

00:00 - Library, chapel, campus geography

Part two of the interview with Grace Boomquist on June 6, 1992.

Is it the fifth?

You're right, it's the fifth.

It's the fifth, yes.

June 5. We're talking about 1939 when we can't get the day right.

Yeah.

Another name I had here that we haven't talked about at all is Gertrude Tingelstad.

Oh, yes.

She's a librarian in the 40s, or at least worked in the library. Was that Tingelstad's ...

That was his niece. Yeah, she's still living, that's his niece. Gertrude Tingelstad. Daughter of Dr. Tingelstad's brother, Ed Tingelstad, who taught psychology here at PLC, and who did other things for the university, for the school, too. And she had gone to Luther College, but I think she was here for the liberal arts, a two-year course, and then finished at Luther College. And then some years later, she came back as a librarian here at PLC.

1940, I think.

Oh, was that it?

Yeah. At least according to Phil's book, 1940 and was here until 1953. So almost until kind of the time –

It doesn't seem to me she was here that long. I don't wonder if that's right.

The library was in Xavier. They had moved out of Old Main.

Yes, it had moved out of Old Main before I came. It was in Xavier Hall. And she wasn't here then as a librarian. She was still in school. So I don't think those things are right.

That's just in the list, in the very back. The library couldn't have been very big. Was it mostly in that, what's the lecture hall now?

Yes, that was a reading room. That's where the books were. And then they added the stacks behind.

You're down behind where the stage is now?

No, behind where the librarian's desk was. That was on the west side. Behind that were the stacks.

Where were the offices, where they have offices for psychology and so on.

They were downstairs. Oh, you mean –

Well, now there are offices up there on that second floor.

That's where the stacks were. That's where the stacks were. And there were two stories, I think. Two floors of stacks.

I remember, I was first here. There was a faculty lounge. You went up the main steps of Xavier, you went right straight across, I suppose where the checkout desk was, there was a faculty lounge back then. But that would have been a lounge then. Do you know what I mean?

That seems right, but I can recall it very vividly.

We had a faculty lounge over in the art building.

The chapel, the old chapel?

No, it was in the present-day art building.

Oh, an Ingram Hall.

There was a faculty lounge over there. And the bookstore was there, too, at one time. We used to have time after chapel. We had coffee after chapel. We all went to chapel, of course, for years.

Was it every day or every three days a week?

I think it was three days a week. In the early days, it might have been four days a week because one day was for student body occasions. The students had one day a week.

This was like 30-minute chapel, something like that?

Almost that, depending on the speaker. Sometimes the speakers went over time. But often it was just the 15 minutes, and then we'd have time for coffee afterwards. The faculty would have coffee together for just a short

break before class started. And that was very nice. You got a chance to talk with people, you know. So it was another means of knowing your colleagues better. I think that was very nice, really. I don't remember too much else about the regular schedule of things.

If you had five classes a time, were they meeting most days, almost every day?

No. The high school classes were, but the other classes were meeting two or three times a week. I'm sure freshman English was three times a week. And of course we didn't have elevators. One of the reasons I'm quite healthy, I'm sure, is that I walked up and down those stairways many times. You know, day and night, really. I thought nothing of it, walking up and down the Old Main steps.

What was it like in the general, you said the faculty lived around here, was it – I've seen pictures, parts of the Lower Campus, really just very open, lots of open space out here.

Oh, yes. In this direction, there was brush, you know, and prairie. And there were paths, I remember walking back and forth in here.

Even to the west from here?

Yes, to the west. Well, the place where, well, you know where the Malmin house was. Those were new houses at that time. Malmins and Leraas. And down below the hill, I don't think there were any houses. It was kind of woody, and there was a lot of brushes, I remember.

A couple of farm houses down there and orchards.

Yes, there were. And across from the golf course, there were quite a few trees, too. I remember we used to go down there and pick violets in the spring. And there was a stable, you could go on ride horses, ride horseback.

Down toward the golf course?

Yes, past the golf course. Down in that area, I suppose, near where Tule Lake Road is, and beyond a little bit. We used to walk a lot around, because that was one of the main things we had to do.

You know, we live right on Tule Lake Road now. It must have been close by.

Yes, it was down in that area where we would often walk. And we'd walk around that Tule Lake and back in the evenings, I remember. It was very quiet and pastoral, really.

