

Interview with Tom Skoog, Marquette, Mi. July 29, 1994.

RMM: Good Morning Tom, Welcome back to Marquette, and I'm glad you're able to sit down with me and do this interview. What I'd like to do is start from the beginning, and I'd like to get some background in terms of your family and your early life in Marquette and eventually your association with Northern.

TS: I was born in Marquette, 1937. My mother and her family actually moved to Marquette around 1910. And my grandfather ran the first power plant for the city of Marquette, just off of Wright Street.

RMM: Excuse me, what was the family name?

TS: The families name was Rich. They were from Ishpeming. It was a Cornish family that settled in the Salisbury location around the 1870s, 1880s up in Ishpeming as miners. My grandparents were married probably around 1910, 1911 I think. My mother was born in 1912, so that's why I'm sort of relating to that date. Anyway, they lived off of Wright Street in a house that was owned by the city. My mother attended public schools until they moved into the city proper around the early 1920s when they built a house on the corner of Magnetic and Fourth Streets. They moved in there and then my mother went to John D Pierce School when it first started up in 1925 or 26. She graduated from high school, John D. Pierce High School, about 1927 I believe. My fathers side of the family, they settled in \_\_\_\_\_ which is just North of Lance around the 1870s. They came over from Sweden. My father was not a highly educated individual. He left home at twelve years old, went threw the sixth grade, traveled the country quite a bit working as a logger and that. He finally met and married my mother in 1936. He was the only boy out of a family of 13 children. He happened to be the tale end of the caboose, the last one. The had a small farm up in Scady. But anyway, he married my mother in 36. He worked several places, the old Cliff Dow Chemical Company; he worked as a plumbers apprentice; he worked a little bit on the railroad. And in the 1940s, middle 1940s he went to work at Northern Michigan College as a custodian. He eventually retired from there in the later 50s. I think it was about a year before I graduated from College. Anyway, they, we were living in the Trovich Park area when I started John D. Pierce School in 1942 in the kindergarten. My kindergarten teacher was Alla Fox and I believe she's still alive today.

RMM: Yes, I just did an interview with her.

TS: I haven't seen her for quite some time. But the classes at Pierce in the 40s were probably around 35, 36 students. But eventually by the time our class graduated from high school, in 1955, I think we had one of the smallest classes that ever graduated from Pierce, there were 17 of us. There were 14 boys and



three girls that graduated. Actually there were 18 in our class up through the junior year. I always like to use this as a statistic, to interpret statistics because I always tell a class when I taught that out of my class in high school 25% of the girls got pregnant. And of course there were only four girls in the class so that always elicits a little keeper there. In fact, the girl that left us in the eleventh grade, ended up with 10 or 12 kids. And I remember, she was my first girlfriend. I was the first boy in our class to ever date a girl. It was in the sixth grade. All of the boys were talking about inviting girls down to Donkers Soda Fountain and a movie and a dance and that, I thought everybody else was inviting girls so I went ahead and asked Judy for a date and she accepted and that was the only one that brought a date to the sixth grade. It was at the time the city had a bus that ran down Third Street all the way down town. And of course I lived in the center part of town and Judy who's last name was , her mother just passed away, used to work at the University also. Anny They lived out on the North side of Marquette and so anyway, I went out and picked Judy up, and we rode down town on the bus, went to the movie, and went to Donkers for a soda, and on the way home I got off on the corner of Magnetic Street, said good night to her and she went home by herself. So anyway I did go through all of the grades at John D. Pierce school, Kindergarten through twelfth. And I believe it was a unique experience because when you were in high school many of our classes were taught by the professors at the college. So I really had a introduction into the University long before I started college in 1955. My accounting teacher taught accounting at college, My French teacher taught French at college, my typing teacher was the typing teacher at the college, our shop teachers were faculty at the college. Home economics which the boys took one six week term of home economics, and the girls took on six week term of shop in high school.

RMM: What did they stress in the courses?

TS: Well we learned how to sew, how to cook, some home making activities, personal hygiene. It was a valuable experience. We had never been exposed to it before. I think the exchange was good. I think the girls learned a little bit about wood shop. And they made bird houses and stuff like that. And so it was probably one of the first experiences where we got an introduction to the feminine side of education. Because up to that point there was mainly home economics was strictly for the girls, shop was for the boys. So that was pretty unique. And as a result the Pierce High School I would point out, was actually a training school. It was set up primarily for students going to educational programs at the college to do their student teaching experiences. And up until the early or middle 50s anybody that went through the teacher education program in college did their student teaching at the John D. Pierce School. So we were sort of guinea pigs in a lot of the four running four front of the many educational experimental programs. They used us as the technique came along they would experiment on us, and so it was sort of a unique educational experience. And I think it was good because a good percentage of the students that



graduated from John Pierce High School went on to college, much higher percentage than the public school system. And so I think it speak well for the type of education system that they had there. Our teachers, some of them, went on later when they started to close down the Pierce school went on to teach at the college level at Northern, primarily in the Education department. And I know there was Harry Wilmers and Martha Meynard, I am trying to think of a few of the others names Katherine Wilkinson, most of them went on to teach some of the college classes also, Rolly Thorn and this doesn't mention the ones that worked , but I had Swamer for my accounting, he was the one that taught accounting at the college, I had Flora for French, she was head of the language department and who taught in the business department. Most of us took typing in the 10th grade I believe, and we took at the college level, and it was the same class taught at the college level. In fact, our math course, Carl Slick, who was our math professor, a little side light on Carl Slick, I remember the first time I had him for math teacher in the ninth grade, we went into class and I was turned around to talk to someone in class and Carl says Mr. Skoog turn around you got hair all over your face. I thought that was one of the funniest things I had ever heard so I went home and told my mother and my mother happened to have Carl Slick for her teacher, and she said Oh, he told me the same thing when I was in high school. But, what they would do is if a student came to Northern and they were deficient in any of the , if they needed any remedial work in any area they ended up in our high school class. So we had several college students sitting in on our high school math classes, some english. And so they had to come back and pick up there basic actually back at the high school. I think they felt a little embarrassed coming back sometimes but it worked out all right and a few of them stayed on to finish. So that is a little side light on how they operated their remedial courses. Anyway back when I was younger my father was a custodian, he usually had the afternoon shift, which meant he worked from 3 to 11 or something like that. Which meant I would come home from school and have my dinner then I would go visit my dad at the college. They used to let me help him sweep the floors and so forth. And even dust President Tate's desk. And I got to meet a lot of the faculty back then that worked at the university. Gant, Miss Carey, Halverson, I could go on and on and on Harry Ebersall in the History department.

RMM:could you kindof, would you like to comment on the type of personalities or stories or anything that sort of brings different faculty members

TS: well they are all very friendly. You know for as young as I was, I think most of them knew I went to Pierce and of course being a very small college they all knew my father as custodian and that. And even some of them were neighbors, Harry Ebersall lived near us and a few of the other faculty members, Halverson wasn't too far from us, ,and they were all very friendly and they excepted me very readily. Even though my dad bringing his kid on his job, they knew he was a hard worker and he did the job, and



they were all very friendly. Harry Ebersall I always remember him because he lived sort of across the street from us, and later on I was his paperboy. And so he used to talk to me quit frequently, both when I was over at the college and of course when I was home also. As far as personalities, I always remember  
 , he was very deep voiced, very basal voice and  
Hurse, he was one of the physical education instructors, of course I had him for physical education in school too, and I remember him quite well, he used to do alot of wood carvings, he always carried his pen knife around and he was always carving birds and he was quite inept at it. Halverson, sort of a small fellow. Hallverson was probably about 5'4" of so. And later he developed palsy and he sort of shook a bit. But he was surely unique.  
Hunt very strait lace individual, I always had a fear of him, he lived about a two blocks away from me and he always seemed sort of aloof and that but very friendly and that. He had a real dry sense of humor, a different sense of humor. In fact my wife had him for a chemistry professor when she went through the nursing training. She always use to tell the story about Luscian, the opening day of his class he would stand on the desk and he would say, "You say say hi prof, and I can say low students." Cause he was up much higher. And one of his favorite highlights she said was manure is a stable compound. I got to know Luscian later on, through some of my fraternal work. He was very active in the same fraternal body I got involved in. And found a little different side to Luscian, that I hadn't imagined when I was younger. Butler, George Butler, he taught conservation. I think George is still alive, although, I don't know how much he can communicate. He lives down in East Cresson, or some place down in there. Must be in his later 90s by now. I remember professor Chafer, he taught biology. and he passed away when I was in high school. Of course, being a small college, and being acquainted with him, you know, my first exposure to loosing somebody that I had known at the school. Don Bottum, you know Don, he was our . Our principle in high school was Ebben Kelly, he wasn't that, well we never looked on the principle as a real strict disciplinarian, because most of us never got into that much trouble in high school, because if we did, we got more heck from our parents than we did from the school officials. A couple incidents when I was in high school, and I was at fault, there was another custodian at the college at the time, Don McFerson and somebody you would probably want to interview too. He's in Marquette here. And I remember, I was in the six grade, and we were doing a mural as part of a project, a large, what it involved, was the teacher obtained a large rolled sheet of paper, something that you used to use in old meat markets to wrap products in. And this thing must have 20, 25 feet long, and we were to draw pictures about the school and everything on there. And, so as I went along, some people had drawn some pictures of teachers and that on there, and, I went along and I drew mustaches on the guys. Mustaches were sort of taboo back then, and it didn't go over too good with the teachers. Of course, I knew it, but I drew mustaches on them anyway. So I caught heck, and I was supposed to spend some time after school. And I remember, Don McFerson, suggested to the teachers, punishment maybe I should be made to sweep the floor in



sixth grade after school. Which was actually doing his work for him. So, I went home and told my dad that I had to stay after school cause I drew these mustaches on these characters on the mural. And as a result, my punishment was to stay after school and sweep and mop the floor. He said, "Who told you to do that?" I said, "Well, Mr McFearson told the teacher." He said, "All he wants to do is get out of work." And he got mad and he went over and he had it out with Don McFerson and the teacher. I had to stay after school, but I didn't have to mop the floors. And course, I caught heck from him too, for getting in trouble in trouble in the first place. Well that was one little side incident.

Another time, we had a social studies teacher in high school, Mr. Nemmal, he was only there for about a year. And he was our social studies teacher. He used to sit in his office, which was just off of the history room, and the office was over the stairwell as you went up the stairs to the second floor of Pierce, there was a little small office that they built there, and his office was in there. And of course, he took advantage of his student teachers, they would be teaching us the lesson, and he would go in his office, and he would smoke the stinkiest cigars in his office. And of course, smoking in the building was taboo back then, but he would sit in there and smoke these cigars. Well many of us as a stereotyper, and he talked rarrardsrarar voice, you know, and so after, toward the end of the year, when we were in high school, some of us decided that we weren't getting to much out of social studies classes so we went to the principle and complained. I think that was the first time a class ever did that. Complained about the teacher, cause you just never said anything against the faculty back then. Even at the college level, you never contested grades or anything. What you got, you got and that was it. So anyway, Mr Nemmal wasn't there the next year. One of the things we mentioned, you know we just don't like the smell of the cigars. He went and you could certainly smell him. Another incident in high school, before I get into college was with Lucile Payne was our English teacher and I think it was our senior year. We had desks that were individual in the room, and they had sliding drawers down below the seat area. Initially to put books and that in, but it was used mostly for garbage disposals. The students would put their rolled up papers in there. Well anyway, one of the brought a tin of Copenhagen to school and in the middle of English class, he was passing it around. Well none of had ever tasted Copenhagen before so in the middle of English class, all of a sudden you heard all of these drawers opening and everybody was spitting in the drawers to get rid of this Copenhagen that they put in their mouth. To say the least, we all caught heck at that. Ms. Payne didn't appreciate that very much. We all received a little punishment for that. Most of that graduated in 1955 went on into college and most of us went to Northern. And so

RMM: Let me interrupt you for a moment, do you remember as you start talking about Northern, do you remember "the heart of Northern"?

