

R. Allen Good Interview
October 10, 1979
Houghton, Michigan

Good: I knew Allen Chase before I went to Northern. I attended Hancock High School for the 12th grade year in 1925-'26 and knew that he had enlarged their library by adding very essential material for additional reading in American history.

Magnaghi: Tell us about your background.

G: Born in St. Johns, Michigan and went to Alberta, Canada in 1910 at the age of six. Reached Alberta Canada and homesteaded there 60 miles from the railroad. Spent 15 years in western Canada and in 1925 I returned to the US and spent the year in high school in Hancock in the 12th grade. I had already completed junior matriculation in Canada and had taught three years in a rural school there.

M: Did you know Chase?

G: Only by his reputation. He had left his tracks there. He was remembered as a top notch teacher and a well informed individual. I suppose that about covers it. Also he had left a large selection in the library for American history. That was the item that caught my eye particularly. It probably eventually turned me into a history teacher as a result of that.

M: When did you attend Northern?

G: 1926-'30. There was a gap in there of a year but it amounted to three years of college work.

M: Can you describe the physical plant of NMU?

G: A single long building of two small wings connected with

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a main central wing. That was all that Northern consisted of. The one end was devoted entirely to history classes. That was the Longyear Hall. Chase had his office there. I can recall particularly an excellent colored copy of Gainsborough's Blue Boy at the head of the stairs that I used to view as I left Chase's office. It made quite an impression on me. His office was on the second floor and his classrooms were also located there.

M: Can you describe the man?

G: Large frame, huge head. His head was entirely remarkable because obviously he had trained his memory to retain facts. It was very useful to him in his teaching because he had to depend on his memory when he conducted the class.

M: Was he blind at this time?

G: He had pipeline vision as it was commonly classed. The iris does not contract on exposure to light, and therefore he had to be protected against bright sunlight. He had to wear heavy glasses. He could wear lightly smoked glasses in very reduced daylight.

M: This was his condition when you knew him?

G: Yes. At the time, he was being a conspicuous member of the faculty. Students were always passing stories about him. One of them was a popular tale of his colliding with the statuary that littered the hall of Northern at that date. They were copies of Greek statues. Every student had a tale of having seen him bump into one of the statues and carefully ask their pardon before proceeding down the hall. He was a

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gentleman first of all. I might add in the same context, students were furnished for a year's history course of American history with a rather complete outline of out outside readings. They were required^{to do} a considerable quantity of outside reading and to answer the questions in this outline. They were expected to compile this themselves as the individual work. Of course there was a good deal of borrowing between students. A case of those who were able and those who were not. Chase had the trick of a little bit of light from the back windows that would allow him to see what was going on within the room when he was conducting an examination. The written exam would be written on the blackboard. He would proceed with the exam, and if the problem arose, he was perfectly capable of saying, "Will the students in the backhand row, with their heads bowed in prayer, please close their notebooks."

M: Could he actually see these people, or was he just taking a guess?

G: He could see enough. He had enough vision to record grades. His records of grades were made on paper slips, and would be totaled at the end of the term by the assistant who would read off the grades and Chase would select the dominant grade as the indication of the term's work, along with the results of the final exam.

M: Do you remember the type of exams that he gave?

G: Yes. Very pointed questions were asked. If you did not know the specific question he had asked for, write around it. You still got some credit for knowing the area.

M: Were they essay exams?

G: Yes. Essay questions. Blue books. These were read by

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the assistants, but not necessarily all the questions.

In the case of good students, he'd only select a few questions to be read. He had already made up his mind of the probable grade of the student. The final exam was simply a guide as to whether he was right or not in his impression.

M: What courses did you have from him?

G: Two units of American history. There were three units in it, I missed one of those. A course in constitutional history, "The Civil War," which was a pro seminar that he taught. That required an enormous amount of reading to obtain the answers to specific questions that he asked the students to look for. We were asked to find out the attitudes of all the commentators upon the Civil War, prior to the outbreak of the conflict in the 20-30 years preceeding it. Group them first, so that we'd have all the groups represented in our reading, and read at least 200 pages per week. The minimum was usually well exceeded because we were usually good students in history, the ones that were taking that course.

M: Did you have discussions, then?