There have been so many changes in that respect. Even since I've been here for 20 years, it was so much. Yes. That was still, when I came, that whole area, let's say from Jenny's house south and west, it was not very built up at all around the Gonyea Playfield.

No, that's right. There was a lot of space. And the places that were down there had lots, you know there were acreages, rather than houses next to each other.

The year before I came, the streetcar had been taken out. Up until 1939, I think there was a streetcar between Parkland and Tacoma. I think it came in on C Street.

But there were businesses along Garfield Street there.

Yes, there wasn't much, because there were lots right in front of the school were woodsy, you know, there were big trees. But there was, as far as I can remember, there was a grocery store that also housed the post office, where the Tea Leaf is now. And I got my mail there. And my box number was fourteen. And to this day, my box number is 44014. I had the same number for fifty-two or fifty-three years.

And there was a lot of walking. And there was a restaurant from time to time down there. And there was a, down at the end of Garfield and Pacific Avenue, there was a little restaurant where we could go and have dinner for a dollar and a quarter in the evening. Because the boarding club was often closed on weekends. So we'd eat out. But I remember our dinner, I thought a dollar and a quarter was quite a lot at the time.

09:53 - Social life, student behavior, Kicking Post, Commencement

Who did you hang out with in those days?

Well, I guess whoever happened to be around. Well, mostly the faculty members. And since I was new, well, I remember particularly when I was new, you know, the first two years, I was invited out a lot to many places. And we went to a lot of, oh, we went down to Tacoma for a lot of things. I remember seeing the premiere of *Gone with the Wind*, for instance, in Tacoma. And we had tickets for the Tacoma Philharmonic and various artist series. We had more of that in Tacoma at one time, I think, than we do now.

Well, of course, there were more artists who traveled and gave concerts, I think, in smaller places. So we were a number of well-known people. We did that. We'd go to Seattle later on.

How would you get to Seattle? Did you drive?

Well, not for a long time until I got a car. We'd take the bus to Seattle. And, of course, there were people who had cars when I'd go with them.

It's still hard to get to Seattle if you don't drive.

It really is. It really is.

I mean, another 50 years they'll figure it out.

The first year I was here, one of the things that was so shocking to me was this dormitory arrangement. Having the boys and the girls in the same building.

Hadn't it been that way in Concordia?

No, it hadn't been that way. It was quite different. So I thought it was really quite a liberal place, as I mentioned. It was just different. It was more western, I suppose.

Did that cause problems? Were there pranks across back and forth?

Oh, yes, sometimes. And the first year, Halloween, Magdalyn Akre came in, came upstairs, told me that she thought the boys were going to try to break through the locked doors, that I should be prepared. She had heard a rumor her husband was Dean of Men at that time.

So sure enough, and we had lights out, you know, at 10 or 10:30 in the evening. And then everything after that was supposed to be quiet. I was asleep on the girls' side of the building. I'd hear this terrible commotion, and the whole, I don't know how many boys ran through the halls of the girls' dorm. Ran all the way through down, and then up back to their own floor. But they, of course, had broken the door open between the two dorms.

And I thought, oh, how terrible. And then I went out, of course, I had to go and see what everything was about. And so I went out to that space between the dorms. And here was Jordan Moe with a big red apple for me. He'd been one of the leaders, and he was going to make peace. And he was smiling. And I thought it was pretty bad, you know, being quite young. And on my first job, I thought, what in the world is this going to be like?

And then, of course, it was in the Tacoma paper the next day that there was this prank out at PLU. Oh, I was so embarrassed. And there were things like, that was the only major one, I remember. But once in a while, those fellows would sneak through, or the girls would. But it wasn't a large scale, I don't think.

Was there lots of romancing going on? Was that part of what went on at PLC, that couples would get formed?

Oh, yes. Yes, there were lots of romances. Lots of PLC girls married PLC boys later on. And what we had, it was rather a different tool. We had study hours from 7:30 to 9:30. Or 7:30 to 9 or something like that. But we had a half hour break when everybody could go out. They could go down to this little restaurant, you know, and something to eat or drink. And then come back. And then it would gather around the stairway. There was a stairway on the north side of the building, going up to the first floor. I guess it's still there.

And, of course, the couples would hang around until the very last second, until 9:30. And then the girls had to run upstairs, and the boys went back to their part of the building. But there was that half hour break. And I've never known that to be anywhere else. So I used to see lots of couples down around the Newel Post.

