

William Neal Hawkins, narrator

April Curtis, interviewer

January 22, 2005

tape 1, side 1

AC: Bill, you grew up in this valley, would you talk about your early years and maybe your parents. Um, in growing up, um, it means, uh, in the LaGrande area, _____ area.

WH: (mumbles and laughs)

AC: When were you born?

WH: Oh, January 21st, 1918. At, uh, in a home that's north of the city park in Fruitdale, close to LaGrande. And, after, um, my mother's homeschooling, my mother encouraged an ex-school teacher, I started in school at Fruitdale and I run into the school.

AC: Can I ask your parents' name?

WH: Martin and _____ Halverson Hawkins.

AC: So, how long were you homeschooled?

WH: Up until it was time to go to school.

AC: Um, um.

WH: Which was, uh, at that time, back years, 6 or 7 I guess.

AC: Uh, uh.

WH: And, as a result of that, I apparently started in the second grade. At Fruitdale, I had Mr. Huffman clear through eight grade in one room.

AC: Is Huffman spelled H-U-F-F-M-A-N?

WH: Yes, it's, uh, he later became, uh, a teacher in homeschool in LaGrande when I came across him there. And, the beginning of World War II, there _____ water on them.

AC: Oh, uh, uh.

WH: Then after that I guess, I guess he retired as a fireman.

AC: Could you describe your, uh, your school days in that one room school house? What would a typical day be like?

WH: Well, I don't remember much about it, it's been so long ago.

AC: (Laughs)

WH: But, I was told that, uh, at least in one incident, in which I wound up as a second grader, and Dan Phillips, who's now dead, uh, the drugstore resident until I was in the eighth grade had a _____ by Ellis Huffman when I met him again in the 1940's. That, he

grabbed me one time, turned me upside down and, uh, beans fell out of my pockets all over the school room floor. And, I guess it was a question of Dan Phillips, uh, talking the younger kids into throwing beans at the school teacher.

AC: (Laughs) What kinds of subjects would you be learning, um...

WH: In the second grade, third grade...

AC: Well, um, in that one room school house.

WH: Just like any other I think. I don't know how a teacher would go about teaching eighth grade, one to eight, but apparently they did in those days.

AC: Uh, uh.

WH: They were all, _____ burned down I think. And, was a replaced by fuel.

AC: Where was it located on Fruitdale?

WH: North of the city park about a quarter of a mile.

AC: Uh, uh. Did you walk to school?

WH: Well, yes. Because we only lived three doors north of that school. Three doors north of that school.

AC: Would you bring your lunch, or would they have lunch there.

WH: I don't remember. I expect _____ chili at that time. They didn't have school cafeterias until years and years and years later.

AC: How was the schooling configured. Did everybody sit in desks facing the teacher, or were there separate areas for separate grades?

WH: I'm not sure, but my recollection is that, uh, we sat in desks in a row, probably facing the front of the room. I don't remember is the school teacher, he sat behind to keep track of things or, uh, or off to one side, or in front.

AC: What do you remember about him as a teacher?

WH: Not much, I was told that _____. After you went to the second grade, within the first month or two of being in _____, we moved over to Union, took a the Hot Lake area, and I finished grade school and first two years of high school at Union High School. After which I took a year in, my senior year in high school in LaGrande. And, at that time, the _____ high school in LaGrande. And, uh, so, that was in the year 1935, 34-35, and, uh, after that I had no contact with the, uh, with my father. (Mumbles in tape) Years later, in the 1940's, my _____ told me about the bean throwing incident in that grade school. And I don't recall _____.

AC: Why did you move in Union? Where was your house?

WH: Well, we moved out to a farm right over there where you see those roads over there _____ . And, uh, so we went to the Union area. We didn't live in Union. I've never lived in town.

AC: So, you moved to a farm then?

WH: _____ farm, we moved down in the farm.

AC: What was your farm live? What was a typical day for you doing chores on the farm?

