

Interview with Don Heikkinen, Marquette Michigan, July 29, 1994.

Don was the longest serving Dean from 1974-1982 technically though the last year was a sabbatical year.

RMM: Ok Don it is nice to see you again and have you back on campus, and we would like to do the interview starting with your background and origins, what is that date of your birth?

DH: 1932, September 10th

RMM: ok, and could you give a little background of where you were from, and then right into Northern.

DH: OK I was born in Ramsey, Michigan, here in Upper Michigan, Ramsey is a small knit type community, my parents are Finnish immigrants and I was the youngest of 11 children, 9 were boys. I attended the University of Michigan and got my Bachelors Degree, Masters Degree and Doctorate there with interruptions from military service and to attend other schools for other purposes. For example I went to a seminary for a year and eventually returned to Michigan. After getting my Doctorate at Michigan, during which time I taught at Eastern Michigan also, in the math department for a year went to the University of Northern Iowa then, which is the State college of Iowa, and was there for five years, and was approached by then dean Tom Griffith to see if I was interested in coming up here as head of the Math Department, several of my friends from Michigan, Michigan State had nominated me for the position and I found that I was indeed interested and came back up here to the U.P. after having left after I had graduated from high school. And eventually accepted the position as head of the math department. I served as head of the math department for four years stepped down was elected chairmen of the academic senate. And the following year became dean of arts and sciences since 1974. So from then until 1991 I was served as dean of the school of arts and sciences and then in 1991 I had a year and then I retired.

RMM: Could you tell us a little about Northern when you came, when you first arrived on campus, the nature of the college and how you perceived it?

DH: Well one of the things that I was immediately aware of is we had just, Northern had just come the through so called McCullan controversy. It was I think two years before I came here. Harden had left, McCullan had left, We had an acting president or entering president. President Jamrich joined Northern the same year that I did 1968. Soon there after Jake Vinigar joined us as academic president. Tom Griffith was dean. It was a time in which I felt I had a and indeed it was true it ended up in the bill of environment mathematics department. And over the next four years the majority of the people that were there for a number of years there after. Also we began as a result of Dr. Jamrich's efforts, planning, forming a number of committees, developed a new academic government structure in the department, which had been quite traditional. We established committees and so advisory committees of various kinds, bylaws. These bylaws by the way served as a model throughout the school, and even in other schools, the ones that we had developed. Smaller departments turned and served as committees of the whole. The year I was chairmen of the academic senate, the year before that I was chairmen of the affairs committees we undertook to, these are some of the things I remember we undertook, for example to rewrite the so called

Nepotism law, to create a maternity leave policy, a policy all came out of our faculty affairs committee and were passed by the academic senate. So were the other policies that are still extant and now part of the contract. We also at that time wrote a retrenchment policy and unfortunately we had to in 1973 undertake to use that policy. That was the first entrenchment that I ever had to participate, a formal retrenchment. Then the year I was chair of the academic senate we undertook to rewrite the entire administrative practice manual. Formed an add hawk committee, Tom Griffith was no longer the Dean and he chaired the committee to undertake that task. Much of that was rewritten and passed by the board of control. I was also asked to write or chair a small group of faculty and administration to write a grievance policy. Which we undertook to write and the board of control approved it late in 73 and it was, as I discovered later, used as a model that was being discussed at national meetings. This was a precursor really to the grievance procedure and so forth it became quite the bargaining contract. When the Vice Presidency became open the then dean became the Vice President, and I became the candidate for the Deanship. And was selected and became the Dean of arts and science in August 1974.

RMM: Now let me intrupt here before you get into the next phase. Do you feel that you are a part of and played an important role, and important part in the conversion, I'd also like your comments was this part of the problem that the campus phased since we were going from an administration as other other places were that were or could be, to one was getting the faculty involved with committees and the academics and eventually the union, do you feel that you played a role in that? That this was unveiling itself as time went on, and you played a role in that development?

