GERALD YOUNG #1
September 14, 2004
Interviewed by: April Curtis

I: It's September 14th, 2004. I'm talking with Gerald Young at his home, and ___. So, (?) Gerald would you state your full name?

GY: Sure. Uh, Gerald Edward Young, and I normally go by Jerry (?). Gerald with a G and Jerry with a J. Just to confuse people. (chuckling)

I: And, where were you born and when?

GY: I was born in, uh December the 7th, 1932 at the old Grande Ronde Hospital in La Grande. Uh, and it was, uh, a cold winter night and my parents told me, and in fact I think it was like 20 below, and so my mother remembers that, uh, uh, that uh, birthdate distinctly. Distinctly. Not only because of my birth but because of the cold temperature. (chuckling)

I: ___ (?)

GY: Uh my mother uh, is Lola Sarah ___ uh, and uh, and my father was Frank Edward Young. And they uh, were married in 1931. In October of 1931.

I: Did they- had they grown up in La Grande?

GY: They were both born in La Grande. Uh, my mother is a third uh, generation person. Her grandfather was, arrived in- Grandfather Ed ___ had arrived in this valley by 1866, because my mother's father William Banton (?) was born here in 1866 at a place called Lone Pine, which uh, became famous in the 1940's when three high school boys cut it down. Lone Pine was actually located out, uh, not, uh, towards uh, Union. And not too far from the road that comes out to the airport, a little bit this side. And she was born in 1910 here actually in La Grande, in a home. Uh, in a relative's home. And my father was born here in 1898, uh, and I grew up on the river across from Riverside Park. His father had arrived in the valley by 19- about 1870, uh, because he shows in the 1870 census in Summerville. And, I 'm not sure when uh, my father's mother arrived in the valley, but she arrived in time to marry, uh, my grandfather Henry Young (?) in 1880. And so my dad, uh, was the next to last uh, of about 8 children.

I: What do remember about, uh, your parents or any of your grandparents talking about their early lives?

GY: Well, I've always regretted not having been more interested as a young, as a young person and talk to 'em, talk- and talking to 'em about their early lives. It

seems like you have to get quite a bit older ta', to become interested in that sort of thing. Uh, but uh, and I did not know my grandfather Young, he died four years before I was born. And I uh, didn't visit a lot with my grandmother Young. I saw her once in awhile, but, uh, she died when I was six years old, and so I think I was just kind of a little kid, that was in the background with big eyes and, and kinda' listening to conversations. So, she (?) never talked that much about the early days, and about, uh, coming across, uh, in a covered wagon or anything like that. Uh, both of my grandparents uh, Banton (?) and my, my grandmother Banton was, her maiden name was-

I: -Is Banton B-A-N-T-O-N?- (GY: T-O-N) -Uh-huh.

GY: And my grandmother was a McCauloy (?) before that. M-C-C-A-U uh, L-E-Y, L-O-Y. And uh, and so they came across in covered wagons, uh, in uh- well, she came across in 18- 1870, I guess it was. But anyway uh, they didn't talk much about it either, uh, to me. I do remember family history stories saying something about that they ___ when she came across. This would be, uh, grandmother McCauloy Banton. That, they really didn't have any problems with Indians, for example. They had one scare, somethin' like that, but, but they really didn't see any Indians coming across. Uh, of course my grandfather Banton was born here and so he didn't have any of the Oregon Trail experiences. His parents did. His, his uh, his father Ed Banton actually ___ up on some land, uh, on the uh, uh, Umpqua River, and, in 1855, and I have the record of that. And then, like a lot of pioneers, uh, those people mostly went through the Grande Ronde Valley on to a, the uh, Paradise, utopia, of the Willamette Valley. And discovered then that they had gone through a valley that they really enjoyed, would enjoy, and came back to. So, and there were a lot of pioneers that did that, that's why this valley wasn't settled until 1862 when the Oregon Trail was here (?) in 1843. It took about 20 years for people to really begin to realize they kinda' wanted to live here instead of in the Willamette Valley.

I: What about your parents? Had- did they talk to you- uh, at any length about their early childhood experiences?

GY: Yes, they did. And, my mother, uh relates, uh, things like, uh, coming by horse and buggy. She grew up in Ladd Canyon, right at the mouth of the canyon. In fact, uh, the rest stop at Ladd Canyon is on old Banton property. And, she remembers coming to town in a, in a horse and buggy. And they would follow essentially what we now today call the Foothill Road. And, one spot on that road was pretty sidling (?), and her mother actually refused to ride across it. So, her mother would insist on, uh, uh, on her dad stopping and letting her out. And sometimes the kids got out and sometimes they stayed in the buggy. And they went around this sidling area. But it was actually following the old Oregon Trail up on the side hill. And that was there because at some times of the year it was too wet to follow the Oregon Trail that went out into the valley a ways. And,

that's all marked area out there, it's now called Ladd Marsh, uh, parts of it, are Ladd Marsh.

I: Well, can you define for me "sidling?" I'm not, uh, um-

GY: -"sidling" is, uh, and that may be a Grande Ronde Valley term, uh (laughing), uh, but uh- sidling is, uh, means that it- it's, it's angled, it's cliffy (?), the wag- one side of the wagon is going to be much higher than the other side. And in the, those old, uh, farm wagons and buggies, uh, they were very high off the ground, and, the center of gravity was pretty high. And they didn't too much take too much of an angle 'til you feel like it might tip over. So you just had to be very, very careful. Uh, about that sort of thing. And uh, so, she didn't, she didn't wanna' ride part of that. So they- they would do that. Uh, and come to town. My mother told stories about, uh, when they came into town they didn't have a lot of money, so they'd have- they'd bring their own lunch. And there was grocery store, and, I could find out what the name of it is, I think. Uh, probably it's in my, my mother's oral history book. Uh, but there's a grocery store that, uh, the, uh, owner had, uh, tables in the back, and, he would let people, farm people come in and go to the back room and have their lunch. And usually they'd buy something from him, eh, as part of the lunch, like some hotdogs or, uh, some pickles or something like that. They had a place that they knew they could go to that- to have lunch- their own lunch, and, and of course they'd stock up with supplies from, from that uh store, that grocery store before coming back home-

I: -So, did this mean that, that ___ or was that-

GY: This would be (?) in then, yeah, in the teens in 19-teen. Say 1915 ta' 1920. But that would have occurred in uh, you know, in the uh, late 1800's, too.

I: What about your father? What about his young (?) life?

GY: Well, uh, he, he grew up on the river, across from Riverside Park, as indicated earlier. And, uh, Young family had a small fruit orchard, and so that's how they made a living, was, his dad, uh, peddled, uh fruit locally. And they had apples and pears and apricots and peaches and plums and prunes, and- the typical fruit that could be grown in this valley. And, they uh, well, he always enjoyed telling stories about, uh, canoeing on the river. At that time the river would, was uh, a little higher level that, uh, in later years, uh, because of the gravel, uh, being pulled out down at Island City by a gravel company, it cut the channel down, and so you don't have the wide, uh, river and the, and the uh, ripples and things that they had in those days, and the ponds, and, and uh, so they could canoe, uh, especially in higher water, clear up into mid, uh, midsummer at least. They could canoe on the river right there at Riverside Park, and, a lot of the grandkids would come and canoe with them. They'd swim there, they'd jump off the, the bridge __ there, and swam. And they had a swimming hole. And they did all kinds of, uh, fun things on the water. They got very good at canoeing. They had one little

canoe they called the Peanut (?). And it was- it was a one person canoe, and, from pictures I'd say it probably wasn't more than five or six feet long. It was very small. Whereas the normal canoe is prob'ly ran from ten ta' fifteen feet long. It was- some of 'em were pretty good sized and would hold about four people, and so, we have a lot of family pictures of, of individuals in those canoes. Not a lot of, not all of 'em family members, they- uh, especially when the kids got up into their teenage years in the early 20's, they'd have friends in, and they'd do that. My grandfather Young, uh, came from Ottawa, Canada. He was born in 1846, and, he was a, he, he taught gymnasium or taught gym, in Ottawa in his younger years, and so, he was pretty, uh, athletic. And so, he put up a lot of bars and parallel bars and swings, and trapeze kinds of things in the trees there. A lot of cottonwood, there's a- uh, at the, his small acreage (?). Prob'ly, I'm just gonna' guess, ten or fifteen acres, Uh, and so the kids all learned to do trapeze, uh, kinds of things on there. And do tricks on the parallel bars and, you know whether it was chinning yourself or flipping on the bars, or whatever. Not unlike a lot of things you see in gymnastics today. And so he saw that his kids all learned ta' do that sort of thing as well as swim very well, obviously. Ta' play on the river, and in the, in the river. And so, uh, you know, they, they just had- they had an outdoor lifestyle, and they did a lot of traveling into the woods. They'd always go huckleberry-ing, uh things like this, in the, in the summer time, and camp out, and that type of thing.

I: So where did they peddle the fruit?

GY: They peddled the fruit, uh, around La Grande, and he would have people that would come out and knew that at certain times of the year certain fruit (?) would be on, and, they would come out for it. Or they would ask the uh, maybe write letters to him, or they would- no phones in those days. Uh, or they would uh, let him know, uh, "I wanna' know next year when, when you have apricots, or when you have peaches, or whatever." Uh, and so there would be those people. But also, they put together fruit, and, and in a, in a wagon, a small wagon, uh, they would go up to, uh, Perry, and, Hilgard, and Starkey, and the logging camp up the river. Uh, camp one area. And also, they would go as far as uh, uh, ta'- uh, Meacham and Kamela. They'd go to Kamela and then to Meacham.

I: In a truck?

GY: In a, in a wagon, a horse and wagon.

I: Oh, horse and wagon.

GY: Yeah, they had a team of horses and a, and a small, light, uh, wagon. More than a buggy. And they would actually stop along the way and peddle to whatever, uh, log cabins might be out there, or other houses, and uh, and of course the homes that were in the different communities along the way. And so they would turn around at Meacham and come back. And it would be, uh, maybe, uh, they'd camp

out one night at least on the way up and one night on the way back. They'd come back a lot faster because the horses are headed home, and, a lot of it is downhill. And my dad remembers doing that as a, prob'ly around, I'm just gonna' guess, the period nineteen-eight ta' nineteen, uh, fourteen was what he particularly remembers. At some point there, they quit doing it because automobiles came in, and, the train was going through and things, and so. But, it a- because the opportunity to sell fruit kinda' decreased in terms of peddling like that ___ were other ways-

I: -Did they pick the fruit? Did they pick the fruit that themselves?-

GY: -They picked the fruit, uh, themselves. They grew it, and picked it themselves.

I: That was just your grandfather and his brother?

GY: And his, his children.

I: How many children did he have?

GY: Uh, there were eight.

I: Hm. Lots of pickers.

GY: All those (?) pickers. Well, we have- there's pictures of 'em in the trees, you know, on ladders in the trees and things, and, and uh, they seemed to have a good time, and, and uh, the kids as they got old enough- time they got about five or six years old they could at least pick from the ground. And so, they'd pick it and they'd sort it, and they'd have certain, they'd have the different kinds of fruit at different times of the year, and different qualities and different ___. And, so people would look forward to buying- and often people bought enough to can. They might like- two boxes of apples, or two boxes of peaches, or something like this.

I: So, uh, when the fruit ran out, what, how- what was the livelihood then?

GY: Well, they were pretty dependent on the fruit make enough money in the summer to take you through the year. He did raise some- a few head of cattle, and he raised, uh chickens and some hogs and things like this. And a pretty good size garden, but really the primary commercial, uh the primary source of funds was the commercial fruit orchard. And so you just learned to save your money. And of course when you have, when you have a small place like that and you have all the animals and all the fruit and you raised a vegetable garden and things, you don't really have ta' buy a lot of things. You got coal that you buy, and you got things like coffee and sugar and salt, and- but they didn't have to buy a lot of things, so, they got by without a lot of money. It was kind of interesting, he made- I don't know, uh, really how well he did, but I do know that he made enough money, my

grandfather Young to, to see that his daughters all got to go to college. And in fact he insisted on that. His philosophy was that it was much more difficult for women to make their way in the world than it was for men. There was jobs for men. But there weren't that many jobs for women. And he wanted all of his daughters to do very successful professionally. So he made sure that they all got to go to the university. And in fact, all of them I believe attended- I know most of 'em did, not all of them attended Whitman. And graduated from Whitman. And in fact, most of 'em majored in music. Uh, they uh, and so, I have a picture of one of my aunts, uh, Bertha who was on the Whitman basketball team about 1901. And, and so, I don't know that others were involved in athletics over there, but all of them went to Whitman. And I think- I been going to check to see if all of them graduated or not, but I, I know that one of 'em went on- Bertha, the one that was at Whitman in 1901 went on to play the violin very successfully. And was actually a member of the Seattle Symphony at one time. She actually studied, uh, violin in Germany. Before the first world war. And the other one of those, uh, of my dad's sisters, uh Harriet, also, uh attended Whitman, was very good musically, and went on to study piano in Germany., And in fact, got out of Germany right at the beginning of the first world war, and had to come back by ship after the war essentially began. Uh, another aunt, uh, Sadie, who married uh, Carl Lindahl (?) who became a state senator in Pendleton for a number of years, uh, was also a very good musician and taught piano in Pendleton out of her home ___. She was quite a good pianist. Uh, and then, uh, uh, one other one, really stayed at home and, and uh, in fact, one of 'em died fairly young I think, prob'ly in her teens or something like that. So I guess she didn't go to Whitman. (chuckling)

I: What did your dad do?

GY: Well, my dad, uh, and actually all the brothers, uh, had some college experience. Or, some post-high school all of 'em graduated from high school. All of the young kids graduated from high school. Which was kind of unusual 'cause they all graduated by 1920. They'd all graduated from high school. In those days for eight kids ta', uh, for all the kids ta' graduate from high school- and my memory may not be quite right because one daughter that died fairly early. But anyway, uh, all of 'em, all of the boys went on to some post-high school- uh, high school experience. Uh, two of 'em went to, uh Oregon State for about a year or two. Uh, but my dad, uh decided what he wanted to do was to uh, learn about automotive mechanics, so in uh, uh, right after the first world war- and in fact, he got drafted, he was essentially had his bags packed and was on the way to the train station when they, when they, uh, the war was over with and they said he didn't have ta' go, uh- how close he came to bein' in the first world war. Um, but anyway, he- then after that then he decided he wanted to go to learn automotive mechanics, so he went to an automotive school in Los Angeles around- I'd say 1918, somewhere in there, 1918 or 1920. He never did it as a profession but it's always served him well, because he was a rancher-farmer-fruit grower his whole, his whole life.

I: So, when he came back from Los Angeles what did he do?

GY: Well, when he came back he actually then bought out his brother, uh Fred had an ice business in La Grande. And my dad bought out Fred and he began running an ice business then in uh, along in the early 20's somewhere. And uh, had that business for over ten years.

I: Describe the ice business in La Grande.

GY: Well, the ice business in the 20's would mean that uh, for him, uh, they put up ice by running Grande Ronde River water into a pond on their family- their home property of the family. And in the winter time then, when you run the water into this pond, you then it starts freezing, and then- in those days it- we had colder winters then- it would freeze, uh, more. Uh, they would, they would then when, when the water would freeze, and the snow fell on it they'd go out and scrape the snow off, and then flood the top of the water, uh, of the ice, with a little more water. 'Cause, you can only freeze ice down to about, you know around here maybe it gets six or eight inches deep. So you don't get thick ice by letting it freeze down, you get thick ice by letting some of it freeze, running water on top of the frozen ice and freeze it on top of the already frozen water. So you run another inch of water on top, let it freeze, run another inch of water on top, let it freeze. And you can build up maybe twelve inch blocks of ice that way. And you do want to scrape the snow off, between, before ya' flood it, or it tends to make the ice kinda', uh, have, uh, be more porous, not be as solid. So, you don't have as much cooling effect for the same volume, and uh, so you just get more solid dense ice if you do it that way. And so that's how they did it. And then, uh, at the right time of year- this prob'ly say late January or somethin' like this- when things are gonna' start warming up a little bit. You got out, uh, they actually take a horse out on the ice and they use a horse to pull a little device that marks the blocks. Ya' pull 'em one way so you have parallel lines and it digs down in enough ta' ___. You pull the horse the other way and so you mark out the blocks and then you saw it with a handsaw. An ice saw. An ice saw would look somewhat like a one-man crosscut saw that would be used even today in the timber industry. Yeah, it would have been thirty, forty years ago, before chain saws. And I suppose today if you were ___ just be out there with a chain saw cuttin' the ice. And they cut those blocks inta', prob'ly about a hundred pound block. And they'd use a horse and uh, of course you had ice tongs hook on to 'em, get 'em up onto the ___, onto the ice, out of the water, on the ice. Use the horse to pull it over to a, to a chute, and you would actually get a, pull it up the chute with a horse, uh, on the other- a cable hooked to it and running to the ice house, and, a horse on the other side of the ice house, and the horse would pull it up that way. Not unlike you would- we put up hay, uh, in barns up in, into the 1950's. When you put loose hay in the barns-

I: -What does- what-huh- what did an ice house look like?

