

Interview with Clair Hekhuis

Marquette, MI

July 10, 1997

START OF INTERVIEW

Interviewer (I): Okay we'll get started with the interview Mr. Hekhuis. Is it alright to call you Clair?

Clair Hekhuis (CH): Clair. Right.

(I): Okay. You were, over the years, you came to Northern in what year?

(CH): 1957.

(I): 1957, and then over the years you were the director of information services, assistant to the president, and then secretary to the board.

(CH): That's right.

(I): And then you left Northern at what time?

(CH): 1966, toward the end of 1966.

(I): 1966. Okay, good. So, let me, so we'll go back and then we'll get into all of this in some detail.

(CH): Alright.

(I): How did, what is your background, where are you from, and how did you get to Northern?

(CH): Well I'm from Lansing and Grand Rapids, Michigan. I grew up in those cities. Graduated from Michigan State and I had worked for the United Press at Michigan State as campus correspondent. So when I graduated I went full time with the United Press, stayed in Lansing for a while, went to the Detroit Bureau for a year or two and then went to Minnesota. In Minnesota I was manager of the St. Paul Bureau and capital correspondent. So I was there three years and then went back to Michigan with the United Press as the manager of the bureau in Lansing and capital correspondent. So I stayed with them about three years, and then I decided I wanted to go into something else besides newspaper, and there had been a whole career at the beginning. So I wanted to be on the inside of something, rather than just being on the outside of something all the time. So I had met Edgar Harden at Michigan State. He was faculty representative to the athletic department and I was covering sports. So we became well acquainted and then when he had the chance to go up to Northern he asked if I wanted to go along in a public relations kind of thing and I said "Sure." And that's when Ed came to Northern he brought Harris Sparmberg as a vice president, I went with them. Arnold Embry from Michigan State went with him and served as kind of a student councilor capacity. And uh, [pauses], I don't know why I'm blanking on that but he was, can you hold it a minute? [Recording stops, then continues] Clyde Bosworth. And Ed came

because many people, including Walter Greece and President Hannah at Michigan State, ask him if he would come up to Northern and use his knowledge and expertise to build a program, rebuild actually, the University at the time, Northern was down to about 500 students [likely means 5,000]. By the time Ed left it was about 7,000. So we had a busy 10 years. It was a decade of progress, we called it. So during that time Ed, under Dr. Harden's presidency, I think it was about 18 buildings were added and the enrollment went up to 7,000. Faculty went from about 67 to more than 200 and, to get back on the personal track a little bit, as head of information services I also was Hannah's sports book listing and any other publicity we wanted to do. One of my duties was to get the information out of other faculty, at the college, it was college at the time, and get the communities to know them better and get them to know the community better because, there wasn't a big rift of any sort, but people on campus and people in town really didn't know each other too well. And so President Harden and Vice President Sparmberg and a few others went around the entire peninsula – Harden and Sparmberg were great speakers – and so they would, they went to an awful lot of high school commencements and other things throughout the Upper Peninsula and when they'd go they'd talk about Northern. So the main thrust in the beginning was really to get Northern known throughout the Upper Peninsula because many college-aged students were going elsewhere. You know, they'd go to Wisconsin, they'd go down to Lower Michigan, Michigan State or University of Michigan or some other schools down there. And then the objective was to get the people in Lower Michigan to know more about Northern. So we would make frequent trips down there and I don't know how many thousands of miles Ed Harden traveled around the peninsula and then back down to Lansing because he also dealt with the legislature, budget matters, and things like that.

(I): Mhm. What's the, uh, at that time was it your perception that maybe the other president, uh, T\_\_, his predecessor had not done these things and kind of let things uh...?

(CH): I don't know what the situation was then because I wasn't even here. Ah, I think it was mostly a case of the Upper Peninsula being up here, isolated, from the Lower Peninsula. See the four regional colleges, and they were teacher colleges to begin with. Northern, Western, Eastern, and Central were operated by the board of education in Lansing. And I don't think that the, that Northern really had a major voice compared to those other three. And when it came up it was understood that they would have a major voice along with the other three state colleges, teacher colleges. So...

