

Party: Earl and Miriam Hilton, K. and Myrle Wahtera, Dick and Louise O'Dell, Roland and Marion Schwitzgoebel, Allan and Marcella Niemi

KW: But when H.D. Lee was there he was, he was Dean of Men, he was Head of the Placement Office, he was Superintendent and Principal of the John D. Pierce School...

MW: And he was in charge of all the student teaching that took place.

KW: Yes, he was in charge of all the student teaching.

MW: Then Hoppes took over.

MH: Well, Slick told me that there was a tremendous change in the student teaching when Hoppes took over from Lee. He said he personally had had very little use for Lee and I wonder--he said he was a tremendous handshaker but that was all he could say about him. Did you know him?

KW: Yes, I knew Lee very very--because I still remember...?...books from Harry Lee having--he autographed the book for me and inside he said "To a lover of books." He gave me one of his books.

MH: That he wrote?

KW: That he wrote in there...

MW: He inscribed it.

KW: He inscribed it in--I was interested in the book...?... He was a very autocratic individual, tall, six feet four or five. But still the kids were having trouble on the Pierce campus throwing snowballs, for instance. He pulled all the little high school kids, there must have been about 140-150 kids there, kindergarten right through high school, said "Look, I'll make a deal with you. We'll go out in back of the building and I'll run from that incinerator into the building and you can throw all the snowballs at me that you would like but after it's all through you can't throw any more on the campus." Gee, that was a wonderful opportunity. And they lined up on both sides...?...and not a guy hit him.

.....

KW: No, Slick, he had his problems. *that he couldn't write about himself. Two*

MH: Oh, I'm sure he did. No, I don't believe everything everybody tells me because a) people don't remember for sure what happened, and that's what's fun about it, to see what you do remember. Did he work with Lee? Slick, was he in the training school? *really take exception--both the advantages*

KW: He was in the Math Department, he was in the training school. He was Myrle's supervising, critic...?...

MW: That's what they call it. I was trying to remember when I taught math...

MH: In Pierce. *for you but maybe you didn't notice this, but this didn't have*

KW: Slick was known more for his stories about his engineering prowess than his mathematical ability.

MH: I got one of those too, a couple in relation to his going down with Munson.

RS: The thing I remember most about Northern, my first impression was all that facial hair that greeted me when I came here to apply for the job. *now what the*

MH: Oh, the Centennial. *can be used to go out to these high school college day*

RS: Lots of beards, black beards. Bill West had quite a handsome--big sideburns stuck way out. Didn't you have a beard? *I don't suppose they do, do they?*

KW: Yes, I had a real good Lincoln beard. And in the summer I can still remember

DO: teaching welding and it caught on fire. Oh, there's nothing as rotten as

AN: burning hair. *do, -- not -- well. There is no way to do the summer talk*

MH: How did you get it out? It caught under the... *but that, "Maybe I don't go*

KW: Yes, the sparks from the welding... *and that I do Northern some good in the*

MH: But, didn't you have a thing on? *ident and ask him what his plans are and*

KW: Well, I had my hood on but the sparks would bound off your leather apron underneath your hood. A bearded man shouldn't weld. *he's got the money and*

MH: I see! *interest in some specialty of Northwestern or Michigan State or*

DO: You were speaking about Bottum's contribution. I think there are things

MH: that really should be in there that he couldn't write about himself. Two things occurred to me about Bottum that I've always remembered. One was when we first came to town, we were looking for a house and he took us around and showed us various places. And then in a very nice way he would explain, you know--nobody could really take exception--both the advantages and disadvantages.

MH: Of each house?

DO: Of each house, yes. And he'd say, "Now, if you like this, this would be a good place for you but maybe you didn't notice this, but this didn't have this particular...?..., you might miss that." And just went right down the line.

MH: He knew every house in town.

DO: And I guess that was his job, to help people. He was also the Housing Director. And then the second thing. He mentioned one time, I don't know what the setting was, that when he used to go out to these high school college day meetings in the spring when they'd have representatives of all the colleges around--do they still have that, Allan? I don't suppose they do, do they?

AN: Well, it's done more by the Admissions' Office staff.

DO: Do they have the College Days? Oh, the University has them.

AN: Yes, yes they do.

DO: Well, Bottum used to go out and he made the comment that, "Maybe I don't go at this right, but," he said, "I feel that I do Northern more good in the long run if I sit down with a student and ask him what his plans are and then decide whether really Northern is the best place for him to be. And maybe I'll have to suggest he go to Northwestern if he's got the money and has an interest in some specialty of Northwestern or Michigan State or Michigan Tech or the University of Michigan."

MH: And how long did he stay after Harden came? I would say there was a difference of philosophy there, wouldn't you?

