

Interview with Tom Skoog, Marquette Michigan, July 1, 1996

Interviewed by Dr. Magnaghi

I have the whole thing started here, July 1st.

RM: Tom you did an interview about two years ago.

TS: Yes, about 2-1/2 years ago.

RM: In that time we did an interview on, primarily focused on Northern, I think you made some passing references maybe to Pierce, and today I would like to discuss your experience as a student at Pierce school. Could you go back to the origin and talk a little bit about the year you started and what school was like at that time.

TS: I started Pierce in 1942, Kindergarden. My Kindergarden teacher was Olive Fox and at this stage in my life it is hard to recall everything, but I look back at my experience at Pierce as being unique. Something the other students who attended the public school or the parochial school is not privy to. Because a lot of our education came directly from the Professors and teachers who taught the students at Northern Michigan College. So in many respects I always thought that by the time you went through Pierce you went through college at the same time. In fact many of our high school teachers that we had for classes, languages etc were all the same professors that the students at Northern had. I always wondered how the scheduled there classes at Northern and also teach high school classes at the same time. I don't know if you would find the college professors so willing to do that today. But from Kindergarden through sixth grade, through fifth grade we met on the first floor of the Jon D. Pierce School. I always remember the kindergarden had a big fireplace in it, I don't think they ever burnt a log in it but it was ? one of the items of decor I remember. Sixth grade we moved up to the second floor of Pierce and sixth grade through 12th grade was held on the second floor. some of our classes in high school were held in the college itself, Longyear, Kaye Hall, Peter White, because there just wasn't enough room to accommodate all the classes at the time on the second floor of the Pierce building.

RM: Now did they have your labs held over there in PeterWhite?

TS: some of the science was over there I believe most, we had a science room on the second floor of Pierce, Wally Thorn taught all of the Biology, chemistry and that. But I think there were some labs in, I didn't take much in the area of science so other people could address that, but I do remember taking courses in the business department over in the college and our shop courses and girls Home Ec. courses were the same facilities that the college students used. So anyway a great deal of overlap there. Initially Pierce wasn't connected to the Longyear building there

was, what was added later the hallway that entered joined the two buildings. Probably during the middle or late '50's before that it was a separate building. The only way to get over to the college was down through the shop area which was under ground more or less. We used to tunnel through the shop hallways in the shop area which was down on the lower level the basement area of Pierce was the Home Ec rooms and the wood shops metal shops. Again those were the same areas used by college students so the connecting bridge that your probably familiar with was not there at that time. But anyway up to the sixth grade, we had kind of a unique grading system. We didn't receive any letter grades until we were in the seventh grade. All that was written evaluations by the teachers. Teacher had to evaluate each student several times a year. Parents had to meet with the students, I am sure, most parents were willing to meet with the teachers. I think maybe if you didn't meet with the teacher the student was not in Pierce too long. It was sort of a selective process to get into Pierce. How they determined who became a student there I am not sure. The classes were very small. Most of them were around 30. Our high school graduating class was 17. We had attrition in the middle school, 7th, 8th, 9th grade the students moved on over to the public school system. So we had ended up graduating 17 in our class, 14 boys and three girls. We lost one girl in the eleventh grade, we had 18 in class up to the eleventh, unfortunately one girl became quite heavy with child so later on I always used to explain statistics to classes I taught, you have to watch how you interpret statistics, because in the eleventh grade of our high school class 25% percent of the girls got pregnant. They weren't thinking in terms of only four girls. So any way it was interestingly I still might have some of my evaluations at home that my mother kept. The teachers how they evaluated the students up to that time. Also something unique about Pierce, up to the sixth grade you went to summer school. All of the city schools and parochial schools there school year ended around the first part of June. Our school year ended around the middle end of July. So we really only had about a month maybe only six weeks off between from the time we finished one class to when we started the next class. That continued up to the sixth grade. The reason for that was is Northern is a teacher training institution and most of the students who did there student teaching did it at Pierce. And most student teaching stints lasts approximately eight weeks so for about every eight weeks we had a new set of student teachers coming in. So not only we were exposed to the college critic teachers, college professors but we certainly had an abundance of student teachers coming in throughout the year. Any new innovation in the field of education that the college wanted to try they tried on us first. So we were sort of guinea pigs or experimental students for a lot of new innovations that were coming about in the field of education at the time. Course we didn't realize that. Later on it became more evident.

