

Interview with Olive Fox, July 19, 1994. This interview deals with her days at Northern as a student and as an instructor at the J.D. Pierce School.

RMM: Can I call you Olive, is that alright? OK the first question you might be reluctant to give me the date. Could you give me the date of your birth?

OF: 1901.

RMM: I'd like to start out the interview with some background material. Where were you born and where did you grow up?

OF: In the Copper Country. Calumet High School.

RMM: What did you're family do up there?

OF: My father had a small grocery store.

RMM: In Calumet?

OF: Yes, the ? section of it.

RMM: How did you get down to, could go into some of the detail on how you got down to Marquette and to Northern Michigan University?

OF: Of course, we, three girls, all wanted to go to college. We were very anxious about it and a friend of my fathers said "Oh, I live in Marquette now, and if you would come down with your family, I'll get you a house to live in, and I'll get you a job." I said, "Oh papa, we have to do this." So we did. But we got down during the flu epidemic, a little while before so we had a little chance to get acquainted with the city.

RMM: And then could you just make some comments about the, since you mentioned it, the flu epidemic? Do you remember what some of the problems were in Marquette at that time?

OF: Meeting new people was one thing. And the fact that they would ask us to wear a cotton mask, we went to church. We were a little afraid of getting the flu as the family was cautious and managed to stay well. And we did have a few friends here before that.

RMM: Now how did you become associated with Northern, as a student I guess is were it started?

OF: Its why we came down so I could go to college. We had friends who a girl that was also going to college so the first day she took me and I was thrilled. I had finished high school and I had taken a Latin course so I didn't want a easy course, I

didn't want that. And we came into the foyer and you could imagine if you like nice things; how thrilled I was at that foyer. Those great stairs that went up like this, the floor was so beautiful, everything was so lovely I was thrilled. Then they had set up in the gymnasium on long tables with the registry there. You sat down and someone helped you register and you went you belonged to Northern.

RMM: Was that a grueling process? The registration process?

OF: No, No

RMM: So it was relatively easy.

RMM: Now what were some of your first recollections in your first classes at Northern? Does anything stand out in particular?

OF: Well I guess the faculty were quite friendly and the classes were not crowded. We each took four subjects, all around classes as I remember it I would have to check to be sure. Mostly at the beginning it was a talking class you wouldn't call it a lecture for most of them. But you had your assignment and you left for your next class, sometimes you would have a library section between. Because most people only took four classes.

RMM: Would they usually take the classes back to back, all together, or did they spread them out like they do today?

OF: They were spread out during they day. It depended on what you choose if you happened to chose things that were 1,2,3 then you took 1,2,3. You took what you got.

RMM: Now could you recall some of the professor's at that time and talk about them?

OF: Ethel Haniby was in music and she was from the church that we joined, so we got to know her quite well. Also she was an English women, she had come from England my mother and father had to. So we felt very kindly toward her, very close to her. Then there was Mrs. Rushmore; has anybody told you about her? She was in the same line of work as Forrest was although Forrest hadn't come along my way yet. She was the Dramatics teacher and voice teacher as far as speaking goes. Which I considered to be extremely important in a teacher, a good speaking voice. Mr. Spooner in Mathematics. Anyone who taught in Math, Music, or something else I had to get acquainted with on several levels. Because they probably the only teacher in that subject and they had to teach all levels. Let's see that's three of them. Right off the bat I can't think of any of the names.

RMM: Did you ever have Lou Allen Chase?

OF: Yes I did in fact I was his reader for a couple of years. You see he himself couldn't read references. But I would go in after

class usually about three-thirty or four o'clock. He'd have it all spread out all ready for me to read. And I would pick it up and go through it with him and set it aside and pick up the next one to go through. And if I slowed down he would "Ms. Fox you do not have to slow down I can get it if you read fast." So he got as much out of me as he could for his money. Do know how much he paid?

RMM: No

OF: Maybe I shouldn't even put it in. I don't want people to remember him in that way.

RMM: It was probably the going rate.

OF: Let's not put it in there.

RMM: Okay.

RMM: Any other instructor's that left an impression one way or another?

OF: They nearly all did because are classes were not large. We got to know al are deans. Can you mention a subject that I should be thinking about?