G: Recitations. The so called recitation method was used in every course in Northern. It was required by the president at that time. That's question and answer. In the case of Chase, printed questions were available with the outside reading. He carefully heard the reports on outside reading by asking the students to tell him about it and then tell them, "Smith didn't say anything like that, but if you look in McLaughlin, vol. 2, page 75, you'll find that." I found out his trick of page and volume by reading to him. I was his paid reader for one year. That experience gave me a

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background of information. He would stop me, ask on what page a statement occurred, ask me to re-read the statement. That was all the information he needed. Two weeks later in class, he would pop up with just such a statement as that.

M: You'd say he had a photographic memory?

G: That right.

M: What years were you a reader?

G: 1927-'28.

M: What were they paying at that time?

G: I think it was 40¢ an hour. I was a state paid reader for assistance. I don't know what the ones that he engaged individually recieved.

M: So the state paid for his readers?

G: No, one reader. I was the official assistant. I had just a slightly superior rank.

M: Then you were paid by the state, and how often did you have to read to him?

G: Every day for one hour. Also that would include the reading of the final exams and any other written work that he chose to submit.

M: What type of work did the other readers do for him?

G: I could judge by the point where he would start me reading the items that he was following through Justin Smith's two volume history of the war with Mexico at that time. To avoid getting bored with the material and to get a variety in his readings, he would have several books carried on at the same time by the readers. Therefore, I sometimes read other books as well. Beard's American Civilization was one we were

reading also, but that was as a textbook.

M: As a state paid reader, did you only read his textbook and class material, or did you read the New York Times and some of the newspapers?

G: Yes, we regularly read newspapers. The New York Times was one that got a very thorough reading. That was done by reading the headlines. He would decide whether he wanted anything from that headline or not, and how much would be determined by listening to the report on that, and when he had had enough of the story, he indicated that was the end of that.

M: Do you remember how many readers he had altogether?

G: I was one of three at the time, as I understood.

M: Did he ever give you his personal feeling about needing readers? Did he ever mention his blindness and how this was affecting his teaching?

G: No, not a word.

M: I've heard that he was an extremely independent individual in terms of getting around and in work. Would you agree?

G: He worked in the garden every day, and frequently mentioned that fact in class, getting exercise and the pleasure outdoors and so forth.

M: What type of garden?

G: I don't know.

M: Do you have any other anecdotes about him, the folklore of Chase?

G: No, but he was certainly one of the conspicuous members of the faculty. I regarded the four good teachers to whom I was exposed at Northern as Chase, Dr. Lowe~~X~~ in biology, Lautner, ^{who} had been a German teacher, and had had to switch from that to economics and sociology, and the head of the geography department. I don't remember his name. He was a Wisconsin man who wrote his ^{dis}sertation on the Negaunee area.

M: How did the students look upon Chase as an instructor?

G: The average or below average student feared him. Good students enjoyed him.

M: Could you tell about your career after you left Northern in 1930?

G: In 1931, I began teaching at Painsdale High School. It's now the Jeffers High School. Then it was a location name, and under Fred Jeffers. I taught five years there, and went back to Northern Michigan to complete my masters degree and begin my doctorate work. Returned to Portage township, that is Houghton, teaching high school here for five years. Went to Detroit for a year of defense work. Got an opportunity to become the "superintendent", so called, at Winnona, Michigan, which is a small mining community. Had the 12 grades and three teachers. My wife and I began teaching there and covered all the grades from the forth grade on up. We taught everything whether we could teach it or not. My wife taught the typewriting, for example. She could type a little. End of side one.

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M: You returned to the copper country to teach? Did you ever receive your doctorate?

G: No, I went from Michigan Tech., they urged me to complete the doctorate. I went to University of Michigan for a year, and did not succeed in completing it at that time, and had to return for financial reasons.

M: What subject were you studying?

G: History.

M: So your teaching career was centered around teaching history, with this little foray into the art world. When did you retire from teaching?

G: 1969.

M: Where did you last teach?

G: Michigan Tech.

M: Do you have any other comments about Chase?

G: I recall quite distinctly the rather sharp letter that he wrote in reply to his appointment to the Michigan Historical Commission in the spring of 1928, (I could be a year off) thanking the Governor for the appointment, and wondering whether this was just a token appointment, or whether they actually ^{was and} did some work.

M: This was his feeling toward the History Commission.

G: That's right.

M: Did you ever see that view change or improve over the years?

G: He accepted a reappointment is all I can say about it.

M: Do you remember any of his activity on the commission?

G: I was not at the level where I was getting the news at the time.