RM: How did the student, remember how yourself or how the other students felt about being in the situations with the new student

teachers coming in and every eight weeks or so things changing.

TS: I guess for those who started there didn't really know there was a difference. We figured this is the way you went school and this is what you had. This is the way things were so we just accepted it. Most of the critic teachers watched the student who were doing there student teaching very closely. I can only recall of one instance or maybe two where the critic teacher is fairly lax and just relied upon the student teacher to do their teaching for them looking back on retrospect. Most of them were conscientious individuals, the hours they put in on their job must of been horrendous class preps and so forth, and the amount of classes they taught. Gives one a feeling of awe and admiration as to their dedication in the field of education. I know I have met a lot of people later on who were my student teachers, one for example was Stan Whitman, Stan had a ? for Physical education course where he student taught, he always reminded me of it, I worked with him for several years at Northern. So I have known him for quite some time. Many of our student teachers we respected as much as the critic teachers they were very good. Northern was very selective back then there admissions standards were quite higher, something I think the school systems or colleges are getting back to now where they require so many units of english, so many units of math, government, foreign language, all requirements of high school to get into college. And we have a fairly good quality college students back then. I remember someone came in and they were deficient in math especially, they tested, they ran a standard battery of tests for Northern, and if you deficient in math the college didn't teach you a remedial math those students ended up in a high school math class. They didn't have math with us. I remember sitting in the back of the room in a little group they were college students and we were still high school students. They were doing there high school algebra to catch up.

RM: Do this was another way of bringing the high school and the college together. Sort of the other way building the hyp, the college kids into the high school. Did then they, you talked about the selection process, did then when they put together a class, like a high school class, was that ever added to or did the class pretty much stay the same or except for maybe some dropouts.

TS: We would get an occasional student coming in. There weren't that many that were added to the class later on. Usually the high school class was made up of people that pretty much started in the elementary school and continued on through. Most of the add on's were in the elementary and in the Junior High School level through the 8th grade. Once you were in high school there were very few add on's, maybe an occasional one. For some reason I don't know what selection process they used. We always, they always looked on us as elitist but because a lot of the students parents worked at the University or they were doctors children or attorneys children in town, but there were a lot of us that are

came out of families of laborers. I don't know how I got in, maybe because my mother attended Pierce graduated from Pierce in 1929. When I first started Jon D. Pierce I was living out in the West end of town, Trowbridge Park, my father was a laborer pipe fitter for Cliff Dow Chemical Company at the time. And so other than my mother's relationship to the school through her attendance that might of been how I got into Pierce. One particular individual in elementary school one teacher I always admired, that was Martha Maynard just ?. Looking back I think she was much ahead of her time. She taught us something that really wasn't taught for the most part back then in any respect and that was how to eat properly. Miss Maynard she was very, seemed like at the time she didn't seem very tall. Typical old maid hair dew, gray hair, I think it was gray might of been dark at the time, she was very adamant on us for proper eating habits. And she would have us bring in labels from all the can goods that we ate at home so she could analyze it and tell us what was good and what was bad and her favorite food was wheat germ, I remember that, ? of oat bran, I guess. She always had us make cottage cheese in class. She was I guess maybe if she was teaching today it might be something that we read about everyday, back then we didn't read about it, proper diet we read about fat foot and starches. I always remember she cut a potatoe in half and showed us the inside of the potatoe which if you look there is a ring of what she calls the good part of potatoe just under the skin the other part mostly water and starch, she would always tell us to discard the center part of that potatoe and just eat that ring around the potatoe which is the vitamins and I never looked at a potatoe like that before and I don't think anybody else did. So we did have some interesting experiences. We weren't angels by any means we had a little bit of mischief.

