

proofread and retyped by Ted Bays, Apr. 2014.

--changed header to match other NMU president interview transcripts.

--likewise changed line-spacing to 1.5.

--blue material in [brackets] = suggested additions for clarification.

--material in blue with ?? marks = questionable word choice; check audio cassette.

--blue underline with ?? marks = blanks indicating words unintelligible to first transcriber; check audio.

5/13/2014

Interview with DR. JOHN X. JAMRICH
Marquette, MI
July 25, 1994

by Russell Magnaghi

Dr. Jamrich was President of Northern Michigan University, 1968-1983.

[The interview was recorded by video camera; the video is in NMU Archives.]

Russell Magnaghi (RM): President Jamrich will start the interview going back to his background and early life before he came to Marquette. Could you tell us a little bit about your background?

[In a lengthy autobiographical monograph *Our Family Story*, Dr. Jamrich expands on many of the family episodes covered here. The monograph is in NMU Archives.]

John Jamrich (JJ): Let me go way back, year about 1890 in Czechoslovakia. That's when my mother and father were born, obviously in two separate little villages. At age, I would say, 18, 19, or 20, separately they decided to make their way to America. So they obtained from former friends who had already come to the United State, the sponsorship letters which

were required. So they took off, actually in Slovakia now, and made their way to the United States.

They settled first of all in an area in New York, Troy, New York, where Slovaks and Czechs had settled in fairly huge groupings. Subsequently they moved to Michigan. They were married and, at the time, we had a small, what you would call a truck farm, in Michigan. And that's small, like 5 or 10 acres, where we had such things as vegetables, butter, and that sort of thing, to supplement the wages my father earned in the foundry where he was working in Michigan.

In 1920 I was born. I'll go through this very rapidly. In 1922, when I was two years old, my father and mother decided—by the way I have an older sister—they decided that perhaps they had been here long enough and accumulated—and as you remember the immigrants from Europe, many of them, came to the United States with the notion that they would earn substantial amounts of money to go back and live a life of ease, so to speak. So in 1922 my folks decided to go back to Europe, so my whole family moved back there. We bought a farm; we had a couple of cows. The usual farm stuff: self-sustaining farming, is what it really called, in a remote village, in fact the village where my mother was born. We lived there for 7 years.

My early language and so on, “learning and schooling”—that has to be in quotation marks—the schooling consisted of accompanying my sister to a school house where children of all ages were, and the oldest man in the village was the teacher. It was really not a formalized education, but there was learning taking place.

By 1929 my father had decided that really things have changed there to the point where he was dissatisfied. He had made several trips back to this country. In 1929 we put things together and moved back to the United States. We arrived in the month of May. As you know in the fall of that year, the financial crash occurred so we really came at a tough economic time. However, it was fortunate that we came because subsequently the next few years, of course, the whole Nazi Germany activity developed. I feel fortunate in retrospect that we left. At that time we moved to Cudahy, Wisconsin, where I was educated and grew

up, in that town. There I took up—my ambition was to become a math and music teacher—took up music with lessons on the piano, the clarinet, the flute; and I played as assistant organist in the local church—bilingual church, incidentally, because that community was also an enclave of Slovak people. In fact the town was divided in three sections: the north side was German, the center was Slovak and Czech, and the south was Polish. Very definitely—particularly the Polish group—they even have their own schools and many of the youngsters who came to high school from that area had difficulty with the English language at that time. So it's sort of analogous to the Finnish circumstances here in the Upper Peninsula.

Anyway, I graduated from high school as a valedictorian, and as such I qualified in the state of Wisconsin for one of the full tuition scholarships at Milwaukee State Teachers College in music. And the full value of that full tuition scholarship was \$37.50. I still remember this vividly because it does contrast tremendously with cost of tuition in the intervening years.

From there—I did not continue at Milwaukee State Teachers College—I attended Ripon College in Ripon, Wisconsin; and finished as an Air Force cadet at the University of Chicago, a bachelors degree in mathematics and science and also trained as a professional meteorologist, which is what I did during the four year of military service with the Air Force.

But specifically in the Air Force because I was multi-lingual and one of the languages I spoke was Russian, I was assigned to Fairbanks, Alaska, where our Lend-Lease—this was one of the Lend-Lease routes. Our U.S. pilots would fly the planes to Fairbanks, Alaska; and in Fairbanks the Russians had a contingent of mechanics, a couple hundred of them, and their Air Force pilots, almost a hundred from time to time; would check the planes, refurbish them if necessary. And the flights would go from Fairbanks up across Siberia to the European front. So my assignment was as liaison weather officer with the Russian Air Force for those four years, forecasting weather for them from Fairbanks into Siberia.

Anyway, I then left the service in 1946 as the rank of Captain and I decided not to stay on in the service. First of all I have a good friend: one of my professors at Chicago became head of the weather bureau in Washington, D.C. and he offered me a weather forecasting job in Chicago at the Chicago airport. TWA was going to fly from there to Europe and I was going

to do the forecasting. I stayed there for about a month and then Northwest Airlines decided they were going to fly from Seattle to Tokyo by way of Anchorage, Alaska, and they knew that I knew the weather up in that area so they offered me a very lucrative position, financially. So I went up and stayed with that for about a month. Actually, looking at it—and the pay was great—but the cost of living was horrendous, and I said, “Well, if I want to handle money, I’ll become a bank teller.”

So all of that led finally to my decision to go back to school under the G.I. Bill, and I attended Marquette University in Milwaukee where I received my master's degree in mathematics. And from there I went to the University of Chicago to pursue the doctorate in mathematics. A very good friend of mine from high school days had gone to Northwestern for his Ph.D. and my second year he talked me into transferring to Northwestern where I finished my Ph.D., actually in mathematics and higher education administration. It was interesting by the way because you know a Ph.D. typically requires two foreign languages and when I presented myself at Northwestern for the foreign language exams, I listed German and Russian as my two languages. The German was no problem for them, but they had to hunt up somebody special to give an exam in Russian, because Russian was really—in fact I had to write a little essay defending the idea that Russian ought to be accepted as a second language in that particular arena. But there was considerable material in mathematics, obviously, as you would expect in the Russian language. So that was not a problem.

Immediately following that I took a position as Dean of Students and Professor of Education in mathematics at Coe College at Cedar Rapids, Iowa, where I stayed for a number of years working on particularly—in fact it turned out a very interesting experience. I arrived there on the 1st of July with my wife. We drove up to the administration building; there was a crowd of people. We joined the crowd and it was a farewell, handshaking session of the president, who had resigned—the one who had hired me. I kind of wondered, “What am I getting into?” The man who had hired me was leaving and here I am.

But it turned out to be a very fortunate set of circumstances because the appointment of a

new president there was not—was from a business office setting—a man from business—very, very capable person. So he turned a great deal of administration over to two or three of us, the Academic Dean?? and the Dean of Students. Two of us, particularly. Essentially I would have to say that that's where I obtained a great deal of my experience on a broader basis. Other things (still — ??) per student personnel and mathematics

I stayed there for four years and then became Dean of the Faculty at Doane College in Crete, Nebraska; a small Congregational school. Toward the end of the second year, I had a call—in the meantime I had done some consulting with colleges and was developing some quantitative analytical material and procedures analyzing student, faculty, teaching, and all of these kinds of things in conjunction with a gentleman who was in New Mexico. He became—in the meantime the State of Michigan decided that on the basis of looking ahead—this was now 1957—looking ahead with the birth rate that was beginning to develop, that they better look at their higher education situation in the state—whether it will meet the needs of those larger numbers. So this gentleman, Dr. John Dale Russell, was employed as director of a survey of all higher education, public and private, in the state of Michigan, including the community colleges. John Dale Russell called asking me to join him. He was a director but he only worked two days a month in Michigan. So he needed someone to really direct the study on that.

So I took that position in 1957, working for the legislature and that gets to a point: what was my knowledge of Northern Michigan University?—Clearly a survey involved faculty study. We had 14 volumes that dealt with faculty, students, physical facility, medical schools, community colleges, the general demographic studies. There was a whole array across the board, public, private, and community colleges investigation. I visited every campus in the state. There were 55 private colleges and there were about a dozen community colleges, and perhaps 10 state, Northern types, such as Northern. So I really became intimately acquainted with the settings.

So this—what I was doing—you see I was working for a legislative committee which was carrying on this study. And the legislative committee and I made visits to campuses, not the

private colleges, but the committee and I visited the state institutions. And I'll never forget their visit to Northern and Michigan Tech. Going back home the conversation—when we stopped at Gaylord for dinner or lunch—our conversation was, “Gee, those two colleges up there, you probably should close them. The buildings are run down; they just—particularly Michigan Tech.” There was a little bit of vested interest there because Michigan Tech, of course, was engineering primarily, and Ann Arbor reigned, as well as MSU, in the area of engineering—probably influenced that kind of thinking a little bit.

Fortunately, that idea didn't prevail. For example, Michigan Tech library was just abominable, and they up there knew it. It was in an old wooden basement. The books were stacked up on the floor. In addition the students would get in there and get a book, but they'd have to get out because there was really not much room to converse. So that particular study created—the result of it was the creation of another dozen community colleges in the state.

Subsequently, I worked for the legislature for additional time after I joined MSU on a consulting basis, resulting in the establishment of Grand Valley State University, what is now Grand Valley University, a college at the time. The college at Saginaw, Saginaw Valley College, those two were the two studies I did following this other study. But I became intimately acquainted with Northern during that particular experience. I got to know President Harden very very well, and I subsequently joined Michigan State University as a staff member, the place that Ed came from and I guess you have to say both of us were more or less influenced in our philosophy by Dr. John Hannah, the longtime president at Michigan State.

That's essentially where—that would cover the biographical material.

RM: What I'd like to do is get into your relationship with Edgar Harden. When did you first meet Dr. Harden?

