

**History 310: Public History
Spring 2004**

**Oral History Interview with Joyce (Turner) Mickelson
by
Jennifer Yee**

Summary of Transcript

This document is a transcript of an interview with Joyce Mickelson by Jennifer Yee, a TWU student, on February 20, 2004. Mrs. Mickelson, then Joyce Turner, was one of the first seventeen students who attended Trinity Junior College (TJC) in September of 1962. Mrs. Mickelson was not only one of the first seventeen students who attended TJC, but she was also worked as a library staff member and custodian in the 1960s and 1970s. This interview focuses on Mrs. Mickelson's first year experience at TJC.

In this interview, Mrs. Mickelson explains her family background and involvement before the opening of TJC. She then explains her reasons for attending, the application process, academic life, and the layout of TJC. She describes her commuter life, the changes that have occurred in Langely, and relationships with commuters and students living on campus. Mrs. Mickelson then shares about the various jobs she held at TJC.

During the last twenty minutes of this interview, Mrs. Mickelson speaks on various faculty members and student-faculty relationships, the 1963 Pillar Yearbook, and the atmosphere at TJC. The interview ends with Mrs. Mickelson sharing personal stories from TJC, Dr. Hanson's influence, and cheers from student basketball games in the Barnasium.

Transcript

JY: Jennifer Yee

JM: Joyce Mickelson

JY: This is Jennifer Yee and I am a student at Trinity Western University. I am interviewing Joyce Mickelson on the topic of the experience of the very first group of students enrolled at what was then Trinity Junior College. This interview is taking place in the Norma Marion Alloway Library on February 20, 2004, as part of a History 310 Oral History Project.

JY: Thank you Joyce for coming out and being able to do this interview.

JM: You're welcome. (both speaking at once)

JY: Greatly appreciate it. So can you please tell us a bit about your family background?

JM: Well, I was born in Vancouver General Hospital and I've lived most of my life in Surrey. We moved to Surrey just before my third birthday. And except for my time at Trinity and a year in Abbotsford, and, I guess, another year and a half that I lived at a work location in Langley, I lived-- oh, I guess I also lived about the first three years of our marriage in Delta, but most of my life has been in Surrey.

JY: Do you have any siblings?

JM: No, I have no siblings, no.

JY: Um, So, so you grew up in the Sur- Del- Surrey area?

JM: Yes, Surrey. Cloverdale area. (both speaking at once)

JY: Okay. So just for clarification, you were one of the first seventeen students enrolled at what was then Trinity Junior College.

JM: Right.

JY: Okay. So, how did you hear about Trinity Junior College?

JM: Well, our family was involved in the pre-organization meetings that were usually held at Langley Secondary School. We had meetings, banquets, all kinds of things to, you know, present the possibility. This was even before the property was born – bought and, you know, all the negotiations. Because I grew up in the Langley Free Church (JY: uh-huh), so, I mean, it was my home church and uh we were involved right from the beginning as far as, you know, before this property was even selected and all that. So, I go back right from the beginning.

JY: So, you guys were very involved to begin with.

JM: Yeah, yeah.

JY: Wow. So, when you started hearing about Trinity Junior College, what kind of thoughts or first impressions did you think about?

JM: Well, I was excited that it would be nice and close, but as it got closer to happening, um, you know, there was a little bit of skepticism. Like was it really going to happen, you know, because there were so many *ifs*. You know so, this and this and this all have to fall into place. And, you know, that's difficult. (laughs) But it did.

JY: So, what kind of, made you, helped you decide to attend this college?

JM: Well –

JY: Was it your parents?

JM: Like I said, it was close to home. It was a Christian college and my friends from the district youth group would be able to attend too. So that, you know, going off to some other—like, to Bible School even, I might be the only one there, whereas here, uh, I knew of others from other churches. And I'm not sure if Ken was here first year? Well, anyways, so you know, others I knew from other areas were already planning on coming.

JY: So, you already had a tight, kinda, (JM: Yeah) tight knit community already.

JM: Yeah.

JY: Um, So how much input did your parents have in the process of applying for here too? Did they have any input? Or was it, mainly yourself?

