

An Interview with

**Marie Caldwell Sloan**

at The State Historical Society of Missouri

Columbia, Missouri

**11 December 2009**

interviewed by Kelsey Rightnowar  
Oral History Intern



**Oral History Program**

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## PREFACE

Marie Caldwell Sloan was born in 1939 in Osgood, Missouri. She grew up on a small diversified livestock and grain farm and attended two one-room schoolhouses, High Point School and Eggleston School, during elementary school. The Sullivan County School District closed and consolidated schools after she finished fifth grade, so Sloan was bussed to Humphreys, Missouri, for sixth through eighth grades. Sloan describes the physical High Point School building and in general discusses teachers, recess, and other activities. She also discusses the poor education she felt she received until seventh grade and the big adjustment to attending the much larger Milan High School where she graduated from in 1957. Sloan received her undergraduate degree from the University of Missouri-Columbia in general studies.

The second half of the interview focuses on Sloan's career in the University of Missouri's Department of History from 1981 to 2001. She initially took care of the department's finances and budgets, but in 1996 Sloan became the department's first Academic Advisor. She also coordinated the department's University of Manchester England student exchange program, and is credited with starting the history department's internship program and the Undergraduate History Association.

The interview was taped on a 1GB CompactFlash card, using a Marantz PMD-660 digital recorder and an audio-technical AT825 microphone placed on a tripod. There are periodic background sounds but the recording is of generally high quality.

The following transcript represents a rendering of the oral history interview. Stylistic alterations have been made as part of a general transcription policy. The interviewee offered clarifications and suggestions, which the following transcript reflects. Any use of brackets [ ] indicates editorial insertions not found on the original audio recordings. Physical gestures, certain vocal inflections such as imitation, and/or pauses are designated by a combination of italics and brackets [ ]. Any use of parentheses ( ) indicates a spoken aside evident from the speaker's intonation, or laughter. Quotation marks [""] identify speech depicting dialogue, speech patterns, or the initial use of nicknames. Em dashes [—] are used as a stylistic method to show a meaningful pause or an attempt to capture nuances of dialogue or speech patterns. Words are *italicized* when emphasized in speech or when indicating a court case title. Particularly animated speech is identified with **bold** lettering. Underlining [     ] indicates a proper title of a publication. The use of underlining and double question marks in parentheses [           (??)] denotes unintelligible phrases. Although substantial care has been taken to render this transcript as accurately as possible, any remaining errors are the responsibility of the editor, Jeff D. Corrigan.



KR: Hello, my name is Kelsey Rightnowar and I am here at the State Historical Society of Missouri. Today's date is Friday, December 11, 2009. I am sitting with Marie Sloan of Columbia, Missouri to interview her on her experience attending a one room schoolhouse, as well as her years beyond as the academic advisor for the history department at the University of Missouri-Columbia. Hello Marie, could you tell me when and where you were born?

MS: I was born in Sullivan County, Missouri. The name of the town, or the mailing address at that point was Osgood, which no one has heard of, but it still is a town. I was born in a farmhouse, not in a hospital, but I did have an official doctor there with my mother so—

KR: Could you tell me what year you were born?

MS: 1939.

KR: Great. What did you parents do for a living?

MS: My dad was a farmer.

KR: Okay, and your mother?

MS: My mother was a homemaker and we had a general livestock grain farm, so we raised some cattle, some sheep, some pigs, grew corn and back in those days I don't remember that we had soybeans. They came along later and I remember that my father also had a team of horses, but in addition to a tractor. And I can remember that we didn't have electricity until I was six.

KR: Okay, and when and where did you start school?

MS: I started at a school called High Point and it was about a half a mile from our farm and during my first grade year, there was no Kindergarten. My family bought a farm

just a mile and a half or two miles away from where we had been renting, so we bought a home and then the walk to High Point School was a lot farther than it had been from the other home. So, my brother [Kenneth Caldwell] was already in high school, and so I was walking this by myself.