Where was that exactly? I keep hearing about, this mythic Post.

Well, that's a different one, the Kicking Post. Yeah, they'd often go out there, too. That was outside. But I mean the Newel Post is a stairway, you know, the stairway. Yeah, they'd be leaning over that, talking to their girlfriends at 9:29 at night.

So where was the Kicking Post?

The kicking post was behind Old Main. Probably, well, I know it was, not exactly, but it's where Eastvold is now, Eastvold. It's right there. And it was woodsy back there, too. It was really nice, really like a little park. And the football field was in front of it.

So it was right just directly behind Old Main, that's where they put the football field.

That's right. That's where they practiced. And the girls would sit looking out of their windows, you know, watching the football team practice. They had a good view.

Well, in the first year I was at PLU, Commencement was outside. And it was out near where the Kicking Post was. It was an awesome, beautiful setting. And there were no caps and gowns. The girls wore nice dresses. I suppose that was for the two-year liberal arts graduates in the third year. I don't remember who the students were, but I remember it was outside. It was sort of old-fashioned, you know, like an old American graduation ceremony. But I think it was only that first year that Commencement was held outside.

17:08 - 27:31 Tingelstad, financial difficulties, Kimberly Goldmine, change to university

But at other times it was, where was it? In the Gymnasium?

Where was it? I think it must have been in Trinity Church. But I can't remember, really. I just remember that first year because I'd never been to graduation outside before. And there were flowers, you know, around the platform. It was really very nice. And Dr. Tingelstad liked that. He wasn't very much in favor of caps and gowns and things like that. So it sort of fit his way of life, I think. He had a very wonderful way about him. It wasn't anything artificial, you know, or put on. I always respected him.

What was your feeling or your sense of the general faculty feeling when he was essentially forced to resign, as I understand it?

Well, I think probably the faculty felt that it just had to be done because there wasn't any money. Somebody had to come in and raise money. That was the reason. And Dr. Tingelstad would go from place to place, you know, asking for money. They did that and sort of a – well, it just went from place to place. It wasn't a major, you know, big drive thing, but they just go asking for money and people would send \$25 or something like that from time to time.

Well, you weren't always getting paid, as I recall too, right, in those early years?

Well, there were, I think before I came it was worse, probably. And of course, you've heard this story that the Dahl Grocery Store carried many of the faculty. They could get groceries there even though they couldn't pay for them. And much of that had happened before I arrived. But I think it was the second year when there really wasn't enough money.

But there were some members of the board who had stock in this Kimberly Goldmine. And so they decided – and someone had given the university, I mean, or the school, the college shares in the Goldmine. I think it was a student who had been born in Norway, came over here and worked up in Alaska, came down here for school, you know, in the wintertime who had started all of this.

And Kimberly was in Alaska?

No, it's in Idaho.

In Idaho?

Down in the real difficult region. Difficult of access region. And so I still have gold stock from that. I think it was two months that I was paid anyway in gold stock shares. And then somebody was selling later on, I bought a few more shares after that. But it's worth only five cents on the stock market in Spokane. Five cents a share.

But it was interesting because these thrifty Scandinavians up around Stanwood and places like that had real hopes for that goldmine. And I guess there really is gold there too, so their hope was based on something real, you know, it wasn't imaginary. But it's in a difficult section down near Riggins, Idaho.

21:10

The ore has assayed rather high, but they don't seem to. [SNEEZING] Excuse me. Excuse me. I think I'm getting a cold. And there were people who went out and worked in the mines in the summertime, people from this area. Went out to see what it was like and who worked there. But otherwise, I didn't really experience any hardship going back to that.

But I recall that when I wanted to go home to Minnesota, I had to go down and ask for my paycheck. Because I hadn't been paid, you know, but they'd always fight if I wanted to go home. They'd always find some money for me. So I could do that.

This was, Hauge was essentially running that side of the school then?

I think he was. He was the academic dean.

So Tingelstad, you mainly had more of an outside, and travel around. And Hauge would be here.

Yes, that's right. Yes, Dr. Tingelstad had the public relations. And Dr. Hauge really took care of things on campus. But then he went into the service during World War II, so he went out. And so there were other people who took over for a time being.