JM: I don't, you know, I can't really remember them saying, you know, Do you want to go? That could have been that, you know, I was excited about it and wanted to go. So I don't think they had to do any pushing, but I'm sure if they weren't as involved in the establishment of TJC, that um, my desire may not have been as great. You know, so, that way they helped, by having me there at all the initial things, so. (coughs)

JY: Like watching it grow and everything. (JM: Yeah.) So, upon arriving on campus the very-- so have you, were you on campus quite a few times before, then?

JM: Yes, a few times. Like for groundbreaking and, you know, chapel-- which was the only building that was built before school started.

JY: So the very first building was Chapel. The Hanson-- Calvin Chapel—

JM: Yes. Calvin –

JY: Calvin Chapel – (both speaking at once)

JM: Calvin B. Hanson Chapel.

JY: Oh okay. So, I guess, what do you remember seeing? Could you give a general description of what you saw?

JM: Well, as you drove up onto campus, um, as you turned this way, there were two houses, which were, which became faculty houses. I don't even remember who lived in the second house anymore, at the beginning. [5 minutes] Um, and then you drive along, and-- I'm trying to think. Probably, just this side of the Mattson Centre, I guess, was where the Barnasium used to be, which was a barn which we converted the loft into a gymnasium, but it was called a Barnasium. But it was a barn, I guess, when you first came on. And where you have, what's it called? The pumping station or whatever it is called the – ?

JY: The pump station.

JM: The domestic pump station. That was an open pool. (JY: oh) which many people got dumped into. But anyway (JY: laughs), and then there was the Seal Kap House and two other houses which, at the beginning, were also staff houses. And no, actually one was, yeah, one was where the pump thing is here, I think that's it. One house was right in here. {indicating the original location of Faculty House, which was moved when the Norma Marion Alloway Library was constructed, in 1987} Is this house still there? Or is that something else?

JY: Umm.

JM: Because that's the Seal Kap House.

JY: Yeah.

JM: And then I thought that they'd torn this house down. (JY: Oh) Anyways, there was a house here and a house here.

JY: Maybe they could have moved them.

JM: I think it was sorta condemned, (both laugh) I thought. But that was when I was working here in, um, '70, '71.

JY: Oh

JM: Um, but that was about all there was.

JY: Okay.

JM: Um, so that was, you know, exciting to see the, you know, space that there was, that we wouldn't need at the beginning, but, you know, to expand as has happened over the many years since, though. (laughs) (sound of paper rustling)

JY: So when you-- first year, do you remember, when you first came here, did it impact your year here at all in any way? Like because you said, now you can see the expansion of it. But when you first came here, the excitement that came with it?

JM: Yep. Excitement at being part of being at the beginning of it. I can always go back and say, "I worked here the summer before Trinity opened and I was one of the first, uh, student body." So, yeah, and nobody can push me out of that. (laughs) I will always be part of the first. (laughs) Not many things people can pass me at(??)

JY: You said you worked here the summer before Trinity opened?

JM: Yep, I started working here right at the end of high school. And worked in what was then the administration building, now Seal Kap House. And uh, because the chapel was not built, it was under construction, so we did all the processing of all the library books in the administration building and the room which, I guess, became the dining hall, was the library during the summer. You know, with all the boxes of books all over the place, and I had my little manual typewriter (laughs). Typed all the cards and all that, so--

JY: And this was all in the Seal Kap --

JM: Uh-huh. (both speaking at once)

JY: --office. So the Seal Kap office, Seal Kap was the library and--

JM: Well, it was where we did the setup of the library (JY: oh okay) because the chapel wasn't built. See, the chapel was chapel, classroom, library. That was all. That was it.

JY: So the main building --

JM: That was it. Yep. And then, uh, Seal Kap House was where, uh, the administration offices were, and the kitchen, dining hall, and, um, I guess that's about it. And then there were two portable dormitories. One was, uh, the first semester was girls' dorm and professor offices, and the other one was the boys' dorm and the science lab. And then they switched. Put the boys in with the professors and the girls in with the science lab.

JY: Oh okay. That's interesting. (laughs)

JM: Yep. Well, that's all there was.

JY: Oh wow.

(Both laugh) (JM coughs)

JY: Okay. Um, so, I just want to talk about the application process before coming to TJC. So currently at Trinity Western University, before being formally accepted, we need to introduce ourselves through an autobiographical sketch regarding our background and future, what we want to do for our future, sign a Responsibility of Membership form and have two references. So I was wondering what kind of forms or questions did you need to fill out before attending TJC?

