

Interview with Kaye Wahtera, January 18, 1995

RMM: Kaye could we kind of get started with.. I would like to ask you my birth date as the first question of the interview.

KW: I am a definite "Yoooper" I was born here in Marquette, Michigan on July 10th 1914.

RMM: Could you tell us a little back ground on how your family got to Marquette, what they did in Marquette and then we'll go on to your years at Pierce.

KW: Well my father came over to this country first as a Swed-Finn to Finn-Swed immigrant and turned down the offer to be an interpreter at Ellis Island because he was fluent in about seven or eight languages. And he settled here in the Marquette area where he could converse quite well in Swedish but a little less fluently in Finnish. However, he did learn more Finn here than he came over here with. And mother came over here from Osenlany in Finland and she had a Finnish background until we found out three years ago that she was more Swed then Finn. So I really don't know if I am a Finn or a Swed yet.

RMM: What was your father's name?

KW: My father's name was Edward Henry Johannsson, but he changed it to Wahtera because he said "There were just to many Johannsson's." And further Johannsson was spelled J-O-H-A-N-N-S-S-O-N and if he had a daughter he wanted her to be Johannsson's daughter.

RMM: And then your mother's name?

KW: My mother's name was Anna Dacmar.

RMM: Could you spell that?

KW: A-N-N-A D-A-G-M-A-R.

RMM: Okay.

KW: So each one of the children was given a Swedish and a Finnish name. And my sister of course had a name which she did not really like because her first name Hellin, H-E-L-L-I-N, she did not object to that very much but Gustava did not rest very well with her. And of course my first name Kauko very many people have trouble pronouncing that name but at that time it was a very popular Finnish name. And there are several people in the Marquette area today that have the first name Kauko. There's Kauko Twamennen, Kauko Lettennen, and then there is Harold Kauko Reicho now deceased. But he changed his name to Harold K.

Reicho, I stuck with my Kauko but people just call me Kaye and because it is easier.

RMM: Do you want to spell that?

KW: K-A-U-K-O

RMM: How do you spell the home town of your mother?

KW: She was born in Tyosa, T-Y-O-S-A.

RMM: And then Dasalani?

KW: Vasal, D-A-S-A.. Dasa.

RMM: L-A-N-I ?

KW: Lani....yes

RMM: I am just doing this for the...finally when it is transcribed., they can do it. So what did your father do in Marquette?

KW: My father became a foreman for the Cliffs Dow Chemical Plant and as a result of his having worked out of the chemical plant, my son worked out of the chemical plant when he was working his way through college during the summer's. And when Cliff Dow was closed down I immediately resurrected a big pile of bricks from there cleaned them up and I now have those bricks down in my basement for the fireplace.

RMM: So how did you, so you grew up in Marquette and when did you start the Pierce school.

KW: I started kindergarten in September of 1919 in the then old Longyear Hall and John D. Pierce wasn't built until 1925 or I should say it was dedicated in 1925 and that is when we moved over into the new John D. Pierce building. And it was John D. Pierce until it was torn down here just a few years ago. And I graduated from John D. Pierce high school and proud of it because I was the valedictorian of the class.

RMM: What were classes like in terms of, or school life like in terms of being part of the university?

KW: The school was very, very closely connected with the university. The teachers of course came over and taught their various classes and I got to know very very many of them closely. And many of the John D. Pierce students eventually were allowed to go over to the university side and take classes. I know I went over there for several classes during my junior and senior year which were transferred over to my college record later on. But

we were involved in quite a few things in various activities and I think that we were very fortunate in having all these various people. I was lucky in a sense because I was , I was a genie pig for many years for the psychology department because I didn't stutter and at that time I gather the theory was that you were switched from left handed to right handed individual then you would stutter. I guess I defied that rule at that time so I had a lot of fun meeting these people. Many of us used to be student models for and her art class. We did things on that order, we helped with the athletic department. I still remember when we had these fifty foot long railroad tracks and the light with the long cord from one end to the other in our gym class to get exercise we would pull that over the play courts to level the surface down, we were involved in that kind of activity. We stayed and watched athletics. Our youngsters were the water boys for the football teams. We were pretty deeply involved in all the activities.

RMM: And so then the Pierce school was really in many cases the Peter's school for Northern?

KW: It was accused of being very selective in its students, but the cross section was very very reflective of the entire city population. They intended to do that and most of my experience was with Harry Lee, as superintendent and my understanding was that he tried to get a real cross section and he had people, Doctors sons from laborers sons cleft out to the Hospital and we were just one big happy bag of mixture.

RMM: Now you've, you've mentioned some people here, I'd like to maybe work into some detail, you've mentioned Grace Spalding.

KW: Grace Spalding was the head of the art department at that time. The other woman was Florence Ward who was in charge of the John D. Pierce art programs and so we had art every day of the week with her and then many of us went up to Grace's loft, so to speak, or we modeled and we cleaned racers, and volunteered to do all kinds of little chores.

RMM: And then you said that you had worked with Harry Lee or

KW: Well Harry Lee was superintendent and we worked with him to help hall books, for instance, when he moved from one apartment to the other. So we worked for him. He got us, I guess, as ambitious young people and we basically worked free, just for the fun of working for Harry Lee, and we had a change then to, for pay he gave us a change to select any book that we wanted from his library. I picked up the constitution of the United States. I still have it.

RMM: What kind of a, and then you worked with him later on, or no?

KW: Well, I only worked with him when I came back to Northern, and was a colleague. When I shouldn't say back to Northern, but when I was a college student then new him very well. When I disagreed with some grades that I had received, of course, I went to Harry Lee as my confidant and he said, "Well, I wouldn't worry about that in the long run it will come out." Which it did. I was a maverick I guess, because I questioned too many of the teachers.

RMM: Now, were there some other instructors that you want to comment on or you know, any stories connected with them from the Pierce school?