RM: Could you recall some of the mischievous activities?

TS: I think the first one I remember was in the sixth grade. I got in trouble with the teacher because we were drawing, one of the big things in the sixth grade was you had to draw a big mural the whole class was involved with it and put it up on the wall, and myself and one other individual came along behind, at the time I was considered one of the artists in the class, I don't know they always had me drawing all the way up to high school, from two of us went behind everybody else was on this mural, everybody doing different types of work and I think it showed a picture of the community and how lived and worked in the community and we put mustaches and beards on all the men and women and it didn't sit very well with Mrs. Magnum the teacher. I had to spend some time after school. Little things like that, that wouldn't think twice of now, but it was major. I remember I caught all kinds of heck from my father on it. Anytime anything happened, the worse thing if you did anything wrong in elementary school you got put in the cloak room we didn't have lockers, we had a cloak room a little side room off the classroom with hooks on the wall, everybody had assigned hooks and everything. We all wore coats because of the winter, boots, we have to put our

winter boots and goulashes in there. If you did anything wrong you didn't stand in the corner you stood in the cloak room and if it was worse you stood in the hallway. And if it were really bad you were taken to the principles office, by the time you got to that point most of the trouble had been cured because it was embarrassing to stand in the cloak room but let alone stand in the hallway was worse yet, because you endured the comments of everybody walking up and down the hallway they knew you were a bad kid and were there for a reason. Seventh now then we ran into a teacher by the name of ? Wilkinson, she looked bigger then than she would now, I think she weighed 90 pounds soaked wet. But she was a real fireball, her area really was English, and we learned memorized, diagramed sentences and I had her later on for one of my high school English courses. When I first got her everybody was afraid of her, was terror ?? because your going to get ? Wilkinson for your critic teacher, she was very demanding but you learned a lot. Eighth grade was a little bit easier, and got exposed to science and math and so forth. We got into high school and the seniors always initiated the freshman in high school with ceremony's, we were always looked down upon and we had to be a senior slave for a day, things like that. Seventh grade was the first time we had report cards with letter grades on, always a little different something we had to get used to from the previous types of evaluations. Starting in 9th grade you got to pick your courses, 7th and 8th grade everybody took the same thing you had some selections, everybody took english, everybody took math. I remember coming home from my first algebra class I had Carl ? for my high school math, I found out that everybody that went to Pierce before me had Carl ? for math, he had a dry sense of humor I always remember this one thing, this person next to me was turned around and talking to the person behind him and he said "turn around you have hair all over your face" then he would laugh and laugh. For some reason it sort of struck me funny so I had to go home and tell my mother about Carl's story and how he told so and so to turn around because he had hair all over his face, and my mother said oh he did that to me in high school. So that sort of took the wind out of that story. This is the point where we started to get more exposure to the college professors they taught the language courses, they taught the business courses, I think they taught the physics courses which I think in a long run helped us for those of us who continued on into college, because we didn't have that culture shock change coming from high school to college we were used to the professors. I found out that a lot of the material we were getting in college we had in high school. So it helped us in that respect.

RM: Did you physically take your classes in the Pierce school when you were taking some of these courses, or did you go over and take them at the college.

TS: Some of both. In some cases, I remember I had Mr. Slamer for Accounting and he would come over to the Pierce building and teach us accounting. When we got into typing and different