DH: I think so, this was an interest of mine, academic governments and decision making, as it involved the faculty and the administration and various, this even went to the grievance procedure, I don't know if you have a copy of it but I felt that a good grievance procedure is essential part of any good decision making mechanism. The old academic Senate, as the pre-contract academic Senate often had the president there, open dialogue about salaries, about policies of various kinds and indeed they were working sessions, this was a Senate of twenty-five or so people with every department represented. I was very much involved at the Faculty affairs committee which made a number of recommendations as regards to operations even at the Senate, then when I was chair of the Senate we changed the bylaws, rewrote the bylaws, went to different departmental authority than had been used before, we did a number of things differently which I think carried on later. The fact that this is an interest of mine resulted in one of the contract, I think when Allen was Vice-President asking me to head an administration group to rewrite the governments portion of the contract, and most of this changes were incorporate. This was when administration finally was again about to become part of the active in the Senate. It was the faculty Senate in the interim period between the academic Senate that we had before the contract and the one the one that we reinstited which involved departmental head representation, deans were on it and so forth members.

RMM: about what year did that take place?

DH: That had to have been sometime in the 80's when Al ^{Donnaman} Donnamen, I think the first year that Al Donnamen was here because we were having a number of problems trying to get consensus on what we should be doing and what we should be proposing at the table as regards to academic governments and then Al Donnamen came in and managed to pull some rather despair points of

view. I did most of the, a good amount of the writing on that section of the contract, although I was also involved in the rest of the revision of the contract. I had to previously been asked to negotiate contract extension at one year extension from the previous contract, and I negotiated that but that only involved economic conditions, salary, and wages, and some fringes.

RMM: so basically what happened then these changes that you brought in then were attached to the union when it was created and negotiations and the contract then saw many of these ideas that had been developed

DH: Right, as a matter of fact I understand that there were some discussion for the grievance procedure that we had developed and had been approved to become incorporated in the contract, which it wasn't and probably shouldn't have been because it involved an, it involved a preliminary hearing, an informal hearing with outside judge and so on and so on, or hearing officer who served as a judge. But much of that was built in, the grievance procedure that we developed is in the affairs committee is quite clearly if you see both of them a model even as to some of the language he uses for the grievance procedure that is built into the contract now. I'm not sure what the contract says now but I wouldn't suspect that would change much.

RMM: earlier you talked your tenor as department head, what were some of the changes that instituted not so much changes, but people you brought in, and thus I guess directions that Math was going to take?

DH: well it became clear to have a future at Northern I felt that we had to encourage existing members of the department that did not have doctorates to get them, to become involved in their professional associations, both state and national, and for us to hire people of diverse backgrounds because the math department involved statistics, mathematics, all the service courses in mathematics education and we had to have people who worked together, and worked together well, and that has held true for the last 25 years at least. We went from I think 3 or 4 people with doctorates to 18 or so 16 to 18 out of 22. And the people that we kept that did not have their doctorates we kept for other very legitimate reasons, nationally known, outstanding teachers, scholars. We also established a committee structure in mathematics that seems to have worked well, with an executive committee advising the department heads and a number of different committees, curriculum committee, what else we one of the things we did, I became concerned that we had no computer science program on campus, so we organized a small group to study computer science programs across the country, perhaps most of them were in their infancy where ever they seemed to be and met with concerned people around campus to make sure there were no problems of any rivalries or and established a computer science program that still exists. Later one when I then became Dean I was able to get a computer science laboratories established, get monies, to move from use of the mainframe to the use of personal computers, teaching computer science and so forth. And the department itself I felt that we pulled together one of the very best mathematics education groups in the country. And I think this was recognized by for example, the University of Michigan and elsewhere. And we brought in some, I thought and still feel, some outstanding teacher-scholars. Scholarships certainly at Northern were not adequate or sufficient conditions for a person who a home here they had to also be teachers and good teachers, they were required to teach a full load and then exhibit scholarship, this same attitude on my part pretty well carried over to my deanship too.

RMM: Ok, could you now direct your thoughts and attention to the years of work as dean

DH: 17 years

RMM: what was the problems you had to face, what were the conditions like when you went into the dean's office.