KW: Oh, I used to a lot of rabbit hunting with Dr. Halverson, when he was the head of the geography department. I used to do a great deal of boating with Earl Burns. That particular type of activity. I guess one of my favorite stories really has to do with Charley Hedgecock. Hedgecock was the phys. ed. coach, and my sister was a very popular baby-sitter and I, of course, substituted when she had more than two places to go at one night. And, of course, when the faculty held their evening parties in the lake, they tried to get reliable people and so my favorite story with Hedgecock was that when I went over there to substitute for my sister and take care of them, I thought it was wonderful to be paid 75 cents for an evening and be able to use his books to do my history lessons. And then at the same time, he befriended me in the sense that he was a very added raiser of rabbits. And he was interested in developing a cross between a havana, which was a reddish colored rabbit, with a chinchilla rabbit, which was gray, to get a fur that didn't have that outer coating. So, Hedgecock had me take care of his rabbits during the summer while he went away to study school. And my pay for doing that was a pair of breeding rabbits. And the interesting story in connection with this is that one day I went out and my rabbit hutches had been broken into and the Doe which was ready to bare a litter of young ones was gone as well as was the registered buck. And so what was I to do the little rabbits died and so I went across to the neighbor lady and she said, "Oh, I know, a phsyncic who can help you." Which I said, "Oh, that would be fine." So I walked all the way to South Marquette with my dollar in my hand and I had no sooner stepped into the house when the woman said, "You've lost some rabbits haven't you?" I said, "Yes." And so she told I would find these rabbits within seven days, seven weeks or seven months. And when I found them they would be alive as the man who informed me where they were would say, But on the seventh week to the day I found the rabbits exactly where I was told where I would find them, but the rabbit died two three days after because of infection. And the phsyncic told me, "I know the boys who stole the rabbits, one was dark and one was light." And low and behold I won't mention names, but it turned out to be that way. And they were haled, I guess, into probate court but that's my story with Hedgecock, I guess. I

believe in psychics to some extent.

RMM: And there was somebody in Marquette that did this?

KW: Yes.

RMM: And this was like what year?

KW: Oh, this would be probably 1928, 29. I was a freshman in high school at that time.

RMM: Now this was Hedgecock.

KW: This was Hedgecock.

RMM: Then when did you, are there any other stories about the Pierce school that you'd want to mention?

KW: Oh, there are so, I can still remember Harry Lee having problems with students throwing snowballs out in the front, and he brought the high school all together in the auditorium and told us, "Look, you shouldn't throw snowballs, but I'll make a deal with you students, I'll go out in the back of Kaye Hall and I'll run the whole length of that rise there and I'll let you throw all the snowballs that you can build in a half hour if you'll guarantee that you won't throw any more snowballs." And would you believe it, he ran that couple of hundred feet or more and not get hit once. And the deal held.

RMM: And there were quite a few snowballs.

KW: Oh, gosh yes. My other favorite story has to do with Don Bottum, and we used to have students that came to John D. Pierce from Big Bay. And it was interesting because they were on central standard time and, or we were on central and they were on eastern. So when they left Big Bay at quarter to eight in the morning, they got here to Marquette probably ten to eight, so it only took them five minutes to travel that whole distance. We had a couple young fellows that liked to horse around in the physics lab, and so Don Buttum set up an experiment in which he charged a couple pieces of electronic equipment with the idea that if it discharged it would let out a fairly healthy spark. And he put a big sign PLEASE DO NOT TOUCH. Well, believe it or not, one of the boys did not believe the sign when it says do not touch wet paint, he touched it and his hair probably expanded to practically an afro. But there are a lot of little stories like that.

RMM: So at that time the Big Bay was on Central time?

KW: They were on Eastern time and we were on Central. So they were an hour ahead of us. So they got here they would be on the

time, but of course, they lost the hour when they went home at night.

RMM: So where was the time, the line, the time line?

KW: I don't recall where, I think it was almost the due north/south line.

RMM: Interesting. So then when did you begin classes at Northern?

KW: I started some of the classes at Northern when I was a junior in high school, and of course, they transferred over when I graduated from John D. Pierce in 1932. I'll always remember that as the class of '32. Graduating at the bicentennial of the birth of George Washington. 1732.

RMM: What was, just kind of getting into the general background, do you remember conditions of, from the depression? What kind of influence did the depression have on you in possibly your early years at Northern? Or all your years at Northern?

KW: Well, I never liked to go to school, I guess simply because I didn't like to be regimented. And so when I graduated from high school I had the choice of going to college or finding a job. Needless to say, I wore out a pair of shoes looking for a job, and I did not find one, so I went to school. And having gone to school, would you believe it within three weeks, I had a job that I kept for the whole four years that I was at Northern. And one of those was to open up the presidents office every morning at seven o'clock. So I had the opportunity of dusting his office and getting to know the various instructors very, very well. And I knew Mr. Munson from my high school days quite well, and Webster Pierce when he came to Northern.

RMM: Could you comment on the, on like Munson, his personality?

KW: Munson was a very strict individual, honest as the day was long. I guess one of my favorite stories that has to do with President Munson was he used to come out to the athletic field in the afternoons and they were cleaning the field, preparatory for the new athletic field. And he was watching both Mr. Hoskins and Mr. Harris and Mr. Bakers, they were piling brush. And he told a young men, young men I should say, the custodians, we young men were watching, "Fellas, this is the way you pile brush." And he preceded to show these fellows how to pile brush. And when I kidded Dr. Vandament with this, our current president, he said, "Well, they were hands-on presidents back then. He was a hands-on president back then." But that would be one of the stories.

RMM: Did he like, was he very, actively around the campus looking at things, involved in things, over-seeing things,

playing a very active role?

KW: Yes he played a very active role. I don't know how to put it. My connection with him never was on a so called friendly basis, it was always, he was a man that you held in awe because he was the president of the university. So we looked up to him in that way. But he was always involved in various activities.

RMM: Comparing him to a person like Vandament, who's very kind of out going

KW: Oh, they're worlds apart in terms of personalities and I don't think that Munson at that time including Webster Pierce were that accessible to students even.

RMM: So they wouldn't sit down and have a meal with them, lunch or something?

KW: I have never have recalled that to have occurred.

RMM: Now, I have heard that Munson had been brought in because things had got kind of lax under Kaye, President Kaye. I guess faculty were not keeping their classes and hunting and so on, and that he had been brought in to kind of pull the college back into kind of an orderly fashion of some sort. Did you ever hear anything like that?

KW: I don't recall ever having heard that because when I had a change to talk with Harry just this last fall, when we were reflecting back on things that occurred during the Alumni Day, I said we were much more regimented back then than we are currently. The faculty, I don't ever recall, taking a day off to go hunting or fishing, although they have been accused of doing that. And I still remember Ms. Barthelmes the librarian at four o'clock one afternoon with a big bundle of books coming up the hall, and she asked Mr. Lantos who was coming up the hall, "Would you please open the library door for me?" And he pulled out his watch and said, "Sorry mamm, it's five minutes after four, my compensation is over." And she dropped the books and I guess Mr. Lantos eventually ended up helping her. But this illustrates, I don't know what would occur if that happened today. But

RMM: How do you spell those names, Lantos and

KW: Lantos was Lantos and Barthelmes was Barthelmes. She was the librarian.

RMM: What was her first name?