M: I've noticed that he served on different commissions and so on. He was probably away from the classroom. Do you remember that, how he covered his classes?

G: Not in the years that I was taking courses from him, no. The time at which I would have taken history courses at Northern would have been the summer of 1926 through the spring of 1929, and then the fall of 1930. By the way, there was an author's or a poetry commission that was set up. It may have been an independent organization. He was the announced head of it. Some sort of a literary organization.

M: Now this would have been in what year?

G: This would have been in the early thirties.

M: After you left Northern, did you ever have any contact with Mr. Chase?

G: Frequently at teacher's conventions, as he usually attended teacher's Conventions. I can recall his presentation at one convention. That was in the 1920s. I was probably still a student at the time. It was a discussion of the causes of world war I. Very didactic and quite counter to Harry Elmer Barnes, the exponent of "Let's be kind to Germans. They aren't so bad." But minding Germany's quite squarely for the war on the basis of quite a logical treatment of the causes of the war as they were known at the time.

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M: This was Chase's position.

G: Yes. He gave it in a lot of detail.

M: What type of a public speaker or lecturer was he?

G: That was a chain of Syllogisms. They would break down if you could puncture a link. But his chain was quite logically

reasoned out.

M: Was this true of the lecture he presented on the cause of the war, or was it true of all of his lectures?

G: In the classroom he was not allowed to use the lecture style. The recitation method was forced upon him. Therefore, most of his teaching was done by the left hand during the recitation. At that time the president, John Munson, dictated the nature of the classroom presentation. He insisted that the recitation method be used in the classroom because they were teaching teachers.

M: Can you give us any details of your impressions of Munson?

G: A very large man physically. He was also a very hard man to see. You had to have a very good explanation of why you chose to see him, to be able to be admitted to the presence. He rode a stiff hand governing the faculty. Since I was the reader on hand, I saw him dress down Lew Allen Chase unmercifully because the text books were not selling well from the book store. His method of teaching did not require a text book and a new higher priced book, American Civilization, was not selling well. The blame, of course fell on Chase.

M: Do you remember any of the details of this confrontation?

G: That's the sum and substance of it.

M: What was Chase using in place of it? Why weren't the books selling?

G: The outlines that required outside reading reports. The students were spending the time on the outside reading and not preparing the textbook.

M: Was this outline something that Chase had produced?

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G: Yes.

M: Do you know if any copies of it exist?

G: I don't know. I had one for years, and I fear that it has gone the way of the wind.

M: Do you remember any other other interactions between Chase and Munson?

G: That's the only one that I witnessed.

M: Do you remember Chase's interaction with other faculty members?

G: Only formally. That's all I saw. He was a skilled classical pianist. When I arrived on the campus in 1925, he was still playing the accompaniments for the vocal teacher that was engaged at Northern. I think that vocal teacher stayed on until the following school year, in 1927. I can recall her successor better.

M: Do you remember her name?

G: No.

M: Was this something that Chase did as a part of his regular teaching or was it over and above his teaching?

G: Over and above.

M: Did he ever put on public recitals?

G: Not when I was there.

M: Was he involved in organizations to bring choral groups or various music groups to campus?

G: Only through recommendations to the group that chose the musical organizations engaged for the Lyceum series, or something of that sort.

M: How did these groups come to campus?

G: Members of the university would probably influence their

choise. This is only a probable. I don't know the background. I wasn't behind the scenes watching the strings being pulled. I'll give you a story regarding Chase's experience on the matter. Walter Demerash was then the head of a New York symphony, which I think was the New York Philharmonic, that was engaging in early radio broadcasts, and teaching music appreciation to the public. One of the broadcasts was to be on Wagner, and we were invited to an evening of Wagner on the radio at Chase's house. Only two student went, myself and a fellow P.K. (preacher's kid), the same fraternity as myself and the only one I could talk into accompanying me. Demerash was very careful to outline the themes that each part of the orchestra would use to introduce each character in the work. Everything was explained in detail before each of the movements. I was feeling on top of the world. I thought I was understanding what was going on. Chase completely undercut me by pointing out how little I had a background for.

M: Did Chase have these get togethers ^{with students} often, or was this just a one shot thing?

G: Other students had gone, particularly strong history students. My predecessor was a state reader, his predecessor was a state reader. They were amongst those that were invited over to his house.

M: Do you remember the names of your predecessors?

G: George Nelson, who later became vice president of Central State. I can't recall the name of the man that read the year before me. He became the principal of the Jackson High School.