WH: Oh,... I did chores all over the ranch. _____ the chores in those days. They, um, when, uh, we had to pump water with a hand pump because there was no electricity. We'd pump water for livestock. And, (mumbles) _____ cattle, and horses _____. It was before we had tractors at least.

AC: What kinds of crops were you raising?

WH: Mostly grain and hay.

AC: Do you remember what the farming _____ were like, along with the horse drawn. Is it all horse drawn, or was there any machinery used in farming at that time?

WH: It was all horse drawn machinery. We did long purchasing. Dad made a long purchased a Ford tractor that would pull a single, one bottom plow. And, _____ work for the horses. Tired of that, the, uh, we'd plow with what they called a sulky plow.

AC: How's that spelled.

WH: S-U-L-K-Y I guess.

AC: Okay.

WH: It was pulled by three horses and, uh, and, uh, the plow had a seat. I sit on the plow and drive a team of horses. And, uh, with a single plow would plow a furrow about 14 inches wide I suppose. That took day after day after to plow. _____ work long with a disc and harrow and _____ horse drawn seeder or drill. All of the machinery was horse drawn. (Tape way to quiet, can't hear at all.)

AC: What kind of horses did you have?

WH: Grade horses, plow horses _____.

AC: Why did you buy them?

WH: Usually, I guess because I used to be a horse trader, _____, and a couple of miles _____, I don't know to much about it, horse trader sometimes got quite a reputation, like horse traders do now.

AC: Would he drive horses around or would you go to the _____ with the horses?

WH: I suppose when you _____ I don't know, _____ before Mt. Emily run into the country. (laughs)_____.

AC: Can you describe going the school in Union? What, what a typical day at that particular school was like? How you got there and how you got home?

WH: Well, neighbors up the road, down the road from us had two girls going to school. Both of them were older than I and they drove back and forth to get their girls to school. Uh, and uh, their folks would pick me up for school part of the time. Part of the time I'd start to walk home from school, it was about three and half miles from our home and, I'd just walk along the highway. Usually I'd get a ride. A few times I probably walked all the way home. Most the traffic would stop quite a bit.

AC: Uh, uh. Did you participate in sports in your school years?

WH: No, I had, I had to many chores to do at home _____. But, one thing mother did encourage was participating on the debate team. That to her meant, it was considered more experience than high school athletics. In those days, we, uh, had high school football in the fall of the year and basketball in the winter and track in the spring. I don't remember anything about baseball.

AC: Can you describe your _____ on a debate team? Or were you on the debate team at school?

WH: (Mumbled and to quiet to hear, even with external speakers)

AC: Did you know what you were debating about?

WH: No.

AC: When you were at that Union School for _____?

WH: (mumbles) in the third grade and, uh, left at the end of junior high school and I completed the senior high school in LaGrande.

AC: Why did you go to LaGrande for your high school?

WH: Well, I, I expect that I wanted to take a foreign language. Without a foreign language at this school, I wasn't _____.

AC: Okay (laughs).

WH: As it was, I was in with a bunch of freshman and sophomore kids.

AC: _____ Latin.

WH: At the time I _____.

AC: Aah.

WH: (mumbles).

AC: Uh, uh. What was you typical day of high school in LaGrande like? How did you go out to school in LaGrande?

WH: I, I, I think that I, uh... I think I took the Model T Ford car, or we may have had a Model A Ford. And, uh, there were no school buses.

AC: Uh, uh. So you drove the family car?

WH: Uh, uh.

AC: Did you have brothers or sisters?

WH: I have one brother.

AC: Did he come with you to LaGrande sometime?

WH: No, he went to the school in Union.

AC: Uh, uh.

WH: And, I guess by this time, uh... I guess, uh, most of the time, most of the time, my folks drove us to school when I was a boy and went to school in Union. I used to walk through the fields. When I was in school in Union, I used to walk through the field at, uh, and ride to school with the _____ family. They had a large family, and, uh, older children and younger children, and, uh, they drove a, they drove a car to the _____. (mumbles).