KW: I don't recall, she was Ms. Barthelmes. We didn't have any first names back then. They were Mr. I came back to Northern in '47 having been gone just to illustrate a point and I was a newly

appointed Department Chairman and this would be about 1950 and I had problems with noise in the labs so I went to see Mr. Gus Hill. Cliff's Dow had just closed and he was the mill right there at the university. So I went to see him, and I said, "Mr. Hill, we have a problem." And he said, "Mr. Wahtera, I am Gus Hill to you." I said, "Now wait a minute Mr. Hill, you were my Sunday school teacher, and you're still Mr. Hill to me. Why?" He said, "Well you're head of the department now." I said, "That doesn't make any difference, but it illustrates the position." We didn't dare call any faculty member by their first names

it was always Mr. or Ms. We didn't have any Mrs. back then, because a married teacher did not teach when I was a kid going to school.

RMM: Even in the College?

KW: Even at the university.

RMM: Now, some of the other people that were around there when you were there, Ethel Kary.

KW: Ethel Kary was a dean of women and she ruled the girls with the fairly rigid strict hand and back in those days if a teacher smoked, for instance, he or she was not fit material to be a teacher, and many a Saturday night both she and Harry Lee would go to the Old Brookand to check who was out there on Saturday night violating the good rules that are associated with the teaching profession. This would be 50 some years ago, you must remember. And they so recorded that if you were caught smoking, that was the end of the rode for most of

RMM: You mean even in a private situation like off campus?

KW: Well it's, I can't speak for private situations, I'm not in the position to say anything about that. But smoking was , period. And I would assume the same thing with, was for acholic beverages, but that wasn't a problem. We didn't have that problem, with the depression, you didn't have money to buy those things anyway.

RMM: Now, was there, do you recall, was there, when you talk about some of these rules like smoking and so on, was there a set of rules that were common to Northern or was she implementing like the various stories about the smoking and wearing red dresses, and so on, dancing, were these regulation possible that came from the department of education?

KW: I don't think they were departmental regulations, I guess they were just rules that they themselves had established as rules that good teachers adhered to.

RMM: Do you remember, did you ever hear of there being some kind

of a rule book? Were these ever written down?

KW: We never had any code of conduct that I know of. I think that can be fairly well illustrated. The young girls, there was a curfew that if they were out after midnight that was very very unusual. And I was a member of the Tri Mule Fraternity and right next to the Tri Mule Fraternity was a rooming house for girls, and one of the girls that I dated that night after a school dance I kept her out evidently a little past midnight. And Mrs. Deminshire very very firmly told me, young man the president's going to here about this, keeping a girl out this late. Needless to say, I was somewhat mortified. And this would be my junior year in college and Monday morning believe it or not, one of my good friends came up to me and said there is a little note on the bulletin board for you to see the president. Well needless to say, I quaked a little bit, I went in. The president asked me to sit down across the desk from him in a somewhat firm voice, this would be Dr. Henry Tate. Asked me if I liked girls. And I thought of my Saturday night performance of keeping a young lady out after midnight. And he said, "Well, young man I don't know what I'm going to do with you, because you have just been inducted Capa Delta Phi and they're all girls. You're the only boy." So that just illustrates a point of what would be called rules. We didn't have dormitories for the girls then but I guess it was just assumed that you didn't stay out late at night.

RMM: But then it was, it was possible for the rooming house lady to, she was in contact with the university and would tell someone at the university.

KW: Oh, yes. There were instances of that having occurred.

RMM: Do you remember some of the other rules that they, that they had at that time?

KW: I don't remember of any written rules as such.

RMM: No, but I mean just rules that you knew of?

KW: Well, there was no smoking on campus. I knew that because the old college in used to be where the church is across the corner now. And of course a lot of fellows went down there to smoke and they never lighted up while they were on campus, period. Although we did find later on when they opened up the tunnel which connected the buildings from Longyear way over to Peter White, there was on little corner just loaded with butts. Now where they came from, I do not know. And it's surprising that building never went down in flames. Which reminds me, I can still remember having heard the story but I don't know whether I can vogue for it. The young fellows from John D. Pierce in the lake, used to go over to the main auditorium and they used to climb the draperies to get up underneath those little storage

space underneath the mesinine of the auditorium. And they had their little club back in there. And I understand they were planned ???asteem??? meetings and occasional smoking back in there too.

RMM: That was quite dangerous.

KW: That was quite dangerous considering all the wooden structures.

RMM: Was there, when you were, ok, when you were there Don Buttom was, he was the principle at the Pierce School when you were a student there?

KW: Yes. Don Buttom was both teacher and principle and I had him for Chemistry and Physics while I was there. I held the man in high esteem but he was never about my going into industrial education. As a matter of fact, he was one of my counselors and would not allow me to take typing because he said I was going to go to college. And I could have used typing when I went into college. And it's interesting to go back as I mentioned earlier, having been a valedictorian, that might have been a cue that I did as well as anybody in the class. When I told Mr. Buttom that I was going to go into becoming a shop teacher he said "K you're too smart for that." And needless to say, that rubbed my fur just the wrong way. And I ended up being an industrial education teacher. But I guess that's the only thing I ever held against Mr. Buttom.

RMM: What was kind of the personality did he have when you, you know, when you knew him both in Pierce or maybe more in

KW: I knew Mr. Buttom both as a teacher, a counselor and as a colleague.

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Had a tendency to develop and he was held in awe because I don't think he had really a chance to negotiate with him about a misdemeanor or a problem. What you ended up was here's his answer to your problem, period, and you accepted it. There was no rejecting it as such, and of course, back in my day when I was a student, you didn't have the opportunity to negotiate. You were told what to do and you did it. You accepted it at face value, period. I said earlier, I was, had a tendency to get into trouble because I didn't like to spend that much time studying. I thought it was a waisted of time. So, I had a lot of chats with him in that respect.

RMM: I see. Were there, would they just talk to you, or were there some kind of punishment or?

KW: Or there was no punishment as such except that the dier consaquenses if I kept on doing what I was doing that my acadademic record was on line and so that didn't bother me from that point. As I told Dr. Buttom on several occations, I don't know why I should take begining Latin, second year Latin and Julius Ceasar. He said, "But you're going to go to college." and I should listen to older voices so what choice do I have.

RMM: So you took Latin then.

KW: So I took Latin, and I still can remember my

RMM: How did the students, you know, in general view Don Buttom?