RS: One of the nicest things I ever heard about Don Bottum came to me just about a year ago. I had an extension class in Escanaba and after it was over I sometimes would go to the bar at the Log Cabin there and have a brandy. Anyway, there was a bartender there who was there just part-time, and we got to talking about Escanaba, you know, how you sometimes talk with bartenders and reminisce. And I told him I was from Northern and I was teaching a class up here at Escanaba and he said, "Well, I'm a graduate of Northern Michigan University which was...?...when we graduated but," he said, "I have some strong feelings about Northern." I said, "Oh, is that so?" "Yes," he said, "Dean Bottum, Don Bottum," he said, "was one of the finest men I have ever known." I said, "Tell me more about it." And he said that during the war, and he was one of those boys that went to war, that Don had contacted all of those fellows that were in service in World War II and this fellow, I forget his name right now, would get some regular correspondence from Don Bottum, cheery notes, and so on. They were so good that some of the fellows in the barracks with him read these notes from Bottum too and they posted them on the bulletin board, and they were waiting from letter to letter from Don. And he said, "This is an example of the tremendous hold that he had on the young men that got to know him and spent some time with him." I thought it was tremendous.

MH: Well, I suppose if he started talking with them before they came in. Is this in his book? Is there anything about that in his book?

?: I don't think so.

AN: Don said to me one time--there could have been other reasons for his wanting to retire, and I think Don is financially fairly well set, you know--he said

that it bothered him to have his job and not know all of the students by name. *Strangler Lewis, I don't know how many minutes. Well, you know, like*

MH: Oh, my goodness. *... it was challenged. Charlie was up there, took him on.*

AN: So when Northern was growing... *... long he stayed with him but he stayed the*

MH: So, how are you doing, Allan? *... to me, "Want me to show you a good 'holt'?"*

AN: Well. But I think that was quite typical of Don. *... In support of what Roland*
said. When it was a small school that it was possible and shows that Don
would have taken great pride in knowing the name of every student. *... said, "I'd*

MH: He was sincerely interested in students as well. Both he and Marion, years
later, would know these people by their names and what they were doing and
... where they were living. So they just kept this continued interest... ball,

KW: Faculty way back in the early thirties and late twenties was much different
... than they are now. When Don Bottum came in '24 '25, somewhere around there,
he and Gunther Meyland, Charlie Clucas, all these fellows, played baseball.
And Clucas was one of the finest catchers you ever laid your eyes on. And
... he'd squat back of that pitcher's mound and he could flip that ball over
the second base without getting off his haunches.

AN: Wasn't Gunther Meyland a pitcher? *... Industrial Arts Department and he got his*

KW: Gunther Meyland was a pitcher and Don Bottum was a pitcher. And Don Bottum
had a wicked fast ball. Vic Hurst was a pitcher and Vic Hurst tried out
... for the minor leagues, or major leagues, and had a glass? arm. But playing
the caliber they play up here from center field where Vic Hurst played
... mostly he'd flip it in on a one bounce to the catcher and we'd have...?...

... When the faculty team played they developed an esprit de corps against
students, with students, which you don't...?...this was one of the...?...
I know we played against...?...*... of the world for a year, ...*

RS: Charlie used to be a wrestler, you know. In fact, he told me that he stayed with Strangler Lewis, I don't know how many minutes. Well, you know, like you do at carnivals, it was challenged. Charlie was up there, took him on.

MH: And I think he--I don't know how long he stayed with him but he stayed the limit. Anyway, Charlie said to me, "Want me to show you a good 'holt'?"

DO: In fact, he told me that when he first came here there was a wrestling team, and he loved to wrestle, you know. And these college boys noticed him around there and they kind of teased him about wrestling. And he said, "I'd like to try you out sometime." "Come on, Dr. Clucas, we'll...?..." And I guess he went in there and he had them upside down in nothing flat.

KW: You know, there was another Northern fellow, George Butler played baseball, Hedgcock, Hurst.

MH: Well, Don has a story about not having a baseball team because there wasn't any season here. That was in the earlier days. Well, that was back, you said, when Hedgcock came.

DO: You know, there was a one-time Northern student, Gus Sonnenberg, who took the title away from Strangler Lewis.

KW: Gus Sonnenberg was a major in the Industrial Arts Department and he got his first teaching job over in Menominee, Michigan. And he got paid \$640 a year for it in 1927 or '28.

MH: Then how did he get a chance to become a wrestler?

DO: He went into professional football.

MH: After he'd been teaching a year.

KW: His tackling from football was a carry over to the flying tackle in wrestling.

Sonnenberg was the one that made the flying tackle in wrestling the "in"

thing to do. He was champion of the world for a year.

MH: And say, Dick, can you or K. remember this one? When they were talking about

?: That was '30, '31, somewhere around there.

KW: Stanley Spaciack?, the Polish Lion, and Gus Sonnenberg wrestled for the world championship at the Palestra.

MH: Oh, for heaven's sake, what year was that?

KW: I would say about '30, somewhere in there.

