

Dr. Evelyn B. Franz with Dr. Eileen M. Burke, Oral History

Burke: Good morning. This is another program of the Trenton State College Living History Series. My name is Eileen Burke and I chair the Reading/Language Arts Department. Our guest this morning is Dr. Evelyn Franz, professor emerita of the Elementary/Early Childhood Reading Department, former coordinator of the grant for developmental reading program, former chairperson of the department, and a whole host of well earned titles. Dr. Franz joined the faculty in 1944, and I'm going to ask her to recall for us some of the incidents that occurred that first year and how she came to arrive at our campus.

Franz: Well, June of 1944 I received my Master's degree in teacher education from Columbia University, and one afternoon in June the principal from Monticello High School sent a message that there was a telephone call from a Mr. West and I should come right away. So I rushed over to his office and answered the phone, and Mr. West said to me, "Are you Evelyn Birdsall?" I said, "Yes," and he said, "Are you a good teacher?" I said, "I'm the best," and he said, "Well then, I shall meet you tomorrow morning," which was a Saturday, "at ten o'clock at Penn Station in Trenton." I said, "Well, how will you know that I'm Evelyn Birdsall?" He said, "I'll know," and that was the end of that. So I took the bus to New York from Monticello and boarded the train for Trenton. Well, I walked up that long stairway at Trenton Avenue Station and there was Mr. West, who spotted me immediately, and we got in his car and we rode through Cary Street area which was probably not the best area of Trenton. I thought to myself, "This isn't a very pretty town." Well, we started out toward Pennington Road and up toward the college. I remember that things began to look much prettier. So we arrived at the college and I thought, "My, this is a beautiful campus." So there was a principal from Lanning School in Mr. West's office and he said that he would like to talk with me, too. So that particular day everything was arranged that I would teach at the college. Of course, I didn't know what the details were, but I was to come down in August to meet him again, to meet the principal, so when I came in August, the principal took me over to Landing Demonstration School and he said, "Now this is where you will teach. You will be teaching in a fourth grade as a demonstration teacher." Well I said, "I thought I would be teaching at the college?" and he said, "Oh you're a college instructor, but you will be teaching in the demonstration school." So that was a surprise, and when I saw the demonstration school I was terribly disappointed because we didn't have very much to work with, and the reason for that was that the college hired all of the teachers who taught as demonstration teachers, and these teachers had rank. In other words, I was hired as an instructor, and there was a teacher there who did have an assistant instructorship, so you couldn't rise in rank and in salary. At first, as I say, I was disappointed because in Monticello we had all the materials one could wish for to teach, and when I found out

that we didn't have that many I was very disappointed. However, I will say that the college students, when they came to take part in their practicum, they brought all kinds of materials. The Trenton State College library was just wonderful. They had a wonderful selection of children's books, and they would bring all these books. They would bring realia. They made charts. They made just everything so beautiful that after a while I didn't miss all the materials that we had had at Monticello. Now, I would like to tell you about my first demonstration lesson, because nobody told anyone else what was expected and, therefore, I was scheduled to do a demonstration in spelling, and Frances Carr who taught second grade was also supposed to do a demonstration lesson in spelling. So I thought, "Now what am I supposed, really, to do?" I just didn't know, but I thought, "Well, the best thing to do would be to teach as I had always taught." So, the morning of the demonstration I wasn't frightened at all, but then when I saw thirty five students standing outside of my classroom door with Dr. Mamie McLees standing there in all her glory I thought, "My goodness," but I took a deep breath and I thought to myself, "I know these children. I know how to teach. Go to it."

Burke: Who was Mamie McLees?

Franz: Mamie McLees was the supervisor of the elementary practicum at that time.

Burke: At the time. Oh I see.

Franz: At the time. And then she brought Olivia Coffin who was the teacher of reading and language arts at the time. So that when you had a demonstration lesson you not only had the supervisor or the coordinator of the program but you also had the subject matter supervisor to critique your lesson.

Burke: Observing you.