5 KR: By yourself. So the next question is do you have any siblings?

MS: I had this older brother, he was eight years older than I and as I said. He was in high school. He was a freshman when I started first grade.

KR: Did he also attend the same one-room school as you?

MS: He did. He went all eight years to that High Point School. He had two teachers who  
10 were sisters and they were very, very good teachers, and very learned, unlike some of the ones I'll explain to you later.

KR: Alright, and could you describe the building for me?

MS: It was just a one-room schoolhouse. It had two doors, one on each side and I  
15 remember—I'm sure others have told you about the pot bellied stove, and that was the source of our heat. As a first grader, I remember especially having a sandbox that was about three feet off of the floor and it was actually a box with a, maybe a six inch rail around it, filled with sand, and some, I'm sure homemade toys in there to play with and to build with. We had graduated sized seats. First graders, of course, were small, all the way up to larger ones. And the little kids sat on the left and the others  
20 sat on the right.

KR: So, talking about the pot belly stove, how was the school heated in the morning? Did somebody come in to take care of it—

MS: —the teacher.

KR: The teacher?

MS: The teacher had to build the fire.

KR: Okay and what subjects were most emphasized at school?

MS: I don't remember much except reading and mathematics as a first grader, and  
5 sandbox obviously. But, you know, in a one-room schoolhouse you hear what all the  
others are saying, all the way up to the eighth graders, so if you're paying attention,  
you might learn something else, besides math and reading.

KR: Okay and how was the building maintained? Did the students help with any of the  
upkeep?

10 MS: Not that I recall.

KR: Okay.

MS: There were parents who came in occasionally at the beginning of the year and I'm  
sure they brought coal, or they brought wood, I'm not really—I don't remember  
which way we had it. But, you know the parents would have helped supply the fuel  
15 for the stove and I'm sure they helped scoop snow. We did have a lot of snow in that  
area.

KR: Okay and so, going on, how did you get to school? You walked by yourself in the  
snow?

MS: Um-hm. I did. My husband makes a lot of fun of me because he says that I  
20 exaggerate walking two miles through the snow drifts that were as tall as I am—I  
was, but that really is kind of true. When we moved to this other farm, my father  
would drive on the tractor, he would cut across our field instead of going down the  
corner and up the road. He would drive me across on the tractor, so he would make

my trip shorter. And then there was a friend who, her name was Doris, and she lived in a house about halfway between where my father left me out and the school. So I usually met up with Doris and we walked together and when we came home, I stopped by her house and her mother always had cookies for us.

5 KR: Okay and what were the teachers like at school?

MS: The teachers were— I think this particular first grade teacher, and she also was my third and fourth grade teacher, I think she had maybe two or three summers of education at Kirksville State Teachers' College back then. She had no degree and she was really not very well educated. My brother had teachers that were really well  
10 educated, but my first, third, and fourth were not.

KR: Okay and was that your only teacher in the school?

MS: Um-hm.

KR: Okay.

MS: I did learn to crochet and quilt.

15 KR: Alright, and so did the teachers live at school— or did the teacher live at school or did she walk?

MS: No, she— I don't know if she, I think she rode a horse some of the time and I think she also had a car some of the time.

KR: Okay and were there are special outings at school, like field trips or anything like  
20 that?

MS: Everyday was a field trip (laughs). Just about. We had outdoor bathroom facilities, one for the boys and one for the girls on opposite ends of the play yard.

KR: Okay and so were there any special events at school like any pie socials or Christmas shows?

MS: There were pie suppers I believe we called them.

KR: Okay.

5 MS: And we decorated boxes and they were bid on and that was a fundraising. We did have programs at Christmastime, [and at the] end of school. I don't remember any other occasions other than those two programs.

KR: Okay, great. And ah—so describe a typical day for me at school.

MS: It's been a long time. Now are we still talking about the first grade?