JM: Well, that's a long ways back, you know, we're going back to 1962.

JY: Yeah.

JM: It was likely similar, but I think it was much simpler. Um, we didn't have a Responsibility of Membership, but [10 minutes] um, we had to sign, what was called a Code of Ethics, I

believe. And, I can't remember if that was done before you were accepted, I think that was done actually after you were accepted. But, um, you know, I think you sort of filled out a two-page form and that was about--. You did have to have references. But, uh, it was much simpler because they wanted as many students as they could that first year.

JY: So on the Code of Ethics, what kind of things were listed? Do you remember at all?

JM: I can't remember. I mean, being raised in a Christian home, there was nothing there that bothered me. So you know, but I know that, um, there wasn't supposed to be any smoking on campus, or drinking on campus. And I know of some kids who got in trouble for that, not first year.

JY: Okay.

JM: I don't think anyone did the first year. I don't know.

JY: So the Code of Ethics is very similar to Responsibility of Membership (JM: Um-hm) that we have today. Because it has no drinking, no smoking, and other things along with it.

JM: But, I mean, other than that, I can't really remember too much about it.

JY: Okay. So what did you think about the application process that you had to go through?

JM: Well I didn't have any problem with the process, all I was worried about was whether I would get in.

JY: Oh, Why were you worried about not getting in?

JM: Well – because well, I didn't really think I would get in because I still needed two courses to complete high school. Um, well, one I wasn't sure about and the other one-- they told me to go ahead and apply (JY: Um-hm) because I had to repeat grade 11 English which, is weird because English was always my best subject. I mean I *always* had good marks, especially in language, not so much in literature. But had a bad teacher one year and all that went [interviewee made a sound indicating that her marks went down]. So I had to repeat that and then I took-- I was supposed to take Grade 12 English, which was English 40 as uh, by correspondence. And uh, so I knew I wouldn't have that, but then, uh, I didn't pass my Geography either so-- but I didn't find that out until August because of provincial exams and everything. So that was my main concern.

JY: Oh.

JM: But they wanted students, so. (laughs)

JY: (laughs) And they let you in. So why did you, what did you want to study at TJC?

JM: Where is, is this a new one? [interviewee is referring to the list of questions the interviewer planned to ask]

JY: Yeah, sorry, it's on the second, next page. (laughs)

JM: Well, there's one more on my page here.

JY: Oh. Sorry. (laughs)

JM: Well, when I came, it was only a Liberal Arts College, so I mean, you could only take Liberal Arts. Um, you know, there wasn't a choice, you know, I couldn't go to Nursing like my cousin Becky or Pre-Med like my cousin Shana (??). Or, I don't even know what-- I think Ruth basically did Liberal Arts. But I was hoping to be a missionary teacher. That was my aim. So that was sort of my goal.

JY: So what classes did you take?

JM: Hmm, because I was classed, and you ask this later, what '*special*' [indicating her category or status as noted in the Pillar yearbook] means. Well, *special* was because I hadn't had my high school graduation, so therefore I couldn't take a full course. So I took, um, Old Testament Survey and Education first semester. Education was a year long course. Old Testament Survey and New Testament Survey were one semester each. And I also took Christian Education, which I believe was also a year long course. And that was it.

JY: Oh, did you enjoy those courses?

JM: Yeah, I did. Um, especially New Testament Survey and Christian Education and, uh, Education. Not-- Old Testament Survey, not so much (JY: laughs). Oh, we won't go there (both laugh). He's gone now. He wasn't the greatest teacher, (JY: Oh okay) but he was a good friend.

JY: So bef-- did you have any expectations about TJC before attending?

JM: Well, I expected that it would give me the first two years of my university studies with a grounding in the Christian beliefs that I'd been brought up to believe, but-- are you from a Christian home?

JY: Yes, I am.

JM: Yeah, you sorta know what I mean when I say that you believe it, but you don't actually [15 minutes] pay attention to why you believe it. It's just that you always believed it, right?

JY: Yeah, definitely.

JM: And uh, so that was one thing I was hoping was to, uh, get, you know, a better grounding for myself.

JY: Um-hm. And did that happen while you were here at TJC?

