8/72

H: ...best place to start is what brought you here?

W: I spent thirteen years at Battle Creek College, a private institution, and in 1938 it became a late Depression casualty..

H: The whole college?

W: The whole college, closed by decision of the Board of Trustees in April without anybody having a job for the fall. And during that summer the president and myself--I was Dean of Arts and Sciences--found a job for everybody but the two of us. And it was understood that we could remain a year with the Race Betterment Foundation if we chose, while we placed properly. Dr. Leffler did remain with the Race Betterment Foundation for a year and then went to Albion to be...

H: What was the name of that...

W: L-e-f-f-l-e-r.

H: No, the name of the foundation.

W: Race Betterment Foundation. Race Betterment Foundation--can I go on and tell you a little about this?

H: Sure.

W: Race Betterment Foundation represented a considerable sum of money that had been set aside by Dr. John Harvey Kellogg chiefly from the earnings of the Battle Creek Food Co., the company that made the dietary foods, not the W. K. Kellogg Food Co. And one of his projects in putting this foundation to work was the bringing together of what came to be called Battle Creek College. It was made up of three schools, a School of Nursing that had started under the sponsorship of the Battle Creek Sanitarium in 1883 and subsequent Schools of Dietetics and Physical Education. Dr. Kellogg was able to get Dr. Paul Velker [?], who had been president of Olivet College, to transfer to Battle Creek College and head the new institution. And Dr. Velker insisted that there be a unit

called Liberal Arts, or Arts and Science, to serve as the hub for the background training in these professional schools, these three professional schools. So late in the summer--and this was 1926--he scoured the country for about three men. He wanted one in history, and he wanted one in biology, and he wanted one in physics. He picked me up from Cornell.

H: Were you just finishing at Cornell?

W: I had finished in June and was to remain at the experiment station for one more year while looking around for--now this is interesting because I had trained essentially for experiment station work, or at least work in relation to entomology and here the first job that came along was this little professorship in Arts and Science. And I think that's characteristic of a good many of us as we grow old and think back, "What did our education do for us?", it did not give us factual matter that was for all time suitable, but it did give us adaptability. And this is what happened to me at Battle Creek. Well, at Battle Creek, you see, the Race Betterment Foundation was bringing about this improvement in their educational institution. And everybody who came was supposed to raise the Race Betterment idea as the college's goal.

H: Oh, race betterment in the form of eugenics not...

W: In any form, in any form.

H: This wasn't black-white relations.

W: Oh, no.

H: Well, this is--all right, now o.k.

W: Thus the professor of nutrition--the people in home economics were to study nutrition, the people in phy. ed. were to study rest and exercise, and the academic biologist was to study heredity and eugenics. And thus all aspects of race betterment were to be forwarded in balanced fashion. So I learned quite a lot about a field that I hadn't been especially trained in. Genetics,

eugenics. And I joined the Eugenics Research Association, read papers, and studied families where there were hereditary defects that could be detected, interpreted those examples and the like. Thus, I practically left behind my technical field and learned a new field which was a lot closer to social interests than would otherwise have been the case. Well, you're going to discard all this I know, but I figured it was some interesting background because there were people all over the world, people like your parents for example in the mission field, who wondered, "Where's there a college I can send this young person to, my son or my daughter or my convert, where there will be a very sound normal influence emphasizing good bodily habits, things of this sort?". So we had a very interesting student body, though small, about 800. And we were organized like a little university, you see, a Liberal Arts unit and then these three what you call vocational units depending on them for basic instruction.

H: And all financed by Kellogg.

W: And all financed by the Race Betterment Foundation. We shared facilities with the Battle Creek Sanatarium--gymnasiums and things like that which was convenient. Well, the Depression came along and these people who had been able to send us interesting students from afar couldn't do it anymore.

H: What was the tuition? Do you remember?

W: I don't remember--but appropriate in those days, but travel was involved and other things. So we lost our interesting dormitory-living student body to a great extent. And we picked up a local student body that always planned on going away to school but had to use the local college as a stopgap. For this local college they had little or not respect and their private life was way beyond the control of the faculty in anyway whatever. So I think really it

wasn't so much that the Race Betterment Foundation was on the rocks financially as that Dr. Kellogg and his associates became discouraged with what the college seemed to be doing, or not doing. And there was a shrinkage in the student body also. So, for one reason or another, the life of Battle Creek College as a private institution came to an end.

H: You'd been there twelve years.

W; I'd been there thriteen years.

H: Thirteen years. It must have been sort of a shock.

W: We were on a ten month contract and I was weathering the Depression by living on a 128 acre farm and farming summers, you'd say, and teaching winters.

H: Were you married then?

W: Oh, yes. Had five children. We raised all our own fruit and vegetables, had three brood mares, raised my own power, children did chores before breakfast and after supper, and all that. Well, so you see, when school discontinued in June I had plenty for my hands to do all summer long while wondering what was going to happen next. But I was busy farming the summer. Then at Northern Michigan--which was called then Northern State Teachers' College, I think,-- Dr. Lowell died suddenly in the field, on a field trip.

H: I read about that.

W: Now there are many interpretations as to what caused the good man's death but in any event he suddenly was stricken in August and Northern--it was a very small institution and except for George Butler who had what we might call the applied aspects of biology, agriculture and conservation, there was no one in biology. So this was difficult for the institution and everybody began to inform me of this vacancy.

H: Did you know people up here?

W: Didn't know anybody. No, I'd never been north of the Straits, in fact, I don't think I'd ever been north of Grayling.

H: Who told you about it then?