JJ: Well, Ed and I really became acquainted—I met him earlier at Michigan State University


and we really became acquainted—during the legislative survey on higher education because I was in contact with the presidents constantly, requesting data, information on enrollments and faculty. As I say, all of the demographic things that fell into this. And then of course, the faculty study actually provided a summary of the qualifications of faculty and that entailed looking at transcriptions of faculty in the folders and all that sort of thing. We became very closely acquainted during that period of time. Of course, in the meantime, Ed, of course, also involved in probing the political arena, ran for office and that sort of thing. I knew of Ed Harden at Michigan State University and the Extension and that whole Extension Center situation—Kellogg Center—there that was something in which he was involved very closely. So, Ed and I, as I said, more at the professional level than at the personal level, because when I was in Lansing doing legislative studies, I decided not to go back to Doane College. I was on leave and took the position at Michigan State University. But in the meantime, Ed, of course, was president here [at NMU] even though he had his home there [in East Lansing]. So I didn't meet Ed, as I say, in these contacts and occasionally met him in Lansing in the hallway of the legislature where he spent quite a bit of time, obviously in his capacity as president.

Ogden Johnson, I have to say, I did not know Ogden very well. I had met Ogden strictly on a formal basis at the time he was a member of the board; and then when he became president, I was interviewed. I naturally had several interviews with Ogden. I knew who Ogden was and he had worked at Cleveland-Cliffs, and he was in the school system, a successful individual. And he of course found himself placed into the presidency in that year after Dr. Harden left and my coming. He was the president during that year and it was a tumultuous year. It was part of all of—I'm not even sure of the beginnings of this thing, but those were the beginnings of campus unrest activities, as you remember. Ogden, I think, may have found himself in a situation—this is only speculation—that was unfamiliar to him, in terms of the kinds of, sort of background he had had. But it was a one year appointment so it terminated and left a situation like

We can talk a little bit about my coming in here at that time. Briefly, in some detail

however, my appointment was approved in about March of 1968, to be effective July 1 of '68. And in the meantime –I think you agreed and Miriam's book ^[cite] and newspaper clippings say—in the meantime the difficulty that arose, in the context of campus unrest, generally the difficulty that arose focusing on Professor McClellan's appointment appointment, this created the confrontational situation where the faculty ^{instigated} initiated a suit against the Board of Control. The students joined in the suit against the Board of Control. There were outside agencies which were willing to enlist ^{??} in support of Professor McClellan's academic freedom. AAUP [American Association of University Professors], for example, was ready to censor the university. The climate was a turbulent one, really.

In fact, after my appointment, my wife and I and kids decided that what we needed was a month's vacation before we came here on July 1. So we had been vacationing from time to time at Lake City, Lake Missouri. So we took a cottage there for four weeks in June, and when June was over, I probably had spent out of the whole month of June, I probably had spent no more than one week there because most of the time I was either in Detroit or on campus here attempting to work out some of these problems before my tenure actually began.

What we were trying to do was ~~try~~ to resolve and settle the issues of confrontation as far as Professor McClellan was concerned, which was only one factor in campus unrest, as I think you know from your history of events ^{??} 

It's interesting because there—I have to share this with you—there was any number of different viewpoints about my role in this thing. But by the time I took the position on July 1, we had settled the McClellan situation—reappointment and that sort of thing. And I rather prized—and these are of course dated later—this one is early on and this has to do with a faculty letter signed by 224 faculty in support of what I was doing in terms of faculty and students and all. [\[A letter from Professor McClellan to President Jamrich praising Jamrich's action regarding another matter is also in the NMU Archives.\]](#) You see, one of the things—I should point this out—when I took office as president, that was a period in time nationwide when presidencies were unilateral administrative types of arrangements. The president was

really the decision maker in much greater sense than what we find today. And my tenure in office of 15 years actually spanned what I would call that transition from the unilateral presidency, with sort of very little communication throughout the campus, to a— what I set out in this development plan in 1968 when I came—to maximize participatory activity on the part of faculty and students and alumni in the governance of the institution. And so this speaks to that change of climate to the exchange of ideas, open discussion of issues and that kind of thing. And again many people recall Bob McClellan was the confrontational person with the presidencies yet his letter recognizes the kind of difficulties we faced yet were able to resolve. Those two letters have appeared nowhere else, and I share those with you because there is really no reason not to share them.

During that period of time, the campus unrest situation—one of the two or three things that happened, of course, one of the things that most people remember is the basketball game with Pan American, and the time that the fieldhouse had 3,000 people sitting in the stands. The black students, 80 of them or so, walked in and sat on the floor and their demand was that I join them immediately and negotiate a certain list of demands which they had prepared. My position then—and I would not change it even if I were to do it over again—was simply that I made that statement to them over and over to them, I said to them, “I simply will not negotiate in a coercive situation.”--in an atmosphere of threat and the kind of, oh, how shall I say, the kind of protest setting that we were involved in. One of the group leaders, I had at the time of that sit-in—and I knew about the sit-in, by the way, in advance.

Fortunately I had enough input from various sources, so I knew there was going to be a sit-in, and the fear that developed in my mind was, “Here is a fieldhouse full of people, and here is a floor filled with black students stopping, preventing, a game, a game which they came to see.” And my problem was, my fear was, there might be sufficient anger developing in that crowd to endanger the black students who were sitting on the floor.

So I had arranged for a substantial number of police officers to be on hand, off campus, they were not on campus at the time, and very few people knew about that. Even to this day. This is years after so I don't see any problem in talking about this. But it was done because I

feared for their welfare. But fortunately, back and forth discussion about this is that "We won't leave unless this happens," and I said, "No, I'll be in my office tomorrow at 8 in the morning, or 7 in the morning, you give me that time, we'll be there ready to discuss these issues."

END OF TAPE 1, SIDE A

TAPE 1, SIDE B:

JJ: As I was saying, the black students refused to leave, so finally I decided that we would simply cancel the game. Well, that was an unusual prerogative that I took unto myself, to go down to the officials and say, "This game is not going to be played." But they went along with it, and to my pleasant surprise, we made the announcement and we asked the crowd to leave quietly, that we would refund their money. Everybody left quietly. There was no riot; there was no fight. It was kind of amazing, really, when you think about it. I still have a movie film of that whole situation. I may, if it's in good condition, I may send it to you. We filmed the whole thing; that game was being broadcast, by the way, and when this happened, I told the fellows to cut the broadcast, but keep taping the film. We do have a film of that whole It's kind of an unusual thing It doesn't reveal much because the sound is not on ~~on there, the~~ exchanges ^{and discussion} in the country. But, that whole thing, as I saw, is a setting of campus unrest.

Those were the days of search for black student studies, for example. We had a black student union, we provided facilities for black students to meet. We, for several years running, had our university bus go to Detroit and get a busload of high school students, black high school students, and bring them to Northern Michigan University for a couple of days to experience the environment of a college situation. Let's face it, Northern Michigan University in Marquette did not offer the kind of black community setting which a number of other campuses and colleges and universities would offer. The only real black community that existed existed at the Air Base [K. I. Sawyer Air Force Base, south of Marquette; NMU offered

classes there and lost enrollment when the Air Base closed in 1995] and their involvement was occasional but not the sort of thing that black students could go and visit the black family and that kind of thing. Those were the days when the whole idea of affirmative action began to surface, Lyndon Johnson's executive order. Well, interestingly enough, we had our affirmative action program laid out and set in motion about a year before LBJ came along with it. So we had things going in that direction.

But one must remember that campus unrest in those days, with television, radio, the news media coverage, was a little bit like a case of measles: in some places it didn't take much to instigate a protest of some sort because it was taking place somewhere else. But there were sympathy protests because they were daily—visible daily—on the television. But we lived through that situation.

Unfortunately, during one escapade, the black students did considerable damage in Longyear Hall. It was no different than the trashing of the University of Michigan campus or MSU situation. But two wrongs or three wrongs don't make a right, but that's just the way the situation was in those days. So we had to tolerate and work with them, try to keep the situation as academically and intellectually inspiring as we could. To keep focusing on the academic program was not very easy in those days because all of these other things were taking people's attention. Our faculty—many of our faculty—were actively involved in those things. The students followed them and vice versa. And of course some of the community were very much concerned negatively about all of this sort of thing. The legislators were very much concerned about all the university activity in this respect, and they came up with all sorts of ideas, how we could control it, "We'll cut your budgets and we'll do this or we'll do that." Fortunately not any of that came to pass and we lived through that era with Personally, I think—I'm convinced in retrospect, that period provided some benefits. But it provided a setting in which we lost the intellectual resources of thousands of students.

A personal assessment of the failure of those years: we lost in many universities and colleges because they gave in to this pressure for special black economics, black mathematics, black this, and black that. We didn't do that. I'll go back talking with any number of black

alumni. I remember one fellow—very active in the protests—came back at the alumni reunion years later and he said “I’m glad you stood firm, because economics out there where I am”—he owns several franchises, gasoline service stations—“out there where I am that competition is really not color, it’s competition that I have to be prepared for, black or white.” In retrospect it was that kind of thing that made us see that we probably did the correct thing in most of the situations.

RM: Talking about that, I’d just be interested in your comments—and I remember this—I was a new faculty member, but the trouble on campus after the shootings at Kent State and Jackson State was kind of—I think it was about May and it was quite an upheaval. I think the students wanted—black students wanted you to close the school down and so on.

JJ: I recall this but vaguely. But clearly there were demands to close down and take note of what happened. We did—instead of closing down—we did arrange for several seminar workshop types of sessions so that (enough ??) issues that were the cause of this, the background, could be discussed and put together. Of course, that period of time—you go back to 1969, I happened to come to the office and here was a telegram from the Department of Defense: “Your request for an ROTC program has been approved.” Can you imagine?—In the setting of campus unrest, the Viet Nam unrest, Kent State and all of the things that were happening, you are now approved to establish an ROTC program. We went ahead with that. And I think it was the correct thing to do because I’m firmly convinced

I’m somewhat concerned with today’s setting on the campuses with the extremism that some people have attached to the political correctness. I’m convinced that the university, any university, must remain open to discussions, to confrontation, to debate without

a priori ?? laying out the limit of verbiage ?? or what have you.