Franz: Plus the thirty-five students. So they all sat around the classroom, and I went and had a little lesson and I thought, "Now what happens?" So Mamie McLees said, "Now, Miss Birdsall, I will come for you at two o' clock and we will discuss these lessons." So she came in her car, came over to pick me up, and I went and came over to the college, and here I was faced with all these questions. The discussion of my lesson came second and Miss Carr's was first. And I figured, "Well, I'll listen in on this and see what happens," because we were both there together, and Mamie said to Miss Carr, "You know, you taught that spelling lesson, you put all those words on the board and then you stood in front of them so the children couldn't see them," and I thought to myself, "Did I do something like this?" and then it came my turn, but it went off alright, I can't remember all the details, but Mamie thought that it was a good lesson so I was pleased.

Burke: Excellent. You went away feeling good.

Franz: I wanted to also tell you that when I was hired, the salary was 2400 dollars a year. And I thought that was great because that was 600 dollars more than I was getting at Monticello. So you can compare the salaries now with what we were getting in 1944. But we had a wonderful college faculty. I enjoyed working so much with well there was Dr. McLees, Winnie Weldin, Olivia Coffin, Irene Brauer, Dr. Leon Wolcott, and Holman, Dr. Holman. And Holman was always a delight to do a demonstration for. I did a demonstration for him in Children's Literature and I did one every semester, and he was always a delight. He enjoyed the lesson, he enjoyed the children, and he always had a hearty laugh.

Burke: Marvelous. Did you meet with the college faculty other than their visiting to observe your lessons? Did you regularly meet with them?

Franz: No, no you never knew what was expected. However Mamie was pretty clever. She used to come in just before the demonstration and she'd say, "Well, this is what he's going to look for," but that was after your lesson was all prepared, but that was alright, you almost knew what was going to be expected. But I tell you I think I learned more about what good teaching was from these professors they were very critical but very helpful and they asked many good questions and as I said I learned a great deal. I really learned how to be a good teacher after I came.

Burke: Did you have some special personalities in your first class? Select students?

Franz: In my first class. Yes I had one. In fact it was Donder Henry. Now Donder Henry is Mrs. Henry's husband from our secretary- one of our secretaries. And Donder knew everything. He knew how to work every gadget, so that if a machine broke down Dr. Petersen, who was principal in 1945-46, she would send for Donder to come. So he was out of class more than he was in it because he was always fixing some machine.

Burke: So this is an eight-year-old?

Franz: No, this is a nine-year-old. And then I had a Chinese-American boy who was a delight. His name was Martin Wong, and I heard from him after he was in the service and he came to visit and he remembered my reading stories, because I read every single day to the children and this was something that he really enjoyed and he came back and remembered that.

Burke: You know, today you could have written Jim Trelease's book about reading aloud.

Franz: So that was really great.

Burke: Your years as a demonstration teacher seem to be happy years.

Franz: They were very happy years. In fact I used to do as many as two demonstrations a week, and I think it was the second year I was there, I had forty children in the classroom and eight student teachers in the classroom.

Burke: No teacher's aid?

Franz: No teacher's aid. But the students were very creative, and they wrote excellent units, and we had a wonderful time. In fact we did a unit on China, and the eight students and I went to China Town in New York to bring back some realia, and that was a great, great thing. But we had that particular unit because this Chinese-American boy insisted on it. Yes. Because I used to give them- I gave the children an opportunity to choose what they would like to study, and sometimes I put restrictions on it. I might say, "Well do you want to study the universe? Do you want to study a foreign country? Do you want to study something else?" The idea to give them different categories. So since Martin's father was Chinese, we wanted to study China.

Burke: That's child centered curriculum.

Franz: And so we studied China. And it turned out a wonderful experience.

Burke: You were a demonstration teacher for nine years?

Franz: For nine years. And then one day Mr. West called me over and asked me if I would like to come to the college. And of course I was delighted. And I thought I was going to come to teach the reading courses. But that wasn't- I did teach some of the reading courses and the language arts courses. I taught psychology, child growth and development, mental health, and supervised seniors. Now, I think the real reason that they needed me was because of the supervision of student teaching, because at that time they had several sections of senior students who were out doing their student teaching. So Dr. Petersen was just overburdened with supervision so they asked me to come. But at that time I carried eighteen semester hours.