10 KR: Um, not necessarily. I mean, we can talk about the day as a whole. Did it change then as you got older?

MS: Well the second grade I went to a different school.

KR: Okay.

MS: I went to Eggleston School and it was closer to our house, but it was straight across  
15 the field in the opposite direction. And there were more students there, and I remember being very intimidated by the big eighth grade boys. They were ready to go into high school and I was a second grader, and I was sort of frightened. But anyway, that teacher was better and I just, as I recall, we would start off the day either way with the first graders and we had to memorize words. We didn't use phonics and  
20 we memorized words and then she would move on to another grade and they would read stories or tell what they read or that kind of thing.

KR: Okay. Did you have lunch and recess during the day?

MS: We did have recess.

KR: Okay and how long was that?

MS: Um, I think the recesses were probably fifteen minutes and lunches maybe thirty minutes. We had to bring our own food, our own lunches, and I still have one of my lunchboxes—I should've brought that. You would've found that rather interesting.

5 KR: What did it look like?

MS: It was round and it was oval like this and it had a lid around the top.

KR: Alright—

JC: Was it metal?

MS: Metal.

10 KR: Metal. And what kind of games did you play at recess?

MS: They played— we played baseball, and dodge ball, and tag, and I can remember walking on top of the wooden fence as a balance beam kind of thing and falling off and tearing my leg up a little bit. I think just standard games, but of course the little ones were— they really didn't want us to join in too much.

15 KR: So, did you switch schools when you moved or was it—

MS: — when we moved, yes.

KR: Okay.

MS: When we moved uh, the—you know the walk was longer at the end of my first grade. And so then second grade I went across the field and back and this was through a  
20 herd of cattle which was really frightening. That was really frightening, so my parents thought that maybe I should go back to High Point my third and fourth grade years. And the fifth grade, the High Point [School] closed because of lack of attendance. So I went back to Eggleston. And the entire [county] school district in

Sullivan County closed up and they consolidated. Then I was bussed to a school in Humphreys. So my fifth—no, sixth, seventh and eighth grade I went to school in a—I guess it was a one-room schoolhouse that had been converted for seventh and eighth grade or fifth and sixth grade.

5 KR: Okay, interesting. Alright, so how many students did you have at Eggleston?

MS: At Eggleston I probably had—in my grade there were, probably six, but I think all total there were twenty-some. As I say, some of these guys were really big, getting ready to go into high school and (laughs) so they were scary. I didn't know who they were (laughs).

10 KR: So, when you transferred to Humphreys, was it about the same amount of students or—

MS: —no, they were bigger—

KR: —bigger?

MS: I had, you know, fifteen or so in my class.

15 KR: Okay and was the transition to the building the same. Did it seem—what were the main differences between your transfer after Sullivan?

MS: After Eggleston?

KR: Yeah, after Eggleston.

MS: Well, of course riding a school bus, that was quite different. I really don't feel like I  
20 had a very good education up until starting the seventh grade. And then I had a teacher who was maybe 4' 10" and she had braids around her head and she dressed really nice and I probably would have never graduated from college if it hadn't been

for Mrs. Elgiva [McCracken]. She was my savior. Up until then, I had not had a good education.

KR: So what was it about this teacher that inspired you so much?

MS: She was tough and she was educated and just knew how to teach, you know. And  
5 sometimes you relate to teachers, and sometimes you don't. And even though she was strict and so forth, she was really an inspiration to me and I thought, "Ah, this is what it could be like."

KR: Okay. So where did you go after your eighth grade year? Did you transfer to a bigger high school?

10 MS: Yes I did. I went to Milan High School.

KR: And so what that ninth through twelfth grade then?

MS: Yes it was.

KR: Okay and what was transition like going to a larger high school?

MS: That was very scary. It was—I had two cousins who, they were first cousins, people I  
15 grew up with, not in the same school area. But, we shared the same grandparents and we went to the same country church and so they were colleagues, so to speak, and so I had those two with me, that helped and that also is where I met my husband.