I recall Bob McClellan come up—in those days of course, you compare that period with this one, political correctness and pronouncements, in those days any four letter word went. And even Bob, as accepted and liberal as he has been on these things, he made the point: the

violence of rhetoric. Because it clearly became evident that even if you didn't bash the person in the head, the rhetoric that had been used by some people was a violent act. But it is very interesting to compare the total openness of whatever language, whatever you wanted to call anybody, death threats to us, to me and my family. My kids had to be escorted to school. Those things were not generally known, but they were known to them because they had them. That was all part of expression. We had a foreign student here who had made a dozen or more threats to me, to my wife; we finally called the immigration service and said "This is a real problem." Their answer, believe it or not, was "Sorry, we can't do anything until he does something wrong." Which struck me as being quote "oddball," if ever there was an oddball bureaucratic response.

And today you turn that around. Today many campuses have prescribed the limits of verbal expression. I happen to disagree with that particular kind of thing. Let's talk a little bit about higher education. I maintain that discussion, cordial, intellectual criticism, should be made available to students, faculty alike rather than to say "Before you take this step, you have to do this, and this, and this, in a prescribed fashion." That's defeating the university.

But there's another problem with today's higher education situation: there is so much energy and attention being utilized and expended and wrestling with some of these types of problems, that some of the academic emphasis is showing the deteriorating effect of that. In my judgment, I see this as a problem.

RM: Maybe we can move down to this question here—I don't know if you've covered it—on the conditions and problems at Northern. You talked about some of the unrest. I guess the physical campus at that time, because Dr. Harden was influential in getting the physical development really started—what were your impressions when you arrived? And that might also get into the whole academic end of things, the programs and so on. What were your observations when you arrived, that way?

JJ: In the first place, I would have to comment that Ed Harden and I probably are as similar in

our philosophical points of view about certain aspect of the university as any two people. We came out of the same institutional setting at Michigan State University, the success of which we viewed from within and we felt that if we're going to be successful at an institution as a president, this might well be the way things ought to be.

Secondly, I found the university in a condition with the start of very successful renovation and rebuilding. When I go back to a 1957 comment of the legislator—"Maybe it should be closed, it's so far from everything," and all that sort of thing—Ed was a dynamic person who was able to convince and help convince the legislative people that this is not a close type situation. This is a situation that can serve students of the Upper Peninsula and of the state provided we fund the academic programs that are needed and the physical facilities, and the faculty and staff, those three things, to take care of the numbers that came.

And so what was in process—enrollment was increasing a little faster than capacity, I think you'll agree. In Miriam's book [*Northern Michigan University, the First 75 Years*, by Miriam Hilton, NMU Press, 1975]—just a little bit faster 'cause when I came there were, quote, "three men and a roof, including or not including women." Those were days of separatism in the residence hall, but it was a three person room situation with student morale. So additional residence hall facilities had to be constructed, and some modification of the requirement of living on campus had to be made.

And so we did. Ed was in the process of building more dormitories and we ~~relinquish~~ ^{ed} the little bit of rule of living on campus. Then the city community people benefited tremendously because students began to live off campus in apartment. Ed was, of course, very instrumental in getting the library funded for construction, instrumental in building a foundation on which I felt very comfortable to proceed from 6,000 to 8, 9, and 10,000 students.

Our two administrations, I would characterize it, as being not a disconnection in any sense, but a continuation of philosophy. We both committed to Northern's role with the community, community outreach, community college fund. Very important to Marquette County. Area people voted once or twice. In one case they approved the idea of a community college but

disapproved the funding. The reason was simple—we already have a college here. Perception of a citizen was “This is a college that can serve my child, my son or daughter's first, second year.” And so on.

Ed and I agreed very much on the notion that the university can have an acceptable balance between athletics and academics. We agreed that central to launching an academic program, would be the quality of the faculty and we began working on that. I brought along something that we had left over—here's a chart that shows the sort of things that existed here in 1968. Twenty percent of the people were professors, 35% were assistant professors, and 23% were instructors. In this plan, I set out a goal that there's something like this and by 1980 we had gone with instructors down to 15%, professors up to 25, and assistant professors still at 35.

And from there, improvements did occur, but basically this kind of, sort of, distribution was not satisfactory.

But one has to remember—Dr. Harden's period—one has to remember that this was a time when Ph.D.s were tremendously difficult to find in almost any area. So that these professors, some of the older professors, a few were brought in, but you had instructors who were just being brought in, and assistant professors, in order to meet the enrollment increases of '66 and '67. That is a little bit of pictorial view of our efforts, both he and I, in seeking to obtain funding for faculty. And then when a percent of Ph.D.s are more available that we were able to proceed to obtain Ph.D.s in many of the areas.

RM: Could you make some comments about some developments that were kind of overlooked by people and that was the struggle that you had to go through to get state funding. That didn't come real easy, did it?

JJ: Well, state funding, incidentally, during Ed Harden's tenure and my tenure, was totally contingent on our ability to influence the legislature. As you know, Michigan—each institution is autonomous, individually going in, looking for funds. We, for a number of

reasons, were able to cultivate ?? certain legislators, of course, beginning with Dominic Jacobetti as a central figure in this, whose power had begun in the later years of Ed Harden's time and then increases as he became chairman of the Appropriations Committee during my tenure. But it is also related to the fact that the legislature functioned differently than it does now. In those days the committees traveled around the state and actually visited the colleges more than they do now. In those days they didn't have huge staff, people supporting them. A senator might have one major staff person and maybe a couple of secretaries.

So we were able to develop a supported friendship with them, not just because we treated them well, but because both Ed and I were forthright and candid with the legislators. They repeated this many times. When we came in there, we came in with charts and facts to support the kind of programmatic needs that we had. And those were days when funds were available so it was a matter of who could convince the legislature, who could be more convincing about getting a piece of that larger pie that was available in those days both for physical plant construction, whether it was a phys. ed. building or the Cohodas Building or the library or what have you. Our emphasis was always based on the fact that, yes, foundation money is very useful, alumni and friend ?? contribution is useful. But 90% of our money comes from the legislature and we better spend time and effort down there working with each of them and having them understand Northern Michigan University as an institution serving students. The idea of—Ed Harden called it The Right to Try—had a great deal of appeal, the community college function had a great deal of appeal to the legislators. And the new programs, the list of programs that I introduced during my tenure—and I again, I say “introduced” but a number of those programs were already in Ed Harden's thinking and he had talked about.

The nursing program, for example, clearly a program that was appropriate for this institution as the hospital began to expand. The facilities were there, the need was there. Up to that time, we had produced all the teachers in the Upper Peninsula. In 1968, two-thirds of them had graduated from Northern Michigan University. So we dominated the teaching field

in this area and certainly we ought to dominate this if we have the programs. In the beginning the record will show that the faculty generally opposed the establishment of a four-year nursing program and the basis for that opposition was that putting funds into the nursing program would take away funding from other programs. We went ahead with the program anyway and very quickly the faculty recognized that the academic program of nursing included psychology, sociology, chemistry, biology. And so the increased enrollment that came in with nursing actually provided increased enrollment in the general academic arena and therefore enabled us to get additional funding for additional faculty. So the faculty embraced the thing with enthusiasm.

The Skill Center [NMU's Center for Innovative and Industrial Technologies, housed in the Jacobetti Complex on the north edge of campus] was another example of what we thought was a need here. For a number of years this university operated on a project basis of a dozen or dozen and a half programs training welders, and so we'd get \$20,000 from the federal government or the state government project and we set up a program for welding. And the training of something else. And finally we convinced the legislature that really it was appropriate to put this all together and do that part of community college work that has to do with things such as the Skill Center provided. ^{So} ~~Though~~ they funded the facility and funded the program, one has to remember the Skill Center is going to be viable only if the skills that are taught in the Skill Center remain, how shall I say, relative and relevant to what's going on in the world of work. Pretty soon you'll find that one of these programs—the high tech out here in the world of work is our basis ~~is our ?? outlasted~~—this program has to come up to that level and face that high tech utilization and involvement. That was a program—and again as I say, Harden and I have agreements there.

The law enforcement program, which I started, that I think fit in again into an expanding institution in this particular area.

We had a number of things. The labor education program that has worked with the labor unions in the area, and the state, actually state-wide. Which, by the way, was also helpful in our legislative relationships because, as you know, many of the legislators related to the labor

unions on a very constructive fashion, supportive fashion. So when we talked about labor education, when we talked about the Job Corps service to schools, for example, legislators who were concerned about the schools, the public schools, saw this for an area, as a viable area for support.

RM: There's some other areas, for instance the Job Corps Center [the federal Job Corps Program operated under the Economic Opportunity Act of 1964; the Women's Job Corps Center opened in the Birdseye Building at NMU in 1966; it closed in 1969]. Was that a program that you got started or did that pre-date you?

JJ: No, that pre-dated me and I wound up with the controversy on it at the end. That was approved during Ed's time and I felt that the program was very successful because it brought students into a situation of illiteracy training first of all. Many of them needed that kind of literacy training to even think about job training. There were black students and white students. I think there were more black students than white. For whatever reason at the national level, and this was during the early Nixon years, they became convinced that those should be phased out. And our program was on the list to be phased out, so I was sort of between saying "This program has been successful in helping these people," and the national people saying "These things are not viable." So it was arbitrarily closed down. I think in some respects, some of that work could have easily been and was, I think, taken care of in the Skill Center. But some of the very difficult non-literate or low literate students that came in there, they needed that kind of help.

END OF TAPE ONE, SIDE B

TAPE TWO, SIDE A - side A is blank

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RM: Continuation of Jamrich interview, Tape Two. President Jamrich, could you talk about the academic programs on campus during your tenure in office?

JJ: With the onset of enrollment increases came the essential requirement or need to respond to students in a variety of different academic programs to attract and retain the students. During the period where we were connecting with Ed Harden's administration, just to list these: we moved into the beginning of a computer science program in the mathematics department. That we saw and correctly. It was fairly obvious even in those days that that's an arena that required academic program identity. Before—your nursing program, I mentioned. That speaks for itself, the success of it. Additionally, even the master's degree in nursing, because the nursing profession is moving in that direction. And before your nursing program for quite a few years, the National League for Nursing was becoming tested about the notion that a two year nursing RN was adequate. So they were looking at the four year requirement anyway.

Criminal Justice was again an addition to our program to provide a variety of choices for students.