KW: I, they viewed Mr. Buttom as a person to whom you could go to to get an answer. He did not procrastinate. You may not have agreed with the answer, but you got an answer, and I have to say that he was fair within the resorces that he had to answer your problems and the. So we did what we were told we just didn't ask questions, but he was one of our first graduating classes. We never had a commecment speaker the students themselves for 1932 were in charge of the commencement program and we ate it up because it was an opportunity to..it was our program and we gave it.

RMM: You mentioned you also knew..you talked about Munson and then you had worked with President Pierce or knew him. He is kind of a little known figure..

KW: Well President Pierce I guess he was an ordained minister and the closet I ever came to President Pierce in terms of seeing him in action out side of academi was when we used to have the freshman and sophmore's.. and the sophmore's insisted that the freshman had to wear their little beenies, the little green cap. And so when a confrontation began to develop outside of Longyear Hall, Webster Pierce was there to meet the charge and dispersed it very shortly. So it was not academically connected as far as any administrators but strictly getting involved with students.

RMM: Now did he...was he kind of an aloof president, you didn't see much of them or was he was..

KW: I can't answer that as to I didn't have that type of contact with him so I..

RMM: But most of these president's when you were going to school there pretty much tended to their buisness...

KW: They tended.. well student's had their place and the administration had their place and our's was not the reason why,

our's was to go ahead to do what we were told to do and we did.

RMM: Did the other president..maybe we will just talk about these president's. The other one was Henry Tape, what kind of personality were we dealing with there?

KW: Henry Tape was a kindly gentleman and I think he does not have his rightful place in the history of Northern president's. He was so often accused of being a very close to the budget line, he tried to save money and return surplus all the way back I don't think we view him that way. Just this fall I was talking to Dr. Richard O'Dell, who is a good friend of mine and we were commenting on what a fine president he was. Of course he worked with fewer resources than they have today. My first meeting with Dr. Tate that was in any way called official was when I attended my first meeting as a department chairman, had just died and I was selected as his replacement and Dr. Russell Thomas then the head of the English department came into this meeting waving a sheet of paper and of course being on a first name basis with the president he said "Henry, I have a mind to write a letter to the editor about this problem". And president Tate held his hand up in a kind of a blessing matter as a pope or someone might do and he says "Russell calm down there are three classes of people: fools, damn fools, and those that like letters. Simmer down." And that illustrates what a one facet that you don't hear very much about President Tate. But as we look back and reflect he was a good guy and he allowed us to do a lot of things. For instance, we were just working, talking with Dr. O'Dell with the vital issues and how he encouraged us to go ahead with that particular thing. I don't know where we got the budget, but we had Cousins on campus, Allen Chase Steward Chase I'm sorry, Elenor Roosevelt. These were categories of people that were very well known and active at that time, discussing vital issues of the time.

RMM: And that was promoted by, promoted by Tate?

KW: Yes, he backed us up on that, he encouraged it.

RMM: Well let's see you graduated from Northern in what year then?

KW: I graduated from Northern in June of 1936.

RMM: And then what did you do?

KW: I got a teaching job at Newago, was hired there by Jimmy Hardemen, he was a Northern grad and a football great and he was replaced by VC McClung who was the math teacher from Negaunee high school with a nice inside track there. I was hired there as a football coach and a shop teacher, as the term was called at the time. And was the highest paid man on the faculty, I was

getting \$11,050 a year.

RMM: This is at Negaunnee?

KW: No this at Newago, I stayed at Newago for just two years and then I went down and taught at St. Clair, Michigan for two years and was fortunate and had built a nice reputation being a active shop teacher and so I was hired by the lakeview public school system where I stayed for nine years until I was invited to come back to Northern.

RMM: And that was what year that you returned?

KW: I was at Lakeview High School from 1942, no I'm sorry I came to Northern in 47 so it would have to 40 that I was at Lake View.

RMM: And had things changed much when you returned to Northern or were things pretty much the same?

KW: Oh things had changed a great deal when we came back to Northern. Again it was still a small school, growing very very rapidly and i think that the teachers there were very dedicated individuals in the sense that our teaching loads and the like and we put up with certainly a lot more difficulties in budgets and the like. I had as one of my students at St. Clair High School the son of Frank Beatle who at that time was the chairman of the appropriation committee for the Michigan State Legislature and I got to know him quite well. And I wrote to, I didn't write to Frank Beatle, but he said put it in writing so I did. That when I came to Northern as a department chairman I didn't have a telephone, I didn't have a secretary and didn't even have a private office it was in the front of my classroom. And when I went down to the University of Michigan as a lecturer in Education, the low man on the todem pole I had a secretary, a private office and my own phone, private line. I still have a copy of that letter in which he wrote to me: Kaye, when we appropriate we don't tell your president how to spend money. Which is an interesting insight.

RMM: Now you said you had your office then in the classroom?

KW: Yes.

RMM: Then how many people were in the department at that time?

KW: Oh there were only two of us at that time. When I came in 56, I should take that back there were 4 of us, two new ones to take care of the expanding population of students. And so Earl Ferns was still there as was Wayne McClintock and Phil Sergeant and I.

RMM: So in what year was this?

KW: 1947. And then we started to expand quite rapidly at that time.

RMM: Now could you talk a little about the history of what was the name of the department? You know over the years it will change names. What did they call it at that time and what was the

KW: Way back when as a student this would be back about 1925-26 I remember because I still have a little duckling that I cut with a scoll saw down in the basement of Peter White Hall building where they had the manual training department and then that moved over into the John D. Pierce in 1925 and was then called manual arts and the building at that time had a new woodshop and a finishing room and a machine wood shop where as the basement of Longyear Hall on the southeast corner was the drafting room and the other end of that Longyear Hall building was the metal shop and my office at that time was in the front of the drafting room where there were storage cabinets in the front and a roll top desk.

RMM: So you maintained some privacy then?

KW: Well yes there was some privacy there and whenever we had to use the telephone we went upstairs or whenever there was a call for us someone from the, Mrs. Winntala, Mrs. Winntala's office came down to tell us that there is a call for you on the phone.

RMM: How do you spell Wintntala?

KW: Wentelas, her first name was Elizabeth. Elizabeth Wentela.

RMM: And she was ?

KW: She was the..she was the assistant to the registara L?? at Gant. She took care of the accounts and the lake.

RMM: And so the..This manual arts program then had that been created as kind of the sperate department from the beginning?