KR: Wow, that's exciting. How old were you when you met your husband?

MS: Fourteen.

20 KR: Fourteen? Oh wow, did you date then or—

MS: —we did and we got married at nineteen and then he went to college and I went to college and we had a couple of kids and we all have educations, believe it or not through all of that (laughs).

KR: Okay and—

JC: What year did you graduate high school?

KR: '57.

JC: And he graduated right before you?

5 MS: The same year.

JC: Oh the same year, okay.

MS: He's actually ten days older.

JC: Okay.

KR: That's kind of exciting. Alright, so when you were in elementary school, other than  
10 learning the curriculum, did you talk about any nationwide issues or current events at  
all when you were in school or was it mainly focused on just education?

MS: We had a current events newsletter. I'm not sure at what point we started receiving  
those, but they came through the mail weekly and we discussed those. So we were  
not worldly, but we weren't just totally engulfed in the one-room schoolhouse.

15 KR: Okay, sounds good. Any particular stories from school that pop out in your head?  
Any good memories or bad memories or just—

MS: Well as I said, my friend Doris and I walked to school. Her mother made cookies for  
me. I remember being really, really frightened when we had to do a program and  
they practically had to drag me out on a—it was a very small stage, but I was very,  
20 very shy, probably hard to imagine at this point, huh? (laughs). But we had to  
memorize poems and sayings and participate in some sort of a play or a program and  
so that was not my favorite thing to do. I played the piano and took piano lessons  
with these cousins and so I ended up doing that at some of the programs later on.

KR: Okay. Do you still play piano today?

MS: Not well (laughs). I have a piano and I have a grandson who is taking lessons now so we enjoy doing that together.

KR: That's very nice. Any overall thoughts on your life experience at a one-room  
5 schoolhouse? Anything you feel like you've learned or gained?

MS: I just really didn't have a very good education. I remember that we had a county  
superintendent of schools and probably somebody else has talked on this and Mr.  
Murphy came around and checked on the schools occasionally and we did get  
different books and different curriculum yearly. There was some supervision and I  
10 think our teachers were supposed to be doing—going by a certain curriculum and  
turning in reports and so it wasn't just a total, total something out in the middle of  
nowhere without a little bit of supervision, but it certainly did leave a lot to be desired  
and it was a good thing when the county did consolidate. And you know it's hard if  
you only have two or three in your class, which I did at High Point. So as I say, it's a  
15 wonder I ended up in—(laughs) with a college degree.

JC: Well, how was Milan High School? I mean, it was much bigger, right? There was—

MS: Our graduating class in '57—I think we had fifty-four so it was sizable and we had a  
football team and I played in the band and I was homecoming queen and so you know  
I just gradually (laughs) increased in my popularity and my outlook on life shall I say.  
20 I was very frightened going in from—to Milan High School because it was larger and  
so I met my husband [John A. "Tony" Sloan] and I said, "I am very concerned about  
this algebra because my background is, you know, not probably what it should be to  
take freshman algebra." And he said, "Oh, I'll be glad to look over your problems

in—I have study hall right before our class and I can give it back to you.” And I said,  
“Oh would you?” I found out later that he and half of the football team were copying  
from my paper (laughs) and one of them was a senior who went on to college and he  
was copying my algebra papers, so I don’t know how many I helped through that  
5 class. We’ve had some discussions about that at home before (laughs). And my  
husband ended up teaching math in—when he graduated from college, so that’s kind  
of interesting.

KR: That is interesting (laughs). So where did you go to college?

MS: Here—

10 KR: — here?

MS: Here, I got my degree while I was working full time.

KR: Okay, so what did you get your degree in?

MS: My degree is in general studies. It’s history, art history and business.

KR: Oh wow, okay.

15 MS: But historic preservation was the thing I really, really liked doing most and I’ve did  
an internship at—I guess it’s just the Mark Twain National Forest Service and I did  
the research over—out of the Fulton Forestry Office and Susan Flader was my main  
person [and] Ozzie Overly which he is retired, and Susan’s retired now too so.