M: Is that downstate Michigan?

G: Yes.

M: How did you get the job as a reader for Chase?

G: Mainly through this student that recommended me, plus the fact that my record in class had been very good.

M: Did he give you an interview?

G: Yes.

M: Did he have any rules that he outlined before he took the position as to what you'd have to do?

G: No.

M: It was pretty much understood then, in terms of the time you'd have to spend, etc. You said you belonged to a fraternity while you were on campus. What one was that?

G: The Alpha Delta. We had our own house. We had purchased the home of a woman who had become divorced and had kept her married name and used it in combination with her maiden name. She was connected with the Mining Journal. I can't remember her name. I think the building is no longer standing.

M: Do you remember what street it was on?

G: Third street. It was right opposite the Chubb Store.

M: What store is that?

G: That was a large grocery.

M: If you could characterize Lew Allen Chase in one sentence, in terms of your association with him, could you sum it up in one sentence?

Stop in tape.

M: Do you have any final additions?

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G: None that I can think of.

Stop in tape.

M: Could you describe fraternity life at this time in Marquette in the Alpha Delta fraternity?

G: We bought a used house on Third Street. We painted the furniture, probably ruined it. Put on gobs of paint. Worked hard on our ritual, and finally I claim to have rewritten the ritual.

Stop in tape.

M: You were saying that you would read down the ritual for the fraternity.

G: It had originally been done by a member of the faculty who was a fraternity advisor. He was the head of the English department and another strong member of the faculty that I failed to mention before. He's probably known well.

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G: ...the Upper Peninsula.

M: Did he publish these?

G: Yes, these were published.

M: Do you have any other details on fraternity life?

G: Yes, a good many. The top of the house was used for sleeping quarters, the third floor. The second floor were studying rooms and the first floor for the general fraternity organization gatherings. We had a large portion of music students in our fraternity. A high proportion of the band and the glee club were likely to be members of the fraternity. Other fraternities had similar labels. The athletes principally were in the Tri Mu fraternity, and the Theta fraternity were said to be the scholars. So, we had a desperate attempt to

keep a high level of scholarship for our fraternity. As close to the Theta mark as possible. That was conspicuous during the years that I was on campus.

M: Was fraternity life as wild and hectic as it is sometimes portrayed in the 1920s?

G: Probably rather conservative. Certainly our attitude toward enforcing rules that we'd passed was rather vigorous, and the punishments meted out to fraternity brothers were rather surprizing, probably a little unreasonable.

M: Can you describe some of them?

G: I recall one that consisted of bringing the culprit down in a bathrobe and putting him in a cold tub of water, timing his stay in there, followed by a paddling session.

M: What did he do to merit this?

G: I've forgotten. I think it was a huge noise at night, plus violating the reasonable hours for returning from dates and so forth. We were rather vigorous in our attitude at the time.

M: How were these rules developed?

G: In fraternal discussions at open meetings.

M: They would be organised and then the body would vote?

G: Right.

M: Were these changed every year?

G: Primarily a process of growth that resulted in a non-enforcement of rules that had been vigorously ~~been~~ enforced previously.

M: What were some of the activities and entertainments that you could pursue in Marquette at this time as a student?

G: One was a Friday evening dance in the gymnasium. The various organisations were expected to apply to the Dean of Women for permission to sponsor one of these social evenings in the gymnasium. We would have other entertainments along with it. There would be songs and other items that would be included.

M: You indicated that this was not a voluntary thing. You were encouraged to...

G: We were encouraged. We weren't forced to. All of them had to be under the control of the Dean of Women.

M: Did these organisations and fraternities make money on these dances?

G: That was the hope.

M: Were they successful?

G: Usually.

M: Do you remember any of the rules and regulations created by the university itself?

G: Particular ones were: not smoking on the campus, which was regarded as ^{sexually} ~~sacrosanct~~ ^{sacrosanct}, the tradition that one must not step on the shield of the state of Michigan, which was set into the pavement before Kaye Hall.

M: Was this inside or outside?

G: Outside. You must not step upon the seal as you entered the building. It was the type of thing that sophmores would enforce upon freshmen.

M: How was this enforced?

G: Paddles.

M: This was enforced throughout the year?

G: Mostly in the initiation period in the fall.

M: Can you recall some of the initiation practices by your own fraternity or other groups?

