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This interview was conducted with Anne Hildebrand on April 29, 2016 at Western Libraries Special Collections. The interviewer is Tamara Belts.

**TB:** Today is Friday, April 29, 2016, and I'm interviewing Anne Hildebrand about her Campus School experiences.

So how did you happen to attend the Campus School?

**AH:** My mother attended the Normal School for one year and received a Life Diploma. Because she had attended Normal School, my brother and I could go to the Campus School.

**TB:** Oh okay, okay, not because you lived in the neighborhood.

**AH:** Right, It was because she had attended the Normal School.

**TB:** Okay. So did anyone else in your family attend –

**AH:** Yes, my brother.

**TB:** -- brother, John? Is that the only, you just have one brother?

**AH:** Yes. Just the two of us.

**TB:** Okay. And what were the years and grades of your attendance?

**AH:** I entered Kindergarten in 1938.

**TB:** Okay. And you went through all six grades?

**AH:** Ninth grade.

**TB:** Ninth grade, okay.

**AH:** All the way through Ninth grade.

**TB:** Okay. So that ended in –

**AH:** Let's see...1947? I graduated from high school in 1951, so it would be 1948; the spring of 1948 – 1948/49, 1949/50, 1950/51; three years of high school.

**TB:** Okay, okay. And do you remember now, did your family pay any fees or anything when you went to the Campus School? Do you know?

**AH:** You know, I don't.

**TB:** We don't think that they really did either because it really was considered a public –

**AH:** No, it wasn't considered a public school –

**TB:** Technically I think it was.

**AH:** Technically.

**TB:** Because you know, we're a Washington State –

**AH:** Yes, for being accredited for high school, yes.

**TB:** So it wasn't like it was a private school, I guess, is the alternative.

**AH:** Yes.

**TB:** Okay. And then where did you live when you attended the Campus School?

**AH:** 212 21st Street, which is now the location of the Biology Building and across the street from Parks Hall. All three trees that my grandfather planted, at the back corner of the house, are still there.

**TB:** Nice.

**AH:** I used to play under those trees. Mother would send me out with various sundries, like an old tablespoon or something to dig with. I'd dig a big hole at the base of the trees, or right beside them, and fill the holes with water. I made little boats and then sailed them. Yes, I made all sorts of mud pies too. But those three trees are still there as well as the trees that lined our driveway, between our house and the neighbors. Our neighbors were Al and Ethel Meyer, and Al had Western Woodworking Company, which was located where the Village Lighting store is now.

**TB:** Next to the power station.

**AH:** Yes, that's where Al Meyer's business was. I remember how there was a big fir tree between our driveway and there's, the tree had been there a long time. I also remember that they planted one of their Christmas trees and it's still near the Biology building too.

**TB:** Nice.

**AH:** When I learned to drive, I had to come down 21<sup>st</sup> Street and back into that driveway, up the hill and into the garage, which was approximately a foot wider than the car. It was so tight that I had to really learn how to back up, and Dad had me practice that a lot. I'd have to get very close to the garage wall and then crawl through to get out the passenger side. That's how small the little garage was.

**TB:** Wow, wow. Let's see... So then how did you get to and from school?

**AH:** Oh, I walked.

**TB:** And did that seem very far away then?

**AH:** No, not at all. It was very close. Quite often I came home for lunch.

**TB:** Okay. That's going to be another question. And then actually the school you went to, originally you started out in the main building, but did you get to go to the new school?

**AH:** Oh, yes. I did, beginning in the summer of third grade. When I went to Old Main, Kindergarten and first grades were on the very bottom floor, and then the next grades, and the top floor was where the junior high was; seventh, eighth, and ninth. But all six grades were in the new Campus School by the time I went to middle school, because they built the Campus School when I was in the third grade.

**TB:** So you went third, fourth, fifth and sixth, or four, fifth and sixth there.

**AH:** Yes, I was in the new Campus School building for fourth, fifth and sixth grades.

But John and I went to summer school between my third and fourth grade. It was the only time my brother and I took a summer session. They had a special session for anyone who needed to have a little more help before school started. Which wasn't the case for my brother or myself, but John had just finished the sixth grade. He would have missed being in the new school if we hadn't gone that summer. So they let both of us go to summer school; that way John was able to be in the new Campus School for at least the summer session.

But I can remember being in Old Main, looking out the window and listening for months to the pile driver. They had to sink a lot pilings, because where the Campus School (Miller Hall and Red Square now) was located was really wet and boggy. There were long wooden sidewalks all the way across that stretch of grass, in order to get from the road that came right in front of Old Main. The road came from 21st Street down through the university, turned the corner and went down the hill past Carver Gym, and then connected with High Street at the corner of where College Hall is now.