RMM: I guess, not a particular subject. I guess we could focus- we'll kind of go back and fourth on some of these things. Sort of the social activities on the campus, we'll kind of get into that as a topic. And in particular I think I mentioned this before the thing called "The Heart of Northern". Could you go into as much details you can?

OF: There weren't to many social activities going on. Now I can think of another one; the Dean of Women. I can't think of her name right now but I had to get to know her quite well.

RMM: Was that Carey, Ethel Carey?

OF: Ethel Carey came after her.

RMM: Oh, after her

OF: She was a good friend of mine. She retired from here.

RMM: So you are talking about the Dean of Women before Ethel Carey?

OF: Yes, when I first came I had to get to know. At the end of the first year I didn't participate to much in a lot of social things I thought. My home was here for one thing and I didn't need a lot of it. But in the spring I was elected Student Girls League Chairman and that meant I had to have some consideration for the social activities for the whole school and for the

students. And so we had ice cream parties and things like that. But there weren't a lot of dances going on, those were later on. Later on there usually was a dance a month on Friday evening. But in the beginning there wasn't much of that at all. Of course one thing the boys were drawn off from the campus because it was during the war. Two or three would go and then two or three more would go and finally we were left with one boy. And he would not have passed physically that's why he was with us. He stayed for a while longer but he didn't finish here I don't think. Then before I left they began coming back a few at a time, that was the way it was.

RMM: Now some of the activities they would have ice cream and about socials?

OF: Saturday afternoon have a party with maybe some games and plenty of ice cream. That's just one idea.

RMM: Could you mentioned some of the other ones?

OF: It's been so long I can't think right now of anything we did.

RMM: Now getting back to the original question I had there on the Heart of Northern. How did that fit into, did that fit into the social activity of the campus?

OF: I remember that when we were taken in as leaders we did on that high raise part. Almost like a stage, the students scattered around we would use it that way once in a while. I can't remember any games we could play up there, it wasn't big enough.

RMM: Were there any speeches given? Would the president give a speech using that as a platform?

OF: He could have but we had assemblies once a week that everybody had to go to assembly. You haven't been here when the old auditorium was here?

RMM: Yes.

OF: Were you. Well that's where we had it and we were required to go it was like the church schools. Where they they have there -whats the word I want to use? Well anyway you were all expected to assemble. But we actually had someone marking whether we were there or not. Went down the aisle's to make sure we attended. Sometime it would be somebody from our own school who would be attending to picking up the list of people who were there and who were not. Of course there were people who stayed away anyway but they probably got called into the office to talk to that was part of our college, going to assembly.

RMM: What was sort of the purpose of the assembly?

OF: To get people together. It was sort of the big group. To get us some coherence I think. And I think that it did help to do that. But you always sat in the same seat. I'm pretty sure you did because you were being checked by your location.

RMM: Now back to that heart of Northern, were there any other activities that went on on the heart you know was it a gathering place?

OF: It was sort of a gathering place, but I can't think anything specific to tell you.

RMM: And about sizewise, what it was raised off the ground about three feet.

OF: We used to call it the heart. And it was kind of heart shaped.

RMM: Somebody said that it was 60x80 feet, it was a large, it wasn't just a small.

OF: I couldn't give you any details that stand out.

RMM: Were there any trees on it?

OF: Yes, there were trees, nice trees on it.

RMM: Pine trees or do you remember?

OF: I think some tall pine, you could stand under it, if you were giving a talk maybe.

RMM: So you attended Northern from 1918 until 1920. They were still on their two year certificate program.

OF: Only two years, you could take a one year you know. But there were not school that didn't require a teaching of two years.

RMM: Now how did World War I, you had mentioned some of that, do you remember some of the details on how it affected life at Northern?

OF: It cut down on the social life. And it meant that you saw maybe one or two or three young men. But there weren't many there. There had quite a lot at the beginning. But then they began to come back and someone would say "Oh, he's back." The war was ending.

RMM: While you were attending there, let's see, you started in 1918 so that was kind of towards the end of the war. There were just a few weeks before the War ended. You didn't have the casualty list to deal with people dying in the war and things like that.

OF: None of that I remember.

RMM: You were mentioning the Dean of Students, you couldn't think of her name, that preceded Ethel Carry, was it

OF: It began with S I think.