GY: Well, an ice house would have been any building that you essentially had a sawdust, uh, a floor with sawdust in place, and, underneath, because ground

temperature is about 57 degrees around here- Fahrenheit. And so, you want to insulate it from the ground, too, it melts the ice. And it has thick walls, and the walls could be, in the- I suppose it could be anything from ten inches thick, ta', you know, twenty inches thick depending on how they wanted ta', how much they wanted to insulate it. And they fill those walls with sawdust. So you have an inside wall and outside wall and then ya' fill it with sawdust because that's the insulation that they, ___ insulation they had available to 'em. Nowadays they would use, uh, you know, ___, or, or, fiber glass or something like that ___ even better. But they got sawdust in the walls and so you just put the ice in there and stack it up. And, and then you'd put some sawdust on the ice, each layer, so the ice wouldn't freeze together completely. So ya' be kinda' went in and ___- you could bring it out in those chunks that you had, you had cut out of the, out of the, ice pond with. And so you'd store it that way and you maybe would have, you'd have, you might put up 200 tons of ice or somethin' like that depending on the building and how much you thought you could sell. And people did that for themselves, too. There were families that had ice houses that were small. Might be a room ten by twelve feet and you might have six feet of ice there, or something, you know? Didn't need to be big, but where they were doing it commercially, they had a pretty size- good size building. I can remember the building as a kid, it was still there, and it was still- I remember them putting up ice, but, you know it was very, very vague. And I don't know how much of it- my memories mixed with, uh, what I've been told, oral history. But I do have a, I have a very strong, uh, vision of that, and I'm pretty sure that I did see it going on. And they, and they get quite a few people to help 'em. It might take a team of ten people to put up ice and do it efficiently.

I: Sop they do it in the winter, and then sell it in summer?

GY: Well, and then they would start marketing it, because people had, uh, they had coolers in their homes, and often coolers that was supposedly outside with a screen over it so the flies couldn't get in. But in cooler weather, they just put things in the- the things that they wanted to keep cool they put into that. They didn't have to worry about things freezing in the winter time, too. But anyway, that's how they kept things cool, and they figured out how to do it the- not cause things ta' freeze but be cold enough. But in the summer time, maybe starting in April or May. Then, from the first of May to the, uh first of October or something was the ice season, and that's when you sold ice. And you would take orders for ice, uh, and you'd have your standard customers. You'd have an ice route and you prob'ly had two wagons, at least, two ice wagons. Going around town stopping- (I: horse- horse-driven?) Horse- horse-driven. And uh, and uh two- a team of horses on each wagon, and one fellow running it. And you go around town delivering the ice on this route. And you prob'ly have ta', you knew kinda' how often you had to check an icebox. Depending partly on how big a chunk- how big an icebox they had. And how big a chunk of ice they bought. Uh, and you'd make your rounds and look at the icebox and see if it needed to be replaced or not. And then go on. You'd have the team trained so that you never'd get on the wagon,

you'd just tell the team to pull up. And they know where to go to stop at the next house. And you'd be in the, you'd be in goin' to the back of the wagon and cuttin'- you might have a hundred pound block and you know, this house needs a 50 pound, so you'd chip it with an ice pick and break it in two and take the 50 pound chunk in and put it in the icebox. Now people often wouldn't be at home, so you solved that by having a- selling them a coupon book. I have those today that for our- for that ice business. Uh, and the coupon book would have five-cent coupons in it, and ten-cent coupons, and- I don't know whether twenty cents or twenty-five cent coupons or not. But there's be a variety of coupons in there, and they'd just leave that laying on- it might cost them five dollars for the coupon book, or three dollars, I don't know. We could look at one and find out. And they'd leave that on the top of the icebox. When the ice man came they'd go to the back door- always unlocked. They'd go in, check the icebox, find out how much was needed, put it in the icebox and pull out the appropriate number of coupons to pay for the ice. And then, they'd go to the next house. So uh, that's, that's kinda' how the ice business went. Then, by 1935, he knew by 1930 that, uh, he was not- you know the ice business was not gonna' go on forever, 'cause electricity was coming in. Electric refrigerators were being invented. Things like this. In fact, he started selling electric refrigerators before he went out of the ice business, as a way to transition into the new technology. But by 1935 he- uh, by about 1932, when I was born, he'd already decided that business wasn't gonna' go on forever. And he didn't wanna' really become a, a refrigerator person. And so, he then bought, uh, land out in Mount Glenn about, uh, six-seven miles north of La Grande, and he and an uncle of mine, uh, Johnnie, or Cecil- we called him Johnny. Uh, planted a fruit orchard out there. And this became then that by 1938 or '39 things would begin to produce fruit (?). And then they wouldn't have to depend on some other source of, of income. And it, uh, uh, so, in fact they raised foxes out in the Mt Glenn area for about five or six years, uh to ___-

I: -Foxes? ___

GY: Foxes. You've heard of mink- you've heard of mink farms. They were fox farms. And, they raised foxes up in the timber, there was about, uh, the 90 acres they had prob'ly about 30 acres of it was timber. And they actually raised, uh, foxes. I don't know, they called silver-tip and were- sort of a bluish fox. But they- they raise foxes and you would then, uh, uh, you would, ya' had to- your breeding group. And they would have these little foxes. And I don't know whether kits is the right name for foxes, or if that's the name used for, for mink. I guess that's the name. But anyway, uh, they raised foxes and then you would uh, you would uh, uh, kill 'em and, and skin 'em. And uh, you, you would uh, kill 'em with carbon monoxide. And uh, you know it's not an approved way today, but it was- that- those days. And you would skin 'em and uh, you would, you would uh, keep the hides and the people uh, buyers would actually come to (?) La Grande and buy those fox furs. And they would take 'em away and they would tan 'em and they would then sell 'em to somebody who would sew 'em into apparel.

I: So, how did they get the first pair of foxes?-

GY: I- ya' know I don't- (both speaking at once)-you buy- you buy breeding stock from other people that were already doing it.

I: In the valley, or ___ -

GY: Well, ya' prob'ly went outside the valley to do it. I don't uh, but once there were several fox farms in the valley, and there was some out in Summerville. Yeah. This would be in the, this would prob'ly be in the 20's and 30's and 40's. And actually mink then became more valuable to raise rather than foxes because the fur was so much more valuable. And so there was mink farms in this valley into the 60's at least, if not into the 70's.

I: Hm. Do you remember the foxes?

GY: Yeah, oh yeah! I remember going out there 'cause- we had foxes until I was probably eight years old. Say 1940-41, somewhere along in there. And I remember going up and even helping skin a little bit. I wasn't very good at it, but I had my pocketknife and I had to skim 'em. (chuckling). They'd hire uh, people in the- men that were out of work in La Grande to come out and help with skinning the foxes out. And they'd have to stretch the hides over board. They had a special, uh, panel board that you made- uh, that they had that you stretched the hide over that ta', to stretch it out to dry. And ya' put it out to dry and then you'd sell it. Skin it, or dry, you'd take it off this, uh, special board and, and there's a name for it but I've forgotten. And, and uh, then a buyer would come through and check the quality of your furs and offer you a price, and…

I: Like- did you- did they have 'em in cages? How, how did they keep 'em?

GY: They had 'em in box (?) pens. And a fox pen would have been, would have been something- I'm just guessing now but, I'd say it was prob'ly ten by fifteen or twenty feet. And they'd have one, uh, female fox in each one. I don't think- I don't remember whether they could have more than one female in a pen or not, 'cause, there's be a certain amount of problem with fighting. And uh, you'd have ta' turn the males in with the females at certain times of the year. You'd have to run all that. And then uh, they'd, they'd have then one or more families of foxes in each pen. And so you had a whole, row of pens and you could look down and it be- it would be made with what we call chicken wire today. And so, we'd go up about, uh, oh, six-seven feet high. But there's also be a top on it, so they couldn't climb up and get out the top, too. And uh, a gate in it, and you'd just- you'd go down a row of these pens, with pens on each side of ya', and your alley way would also be fenced in. If a fox got out on ya' they'd just get into the alley ways, so you always had- sort of a double gate-

GY: Um, uh, and uh, they would then, uh, sometimes they were already dead when they went and got ‘em. _____. People in the valley knew who the fox farmers were, and they’d call ‘em when they had an animal. They wanted to __, ‘cause, it was either that or they’d have ta’ bury it. And so, they would go pick up this horse, for example, and uh, then they would have to butcher the horse out, and uh, then they would feed every bit of the horse to the foxes. Uh, of course all of it- ya’ cut up the meat, but the bones you’d actually grind up, because the fox- foxes need the- they knew in terms of nutrition the foxes needed a certain amount of bone, too. So you had a bone grinder in the feed house, in the fox feed house. Uh, you’d grind up the bone with the, with a certain amount of a, of the uh, meat. And, and so you kind of knew the recipe that you wanted to use based on the experience of other fox growers. You’d have ta’ learn from somebody else, prob’ly do some reading on it, too.

I: What did bone a grinder look like?

GY: Well, it look like a, it look like a- these- you see these hand grinders today that uh, you could grind sausage in at home? Well, it would look like that except it would be about six or eight times as big, and it would be powered prob’ly with a little gasoline engine. And it would be very sturdy and durable. And so you could drop a bone that was two inches across’t in there. Be like a- kind of like a miniature rock crusher. (chuckling) Is what it amounted to. It’d break it up and, I don’t recall whether they had two stages, you know, grind up ___- and break it down into big chunks, and break it down more. I don’t remember. But I do remember the bone grinder. And-

I: -Was it loud?

GY: It made a lot of noise, yeah. Yeah uh-huh. (chuckling) Yeah. Quite a little bit. And it would have a, well actually as I remember they had a little one, uh- what we called a one lung engine on it. One-cylinder engine? And, you’ve prob’ly heard those engines run. They go kinda’ “bang! t-t-t-t, ka-bang! t-t-t-t” (making the engine sound) And, and it’s just, it, it fires every time the, its, uh loses- the fly wheel slows down a certain amount and it’ll cause it to fire again. And so, you’ve uh, prob’ly heard one-cylinder engines run. Some parades (?) around here will have one on a trailer now. And you might even hear it on a, on a, on, on a vehicle- they- some of ‘em, uh, still have some vehicles that have those- what we call one-lung engine, uh, one-lunger engines. (chuckling) One-cylinder engines. But I always kinda’ wanted ta’ get one. In fact, my brother Dale, I think, still has one out at the ranch. He lives on the, on the fruit orchard. Uh, the one that my, my parents started in 1935. We moved there in 1935, and, my brother Dale and his wife, they do, uh, still live there. On that, on that uh, on that ranch. And, I think he still has the one or two of those engines out there. We use one of those on a, on a spray rig. And uh, we use one of ‘em on a, on a, what we call the saw rig ‘Cause we sawed our own firewood. I guess I’ve completed maybe the, the fox story. They, they went out of business in- well, ______ were working along. My uncle,

uh, was drafted into the- in the Army in, in a- and he was in his 40's. He was probably 41-42 when he was drafted. And he had been working in the- he had gone down to help out in the ship yards. The Kaiser, uh, to build Kaiser ships in Portland. And Kaiser, uh, Henry Kaiser was building Liberty ships in Portland. And so, he and my dad decided, well, he prob'ly should go down there and help out that way, thinkin' he was prob'ly too old for the Army. But they decided they needed men, and so they drafted him in, into the Army, in uh, I'm just gonna' guess 1942-43. And so, he left the ship yards and was in- in fact, he was in on the invasion- the first invasion of Africa. And then, uh, ended up, uh, being discharged before they ever, uh, moved into Italy and Sicily, and, and uh, and Normandy. They said- they said he was too old (chuckling).

(talking at same time_)

I: -But your father- your father was safe (?) ? You father escaped from the draft?

GY: -And he, he, he actually escaped from the draft, because by the- he just- almost got taken in the first world war because he was the right age and just turned 18, got out of high school and was drafted. And then by the time the second world war turned around, he was, uh, into his, uh, you know he was into his mid-40's and he had a family, and he was a farmer, and he was raising fruit and stuff and, and so they- those types, uh- they mostly left people on the famrs as much as they couild because they had ta' worry about the food supply, too. And, he was the only one ta' run the ranch, so they weren't about to draft people where they were- well it was- ___ or whether it was in the Midwest or wherever. So he, he just ___ they didn't have ta' go into the service.

I: Hm. So did your family move to Mt. Glen then in the mid-30's?

GY: In 1935. And uh, they, they lived, uh, I can still remember in the house that's still there on F Avenue in La Grande where I- where, where I went from the hospital home to. And I can remember that just a little bit. I think I could still draw the floor plan for that house, and it might be fairly accurate. But I haven't been in the house I don't believe since 1935.

I: What- do you remember the street number or-___?

GY: No, but it was, uh, it was about a half a block west of, uh, Spruce Street. In between Greenwood and Spruce. And it was on the north side of the street. And it was kind of the middle house in that block. Yeah. And so, I don't know the exact number but- I- I know where the house is.

I: So, that's where the ice house is?

GY: No, that- the ice house was down at the ranch- the farm which was across from Riverside Park. And if you go out Spruce Street towards the park, and uh, after

you go underneath the freeway, but before you get to the bridge. If you look off to the right back in the field, you'll see an old two story red house back there. And you get to it by going along the access road that runs along the north side of the freeway. That's how you get to the house. In those days, you got to the house off a' Spruce Street on a lane that went back down to that house. So you see a red house back there in the field, looks old. That was actually built by my grandfather Young in- they uh- in around 1880. He was married in 1880, and they lived uh, and at the time they were married he ran the- the company store for the sawmill at- it was at Oradel (?), which is right at the mouth of the canyon here (?) where the river comes into the valley. And there was a sawmill there. And um, there were- and everything. And there was a company store, there. And it was actually a spot where a lot of people stopped to buy things before they went over the mountain to Pendleton. And this would have been- he did that in the 1870's. The late 1870's. And he did it up into the 1880's. A little bit. I'm not- I just know he's married in 1880. And know he built the house not too- maybe a year or two after that. And that- and then he could build- he could pass the fruit orchard and begin to make his living selling fruit, and he could quit the job as the, as the uh, manager of the, of the uh, company store at Oradell, for- and I think it was a- I think Snodgrass was the name of the person that owned the mill and the store. S-N-O-D-G-R-A-S-S. And that's a name that pops up in La Grande. In fact, a descendant of that- of that family is Russ Snodgrass who retired a few years ago as the superintendent of schools in Union. And that- he was the one of the descendants from that family. And in fact I found that they also owned a, the uh, funeral parlor that's now Loveland. At one time and, when I was a kid that was Snodgrasses funeral parlor. Well, anyway, that's where-

I: Well, is the orchard still there? As well as the house?

GY: No, the orchard's not there, there's still some bare field back in there, but there's- there might be a few trees left, but I doubt it.

I: Does your family still own that?

GY: No. They don't. The family, uh, the last of the family owned it in it- uh, was probably in the 1950's. Maybe in the 60's. Somewhere along in there.

I: Well, let's go to 1935. And you have just moved to the orchard. Uh, Mt. Glen. Can you describe that experience.