The School of Business was an interesting development. In the closing year of Ed Harden's tenure, they began to talk about the School of Business. There was a study done for, completed for, the university by a commercial firm, on the School of Business, which we used as a basis, establishing it. And it actually named it the Walker Cisler School of Business back at about the first or second year I was here. We brought in additional faculty and so on.

The program in Communication Disorders was developed at that time, there again responding to a need in the Upper Peninsula where people had to go miles and miles to obtain diagnostic kind of care and professional care.

I mentioned the ROTC program and how it was started.

Anthropology, I always maintained, and you will remember from my effort to obtain, to get, somebody in History to write a history of Northern. My position was, it was a tremendous amount, an extensive opportunity in the Upper Peninsula for studies, the indigenous studies of the Upper Peninsula, and anthropology, in my judgment, was one of them. Certainly, in the biological area the whole fish population and studies of fish, fish

quality, should—.

When you talk about the Sea Grant, well, who has the Sea Grant?—Ann Arbor. [The National Sea Grant Program, established in 1966 by the National Sea Grant College Program Act, includes 33 universities across the U.S. It is administered by the National Oceanographic and Atmospheric Administration (NOAA).] Well, they are nowhere near the sea. Northern really should have had the Sea Grant but we just hadn't gotten into it with the enthusiasm perhaps that we should have.

Our premedical program was and continues to be successful. It has a unique basis in that the local MDs, many of them, participate and take the students early on rounds and show them what the medical profession is all about long before the student gets committed too far and they have a chance to see “Do I really want to be an MD or do I want to go somewhere else?” But that's been a very successful program. A number of MDs who have completed, after leaving here, just I think incredible. And the fact that institutions like the University of Minnesota, University of Chicago, keep a spot open for a recommended student from Northern Michigan University speaks for that program.

Library acquisitions was an issue way back when I first came. As enrollments increased, as we put these programs in, it became obvious that the shelf on nursing-related was essentially empty. Law enforcement was empty. We had so much to fill. Computer science was empty; and so forth. We had to do that.

Social work, sociology. That program expanded and such interesting things like Mike Luokinen's activity with the Finnish population in the Upper Peninsula. This was encouraged, supported, initially by the university, provided the funding for Mike to start these things and all of the success and he's been recognized with this work very widely.

People talked about a doctorate program at Northern and this I never saw as a reality and the arrangement with Western Michigan University evolved where a person could finish a doctoral program, an Ed.D. [Education Doctorate degree] program, in cooperation with Western Michigan.

Robotics, somewhat related to the computer, robotics in the vocational training

department. That has developed and clearly was in the right direction when you look at today's manufacturing and the extent it's a process, high tech process, for which training at a university is quite appropriate.

Teacher education I gather has declined in size. As I recall when I first came, the first year 750 of our graduates were in teacher education and more recently it's probably half that. But that's all related to job opportunity and employment opportunity. And students recognize and that was the whole strategy back years, students were recognizing where the job opportunities would be developing. So teacher education did decrease, decline, and it has declined in other institutions also.

Part of academic programming was also our relationship with the community colleges. We tried to work with Bay de Noc Community College and Ironwood in an effort to enmesh heads so that the students who started there would have, would fit into our programs. But of course that sometimes created problems because the students would start for the first two years with something else in mind, and then when they finished they'd say "Well, I'd like to go to Northern now, do all my credits count?" So that kind of coordination was important so that the disappointment wouldn't be so traumatic at the point where that student wanted to come to Northern. We have always felt that the relationship with the community colleges were tremendously important.

I have the impression that after I left there was considerable, how shall I say, decline in the kind of activity and relationship with some of these community colleges, and the community college outreach of the university. But I'm gratified to see President Vandament is, in fact, bringing the university back into this particular position of service, community outreach, community college role and the like.

RM: I'd like to go back to a point that you mentioned earlier, and get your ideas about it. You talked about the Sea Grant at the University of Michigan and so on; were there any plans for something like that? And go into some detail when John McGoff donated a vessel and it was going to be used as a research vessel. What actually happened?

JJ: You see, there were two or three of our faculty in the biological sciences ^A in the science areas who were interested in this. Bill Robinson, of course, was more land based, but there were two or three who were carrying on fish studies and analyses. It was my conviction with the DNR hatchery right here, with the problems developing with PCBs and the like, that we were in a really terrific location to do this. And we did get the vessel, but unfortunately didn't crank up that faculty enthusiasm, I guess, to prepare a major project proposal and say "This is what we would like to do." And I think we may have received some of the sub-funding from the Ann Arbor Sea Grant once in a while, but my idea was that we ought to be—at least ideally the Sea Grant—but at least we should have some sort of a associate Sea Grant site because of our location and prospects of doing some very useful work. I was trying to get one of our people to actually set up a laboratory situation where we would test the fish on a weekly basis and issue a report. That kind of thing, which stimulated interest and attracted attention to the university. But that didn't quite make it so we sold the boat.

RM: What was the name of the boat? Was it *Spruce*—?

JJ: Yes. It was *Spruce Hill*. That's right. *Spruce Hill* was the name of the boat. That was the boat.

RM: Are you about done with the academic programs?

JJ: I think that covers that pretty well.

RM: Could we get into a controversial topic and get your takes on the demolition of Kaye Hall and Peter White Hall; and could we get some of your comments about that whole episode that took place in the building of the Cohodas Building?

JJ: Well, the central issue during my administration was Kaye Hall. When I arrived and we began to develop some plans of campus—and I'll leave these with you—these are campus plans that were developed—the physical part of the plans [\[this and other maps of campus plans are in the collections of the Center for U.P. Studies at NMU\]](#). Included in the plan was the notion that Kaye Hall would be demolished and replaced by an administration facility. At that time, in fact, we had some funds set aside to begin renovating Longyear Hall. We had \$184,000 that the legislature set in our budget that would, because we had plans to make it into an art gallery kind of thing and keep it a historical building.

But Kaye Hall—that didn't pacify anybody—Kaye Hall was the issue. That was a highly emotional issue, an issue that I recognized as being very real when you look at the building. The unfortunate situation was that the building was engineeringly unsafe. Now, why?—I don't know but apparently nobody in the intervening years had thought about having an engineering firm take a look at the safety of the construction of that building. Because the first year we came, I think it was the first year, it might have been the second, one of the first two years, we had the Detroit Symphony here. And the Detroit Symphony performed in Kaye Hall and it was packed; standing room only, the balcony was filled and so on and so forth.

The next year, the Detroit Symphony played in the physical education building, one of the compositions they performed was "Afternoon of a Fawn" ??, which you know of course is a flute and very subdued orchestra. Unfortunately it was winter time and the radiators were banging a lot louder than the flute was playing; that was not a very fitting situation for performance.

Back to this other thing. It turned out that the balcony in the Kaye Hall, the balcony support beams, a couple of them, never were attached to the wall. When the engineer found this out and some of the other problems that existed there, the state engineer, they simply condemned the building and said "You may not use that facility anymore." So the question was—OK, what do you do with the building? Well, you can either knock it down or you can renovate it. It was a great deal of the same type of "Let's raise money to renovate Kaye Hall," as you've had in the last couple years—"Let's raise money to renovate Longyear Hall." The

problem was, we could not find an agency foundation. Kellogg wasn't interested, Ford Foundation wasn't interested, so we tried Kresge Foundation and they weren't interested in providing substantial funds, which it would have to be, substantial, to renovate it into a usable facility.

My own feeling was, if you had the funds, it would have been terrific to just tear out the inside of it, save that beautiful central stairwell, and make offices in there. It could have served the same purposes as Cohodas serves now. But the funds simply were not available, and we tried every angle we could. We worked on the legislature, they felt hands-tied because the state engineer had found it to be an unsafe construction. So they just didn't want to get involved in that. Well, finally we did demolish the building. However, I felt that maybe something could be saved from the building, and so I decided that—it was part of that transition period where I could still make decisions unilaterally, more so than later on—I decided that we would take those towers down, brick by brick, stone by stone, and number them and have them reconstructed on the campus. We convinced John McGoff to give \$50,000 to do that particular job, and also install mechanical carillons in the towers. That's essentially a situation—there was a great deal of letter writing, there was a great deal of organization in town. It was a major effort by everybody to save the building. But there just was not material in the kind of funding identification that would enable us to save it.

RM: Do you think there was any impact of all of that controversy towards—by the community—toward the university as a result?

JJ: I think temporarily there was. There were a couple of people who took a negative stand and some of them said “We're just not going to support you.” But this, you can see that this dissipated quickly because it was about that time when we started the President's Club. The organization was under the fund raising. The development fund had been established formally and so we were looking at unique ways to enhance that fund raising effort. But we established the President's Club, pledging \$5,000 a year for 5 years. We set a goal initially of

100 people. Well, we met the goal and surpassed it. We set the goal next at 250. We met that goal and surpassed it. By the time I left we were about 450 or 475. That's a pretty substantial amount of funding from private sources. It really tells you that some of the people—and I could name you some of the people who were saying we're not going to give, I can only name you one who hasn't given, and the problem with that person was that they ran out of money in another effort doing something else.

But basically the community—that was one thing. During Ed's time and during mine, I would have to say, the community of Marquette, the Upper Peninsula, was very supportive of Northern Michigan University. And with our radio and television, as we expanded that from what television used to be—video tapes that were shipped in and we played a video tape—but big deal. But it was a big deal, it was something different. Then we got the proper wattage on the FM station, we developed direct broadcast of PBS [[the non-profit Public Broadcasting Service](#)]. All of those things added to community contribution and again the television fund-raising has been tremendously successful over the years, reflecting the notion that it—as I said in one of the speeches, “If we serve, we will survive.” One of my favorite sayings. If we serve productively, properly, we're going to survive as a university. That's a good motto, I think, to add to the one I like to live with for Northern, “Preparing students for tomorrow.” That says a lot of what we want to do.

Even in those days when the president could do certain things, I developed an original little logo which was this little Christmas tree and some people didn't quite catch the subtlety of it. The pine tree actually went outside of the frame of the picture. The whole thing was that we are going to grow despite any constraints. That kind of message was involved in the thing. But that's no longer the logo.

RM: Now was that your creation?