G: I can recall for example one of our students obtaining the loan of a chamber pot. I've forgotten what the ritual was, but the students were sent forth to borrow a chamber pot and one actually came back with one. One of the Puggies actually returned with one quite successfully. Then these were returned by puggies bearing the chamber pot upon a rope, between them.

M: Was there any sort of physical hazing that went on?

G: The paddling.

M: Were there any other rules and regulations that you recall? You mentioned that you couldn't walk on the state seal.

G: That's the only one that I recall. We were a little desperate for traditions at the time. We were inventing them as we went along.

M: Is that the way the students viewed the situation?

G: Right.

M: What was the male female proportion on campus at this time?

G: Two thirds women and one third men.

M: How did you get around Marquette as a student?

G: There were still streetcars at the time. *The* trolley, which not only ran down town, but would make trips as far as the island. Probably the island trips occurred ^{only} once every hour.

M: So you didn't have a problem with transportation.

G: The students walked a good deal.

M: Did anybody own an automobile?

G: Oh, yes, there were automobiles that were privately owned

M: How about travel? Were you living in Houghton at this time or had you moved permanently to Marquette?

G: I was living in Hancock, that is, my family was. I would travel by train between the two centers.

M: What was the service like?

G: Three times a day.

M: Would you comment on the history professor who came about the time you were there, Harry Ebersole.

G: Harry Ebersole came to Northern, I believe in the fall of 1926, just as I began my experience at Northern. He was assigned the European history courses, because, although his experience and training had been in American history, Lew Allen Chase was the man for that area. So, Ebersole had to make shift with teaching from the book, as it were. The second year that I was taking history courses, (1927-'28) I had a year of history from Ebersole, or at least a term, and he was teaching entirely textbook. He'd make his questions entirely from an open book. Many would be simple and many would mock his teaching style by saying, "When did the war of 1812 begin, (name of student)?" The student would reply, "1812." "Is that right Mr. Good, and have you anything to add, Mr. Johnson?" These were three sharp students that were conspicuous in the class, and this tale was told about him, and typifies the type of thing Harry Ebersole was forced to do.

of the students

M: Did he ever get around to teaching American history?

G: I think so, but not when I was there.

M: How did he compare with Chase as a teacher?

G: Worlds of difference. He was a textbook teacher, because

of that difficulty, while Chase knew his way around thoroughly. Ebersole could be fooled quite readily. He had jumped 6 chapters at one time. He had assigned a chapter a day and had failed to complete the recitation on those. He had fallen so far behind that we were six chapters behind time. So, suddenly he announced he was going to begin the questioning on this seventh chapter, that day. I had not prepared that chapter that day. I had only looked at the first page and knew vaguely what it was about. I drew upon my Canadian history and my experience in the Canadian schools, and English history taught there. I followed the item back. It was a generalized item that would be a key point in English history. Followed it back through years and years of experience to the time of William the Conqueror. Poor Harry stood leafing the textbook back and forth the whole chapter, trying to find the material I was talking about. I wasn't there, of course. I did that with a malice of forethought, hoping that I would not be called upon again that day. It worked beautifully. I was not called upon and therefore I had an A recitation that day.

M: Could you explain what a term was?

G: Three terms per year and it made one scholastic year. the semester system was not in use then.

M: How long was a term?

G: Three months. We'd start in September and the second term was likely to begin in the winter, in January.

M: How long was your Christmas holiday?

G: A week and a half, perhaps.

M: But you didn't have a semester break.

G: No.

M: How late did you run in the spring?

G: Sometime in June.

M: How many credits were given for a course? Chase's history course for example.

G: Most of them were four hour credit courses. They met four times a week, or four recitations a week.

M: When did the graduation ceremony take place?

G: Would have been in June.

M: There was just one formal graduation a year. How did you get your degree?

G: At the office window.

M: You didn't have to come back the following June to be in the ceremony. It was just handed to you.

G: yes.

Stop in tape.

G: Therefore, those that would not be participating in the ceremony, would probably leave Marquette.

M: But students who were supposed to graduate had to be there.

G: That was the usual rule.

M: Did the president have a lot to ^{say about} ~~do with~~ the rules of a non-academic nature?

G: I had the impression that a good many were due to his influence, and to other members of the faculty who were perhaps influenced by him.

M: Do you recall anything concerning President Munson's personality? Was he friendly.