GY: Well,, what I remember there is my dad borrowed- I don't- I think he must have borrowed the truck I don't think he owned it. But it was a covered van, uh, be like a, today it probably be like a ton and a half truck that had a big box on the back of it. Like a furniture store would deliver furniture with. Anyway, I think he must have borrowed that 'cause I don't- he had a rig, but I don't think that was his. And he- it was too big to deliver ice in. And he al- by the way he also delivered coal. He sold coal, too, as well as ice in the, in the 20's. They didn't make, they didn't

make- the ice business was only good for the summer time, so you had to do somethin' in the winter. And he sold coal.

I: Where did he get the coal from?

GY: Uh, you'd buy it in, uh, it was the train, uh, the railroad would bring it in and, in carloads. And in fact, we're digressing, but it's kind of maybe we just as well, you can move things around better (?) (laughing). Uh, but anyway, the coal was comin' in a, in a, in a, in a, in a- in a coal car. It'd be open on the top, and it actually- he did a lot of shoveling and his brother, uh, uh, Johnny would help and was in business with him. He, he worked for him. And uh, they, they would hire other people and they'd actually unload those cars by shoveling the coal out of the car. Now I think some of 'em they had the drops in the bottom but that wouldn't get the car very empty. And they'd actually shovel tons and tons of coal by hand. And some of those- they get lump coal, some of those lumps'd be, you know, twenty inches across, sometimes. And people would buy that and they'd break it up 'cause it would be hard coal. It was usually the anthracite coal and it was big like that. And that's called- it's a hard coal, or- it's formed in the ground. It ends up being a lot more dense, anthracite does. Has a lot more energy per unit volume. And, but usually more expensive to buy. And then there's another kind they call bituminous coal which was softer, and not as dense, and not as, uh, not as much energy per unit volume. Of course, priced accordingly. But anyway, they would unload those coal cars, and then they would deliver it, uh, I think by- you know, first by horse and, uh, team and wagon, but, mostly by then they had, oh, Model A trucks. And this sort of thing. And they'd deliver it around. And, you can tell some houses today that had, woulda' had a coal furnace in the basement because of the location of a window in the house that would be located where they could actually put a chute into the basement in a coal bin and, and shovel the coal down into the basement. This house we're living in today here at, uh, 96 (?) Penn Avenue actually had a coal furnace by- because I found chunks of coal in the basement when we moved here in 1968. So I knew, ya' know, why that coal was in the basement. And I knew where the coal bin had to be. (laughing) But that's how they kept the business going in the winter time was sell coal. Ice in the summer and coal in the winter. And they had wood, too-

I: -Sounds like a really physical big- lot of physical labor.

GY: Oh yeah, you were strong. My dad wasn't a big person, he was about five-nine and prob'ly weighed a hundred and fifty or sixty pounds in those days, but he was strong and my uncle was shorter than he was. So you weren't- you weren't so big as you were strong. And uh, and you kept it up by all this hardy work and, and uh, and so, that's, that's how they kept the business goin' uh, year round was to do those two things. Uh, about the 1935, when we moved to uh, to uh, the home in Mt. Glen, uh, I would have been not quite four years old then I guess. Uh, but, 'cause I would have been- see I would have been three years old in the, in uh, in December of '35, so I guess I was not quite three years old. But I just reme- ya'

know there's not much I remember in those days except for I remember him backin' the truck up to the front porch and, and uh, there was some unloading that had to be done and I- that's what impressed me and that's what stayed with me. And I remember my brother who would at that time been you know about a year old or a little more. And my mother, all four of us in the cab of this truck. And in those days those cabs weren't very big, but then two of the kids weren't, ya' know weren't very big, either. But I remember backin' up and, and, ya' know, getting' unloaded. And I don't remember a lot, you know of the next few years. There's certain things you remember but, uh, not a lot. I remember the fact that there were foxes up in the timber. And, it was always a special treat in the early days for the kids- for ___ and I to get to up and see the foxes and be around the- they were very careful about us not being in the fox pens. 'Cause they were- they had sharp teeth and they weren't friendly- people. (chuckling) They're, they're wild animals essentially, but caged up, and…

I: So even the pups were probably pretty-

GY: Yeah, you didn't mess with them.____. But they didn't like humans. Usually they'd run and hide in a, in a, in a- they had a, a- in fact, we called fox boxes, I guess. But they were little, uh, little buildings that were prob'ly about four by six feet. And you could look down in 'em by raising the- had 'em hinged so you could raise the lid up and look down in a litter and things. But usually the foxes would escape into that, they didn't wanna' mess with you. Yeah. But they were- you know, they would have uh, they were of course kings (?) in the wild in early days. But, I suppose by then you, know, they had prob'ly been 40 or 50 years and several generations from bein' in the wild those ___, yeah.

I: So, um, do you remember the orchard starting to produce?

GY: Well, some. You know- what you remember is that suddenly there start- you start having fruit around. And so, it's a- the orchard, they planted that orchard, uh, prob'ly about 1933, and so, about five years later, so '38 it would have been starting to produce a little bit. And I remember the cherry trees which was the main commercial crop. We had apples and we had peaches and plums and apricots and pears. But the big, uh, the big core commercial crop in later years by the- by 1940's was, was cherries. Uh, although we had quite a few apples, but, uh, they never, it wasn't something that did that well out in Mt. Glen. And, and uh, there was too much competition from other areas that had better land and more irrigation for apples and bigger size and things. And uh, not quite a long enough growing season for apples, ___ apples around here. But anyway, uh, I remember, uh, ya' know, uh, early, first like- ya' kind- ya' mostly sold some fruit locally. And we did peddling, too. I remember going on peddling trips which means ya' load up your vehicle with fruit, and ya' take it out and you go down the street and knock on doors. And ask them if they would like to buy any fruit. And in those days people expected this, because you didn't have much local fresh fruit or vegetables outside of what was grown locally. So, it was a way to- for people ta'-

ta' get fresh fruit and fresh vegetables was for people to come around town and peddle 'em. Or for you to know who grew 'em and put in an order. And you didn't have Saturday markets, for example like you do today. It was sort of a Saturday market on wheels, and each person ___ around town. (chuckling) But you could- other communities- we'd go to Cove or might go to Union or might go to North Powder. We would- I remember going up to uh, uh, to Starkey. And I remember going to Hilgard. I don't remember really going to Meacham or Kamela although I'm sure we did. Sort of followed the same route as my father did when he was a kid. Because people were still buying their fruit and vegetables that way. But my family, uh, mostly, my uh, my dad as a kid and his, his father, and- for myself ___ my father. Mostly what we had was fruit, we didn't really sell much in the way of vegetables. And so, but the cherries were the commercial crop and that's the only thing we ever sold- or what I call commercial which means we, we either, uh, it was- they were uh, packed fresh in, in uh Imbler. There was a packing house in Imbler that at one time had fresh apples to ship out of this valley. This valley, uh, up until about in 1920 raised lots of apples. Imbler area was just a huge apple, uh- and they had packing plants over there. And Clayton Fox (?) could tell ya' all kinds of stories. Somebody I'm sure has interviewed Clayton, and, there's that- I'm sure that story has been recorded. But, uh, we used that same packing house then for- to ship fresh cherries, and you would take your larger cherries and the ones that would ship. A variety called Bing and another variety called Lambert (?) were the ones that we had in the 30's and 40's and 50's. Other varieties have been developed since then. But those are the two varieties you grow that could be shipped. The Bings were the larger of the two. They were a littler firmer. They were a little sweeter. They actually shipped very, very nicely. But they didn't produce as heavy a crop, and, as much. And so, you raised Lamberts, too, which also were sent fresh, but they were a little softer. A little harder to ship 'em, and have 'em arrive in good shape. Another variety in those days, uh, was raised commercially was Royal Annes (?). And they were the light colored ones. And those were the ones that were used for canning and uh, you could can the blacks, too. But you can those, uh- but also, those are, those are the cherries in the early days that were used for maraschino cherries. 'Cause maraschino cherries, what we'd do is essentially take all the color out of the cherry, with uh, sulfur. You use a sulfur oxide kind of, of mixture, and, put it in the water and you soak 'em. You brine 'em. And it's not so much a salt brine as it is a sulfur, uh, oxide brine. Uh, and uh, you would essentially remove all the color, so you essentially had something was sort of off-white. Sort of a creamy white color. There was nothing there but the shell. I mean uh, the, the, the uh, fiber. Not just a shell but it's the fiber of the cherry. And then you put it through a process to give it the color, red, and also the flavor, almond. So when you're eating a maraschino cherry you don't have any of the original cherry there except the fiber. That's all. The cellulose material and that's it. (chuckling) But that's still done today. But they would sell those- and those would sometimes I guess they actually grind 'em here. There was a big receiving point also at Cove. That was a major cherry producing area and still is to this day. And there was a ___ had a lot of orchards in cherries. And Imbler was more apples. And then when

apples kind of went out, then that's when the orch- uh, the Imbler area became more, uh other kinds of, of farming. You know, whether it was grange (?) or grasses or, or whatever.

I: Did you have pickers pick the cherries?

GY: We had, we uh, we hired the transient pickers ta' pick the cherries. There were always a- there was always ten- ten or twelve, fifteen people locally that wanted to pick, and we'd hire them. And often those local people were women. And it was a, it was a summer time job. And they could bring their kids out, and they'd make some decent money and it was kind of extra spending money for the family. They'd camp out at the orchard. And uh-

I: In tents?

GY: -In tents. And uh, and then uh, the fam- whole family would be there. And they'd have a good time. It was sort of a, you know a three week long picnic for them. But they were good workers and they made decent money for those days, 'cause the kids weren't- they were like 8 or 9 years could help pick some. They played some, pick some. They'd pick down low, and- they got a little they could climb the ladders. And then- but most of- ya' prob'ly took off 90% of the crop was usually, uh, professional trade pickers. They were individuals that made a career of traveling the fruit, uh, season. And so they were, they were individuals that were uh, they, you know, that uh, that had decided that was gonna' be what they would do instead of something else. And so they'd work in the fruit in California, move up into Oregon, move through Hood River and The Dalles, and into La Grande. In this valley, and, and in there would have been Milton-Freewater. And Yakima area. Would, and- then Flathead Lake in uh, up in Montana would have been the last of the season for 'em. And that's be for cherries up there and some peaches and things. And then they 'd head back down to the pears and apples in, in Medford usually. And then some would end up in Medford- uh, in Hood River again. And eventually back down in California. And they actually made very good money. They uh, they often had their own trailer houses. They had pretty nice cars. Uh, and in fact, um, they made good enough money that I remember one uh, couple and their son actually wanted to buy out my folks, uh, cherry orchard. And they could have afforded to do it. My folks didn't wanna' sell it. (laugh) But those people, uh, they lived a good life and they could afford to buy what they needed. And, and uh, and live quite comfortably, uh, when- and they did not even work for about three months in the winter time.

I: Did they- primarily Hispanic or ___ Mexican (?)?

GY: No. They were, they were all, uh, in fact almost none of them were Hispanic like they are today. There were all Caucasians we wouldn't have- uh, just- mixed. A lot of 'em come out of Oklahoma and the Dust Bowl area in the 30's. And, because of a lack of work and have moved west. And so they ended up, usually in

California. And discovered working in the, began working in the fruit industry as somethin' to do. Discovered they liked it. Discovered they were successful at it. And continued to do it. But they had a route that they followed. And so, there were pickers came back ten, twelve, fifteen years in a row. And, prob'ly would have done it longer if the- it hadn't of changed. And uh, nowadays things are different. But uh, and ___ picked- you know that some places are picking cherries by shaking the tree, and gathering them that way, and things like that.

I: So, as you got into your early teens were you picking, or helping ___, or, what was your-?

GY: Our role was really to help, uh, well we would pick in the variety fruits. We did all of our own- we didn't really hire help to pick any apples, or very little help for (to?) pickin' apples. We pretty much picked apples to sell locally, so we kind of picked them as we needed 'em. And uh, and uh, and or to store for the winter, but, we mostly the family, our family, between my dad and my uncle and my brother Dale and myself- we picked that. 'Course Dale and I prob'ly tried to get out of picking as much as we could. And, we were in school when the pears and apples came on. There wasn't a chance. But, we both picked peaches and we helped pick apricots and plums and prunes. Especially the plums. And uh, and by the way, a prune is a, is really a plum that is low in moisture content. So when people wanna' argue about plums and prunes. Everything is a plum! (chuckling) But prunes are really low moisture plums. And they do keep better and they haul better and things like that. So uh, that's- technically they're all a plum. But anyway, we would pick those and we would uh, usually try to leave 'em on the tree as much as we could. We tried to pick the riper ones first, 'cause we wanted to sell ripe fruit. It was part of the, of the expectation was that people wanted tree ripened peaches. They didn't want green peaches that was ____ (ripe as a rock?). So, we tried to pick 'em, uh, we, we, we picked, maybe we pick a peach tree, might be picked- eight or ten times during the season. We'd always be picking off the riper fruit. And the same way with apricots, although apricots tend to ripen at the same time. But, there's still some variation. Same way with uh, plums. There's some variation, not a lot. Peaches are the big ones. So we'd pick all of those ourselves and then we sold 'em. And the people would come out, or we'd call 'em and ___ on the telephone and they come out and pick 'em up or we'd deliver 'em to their house. And uh, a lot of 'em were sold that way. Lots of times, the peaches were all sold by orders. And never would have ta' peddle 'em. But sometimes we uh, we would peddle 'em because we had excess and so we did ___ some places. Drive around and try ta', try ta' sell 'em.

I: What do you remember about your school days?

GY: Well, I started school in 1939 at Mt. Glen School. It was a one-room country school. One teacher. Pot-bellied stove that had this, uh, was cast iron. But around it was this big metal protection device. It prob'ly was about a- I don't know it was

about a foot off the floor, and the top of it was prob'ly about six feet or five feet off the floor. So you couldn't burn yourself against the cast iron stove. The teacher's job was always to keep the stove to- actually, uh, uh keep the stove going during the day. Usually there was a neighbor nearby that lived maybe a half a block or a block away, uh, across the road. Country road- gravel. Would go over and build a fire in the morning before the teacher arrived, so it'd help the teacher that way. Bu then the teacher's job was to keep the fire burning during the day. And this neighbor person who would agree to do it would also see- or other school board members or people would see that the wood is- there's wood placed, uh, in the woodshed in the summer time or in the fall. And it would be split and ready to be put in the stove. So, and then the kids, uh the bigger kids uh, in the, in the class would be expected to go out and haul in and bring in wood from the woodshed and put it in the wood box. And uh, so in 1939 when I started school there was prob'ly about ten or twelve kids in school. You got eight grades, twelve- uh, and twelve kids. So, you know, there were grades when there were no, no children, and there were grades where it might have two. I don't know if there was ever three in a class. Prob'ly a few times. But when I started school that I don't know whether there was anybody else in my grade or not. But my- there's one person that might have been, I just don't remember when he moved to that area. But uh, it wasn't unusual to be in a grade by yourself. And ever'body kinda' listen in on ever'body else sometimes. And, and so, you kinda' learned at your own pace. And so, teacher'd be working with- if your first grade and the teacher's working with third graders and you don't understand it. You prob'ly learn third grade things. And uh, and so you moved along at your own pace. And it was a good experience, a good education. Uh, I remember- and you helped each other. I remember the third grader helping- well I think the teacher made sure that- that I as a third grader felt like I was helping a eighth (?) grader learning to read. And he was a person that would, you know, today we'd, we'd, we give 'em special education classes. Special education in those days was every kids helping 'em. (chuckling) And uh, so, I'm sure she made me feel good by the fact I could help an eighth grader. But I'm sure the eight grader felt good because they were prob'ly also learning- helping the third grader learn to read, too! (laughing) You know? And so, it, it, but that's how it kinda' worked here. Teacher would, uh, would always would have, ya' know, eight grades to deal with, and ____. You had ta' have some things that were different. And there was a- prescribed things you had to go through. There was a county school superintendent would come around and visit once in awhile. And check to see if progress was being made. And uh, 'course you always had your recesses and your- we had to take- there was a garter snake down in one of the corn-corner of the school house. Had a garter snake down in it, so can, you can conjure up all the stories that go with that. And prob'ly I'd say "yes, yeah, that happened!" And uh, and so we- about an acre or an acre and a half, uh school yard. Uh, seemed awfully big but I suppose that maybe today it wouldn't be. The school house is still there. Uh, it's pretty much, uh, well it's had a new roof put on it. So, it's gonna' be salvaged, but, they- windows are all broken out and everything. But they- it's privately owned now. But uh, and, well, and, and the land was given to the school district as long as it's

