I never had this kind of work in high school and it's bothering me." "May, how would you like to work with Jane?" "Fine." We buddied them. And the students volunteered. I would say to a person here, "O.k. would you like a little help?" "Yes, I would." We got them to where they admitted they would like help. "Alright, who would like to help this person?" Well now, it might be a man helping the woman or a woman helping a man. It might be woman helping a woman or a man a man. It made no difference with me how they worked it.

Hi: Did you have both men and women in your class?

He: Certainly. Now this is not physical education, these would be classes in the... Well, you see, I gave, I had two--I had a class in How to Teach Health in the Grades and another course in How to Teach Health in the High School. Those getting degrees in high school took the one course and the ones getting their degrees to teach in the elementary schools took the other course. Now my outline for these was adopted by the State of New Jersey and Indiana. They were not adopted by Michigan because by that time Michigan was not sending out anything to guide teachers in their work, you see. But my people went out with these courses and I had been quite proud. I made this course out. I was down at the University of Michigan for two summers and...

Hi: Was that before or after Harvard?

He: Well, after. And there I had my training under--I went down to Michigan to get the training under Himmler, Dr. Himmler. Himmler's parents were immigrants from Germany. He was a Presbyterian for some reason, maybe he married a Presbyterian. Now, and he was Head of the psychiatrists at St. Mary's Hospital

for mental problems. And I remember there were 3,000 there. It's a big estate. And some of them were in padded cells and some of them were running freely and lived freely in the estate there, you see, but in there getting help. A lot of them were being put in by their families that didn't want to take care of them. They got a little bit queer as they got old and they let them go over there and they liked to live there and made it an old folks' up home. *Leaning on his left elbow, he said, "Hi, Pop." Because Mable Ruggin*

Hi: He was running that. *wanted me in his class and she had forced me on him.*

He: Now, he's the best psychiatrist that I have ever listened to and we went out to this hospital to see the different types of minds. And he had the class of physical education men and women and nurses. When I went down to get this, Mrs. Mable Ruggin who had been up here with us and had helped us in spots and actually taught here one summer, and she had charge of the physical educators that go down to get additional training. And she said, "Dr. Himmler's class is full." There were 175 already listed and I wouldn't be able to get in. "Well," I said, "I'm either going to--I'll either get under him or I'm going to another school!" And I said, "I have two other universities in mind. I want Dr. Himmler and I'm taking other work, all you'll let me have, but I want under him or I will not be here!" "Well," she said, "I'll try." Well, he cut the class down to 115 and I was left in. So when I first went in and found the place, the room was full. He was leaning on his left arm on the podium up there. He's a man perhaps 40, in his early forties maybe. And when I went in the door here there were about 15-20 Northern students working on their Master's degrees. And they were all in this, in the front and left side. Now I always go to the front and left of a classroom because I hear better with my right ear than with my left one. The students knew I

He: came over for that class so they all settled over there so when I came in they'd be with me. Here were a bunch of my old athletes, you know, some of the women that I'd had in class in my department, physical education. And when I came they all began clapping and yelling, "Hi, coach, hurray for coach!"

Hi: With the professor standing there?

He: Well, you see, I--so I walked down toward him, you see, and then Himmler up there leaning on his left elbow, he said, "Hi, Pop." Because Mable Ruggin had told him that he wanted me in his class and she had forced me on him.

Hi: So he knew who you were.

He: So, "Hi, Pop." So, I said, "Hi, Doc." So you did take me in after all!

He: Thank you." And here was a class of 115 including me, 114 in there apparently. And so the student body there called me Pop from then on. All over the campus, it made no difference where I went, to get a meal or to get a soda pop, everyone I met as I'd go along they'd smile and say, "Hi, Pop." And of course I picked up a whole bunch of good answers for some of the younger ones.

Hi: And it was a good course.

He: No, it made me--I think he was the only person in that capacity that ever taught in a way that a person who was not totally acquainted with his field could understand. Too many persons when they get a Doctor's degree start right in giving all the terminology and that sort of thing that--I suppose they have to impress the class that they do have a Doctorate. I don't know. Now, that's not true, and I can point you out some of the most wonderful Doctor's degrees teachers here at Northern that I ever met in all of my life. And remember, Himmler had a Doctor's degree.

Hi: Did you learn anything from him that made a difference in your teaching or did he just...

He: Oh, yes. I taught psychosomatic health. I wasn't satisfied with teaching physical health.

Hi: Psychosomatic?

He: Yes, psychosomatic, you see, am I allowed to tell this?

Hi: It's all right with me.

Mrs. He: No, you're going to mention one of the instructors and that's...

He: The Psychology Department, I won't mention names. A fine man, wonderful fellow, but just wait a minute. The Psychology Department said that I was butting in on their course...

Hi: Well, I can see how they might feel that way.

He: ...in Mental Health, in teaching mental health, in teaching health education.

Mrs. He: That's all right but I meant, I don't think you should...