JM: That part yeah. Not the first two years; I never graduated so-- (laughs)

JY: But it got you that firm foundation (JM: Yep) for the future?

JM: Yeah, I learned, you know, why I believe what I believed. And I learned to, uh, to stand up for those beliefs and be able to argue, at least somewhat intelligently (laughs) with those who um, attended, that were not Christians and were atheists or agnostics, you know, so.

JY: Yeah. It is important. Did you go to a different college or university afterwards?

JM: No.

JY: Okay.

JM: No, no, I left. (laughs)

JY: So you just spent a year at TJC?

JM: Well, I spent, actually as a student I spent three years, (JY: okay) and on staff I spent about three years, I guess. Not counting during the school days.

JY: So, I was wondering (sound of paper rustling) if we could next talk about if, um-- I understand that you were a commuter. (JM: Umhm). Is that true? So could you please tell me why you chose not to live on campus?

JM: Well, it cost a lot more to live on campus than to live at home. And only being eight miles from campus, um, it was much less expensive to pay, uh, Dr. Hanson and Garrison and Frieson and Mattson to give me transpor – transportation because they all came basically right by my place. (JY: Oh) So it was much less expensive to pay them so much once a month than it was to live on campus. And uh, I didn't have a lot of money. (laughs) I didn't have any money except what I earned here. (laughs)

JY: So you lived at home the whole time (JM: Um-hm) And you just got rides. So can you, how did you—I guess when you were driving to and from home, can you describe how Langely looked like back then?

JM: We didn't really go through Langley. We went on, uh, the by-pass (JY: Okay). So, um, but there wasn't really much in Langley back then. I mean, um, basically there was one main drag, which is the Fraser Highway, and everything was along that one street and that was just it. I mean, you know, I can't remember back then what there was. But it was not a city, it was a community. So it was very different. So was Cloverdale in those days. They were the same thing. Although I think Cloverdale may have grown a bit before Langley did, but it uh –

JY: So basically it was just the one street.

JM: Basically. Yeah.

JY: Okay

JM: I mean there might have been the odd thing that wasn't, like-- I was trying to remember whether Buckerfield's was actually on Fraser Highway or if it was behind. I mean all the streets there are now, a lot of them weren't there. And the ones that were there, a lot of them were just a way to get from here to here sort of thing, you know.

JY: So, just to get you to where you wanted to go, and that's enough. (both speaking at once)

JM: Yeah, I guess the post office and the bus depot were a street over from the main drag. I can't remember. The court house, police station and all that. But they, were, like the Fraser highway ran here [diagramming the street layout on the table, with her finger] and I don't remember what this road is now, and the other road came by here and, uh the courthouse and library and that I guess were here. I guess, and the post office and bus depot were here. And Langley Park was here. I can't really remember there being too much else that was there on the street back then. But I could be wrong. (laughs) That was way back in the dark ages. (laughs)

JY: It must have been interesting to watch it grow and change and everything.

JM: Yeah, some is for the good and some isn't. Sometimes it would be nice to go back and, like-- Where we grew up, my girlfriend said "I'm never going down that street again," because her house was gone. (JY: Oh) And yet, I think, her house was built better than ours was. But they tore her house down and built a big office tower or something and uh. My house is still there. But you know, you do, you start to feel sad every time a house disappears.

JY: Yeah, a piece of history is gone (JM: Yeah) and whatever was in the house.

JY: Okay. Well back [20 minutes] to the questions. Since you were, uh, commuting, were you able to visit your classmates in the dorm?

JM: Oh yeah, I visited the dorm girls a lot. In fact I spent a lot of time in the girls' lounge because the girls didn't spend that much time in there. And if you went over to the chapel, where the library was, um, I never got anything done. Because of working in the library, everybody would come, Joyce, what do I do? You know, and they'd always want me to help and I would never get any studying done. So I used to go to the dorm and go into the lounge and do my studying and very rarely would I get interrupted there, unless one of the faculty members came in or something.