AC: Uh, uh. Did you have Grange activities, um, and Grange activities when you were younger and was there a Grange that people went to where the farm families would get together and do things together?

WH: Oh, I... Our family activity was to go to church in LaGrande. And, uh, and, and, uh, because of the isolation, the lack of money to travel around in those days, and the fact that my father is a railroad man, he worked in LaGrande, and Thursday's all locomotives were _____. He was a boiler maker, he worked in LaGrande five or six days or afternoons for a week.

AC: What's a boiler maker?

WH: Well, it was steam engine days, locomotives were operated, I've seen them, and as far as that, require a fire and a _____ on the locomotive, in the engine. And, when, uh, where there's _____ steam _____ or steam developed or when it came time to change the flu shoots and the lining in the fire box, uh, father did that. He did all kinds of work that was involved with the steam engine operation.

AC: So, your father was working on the farm and working, um, on the locomotives as well.

WH: Yeah.

AC: That's a lot of work.

WH: Well, yeah, he had, uh, he had (tape is really garbled, have listened to several sittings and still can't transcribe it). Of course, my brother and my mother and, uh, I did the _____

chores in the evening, while he worked in the afternoons. And, then,
 _____ worked the dayshift. And, or course, _____, but we managed quite nicely.

AC: Uh, uh.

Wife: You always had a milk cow.

WH: Yeah, we always had a milk cow or two _____.

AC: Uh, uh. Do you remember making butter and cheese and,

WH: No.

AC: Or, just milk.

Wife: Mostly milk.

WH: No, I don't even remember _____. Uh, we milked cows and run the cream separator, separated cream, _____ cream. We _____ had a creamer in those days, and then they survived on _____ cream. And, uh,

Wife: They did come by regularly and pick up your cream.

WH: Yeah, about, uh, twice a week as I remember.

AC: What did you do with the milk, the skim milk.

WH: The skim milk. Was sort of a _____ type of thing. (Tape is really garbled). We got like, like one percent.

Wife: No, skim milk.

WH: Skim milk.

AC: Is that what had for your family and then...

WH: That always went back to the _____ (laughs).

AC: Oh (laughs). So, there's a lot of things to do on a farm. So, that was your social time and your work time. And, did you, uh, did you go to dances, did you have a party after social hour when you were a kid.

WH: I don't think I went to a dance until I was a junior in high school. And, of course, I didn't know how to dance. So, it was just kind of a shalup (sp?)>

AC: So, how did the two of you meet?

WH: We met at, um, _____ was born and raised here. (tape is garbled). Now, we've met at Tom's.

AC: So, um, can you describe how you went to college from your high school year, um, what was the, what was the, um, proding of events that took you to college.

Wife: What was their sequence?

AC: Yes.

Wife: From graduating from high school.

WH: Well, lets see. Graduating high school in 1935, I went to the, uh, _____, it was a normal school then, in those days. Because it has just been, uh, it had just been, uh, commissioned, or opened up in 1929. So, it was a very young school. It had a lot of young builders. Uh, at that time I spent, I spent, uh, fall quarter and another quarter, and again, uh...

AC: Do you remember what kind of classes you took there? What would have been available at that time?

WH: Well, yes, I think that, uh, mainly, mainly, all freshman took probably took _____, and that was in _____ teacher named Ms. Mabel. And, uh, uh, _____ and, uh,

Wife: (Garbled)

WH: Probably a sociology class from, from, uh, Keiser, I think I took a class from Bill Keiser. (Listen to numerous times with various outside speakers, and can't understand what he says)..... high school, or maybe it was just, maybe it was Keiser, Keiser College (speaks quietly and can't hear).

AC: Are you an actor?

Wife: Uh, uh.

WH: Well, (laughs by all) (all speaking at the same time and can't transcribe).