Burke: I was going to say, I was sort of totaling in my mind it must have been more than twelve.

Franz: Right. It was 18 semester hours, and it took a long time before we got to 15, and then we got to 12. But I can remember when we were hoping that these changes would come about. I can remember Jessie Turk standing up and in the faculty meetings and telling how necessary it was that we reduce our semester hours, but that was then. And then of course I also taught courses in Belvedere, off campus and one in Fort Dix, and in each of those classes we had 60 students. So we had a large number of students, and there was a time, when I was coordinator of elementary education, that there were from a thousand to 1200 elementary students and over 500 early childhood students. Now, all of these students in their senior year had to be supervised, and there were so many of them that we had to meet in the gymnasium when we were giving them the instructions as to what they were to do during student teaching period. And then, when I became the coordinator I was responsible for setting up the JPE schedule, selecting the schools for the students to do student teaching, selecting faculty, teaching courses, and any number of demands, plus serving on committees, because we had a real busy time. But that's when Mrs. Yates and I got together and we tried to coordinate our efforts with Early Childhood and Elementary in the placement of the seniors and their student teaching so that we would have as many students as possible in a single school.

Burke: Which made the supervision-

Franz: -Made it easier. And when Dr. Petersen was still doing the coordinating of the elementary, that was before I took over, was she and I used to supervise, and we'd go together, and she'd pick me up at seven o'clock in the morning, and we wouldn't get back until six or seven at night. Because we were supervising students in Bergenfield, Nutley, Tenafly, Bethsmy.

Burke: So there were no restrictions on how far you needed to travel?

Franz: No we traveled wherever we could place students, and we had so many that we had to place them wherever we could place, and people were very anxious to have our students. We had a good reputation.

Burke: Indeed. Did Dr. Petersen move with you? You've mentioned her at Lanning, and you've mentioned her at the college in different roles.

Franz: Yes. When I first came there was Dr. Donaldson who was principal, and then following him there Dr. Petersen, and then Dr. Petersen came to the college as

coordinator of Elementary Education and then I came over as a faculty member and as assistant professor, by then I received the promotion, and then we supervised together, and then we became interested in graduate work because there was a need now for graduate studies, so she became graduate supervisor and I became the coordinator of Elementary Ed. so that's the way that worked.

Burke: That evolved. As I recall, the first graduate graduates in 1951-52, so you were really in the beginning of the graduate development. Curricula changed over the years, did it in terms of elementary/early childhood?

Franz: Yes, yes.

Burke: Remarkably so?

Franz: I would say so. Now in the very beginning in 19- or 1855, which was the very beginning, most of the students came to the college, to the normal school, with an eighth grade education, and they found then that they had to instruct the students who came. I believe there were 15 in the first class and they had to be instructed in the fundamentals of reading, and math, and spelling, and then after a while they were able to say that they must graduate from grammar school because some of them hadn't graduated.

Burke: Goodness that is a change from today isn't it?

Franz: And so then the admissions requirement changed from the grammar school to four years of high school.

Burke: When would that be, about the turn of the century?

Franz: Yes, about 1900s because, you see, there weren't too many high schools available at that time, so the admission requirements were refined throughout time, and, of course the first part, the first 75 years, as a matter of fact, were given over to professional education, period, methods teaching, and then I think from- to about 1930 they had methods courses on the history of education, and school management, and psychology. Those were the major course, but then there was a great demand for general education, so I would say between 1930 to 1955, yeah, that- would be general education was confined to the first two years and then the last two years there was a diminishing a amount of professional education, but it continued, and also the general education. There were some courses even in those last two years, but not very many, and at that time, in 1955, for the first time students were granted 12 semester hours for electives and that was the first time

that they had any electives, and then now they have only one elective because they must now have a double major.

