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Interviewee: Emma Lommasson

Interviewer: Annie Pontrelli

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Annie Pontrelli: This is Annie Pontrelli interviewing Mrs. Emma Lommasson on July 17, 1991. Hello.

Emma Lommasson: Hello.

AP: Emma, why don't you give some background information and tell me the years you were here.

EL: I was born and raised in a small town in central Montana near Great Falls called Sand Coulee. I was the first girl to come to the university from that little mining town. I entered the university in September of 1929 and graduated in June 1933. So, you can imagine how I felt coming from such a small town to a place like Missoula, Montana. I attended the four academic years. I majored in mathematics and minored in chemistry and foreign languages. I had a wonderful experience. I was here during the so-called depression years. We were all quite poor and we enjoyed our lives together. It seemed we didn't require a lot of entertaining; none of us had cars. We were very much confined to the campus. I lived in what is now Brantley Hall all four years that I attended the university. Mrs. Brantley was the housemother during those years and she did a lot for me, in fact she did a lot for all of the girls. She taught us some of the social graces and some of our manners. She was a wonderful lady. The senior year I was a so-called student assistant in the dormitory. We have assistants now on every floor I understand; we only had one at the time. My job was to go around every night with a flashlight and check all of the girls in. In other words: bed check, every night. (laughs) During the week they had to be in bed by 11 o'clock and on the weekends by...I've forgotten. I think it was 12:30 or 12:45. That was one of the most interesting jobs I ever had in my life. That's when I got close to the girls who were here, and I still remember many of them. Some still keep in touch with me.

AP: Were there times when you found people not in their beds?

EL: No, not too many. In those days I'm sure, there wasn't the percentage of consumption of alcohol that there is today. But I have a vivid memory of one night when one of the girls came in with too much alcohol. Her sorority sisters were helping her, one on either side. I met them in the corridor and they just looked at me and I said nothing. I said, "You're going to bed right away I hope?"

They said, "Yes." and they said, "Thank-you." I did not tell on them.

I made some very close friends in the dormitory among my own classmates as well as the younger people. We had sororities and fraternities then, just as we do now, but I did not belong to a sorority. We had an independent organization and I was active in that. We had quite a few

belong to that organization. We had our own social functions just the like the sororities and fraternities had at the time. There were some very fine people there. So many of us couldn't afford the sorority dues and expenses and I for one couldn't, so I had to go through college without joining one. But I was just as happy when I had finished. I was very active in many activities in school: in the mathematics department and the foreign language department. I just now found a card that was sent to me by the French professor who had gone to France for a month and she wrote me a cute little card in French, telling me that she missed us all and she was anxious to get back. Mrs. [Louise] Arnoldson—she was a classic.

I had some very fine teachers whom I still remember. Dr. [N.J.] Lennes, the chairman of the Math Department and my math professor, hired me four years after I graduated from here to come back and work for him. I worked for him as his secretary and I did all of his work on his books. He wrote math books. I did the work on the math books such as the typing, the editing, sending to the publishers, compiling all of the answer books and teachers' keys. Then I taught a course every quarter, so every year when I came back here in 1937 for two years I taught one math class every quarter. Then one quarter I taught his full load while he went away to the University of Chicago to do some work. But I was paid as a secretary 175 dollars a month.

AP: Things have changed.

EL: Things have changed, yes they have, and for the better. We didn't know any differently then. We were all paid such low salaries. When people hear about that, they think how could you manage it? Well, when I first came back here I rented a room upstairs in his [Dr. Lennes'] home, which is now the president's house, and my office was right next door to that room. I would get up in the morning—I didn't eat breakfast at that time—and I would just go into my office and work. I didn't talk to anybody all day except my boss. There was no such thing as a coffee break in those days, so I would sit at that typewriter or the desk until 12 o'clock, go out and have lunch, come back and work. I remember one day...Dr. Lennes would stay up late at night to write these math books, and Mrs. Lennes came to me and said, "Emma, do you think you could slow down a little?"

I said, "Why?"

She said, "You're going to kill my husband off. He's working hard to keep ahead of you, and you're working hard to catch up with him and you two are just going around in circles." So she said, "Will you please not finish all of the work he puts on your desk in the morning so that he won't work so hard that night and get some sleep?"

AP: (laughs) So did you?