**TB:** So, going back to your coming and going from school, so share -- any favorite memories of coming and going to school?

**AH:** Well, yes, there's two or three I can think of. The wooden sidewalk, at the end of the hill on the bay side of the street, curved and came down to Carver Gym. In the wintertime, it was a wonderful spot to slide. Walking along, you could slide a good distance. But walking to school, I guess the biggest memory that I have is actually when I hurt my knee. I hurt my knee in seventh grade and I can remember after that I had to be very careful walking down that hill. They were building a new heating plant -- where the Fine Arts Building is now, and there was construction and mud puddles. My knee was not very strong, it came out of joint again, and I slipped. So I remember it was always a bit hazardous after I got hurt.

But before that, one of the things that I -- it's kind of a silly thing to remember, I guess. But there was a gravel area at the end of the hill, where it now goes up to the engineering school, as well as an orchard on the Sehome Hill side, where they put Quonset huts for the college married students. But it used to be just a sidewalk down and I once found an agate in the gravel road. I don't know why, but that brings back memories because I used to watch so carefully for agates. I thought it was strange to find an agate in the gravel on the road because I had always found them on the beach at Whidbey. Agates were always special; I still have a collection that started with my grandmother's.

But walking back and forth to school was normal, everybody did. It was really not out of the ordinary at all.

**TB:** What about what did you do for lunch?

**AH:** Usually I went home. It was always a treat to stay. When they built the new school, it was something special to stay and have lunch on a tray in the little dining room at the Campus School. It is something I remember well, because it was so different.

**TB:** So the first three grades, or whenever when you were in Old Main for starters, was there a lunchroom? I mean, you went home most of the time, but was there a lunchroom there, or people ate in their room?

**AH:** I think they ate in their rooms.

**TB:** And they brought -- did they bring their lunch, or do you think they had a hot lunch too?

**AH:** I don't remember. I imagine that there was some food. Our classes were on the end of Old Main, we would go down the hall, past the nurse's office, and all the way through to the Campus School. If we were out of school ill, we always had to check in with the nurse's office before we could come back to class. So I remember going down that hallway, and I think I remember smelling food, so there must have been. But I actually don't remember staying for lunch when I was there.

**TB:** Right. And then I know when they had the new building, there was definitely a lunchroom there.

**AH:** Yes, there was definitely a lunchroom.

**TB:** And then you went to the lunchroom, or they brought lunch on a tray to you?

**AH:** No, we went to the lunchroom. We sat at round tables. It was just like sitting at a table at home with a family. I mean, it was supervised, and we had to take our trays and put the dishes in one spot, and I guess that was the beginning of recycling, wasn't it? But I remember we each cleared our own tray. But that didn't happen very often. I usually came home for lunch.

**TB:** And then after you ate, did you come back to play? Was that kind of an extended period playtime too?

**AH:** Well there was a playing time, but it may not have been right after lunch. We had rest periods all the way through Campus School. I can't remember rest periods being in the fifth or sixth grade, but we had them down in the younger grades. We always had to bring a little rug and a little light blanket -- everybody would spread them out and we'd lie down and actually have a rest. Sometimes the teacher or one of the student teachers would read while we rested. But in the Campus School, there was a regular area for reading. Every grade had a reading area at the back of the room. I can remember lying down in that area, so we must have done that. I also remember taking a special blanket that apparently was in my crib when I was little. It was

just a little light cotton square. It wasn't very big, but I remember taking that to school, and a little rug to lie on. Everybody had one, and resting was just part of the day.

I don't exactly remember when we had recess during the day, but we did. Many times it was just a period of what was called P.E. and we had that class in one of the gyms. There were three gyms in the Campus School. We also had swimming in the old pool. Is that pool still there?

**TB:** It's just gone now.

**AH:** It is now? They did take it out?

**TB:** [Carver Renovation.] They did take it out. I'm sure they're not going to put it back in. Although it hadn't been usable for a while because it was so old that there was some parts that they couldn't get to fix it.

**AH:** Yes, I imagine so. I wondered about that when I walked by and the whole place was gutted. We were in the Carver pool as Kindergartners. When I hurt my knee playing basketball in Carver Gym, I could swim and ride a bike after that, and that's all. And I remember swimming a great deal. I got my lifesaving certificate -- in that pool. For my final test, I had to save the instructor (Laughter). And he put up quite a fight; he came up blowing bubbles and he said "You passed, you passed, let me up!" Because we were taught to swim towards them, dive down and turnaround, and come up under them -- and then put your arm around and dunk them, I mean, so they're quiet. (Laughter) He decided -- I passed.