JJ: My pen drawing and then one of our artists gave us the final.

we've sort of talked about it—your whole attempt at trying to get the history of Northern written back in the early '70s and sort of the obstacles you ran into and how you finally solved that problem and did get a history written. Could you go into that with some detail?

JJ: Well, obviously when we were celebrating our 75th anniversary of the university, the thought occurred to me that there had really been no formal effort to compile historical facts, materials, information about Northern Michigan University during that 75 year period. And in my office, Mrs. Jeannette Boden, administrative assistant, expanded on many of those years because she had been with the presidents from way back, and we talked frequently. I talked with her about this thing. And she just had more facts about every president and what happened during the tenure and all of that sort of thing: the moves that were made, where the offices used to be and so on, so that quickly I became convinced that for the celebration of the 75th anniversary, we should find someone to prepare historical documents.

First of all, to bring things together, up to that period in time; and then it would hopefully serve as a beginning point for histories beyond this point. This is why I'm just delighted that you're going to be doing what you're doing because it will be sort of like "This is one stone and maybe the foundation is laid here." And you build on that. Because that was quite a chore in view of the fact that things were scattered all over the place, whether they were in the library, the Mining Journal offices, or the president's office, or wherever.

Well, my first thought was, I naturally go to the History Department. Now, you'll have to help me. Professor O'Dell. I approached him and he was in the process of writing a book. And he said, "I just don't think I want to take on that one." Then, I don't remember the others that I tried but I was successful in receiving an enthusiastic embrace of the idea. Because I also think that somewhat like the anthropology which is developed working in the Upper Peninsula, somewhat like any other of the indigenous things, sociology and so on, I think the discipline of history fell—the individuals felt that the recognition is still in the overall discipline of history rather than getting it down to some localized level. I felt that there was a little feeling like that expressed. But nobody ever said this but I kind of felt that they thought

RM: Somebody in the engineering office said that there was a tree in front of Cohodas that was the model. Was that true?

JJ: Yes, it was a model, but it also has an interesting kind of story with it. Early on in my career, Mrs. Boden and I were standing, after the building was put up ~~??~~, we were standing at the window and this pine tree was below, maybe at fourth floor level. And I said, "You know, Jeannette, when that tree gets eye level over here, I'm going to retire." Well, lo and behold, the year I retired, it really was at eye level. But the astonishing thing was that after I announced my retirement, a few weeks later we had a horrendous thunder storm and lightning hit that tree and cut it in half. But the tree is still there. They took the top away and left it there and it's still growing. It's kind of a coincidental comment that I always enjoy reflecting on.

RM: While we're talking about the pine tree, do you remember when you were first here, anybody ever mentioning a thing called "The Heart of Northern"? It was that raised area in front of Longyear Hall. There still is a little piece of it left that was originally shaped like a heart.

JJ: That was the place where engagements and weddings took place.

RM: And pinnings?

JJ: That was the tradition there. I don't remember too much about that, but I know that was the place where sort of "Love for Three Oranges" was enacted, so to speak, by adults and students alike. [The Prokofiev opera *Love for Three Oranges* is based on an Italian fairy tale in which a prince's bride emerges from three citrons; i.e., Romance.]

RM: While we're talking about some of the history, I'd like to get your comments about—

credit for that kind of effort would not be recognizable as credit for a book, say, written on the Civil War between 1861 or 1862 and 1864.

To my joy and gratification, I think that has changed. I think people are beginning to see it as a great deal to get scholarly about indigenous and local activity, whether it's in sociology or anthropology or in history. I think it's great that they have you involved in this particular thing.

So, finally, I think it was really Mrs. Boden who suggested "Well, why don't you talk with Miriam Hilton about the possibility of doing this." Well, she didn't feel—she didn't refuse but she wasn't sure that she ought to take it. We assured her we'd provide good support and that Mrs. Boden would be available and that we'd do everything we could to help her put the document together. And I have to say as I've said before, this may not fit every abstract framework that a historian might put down and say this is the way it ought to be written, but it gives compilation and identification of the sources so that it is a very useful document. We made a—I don't have a copy of it—but we made a small order, originals, that we distributed generally. It was a worthwhile project, I think. [\[see note above, p. 13\]](#)

RM: Sort of, as you said, sort of a stepping stone.

END OF TAPE TWO, SIDE B

TAPE THREE, SIDE A

RM: President Jamrich, at this point, would you want to make some miscellaneous comments? I know that you have a lot of notes that you put together, and we'll go away from the official list of questions and have you add some miscellaneous comments.

JJ: Well, just quickly on each topic.

In the trying to balance academic and athletic situations, we were fortunate. I think appropriate, acted appropriately, with the initiative of women's athletics at the time, adding

skiing and field hockey and swimming. We also added the men's hockey program which was a bit of a community situation because there was a semi-pro team here and the gentleman who was the coach was pretty much opposed to Northern going into the hockey program. We went anyway and, I think, time and the success of the program speaks for itself over the years. That was, I think, a good decision because it is a revenue producing activity in the athletic program helping the other non- or low-revenue programs to exist and continue.

One or two other things we did, and I'm very proud of this: we did a number of things with the Finnish community and offered some Finnish language programs. We participated with Suomi College and some Finnish activity: Mike Luokinen's program support. We had the ambassador of Finland as one of our commencement speakers and all this wrapped up—I feel very proud and fortunate to have been given the Finnish Order of the White Rose, which is the highest Finnish award given to a civilian. And I wore that particular medal with great pride.

Jumping to another similar, item, the American Indian programs at Northern. We recognized the need for those very early. We had staff people coordinating the work with our American Indian students. I remember we had, and it became so physical, we had the North American Conference of American Indians on campus here. They came from all over Northern America: Alaska, Canada, United States, Mexico. It was a fantastic event and it was so crowded; I remember a group of Indians asked if they could put a teepee next door to the President's house when it was on Kaye Avenue. They had this teepee up there and they happened to have a little baby. And so they had to use the President's home to take care of the baby and wash it up and all that.

We worked with the American Indian group in the Copper Country. For example, we put on programs there for American Indian women in Baraga. It was a simulated program, simulating an operation of a paper company: the receptionist at the front door to the payroll clerk and everything in between. And I'll never forget the commencement graduation of that program. There were about 25 women who graduated. They were absolutely thrilled and one after the other, they said, "Look, we would never have thought of going to Mead Paper

Company and applying for a job, but now we feel confident that we can do it. We can tell them we know how to type, we know how to operate a switchboard, we now how to do these various kinds of things." We thought that was a contribution.

One thing I'd have to mention and I know Ed Harden talks about this a great deal. The wife of the president during these particular two tenures, the wife of the president served in a tremendously important role, the social role we talked about, the entertainment of legislators for example. When we talk about the entertainment arranged for people in fundraising. We developed a series of such events in an effort to bring together the community people as far as the President's Club is concerned, special activities for those groups.

My wife June Ann is a transition from one type of presidency and presidential spouse to a different presidency and presidential spouse. We would go to presidents meetings, national meetings, and the wives would normally, in the first few years, have a special bus and they'd go on a shopping tour, or they'd go sightseeing to some mall or someplace. Well, the ladies finally decided they want something really much more intellectually challenging and constructive, and so they set up their own organization as spouses of presidents. They had program material on the operation of the president's home, the operations that take place as far as looking after social events and that sort of thing. That organization still exists. Of course, what has changed is that the composition of that spouse organization now includes men, because the wives are the presidents and the man is the spouse. So it's quite different from the early days. But that's part of transition that I was talking about.

Back to something over here, about what I think are my greatest achievements on campus. I don't think I'd pick out any lone thing; but I would mention the thing I find the most gratifying and that's to find myself in a situation with one or more of Northern Michigan graduates demonstrating maturity and growth in the profession that they have chose. During my tenure I shook hands with 24,000 graduates. I signed 24,000 diplomas, each and every one singly. And I take great pride in that statistic because it reflects precisely what I'm saying—my greatest achievement is to see these young men and women come to this institution, successfully complete their degree work and get out into the world of work. And

that motto "Working to Put Tomorrow In Good Hands" still holds true as a very wonderful philosophical jumping off point for the university.

RM: Now, with that motto: was that your creation?

JJ: Matt Surrell and I developed that early on. This thing and that particular thing? "If We Serve, We'll Survive." That was just one of the speeches that I prepared during that time when we were about to face a financial crisis.

RM: You talked kind of in broad terms; do you want to get a little specific on the role that your wife played?

JJ: For example, again the students, work with the students, any number of times, we would have—even though we had a Dean of Students and Dean of Women, counselors in the residence halls—any number of times there'd be a telephone call from a woman student who would say, "I would really like to talk to you about a problem I have." And on a number of occasions—there was a guest wing at the house, at the new house—quite a number of occasions my wife's conversation would go on into late into the evening and she'd invite the students to spend the night there to relax or whatever, the problems that they were discussing. That was an important one.

Of course, my wife also taught ice skating, figure skating. Here's a picture of that. For a number of years she was a figure skater and enjoyed the instructional work in figure skating. And she was the one who threw out the first hockey puck at the first hockey game that we had formally. I don't know if being the president's wife and being interested in that sort of thing

Community relations is really where the bulk of her effort would have to fall, with the various organizations in this area that she participated in. That was important. Again, part of maintaining, strengthening, and sustaining the role of Northern Michigan University in its

outreach to the community; first of all to the students who are here, but secondly, to the community itself and whatever service that we could perform.

OK.
RM: Were there some other miscellaneous—you said you had some miscellaneous points that you might . . .

JJ: Well, you had something, comments-- the university since I left.

I think that's so recent that you yourself, how should I say, detail that sort of thing. But my feeling was—I have to be quite ^{clear on this} candid—my feeling was that there was some, how should I say, losses during the Appleberry period. I think one need only talk with area people and legislators. The university lost some ground in those relationships. Enrollments. Iron Mountain, Escanaba, must remain very strong sources of students at this university if it's going to continue to survive and serve. I think that that's—the gratifying thing is to see President Vandament now underway with putting together this community outreach, community college role. And I think trying to perhaps in the—even with the constraints of fiscal availability and unavailability—to try to put together the personnel situations that would be most appropriate for this university. Again you have live people to look at who you felt that that period was, to them, professionally a problem.?? This is just a personal observation based on what I hear in terms of concerns, both in the community and in the legislature, some of the faculty and staff at the university.