KW: I don't know if it was a seperate department or not but it was under the charge of a man by the name of William Martin. And Earl Fernest came there witht the expanding population and the McClintok when Martin left it must be around "25" because Earl Fernest came there at that time and took MARTIN's place. And it was still Manual Arts and later on I would say probaly after the war "45" or "46" it became Industrial Arts. And then I know when I became a chairman and this would be the early fifties this would be Industry and Technology against the objection of a lot of Northern's faculty members who are still there with us. As a matter of fact I was a graduate faculty member at the University of Michigan befroe I was at Northern which tells you what a

strong hold the some of the acadamican's had at Northern and we used to have the master's program run by the University of Michigan. The student's would come to Northern for so many credits and finished up the last summer session or 6 six weeks at the U of M and really recieved a University of Michigan degree. And I taught under that particular sisuation in connection with the U of M which ultimately introduced me to becoming a faculty member at U of M for two years.

RMM: Oh, I see. So then it became Industry and Technology as a department. Where was the department located when you were still over in the Kaye Hall?

KW: When we were in Kaye Hall the department was located in the east end of the lower floor of John D. Pierce, the wood shops were over in that area, the metal working area was located right where..the west end, southwest corner of Longyear Hall and the drafting rooms were in the southeast corner. Then the old book store used to be right at the foot of the stairs and when the book store moved out of there it became the Graphic Arts Department and that would be when Larry Sayne joined us because he was the graphic arts teacher over at the high school. And then as we were expanding and running out of places to stay the enrollement were burging and we were increasing our faculty then we expanded and moved offices where the old kitchen used to be for the recreation room underneath the old Lonyear Hall. And that is where Dr. Sponberg used to come down and have coffee with us and we had believe it or not four offices in there, so that was the first suite of offices we ever had. Then it wasn't until 1963 that we moved over to the McClintok Industrial Arts building and then of course that then ultimately outgrew itself because the skill center which it was at that time and we worked very closely with them. They were located in three separate buildings so I guess that is a rough sketch of the growth. Now there is nothing left of the McClintok anymore because they are all out at the Jacobetti Center.

RMM: Now you mentioned.. I just want to go back to something here, you mentioned the book store; could you talk a little about its location and what you remember of it. I am just kind of fascinated because one of my student's is doing a paper on the book store and you were a person that was ground there and probably....

KW: The book store as you came into the Longyear Building on the first floor there was a stair that let down into the basement then going down through the Lonyear Hall. And instead of going into the drafting room there was a little cubby hole and then the book store itself, and the book store couldn't have been much more then 24 ft. by 24 ft. wide which served the student's needs. And I can still remember as many people can vouch, we used to leave our books on Saturday or Friday rather on the stairs going

down and we would pick them up Monday morning again, so you didn't have to carry them home. There used to be at the base of the book store or the stair across from the book store there used to be a rack to hang your hat, so when you didn't have any need for them you left them there and came and picked them up three or four days later.

RMM: Now, what did the bookstore actually sell? Did, was it just, you know, textbooks?

KW: They sold more, I guess the regular supplies and textbooks and a like. I guess it was a smaller version of what they currently have. We didn't have any staff sales or anything like that but they didn't sell any goods like sweatshirts, T-shirts or that type of parifannela. It was just those things actually necessary for going to school. I guess the biggest volume sales were, as I recall were the blue books for final exams.

RMM: And then you had probably like art supplies and things like that.

KW: Art supplies and drafting room supplies, all students, for instance, in industrial education had to buy their own drafting equipment. And so those were always made available through the book store. So they asked which ones we would recommend. So we recommended them and the book store made orders for those things. We had no direct involvement in saying it had to be this or it had to be that. It was just recommended supplies.

RMM: Then where did the book store, so it was down in the basement of Longyear Hall.

KW: It was in the basement of Longyear Hall.

RMM: Then when and where did it move after that?

KW: It moved over into the Lee Hall area when Lee Hall was built. or Carey Hall. It moved over there on the ground floor where the gallery is now.

RMM: Where the Gallery is, not where Public Safety is?

KW: No.

RMM: OK, so where Lee Hall Gallery is now was the

KW: was the book store, the best I can recall it.

RMM: And then, so that was about what year that it went?

KW: Oh gosh, you test my memory now.

RMM: The early 50's?

KW: It would have to be the early fifties when we were starting to do the expanding and building of facilities. It was already, it had to be before '63 because that's when the industrial ed. conflicts came into being.

RMM: Now, when, so from the time that you were first involved at Pierce and Northern, in the 20's until the 50's, the book store was in Longyear Hall.

KW: It was in Longyear Hall to the best of my knowledge.

RMM: Then to Lee Hall, and then it went over

KW: University Center.

RMM: Where did it exist there in the beginning?

KW: Well the University Center, it was where the current Peter White Lounge is. And that's just a quite a recent development. I guess about two years ago, they moved over to their present complex.

RMM: So then what I remember the library in that Peter White Lounge area, and then I think it expanded over the years it expanded and so on. That was kind of a last, the last book store sight until they moved in the present.

KW: That's my best recollection.

RMM: OK, what kind of, when you were a student at Northern, another area I'd like to talk about is, what kind of placement service did Northern have?

KW: Northern had a very, very good placement service in terms of teaching opportunities. Northern had a very enviable reputation at that time, because I recall when I became a teacher down in the lower peninsula in St. Clair, I got to know Judy Halsuvious of Wayne State University quite well and Wayne State University said that any student at Northern who got a C could make a B at Wayne without any sweat. And any time you wanted a recommend one of your faculty members to us, we'll take him sight unseen. Well, Harry Lee did a very good job of cultivating the superintendents at the lake to check where the openings were and constantly matched to the best of my knowledge the teacher with the position. And I never applied for a teaching position, what I was exposed to was the idea, or not the idea, but I was called in and said that Mr. \_\_\_\_\_ is looking for a man to help develop a program in industrial arts at the Newago Public Schools and also somebody who could teach football and coach football. Well, would you be interested in this job? Why sure I was

interested in the job, so I took it. I think my wife got her job from Iron Mountain under the same type of circumstance and she ended up from Iron Mountain going down to Newago too.

RMM: So this was sort of a, sort of a students market. They were looking for graduating students then

KW: Yes they were looking for graduating students and I guess the demand was there but the supply was not as great as the demand. So there was a great deal of matching and I understand they also had a very good working relationship with the so called Detroit Teachers Agency at that time.

RMM: So that placement office, then was kind of part Northern from, at least as long as you were there.

KW: As long as I was there and can remember, yes.

RMM: That was primarily placing teachers/

KW: Yes.

RMM: OK. Some of the developments then, after well, you know, after your at Northern for awhile, maybe let's talk about some of the, we started and then we got side-tracked, but a little about the various presidents that you worked under, we talked about Tate, and then the next was Harden. Do you have any comments about the life under Harden?