He: So now, the president called me in and said, "They're objecting to your butting in on the class." Now instead of calling this the id and the ego and the superego I went in the class and said, "Now, I know in psychology you learn this is the id and this is the ego and the superego. Now I'm going to tell you this is the sympathetic nervous system, which I'll call the fishworm nervous system because remember a fishworm doesn't have a brain, you see. And we'll say this is the mental, the brain, and through which apparently the mind works. And this superego is the conscience." "Now," I said, "the reason why they've changed these names is they don't want to get into a religious discussion." Now, I told that, you see. "But," I said, "I don't think we're going to get into a religious discussion and if we do, personally, I don't mind it, if necessary, with persons who don't know any better." Well, now, so that is the way I taught. Physical ills are due to a chemical fault in the body excepting a...

Hi: A broken bone.

He: Broken bones or something of that nature. And then this part of one magnifies it and we get very very very sick when all one has to do is change their way of thinking. And there are persons, however, who when the warning comes of a fault in the body, a chemical fault, they go to the other extreme and say it doesn't amount to anything. And maybe it's the beginning of cancer. Now, I said that we must learn not to allow this, to magnify the bit of pain that comes on, at the same time to use through our wisdom, to have it checked by an authority. Now, I taught psychosomatic health. When I left Gustafson had gone down there and I'd told Mable to be sure and see that he had work under Himmler. When Gustafson came back up here and he took my--and we

Hi: changed the name from Personal Hygiene to Effective Living, that gave me a

He: right to bring in the pschosomatic as well as the physical. Then when I left--I said, "Now, this is Effective Living"--but at any rate, when I left it was changed back to Health Education. The name was taken away from it, you see. But when Gustafson came in--I wish it hadn't been done because

Hi: Gustafson was prepared to teach it and did a wonderful job of teaching it.

He: And when Gustafson left others were put in charge that could not handle the outline I had left. This you may leave out please. It was then turned over

Hi: to the Biology Department. Now let me go to the biologists. Their field is

He: not psychology and they taught only body health and nothing of the mental and things. Well, they have a different set-up now. They have a man in charge of that.

Hi: You mean the Guidance Department.

... helped them maybe to say, "Well, maybe I had better do it." Now, that he didn't

Hi: What's unique about the institution?
I had once upon a time about all the mathematics taught, known,

He: The most important thing that we had back in my days was the generally understood purpose of the school from the president on down and the warm feeling between faculty members, and with very few exceptions, this idea that we're bringing in another mind to be trained up as well as we can train them. And the school stood for scholarship. The school stood for scholarship but it didn't stand for the flunking method of obtaining scholarship. These minds can be inspired and they were not inspired in high school and we've either got to inspire them or they'll have to leave. Now, the ones that leave of their own accord is one thing, but to be flunked out is another. I want to see a committee in any school to advise them to quit until they're more mature.

Hi: Admit we can't do anything right now.

He: Now you take at Harvard. Harvard for years and years would not take certain students in their school. They advised them to go a year to a preparatory school. Harvard didn't tell them "You haven't got the brains enough to come into this school." They told them, "Apparently, you're not mature enough."

Hi: Much safer. Well, it's true.

He: It's the truth. And they went to these preparatory schools, you see, and then got...

Hi: Northern couldn't very well do that, could it? What about students that came...

He: Alright, if they quit my class--in those days they were carrying four-hour classes, you see, and if they quit my class it left them with 12 hours. And, I said, "Get in and concentrate on 12 hours. Concentrate on 12 hours and do the job right! Quit fooling around!" Well, being dropped out of one class helped them maybe to say, "Well, maybe I had better do it." Now, that he didn't like my class--suppose here's a boy that came into my class--now, I'm a mathematician, also. I had once upon a time about all the mathematics taught, known,

excepting two series, ten times as much math has been invented since then, this was in 1911. So I know less than 5% of all the math known today. I was a top notcher in those days in math...?...and I did teach math, you see.

Hi: Did you teach any math here?

He: Yes. In summertimes, you see, physical education departments are overloaded so I taught math here and I've--well, no professor taught as many different kinds of classes as I did.

Hi: I believe it!

He: And when West went east, when the army took him, made him a captain to go in there and write that book on tsetse flies. By the way, he's still working. He's a wonderful teacher. Oh, that man is a wonderful teacher. And when he draws, you know, he draws, two pieces of chalk. You've heard about that, haven't you? Uses two hands when he draws, you see. And I used to tell him, "Now, when you're bringing down your hands here and you're talking about the right side of the heart, why in the devil don't you learn to talk on the left side of your mouth and tell about the left side of your heart at the same time." He's a wonderful teacher and he speaks in simple language, the language that they can come up to. Don Bottum was a wonderful teacher. We had a crew of wonderful teachers.

Hi: Do you think this sense of unity stayed right up through the Tate administration, or did it begin to lose it as we got into the 50s.

Mrs. He: There's so many out there now we couldn't possibly be...

(End of Side 2)