DO: Sonnenberg was also a tackle I think for the world champion Rhode Island

Boilermakers, was it? When the National Football League was all one big ...?... But the Chicago Bears and the Detroit Lions were--but, Rhode Island,

Providence I guess it was where the head of the League--and he was that.

AN: Then he started wrestling on the side.

AN: I think you people will want to hear this. This is a good anecdote.

DO: Again, it was due to this dispersion that exams had to be submitted three or four days early so the girls in the office would have time to run them off on the duplicating machine. So there was concern about security, that students would get next to these girls that were running these and try and get copies of the exams.

AN: And this was a meeting of heads of departments.

DO: And so Thomas said, well, he had a foolproof system. He ran off the master sheets on his own typewriter at home and he brought them to the office and he stood right there while the girl ran them off. And then he picked up the master sheet and the spoiled copies and the good copies and took them all home and kept them overnight and then the next morning when the exam came he took the copies over and distributed them right there. "And in that way, only God and I know what are in those examinations." And Halvorsen came back just as quick as anything, said, "I knew there was a weak spot somewhere!"

AN: And say, Dick, can you or K. remember this one? When they were talking about

- TH: someone making a motion. And Russell Thomas said something about making
LV: a motion and Lynn Halvorsen said, "Well, if someone would come up with a
MH: good motion, he'd second it!" There was kind of a running battle going...
MH: Well, did you have a feeling that the heads of departments really had much
to say about what went on...?... You guys were, all three of you, were at
various times a head...
AN: My reaction was that the heads of department were kind of like the Senate,
there was an awful lot of decision-making that was done right there.
MH: It was, and it carried.
AN: Yes.
MH: What sort of thing? Curriculum?
AN: Curriculum. Many kinds of decisions. You know, for instance, I remember
someone was complaining about having too many concerts during that 10 o'-
clock period in the morning. You know, it was taking away from that 10
o'clock class. Well, that was the place where it would be argued and deci-
sions would be made. I think we learned to live pretty well with concensus
and there was a lot of hot issues that would come up.
DO: Now, you're the only one here that was a department head under both the
Harden and Tate administrations. No, oh, K. were you...
MW: Acting at least.
DO: Didn't the department heads have more influence during the Tate administration
than they had during the Harden?
KW: I would say from the time I became a department head you could see the power,
or the authority, or whatever you want to call it, gradually diminish. And
I see another factor in here that the university grew in numbers and we
became dispersed, then our influence decreased I should say, my scale is
inverse.

MW: You got the curve going the wrong way.

KW: No, it shows you with the maximizing of a negative influence.

MH: It's getting less as it goes on. But what--did any of this have to do

with the increase in administrative staff? You used to have department heads and president and then you began to get deans and vice-presidents

and things. Did this have a change, did this have an influence?

KW: I think the other influence was that when the department heads quit meeting together.

MH: Well, they're still meeting together, aren't they?

KW: No, no they don't. They meet by schools only now. If they meet once a

year now as an all-university department group that's a...

MH: Divide and conquer.

KW: ...why it's a dramatic occasion, because you don't know what's happening

and then when you get there nothing happens.

AN: I think as a young department head and I was 31, you know, when we came.

MH: Were you Head of Music then?

AN: Yes. I was very much, I'll say in awe, but it really wasn't that, but I had high respect for the academic integrity of the department heads. You

know, if they lost a day of school or if they lost a class there was a big

fuss made of that. They were concerned, the department heads were very much interested in making sure that the class met regularly and that there

were minimum absences or excuses. And at that time we had a very strict rule, I don't know how much it was enforced but it was in our catalogues

for years, that if a student missed class the day before or after a vacation he could get a failure for the course.

MH: Really?

AN: He could get a failure for the course!

MH: Did anyone enforce it?

AN: Well, as I say...

KW: They were usually there, so...

AN: But this business of getting off a day early for vacation was really unheard of.

MH: You said when they lost a day, or a class, now are you talking about curriculum?

AN: Well, you see, I would get into trouble because we would have concerts during the day and then this would take a class period when school was dismissed to go to a concert. And remember...

MH: School was dismissed for the concert? Then was there obligatory attendance at the concert?

AN: Well, I guess classes were expected to be closed.

KW: On a percentage basis they attended in larger numbers than they do concerts now. With an enrollment of 600 they used to have the auditorium with the townspeople about 3/4 full which would represent a pretty high percentage of the total student enrollment. But now, if you had 50 or 60 students you're doing well.

MH: Well, and how about faculty?

KW: Faculty were almost a 100%. As a matter of fact, the faculty had the responsibility of introducing the various programs or the personnel that would give their talks. I think there were other factors that had to do with attendance though. We didn't have as much sick leave we didn't have as much accumulated sick leave or annual leaves or the like.

MH: Now, you're talking about faculty.

KW: I'm talking about faculty attendance now. As a result the faculty couldn't afford to be absent. There were some days when they had bad enough colds

that they should have stayed home and did come.

MH: Do you think it's changed now?

KW: Yes, very definitely.