W: The Registrar of Battle Creek College as they were finishing. They ran a last summer school and I actually registered in the summer school, took some credits in what we called the education field, didn't have any, I thought they might be useful. Well, it seems that there were so many people looking for jobs that as soon as Dr. Lowe died President Pearce received telegrams or telephone calls from twenty applicants. However, he had been State Superintendent of Public Instruction for many years and he had noticed the interesting growth and function of Battle Creek College. He'd been our Commencement speaker on one occasion and he knew about me.

H: But you didn't know him.

W: No. Oh, I'd shaken his hand when he was Commencement speaker but beyond that I had no connection. What did he do but come all the way down to interview me and see if I'd be interested, holding off the others. I was flattered. And what do you suppose the first thing he said to me was? "We need your family." He and Mrs. Pearce had five children. If you think of the faculty of those days, the Browns had none, the Lowes had none, Bowman had one. Well, I could go on and tell you how very much unlike family life this place really was.

H: Do you think it had something to do with the nature of the faculty?

W: Well, I don't know for sure. They'd been brought here, many of them, under President Kaye. Others had been brought here by President Munson. They were an elderly faculty in many cases. Let's see, Meyland had one, she hadn't quite left town yet. But in some cases the son had grown up and gone away, if there had been a son, you see, so when he arrived here with his relatively large

family, he found nobody else that was like him and he said to me, "Well, we need your family." However, he warned us, "I wouldn't want you to embrace any sort of obligation without seeing the situation." So we left the older children to run the farm and took the little girls in the car. And in those days the roads were pretty poor. We got here about the end of the second day, I think. And they kept us in their house overnight and were very good to us and showed us the situation. George Butler was especially kind, he was called in for an evening. So we decided we'd strike out for it. This was quite an undertaking because we had livestock to sell and machinery and things like that. And try to find a tenant for the house and already realizing the problems that you would have when you're an absentee landlord. So we came North barely in time for the term to start. And Northern was on a term basis then. Lately people have once and a while raised the--"Well, we should--you don't know anything about the quarter system but it has these advantages and disadvantages." I certainly knew about it because I ran into it the moment I got here. And the way they got people through was to have one set of courses one year and another set of courses the next year with the same teacher. Then the students switched back and forth and finally got their requirements for majors and minors. The faculty was so small, the student body so small. But as luck would have it, the courses that Dr. Lowe was scheduled to teach that fall were all, with one exception, courses that I had never handled, other branches of biological science, you see. So I found it a very difficult year. And another factor made it difficult. It seemed Dr. Lowe had been very hard on the girls who were preparing for grade school teaching. They couldn't please him they didn't get good grades in his courses, they flunked in larger proportion than they should have. And for two or three years the advisors to such girls had been trying to substitute other things for Dr. Lowe's Nature

Study or Biological Science and held back and said, "Well, maybe things will be a little different next year." So I was confronted with an enormous flood, sort of a backlog of registration, but I had no idea really of the capacity of my labs or the capacity of my lecture room. I really got swamped because everybody was so happy now that there'd been a change in biology and so on. And I wanted to please and it was a pretty rough year.

H: Were you teaching over in the Peter White then?

W: Yes, Peter White, the old Peter White, wooden floors, wooden stairs, all that.

H: Did you have more students than there was space for in the lectures and labs?

W: Oh, yes.

H: What did you do?

W: I had something like--what do they tell about, is it the Sorbonne?--I'd have part of the class sitting in the chairs and others hanging on the window seats, standing for the whole hour, things of that sort.

H: Really? What did you do about labs?

W: Well, just ran extra labs. And there was a young fellow in town who'd graduated in biology and hadn't placed. He was helping his family do construction work around town, and they hired him to help me with extra labs and things of that sort, paid him, I think, $3 an hour but he was very dissatisfied with it, as you can well imagine. But we got along.

H: Did he just stay the one year?

W: Well, he was just there to help out. Things straightened out the next year somewhat. This backlog came back to normal, you see, and the rotation of courses brought me around to more familiar ground for myself.

H: How did you find those students that had been avoiding Dr. Lowe?

W: Excellent people. Dr. Lowe probably became a little peculiar in his later days. They tell stories about him. He'd been a sargeant in World War I and

a medical soldier, I believe, and very much interested in medical subjects. Where he took his Ph.D. I can't recall. But his name originally had been Lovinski ? and some friend of his from soldier days came here trying to locate him one time. The story is: "Oh, we don't have any Professor Lovinski here." "Oh, well, I believe he calls himself Lowe now." So President Munson said to the visitor, "Follow the smell." And it was that odor that comes from cats that have been prepared in formaldehyde, and so on. But we were paid year round and were required to put in two summers out of three. And I was very tired at the end of that second summer. By that time I had found a better place to live. I'd been living on Park Street in the house next to the Swanson Funeral Home which was not modernized at that time. And then we found a house just beyond Harvey that we liked. We could get it and ninety acres for $35 a month. It's that yellow stucco house which is now very close to a telephone station there. And for two years we were quite happy out there. And we ran into only one difficulty, that finishing the end of the year they insisted on the little children coming back for summer school to give something for the practice teachers to work on. So if it were your summer off and you traveled, then, of course, you didn't have to put your children in school. But the principal at that time, I think his name was Dewey, said, "You just happen to live outside the city limits so you've got to get those children in to school." And it was my summer off, you see, and there wasn't any way out of it and I had to come to town and get them in and get them out. I didn't have any money saved to travel. If I'd been able to travel--well, those things happen sometimes, you know.