But, you know, it seems to me there are sort of three things that came together here that I don't know how to put this into question. It's an observation... but just at the same time that the four-year program had come in. And then there was the financial difficulties. And then the war, which had serious decline in enrollment.

And all those things seemed to come together. Was there any skepticism about whether it was a good idea to have gone to the four-year program? Or did that just, I guess I'm curious whether, how can I put this?

Was anybody foreseeing what PLU became? Anything like it was, even in the 50s when it became a university? Was that the vision that was driving it? Or was it, I don't have a good question for you. I'm curious about the general mood, sort of sense of the future that was involved.

Well, I don't really know either, Paul. It was just that I know that people wanted to make it bigger and better. And that when Dr. Eastvold proposed turning the college into a university, this was a major step. Because immediately, if we were going to be a university, it would have to be bigger and larger was the thinking, I think. And it was, he proposed it and he really fought for the idea. There were some faculty members who thought we should stay at college and be in college.

So I'm sure that was one of the major things. And then I think we were fortunate to get faculty members who had a sense of direction in the liberal arts too and who strengthened that aspect of the school. And then we had people like Cliff Olson, and then Dave Olson later, who were energetic and who had visions of what could be done in that part of the university. So I think it was – and there were faculty members who came who really liked the school and who were willing to work for it and who made it a part of their lives, I think. This is what they wanted to do and the college became almost synonymous with it. And I wonder if that isn't one of the reasons that the college went ahead.

There were some key people, but there were lots of people who were very loyal and who were very ready to put PLU in front of everything.

Certainly if you look back, those I know something about... like Pflueger and Leraas and Rhoda Young or Anna Marn Nielsen. and Anders Ramstad or Cliff Olson. Gunnar Malmin – he had to be there the same time.

Yeah, a little bit before. He was quite new when I first came. Yes, he was a very fine leader, music leader, you know. And the Choir of the West had been founded by Joseph Edwards, Joe Edwards, and then Malmin took over and became the Choir of the West. Well, I guess it was called that with Edwards, too. But the choir began to take trips to different places and the choir became well-known.

I just think the university was very fortunate in some of these early figures who took over in certain areas and really made something of them. And so it just started to grow and it continued to grow.

27:31 - 38:06 Herb Ranson, English department

But you haven't talked at all about Herb Ranson or anything, but it's time to talk about him a little bit. Now, I understand that there really wasn't an English department as such when you first came, there were people who taught English, but weren't organized, there were chairs and something like that, right?

Yes, when I came, that first year as I recall it, there were just three of us in English. And one of them was this David Nelson, who was an exchange teacher, who exchanged with Ed Tingelstad, Ed went to Luther College and David Nelson came out here. And I know he was very distinguished as an Oxford man, you know, at that time. And then Ruth Swanson Franck and I, we were the three people. And it was the next year that Dr. Ranson came and became the head of the department, became the chairman. He was the first chairman, I'm sure.

And that was part of the general shift to a four-year program and so on?

I think so. It was starting anyway.

Was it Tingelstad or Hauge? How exactly did Ranson come here? Do you have a recollection about that?

No, I really don't know. I suppose it was Dr. Hauge and Dr. Tingelstad together who hired him. I'm sure they conferred on these people. And Dr. Ranson came from the University of Washington. And also again, he was not a Lutheran, you know, I guess what I'm saying is that PLC was not entirely Lutheran in its faculty. And then you heard Ranson was another early example of that. But that, of course, didn't seem to make any difference.

But now on some of the older schools, for instance, Concordia, where I went, I think all of the teachers were Norwegian. Well, very few exceptions were all Norwegian and Lutheran, but it was a little different here. And Dr. Ranson was one of those differences I suppose.

Well, if you just sort of set out making up courses on his own and then...

Adding courses. Yes, we must have had... Well, I just can't remember whether we had surveys of English literature or American literature. We must have had those almost right away.

Yeah, the first catalog I looked at was in 48 I think. And Anne K. was here by then. Of course, this is part of the things that were growing after the war.

Yes, after the war, the school grew. And many courses were added. I'm sure of that.

I guess I'm a little curious about whether... Did you call him Herb? What did you call him, Ranson?

Oh, for years I called him Dr. Ranson. Later on I called him Herb, but it was Dr. Ranson, yes. We didn't have too many doctors.

Was he about your age then?

