

Title: Interview with John Jamrich  
Date: July 26<sup>th</sup> 2013  
Category:  
Interviewed by Russell Magnaghi

## START OF INTERVIEW

Russell Maghnagi (RM): Okay. Observation.

John Jamrich (JJ): This is a kind of historic, statistical, numerical matter. Up to 1968, our graduates primarily were teachers and as alumni, they fall into a particular financial category, when you begin with the expansions during our 15 years with the School of Business, the computer science, the nursing, the pre-med program. The graduates of that period by now are of an age where approaching them is very logical and indeed, many of them are well to do... being successful whether it's a medicine, or whatever, so it's just a small observation, but the concentration obviously has to be there, not that the exclusion of some even current graduates, whose family or you know, the means and so on, financial setting might be appropriate for an approach in terms of contributions of the university. But numeric, chronologically, as far as years of graduation, you begin with graduates of the time when you came and on, individuals who have gone on and succeed and indeed in need to be sought out. There are, in our family, when we look at, they all have had contact educationally with Northern Michigan University. I was the president, my wife was of course, the spouse, but she also was a student. She took a class in French with Mrs. Wright. So she was a student here. Two of our daughters and the granddaughter, had been students here. And so...

RM: So you had the three generations?

JJ: And then Audra whose husband of June, two computer textbook authors, both are NMU graduates and they both have actually been on the faculty staff at one time early on, before they left for their textbook writing expedition. So it's searching for the fund, yesterday I read Stanford raised one billion dollars in its current fund drive. That sort of boggles the mind when you think of that kind of fund raising, but of course, you look at the graduates of Stanford, and Chicago had a huge, I think had a 250 million dollar goal at one point. So, I think that's one of the important steps, thrusts, that President Haynes is taking... getting a handle on this. Where are these alumni who are in a position to make a contribution to the university? As, You know all of this firsthand, as state appropriations appear to be at best leveling off and dropping and being measured by tape instead of ... As I say, that makes the foundations work and the search for contribution is extremely important.

RM: Yes, because now we are down to, they said yesterday, we are down to 30 percent of our budget comes from the State.

JJ: Yes.

RM: From 100 percent.

JJ: Practically 100 percent.

RM: Why not?

JJ: When I came that was a sort of taken for granted. By all the institutions, and all of a sudden the squeeze, the squeeze, little by little. It's a tough assignment.

RM: Yes. Now, let's say, let me just...

[TAPE SKIPS]

JJ: A survey of higher education where we, I was the associate director. John Dale Russell was a two-days-per-month consultant to the legislature to make such a study. He happened to be the Executive Director of Higher Education in New Mexico. But the legislature took him on two days a month and John Dale Russell, this was one of those odd events of my career, I had become the Dean of Faculty in Doane College in Nebraska. Wonderful setting, everything was just fine. We were, our... increased the enrollment, we balanced the budget, and one day the phone rang, about the second year or so, the fellow on the other said "My name is John Dale Russell." He said "You and I don't know each other, but let me tell you what I am calling about. I have been engaged by the Michigan Legislature two days a month and do the survey of public and private higher education in Michigan." He said "This will be a major, major study." And he said, "What I need is a person to actually manage and direct the survey daily, staffing it, collecting the data, preparing the questionnaires to gather the data, and so." He said "I'd like to have you consider becoming that director on site." This is a man who never saw me, never met me before. It so happened that his assistant out there, and I, had spent four weeks at Ann Arbor, University of Michigan, on a summer workshop. And he and I, this Jim Doi, was the fellow's name, spent...

RM: What was his name?

JJ: Doi. D-O-I.

RM: D-O-I?