EL: Yes, but I did not want to slow down. I was taught that when I was hired by a boss as a secretary that I was there to do all of his work as efficiently and as quickly as I could. So I did. During my college years I had to work. The last year I was in school I worked three different jobs because I couldn't get any money from home; we were very, very poor. The student assistant job in the dormitory paid me my board and my room. Then I had a scholarship that paid part of my fees. The fees the first quarter I came to school were 35 dollars a quarter. But we worked for 25

cents an hour, so whenever I earned a dollar, I thought I earned a lot. We were all in that same situation. There were a few that had enough money to go to school, but all of my friends were in similar circumstances as mine—working for 25 cents an hour and trying to make ends meet. Now did you have some question that you wanted to ask me?

AP: Actually we can look at this form. You had mentioned the years that you were here, at least as a student?

EL: Yes. The university president was President [Charles Horace] Clapp, so I have worked at this university during all of those years from President Clapp [1921-1935] to the present. I was away from here for just four years, from 1933 when I graduated and I came back in 1937. At that time President [Dr. George Finlay] Simmons was here. Dr. Lennes and several others did not approve of President Simmons [1936-1941]. It was during that first year that I came back that Dr. Lennes was busy compiling information to submit to some committee to relieve President Simmons of his job.

AP: What was the problem?

EL: I didn't understand that because I wasn't here the year that he was hired. I thought that he was a very personable gentleman and a very intelligent man. Evidently his philosophy was not the same as that of some of the others. This has happened through the years when presidents just stay here four or five or six years and then leave. There are pressures on campus to have them leave. That was what was going on when I came back to work in 1937. President Clapp had died after I had left, but he was the man who was president.

Okay. I studied mathematics and I taught in the Math Department those years. There were very few buildings on campus when I was here, but they seemed adequate. We had separate dormitories for men and women then. Brantley Hall was called North Hall and Elrod Hall was called South Hall. Then there was Corbin Hall in between. Since I have been here for so many years until I retired in '77 and then have been working as a volunteer advisor ever since, I am now retiring for the last time. The changes that have occurred on this campus are monumental. The increase in enrollment created the need for all of these new buildings, new programs, and increases in the staff and the faculty. I suppose I have seen as many changes as most anyone who is still around in my age bracket. There are still some who were here before I was and who are here, and they would have seen as many changes as I have, and probably even a little bit more. I don't believe any building is going on now.

AP: It sounds like through the years of Johns there were a lot of buildings...

EL: McFarland.

AP: Oh, It was during McFarland's [presidency]?

EL: McFarland's, uh-huh, it was during the 1950s when Mr. McFarland was here. That's when the Field House and the Liberal Arts Building were built.

AP: You said something about the two high-rise dorms?

EL: Were they built during President Johns? I have not kept up on the dates of those things. I know that during McFarland's presidency I think that there were four or five dorms. The university has been my life, as you can imagine—coming here as a student and coming back here to work here until I'm almost 80 years old... Most of my life has been spent here. I have a soft spot in my heart for this institution; I have watched it grow and I have enjoyed all of the years that I worked here because I enjoyed the contact with the students. As far as teachers are concerned, I had some favorites and started to talk about them. Dr. Lennes who was later my boss, Dr. Merrill in the Mathematics department, Dr. Shallenberger... I did not take any courses from him, but got to know him well through mathematics organizations that I belonged to and in later years. Burley Miller of course, after whom Miller Hall is named. Dr. Severy, I didn't take any courses from him either, in the botany department, but I got to know those men very well afterwards, after I came back to work here in 1937 because I worked in the Mathematics Department.

As far as my own instructors are concerned, there was one whose name I don't remember who made me very unhappy because I was taking a history course which I didn't care about, but I was determined that I was going to get an A in the course anyway. I worked very hard and it was the one and only time I stayed up half the night like most of the students did for finals—I never did that. But that night I decided I would because I wanted an A in the course. I was the top student in the class, but I knew I had to study hard to keep that because I didn't know what I would do in the final. When I got my grades, he gave me a B. It was the first and only time that I ever went to complain about a grade to an instructor. I never did, I was a very shy, bashful person. So when I went to see him, his reply to me was, "I have two sections of that class and I combined them all. A young man in my other section got a higher grade than you did on the final, so he got the A." That incident has never left me. I was very unhappy. So from that day forward, I didn't study hard in history anymore. (unintelligible)