TS: Yeah



RMM: could you comment a little about what you remember, know about it?

TS: Northern was built, when they built Northern there was an arch driveway going around off of Presque Isle Avenue that circled in front of the main doors of Kaye Hall, off to the, as you look out of the front door of Kaye Hall just to the right and inbetween this driveway that circled the front of Kaye Hall they had built up a heart shaped mound on the mound there were three large norway pine trees that were growing. And it was used, I am not sure of the exact date that they built it, but it was there when I started school in 1942, so it was certainly built before then. Whenever a fraternity member pinned his girlfriend, which was a prelude to possible engagement they did it on the heart. So the heart had a lot of meaning to a lot of the old alumni, especially the female alumni who got pinned there, who recieved fraternity pin, and I remember when I was in the fraternity at college on of the members pinned his girlfriend and in mass the fraternity marched down to the heart with him while he pinned his girl on the heart then we all sang "Sweetheart of Sigma Chi" while they stood on the heart. So it was sort of this type of chomarodity and feeling about the heart. Unfortunetly, when President Harden came in he wanted to do some remodeling and put in a parking lot and cut right through the middle of the heart and put in one of his parking lots. You can still see a reminent of the heart down there, the pointed end of the heart is still there. But there was quite a furor at the time from old alumni, it was like when Kaye Hall was raised or hung here, this type of furor, roles from a lot of the old alumni who had had that experience there, How dare you cut out this heart.

RMM: about what year was that do you think?

TS: It was about 1958 or 59 when that was done. I know it was there at least the first two years I was there at college 55,56,57 then around 58,59 it happened. The other thing that was unique about the college back then was the corner of Waldo and Presque Isle, there was a brick gate with a large attached fence which was put up on a sidewalk that had ran diagonally from the corner of Presque Isle and Waldo up to Kaye Hall. There was a sidewalk that ran up there and a series or stairs going up to the College building itself, and that was donated to Northern and built by one of the graduating senior classes from the 1920's I believe, in memory of the World War I veterans. And students who had served in World War I, and that was later taken out. There was not as much furor on that as what happened when they cut through the heart. But there was a tradition, when a senior class graduated they presented Northern with some sort of gift. Some, I think some of the paintings and some of the statues were used to decorate Kaye Hall were presented by senior classes that graduated. So I think this is where a lot of the art work we were discussing the other day came about. Remember there was a picture of blue boy, the one in the hall, and then as I mentioned there was a famous painting of the horses, horses that hung there. There was a statue of David and Galieth with David with a sling shot holding at



the head of Galieth between his feet, and then there was, it was either Victory or Venus, I think it was Venus, a copy of that stood in one corner, that was another item that was presented to Northern. When I was younger there was only three buildings: There was Kaye Hall, was the main building, there was Longyear and then there was the Peter White Building. Also I remember the first dormitory was built on College Ave. where the St. Michaels church now stands, it was a wooden structure, and that was the first dormitory that Northern had. Later I remember Northern, the college sold that piece of property to the church. They figured they never would need it at that point I guess, because they had expansion back in the early 50's when they sold it and probably wish they had that piece of property now. But another thing about Northern's campus behind the buildings, the heating plant was directly behind the Kaye Hall structure, I remember there was a series of underground tunnels connected the heating plant to Kaye Hall, Peter White Building, Longyear, and the Pierce building. And when I used to visit my dad I used to like to go through these scary tunnels at night and then it was quite an experience.

RMM: now were these tunnels you kinda had to crawl through?

TS: Oh no, you could stand up and walk right through them.

RMM: were they still, is part of that still as kindof a connector there, I remember between Pierce and Longyear?

TS: I think it connected over, the tunnel connected more toward Kaye Hall is where it came out, closer to the Peter White Building if I remeber right it came out there, and

Side two

RMM: Ok

TS: one of the features of the campus was the football field which was located right at the end of Kaye Ave. Just past where the old president's home was eventually built. There was a large metal gate that went across it and all the football games were played in that area. Right after World War II also behind Kaye Hall they built on an area that is now situated where the university center is they constructed the old Vitvil cabins which was a bunch of quanset huts and metal apartment buildings the structure's are still in use down at Harvey; down along the Chocolay River someone purchased it and someone moved them down there and rent's them out as apartment buildings. All of the veterans that returned after World War 2 a lot of them were married stayed in these apartments which were not very sound proof and not very warm in the winter and not very cool in the summer. There is a lot of stories, I am sure if you talked to some of the old people that stayed in there could tell you some humorus stories about their experince and all that developed.



RMM: Before they built that building were there also some vets housing down between- down by Presque Isle Avenue?

TS: No, prior to World War Two there really wasn't any most of the students stayed in the dormitory structure which is the one where St. Michael's is now located or they stayed with local families in town. In fact there were a some students that stayed with my parents and my grandmother. My grandmother-- great grandmother had a house over on Third Street, 1012 third Street was were the old family home was over there and there were some students that stayed there. I don't recall any other structure or such over near Presque Isle itself.

RMM: Somebody had mentioned that there... after World War II that there were some quansit huts or some kind of structure that were put in there and they predated that Ville which it pretty much happened at the same time.

TS: I don't recall at that particular point, there may have been but I don't recall. I do remember that behind Vet Ville and all the way that edge of the campus all the way down to Wright Street it was large forest of virgin pine trees just beautiful. There were some trails that meandered through this pristine forest area of course it no longer exists and we spent a lot of time, and children playing games in this area.

RMM: Now that would be-- now were would that be in terms of the modern campus?

TS: That would probably cover an area where Carey Hall is west to West Science Building , north all the way down to Wright Street it covered that whole area it was completely woods. Of the actual streets in Marquette at the time went up as far as what is now Seventh Street from Seventh Street to Lincoln Avenue was a large swampy area, all woods. And there was one street College Avenue went west all the way up to Lincoln Avenue and most of it was gravel, it was not paved street- it was a gravel street. You did not get into any new homes in that area till you got out almost to Lincoln Avenue. I remember Kaye Watera was one of the faculty members in the industrial education department built one of the first homes out in that area. Course you hit Lincoln Avenue which was not paved again and going west out Fair Avenue all the way through the division which is now Trobridge Park there were homes out in that area spraticley, most of that was unpaved- gravel streets, gravel roads. Outdoor plumbing everybody had their own privy so you were privy to the privy. I spent my first five years out in that Trobridge Park area before we moved into the city itself, and that was a new experience when we got indoor plumbing.

RMM: so Northern was kind of what at the NorthWest end of town?

TS: Yes, on the north side of Marquette there were a few houses and from Wright street north there was absolutely nothing, it was sortof a swampy area again which bordered the old Cliff Dow



Chemical Company on the east side, so Marquette, when I was younger, this was still in many senses sort of primitive, without paved streets and so forth. You still see the old street car tracks going up Presque Isle Avenue in fact, there was an old street car that one of my uncles used to drive the street car and that started out on the far end of Wright Street, I am trying to think, Hawley Street and went up Presque Isle turned down Fair and then down Third Street. And it was an electric street car and the tracks ran down the middle of which is now Presque Isle Avenue and so forth. But getting back to Northern's campus, the next building that went up of course was Carey Hall, which was a girl's dormitory. And then Lee Hall was built, and when Lee Hall was built it was originally built as a cafeteria and a ball room was on the second floor where all of our dances were held. The main cafeteria was in Lee Hall and then they had Spooner hall later on which was on the west side, I believe of Lee Hall. The Olson Library was built in the early 1950's, I always remember my initiation into the fraternity, the \_\_\_\_\_ fraternity that I joined, I had to do two things, first of all I had to, two of initiates had to usher a live donkey around campus all day. And it was my job to go around behind the donkey with a shovel and a pail. And we had to take turns watching the donkey as we went to class because we weren't allowed to bring it in the classroom. I don't know where they got the donkey, but they got one. And the second thing was that I had to count the number of bricks in the library. And I tried to \_\_\_\_\_ that by calling the contractors who built Olson Library, McDonald Construction Company and ask them how many bricks they used in it and I think he just gave me a wild number off the top of his head. I later found out that no matter what number I came up with I was going to be wrong according to the fraternity brothers. And I consequently received the standard paddling. One thing about fraternities, when I was in college, there were three fraternities, there was the Tri Mu Fraternity, The Theta \_\_\_\_\_, and the Sigma \_\_\_\_\_ Fraternity. The Sigmas were primarily older students who had been through boy scouts, it was one of the prerequisites to becoming a member of that one. The Theta \_\_\_\_\_ Fraternity was primarily made up of students of the music department, art departments, literature and english. And the Tri Mu was primarily the jocks. And at the time I started Northern there were about 800 students and the, I remember the Tri Mu Fraternity alone over 100 about 125 members. So almost anyone who came to college back in the 50s and 40s ended up eventually in one of the fraternities or sororities. And there were several sororities, almost all the girls that were on campus belonged to a sorority, so somewhere the type of fraternity system back then if you came to college you joined a fraternity or you joined a sorority. There were very few students that came to Northern that did not belong to one or the other. So that was kind of unique. We also had departmental clubs. I was in the Business department so I joined the business club and the business club initiated the winter snow carnival, in the business club when I was in college. I remember we auctioned an old junk car at the time for a drawing and it really drew quite a crowd because very, very, very, very few automobiles on campus. It was a car that ran but it



was a older car and there was a big demand for that old junky car even though it was an old car and had a lot of dents in it. It was probably worth about 25 dollars I think. But there were very few of us that ever had an automobile in college, you just didn't have it. Wherever you went you walked, or took public transportation if that was available. SO we raffled off this automobile, we had the usual snow statues and snow sculptures and everything that went with it and that was started by the business club. One of the other clubs that we started when I was on campus, cause everyone was sort of club oriented back then, was the bowling club, in which eventually went into the bowling tournament, Northern had quite a bowling team here in the 60s and 70s, and there was a group of us from, well there was myself and DJ Lincoln, George , Jeri Kuevenen, Bob Shane, most of them were from Munising, they commuted everyday to college back then and we started the bowling club, and we used to bowl at the old oaks bowling alley down next to the theater. That was quite a popular club, we had probably about 10 or 12 bowling teams at that time in that club that we started. And we used to bowl once a week.

RMM: was that sort of the reason why the bowling alleys were put in the university center?

TS: Yes

RMM: to accommodate this?

TS: Yes, and the eventual outgrowth of bowling league that they had here grew out of that, when we had that downtown.

RMM: when you were talking about the Tri Mus, were, was Gunther Meyland involved at that time? I know he was involved earlier.

TS: Gunther Meyland, he was my freshmen composition professor, he was involved all of the faculty were required as part of their job with the college to advise a club or a fraternity. Our advisor, we had a house on College Avenue, and let me back up before when I was eluding to the football field being on College Avenue it wa on Kaye Avenue. But we owned a house over on College Avenue, just off a Hubbard Court, where some of the fraternity members actually lived, they paid rent and we had a house mother that lived in Mrs. Deminshier, we paid her to stay there, she did the cooking and everything. Our fraternity advisor was in the english department, it was I can't think of his name, I can picture him in my mind but I can't think of, But Gunther Meyland tried to think what fraternity he was involved in, I don't think it was the Tri Mu, he may have been involved in the Theta which had a house down on East Arch street and I am not sure. But I had Gunther as my Freshmen Composition teacher. Gunther was kind of unique, I always remember his classes because we had a spelling test the first thing we walked in, he would give us 10 words we had to spell. And I wasn't a very good speller but. But the one thing I remember about Gunther's class is he it taught us the difference between whiskey and brandy and how it was made and all the



different spirits, it seemed sort of \_\_\_\_\_ with him I guess. But that is one thing that stands out in my mind about Gunther's class was his knowledge of the liqueur industry. He was a sort of quiet, \_\_\_\_\_ individual, in his own way he was good. Some of the other professors I had Millard Majors for composition.