JJ: Yes. And we spent much of the time working in partnership on various projects. Primarily, the two of us being mathematically inclined as it happened, our math training, we took on the task of developing a system of measuring the productivity of faculty, faculty load, teaching load, the student credit hour thing, that whole thing was born at that workshop actually. And he's resaying to me, my assistant Jim Doi said, "You would be a good person to direct a study for me. Would you be interested?" And here I was, the Dean of Faculty, I had tenure as a professor of

math, I could have stayed there long time (laughs). I said, "Mr. Russel, I'll accept that job." And in fact, Doane College gave me a leave of absence for a year and a half, thinking I would come back, as it happened, at the end of a study, John Hannah, Hilberry, and President Harlan Hatcher, all of three of them, each of them took me out to lunch talking about joining the staff and higher education effort that was being established. This is the old-time business of hiring faculty. John Hannah and Dean Erickson of education had me for lunch. And they talked about what they expected and so on, John Hannah turned to Erickson, he said "well, what do you think Cliff?" and he said, "I think that would be fine." I knew this was just a chat between the two of them, and so Mr. Hannah looked at me and he said, "We'd like to offer you a position as professor of higher education for..." and he cited a figure, I said I'll accept it, we shook hands, and that was it (laughs). He said, "You begin on the first of September and it was all over." But that was, the study finally wound up with fourteen volumes on higher education in Michigan. Medical education, community colleges, all of the projections of enrollments, the kind of facilities that we were needed, that was a time, for example, I took a committee that... it was a legislative committee that really was the agency managing or supporting or funding that particular survey. I took most of that committee on the tour of all the state institutions, and this is so vivid in my memory. We visited Northern, we visited Michigan Tech, and we got back to Lansing where we had a summary meeting, and two of the legislators pretty much in a serious vain said, "You know? We should..." and see this was before the enrollment surge actually happened, but we were projecting that it would happen already. These two fellows were serious and they said, "You know, we could save considerable money if we close down Michigan Tech and Northern, there so far away from most of the students anyway." And of course one of the things that they saw was the deplorable library at Michigan Tech. It was in sad shape. The books are all over the floor and the basement, kind of facility, and they said, "You know, the buildings old..." these are the two fellows talking.

RM: Yeah.

JJ: Well they didn't prevail, fortunately and things picked up, the enrollment surged, and we finished the study. One of the important recommendations was to... and that's when the constitutional convention was scheduled.

RM: That was 1963.

JJ: Yes. Each of the state institutions should be embedded in the constitution, which is what happened, and that's a unique feature of Michigan's higher education institutions. Each is a constitutional entity. Now, unfortunately, that hasn't enabled them to do what I thought they could do. For example, yes they issued bonds for construction of residence halls and that sort of thing. John Hannah worked out that scheme. But I always envisioned the embedding and the constitution giving them real power to raise money and that kind of thing, but that never really came to be. But it's still a very strong item for our higher educational state institutions to be embedded in the constitution. But it was after that, that one of the things of the study we thought, Russell and I looking at the demographics, recommended that there be a second look at Grand Rapids, that six county area, and then Saginaw, that area... a possible new state

institution. And it happened that I was at the time at MSU in the Center of Higher Education, director. I was engaged to do the two surveys that eventually resulted in the establishment of those two institutions.

RM: Oh, so that was after the major study.

JJ: After the major study, yes. This was an offshoot of it.

RM: Oh, Okay. You saw a need. Somebody saw a possible need and had they to check it.