DH: Well as a department head I had gotten to know at least superficially most of the departments in the school and it struck me that some of the problems that we were being faced in several of the departments, few departments have to do with the way they operate, the department head related to his faculty, the extent or lack of participation on the part of the faculty in decision making, and in the first few years, in one way or another we had a number of changes in department headships, perhaps in the next four or five years. Also I believed during that period of time, every department wrote bylaws. That later on became a requirement to the contract, early on the bylaws seemed to pertain more to the character of the departments, both as disciplines and as collections of individuals. There is also through the years of my deanship the opportunity to help departments grow and develop quit a lot of recruiting went on, a lot of faculty were hired, other faculty left. Initially there were 16 departments in Arts and Science somewhere along the way the early 80's I believe, the Criminal Justice Program became a department and was assigned to Arts and Science for us to get them established as an academic program, later on they were transferred along with Sociology to what was then the School of Education, and is now the School of Applied Education and Applied Social Science , I should have remembered that name. Where were we?

RMM: About the deanship, what the opening days of your there.

DH: Yeah, well of course as we necessarily be the case we had established a mode of operations, good relationship with the department heads and then with departments is customary, the seemed like we had a problem either the threat of retrenchments or retrechments or inadequate funding for equipment or inadequate funding for overloads, or graduate assistance. You were always adding and I suppose still sections at the last minute that we had hoped we wouldn't have to pay for English sections, Math sections, Service courses. But I think we went through one fall retrenchment by the way the initial contract established something called the educational policy committee to on that which involved I believe 7 academic administrators and 7 faculty members created supposedly angel form they also had to be the 4 of the which had to discuss retrenchments when they came about, who was to cut what, which schools had to cut down revenue, difficult experience. We did go through a formal retrenchment then too, I mentioned one earlier and the earlier retrenchment policy and had to let a few faculty members go. To prevent by the way earlier in my deanship to make it unnecessary to release faculty I felt we were understaffed as it was, for a period of two years I imposed what I called an annualized contract, created it, dreamed it up, and this released all the moneies were normally assigned to summer session salaries-intersession salaries and overloads to through into the breech so to speak, budget cut back, as a result we did not have to layoff anybody, on the other hand those people that were regularly taught summer sessions didn't of course get paid for but as a result they also had time off in the fall or winter, instead of teaching 6 courses fall and winter they taught six in some distribution over the four sessions, the four sessions meaning intersessions. This option became a normal part of the contract people took advantage of that, I think if I recall correctly it is something that I proposed way back before the

contract days, as chairman of the faculty affairs committee, as an option for faculty, we did it get it built into the contract, and later granted it to some extent so that for example rather than by mutual consent of faculty member, one year for example distributing through the four sessions or through two and taking the spring semester off, it became possible for a person to do that on a permanent basis, permanently reduced form which the faculty members took advantage of. The original motivation for that had nothing really to do with retrenchment, I was thinking in terms of faculty members who might have business interests outside of the university or a married couple or whoever wanted to times or something like that, but it turned out to serve several.

RMM: Did , one of the things that was kind of characteristic of your deanship, that I remember as a member of the History department, we never had, faculty never had meeting with the Dean at the beginning of the school year, which I didn't mind, why did you do that?

DH: Well I did meet with them and prepared a couple of fine speeches, and also introduced new faculty which was on occasion an opportunity to that, the introduction of new faculty was pretty well taken over by the general meeting of the whole university, so the introductions didn't take so long. And I felt like I had heard so many of these inspiring speeches as so had the faculty that it was not necessary for me to do that. I got the feeling most of the faculty wanted to get to work, have their department meetings to prepare for their classes and also it was an opportunity to have a first long formal meeting of the department heads, in Arts and Science now there were 17 Department heads, in itself would have been a large department. And aside from that of course I suppose if I had really enjoyed speechifying I would have continued to have those meetings. I did enjoy meeting with parents, and students, and faculty, which involves extensive question and answer sessions rather than an opportunity for me

RMM: What would you consider some major achievements or developments if not achievements, but developments during your tenor as dean of the college at that time it was a school?

DH: I think some of the departments, at least during the time I was Dean and perhaps as my assistance reached maturity. I don't know if I should name names impartially, at least one department, as I mentioned earlier the Criminal Justice Department was founded and I think we got it on it's feet pretty well, although its transfer there to another school. I think it is called Justice Studies now. I think as far as achievements are concerned I was in a position perhaps because of a personal characteristics or whatever, to assist also the faculty who were interested in leadership positions to develop that ability and I think several of them developed very nicely. I should also mention some of our secretaries developed very nicely too, I always encouraged them to develop to fullest of their ability, some them became fine administrative assistants, we saw the admit of computer age enter in as it started spreading throughout the school and eventually the university and I think took advantage of it, both in planning and as part of the curriculum. It's hard to really point out a lot in one segment particular things.