RMM: Didn't she, were, you must have been here when she past away at the entrance to the building.

TS: yeah, she past away she was coming in from Olson library through the Peter White Building which was connected and unfortunately she had a heart attack and past away right in the middle of the \_\_\_\_\_, so but that was after, I think I was about a senior at that time, it was about 59 when she past away. Some of the other faculty members I was exposed to was Professor \_\_\_\_\_, he taught sociology, economics, and marketing, and I was never, Professor \_\_\_\_\_ we would go into the classroom in the Peter White Building. My first class with him was sociology. Dr. Fritz was the other Sociology instructor at the time, a little side light, the St. Luke's Nursing Students took some of their classes at Northern, including sociology, history, biology, and Professor Fritz taught their Sociology section. Well when I went to sign up for Sociology they gave me the card to Professor Fritz's class instead of Professor \_\_\_\_\_ and so I went to class the next day and of course all the nursing students were female at the time, here I am the only male and all these females in the class so I stood out like a sore thumb. And Professor Fritz, who by the way I graduated from high school with his son, looked at me Mr. Skoog are you in the wrong class? Are you a Nursing Student? I looked around at all these nice girls there and I said I will be whatever it takes to be in this class. He says I think you belong in Professor \_\_\_\_\_ class, so I was sent over to \_\_\_\_\_ class, and there we had about 70 or 80 students in the class and it was Professor \_\_\_\_\_, he assigned you a seat and you had to be in that same seat every class because he would take attendance every day, the first day he would pass around a sheet so everyone would write their name on this sheet of paper, and somebody wrote Mickey Mantle on one of the seats and for the first four weeks of class he would call is Mr. Mantle, Mr. Mantle here, Mickey Mantle. And of course everyone was chuckling, and eventually he decided that Mickey Mantle must have dropped this class since he never showed up in class. The other thing we used to sit and count the number of handkerchiefs he used to carry in his pockets, he was always wiping his brow or wiping his nose and I think before he left home his wife must have put a handkerchief in everyone of his pockets. He would be taking one out of the inside of his suit pocket and his second suit pocket and his pants pocket and so it was sort of a game to see how many handkerchiefs he had with him that day. But he \_\_\_\_\_ man for a first time. So he was another one of the faculty members I had. Of course all of my business teachers: \_\_\_\_\_, Nelson, \_\_\_\_\_, one of the things I remember about being admitted to college, one of the tests we had



to take was a penmanship class to be admitted to college, and all the way around Kaye Hall was examples of excellent penmanship. They had posted letters that people had written and if you didn't pass the penmanship test you had to take a class in penmanship because everything was written longhand back then because we didn't have access to a lot of typewriters and that so the faculty wanted to make sure they were able to read your papers so especially if you were in the business department, all the correspondence was done for the most part in long hand. In fact I remember my accounting classes you could only use a fountain pen, you couldn't use a ball point pen and after all the entries you had to double underline it with a ruler, weren't allowed to use any calculators of any kind to do the math so you became very inept in adding numbers and subtracting numbers and simple math exercises but the penmanship, I have to tell you I flunked the penmanship, because when he gave it to me you had to write out the Gettysburg address and I thought it was a time test so he said you have so many minutes to write so I thought they wanted to see how far along I could get so I wrote alot of the Gettysburg address almost the whole thing, but they couldn't read it. So I had to sign up for a penmanship class, that was the Fall of 1955 and that same fall the faculty decided to do away with the penmanship requirement, so they dropped it and I never did have to take the penmanship class. But that was one thing that in fact if you go back in the old records at Northern, the records of the students it is all done in longhand, all the entries were made on record cards and so you could see the necessity for having good penmanship.

RMM: since you just mentioned the records, I would just like to have insert us a comment, years ago didn't I come over to your office and you showed me student records that went back to the beginning?

TS: Oh yes.

RMM: And those records are still there?

TS: Well the records going back, we don't have 100% of the records because of the fire they had at Northern in the around 1900-1901, some of the records were destroyed. But we go back, very early 1900s, and they are all longhand, and they are still there.

RMM: And what form are they, cards?

TS: Hard Cards, hard record cards, longhand. And in fact all of the grading rosters were done longhand by the faculty and turned into the registrar and then reentered onto the record card. The graded rosters for the most part have been disposed of but they have all been put on microfilm so.

RMM: What do you mean, the faculty's

TS: faculty rosters of all the students are on microfilm, in registrars office



RMM: and that goes back to?

TS: 1910, 1908

RMM: Oh, so they have a complete record then of the grades given by faculty members to students?

TS: oh yes, we were running out of storage room for the actual hard copies so when I worked in the registrar's office I got them all microfilmed. And then we were able to dispose of the actual hard copy itself and also in the registrar's office they have got catalogs going back to the early 1900's that be of some interest to you when new departments start in and faculty. One thing I remember about the catalog I started under, this was in the 50s, if you were absent from college for more than three days I believe you had to bring a note from your parents explaining why you were absent. It was one of the requirements, Mrs. Carey was sort of a unique individual

RMM: Oh yeah, I would like for you to upon her.

TS: every Christmas it was traditional in Kaye Hall the forier in Kaye Hall which was at three levels and it was all marble, it was very unique, and it went all the way up to the roof with sort of a glass roof that let the lighting on the forier. But every Christmas they would have a Christmas party in forier of Kaye Hall and which consisted of when I was there Forrest Roberts playing Santa Claus and we would gather around the railings on the various floors, and it would fill up every Christmas, all three floors down to the main forier, down to the second and third floor. They would sing Christmas carols and so forth and then Santa Claus would come in and he would do a few things with a couple of the students and so that was a tradition that they had done. But they would decorate Kaye Hall with lights, Ethyl Carey had an eversion to the color red, to her red denoted something real repute, and so forth being Dean of Women, so red lights really went over with her, so all the lights were always green and gold. And I always remember one incident when someone snuck into Kaye Hall at night and painted all of the gold lights red so when they turned the lights on they were red and green which are the traditional Christmas colors. And Mrs. Carey conducted quite an investigation to find out who dared paint the lights in Kaye Hall.

RMM: was she successful?

TS: No she never did find, well what happened was, later on when I was in the registrars office and we were transferring records from Kaye Hall to the new Cohodas Administrative Building we were going through some of the old, old records which were stored down in what we used to call the dungeon area, which was sort of down a cellar area below the registrar's office in Kaye Hall. And we never really used it cause there were files on all students these were folders and surprisingly what we ran across in some of the folders were some of the disciplinary actions, which were really



part of the Dean of Students office, and they put them in the folders in the registrar's office instead of just the academic records. We disposed of them all of course because we had no use for them. But we ran across this one letter from this one student who had written to Dean Carey several years after he had left Northern, his conscience bothered him and he admitted to her that he was the individual who had painted the lights red. Of course he was gone from Northern at the time so she couldn't do anything.

RMM: do you think of any of those, why I ask this is I am trying to get a handle on some of the legend of Ethyl Carey, so I am kind of interested, do you think any of those disciplinary materials files and what not remain, which would indicate some of the problems students had ?

TS: No, we disposed of them back then, Harry Ronshalla who was the Registrar at the time felt that had no place in the academic records and he could see nothing that would benefit from keeping some of it. But we even ran across a couple of other incidents, one involved a student from the Tri Mu Fraternity who was staying at the Tri Mu house and apparently what occurred was they had milk delivered to the house, which was back in the days when they delivered milk to the houses, and apparently there was a women that was delivering the milk and became a with one of the students and she ended up becoming pregnant and the college officials found out what had happened so they dismissed the student from college.

RMM: Oh, the male student?

TS: The male student. So it was a disciplinary act there. Another one involved a theft of some basketball tickets. And McClintock was one of the professors at the time was involved in it and a couple of other people investigation into who stole these basketball tickets and it was three incidents I can remember as we went through the files but we destroyed them all. But on Carey, Mrs. Carey, when I was a student at college, the girl's dorm, she was very, if you were called in before the Dean of Students, it was almost a dismissal from college at the time. And the girls I remember had a curfew during the week, they had to be inside the dormitory and in their rooms by nine o'clock at night. And on weekends they were allowed out until midnight. And the only way to get into the dorm of course was through the front door, so it they were late, they better have had a good excuse or they could've ended up being removed from college. Some of the girl's who used to live on the first floor of Carey Hall used to open their windows and let some of the delinquent girls, so there was ways to it but if they would've ever got caught doing it, they were called before a disciplinary board also. And it was enforced very strictly, you know there was no fooling around in college. Like I mentioned earlier you hardly ever heard of anyone contesting a grade that a professor gave somebody and as far as disciplinary actions they were very strict. The Dean of Men at the time was West, West, and but everyone feared Ethyl



Carey, her name was sort of God and if you got in trouble with Mrs. Carey. The other one that was sort of strict was Gant, the registrar. I remember when I graduated from college

TS: I always remember at our graduation/ commencement ceremony one of the professor's went up to one of the girls standing in line with her caps and gown on and actually removed her from the line because he said "you failed my class and your not graduating". And she left in tears she didn't go through the commencement ceremony or anything, and she had to stay over the summer school and make up the credit she missed to graduate. So that's the type of atmosphere that pervaded the campus at that time. Also weekly assemblies that you had to attend...

MSW: So that continued while you were here?

TS: Oh yes, and the faculty checked names off at the door as you went in to these weekly assemblies that were held in Kaye Hall, in the main auditorium.

MSW: What was the format of the assembly?

TS: They explained changes and policies and so forth and every once in a while they would have a program. They would bring in speakers and so forth all the student's were required to go and listen to the speakers or musical programs or whatever. As a student you were expected to be there, if you missed it you better have a good excuse.

MSW: What you would seem miscarrying ?

TS: Yeah, miscarry or Dr. West.

MSW: That was kind of enough to keep everyone going to the assembly?

TS: Oh Yes, right, right. It's not saying we didn't have any fun. I always remember the incident we were in Lee Hall in the cafeteria and the KPI (K??) fraternity always, probably had the best float in the homecoming parade we really went all out for floats. And we would spend a couple of weeks building our float, alot of it was mechanized floats and everything else. One year we built a train with smoke coming out of the chimney, another time we built a rocket. We got a front-end loader put it on the flat bed of a truck and built a big rocket on the front-end loader. So as we went down the street we had somebody hidden in the front-end loader which we had covered and the rocket would actually take off off the flat bed of the truck and go up in the air and down with smoke coming out of the back end. We had a member of the fraternity who was killed later in an auto accident unfortunately was very creative in this area, he had access to a lot of this equipment that he could get. Anyway, we were sitting in the cafeteria one night in Kaye Hall or in Lee Hall and a lot of the faculty they always mingle with the student's there. All



RMM: Tape two, tape two Skoog interview

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of a sudden the doors to the cafeteria opened and in rides this masked man on a horse firing two revolvers in the air, he rode in door and out the other door right down the middle of the cafeteria ; right through the cafeteria down the (?serving plank??) on this big horse and took off into the sunset. Course we all knew who it was, the kids knew who it was but I think Marriane Hilton wrote it up in her history book. But I was sitting there at the time it was quite an incident.

RMM: Who was it finally?

TS: It was Dick Karen was his name.

RMM: The same fellow that....

TS: yeah.

RMM: yeah.