Burke: Yes indeed. Well that and the compression of all the professional training into thirty semester hours has created one elective credit.

Franz: That's right, and now we have about approximately, I would say, one-fourth total professional education, so its diminished quite a bit, but fortunately we still have the Junior Professional Experience and we have a full semester of Senior Student Teaching, and from the very beginning, that is from 1855 right straight through, it was always believed that the professional education must be a part of the training and that they must work with children, so that they, the students, would see the relationship between theory and practice, and so that has been, I think, a major highlight of this college.

Burke: The program in the field experiences is very strong.

Franz: And they have very strong people involved in it because as far as I know all the people who taught in the Junior Professional Experience and Senior Student Teaching have had teaching experience in classrooms, and that makes it even better because the evaluation is a very good one.

Burke: And it responds to that criticism that education always thinks it's about people telling you what to do, but not really having experiences.

Franz: Another thing that's interesting, I think, is that in the early years the principal of the Normal School and later the Trenton College Teacher's College made the curriculum. They decided what was going into the program, but in later years other people were involved, parents were involved, the faculty was involved the state was involved, and a number of people are now involved, students are also involved in developing the curriculum, so that it's much more democratic. And then, I should retract a little bit, because Lulu Haskell, when I first came here, was the registrar and she assigned all faculty schedules and determined where they would be.

Burke: Goodness, not department chairs?

Franz: Not the department chairs, but then I think it was in the 50s, we then had department chairpersons who then were responsible for this particular action.

Burke: When you moved out of the demonstration school onto campus other than, of course, your role being different were there any impressions that had, any real major

changes that you noticed in your work responsibilities, reaction to college campus life versus in demonstration school?

Franz: Well, I just can't recall offhand.

Burke: Other than 18 hour load and committee responsibilities?

Franz: Oh. Well, I will say that we had a wonderful faculty. One of our biggest problems was to keep the JPE, the Junior Professional Experience, and during my time as the department chairperson it was very difficult because they wanted us to cut back, cut back on professional education, and that was a real worry a real hassle because we knew that the Junior Professional Experience and the Senior Student Teaching was at the heart of the program and that we must maintain it. Well, of course, you must understand, too, that money was a problem because the demonstration teachers, although they were no longer called demonstration teachers, were given a salary and they were paid by the college and so that was an extra expense, and, of course, then transportation to supervise the students were another expense. So one could understand it, but to cut the heart of the program would be a real tragedy, but fortunately we were able to maintain it.

Burke: The demonstration school as a demonstration school though ceased to exist at some time in this.

Franz: Yes. Now I can't remember the exact dates, but I guess that was because of salary. They thought the demonstration teachers, who had been college faculty, thought that they could earn more if they became demonstration teachers not associated with the college. They would demonstrate with the college but they wouldn't be part of the college faculty, but what would happen would be that the public school would pay the teachers and the college would give them an additional salary of, let's say a thousand dollars, added to their salary which was a good deal for them at the time. Now I wasn't in on that and I'm very happy I wasn't because I was very happy to be associated with the college, and I love the college, and I like the people who worked with me and was in my work.

Burke: You were now working on your doctorate when you were at Lanning and the campus or how did doctorate start, speaking?

Franz: Yeah I started working on my doctorate in 1952 and it was difficult going, because I was teaching and doing research and that was difficult, and I did most of the research was done and I thought everything was going along fine, when Dr. LePough, who was my advisor, retired, and now I had no one, and so they said, the people at Rutgers said, "Well Dr. LePough is gone. You have no one," and I came home and I said, "What am I



to do? I've got all this working and now I'm not to get my degree." So I made up my mind that I would go back there. So I put all the work that I had in a suitcase, I went over to the dean of the school of education at Rutgers and I said, "Look, I have done all this work for the past seven and a half years. Now what do I do with it?" and he said, "Well, we have a new dean if he'll take you to see this through alright, otherwise it's no go."

Burke: Who was the new dean?