**TB:** Oh good, good.

**AH:** But I put that certificate to use. I saved a three year old child, when I was a teenager, off of Orcas Island. I was with a family, the mother was busy with the younger children, and this little fellow was face down and going out to sea. So I knew what to do. I think I was in middle school. Yes. So, swimming was good.

We also had dancing and all kinds of games. We weren't just turned loose to play outside. In fact, we used to play baseball out in front of Old Main. There were some swings and bars at the back, by the Kindergarten entrance, but I don't really remember spending very much time there. I think our activities were mostly in the gym or under instruction.

**TB:** Okay. So do you remember any favorite classmates?

**AH:** Oh, you know it's strange. I can't remember something that I want to remember from very recently, but I can think back and name almost everybody that was in my class, because I was with them from Kindergarten through Ninth grade, and then most of them went to Bellingham High. So being in the same place and with the same people for twelve years, yes, I knew almost everybody in my class very well.

**TB:** So who were they?

**AH:** Georgia McCush.

**TB:** I was wondering if you were with her.

**AH:** Yes. You know Georgia? Diane Griffith. She's passed away now; she had a brain tumor. Oh goodness, Nila Hurlbut, and Elaine Nelson, and Shirley Johnson, Sally Lunde, yes.

**TB:** Okay.

**AH:** Lots and lots of friends.

**TB:** And so who were your favorite and most influential teachers?

**AH:** Oh, that's kind of hard. We had wonderful teachers. We had a supervisor and four or five student teachers every quarter. But the teachers were exceptional. They gave us so much of their time and their compassion and their obvious love of children. And then the methods, the Dewey system of teaching, where we'd have a subject and then apply everything to it, so it would include, math and writing, and we spent a lot of time in research and finding out about something, and it'd be all written up. That method of learning I carried on for many, many years. I taught my violin students really in the same method because they really needed to know how to learn, and it's true with an instrument as well as on an assignment to write about something in history. You have to cover all the different aspects.

So, favorite teachers. You know, Miss Nicol was Kindergarten, Miss Elliot was -- Miss Elliot and Miss Casanova. Miss Channer, she was the fifth grade, Edna Channer. They all stand out in my memory as being really fine. In terms of all the teachers I had through nine grades, it was in the seventh grade that was not my favorite.

**TB:** Was that Mr. Panches?

**AH:** No. It was Miss Odom (1907-1993). She just didn't seem to me to be very pleasant herself, and it seemed to carry over. She and Miss Channer (1906-1993) lived together; they were friends, but really opposites.

**TB:** Interesting.

**AH:** Yes. I don't know whether that's --

**TB:** I mean, they were quite a bit different in age too, I think. *[Ed. Note: Not a big age difference].*

**AH:** Were they? I don't know.

**TB:** I think so. Anyway, well I have to ask, because it didn't really quite come in here, but any special memories of the music program, and where did you get your passion for music? Was that just –

**AH:** Oh, well that's interesting too. Miss Booth.

**TB:** Okay.

**AH:** Bless her heart, yes. She was instrumental in capturing my interest, I know. But my real beginnings came in my family. My father played piano and sang. He had perfect pitch. And even when John and I were very small, we went to civic music concerts with our folks. And Dad would come home and go right in and sit down at the piano and play something that he'd just heard. And that fascinated me. He would sing a lot during the day, working, or he'd whistle, and so I was around music from the time I was tiny.

But Miss Booth was really very, very special in my life.

And then in middle school, we actually had a little orchestra. I imagine it was maybe only eighth and ninth grade, but that was the first experience I had playing my violin with others. Because I always wanted to do more of that, it's one of the reasons when teaching privately, that I encouraged my students to play in orchestras. I started the first youth orchestra here in town in 1983, Mt. Baker Youth Symphony, and we've had a group going since then.

Sharyn Peterson has been our director since 1993, but we had others before that. When we first started out, our conductor was a graduate from Western, Mike Copland; he continued on into education and administration. He played the cello. He started a group of strings, so they could keep up with the winds. The keys are different; the easier keys for violin, the harder ones for wind instruments and vice versa. So that was the beginning. And then Bruce Pullan invited us up to practice and rehearse at the PAC, because it wasn't being used on Saturday. He said, "You're paying taxes, you can use the room, the space, as long as we don't need it," and so we did.