JJ: Numerically, and of course Grand Rapids was an interesting place, because the junior college was very highly respected institution and Grand Rapids was populated with many U of M grads as alumni. And so when the idea was floated that there might be a new state four-year granting, a degree granting institution in Grand Rapids, many of the U of M people arose an objection. They said, "What do you mean? We have this junior college or all our students go to Ann Arbor." I won't mention the name, but there was a very influential woman who wrote kind of a nasty letter about the recommendations that we were making. Many of the recommendations... while John Dale Russell was working back in New Mexico... I was doing the directing of each of the volumes. When we came, for example, when we came toward the end about this, we did include this statement and eventually Bill Seedman of Grand Rapids, took the leadership role as far as pushing the idea of four-year institution, and he set up a committee of six county legislators and engaged me to do their survey. And we had tremendous data. We had eight thousand questionnaires to parents and pupils in the schools, and used that as an index as to the need for... and clearly overwhelming, yes. We would send our children to a school if it were here, a four-year degree granting institution. So then came the decision. Where would that be located? Well, of course, the U of M people said "well, just expand the junior college and let it go at that." Well is not what we had in mind. So, Bill Seedman asked me to do the survey, prepare the report, which I did, and one of recommendations was that the college be located in Allendale. That was my recommendation. Well Allendale, this lady came with a second letter, "Well, Jamrich must be crazy." Out of his mind was the phrase. Putting a college up there in the cornfield, and she was right. It was a cornfield. In fact we were there for a groundbreaking and it was in the cornfield. But in the meantime, all of this ground through the legislator, they approved the college, they approved the board, control, and the board selected a president, named Zumberge who was in the zoology department at the University of Michigan. And the idea was that Grand Valley College would be something over Harvard of the west, was sort of his plan I think in silence. It didn't work out, and the reason was that he was narrow with his program offerings really, in terms of what the need was. Eventually, and the college after two or three years really took a dip, but it recovered and Don Lubbers became president, stayed for 32 years, and developed what is there now. But anyway, that's a sort of off-track recitation.

RM: Well, let me get back to this kind of the thing. So we were going to do kind of the background and then your education and how you got to... and we have the information. You've done interviews with me. So I have the information and then we have things like this. Then what we wanted to do was, you know... when you were here as president, this is what I'll

put together, but the focus would be on how you work with board trustees. Because the president doesn't operate on his own. You're taking guidance from the board. So then the question would be... looking at the board trustees, or as it was known then as the board of control, and then how you had interacted with them. And then the other part, because there have been, and you commented on the label that they had in a display, but they sort of blamed you for the state not giving Northern funding. You had nothing to do with the funding. The funding comes from the State. So what we would like to do then is to do a focus on the president, you and the state legislature. So how you work with them, and then what they did to Northern, because I was talking to somebody the other day, and then he said... Oh no, when I was doing the interview with Bob Archibald he said, "My God! Northern keeps getting cut over the years!" I said, "Yeah that is a tendency down to the present day." So you were...as president though, you were constrained by the state legislature and its funding, and then the mandate from the board of trustees.

JJ: Well, I need to look at the state appropriation figures, over the years. They accept, I think for one year, attached to the fact that our appropriations increased every year. That's interesting.

RM: Yeah, Okay.

JJ: But that sounds, those are two good categories. Definitely. The board relationship's very, very important. I was, weened so to speak, nurtured, in the shadow of John Hannah who has always a model for me, much the same as Ed Harden. The two of us really are from the same school, so to speak... administrative process... and we're of the same school with reference to president and board of control, board of trustees' relationships. I would say, I was intrigued by the publicity of the most recent board meeting where the salary of the president came up. I would have to say that by and large issues were addressed, debated, and concluded temporarily, so to speak. Pretty much among the individuals without media exposure before the maturity of the idea, or the issue that took place. But those were different. You know, that's a different era, and I think this is important in any covering that period. Up to that point in history of Michigan higher education, higher education in general, presidential influence in the position was much more authoritative, singularly authoritative. I have been reading the history of University of Chicago recently, and the agony that it went through its early days, but all along in that development, the president in each case was an authority on the leadership of programs, of developments of whatever kind took place. In the Michigan State University situation, Hannah's charismatic personality, carried through with board members, carried through with legislative relationships, when... this is simplifying the situation but when President Hannah suggested a medical school at MSU, of course U of M and Wayne... we don't need another medical school. And the legislature kind of turned Mr. Hannah down on the thing. So, Mr. Hannah established a division of biological science and engaged individuals who eventually became the nucleus of a medical school. That again illustrates my point. During my tenure, I would say we live through a transition from that kind of role of a president, to a modified role of presidential influence where board members are more involved, more vocal, where the president has less influence on academic programs. As an illustration, this is true, when I brought up the subject of a baccalaureate nursing program, there were any number of faculty