used for school. Once it was no longer used for school it reverted back to the, the owner. And so that per- that family still owns that, that uh, some of that family still owns that land, and, and that building. Uh, but uh, you know you had recesses, and you played, and-. One interesting thing is- after the second world- second world war started- ‘course ever’body was expected to participate in some way to help the war effort. And of course there were savings bonds. So, you were supposed to be buying saving stamps, and so- everyday at school, you were supposed ta’- not everyday but like once a week you were supposed to bring your nickel or dime or whatever and buy a savings stamp. If you could afford it. And the bonds- and then ya’- it worked up so you have enough stamps to get a bond. And that would be issued in your name. But we also, uh, were expected to uh, uh, to, to uh, try to help in other ways. And one of ‘em was, was collecting scrap iron. And so our school had ___ a scrap iron drive. And by then it was- I’m gonna’ guess that was like 1942 or ’43. It was a ___ scrap iron drive. And went around to all the ranchers in the school district and asked them to donate any scrap iron they had that they didn’t need. And of course in those- you know people would have worn out equipment and they’d just put it over in the corner. And you drive around the valley now, you see a lot of scrap iron. It’s old equipment that’s sittin’ there in the field. Right? (laughing) So we collected all of that and sold it. And, we made- I don’t know how much, but lets’ say we made $20. And there was- you got so much per pound. And maybe it was, you know maybe it was, uh, I don’t know whether it was a penny a pound or what it was. But, we made, you know, twenty-thirty dollars or something. But, we made enough that we could buy a football for the school, and we could buy a baseball and a bat. And prob’ly a few other athletic-related equipment. Maybe a- uh, a sort of a, a volleyball sort of thing, but we- we did sort of a kickball kind of thing- we tried to kick it back and forth and get it by each opposite team. And dodgeball, we played a lot of dodgeball. And so, you wanted a softer one for that. But, we didn’t- the district didn’t have much money, so we raised the money to buy that. And today, I still have the football. That we bought with that money. ___. And uh, so it’s- that’s one thing I was, I was able to salvage after the school closed a few years. It was still down there and-my dad was on the school board and was chairman of the board many of the years. And, and so, uh, we were able ta’, ta’ go get that football, and, and save it. And we might have found one or two other things I don’t remember. I took my daughter back about ten-fifteen years ago. The chimney was still in then, so we went inside, and so she got a brick out of the school house. That her dad went to school there. But we would, would, in math, for example in school. We would do things- she drew up little simple addition, subtraction, multiplication, division problems around the top of the board. And we’d put one person at one end, and one person at the other, and you’d race to see who could get to the other end first. And it was the job of the rest of the class to check- you’d say out loud. So this half of the class would check one person- this half of the class would check the other person. And so you’d race to see who gets to the other end first. And whoever won got to- go against the next person to try it. And so, when you got through, you had the champion for the day. Well, she’d

leave those up there for a few weeks. Of course, we pretty soon would have 'em all memorized. (chuckling) ____. And so then, she'd put up a new set. But I-

GY: I tell ya' those teachers. I don't think- (unintelligible)---prob'ly two years is the most any one teacher stayed. In- in the 1930's they prob'ly made between seven and nine hundred dollars a year. And, uh, if you had to drive very far to get- like you lived in La Grande and drive out, that ate up some of the- of the, uh, profit. So, it wasn't a high-paying job. Although, in those days a dollar a day for a lot of people was prob'ly a pretty good salary, too. But anyway, uh, uh, the- I don't remember the exact grades prob'ly but some of my- some of my teachers were, uh, a Mrs. Thompson. And I'll get that, uh, first name for you. And in fact, she's the one I can still communicate with and she lives in Pendleton. And of course is retired over there. Another one is Agnes Beck (?). She and uh, and then in later years she lived out in the, in the Connelly warehouse area. Lived out, and she's gone now. Uh, another one was, uh, uh, Theresa Geitlehuber (sp). And then she married a Sanderson, and is part of the Sanderson family that Sanderson Springs in the Summerville area is named after. And in fact she just died in the last two or three years.

I: How do you spell that last name?

GY: S-A-N-D-E-R-S-O-N.

I: Is that Mrs. Geitlehuber?

GY: Geitlehuber. ___. (18) And she had a sister, Elsie that taught in Greenwood for years, too. G-E-I-T-L-E-H-U-B-E-R. And they're both teachers and I don't whether they had family in Summerville area, or I would have guessed they prob'ly both were educated in some university. Uh, but anyway, they both became teachers and they have ___ the family. (23) Uh, and uh, in fact, Elsie Geitlehuber taught at Greenwood and, with an aunt of mine- uh, with an aunt of- uh, my dad's sister, uh ______ (name?) (25). And uh, and I remember when I was going to Greenwood School we went- my brother and I moved, uh, into Greenwood School in I believe 1945 because- they decided that uh, we needed a, to go to a school that was a, a little more- had a little more social aspect to it. And these country town boys need a little more exposure. And so, plus I don't think there any girls in the- in the uh, in Mt Glenn School, and, and uh- so they wanted us to have a different kind of experience. And, and actually, uh, so we moved into La Grande Schools and then, Dale was in the fifth grade and I was in the sixth grade. And by the end of that year we had- Mt Glenn School actually, uh, were probl'y sending their students all into the La Grande School system. And I don't know whether consolidation occurred right then or not. But certainly, all of the kids out of the, out of the Mt. Glenn School District either were traveling- uh, riding a school bus into La Grande by the time I started the seventh grade.

I: Now, uh, the teachers in the, in those schools. Are they unmarried women?

GY: Some were unmarried and some weren't.

I: So that was a time it was all right to be married?

GY: It was okay to be married. Uh, Agnes Beck was married, for example. Uh, Theresa Geitlehuber was not. Uh, I had a cousin of mine teach there but one year and her name was Lucille Thatcher (sp?), and uh, she later became uh, uh, Crouser. And that name C-R-O-U-S-E-R is a family name out of Elgin that's been there for a long time. Her husband was Lyle Crouser. I had her for- I think that was third grade.

I: Were they strict?

GY: They were fairly strict, but, uh, they- uh, you know you had a lot of freedom in the classroom. Uh, but you were supposed to raise your hand to get attention. But one of the things you learned in a, in a one-room classroom. And I wanted to really say this. Is that you learned to concentrate. Because, you're gonna' need to do some reading. And you need to do some math in the classroom. You've got potentially seven other grades going on, and the teacher has to be working verbally with one grade, at least. And so you've got all of this. There's, there's a- there's this dull roar going on all the time. Now no shouting. No playing. I mean people are ___. (54) But there's constant discussion going on. And dialog. Okay? And, you- the teacher's gonna' be asking questions- you know, maybe it's a history lesson. And she's gonna' ask questions to see if they studied that. And, well, what do ya' think of this? Or how would ya' analyze this? Or, what's the next step in doing this math problem? And, so you have to learn to concentrate. So, I learned to concentrate so well that to this day, it's hard for people to get my attention if I'm reading. One time at home I remember as a kid- and this is prob'ly by then I was prob'ly eighth or ninth grade. My mother was wantin' me to do something. She was tryin' to get me to do something to help her out. And I keep sayin'- I was reading a book. And I'd say, uh, you know, she- she was tryin' to get my attention. So, I- "Well, I'll do it pretty quick, mom." And so, I kept doin' this, and so she got irritated at me. And so she starts sayin'- "___," (66) and I wasn't hearin' this. So finally here's this wet dishrag in my face! <laugh> Well, I wasn't very happy about it but she got my attention. But uh, to this day I really can concentrate. Uh, if I focus on something. Noise typically doesn't bother me. I can watch TV and have-you know, and get so focused on it nothing around me I'm aware of. Goes on. So uh, anyway- where were we?

I: We're in Greenwood School now.

GY: Okay, I'm in uh, and by the time we were in the sixth grade we were in Greenwood School. I wanted to say- that back to Mt. Glenn School- that when you played you learned to play with all ages of kids. And so you, you- but we did a lot of wrestling and stuff like this. But if some tough kid came along and really

wanted to play roughhouse. Then the bigger boys would see that he kind of got beat up on a little bit so that he wouldn't be beatin' up on the little kids. And, he learned pretty fast that, uh, you can, you can wrestle. But you have to wrestle in fun, you don't get mad and you don't try to beat the other guy. You play to win, but ___ (79). But the big kids looked out for the little kids is kinda' what- the point I wanna' get after. And uh, uh, I grew up with ___ (81) who was prob'ly four or five years older than I am. So we played together because we didn't have that many kids to play with. And Bill died just a year or so ago. And his wife Elaine still lives on the family property out there. Uh, he's one of those I remember bein' my protector and Dale's- my brother's protector from the- from the roughhouse kinds of- of kids. Uh, when we went into Greenwood we discovered that, uh- well, first of all that we, we were not behind. We may have studied some things that they hadn't, and they studied some things that we hadn't but- we didn't have any problem with- for example, in mathematics. Uh, arithmetic, it was properly called. Uh, we didn't have any problems there. You may have done this particular topic and you had to make it- but you, you felt like you were up. And, and in many cases we were way ahead because when I went into the sixth grade I had been studyin' eighth grade stuff in some cases because I was ready for it. And prob'ly 'cause I knew what she was teachin' the eighth grade kids. And so that was pretty nice. But you need to learn- uh, what you learned in going to the school in town then was how to socialize with a whole bunch of other kids. It was a whole different atmosphere and, and uh, you did- you know, you got into- we had school plays at, at uh, Mt. Glenn. But that's nothing like doing a school play in a, in a costume with 30 kids in your same class. Or 25 kids in your same class. And, and what to do on the playground. You know, you learned to, to mix with each other and to deal with quite a variety of kids. Marbles was big, though, at either school. We played a lot of marbles. You packed your marbles to school and you had different kinds of marbles and you could… Sometimes you draw a circle in the dirt and you put marbles in the middle and you take turns tryin' to shoot 'em out. And you'd have, uh; you know uh, one that you'd use to shoot at the others. And we call 'em "steelies." Sometimes they were steel ball bearings, you know? And sometimes you'd dig a little hole in the ground. You put- you put like one or two or three marbles in there and you throw at it and try to get your marble into that hole. And if you did, you'd win. And we had, we had rules. To make it fair. Uh, so---

I: Everyone would ___ (108) the marbles ___ (109)?

GY: Everybody had a bag of marbles. Yeah. You'd have some, and usually you'd take 'em. The other little bag you'd put in your pocket and, you might decide to take 20 marbles that day to school, and sometimes, and sometimes you'd lose. I've still got marbles around here somewhere and I guess our kids maybe have used 'em, too. But uh, there's still marbles around here from those days.

I: So was it a, was it a bag that was made out of fabric, or?

GY: Anything that you could, you could find, or you get your mother to make. Or, if you're lucky you- somebody would have a buckskin bag or something like that. But, yeah, it'd be a variety of bags that you would use. But uh, ___. (117) Yeah. And uh, I had marbles that are left over from my dad- dad's day as a kid. They were actually; some of 'em are out of clay. And uh, I think I still have those somewhere. They would be out of the early 1900's. And those prob'ly were old then. I- I would guess they're well over a hundred years old. Uh, yeah. But the teachers then. You would have one teacher in a class in Greenwood. But they would also have others come in for certain things. So that's where you started getting music lessons. So I started on the clarinet and took- and there was a teacher that came around in the schools in La Grande. And they'd come to Greenwood, for example, one day a week. And they'd give music lessons on woodwind instruments. And then some other teacher would come around and do string instruments. And somebody else would come around and do uh, horns. And so you could choose which one you wanted- you didn't have to, but if you wanted to there was this one period each week that you could get out of your class, whatever then it what it was. But, then you could do this other thing. And so I took clarinet lessons, uh, that way. And stayed with it up through my sophomore year in college and then- I mean sophomore year in high school. And then dropped out of that. And I wouldn't even be able to get a note out of a clarinet today. But you also had- there was some choir. You'd have a special music teacher come around and you'd do choir maybe two hours a week, or, two thirty minute periods a week. And so you'd have those extra opportunities. Also, there was some teachers that were better at teachin' math than others. So, usually there'd be a teacher that would teach the, say the fifth, sixth, and seventh grade math. So you got better instruction in some of those instances. (?) (139) Same way with, with uh, sometimes with English. There was some teachers- and they kind of figured out internally in the, in that school, like at Greenwood, what teachers would do what. What teacher would teach each subject. But it wasn't a lot of trading around. You prob'ly had your, your homeroom, what I call homeroom teacher. You know, fifty-sixty five percent of the time.

I: Did you come to school on a bus, or, did you…?

GY: We rode a bus. Um-hm. And in fact when we started riding the bus in 1945, uh- cause that's- I think that's when I'd have been, um, starting the seventh grade. Uh, I'll double-check that when we proofread this. But, uh, we had to ride what we called the TIGER bus. In La Grande High School, the Tigers, they had a team bus. It was actually a pretty nice bus. Now, remember this is- this is after the Second World War. It's a pre-second world war bus. But there was lots of knee room. There was high seat backs. It was soft. And I remember enjoying riding that Tiger bus, so they used it as a school bus during the week. And then, for weekends they would use to take the athletic teams to their contests in the areas around in Pendleton or baker or wherever they- Hermiston. Wherever they traveled to. Well, then about a year of that and pretty soon they decided they didn't wanna' wear that bus out that way. And they started ___. (158) ___ are

really no different than the classical school bus today. Uncomfortable seats. Close together. And no room for anybody to, once ya', you know uh, once you hit about 150 pounds and 5'10" there's just no room. And I remember just- by the time I got out of high school I was prob'ly 6'1" and 190 pounds. There was just no room for ya' in the seats, especially if they needed two people in that seat. It was- I always thought it was miserable. We rode the bus, though, and the bus route took about thirty- let's see, we get on the bus about a quarter to eight and we'd get in to school about eight-thirty. Uh, it took about 45 minutes, I guess. It was a school bus route that- and there were other bus routes y then. But one of the- the two first busses, uh; one of 'em went out, uh Mt. Glenn Road. And went out to, uh, what we called the Butte which goes down Widow Lane (?), we came back in to what's now I think called Westbury Road or something. And, we'd come back in past- uh Gary Wester would be picked up, for example. And, the Flanagans were along there, and, and uh, uh, uh we picked up the Mc Donald's uh, stopped at McDonalds and picked up somebody there. And came back up Pierce Road and uh, pick up the Ramey's. And I'm missing a lot of names, too. And then come back in to, to town. That must have been a- thirty, thirty-five mile route or something like that. Then there was another one went out towards the east and the Hot Lake area out that direction as far as the La Grande School District went. We'd ride that school bus, you know, there was always- they would have problems watching the kids 'cause once in a while you could end up with a fight on the bus, or somthin' and… Of course wintertime would be fun 'cause you'd get stuck. And then the neighbor- you'd have to go to the nearest neighbor and get them to get their tractor out and pull you out. All that sort of thing. Yeah.

I: So, uh, was there a middle school at that time?

GY: There was a, there was what was called a junior high. And, in La Grande all of the kids went, uh- there was no kindergarten in La Grande except at Ackerman. And I don't know how long ago Ackerman had a kindergarten, but it- a long time ago. Uh, not, in mean in the 40's I'm not sure, but I know in the 50's they did. But anyway, uh, uh, there was grades one through seven in the elementary schools. And then grade eight was by itself. And grade eight was the old Central School, which is, uh, no longer there. But it was located where the current middle school is. It was a building that was torn down to put the current middle school there. That was the old Central School, but by the time I got there, uh, the uh, the eighth grade was on the first floor of it. The basement was cafeteria and physical plant. First level was the eighth grade and the upper level was actually an elementary school. And that's where Central Elementary was, was in the top floor of that building. And then about 1950- after I graduated from high school in '51 and in about '52 they built the current Central Elementary School. And then that building became entirely eighth grade.