But my love of playing and playing together started in Campus School.

**TB:** Nice, nice. And then, do you have any special memories of your favorite student teachers?

**AH:** You know, when you asked me about the teachers I remember the supervisors. I do not remember the student teachers. We had so many. When I was in Campus School, it was the supervisor that I remember the most. I remember we had many parts of our classes from the



student teachers. They were always there and very helpful. It was a great arrangement for us, for the students.

**TB:** So what were your favorite subjects or classroom activities?

**AH:** I liked school. I guess maybe I would say that science. We were introduced to subjects in middle school with college professors, and the science classes were fascinating to me. We had anatomy class, and we had to dissect.

**TB:** Oh wow.

**AH:** We did all of those things under the supervision of college professors. And I mentioned, swimming was always special to me. I loved reading. I liked writing. I liked everything. And in ninth grade, a few of us were singled out to take a class from Mr. Hearsey -- with the college kids -- so that we could use the upstairs library, "the stacks". In the main library, the children's library was to the right. That was the only area we would allowed to be in. But in ninth grade, like I say, Georgia McCush and Diane Griffith and I, and Marylou Olson, and Jerry, probably ten of us or so, took Mr. Hearsey's class.

The other thing that was really fortunate for me in middle school, was that I took a typing class for three weeks in ninth grade, which I used that all the way through high school. I did a double major in college with music and education. With two majors there were a lot of requirements and lots of type written reports. The year after I graduated, I worked in the Registrar's Office typing, which required taking a typing test, which I'd never done before. But those three weeks in ninth grade got me ready for it and I've typed ever since.

In the sixth grade, of course it was during the war, during our reading time we were able to make little square, woven squares. I made two afghans, one for the Army and one for the Navy. And that was fun. I liked doing that.

Of course, from Kindergarten all the way along, we could make things out of clay. We could make things out of wood. We were always making things and writing about them. I still like doing things like that.

In middle school, we had sewing lessons from Lucille Barron in the Home Economics department. We had a cooking class too.

**TB:** It wasn't Dorothy Ramsland, was it?

**AH:** No, it wasn't Dorothy.

**TB:** -- later.

**AH:** I don't remember right now.

But I do remember one of the pranks that one of the girls did. I don't remember who it was. We would make something in class, but we couldn't eat it. We had to give it to the teacher. One time we made chocolate pudding; I've always loved chocolate. Anyway, one of the girls decided that that wasn't fair to give it all to the teacher. So, she actually put a bunch of salt in the pudding before we went dashing down to the Carver Gym for swimming class. But I do remember that. I would never have done that.

**TB:** Right. (laughter)

**AH:** But I did observe it.

**TB:** Did the teacher notice?

**AH:** I'm sure she would have had to notice.

**TB:** She would have had to have a taste of it, yes.

**AH:** Later, but I don't know. I don't think there were any ramifications, so I really don't know what happened.

**TB:** Okay, okay. What kinds of learning materials did you use mostly... regular school books, materials created by your teachers? Do you remember?

**AH:** We had access to whatever we needed, books, of course. And that's how we learned to write research reports. And earlier than that, we were reading and writing book reports. But like I say, we had all the materials available for whatever we were doing. I can remember reading the Laura Ingalls Wilder books and then making little figurines, like Laura and Mary and the dog, out of clay. We then took them over to the Fine Arts department and put them in the kiln to be fired. I had my little Laura Ingalls Wilder figurine that I made for a long time. I've moved so many times, I don't know where it is now. It was one of the things that I wanted to give to the collections, but I couldn't find it. It probably got broken some place with the number of moves. But we had access to all kinds of research material. I'm sure the teacher would bring things in too. We used the library a great deal. We were in the library when we were in Kindergarten.

**TB:** Cool.

**AH:** That's always been big for me, libraries, and I can't quite get used to just pushing a little button and having everything come up on Google, because I can remember spending hours going through many, many books, and writing the bibliography. We had to learn the Dewey Decimal System to work upstairs in the library. I know the Dewey system lots better than I know the computer.

**TB:** Wow, very cool, very cool. And actually, why don't you tell us, because this was already mentioned, why don't you tell us a little bit more about what Mr. Hearsey was like. Can you remember him very well?

**AH:** We were quite impressed because we were kids and we were in that college class, and he came in and gave a regular lecture, and we took notes. We were required to do exactly what the older kids were doing.

**TB:** Oh, okay.

**AH:** But we respected our instructors from Kindergarten on through. So we felt privileged to be there.

**TB:** Oh, nice.

**AH:** And I know that he covered everything we needed because we had to pass a test before we could use the library.

**TB:** So do you remember what kind of grades were used, and it might have changed during the time that you were there, letter grades or narrative reports?