who were very vigorously opposed to the idea. And their rationale was if you start funding a nursing school, a bachelor's degree in nursing, you are going to siphon off funds from our other departments, and that will be detrimental. Despite that, I instead of going through the regular channels, I had Jack Rumbolt come in, I said "Jack, you are going to be in charge of this establishing this four-degree nursing program," Dean Reddick was appointed, we established program, and the rest of the story is history. But in the second half of my career, the faculty union situation came forth, not just at Northern, but nationwide. AAUP which was at one quote, "a professional organization of faculty" became indeed a faculty union entity basically, which is now very strong in that position. So that's a transitional era that is very significant, not just in my tenure year at Northern, higher education generally speaking.

RM: Now how did you used to kind of activate, how did you deal with, or after the AAUP came onboard, how much trouble did you have getting programs through? You said that at first you developed the school of nursing and kind of got that blowing on as president. And afterwards...

JJ: I don't think we had come to anything where the program determination became exclusively a faculty matter. I don't think we had arrived at that point. You know, the right by... that appears...

RM: Marcus Robins?

JJ: Yes. Battle for union recognition, it really wasn't the battle. It really was a democratically determined outcome between two differing philosophies and ideas. The board of control and I felt that we could manage well with other union. Many of the faculty... that was not a huge majority when the third vote... I guess it was three votes before it passed. As I say, it was really not a battle, it was just a decision reached democratically with provisions of votes and that sort of thing. I had no animosity. In fact, I've been in touch with Jim Green in recent months. Telling him... pointing out that in that article about that battle, it does finally refer to where we were at a standoff, and I called Jim... invited him to come to the house. Let's talk about it. And he did come over, we had a long session, we came to an agreement. And he went by, to the union that accepted the agreement that Jim and I had come to and that personal kind of thing. You know, it was not a battle. It finally came down to Jim Green and John Jamrich sitting down and talking about the issues that were most significant and being able to resolve them. I think as Jim Green pointed out, one issue was not resolved, and that had to do with faculty travel and we finally settled that one amicably. I never felt the kind of animosity that might be reflected in the word the "battle" for union. It was something that faculty wanted to pursue, and we went through the exercise of discussion and debate, and voting and second or third of votes, faculty. I don't remember the numbers, but voted in favor of the union.

RM: Now when you had this meeting with Jim Green, was that the before the union was established or after?

JJ: Oh, before.

RM: Before?

JJ: Because in the negotiations, we had really come into a standoff, just couldn't agree, because our negotiator was firm reflecting the position of the board and myself. And the negotiators for the union were firm in their position reflecting the position of the faculty that had put them in that position. So it was a standoff situation, and he and I agreed on the issues that were most visibly the cause of the standoff, and came to some agreements, and he took those agreements back to his people and they agreed and I agreed and just told our negotiator this is what it's going to be, and we went from there. So there again as president I exercised a little bit of that old time religion, so to speak, taking a firm hand and resolving a situation. Much like the very first thing that I had to do here. The board said to me "Before you take office July 1<sup>st</sup>, go up there and resolve the McClellan affair." And Dick Johns and I made numerous plane trips up here, working on the resolution of the McClellan affair. Not much publicity for how it was done or what we did, but this is the sort of.... again saying, highest president had a firm hand in the resolution of that position... because you know much of the background, there was great fervor, animosity that had developed in... it got to a point with the students and the faculty instituted a lawsuit against the board of control, the president, and Mr. Johnson who was the interim president. So it needed resolution and the board of control at that time just said to me, "Before you do anything, let's get that resolved, so the year begins on a reasonable level." You see, a little bit of that is reflected in this. The Learning Resources Center was completed during my first year. It would have been logical, in every way, to hold a dedication of the building at that point when it was complete, but it was evident to me that the animosity was still boiling. I didn't think a dedication would be well received. So we delayed that for couple of years. We had an elegant, participatory dedication of the hard resources, in fact I exercised another presidential decision option. I added the naming of Elizabeth Harden Drive as an additional recognition at that dedication. But that you know, those are. It's a transitional situation.