RS: McCullum used to tell me that during the Depression the faculty had some deal whereby they got some coal dumped at some siding and it was quite a lot cheaper to buy coal in bulk and did their own hauling rather than going through Spears. But there was lots of flack on that he said and from Spears and other distributors in town. But they did that.

AN: Who was that?

RS: McCullum.

KW: Mac would look for a shortcut for cutting down finances. "Illinois Roy." He lived for several years, you know, at the Tri Mu fraternity house without paying one cent of rent! I was involved in that. See, I was a Tri Mu fraternity member so I can give you some hair-raising events on that.

DO: Is that why you felt obliged to remain an advisor of Tri Mu then?

KW: Some real interesting developments there. We had to get a court order to evict him.

RS: Oh no, I never knew that. He could pinch a penny alright.

MW: Well, there probably weren't any fellows going to school at that time and he lived there...

KW: Well, that's why.

MW: He got started that way by keeping the house.

KW: You see, when the fellows came back they couldn't stay at the dorm...

DO: What about his wife and family?

KW: They lived there.

DO: Oh, the whole family.

KW: The whole family lived there and the fraternity was paying the coal and

KW: and the whole works and he was just a caretaker.

AN: You know, a couple of us were talking the other day about some of the hard-

KW: ships that men like Ebersole and others must have financially to try to

.... exist on their retirement. For instance, when Mr. Gant retired, I don't

KW: know what he was making but I doubt that he was making \$8,000 and so they

.... must have been very frugal. they were going to stay at and remain here until

DO: You know, this is interesting to comment on because when you know salaries,

.... and I speak of Halvorsen now and Gant and McClintock and that group. These

.... fellows still accumulated a tremendous amount of private property down the

MW: street, Hewitt Ave., Butler for instance. Look at all the property the

.... people... thing I'm very interested in. Why would any faculty member

(End of Side 1) come here.

KW: Property is a good thing to own during inflationary times. And then they

MW: would sell these off in parcels and this was real good income as far as

ER: they were concerned. Now when you stop to think of how many faculty members

.... at Northern own their homes lock stock and barrel like Ebersole.

RS: And didn't McCullum--wasn't he in that property that...

KW: Oh, he was in every moneymaking deal in Marquette.

RS: Well, I know that... here because of the job and at that time they were

MW: With Slick and Rollie Thoren... Where the Whitman School is built now.

RS: They must have cleaned up on that one! and I was assuming that would

?: No. be some choice or would people come...

RS: They didn't? them had a tremendous reputation in the late forties and...

?: No. ties. Hanson established a reputation for Northern as far as academic

MW: And it's for a school too and they don't overprice land... of the finest

RS: When I first came here all that area around your place was woods. hip at

that rise with the University of Michigan so that any faculty member who

KW: And I wanted you to go in with me on a deal to buy it.

RS: Yes. . . . I was a graduate professor at the University of Michigan before

KW: And you wouldn't trust me. Northern's deal. And there was an influential

..... the way...

KW: I think there's another factor in here though. When I came here, or prior

to that, this was the place they were going to stay at and remain here until

retirement. A lot of young people, oh, say in the early forties, or I should

should say the early fifties and after, this was a stepping stone to another

job. think people--I'm working on the theory that people came because they

MH: Why the difference? Why do you think people chose to come to Northern?

This is one thing I'm very interested in. Why would any faculty member

choose to come here. an element of truth in that too.

MS: Now you mean? anything to substantiate it though.

MH: No, when we came. I been to Indianapolis with the symphony orchestra in the

EH: At any time?

?: I think particularly...

EH: That's the only job you could get. three job opportunities and went down

MH: I was married to him you know. Iowa, Cedar Falls, and Madison campus, Uni-

RS: That's right. I came here because of the job and at that time they were

kind of scarce, in '49. she was teaching in New York--and I liked all

MH: But you said people planned to stay, K., and I was assuming that--would

there be some choice or would people come... really that this was the place

KW: I think Northern had a tremendous reputation in the late forties and

thirties. Munson established a reputation for Northern as far as academic

integrity was concerned. It had the reputation of being one of the finest

schools in the State of Michigan. And we had a working relationship at

that time with the University of Michigan so that any faculty member who

AN: came here, he was really an adjunct professor for the University of Michigan. I was a graduate professor at the University of Michigan before Thomas would let me in on Northern's deal. And there was an influential man by the way... Education. I would have been Director of Music in their

MH: Who, Thomas?

KW: Oh, he was... me, however, when there was a lot of fluidity here, about

MH: Really?

KW: And I have a lot of admiration for him.

MH: You think people--I'm working on the theory that people came because they

liked the climate, or the country. That outdoors types stayed here because

they liked it.

KW: Well, I guess there's an element of truth in that too.

MH: I can't find anything to substantiate it though.

AN: In our case, I had been to Ishpeming with the symphony orchestra in the early forties.

MH: What symphony?