OF: 22 to 23

RMM: Now this you're talking about the faculty.

OF: Yes, they were chosen carefully. Partly by President Kaye who was a very refined man, has any one every mentioned him to you?

RMM: Not a great deal, no.

OF: Well he was a real gentlemen, gentle in voice, gentle in his manners, and what he wanted his students to be. He wanted to be gentlemen and gentle-women. I remember if you were just chatting away, coming down the hall, with noisy voices, he come out of his office door and he'd say, "Ladies, ladies, no, check your voices." But I think it was good for some of us who came from small towns in the Upper Peninsula to make a contact with someone who had some world wide experience. And a lot of those people had world wide experience before they even came to this little college. I felt that the contact it was giving me pleased me a lot. The English teacher for instance. The art teacher, Forest Ward was another good influence on us. The older person who worked with her. Grace Spalding was a lovely sort of woman. And again, a gentle voice and she could paint, she could teach painting, but she could also paint.

RMM: Did you have those people for class?

OF: Often I did. Many of us did. And I valued that experience. Whether they taught me a lot of higher math or things like that, they also gave us experience in refinement. That was good for a lot of us up here. Some of them came right off of little villages you know. Little schools where there weren't many who stayed through the eighth grade. And they got this caliber of women and men for teachers. I thought that was very good.

RMM: Now you said that you finished in 1920, finished the two year program. Then what did you do after that?

OF: I taught for two years.

RMM: Where at?

OF: At IronWood. That was one of the top schools to get into at that time. I was pleased with that. Then I went down to Muskegan, Michigan, which is one of the larger cities, larger schools, for two years. And then my father said, "It's time for

you to come back and get your degree now." Which I did. So the next year I was here.

RMM: That was what? 1922?

OF: 22 to 23

RMM: 22 to 23

OF: One year. I took extra work right along I'm not sure if I did it in one year or two. And then I had my masters degree, and I went into a county normal. I was the chief with one other assistant. Do you ever know who they were? I hadn't until that time either, but they needed teachers in the country schools quite badly. And that was one way to get them. You couldn't send them all to a college to get their degrees or to even get training. You could bring in a couple of people from the college, and give them text and make them chairmen of this department. and that's what I did for one year. And then the president of the college, Mr. Munson, called me in one afternoon in the summer. And he said, "I have a vacancy, your training school, and I wonder if you'd like it?" Oh, I said, I can't take it, I signed a contract. He said, we can take care of that. He said, I know that man very well and I can take care of that so if you want to come, It's yours. I had five years of teaching. And I had a bachelors degree so I went home and talked to my folks and we decided that I would do it. It was a big jump in salary and in prestige and in responsibility. So I took it. And I went into training school in the second grade and I took care of 30 or 40 children and 4 or 5 student teachers.

RMM: Now how did that work then the four or five students would then were assigned to you?

OF: Yes, they had a ? people. There were only seven elementary graded and there were several high school classes. I didn't mention Mr. Buttom, but I didn't have worked with him, is he on your list somewhere? He would be From then on, I just proceded and I went to Chicago the University of Chicago on Saturday after Mr. Munson called me in. He had mentioned that I said that I don't want to come on your faculty unless I've had some other school also. So I got Chicago on. Then later on of course I went out to California for summer school, Stanford and I worked there. And then I went to Chicago thinking that I would get my doctrine in Chicago. But Mr. Munson called me again, and he said, "I have an offer from a University for a scholarship for a year." And he said, "You may have it if you want it." I said "I don't know, I started at Chicago." Ann Arbor was where he got the scholarship. Well he said, "It's going to be extra credit." Then I went a full year to Ann Arbor. So I had those on my list.

RMM: The University of Michigan, Stanford, Chicago

Do you remember, was there any kind of connection between the University of Chicago and Marquette and Northern impartial than you saw it?

OF: I don't know, except that I know that President Munson went to Chicago to get teachers. He had some of his work there too.

RMM: Because I heard yesterday that there had been sort of a connection, or there had been quite a few people from the University of Chicago that had summer places out on Middle Island Point. This was years ago. That's why I was asking that question, if there was some special connection between the two.

OF: I can't say, I don't know.