I: What was it like now for having just eighth graders?

GY: Well, they, they didn't think eighth graders belonged in the elementary school. They didn't have room for 'em. So it was a way of handling it. And then they moved, uh, and eventually as time went by then ninth grade was moved in with the eighth grade. And so you had, you had a junior high school. That went on for a number of years. And then they discovered that, uh, you didn't need, uh, uh, ninth graders, uh, with, um, with all their hormones beginning to develop. And wanting to do- you know, its just interest and everything. Ninth graders belonged with high school kids, not with eighth grade kids. And so- I was- when I was on the school board in the 1970's we made a decision to, to move the ninth grade into the high school. And, add it onto the high school in the 70's. We moved the ninth grade into, uh, into that environment and, uh, it became a middle school. The building became eighth grade- seventh and eighth grade middle school. And you moved the seventh grade out of the elementary school. And that was more just to make room for kids in, in the- it was more to make room for kids in the elementary schools than it was to get the seventh graders out of their school.

I: When did you become interested in science?

GY: Well, uh, I was- I had a chemistry set as a kid. And I prob'ly had one of those from- I'm just gonna' guess. I don't remember what it would have been- was prob'ly during the second world war, but, I'm sure I had to have acquired my first one somehow during the second world war. Whether it was a used one, that I don't know. But I do know that I was given for Christmas a Gilbert- new Gilbert Chemistry Set. I just loved playin' with that stuff and makin' things. It was just- you just- recipes, you know, you followed the procedures. But it- I had a lot of fun with it and just kind of enjoyed it. And it was, science always came easy, math always came easy for me. I lucked out and had really good math instructors, except for one year in high school. In fact, was in the wrong math class. I took ninth grade arithmetic and I should have not been in there. I should have been in ninth grade algebra. I thought I needed a little more arithmetic and it was- it was a mistake. Teacher- ninth grade teacher recommended I take algebra, and I said, "Naw, I think I ca learn some more math in ninth grade arithmetic." And, I ended up- well essentially, uh, helping other students in class. Which, that part was good for 'em, but I didn't learn much math. And so- you know. But it left me a little behind and when I got to college I had to catch up some algebra that I didn't have. But, it worked out all right. But uh, uh…

I: What are some of your best high school memories?

GY: Well, um, it was a fun time. Um, I never participated in athletics because we rode the school bus. And it just didn't seem to work out. And uh, I suppose the one sport I would have enjoyed participating in and, uh, would have been basketball. And I prob'ly could have- I was never real athletic. And uh, never fast or anything. But, really kind of understood the basketball game, and- pretty well. And my brother and I used to play a lot of basketball one-on-one, you know. On our hayloft in the barn. We had a basket out in the barn and we made a point of

getting the hay set out in the middle as a- of the hayloft. So we had the basket- that was the first hay we set out in the wintertime. And we could wide- again; we started with maybe something was six foot wide, you know? And, pretty soon it'd widen out, you had a little decent room. And so we did a lot of shooting of baskets in the wintertime. We had just one little dull light in the ceiling there. But you could see enough to see the basket. And so we played a lot of basketball and got to be able to shoot pretty well. Just one-on-one. I kind of enjoyed basketball, but, uh, never did it beyond PE. Uh, coach tried to get me to come out but it just wasn't gonna' work out bein' a farm kid and ridin' the bus. And stuff like that. I, uh, I was very interested in, uh, in activities like the student offices. So I was in variety of those. Uh, I was- uh, for example, I was the eighth grade President. Uh, second half, you did two presidents- you had two sets of officers in eighth grade. So you give more kids a chance to experience that. And I got elected, uh, the eighth grade president for the last half of the school year. And that kind of helped get me started. I don't remember how much in elementary school I was involved in that sort of thing. But anyway, uh, I uh, I don't remember what office I had in class in the- like in the freshman or sophomore class. I did, uh serve as the, uh Student Body Vice-President during my sophomore year. I got elected to that. And uh, I, uh, was, uh, I guess that was in, during the junior year. And uh, and then during the senior year I ran for the president. Lost out to the, to the senior class athlete. <chuckle> And, uh, and uh, believe me I gave him a pretty good race. But I got in- I came in second. And uh, the person who came I second was the Student Body Manager. Which turned out to be a really valuable experience for me because the principal was good enough to let me help out a lot. And so I was involved in ticket sales and, and uh, keeping track of the income from ticket sales for all the, all the varsity games and things like this. And so I was given a lot of responsibility, and it was just a really great, great learning experience for me. And of course, uh, when I was, uh, I guess I must have been Vice President so as a sophomore. Or when I was a junior, yeah. I'm a junior I guess when I was Vice-President. That, that makes sense that I'm the Vice-President as a junior. Uh, I got to- I got to learn a lot of the student body names because the- uh, President was an athlete and gone quite a little bit. And so, uh, uh, that would have been another senior. This- is always a senior that was Student Body President. And I think it is prob'ly still that way because- but I got to, I got to handle a lot of the meetings. And that's where I first started really getting involved in; in uh group activities where you were in front of a large group. Uh, but I- I enjoyed that kind of thing.

I: That was the start of your leadership?

GY: That started my leadership kind of thing. But I enjoyed- I, I had a choice of taking English or journalism and I chose to be in journalism. And be a member of the, uh, student newspaper. Tiger Highlights. And did that for like a half a year and then I thought I better get back into- I did it for a while, but I thought I better get back in to English because I didn't want to go into college…and it was always assumed that my brother and I would go to college. And we never- we grew up thinking- we didn't finish until you finished- you didn't quit school until you got

out of college. Had a bachelor's degree. And so it never went through our minds that we weren't gonna' go get a college degree. And uh, so I was worried about, uh, my background in English and uh, literature and going onto college. And so, I took a half a year of, uh, I think journalism and then a half a year of senior English.

I: Do you remember any of your favorite teachers?

GY: Oh yeah. Uh, there were quite a few of 'em. Uh, one of 'em was, uh, Betty Wrightsdale (sp?) who still is livin' in La Grande. And she was our freshman, uh, English teacher. And Norma major is gone now, but she was the math teacher in eighth grade. And uh, Pauline Johnson was an English teacher in the eighth grade. And she still lives in the, in the- we're in contact with her occasionally. Her and her- she and her husband Don actually were mink ranchers here. She was teaching school. Uh, he was in the Second World War and they didn't start minkin' 'til after that. But they had a mink farm out in the Summerville area for years. Uh, but she was an English teacher. Uh, Rou Butchart was a math teacher, and a very, very good one. And uh, and taught most of the high school math. Uh, Helen Quinn, uh Bob Quinn's wife- Bob Quinn- Quinn Coliseum's named after Bob Quinn. His wife Helen taught high school math. I didn't really have her for- I had her as a substitute teacher. Uh, but uh, um, but she was a really good teacher. I didn't really have her on a regular basis. Uh, the- those are the ones, I guess that jump out the most. I'm sure- oh, I would uh, uh, I wanna' at least one other person. Cliff Exley who taught PE and, I think like- maybe ninth grade social studies or something. But, I had him as a PE teacher. And I really enjoyed him 'cause- I wasn't a great athlete. I mean, athletically I didn't do all that great. Uh, he appreciated the fact that I tried. <Laugh>

I: Can you spell his last name?

GY: E-X-L-E-Y. And he actually retired from teaching school- he's gone now, too. But, uh, he would have been- he would be a person that would be named, I think, by quite a few students as really having enjoyed him. Uh, the other one that was- I didn't have her as a teacher, but was a favorite of all the women, and that was Mary Bennett. And Mary, uh- after Mary- Mary was here from 1945 to 1950. And I remember that because she was just here for an all-school reunion, all-class reunion for La Grande High School this Saturday. And she came back for our reunion, our 50th reunion a few years ago. 50th in 2001. But Mary Bennett was just an absolute favorite 'cause every- of every girl in that high school that had class from her.

I: Why was that?

GY: Uh, well, she- I think she demanded a lot. I mean expected a lot. But was fair and you could talk to her. And uh, she was just a person you could relate to. And I'm sure that the women felt like- if there was a problem and they wanted to talk to

her privately they could go- and she'd give 'em the time. Uh, and so- I don't know. Arlene was- Arlene, my wife Arlene had her for a PE teacher in high school. 'Cause, Arlene ___ (380) was in high school in 1948, so we've known each other since 19- since the fall of '48. So we didn't date steadily until we were seniors in college at Oregon State in '54-55. And then got married in September of '55. But, uh, but she was, be the one that the women would tell you was a very much a favorite.

I: One thing that, um, I wanted to ask you about that I've forgot was, uh, um, farm that you have. That your family had. Was it just wheat that you were raising, or were you also raising animals, or other kinds of, um, uh, crops besides that?

GY: Well, fruit was the- was really the commercial crop. We did raise some wheat and some grain. But, we uh, we raised a little bit of wheat. We mostly raised barley and oats to feed the animals. And so we'd always have a few hogs around. Primarily for our own use, but usually you raised one or two extra that you sold. Uh, you'd have a littler of hogs and you raise 'em and you sell some and ya' maybe butcher one or two. And we did home butcher at home. Uh, we always had at least two milk cows around. And that was because you never wanted to be out of milk, so you had to have- some of 'em would be dry part of the year when they- you know, leading into calving. And so, you always had two milk cows around, so you always had milk. And of course part of the year you had two- two cows that was producing milk and ya' had way more than ya' needed. And sometimes, I mean, we prob'ly had three milk cows. We always had at least, uh, two or three beef-type animals around. We mostly bred the milk cows to a beef animal. And that gave us, uh, a calf that uh, you could, uh- you could butcher. And have pretty good beef. And uh, and so uh, but if we didn't we might buy a beef animal, a calf and raise it. But we never raised beef commercially beyond maybe one or two here and there. The- because of the way things went together. We also always had horses around. We had- my dad was- he'd always had these team of horses and so. The horses that he had in the ice business when he got out of it in 1935, he kept that team around. And then from one of those raised, uh, two, um, two, uh- two um, foals out of one of those. Her name was Flossy. And uh, and so, raised two horses out of her and so we had a team of horses around clear up in through the 50's. So I grew up knowing how to work a team of horses. And we would actually use horses on the wagon- on the hay wagon, for example. And drive in to the hay field to uh, uh, we, we'd bring in ___ (438). And uh, we'd hitch it on to the, on to the hay wagon and- it was an old iron, uh, wagon- an iron-tired wagon. It was, uh- look, look not unlike covered wagons in terms of the- of the running gear.

I: So you had chores when you got home?

GY: Oh yeah, yeah, we had chores. And uh, you'd pitch the loose hay on to the wagon, and somebody be on the wagon stackin' the hay. So we'd have to get it out into the corner so you could haul as much as we could. And uh, and so each team of

horses for that. That worked really well 'cause they- you wouldn't have to drive 'em. You'd just tell 'em pull up and tell 'em to stop and things like that. If it was two people on the ground pitchin' from each side, one person on the load pushing hay around getting' it located. And uh, also you had to stack the hay on the wagon the right way, because when you put the hay in the hay mount you use what's called a Jackson Fork. And it's a great big, uh, fork-looking thing that's made out of wood and steel. And it's usually got at least four tines n it, and maybe five or six. And the tines are probably three foot long and slightly curved. And you set 'em into the hay in a way, and, and, and cock it. Uh, that it picks it up with a derrick and a horse from the other end. The other end of the barn goes up through the hay, uh, mow. And you'd pull it- a device, a mechanical device- it goes up and then tracks into the barn and then when you wanna'- when you want the hay to dump you pull a rope and it trips it. And it causes the fork to tip. The fork is curved, so when it goes up, the curve- the key to the curving method it just picks up the loose hay. Takes it with it. And when it gets up into the hay mow, goes up and hits the runner up there and goes into the hay mow, then you can pull a rope that you've sent up with it and it trips it and it lets the fork tip down and lets the hay slide off. So the guy in haymow is telling ya' when to trip it. See? And of course, then the guy on the horse needs to hear that, too. Because he needs to stop. And then he backs the horse up and, start all over again.

I: So this is your brother and your father and you that would do it?

GY: And my uncle. There were four of us.

I: And your uncle.

GY: Yeah.

I: So your uncle had a house on the place, too?

GY: No, he just lived with my folks. He lived upstairs. He had a room in the house. And he never married and, uh, and so he always farmed with my dad. Yeah. So it, you know, we- those are the kinds of things you did in the summertime, and things like that, you know?

I: So there were a lot of rural kids coming in to the high school and, and you had the kind of the same stories about having to be home for chores? Or getting up- did you get up early? To do chores?

GY: Ya' didn't have to. No, we were- some did but we didn't. My brother and I left out that our dad would let us sleep in until we had to get up to get on the school bus. And we really didn't have any morning chores to speak of, unless, an unusual situation when some of the family were gone. And we might have to go milk the cows or something. But, we had evening chores and somebody'd always- you kind of rotated around. It wasn't necessarily you had to do this thing every night.

But, get in the wood. You know? Split the wood and bring it in to the fire. We had a- uh, until the 40's we had a kitchen, old kitchen wood stove to cook on. There was a heating stove in the front room---

GY: ---and so you weren't overwhelmed by- we weren't overwhelmed by chores. Even though some kids on farms were, we weren't. But you were expected to have something- to do something every evening. And so, filling the wood box was something that pretty much between my brother and myself- we got that done. Make sure there's kindling chopped and it's in place. Make sure there's wood chopped for the cook stove versus, uh the uh- my dad always had a small cook stove. He always had- when they got rid of the big cook stove and got electricity, uh, then he always had what we called a, uh, trash burner. But it was essentially a stove about twelve, fourteen inches wide. And it had two- two, uh, a cook top on it, but it had two lids instead of the usual four or six or something. And, and he actually plumbed it with, uh, pipe so that water from the hot water tank ran through that stove. So in the wintertime we had a fire in that, and he usually had a fire in there all day long in the winter. 'Cause it helped heat the kitchen. It was the only heat in the kitchen except what came in from the front room on the big stove in there. And so, uh, it would help keep the hot water. Even after we had electric hot water heater. So, the hot- the water, the cold water would go through that kitchen stove and that would be burning. Then it- he pre-heated it there and then it went into the electric hot water heater and finished off if it needed it. So the electric heater didn't have to run as much as it would otherwise. Yeah.

I: What about your mom? What, what kinds of things would she be doing around the- the farm?

GY: Well, uh, she was- uh, she really was the person that took care of the home. Uh, all of the- took care of washing the clothes, having all the meals. Doing all the canning. Uh, those sorts of things and- and it takes a lot of time to do all those things. Also, uh, uh, she's the one that kept the books for the ranch when we- uh, you know. Whether it was the books for- uh, keep track of how much you sold in peddling. Selling the local fruit or, or the fruit that went off to the cannery, or packing plants, or whatever. And she's the one that kept track of all the pickers and- each day we'd weigh all the cherries picked by each person and record it. They had their little tickets they put on a box and, you'd weigh the box in the orchard and then you'd slide it down. And at the end of the day, why, my mother would total it up so, and then the next day we'd give a little ticket. We'd give a addition slip- a little uh, slip back out of it. Out of the adding machine. It would show how many boxes the picker had picked the day before, and how much each one weighed. And so if they wanted dispute it- they thought they picked ten boxes, and we only showed nine, then we had to adjust for that. And try to figure out what happened. And, usually you just said, "Okay, it's ten, and here's your average, and, this is what we give ya." Sometimes they tried it every day; pretty soon you figured out they were tryin' to cheat ya'. And they prob'ly weren't kept around very long at that point. Uh, but they'd know that they had ten and-a-half

boxes. So, if you showed one box on there kind of light, they'd say, "Yeah, that's right." And mostly we didn't have problems with that.

I: So they get paid every day?