H: You must have had a car.

W: Yes. We were living very satisfactorily in the country there those two years. But there were eight of us and that meant two cars because people have different

interests in town according to age level and that sort of business. Am I talking loud enough to pick it up?

H: I think so.

W: And then came the defense period. Rubber was put on ration, gasoline was put on ration and they wouldn't interpret either of my cars as a business necessity. So we had to give up that satisfactory way of living and find a place to live in town because we only could be allowed to equip one car. We moved back in 1942. Well, I was going to tell you something about Webster Pearce. You probably know full well that he was a professor at Central Michigan before he became State Superintendent of Public Instruction.

H: What was he in?

W: Mathematics. Then there occurred the Roosevelt landslide in 1932 and most of the Michigan voters found it easier not to split their ticket, with the result that Webster Pearce was voted out of the post that he had been re-elected to many times.

H: Then I gather this was almost automatic--Michigan was a Republican state--the Republican nomination was tantamount to election.

W: Yes, and he'd been a very satisfactory State Superintendent of Public Instruction but all of a sudden here he was out and the lame duck State Board of Education--I guess it would be a lame duck--knowing that there was a vacancy here appointed him President of Northern Michigan State University.

H: They'd already sent Munson down to...

W: Yes. Munson had already gone. A successor here had not been determined and Webster Pearce was sent up here to fill that vacancy. I'm sure he found the long drives difficult, he was quite elderly by this time. He was beginning to suffer from some arterial sporadic condition. But he was very kind and very interested in anything that I could do, or would do.

H: He was elderly but he had many children?

W: Well, these children were growing up. You see, he told us again, he says, "Now I'm an old Methodist and I'm prejudiced my children are going to marry Catholics and Finns." One already had, you see. Well, about that time the State Board of Education got interested in special education courses, methods, you see, special methods.

H: You mean methods for special education...

W: Like methods for history, methods for--and they looked around and they said, "Dr. Pearce, Northern hasn't enough of these, you don't list enough in your catalogue." So he came up and talked to me. He says, "Dr. West, I think our girls get enough courses concerning how to teach." He says, "Can you devise something that will look right in the catalogue and will actually give them some more material to work with?". So there was an interesting concession, almost a liberal arts viewpoint struggling to keep alive. Well, I was used to--in a small college--I was used to requiring my seniors to write some kind of a thesis, have a project. And I saw an opportunity here because my department, more than many others, had people who either did not intend to graduate here or who after graduation were going to such places as dental schools, medical schools, law schools. And by setting up one course and modifying it according to the person we got our special methods course in, taught it on a project basis and that was the basis of all that happened later on. It gave us our Science Fair with the projects shown at the fair. And some of these papers were good enough to later lead to publication and that sort of thing.

H: Was the Michigan Academy of Arts and Sciences in existence at that time?

W: Yes. It had been founded much earlier by men like Dice and--well, I can't tell you about the other--the older scholars.

H: Did you take your students down to those meetings?

W: Later on. Later on we did this. I took relatively little interest in the Academy until after the war period, as you can see, because the pre-war period was this problem of adjustment to things in a teachers' college, a new setting for me. This was the third time I had fitted into a new situation with new objectives and ideals. And then in 1943 the procurement officers came after me for military duty and I was in military service until 1946. It was after my return to the institution in 1946 that many of the things that you would be inquiring about, such as relation to the Academy and the like, took place. I was wondering if there was something here about Webster Pearce that I missed that I wanted to tell you.

H: Well, I'm interested in your point that he said he needed the children for contacts for his own because I've been told by people that he was very disapproving of the university mixing with the town. Did you feel this?

W: I didn't feel that. He himself was an active church worker, taught an adult class every week. He had a little difficulty with the musicians' union. If we had a dance up here and hired our own students to play for the dance, the musicians' union was always wondering about how it kept union musicians from a job, you see. He had a little friction with the musicians' union over that. It's about the only place that I knew there was any friction.

H: You didn't feel this. Several people have mentioned it to me and I was just--he wanted the faculty to be a self-contained unit.

W: Well, I don't just remember anything that would bear that out.

H: Well, that's fine.

W: Because some, many, of his faculty were in service clubs.

H: Was he?

W: I thought he was, but I'm not sure about that. I'd been a Kiwanian but felt myself too busy here to resume that, and never have. However, I was called upon as a newcomer to town to give noonday luncheon talks to all the service clubs. It seems to me I went as his guest when it came to Rotary.

H: Well, I knew that President Kaye was very active in Rotary. He was District Governor. He was President of the local, and District Governor for a year, 1919- to 1920, so--well, go on. What else about Pearce?

W: Well, as I say, he was beginning to suffer from this arterial condition. We only had one man capable of teaching calculus, that was old Professor Spooner. And Professor Spooner--if Mrs. Spooner fell sick he could take care of her but if she fell sick she couldn't take care of him, if he got sick and had to go to the hospital. Well, if he did President Pearce would step into the class and take this calculus while Spooner was off duty.

H: Was he off often?