A little older. A little older. And his wife, Helen, was also a college graduate. I think she was from Montana. She was very musical. She played the violin and played in the Tacoma Orchestra. I remember going on the bus one night, we went down a couple of blocks near where they were living. She got on with her violin case and went to practice for the orchestra. Then later she taught English in the Clover Park School.

Did they live around here?

For years they lived in Parkland in this area. And then they bought property out in Steilacoom. You probably were there at that house.

I came just after he had retired, I think in 1968. I came in '69.

Oh, did you? You came after that.

But he was still around.

He was a real scholar. And I think a real, especially in, well in many ways, Shakespeare was one of his best courses. And the better. [TAPE CUTS] Just as it was for...

Because he comes from the University of Washington –

Yes, from a non-denominational background, you know. But he was, I think from the beginning, he was very well liked by the faculty. He was a popular member of the faculty.

In Phil Nordquist's paragraph on him I think he used the word "shy" three times or something like that.

Well, he seemed to be a little shy. He was rather quiet. But then in later years he'd get up and speak at faculty meetings, expressed his own opinions. I think it was partly at first, of course, that it was an entirely new environment for him. Just as it was for me when I first came. I didn't know what to expect. So I always thought he was really willing to express his opinions. He didn't like to go to conferences and things like that. He didn't like that.

Because that's part of his shyness, you think?

He probably thought they were a waste of time. I imagine that's it. Well, I think he was Irish, too. He had a very whimsical sense of humor, a delightful sense of humor. He wasn't always very well, I think. And then, of course, his wife's illness was quite, was really – that was a very difficult time for him. Because she had some mental problems. But she was a very fine person.

Did he encourage you in the children's literature? Or maybe another way of asking, how is it that the children's literature really did end up in the English department? They're not in school education, as it is.

Well, I think because I was in the Department of English officially, that's how it happened. That's how it happened. It was just a step child, really.

He didn't think that was unscholarly?

No, he really didn't. He didn't object to it in any way or question it. Of course, it always benefited the department when we were concerned about numbers because there were always so many education students who were urged to take it. The benefit of the department in numbers, at least.

Very early on you started teaching a world lit course, too, that you were still doing.

Yes. I started that. Dr. Ranson always wanted me to have some upper division courses. And when Ruth Franck left he wanted to know whether I would teach the world literature class. And then I taught Chaucer, too, at one time because they were offering something else that he was going to teach. So he asked me to teach the Chaucer. I had taken a course in it at the University of Minnesota the year before. So I didn't have some background for that one. I'm self-educated.

You know, I saw something in the catalog. I forgot what year it was... But there was a course in folklore and folk literature.

Well, I guess that was clear in 1957. Yes, I taught that one time.

But that, again, is the kind of thing that wasn't often taught in English departments.

Yeah, I guess that's true. It was because I went to the University of Minnesota and had some work in that. And so when they wanted new courses, I guess, I wanted to know what I wanted to teach. I thought I would try that.

Another thing, I turned up there, which I hadn't known before, that you spent a year at the Goethe Institute.

No, it wasn't entirely there, but I was a year in Germany in 1954-55. And I was with the American High School in Frankfurt. And at that time, I took classes at the Goethe Institute just part-time. Really, in the English part, I tried some of the German, but that was a little too difficult. I went to the English Institute of it. So I had a really interesting course in Dickens at the Goethe Institute. And I had a course in German poetry, I think, too. So I was away from PLU for that one year. It was before we had sabbaticals.

38:06 - 52:44 Sabbaticals, English faculty members

Was that a sabbatical, or was it just a...?

I just asked Dr. Eastvold if I could go, and he said I could. Everything was up to him pretty much, and he thought it would probably be nice for me to get away for a while, I guess. And so I spent that year in Germany. But I was there a whole year, really.

When did the sabbaticals come in? Was that with the Mortvedt?

Yes, I think it was with Dr. Mortvedt. So I had one sabbatical in 1969.

Was that it? In your thirty odd years, you had one sabbatical?

They were really... As I said it was quite a new thing by the time I was retired.

You missed out, Gracie.

I missed out on it, yes.

I've had three sabbaticals already.

I'm just amazed.

It was a very good one, though, it was when Chuck Henderson was the dean. And I had a sabbatical... That was just from January until the end of the summer, I guess. I really had a wonderful time.