AN: The Duluth Symphony. And so I had three job opportunities and went down to Northwest, now Northern, in Iowa, Cedar Falls, and Madison campus, University of Wisconsin and this one. And I remember calling Marcella after each one of the interviews--she was teaching in New York--and I liked all three campuses in the midwest. But somehow there was something about Northern when I got here that I said to her, really that this was the place to be. I guess Madison, Roland, most of all is really a very beautiful city but I guess I wanted to get into something about this size, the big lake, the inland lakes, etc., were very appealing.

MW: Were the salaries comparable, Allan, that you could...?...

AN: Yes, I would have had--I came in at \$4,600 and I would have had \$4,600 at Wisconsin and that would have been an Associate Professor because it was in their training school, a job, half in the School of Music and half in the School of Education. I would have been Director of Music in their training school and supervisor of student teachers.

RS: There was a time, however, when there was a lot of fluidity here, about five, six, seven years ago.

MH: Yes, there's been that but I'm more interested what brought people, size and location both for Allan. What about you, Switz.?

RS: What brought me here was the job primarily.

MH: Why did you stay?

EH: Inertia!

RS: Partly.

MH: You speaking for yourself, Earl?

MS: When we came here we were so broke. It took us quite a while--by the time we caught up we decided this was a pretty good place to live.

RS: Well, I did like the snow. Now, has a child I used to dream of being in the woods country where there was lots of snow. I don't know why but I had a real fascination for snow. Of course, when skiing started, that was it!

MH: They couldn't get you out of here for anything. You'd pay to teach.

MN: Another thing, it's a very good place to raise children. Like we had our family right after we arrived here. And after living in New York the comparison is so--you just wouldn't think that you'd want to raise your children there. And the size of this town is so perfect for it. I feel safer here.

- AN: And I think there was a real stimulus here. I think as we came--we may not always agree but there was a, K. used the word, integrity. As much as Halvorsen and Russell Thomas, for instance, would argue, once you left the meeting it was buddy buddy. There was nothing that would go--you know, they'd argue on educational principles and their own philosophies but I never felt that it went any deeper than that. You could argue like crazy with Russell Thomas and then get out into the corridor and talk about community concerts or fishing, whatever it was. I felt that there was a very high quality individual that I was associated with.
- KW: I can remember just before Halvorsen retired some of these other faculty members were retiring and somebody had asked Halvorsen in a department head meeting, well, "How come you're not retiring, after all, you're eligible. He said, "I'm going to hang around a couple more years just to see what the hell is going to happen!"
- MH: You could put another interpretation on the point you were just making, Al, though, that nobody really cared much about educational philosophy. The important things were other than the teaching.
- AN: No, I would disagree with that, Miriam, because I think that back in the late forties and early fifties they had this involuntary faculty curriculum committee that used to meet, rotating amongst the various homes and places just to discuss these various things. You were probably involved in that, Earl.
- EH: They elected me chairman!
- MH: You were too, Dick, right?
- MH: They elected you chairman and what...?...
- EH: It died. And I feel very strongly that it was just the intangible quality of the campus that kept us here for example. I haven't been any

- KW: They were really more concerned with the total university philosophy than they are currently.
- MH: That group?
- KW: Yes, but they were really the key people for the university at that time.
- MH: But was anything happening as a result of this?
- KW: Yes. I think one of their...
- MH: I mean, did the involuntary committee actually influence any... the place up?
- KW: No, I don't think directly.
- RS: It didn't really have much of an impact educationally in the area outside of the campus. Although I think our student body was well-received, like the elementary graduates, downstate. What I sometimes think is the indigenous quality of the environment, whatever it may be, that made them good clay or something...
- MH: They were good people because they had been with good people.
- RS: Well, they weren't spoiled by urban temptations, I suppose.
- ?: ...?...everybody wanted Northern graduates because Northern graduates were northern people who had lived hard and worked hard and believed in hard work. And people downstate were a bunch of spoiled, etc.
- MH: The rural ethic, would you say?
- KW: The chairman of a large industry in Detroit had said that the industry of the people of Michigan varies inversely as their distance from the center of Detroit.
- DO: Well, the Abasco Report, I think, indicated that the productivity of people in industry in the Upper Peninsula was about what, 11% higher than--I don't know how they measured it, but they said 11% higher than it was in the rest of the state. And I feel very strongly that it was just the intangible quality of the campus that kept us here for example. I haven't been any

place, a place, where a sociologist got along with historians so well. I took

MH: Did they get on well?

DO: Well, they spoke anyway. No, I never had any problems with Burroughs nor
he, I hope, with me. But I'm forgetting a few things there maybe, I don't
know. No, I thought Burroughs was a very kind man and he held the depart-
ment together pretty well. There were some, one or two maybe...

RS: But what year was it when the Legislature thought about closing the place up?

DO: Well, that supposedly was when they were talking about getting a community
college here at Marquette High. That would have been during the Korean War,
about '54, '55, around then, because the enrollment was down. I really think
we lost a great deal about 1955 or thereabouts...