KW: I enjoyed working with Harden simply because you knew where you stood with him. And I guess it would be fair to quote Harold Spondburg at that time who I got to know quite well down at Michigan State University was "When Harden told you to go to Hiatees you enjoyed the trip." You may have heard that before. But I can still recall during the growing years, writing a letter to Dr. Harden and Dr. Harden came down to me quite angrily and said, "Kaye this borders on impertinence." And I told Dr. Harden, "It was not intended to be impertinant, what I was trying to tell you was I needed an office. My office is in front of the drafting room, we have a growing student body, I have to have privacy for counseling in the light, I have to run the department as a chairman." He said, "you'll get an office." Low and Behold within a couple weeks I had an office. one underneath the stairs, but I had my private little office and a phone. Then when we moved over to the new facility in 1963, growing up, Dr. Harden came through there one night about seven o'clock, and he said, "you got a big facility here, don't you think you ought to have lights on here, and somebody working here?" And my comment to Dr. Harden at that time was, "I agree with you Dr. Harden, but there are only so many hours in the day and there are only so many faculty, and we can't keep the light on unless there is somebody here working." And so we got an

increased staff and that was the first time I ever had a secretary.

RMM: Oh my, just in that

KW: But this the type of man Dr. Harden was, and

RMM: So you would bring something up to him, kind of then almost in a passing conversation and you'd have some answer or

KW: Yes, we would have answers from him and this was the nice part about working for him. That's my experience in working with him. I speak for nobody else in that respect. I found him a good man to work for, a very meticulous man, that if he responded quickly, you had better respond equally, and very fair and a nice person to be with and talk to and understand.

RMM: Now in terms of the other, you talked about the other president's was Harden more involved socialize, interact with the students or was it still at a distance?

KW: He was a different brand of individual. Now Harden was the principal at Battle Creek High School at the time I was head of the I.E. department at Lakeview High School so I did get to know him from that standpoint. And he was much more interactive with the student's, of course you have to remember that times were changing at that time to and we were getting student assistance which we never had before which illustrates a change. And I guess faculty were involved more in decision making instead of somebody higher up telling us what we had to do. We could propose curricula and things of that order or as before this is what we had, I don't know how they were done before my time because I was not party or privy to that particular type of development. Except through my chairman I would make proposals and that only lasted for a couple years because when I came in "47" Earl died so soon after I had inherited a lot of things quickly.

RMM: Now do you remember anything about the background of like Tate, and Pierce, and Munson. Did they you know anything like where they were from?

KW: The only background of this group that I would know of was Dr. Tate. He came I understand from Ypsalanti where he was the head of the teacher education program at Ypsey. So he fitted in naturally into the presidency at Northern which at that time was strictly a teacher institution, that was our primary goal period. And we weren't involved in preparing in any other field that I was aware of.

RMM: Then how about the....I'm getting towards the end here. How about the other president's you worked under then, Jamrich?

KW: Well Jamrich was a much more difficult person to work with. I can't say that he was unfair but I don't think his heart was in industrial education. We struggled for what we had under his tutelage so to speak. My experience's with Jamrich were fine in the like my biggest problem.....

End of tape One.

KW: I guess my biggest diffic...My biggest difficulty was he was not that accessible as a lot of people but I appreciated that in many respects because Jamrich told me personally that why do I need a vice-president or assistant if you have problems in the department and you can't take it up with your dean and if your dean can't up with the provos and the provos can't has to take it to the dean. If we were going to circumvent all these people why should I have them? So I agreed with that and so in my problems with the vice-president at that time particularly when budgets were quite stringent there was attempt by the vice-president at that time to make life a little intimidating by cussing. And I had told the vice-president at that time "Now wait a minute I can discuss budget but we don't have to cuss about it."

RMM: Who was the vice-president?

KW: The vice-president at that time was Jacob Vinecur.

RMM: Oh yeah. What was the kind of the philosophy of the Industry and Technology Department. Would you say or how did it change or develop over the years. Basically from the time you were there as head and then as different developments?

KW: Well I think that over the period of time that I was there I think Industrial Education picked up a respectability which it had not had for many, many years. And it used to be the dumping ground for athletes and as we became orientated more towards technology in the like and the engineering outlook on it we became much more respectable. For instance when descriptive geometry was a requirement to graduate from our department that was offered as a subject acceptable for a math minor by the math department. And I think philosophically it was changing from a project orientated outfit to a application of technology through a project. And of course philosophically putting it in a nutshell, putting aside all theories in the life for education you could say we felt there was three aspects of education and one was the transmittal way of life, and secondly to improve that way of life and to meet the individuals and as you reflected on the society we found out that it was highly industrial and technical therefore our department should reflect that. Therefore we should selected the best people that we had to teach that particular viewpoint and with the development of the new metals,

the computer chip, these technologies made us a much more viable program that we were before and the demand from our men was very ,very great. We had very close working relationship ????????? even way back then for technicaly trained people not neccsarily trained enginers but it reflected that. An dwe had a placement in the department that we might for all intensive purpose say it was 100%.

RMM: This is not by this time, the time you are talking so this was the "50's" or "60's"?

KW: This would be in the "50's", "60's", and "70's" up to the mid-"70's".

RMM: So you had gone just teaching teachers manual arts into a more expanisve program beyond just the teaching.

KW: Yes, right. We had made a proposal to the president to the dean way back about 1969 right after we had spent about five years in our new department. And we had proposed at that time that we set up what you would call a school or college of industry and bless the deans soul who at that time was Will Berg. I can still remeber at a department chair meeting were Jane Beaves, the head of the Home-Ec Department was there and Price Dorfeld of the Phycology Department was there and the head of the Phys-Ed Department and myself, and the dean discussing these various things I can say with all do apologizes to Jane Beaves here, Dean Berg you still are not listening and I used an explative in there to preced my statement. The institution, it took them 25 years ultamitaly to develop a College of Technology and Applied Science and let's be honest, one faculty member at Norhtern still actively involved in cirrculum when I made some of these proposal's said "Kaye were not ready for this." And I said "Darn it Eugene why do we always have to follow, why can't we lead?" And I kind of feel proud for the things I did at Northern. I was voted an laureate citation from the American Industrial Arts Association for my forward looking and thinking, but that didn't pay much dividens in the long run it was an honor.

RMM: But it sort of kind of....

KW: It supported my particular viewpoint and we worked at that time with Clod Bogworth, he was a good friend of mine down in the lower peninsula before he came to Northern. And I knew Clod, I was at Nawago at the time he was over at Muskegon. So I got to know him quite well through the Michigan Industrial Education Society. And I wrote the first vocational program grant at Norhtern which set the ground work for the Skill Center, that's how closely we worked together. And so why do the two units have to be seperate? ; We argued why can't two weeks lead to four weeks, four weeks lead to eight weeks, eight to sixteen which is a semester, two semesters is a year and four years will get you a

degree no matter what field your in. But we didn't get to far with that proposal.