G: It wasn't easy to get acquainted with him, but one could find him quite human. I recall being assigned a topic at the fraternity dinner dance. The toast master had thought up a series of things, and my particular topic was "nothing". I discussed in some detail President Munson's office being invaded by President Earnest Brown of the fraternity, who was asking John Munson for his opinion of so-and-so as a date for the dinner dance. I had borrowed a pair of horn rimmed glasses for the occasion. I slipped it off my brow and folded it up and shook it in the Munson fashion, and said, "Regarding that young lady, I know nothing."

M: Were these dinners common? They were just annual affairs?

G: It was up to the organization.

M: Where were these held?

G: This was at a restaurant in town.

M: Do you recall which one?

G: One probably non-existent now. It was immediately opposite corner wise from Kaye Hall across the campus, close to the location where the church with the independent bell tower now stands. I don't know the name of the church.

Stop in tape.

G: That was the reason for including him, because of the glasses. This was a particular habit of his, to remove the glasses and shake them while he talked. Shaking was included. So obviously the opportunity was wide open to lift his glasses, look at the program, and say, "I thought so, good for nothing." This was his reply.

M: He actually replied to your... Was he amused by it?

G: He was scheduled to speak immediately after me. That was the reason I included both him and the president of the

fraternity on that item.

M: Did he usually attend functions like this?

G: It was the usual practice for him to be invited.

M: Are there any other faculty members that you would like to comment on?

G: I've commented on the head of the geography department, the head of the economic-sociology courses, which was an independent department at that time, and the very fine biology man, Dr. Lowe. I should refer to a man who was teaching mathematics Charles Spooner. He did a superb job. His name is on one of the buildings there. He taught me algebra. It was the first time I understood what algebra was about, and clearly followed the explanations and could understand and work out the problems concerned with it. That wasn't true of other mathematicians on the campus. His explanations were clear as crystal.

M: Were there any others?

G: I was trying to think of the name of the head of the training school, who also functioned as the teacher's placement man. He had been the superintendent of schools at Lake Linden, before he went to Northern. He was a tall, very erect man. Reminds one of the type of character that television seems to like these days, white mustache, white hair, very stalwart.

M: Did you train under him?

G: Yes, more specifically under Don Bottum, who was then the principal of the high school, the training high school that was in existence on the campus at that time.

M: What was the training like under Bottum?

G: We had to produce our lesson plans for each day's work, submitted to Bottum for approval before the lesson was taught. The entire charge of the class was turned over to the student if they were doing the type of work Bottum approved of. I quite enjoyed my work in the training school.

M: Was Chase ever involved in the training school?

G: No.

M: Do you remember what courses he actually taught? He seemed to be very interested in the Civil War.

G: Yes. That's the course he would teach at the University of Michigan, when he was substituting for Ulrich Folkes, the university for the slave period. Ulrich Philips wrote books on slavery and was conspicuous in literature of the period.

M: So Chase would go down to Michigan. How did he do that? With a leave of absence?

G: Yes.

M: Did he leave while you were there?

G: Yes.

M: You didn't have a class with him at the time. Who would cover for him? Do you know how that worked out?

G: I think they hired a third man in the department at the time. I think they hired Blackburn, the father of George Blackburn, that I've known in lower Michigan at a later date, who taught at Central and at Alma, and other places perhaps in Southern Michigan.

M: Do you know how Chase got this position at U. of M.?

G: He had contacts with the University of Michigan. He had done his own undergraduate and masters work at the U. of M.

M: Did he ever do any kind of graduate work other than his master's degree?

G: Not as far as I know.

M: Did he teach at U.of M. often, or was this a one time activity?

G: It was more than once.

M: And he would teach there as a visiting faculty member. Did he go for a year, or just a semester?

G: Might be a semester.

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G: ...at the University of Michigan at the time I knew of his absence. It would have been in the late twenties.

M: Did this fellow Blackburn remain at Northern, or was he just a temporary replacement?

G: He remained several years and then went into the Episcopal ministry.

M: Did Chase ever express his political viewpoint on the world events that were taking place at that time?

G: Not contentious issues, I don't think.

M: Did he ever make any comments on the presidents, on Coolidge or Hoover. There was an election that took place. Did he ever make his opinions known?

G: Not enough so that I could label it.

M: Would he comment on it in class.

G: Yes.

M: But he wouldn't get into a heated political discussion.

G: No.

M: I think he was a republican.

G: That would be quite possible.