things we would go over to the college machine lab and take our courses over there. Again when we had our shop courses it was the same area that the college students had the drafting room, the machine shop, the wood shop. Something I remember we did was really unique back then, for six weeks the boys took home economics and the girls took shop. And it was ? and kind of senseless at that time the girls never took shop and the boys never took home economics. But they changed and let us take some home economics courses and they took the shop courses. I don't know if they built it, like birdhouses or what but we built a lot of show shops and which everybody did back then if you had a hole in your sock you darned it you didn't go out to buy a new pair. We learned how to cook, and we had one of the big events, we had to cook a meal for one of our favorite teachers. And the two of us, there were usually two of us assigned to one teacher to cook a meal, we had to present it, I don't' we had to set the table, cook the meal, invite the teacher down, by the time we got around to inviting the teacher the only one left was Katherine Wilkinson. So we had to invite Miss Wilkinson and we were still afraid of her. So we invited her down, and the two of us I remember as I mentioned, Katherine Wilkinson, Wilkerson, didn't weigh any more than 90 pounds, I think we made her a pasty that weighed 90 pounds, we put it in front of her and I think her eye balls would of fallen out of her head if they could of. She said my goodness boys I don't think I can eat all of this, when we did things we did it big. One thing I did in home economics was we had to darn socks. The way we did it, was a darning ball, a wooden ball you put in the sock and then you would sew up the hole in the sock or darn it up, for some reason I sewed up the hole in the sock and I sewed up the darning ball right into the sock. And Jane Bemis never let me forget that, she couldn't understand how I could sew up a hole in the sock and sew the darning ball right into the sock at the same time. So I haven't sewed socks since. One thing in a small high school you got to know everybody. All of the juniors, all of the seniors, sophomores and freshman. When we had the reunion this past weekend it was like old home week. Not only for one class but everybody knew in the highschool it went way back. It is just a tremendous feeling its, unfortunate if you graduate from a larger high school, you know like I tell my wife her graduating class was larger than our whole high school. Almost twice the size so it was difficult for her to remember everybody in her graduating class, the high school itself. I remember just about everybody who went through it.

RM: you also had the ? going for K through 12. You also knew not only the people in your class you also knew the incoming students, and I mean so over (both talking at the same time)

TS: So it was I consider it a very unique and very outstanding education that was available. I guess it demonstrates the uniqueness of small classes and what it can do for individuals. Out of our graduating class we had a very high percentage of students, and this was back in the '50's, not too many went on to

college. Out of our graduating there were one, ...four, only four out of the 17 in our class didn't go on to college. Which was a very high percentage, I don't know what the ratio is called but I think maybe five percent or ten percent of the class went on to college. Back then it was not the norm. Most of the men went into the service. For the most part I think everyone that went to college except one graduated from college.

RM: That is very good

TS: So I think it says something for the education system ??
And

RM: Could you comment a little on the sports program and the ?

TS: Oh sure. Up until we got in high school we didn't have any real organized sports. We had phy ed courses, and ?, we had some women also for physical education teachers. Back earlier the girls had there own phy ed teachers and . When we got in high school we had the main sports were basketball, track and football. The only one I participated in was football. I always remember when I was issued my first football uniform and our football uniforms were cast offs that Northern Michigan the college didn't want and it wasn't the most recent cast offs it went back I think it was the mid '50's, we were playing football in uniforms that NORhtern cast off in the early '40's or late '30's. Leather helmets, shoulder pads were not much more than a layer of cotton batten on a piece of cardboard and old and they smelled to high heaven but it was something that we put up with. We were a small school we were considered a class D school at the time which is the smallest school, we played schools like Rock, Trenary, Eben, and if we played one of the bigger schools we always played the B team, we played the Sault, Marquette a few other ones. Basketball was a little different they played some other schools that is probably they never really succeeded until '61 they really had an excellent team they went on to the state championships. But track most of the boys did track basketball and football all three sports. The girls didn't have any sports back then, I can't think of one, best they could do was go out for the cheerleading squad. There were no organized sports activities for women back in the '50's, '60's back up to?. There were, the parents followed the sports activities closely, we had a huge turnouts we basketball games were played in the college gymnasium, at the high school games we had a turnout more bigger attendance. Our rivalry's were very fierce some of the unique things in basketball, I remember we played National mine every year which was a little school west of Ishpeming, they had a high school at that time. and there basketball court was on there stage in the high school and the only thing that kept the players from falling off was a piece of netting that ran across the front. We played Eben Junction where the free throw circles on both ends of the floors overlapped it was that small. Two steps and you could shoot the ball. We played football in Rock which was in the middle of a farmers field, and Bark River Harris, I