RMM: How did the Skill Center get started? Because that started.. didn't that get start kind of piece meal. I remeber at one time it was scattered around.

KW: The Skill Center started way back in the early "60's" in the Labor Relations Act creating war workers. And these medals, welding classes was to help worker for CCI and we set that program up down in the basement of the old orphanage at the Fischer building and of course that expanded into automotive/mechanics and the like and we were over in the automotive building which is the public service garage, the corner of Rock and Front Street and then they got into screw machines and that type of work then they moved into the Longyear plant down by MacCardees Cove and of course when you have three areas like that to control in one we worked to try to develop a program and our department worked very closely with them. For instance, the Volk. ed teacher educator in our department was Morris he had his rank in the skill center setup, and Ted Sale also a teacher educator in the same division and Bill Martin was in charge of the program. And then on the top of that Russ Addams was in charge of ringing. But they were all evaluated by our department and so somehow after my retirement particularly went their own various ways and I can't understand why they, their different route.

RMM: you mean these various individuals?

KW: yes, they were brought most of them under the head of Jacobeti Skill Center but eventually the skill center lost the name skill from it and became the Jacobeti Center and the Clintock building got moved over there and it's a school of technology and applied science now.

RMM: So you kind of brought it up to its moderned status then?

KW: I hope to have picked up some credit for that.

RMM: Now were there many students that were in your program, not many, were there some students in the program that were went on to engineering, engineering careers like a pre-engineering component in your?

KW: Yes there was a pre-engineering in our program of course those that went into that field I never followed up on but we developed, believe it or not, because of our organization and the development of programs in industrial education, management skills particularly it was surprising how many of our majors ultimately became superintendents in the Upper Penninsula. You've got Vandacent superintendent at Ontanogen

superintendent over on the west side of the peninsula, then several from our people because the background continued on and one ended up as a host of Central Michigan University. We have had a proud success and other men became the head of the department at Ball State University. George Francis, a graduate, became Eastern Virginia. North became the instructor down at Ball State also down with Bill Sergeant. But we also set up a very strong program in driver education and traffic safety and we also have a viable program in terms of preparing young people for education of the mentally handicap. These are all developing programs that ultimately come along and that's when we brought Tom in, we were training people then to become active in working with some people that have learning disabilities. So we were much broader and as a matter of fact one of our good students ended up being a professor at Northern. Our background

RMM: Who was that?

KW: Lindstrom, Rob Lindstrom. But we developed a curriculum we reflect back on that was highly science oriented. Our men had to take mathematics and physics, descriptive geometry and the like including art and design plus conservation so we had in addition to the so called courses related to a specific academic as well industrial skill.

RMM: Now was there also the process here where you getting faculty or students and so on or even program interacting with business, construction companies?

KW: Oh, yes we had a very good working relationship with the industry. As I mentioned earlier we training of people in the technical field. We got into industrial testing and the like because we had the equipment and the facilities to do it. And I was a little surprised when I made a proposal over to the school of technology and applied science and this is kind of iffy I don't want to be quoted on this until such time but I have to document on it because I have been at a meeting at which I made a proposal and I took it over to the Skill Center to help Northern develop a program in student recruitment through the alumni association and I suggested in a meeting with the dean of that particular department that we should get them involved a trailer that could be used by the alumni for advertising Northern. At the parade last fall by the way the president rode in it, but we didn't own it we just built it on our borrowed trailer. When I made the proposal over to the department over there they told me in writing that they didn't have the staff, they didn't have the facilities and they didn't have the time. Well I sent them memorandum, a copy of which went to the president, to the director of curriculum, Bukema, and to other people involved and I pointed out that I could not understand why it was turned down

simply because I still thought that the bible educational project in which the students worked together designed a project, having worked the design they could work out the technology associated with it, the purchase of materials, putting it together, they would have a project which would put into practical use academically and industrially skills and I did that fifty years ago where we built projects like that working with industry, working with business, a class called farm mechanics. We built houses and so we got chickens for instance through the ad department and they did the experiment of feeding the chickens and like but we built the house for them and all the equipment that went with it and then we sold it after and then repeated as a project for several years. Now I think that ideal learning and as a matter of fact Northwest University through Dean Erickson and Michigan State commended our Lake View High School for the things that we were doing for making life much more effective and I think Northern should do the same thing. I still think it is viable.

RMM: Now you also mentioned in passing and before we were on tape here about being involved with Northern's first experiments with television.

KW: Well, George Francis was interested in the television tube as such as a viable means of teaching electronics and curcuitry and the like so he built a little tv himself and had it at the foot of the stairs for students could see themselves as they walked by the television and of course they waved their hands and made faces in it and then we came up with the idea that

RMM: This was about what year?

KW: Oh Gosh, I would say the mid fifties, and then George came with the idea, oh why don't we try this as a means of having students in one room and the television in another area and so we said why can't we have the students in the drafting room in the discriptive geometry class and then we would have the speakers and the like up in the olson library where we have access to the material and having not to haul it back and forth. And I would teach the class up there and then we would have two way communications: the students would ask questions and I could do all the demonstrating up there but they could see on the tv and we did that several times and we thought there is the viable project why don't we carry that out on a university wide basis and that was before Mitchell came and as the head of the audio/visual program and we got involved in tv and we began to talk about tv, we were running teenage safety conferences through the upper pennisula in cooperation with the Michigan State Police and we used to go to Lansing sponsored by the various newspapers and my wife and my neighbor across the street were chaperons when we went down there so we came up with the idea we should have a high school type of bowl where the students would compete with

each other with how well they knew their safety rules and regulations and handling of cars. And so with the help of Bruce Turner down at the Tv station we would set these programs up and the students would compete and I would help score them and the referee was Ralph Sheen who was just honored by the way by the Michigan State Police for the things that he had done when we celebrated our 75 year. But that was a very viable program. Now we didn't have a budget for it even, except for what the newspapers gave us to bring these things together.

RMM: So that was just the Marquette area?

KW: Just the Marquette area, the students came from Ispeming, Neganuee, Rock and all these various places where we had graduate education teachers.

RMM: Now how, that is another thing that I would like for you to comment on, how did the driver education, I know the likes and information about it because we have a picture of a car in front of the Pierce School maybe late 1940's early 50's maybe or something, drivers education car, how did that go?