M: Changing the subject, do you remember anything about the 1926 Labor day where there was a Ku Klux Klan parade in Marquette? Did people talk about it?

G: It didn't reach the student ears.

M: Had you ever heard about it?

G: No.

Stop in tape.

G: Campus politics from the fraternity aspect. I was quite in touch with most organizations that were cross-campus units.

M: What in particular were you involved in?

G: Any planning that was done for football games, for returning, for, wreck any attempts to entertain the returning alumni, and so forth.

M: What were you the head of?

G: I was likely to be planked in any kind of organization. I liked to be named as one of the people that sat there and gave items, gave ideas. I happened to be just that close to the throne and no farther. I was very active.

M: Did this affect your school work?

G: Not particularly, I was able to manage my time correctly. Stop in tape.

M: Do you want to make some comments?

G: Little ones. My brother in law was a member of the church that would be high pressured into joining the Ku Klux Klan at that time. The Ku Klux Klan in the U.P. was likely to revolve around the Methodist Church. He was a member of the Methodist Church, He had his meggy, it was concealed, but I was shown it by my sister. I have one other recollection of

the Ku Klux Klan. That is the appearance of a firey cross on Quincey Hill in 1927 or possibly a year later. It was the year when the county fair was held at the old Dee Stadium. The old Dee Stadium burned down about a week later. The firey cross was timed to be displayed at the time the crowd came out of the fire. Everybody could see it for miles around.

M: Do you recall the direction of the Klan's activity? Was it against Catholics, or foreigners. In Marquette I know, some of it was against drinking, which was illegal at the time, but was still going on.

G: Anti-foreign, probably, and especially anti-Jewish, were the references that I heard in the copper country. That's all I know.

Stop in tape.

M: Would you like to make some comments on Chase's contact with the Historical Society?

G: Chase was corresponding secretary of the Marquette County Historical Society, at the time I entered the Marquette campus. He continued that to at least 1930 and probably beyond that time. We tried to organize a group of students that would be active in local history, mainly sparked by Chase's numerous references to local historical events. We finally called a session at the Peter White Library. Chase attended. I read the only paper presented that evening, which was on the hydroelectric power plant at the Victoria mine. It was one of about five hydroelectric plants installed in North America. At the time, I was able to get in contact with J. E. Joplin, who retired as chief engineer for the C.C.I., from about the end of the 1920s. He lived afterwards in Marquette.

I was able to get his own personal story in connection with the Victoria water power plant, as part of the tale. His own tale was that he was amongst a group of engineers sent by the C.C.I. to check the plant out to see if that was the type that should be adapted by the C.C.I. for their future use of water power. The decision was adverse, mainly because of the low oxygen content of the compressed air that would be released in the stope heads, to clear the air before the miners went in. They needed a lot of oxygen in the air, and the low oxygen content was coming from these compressors.

M: Did this student organization have a name?

G: It really wasn't organized. The powers that be, both high faculty and low, stepped on it, one might say.

M: In what way?

G: We couldn't find a sponsor. Chase was not willing to serve as a faculty sponsor for it.

M: Did he give any reason?

G: I don't recall any.

M: How many students were involved in this experiment?

G: Perhaps 10.

M: You were one of these. You went as far as having a meeting and presenting a paper, and then the thing just fizzled out?

G: Right.

M: Did the students ever talk about reviving it at any point?

G: No, from our standpoint, it came under the same heading as the attempt to get German introduced as a classroom language. It had been taught before the war, then dropped in a patriotic

spurge during the war. Lautner was the victim of that particular event. He became therefore, the head of economics and sociology.

Stop in tape.

M: If you don't mind giving us scuttlebut from J.E. Joplin, we'll add to it.

G: Smith *Taylor* air compressor was the type of thing installed at Victoria. Taylor was present in person to install the equipment at Victoria. Dug a deep pit underneath for containing air. Was a little dubious, had never worked with the type of strata and sandstone that they were working with, so they were a little afraid that it wouldn't hold the air. According to the local yard, I was told at this time, he promised a wagon load of whisky to the workers, in case it were a success, when they completed the job. They turned the water in, and it worked. The wagonload of whisky was delivered and there wasn't any work done in the camp for several days.

M: This Victoria operation was in Ontonagon County.

G: Yes.

M: So, it's Victoria, the restored town that's out there now.

G: Right.

Stop in tape.

G: ...because I find his name as *Corresponding* secretary of the Keweenaw County Historical Society.