W: Oh, he was about ready to go to his fortieth or fiftieth reunion at Amhurst. He'd get bronchitis in the winter and things like that. Well, President Pearce went in under emergency to teach calculus and he got in the middle of a complex equation and a student asked him a question and he couldn't answer it, felt so ashamed he told me. Then in the middle of the night it came to him, as it will, you know, and he wanted to make very sure that Professor Spooner didn't resume teaching next morning. He wanted an opportunity to take the class once more. Did you hear about his being chairman of a meeting where a pacifist gave a lecture in Graveraet? Well, the Ministerial Association, which was entirely protestant in those days, learned that Kirby Smith, a sincere lecturer, believer, in pacificism was available. So they went together and scheduled an evening lecture in Graveraet auditorium and--I think the person mostly responsible was Carlton who was then Dean of St. Paul's, St. Paul's Cathedral, and Carlton

was Dean of the cathedral--he thought it would be very nice to have the president of the university sit on the platform and introduce the speaker. Rev. Mr. Clifford was the Methodist minister at that time and he said to Carlton, he said, "I know how he feels about it and I don't think I'd ask him." But Carlton went ahead and asked him anyway and he accepted. And when he introduced the man I thought there was something peculiar in his words. And he said, "He thinks he knows how to protect our world from future wars." And the man made quite a plea, it was effective, it was a unilateral thing and...

H: This was when now? Beginning of World War II?

W: Oh, that was about 1939 or '40. He must have said about Mahatma Gandhi and passive nonresistance, things like that. Then there was a period of questioning and the questioning seemed to bring out the point that if the speaker, in his own home, were confronted with an intrusion, someone who would violate his wife or kill his child, that he could not give physical resistance to this, he would have to pray. Pearce got out of his chair, he says, "I wouldn't think much of a man that wouldn't put up some sort of a scuffle." And he stomped off the platform leaving the platform without a chairman.

H: Had he been fielding the questions--I mean Pearce had been...

W: Up to this point.

H: He just left.

W: Just left. And Dr. Casler and Dr. James were the university phsyeicians then. that is, they were on call if anyone became ill. And Casler was sure that Pearce was due for a stroke that night. So he took his little black case and walked up and down in front of the Pearce residence so he could be seen. But nobody called him in and Dr. Pearce was perfectly well the next day and did not become seriously ill until about a year later. He had a stroke in his office and died in his home.

H: Gladys Gant told me that after he died Mrs. Pearce mentioned that they probably should have been more honest about his health sooner...

W: I would suppose.

H: ...that she evidently had felt that he'd been sicker than people had thought for quite a while. But at least he was perfectly all right that night.

W: Well, that gave the newspaper people quite a run I want to tell you.

H: It's a lovely story.

W: Now, another thing that prevailed in those days was that all the faculty men assisted at athletic events on call and I'd never run into this before. But the first May I was here, perhaps it was the second May, the high school track meet hosted by the college--all these high school athletes came in, all aspects of track were--and I was assigned to judge the javelin throw and the pole vault. Of course, I was assigned phy. ed. students as clerks. But I never spent a more miserable day because it got cold, and it rained, and sleet came, and almost hail, and they went ahead with the track meet regardless. And there was old Professor Spooner out there with his stopwatch timing the dashes, he did that better than anything else--this matter of all faculty being expected to serve at practically any and all college affairs.

H: Who would ask you to do this?

W: Well, in my case it would be the phy. ed. people who would tell me when my assignment was.

H: Who was that?

W: That would be Hedgcock and Hurst at that time.

H: And they would simply tell you that you were expected to be there.

W: Yes, they had plenty of administrative backing for doing so.

H: How many faculty men were there?

W: Oh', twenty.

H: And you were all out there all Saturday?

W: Yes.

H: How long did that go on?

W: Well, I think the war broke everything up. People began to go to service in '42, '43 and the whole character of the student body changed then.

H: Charlotte Meyland told me that she thought--she mentioned the same point that you did, that the university changed entirely, that the school changed entirely after the war. Did you think it was that drastic?

W: Well, all of our students came from the Upper Peninsula with practically no exception. They came mostly from the back country. If anybody in the Upper Peninsula could afford to send their student, son or daughter, to college in the sense of being able to afford real tuition, board, and lodging they sent them to Ann Arbor, East Lansing, places like that. So we got these girls from the back country. Mr. Bottum used to tell about how he and the women who worked with them would remind them that the toilet was there to be flushed because so many of them had come from where there was not such a facility.

H: I mentioned the social training that went on and I was surprised that the students would tolerate it but he said...

W: Well, their parents were, for the most part, lumberwoods people or mining people, many of them direct immigrants, many of them with very little formal education, who valued education above all things and told the young people here was a chance to get it. And they were so anxious to please, so anxious to carry out instructions. The only rebuff I had from a student in any way was when I was driving my car about five blocks from the school--you know how girls carry heavy things, never under their arm, like this usually--and there was this little girl carrying a great pile of books towards the college, and I stopped and asked her, "Would you like a ride?". "No thank you." I said,

"You have a great load to carry." "I can manage very well, thank you." I imagine her parents had warned her about anything that might happen to you in the large town of Marquette.

H: Well, you would say then that the forties--it was a real critical...

W: Well, it--everything went topsy turvy. The male student body dropped quite quickly from 350 to eleven. The eleven were all 4Fs. (End of Side 1)

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W: Well, of course, the voting machine was unknown so he had a replica of a ballot made very large and it would be on the wall back of him and he would show the square opposite the name Hook to indicate how they were to vote. That's the way he campaigned. But Casey was out riding in his car with Hook and men like him and every time they saw a place where you could stop and get a little alcohol, they would. And these men could hold an awful lot of liquor without showing it. But Casey was a teetotaler so every time they would have a drink of some kind he would have a glass of milk. And he got so sick on this milk that he could scarcely finish the day. Well, these are little anecdotes...

H: Did he win?

W: No, he was defeated.

H: Did he take a leave of absence to run, do you know,...

W: I do not know anything about that. I certainly don't.