MH: From what?

DO: ...and never gotten it back.

MH: Was it just size? I keep wanting to say it's all because it's a bigger school.

DO: I think it's quality, quality of life. I mean people seem to have a sounder
view about how to live. And Northern was looked to set a certain tone for
living not just what went on in the classroom in a purely intellectual sense
but overall.

AN: There was one other very striking difference that I noticed having been at
Columbia just prior to this and that was really the unusual honesty of the
students and everybody. You remember, books were left all over the place.
You know, they would leave books over the weekend. And it was not at all
unusual for someone to find a fountain pen, it might have been a Schaeffer
or a Parker pen, in a practice room and there'd be a note on our bulletin
board that would say, "Found in such and such practice room. Who's is it?"
So the next day there'd be a note, "John Jones, Who may I thank?" And they
would find money. Money would be found places and that would be on the

Yes, we felt that was regimentation.

- MI: bulletin board. And I guess, something that was very tangible. When I took
DO: over the Music Department and then when I left, I wanted to have an inventory
of our equipment. And, as you remember, up on top of Longyear we had lockers
DO: but those lockers were never locked and most of the time our doors were
wide open. There were thousands of dollars worth of musical instruments
there. In 12 years we lost one good-for-nothing clarinet and a pair of
KW: cymbals that was lost during one of our big High School Band Days. So, two
pieces of equipment in 12 years is really...
DO: Well, they lose thousands from the audio-visual every year.
KW: Oh, up until 1960, the corridor from John D. Pierce going through the indus-
trial education building down into the lower maze, as you might want to call
it of Longyear, we never locked our building, we never even lost as much as
a nail.
MH: But things are different.
DO: Now we lock up and have security and they go through with dogs.
MH: Go through with dogs?
AN: Almost!
MH: But you started to say something about keys, didn't you, Dick?
DO: Yes. The Faculty Council, I remember, had a serious discussion. You were
on it, you were both on it, all three of us were on the Council at the same
time when that was being discussed. And we couldn't understand why President
Tate was so concerned as to put locks on the doors. We felt that was an
evidence of lack of trust in people.
MH: Faculty in particular, would you say?
DO: Well, no, students, everybody. Everybody had to lock their classroom when
they left and felt that was...
MH: Lock the classroom?
DO: Yes, we felt that was regimentation.

MH: What was in the classroom?

DO: Chairs, maps, books.

..... Ethel Carvey and Harry Lee used to go up at the Proctor to see whether

DO: When you think too that the cloakrooms, for example, people didn't bring their stuff into the classrooms. They hung them right down there next to the auditorium.

KW: They left the books that they weren't using right in the little rack underneath the cloakroom and then they took the book that they needed to class.

?: That's right.

KW: They'd leave their drafting sets and their biology tools and the like right out in the open.

AN: And you never would dream, never heard of them being stolen.

MH: What made the difference? I wore it.

AN: Well, I think--this is one of my philosophies. First of all it was probably 90% Upper Peninsula students, and K. knew every industrial education...?... but even in his own high school knew all the students who were graduating and went across the platform, whether they were in the department or not.

MH: You mean at Northern? she keeps saying, "It's not fair, it didn't happen!"

AN: And I knew the name of every music teacher in the Upper Peninsula, almost, first name basis. We got to know them. So, there was a camaraderie and I think there was a sort of hold on the students because they knew if they misbehaved at Northern that word could get back to their high school and I think that word did get back.

KW: I also think though that the parents who were sending their kids to school of that generation told their kids, "Now you go to school because I didn't have the chance that you did, therefore, you better not misbehave. Here's an opportunity." Now that generation has had kids and I guess they don't have that attitude.

DO: Well, one other point too was that this was a teaching training institution and if people weren't honest, boy!, how would you get a job?

KW: Well, Ethel Carey and Harry Lee used to go up at the Brookton to see whether Northern students would leave there at the appropriate time or whether they were going intoxicated or were smoking and that would be recorded on their teacher profile...?...

MH: Well, I heard that...

KW: We used to learn how to sneak around them.

MH: Did they go out in a car and check?

KW: Yes. They used to park in the parking lot and check on students going in to the Brookton which used to be the dance hall.

..... we'd been sort of unsettled at Ann Arbor for several years. And then

MS: The first tea I went to I wore it. and then we came back to Deleville. And

MH: Did she say anything to you about it?

MS: No, ...?...ing around doing his research. So the job was really important

MH: Because I keep finding that a lot of these fables--people will tell me yet I ask the person involved, like Mary McCarthy. How many stories are about Mary McCarthy? And she keeps saying, "It's not fair, it didn't happen!"

MS: It wasn't until after that that I heard this. think that a man would go around

MH: About the suit? in the morning, just take us around.