RMM: You mentioned earlier that the discussion of faculty cuts, etc. were perennial problems, what do you, what reason did you give for that, why was it a perennial problem?

DH: I don't know, it happened a number of times, funding however for the constuctural programs seemed to always be a problem but when your always seem to be not quite ready for those

semesters, or we were screwing around to cut corners and I am not really sure why that was the reason and may indeed be the case anywhere as you try living on a tight budget, or you use moneys for purposes that have been lurking in the background for a long time, for example purchases. We had at one time an entire university equipment of five to ten thousand dollars. Especially after the national science foundation moneys dried up. By the time I retired we had, part of our permanent budget was annual purchasing equipment, this was particularly significant of course for the sciences, computer science, and eventually for most departments I think as faculty wanted more and more accustom to the use of computers for preparation for classes, for word processing and so forth. This need and agreement that there was such a need administration continued to develop through the years, an substantial amount of money for equipment at least there was when I left available for equipment, not nearly enough, but in the earlier years we had no money for any kind of regular equipment kind of schedule. For example, our microscopes in biology had been purchased with moneys, government moneys of one kind or another, mostly one year as a result they started breading down, within one year or two and it would eat up the entire equipment budget. So we needed to get a regular replacement schedule, we had a number of budgets involved in Arts and Science that we of course had to oversee, I did or my associate Dean and my secretary. With moneys between budgets to maximize the needs for that money, a good part of a Deans job as I perceived it was to utilize resources as efficiently as possible, human and equipment resources.

SECOND SIDE

DH: You might want to look at, I wrote an annual report the last year I was Dean and sent it into Buckema, I don't know if you care, but he'll let you see it which was really my perception on the state of things as of that time, 1991. To come back and talk to people now doesn't seem things have changed a whole lot.

RMM: hadn't

DH: not much, it is gradual however, as it was

RMM: Do you think at the time you arrived at Northern and then in the years that followed and then obviously during your deanship that Northern was going through a sort of growing pains and changes, because everyone says that went through tremendous changes in the 60's, the mid sixties, the faculty, alot of faculty and building and so on, but that is only part of the university, so do you feel say the next 20 years that followed were really a continuation of that settling in and growing pains of developing some of these departments and getting the departments kindof mature and kind of smooth out the rough edges that kind of enter a new era

DH: I think that's absolutely correct and as a matter of fact if you follow a the government' documents the trail of departmental bylaws, the expectations for promotions and tenor and so forth, from say 1968 where there were only a few departments that had even anything like that till the late 70s to the late 80s you will see that there is a continuous, I shouldn't say continuous , continual growth in change in development in this respect, expectations for advanced degrees continued to spread and the entire university. I think there was a period of maturation this does not mean that the university is not continuing to move in that direction, or that the essential character of the university

has changed, I think the perception on how that character should develop may change a little, at one time there were agreements that we really didn't need a teaching faculty and that after all we were a teaching university. To the point where I think it is generally expected that the level of scholarship in a doctorate of some kind or from a degree at least is better.

RMM: Now in, in continuing with that kind of train of thought that you worked under 2 presidents?

DH: 2 yeah

RMM: 2 presidents, could you comment on them as individuals, their style, you know some aspect of it in terms of Jamrich and Appleberry

DH: When Dr. Jamrich came here he formed a number of task forces which had to do with the future of the university, very much involved the faculty, I have already mentioned the acting of the Governmental Task Force there are some several others, he also established something called Administrative Council that consisted of all the Vice-Presidents, several Directors, and all the Academic Deans, so as Dean of Arts and Science I sat on that administrative council and we debated various kinds of policy decisions quite openly and the Deans were very much, very often central in that debate because we were perhaps the closest to the faculty and the academic departments and a lot of the other people there were support persons. Dr. Jamrich was quite open to this and a lot of people didn't perceive that he was democratic to that extent, and he indeed was although we had a number of disagreements, I think we always kept arguments between us. When Dr. Appleberry came and he saw things to be differently he felt that the Administrative Council was too large the Dean shouldn't be involved with that level. So then he formed a, you could call it a cabinet, Vice-Presidents. A number of us felt that there was, that resulted it was not very representative as far as the academic wins concerned. I think perhaps that still persists. There is also a difference in background Dr. Jamrich was trained in music, mathematics, education, meteorology. Mr. Appleberry had type of degree, in education or something like that. Different kinds of management philosophies had emerged and were being tried by Mr. Appleberry. Also it's always difficult to make a comparison I worked with, Dr. Jamrich when I was working early in my career, Dr. Appleberry when I was finishing my career.