TS: He was in our fraternity so we all knew it was Dick. Some of the professor's I remeber Roland (?Switzgablin??) came to Northern in the fifties and all the student's liked Roland because he used go up to the Tip-Top Cafe and have a beer with them. All us under age kids we were always trying to get them to serve at the the Tip- Top Cafe but none of us could because Gert who ran the Cafe where all the student's gathered I think she knew the birth date of every student that went to Northern. Cause when you turned twenty-one you walk in she would "oh, here's your first beer," you didn't even have to ask.

RMM: Were there other walk-in hot spots that students would go to?

TS: Well there was the North End Tavern which a lot of the older student's went to, and the Elite Cafe on Third Street. But the main one was the old Tip-Top Cafe up on Third Street where a lot of us gathered. There weren't to many restaurant's or places to go to in Marquette at that time. If you wanted to go out to dinner for example in Marquette there was Doncker's Soda Fountain downtown, there was a restaurant called Apopcles across the street, there was BonTon Cafe down on South Front Street and the only other place I remeber there was a little place over on the corner of Third and Fair Avenue where the bank building is now. It would seat probably at maximum ten people, it was called the Shack and this lady ran it I can't think of her name right now but some of the student's used to eat quite regular at the Shack. But to go out to dinner or something there wasn't to many places to go to. I am trying to think of others things going back there is a lot that I know I haven't covered. The faculty members that were here that I had.... I had Wilber West for a class I remeber, Olman Veter for a psychology class, I had Switch Gable for a class. I remeber the class with Olman Veter he taught a class on mental hygiene where we all got to... we all knew that the hospital at Newberry but none of us had been there, so one of



our field trips was to the hospital in Newberry and it really was an eye opener for many of us. Some of the other ones.. Oh, Seeke Hedgecock was quite a personality on campus the old coach. And everbody wanted to take their healthful living class from C.B. Hegdecock and esspecially for the experience to go through the chapter on sex education. There's a lot of stories that come out of C.B. Hedgecock's class I don't know if I dare put them on tape or not as to what went on.

RMM: Tell us one.

TS: The story is one day he was talking about the size of a man's penis's in Africa the old stereo type. And some of the girls were kind of embarassed and so they got up to leave class and Mitch had said something to them to the effect. Well I am sorry to see you leave so early girls but the boat doesn't leave until four o'clock. And another story that came out of the class, the sex education class he asked one of the female class members to get up and draw a man's penis on the chalkboarda, and she got up and drew this very straight penis. He said "hum, most of the time I've seen it has been sort of placid and hanging down." So like I said he was a colorful indiviual he missed no words. Unfortunately what happened by the time I got around to taking the class I signed up for it under Hedgecock it was the year that he decided he wasn't going to teach it. And I ended up with... apparently this class was always religated to the coach's for some reason or another. Because I had a fellow by the name of Lolyd Eden who was the football coach here for a couple of years. He left half way during the class and I ended up with Burt Gustofson who was another coach. And when it came to the chapter on sex education they skipped it completely, neither one of them wnated to tackle it. So that sort of the colorful side line of the class. I guess you have to put in perspective as to sexual mores and that of the day compared to what it is today. Today's society it would be nothing but back then it was really.

I remeber Bob Hope beening kicked off the air because of that one joke he told about the one girl who swallowed the pin and didn't feel the prick until she was eighteen, and they actually took him off the air. So that was the mores at the time that perbatted the campus.

RMM: Now you graduated in ?

TS: 1959, with my master's degree I came back and got master's and add specialist later on.

RMM: Do you remeber just to interrupt here because there is this one item that I heard about and it dates about that time. In about 1960 did the Dallas Cowboys come up here and have some kind of stadium put up, not a stadium.



TS: No, they had their spring training. The Dallas Cowboys had just formed the ... the Dallas Cowboys was one of the new teams in the football, National Football League. I don't know how they got up here but they were up here for one summer to do their spring training. Unfortunately it was one of the coldest, and wettest, and rainiest spring's on record. And they froze their tails off up here so to speak and they never came back cause of it. But they used the football field which was located down where the P.E.I.F building is now.

RMM: So they didn't build the special--

TS: Oh no they didn't build a special field. They used the training facilities--

RMM: Just the Memorial ---

TS: Memorial Field, yeah

RMM: Oh.

TS: But they were up here for one summer, I remember we got to meet a lot of the old Cowboys and this was the early sixties but like I said it was one of the worst summer's on record. They never did come back because a lot of their training because of the weather had to be done inside, and that's before we had a lot of our indoor facilities for them to train in. I always remember something about talking about the physical education facilities in Kaye Hall. Kaye Hall had the largest gymnasium in the upper peninsula and so all of the high school tournaments were held at the gymnasium which was below the auditorium in Kaye Hall. And I always remember the thing about this gymnasium is when they built the gymnasium they had built an indoor track above the gym floor, and hanging below the track was all the steam pipes that came into Kaye Hall and they sort of came in on both ends of the gym. I remember as a kid running around the track upstairs but one of the obstacles the basketball players had to circumvent when they played their games in the gymnasium was when they were passing the ball in bounds from the end of the gym not to hit the steam pipe to have the ball bounce back in and then lose possession again. But that is where all the major basketball games were held was in the gymnasium in Kaye Hall at the time.

RMM: Were there any special ceremonies, like somebody talked about a tea ceremony or a rose ceremony that they had to attend?

TS: That was for the girls, I never went to one so I am not familiar with one. But yes they had some sort of.... this goes back quite a ways before when I started college and I had heard about it. Sort of a debut or something for the new female students or something. No, they had gotten away from it by the time I had gotten into college. I had heard about it when I was



in grade school this tea ceremony and that is why it is so familiar. I always remember the faculty had a dinner at the begin of each school year down at the home economics department course that' the time when ever the faculty had a dinner the home economics department did the cooking. And it was always held down in the home economics department on the lower level it was sort of between Longyear and Kaye Hall down in the lower level, later the book store was put in there. I remember the lay out of the class rooms in Kaye Hall the business department was located as you came in the entrance to the right, the president's office and the registrar's office was just to the left in Kaye Hall as you came in the main entrance. The history department was located on the second floor of Longyear Hall, up on the third floor way up at the top in fact it is almost a fourth floor it was a music department and a art department was in Kaye Hall. the library itself was in Longyear I remember when I was a youth at the library was located in Longyear Hall that's before the Olson Library. Of course the resources back then were very limited it had a few sets of encyclopedia's, some old textbook's you never saw to much as far as library facility until they opened Olson Library then it became quite extensive. I always remember as a kid I said I would go over and help my father clean, well he was assigned to Olson Library when they opened up he became the custodian of Olson Library. I always remember going over there and being able to go into Olson Library and I was still in I think seventh or eighth grade or early high school being able to use real textbook's to do some reading and that in the library. I would go over in the evening and sit with him and I always admired my father because with a sixth grade education I think he read just about every book in Olson Library. He would stay there after work at night and just read, he just loved to read especially political science books and history books.

RMM: Was Olson Library consisted of how many floors and was that all reading ?

TS: The actual book selves and that were on one floor in Olson Library. Down in the lower level was what they called the audio visual department and they taught classes on audio visual operations of movie projectors, overhead projectors, and microphones set up because most of the student's going into the education field had to learn how to use this because it was the visual aids that were used in the classroom back then. Roy (?McCullen??) one of the faculty members was the faculty member that taught those classes back then. That was located in the basement area of Olson Library. The first floor was strictly the library and let me see there was a second floor but it was just book storage up there. If you wanted to use the library , you would just use the main floor.

RMM: So you would call for numbers?



TS: Call for books, yes and they would go and get the books on the second floor. You never got behind the desk and looked through the stacks yourself, you told them the book you wanted and they would bring it out to you. They were very strict on it, in fact the librarians there was typical old stereo type librarian where they would go up and down the tables "shhhh" tell you to be quite, no talking so you wouldn't disturb the other student's that were in there. Trying to think of a few other sideline's; I always remember the biology department where that was located they always a skeleton in there biology department for their anatomy class. they were located on the second floor I believe or third floor of Peter White Building and of course it was very dark and around Halloween it was quite a thing to walk through the darkened halls of the biology department to see if the skeleton was there.

RMM: Okay, were kind of running out of time here. Let's stop at that point. Thank you.

TS: Having to clean the windows on Kaye Hall on every spring we used to have to take a ladder and take these big storm windows down and wash them and put them back up. And we were up on ladders that were 30- 35 feet up in the air taking these big windows down, heavy wooden storm windows. They had to be done every summer, I worked as a custodian (student custodian) for a couple of summers at Northern and again that helped you get acquainted with some of the faculty member's. I remember President Tape he was very quite and reserved individual and then when Ed Harden came he was a different type of individual; very gregarious and outgoing by that time I was student. I think Harden came in "57", "56" or "57" was when he became president I think when I was a junior or senior threaten to leave Northern over something and the student's... he was the type of individual that the student's really related to him. And the student's marched at mass to support him with signs and everything and he stayed on. We always thought it was the result of that but I am sure it was something else.

#### August 5th, 1994 con't.

RMM: Tom I would like to bring up a point and have you respond to it. recently I was talking to former President Harden and he was talking about the condition at Northern when he came in 1955 and he indicated that some talk within the legislature and it wasn't just rumor sort of on the street gossip. But actually that there were some legislature's who talked about closing Northern at that time, and I would like to get your perspective of the situation at Northern vis a vis the curriculum at that time. Where Northern was going in terms of teaching certificate's and the teacher ed. program and the program in general say around the mid-fifties.



TS: Harden came in I think "56" because Tape was still here in "55" but the curriculum had pretty well stagnated at that point. Northern was still primarily a teacher education school but you have to remember that in order, the only requirement to become a teacher in the forties, fifties, and even prior to that was a minimum of one to two years of college. It was not necessary to hold a bachelorette degree to obtain a teaching certificate, and this may have very well impacted upon what the legislature's respected of Northern was in the future, where the future of Northern at the time. The program's outside the teaching curriculum were pretty much standardized throughout the forties and fifties there was no really major change in any non-teaching programs there were very few. There was a business program there was a social work program and there was a general liberal arts degree program available. But still the majority of student's that attended Northern were primarily their objectives were towards the teaching profession. I guess the prevailing attitude at the time was go into the teaching profession and if you can't get a job in teaching you have a degree behind you anyway which you can use to get a job in industry somewhere. Industry at the time student's who held a bacheloric degree really had no problem getting a job because of the number of student's that were actually graduating with bacheloric degree's in the fifties, there were very few, percentage wise, nationwide, bachelor's degree really opened up many avenues for you in the fifties and early sixties, but getting back to the teaching programs, as I mentioned, the states limited and life certificate, teaching certificates that were issued required only one or two years of college. Northern's, I think what else you have to look at is the leveling off of the number of students that were attending Northern, up until and probably through World War II there was probably a maximum of 3-400 students attending Northern. Of course, following World War II with the influx of the veterans and the men of GI Bill, the student population at Northern, if you want to call it, exploded. Probably went from 3-400 up to 800 by 1955. Also the Korean War was somewhat of an impact because Veterans coming back, which was the early 50's, increased the population somewhat. There was really no great student explosion until after Harden attended. In fact, 1955-1960 which was the beginning of the Harden era we went from 800 to almost 1300 students because of Dr. Harden instituted the open door policy. Prior to Harden being admitted to Northern for the most part students had to have gone through a college preparatory program in high school which would have included some many units of english, mathematics, social science, and a foreign language. Students who were not prepared in this respect, very seldom would you find them ever attempting to get into the college arena. With Harden's policy which gave some of these other students a chance to apply to the university, the student population began to grow as you know. From about 1960 when it was about 1300 or 1400 students in a decade up to 70 we went to almost 10,000 students. Quite an increase in the student population. But again I think if you went back in older bulletins, college



catalogs, you would see how the curricula had, use again the cliché stagnated, over those particular years, there was no great to make any change because everything was going along at a status quo. And everyone was comfortable with what they were doing and students were getting jobs after they graduated without any problem. And so there was really nothing the faculty to make any major changes in the programs. Almost everybody as I said that graduated from college immediately had a job either in the teaching field or in some industry. So I think possibly what Dr. Harden was alluding to probably had a good deal of merit as to what the legislature was looking at down state. That Northern really was not going anyplace at the time and the only school in the Upper Peninsula was probably Michigan Tech was heavily into the mining industry, because of the mines and they could see the need for that up there. As far as the for teachers per say I think they felt probably that could be done just as well through the down state colleges. Not necessary have to support another liberal art college or teaching college in the Upper Peninsula. I think a lot of merit to what was there.