RMM: We started to talk about and then we got diverted, we tried to find her name, we couldn't find it but I'll eventually find it. But you were going to make some comments about the Dean of Women, before Ethel Carey.

OF: Yes, we couldn't find her picture. I did my work as a planner for special subjects, for special activities helping with that was the other one. She was gone, I think that Ethel Carey was here for this one. What year was it?

RMM: 22.

OF: Oh here's a ? teacher.
Just lay them there.

These boys look older, that's because they had been out of school for a while. In service. And they had come back.

RMM: So they're not your typical 18 year old.

OF: Industrial departments, Mr. Clintoc. The Clintoc building, I've forgotten about him. Mr. Wiggins, commercial club, he was here when I came.

RMM: What kind of a person was he like?

OF: He was quick in his movements, quick in his talk, quick to dance. He'd ask some of the girls to dance, and then he'd turn the other way if you'd come around.

RMM: And how about the other person you mentioned, Clintoc?

OF: He was not to social. That I think of, I think it was mostly on the job with him. He has a son around here now. I

recognize some of these.

RMM: It looks like it is a distortion of students, no faculty or Deans.

OF: No I think not. I had both of mine, and I don't know what I did with them.

RMM: Do you want to say a little something about Ethel Carey, and there is always her famous rules that people refer to.

OF: Ethel Carey came, she was a beautiful women when she came, really a beautiful women. And Mr. Munson hired her, she came from the area that he knew quite well. He knew her family. She had a high asterations for her girls. She wanted them to look well, speak well, not to be rough necks. She wanted real ladies. I can remember know seeing her putting her gloves on. There was another Mr. McCellan from the Economics Department had a group of girls that she kept right on their toes. They had to be dressed well, I mean clean, and neat. They had to speak well. They had to have party manners.

RMM: So there was kind of, not quite, but it was sort of a finishing school kind of approach.

OF: For some of them I think it was. And I think it was good for the students. Many students came right off from little rural areas, they didn't ever see any extra person.

RMM: This is also before radio and television, and all that keep us kind of tuned to some of the stuff. (End of side one.)

Now so we're talking about Ethel Carey, Do you remember some of the rules that she had for the girls that people always referred to, I think there was one about not wanting the girls to wear red dresses. Was that actually one that was?

OF: No, I hadn't thought of that.

RMM: And there was one that was that girls were not aloud to wear pants. That might have been

OF: They probably could not because of it was a time when you acted like a lady and ladies didn't wear pants then.

RMM: Any prohibitions against smoking?

OF: Oh my, yes there would be, I'm sure. Also she delt with the land-ladies who took the students to their homes. So she had a duo connection there. If there were complaints about the girls, she would ask if the land-ladies could go to her and she could

have the girls in to talk to them to find out what's happening. Or if the girls were not happy, if they were chilly and not warm enough, she could call the land-lady and talk with her about that. Or she could even change a girl from one place to another if necessary.

RMM: So there was a great deal of personal involvement with the Dean of Women, who ever it might be, and the students.

OF: There would be for some people some students who had a lot of connections with her, and some would not have very much. But if she knew that there was a student she hadn't gotten to know yet, I think that she'd make a point to get to know them. Because she felt it was her job.

RMM: So she knew all of the students then.

OF: I'm sure she knew, even if it was just on paper and then connect them with a person I think she would do it. Her secretary lives near me.

RMM: Now what was her name?

OF: Ada Dupner.

RMM: and she would be a person to interview

OF: She would have a lot of information for you if she would do it. She's timid. That's alright. Speak to her about it. If I see her I'll tell her that I've done it and maybe she'll do it then.

RMM: Were there, when you were a student and then afterwards, when you were teaching in the Pierce School were there a lot of interactions with faculty parties not parties but dinners and things of that nature that the faculty would promote for the students?

OF: There might have been some of that in my time and later on, they might have them in for tea, which wouldn't be too extravagant. They might show up at a party. I can't think of any specific things.

RMM: When you were a student here did they any sports?

OF: They had basketball, girls basketball and that was it. As I can remember.

RMM: Because of the wars, you said that the men were all gone.

OF: When they came back of course the men were on a team right away.