RMM: Would you say that maybe the two men, Jamrich and Appleberry, their administrations were almost continuation of each other as the university was maturing and ironing out some

DH: I don't know that I would point at the individual so much. The fact that we had a faculty contract our sure continuity and I don't think although Dr. Appleberry tried to make a number, substantial of changes. The faculty just wouldn't listen, hear any more, some of those changes at least. Some of them had to do with the definition of ten year, I can't remember, academic governments. The fact that participation, and decision making of various kinds, promotions, the role of academic promotion, ten year recommendations, decisions so that the institution had, there was an integrity there that really surpassed and influenced even the Presidents. Indeed I think it was a task for President Appleberry and success Vice-Presidents to learn how things were done at Northern, not to say that they couldn't institute and cause some change. Dr. Donovan, for example, went to the academic senate with recommendations for changes in liberal studies. Academic Senate then undertook used his recommendations as a spring board, undertook to make them wholesale changes

in the liberal arts program. Not necessarily all that he recommended, and some that he didn't recommend, but he did cause change. I guess I'm not particularly interested in getting into personalities.

RMM: In your dirtier years of at Northern, were there any, do you remember any kind of academic focalor stories, incidents that occurred to faculty members with or without names? I think there was one fellow, I don't know if he was here when you were head of the math department. But they used to run without shoes.

DH: Oh yes jogged bare foot in the winter.

RMM: Did they also listen to the woman who faculties? listen to cartoons with his kids.

DH: With his five year old or his six year old. While their parents were asleep, and he's an older gentelman.

RMM: He was a member of your club.

DH: Yes for a year, or two, maybe two years. I think only a year. And then we had to spend a good part of that year trying to find a job else where. He's a character.

RMM: Was there, there was also a story you told about some body from Finland a Finish Ambassador came to campus during Appleberry's time, you made some kind of a joke about Appleberry's name being Finnish?

DH: I asked him if he knew what his name would be in Finnish.

RMM: You asked Appleberry, and

DH: he said he had heard that before so, I'm not sure he appreciated it.

RMM: Were there any other incidents like that

DH: about a thousand of them, many of which involved me putting my foot in my mouth.

RMM: are there some that you want to recount?

DH: I'm not sure

RMM: a milder one

DH: one of the things that come to mind, discussions that I had had with presidents and vice-presidents which had to do with defending the faculty, representing the faculty when we were being attacked by outside, in some cases legislatures, because of our their so called liberal views on the environment or something else. Some I role very much as an advocate of the faculty and the school with central administration, as well as honestly representing then and administring policies that

were established centrally. It's hard for me right now to think of a lot of these things, there are a lot of more serious things that occurred on terminations, where I had to worry about the welfare of the person being terminated as well as the welfare of the department and the university, which resulted in the termination. In some cases this was entirely amicable, and hopefully worked out to interest of the individual as well as the university but in other cases there were a considerable animosity involved as you might expect. I, in thinking back however, remember an incident where I think we were wrong to terminate someone. That is really one of the most difficult aspects of academic administration whether it be the dean's level or above, or for a faculty committee that is involved. So you want me to talk about the, well he did a number of things. He was sort of the pidgeon here in Marquette, he had a group of 15 youngsters that would follow him around. You might remember some of my stories I had

RMM: Yeah just off hand I can't, Would you say, or is it kind of my impression, that is why I am asking, I guess I don't have much to compare it to but didn't you take on a vote to talk about termination and budget cuts where there were terminations because of that, would you say that you took an active role to try to come up with creative ways of dealing with the problem without having to let the person go, where the university administration didn't take that decision.