H: ...because that would be interesting. I'll have to find out from someone else.

W: Now, I suppose it's time to say something about the Tape administration. First thing that happened really that was different was Miss Carey's urgent pushing for a place for some of the girls to live. All students had found rooms around town up to this time, at least if they didn't live within commuting distance they had to do this. And they were terrible rooms for the most part, badly

lighted, badly heated, perhaps on the third floor with no fire escape facilities. The men could adapt to it better than the girls. At least she thought the girls needed the relief more promptly than the men. And her job was being Dean of Women. And she kept urging and urging some kind of dormitory for the girls to be provided. And I think we have to thank Tape for knowing something of the possibility of being self-liquidating undertakings. They had started at Michigan State under President Hand. And there was the pattern there that if you could get some money from the Legislature, not enough, but that the dormitory could be erected on a self-liquidating basis so far as, should we say, the second half of the cost was concerned. And they finally got going on Carey Hall. Of course, construction never goes quite as fast as you expect it to. So September came and things were hardly ready. And so often the parents used to bring the girls in on Sunday. And it was Miss Carey's idea that she would show the parents the room where the girl was going to stay. So this one particular case, and she told it as a joke, that they located the room and she unlocked it and opened the door and there was no furniture in it. The only thing that was in it was a little pile of shavings in the center that the last group of carpenters had swept up there. Well, the beds hadn't been put up the week before this and--apparently there was no labor to put them up--and so the faculty wives put them up. I would say in the same spirit as the men would help at the track meet, that we were here in sort of a pioneer situation and, of course, this had to be done and ours were the hands that must do it. And Mrs. Clucus was the boss and the example in this knocking beds together. She was very good with a hammer and, you know, her personality and she led off in this and the faculty wives set up the beds so the girls would have a place to come.

H: Carried the mattresses and everything?

W: What?

H: Did they carry the mattresses and everything?

W: Well, with a little help. But if you knew who the custodial staff--Cap Harris had a spine which enabled him only to walk like this. Mr. Ripley, the chief person, that Mr. Schwemin might represent today, he was a veteran of the Spanish American War and had some training in marine engines. That was his sole preparation for handling anything related to heating plant or autoclaves or anything of that nature. There was a man by the name of Imo ? who did a lot of work but he also was an elderly man. All the custodial staff really were toward the period of retirement much as the early faculty were too when I first came here. I guess all of the custodial staff served under Munson. Then something happened that I had to do with and showed a side of Dr. Tape that I've thought about a good deal since. A girl by the name of Georgia Hood who worked for the State Health Department had been rotated around the teachers' colleges to help the teachers' colleges improve the health service to students. And there was quite a high instance of tuberculosis in the Upper Peninsula at that time and it was felt very desirable that the girls have chest X-rays and were working to that end. They'd had a little difficulty, I think, down at Eastern or Central where some of the girls refused to be X-rayed. But somebody came with a very practical remark that what good is it to have forty girls or men X-rayed and then have a tubercular teacher right in front of them with droplet infections going all over the class. So, of course, obviously the faculty ought to be X-rayed and it could be arranged without cost to the faculty. Dr. Tape had told me to take Miss Hood in charge and cooperate with her in every possible way. So we looked at the faculty schedules and we found a blank hour which would be right for say

Dr. Hilton and another blank hour would be right for Dr. West and however it was. Sent little notes to the faculty that such an hour had been reserved for them to have their X-ray taken without waiting in line for students or without intruding upon any service to the student. Well, that's the first evidence I saw of faculty rebellion. You're telling us we've got to be X-rayed, you see, and we thought it was a kindness to get this done for nothing and--but they rebelled to Dr. Tape and Dr. Tape backed down.

H: Said they didn't need to?

W: Yes.

H: Did some of them do it anyway?

W: Well, some of us were glad to do it. For years I used to go out to Morgan Heights and get mine for nothing just as a precautionary measure to know whether there was anything developed. But that was the first evidence I saw of the faculty feeling that some autocratic word had gone out without their participation, consultation, in mind.

H: And they didn't like it?

W: Some of them didn't like it. Some took advantage of it. Then on another occasion Dr. Tape--and this occurred more particularly after the war--he had been head of a school much like our Pierce School but a much larger one. I suppose he'd given all the orders and far as I know the teachers all had acquiesced to all of them. But he was very loathe to have the buildings open after 5 o'clock at night, wanted to lock up and go home. This is the kind of thing you encounter in public schools quite often, main reason being that state property was in danger. If it was open somebody might walk off with a typewriter or something like that, you see. I'd been brought up otherwise, of course. I happened to be a morning worker.

I'd want to come early in the morning rather than stay late at night, but the principle is the same in this desire to use some of the facilities other than during teaching hours. When I was a graduate student at Cornell I listened to old Professor Nichols say, "Now we hear the word university. Now I want to tell you what the university is. It is not a football game. It is not a concert." He went on and told many things that the newspapers always report as part of the university. "I'll tell you what the university is," he says. "It's the number of lights that burn after dark." I like that. Well, it sunk in, you see. So I thought I ought to have the privilege of a key to the building to come in and prepare my next day's lecture, do a little research if possible. But he was very much against having the buildings open any time other than during classroom hours.

H: You mean you didn't get the key?