KR: Okay, great, and so, alright I think this is a good point to move on to the second part  
20 of our interview talking about your career at the University of Missouri-Columbia.  
So what inspired you to work at the history department or how did you get involved?

MS: I worked at the University and for the Extension Service when my husband was in  
school and both of our children were born at that time and then we moved away from

here in 1966, and he taught in some high schools in Northern Missouri, and we came  
back in '72. And he was a math teacher and football coach at Jeff[erson] Jr. [High]  
here in Columbia. And I came back to the University to work for a while and again  
went back to the Extension Service and took a break for a couple of years someplace  
5 along that way and worked at the—as a financial secretary at the Missouri United  
Methodist Church and do you know who Arvarh Strickland is?

KR: Um-hm.

MS: Arvarh Strickland was the Chairman of the Board at the Missouri United Methodist  
Church and he also was Chairmen of the Department of History at that time. And he  
10 came over behind me one day and said, “Are you ready to go back to work full time  
at the University?” And I said, “What you got in mind?” (laughs). He said, “I’ll hire  
you.” So I came back to work in '81 and retired in 2001.

KR: So did you start as the academic advisor or—

MS: No, I worked as the—I guess administrative associate was always my title and then it  
15 became senior, senior associate something or other. But it was always in charge of  
the finances and taking care of the budgets and taking minutes of the faculty meetings  
and being involved with the interviews and that kind of thing. And in '96 we had  
some money, believe it or not, at the University, we had some money and so we sort  
of redid the staffing in the department and set up an academic advisor’s office and I  
20 took it from there.

KR: Awesome, okay, alright, so how long were you working as the undergraduate history  
advisor then? Was it six years?

MS: It would have been five years.

KR: Okay and so what was a typical day like as a history advisor especially at a new position?

MS: One of the main things that I took with me from being in the administrative part of it was the—I coordinated the University of Manchester England exchange program.

5 This had been—this started out as a faculty exchange back in the Eighties when I first started working and then we just sort of decided that the students might be involved too. And so I coordinated the Manchester program until the time I left. And then Steve Watts gave it over to the International Center which I was sad, maybe Jenny [Morton] didn't want to do it, maybe she felt like she had enough responsibility

10 without it. But that was one of the main things I did that I enjoyed the most and at that point, it was an even enough exchange, our students paid tuition here as if they were full time students and the students at Manchester did the same, and so it was even up exchange, which was very good for the economics of both, both sets. And usually we had three or four students going back and forth each year, so that was a

15 good program. And then I just became a part of the advisors group on campus. Donna Hanley in political science was someone who was there at that point and I think she still is. Jenny [Morton] might have been in psychology, I'm not sure at what point—and then I think she was in the, maybe the Honor's College, but she had been around also. These people were very helpful and, you know we went to these

20 monthly meetings and exchanged ideas and about the time I left was when they changed over for the new curriculum and the new numbering system. And Jenny [Morton] always said, "You left at the right time (laughs)." Because it was tough, switching it over, back and forth. The internship program came about simply because

I was interested in this kind of thing. And Susan Flader was helpful in getting us started, as I say Shelly Croteau, at the Missouri Archives was very helpful. It just seemed like the right thing to do, but it wasn't easy to get this thing switched so you ended up with some actual credit hours. We had to write specs and you know, to  
5 make sure it was going to be academically sound and you were gonna have some supervision, and that you were gonna learn something. So that all had to be done and that took probably a year or so.

KR: Okay and what year did the internship start?

MS: I'm not sure if it was '97 or '98. We might have had one or two in '97, but it got  
10 going later on, probably in '98.

KR: Okay and how many sites did you originally start off with? How many different internships?

MS: Here and the Missouri Archives—

KR: Okay, here at the Historical Society?