always remember the game we played in Bark River Harris, it was a hot day it must of been in the upper 80's, it was in the middle of a farmers field they had put up some trees and cross bar for goal posts, and we had to carry our water from the high school to the farmers field, because there was no running water there so one of the first things we did was change in the high school locker room and then fill up several pails full of water and carry it with us to the football field where we played. Later on we found out when we got back to the high school to take a shower after playing in that heat, there were no showers. The school was not equipped with them. I remember one half time one of the referees came over and said oh boy am I glad you have a bucket of water, and he dipped both of his hands in the water they had been dipped in the mud and dirt washed them off washed his face off and all we could is just sit there and look at it. Finally we told somebody to dump it out and go and get some clean water so one of the kids sitting on the bench his job was to run back to town to fill the water buckets again. It was a unique experience.

RM: So this was all happening not back in the 20's and 30's in the 50's.

TS: This was the 50's,

RM: I think someone was telling a story about if you went out of bounds in at some school playing basketball in gym you could burn your arm on a hot water pipe.

Ts: No this was Northern's gym, the old Northern gym in Kaye Hall. And they had built, when they built the gymnasium they had built a running track over the gymnasium, around the perimeter of it, it went all around the gymnasium, I think they used it for training track or something, people used run on it, they had benches up there so people could sit there during the game and look down on to the gymnasium floor, but it overlapped apart of the gymnasium floor, the perimeter, well when they put the steam pipes in to heat the place all they did was hang them underneath the track, so when you had the ball out of bounds and you went to throw the ball in bounds and if you were 6 foot one or two and you start throwing it in and the pipes are only about 6 foot four inches off the floor you put your arms up you hit that big steam pipe. It was sort of a favored for the home team especially if the other team hasn't played in that gymnasium before because when they went to throw the ball in bounds they would hit the steam pipes and the ball would bounce back out of bounds and then we would get the ball out.

RM: So this wasn't from rural schools this was from Northern.

TS: yes, this was from Northern. And if you got tired of watching the game when you were a young kid you spend a lot of time in the track area as the people were playing. Play tag or something run around the track. That was a big sport at the

time.

RM: What about some of the sports, what about ah, oh when you were going to school that way were they still using that, somebody mentioned that I think M. Roberts, the giant ball, the rubber ball they used for exercises.

TS: A big medicine ball, Oh no that wasn't, they had it there, I think we used it a little bit in elementary, we pushed it around. That was a big exercise I think back then, a big leather ball and some people get on one side of the ball and people on the other and try to push it like a tug of war type of thing. That was

RM: But it was still on the premises.

TS: yes they still had one I remember when I was in elementary school. I got to see the, one of the advantages I had was my father became a custodian at the university, as I mentioned, so I used to go spend some time with him on afternoon shift after school, he used to dig out the test that the professors would throw away in the basket and I would sit down and figure out the math problems. I got to meet a lot of the professors over there, so I knew a lot of the professors, college professors almost personally, even the president. One of the big things was I got to clean the president statue, my dad let me dust it. They were aloud to do that, nobody ever said anything about not bringing his children over there and as long as we behaved ourselves it was okay. Or else we would sit in the library and read which was, we had a small library in Pierce, it was small but

RM: Did you usually use the one ...

TS: Well when my dad was there, when my father was with us we could use Olson Library, read books there.

RM: What about some of the Proms and sort of social gatherings, where did students go, they went to movies, go out for ice cream, the other night they mentioned Donckers as the hot spot, as students.

TS: ? a school dance which was usually held in the Pierce gymnasium, when we were going to Pierce that is what we called it,

RM: Where was the, I guess the playground, how was it laid out?

TS: There was a lower level partially below ground. Then there was a first level when you came into an entry way you went up a flight of stairs to hit the first floor, you went down a flight of stairs to go to the lower level, the basement level as I call it. Then there was a second flight of stairs to go to the second level. So it was almost three stories counting the basement level. On the basement level, the gymnasium took up approximately a good third of the basement area, it was not a big

gym, it was a standard, it was very small, but it was a gymnasium, had a boys locker room at one end and a girls locker room at the other end.

RM: Was that at the west end of the building?