GY: Well, not everyday. But they- they'd record this every day and the next day you'd take the slip back to 'em, so, every- the next day they'd get to check the day before and see if it's a problem or not. Once they ___ (39) the slip and didn't, didn't- said it was okay. That was it. You know, don't come back six days later and say, "Well, really…" And then they'd- they vary- some of 'em- a few of 'em might be wanting to be paid almost every day but, we didn't wanna' do that. So we didn't really ask pickers back that had to be paid every day. It was usually expected to pay maybe once a week. And uh, or, maybe- lots of 'em only got paid like two times during the whole season. And uh, they had enough- they earned enough money. They were well enough off. They could ___ (46) paid so often. Some of 'em wouldn't collect their money until a little- uh, we were done. They'd have one check and that's be it. But she took care of all that. All the house cleaning and all the phone calls. People were always calling to order, uh, um; you know fruit and things like this. And she kept track of that and people coming to the door. And things like this. And so she would just deal with all of that. And keepin' track of where everybody was, and…

I: What was her social life like? Did she have friends, or---?

GY: Well, she did have friends. And she belonged to a couple of social clubs. So, once- about twice a month she would go to those. Each one met once a month. And in fact that's documented in her oral history. Uh, one of 'em was called THE KIND DEEDS CLUB and another one I called the ___ CLUB. I'm not sure what that was. But, her oral history documents that and she would do that on a regular basis. And uh, they had friends. They belonged- and in later years they, the farm Bureau started and they belonged to the Farm Bureau. And they were active in it. And uh, those Farm Bureau met once a month and had potlucks. I remember going to those. In fact, after Arlene and I were married we belonged to the Farm Bureau. And, and went to a lot of those potlucks for a few years. Uh, so you did things like that. They went to several national meetings of the Farm Bureau. One they went to, I remember was Chicago, fop example. And they'd go with others and… You'd uh; you'd uh, you know- Sundays often on uh, Sunday afternoons we'd go to a relative's house and have, uh, Sunday dinner. And they'd come t our house and things like this. And _____ sometimes. (64)

I: But did your- did your family go to church? Did you have church experience?

GY: Well, not in the 40's, but starting in the- my brother and I went to, uh, the Methodist church in the 40's because the neighbors were going to the Methodist church on Sundays. And so we rode in with them and went to the Hendricks Methodist Church, which is, still a building down on, on a Fir Street. And it's, uh,

North Fir. It's- the building is still there. It's no longer a church. It's privately owned. Uh, 'course the Salvation Army was up until a few years ago. And we attended that for a few years because the neighbors were going there. And so we got- that's when we lived ___. (73) And then in the 19- later 40's, prob'ly about '47, or something. Then we started going to the Christian Science church in La Grande. And attended that then from there on.

I: Would you talk a little bit about the Christian Science church at that time?

GY: Well, uh, it's in the same building that it has been until recently when we had to close it. Uh, but uh, it's a- the membership, uh, was never large, but a lot more members than we had when we closed. But uh, it's a church that doesn't do- you don't- as part of church you don't have social activities. So you don't have a kitchen in there. Uh, you know. And ya' don't do, uh, you don't have potlucks and things like this. You have your Wednesday night church service, which is partly reading from uh, uh, the uh, what we call the textbook by Mary Baker Eddy. Uh, Science & Health ___ the Scriptures. And also reading from the King James Version of the Bible. And you read from the Bible and then you read correlating text from the textbook as authored by Mary Baker Eddy. And then you open it for, uh, people to make individual comments that they to make to the congregation. There experiences, maybe- often it's usually related to the religious experiences. Or healings that they've had, or something like that. Or, where they felt that they've been led in a certain way by- through prayer. And then Sunday services are of, are made up, are composed of a two readers: reading one from the Bible and one from the Science & Health again. And those lessons are actually put out by the central church for- in Boston, Massachusetts. Which, in Christian Science you call the Mother Church. And, it's a- it's a large, uh, facility in Boston, it is. It is very well known in the Boston area. It's a very large beautiful church. Landscaped around it. Fountains and things like this…

I: Now did your whole family?

GY: Whole family? Yes, uh, my family got into Christian Science through my father. Actually his- my grandmother Young. Around the turn of the century, by this around 1900, uh, along in there 1902-3 my grandfather Young was having all kinds of problems. And the doctors thought it was his heart. And they didn't feel like there was anything they could do for him. And they said, "We've essentially don't have anything else that we know of," in those days, to do for him. And so my grandmother Young thought well, here, you know- he's got kids that are like two years old! On up to maybe 20 years old. But here's some little ones that are coming along, and what's gonna' happen? And so, she- she really was tryin' to figure out how to- how to heal him. And, and so she talked to a friend. The friend said, "Well, have you thought of Christian Science?" "Christian Science? What's that?" So this friend loaned her this, uh, this book, uh, Science & Health. And she started reading it and she got help from her friend ___. (114) So my grandfather was healed, and in fact he lived another 25 years after that. He died when he was

(calculating) I guess he was, he was 86 or something like that when he died. Yeah. So, uh, yeah, and so the kids were all in the 20's. The youngest ones were in their 20's when he died instead of being babies (?). At the time he was ill my dad was probably four or five years old. And my uncle, the youngest one- John was the one that worked with my dad, would have been two years old or something like that. But he was- see he was older. He was born in…(calculating) let's see he was…yeah, he was born I think, I think I might '46, 1846. '44 keeps coming in to my mind but it was 1846. And uh, uh, he died- and uh, and he, and the youngest was born in 1901, so he was- he was 55 years old when the youngest child was born. But he was also 34 years old when he was married. In those days, people didn't- fellas didn't marry as, as young because they didn't- they couldn't afford it. So they had to work a lot of years and then could afford a family. And so then they would marry a younger woman, so it was not unusual for woman to be ten to fifteen or even twenty years younger than the fellow. And so my grandmother was- I think she was probably fifteen years younger than he was, at least.

I: How- do you know how the Christian Science church in La Grande began?

GY: No I don't. Uh, I just know that, uh, that it's located where it is now in the- well, by 1916 or something like that. There' some- there's some church history. But how it came to be, I don't know. But the way it typically happened was that it happened- it really spread from the east coast because a few people learned about Mrs. Eddy in this book. And the healing work that she was doing. And, uh, and so they'd want to study under her. And so she then would take them on as students. Just a few people, and so she would take them on as students. And if you can't expand from then. Of course, those people then would teach others. And pretty soon there was a few people around the United States, and around- and then around the world, uh, that were students of Christian Science that were teaching others. And uh, and uh there are- there are people who are- decide they wanna' be teachers of Christian Science and so that's what they- they also become practitioners first. And then they become teachers if they choose to.

I: But the Reading Room- the Reading Room is no longer there?

GY: And the Reading Room is no longer there. Yeah. You need a church to support the Reading Room. And that's one of the church requirements that have- our main church in Boston is to, to have uh, there needs to be a church in the community to support the Reading Room. There isn't a church, then you should not have a Reading Room.

I: Um, I'd like to go back to, uh, your uh- at the end of your high school years, um your decision about which school to go to? Um, and, and what you decided?

GY: Well, in high school like today there were people that- there were schools- universities and colleges that would come around and tell ya' about their school.

Not as organized as it is today. Uh, but uh, but you would get- you would be contacted. And I'm not sure of how that- how that was organized as far as the school district was concerned. I don't know whether, uh- like Reed College. Whether they wrote to the school district and said, "Can we send somebody up?" Or, how organized it was. But, I remember, uh considering Reed College, for example as an option. And, and I- they wanted- I had good enough grades if that was- if they would like to have me come down there. But uh, tuition would have been a lot more. Um, and I'm not sure that at that point I was ready to really move away from this valley for nine months out of the year. Um, and especially when you grow up on a farm and do that, it's compared to maybe living in town and doing that. But, I remember then talking to people from, uh, Eastern Oregon College of Education, at that time. And it changed from Eastern Oregon Normal School to Eastern Oregon College of Education. Uh, but uh, anyway, in going to a- then a day- on the campus, where a Visitor's Day where you can go and- and kind of talk to some of the instructors and meet a few other students and find out about different programs. But I, I remember in high school I always thought of myself as being a math or science-oriented person. I never wanted to particularly be a writer, for example. Or didn't- uh becoming- taking college work in English didn't particularly turn me on. Uh, I knew that I didn't wanna' be a musician. But science and math came pretty easily for me, and seemed kind of natural to stay with. And uh, and so that, uh, was always something I wanted to do. I actually ended up thinking I wanted to be a chemical engineer by the time I started Eastern Oregon, uh, College of Education at that time in 1951. And uh, and had some good instructors.

I: What did the campus look like at that time?

GY: Well, it, uh, pretty primitive compared to today. Uh, at that time, uh, Inlow Hall was called the Administration Building. And it was, uh, the main building on campus. There was also Ackerman, was there. And it was an elementary school at that time. And the library had been finished in the spring of 1951. The current library- Pierce Library has an addition on it that- the big reading room on the, on the uh, I guess on the north there. But, um, it's had two additions, I think I the last 50-some years. Btu uh, the library was there by 1951, spring of 1951. And uh, I guess that's a- oh, uh, yeah, that's about it. The gym there by Ackerman was there. And that Quonset hut was there. And then Hunt Hall was there, and, Hunt Hall was, and actually Dorion were part of that ___ (205) but is still there. And so the north wing was Hunt and the, and that south wing was Dorion. And Dorion was for the women and Hunt was for the men. And the food service area was in the middle. And don't think you could get between the two without goin' outside! <laugh> Without goin' through the food service area. Uh, they really kept people separated in those days. Or tried to.

I: So, you moved on campus?

GY: And so- no. But I, I lived at home.

I: Oh, you lived at home.

GY: And I lived at home. And by them, of course, my brother and I were in high- I would drive to campus. And uh, and uh, we drove to school our senior year; we pretty much got to drive to school a lot of the time. We rode the bus part of the time, but we got to drive a car to some things. And in those- we had a, we had a, actually had a jeep. Uh, our dad bought a Willy Jeep, a 1946 Willy Jeep. It was the- we think, the first, uh, jeep bought in this valley that was made for, uh, was a non-military jeep. It was, it was actually made for this, uh, public. Jeep. You know? Public- uh, to sell to the public rather than sell to the military. But it was patterned after the jeep that was developed in the Second World War. And the only real difference prob'ly was, a painted a little different color. And they made a, uh, they put power- they put a power take off on the rear so you could run farm equipment with it. Like if, if you wanted to pull something like a rake, or, uh, that needed a power takeoff, or ___ (227) you could do that. And so, we actually had that, and in fact my brother still owns that jeep. From 1946. As far as we know it's the first non-military jeep in this valley. Every gearshift on the column was- I've never seen another one like it, but there are some around. But not many. But anyway, we got to drive that during our senior year to, to school. And then, we continued to drive either that or some other vehicle, and go to college. And so, uh drove in everyday. And, and went to college that way. I, I actually enrolled in, in a pre-chemical engineering. And so, for the first two years here I was essentially a pre-chemical engineer. Which meant you took all of the pre-engineering courses the college offered. You also took math courses for two years. You took two years of it. And you, you took, uh, two years of chemistry. I did. And I took, uh, a year of physics and, and- where I met Ralph Badgley as an instructor was – I took general physics from him and also calculus from him. And that's how I knew him was- as an instructor. But I have- I just had a fantastic preparation for- a junior college kind of preparation. So when I got down to Oregon State it was not a problem. I just- I just, uh… You know the problem would have been in a course I didn't have any background in, I hadn't taken it. I got into some botany courses that, you know, I didn't have the basic biology background. So I had to work pretty hard in some of those. Uh, but when it came to engineering and chemistry and math, and stuff. And I always- I don't wanna say piece of cake, but its- I felt like I was prepared.

I: So, uh, how long were you at Oregon State?

GY: I spent two years at Oregon State, graduated in 1955. And actually, uh, I decided, uh, uh, at the end of my fall term as a junior, uh, I realized that I didn't wanna' become a chemical engineer. And the reason- the rationale for that was that I found out that chemical engineers in those days, in the 50's when I graduated, could only find jobs east of the Mississippi River. They told me in 19- well prob'ly in the winter of 1954. Prob'ly, uh, yeah, prob'ly January of 1954 or something. Maybe December of '53. They told me that, hey, will you guys ___.

(263) Right now this coming year, the spring of '54 we only know of one engineering job on the east coast, in chemical engineering. That is, that'll be hiring into. Now, whether that's right or wrong- is there's very few. And so, I said, "What am I gonna' do?" I don't wanna- I do wanna' go to, have to go to New Jersey to be an engineer. So, I changed over and became horticulture major. And uh, it was very easy to do that because you had to do, uh, the coursework required some science background. And so, soils and things like that were very easy for me. I continued to take some engineering courses because I enjoyed 'em. Especially things like ___ (274) materials and automotive mechanics, and steam air gas (?) and surveying. You know, civil surveying and things like this. But, I just took the minimum to get into be a horticulture- I mean the minimum horticulture courses.

I: And you married Arlene along the way?

GY: And so, we then started dating, uh seriously in the fall of 1954. And then were married the following September. Yeah. And uh, so I graduated in June of '55, and we were married in- first of September of '55. And then I got drafted into the Navy. And we knew that that might happen. Because in those days, most people were getting' drafted after they got out of college. And I deferments there in order to finish school. And so I was drafted in December of '55 and spent nearly two years in the Navy. And uh- I told 'em I wanted to go to the Army because I didn't swim very well. But they decided to- maybe around the receiving station up in Boise- and they were skimming off all the college graduates up there and sending them to the Navy. Because the Navy drafted- you only ___ (291) the kind of draft in the Navy that I'm aware of was November and December of '55 and, I think February of '56. Normally they had more than, you know, people just from recruiting. Because of recruiting. Anyway, they sent us to boot camp in San Diego. Went through boot camp there. And ended up bein' assigned aboard a ship, a tanker. They call it the fleet orderly (?) (298). Very large ship. It was the longest. Uh, it was maybe as long as an aircraft carrier. What you carry is all the different kinds of fuel that are needed for ships at sea. So you carried bunker (?) (301) fuel for the ship, that's what they burned. It's a real heavy, thick oil. It hardly runs without bein' hot. It's almost tar-like when it's cold. Uh, you carry aviation fuel, you carried jet plane fuel. Jet plane fuel is kind of like kerosene. Uh, and we also had- we had a big enough freezer we carried some extra food. So ships would come along side us at sea. Uh, everything from transport ships to destroyers to destroyer escorts to uh, uh, battleships, cruisers, aircraft carriers. All of 'em would come along side, uh, and often times we'd have one on each side of the ship. Your goin' down, you know, traveling maybe 15 knots, tryin' to keep headway with the rest of these. And we got ships on two sides of ya' that are coming over there. You know, it seemed like ten feet but they were prob'ly over there a hundred feet. And we had- uh, you always had to prepare for, uh, collisions. We had collision warning kind of system. And it, it ___ (319), the other boat park. And there was a system for it. And uh, and so we would- we would actually, uh, shoot a projectile across to the other ship. A brass projectile

that was about, uh, a quarter inch in diameter and had a nylon line attached to it. And you'd use a, a cartridge to shoot it across. And uh, try to shoot it where nobody was! They'd get the nylon and it would be attached to a, to a rope on our ship. And they called 'em lines. They'd pull it across and pretty soon if you had a big enough rope across you could pull a cable across. And then you'd use a cable on a big drum to keep it taut. And you'd run across this cable, uh, physically- you'd run the big hoses. And some of the- the fueling- refueling hoses for a bunker fuel that- you know, that the ship operated on were probably ten inches in diameter. It was at least ___. (335) And you'd run- you'd work on a slippery deck with the ___ down (336) and with a life jacket on. It was the most dangerous work I've ever done. I never did go in, but there's always be a destroyer to sort of escort- following up at the rear in case we got overboard.

I: So, when did you get back to—

GY: So I did two years of that and, actually a little under because they got rid of us in September- I went in December and they got rid of us in September of '57 'cause we were undesirable. We weren't gonna' re-up! <laugh>

I: Oh!

