

Title: Interview with Hope Dunne

Date: Aug 21st, 1997

Location: Marquette, Michigan

Interviewer: Russell Magnaghi

Education

START OF INTERVIEW

Russell Magnaghi (RM): Interview with Hope Dunne, Marquette, Michigan, August 21st, 1997.

Ok, good morning, Hope. We'll start the interview and I'll just turn it over to you and let you tell us about the history and your involvement and so on with Northern. Ok.

Hope Dunne (HD): Dr. Magnaghi, I am delighted to be able to talk to you about how the Business Department got started at Northern. It would be really sad to honor Dr. Harden without telling what he did to start the Business Department. Dr. Harden felt that there should be a Department of Business, he was advised to contact James T. Dunne, an independent arbitrator in the Detroit area. The Department of Business was established in the fall of 1966 under Dunne's leadership. James T. Dunne is deceased and he was my husband for almost 50 years. The department has grown, it started out with just a few students. It has grown to the present enrollment of 825 students. And I think that's real tribute to both Dr. Harden and to my husband. Now if you want to ask me questions I'll be glad to try to answer them!

RM: Ok, ok. I guess now, when did you and your husband come to Marquette at Northern?

HD: We came in '66, 1966, the fall of 1966.

RM: Could you just comment about what Northern was like at that time? Was there a lot of development and activity going on?

HD: At that time, I was enrolled in a master's program at Michigan State, and after we moved up here, I decided that I would transfer and finish my master's program here at Northern. It was, it certainly, it was just a beautiful campus. It's very hard for me to take all the changes that have

taken place, particularly in the building that now houses all the executives at the university. It was a beautiful place.

RM: So, you remember Kaye hall?

HD: Oh, I do, and I have attended many concerts there and it was just a delight.

RM: Now, did you teach here as well?

HD: I was... it was very, very interesting. Dr. Elmer Shock (???), who is not with the department but is of the alumna, he knew about the program that I had been in down in Oakland County, and at that time, they had a vacancy - in '67. In '66, for that year, I taught in the Marquette Schools on a remedial basis, which I don't like, I don't approve of remedial teaching, if we teach right in the classroom we don't need remedial teaching. Anyway, that was what I did for the first year I was here, and then, there was a vacancy in the education department in sense Dr. Shock knew about my previous experiences and training in Oakland County, he hired me. So that was in '67.

RM: I see. Then how long did you teach?

HD: I taught as long as they would allow me in those days. You had to retire at - when you were... goodness. Anyway, you had to retire when you were 65. But since my birthday is in the summer, I was able to stay on until, one more year. And since then, however, I have been teaching, I taught for several years on off-campus bases and from the Department of Education and that ended, I don't remember. So then... I wanted to start, I wanted to introduce to this area many other programs that I knew about that I had participated in before. And cognitive learning is one of the most important things to take place in the classroom. That's where we get kids so that they know how to go out in the world and work with others, and so I organized the cognitive learning initiative group and that's still in existence. And right now, I'm very happy because I have a principal as a co-chairman and that is very important because until the principals get involved in curriculum reform, there's no - we might as well forget it.

RM: Now what - what did you actually - what was kind of the focus of your teaching?

HD: I taught Early Elementary Methods class, so most - everybody had to have this method class that was gonna teach in the elementary area. So for that reason, most everybody in the Upper Peninsula who is a teacher has had me in that capacity.

RM: So you can go around the Upper Peninsula and meet a lot of people that you had in class.

HD: That's right. That's right. And it's really interesting to have people come up to me, and of course I don't recognize them now. But it's fun to talk with them.

RM: Now how did your husband, James, then, how did Dr. Harden know the hire him and how did he get here?

HD: We had a friend in the Marquette – I don't mean the Marquette, I mean, where we lived in down in the Detroit area that knew Dr. Harden and he knew about Dr. Harden's desire to start an Education Department, so it was through him that, he knew Dr. Harden and so he arranged an interview and Dr. Harden took him.

RM: I see. You meant not Education Department, Business Department?

HD: The Business Department, that's right.

RM: Now is he the first person hired?

HD: That's right. He's the first one.

RM: Ok, and this was in the fall of 1966.

HD: That's right. So he was the one that started it and I don't know how many students there were then, but it certainly has become a very large Business Department since.

RM: Now, do you remember some of the problems, the trials, and tribulations that he had with getting the department going, could you comment on that?

HD: I'm afraid I don't know that. Now, he was an independent arbitrator and after...I don't remember how many years he was in the department, but his arbitration business made it difficult for him to remain, so he resigned but we continued to live here. So he resigned and went on with his arbitration.

RM: So then he operated out of Marquette as an arbitrator?

HD: That's right, that's right.

RM: I see. Did he work through the state or the just in the Upper Peninsula?

HD: No, he didn't worked through any organization.

RM: No, no, I mean, but, did he work in the state of Michigan or just here in the Upper Peninsula?

HD: Oh, yes. In the state of Michigan and other places. Yeah, he was well-known.

RM: Now, he had a private, this was a private business?

HD: That's a private business, that's right.

RM: I see. Do you remember other activities that, you know, that were going on the campus, things that you might have been involved with at that time on the campus? Organizations or anything?