TS: That was at the south side of the building right in the middle. You looked at Pierce from the front there were two entrances, one on each end of the building, and both had the stair wells going up and down and in between those two entrances in the basement floor was the gymnasium on the front part. On the far west end of the building and also the central part of the north side of the building was the Home Economics department. Then the other part was taken up the north and other east side was the shop area. That is where that began. Most part was taken up by the gymnasium and the home economics department. The first floor was entirely elementary school, Kindergarden through fifth grades and they did have later on, I don't know earlier they had one small room with a small library in elementary text books. The second floor was a room approximately they size of the gymnasium on the basement floor that was the study hall and library. And the class rooms were situated sixth through what ever classes that were being taught in high school around the rest of the upper floor. Then of course like I mentioned we used some of the rooms over at Northern, for certain classes. They did have one science lab up on the second floor on the north east corner. Everybody in high school had there own homeroom, where you were more or less housed for certain classes everybody was there at a certain time but that is where your high school room teacher office were primarily. They switched back and forth for various classes. So that is essentially the layout of the Pierce building. A lot of our phy ed was done outdoors of course, when the weather let it be possible. Even though it was cold we did a lot of phy ed activities outdoors, in the middle of winter they had us outdoors doing things, they just didn't have room for it. So that essentially is it. You were asking another question, social activities.

RM: Social activities,

TS: We used to have a dance, invitational dance. The city itself had a lot of activities for the kids back then, high school in particular. They sponsored dances every weekend at various areas around town for teenagers, which were very well attended. It was in the old polestra building, up on the second level, we had a tri hi dance, it was later moved on to where the L S & I offices are, down on the corner of lake shore blvd and washington st. the dances were in there. The knights of Columbus used to sponsor up in there area, which was well attended. Donckers was a favorite hang out, it was a soda fountain and restaurants in town at that town were kind of limited. If you were going, if you were an adult, and you wanted to take your wife out to dinner, there was really only two places to take them in the area or three places, the Chelet restaurant which was west of

marquette, the Northwoods restaurant which was farther west, the usual quote "pricee restaurant's" at the time or you took them to the Bon Ton Cafe down on south front street that was the price restaurant, where two little girls and ?? . But for teenagers Donckers was the main place, candy counter, soda fountain, and in toward the back they had booths where we used to gather for a Cherry Coke or something. Movies was a big entertainer thing. Saturday matinee was 12 cents, popcorn 5 cents a bag. Later on we would go to the evening it was I think 20 cents. I remember I was the first one in my class to have a date. And I had a date, with a girl in my class, I won't mention her name because she was the one later on who left us in the eleventh grade with child, and continued on and had about 9 more after that. But anyway all the boys gathered and said we are going to have dates, the fifth grade, we heard dates were the thing to do. We were all suppose to ask a girl out, so I asked this girl for a date and she said yes. Okay what are we going to do, go to the movie, well at the time Marquette had a city bus line, I lived just a couple blocks from the college she lived way on the north side of Marquette. Well I managed to go out there and get her and we caught the bus and went downtown, had our date, went to Donckers, then got on the bus to go home and we got to the corner about a block away from my house where the bus stop was and I got off and let her go home by herself. So I was the first one in the class to have a date. All the other boys had backed out.

RM: But you didn't know this.

TS: No I didn't know this at the time. Then they were kidding me, ha you had a date.

RM: What did you think of this reunion here this weekend.

TS: I think it was great, I missed the past one they had one about 20 years or so now. It was the time I was working at Northern, I forget what happened there now. I wasn't able to go. And our class I hadn't seen members of our class for probably 15 years or so, I think it was 15 or 16 years ago we had a small reunion. One of our class members when I was living in town, had come in from out of town was visiting and on the spur of the moment put together a class reunion. We called some of them class members from Escanaba and surrounding area and they drove up and we had a little dinner together that was a class reunion and I think we called it our 29-1/2 year class reunion or something. So it was real good to get together with them. some of them I hadn't seen for 30/35 years. Our class after we graduated we had a reunion every year for about the first 10 years. But then we drifted away and ? actually I think I enjoyed this class reunion than having an individual class reunion. because encompassed the entire school system and as I mentioned before we not only had close relationships with the people just in our class but with the classes before us and classes after us and so we got to see a lot of those people that I hadn't seen for many of years we new them as acquaintances. I think the small

school I think this is probably the way to go. Instead of the individual class reunion or you might get, if we had half of the class at the reunion it would be 7 or 8 people. Which doesn't allow for too much interaction. So I thought it was great I hope they have another one another 40 years that I can attend.