15 MS: Um-hm, yes.

KR: Great, alright so what was the inspiration for the program on your part?

MS: My interest in just having a venue for students like yourself to have some experiences before you actually graduated and got out in the world. Most people were able to direct their careers because of this. Some of 'em totally away from the internship  
20 kind of experience and that kind of research and some of 'em found it very, very interesting and they wanted to pursue it more, so it just depends. One person just didn't really like it all, but he also made a contact with the Social Security Administration and worked there so, it did help people get their paths straightened.

KR: Do you remember how many students first started out?

MS: I think there were just two.

KR: And did the demand grow from there or was—

MS: Uh-hm.

5 KR: Okay.

MS: And it varied. As we said earlier, usually the winter semester had more students than the fall semester simply because they heard about it or maybe the history senior seminar promoted it or—

10 KR: Okay, and so were the academic requirements the same, the two papers, the one over of a book and the other, a reflection on the experience or—

MS: Something like that, I'm not sure. It definitely had to have a book and some academic background and this had to be proposed up front. Did you have to do that up front, say what you were going to—

15 JC: It was laid out. Now it's laid out for them, where the supervisors provide the book that they're going to read that will best help them and then the, Professor [Lois] Huneycutt is the one that determines what the first paper is and its basically about the book and what do you expect and then there's a reflection paper that she goes afterwards to see where um—whether they liked it or didn't or what they learned, or what they didn't. And there's also—they have to give a couple minute presentation  
20 in front of the rest of the interns to let them what their experience was like. So I think in general the requirements have probably stayed the same except the supervisors now pick what's best appropriate for the internship for them to read and write about.

MS: I think that was somewhat in place before, but I don't remember that the Director of Undergraduate Studies was as involved as Lois is at this point, which is good to have somebody with an overall view of what's happening.

JC: 'Cause she's the one that actually grades their papers and—then the supervisors fill out paperwork too and then grade them, but all combined, then it goes into the file to make sure it's all academically sound and yeah Lois has a pretty good hand in it and she's at the meetings and sets it up and oversees any problems or placement issues. She definitely has a hand in it.

MS: Okay. Well that part of it was tightened up because I was strictly the one doing all of this when it started.

KR: That's a lot of work.

MS: That and the University of Manchester exchange program. Both were a lot of work, but it was a lot of fun. You know, it gave me a contact with the students. I also started the Undergraduate History Association and I don't know if that exists now or not.

KR: I'm not sure.

JC: Is that the History Club? Is that what they call it now?

MS: I don't know—

KR: —it might, yeah there's a History Club.

MS: Undergraduate History Association was what it was called when we started and I used to host these gatherings at our house at the end of every semester.

JC: I think it still exists. I think they call it something slightly different, but there is a, I believe it's, I can't think of the professor, LeeAnn Whites, no it's not LeeAnn Whites—

KR: I think it might be Jenny Morton.

5 JC: No, there's a history faculty member that—they have these weekly meetings that they oversee and some weeks they have a discussion, some weeks they go on a field trip, maybe to here or they have speakers come in, professors, lawyers, people that have a history degree and what they can do. And then at the end of the semester, they have something like a party or whatnot. So I think it's—they might call it something  
10 slightly different, but I think that's still—

MS: —the same thing. It's the same thing, yeah.

JC: I think it's called the Undergraduate History Club. I think they just shortened it “History Club.”

15 MS: Kristi Keuhn is one of Lois' students who is now getting her PhD at Northwestern, was the president of this at one point, so this was something that I started also.

KR: Okay, so in terms of the internship, how was it marketed to students? Was it strictly word of mouth or—

MS: It was probably just by flyer and word of mouth and hoping that the faculty would get involved and start doing this. And as I say, Susan Flader was the main person who  
20 did this and she's actually the one who helped me get the internship I had with the Forest Service, so she was—that was her thing.