**AH:** We had conferences.

**TB:** Okay.

**AH:** Parent-teacher conferences. They kept track of attendance, but we didn't get a letter grade. But like any youngster, they know which group they're in, in terms of reading or math or whatever. Like I say, there were a few of us that were selected to go into that one class, so we knew that. In middle school, when I was in that science class with a college professor, we had to draw what we were dissecting. We had to draw everything that we saw. And those were graded with H for honor, S for satisfactory, and I guess U for unsatisfactory. That's the only grading that I remember, except for the very detailed, numerous paragraphs that the teachers would write, which was like a report card.

**TB:** I think we call them narrative reports, but yes.

**AH:** I think my mom was the one that went up for the conferences. Dad was always working. But a parent always got a written report.

**TB:** You talked a little about this, but do you remember any creative activities, such as weaving, making things, and of course you mentioned the quilt or the –

**AH:** Afghan.

**TB:** Yes, the afghan. Do you remember some other things that you might have done?

**AH:** Well, my brother built a boat (laughter), which is still being used. I don't have it at the beach anymore, because I couldn't move it. It was so heavy.

**TB:** Oh, wow.

**AH:** He built it with Charles Rice who was in the Fine Arts department. And John had so many screws and so much glue that it lasted for years and years. He made it when he was in middle school.

We did do bigger projects, but I remember the smaller things that I worked on. I did enjoy the drawing. In fact, the teacher said that it would be something that I could actually go into, sit in on operations and draw. But in those days they were beginning to use photography so much that I really didn't think that it would be something that would be very lasting. But I understand they still do that. They still have people go in and actually draw what they're seeing. That would fascinate me. But I had five majors in high school; I really enjoyed all my classes.

**TB:** And I think you kind of mentioned it, you didn't remember student teachers. Do you remember even being like kind of observed by them? And what was that like?

**AH:** Oh yes, they were always there.

**TB:** Any thoughts about what was it like being watched all the time or?

**AH:** No, it was just part of our day. We were familiar with it; all the way from Kindergarten through ninth grade. I can remember when the student teachers would come in and when they'd switch with a new quarter. They'd all come in and be in the back of the room in a group. They'd look at us and we'd look at them, and we had to learn new names. We always addressed them always like: Miss Channer.

**TB:** And then you did mention that you went to Campus School once, and is that the only summer -- I mean summer school.

**AH:** Just the one time in summer.

**TB:** Just the one time? And that was really so your brother could have a chance to see the new school.

**AH:** Yes. It was fascinating with all the ramps and things like that (laughter).

**TB:** Oh yes, yes, yes. And so what out of classroom activities did you engage in? What did you do at recess, lunchtime? What did you enjoy most? What games did you play? And you've kind of talked a little bit about it, but is there anything else you haven't said about it?

**AH:** Well I do remember Mom used to make things for me. I wore dresses. Nobody ever wore pants. In fact, we wore dresses all the way through high school, and I had to wear dresses all the way through college. We had a dean of women at Washington State, and you didn't wear pants on campus, you know, slacks or anything, except if it was 20 below, you could wear ski wear. When I was in grade school, Mother would make a dress for me and then she would make a pair of, well, we laughingly called them pantaloons, but they weren't long. They were just made out of the same fabric as the dresses, so that we could turn upside down on the playground bars. Isn't that a funny thing to remember (laughter)?

**TB:** I wore shorts under my dresses. I had to wear a dress until my senior year.

**AH:** Did you?

**TB:** In fact, only one semester of my senior year could we wear pants. All the way up through the first half of my senior year I had to do it. So I remember we just wore shorts under our dresses, because same thing -- you wanted to be able to play and turn up and down.

**AH:** I do remember we had a lot of fun playing dodgeball and other games together, but we did all of them in skirts. We had to change of course for swimming. We had to line up for those horrible suits. They were grey cotton, just terrible. Then once, when we got a little bit older, they had some blue ones, a bright blue and kind of a bright light green, and we'd always try to get in line first so that we could get the colored ones. They all fit the same way, nothing quite like today's swimsuits.