JY: Oh wow. It's like the opposite of-- most people go and study in the library because they can't study in the dorm. (both laugh)

JM: Well you see because the dorm was-- it had two wings with, uh, a piece across the middle. And the piece across the middle was the washroom, or the boardwalk. Was it only one washroom? I think there was only one washroom. I can't remember. And then a cleaning room, but I can't remember if there was something else in there or not, but it was sorta like an *H* and the professors had these three offices, and the girls had these four rooms over here. Well, the lounge was—like, you had to go down the hall and past one and a half offices in order to get to the lounge. (JY: Oh wow) So a lot of girls didn't like going down there because they'd get back to the dorm and put on their housecoats and whatever they wanted to put on. You know, and they had a curtain across between the washroom and the men's offices but, (JY: Oh wow), but, you know, that was all there was. I mean things were a lot, much more relaxed that way than they are now. I mean, that would never pass now.

JY: Yeah. Your professors right there and the lounge is right beside it. (both speaking at once)

JM: (coughs) Yeah, 'cause, like, I don't remember which, but I know there was one office. Like, if you came in from a door on their side, there was one office there and another in the middle and that was sorta where the hall came in, was almost right at that door, and then you turned this way and went by the other office into the lounge. At night it was okay because they weren't around very often--

JY: Um-hm.

JM: You know, but during the day a lot of them were in there and of course that's when I was there.

JY: Um-hm. Yeah.

JM: Yeah, so.

JY: So, what kind of things did you do with the girls in the girls' dorm or with the girls and guys for fun?

JM: (laughs) Oh, well— I don't know. I can't think of anything specific. Just goof off like kids do, I guess. We had some pretty serious times too, where we would talk, uh – Um, I believe Mimi is one of the ones who is taking part of this study as well?

JY: Yes.

JM: I believe her Mom was still having, well she's always been having physical problems, so, um, sometimes we would be praying with her about her Mom or something, and my best friend Sharon, her Mom was, um, quite far along with diabetes, and had a lot of complications and that, so. Sharon and I would, spend a lot of time talking about Mom and _____ (??) stuff like that. So, I mean, there were some serious times too, but it wasn't all frivolity. And then, I mean,

being a commuter, you miss out on a lot of the stuff that goes on. Because a lot of the stuff goes on in the evening, well, while I was at home.

JY: Definitely. So, looking back, are you glad that you commuted instead of living on campus?

JM: Well, I was glad because I didn't have as much debt.

JY: Um-hm, yeah.

JM: But, um, I would love to have lived on campus for all three years that I attended, you know. Because you do, you miss out on a lot by living at home. If a person has an option I'd always encourage them to live on campus, at a Christian school. I'm not, I would uh-- you know, if it was at UBC or SFU, I would say it would probably be a toss-up. Because you can get involved-- it depends on how grounded a person is in the Christian life, I think.

JY: Definitely. Makes a huge difference.

JM: 'Cause if it's someone who, maybe isn't very well grounded, I would say that you might want to consider living at home, because it costs a lot less, and you know a lot of that stuff, you know. But as far as the experience, yeah, live on campus. (both laugh)

JY: I was also wondering, did you, you said that you worked here while attending TJC. And you worked in the library, as you said –

JM: Yeah. [25 minutes] I worked before school opened, setting up the library. I also worked there during my three years as a student, and also worked in the library for two years on staff. Then I left for a few months and then came back as a custodian. Cleaned the chapel, uh, about half of the Arts and Science building and the admin. building, which is now Seal Kap House. And, um, part of the time I also cleaned the library, which is now Strombeck Centre. Because, um, my boss, um, hurt his back, and he was supposed to clean the library, so I said "Well, I'll do it." So, I did that most of the time as well. So – (coughs)

JY: So you got to see so many aspects of TJC, with the different positions that you worked at and everything--

JM: But while as a student, my work was in the library.

JY: Right, right. So how did your time management with school and work, work out?

JM: Well (coughs) the year I lived on campus, I had trouble studying because, um, the first half of the year, it wasn't too bad during the week. But by this time I'm twenty-one, and most of the kids in the dorm are first year students, so they were quite a bit younger than me. So they all came to me for all their advice on everything. Um, a lot of times there would be a line up waiting to talk to me. (laughs)

JY: Oh wow.