RM: Okay. That becomes important then, that transition that was something that we're not going to find with other presidents, but we'll find with your administration. You had a deal with that.

JJ: And course, part of the transition is the whole protest situation nationwide at that time, '69 and '70. That was part of our national social fabric transition – clearly the beginning of a transition, when you look back on it as a historian.

RM: So it's not just something that was unique to Northern? This whole thing was not unique to Northern. I think a lot of times people miss the boat, and focus too much this particular institution and then try... well one is that Harden increased the enrollment. Well, it went on during his time, and enrollments increased when you were president, but it wasn't so much Northern and those presidents, but it was a national development.

JJ: Exactly.

RM: State teacher's colleges were becoming four-year institutions, and there was a demand for education by students.

JJ: And the projections we made in that higher education survey clearly became a reality, and that increase was divided nationally among colleges. The state of New York, I was engaged there as a consultant to study the physical implications of the enrollment increases and what New York should do, because at that time higher education in New York was primarily in the hands of private institutions. And there were many people, Mr. Hill at that time was the leader of this, that thought that the state ought to be providing greater funding for these enrollment increases and not letting it all fall into the hands of the private schools, which would have maybe a tough time, handling it. Well, I did this survey and what they'd have to spend for capital outlay, and Sydney Tickner, who was the head of the survey, when I presented this to him he said, "You mean to tell me that much money?" and it was in the hundreds of millions of dollars obviously, and I said, "Those are the facts." Well, he said, "Why don't you cut it back a little bit so committee won't just jump out of their seats?" (Laughs). So we lowered the figure somewhat, but in the meantime, as you know, New York public higher education just grew like a mushroom.

RM: So the transition was an important point. I think one of the important points is the development of new programs. Could you just make some comments about the new programs that developed? First, a lot of buildings went up during your administration. The most obvious one, the PEIF, P-E-I-F. That went up. That had an influence on many people in campus. Could you comment on the growth that went on during your time? That was a kind of a boom time.

JJ: Well, let's go to the most visible one. Several were quite the obvious I thought when I arrived. Here's Northern Michigan University with a licensed practical nursing program, and there's a hospital right across the street, which increasingly would... and actually was put into the position of upgrading the nursing quality with baccalaureate degree preparation for registered nurses. So that to me was sort of obvious, I said "Look! Here's the hospital." As far as the nurse program including some sort of an internship where the students get time over there with the real business of nursing, that was behind that decision. One of the first things is that we were invited to was the Midget Hockey Program. That was in the University Center, it was a dinner. It was a full house. And I looked at that and I said to Gill O'Connelly and Tom Peters and I said "Look! This is a house full of people whose kids are playing hockey," and we have semi-pro hockey program... with a rubber chicken outfit... I remember they used to throw rubber chickens out there. But anyway, I said "Look! Why don't we have an actual hockey program in the Athletic Department?" ... "Well, we haven't thought about this" and so on. Shortly after, Gill O'Connelly came into my office with a young man and I said, "What can I do for you?" And they said, "So we'd like to talk to you about starting an intermural hockey program". Well I said, "What would that do, and who would participate?" They said. "We've got any number of guys who are interested in ice hockey." "But what would the intermural thing be? Whom would you be playing?" "Oh," he said, "Tech has an intermural program, and they list at any number of institutions." So I said, "Well, that sounds reasonable. What does it take to start this?" "Well, we'd need some money for supplies like hockey sticks and hockey pucks. We all have our own