DH: Well the annualized contract was certainly that, at the time I thought I might convince the entire university to go that way, I was somewhat disappointed and made my disappointment known that Arts and Science was the only school that maybe went in that direction, although there is some modified annualized contract in the school of education. We did recover that money eventually, the summer session moneys and the moneys, but it worked to our disadvantage in some ways, but there were some other things we did too, we had some faculty that accepted reduced appointments on a temporary basis, we eliminated overloads of because there were several hundred-thousand dollars spent down that represented the number of positions, now that was temporary money but we then, was a real savings. We came back a couple years later and of course we began to offer overloads on a higher, we eliminated some graphing programs that were really not that, or it became clear that they were not under the duress of cutbacks. I think the annualized contracts of various kinds were probably the most innovative and significant thing we did. I can't right off the top, I think if we looked at the contract most of the things that are built in there is regards unusual points were a result of efforts to save positions.

RMM: now were there some incidents, during your deanship for instance Marty was elected.

DH: ok, there was a case where I became aware of an opening over in admissions that I strongly recommended and used every influence that I had, which at the time was probably considerable to see that he got appointed there as admissions counselor, I was pretty strongly of opinion, and still am, that many of those positions should be filled by faculty or part-time basis or full-time basis often faculty have become very strongly institutionally oriented rather than pointing toward their disciplines as their primary organization. So Marty then went over there and worked his way up and stayed there and had a job, and I think was a strong addition to the admissions faculty.

RMM: was another one?

DH: was another one from the geography department, he went over to Placement/Career planning,

we managed to give him a position over there and considers he got the position.

RMM: John Berens

DH: John Berens became a librarian and went to the university on paid tuition and gave him assistance to go to the University of Michigan to get a degree in library science and then moved down over to the library then eventually served as the head librarian, and I think this was a good career move for him but it was something that was by a retransfer. Ruth Berens had been hired on a temporary appointment and became department head from a temporary. I think we could probably go department by department and come up with many instances of things like that that we have done and of course we did the normal things too, tried to help people get jobs elsewhere. When I was the department head I think of the people that got doctorates and I found them to doctoral programs at various universities where I had friends or influence and I think also probably most of the department heads in the school were doing similar things, eventually.

RMM: I have two other questions, then I will give you a chance if you have something that I have left out. One is, I know you always talked about, one was, well three questions, one was your, which I found very refreshing, your lunch sessions with staff and faculty, how did that get started and what was your role in that?

DH: I'm not quite sure how that got started, a lot of us were bagging it and I think it had to do with smoking, and we couldn't smoke in the room that, in the cafeteria, so we got a room by ourselves, and eventually everyone had quit smoking. We started on the second floor up in a solarium there and we got that assigned to faculty for lunch. And as a matter of fact, they had a coffee pot there and sold some sandwiches, but most of brown bagged it. And a few administrators, I was there always, and faculty, we'd get together and discuss just about anything that anyone wanted to discuss, from work affairs to University to whatever.

RMM: But wasn't there, didn't there, problems develop?

DH: Problems developed, students wanted to use it, and of course we wanted to feel free to have our discussions away from the students. So they started coming in so then we went down to one of the meeting rooms down stairs.

RMM: And that went on for about how many years?

DH: I had lunch over there today with them. Different people, librarians, departmentals, and faculty.

RMM: So that has continued after you left? How long do you think it's been going on?

DH: Since probably 74 or so. 75, 76, I don't know.

RMM: The other question I have for you is kind of more of a personal question, is your interest, that you used to talk about, especially with Ruth Roebke-Berens, in novels. So what kind of novels do you read and how do you devour those novels?

DH: Well that depends on how interested I am, but it doesn't take me but a few days to go through a typical novel. But that was just novels with Ruth. It depends on who was recommending books to me. For example, your department, department recommended a book, I would ask a number of people, Have you read anything interesting? It gave me a chance to read stuff. recommended a book to me, I remember the name of it, The Aspirin Age which is a collection of essays, about the twenties and thirties. And some the strangest sources for good books, faculty members speech, recommended to me, which was one of the first books I in cacao theory. Which normally you would expect to come out of mathematics or physics. My associate Deans was in history so he would recommend history. My reading is it just jumps all over the place. But the library is a source of a lot of good books. Schindler's List I remember reading that when it first came out in 1982 I think. But know of course it is a movie.