(I): Another question for you while were kind of at the start here – Was there any kind of news bureau, information service, news information service before Harden came?

(CH): No, no, practically nothing. And that was, you know, that was one of the, if you want to talk about a problem, that probably was one of the problems that was an information problem that the people didn't know enough about their own college. So Ed, Ed Harden, was a very genial, very knowledgeable, well-spoken person. And if anybody knew something about public relations, he did. He really didn't need anybody in what you would call public relations. He was his own public relations man but desperately needed somebody to get out information and get into the newspapers. You know, I don't think Northern was getting much in Escanaba. Northern wasn't getting much in Houghton, which concentrated on Michigan Tech, and certainly wasn't getting very much in the Sault. And so that's what we set out to do. That was one of my...

(I): So this was a whole, ah, plan that Harden had?

(CH): Oh yes.

(I): I mean, this wasn't just something that, he didn't just bring you up as kind of \_\_\_\_\_. This was already planned?

(CH): Oh no, no. Yeah. He had talked enough about what he thought had needed to be done. What Laura Greece thought could be done, and what John Hannah had told him. Ed was a protégé actually of John Hannah, and you know what a builder he was at Michigan State. So, when Ed came up he pretty well knew what to do in the beginning. He was a great person for planning your work and working your plan. And he always had a plan, never got confused. Decided on the major jobs to be done and went out and did them. And one of his basic ideas was that, why should so many youngsters up here go down state for their education, higher education? Their own institution ought to be able to provide that. Also, he was not an education elitist, and this is where the "right to try" came in, you probably heard about the "right to try". We weren't trying to attract the most highly academic high school graduates that could be found, but we welcomed the 'A' students but there was a great need and a great space for the 'C' student. If the 'C' student enrolled, then it was up to him to make his way academically. If he did, fine, if he didn't then he would find somewhere else, something else to do, somewhere else to go. And another one of Ed's principals was public services. If you're in the community he thought it was the responsibility, and he delighted in this, to help local business leaders, citizens, residents, whoever needs something. And the education could help with labor, job training, and that kind of things. So that was the uh, the uh, public services program that he started at Northern and it's been going forever. And so at the same time, we needed more buildings. And if we were going to get more students, we needed more residence halls. So, uh, and he was interested in the academic program and virtually no field house, everything was done over in the basement of Kaye hall where they had the basketball court and I don't think the football team really had a home, I guess they had their lockers and things down in Kaye hall so we built a field house. And uh, Ed was a great supporter of athletics and not only did he add to the spirit of the campus but it added to the renown of the college. So when he came, the current football coach left, so he got Frosty Frazacka, who had strong ties with the Green Bay Packers, come in as football coach. And a year or so later he brought in Stan Albeck who later became a well-known professional basketball coach to take over basketball. Stan, as you may remember, as you may have heard graduated from Bradley, he was a great player at Bradley University during the '40s, the late '40s. So, and Stan was a young coach and both of them did just tremendous jobs.

(I): Ah, talking about Frosty Frazacka brings up sort of another question that you might be familiar with, kind of two parts. First part, do you remember, at some time there when Frosty came, ah, sort of the change in Northern's colors? Was that a, you know because we originally had that kind of old gold and olive green. And then, according to one story I heard, it was Frosty that kind of, I think, kind of upped the tone of the colors to more the Green Bay Packer's colors. Was that, did...?

(CH): No, I don't think Frosty really had a hand in that. He went along with it because he had to, you know, wear the colors of the university. But I think there was just ah, and I think the growing recognition of Northern had quite a lot to do with it. So they just, ah, gradually just changed it from old gold and olive drab to green and gold. Uhm, 'cause they were brighter colors. I don't think there was ever any ah, proposition that said "now we're going to be green and gold," it just kind of happened.

(I): It just kind evolved. Yeah.

(CH): Evolved. Yeah.

(I): Because I think the other thing that happened that kind of put you in this context, was that it was also during that time with the coming of Harden, that Northern sort of went into a different phase of the sports program. Kind of just a \_\_\_\_\_, playing high school teams. Well they'd come above that but...