Franz: Herge. Dr. Herge. So when I went to him and I said, "Look, I've done all this work will you help me?" and he said, "Yes." So he did, and he called me one day and he said, "Can you be ready to have that thesis ready for June graduation?" Well, we had planned for August, and so then I had to get a typist to get everything in order. So the typist said, "I don't know if I can do it, but we'll try." So they did, and then after we had it all typed the margins were wrong, and so it had to be done all over again. So this typist hired six or eight other typists and they typed all night.

Burke: What was the length of the dissertation?

Franz: It was over 400 pages. So they typed all night, and Mr. West had called me and he said, "I'll take you over for this." He said, "I'd like to listen in on the orals." So I said, "Fine." So that I night I went over to work with the typist as they were doing this thesis, and this is the night before my defense, so we went over I went over there and I stayed all night, and Henry woke up in the morning, and I wasn't there, and he went downstairs, thought maybe I had gotten up early where was I, about that time I called him and told him where I was and that I had been home. So I came home, got a cup of coffee, then rushed over to- I rushed over to Lawrence School, because the typist was going to take four copies of the dissertation to Lawrence School and leave it there, and Mr. West was going to pick up me and these four copies. So we went to Rutgers that morning, no sleep and no breakfast, and I just didn't know how I was going to be able to face this and not face the orals. Well, it so happened that Mr. West sat there, and I think he was nervous because the rest was going from one side of the chair to the other, and of course I was nervous but I wasn't going to let them know I was, but then there was a professor there by the name of Burns, maybe you know Mr. Burns, but he was supposed to ask questions that were very difficult. Well he did, and I tried to answer them, but after it was all over they came out and congratulated me that I had received the degree. So when I came back to the college Mr. West said, "I didn't think we were going to make it," he said, "Because that Burns made it so difficult," but, afterwards, when I saw Professor Burns many years later I said, "You're the one who made it so difficult when I was taking my oral!" He said, "Oh I was supposed to do that."

Burke: That was his role.

Franz: That was his role. So I got the degree in 1958 along with Mike Kline. Mike Kline was standing right behind me in the line.

Burke: Oh really Dr. Kline? And he was at the college then, also. Wonderful, that's quite an achievement you mentioned Henry in there just a couple of minutes ago do you want to talk about your family a bit within the process of the doctorate and your demonstration. When were you married in terms of your...?

Franz: Well, I was married in 1945.

Burke: So right after you moved here?

Franz: The year after, yes. You see, when I first came here I guess I was hired just for the year, the contract was a year, and so I didn't know whether I was going to be hired again, but I was and, you know, you just didn't give a contract. It was just a verbal agreement at that time, and so if you didn't hear you just came back.

Burke: Wonderful. Different from these days.

Franz: And so when I came back, Dr. Crowell met me at the faculty tea. We always had a tea and those were a lovely affairs and they were-

Burke: Where were they held?

Franz: They were held in Allen House in the Allen house drawing room, and they always had the doors open, and you could look out at the beautiful lawn and the lake beyond. It was very gracious and we had a long table with lace table cloths and silver service, silver service and fine china, and it was really a lovely affair. But so then Dr. Crowell came up to me and said, "Well I read in the paper that you were married over the summer." I said, "Yeah, that's right."

Burke: So he kept up with the local news. Now was he a chair, what was his role?

Franz: He was chairman of the science department.

Burke: All the sciences were together?

Franz: All the sciences were together. Dr. Crowell, I think he had been in New York State visiting and I think he had a newspaper from there from that area. I don't know where in New York State, but he had been in New York State.

Burke: The wedding was in New York State?

Franz: The wedding took place in a little church around the corner in New York.

Burke: Oh wonderful.

Franz: And then I had a year off because of pregnancy, which gave me an opportunity to work on that thesis because I did most of the work then, during I did the research, and I worked with Princeton library. I had a I had a carrel over there, and I worked at our library at night and I used to be down there in the stacks until after midnight and I was never afraid I just walked out the back door and that was it.

Burke: Wonderful. Did you find it difficult, so many women do today, to carry on a professional career that is really demanding and also be a wife, and a mother, and a housekeeper?