RMM: In some of these year books or commencement books or

whatever they might be called, I noticed that they had a cheers. School songs and cheers and stuff. How did those fit into

OF: One more thing that I should mention to you they had, I think it was Friday afternoon, but always there was one big social affair where all students were welcome, and that would sometimes be a dance. The girls would dance together. But sometimes you're going to get this later on, after my time, but I guess when I was on the other side, they began to get sororities. Ethel Carey didn't care about sororities, but the girls wanted them. So mostly they were not national, just started amongst themselves.

RMM: So she took a personal interest then in the students.

RMM: Then we talked about Spooner, you mentioned Spooner. Spooner was mathematics.

OF: All the time. Always interested in them. A little too anxious to some of the girls who didn't want any interfering.

RMM: So that may be where we get some of the legend and the myth, and so on is from those people that felt she was intruding into their lives. I ran across a thing of your faculty notes, they have faculty listed a Professor Louis. What did he teach?

OF: I never had him, but I think it was biology. And he was rather hard of hearing, and getting very close to retirement. But students who worked with him said he knew what he was talking about. They appreciated having someone like that.

RMM: And then you mentioned Mrs. Rushmore. She was

OF: I wanted to major in speech and dramatics, and she had a special that she use to give, made everybody laugh. She was very dramatic. I think she might have been in stage plays, never great ones. But I think she had more training than she could ever give us.

RMM: And she was kind of the drama teacher. there was nobody else.

OF: No, I was in some of her plays.

RMM: Then her place was taken over by Forrest Roberts?

OF: He probably was the next one to come. I don't remember.

RMM: Was there a Professor Bowman?

OF: He was a writer and a professor of english. There are several of his books that you might enjoy if you could get them out of the library. They were childrens book's, but for older children.

RMM: Let's see, Gant?

OF: Mr. Gant Star lives around the corner from me now. He was a fine gentleman, just a very fine gentleman. And he had charge of the office of course, he was in the office of course. All the buisness that went on there, they turned marks and that sort of thing that they got in, and some math.

RMM: And then there was; we mentioned McClintoc and then there was a Professor Copper's.

OF: Oh yes, he was in physcology. He was a very nice man, very kind man but not fourthful. I liked him very much but not like Mr. Gant.

RMM: Then we talked about Spooner, you mentioned Spooner. Spooner was mathematics.

OF: mathematics.

RMM: mathematics.

OF: And in fact I will tell you a little story. I took a third class in summer school because I wanted to get more creidt in. And I took Lou Spooner, and I took it higher... What do you call the first stuff you take in math?

RMM: Algebra?

OF: No. Well anyway I took it with him, but it was a bit beyond me. He explained it one day and the next day he wanted someone to a problem and work it out on the board and I did. But I had worked it out according to the way I had done it several days before this special tranining. And he said "Why Ms. Fox whay didn't you use the form that I had taught you yesterday?" I never thought of it, so he hasn't taught me very much.

RMM: And then we talked about Lakner , Lakner was....

OF: Well in a way it was a world affairs and I don't know what you would call it.

RMM: Civics?

OF: Well some of it would come in. Philosophy, a lot of philosophy. HE had lived in Germany, he came back and built a summer home up where Forrest lives, way up higher then that, and people liked it. His wife was not on the faculty but she was a good painter.

RMM: And let's see there was a Ms. Gray; musician ?

OF: That was in Phi-Ed in the gymnasium, basketball and what not.

RMM: Oh so she was a Phy-Ed teacher.

OF: Gladys Gray

RMM: Professor Stockwell?

OF: Stockwell was the head of the training school for awhile.

RMM: Clark?

OF: Who?

RMM: Clark, this might be a student they are referring to. How about a Dr. Lowe?

OF: Oh my, he lived ??????. He was a little man, he had been in the service and when he left service he came to teach on the faculty. But he was so proud of his uniform that he wore it to class.

RMM: All the time?

OF: No, the first fall that he came.

RMM: Really, that was Lowe.

RMM: And Ms. Spalding and Ward. They were the art teacher's.

OF: Both art.

RMM: Mr. Martin?... Those are probably students again.

RMM: Mr. Parker?

OF: Yes, Mr. Parker taught Latin. He was a Chicago man and a dapper little man. And he taught Latin, his major.

RMM: Now did many students take Latin at that time?

OF: I don't know, I took a lot through high school. I got here...