(CH): Oh yeah, completely. Well I wouldn't say completely, but when he saw a need for better, well-known opponents. And to do that you had to have a higher grade of athletics. So skiing was very popular, too, and always has been of course up here. But concentrating on basketball and football and we got most of our kids from the Upper Peninsula. Frosty and Albeck would scout the Upper Peninsula. Stan would go out to these small towns. He went out to see a kid one time and, I shouldn't say that, he went out to see a youngster one time, a high school basketball player, and he lived in Toivola, and Stan was looking for the city and couldn't find it. He finally [laughs] drove in and says, "Where's Toivola?" He says "I can't find it! All I could see back there was a gas station and a grocery store!" and the man answered, "That's Toivola!" So these kinds of villages, you know.

(I): Mhm. Mhm.

(CH): So, when the Northern name grew then we could get more people interested and they started coming to see us, rather than having to scour the country to see them.

(I): So in those early years, then, the early Harden years. There was, I mean, the people from campus, including the president, were out in the field. Working the crowd you might say, bringing people in.

(CH): That's right, yeah. It was mostly the administration doing that and some faculty members and of course other things. Other things, after that, you know, other things grew too – music and drama, and the sciences, undergraduate programs, graduate programs. And ultimately of course, when all the state teacher colleges became university centers it was state law. That helped a great deal.

(I): Mhm. Mhm. We were going to \_\_\_\_\_. Do you want to recount, I don't know, some developments in the news bureau? How did it grow? You were the director. What kind of a staff did you have in the beginning and how did that whole office sort of expand?

(CH): I had no staff in the beginning. [laughs] Department was me. But ah, and then Paul Soumey came in. He was a Northern graduate and he expressed an interest so I made a position available for him. Then we added Paul Ripley is one who came aboard. And then we uh, and I was also doing all the photography, so then we added a photographer too. Then toward the end, we added, toward the end of my stay here we added one person and that was about it. Yeah, some good young students as photographers.

(I): So then you also took, I mean you took care of all the news. Like today they have a special office for sports information. You did...

(CH): Yeah, yeah. I covered the football games, the basketball games. When Paul came in he helped me with that part of the program a great deal. But I was practically was part of the staff of The Mining Journal when I was down there so often. They helped, The Mining Journal helped a great deal and we had a good relationship with them. And then I established a relationship with the other iron dailies in the Upper Peninsula, and also with the weeklies, which were very important because we were going, we were trying to get the small towns and villages to know who we were. They did a wonderful job, and they were excited about it. Ed Harden, as I say, had a plan, he knew where he was going and he got

people excited about it. So and then when the buildings started to go up there was a saying that “the plaster never set at Northern.” [laughs] And virtually that’s true. All the time he was here. And he kept all those balls in the air. He did a very good job. And he developed the learning resources center. He did many things academically as well as building. He always said that “You can’t just do it with brick and mortar, you have to have people in those buildings.” So that was his philosophy.

(I): Now how did the then, how did your job, you were assistant to the president. How did that job develop?

(CH): Well that job developed when Ed, you know, was so busy. Had so many things to do, and so he wanted somebody, you know, somebody to confide in. Somebody who’d help him with a number of things and he thought I was a pretty decent writer and he was making so many speeches that I helped him with his speeches and whatever was necessary. If he had six or eight things to do, and he usually did, he’d give me three or four things to do, just to help ease the load. So that’s how that developed. But Ed Harden could do all of these things, but he was only one man and he had to be off campus a number of times, particularly after we became a university and we had our own board. Well no, before we became a university and had our own board he had to down to Lansing all the time, the Board of Education meetings there. And so that took him off campus. It was much better when he got his own board right here in the Upper Peninsula. And then of course we had to stay in touch with the board and we had to take the minutes of the board meetings and make sure that whatever was adopted was printed and put in the file so, you know, [chuckles] we knew what all the plans were in the programs. And that led to my being secretary of the board, which basically was kind of a temporary position until things settled down.