**TB:** And they still had those in 2007 for the Campus School reunion.

**AH:** Really?

**TB:** We went to get an example of one for the exhibit, or for something, and they still had those. Horrid, horrid.

**AH:** They were awful. I do remember that.

We did so many different projects and everything was interesting. I mentioned research projects, but making things was fun. They called it Art class. We had a room in the Campus School that was just for projects, art projects. But every single classroom had their own workroom. Each classroom had an office for the teachers, a storeroom, the workroom, and then the classroom, with the reading nook. So it was really a complete unit. We did go to Miss Booth's room for

music in the new school. I can't remember going to music in Old Main. I think the music teacher came into the classroom, but I don't remember.

**TB:** Okay. And then did you visit the college itself, the college library, attend assemblies or sporting events, or anything else at the college when you were in Campus School? And any special memories of these? So you talked a little bit about the library. Was that like a regular -- did you come once a week or something? Especially when you were in the old school?

**AH:** Well we always had library books, so I think we went regularly. I'm not sure it was every week, but we could check out books, and we always had a book to read. If we finished our work we could read. And so we always had a book.

I remember the college, living so close to it. I remember watching college activities, looking over the back fence and watching the track meets. I remember that they would have a great big bonfire for homecoming, and we were so close that, we could go and watch that. I don't remember going to a basketball game until years later, after I came back to Bellingham. But in Campus School, I knew the team, we knew they were Vikings, and we knew about the mascot. I don't remember going to games. But then, maybe there were some that did. When I came home from school, I did homework and practiced, and then I either helped Mom in the house or I helped Dad outside, piling wood because we had wood stoves and a fireplace, so we always had chores outside. Because we had the land, we had a barn and animals, so it all had to be taken care of. So we had chores. I remember in middle school, that Miss Odom asked Mom, literally told Mom, that she should let me go downtown with the other girls after school. My mother said, "Absolutely no.t" So, I know that there must have been collegiate games and I'm sure that some of my classmates went to them, but I was always busy.

**TB:** Do you remember much about the Campus School? They had, I mean their [mascot] because they were like the Bulldogs or something --

**AH:** Oh yes, we had a newspaper we would write for. And in fact, I have a set of them, through Florence, who recently gave them to me. And I think it was Georgia's sister, Molly, who gave that set to the collections. The first publication's cover had a picture of a Christmas scene, with a fireplace and stockings. In that first little bulletin, John's sixth grade class were asked what they wanted for Christmas. I looked at my brother's list and it said, a bicycle. In looking at that front cover, there is a little boy looking in the doorway and there was a bicycle under the tree, so I think he was thinking that. He probably did want a bicycle, because we didn't have things like that until we got bigger.

But we were always busy, raking leaves or canning or working around the house.

**TB:** Let's see. So you graduated -- you would have entered public school then in tenth grade. And then, could you talk about what -- was that a hard transition or?

**AH:** No, it was just accepted in those days. There was only one high school and that was where you went when you finished ninth grade. It was exciting to go to a different school and I did meet new friends that had not gone to Campus School. And I still know a lot of those folks. A lot of them are gone now, but one of my best friends went there only for a year. Then her folks sent her to St. Paul's school for girls, in Walla Walla. So I saw her only in the summer. But Marylou Olson and Georgia and Diane and Nila, Marion Zwaschka. All of them, all the same kids all the way through. And even now, when we have a Campus School reunion, I know so many, I recognize them.

**TB:** But you probably did know other kids that went to the high school before you got there, right? You would have went -- Did you go to St. James when you were growing up?

**AH:** Yes.

**TB:** And so you probably had friends there too.

**AH:** Yes.

**TB:** Bellingham's not that big, or wasn't then.

**AH:** No, it wasn't that big then.

**TB:** And then, so any specific differences between public school and Campus School that you remember?

**AH:** (Laughter) In comparison to Campus School, high school was different. We didn't have five teachers in one room, and assignments were different. It was high school. I didn't compare it. Except -- I used the method of learning that was taught in the Campus School to complete my homework. That part carried over, like I said. Even now I organize tasks the same way as I did then. So what I learned has carried over my whole life, and I've used it with my kids. I don't know how many violin students (laughter). I never kept track, a lot.

**TB:** Really? Wow.

**AH:** Jim would always, being in mathematics, do things in his head that I couldn't. I didn't know how to do that. My brother was the one with the mathematics. But I did alright in algebra and geometry in high school, but that's as far as I went. I never had trig or anything like that. When faced with a big number I'd ask Jim, and he'd say, "It's a lot." So, that's how many students I've had.

**TB:** Oh, okay, a lot, right, right.

**AH:** (Laughter) It covers a magnitude of things. The other thing he used to say, didn't come from the Campus School, but the other just tickles me, because it's similar to what we were taught all those years. If there was something we had to do, I would say, "How did you know that?" and he would say, "You have to know." (Laughter) That covers a lot. But that was the principle behind this Dewey system of learning. You had to figure it out, find it, make it work, organize it, and put it all together, and then you'd know.