RM: I will tell you another thing, it looked like everyone was having a real good time. The program after the dinner.

TS: I think my wife was a little upset with me because I didn't spend too much time with her. I was kind of, every time I turned around I would talk to someone I hadn't seen in years. Finally my brothers wife and her went home on there own. I was left fendng for myself. But only happens once every 20 years or so. So that is not bad.

RM: Well I think we have covered most of Pierce school. You had, you were making some comments earlier about some of the things Lucian Hunt did and the things he said.

TS: Oh I think John Olgren can fill you in better, I never had Lucian for a teacher.

RM: Oh.

TS: The comments I made were stories related by students who had Lucian for a teacher, John had him. I guess I started out by telling you about this one little pun that he had, about the, cow manure is a stable compound, that he used to tell the students. I thought that was just hilarious when I heard that. But John had excellent experience. I wasn't real heavy into sciences in school. for some reason. I don't know why, in 8th grade I loved science, I did very well in science, I was a straight A student in Science. When I got in high school, I guess my parents sort of instilled in me to maybe you better go into business or something, find something practical to do. so I sort of drifted towards business courses instead of science courses. So my exposure to science is a lot of reading I have done since.

RM: Thank you.

TS: Spanish and stuff was Mrs. Rodine, her son was in my class and he was the only one in our class that took spanish. I think his mother made him take spanish to review his background. I think George was born in Mexico, I am pretty sure he was, and wanted him to brush up on his spanish. Most of us took French. From ???? she made you live France, you really learned to appreciate France, she would always have you over for a typical French dinner and over to house as part of the class and she was excellent teacher. I know she taught other courses college too, but she was the primary French teacher for the college and us. I took French, I wanted to take Biology that one year and my adviser said you better take french because you have to go to college. So I ended up taking a language, I had basic general

science that was all that was required to get into college at the time. So I never did go into advanced chemistry or physics or biology courses. But I ended up taking business courses, accounting, so forth whatever they offered.

RM: could you repeat what you said about the, you talked about taking Spanish but the Latin, was Latin taught?

TS: Oh yes, that is the one that was taught by Katherine Wilkinson. Very few students took Latin. Because she was so demanding. In fact I can't think, maybe there was one student that took Latin. But in some of the classes you not only took it with your own class but with other class members. So

RM: Did Wilkinson teach in the college as well or was she just the high school.

TS: She was primarily the critic teacher in Junior High, high school level, I think later on she taught in the college as most of them did, education courses. Bob VanAntwerp as you know about she was very, she taught most of the education courses in college, a lot of them. Which

RM: She was also at Pierce.

TS: At Pierce, yes. And Carl Speck was the math teacher taught some math courses in college. Almost all of our teachers in high school taught college courses as well as high school courses.

RM: That must of been just part of there teaching schedule they teach at least one in the college or high school.

TS: I don't recall a history teacher, teaching college courses. His name was Nettle, he was only there one or two years. The only thing I remember about Mr. Nettle at the time, he was a former undertaker, he sort of had the tallow and the look that you stereotype the typical undertaker with. And I do remember about him, over the stair well as you came up to the second floor on both ends they had built offices and his office was over one of the stairwells and he would sit in there and smoke the biggest stinkiest cigars you could ever could think of. That is you know normally nobody smoked in the buildings back then but he did, I don't know if that lead to his short tenure there or what. Most of his teaching was done by the student teachers, he rarely taught.

RM: He was one of the ones you referred to, you said most of them taught and didn't rely totally on student teachers.

TS: Yes. right.