AP: It's amazing how that stays with someone—

EL: Isn't it though? Because I was a determined person, because I wanted to excel and I worked hard. I was very shy and very quiet and I worked hard at everything I did. I just wanted to see if I could get an A in history because I didn't care for history but I studied it. That was not my favorite class. I was not athletically involved or musically involved at all. I was just involved in organizations such as mathematics clubs and honoraries and foreign language clubs and then independent organizations. I was active in all of that stuff. I was very busy my senior year. I held offices in different organizations and enjoyed every bit of it. I was the director, the manager of the all school—oh, what did they call it? It was called Hijinks, and so I was the manager of that. All of the fraternities and sororities presented little programs and skits at the Wilma Theater. It was a big thing that was held once a year and so during my senior year I was manager of the whole thing. It was fun. I enjoyed everything I did. I'm sure that there are honoraries still on campus for the various departments. I know that there are in History and Mathematics and all of those because I looked up some this summer and those are the types of things that I was in.

AP: Now, let's back up for just a minute. After you finished your years with Dr. Lennes, what

happened after that?

EL: The war years came and I had very interesting work here during the war years. I finally gave up with Dr. Lennes, because oh, I got married then in 1939 in December. I was working very long hours for him because I thought I should do those things you know? My husband thought I was working too hard and thought that maybe I should quit. Well, I didn't want to, but it was very difficult to put in those long hours and work as hard as I was doing. So I did quit, but one month later I was approached by Dr. Merrill and Dr. Shallenberger who asked me if I would come in and teach. We were beginning to have programs where we taught boys who were going into the service. So I was hired to teach some mathematics classes and then Civil Air Regulations and Navigation for pilots. I had never been in an airplane in my life and I had to teach navigation.

AP: How did you learn it?

EL: I learned it by studying. The classes were held at night so I would spend the day—they gave me books and I would spend the day studying. They told me that I could teach it because of my mathematical background. In the meantime, I earned my master's degree while I was working. I took late afternoon classes and got my master's degree. So they told me that I could handle that because of my mathematical background. So they gave me all the material I needed and I would study during the day and would teach an hour every night. I had to be certified by the federal government too. I had to pass my own examination to be certified to teach those boys. I did that for a couple of years, the evening courses. I heard from a man, I haven't mentioned him yet, whom I had taught during those days who was back here in Missoula. Then after that we had a program for... One hundred young men came in every month and we would train them for three to five months. After the first three months, at the beginning of the next month we would get 100, and by the end of the month 100 would leave. Then we had regular classes and we scheduled them during the daytime hours. They had regular periods of mathematics, chemistry, physics, geology, English—those regular courses. Those were the war years when our boys after 1942 left campus and went into the service, so we had this program then on campus. The dormitories were all filled with the young men who were being trained by us and then sent on to pilot training schools.

Some of them would come back sometimes and I would ask them in particular, "Did that work that I taught you in navigation help you when you went to the other school to continue your navigation studies?"

One said, "Very definitely, it gave us a basic background, what you taught." Even though I didn't know a thing about flying. The inspector would come very regularly, the federal inspector, and would sit in my class.

Then, at the end of the hour I would say, "Did I do it right?"

He would say, "Yes." Then he found out that I had never been in an airplane and was trying to teach them how to navigate. So he said, "We'll have to do something about that." Then we arranged to have me go in an airplane and practice what I was preaching.

The man who took me up there told me about the controls and reviewed what I was teaching the boys down on the ground. He made me navigate the airplane up there in the air and followed what I did. Then it was much easier after this. The boys in my class were down below, watching me do all of this. They wanted to see how I would take it. So, he had me in an open pit [cockpit] airplane, a two-seater. I was behind him and he was in front. I was equipped with two parachutes and I had a flight suit and somebody took a picture of me—but you would never have known who it was—as I was getting into it. He said, "If you want to come down and if this is bothering you, then just tuck your head and I will take you down." He was watching me through this mirror. It was one of the training planes the boys were learning in. I was determined that I was not going to teach them go down because if I was going to, I wasn't going to be sick either. So, we went through these slow rolls and through these things like this and like that [indicates with hands]. It was a very cloudy day and a little bit of snow on the ground, so I didn't know whether I was upside down or right side up because it was white up above and white down below. He kept me up there for the whole time he kept the students. When I got down, the boys were all there and they said to him, "Did she tuck her head?"

He said, "No she didn't."

They said, "Are you sick?"

I said, "No, I'm not." So I had to go in and eat cherry pie and drink a cup of coffee to prove that I wasn't sick.

AP: (laughs) Did you feel sick after that?