GY: They were hurtin' for ___. (344) So I got out in September of '57 and, and then uh, worked on the ranch for a year and bought me- I was gonna' go into the fruit raising business and, realized that the ranch wasn't big enough for two families. Then decided, "What am I gonna' do?" So then I went up to see Ralph Badgley who I knew pretty well from my college days. There. You know? And by now it's uh, that's six years later after I had last, prob'ly talked to him. Because, three…oh, this is '58, so- five years later. And I thought I prob'ly had- I was so naïve that I thought I had to, uh, prob'ly had to get a degree in education, and, maybe even teach in high school before I could teach in college. And that's how naïve- I was most- I don't think I was the only one- I think most of 'em ___ (361) were about that level. Uh, advising wasn't anywhere near as good as it is today in terms of- some aspects of it. Um, and you get into a very broad comprehensive understanding of what the real world is, in terms of careers. Wasn't nearly as good as it is today. But anyway, found out from him, well, "Hey, if you wanna' teach in college, go get a Masters degree in science." You didn't need a PHD in those days 'cause they couldn't hire- there weren't enough PhDs. PhD's were skimmed off by the universities, the research institutes. So they were having to hire Masters, all the people. So he said, "You go get your Masters and you'll be able to teach in college." So, I said, "That's what I wanna' do." And I was pretty certain I felt very comfortable with. I wanted to teach in college. And so, we went off and- to Oregon State and I got set-up in a program and, in the fall of, in September of, of 1958. 'Cause I worked here after the Navy to- uh, you know, on the ranch. And so, in September of '58 we moved to Corvallis, Arlene and I. And uh, she got a job. And, in the Admissions Office. And uh, something like that, or Records- uh Registrars Office, I guess that's what it was. And uh, so she

essentially put me through school, and I didn't have any GI Bill at that time because those of us that were in the, in the service, in the Armed Forces in that period of time didn't have access to the Korean War Bill. And the Second World War, of course, that was over. So we didn't- and I'm not sure there any Korean War support at that point. Uh, anyway there was no help. So, uh and had borrow4ed some money from my folks. Actually, they even helped us out somewhat without havin' to pay it back 'cause, uh, they said, "Well, you better have five years of college and you only have four- we'll help ya'." ___ (396) So between their help and Arlene's working full time, I made it through. And about halfway through that year there I got this letter in the mail. And, it was like January or February and this letter from the President of Eastern Oregon University, Frank Bennett. And it said, uh, something like, "Jerry, if you wanna' teach- if you want to job here you're gonna' have to fill out this application!" <laugh> Ralph Badgley had talked to him, 'cause that was my conversation with Ralph, you know, that summer before. And so I filled it out and sent it in and they sent a letter back and said, "You're hired, and here's the salary." There was no negotiation, no nothin'. I mean I- I could sign it or not. And I signed off and the salary was $4800. In 1959.

I: Did that seem like a lot of money?

GY: Well, no, but it seemed like enough. Was- was better than what they paid in the service, you know. And uh, and, by the time I got here it was actually- the legislature, I guess had given a little more money, so it went up to $5000. So, in 1959, my first year here at Eastern Oregon University I got, uh $5000 for the year. And, you know-

I: Was it called Eastern Oregon College at that time?

GY: Eastern Oregon College of Education still at that time. It didn't even- we'd have to look that up. But I don't think it was Eastern Oregon- it was EOCE I'm pretty sure at that point. But I went through EOCE, EOC in uh, but I had left before it became EOU. I had retired before it became EOU. So, I came and they said, "We want you to teach, uh, mostly chemistry and let you teach a little bit of math, and also some physical science survey." But I never did the teach the physical science survey. They didn't need me for that. They needed me in chemistry. And they needed me to teach a math class for one year. And so I did that. And enjoyed the math a lot. And uh, but uh, also enjoyed the chemistry. ___ a chemistry teacher then. (436) Uh, after that. But uh, was a great experience. It was an opportunity that, uh, I couldn't have had without bein' in a small college. I knew I wanted to teach in a small college. Whether I'd had the PHD or not, I knew I wanted to be in a small college atmosphere because I like that one-on-one opportunity. But I, you know, I didn't- I thought I had finished my formal training when I came here in '59. I didn't think I'd ever go on for the doctorate. Took me about three years to figure out- things are changing. "And Jerry, if you wanna' stay in higher Ed…" I got tenure with my Masters. 'Cause they were doing that in those days. But in

places all over the United States were doing that. It was teaching- these are all smaller colleges, not being- the small colleges were doing things there with the Masters. But I saw the, "Hey! You know. Your gonna', your gonna' get left in the dust if you don't go out and get that doctorate." So then, that's when I began to plan and we investigated and then I went back to Oregon State in 19…after seven years, yeah. Went back to Oregon State and spent two years down there, and I got a National Science Foundation faculty scholarship for the first year. And then the college was good enough to, to give me a- wait a year and give me my sabbatical then. ___. (466)

I: Oh, great.

GY: So they went one year without having to pay anything. So that was good for them, 'cause I could get the National Science Foundation- which is really nice 'cause there's about three- I had to keep ___ (471) three hundred people ___ (472) nationally. And there were about five or six of us at Oregon State when I got down there. And that was kind of fun that we got acquainted with each other. But anyway, uh, in ___ (475) I had to- the uh, funds from the uh, the sabbatical. But that wasn't really enough to- for a family to live on. We had kids ranging in age from- the youngest one was four at that time. The oldest one was about eight or nine. And uh, we- well college was expensive, you know, with books and all that sort of thing. And uh, we did have- they did waive some of my tuition because I was a faculty member here. But, then my major professor down there Ty Wong (sp?), uh, was good enough to- to find me an assistantship coming from federal funds to do that. And, and so, I got that. And in fact I was gonna' get some, uh, some other funding I was gonna' get was- well actually, there was some federal dollars because of my- uh, bein' in the Navy. That were available, but it didn't pay very much. And so, he would get me an assistantship that, that pays better than that. And so, we had that to help us out. ___. (499) And then came back and finished all my coursework. Did all of my research. And then came back and finished up. ___ (502) Uh, or '59, that was '56, '58 that we were down there. ___ (506) and from '58, '59 I spent that year teaching a full load and also writing my dissertation. And it was really- it was tough, it really was. Uh---

GY: ---wanted to be certain ___. Uh, I did have- it was a lot of work because I was in the classroom between the lecture and lab 20 some hours a week, I'm sure. Uh, it was a full load. Uh, but uh, I then would uh, they ___ me and I maybe come home around six or so to be with the family. And I think that the kids were in bed, which would be around nine, nine-thirty. And then I'd go back up to the office. And stay there until, you know, one o'clock, two o'clock in the morning. I'd needed about- I usually get by on about five hours sleep. __ I'd sleep, then do a little catching up on weekends, anyway. But, uh, but we also tried to do at least one family day in the weekend, usually Saturday. We'd try to go somewhere. Just out in the woods, or whatever time of year- do something. Maybe it was out in the snow, or, whatever. But uh, uh, but it was a drag. It was a real drag. I remember going down the steps- the front steps one- it was in the winter. And it was like

nine-thirty at night. The kids were in bed. Arlene- you know, came out on the front porch here, and, and was watching me. You know, sayin' goodbye, and, and uh- and she'd call me by phone. I- I managed to, uh I managed to get 'em to arrange so that there was a line. In those days we didn't have a lot of phone lines. But, I managed to get 'em to put a line into, into Badgley Hall that- I guess rang in the hallway or somewhere, I don't- anyway, was a phone I could hear.

I: Um-hm.

GY: So there was contact, 'cause often times there was no one in the building. And so there was a way, though, for me to know that she wanted to talk to me. Didn't happen, it was, it was more a comfort level for both of us than anything else. But anyway, uh, I started down those steps on the front here. And as you know there's like twelve or fourteen, fifteen steps there. And about the second step I hit black ice. And both feet went straight out. I sat down and I bumped down all those steps, <chuckle> on my rear end. Was holding my briefcase in my left hand. Bump-bump-bump! I think my right hand was guiding along the handrail that was out there. I didn't stop 'til I hit the bottom and slid out about three or four feet. <laugh> That's one- one of my visions from out there. 'Course, I'm not a doctor. But I did- and it was just, just grunt work. And it- uh, and I uh, but I did write the dissertation. I had all my research done. I had all my data. I just had to analyze it and I had to put it together in some sort of reasonable fashion. And then we made several trips to uh, Corvallis to talk to my basic (?) professor because you gotta' do that periodically. And, Arlene was doing all my typing. And while I was at Oregon State we bought an IBM Selectric typewriter. And we could afford it by her working for other Profs. So she was typing articles for other professors- one Prof that she got in with was a guy by the name of Bill Caldwell. And he was writing a lot of textbooks. And elementary chemistry kind of textbooks. And she was given for a lot of typing because she, she enough- she had a strong background in science. She had, you know, organic chemistry, for example, in college. And all that- so she had a lot of chemistry, and she was also helpin' me a lot. So, she wasn't- you know, the symbols and all that sort of thing didn't scare her. So, and he just couldn't find people that were comfortable with typing ___ and stuff. So she was typing for him as much as she wanted, I suppose. At home. And so, she was doing all my typing and she did it with that Selectric typewriter. That way. By doing the typing. And so she was typing my dissertation as it went along. And of course, you have to re-type it. And, you can't make Xerox copies <chuckle> or anything like that. And so, and she'd go with me. We'd go to Corvallis every so often. And he'd go over my dissertation and we'd review it and talk about where to improve it and this sort of thing. I wanted to say something about- he was, he was from ___. Was educated in China up through his bachelor's degree ___ and then came over here and got his doctorate in the- in the United States. But he knew English properly. He wouldn't let me get away with anything, and so, I learned to write from a Chinese native professor. Now I took some good writing classes, I actually had some good with English, uh, writing instructors. In college and in high school. But I didn't really learn to write until I was- I mean I

could say it in a minimum number of words. And you know, uh, and doing a dissertation with him. Uh, it was fine from the scientific aspect of it. Learning to write concisely with minimum words helped me a lot as an administrator later on at Eastern. Because I would- I, I learned very quickly that when you write a memo: get it down on paper what you wanna' say. But then- edit, edit, edit. And I could often find- I, I ___ phrases, you know. But in the sense of- and you'd find out four of those words weren't needed. You know what I'm talking about. And so I found that I could really write memos that were fairly concise. Didn't take up a lot of room and still got the message across. And he made me do that. And so my dissertation was like forty, forty-five pages, total. Including data and everything. But science dissertations are often that way. You know, a math dissertations sometimes is a bunch of- of funny lookin' letters, you know? And not much else. But anyway that's where I really felt like I learned to write. But any- completed it and took my oral, like in May and passed that. And during my- during that year I was writing this, also, Ralph was gonna' require- that was '68, '69, and Ralph Azure was gonna' retire in uh, in uh- uh, in uh June of 1969. And so they needed a new division head. And so they- the search- they were carrying out a search for a division head. And in those days you didn't necessarily advertise. So the President, and the, and the Provost now- it would have been the Dean of Education then. Carl Easley (sp). So the President and Carlos Easley then did the- the search. Well, the search was interviewing- uh, talking to all of the faculty in science and math and finding out who they thought oughtta' be division head. And so they began to narrow it down that way, and then one day they called me over and say, "jerry, uh, we've talked to everybody and we'd like you to be division head." And that's how I became division head in Science and Mathematics. In June of 1969.

I: Can I ask you-

GY: And then applied for the position! <laughing> But I never applied for the job at Eastern Oregon University, either! <laughing>

I: It just came to you, huh? I have a question about the 60s. Especially the late 60's in, in La Grande, and at Eastern. Um, did it have any of the flavors of the 60's perhaps in other parts of the country? Did you notice any, uh, behavior by the students that uh, that was indicative of the 60's?

GY: Not to the extent that you'd read about it in the paper, or see on TV or something like this. We'd uh, we had uh, um, you know there might be some students getting together and parading around about an issue of some sort or other. But, it wasn't ever anything big. It really was pretty quiet here. Compared to other and larger campuses, and especially in more populated areas, even- just like in the Willamette Valley than maybe a, even a smaller campus. So the answer to that is: you know, not that much. But some- uh, one of the things that I saw, for example. And, and I'm sure you're aware of this- that, uh, that it became out of favor to do a yearbook along about 1970. Uh, that's when the- the interest in the uh,

Evensong activities that was really big in the 50's. Uh, well, they started it in the 40's and then it went through the 50's. And into the 60's it was fine. And in fact I was the faculty chair of Evensong for a few years after um, I got back in the early- late- I don't know whether it was around 1970. That I- I guess I was part of the ___ of it. Uh, but anyway, uh, there was just no interest in continuing that kind of, uh activity. And, and the yearbook activity. And this sort of thing just went by the years went, went by the wayside. And that's the sort of thing that prob'ly, uh, happened elsewhere, too. But it happened here on the smaller campus whereas uh…

I: So what would you call that? The- the students just, um, didn't want to do activities that their parents, or- had done?

GY: Yeah, the past wasn't as important as the future that was, I think, uh, looking to the future. I, you know I kind of understand it. You kind of hate to not to have more recognition of the past but it's a, it's kind of like; it's kind of like when I was a kid. And I'm talkin' about now, like, you know, in my teens and before. I didn't have- I didn't ever have much interest in talkin' to my grandparents about the Oregon Trail, in this case. And here- here's three people that I remember that either were born here during the Oregon Trail time or, one of 'em born here. The other two came across in covered wagons. And, I never asked them a question about it that I recall. At least I don't remember anything from it. I had no interest in it apparently. And now, you get up into your- I don't know 40's, 50's, 60's, somewhere along in there, suddenly it becomes interesting. Most people I think get into genealogy in their 60's prob'ly, and 70's. And it- and uh, for no reason other than just interest, as in my case. Um, I think it's the same thing as, you know that lack of interest. Uh, uh, and so maybe decided, "No, I don't really wanna' know so much about the past, or interest in the activities of the past traditions or not. That important thing is the- it's the future that's important."

I: What about the 70's, if you quote "ME" generation coming through. Did you notice any change in the students at all?

GY: Well there was some, but you know we get some- you know, my, my opinion. We have so many students that are rural-oriented. They might be from a- uh, live in a town, but you know. La Grande is still fairly rural in that sense. And so- and then a lot of them come from farms or from even smaller communities that- that the ethic, a work ethic is still there. The ethic of helping each other is still there. Uh, and so they bring that to the campus. And so I don't- I never felt like we saw that much of it. Of course we saw some. You know because students at Eastern don't wanna' be left out of the big world that's out there. And they- you they are pretty knowledgeable on it with- uh, between TV and, you know and radio, and publications and things. Uh, but they- they also grow up knowing that there's lots of things to do. And a lot of them, you have to figure out and see that they do 'em their self and then. You gotta' invent things to do yourself. But you don't have to have a nightclub to have- to go to- uh, let's say a teenage nightclub to go to, to

have a good time. You don't have to go to the movie theatre every night to have a good time. Or you don't have to go hang out with the gang every night to have a good time. Now, I think it's prob'ly moving away more and more from that, and, and you know. But in those- in the 70's I think kids came here to- you know, it used to- figuring out what to do to keep themselves interested so, you know, they, they really were interested in the out of doors in- you know, hunting and fishing and hiking and skiing and all this sorts of things. It was a myriad of things to keep themselves busy. And so they- you know it wasn't so much of "ME," too. 'Cause you'd usually want to go to somebody else, and, and things like this. And, they're used to helping each other out and they were used t being- living in areas where if somebody had a flat tire you stopped and helped 'em change it. If it looked like you needed help. Or, or whatever.