(I): Now how long did you remain secretary of the board?

(CH): [sighs] Oh boy, I don’t know. I just can’t remember – 2 or 3 years, maybe. Yeah, not much longer than that. I had an office over there in the Dean Bottom center after they put the additions on.

(I): Mhm. Now could you comment on the shortness, some of the, something about the, you know, board of control and the process of Northern becoming a university and then the board and maybe how some of that developed?

(CH): Well, the becoming a university came out of the Michigan constitutional convention. And that was the first inkling we could have independent colleges with their own board and it took some time to implement it. But it became pretty obvious and the board of education agreed and we had some very good educators right there in Lansing and agreed that this needed to be done. Because it, you know, the board at that distance in Lansing just wasn’t available enough to handle everything, and also they felt that the communities needed a better relationship with these colleges and this was the way to get it because all the boards were appointed by the governor – the presidents submitted names of people to the governor to appoint. And the governor usually, he did what the presidents said. And that worked out very well, I don’t think there were really any problems connected from, moving from the state board of education to their own boards of control. And you know, there didn’t need to be any great campaign for boards or anything like that. The presidents would just make the recommendations and the governor would say yes or no, or if he wanted somebody – they had wanted to have some people from down state too, on the board and they traveled up here. So that developed very well. And then there was the matter of fund raising too. The only money that came from the state came from the state board of education. Well, Michigan State and University of Michigan and other colleges raised, the presidents

raised the money and became good fund raisers, and Ed was an excellent fund raiser. He had a separate program one year called "goals for progress", this was a fund-raising thing and he raised a great deal of money and got money into the budget other than we got from the state of Michigan. But in getting their own leadership, and their own boards, they then, the presidents then could go directly to the legislature and plead their own case instead of having the state board plead the case for all four of them. So, and Ed knew many people in legislature and Dominick Jacobetti helped us a great deal as the law-maker up here, and that's the way that developed. We had people from Marquette on the board and we had people from Ironwood, we had people from the Eastern part of the peninsula and so it turned out to be, and they were all very good people, some of them were in business, some of them were in labor, some of them were in education, so it developed, I think it was just excellent.

(I): Now, did you, you worked under both systems. Did you notice a change between dealing with the board of education and then dealing with the new board of control on campus?

(CH): Oh yes. You know, you could get things done much more quickly with your own board. There was a cohesion of board members and the administration on the campuses. We would meet, I think the board met every month it seems to me, and every time they'd come down we'd have an agenda and they'd be apprised of this and they'd stay over one or two nights and study things. Ed always had an agenda, he didn't just invite the board to come over and talk. And that's, as I say, he had a lot of vision and a lot of courage and you know if somebody might say, "Well, you know were getting pretty well extended on all these buildings." And he said, "We'll be able to get it arranged, we'll be able to raise the money. What we needed was approval to go ahead, and that's what he did. It was just amazing. I've never worked for anyone like that before. So, and the same thing was true of information services and that just grew. You couldn't do anything but grow. You know, it started as a school for teachers, and as a college it educated more people to be teachers and then it went into the – after Ed got here and expanded the curriculum and expanded the program then it went to more fields, and as I say then they added the graduate program there never was...

[Tape cuts off, end of first side]

(I): What's ah – two other items here that you might be familiar with, may be or may not, we'll see. One was the development of the wildcat as the mascot. Was that in place? Was that something that was developed those early years?

(CH): Yeah, that was in place. Yeah.

(I): In place, okay. And, do you have any recollection of Northern's flag? I had mentioned Northern's flag, that during these years about '62-'63, probably '62, it was approved by the state board of education. Do you have any recollection of that?

(CH): I don't. I don't.

(I): So it wasn't anything that went through the news bureau or didn't, I mean the, information services didn't, they didn't...?

(CH): No, ah, after Northern became a university we needed our own seal, because the seal on all documents was the state board of education. So Ed asked me if I'd work on developing a seal. So I put a lot of thought into it and developed what I thought would be representative of what the university was

doing and what we thought it should be doing. I got in touch with a local artist and he helped me a great deal on it. I can't, I'm sorry I can't remember his name now.