W: Not during that period I didn't. "Well," I said, "if that's the case let's be very watchful about state property." Once and a while an elaborate model might disappear. And after one summer school one of our big models, worth at least fifty dollars, disappeared from the biology lab. I didn't know but I set some detectives to work, students who had older brothers around in the school teaching. Pretty soon we found out where that thing was, somewhere down there around St. Ignace. Some teacher desperate for equipment and couldn't get any, you know, yielded to the temptation and carried it off. So I went to Dr. Tape with that and I said, "We know where it is now and we can recover it." He backed down again and he said, "We'll simply announce that it was broken being transported in a truck from one building to another." He didn't want anything--well, that was the trouble, they'd go down there and stir up the school system and sooner or later a news report would have appeared about it, the scandal involved--

perhaps he was wise but another occasion where the president did an unexpected thing. Having first apparently delegated authority and said to do it your way and then not back you up when you'd done your best. Shortly after that he called me in and said my talents to a great extent were not being fully realized at this institution and he'd be glad to help me find a more suitable location.

H: You didn't take it seriously?

W: No.

H: But that was before--suppose he had said that he really wanted you to leave, would you have had to?

W: I don't know. He was not as definite as Munson. Hedgcock may tell you how Munson fired him once.

H: Oh, did he?

W: Oh, yes. Told him he was all through. And you know how excited Hedgcock could get at times. He told me, he said, "I walked around and around the table and I said, 'Mr. Munson, my brother and I have $3,000,'" that was their total capital, "'we're going to court with it.'" And for once Munson backed down. Isn't that interesting?

H: Yes, it is because I have his file of teacher resignations and there's one that includes Harry D. Lee. And apparently--there's nothing in between, you know, there's just a letter saying he was resigning and then a letter saying he'd like to come back. And I don't know--and he did, you know--so that it just strikes me as--it's interesting because then he stayed on for years and years.

W: Since we've mentioned Hedgcock, when Hedgcock--Hedgcock was living right across the road from the college and in the physical education business you're subjected to a tremendous amount of phone calling and newspaper

inquiry and other things. He decided for his own medical health he'd like to live out-of-town. So they went out on 41 and built that cabin-like home--the whole family built it, father, mother, boy, girl, all driving nails. But there was a large element on the faculty that protested to the president that this was the wrong thing for a faculty member to do, to move out-of-town like that and not live in the environment of the college.

H: But the faculty protested, not the president?

W: Yes. It was coming, it was coming all over the land people getting away from their work, getting out to semi-rural living. But there was a faculty group felt the Hedgcocks were entirely in error, social error, taking themselves...

H: Social rather than academic...

W: Yes.

H: I mean, students didn't come at night, you didn't have to be...

W: Night school was very rare. Plenty of athletic events at night but it's only about four miles out there.

H: You could get in if the weather was halfway decent.

W: Well, that's an interesting commentary.

H: You know, you did mention just in passing that there had been a change in--in changing between institutions you'd found that you'd come to an institution with a different purpose. Would you care to elaborate on that?

W: Well, I would say that by the time I was getting more and more understanding of the teachers' college as a unique thing and the need for a knowledge of methodology in addition to subject matter preparation, I was getting more inured to the attitude of what we were calling educationlists in those days. By that time the war came in and changed the structure. And when

I returned to most of us it was very obvious that the teachers' colleges were going to become regional universities with broad services. Perhaps it was more obvious to the faculty than it was to the president.

H: That's an interesting point. Do you think the faculty generally, or just you?

W: Yes, generally, especially the newer faculty that were brought in, younger men. As the veterans came in and began to push up our registration you had to hire new teachers, very young looking men, such as Dick O'Dell and Dr. Allan and people like that as compared to the older men, you know, Dr. Hilton, young looking men.

H: And they were actually reasonably young too. I noticed this during the late forties people came in in positions of responsibility, as department heads for instance, at what seemed to me a rather young age, like Allan Niemi became Head of Music when he was still in his thirties. And I was trying to find an explanation for that.

W: Now, some of us were looking at it a little fast I guess for Dr. Tape. When Dr. Lowe was here he had the library take the Journal of Physiology, obviously for his own satisfaction because the only physiology that was taught here was at the sophomore level, primarily for phy ed people. And here was a journal highly technical that was written to be read by M.D.s and Ph.D. candidates and things of that sort. And yet the school had faithfully subscribed to this thing for Dr. Lowe's sake and thereafter. Well, looking at the library budget which was so tiny in those days and so little emphasis on the journals--there'd been emphasis on books but as we were going ahead we needed emphasis on journals. And I made the suggestion, I said, "Why don't we eliminate that which is so highly

specialized," could be used by only one or two people on the faculty, and none of the students, "and subscribe to say Biological Abstracts which give very decent abstracts and the papers published and, in fact, all the journals that deal with biological sciences." And then I said, "In addition to its breadth, it is an excellent tool for any faculty that wish to do research." And Miss Wirrick was librarian then and she snapped me up. She said, "This is a teaching institution, not a research institution." And I'm sure she was told that.

H: But did they continue with the Journal of Physiology?

W: No, they were trying to get rid of that because they realized that it was really useless at the time. But one of my arguments for going to a broad abstract journal was that it would help the faculty do a little research. And I just have to say that I don't think that Dr. Tape, to the end of his days, ever had the vision that this institution was going to become a balanced, many-sided institution. I think he clung to the teacher education function as the sole purpose to the very end of his days.

H: Aside from that particular use of the library can you think of other statements or examples that would fill out this emphasis on teacher education? I mean, was there anything said frequently in public addresses?

W: Well, they used to quote some of the presidents of some of the other institutions once in a while at faculty meetings as though they were talking toward broad function, towards the name university and so on. As though he were perhaps a tardy follower, never an innovator of these ideas.

H: Did he quote them to show they were wrong or simply as...