Where did you go that time?

I went to Europe. I visited places of interest in children's literature, and I went to the International Children's Institute in Munich. I spent time there. And I went to the one in Vienna, Austria. I was there for a while. And then I visited various homes and places. I went to the Grimm Brothers Museum in Germany. You know, places like that. And I went to the International Children's Book Fair in Bologna, Italy. That was a really good experience. And I went to the International Children's Literature Conference in Loughborough, England during that year. And I did things like that. It was a very rich, full year. And I met a lot of interesting people.

That was in 1968, 1969.

That was 1969. I went in January of 1969. It was just the year that I was leaving. I remember I had to call Art Martinson from the airport as I was leaving for London to tell him what person I favored to be the president of the PLU. It was when we chose Dr. Wiegman, I remember.

I would ask you why you voted.

I can't remember how I voted. But I remember I had to get my vote in, and Art Martinson was a chairman. So I called him from the airport.

I remember that. I came just that fall, my first year, I remember you were coming back and you talking about that.

Oh, do you?

I remember you had slides.

Oh, yes, yes. And that's why I led the Children's Literature Tour, because I really got background for the tour. I had that in mind. That was one of the reasons I went and did that, so that I could lead that tour. I had been to the places before we got there on tour, you know. So that helped. It was really a good experience.

I want to back up, back to the 40s here a little bit, because I don't want to talk a little bit about Anne K. because she came, according to my notes, in 1946. And then, really, there were three of you that would be here long-term.

Yes, that's right. And Paul, of course, was here quite a lot, too.

Well, he was here a year, and then left again. I presume he was here a year or two, and then went to get the PhD.

Yes, that's right.

So then he didn't come back until 1958. He was here in 1947, but they didn't come back until 1958. It looks like, for a good time, you and Anne K. and Berg. And then, of course, Milt Nesvig came in to teach and taught journalism.

Yes, and I wondered if he didn't have one course in composition, one year or two, I think he did.

Yes, I imagine we were the mainstay.

We might have hired someone part-time for a class, but I don't recall. I think we did.

You remember someone named Hedahl?

Yes, she was Dean of Women. And she also taught a course in Freshman English.

She isn't in here. She's not on the list, but I may have found... Oh she is, too. This is confusing, though. It said she was nursing. Is that possible?

No, she wasn't in nursing. That's a mistake.

Because in the catalog she was listed as Dean of Women and as English instructor.

Yes. That's about it. She stayed here about two or three years, I think. Two years, probably.

And that's someone named Everett Larson.

Oh, yes. I remember him, too. He was here a couple of years. He was here with Harry Adams. Harry Adams, you know, has been here a long time. And I think he and Harry came the same year. I think they were friends. He didn't stay very long. He wasn't too happy here, I don't think.

Elsie Berge?

She taught a course or two in English. But she was also in business administration.

But then she was also listed in the catalog as English.

Yes. She taught a course. That's what we did to supplement the three of us. There was someone who would teach one course in composition usually and that was it.

All the students were taking... English compositions.

Oh, yes.

For a whole year.

For a whole year.

So, three or four or five of you have to teach a lot of...

A lot of students. Yes, we did. Many times. We had large classes.

Thirty? Thirty-five?

Well, composition, we tried to limit those to below thirty, I think. But the literature classes were thirty-four or fifty. I once had sixty-some.

I've had sixty-some, actually in the children's literature classes.

I don't know how I ever did it. I don't believe it. I wasn't at all. That's all I can say. But because I'm sure I couldn't give all the attention I should to everybody, you know.

I think that is one of the things that has changed in the... When I first came in sixty-nine, I had six classes a year, not a semester. But they were all large classes. I think they were the smallest. I didn't have the writing classes. All American literature classes. The smallest was thirty-five. The largest was sixty, so I had well over two hundred students. The first year or two years I was here. And we just don't do that anymore. Now thirty-five is regarded as a huge class. Trying to get the writing classes down to fifteen.

Oh, yeah. Which would be very good, of course. I often said that if I were to teach again, the course I'd really like to teach is the composition. I think I would do a much better job of it now. I would have if I could teach only that it would be quite an exciting course to teach, I think. But it wasn't always that way when there were so many students. I tried not to let it bother me, but you know, you couldn't, I just knew, I knew I couldn't do justice to all of you.

We got away from Anne K.