EL: About an hour or two later after I got home and I got on the ground I didn't feel well because I was not a coffee drinker, so the coffee didn't help me any. Then the next day I felt so much better about being there in class, because I saw what I was teaching them from up in the air so it was a lot better. So I did that. When we had a large group of boys on campus, Dr. Merrill ran the whole program and I was his assistant, but I was allowed to teach one math class. We gave them all tests as they came and we sorted them out and divided them into groups according to test scores and I selected the ones with the highest test scores. I knew it would be an easier job because some of them had better backgrounds than the others. I taught an eight o'clock class. The son of one of those men is here in Missoula and has been my friend. It was a wonderful experience. I did that until 1945 and then some of the veterans were starting to come back and the program was ending.

The registrar called me into the office, and the resident, and they asked me if I would come back and be a veteran's advisor because the veterans were coming back. So I agreed to do that and they sent me to a training program in Bozeman. Somebody from the Veteran's Administration came to tell us about the young men coming back from the war. That they needed help in adjusting to different lives, they were coming back under the GI Bill. That's when the GI Bill started. So I learned about the GI Bill and it was at that time that they got a new registrar who was Leo Smith and Leo was at that training session as well. The president called me in after a few months of this and said, "Would you like to be the assistant registrar? We have hired Leo Smith and he met you in Bozeman and he would like to have you be his assistant." I had not planned on

going back to work full-time, but it would be something so interesting and exciting so I agreed. In 1946 I became assistant registrar and continued as the veterans' advisor during all of those years.

The first year, in 1946 when I was assistant registrar and veterans' advisor our enrollment increased by 2,000 veterans. All at once. There was paperwork to be done for every one of them. It was all a challenge. I had to fill out a form for every single person here and sign it and see to it that the forms got to Fort Harrison right away so that they would get their monthly pay. They would get a certain amount of money every month under the GI Bill. I had a very, very busy schedule. I had no time. I enjoyed these young men very much. They came back with a purpose: they all came back to get an education. It was wonderful having them all on campus. The instructors liked them and so did everyone else. I got to know quite a few of them then because prior to the time they came to school when I was veterans' advisor back here before becoming assistant registrar, the mail would be given to me coming from veterans. I had two girls who helped me to reply to all of these letters. We sent personal letters to every one of them. Many came back to tell us that the reason that they chose this school is because they felt that we cared, they had had personal letters from us.

I'll tell you a little incident about one of the young men who kept writing back and forth. When he arrived on campus he came to the office to meet me. Then he left. Then he came back with a great big box of chocolates. He said, "You know, why I came back to see you?"

I said, "No."

He said, "I wanted to see what you looked like. I had visions of an assistant registrar being a short, dumpy person, a very plain looking person, and I was pleased with what I saw, so I decided you deserved a box of chocolates." There were lots of little incidents like that in my lifetime that made everything worthwhile. It was really interesting. One of them, Jud Moore, is still here in Missoula. He is retired from the Forest Service. He was from the South and he used to write the most beautiful letters. One letter came to me—these were all letters regarding the university courses and all of that sort of thing, and I saw to it that he had a personal reply. One of the letters he wrote he said, "This is Robert E. Lee's birthday, but you up north wouldn't even know who Robert E. Lee is." He wrote me the cutest letters just like that. He became a journalist and graduated from here. There are lots of little incidents like that that really meant a lot to me.

[End of Side A]

[Side B]

EL: —it just got to be such a pressure that I went to the hospital to visit one of the students who had been there for awhile and I fainted by this bed in the hospital. It was just a collapse from overwork. I came home and I could hardly stand up, I was so weak and I had to stay off work for about a month until I got my strength back. I finally got on my feet again and kept right on going. I worked here for 40 years. I started in '37 and I retired in '77. Then I started volunteering as an advisor after that. I was working on a regular basis for a while. Each year as I got older I cut down on the number of hours. These last two years I only worked during the registration periods.

[Break in audio]

AP: Can you make a comment on what it was like to work under the different administrations and give us a little insight as to what the different presidents were like?