**TB:** Okay. Let's see. And then what further education did you pursue? It sounds like you went to WSU then?

**AH:** Yes, I went four years to Washington State College and two summers at Western, to complete my science credits. I graduated in 1955. Then I came back to Western in 1971 to do a fifth year to get my provisional teaching certificate. I taught a year prior so that I could be eligible to do a fifth year. I did a fifth year here at Western in 1972.

**TB:** Did you teach, then? Is that what you did, I mean, outside of your violin students, music?

**AH:** Well I taught a year in Highline School District after I left Washington State College. After receiving my 5<sup>th</sup> year general certificate, I did some student teaching at Whatcom and Sehome. However, I then started teaching privately after that.

**TB:** Okay. And then we've talked about you are still in touch with your Campus School classmates. Ah! Would you be willing to serve as a contact person for your class reunion, or whatever for the purpose? They're hoping to do one in 2017, another reunion in 2017.

**AH:** How old will I be? (Laughter)

**TB:** It's one more year. This is 2016.

**AH:** One more year. Oh, well that's nothing. And 84's no different than 83, right?

**TB:** Right.

**AH:** Sure, I can do that, yes.

**TB:** You'll be working with Fran Maas.

**AH:** Oh, I know Fran, yes.

**TB:** Yes, and I don't know what she's going to do. She's just talking. They're kind of still, right now they're trying to get through Back2Bellingham, but then they are kind of planning on that.



**TB:** Nice. Well, and this will be -- I think it won't be tied to Back2Bellingham. They're definitely going to do it separately. And then the next time in 2017, and so, but anyway, I'll just let her know.

**TB:** Alright, okay. Do you have any -- Well, we talked about your Campus School memorabilia. Let's see. Is there anything else really that we haven't asked you that you -- that we would like to know, I mean, that you haven't told us now that you'd like to share?

**AH:** Well you know the story about our horse.

**TB:** No, go for it. It's not on tape, I know that.

**AH:** (Laughter) Well, when I was in middle school, my brother, being three years older than I, was permitted to ride our horse named Minnie, or Minoretta I think her real name was. She was a quarter horse and loved to run. As I mentioned, Carver Gym had a little athletic field and track behind our house --

**TB:** [Waldo Field].

**AH:** Well, the story has it that Dr. Haggard typically would pick up the phone and request whatever he needed to have done. He just knew a lot of people. So he called my dad one day and he said, "Phillip, the track boys would appreciate it if you didn't ride your horse around the track".

**TB:** Ah.

**AH:** It was kind of like, "Don't Walk." He'd open the door or a window and say, "don't walk across the grass." The grass was sacred. You couldn't just walk anywhere. In fact, coming into the library today, there's a great big path that goes across, and I thought that would never have happened when the Campus School was here. But in terms of the president calling my dad, it was just a story that he could hardly believe. John had raced Minnie around the track as she just loved to run. I don't think it was just the cleaning up, but her hoof prints left divots, because she was running so hard. Dad would let me ride bareback only if he was right beside me, because we did not have a saddle, but not up on the field, only around the barn. But we had to stop that too.

I do remember activities on that field, because during my Campus School years I would go down to the field with my brother and his friends to play. 500 is what we played. They'd bat and we'd try and catch the ball. It was not as complicated as baseball. Because the activities that were happening on campus were so close and we were aware of them and we could usually watch.

**TB:** Do you have other Haggard stories that to share? I mean, was he very involved in the Campus School or at least did you see him about a bit?

**AH:** No, our director was Miss Rich, Mary Rich.

**TB:** Oh, okay, nice.

**AH:** She was always around with us. We didn't see Dr. Haggard that much directly with the Campus School. And then after Mary Rich left, Paul Grim became the director of the Campus School.

**TB:** Paul Grim, G-R-I-M.

**AH:** Grim, yes. I remember him being in the office and Nancy Smith was the secretary. By coincidence, Dr. Haggard's granddaughter owns the beach cottage next to my place on Whidbey Island. I see her in the summertime and that connection has been fun. And of course I knew Margaret in town for many, many years. There were a lot of people involved with the Campus School and the University that were also at St. James, so I've known families for years.