Oh, yeah.

She was, what did she, she taught composition like everybody else?

Yeah.

But did you know what else what she taught?

Well, then she taught 17th century. That's Milton, isn't it? Because that was under her specialties, Milton. And she also, when I was gone that year, in Europe she taught some of my classes. She taught children's literature that year. And I think she probably taught advanced composition, too. And the novel courses, she would teach something like the American novel or the continental novel in the night classes. And she often had an extra class like that. She was a very well-liked teacher. And she was, she was so willing to take time with the students. She had a very good way with students, I would say. They seemed to respond to her very well. She was the kind they could come and ask advice of, you know.

And she was here, I think, the year or two years I overlapped with her.

But then she, she was down in Tingelstad a year or two after she retired. Yeah, she was a receptionist down there for a while after she retired. She seemed to have strong affinity with students.

Yes, she did. She certainly did. And after she retired here, she went to Japan and taught in Tokyo Christian Women's College.

Did she live around here back in the forties and fifties? Did she live in Old Main or was that?

She did never live in Old Main, but she lived here in Parkland. She lived at Esther Davis's home and up in the Gracious Building. At one time, a number of us lived in the Gracious Building. That's right on Garfield Street, that apartment house. Where the little shops are on the first floor. There were a number of faculty members living up there when she was in the fifties. And she lived there. And then she lived over at Hendrickson's. You probably remember that. She had the apartment over there. And she went to England a number of times and studied at the University of London. And that's where she did most of her work on Milton, I think, there. She was a great reader, read one book after the other.

Now when I first came, we were more or less a regular department. Paul Reigstad was department chair.

Oh, yes. And we would hold regular department meetings and so on. But it probably wasn't always that way. Were held regular meetings and decided things as a department and so on? Or was it? Did you recall at the time how that?

Yeah, we were beginning to have that, I think, when Paul came. We didn't always have that though. You're right. But I think we had started to have that because as a school grew, there was a need for a departmental infrastructure. We sometimes met at Dr. Ranson's home. We usually had a couple of meetings there. It was combined with, sort of social in a way too, but we had meetings at the Ranson home.

Where was that again? I know you said, and I was thinking the Steilacoom place –

It was here in Parkland. It was out toward Midland somewhere where they lived for a while. They rented it for a number of years in different places before they bought their own Steilacoom.

Ray and Lucille came about the same year, in 1953.

Yeah, I think they came at the same time.

Let's see, Ray had come from Illinois.

Yeah, that's right.

And then he hadn't finished a PhD, but he went back relatively soon. And then Lucille came from WSU, WSC then. She had been a number of other places. Again, this is the kind of thing. I can't remember in a much shorter time span, but what the thing was, it was just a matter of the department was just growing, so they could use two new full-time people in Lucille.

That's right.

52:44 - University growth, treatment of women, favorite students

I think that was really a time of rapid growth, of suddenly two full-time people in the department that only had three or four of them.

That's right. The war made a difference. We had many more students after the war. Then, of course, the department of nursing, our school of nursing started. We had different new schools, you know, and business administration began to grow, and all that made a difference. So there was more than the traditional liberal arts and education. That's sort of what it had been before, but it seems to me after the war, we expanded in different directions.

Who were the key people in that? Of course, Eastvold. So much has been said about him, don't need to talk about him anymore, but who are the other people, you would say, with sort of the faculty leaders or other leaders other than Eastvold, whether they were for him or against him?

Well, I'm sure that Schnackenberg was one of the leaders, especially for liberal arts. And there were people who opposed the dominance of the education department, because for a long time that was what PLC was known for, the education. And there were these people who worked for the liberal arts. I would say Schnackenberg.

I would say from the point of view of public relations, that Cliff Olson did a lot for the whole school. And the business administration, I don't know really who, there were a number of people, I guess. I remember there was a Dr. Patrick from Spokane who came over and was chairman of the business administration, and it seems to me from that time on it became a more recognized part of the university. That would be in the 1950s.

And let's see. Oh, and science, of course, a number of those people in science were very effective in many ways, I think. The recognition that PLU science students got from the University of Washington, for instance, I think that was largely the work of Leraas and Strunk and some of those people. I think Dr. Leraas probably had a great deal to do with it, because they got some good students from here as a result of their teaching.

Bill Rieke, for example.