Other than that, some things in the background. When my wife and I were gone for the 1975 football championship. Was a blizzard day and we were driving back from the airport with Al Niemi, Dean of Students at the time, Vice President for Student Affairs; and—we think fortunately—somebody came out into the driveway back there around Shopko and bumped us and detained us for about a half an hour. When we got home the president's home had been robbed. The doors were still open and it turned out the man who after they apprehended him, Minnesota, he was violent and wanted for murder someplace. He had carried around an andiron from the fireplace and left it in the bedroom finally when he went

out the back. One of the things that he stole was all of our silverware and flatware that we had—I bought some flatware from Thailand—and we had our sterling silver and so on. I give credit to the local police department for pursuing this because they found that silverware had been shipped to Minneapolis to be melted down and they recovered some of it before it was melted down. That put them on the track of the guy who did it and they had caught him living in an apartment out here someplace, Negaunee or Ishpeming, and his place had that gold ware I brought from Thailand. It was kind of a side story. It's one of those things that you run into. And at that time there was no burglar alarm on the president's home so he just pried his way in and walked out of there. Some things we never recovered.

RM: So it was somebody local that did this?

JJ: He wasn't local. He had come in from outside in the preceding year or two. But he had been wanted in Texas for murder or something like that. There was a warrant out for him in two or three different states or something.

RM: Was that one on the news when it happened?

JJ: I suppose. I didn't have a clipping or anything like that. We were kind of fearful. Maybe it never got—maybe we never put that out in cooperation with the police. I'm not sure.

RM: I just ask that because I don't remember too much about that.

JJ: One other thing that I wanted to mention—about the Superior Dome and the Phys. Ed. building. I'm not sure that you're aware but when we put up a new phys. ed. building over there, people wondered whether I was off my north-south direction capability because the back end of the building was facing where they thought the front should be. But the actual original plan was set so that the phys. ed. building would be here and, at that time we were

calling it an all events facility—would be to the left of the thing on this piece of property.

This piece of property is an interesting little story in itself. That used to be the Dow Chemical Plant, which closed down finally. The charcoal people bought it and they folded and a charcoal-type company in North Carolina bought it but apparently not with the idea of doing much with it. We had sort of had our eye on the thing. A building ?? plan called for Northern to somehow get to the shoreline and do the expansion out there. Then there was a dream that there would be 20,000 students here. So, how to get the land? It happened one day as I was going to Lansing—in those days we flew to Green Bay and to Lansing on North Central Airlines—I was having dinner between planes in the Green Bay airport, and two gentlemen were sitting next to me, and I figured that they had been on the plane. I couldn't help but overhear their conversation, they were the people from the company that owned the property, that had just bought it. And the gist of their conversation was, my conclusion was, they needed cash flow. So I made a note when I came back to the office; I called that company and I introduced myself. I didn't tell them I heard they needed cash flow obviously. But I said, "This is Northern Michigan University and our plans"—we had bought some property—"and our plans are, we desire to, of course, to own the land along there, or some of it. And what we would like to do"—I was saying to them—"is to be given the right of first refusal if they ever decide to sell some or all of that land." Well, he said, "That's interesting, how much land do you think you'll need?" "Oh," I said, "one hundred acres or so would be fine as long as we had a thousand feet of frontage out there where that sand beach is." "Well," he said, "why don't you write me a letter about that."

So I wrote it all out and sent it over and we negotiated the purchase of, I forget, a hundred acres or so for \$120,000. Only problem was, I didn't have the \$120,000 in the university fund to purchase land. It so happened that that preceding year, the legislature had given us a substantial amount of money for additional faculty and we had never—we had hired all the faculty we could find and we still had \$130,000 left over. And Senate Appropriations Committee happened to be meeting here that summer, as they did typically every summer, because it was one of the nice places to be. I took the committee out there and showed them

what was available for \$120,000 and they said, "Gee, that's a terrific opportunity, you ought to do it." "But," I said, "I don't have the money." "Well, do you have nay money anyplace?" And I told them about this \$125-130,000 that we had left over. "Well, you go ahead and use that." So I did. I used it. We purchased the land. But in the subsequent years, the auditor's office wasn't very excited about the notion of using it. But the fortunate part was, the answer to them was that the Appropriations Committee had given its verbal approval as they substantiated later in life. But that's the background of the land that's now occupied by the Dome as part of the new phys. ed. building.

Furthermore, we had purchased—a chunk of that land we purchased was this way and we were able to sell the city a piece of land to build a larger—so they could have enough land there so they could build that ice arena and subsequently—part of that deal—we signed a twenty year contract for use of that and so on. The university owned a pretty good chunk of lake front land, as well as the property here. We were stymied for awhile The point I was making was, this was to be the front entrance between these two buildings, but we were stymied because the barber who had the shop here, and some of the people who owned houses, didn't want to sell. So there was a little narrow entry way in here. But now the university has these homes and this will become the front end, the front entrance, so to speak.

RM: Let's talk about your observations on the McGoff controversy that went on for a couple of years. What were the origins of that?

JJ: The origins were kind of fuzzy. The basic issue, as it was articulated in the confrontation was that, here on the Board of Control of Northern Michigan University we had a person who allegedly supported apartheid in South Africa and/or took advantage of apartheid in South Africa. Well, my recollection of this is that—and knowing what I knew about as far as I knew Mr. McGoff—yes, he had holdings in South Africa. He owned a printing—I believe it was a printing facility in South Africa which—by the way he was, as you know, was a newspaper owner including the *Mining Journal*. And so this printing company

was not so much out of line for ownership. My recollection of this controversy, it may very well have been overdone, but on the other hand in the setting and times that it took place, it represented an issue that lent itself very well to opposition, demonstration.

Whether or not Mr. McGoff was anti-black or not, I guess that was the issue; that he was in favor of apartheid and in fact represented, the allegation that he represented South Africa here in the United States to provide a favorable image for South African apartheid. That's something I never witnessed and I was around him in board meetings and other get-together gatherings. That's something I never witnessed and there is obviously in on record in the president's office, just one of many pieces of correspondence, but this one happens to be a letter addressed to *The North Wind* from the counsel for Mr. McGoff. Apparently this— something that appeared in the April 3rd issue of the student paper, *The North Wind*, and this letter is written requesting an apology because Mr. McGoff had never supported or appeared to be sympathetic to South African apartheid policies. It goes on to point out, at least support the views, you get from this letter, really, the position that I recognized, that I knew about in testimony before Congress, and I knew about this. Mr. McGoff called South African government a tragic mistake, where all the races of South Africa And later public address in South Africa, Mr. McGoff told the South African public that their country must eliminate apartheid absolutely. There apparently are actual speeches. I never heard the speech. This was an interesting letter to me because it pinpointed some of the specifics.

(JJ looking at the letter)

Oh, that's right, Mr. McGoff funded the distinguished lecture series, made a donation to the university of \$250,000 which subsequently, after I left, after a lot of continued hassle in pursuit of this issue, the university returned the funds to Mr. McGoff. I was not involved in that. That was years after I left.

This particular editorial in the news— we had Alex Ginzberg ?? in one of the distinguished lectures in that series and this is critical that Ginzberg ?? would do this, presumably the speaker coming to NMU speaking on human rights and at the same time he's being funded by money alleged to have come from South Africa. The apartheid policy at

present in the human eyes of black—you can see the editor carefully used the word “alleged” because to the best of my knowledge that never came out to be a fact. But then again sometimes confrontations are not necessarily total fact. They are what people believe facts to be and they put that together into a confrontational situation.

So I, as I say, in my knowledge of Mr. McGoff was more along these lines, that his support of apartheid—I guess I never even gave it a thought because he never mentioned that whole idea, in any of the conversations we were having, or at the board meetings or anything else. Now for example, Mr. Gross, who as a member of our board, was an employee of John McGoff—Mr. Gordon Gross had a very high administration position in Mr. McGoff's operation down in the Lansing area. So my own—in retrospect I don't—my facts are not any different than these because that's where I get my facts when I look at the letters from this time. But I can also understand and understood at the time, the reaction of students and faculty to the notion of the allegation that this money, some money, came from South Africa and what are we doing with it? There was criticism of the towers, for example, that the towers were being built with South African money. Well I wasn't in the position to determine where the money came from originally. It's like getting any—I said over there at the church, Father Cappo doesn't go along with the plate and say “Where did you get the money that you put on the plate?” That's maybe simplifying it too much, but it was a very difficult situation.

END OF TAPE 3, SIDE A

TAPE 3, SIDE B

JJ: The board members were with John when the discussion of the issue came up. His explanation was simply “That's not the way I live.” We just moved along with it that way, but apparently during the years after I left, how the situation developed into such a very serious and final decision of returning the money, I don't know the facts about that. I don't know how that came about. Because when I left, it didn't seem that that was thought of as a resolution to the problem, particularly—what would it accomplish? I guess people still felt

that to bring distinguished lecturers funded by Mr. McGoff was in some way related to his alleged support of apartheid. Again, that's like a lot of things in history in retrospect, you look back upon it today and say, well, and quote "Apartheid is no longer a problem technically." But in reality they have a great challenge ahead in South Africa. But I think that

(tape pauses)

JJ: I don't really have a great deal more to say about the McGoff thing. I guess like a lot of other things that you've gone through, a difficult thing, you say "I wish it hadn't happened." On the other hand, when you go back there, and you have the opportunity to fund a lecture series that would bring outstanding people to the campus, I felt not knowing, not having any facts that would convince me any other way, not knowing about any allegations at the time even, we just proceeded with it. And I feel to this day that the distinguished lecture series was a very successful activity for all the students.

I think the most important point is that whatever the source of the money, biases never showed up in the lecture series. You look at the people in the lecture series, they've cut across a wide range of different types of individuals so that,; as I began to sense this allegation thing coming up, I made certain that we brought to campus individuals who represented a wide variety of convictions. I'm just trying to see the people—these are commencement speakers—we had Gerald Ford, we had Alexander Ginzburg, we had Alexander Haig, we had Smith, Howard K. Smith. I thought I had that all listed here, but I guess not. Every effort was made to circumscribe the lecture series so that it would not provide any opportunity for that kind of, how should I say, fulfillment of the allegation that it represents something to enhance apartheid. I made every effort to keep it that way.