JC: There's still a flyer. They just redid it last year. They revised the flyer with the sites and giving more detail to give students more awareness and they added it to the

website now and I do know it gets brought up a lot with the faculty to push it. But you're right, it does vary. I think this semester there's five, but last semester there was eight or nine. It just goes up and down.

5 KR: Yeah, I remember there was a lot of choices when I was reading through the pamphlet.

MS: The final, when you make the presentation, that was something that we did and the supervisor and the student came and sat around the conference table in Read Hall and it wasn't a two minute presentation as formally presented as it sounds like it is now, but they were supposed to tell what they'd been doing and some of them did this in  
10 great detail and some of 'em, very little (laughs).

KR: Yeah, it's still pretty informal, but I think everybody had a lot to say and stayed focused on what they were supposed to say.

MS: This makes me feel real good to know this is still so many of the things I started are still about.

15 KR: Yeah, it's been really positive. Everybody at the meeting was—everyone enjoyed their experience.

JC: And also during the meetings now, Jenny Morton and Lois Huneycutt, both, they specifically ask questions to each one. They have questions for each one of them and if it doesn't come up in their presentation, they bring them out and you know, and  
20 sometimes Professor Huneycutt, she'll ask a historical question, you know, what'd you get out this historically. Jenny covers a lot of the time management, organizational skills. Was the workload too much, not enough? How did it work in with the rest of your classes? So they really hit them with questions too to really kind

of feel out each internship, but I think they also—that sparks the other interns to give that—if they're coming up next, but they're definitely involved and ask questions and it's good.

MS: Good, yeah. Improving the program all along.

5 KR: Yeah, so in addition to that, were there any unforeseen issues associated with the internship that you had to iron out, that you didn't think about before?

MS: Well, just the matter of trying to get it approved through the College of Arts and Science as a legitimate class so you could get credit. I mean otherwise you would just be kind of, having a good time and not having much to show for it. So that  
10 was—I can't remember that there were many other things like this going on. Political Science, they've had internships as such, but theirs would be maybe going to some politician's office and working almost as a work-study student, you know, rather than an intern. So it took some doing and we had to work to get it approved.

KR: Okay and so, overall what were your favorite experiences working at Mizzou?

15 MS: Probably what I've said, just working with the students and Manchester exchange program and the internship and the Undergraduate History Association and the—we hosted all these things at our house. Certain faculty would usually show up and others would never come. It was—I think toward the end I ended getting a little bit of money reimbursed, but mostly it was out of my own pocket. And the Manchester  
20 exchange program, they came here a week early, before classes started to try to get them enrolled and to try to find the right dorm room for them. This was interesting. This was a lot of fun. And through all of this, I've made two trips to England with part funding, very little funding actually. I think I had a maybe an airplane ticket

once. But one of the students who was here in '87-'88, her parents came back a couple of times and actually stayed with us and now we're very dear friends, and they've been over here probably ten times, as well as the internship—the intern herself, with her family and two children, all six of 'em came two summers ago and spent two weeks with us (laughs). So you know, just the associations I've made with the various students and it was great.

KR: Okay, and so other than your career at the University, are there any other projects around Columbia you've been involved in or in the community at all?

MS: I volunteer all the time (laughs). The Assistance League of Mid-Missouri is the one I've spent the most time with and they have [the] Upscale Resale Shop, have you heard of that?

KR: I go there all the time.

MS: Have you seen me there (laughs)?

KR: I might've actually, you're looking a little familiar. As soon as you said "Assistance League," I thought "uh oh"—

MS: I was an officer in that for a couple—three years of vice-president of budget and financing. This year I'm sort of taking a little bit of time off, but I'm still working in the shop and attending meetings and doing all of that. King's Daughters is a group of women who just have monthly meetings and I'm involved with that. I'm involved with my church group, Presbyterian Women. And I just had my fifth grandchild.

KR: Congratulations.