ice skates.” This sounds kind of rudimentary but it’s a real! And I said, “Well, okay. How would seventy-five dollars be?” “That’s okay. That will be enough for us to start.” So ice hockey intermural started with a 75 dollar budget for Gill O’Connellly to go out working with this young fellow, and they started intermural ice hockey and eventually the attitude shifted. We really should have more than intermural, we should be in real competition like everybody else. Well, how do you do that? You have to have a coach. So what’s a coach like? Where do you get this guys? Lake Superior State College had Rick Connolly as a winning coach. So I went over and talked to Rick, talked to the president, and he said “You can talk to him about hiring him,” which we did, and the rest of it is history. So that’s that part of it. Other programs, well...

RM: You did some work with the Native Americans.

JJ: Yes.

RM: We didn’t quite get a program, but there’s other...

JJ: There’s one other program that related to the nursing thing, that was kind of an offshoot, and that was the initiation and expansion of the pre-med program that we have. And the beauty of that was that the local doctors were quite enthusiastic about such a program at Northern, not a medical school, but this pre-medical opportunity for students who come here to take courses which would prepare them for medical school, and these doctors then also volunteered to take these students on regular tours so that they would experience visually what a doctor’s like. You might begin in the freshman year with 30 students saying “I’d like to be a doctor. I’m going to take this pre-med program.” And after they visited enough times from 30 I think they’d probably drop down to 17. Students suddenly realize this is not my situation. The American Indian thing is very interesting because we happened to have a couple of Native American students who...

[SIDE B]

JJ: Something for Native Americans. They wanted, they said “Well, one of the things we should have is a newspaper.” So we funded Anishinaabe News for that. So, they would have their pow-wows, and those grew bigger each year. And the highlight of that whole thing was, the International Association of Native American Women held their annual convention here at Northern Michigan University. And that brought women from Mexico, from Alaska, from Canada, here to Northern Michigan University, it was such an interesting thing. Several of them actually pitched tents. Remember we owned the lot next door to the old Kaye house. They pitched their tent in there and they lived there. So that program provided on-campus attention to Native American Indians. In addition to which, we moved into the offering of a program in the Copper Country at the reservation for Native American Women emphasizing preparation for say being a clerical office person, typing, that basic kind of ability to be employed in that fashion. So we ran that program successfully up there. Then of course, the Law Enforcement Program is also an outgrowth of some input from a few people who thought we ought to have something like that, and that has been sustained. The most unusual perhaps has to do with the

ROTC. When we established ROTC, we were at the height of the anti-war Vietnam environment countrywide. So it wasn't easy. I have photographs where... my office was in the university center at the time... where the protesters sat on one side of the hallway, and those in favor of ROTCs sat on the other side, with this photographer Jack Rambout being the mediator. He would stand there and kind of chat with both sides (laughs). But the real influence turned out to be the first commanding officer that the ROTC appointed. I forget his name but he turned out to be a very convincing, very patient, individual when carrying on the discussion with the anti-[Vietnam] people. And the program was... when we received the invitation I actually checked with the board members and they agreed that that would be something that we should do. And we took on ROTC at a time when that was not a very popular idea obviously (laughs).

RM: And then you had the buildings. Do you to comment on the buildings when up during your presidency?