RM: Now, what I'd like to do—and this has come up on a number of occasions, part of it has — and this is to talk about the condition of Longyear Hall in the early '70s after Kaye Hall had

been demolished and Cohodas had gone up. But there's been some history in terms of the legislature filtering some money for Longyear Hall prior to the demolition of Kaye Hall, but then tied with that was, I think an idea you had, about developing a museum on campus commemorating the centennial. I don't know if I'm right in my assumptions, but you can fill it in for us.

JJ: It's true. At that point when the Kaye Hall demolition took place and Longyear was essentially vacant, I had two concerns: one concern was, here's a building that was basically in good condition, we should be using it for something; number two, it's a historic building, it's the last historical building of historical significance on the campus. And at that time it was not in bad condition, and so my point with the legislature was to attempt to provide some funding and the most ideal plan that we could present them—that we never had any architectural drawings of—but we had some sketches that showed an art gallery and a museum, and some work rooms for the museum up in the top rooms or 2? in the back. To me that was, probably, the most logical use for that building. For one thing, Marquette has tremendous art activity in it to begin with. Secondly, we have an excellent Art Department at the university. When you look at those two things And then thirdly, we were getting into this anthropology business. It just seemed to me that that would bring together a total university/community relationship and activity in an area that really needed space and facility.

But again, sure we had I think it was \$184,000 to do something, and best we could do—since then they said the legislature didn't have the funds to continue and they just were not going to fund a renovation of the building—so we used that money to do some interior clean-up and to fix the roof—it was leaking terribly—and to fix some of the windows which were in bad shape. You know, of course, after that, the ensuing years, the place just began to fall apart to the point where they had to fence off the area so you wouldn't walk underneath because one of the stones might fall down. It was, to me, a very sad sight each year that I came up, to see it going from bad to worse.

Then, of course, we failed in that respect but we still wanted something in the ^{re-}form^{??} to accommodate our art situation, art exhibits and so on. The Lee Hall Gallery is the best that we were able to do at the time, to take a piece of that building and make better use of it. And I think it's been a very productive facility for the Art Department, and for the community as well. Both my wife and I were very supportive of the arts. When we left we left \$28,000² endowment for the Art Department to use, ^{from the income,} to bring exhibits of various types each year, ^{whatever they could afford}

Unfortunately, all through those early years they paid a 9% interest yield, ^{very} useful sum ^{??} today you can come down to 4 or 5% less dollars available. But that was the whole idea of that fund ^{??} for the Art Department, to encourage them and to encourage others, hopefully, to ^{provide that} kind of support. And I think that's been forthcoming. Many people have been very supportive.

RM: Did you ^{am I correct in thinking} ?? you and your wife came up here a number of occasions for openings, et ^{?? is that} the gallery then?

JJ: Yes. One or two instances where the exhibit was an exhibit that was funded by the Jamrich Art Fund. We came up when it happened during the summer and fall, we could make it, especially when we lived in Lansing. Now, of course, we live in Florida and that makes it much more difficult.

RM: One of the topics I have listed here is—maybe you can decide if you want to discuss it in more detail, we've kind of touched on it in places—kind of the multicultural, now they're calling it multicultural—diversity on campus. You've referred to the American Indian program and some of those programs, and I don't know if you want to cover it any further or just sum up.

JJ: The university—when you go back to its original normal school and teachers college status—it served as an educational institution primarily for Upper Peninsula students. I used

to have the statistics in mind. At one point out of a couple thousand students, 45 were from downstate. And of course then it became to where we were, we had 40% of our students other than the Upper Peninsula.

But the problem drawing—getting back to the black students—the problem with drawing and retaining black students, always seemed to go back, fall back, on the notion “Gee, there isn't a black community to kind of give us a feeling of being at home.” In that respect we tried ~~??~~ black staff person and recruitment of black faculty, and I'm calling on the Air Base to do what they could to help us in that respect. Now with the Air Base closing, that's going to eliminate one kind of community for black students. But my feeling is increasingly the black students, Hispanics, Asian, American Indian, are not going to be paying as much attention to “Is there a black community, is there a Hispanic community.” I think they're going to be more free-wheeling about going to a place if the academic programs are there that they feel they can succeed at. So recruitment continues to be, I think, a very important activity.

For American Indian students, we ought not to have any major problem with recruitment. They're here, they're in the Upper Peninsula. We need to continue providing the kind of programmatic attraction to solve that. For instance now, I just think of—but it seems to me the immediate need would be for some of their people to get into accounting and into business practice management and that sort of thing, so there's a reality to their program aspirations. Where before, the American Indian students say “Look, we'd like to have to take accounting,” and he'd say “When I go back there, accounting is not going to be relevant.” But I think the kind of activity in the American Indian community now should give a stimulus to very young people to look at program activity of that kind.

RM: One of the developments that took place on campus during your tenure was the number of attempts, and then it finally came to being, was the faculty movement—a kind of AAUP [[American Association of University Professors](#)] on campus. Would you talk a little about that development?

JJ: I think the seeds of faculty union were actually harvested, so to speak, during that confrontation period when Dr. Harden resigned, Ogden Johnson was in, and he had that thing. I refer to the faculty suing the board, the students engaging in a lawsuit, and all of that sort of sifted down to the verbalization that we need more avenues of input into administration and university activity. And so that's again the beginning of that transition from unilateral administration to multi facious ?? area of ?? administration, if you want to call it that. So I think the seed was there, but the seed didn't begin really sprouting in adequate numbers and sufficient numbers of faculty interest for quite some time. Because as you may remember the faculty did hold a couple of elections defeating the union idea. But I think it falls in the context of overall national tendency at colleges and ?? universities. We were not alone in this trend. And to the extent that our faculty felt that other institutions were doing better than ~~were~~ were, faculty salary wise, to that extent they grew in ?? number and finally the vote came. AAUP was identified as the union vehicle.

To this day, however, to be quite candid, I felt disappointed that the AAUP had, in my judgment, had a different role than unionization; that if whether it abandoned that role (still ??) it obviously diminished, but it embraced the union concept. But I suppose the reality of membership was a factor for them to consider. But if they don't move out into colleges and take on the union function, somebody else will and in that capacity their role as a professional type organization would decrease probably even more. Whereas if they get to thinking along one of these lines I remember talking with an AAUP president, a national one, many times on this. The perception was that if we do this, we can still maintain that professional input; they were going to merge the two, which was alright as far as I was concerned.

But I think, despite the fact that when I first came there was a semblance of a faculty—it was kind of small and all of us planning—the whole idea was the first thing—the four task forces that I appointed—one of them was on faculty governance and the recommendations of

the faculty governance task force was for this particular kind of a structure—expand the faculty academic center, academic center more representative, identified some of the input of the task force. On student input—recommended the same kind of things, so student government became identified, at least, more specifically as a potential input source for government. Now the extent of which—well, we finally wound up with faculty union, the extent of which they actually did participate really depended on that because both with the student government and the academic center, I made a point of meeting with them on regular—sharing with them every kind of fiscal plan, projection, programmatic idea that I felt not just an obligation but I felt that it's my embracing what I appointed and got recommendations from—the task force—to do this. This was the way I wanted to do it, so the transition was taking place from unilateral to a multifarious kind of administrative operation.

I have to say this: I think that at times the unions and student government narrowed ^{it's} the view on some isolated issue rather than staying with a broad policy attention?? and development. I would say this however: ?? in certain years, depending on the membership of the executive committee particularly, ^{it's} There was a great deal of input, very useful input, meeting academic center president was a part of the administrative council to sit in on those sessions. One time John Kiltunen walked out because he didn't like what we were doing. "Well I don't know," I said to John, "that's really not a way to represent your constituents; ^{it's} if by walking out, it really accomplishes nothing."

But in the main the contributions were very good, very positive ?? and very useful. So I think that And whether the union accomplished all of this, or whether it would have happened in due time anyway, it's hard to tell. The entire campus essentially is unionized, and so, as any other colleges and universities, voted union in the state of Michigan. And I think our faculty may have been fearful that if we did not unionize, colleges and universities such as Northern, Western, Eastern, Central, Ferris and Grand Valley State, if they unionized, they would get a little edge on us in the legislature, an edge on us in power. I understood that, and I had no problem dealing with it. We really never had the kind of confrontational situation that I would call unpleasant.

RM: A question now: at least what I kind of viewed as being a member of the department as kind of a confrontational attitude between the History Department and the President, yourself, and the administration over the years, beginning with the McClellan controversy. And then with, I think, with various events triggered it. I just wondered if you could make some comments on the History Department during your tenure in office?

JJ: You are certainly right. The confrontational character of the relationship goes back to the McClellan situation. I came into it. In other words it was already raining when I arrived; I was trying to put the umbrella up as quickly as possible. You see, I think one has to distinguish between the issues of the confrontation and the History Department as an intellectual resource, as an academic resource. And unfortunately too many people didn't take the time to separate the quality of academic aspects of the History Department and the often non-academic confrontational issues.

Now to be sure, the McClellan confrontation was more than just a History Department. Tenure in the History—it was an issue of basis for tenure denial. It just happened to be the History Department, but as a consequence those people who were unable to separate one from the other, just said “Oh that History Department, that's that outfit that's always erupting like a volcano,” and so on and so forth. To me the facts are that academically our History Department was and continued to become a very excellent department academically. I can't name a person in there that I would say was only average in performance, whether it was in teaching, dealing with students, academic pursuit ~~all~~^{of} their specialties.

I took pride in the History Department academically. But you get over here, every time something would come up about “We need to add a position, well, in that department.” “What do you mean, 'In that department?'” Again not separating A from B. Mr. McClellan's role, for example, in this housing development situation northeast of here. Well it turns out that that is a very excellent location for housing provided then, and provides now, housing

for people that need that kind of housing. Bob, of course, had a charismatic character about himself so that students listened to Bob and would pursue issues that he could identify. But again I would say one has to separate; and particularly in retrospect when you are in the middle of it, it is often difficult to separate Bob McClellan of the History Department and Bob McClellan on the issue of that stuff up there, or some other things that came up in the community, a social kind of issue.