(I): Gene Sinervo.

(CH): Gene Sinervo and I designed the seal.

(I): Okay. Could you explain the, here's the seal, could you explain how you, you know, you developed that concept?

(CH): There's the seal. Yes. Of course we wanted the peninsula on it, on the drawing of the...

(I): Now is that important, to have that peninsula on there?

(CH): Very important, yeah, because this was the peninsula's university. And of course it was also the state's university, but it was part of the thing about ah, this is Marquette, this is the rest of the peninsula, and this is our major service area. Okay, so then I want, and the torch of learning, and then I wanted a block 'N' on there, and not just the name around the circle. And some people said, "Well, normally on the seal you wouldn't have a block 'N' like that." But we were still seeking identification, better identification, so I thought that ought to be there. Then the four stars. One is graduate study, one is undergraduate study, one is the public services, and the other is star of the North. And they're all on a circle there and that just means that they're all combined, they're all part of the same thing. So that's how that came about.

(I): Now was there a committee that worked on this, or you worked on it, was Harden involved with it?

(CH): Well yeah, we kicked it back and forth but no, there wasn't a committee. It was basically Gene Sinervo and I, and I submit it to the president of course, said it looked good to him. It probably went through the board, I'm sure it went through the board.

(I): Right, yes it did. See I think at about that time, 19--, it's kind of interesting. So anyway, so this seal then just kind of developed, was this sort of being done, now the seal was approved by the state board in 1962, was there a feeling, and there must have been because constitution had been passed, the new constitution had gone into effect in, what year, about '62?

(CH): Yeah, something like that, yeah.

(I): Okay, so then there must have been a feeling on the part of Harding certainly that Northern was going to become a university?

(CH): Oh yes, that was one of his objectives. And of course that was the objective of the other state college presidents at the time.

(I): So this, because I know this in terms of the developments around that time, 1961 or '62, that everything seems to be almost tumbling towards university status. And then when the seal comes up and the flag and all that becomes, uh, well it's going to happen.

(CH): Sure. That was not only to establish our identity at that time, but for the future and it was obvious to us at least that this was going to happen.

(I): So it was you, Gene Sinervo, and president Harden?

(CH): With approval of the president.

(I): With approval, and then with the state board approving, we got our seal?

(CH): Yeah.

(I): Now did Harden have any, uh, did he just okay or did he play, did he come up with some ideas about the...

(CH): I think he came up with some ideas. We talked often and I told him what I was doing. I said, "I'll get in touch with Gene Sinervo." Because I can't draw anything and we'll see what we can put together. But I don't think he ever saw it until the final proof was presented and we showed it to him and he said, "That's fine." And he wanted to know what the stars were for, the circle is the continuity is what I meant to say – the continuity and the combination of all the undergraduate, graduate, public services, and...

(I): And sort of all revolving the torch of knowledge and all revolving around the upper peninsula.

(CH): Around the upper peninsula, yeah.

(I): So this then, the seal, is really kind of Ed Harden's mandate for coming up here and his vision for the university then comes out in the seal?

(CH): That's right. And my being his assistant for a time and the director of information services, I got those things from him. Not saying, "Put those in the seal." But he said, "We'd like to have our own seal." So I just sat down, studied, thought what I would, knowing him the way I did, and what I thought we ought to have, and that's what came out of it. It would have been awful though if we hadn't had Gene Sinervo because I give him a lot of credit because I didn't know how this thing was going to come out and when he showed me what he had done I thought it was great.

(I): Well that sort of happened to me with the flag. I didn't know what this flag was going to look like and then we contacted Kevin Shared and he drew me a little water color of it.

(CH): Oh, did he?

(I): And I thought thankfully, then we had, and plus we had it from the designer, the original designer and that I felt was very important. And that's why talking to you about this seal I think is very important because you're the hand for the seal.

(CH): Yeah. I don't know who worked originally on the flag.

(I): Uh huh. Well he, no, what happened was – Shared originally worked on the master's degree hood.

(CH): Oh okay, okay.