Franz: I feel that I was better organized. I was very fortunate, I had a woman who came every day and she was with me for 17 years, so that there was always somebody in the house, and she did my housework as well as babysit so I really didn't have anything to worry about, and then my husband Henry was very cooperative, and I think he enjoyed my work as much as I did. When I was teaching at the Demonstration School he used to go with us on trips to the zoo, when we took the children to the zoo, so he seemed to be a part of all of this.

Burke: I remember the story you told about his- was it creating a Pinocchio puppet? I thought that was charming. Want to share that?

Franz: Oh yes. Well, we were always putting on plays in the Demonstration School. Every classroom was expected to put on a program, so we put on Pinocchio, and the children and I together rewrote Pinocchio so it would be in a play form, and I had this little fellow, Rusty, who was a tiny little fellow, and he was going to played Pinocchio. So I said to Henry, "Look, what am I going to do for a nose that slides out? So he said, "Well, I'll think of something." So he did, so he made like a triangle, several triangles, one on top of the other, so that we would put this nose on, and when he told a lie and it came time for the nose to grow he would do this and say, "Oh my nose is growing!" So it came out to about here.

Burke: A good 12 inches or so.

Franz: Yes, it was a very long nose. And then I can remember one of the kindergarteners watching this play said, "Oh his nose is really growing!" and so then, there was another fellow in this play, and I can't think of his name, the one who wears this big hat?

Burke: In Pinocchio?

Franz: In Pinocchio. Now, I should know that but I've forgotten what his name was.

Burke: I read it so many years ago that I've forgotten.

Franz: I have too, but anyway my husband made this hat it must have been this size, and it was a triangle because he said, "There's no point in making a square hat because that's too common, so we'll make a triangle hat for this fellow."

Burke: Tricorne.

Franz: Tricorne hat, yeah. And the hat that Pinocchio wore, we made a cone, and then we took breadcrumbs, and oatmeal, and glue, and made a paste, so that he'd have the bread hat that was described in Pinocchio. So Pinocchio wore this cone hat with this bread crumb cover.

Burke: I think you could have gone into business making these props.

Franz: Well, I tell you he was very, very helpful and very supportive.

Burke: Yes indeed. In terms of the later years, where you're this chair and you're this coordinator, some of your impressions there. These were what years now that you...?

Franz: Let's see. Well I have to check here. I don't think I can remember quite when it is.

Burke: That in the 60s?

Franz: In the 60s, that was the 60s and then in the 70s. Well, we started graduate programs, and one of the highlights, I think, was our Graduate Reading Program. Now you were appointed chair, Dr. Tanaska[?] appointed you chair of that program, and we developed a program which took a long time to develop, but it was an outstanding and unique program in the fact that it was linguistically based, and due to Dr. Stratemeyer's

efforts, we were able to get Henry Smith from Buffalo to hold a seminar on Saturdays for those faculty who were interested in this program to study, so that we would all be prepared, so that we would have a linguistically based program. Well it took a long time and we had Mary Austin, who was a reading person, come and advise us as to how the program looked in her eyes, and she seemed to be favorably impressed with it, and in 1974 the program was approved, and we able to give an NED and a certificate, a reading certificate, and then two years later in 1976, we were permitted to give a degree plus the reading specialist certificate, and then I became the supervisor of that program, and then I was supervisor of that until I retired, and then you became supervisor.

Burke: Dr. Shepherd did and then, right.

Franz: Oh Dr. Shepherd. Yeah, that's right, and then you became supervisor. Now you had the MAT program and the Master's program, and MAT and the Elementary and that was a very large program, a very large program.

Burke: Yes, that was. Today that's growing tremendously, the MAT program.

Franz: That's because of all the curriculum changes.

Burke: As an alumna and professor emerita, what's your advice to upcoming faculty members and the teachers of today?