Not to prolong it, one of the things that I pride myself in, as far as looking back on the university years that I spent, the excellence of the institution spoke for itself and speaks for itself. One doesn't have to get on the soapbox to identify excellence in the History Department, excellence in the sciences, or mathematics, of computer science, premedical education, in the Art Department, Music Department, in the Nursing, Law Enforcement. Those things speak for themselves pretty much. And so, when you are dealing with individual personalities that, unfortunately, will not all be the same and identical All clones are the same kind of thing, either intellectually or in terms of specialties or in terms of philosophical or political outlook. I think in most cases, the faculty have found an outlet for this kind of thing. They fought for political office successfully in town, they've been on committees in town. All of these things, I think, have reflected well on the institution and have been a benefit for the university.

So my general notion was encouraging it, always keeping in mind about ^{McClellan's point} without necessarily circumscribing freedom of speech. It's a good department. I'll tell you one of the things _{about the violence of rhetoric}

END OF TAPE 3, SIDE ~~A~~ B

TAPE ~~3~~ ⁴, SIDE ~~B~~ A

RM: *Somnich* interview TAPE 4

JJ: You see, when you take the role of a faculty member and when you look at the increases in enrollment in that particular period, you find that the faculty time was primarily devoted to— and it was essential that they provide that time for ^ginstruction. And so one of the things we

tried to do gradually was to provide funds for research, and funds for writing, and time for writing. We even got to a point where we funded people who left to obtain their doctoral degree. And that kind of stimulation is so vital. It was like “Three men in a room” in the residence halls. It was like 35 people in the classroom in every classroom, or more, to accommodate student enrollment.

What is needed—and I think restrictions of finance now—are curtailing those kinds of funds. They've got to recognize downstate that an institution such as Northern, the faculty here are as much as anyone else—whether at Ann Arbor or anywhere else—are entitled to a teaching load which enables scholarly pursuits, and also funding which enables some additional kind of research and scholarly pursuit. That's the sort of problem, I think, that the president is facing when it comes to all of these budget constraints and budget cuts from the legislature. In the public schools, when they cut the budgets, they'll cut art and music and that's the peripheral?? activities. In the universities they eliminate research and writing time, and they say “You'll have to do more of the teaching and teach the student credit for for them.” That's where the deterioration can take place, to quit.

RM: I'm down to the final question here, which I was curious about. Your major characteristic, the bow tie. Where did that tradition come from with you?

JJ: You asked me to bring you one to put in the Archives. I brought you one that was worn, you can see it's worn. It's a genuine item and this one, I think you could safely say, this tie was worn to every single one of the 45 commencements I ran. That's because—something most people don't know—there is one suit that I wore to every single commencement. This is a secret that I'm revealing. That was the tie that went with it.

It's like a lot of other things. “Now how in the world did you ever start, where did it begin?” Well, the beginnings are sort of nebulous, like where does the Mississippi really begin? I respond facetiously. I say, “Well, actually I aspired once to be a surgeon and I figured that while I was cutting the patient I'd better start wearing a bow tie if I'm going to be

a surgeon." Or another thing: "I'm a rapid reader and I don't want the tie to get in the way of the pages."

After I left the service, I was lazy. Let me admit that; I'd become lazy about my ties because my ties in the Air Force were not ties, they were clip-ons, so it didn't take me long to dress in the morning. And I guess I carried that laziness over and I thought, "Gee, there's got to be a way to—what's a civilian thing that clips on?" Well the easiest, in those days the clip-on bow tie was the easiest. So I had a whole bunch of them. I remember buying a whole box full of them. Then somebody made fun about the fact that "Gee, that's all artificial stuff, why don't you learn how to tie your own bow tie?" So I did that and I do not own any clip-on ties; I tie my own.

I was showing people—it was kind of interesting when you think "How do you tie a bow tie?" You just say, "Gee whiz, you're not looking at anything and you've got to figure out where everything goes, you've got to feel your way around." And you do it that way and tie it. I remember years ago when I was at the president's house one night, one of the guys from the fraternity came over at supper time and knocked on the door and he said, "Gee whiz, I've got this tux and I've got this tie; I don't know how to tie it. Will you tie it for me?" I said, "Sure." Well, I got the tie to tie from the front and I couldn't do it and I said, "Well, you better turn around because I'm going to make believe that it's my neck."

But anyway, there's really not much to it. I find it convenient. By the way, there was a time when there was a great shortage of bow ties, hard to find; clip-ons were available. Ann Arbor had a store that had two big drawers full of bow ties that you could tie yourself. I had a fellow in Florida years ago who sewed them by hand, made them. I bought the ties from him. Some famous people who wear them: I had a good relationship with Governor Soapy Williams because Soapy and I wore the same kind of tie, we always had that comradery of bow tie wearers.

RM: Do you own any long ties?

JJ: No I don't. Well, let me say this: Yes, I do—the two ties that were given to me, one by the Marquette Ambassadors, they only give long ties and so I got that in my closet. And the other tie is a tie that I received from an Army commander, General Staske ??. I was a consultant to them for about four-five years to the curriculum. So one of the things they gave was a tie with the length of learning on it. But I don't wear them.

RM: Now is there any final remark? I know you said you're going to sit down maybe when you're at home and go over some of this in detail, which we'd appreciate, getting your remarks, either on tape or on transcript. Are there any sort of final remarks or comments that you'd like to make about your tenure in office, kind of a summation? And I guess in doing this maybe it would be better to look directly at the camera.

JJ: Well, when I first came to Northern, I arrived in a situation which had some turbulence to it. However, academically Northern was in the process, the initial phase, of growth and development. And it was my privilege to serve for 15 years in continuing that growth and expansion in academic programs in the acquisition, if you will, of quality faculty; in providing facilities and library holdings, for example; in the facility, the Learning Resources Center, to enhance the broadcast facilities, both radio and television for the university; to hopefully always retain a working relationship with the legislature because there's where you major support was. But, one and all, new programs. And all if really—I look at it as a tremendous privilege and a real joy to come back. That old saying “You can't go home again” implied sort of, you go back to someplace where you had been a long time ago, that it doesn't seem like home anymore. That just doesn't hold. Every time we come back to Northern, we truly feel at home and we feel a tremendous pride, and we just love sharing in the pride of success of Northern Michigan University, academically; to see our alumni and professional positions of importance throughout the country; to see our athletic programs continue to succeed.

So our motto “Working to Put Tomorrow in Good Hands” still holds true. And in

retrospect, great accomplishment and an accomplishment of significance to me, always stands out, of shaking the hand of every individual student as that student goes across the podium at commencement time, wishing him and wishing her well and wishing success in their professional careers. And as I say, it's a joy to be back at the university and seeing that it continues to enjoy and outstanding reputation in the region, throughout the state. I'm confident that it will continue to do so, and as the 100th anniversary comes along—I sincerely hope that five years from now, I'll still be here and able to attend that 100th anniversary.

RM: There's one other question and I probably should have asked before, but what have you done since your retirement from Northern back in 1981?

JJ: 1983. I've been retired 11 years now. We purposely left here that in order the new presidency would not have any interference from someone left over, so to speak. We moved to Okemos, Michigan, and there I was engaged as visiting professor at Michigan State University in the field of higher education, and I also was part of a consulting firm downstate for a number of years.

Then we decided to move full time to Florida so I had to give up those two positions and we've turned to Florida to do something more, I suppose, than people do in retirement. Naturally the recreational things take up some of our time. We play golf, we swim and that sort of thing. But Mrs. Jamrich and I do something very interesting: we entertain at retirement and nursing homes in the Sarasota and Venice area. This is a tremendously moving experience in some cases because we go from retirement homes that are very affluent and elegant in provision of food and facilities for living, to what I would call the generic nursing homes with just the basic place for a nursing home patient to be in bed and taken care of. So we've learned a great deal about that aspect of life and we hope that we've contributed a little bit to the joy, and interrupt perhaps a little bit that monotony that comes with, particularly the nursing home residents.

I play the piano and Mrs. Jamrich does the singing and leading the sing-a-longs. In some

cases there's a lot of participation and activity and in other cases we mostly do the singing and the nursing home patients are there.

I actually began composition of music many, many years ago. As a high school student, I won a national prize for a composition of a string quartet. So that goes way back, but I did nothing in between until I left here. I began to keep a sketch book of melodic lines and potential melodic lines to be used in composition. And I began ~~from~~ composing for the piano and also for ~~of~~ vocal solo and church choirs. Originally I had a printing firm from Colorado do my printing, then I moved into my own printing. I purchased—I have a computer and I upgraded the computer. We have a piano but I had to buy a keyboard with the necessary equipment on it. And I bought the software, which is an amazing piece of software. You set the machine on the screen and you can put your composing for the piano—you put your tenor ^{clef} ~~foot~~, bass clef ~~??~~, the two upper and lower clefs, and then you set a little metronome ~~??~~ going that's inside the software and every single note you play on the keyboard shows up on the computer in the correct place and then if you accept it, it is in the computer and then you can go back with the mouse and you can correct every note, you can change it, modify it any way you want.

I've done that sort of thing. I do two kinds of things: I do the serious stuff, piano, vocal solo, church stuff, which has been performed quite a few places. And I also do some lighter stuff like the 50th anniversary songs for people and birthday songs for people—words and music—my wife does help with the lyrics. Those are two things that have taken up some of our time.

Naturally, looking out for our grandchildren and keeping in touch with the grandchildren. We had a whole family together this last June. It was our 50th wedding anniversary so we all met in the Virgin Islands, where our daughter June Parsons used to be a professor there. She's professor of computer science down in the University of Virgin Islands now; by the way, a great producer of textbooks, she's produced five textbooks in computer science, and this last year orders were about 50,000 textbooks.

We play quite a bit of golf, golf a good deal of the time; and church work, getting more involved in some volunteer work.

END OF TRANSCRIPT.--No customary RM sign-off--??

RM: Thank you for spending this time with us.