MS: Thank you. Two of them are in Branson. My son is a high school physical science teacher there and his son is fifteen and he plays football and so we saw that this year

and then his daughter's eleven. The other son is a doctor in Jefferson City and he has an eight year old, a five year old, and a new so baby so— I spend as much time being “nana” as I can.

KR: Great, and so I know you mentioned earlier that you're interested in historical  
5 preservation. Are there any preservation projects you've worked on recently or—

MS: I did an oral history with Marjo Price on the Grasslands. Do you know where the  
Grasslands is?

KR: I do not.

MS: It's at the corner of Stadium and Providence and it's the houses on what would be the  
10 northwest corner. And there was an architect by the name of Harry Bill who built  
some houses back there in the early nineteen hundreds. I think he actually was a art  
professor at the University at the time and then became more of an architect than a  
teacher, but his houses are very unique and I am not sure of the number, but there  
must be fifteen or twenty—

15 KR: —Okay.

MS: —Harry Bill houses back there. And I've interviewed the people who have lived  
there and were around when these were built.

KR: Cool. I'm trying to think of where that is. Is it behind [The] Hearnest [Center] or is it  
on the other side?

20 MS: It's directly across the street from the football complex.

KR: Okay.

MS: Football complex is here. It would be directly across the street toward town, toward  
Broadway.

KR: Okay, great. I know where that is.

MS: If you drive back in there sometime, you can see some of the older houses, most of them are brick. Most of them are two story, but the Rollins House is on the corner. It's on Bingham and—it's not Burnam, but it's on Bingham and it's a beautiful big house that it now owned by John Ott who is a developer here in town and its been  
5 restored and maintained. It's quite beautiful. So if you're just driving around sometime, go down through there and look at the Harry Bill houses. But that was my last project.

KR: Okay. Yeah, I definitely will. I really like looking at houses so, alright, so what do  
10 you find most rewarding about historical preservation?

MS: I just like the buildings of course and seeing them—I just don't want to see these things destroyed. Back when I was taking classes in historic preservation, we had the canopies in downtown Columbia. Were those there when you came to Columbia?

KR: The canopies?

15 MS: Canopies. They were concrete things over the storefronts that went the whole length of the downtown Broadway area.

KR: I don't think so, no.

MS: He's shaking his head too.

KR: Yeah, I came in 2005 and I don't remember—

20 MS: That's about the time they were coming down. But, that was an example of, I was told, that was an example of how not to restore downtown Columbia, or any other downtown area. But at the time they were trying to compete with the malls, with the enclosures, and so they were putting a roof over the sidewalks and they called [them]

the canopies. They were very ugly, and I was told this is what you were not to do for preservation. But now those are all gone and as you noticed, they—the storefronts in downtown Columbia have been pretty much restored back to the original finish of the Twenties, nineteen hundreds and the twenties. I also did a research project on the Missouri Theatre and did the first little book on the Missouri Theatre before it was renovated.

KR: Okay, and so what was that like? How did you go about that and how long did it take?

MS: It was something about the theatre was built in 1928, about the same time the Tiger Hotel was built. And the two were sort of competing. And at that time, there were four or five other theatres in town and it was just a matter of digging out the research and putting it in a booklet form. I'm not sure how many pages that was, maybe thirty five pages, a soft cover book and they sold them for ten dollars each. It was a money making thing which I donated my time and so-called expertise (laughs).

15 KR: So did the money from the pamphlets go to the Missouri Theatre?

MS: Um-hm.

KR: Okay great, that's good. And so do you—what is typical day like for you presently?

MS: I usually have some sort of an activity to go to. I am a quilter and I am a nanny and so it's very rare that I am home all day with nothing to do. I do not sit and watch television (laughs). I am on the go.

KR: Sounds good. And so, is there anything else you'd like to add to the interview?

MS: I'm just glad you're doing the program and keep up the good work both of you.

KR: Yeah, I've really enjoyed it. Thank you very much for your time. It's been very great.

MS: You're welcome, you're welcome.

JC: Thank you.

5 KR: Thank you.

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