RMM: I guess thing would be if you only had to go for a year or two you could go to Central, you could go Down State, without that, if you were going into Teaching and that was the situation.

TD: Yeah, they had Central they had Eastern Michigan, which were much larger colleges and drew from a larger population basically and it was the number of students going into the field from the Upper Peninsula, I'm sure the legislation looked at this from that view point. That was an interesting observation by Dr. Harden and looking back in retrospect I can see what he was alluding to.

RMM: Then there was another point that we brought up, and I would like to get your perspectives and we want to also go on and talk about your years at Northern as a student and so on. Yesterday, I and a colleague were talking about the various presidents, ones that sort of worked and the ones that didn't work. And she made the comment, that made the observation from experiences at the University of Wisconsin, with in the University of Wisconsin system, this is Gayle ,she is an archivist, and she looked at some of the presidents that the president's that came from kind of a rural background and say a less sophisticated background, that is probably the wrong word, but anyway, one that was more geared to kindof working with the people and so on came from a rural background, tended to work better. For instance, Harden came from a farming background in Iowa, grew up during the depression and points out various things that sent him in the direction in which he went in, seemed to work well at Northern, Northern and the Upper Peninsula, got along with the people and so on. Other presidents that have come in subsequently, well two in between the current president didn't seem to have that background of that more rural background and had their problems. What do you think of that observation? I know I am kindof springing that on you could, it was something I



had to think about, but it seemed to, for me, I don't want to put words in your mouth, but it seemed to make a certain amount of sense.

TS: Well I think if you looked

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TS: That is possibly a fair observation, being familiar with the Upper Peninsula culture, which is not a sophisticated culture, or was not a sophisticated culture, I think the people in the area, even those in an area of some prominence could very well relate to some body from that back ground much better than somebody from a real urban background, somewhat like something Jamrich came from. I think if you look at the faculty of the 30s, 40s, 50s, the majority of them, and those that really had a great deal of longevity at the university themselves came from a rural background and themselves fit into the community a lot better associated with the ruralness of the Upper Peninsula and this is the reason that they stayed here, is because they could relate to their childhoods and those that didn't come from the rural background, more of the urban type background, very seldom stayed around because of the remoteness of the area, and the transportation was very poor back then. One airline coming in maybe one in a week or something. The only way to get into the Upper Peninsula was by train. In fact most of the faculty, to talk to them when they come up for an interview, it was by a railroad. They just didn't fly into the Upper Peninsula. so the remoteness compared to the other cities had a large impact on those that stayed and those that moved on and I'm sure the personalities of the presidents from the rural backgrounds reflected as such through out the community and they were accepted into the community where the other ones were sort of on the curriculum and it took time for them to adapt or be excepted by the community and so on. So there could be a good deal of merit from that observation and that is why Harden was along so long, Tate was along so long, Kaye

RMM: It seems like the earlier presidents, it is kindof difficult to deal with them, to find anything different because they all came from a normal school background, which was the purpose of Northern, but then when you get, but it just might have happened by accident, that when Harden comes in he's of that background, fits in and pushes the university forward. But it was just something, almost a new idea that I wanted to

TS: Harden was very well accepted into the local community, whereas if you got into the underground, rumor mills, and conversation after Jamrich got here, he was not as readily accepted. There was quite a bit of from the local business community and that with Jamrich, even though maybe it wasn't reflected outwardly because of his position, underneath there was a lot of this going on, especially if you were privy to some of the coffee groups in the downtown area,



alot of this negativeness came out in that point, which maybe the same people would not outwardly demonstrated directly to Jamrich or the other businessmen when they thought maybe they might be chastised to some extent. But there was a lot of that, the same thing happened when Appleberry came in, there was alot of negativeness from the local business community, on a sort of underground type level.

RMM: And then how, you were here for a couple years of Vandament, how does he fair?

TS: Vandament seems to fit in a little bit better, now I think, well the makeup of the community is becoming more urbanized from the point of when Harden, when the college really started to explode and expand, I think you saw more of an influx of people coming in from an urban area, so the culture of the community, per say, I think has changed somewhat over the last 15 to 20 years because of the influx of people from the larger cities up here opening businesses and the transitory nature of the population of Marquette. It has become more pronounced, people can get in and out more readily, because of the Air base, etc. And that is only been sense the early 60s, middle 60s that this has started to happen. So I think it is a combination of both the makeup of the local community people now versus the university and they are drawing alot closer together in term, that it was at one time because you have to remember the business community stagnated for many, many years too there wasn't really no large industry in Marquette to any extent and the business end and local community were made up of people who's families had stayed in the area back in the 1800s.

RMM: just as an observation to confirm that, I know when I came in October of 1969 I was surprised that there were very few, not that it is necessarily something that you want, but there were very few fast food places in Marquette. I think they were having a big fuss over Burger King across from Kaye Hall at the time there was some question about being able to eat in your car and so on, and I found it, and I was amazed by it and that was about it that was the only place, Shopko had just opened and so in 69 you were just getting kind of a move toward these chains coming in, prior to that time it was all local businesses.

TS: You have to look at the business community which was situated in the downtown 100 and 200 blocks or Washington Street. It wasn't until Shopko came they started moving business onto the outlining areas. The makeup of the community really started to change, by the way it was Burger Chief not Burger King.

RMM: Burger Chief, of yes, I am sorry.

TS: A little bit of trivia.



RMM: oh no quite accurate that is right. I have to avoid saying Burger Chief because it doesn't exist anymore. It worked and I gave the wrong identifier. OK, that is some good background information for us, which I think is very important. Now I guess kind of just going back to, I think we ended on the first taping, we kind of ended with we're getting through Pierce School and then you had four years at Northern. I guess the question I would like to ask would tie into previous comments about the conditions of Upper Michigan and Northern. What was your reason for coming to Northern? Did you plan to go into teaching, or?

TS: I never did have aspiration into going into teaching I wanted a business background. My parents were tending to push me toward a two year school in Milwaukee, I think financial conditions had a lot to do with why I went to Northern. When I went to college it was very little aid if any to be obtained through State or Federal agencies and unless your parents could support you through college, or you worked through college, or you had the GI Bill, I think we lost a lot of good people back then because they could just not afford to attend a college. Fortunately Northern was proximity to where I grew up, and it was very readily available and I think this was the main consideration. My family was a very poor family and we finacials of any kind so the only way I could afford to go to school was to live at home and work. Pay my tuition out of my savings while I worked, and attended college that way. I think this , many of the students I went to college with, this was such the case. So that is primarily why I went to Northern. It is fortunate that I did because I got a chance, the opportunity to finish my baccalaureate degree which this other school in Milwaukee was only an associate degree program at a maximum and I probably would have never gone behind that, or it is a good possibility. And so, that is primarily the reason I went to Northern.

RMM: Could you talk a little about, the academic life, the college life, social life, what things were like during that four year period?

TS: It was a very close, the faculty had a very close relationship with the students at the time because of the uniqueness of being a small college, students knew every faculty member, faculty members knew just about every student at Northern. On thing I would observe as what the faculty did, they put in a lot of extra time in which you might call extracurricular or activities that the faculty now are expected to do as far as providing activities and that outside the classroom and such. The faculty were expected to take part back in the 40s and 50s and 60s. One thing that I remember was that students had to attend a mass lecture or program at least once every other week in Kaye Hall Auditorium and the faculty were such that they would stand up and take attendance and this was expected to be part of their job. These programs consisted of



either updating the students on changes in college life or for the most part they were actual programs. Speakers, performers, etc. that was expected that we had to attend and the faculty had monitored it as part of their job. Faculty also worked at the athletic events, it was more of a high school, what you might relate to a high school type job, well even high schools are even getting away from that now where you have to pay the faculty extra to do this, but at the time this was part of the teaching load. The other thing that was sort of unique was comparing the teaching load of the 40s and 50s compared to what the teaching load now of the faculty. Now faculty teach from between 9-12 hours per semester which is a standard load but back in the 40s and 50s it was nothing for a teacher to teach maybe 5 or 6 different classes during a semester. And this was expected and they performed it. Of course a lot of the courses might have been 3 credits 2 credits but it was all that extra preparation to teach these courses. Also when I came to school the structure for the way you registered for courses or the number of credits you carried was different from what it is now, pay by the credit hour, so in the 50s and 60s the structure was such so you payed so much tuition up to twelve credits it was a certain amount of tuition, anything over 12 credits it was a flat tuition also. So students tended to take more credits so they could go through college quicker and to assure they were going to make it in four years. It was nothing for students to carry seven or eight classes during the semester, and probably 16, 17, 18 credits. The other thing I noticed was, and I think that had a lot to do with the financial status of the students at the time, I am trying to recall what my tuition was, I think the tuition about when I was a senior might have been 37 dollars a semester, somewhere around there 37 to 40 dollars for this entire semester, but you could carry up to 20 credits for that amount and so naturally you carried as many credits as you could possibly fit into your schedule. And I could not, this is on top of the necessity to carry a job in order to earn the money to pay the tuition and support yourself otherwise too. So you didn't have to much time to fool around back then, you were a little more serious. You appreciated a little bit more because you were working for it and paying for it yourself.

RMM: Just to go back to the assemblies that they had and these speakers and so on, they sounded like they were kindof like cultural events, or some of them

TS: yes

RMM: could have been cultural events, were there any rational or reason given why they had these. Was it to instill some cultural view to the students.

TS: Well definitely yes, as far as obtaining anything outside the local band, or something in Marquette at the time it was very few programs being brought in. The programs that were being brought in were more well to do people in the



community and students weren't really privy to taking part in these programs. But the only way students could have some exposure to something outside the Upper Peninsula and outside the Marquette community and was for the college to bring in these cultural things. Although I had had a little Shakespeare in high school I found I kind of enjoy professional actor coming in and doing some Shakespeare on the stage. Or I remember we had programs like Gardner, a jazz musician, a very well known jazz musician, I'm trying to think of some of the other people that they brought in but there were some very well known names that were brought in and if the college had not brought it in and required us to go to it, and I think if the requirement wasn't there a lot of the students probably would not have attended it. I think we did have a good exposure to something other than the rural atmosphere that prevailed the area at the time.

RMM: Could you comment now on the, I don't think, we've kind of talked about the physical layout, or did we talk about it last time, of Kaye Hall

TS: we talked somewhat on it, as I mentioned the main buildings for instructional purposes were Longyear Hall, Kaye Hall, and the Peter White Building. The Library was situated in Longyear building for a number of years, later it was moved to the area where the business department was located in Kaye Hall and eventually the Olson

Library was built in the 50s. I remember when I was still in high school where the library was located on the second floor of Longyear, it was a very limited library because limited resources were available back then.

RMM: so would you almost say that the library, we've talked about the word stagnation has come, the library was kind of stagnate.