JJ: Well, the Physical Education Instructional Facility, really sort of came hand and glove at the time when the national movement for more women participation and athletics became an issue. And we were well in advance on some of these things. We had a Women's Center, even before LBJ issued an executive order on this issue of more equality. So that facility served very well in the expansion of various programs and athletics for women. Field hockey, swimming, and several others liked that. It really was just a building that was called for with more participation of this institution in athletics. And football prospered at that time. During Ed's time basketball prospered with visible achievements. So the athletic programs, that's another kind of thing that he and I brought in our vest pocket from Michigan State and John Hannah. Hannah's position was always that academics and athletics are not antithetical; they work together in a productive fashion if managed properly. I, of course, look at today's developments in college athletics and I don't have the same feeling that I had back 30 years ago about college athletics and its role. Now they're talking about paying directly a salary to college football players, and my position that always has been "Hey, wait a minute. Why would we bother with that?" The National Football League depends upon the colleges to produce those football players and it seems to me, the National Football League should finance the farm clubs that are over here producing the football players who come over there. To me, that was a simple solution, but no, the NCAA was between us very aggressive about multi-million dollar contracts with the media today. In fact, I think it's in the billions of dollars now with the broadcast, and ESPN is a 24 hour thing devoted to all of this, they're now broadcasting high school football. So athletics has become a visible problem in many institutions in my opinion. I think there's a level of Northern Michigan University, Ferris State, the universities in Wisconsin, all of this is possible to be maintained at its present level and the kind of relationship to education. Mentioning Wisconsin, my favorite unfulfilled goal, I always figured with so many football bowl games at the end of the season, there's one ball game that I would still like to see in this area, and that's the Kohler Bowl. Sponsored by Kohler Company and Wisconsin where Northern would play the winner of the Wisconsin conference in the Kohler Bowl right here, and of course the trophy would be... yeah right (laughs).

RM: The toilet.

JJ: I find all kind of enthusiasm in people pursuing the idea. But anyway, that's...

RM: Okay. Now I want to kind of focus on your... this is going to be kind of unique to your particular situation, that transition then the time of growth, because other presidents are going to have that opportunity. So we'll focus on that then we had a number of buildings that went up I think we've done interviews with you on some of this. That was another major component of your administration. The building that went on, you had the Jacobetti Center went up at that time.

JJ: See there's another programmatic factor that's of great importance and I think I view with favor what president Haynes is seeing in that program. In the beginning, when I first came, Northern Michigan University, and Ed Harden and had this in mind, had programs for plumbing, electrical work, and air conditioning, and so on. But those programs were just funded with federal funds on a one-year basis. In other words, they'd start the program whether it was continued or not would depend on available federal funds. They were popular programs, and on a number of occasions Jacobetti, of course out of the labor movement... his work out there in the mine... that was something he was always bringing up, and he said, "We need to expand those programs for the service areas." Electrician and plumbing and air conditioning, etc. We did a great deal of talking and finally he agreed that he would make every effort to provide funding, state funding, to replace the federal funding and have the state funding on a continuing basis so there would not be this, on and off kind of thing with these programs. And in the course of that conversation, the question of an appropriate building for those programs came up and that's how the Jacobetti building came to be. In our discussions, he favored that, we put it at the top of our capital outlay list one year, it was approved, and there the building is available. So again, that was a programmatic decision pretty much made by me as president, there were really no faculty committees involved, because it was sort of a footnote really, to the total institution, and yet a very important part of it in my view, because historically, when you look at it, Escanaba has a community college and there were a number of people back during Ed Harden's time saying we should have a community college here in Marquette. Because in the higher education survey, our recommendation was that there ought to be approximately 30 total community colleges throughout the state, so that every student was within, I forget, 50 to 75 miles of a junior college or a community college. That idea was floated here in Marquette, never approved by a vote of the people because the majority kept saying, "Why would we need a community college? We have Northern Michigan University here." And that's one factor that Jacobetti kept bringing up. He said "I've got people who vote for me who insist that really we don't need a community college. What we need is Northern Michigan University to offer these programs." In such a way that some of the things, some of the courses that students would take in those programs in Jacobetti Center, some might even hold credit total degree if those students decided to pursue a degree. That was a sort of kept in mind. But the idea of a community college in Marquette just never became a reality. And community continues to depend on Northern Michigan University. That was another reason that my own pursuit was, yes, we can engage in those programs if the state provides a funding, which they did.

RM: Ok. I see it's a...

[TAPE CUTS OUT]

END OF INTERVIEW