Franz: Enjoy yourself, enjoy your teaching, and I loved it, and work cooperatively with the faculty and with the administration because I think their hearts are in the right place. They are striving for recognition, and they have national recognition which they deserve, and they've always deserved it. I think that Mr. West used to attend all the meetings in Chicago, and used to come back with lots of information on what was going on in higher education, and I think the presidents who followed him Dr. Martin, Dr. Brower, and Dr. Hill, well Dr. Eickhoff, they've all tried to maintain a high image of the college, and I think they have, and I think our students are welcome no matter where they go. When I was doing some supervision of student teachers, after I retired I would meet several of the students whom I had taught who were now teachers, had taught many years, and they had the highest praise for the college and for the faculty, and this was always good to hear, and we were always welcome. So I think that it's a wonderful, it's a wonderful comment.

Burke: As a person who came to Trenton State College in '64 and met you, and Mrs. Yates, and Dr. Stratemeyer, and the three of you took me to lunch the first day, thinking about professional relationships, one of the closest that I have ever known was your association with Mrs. Yates. When did you meet her?

Franz: Well, she was in the demonstration school in 1953 or '54. I was still there, and we didn't see much of each other. The faculty in the Demonstration School were always very busy. That was one of the problems I found. I used to like to play bridge, and I used to like to go to the movies, and do things like that. Nobody ever had time. They always preparing a demonstration lessons, and demonstration lessons for me were easy enough to prepare. I enjoyed doing them and it was not difficult but for me, particularly, but for some people they really worked on it. They really thought it was so difficult, but I enjoyed it.

Burke: Then Mary came to...

Franz: Then Mary came over, and Irene Brauer retired, and Irene Brauer recommended that Mary take her place, and she did, and so we became acquainted, not so much at Lanning School, on campus after she came here, and we worked together placing student teachers and placing people in JPE, and making out those schedules, because all the scheduling we did, we did together, and we spent many hours at my dining table with all the materials spread out trying to make the schedule work the way they should, and so we became very close friends, and we still are, and she's like a sister to me. And I can remember the long lines over in the gym when we were registering students, and then Mr. Anderson, who was in the registrar's office at the time, used to manage the big board where it listed all the courses and then he'd stand up on these tables and then go from one table to another crossing out those courses that were closed, and that was a very traumatic effect on all of us, on faculty as well as students, because we would get a schedule all set up and first thing you know we had to start all over again. Well Mrs. Yates and I spent many hours side by side consoling each other and hoping that we'd get the schedules made.

Burke: Seems eons away from these computer terminals that we now needed to walk over.

Franz: That's right. Go through some changes. But then Mr. Anderson would say, "Sand box one: closed," that used to irritate Mrs. Yates.

Burke: I would imagine that it would.

Franz: Sand box one because it was a kindergarten prime area.

Burke: Yes. Now she came as coordinator of Early Childhood that was Mrs. Brauer's-

Franz: That was her title.

Burke: Her title before. You recently received an award from the Alumni Association, did you?

Franz: Yes, for service. I thought that was really very gracious and very wonderful. That was a real surprise.

Burke: Good. There is a pleasant kinds of surprises and well-earned. It shows you're very active here still.

Franz: Well, I try to be.

Burke: Yes indeed. Do you have any other impressions you'd like to share about anything with your professional life?

Franz: Well, let's see if I have something here. Did we talk about professional credits? I think we did.

Burke: I guess we did.

Franz: Well, I would say that my 36 years at this college was most rewarding. There were difficult times, but we got over them, and I always felt that I had the support of the faculty, and I enjoyed all of them. Each one was different, each one had a different way of approaching various problems that we had, but we made it.

Burke: Yes indeed. As one of the faculty members in your department, let me tell you that you were truly admired and respected.

Franz: Well I loved all of you, and you too, Eileen.

Burke: God bless you. God bless you.

Franz: You were a wonderful person to work with and you knew how to-

Burke: Well I had good models, good models. If there's nothing else, I think that what we might do is call a conclusion to our Living History Program with Dr. Evelyn Franz. I'm delighted to have had her join us today.

Franz: Well thank you, Eileen.

Burke: Good morning.