EL: I didn't get to know too many of them too well. President McFarland was a wonderful person. His secretary became my best friend, so I got to know about him in a different manner from others. He was a very reserved person and I think he was misunderstood by some. He had the interest of the university at heart. He wanted to do everything that was best for the university, but you will hear from some people that he was very difficult to work with because he was not gregarious and didn't socialize a lot with the faculty. That's why I feel he was misunderstood, because I knew how capable he was. Being in the registrar's office we were not disturbed by presidents really, so I didn't get to know them very well. I know about him [McFarland] more than most. I have forgotten the order in which these men came; I did look it up the other day but I can't remember. But I did get to know them all somewhat. Dr. Melby. President Johns was the difficult one. He insisted that we keep our offices open on Saturday. We always had our office open on Saturday but it was during the years when establishments were closing on Saturdays. He insisted that we keep ours open on Saturday and he was likely to drop in. I didn't get to know him too well, but I know that he was not liked by too many people. In later years I got to know President Bowers quite well. I'm very, very fond of him. He seemed to care for people and everything that went on. I was given an alumni award and he came in to tell me about it. He was very friendly and gracious and it meant a lot to me that he would do that.

President Dennison, who is now president, was a student here when I was working here. I met him one day and I told him that I knew him when he was a student here and I knew of him because I knew he was an excellent student. In keeping records in the registrar's office there would be some people that we would single out above others because we would see their records and that's the reason I remember him. I also remembered what he looked like because when I saw his picture I recognized him just as an older person who was a college student here for many years. I thought that was very interesting.

President McCain during the war years—he was a wonderful man. Do you want to know the little incident that makes me remember him, which is different? We had a streetcar in town at the time and I always walked to work, I lived about nine or ten blocks from the university. This particular morning the streetcar—or was it the bus? I can't remember which one. The man [driver] had had cancer surgery, so he had a tube in his throat. He only had one passenger on the

bus—it was the bus—he stopped the bus and motioned me to step in the bus. I just shook my head no because I was in the habit of walking all the time. He just stopped it and asked me to come and ride because he had seen me every morning. So I finally did get in the bus. The buses came around in front of Main Hall. There was an oval there and the bus stopped right in front of Main Hall. This man who was in the bus got off there: the man was President McCain. He introduced himself to me and I was never so embarrassed in my life. He said, "I have seen it all. I just came from a part of the country where the bus drivers went like this and pushed everyone away from the bus because they were overcrowded and here I come to a place where the bus driver stops and begs a passenger to get into the bus and ride the rest of the way. This I will never forget." Every time we were at a function where I happened to be and the president was there, he would recite this little story, but he made it very dramatic and cute because he would expand it just a little bit in showing how the bus driver put both feet on the brake and got the bus to stop with a screech. "Then he practically went out and got her and put her in the bus to ride the rest of the way." So that's my first memory of President McCain. He was a wonderful, wonderful man, very well-liked by everyone. There are no other incidents like that.

AP: You were also here when Bob Pantzer was here?

EL: Oh yes, I knew Bob as a student.

AP: Did you really?

EL: Oh yes. (unintelligible) We've had some wonderful men as presidents and, as in any other place, a president cannot please everyone so you will hear from those who didn't like some of them. As far as working at the university under any of those presidents, I can't complain about a thing regarding any of the presidents.

AP: What were some of the changes that you noticed throughout the years with the students that you worked with?

EL: Well, I think in the early years, students were more prone to take orders and suggestions from their superiors whereas they became rebellious in the '60s. That was the Vietnam era. It was unfortunate that they became that way because they are no longer that way now. They were a little difficult to handle because they didn't want rules and regulations. They wanted their independence. I think that's the difference. I was advisor to Angel Flight which was the girl's auxiliary to the Air Force ROTC. It was a group of hand-picked girls who performed drills. I was their advisor during the entire time of their existence on campus. In the first years that I accompanied them they went out of town, especially to Spokane to perform during Armed Forces Days. I was their chaperone and their other mother. In the first years that I went with them, we stayed in a hotel there that set aside a certain number of rooms for the girls. I had to check every one of girls in every night to be sure that they were all there, because the next morning they had to get up and perform and march down the streets.

Then during the latter years nobody reported to me. I went with them and worried about them, but they just took off and went any place they wanted to go. The next morning when they were at a certain place, they were all supposed to be at the certain place. So I didn't worry about them.

I worried just the same, but I wasn't supposed to worry about them. So, you see, it was entirely different. The young people became independent and self-sufficient and didn't need chaperones anymore. There was no such thing. That was hard for someone who grew up in the years when you had a chaperone for everything. I mean, you had to go around and make a bed check every night.

AP: Probably brought back some memories.

EL: Oh yes.

AP: What would you say is your greatest accomplishment during your years at the university?