TSS: Yes, the Peter White Library was a large library in town, it was the city library and, until the Olson Library was really built students very small, very restricted access, any material other than the textbook and notes that the professor gave you in the classroom. I don't think the turnover in the library in the library in the long run was that great either, the books were quite dusty and old looking and had been there as for what seemed like eons at that point. And again it all related to the programming and that that was available. I remember one class I went into, I don't know which one it was but the faculty member had been here since the 20s I believe and this was in the 50s when I was here, at least he was here in the early 30s and he graded on a curve and the curve he always presented this chart to you of this class he had taught since he started at Northern, you were competing with every student since the 30s on this curve, and he only had 2 or 3, he varied the test, but it was the same test he had given all this time because he used this material. So what he taught in that course was what he had probably, he might have made a few adaptations, but it seemed like you were



receiving the same material as the students had back 20 years prior to that. So it was not that much impedance for the faculty I think to continually update their background in a lot of the areas other than what they read in professional journals and that on their own, and I don't think that was very seldom heard of one of the faculty members return to a class room say a post doctorate program to broaden their backgrounds. I don't recall anyways, they may have attended some institutes in the summer, from what the library consisted of, minimal at its best.

RMM: so it was kindof just a comfortable situation for the faculty, they went through their paces and there was very little

TS: yes, as I mention some of the classes I had in high school, I don't know if I mentioned this or not, when I got into college I had to take a college level class, and to me it was a repeat of what I had in high school, so there was a lot of stagnation there, it was comfortable for them and it just stayed that way.

RMM: Ok your painting a very interesting picture of Northern. One that doesn't, I don't think this has come up with me, has come up in the past.

TS: No remember this is from a students perspective, one that has attended both the high school and the college and this is sort of my impression that went on there.

RMM: But I think it is very important because of the you know, you can't discount the student's observations, you were there and observing it and taking part of it and having to indure it as well. OK, what about the outside activities of students. Where there any, sometimes we get into sort of humorous stories about things that students did. Were there any annual activities that they got into.

TS: Well dances were very popular back in the 50s. This was the big thing. Every weekend there was a dance, or some thing of that nature going on up in Lee Hall or one of the Gymnasiums, and many students took part in it. As far as getting out in the community, there was very little to do in the market community itself. And I think this a reason there is a tendency as for more students to join a fraternal or an organization of some sort, like the girls in their sororities and the boys in their fraternities and a good percentage of the students were a member of this because they were able to relate something outside of the classroom and a more of a recreational type. Other than the Brookton ball room which had some roller skating and dances and you had to be twenty-one to get in there anyways because of the liquor and so forth and there was really nothing in the community other than going to the movies for students to do.

RMM: And now eventually the Brookton ballroom that was up by the present Marquette Township Hall.



TS: Yes

RMM: Then it became furniture

TS: Furniture store after that. With the sudden of its owner back in the 50s from an unexpected gunshot wound. After that it sort of went down hill.

RMM: So even that wasn't available after a while?

TS: No

RMM: And it was limited by the 21

TS: yeah.

RMM: at that time, in the 50s, was the people talk even an earlier era, talked of the pelestra and that the pelestra had iceskating, at a I guess there was a front of it that eventually burned. It was kindof a dance hall or a dance area. Was that still

TS: that was still being used in the 50s and 60s, early 60s anyways.

RMM: as a dance facility or what?

TS: teen dances primarily for the high school, college students never really got involved in it unless one of the college students, fresh out of one of the local high schools, you very seldom saw college student at the dances in the Pelestra per say. Marquette had if you want to call it a semi-pro or what ever hockey team, The Old Marquette, and there was another name before that and then it evolved into the Iron Rangers. All games were played in the Pelestra, plus there was sort of a prefad metal building that they had thrown up for the purpose of primarily for hockey and they held some circuses in there occasionally and some other programs, I remember I went down there and saw Tex River down there perform. But primarily it was for hockey, eventually the fun part as you mentioned, the upper part was held for teen dances and for high school students.

RMM: One other observation, it came up in an interview I did with Don Bottum, he referred to it, and I would just kindof be curious for your observations if you want to make them. Back in the 50s, were there any romances between the faculty and students and Northern? Was that something

TS: If there was it was very secretive, never outgoing. I can't recall of any of that type of relationship. The fact that they had been knowingly morals, they would have been very much frowned upon by the college peers. I can't recall of any and I hadn't heard of any like that until I came back to the graduate program in the 60s, where the faculty and the students possibly had



relationships, it just was taboo. But if there was it was very much underground, kept secret. I think if a faculty member had had a relationship with a student it would have been to the point where the faculty member wouldn't have been around too long. It would have been grounds for dismissal.

RMM: Probably even with the president even getting involved.

TS: Oh yes, definitely, It just would have not gone on.

RMM; Ok, now you get us kindof that background, now what happened you graduated in what year and then what transpired?

TS: Well I graduated in 1959 from the business program, of course, I wasn't available for a teaching job in the area and I went into work in an industry and I don't know if you want to call it portionity or unporportionally company I went for, a National Company placed me in the Marquette/Ispheing area for employment. So I never really left the area for say, I was always in the Marquette area. I worked in industry for 10 years, and I decided I would like to go back to graduate school and at the end of 69 I went to graduate school. And while I was in the graduate program an opening came up in the registrar office and the registrar at the time was Harry Rogella and he sought me out and invited me in for an interview. Why I don't know, maybe he knew something of my background that was valuable to him or something. While I was still in graduate school I was hired into the employment at the registrar's office and that was in the summer of 1969 and I guess maybe because my first contact with Harry when I came back, I knew Harry as a student years ago when Harry was an undergraduate, but I remember in calling me in my first summer session as a graduate student he told me I signed up for too many credits, I was trying to carry 12 graduate credits in the summer, the first summer school plan I had ever went through and I planned to prove him wrong so he finally let me stay in the the 12 credits and then later on invited me in to the interview and hired me and so I stayed on through Northern and continued my graduate degrees and later they had specialists degrees at Northern and they opened up that program and later I was admitted to a Doctorate program at Michigan State I never pursued it to that degree because of the distance. I stayed on until I retired in January of this current year, 1994 at the registrars office and I worked primarily with the academic records and academic programming and curriculum for the university, one of my main areas developed in that area.

RMM: We are going to break here because the tape is going to.



Skogg interview, tape number three, August 5, 1994.

RMM: Ok Tom, we ended with your beginning, kind of an overview of your work in the registries office, now could you go into some detail on problems that the registries office faced in terms, I guess paralleling its growth and the development of new programs and so on over the years?

TS: I think probably one of the major developments of the registry's office was the advent of the computer age, a necessity to go into computerized records and so forth. Records up through the 50s were all hand written records. Remember the comment I made about the necessity to take a penmanship course I think just was indicative of the way business kept records back then. It was all hand written. In the 50s and 60s, things changed a little bit. They went from hand written records to type-written records. And so all records were hand typed, all classes had to be typed on to the record card, grades manually posted with the typewriter, and so forth. Our first computer at Northern was an old IBM card punch system. Back in 1969, 1970 I believe is when we got our first plucker, if you want to call it that. And it was a big step when we could key punch and make scheduling cards to just schedule students. A lot of the work was still done manually on the typewriter. We didn't get into computerized labels for record cards until the 60s, and that was a big step forward. I guess the major step was then in the last four or five years when we developed a system which we finally got into where all of the records are maintained on the computer. In fact, it was just within the last year, where a manual posting technique of all the records, of all information on a student's record took place. Starting with December of 1993. It was the first time that it was not necessary for the people in the records office to do any manual posting on a student's record. Which they are currently using now.

RMM: Which means they would just pull it up on screen then?

TS: It's all kept on a mainframe computer, it's not necessary to keep it in what we used to call a hard record copy of the student's record. It is all on the computer, and hard copies are generated off of the computer. Jerry Wilms, and myself started to develop our own in house system. Starting approximately 1988, we took what programming we had available, the data base, the software, that was available at the time, and developed a student record on the computer. But we still were not certain it was going to be 100% accurate, so we continued to maintain hard record backup, until just recently. Now with this new system, that the University purchased, it's all entirely computerized. It's not necessary to do any hard copy maintenance of records at this point and time. Hopefully the accuracy is there.



RMM: Do you see any possible dangers of the power going out or something?

TS: No. There's sufficient back-up on tapes and so forth. And the one thing that we always did in the registrars area, is maintain a good back-up system. We, as it evolved, went from additional back-up hard copies and micro-filming of records to microphicing each semesters grades and records and students who attended. In addition, the computer center keeps a back-up tape on all of their records. So there is several areas we could go to to rebuild records if some large catastrophe occurred or something and the current records were destroyed.

RMM: Is there a copy of the records and stuff at an off campus site?

TS: Microfilm is kept in a safety deposit box at the bank. And the computer center keeps their additional tapes at a different site, they have a storage site somewhere, I'm not sure, I think it's on campus but I'm not sure exactly where it is. So there is a system in place where it could back-up. And our records in the resistors office go back to the early 1900s. As you know, the college was destroyed by a fire around 1900, 1901 there was a fire in Longyear hall, which destroyed the records. And unfortunately, we don't have the records of the first students that ever attended Northern because of that. But, we go back to a numerical system which was used, which was started at Northern. We call it a matriculation system, because as each student enrolled in Northern, they were assigned a student identification number in order of their enrollment. This went on up through 1964 approximately. Approximately the first 38,000 students that attended Northern were assigned a student number. When we finally got into the computerized system, we converted to the alphabetical filing system with the social security number back-up. And eventually through the years, we've had students who hadn't had numerical numbers to enter into the system attended Northern and we converted their records to the current system also. But there are still some ruffly 25000 records out there that are still filed under the old numerical system. Students who attended Northern and never returned after the current system and consequently their social security numbers are on those and we can't convert it to the current alphabetical system. But those records go back to approximately I think the student number 200 or something in that order. Somewhere in the early 200 numerical system is when our record cards go back to. Of course, most of those students are no longer around. But for historical purposes if you wanted to look at the records, I think it would be good if somebody was doing some research up on the programs at Northern to go back and see what classes students actually took back then. It kind of surprises you, or would give a eye-opener as to the evolution of programs from college level type courses that were taken in the early 1900s as to what type of material is



taught today. The type of courses students took in the early 1900s could very well be acquainted to what you would get in the eighth grade and ninth grade type class work in high school today. Instead of Algebra you took arithmetic. So that was the high level math course that most of the students were involved in in the early 1900s. Simple mathematical formulas and some algebra. I don't know when Calculus evolved at the University, I don't think it was until somewhere in the 19-teens or early 20s. It would be an interesting research project.

RMM: How restricted would these records be?

TS: Well for a faculty member, the research is available and the privacy, I would not prevent a faculty member from the research. I think the only restriction would be to identify certain students, but as far as the information, it's there, it's available.

RMM: So, what you're saying is that for the first 200 students or so, we don't have the records, but for all the rest we do?

TS: Yes. So we go back quite a ways in our record system. Like I said, it is interesting to go back and look at some of them.

RMM: Could you comment, you've kind of eluded to this, on the development of programs and courses that sort of evolved, you kind of eluded to the fact that for years things were stagnant, and courses remained the same. When did you see a change begin to develop and then?