JM: So I'm supposed to be studying (laughs) and uh, that would mainly be on the weekends because my roommate went home. But then her Dad died and so she moved home and commuted the second semester, so I had the room to myself, which meant that any time I was in the room, I was very rarely alone. I usually had-- so, and I think that's why I didn't graduate, was because-- I failed courses because I -- but I wouldn't change that experience for anything, you know, to be able to listen to the girls. They would come and say, Do I look okay? before going out on a date, and when they'd come back, Hey, I gotta tell you, know what happened? or You know what happened? You know, and all that stuff so, and you know, it was always my room that they'd come into. Stuff like that, so--

JY: They saw something in you that they trusted—

JM: I guess so. (laughs)

JY: – so that they wanted to talk to you about everything. (both speaking at once)

JM: And the same thing happened, actually, when I was a custodian, well, somewhat when I was a librarian, kids would come in and talk to me too, but more so when I was a custodian. But believe it or not, that was more with guys than with girls, because part of the Arts and Science building basement was used as a boys' dormitory. And when I would be working around there, I had-- several of the guys would come and talk to me about all their problems. And there were a couple of guys that really had a lot of problems, and they would come sometimes, but they were good, because-- especially the one guy. He'd say, "Now I've taken so much of your time. Okay, I'm going to help you."

JY: Oh wow.

JM: And then he would help me so that I would get done.

JY: That's good.

JM: I mean, my work took a certain amount of time. (JY: Um-hm) And that was how many hours I put down, but a lot of the times, instead of getting out of there like, eleven or twelve, I would get out about three or four, because I've been counseling these guys. You know?

JY: Yeah.

JM: Sometimes girls, but mostly guys. The only way the girls could get in there was with the permission of a boy. So, they'd knock on the door and, and uh, that was only if I was in the janitor's room, which was down there you see. Then they would come in and would close the door and talk. (laughs) Yeah.

JY: Wow.

[End of side A]

JY: So, I was wondering what kind of student-to-teacher and student-to-student relationships were formed with only having seventeen students and nineteen administrators and faculty members?

JM: Well, I always said that we were more like one big, happy family. You know, it wasn't like university, it was like – a family. And, for instance, when Mr. Hanson, he wasn't a doctor yet then, when he would go away on a trip to present the school, in churches, and that, it felt like Daddy was gone, you know, and uh, it just felt like, you know, "When's Daddy coming home?" sorta thing. You know? Not that you thought of him as a father figure in a sense, but in another way you did because he was, sorta the leader, you know, and uh, so it was, [30 minutes] so it was more like a family relationship than faculty and students.

JY: So it was very, like, you can be open about whatever –

JM: Oh yeah.

JY: And just talk about—(both speaking at once)

JM: Yeah, And I'm sure that it helped, too, that it-- that I commuted with a number of the faculty. I mean, you know, I would drive for sometimes sixteen miles a day, if I happened to come and go, that didn't happen very often, but say, Mr. Hanson, or Dr. Mattson, or Benno Friesen. Very rarely I went along with Mr. Garrison, because he usually didn't have his own car. But the others sorta took turns driving. Well, Dr. Mattson went the other way. I only went with him if the others weren't going my way. But, um, you know. So, I guess, I probably-- plus having worked here before the school opened, I sorta got to know about them more on a peer basis. But I think everybody kinda felt like-- In fact I think it was my girlfriend, Sharon, who said, "Daddy's away again" (laughs) when Mr. Hanson's away. I have a hard time calling him Mr. Hanson, but that's who he was then. Anyways.

JY: Wow that's kinda nice and kinda interesting, to see them more as a family instead of teach-- I mean, you still get the teacher-student, but –

JM: And I don't think there was ever any problem with the authority or anything. I mean, everybody respected their elders in those days. It didn't matter where you were. There were very few kids even in high school that didn't respect their teachers. You know, so, um, that wasn't so much of an issue, as much like it today. (clears throat)

JY: Mmm. So, I was wondering, could you, like, you said that you had deeper—you had relationships with the other seventeen students—was quite, was-- especially with the girls was it – ?

JM: Yeah, although, (sighs) having known a lot of them before, (JY: um-hm) and then there were a number of us that did commute, you know. I think Dave and George both commuted, well, I know they both commuted, and um, uh Claudia and Vic commuted. Somebody else commuted, but I can't remember who it was, but you know, so I mean, probably almost half the student body commuted, you know, so, I got to know them too, because you know, they weren't in the dorms. In fact, I'd say they were in the dorms very little. I more-- I mixed more with the on-campus kids, more than a lot of them.

JY: Oh okay. Did you take more of the initiative, then, to mix with the girls in the dorms?