MS: About wearing red. It was fairly decent what I had. there were people

MW: We had tea dances, as we called them, when I was at school here. And that was in the wintertime when the basketball games would occupy the gym at night so there couldn't be a Friday night dance so we'd have an afternoon tea dance. I remember I had a permanent just over part of my hair in those days and then I usually did up the back part. I was student teaching and when I didn't have time to do it up I wore a tam and I was wearing a tam

that afternoon at the matinee dance and somebody came up to me and said, "You better steer clear of Miss Carey because she asked somebody else to leave the floor because she was wearing a hat, having her head covered rather than... So I danced on the other side of the floor that day so that she wouldn't ask me to leave.

.....ed to do that after we came for about three years, didn't we? Anybody

MN: You might ask Joan Myefski about some details of Dean Carey, as a student.

MH: Louise, did you feel the way that Dick did about staying in Marquette?

LO: Oh, I think so. We'd moved so much before we came to Marquette that I think we were ready to settle down. But we liked it.

MH: Where'd you live?

LO: Well, we'd been sort of unsettled at Ann Arbor for several years. And then we went out to Marshall, Missouri, and then we came back to Evansville. And then Dick had a post-doctoral fellowship and I was home with the kids and he was travelling around doing his research. So the job was really important to us and we were very glad to have this. But people were awfully friendly to us. And I think coming into a group like this maybe was a big help in a town like Marquette.

DO: Bottum had a big impact on me, you know. To think that a man would go around spend two hours in the morning, just take us around.

LO: So kind and hospitable and you felt right away that there were people about our age with kids our age around and it was just a lovely atmosphere.

KW: You recall how the faculty used to visit all the newcomers that came to town?

MH: Heavens yes! I never was so scared as the day Mrs. West and Mrs. Slick came to call on me in the white gloves and hats with my house looking the way my house always looks. I was embarrassed to tears! She was their president and secretary of Faculty Wives' Club and were coming to invite me to join.

And, boy, I wouldn't have dared not. I have this inclination anyway, this business of being friendly, and returning, and you keep feeling now--I don't know about the rest of you--that you don't want to interfere. You're a little hesitant, are you, about the young people?

MW: About calling on the young people?

LO: We used to do that after we came for about three years, didn't we? Anybody who was new we had to visit. And then in just about three years nobody returned our calls. And we thought if they're not interested enough to come and see us after we've been to see them why should we bother to go? And I think it was partly because--well, there was a period along in there when the faculty grew quite rapidly. The school was growing after the Second World War and until the time of the Korean War, two or three years when we got lots of new people and they were quite young and I think this made a difference. They belonged to a different generation which didn't, just didn't do things that way.

MH: When you came you were the different generation, weren't you? I mean weren't you talking in terms of Ebersoles and Bottums, older people?

LO: Well, yes, that's true. There wasn't as much age difference between us and these other people, but there was a difference in the kind of people who came, a lot of them it seemed to me...

DO: We'd been exposed to this kind of background. Louise's father is on the Western faculty and Mary Ann's father is...?... We kind of felt at home with the people.

MH: You mean the faculty, the academic community.

DO: Yes. Northern was very similar in character to Western, I think, and both of us had had contact--well, Louise has had lifelong contact with the Western faculty and I had periodic contact.

- MH: Well, at Western were they calling and returning calls?
- LO: Oh, yes, they used to do that. Western wasn't all that big yet and I grew up knowing everybody on the faculty and they were in our house and so this was a kind of atmosphere that I was very familiar with.
- MH: And happy in too.
- LO: Yes.
- MH: After you had been in Ann Arbor, for instance?
- LO: No, I liked Ann Arbor too. Within the History Department they had really a very nice relationship there too.
- DO: You mean socially.
- LO: Yes.
- DO: Not professionally.
- LO: No. They were awfully kind to young people.
- DO: Not to one another.
- LO: I was secretary to the department for one year and got to know them a little better than I otherwise might have. But we loved Ann Arbor.
- DO: Mr Volk, who was chairman of the department dropped by one summer when Louise was gone and I was home caught in the position you were describing-- everything all over the place. Here the Volks came, Arthur Edward Ronald Volks, one of the four or five authorities on the history of Rome in the country and the author of the standard text. And he looked and acted every bit as formidable as his name.
- KW: Wasn't there a feeling though on the part of the older faculty members that they had a mission to see that young people got inducted into the profession. Dr. Burroughs, for instance. I was far from him as far as the academic field was concerned but I don't know how many times going to the mailbox he would ask, "How are things going?"