I: Did your subject matter change a lot over the, the time? The late 60's until you became the Dean. Um, did teaching chemistry- because of the technology…

GY: It changed a lot. Both in terms of the technology, uh, because of the kinds of equipment that was being developed. But also in terms of the subject matter itself. Uh, students, uh, would come to us more and more sophisticated in mathematics. And in the sciences. Now I think you'd get some argument about mathematics from people. <chuckle> But I always felt like there was a- personally, I felt like they were, they were constantly improving in terms of their math background. Uh, always problems. I mean you always got the kids who were woefully weak. And prob'ly if we- when I retired in 1995 as when I started there n 1959. Uh, but we seem to have- to me they were more- they were keeping that, too. The better kids were keeping up. The kids were working at it. But it- but in science, uh, there- there would be- the instrumentation was, of course changing. Uh, and so the technology was- this sort of thing. But also the subject matter itself. When I started teaching chemistry in 1959, uh, we were teaching things that clearly are high school chemistry topics today. And you would expect- today you would expect them to come in- uh, especially the ones that were coming in to be science majors. They would be- they would probably be at the second year college level today. Uh, if you went back to 1959. Uh, so there- there was just more sophisticated but we were getting trained teachers out there. When I was in high school, I don't think the teachers I had in science- I don't think they prob'ly had all that much science in college. They had some; I mean they were science majors. But, uh, you might have a biology major teaching all the chemistry, or something like that, too. And, you know- they did, clearly they had some background but not much. And in those days, uh, high school didn't require people to even have- if they were certified in one subject they could teach the other subjects. And they might be just teaching from the book, and they might be- sometimes they weren't even a day ahead of the kids.

I: Can you just-

GY: Also, this, uh chemistry has changed a lot. We, of course, my gosh since uh, uh there's been so much discovered, uh, you know. You go back to when I was born, that's when- the year the neutron was discovered. <laugh> You know and uh? And the electron was discovered just a little over a hundred years ago. And so, we've gone- the x-rays were discovered a hundred and…1896. You know, a hundred and eight years ago? Uh, when uh, when I was in high school we didn't realize anywhere- they didn't have anywhere near the understanding of today's danger of radiation that we do today. And so, you could buy on the open market, uh radioactive capsules. You could order them out of a scientific supply catalog. That- today, you'd have to have a license, a radiation license in order to- own 'em.

I: Is that in that chemistry set of yours?

GY: No that's not- <chuckle> if I had radioactive- something that was radioactive in there- it was a bit of uranium oxide ___, (204) and it should have never have been in that.

I: Yeah, yeah. Um-hm. So you just uh- I remember when I- when I interviewed with you. You talked to me about a, a , a class (?) called SCIENCE FOR POETS.

GY: Yes. Yes.

I: Can you talk about that?

GY: Well, a little bit. But Dave Gilbert's the one that taught that class. And, and he developed it. And uh, it was after I became, uh, chairman of the division of science and mathematics. But it was designed for anybody to come in and take the course just because they were interested in it. Ya' didn't have to have a lot of math background. You had to have some algebra, but very basic algebra. Like if, 2B=C what's, uh you know, uh, hard to express you know, what B is or something like this. Or, 2A=5+A. Uh, that's the extent, you could teach it if they didn't know it. So, that was the background. And uh, but the idea was to, to generate an interest in science and an enthusiasm for science because it was discovered that- there was a lot there in the science area for them to learn if they just would open up their minds to it and be receptive to it. And not fight it. So, Dave Gilbert had a particular way of doing that. It was really quite, really quite, quite successful. And so he caused a lot of people to become interested in science, uh, through that course. People invariably non-science majors. Uh, one who could took it would have been the elementary teachers, too, that needed some science. As well as taking a physical ___ (activity?) course. Uh, but he would try to, uh, it was more of a descriptor rather than being poetry. It was just a descriptor of the- you know, you don't have to be a scientist to take this course. And that's how you got it. But catchy way to get 'em into the class. And once they got in there they'd get hooked.

I: How did you become Dean?

GY: Well, in 1980 there was a- they were- there was some financial difficulties at Eastern Oregon uh, you know, at that time Eastern Oregon College, I guess. Uh, so there was budget issues as ___ today. I've gone through at least three different major budget issues where I was an administrator from, from 1969 to 1995. And the one they had the last two years, I can tell ya': that we did that in the 70's. Say percentage-wise just a step. (?) I remember in 1973, around there. We lost; I think 3 faculty out of 17. That-s, that's 15% of your faculty. I don't think they lost worse than that, you know, two or three years ago when it was particularly difficult. So people forget. <chuckle> Uh, so it was just as tough then. And I'm not sayin', "I've had- it was better in my day." It's just that it's ___ it is a cycle and it probably ___. (248) So anyway, uh, um, I- in 1980 there was another one of those kind of events ____. (250) (unintelligible) Uh, so in 1980 there was another one of those events. I don't remember the seriousness of it, but there plenty of folks that had problems within the state, and budget problems. And so, it was an effort then to make the institution more efficient. And so, uh, they- by combining four divisions into two schools, then, uh they would, uh, they would have, uh, two of the division heads then became associate deans. But they also taught part-time or had other responsibilities. So, there was like a gain of one FTE administratively in doing that. And so, uh, and so the President at that time, uh, um, Rodney Briggs. Uh, uh, and at that time, uh, Dave Gilbert was his, uh, Dean of Instruction. And it hadn't yet had a title Provost. It was still called Dean of Instruction. But anyway, it was the same job as now as the Provost and Vice-President for Academic Affairs, uh, in 1980. Uh, but anyway, uh, Rodney Briggs decided to- on this organization. I really don't recall that it had- how much it went through committees on campus, I just don't remember that. There would have been some discussion because one of the things Rodney Briggs did when he came here in 1973 was to, uh, get the campus organized. And that's when we developed, uh, the College Assembly concept to informalize the committees. Is when the faculty developed- gained a lot more input into the committee activities. They had a chance to be on a lot more committees. It was when the ___ Committee, for example, became a, a campus-wide committee. Before that, it was sort of ex-officio people were on it. And when I became the division head I was- there was these committees I was expected to be a part of. And so you'd- lots of time you were tryin' to like- not so much by teaching faculty as you were by other administrator types. So, the lot of us were also teaching at least half time. As division head I was teaching, well almost full time at first. Then it went down. I had to decrease it because ___. (289) But anyway, uh, in 1980, uh, they uh, there was a- this reorganization was decided. And uh, and then, and then they just asked me to be Dean. There wasn't, uh, I don't know who all they talked to. But, I get called over one day and they said, "Jerry, would you like to be Dean of Arts & Sciences?" And, I said, "Well, give me a little time to think about it." And I thought, "Well, yeah I'd rather be Dean than, than uh, before somebody else!" <laugh> And so they said, "Okay, ya' know. Here's the who's go- they told me who's gonna' be in the school." And so it was everybody in the science division

and, except they moved, uh, the science Ed person and the math Ed person into education. Into the other- into the School of Education & Business. And, uh, and those were the few that moved over there. And then they- all of the uh, all of the Humanities people were put into the division, uh, the School of Arts & Sciences. Except, uh, the Music person, I think. Uh, and they were put into the School of Education. And in the social sciences they took- they took- they put- uh, because of the business area bein' in this other school they put- they put political science and they put geography and they put economics in the School of Business & Education Business. Now I don't know the- I don't know the details of that. I just was, I was aware of it going on, but I really didn't have much to do with, with how that was divided up.

I: I heard Rodney Briggs is a, kind of a character?

GY: He was. Yeah. He and I had a lot of shouting matches. And uh- he was one of these people that, uh, he really involved his administrators. And he had a, he had a group of us that he involved in weekly meetings. And so, uh, division heads, for example, at that time were all involved, as was the Dean of Education, and the Business Manager and the, and the- I don't know, I think the Registrar was in there, too. But there was a group of us, and that- in his office. And that's where you have to let most of what hap- where all the decisions were made in terms of the campus. Except those that Rodney made! <laugh> And he might if made his own, after he talked to us. But, that's where they were discussed. And they did- everything got discussed at that level. And as time went by, he got the discussions more and more out into the faculty- uh, these committees began to function. But the committees had a hard time learning to function. It's like- in Iraq- you know, if people don't know how to run a democracy. Eastern Oregon University was operated a lot like a public school system until Rodney Briggs came along. And, not that it was bad, but that was the structure. And uh, and uh, and, Remple, uh when Remple came in sixty-three that- I think that's right. Uh, that's when some changes occurred. But, uh, but the big changes came after Rodney came. And then he gave a lot more power to the faculty. Faculty might not say that but I- for me, it was very clear. It was a lot- it was kind of how much could we accept, you know? Uh, if you really participate and ___ (343) and be involved. You know, you got a lot more power. Uh, but uh, but anyway, uh, Rodney kind of helped that happen. And in an institution, of course, it's grown a lot since then. But, I remember Rodney Briggs, uh, I can- we would shake our fingers in each other's face. And uh, that's prob'ly a little hard to visualize me doing that. But I learned with Rodney, that's how you did it. And he- didn't mind it. I mean that's how he works. And he always left the science division alone, which created some problems for me because, you know, everybody else but science division was getting, uh- science and math division was getting special attention. Well, we really weren't, it was just that, I was fighting for everything and shaking my finger in his face, and, not everybody perhaps wanted to do that sort of thing. And I don't blame 'em. I don't say that was the way you should do it. Some of 'em, I prob'ly was willing to lower myself to his level, I guess.

I: What are some of the things that---

GY: <chuckle> Wait'll he reads that! He's gone! <laugh>

I: What other things that you're most proud of when you think back in your career of teaching and administration at Eastern?

GY: Well, um, I- I don't want- this is not a priority kind of thing, okay? That's- one of the things that I have- that I'm proud of is my involvement in the-involvement in the extended degree program. And I'm sure that's not the right term but you know what I'm talking about. In that I was in on that from the very ground level. Worked with Dave Gilbert in writing the first General Studies degree for extended programs. And Dave did the primary- he did the bulk of the writing. I wanna' give him credit for that. But I, he uh, consulted with me and so I felt like I had the input that I needed to make sure that it was written in a way that we could- that was a quality program. And Dave and I were never in disagreement. I mean we always agreed on this, and was kind of helping each other. But he did the primary writing. Uh, but it was modeled on the Joint (?) (380) Studies Agreement we already had on campus. And so, one of the- one of the things that we built into that were things like, um, how do we make sure that it maintains its quality? Because we knew there were degrees- there extended degree programs, uh, all over the United States that you could buy for $15. And there still are. Okay, so we wanted to make sure that it was quality. How do ya' do that? Well, the thing that I asked for it to have was that all of the courses offered for college credit had to be taught by faculty that were approved by the appropriate faculty on campus. And the course was approved by the appropriate faculty on campus. It may not be- it may not be a campus course like it. But there's faculty on the campus that can approve the course and approve the instructor. And to my knowledge the extended programs has never offered a course for college credit that has not had those two levels of approval. The faculty person and the course.

I: I think that's- that's still true.

GY: And you know, I'm convinced that that was critical to the quality of that program. I don't think any of them would disagree with it. But I felt that that was a role I had in that process of- and I just- I thought- and it isn't that I- and to be honest with ya', there was some in the extended program area, uh, at that time. And they really weren't anybody that's involved in the past 20 years. Uh, or 25 years. But, uh, in early days of it there was some that thought that the camp- that the extended program should have a lot more autonomy. And a lot more responsibility for a lot of those decisions. And so, I just- I really fought hard for that. We- and I was- at that time I prob'ly was still chair of the- oh yeah, I'm sure I was chair of the, uh, curriculum committee. <laugh> That helped. And uh, that's uh; Curriculum Committee had a hard time under Rodney Briggs. Had a hard time getting off the ground. And it went to a couple of people- it just didn't- it didn't

do too well, and it was- it just a problem with faculty. There was lots of times faculty just aren't committee chairs and they don't wanna' be. I mean they'd like to be, but they haven't had the experience. And that's- and they shouldn't have to be. It was wrong for them. And so I- a lot of people that were asked to chair those committees in terms of calling people together. And uh, and I would- uh, and I would fault (?) (432) today some of the work- I think they've moved away too much, uh the curriculum thing on campus, for example. I would fault them for moving away from some of the, of the academic administrators not being more involved in curriculum committee. I just think it's a big mistake for the Dean of Arts & Sciences and the Dean of Education & Business not being full-fledged voting members of the Curriculum Committee. That's just plain dumb. It really is. It's- it's just- I don't understand it. You know, you're outvoted. So, what do you want? You don't want to hear from us? I mean, you don't- I mean- they're the ones that have got the history. You don't have to listen to 'em, you can outvote 'em. But you want the history. You know, and you also wanna' get rid of the- you know, the inappropriate history. But anyway, uh, so I was Curriculum Committee Chair, and uh, and I did that for- I don't know, ten years? Fact it got to the point where I kept telling 'em that I shouldn't do it any longer. I didn't tell 'em I wouldn't, but I just said I shouldn't. And so, finally they decided to, to end it somewhere in the mid-80- uh, or 1986. I prob'ly started doing it around '76. And I suppose about ten years later when I got rid of that chairmanship. I did it for prob'ly ten years. Then switched over ___. (?) (458) Uh, I enjoyed it. It was great experience and was where I learned how to work with all the disciplines. And how to work with all of the, the whole campus. And up until then I hadn't had that opportunity. And in being- in being Dean it was- I looked forward to that because it give me a chance to work with others that- outside of science and math. It did give me some problems, too, because science and math was used to having our attention. And having my commitment. And having- getting support. And, and uh, and I had to learn how to work with Rodney Briggs in a way that I could get lots of things for science and math- or whether it was equipment money, or, whatever. I never felt it was unfair, I thought it was fair! <laugh> Biased? Yeah. But I thought it was fair. But the thing is when I became Dean I had to- then I had to worry about- what, how is theatre being treated? Or how is music being treated? Or how is psychology? You know, I had just selected some disciplines. And, low and behold, uh, there was these areas that hadn't even made it into a science yet, for example. So, science ___ (483) you know they weren't getting as much equipment money as they used to, percentage-wise. And, and so I had to work to kind of get the money total increased so that science wouldn't be taken down in order to help some other area out- and up- to bring them up. But, that was the real problem with- uh, but it- besides when we got Loso Hall we had, uh we had---

I: That must be something you're very proud of?

GY: Yeah, uh, I am. That would be another one. And I was, I was allowed to be involved in that pretty sensibly. They actually wouldn't let me ask- when we were constructing the building, I used- they used to let me go over- I liked to get a hard

hat and I'd have to tell a certain person that was on the site, but, they finally told me I couldn't go in without going through about three layers of approval. Because I was finding things wrong. I discovered, for example, the- in the music area, that the insulation wasn't being put in some of the walls in the rooms. And, and uh, I discovered- I'm the one that discovered, for example, that the balcony in the theatre- the front rail was built, uh, you know, they measure from the back of it when they should have measured from the front of it. So the seats are all too close together?

I: Um-hm.

GY: I'm the one that---

GY: ---was that I worked with uh, Brett Kims (sp) who was in the Business Office. And purchasing, I think. And, he helped me and he did drawings, and I did design work on all of those oak tables that are in building. So, I actually designed those tables. Now I'm not a table designer, ___ designer. I'm a chemist. But, uh, but I designed those and he'd go make a drawing and I-d- he'd bring it back. And I would redesign it and then he'd go make another drawing. We got to the point where we put one out for construction; to somebody that we knew was interested in bidding on it. But we could go ask them to build one for a certain amount of money. Uh, they knew they might get the bid for the whole big ___ but they knew that, that it was gonna' be done. They'd get to bid on it. So, we had this fellow bid- build it locally. One table or two. And, then we brought it back and redesigned it. And one of the problems we had was we had a brace down too low on the table and it was gonna' hit your knees. And students couldn't get underneath it. And, you know, designed it, we kinda' thought, "Well, that's enough room, you know. It's in this far," but it isn't. So, we had to redesign it a little bit. Get the bracing up higher and that sort of thing. And uh, they're made out of oak except for the top, which is Formica. And Formica glued to plywood. Uh, but uh, they're all oak otherwise. And those things are gonna' be there two hundred years from now if they don't burn. ___ (unintelligible). But they're- you know- and so the faculty though got to decide, said, "Well, we can build 'em these sizes. You know, what size do you want in your classroom?" You want 18 inches deep or 24 inches deep or 36 inches deep? How long? So the faculty had some input on the dimensions. But uh, you know I designed ___. (24) We put 'em out for bid and we got 'em for about, prob'ly one-third of what the commercial cost would have been. We saved tens of thousands of dollars on that. And that's how we were able to buy, oh like, some uh, some computers and some equipment. We were able to buy some equipment for the ___ area. (27) We were able to buy some things for like the shop equipment that was in the theatre and, and some things for art, and those- those things.