TS: Unfortunately, I wasn't at Northern during the mid-early 60s, I don't think there was really a major change in programs until the mid 60s. And looking back in the old bulletins the first major programic change I noticed was the old ? plan that came into effect. The Milton Bird era if you recall, where every course taught in the University, except for Phy-ed course, was worth four credits. And the philosophy behind that was a student by taking four courses a semester allowing for maybe one drop of a class or failure of one class, could still graduate in four years. Which would be 32 credit a year times four would be 128 credits, which was the minimum requirement. That was the first real major change I saw. Now as far as content and substance courses I'm not sure what took place at that point. Up until this four course plan came into effect, for the most part, students were involved in the, what was referred to as the distribution system, as far as their general education requirements outside their courses that were specifically required in a major/minor, the courses were identified in the bulletin as just specifically what courses you had to take to meet those particular requirements. Looking back at my undergraduate program it was a distribution type requirement for you to general education you were required to take a course in



American Literature, you were required to take a course of U.S. History, you were required to take Physical Geography, which by the way, looking back in retrospect, I think was a very valuable course at the time, Or right now anyway. At least I know where a few countries in the world are, which can say more than for most students know. It was this type of, you had to take a certain math course, a certain curriculum required, dictated you take a biology course . It seemed the distribution requirements related toward your selection of major and getting the student a premium choice. In the 1960s with the advent of the plan, we also let you may recall we had the development of the common learning system in which the student took a full year of composition, identified as common learning one and common learning two, Humanities one, and Humanities two, Natural Science one which was a physical science, Natural Science two which was a biological science, and then your social sciences one and two, where you combine economics, political science, sociology, and history all under common and the courses were taught jointly by the faculty, so students got a little bit of exposure to all of these areas. They had supposidely word that they had developed a seminar type course as part of the general education program, but it never really developed. And the seminar was supposed to bring together all of the areas that the student had studied in humanities, the sciences and social sciences. And students really didn't have a choice at that point, they had to take these particular courses. It wasn't until the early 70s when we worked our way out of the common learning program and we got into the liberal studies program where students were given more of an option or selection to take to fulfill their general education requirements. And since the 70s the liberal studies program has broadened itself, just to make a personal observations, it may be too broad at this point. Whether that is good or bad, that's a debate the faculty will have to make. Sometimes I feel that structuring students into certain portions depending upon their major, is better for the student later on. But that is a difference of phillosphy. But the general education program for involved in distribution to common learning to liberal studies and to what we have now, which is still called liberal studies, I believe you still call it liberal studies, but it's a very broadened liberal studies program. Other than requiring composition one and I think the remaining credits required is pretty much wide open, except I guess some of the technicle programs still dictate a specific courses. Because those courses meet with those studies requirement I think students for the most part take them, to meet the liberal studies requirement.

RMM: Here's a question I'd like to toss out because you weren't a faculty member so maybe you have a little better perspective. When they were developing these liberal studies programs and so on, and developing certain courses, in those areas, I know as the stand point of the faculty member there is always talk that one



department is trying to get more of the piece of pie or pieces of pie than another and so on. Did you notice that as a

from the registories office that you had perfliferations of courses stimulated by departments who wanted larger share of the action, or was that a faculty observation?

TS: Well I think it is the philosophical point that has to be made about that. But coming from a non-faculty view point, I saw a lot of, what I felt, in house conflicts between departments, buying for a larger piece of the pie so to speak, as I said in the curriculum ? . ? said you could probably justify course, any division if you sat down long enough and wrote the right rationale to place a course under a division. It seemed like the number of courses that were being turned down of those submitted for consideration to be fulfilled general education requirements which was very small. I think the philosophy of broadening the education had a lot to do with it, but I saw a lot of courses that, from my perspective, probably should not have been on the liberal studies list. And even comments made by other faculty, one statement proved it saying "How in the world did that course get on the liberal studies list?" We're coming about, just an off the cuff observation again, coming from a non-faculty stand point, I think a lot of this had to do with the evolution of the program students were following. Students are following more technical oriented programs today as opposed to what they were a few years ago. And as we get into more technical oriented programs, more structured programs, business programs, nursing programs, more of the practical art programs rather than the liberal arts programs, those types of programs dictate the student have a certain type of background, statistics, economics, an exposure to sociology, psychology, because of what they anticipate the students going to need in the work force day. That these courses were made requirements of the program and because they filled liberal studies requirements requirements were placed under liberal studies or general education umbrella. So departments saw a rare slice of the pie cut into because of these particular requirements and some faculty probably rightfully so saw a more narrowing of the education of the student rather than the broadening of the educational spectrum. So consequently there was more of thrust to give the student an opportunity to broaden out and have a more, more of a selection to take, to fulfill these requirements for what little electives they had left in liberal studies. And I think this had a great deal to do with it. I don't know if that answered your question or not, but I make that option an issue from working with the programs.

RMM: now we have the committee on undergraduate programs that I know a long period of time, at least when I was on you were member, could you talk a little of your role as that member on terms on reviewing these programs.



TS: well I was asked to first sit on \_\_\_\_\_ in 1970, there had been a member from registrars office representing or being an \_\_\_\_\_ member up until I, well I'm not sure how far back it went, I know there was one on there when I came to Northern in 69 so, I signed this book in the registrars office as to working with programs as to become a member of the \_\_\_\_\_ committee, it was a good experience, very defiantly, because it registrars office working very closely with the faculty and the program. It was good to be able to sit in on the curriculum development, another overview and looking at it from a broader perspective than maybe individual faculty members who were from a social sciences or \_\_\_\_\_

and had and how the programs might impact on other areas of the university especially when certain requirements or certain types of courses were being put in that other departments used as support courses. I know we were able to pick up many times the impact of a new course or a course that might want to be discontinued might have other departments that those making those requests have somehow overlooked because they weren't familiar with the other programs around campus. I think coming from the registrars area, having that broad perspective, that broad overview of the programs at the university, is not only crucial for us when we were working with the program but for the faculty and called to their attention the impact of their programs and how they had impacts on other areas of the university.

RMM: also, I know I was in charge of the chair \_\_\_\_\_ committee for a number of years, probably about 10 years and then I went on sabbatical leave and you took it over, could you comment on that program, it's importance on Northern's campus. There was a ? ? ? ?

TS: The programs, the ICP which was a four year program individually created program, which was I always referred to as \_\_\_\_\_ program, it was not the first one to, this was the second one in a series of three programs that developed, the first one an associate degree program, the second one was a four year bachelor or eventually went on to be a certificate program. The way this came about is the university wanted to establish a program at the Marquette branch prison and of course we had to have some flexibility to develop a course of action out there because of the limited type of courses and programs that we could bring to the inmates at the Marquette branch prison. I was fortunate enough to be in on the ground floor on that development and was able to monitor their supervising program for several years. And as I worked with that particular population I saw a need for something other than our traditional programs that were held on campus to service that particular area and as part of my graduate programs I wrote the special studies program and consequently had it submitted to the curriculum and approved, initially it was just submitted to be available to the students in Marquette branch prison, but as I got into it I saw a need for



where it couldn't possibly be used on campus for sort of a degree program for students who want to go for just two years or want to develop a program that we didn't have available here. Especially a tailored program with the help of a faculty member or something like we didn't have, might only be one or two students that wanted that particular program, so we had a vehicle available to develop something for that particular student. About the same time we were going for change in the liberal studies program and the format of the degree program, one of the programs that had been submitted to the committee for consideration, I one of the faculty members, was a very broad program in which you took 124 credits of anything you wanted to take and there was no structure at all to it and this was submitted to the curriculum committee and didn't give it to much credence or to much thought, again working with the SSP the associate degree program, a couple of us saw a need for maybe another vehicle for four year level where we could develop programs that were not part of the standard curriculum offer for students yet who had courses to combine to possibly give the student a solid program. And so we developed a committee and you may have been part of that original committee I think, and

RMM: That was around 197?

TS: Yeah, around there sometime, and we sort of combined, we I sort of threw in what background I had on the SSP plus background from the faculty on some of their other ideas and we formed the four year program, the individual creative program, it did have some structure to it, it had a general education core, it did require the student to develop a program with a certain minimum number of hours, with some justification, rational what it was going to do for the student. And the student worked very closely with one or two faculty members and it worked very well as a vehicle later on for certain departments to experiment with programs and actually revolved into some of the programs that we have today. The health and fitness management program, which is a science program, there was a couple of other ones too, I just don't, can't recall off the top of my head. Evolved out of the use of the individually creative program, was a vehicle for the first students who were looking for a program in the area to develop their good solid baccalaureate program. There evolved eventually, as I said, into standard program offerings in the bulletin. And later on the certificate, or one year program came in, I don't think we given out to many but that was primarily a vehicle to be used at either K.I. Sawyer air force base or Marquette branch prison for students who wouldn't be around to long but would get that exposure to college, a solid, basic start in their college program, carrying on into other colleges or universities they would attend later, given their composition, a little exposure to science a little exposure to social sciences and maybe develop an interest in some area, or start to develop



an interest. It has been used on a few occasions but not too frequently.

RMM: could you comment on the value of the individual creative program and at the same time what were some of the more interesting, exotic programs of the past committee.

TS: well one thing I noticed with the individually creative program we had a lot of students apply and develop programs with faculty members in areas they thought they would like to explore and get more into, but as they got into some of the course work that was part of the individually creative program they suddenly developed an interest in that particular field and migrated from the individually creative program into one of the more structured programs. Some of the, I remember we had a person on the staff at the university at one time that was hired to develop an artistic group and in order to intise students at the high school level to come to Northern to join part of his coral group he wanted to develop an individually creative program where the students did nothing but go around the country and take part in this coral group and after they did this for four year, they would get a four year degree. Needless to say that one didn't go very far. One of the other programs I remember a girl who wanted to, I'm not sure of the word right now, as part of the program she wanted to learn to play the guitar and

Side 2

TS:

RMM: so who is the fellow who is in charge of Dell Towers? I remember connected with that I got a call very similar from John Fry, he wanted to know why I told Dell Towers that he could move ahead with the ICP and what was it called popular performance I guess.

TS: something like that.

RMM: and I said I never told him that, he had put together brochures and was going around the high school saying Northern had this program and he had never given him the clearance. He just went from A to Z and skipped everything in between and that ended very quickly but that was part of that problem. But you were saying now the one with the zither and everything.

TS; the one student wanted to put together a program to learn how to play the zither, guitar, how to raise honey bees, I guess one of the faculty member on campus was into raising honey bees at the time, and they somehow struck up a close relationship and



fell into the baccalaureate degree so she could learn how to raise honey bees and sit under the tree and play her guitar and zither. These are some of the programs that were never approved by the committee say the less. We did have some good ones, we had medical illustrationists, that sort of evolved out the art department and got some students with that, one that really evolved out of the IC program and is now in place is the international study program. We had several students put together programs on far east studies and that, I sort of look at that as the to start the international studies program. And this is the faculty members who worked on these programs are really the faculty members that are involved with the international studies program at this part. So that sort of evolved out of the ICP program and so the ICP program did, has played and I'm sure in the future will play an important part to develop new programs and eventually become part of the structured curriculum at the university. As long as we keep up the honey bee programs and the coral programs such as I mentioned I think it will continue to be a viabal program at the university.

RMM: I think, if I remember correctly, and I think I was on on the first, or I had just joined and I got into tis ICP discussion and I remember at the time there were faculty members who were very concerned that there would sort of be a of students taking the program and that it would overwhelm all regular majors. What actually, did we get that many people signing up for those programs?

TS: I think anytime you get anything new there is a general pervasion of fear, we don't know what to expect so we tend think the worst of something and it is hard to develop into something new that has been unexplored so to speak in an institution. Other than the few programs mentioned, there never came to from my perspective, it was very well monitored, the committee layed down certain guidelines, they stayed with it fortunately just as I was leaving a couple of programs that I felt the makeup of the committee was becoming lax at this point, permitting certain things to the guidelines that they originally laid down and if that continues maybe the erosion of the ICP committee program could come about. But I guess that would have to be monitored one day too. The problem we had with the ICP students was getting the faculty to work with the committee, to get a broad perspective on this committee you need a broad overview of the university as a member of the committee because when you get something, a proposal that is heavy in the sciences you should have someone in that area to work with, the same thing with the technologies and the business area. All the areas should be all representative with faculty members that are willing to maintain those particular standards that were initially set up to keep the integrity of the program going. I'm not sure how many students have graduated actually with the ICP program because, as I mentioned, it was a handy vehicle to get



students channeled into the specific discipline, which a lot of them transferred into before they actually finished the ICP. But I would say, since it's succession, we probably granted 50 or 60 degrees with the ICP program per say. We were averaging two or three a semester, programs being developed by students. Some of them were very good, very strong programs. Others not so strong. And the one thing we had to watch out for and should be still maintained is not to make it a degree of convenience, but make it a degree of substance. This has to be maintained otherwise the program will eventually devolve I'm sure.