RMM: You didn't have to take it.

RMM: Professor Stowe?

OF: Geography, flowers(?) and rocks, cliffs.

RMM: That seems to be all the faculty that they seem to list. Now you were associated with the Pierce School from what year to what year?

OF: Very different from Nays, very different.

OF: The very year Mr. Munson offered me a job on the faculty it was for that position that he wanted me, and I have to figure that out, I didn't bring my paper with me. It was probably about '24, I'm not sure. It was for a vacancy that I was hired. Later on I had to do work in the other departments teaching reading to students that were slow and didn't have a good reading background for college.

RMM: Wasn't it rather common to have people from the Pierce School teach when needed in the college and vis versa?

OF: Well yes in a way. We felt our work was very important because we got the student's the last thing before they went out of the school system. and nothing we had in class and on the board is going to do you as much good as trying it right out in the classroom. So we didn't expect to be transfered, we expected to be assigned to our own department.

RMM: I didn't mean so much a transfer but if like during the year they needed you to assist.....

OF: They did do that, they did do that with some of the people.

RMM: Just maybe a one time...

OF: Yes.

RMM: They would read to and give a lecture or a demonstration or something.

RMM: At that time then you were at the Pierce School when it was new, they had just opened it. How did that whole complex work out with Northern and the Pirece School all kind of interconnected? all the buildings were interconnected.

OF: Lovely

RMM: Did a lot of the students then that attended Pierce School kind of look toward Northern as a place that they would go to college?

OF: Yes, I'm sure they did. And a lot of them came there.

RMM: We talked about some of the faculty members. You mentioned President Kaye.

OF: He was not here very long after I came, I didn't have very much contact with him.

RMM: And then there was President Tate, no ?

OF: Very different from Kaye, very different.

RMM: In what way?

OF: Munson was a business man. He had high ideals for the students. He appreciated good work. He had no use for those who didn't. He scared a lot of people. But he didn't scare me.

RMM: Munson, I guess he was followed by Tate?

OF: He probably was. I guess I'm mixed up there. Mr. Tate was a very kind, and gentle, very different from Mr. Munson. I don't think he, he might get angry once in a while but not often. And his wife is a very nice person. I liked Mr. Tate.

RMM: Was he somewhat comprable to Kaye? No. Ok. Then we moved on from Kaye to Pierce.

OF: Excuse Me.

RMM: I think he was the next president.

OF: He was the fatherly sort of man. He had been at Mount Pleasant before he came here. He knew the department because he had been near, he had been at Mount Pleasant which isn't too far from Lansing. But any way I think he knew a little bit more about state politics then some of the others did. He wasn't a political man. He had high ideals, very high ideals. His health broke at the last, and he had to retire.

RMM: And then he was followed by was it Harden?

OF: It probably was.

RMM: Wait a minute. So there was a difference between Munson and Tate. Like day and night?

OF: Well yes I think you could say that.

RMM: Then we had, so we had Munson from 1923-33 and then Pierce from 33-40. And then he had the ill health and then had to retire.

OF: Yes. And who came after him?

RMM: And then Tate from 40-56.

OF: And who was next?

RMM: And then Harden, Edgar Harden. Was Edgar Harden more like Munson?

OF: No, I didn't feel that because I had no contact with him. What year did he come?

RMM: 56.

OF: I went to the public schools as Elementary Supervisor, and so after that I didn't make a lot of contacts.

RMM: You left your connection with Northern at that time when you went to the public school?

OF: In a way, but I was invited back each summer to put on a workshop, which I did.

RMM: There is just something I'm, there is something in this, this is Berron Hilltins book here, and she says "Olive Fox, President elect at the lead, the student girls lead and her sisters went from door to door asking householders to open a room for students or to add another bed. By the end of the day, they'd successfully housed over 1000 students."

OF: We were worn out. That was my first activity as President of the student girls leader. The Dean went out to camp for the weekend. She merely told me that it was the job of the student girls lead officers to meet the incoming students, and if they didn't have a place to stay, to find one for them. And I took her at her word.

RMM: Now was that what she wanted you to do?