W: Well, he'd come back from some meeting downstate and routinely state what had been said. No, I don't know. He was not very well at the end and he was never fastover on change. I had come to admire him for his knowledge of building materials and labor costs. In fact, it had been said, that he was sent here to improve the physical plant since the old buildings were just as they had been for so long. However, it was a disappointment to me originally to realize that the Olson Library was of faulty construction.

H: I wondered about this. I knew he was interested in it and several people said he really began the building program.

W: I think he was excellent in contact with the architect but when it comes to, shall we say, policing the work of the contractor--and perhaps he could not afford a clerk of the works, I do not know. Clerk of the works can be expensive but he also watches every little detail. You've perhaps heard of some things that happened over here at St. Luke's where the new wing was to be made strong enough in the basement to support three additional stories at some remote time if it should ever be decided. And the clerk of the works found that the quality of the concrete being poured into the fillers at the basement level would not have supported them and made the contractor take them out. Now you see, if you don't have a clerk of the works who is your employee watching concrete for strength do you suppose if they had actually had a clerk of the works they would have actually torn out some of the crisscross steelwork in order to put a conduit in, thereby weakening the whole second floor?

H: I wondered, because he was interested--if maybe he was trying, well, trusting the contractor too much?

W: It might be. He used to glory in the visible. He would come around.....

H: Well, and many people too have a tendency to think they can do more than they can.

W: Well, I guess so.

H: Many people told me he was extremely concerned about costs...

W: Yes.

H: ...and would economize and this sometimes would make for difficulties.

W: Yes, many times and he would get that extreme... You may know that some of us in 1949 were quite interested in the Jubilee Year. It was the centennial year for the city and the jubilee year, fifty year jubilee. And the president asked us, "Anything that you can do would be welcome, appreciated." One Sunday I didn't feel very well and drummed out a melody. Then I put it into male voice harmony in the key of A flat and then I wrote some words. Then I came to work the next day and Gordon Hill was my assistant and I said, "Gordon, I've got something here the band might like to play but I haven't done any transposing for the transposing instruments like E flat clarinet and instruments that have to transpose. And he said, "Well, I can do that." So we wrote out the band scores for "Hail Northern." And he took them to band practice and the band played this thing. And if you've studied the words I tried to put four verses, you always think of it as two verses a verse and a verse, but if you break each one of them up into a lesser verse then one has to do with history, one has to do with the student body, one with look ahead, and one with alumni and there's a little theme involved there. And so the Golden Jubilee band played this. And I said the reason I conceived it was because Northern's songs were all of the--they were fight songs and they were songs that went along with student rallies. And they had

nothing that could be called a ceremonial hymn, nothing of dignity and that's what I tried to accomplish. Then he took me aside after it began to be a little bit popular and informed me that there was nothing official about this. And it never got to be called the alma mater until after he was gone.

H: I was thinking, it wasn't called the alma mater when we came.

W: They didn't want to make it official. So I did it as a contribution to the Jubilee Year.

H: What went on in the Jubilee Year?

W: Well, of course, the downtown was full of barbershops. But he said, "We'll have a jubilee track team, we'll have a jubilee basketball team, we'll have a jubilee football team, we'll have a jubilee band." And he did pretty well without any money.

H: I was wondering--just calling attention--because I haven't run across any particular references to programs or anything. Did you ever have any difficulties--you mentioned that you didn't find any difficulties with the student body but many felt that was the hardest thing up here was .....the student body.

W: Well, I found although the preparation might be questionable the sincerity and the ambition was tremendous when I first came.

H: Did you notice any change later?

W: Well, I really didn't notice any falling off in quality until Dr. Harden's "right to try." And then we got people who were late maturing and people who never would mature. And then, of course, as we got so many from away from the peninsula--as long as they were our people there was a kind of family feeling with them and towards them. .....people from away, quite a long distance away, Wayne County for example..... I didn't teach much,

you know, between '62 and '65. I was in the Dean's office; I gave only one course. .....

.....

W: I was perfectly aware of changes, trends, and so on. So the first thing I did after being appointed Dean was..... other Deans in Ann Arbor about faculty organization, faculty committees, and things of this sort. And the Associate Dean of Liberal Arts down there..... And I was a little proud of the extent to which through my effort I was going to help Northern Michigan University. ...."don't want to imitate the University of Michigan, do you?" I don't know whether he thought I was not being strong enough, that I was going to copy somebody else..... ....we had some really serious problems then.....and as far as I know all of them were solved.

H: What sort of problems?

W: Well, when Holmes Boynton's staff came to me and.....Hildebrand especially was difficult.....and Barry had to call them all together with Holmes present and say, "Holmes, you stand alone...." And that's when he resigned as Head of the department. He went down to Grand Valley for a while.

H: Barry then did it finally?

W: I had to work it out.

H: You had the meeting. And it was sort of in the nature of a hearing.

W: Well, it was an odd case. Some of the young men came with preparation that Holmes didn't have. They wanted to try these things out especially in connection with practice teachers, the new math, and he was reluctant to embrace it.

H: .....but he was the one responsible for bringin it in, of getting the local teachers to teach the new math.

W: Perhaps we're saying the same thing but the young men were much more impatient. And perhaps circumstances warranted it. Of course, Hildebrand left.

H: Almost immediately, didn't he?

W: He was here twice. Did somebody tell you the story about Hildebrand going out to the West coast and pulling into a motel and signing into a room for the night and finding that it was....Boynton's? So he bought a pack of cigarettes and left. (Ben Boynton's remembrance)

H: So he--well, he did virtually ask for Holmes' resignation.