EL: Well, I think probably the veterans when they came back after the war. They were the ones who needed help more than anybody. I think I gave them personal help. I was understanding and patient with them. I helped them get enrolled in school and get their money that was due them every month and saw to it that everything was in order. Then I think during the years in the registrar's office, I had many, many students who would come to ask for help regarding their courses and their goals. Then, I think I helped quite a few since I retired. I helped some of the older non-traditional students who have come back, who have some help from me. I have felt very good about that. I think the attention I have paid students—I hope that I have never once said that I was too busy to see one. I don't think I ever did. I think that whenever a student came to the office and needed to see me, that I would. I was never a clock watcher, I never was one who came to work from eight to five. I was always here early and stayed as late as I had to.

I was the registrar one year without an assistant. We were in transition from one person to another. That year I was at the office seven days a week. I really worked hard. But the university has been my life; it has meant everything to me. I have enjoyed all the people I have met and the contacts with the young people. Wonderful years, yes.

I was advisor to Mortar Board for many years as well. They gave me lots of little honors and awards. I received a lot of plaques and things. All of that has meant a lot to me. Working with Angel Flight was very rewarding because we were working with very fine young people.

AP: What did you like best about the university? Some of these are similar questions, but I wanted to give you the opportunity to expound further.

EL: Well, the university has made me what I am because I came here as a small town girl from a very small high school, who had not been out in the world at all. I was not quite 18 years old and didn't know what to expect at the university. So, it taught me everything from the ground up. I learned to get along with people, I learned to become independent. Of course, the extracurricular activities that I had during my working years were very important to me because it brought me in close contact with the students and they're my favorites. They still are. I still have some come to my house and ask for academic advising.

AP: Is that right? I think I came to you one time. If you were to relive any of those years or do anything differently during those years, what would you do?

EL: Some of those years were difficult years. I thought of that some time back, I was wondering what I would do differently. I don't think I'd do anything differently because I think I learned with every step that I took. I wanted to teach school, always did want to teach school, and I was glad that I had the opportunity to teach at the university because those were wonderful experiences, but everything that I did after that I felt was a wonderful experience. I don't know that I would change anything. I am concerned about people today who are always asking for raises. I am one who knows what it is like to work for a very, very low salary, and know what it is like to work for a couple of years in a row without a nickel of raise, and know what it is like to work as a woman who received smaller raises than a man in the same position—that occurred very definitely—but never once did I complain because I was happy with what I was doing. I have been very happy working at everything I have done. I have not been an unhappy person. I have enjoyed everything. I had too much to do sometimes, but who doesn't? Now I am enjoying life.

AP: What are you doing during your retirement?

EL: Well, I seem to be busy all the time. Unfortunately I have friends who are not well, so I try to go stir their spirits as often as I can. One thing that I am doing now that sounds trivial—I am taking music lessons. It was one thing that I couldn't do when I was very young. We were very poor, our family was very poor, we had no money. I have bought myself an electronic organ and I take lessons on a regular basis and enjoy every minute of it because I have to keep my mind moving; I have to learn something new every day in order to postpone Alzheimer's. When a person gets to be my age that person has to keep the mind working. I read what I feel like reading. I am physically active because I have a large yard and a home which I take care of alone. I bike ride. I try to keep as physically active and as mentally active as I can. I want to be around when the year 2000 comes. I want to see the year 2000.

AP: Why the year 2000?

EL: I just want to see the beginning of another century, because my parents were born in the 1800s and my mother saw 1900, and so I want to see the year 2000, that's all. If I keep up the (unintelligible) and I keep physically active and I don't become ill as some of my friends have, I see no reason I should...but if my mind doesn't keep alert—

[Extended pause]

EL: I have some very lovely friends who are ill, and I feel very sorry for them because life has no quality. When you get to be 80, it's expected.

AP: Is there anything else you want to share in regard to the university? Any other memories?

EL: They're too long.

AP: I've got time. (laughs)

EL: Well, I think this is a wonderful institution. The wonderful things that I can say about it! When

I was advising Mortar Board, actually I saw some of the best students on campus and some of them would go on to graduate school and would feel very nervous about it. But the wonderful part of all of that was they would come back and say, "I have had as good an education in my undergraduate years as anyone else who attended graduate classes that I did." In fact, one girl who had her degree in English went to Northwestern and she said that I had a much better background in my English classes than those who I was in class with. That's one of the things that I tried to tell the students, that you can get as good an education at this university as you can in any other university in the country. It's up to you. Several of them came back to tell me that, that they had a very good background for their graduate programs. I still tell parents that they can send their children here for their undergraduate degrees and then go elsewhere for their graduate degrees. We do have some very, very good faculty members.

[End of Interview]