(I): And that was all happening at the same time. And he worked on the master's degree hood, and then, I guess it was the same thing, he was talking to president Harden and he said, "You want me to do a flag?" Yes, okay. And so he took those chevrons that are on the hood and incorporated them into the flag. That's kind of how that happened, but...

(CH): So that probably makes it kind of emblematic of the pine trees, too huh?

(I): Well, no it's sort of sideways. Okay, do you remember, or could you tell us a little about what you remember of the heart of Northern – that mound that was in front of Longyear and Hall?

(CH): Yes, a group of faculty members thought it would be nice to have that heart out there. Aren't there three trees out there with that?

(I): There used to be, yes.

(CH): Used to be? Well, they planted three trees and that fit right on to that heart and I can't tell you exactly why they did that, I can't remember, but it was a faculty thing. I think Gunther Marland and some other faculty members, and my wife may even remember more about that heart of Northern than I do. I think they just wanted to have that, they just thought it'd be a nice thing to have. The trees were a major part of that decision, yeah.

(I): Was the, now, were you here when they put that, were you here in 1963?

(CH): Yeah.

(I): Do you remember when they put the parking lot in front of Kaye hall there and there was the heart of Northern, was at one end, and at the other end was the gate. They sometimes referred to it as the North gate, at the corner of Waldo and Presque Isle. And at that time when they put the parking lot in both of those were removed, about two thirds of the heart was removed and the gate was removed. Do you remember anything, was there any concerned criticism that these things were being removed, or anything at that time?

(CH): Well, first of all, the people who had offices in Kaye hall and also Longyear and Peter White, had no place to park. There was a little tiny spot behind Kaye hall where if you got there soon enough, it was just dirt back there then, if you got there soon enough you could find a place to park. And many of us people said they'd like to have a parking place. So the president, Ed Harden, and the board decided that they would just make space for parking out there in front of Kaye hall, and yes, there were some people who thought, "Well, we really shouldn't have any parking out there in front of the street," and so on and so forth. But it was really the only place that was convenient for the people in the building. That's right, yeah, and as I say I can't remember the names of those who said they wanted the parking and those who just wanted it to stay the same.

(I): Was there any, there seems to be, uh, his name comes up in this, and I'm trying to focus to see if this is true – do you remember Dick Odell? Was he one of the people that was against the putting in of the parking lot and the taking down of the trees?

(CH): Yeah, Dick Odell. I don't know, I don't know. I think the people who would rather not have it done and would rather not have the trees taken out were faculty members who had been here a longer period of time. For the newer faculty members, many of whom didn't know – probably didn't know – why they had the heart, why they had the gate, and that kind of thing. It didn't make that much difference to them. [chuckles] I'll have to ask Mary about that one.

(I): Mokay, because I kind of bring it up and sometimes when you ask men about the heart they don't remember it. For instance Switzgable, Wolf Switzgable, he had class in Longyear hall and I was talking to he and his wife and he didn't remember it, she remembered it. So it was something that it seems women remember. I got most of the information from...

(CH): Uh huh. Switz is still with us, huh?

(I): Yeah, he's still active, at least up to a few years ago, and happy.

(CH): Wonderful!

(I): So it's kind of interesting, maybe your wife, now was she a student here?

(CH): No. She worked, we had some courses going under the jobs program – Job corps. She was a university representative with the job corps, but she only did that for a short period of time because shortly thereafter we left and went down to lower Michigan. She was, as I say, she's from the upper peninsula but she hadn't been at Northern or anything, but she got to know the place as well as I did.

(I): Could you comment from your perspective about the job corps?

(CH): Yeah. The job corps was another service and we were set up to provide it because we had courses for these things. We had a number of people come to Northern. We had people from Mackinac Island, of all places, who needed to learn skills and we brought them on campus and they stayed on campus. I don't know how long it lasted. It was still in operation when we left, but of course it was federally funded. So, as I say, it was part of what we were already doing except it was federally funded basically and learning resources was state funded.

(I): Because I think we were, I forget now the statement, but I think we were the only state institution in the country that had a job corps program.