W: Then they brought in Mannheim. Yes, Barry was very happy about that. He said, "I've got good news Mannheim has accepted." I never understood Mannheim very well. One time he almost boasted that he didn't know any Jewish holidays. And I said to Byrd, "Certainly shouldn't an educated man know considerable about the culture from which he was derived."

H: And what reaction did you get?

W: Byrd said, "Yes, he should." Math came awfully easy to Mannheim.

H: And did the staff--there was quite a substantial turnover in the staff.

W: Oh, a great deal. You see, they took people who didn't have their doctorate and they had to go away and maybe they came back and maybe they didn't. All of the departments were in a great state of flux. The thing that bothered me most all during my deanship was that we'd have say $12,000 and I would like to engage a person of some scholarly reputation and experience but due to the "right to try" policy the freshmen classes were enormous. Therefore we had to split it to give two $6,000 instructorships to teach freshman courses primarily, perhaps exclusively. And this sort of thing in one form or another went on over and over in practically all departments until they righted the situation where the junior faculty so outvoted or at least outnumbered the senior faculty, and the inexperienced

group could so easily outvote the experienced group that some of the confrontations had to do as a direct result of this imbalance. But it was occurring all over the nation at the same time.

H: And younger faculty were presumably not very happy to be here anyway.

W: Well, they didn't have anything like this feeling of long-range loyalty like people who had lived here, children grown up here, hoped to finish here. No, that was--times have changed and they didn't really feel attached to the institution.

H: These things then would be against--what you're saying is that the large student body made it hard to build a strong faculty.

W: Yes. I think all the time you're increasing numbers you're, on the average, decreasing, I wouldn't say going for lower intellectual levels exactly, but certainly in terms of training and experience and scholarly experience. And yet we're trying to call ouselves a university and we're encouraging faculty, if possible, to publish, act like university people.

H: Well, Harden used to say you couldn't have done without the other, you know, that you couldn't...

W: I realize that anything that will give us a student body large enough to make the legislators look at us had to be done.

H: .....

W: So that step--and I agreed with the step. I know a lot of people for one reason or another shouldn't be excluded from an attempt at higher education even though they've not performed well. But it did throw us out of balance for a number of years and it may still have.

H: Do you think--you think it couldn't have been done otherwise?

W: I saw no other possible approach.

H: I remember I read a speech of Harden's and he said, "We can die under our ivy."

W: Yes, they were worried about enrollment. They used to approach Tape about that. They were worried about our enrollment.

H: The legislature?

W: Yes.

H: And then somebody, well it was Don Bottum, said that the "right to try" had really been here all along. That we had been quite open to admissions.

W: Yes. Mr. Gant in spite of his punctiliousness used to read the rule, "You first must be a high school graduate," but he didn't say you had to be in the upper third of your class or anything of that sort.

H: So actually then it may not have been so much a different level as a different geographic group.

W: Partly, yes, when it began to come from a distance. I think the high school preparation for most of the U.P. high schools was pretty good. Did Earl feel it was?

H: Yes, he's always been happy here. .....

W: Yes, I think quite a few of us have to say that our academic success has been due to our ability to do with what we have rather than because we're extremely gifted. And therefore the academic life, an emphasis primarily on teaching rather than wholly on research, was better for me.

H: But you've done more research than anybody.

W: I have done more under the circumstances perhaps than someone--and sometimes it was difficult but...

H: What kept you doing it?

W: Oh, curiosity. I must say that the services that I performed in uniform during the war years brought me back to some of my original areas of specialization and I never have lost that connection since. So in that sense...

H: Entymology?

W: Yes, special sanitary entymology. And the publications I was asked to assist in during the war I also participated in after the war along the same general line of interest and they have been of international importance. So I've been fortunate in the turn of events. It would have been very difficult to recapture much research activity without having been reintroduced to it during the war years.

H: Do you think the fact that it was socially relevant helped?

W: It does help because you get through to the people who don't understand..... Do you care for any comments on Dr. Harden?

H: Sure.

W: Well, you may remember when he was prevailed.....the president of the institution to run for State Superintendent of Public Instruction he said "We need somebody in that office who understands higher education. Higher education is not receiving the understanding or the attention that it should." How could it? One little Board trying to control everything in Michigan from kindergarten through the Ph.D.....but they thought..... Webster Pearce.....would make these arduous trips downstate, plead with the legislature in the name of higher education, come off with a successful result, most of which went to Ann Arbor, to East Lansing and.....

H: Well, Ann Arbor had its own Board of Regents though, they had separate Boards.

W: Sure, but they also had a big School of Education and they were turning out teachers too. And the dean of the School of Education had to work..... with the State Board of Education, see requirements for certification and things of that sort. Did I tell you how they were going to hold me up when I came up here?

H: No.

W: They said, "This man doesn't have a teacher's certificate. He's got to have a teacher's certificate if he's going to teach in a teachers' college." The State Board said this.

H: Was that a general rule then?

W: Well, they were trying to enforce it. I understand they were actually trying to overcome an original trend which had been otherwise. Kaye ran it somewhat like a liberal arts college.....and there was pressure on to bring new people and make sure they knew about higher education. ....he taught four years at Cornell, he taught thirteen years at Battle Creek but he doesn't have a teacher's certificate. Well, you've got to do something for him. We will cancel his practice teaching. He'll have to qualify. .....You have nine credits in the education field and we're giving you practice teaching. You'll have to take a course of some kind." ..... So I signed up to take by correspondence educational statistics, and I took it like.....