RMM: Just as a observation, I know when I was in charge, I would have students come in asking about the program and then when I would give them the forms, and the route that they had to follow to develop this, you wouldn't see I thought it ended up being a rather challenging program that the student had to put together, so it never turned into a (phone)  
 RMM: Continuation of Skoog interview, August 8, 1994. Tom could you relate a little about the land usage around Northern starting from College Avenue?

TS: Well my family home was on the corner of Magnetic and Fourth Street. My grandmother had the home built back around 1923. And the actually residential district when we moved into the city in 1943 or 44 I believe, we were living in Park area prior to that, on Magnetic Street the residential homes went up just past Lee Street not all the way up to Seventh Street, what is currently Seventh Street. From that point on, all the way out to Lincoln Avenue was a large swampy wood area with a stream running through it. This preceded north H Street was extended off of College Avenue and it opened up into a large field where at one time there was a farm there. It was cleared. Two of the college professors, Carl Slick and Ray McCullum lived down on H Street extended, H Street did not go through all of the time. And it was a dead end street, which ended up in a large wooded pine forest area, which went down to as far as Tracy Avenue. Again the residential district on the north end of town began and there were few homes starting on the corner of Tracy and Center Street and preceding both north and east. The homes were to sporadic in that area. They continued out to Wright Street, and what is now Dobsen Village was then another large swamp, bog type area that was not developed until Dobsen Village was put in there.

RMM: Where was the, you said it went down H Street, what would that be comparable to now, what would that run into? meeting

TS: H Street now would run into the McClintoc Building, as it comes off of College Avenue, and this was prior to the McClintoc building being there. The road continued down slightly further and where the Jamrich Hall building is and West Science building currently is, Primarily where Jamrich Hall is, is where the large



open field area was. There was a hill that was called Slicks hill, after Carl Slick, it was behind his home and it was used for sledding during the winter months, by the kids in town.

RMM: Where would that be?

TS: That's coming off of the Whitland School, I believe, and preceding east down toward Eighth Street right now.

RMM: OK where there's a student parking lot.

TS: Yes, where the student parking lot is right now. That was a sleigh riding hill.

RMM: OK so that whole parking lot area was then hilly and that whole area was used by the kids?

TS: Yes, right.

RMM: And then where would Slicks?

TS: They were on Eighth Street.

RMM: So their house would have been close to?

TS: Close to where Jamrich hall is, in that area. There were two homes down there, where as I said one was occupied by Carl Slick and the other Ray McCullum. Both worked at the University at the time.

RMM: And that was kind of, they were living on Eight Street.

TS: Yes, their address was Eighth Street.

RMM: But there was nothing, they were the only houses in that

TS: No, I remember quite distinctly, because later on, I had a paper rout and that was the fairest remote area of my rout. And I dreaded it every winter, to have to walk all the way down to those two homes to deliver a paper.

RMM: And now it is in the middle of campus.

TS: Right.

RMM: You probably sat through some good meeting within a few yards of those houses.

TS: Oh yes, it brought many memories, I was just about to fall asleep in the meeting, and I would recall some from my childhood days.



RMM: Now were they into farming or something or that was just a place

TS: Well everybody had their victory garden type thing, back in the 40s during WWII and that, and they had a large garden area down there. McCullum had quite a large one. But I'm trying to recall prior to them moving to it, it appeared someone may have attempted farming, because of the way the area was cleared. As compared to the surrounds at the time, which was primarily either woods or swamp area. And it probably would have made a fairly good farm because of the proximity to that little stream that flowed down through that area.

RMM: Wasn't it when they were building Jamrich hall, they ran into a spring or something in the basement?

TS: It could have well been, and that could have very well been the stream. It was not really an open stream; it was a runoff from that very wet boggy area which went from the park cemetery, the north end of the Park cemetery all the way down through College and what might be Kaye Avenue now. I know we used to go up there and catch polliwogs and frogs, and it was as I said a very swampy area until it was developed into the spear addition later on.

RMM: What was that about?

TS: That was probably starting in the middle to late 50s, when they started to develop that place. And I remember, they had some trouble with some of the homes there with the foundation, because of the dampness and the wetness and the runoff from that particular area.

RMM: Do you remember the, it was supposed to be on College Avenue, East and Seventh, down towards the hospital, that that was a concentration of University Faculty?

TS: Yes they went all the way up to Seventh Street. There was quite a few of the faculty that lived down there. There was Don Bottum, Dick Hurst, Firms, Clucus, Halverson, Dean Kary lived along there later on, just to name a few that lived in that particular area, starting at about Lee Street and going west on College ave where that particular area was.

RMM: are there any other land usage observation you would like to make about the area on or around the campus?

TS: I probably mentioned where the football field was, earlier I mentioned college avenue and then at the end Kaye avenue was where the football field was located. I really can't think of anything else at this time.



RMM: That football field that your

TS: currently where the parking lot is for West and Gries Hall in that area, behind the bookstore and the University Center, it went all the way up to seventh street, which is now seventh street, and continues down into Harden Circle.

RMM: OK, so there is still kindof a in this area then ?

TS: Yes, it went north and south

RMM: where the dorms are now of the fraternal organizations in , flat area. And then seventh street is the area where the cars would park and watch the game?

TS: Yes.

RMM: alright, Tom, over the years I have noticed there were a few faculty and administrators in the past and continued to be members of the lodge in Marquette. Could you comment a little on the history of Northern's role or it's personnel's role in

TS: the faculty and are very strong in the involvement of the premasasonry in Marquette. I like to point out some of the buildings on campus where, which are named after faculty that who were part of the order, as we go across campus we have, which is no longer there John Longyear, James Kaye, Peter White, Sam Cohadas where Kaye Hall used to stand, Lee, Spooner, Walter Gries, West, Forrest Roberts, Thomas, McClintock, Hedgecock, Hunt, Halverson, Harden, those are the ones they have named buildings after to get into other people who are very strong in the order, Harry Tate, former president, president Appleberry, some of the other faculty members Henry Himmennen, Eibersal, Schaffer, Butler, Max Allen, Srgt. , Swammer, Casey Williams, Walter Schenoskee I believe was a member

RMM: ?????????

TS: I think he may have been, I wasn't, he was gone before I really got to know him, Harry Ebersal was a member of the history department, he was quite active, Clucos, Burrows, some of the wives, faculty wives, their husbands where members, Marget Petty, Harriet , Virginia Grundstrom, I believe Ferns these are to name just a few that I can recall that were quite active in the missionary and played a very important part in their life as the organization does support public education to a great extent and primarily because of the philosophies and histories promulgated by the order, develop the interest of the faculty. I'm trying to recall some



of the other names, other faculty that were, Carl Slick, Roy McCulim, it was a fairly good representation of which the faculty at the time were members, several faculty members that are currently employed at Northern that are members of Paul Britton, Ken Thompson, Curt , Bob Hansen, Robert Barington who is deceased who was a member, Thomas Peters. Just to name a few Scott Seamen of the television station and Wright the announcer, Elmer Shot these are some that come to mind.

RMM: Would you say the percentage of the faculty members declined in terms of being

TS: Well I think that is true with any of the fraternal organizations in the sixties, participation and organization really nosedived and the percentage of faculty members that were members now are quite small compared to what it used to be at one time. Starting to come back somewhat but not to the level it was back in the thirties and forties. Another member that was quite active was Lucien Hunt I failed to mention him and Lucien was very active. In fact his father had written several books on the subject he was quite knowledgeable; he was from Iowa I believe. And he had one of the orders named after him in Iowa because of his activities within the organization.

RMM: So most of the president's, or you said that Kaye....

TS: Kaye, Tate, Harden, Appleberry those are the ones that I know of, I am not sure about Munson and some of the earlier president's could have very well been. Many were not members of the lodge in Marquette per say but were members of lodge's elsewhere and took part in the activities in Marquette because the positions of the masonic order are world wide and nation wide organization. Many of them had joined the organization prior to coming to Northern and continued their affiliation while they were in Marquette. But again a good portion of them were members another one that brings to mind Walker Sisler, the college of business was named after him. Another person that was not directly employed at Northern but had provided quite a bit of financial support at one time was C.S. Mott. He was a very active member in the organization.

RMM: Was he from Marquette?

TS: Mott was out of Flint his foundation provided monetary funds for a program back in the sixties and early seventies to train students to become community school directors. And it was quite an extensive program during that era and where several students finished and are currently employed as community school directors as a result of going through this program. I think (?????) of the high school was one.



RMM: Now is this connected to the order?

TS: No, he was a member of the organization but I just mentioned it because of the financial support he provided for this particular program at the time.

RMM: sort of getting back to what you said promoting public education.

TS: Yes, right

RMM: Because I think Harden told me he was a board member at one time (Monk ??) Foundation.

TS: Yes, he probably was. It was quite a large foundation

RMM: Are there any other ...

TS: That's the only thing I can think of at this particular time, other than being very active. In the organization of course with the advent of the television and that other have taken place, and other interests have evolved. It seems people have been shying away from that type of activity right now for some reason.

RMM: Just a personal observation, I noticed you mentioned a lot of faculty members tended to be very active on campus. Do you think there was some connection of being a member of the order and being this kind. Individually active in the community and on campus. Because all of those people(????)

TS: I think it was part of the make-up of the society of the time where you did take part in those type of activities in lieu of other. What you have today as maybe distractions from from being it's a matter of how you divide your time I guess, and where you want to... what you want to do with it. There are so many other areas people have available to them today. Sport's activities are much more promoted and attended then they were in the thirties and forties there are more activities to take part in. At one time Northern's sport's consisted of basketball, football, track, and the tennis team, and golf team; now we have many, many more sport's and so forth. Other activities have taken away from people's participation but back then faculty members felt not only their duty to take part in the University activities, but also to become part of the community per say. The community was much smaller and much closer-knit at the time. I think if you look at the community today, it appears that there is a fairly sharp division between the Marquette community and the University community. It seems like there is two distinct communities. Although there is intermingling there, it's not like it used to be. It seems like if you're employed at the University most of your time is spent on the University campus,



which is considerably larger than it was at one time. And the business man and those that make the heart of the city's community are sort of distance from the University community. Except maybe at the top where they intermingle because of business and community relation purposes, but as far as the actual faculty co-mingling with the business community down-town or what have you, or the business community on the west end of Marquette there's not as much of it, except through maybe your Kiwanas or Rotary club where they see each other occasionally, but not like it used to be.

RMM: And that sort of ended with the expansion of Northern 60s and 70s

TS: I think so. Up until Harden came and opened up new avenues at the University, Northern was sort of stagnated, small and people tended to associate not only through fraternal organizations but through their churches and so forth, in a very close way, with the rest of the Marquette community. This is my impression anyway, from living in the community for as long as I did that that's what the case was way back then.

RMM: Would you want to comment, you've seen various Presidents come and go here, did you want to comment on their role in the development of Northern, does anything sort of stand out in your mind kind of in hind sight ?

TS: Well it's always good to look back, I don't know if it's good, but looking back in retrospect, you can make some judgements of some sort I guess or impressions as to what may have or should have taken place rather than what did take place. And during Paytes era it was a very close-knit faculty organized faculty that was on campus. The faculty members co-mingled as far as activities outside as well as on campus, more so I think than with the large faculty we have now. Each faculty knew the other of course because of the small amount of faculty