RMM: But how many books would you read in a month, a year?

DH: A hundred or so in a year. Right now I'm getting to a point where I start a lot of books that I don't finish. I start to think I don't have that time to waste on some of them. Jean, my associate, used to tease me about reading, but I still did in my spare time read in the office.

RMM: What have you been doing since retirement? You said that you liked the

DH: Reading, and working

RMM: Now you stayed in Marquette for how long?

DH: We left here last October. But we had spent the previous two winters in North Carolina. My wives family is down there and my daughter is down there so it's a nice place to be on a permant basis. I'm enjoying this visit.

RMM: And this is the first time you're back? And you miss?

DH: The weather, the lake, and the people.

RMM: You also miss the horribly cold winter had last year.

DH: I missed it, yes. It was bad.

RMM: Is there any kind of something I forgot to ask you or get into that you want to mention or discuss?

DH: I'd probably have to go through department by department. You caught me somewhat by surprise. You see the departments that we had are, Arts and Science, Arts and Design, Biology and Chemistry, English, Foreign Languages, Geography, Science and Conservation, History, Mathematics, Music, Philosophy, Political Science, Military Science, Speech, Theater, and Criminal Justice. There was a persistent, throughout the years, perception. It was not possible to have that many departments, to supervise that many departments. There was a theory that goes to of control perhaps in the military seven to one ratio or whatever and that of course received a

represented seventeen to one ratio at one time. As a matter of fact I was interviewed by a student in management, I think, the school of business, at one time in that regard. It never seemed to me to be the case that is that I had a span of control of seventeen, more often than not, it represented a concerned and your given time for no more than three, four, five departments. And this was particularly true after I felt comfortable with the government structure and leadership in each department. And for the most part there after I would stand aside and be available as a resource of the department, rather than somebody that was intruding on departmental affairs and trying to direct that department. Which would have been unwise in any case on my part. Even those disciplines that I felt most familiar with. So it always occurred to me that the experience of Arts and Sciences in this regard with the kinds of department heads and departmental structures that we had, could have been, and could be extended throughout the University Administration. Provide of course, your Dean or who ever it is perceived to be the leader, is not a control freak. I guess that's a resent phrase for someone that's anal, retentive or something like that. I guess that would my observation as far as, I also I felt had a working team in Arts and Sciences in my office and with my Associate Dean Jean Whitehouse, we'd been there for many years, very intelligent. Not necessarily hours that are easy to work with rather prickly at times but someone that I always enjoyed working with. And we had a good working relationship. And several intelligent secretaries. And I think they kind of because the just made things go on a day to day basis very nicely when they were aloud to learn and have responsibilities. So at least that seventeen years was a, worked well, because of a happy office. And I think also because through the years we had many dedicated and democratic departments. Excersized democratically, when they didn't take on any trouble eventually.

Of course I didn't get any support from media. But it was an interesting seventeen years, eighteen, twenty, how many twenty-five total at Northern. Do you have any more questions?

RMM: O.K. that seems to be it for now. Thank You.

DH: Normally when people came in for an interview I'd, they'd interview the department and then I escort them over to Vice-President Vinigars office. And he always had the same routine. Terry's background in Mathematics was airgotic theory Terry said well what's this interview going to be like? And I'd say well, He's going to ask you several questions And then he's going to ask you, What in the world is Airgotics? And he's going to expect you to make it understandable to him. Terry said "Hum, what's his background?" I said, "His background is English. English Literature." And he got over there and sure enough after the introduction Jay said, "Well what do you read tell me what you read." And Terry said, "Well I read professional journals. And he said, "Well I have been looking through resumes, what in the Hell is airogotic theory?" And Terry said, " I understand you're a former English Professor." And he said yes. He said well let's compare the poetry of with that of D.E. Cummins from the point of view of constraints. And Jake just about fainted. When I got to the office he already, we had to walk across campus, he already called back over there about two or three times. And asked how much does that guy want to come here. Terry as a matter fact promised, and he never kept his promise, that he'd give a public lecture on Mathematics of Ascetics, which was what he was getting at. But almost all of the interviews were like that.