Yes, that's right. Ted Karl was very effective, too, I must say. Again, public relations, he also came from the Augustana Synod background, and that helped, too, to get support from other Lutheran groups. I think there were some of these people who, from a denominational point of view, were quite effective in the growth of the school, and I would think that Ted Karl was one of those probably. And then, of course, he had all these winning teams, debate and so on. So the school became known that way.

And in music, of course, I think Skones was the one who finally put it all together, but he certainly was an effective leader among the faculty members I suppose I'm forgetting some people.

Well, I'm curious, too. I have some hard questions, and most of the questions here are ones I couldn't answer, I don't want to put you on the spot or something. When Eastvold had, we don't need to get into what kind of vision they had, because I'm asking people to talk to me. I wonder if that had the effect of constricting things a little bit. We talked before about how important women were in the university. Anna Marn and Rhoda Young and you and many others. But that was back in the 30s and the 40s, and there were people like, you say, Michel Franck and others who had different backgrounds. I wonder if that kind of that diversity and so on took a back seat in the more pietistic, more evangelical tone of those things under Eastvold.

It was more pietistic. I guess that's the right word. PLC really wasn't what you'd call pietistic, exactly. But it became that way under Dr. Eastvold, I think. And I suppose that most of the people hired that time when Dr. Eastvold was here were of a more Lutheran background. Then I think they became more diversity, and Dr. Mortvedt came in.

Did you feel any pressure in that regard?

No, I never felt that way, but probably I just wasn't too aware. I grew up in a time when I was lucky to be teaching, and it was a different time, though, when the position of women wasn't what it is today. And so I guess for a while I didn't expect to have equal opportunity.

But in a way, I think salary-wise... Well, of course, I always figured because I didn't have a Ph.D., I would never be on a high salary level. And that would be the inequity, I suppose now if I were young and starting again. But I just never felt that I was treated poorly because I was a woman at PLU. I never have. And Dr. Eastvold was always most considerate, too. All the presidents were. So I don't think women had... I think they had... As you say, from the early years, they've been treated pretty well and respected.

Well you just look back at the... there really is a remarkable number of people, but I know that George Reneau was a woman.

And she was a really fine teacher.

Well, yeah, I mean, just look back. Anna Marn Nielsen, really young. Dora Berg, George Reneau, Ruth Swanson Franck, Elizabeth Bondy.

They've never been as well represented in the sciences.

No, that's true, but Irene Creso came on.

Oh, she's a... yeah, that's right You should always be sure to include her because she was really...

Yeah, in fact, she's on Kris Ringdahl's list.

Yeah, that's good. Muggs is a favorite of hers, I think. Yes, she's just... there's no one quite like her in her field, I guess.

Speaking of favorite students, do you have any favorite students? You said, look back, 30 years will put people you remember, especially early on. I know some of the ones in the 60s and 70s.

Well, I remember people like Rolph Lundy and Bob Thomas. They were these two Latin students, both who went to the seminary, and Ralph became the bishop. You couldn't find a better student. Always prepared, and grammatically, you know, they knew their grammar. I guess that was the thing, they understood grammar. I appreciated that. They were very fine, and oh, I've had some people other than... I didn't always get so many English majors because of my varied teaching. But I remember getting some pre-med students who were very good in English and who were good literature students. I had them in world literature quite often.

Did you have Bill Rieke?

No, I did never have him. I can't say that. I didn't have him. Joanne says I had her in class, but I'm sure I didn't. I don't think I did anyway, but I had quite a few fellows who are doctors now who took world literature for their literature requirement. They were good students. And then I had some... Oh, I had people like Mary Krebs, did you ever have her?

And some others, they were just really good writers. You know, when they wrote examinations, they could really discuss a question. And so many of them... Some students can't read, but... I think you'll always notice the outstanding writers. And you think they're the best students, but they probably aren't. But I had some people I thought wrote very well. And I had some people in children's literature who were very good. And who would have been good in any type of literature, but they were in education and probably their only literature course was children's literature. So they weren't the students in children's literature, or very often very good students, too.

Sometimes people think, you know, children's literature, well, that's not so much to learn about. But there were some who really were excellent. So I remember the good students. And I suppose I remember that... I try not to

remember the poor students, so I've forgotten their names, because I don't want to stereotype them, you know, forever in my mind. But of course, they're always bound to be some.