OF: She didn't know about it exactly, because I know on Monday when school conviend, the President called me into his office. And he said "the Dean is here" and I forgotten her name "and she says that you were able to settle every student in a room" and there was a surface of people that year and they were coming back. The war was over. And they were coming back to school. And I actually did knock on doors and say, "Would you like to rent a room for a student?" And we met the Lorraine Train I think it was 5 or 5:30 in the morning.

RMM: The women was Lilian Swan. the dean of students. So you met these students then at five in the morning?

OF: I met some of them at five in the morning. There were several trains coming in. There weren't any busses you know.

RMM: You were the unoffical housing director for the school.

OF: I didn't know that.

RMM: Did the president of the girls lead, did they have to do that on a regular basis, or this was something that just happened to

OF: She happened to say this to me that it was one of the jobs, and get placed, and I thought well that's the job then. So I said to my sisters, "Come on, get up and go down to ? with me will you?" They didn't like that very well. But they went with me. They thought that I was crazy. I was a little bit.

RMM: Well I guess the students were happy when they had their rooms.

OF: If the dean had even been in her office on Sunday, she should have been so some of us could have said, "Well go to the dean's office, and she'll help you." She wasn't, she was out at camp. Out near forest. Is that going to go in the book?

RMM: The which, that story of the

OF: It's a good story but I don't know

RMM: It's in this one, it is already published.

OF: And who wrote that? Who got it anyway?

RMM: Hilton, Marron Hilton.

OF: I don't know Karen, she didn't get it from me.

RMM: Hilton, Marron Hillton, Olive Fox, you gave an interview on March 1973.

OF: Oh I see. I did tell her then.

RMM: Except, I don't know, they unfortunately that interview is lost. I haven't been able to find it. So you're, it's going for the first time. A lot of these stories, I don't know if they'll actually get into the final history, but they are good for research and for better focus and understanding of the University.

OF: The only thing is that I don't want to dominate too many pages.

RMM: OH, no, no, no, that won't happen. It's also the

Ok then you said after the 1950s then you went to the public school system.

OF: I can't remember the date, I left the trading school. I thought it over it a lot, but I thought it's challenge. They never had an elementary supervisor. They had never had anyone who was a specialist in elementary education. They had a superintendent, and that was it. And building principle who got the reports in at the end of the four weeks, that kind of thing. And who talked to bad boys. But not a specialist as there should be. We do have it now. The people in the schools here are quite well trained as elementary teachers. One of the best I hired from here to go to one of our schools, it started out as just a beginning teacher is now Principle of one of the newest schools and the biggest schools. She really was a super person.

RMM: After all your years as a student and working at the

teaching at the training school and so on, How would you kind of sum up the roll of Northern and how you seen the roll of Northern grow over the years?

OF: I don't know, if I were going here as a beginning student now, oh I think I would feel challenged. Because I felt that some of my beginning classes that were, Mrs. Rushmore in art, there was no challenge to it, until we got into a play and then get busy. You're not taking this down are you? Then I'm not saying professors. I could tell you.

RMM: just say professor X or something.

OF: Well some of the professors I felt knew what they were supposed to teach but they didn't put much energy into it. There were no special techniques used which would make it interesting or fascinating, and that's what it should do for students. I really don't know what to say, it was like a big family more than it is now. Didn't matter which phase of education you were in.

RMM: You mean in terms of the trading school and the college and it was all, both of them were one large family.

OF: Yes, but here you have to have your special families.

RMM: You mean in todays school today.

OF: And I think they are apt to place more emphasis on subject matter and what you envive and take in here than on being a good woman or being a good man, what can I call it.

RMM: does ethics, morality

OF: and not only that but opportunities to use it, participate so that you grow as a woman or as a man.

RMM: Now your saying that occurred in the past?

OF: I felt that teachers were more aware of the individuals than they are at present. How large is the largest class.

RMM: Oh, 100-200 people, I had some 125, 150.

OF: one of my nephews went to the University of Wisconsin and he said what could I get from way in the back of 300 people.

RMM: Yes, that is very common at the larger schools now, we are almost blessed that we don't have such high numbers class wise and that's, 150 is kind of rare, I opened the class because the students needed the course, it was the history of the american indian and I have stopped doing that because it doesn't serve any purpose. I mean the students get the course but I don't know what they get out of it, but they had it on their transcripts.

OF: You don't know which ones you are going to get.

RMM: and its