(CH): Oh, really?

(I): Something, yeah, we had some special designation in that process.

(CH): We had a man a man who headed it up, huh? I made a mistake that Mary was the one who represented the university but there was somebody in the administration who was appointed just for that and I can't remember his name. It was Bill, Bill somebody. Yeah, so it fit right in as far as we were concerned.

(I): Now, why did you leave Northern?

(CH): Oh I felt since I was going to leave, and you know, we do that somewhat ahead of time or a great deal ahead of time and I always said that when Ed left I'd leave, and I had a chance to go down to Southern Michigan with the state board of education. We felt that we'd been here long enough and just decided it was time to go. So that's what we did.

(I): You were here for about 10 years?

(CH): 10 years, yeah. I decided that I would rather, when I retired, I would rather retire from something else and somewhere else. I guess the winters had begun getting longer and longer and longer. [chuckles] I'll never forget when I came up here Mary knew what it was like of course but I didn't, and the first time I come up here I drove up alone. Left the family at home because I came up a little early to take a look around, and I asked somebody what the climate was like, and he said "We have 9 months of snow, and 3 months of poor skiing!" [laughing] Well we lived in Minnesota for 3 years as I said, so we knew what that was like. After the board of education in Lansing I got back into the newspapering. I was an editor in Mt. Pleasant, at a small Mt. Pleasant, Michigan paper. Then we went to California and I retired from the Daily News in California. So I was in and out of journalism, in and out of higher education, but I'm glad I did it because it gave me a chance to see both sides of things.

(I): And you were able to use your expertise then to get all of these \_\_\_\_ the college, the newspaper and so on. What would you say, or if you can reword the question, what was your sort of, your contribution you feel to the development of the university?

(CH): I think I helped people to get to know what the university was like, what its goals were, who its people were, who were the people who were doing things on campus. I'm just sorry I didn't have a bigger staff so then we could get more recognition to the faculty. But we had outstanding faculty, both former faculty before Ed was here and after he came. I developed a great loyalty to this place. One of my regrets, big regrets is that as years went by in higher education, many people were no longer loyal to the institution. They were loyal to their expertise. If they were a chemistry professor they were loyal to chemistry and they can get a teaching job almost anywhere. And you know, after World War II with the G.I. bill, the enrollments in colleges and universities went very, very high. You didn't have to say, "Well, you know what, I've been here and I'm just going to stay here." So they would move around a lot and I think locally a lot was lost by that kind of thing. But then of course athletes do that too, they don't go, you know. When I was a youngster we were going to the Detroit Tigers, the Detroit Tigers had a team that was there for years, 19-20 years of basically the same people, but of course that changed too. We have a church related, California Lutheran college in Thousand Oaks where we lived. We're like that, just several thousand students and we're a lot of that. We're glad it's there because we always want to be somewhere where there's a college or a university. Of course, graduate studies at universities have assumed greater importance, research has assumed an even greater importance than that, but when you're smaller, you know you have a smaller group, you tend to be more localized. But I thought that, "Well we were here," and I guess while I was at Northern working I never realized the extent of what was going to develop. I don't know a whole lot about the economy of Marquette because we've been gone from here for a long time, but I would guess that the university and the hospital expansion mean a great deal to Marquette economically and surface life, so I feel good about it. Maybe somebody else could have come up here and developed the university but I don't think so.

(I): You think it was Ed Harden?

(CH): I think it was Ed Harden, yeah, and he came up and he had, although later when he retired here, later he was president of Michigan State for a year or two, he had never looked back, always looked ahead. There were some disappointments, but the things he decided at the beginning that he wanted to do, got done. I think he was a great man. And that's not to denigrate the other – the people who were here before him and the people who have been here after him – but it had to be somebody. When the college got to that 500 student level and people even up here were talking about maybe it's going to shut down, maybe the state's going to shut it down, because they couldn't afford to keep it going. That got it back on the track and got it back on growth for the future, so here we are.

(I): Alright, good. Thank you.

(CH): You bet.

END OF INTERVIEW