RM: Well, of course, I am a member of Phi Delta Kappa, and Phi Delta Kappa at that time, did not allow women in its organization. I was one of the, I was in the first group that the Phi Delta Kappa was willing to extend membership to women. So I don't remember quite what year that was, but anyway, I've been active with Phi Delta Kappa and I started the Young Authors' Program, and that was -

HD: Ok. Could you talk a little about, tell us little about that how you got, why you got it started and how it developed?

RM: That, it was really, it was very difficult to get people in the Upper Peninsula, when I came, to accept new ideas in education. So I signed up to put on this conference on young authors at a reading conference. I had a session and I was, I had a lot of competition as far as other speakers and I had very few people come to that session. Well, I was discouraged and I'm afraid I would not have gone on with it had it not been a principal who had been there, and he is now one of my co-chairmen, he is the new co-chairman in my Cognitive Learning Initiative Group. He said, "You should go ahead! Call those people together." And I did and it was very interesting that the Education Department was willing to give them credit. Elmer Shock was then the chairman, and if you give credit to teachers for participation they usually will come, and so that's what happened. So, but Young Authors is a very important program and it's celebrated...it's been recognized throughout the Upper Peninsula and each year they have a big meeting and they have many teachers in it now that are taking leadership, that's what makes you happy, is when you see

things get started that do make you, that carry-on. And I was concerned about teachers knowing how, that teaching reading is a natural process. So what I did was I decided to write a book on art of teaching reading and that was published and I describe a teacher who made this change and how hard it was for the make it then she was so happy afterwards. And I will never forget, I wanted to make it as realistic as possible. So I made arrangements with the Detroit Schools for me to go in and practice some of the things I had in mind. Well, that was a real learning experience. I found out what it was with students who you couldn't get to do what they were supposed to do, and I got to thinking, "I cannot go back and face the students in my class if I don't do something to control these youngsters." So I came up with the idea having them crawl around on the floor and doing all these crazy things until they found out who was the boss and then they left in an orderly way. So it was a very interesting experience.

RM: Now, how often do you put these, what do you have, workshops for the young authors?

HD: Oh, every year they have an annual workshop. And they bring in, we bring in, that is one that the community contributes well to, and they bring in well-known authors to expose or we put on programs at the, oh at the, in the, where, Northern, at Northern. We put all these programs.

RM: Over in Jamrich? The auditorium in Jamrich?

HD: Yes. Jamrich. So the students get to find out what it is to actually observe and participate with a well-known author. So it's a very significant program and I work with students, I mean with adults, who tell me that they are very that it's one of the things that they remember most in their life, in their school life, was writing those books and attending that conference.

RM: So then how does it work, the students that attend then write a chapter? That's pretty cool.

HD: No, they write a book.

RM: Oh, each student does?

HD: Each student brings his own book to the conference, and it's one that they have time in class and they write these books during a year. And so then, they are finalized, they have to have their editing, and then they bring their book to the young author's conference. So it's a really wonderful program.

RM: Now, this is some kind of prize order?

HD: Oh, no. We don't believe in prizes. We want the youngsters to just be happy with what they have done, and they share these with each other. There's different workshops at the ...and they share, they read their books each other and it's really wonderful program.

RM: So they come in with this total package made up, this project done.

HD: Yes, it's already done. And the schools support this, the public schools of area they provide the transportation, and so it's really a very fine program.

RM: When did you usually, when does it occur?

HD: It occurs each, well, we always fit it into Northern's schedule. When Northern...I think they have this time in between in the spring at the end...

RM: During the semester break, or...?

HD: Yeah. That's when. Because we can't interfere with Northern's schedule, so that's what it happens.

RM: Now, who's the...or, what organization is just a, its own organization?

HD: Its own organization and they change directors each year.

RM: And then it works supposedly with the teachers in the schools from...

HD: That's right. Ginny S_____, who's one of my former students, has been such a contributor to program and she was co-director this last year in the program.

RM: So that's what something you got started, you're the founder.

HD: That's right. Did I tell you about the scholarship program that we have established for in the memory of the leadership of James T. Dunne and this is something that students can apply for each year and it, it amounts, they can get 500 dollars. However, we have set guidelines, since James Dunne was such a wonderful writer, the students, in order to get to be eligible, must, in handwriting which is almost on hold of thing today, no computer, in hand-writing, they must write out what they intend to do. What their goals are and so forth. And then, these essays are

given to me and I evaluate them and we give out this award every...I think the Business Department has its annual in, I believe it's in March. March or – yeah, that's right.

RM: Let's see, we should have a _____. [Very long pause, papers shuffling]

HD: Are we on tape now?

RM: Yeah, yeah.

RM: With my daughter's help, she's quite a writer and she felt that this was the thing that we should do in memory of her father.

RM: Now when did James pass away?

HD: Oh boy. Is this on tape? President Harden was just terrific person. I've had conferences with him. In fact, I called him that so long ago to ask him to give help to the Cognitive Learning Initiative Group, and immediately he remembered my husband and so he, he was just terrific person and I felt that this wasn't right since we are honoring Dr. Harden at this time, not to have something in the program that would tell what he did in establishing the Business Department.

RM: Is there anything else you want to add to the...?

HD: I don't think so.

RM: That's it? Ok. Very good. Thank you. I appreciate that.

END OF INTERVIEW