KW: Earl Ferns was involved in on that and it was , who was the head football coach for many, many years. They were both involved, I don't recall exactly what the interplay was between them both but Earl Ferns got me involved in drivers education. And so I prepared myself by going to school on it, at Michigan State University under , where they had a traffic safety center and so I came back here and developed the program and we had working relationship with General Motors Corporation as well as Public Service Garage who serviced us a Pontiac twice a year with dual control and so we were involved with teacher education in preparation and so we held these throughout the upper penninsula as well as in Marquette with these various schools. Even to the extent that we developed their for the Michigan State fair and the students used to compete out in the front how one could handle a car sillfully and Dr. sister was able to drive a car in the front of the grand stand in Escanaba with the backing through a series of tennis balls mounted on little tight nipples which were eight inches apart and never knock over a single one in eight yards. Now that is a skill that very few truck drivers have today and out of that also through this particular program we used to go throughout the UP and talk safety and the like through the so called safety patrol which still has a safety day at Michigan State Fair in Escanaba each fall.

RMM: Now at what year did that start?

KW: Oh this would be starting in the mid 50's somewhere around in there.

RMM: And did these programs continue?

KW: They were outgrowth and no the tv program dropped simply because there was no one to push it. And I don't know that anybody has carried that on, it ended up by really being a volunteer effort and I talked with somebody in the education department about it he said well we don't have a budget for that and I said we didn't have one then either so I think it is a different ballpark in terms of developing

RMM: Well now they are, they are starting, the dean is starting an interactive program. But you were on the cutting edge.

KW: Yeah we were on the cutting edge of a lot of these things but the unfortunate part was that they all fell by the waste side because some of us who were interested in these things did not have someone who would follow up behind us. So some of us old timers still have a feeling, oh gosh it ain't what it used to be.

RMM: Was part of that because they felt this was more, you know people on the campus and forth thought it was more technological of sort and the university should be more academic sort, was there in tension in that?

KW: I don't think there was tension in that sense of the word. I guess you would have that group of people who would call themselves academically oriented and we in our department particularly felt that academics for the sake of academics was not worthwhile you should be able to apply your learning in something productive and useful and for instance our drivers education course we went through a great deal of physics in that and I still contend that math teachers are just as guilty as anyone for failing to teach safety because in a automobile the breaking distance of a car varies inversely as a square of its speed, a viable math formula which could make very good application in terms of knowledge and application. And the rules of physics: the body will continue in its present state of motion unless changed by an outside force. You can't take a curve at a given speed you are going to go off the road, centripital force and all of these things and I feel that is really what I think should be called practical learning and basic philosophy of our whole department even from the standpoint of gluing boards together we taught a technique of trickage, how you put boards in various grain patterns so that you minimize shrinkage, so we taught that end of it not just to build something.

RMM: Now did a lot of the courses and the things that you had in industry and technology, was some of that picked up by Art and Design over the years? Like now I know they do things with woodwork and kind of

KW: I don't know if it was picked up by that as such there had always been that group that felt that during the Industrial Revolution in England that England lost it's forefront in industry because it lacked design. So there was a natural wedding of the two: form follows function and therefore the design. We got to work very very close with the Art department on a lot of these things but we did not profess to be artists in that sense. so our students were required to take some art work in design and the like. And by the same token many of our students were required to take conservation courses because particularly to learn about conservation and wood knowledge and technology. that all these come in the same categories.

RMM: Do you have any, I guess we have talked about various presidents, do you have any interaction because you were gone when Appleberry came along and you didn't, you didn't have much to say about Appleberry or were you around the campus much?

KW: Oh I had enough connections with Appleberry while he was on the campus and I hoped for a much greater things from Appleberry then actually developed simply from the standpoint that one of my good friends at Western went down to Kansas where Appleberry had been a faculty member and came to Northern and agreed and believed in the philosophy of the technical programs but we didn't see that develop that much here under his leadership as I had hoped to but I can't speak for him because I did not work under him.

RMM: And how about Vandament?

KW: Oh Vandament has changed my outlook on the institution 180 degrees. I am involved with Dr. Vandament in very, very many things from the Institute for Learning and Retirement, The Alumni Association and the Centineal Committee simply because I think he is a marvelous man to work with.

RMM: So he is sort of the, kind of the person that outreaches and brings....

KW: He brings people like you in....I find him a nice person to work with.

RMM: Are there any final comments that you would like to make. Something that I didn't cover.

KW: There are a couple of little stores that would interesting in telling because I think of Harry Riply who the building over here is named after. We had a painting crew while we were at Northern, Earl Robinson, Hamilton Rabeshaw, after who a school has been named just outside the Detroit area. Earl Robinson and myself were a paint crew and I can still see Ripley all dolled up

one day as we were painting the laboratories for Dr. Lowe over in Peter White and we were using alcohol based schalac obviously we put in calcumine..we didn't have paint we used calcamine. An we weren't doing it right so Harding came through that and balled us out for not working fast enough. Here is the way you paint, he got up on the safold and Dick Vinagin said "Watch it Harding, watch it." He stepped off the edge of the planck and landed in a bucket of calcamine in his brand new slickly polished shoes and his overall and he said "Now look what the blank you did." And of course Dick said "We did, you did it." But that illustratres Harding. And then we were mixing paint, we used to use white paint and we used lack black to make battleship gray with it and of course you could cut cost that way. When you went through the old basement of Longyear or Peter White or Kaye or any of these buildings you saw the gray battleship floors all over. I can still remeber Dick, he was the lead pin...still alive by the way..mixing the lack black in there and then Harvey said "You are not doing it fast enough." So Harvey took the lack black and poured it in and got to black and he blamed Dick for it. So those are kind of cute stories but I think one of my favorite stories has to do with Hoskins, Harris, and Baker. And Hoskins was a Cornish man as was Mr. Caphares and I can still hear Hoskins being beraided by Baker and Harris saying "Hoskins thinks we named him heiress but he bloody well knows it ain't heiress, it's eirress!" They would drop their h's. But we worked with these fellows as custidians throughout the building, they took a tremedous pride in keeping their places clean. It wasn't Northern's building it was their building.

RMM: Now who was the fellow that you mentioned that was still alive?

KW: Dick Vinagin

RMM: Dick Vinagin.

KW: He is somewhere down in the Cinncinati area.

RMM: And he was at Norhthern?

KW: He was at Northern. I enjoyed Dick in many ways because I used to write his themes for him for his comp and ???? classes. He was not very good at writing.

RMM: So that pretty much does it for you then?

KW: Unless you have some other questions that I can answer, but I would say we have been going for quite a while.

RMM: Okay, well thank you I appreciate it.

KW: Well your welcome.