**TB:** Is there anything else we haven't talked about?

**AH:** Well, yes there is one more thing that probably is worth mentioning, and that is my mother loved teaching. She really liked working with youngsters. She would invite classes from the Campus School to come down to our house. Mother would explain how she put milk through a separator. One time she'd made butter and another time she baked bread and then homemade jam. The youngsters would write thank you notes. We had big, paper tablets in those lower grades, with an area at the top to draw a picture and two or three long lines at the bottom with wide spaces.

Years later, when I was in college, my mother (laughter) took one of the laying hens up to Miss Nicol in the Kindergarten and the children took care of the chicken there in the classroom. Mom ended up working and teaching at the Campus School. That connection of sharing what she knew how to do and the fact that we had fruit trees, animals, and a big garden was a source of (laughter) great educational benefit.

So, that made an impression upon me. I can remember the Campus children coming down when I was in middle school or high school, they would be sitting on the kitchen floor...learning. After Mother passed, I found several large envelopes full of those thank you notes. The children had fun with the chickens and many thank you's for the butter.

**TB:** It's really kind of fascinating, you almost like grew up on a farm even though you were so close –

**AH:** Yes, we did. My grandfather purchased land in 1917; 58 acres. So the college was here and we were here. On 21st Street, there was Professor Kibbe, who lived right across the street from

us. He retired from the History department. I spent hours in his living room with books. I can remember writing a research paper about the Bonneville Dam; he had wonderful books. It was such fun.

Anyway, there were several teachers and professional people, who lived on the street. I didn't have any, any immediate neighbor children. The Barnetts lived a ways down the street from me and I think they went here for a while. Nancy Barnett?

**TB:** Sounds familiar.

**AH:** And Ruth Rairdon. The Rairdons lived three blocks down from us. We had an orchard and we had a huge garden, and the athletic field was back by the barn behind the house. I mean, it was side by side.

Oh, I know something that might be kind of fun. When Western Washington College of Education wanted to replace the Carver Gym flooring, it was before the days of recycling as such. It was the custom at the time, when they didn't want something, like the oak flooring, they'd dump it over on the other side of their athletic field, over on the edge of our property. Well, it was the Depression, we didn't have a lot, and so whatever my Dad saw that he thought he could use, he picked it up. So our little cabin on Penn's Cove has Carver Gym's oak floor. As well as cedar siding and the little, rectangular-paned windows, that came out of the old Infirmary.

**TB:** So do you still have the cottage?

**AH:** Yes, down on the island in Coupeville.

**AH:** The college would just throw away chairs and all kinds of stuff in those days, and we used everything that we had. What we had to take care of and that way of saving and using stays with you.

**TB:** Yes, cool.

**AH:** But yes, I have a cabin with oak flooring in it (laughter) from the college.

**TB:** Nice, nice.

**AH:** And President Haggard's granddaughter visits in the summer with me down there. It's kind of a small circle –

**TB:** It is. It's a small circle. So anything else?

**AH:** I remember going to the nurse's station. That was something. You didn't get into class without checking in.

**TB:** And was that May Mead? Or was she gone by then? She was a long time nurse at the college, and she was the daughter of the governor, Governor [Albert] Mead.

**AH:** Oh really? I don't remember her name.

**TB:** Yes, she went by her -- I don't think her real name was May --

**AH:** You know, I don't -- there were other nurses that worked in there, and I don't know their names. I don't think I ever knew that.

**TB:** But yes, she could've been gone by then. It does kind of all start meshing in my mind --

**AH:** Yes. All kinds of things happened. I can remember being a patrol, in a patrol group because we had that long wooden sidewalk, and then we had to cross the street and the cars coming in to Old Main, and so we had school safety patrol there to get across the street.

**TB:** Yes, we have pictures of that.

**AH:** Oh, and the great big hill where Haggard Hall is?

**TB:** Right, right.

**AH:** There used to be a great big hill in back of the library. But I remember the campus when I was young. The knoll was spectacular. It was kept so nicely.

**TB:** Did you play there or did you just, there were a lot of events there --

**AH:** Oh no, we weren't permitted to -- even walk on it.

**TB:** Okay. Because I know it got used a lot in the early years too. I mean, it was like a destination place. They would have art classes and different things that would be on that.

**AH:** No. We could look at it, from the sidewalk, but we couldn't walk on it. But that's all right, you know. It was private property.

**TB:** Cool, it was very nice. I'll say thank you --

**AH:** On and on and on.

**TB:** No, it's good, it's good. So we'll transcribe it and we'll send you a copy, and then if you want to make any changes, you can. But then if you don't, we can still go ahead and put it up. We usually put it in a collection on our website. You've probably seen that, the oral history program, so. So very good, thank you.

**AH:** You're welcome.

*End of Recording*