JM: I don't know. I guess it was because Sharon and I sort of hit it off right from day one. So, that's how I sorta started going over to the dorm, was with her. But I don't know.

(both laugh; JM: coughs)

JY: But overall, would you say that the relationships were pretty good then?

JM: Oh yeah. Everybody was, you know, there was, there were a couple times when you sorta go "oh no, not that again" sort of thing, but, I mean you get that in a family too. There are people you just don't get along that well with. But no, it was a good year.

JY: Okay

(both laugh)

JY: Yeah, sounds like a good year.

JM: Yeah it was.

Time: 33:24

[For the balance of the interview, notes are provided, rather than a verbatim transcript]

Notes

- Faculty relationships
 - Dr. Mattson; Dr. Hanson; Dr. Asa; Mr. Benno FriesenJM reveals that because she commuted with some of the faculty members, she would "get into a lot of conversations I wasn't supposed to know about. Some students wanted to know more, but I'd just say I didn't know."

[35 minutes]

- Classroom experience
 - Mr. Benno Friesen

When asked if she had any likes or dislikes, she states that she found Dr. Mattson to be a “boring” teacher (he taught Old Testament). She did not take Greek, so didn’t take classes with Dr. Hanson. Dr. Asa taught New Testament, and could be quite fun. Benno Friesen, who taught English, was one of the most memorable professors, in her opinion. He liked to say “Love is a ticklish sensation you can’t scratch.” He also said that when it snowed, St. Peter was scratching his beard. JM comments, “Don’t ask me to quote poetry, but I can remember those things!”

- Atmosphere at TJC

JY shares that some now think that students at TWU live in “a bubble,” protected from the outside world. How was it then?

JM states that there were always a lot of people coming and going, often home on weekends, so no, she didn’t think they had a strong feeling of being “apart” from the world.

- Leadership

JY makes a reference to the University’s mission statement. Was this approach evident in the early years? Were there many on-campus opportunities?

- students were encouraged to use the gifts God had given them
- Ultimate goal: that everyone will serve in some form Christian leadership

(40 minutes)

- There were not many on-campus opportunities, other than Student Council. But leadership could be shown through daily circumstances

- Yearbook references

- Special student definition

JM confirms that “special” meant she had not finished high school. Some others were part-time. So there were only fourteen full-time students.

- “Joyce – Rejoice”

JY asks about the yearbook photo showing JM with a banner reading “Joyce – Rejoice.”

JM explains that the pastor at the Free Church in Coquitlam, Henry Goertz (Gloria’s father) worked with the youth, and always called her “Joyce Rejoice.”

JY asks why JM left after one year.

JM says that she had to go back and finish high school, had to write a provincial exam. So she took one year off and then came back for two.

(45 minutes)

- Extra curricular Activities

- Choir
- View Day
- Organization

Most extra-curricular events occurred during times JM was not on campus.

The choir traveled to Harper, near Seattle, on one occasion.

JM doesn’t recall specific View Days, but says that students in the area were encouraged to come and see what God was going on campus. Faculty and staff did more of the school/church visits.

- Best memory from TJC
 - Mrs. Asa's Education class

(50 minutes)

- Choir tour in 1966

JM really enjoyed Mrs. Asa's Education class. Mrs. Asa helped them learn how to write a term paper through a step-by-step process. She and Dr. Asa were both great teachers.

But her very best memory overall was the choir tour of 1966. They traveled for 10 days. JM fondly remembers the places they saw, and the people they stayed with.

JY: Did TJC affect you positively, or negatively?

JM responds, "both." Negatively because she discovered that she "wasn't university material." Positively because she learned why she believed what she believed, and she also learned a lot about helping the kids get through, counseling them. Personal growth.

- Lessons learned from Dr. Hanson

When asked what had the biggest impact on her, JM quotes Dr. Hanson's watchwords: "Don't doubt in the dark what God has told you in the light." She goes on to say that Dr. Hanson had the biggest impact on her personal life.

- Cheers from student basketball games in Barnasium

(55 minutes)

JY asks if JM has anything else to add before the interview ends. JM says she could "add forever," and laughs. She shows JY her certificate, received during the 25th Anniversary Founders' Week event held on campus in 1987. She reminisces briefly about student vs. faculty basketball games held in the Barnasium, and she finished with some cheers use by the students during these games.

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