- MH: You mean when you were a student?
- KW: No, when I was a new faculty member at Northern. And now I guess to each his own.
- MS: Another nice, warm, friendly gesture I remember way back then was, so many of us came here and rented houses for a few years and then would buy a home and then we'd have housewarmings. Remember all those good times we had.
- MW: Remember, I think the first time we took labels off the cans was at the Niemi's.
- RS: Right! Ken Brenner.
- MH: Well, you know, I was thinking back and remember ours too? And I don't remember any after ours. Was there any? I rather have the feeling--ours was in '54 and I don't remember any general housewarming after that.
- ?: I remember the...?
- MH: They came the year we came, in '50, but I don't know when they bought a house.
- KW: Well, you see, this was the close knitness of the faculty at that time. You don't even have that within the schools now.
- MH: Not even the departments!
- KW: That's true and I think this is related to when Northern started to grow in size and we left that central building which was home to most of us and we all were dispersed out among the campuses as Dick earlier implied. And now we don't know faculty from students.
- MH: Boy, that's for sure!
- AN: I wonder if there wasn't one other factor and that's that those were hard years financially and I think you have sort of a built-in camaraderie because everyone was struggling, because--not too long ago we were trying to count how many telephones did they have at Northern when we first came.

There was one in the president's office, and Gant had one, and Hoppes had one, and Bottum had one and he shared it with Carey, and Max had one.

KW: But he shared it with someone because there was that opening in his office.

AN: Yes, and then it seems to me, and we always wondered about this, that Red Money had one. And then they had one that we all used that was right next to the mailbox so you would see who was talking--I've counted to seven, the number of telephones. And then, you remember, after much arguing they put one in Russell Thomas' closet on the second floor and it was in the closet!

DO: And so the next one got up in Hal Boynton's office for the use of the third floor.

MN: I remember Allan didn't have one in the Music Department and it was up on third floor.

AN: And they would send secretaries from Gant's office up there to call us to the telephone and sometimes you would leave class to answer a telephone and some innocuous question. So we had decided that we would say that we would get the number and we'll call back just before noon or at the end of the day. And that caused some horrendous concerns. And not only that, but of course nobody had secretaries.

?: Or typewriters even.

AN: I used my own typewriter for many years. And I remember teasing one time Dick and Russell Thomas because when it came down to educational and office supplies one of you got \$25 and the other got \$35. And I was really stirring up something.

KW: By the same token, Allan, when Elizabeth Wentala? was, not the registrar, the treasurer of the university you could walk into her office and order something and she'd say, "Bring me the bill." You didn't even have to have a requisition. Those were halcyon days.

DO: Now there's a person who was greatly, I shouldn't say underrated, she was one of the most brilliant graduates of Northern, I guess, Mrs. Wentala-- I remember I went into her with three of what I thought were pretty complicated questions when I first came about social security, and so forth and so on. And I said, "I have three questions I'd like to ask you and maybe you'd like to jot these down and answer at your leisure." She said, "Well, why don't you just give them to me." So I gave them to her.

MH: What happened to her: ~~it had been permitted on campus.~~

?: She died.

MW: She retired first, I think.

?: Christian Scientist.

MH: Some connection?

MW: Her daughter was at school when I was.

MH: Your story, you know it occurs to me when you talk about telephones, that story about Tate and Thomas. Maybe that's why Thomas had a telephone.

DO: After you left, after the Music Department moved, Hal Boynton got one, remember, Boynton got one. Boynton got the first phone because he was Head of the Math Department and it was centrally located, on the third floor.

MH: Tell them your story, Earl, I just love that one.

EH: This was Tate calling to the English office to me to tell Thomas that there were rosebreasted grossbeak in the Magers maple tree. I said, "He's in class." And Dick said, "Don't be silly. Go tell Dr. Thomas." So I went and told Dr. Thomas and he led the class to the window where there were rosebreasted grossbeaks.

?: I still think that had merits.

MW: Ties in with the poetry he was teaching probably.

AN: I never know if it had an effect with me being selected into the position or

not but I remember coming here, as Roland did, when there were all kinds of beards. This was in the May of '49 and I was in Tate's office with that old worn-out Persian rug and we talked about many things and then he said something to me, "Do you smoke?" And I said, "No, I don't." Well, it didn't go any further than that but at least he had asked the question so.... That was quite an incident too, you remember, when there was no smoking permitted in the building and...

EH: The story was it hadn't been permitted on campus.

(End of side 2)

He took over from Leo. He said he personally had had very little use for Leo and I wonder--he said he was a tremendous handshaker but that was all he could say about him. Did you know him?

KW: Yes, I know Leo very very--because I still remember...I...books from Barry Leo having--he autographed the book for me and inside he said "To a lover of books." He gave me one of his books.

WH: That he wrote?

KW: That he wrote in there...

WH: He inscribed it.

KW: He inscribed it in--I was interested in the book...I... He was a very autocratic individual, tall, six feet four or five. But still the kids were having trouble on the Pierce campus throwing snowballs, for instance. He pulled all the little high school kids, there must have been about 140-150 kids there, kindergarten right through high school, said "Look, I'll make a deal with you. We'll go out in back of the building and I'll run from that incinerator into the building and you can throw all the snowballs at me that you would like but after it's all through you can't throw any more on the campus." Gee, that was a wonderful opportunity. And they lined up on both sides...I...and not a guy hit him.