Wife: He had a nice experience coming home to school in LaGrande and being in the senior class play. And, then when he went to Eastern, he also was involved in some dramatics there, as well.

AC: Do you remember any of the plays that you were in?

WH: Ya, I think that the senior class play at LaGrande was called "The _____ Hangs High."

Wife: He had the lead part.

AC: Oh, wow.

WH: Yeah, _____ glad now. (Everyone laughs) _____. The plays that I got involved with, I don't remember a lot about the plays. I didn't get involved with the, uh... I didn't get involved with drama school until later on. So, I only spent a quarter in 1935 at, uh... 1935, after I got out of high school, there at Eastern Oregon College. Then, then I went on a mission for the Mormon Church to England for a couple of years, I left in 1936 and came back in 1938. I picked up _____ college, (tape becomes very difficult to hear.) I was only 21.

AC: Uh, uh.

WH: (laughs)

AC: What, were the classes all in one building?

WH: Yeah, they were. (voices become unclear. Listened to with several speakers to try to decipher.)

AC: So, the administration was in that building and all the classes too?

WH: Yah, and I think probably, uh, between, I don't remember just when the Ackerman. The Ackerman Training School, probably, was put into commission, put into, uh, uh, operation sometime between the time I left in 1935 and the time I got back in 1938. I was gone (tape gets very low. Tried several speakers to decipher.)

AC: So, after you got back, you went back to school for how long, were you in school before you left to go to Brigham Young?

WH: Long enough to get the first two years, probably, I don't know _____ at EOU.

AC: _____ college growing at that time? Did you see any?

WH: I guess that, uh, Eastern Oregon, the normal school, at that time, had, had the Ackerman Training School in it. Because, I remember taking a class of education in the summer, probably the summer of 1939. (Tape gets garbled. Listened to with several speakers and tried to adjust trebles and basses to decipher.) In the fall of 1938 we, uh, _____.

Wife: I have no idea how long....

WH:I don't (tape garbled) til 1940.

Wife: I think you right.

WH: 1939 I must of stood in line down there _____.

AC: That was a good question to me. How many students do you think were going to school at that time, at the normal school?

WH: At the normal school, 250.

AC: Were there any, um, I know that they had, um, summer _____ from World War I and then, eventually, World War II. There were trainings at the time, did that ever happen while you were going there.

WH: No, (William is talking very quietly. Used different speakers and adjusted basses and trebled to try to decipher).

Wife: It was in between wars.

AC: You were in between wars. Yah.

WH: I left the normal school, probably, in 1939 or 40-41. Yeah. I took a fall quarter, uh. I went in the fall of the year to BYU. I completed the _____ at the normal school in LaGrande, and went the fall quarter (speaks softly again, Same procedures to decipher).war until after December of 1941. At that time, (talks softly again), and going to work for a living.

AC: Uh, uh. So, when you were going to college what was your major? What were you wanting to do?

WH: I was wanting to go into law school at the time, and, uh, _____ at BYU. And, uh, then in 1941, for a summer job, I started to work for Union Pacific Railroad. I was a fireman.

AC: Wow, what did were your duties as a fireman at Union Pacific.

WH: Well...

Wife: Sometimes I tried to get them for you before you climbed on the back of the train _____.

WH: The _____ (laughs).

AC: I'd like to hear that story.

WH: I was pretty stupid. We had _____ to crawl up a, _____.

END OF TAPE 1, SIDE 1.

WH: (tape very garbled) to take _____ from LaGrande harvest to Hotchkison's...

AC: To Harnekins?

WH: Hotchkison's.

AC: Hotchkison's.

WH: SE of Baker.

AC: SE of Baker, oh, okay.

WH: And, uh...

Wife: And, you know how that is as a fireman.

WH: Yes, I _____.

AC: And, you came back in the Summer from BYU and you worked at the railroad in LaGrande?

WH: Yes.

AC: Okay.

WH: And, I took the studentship, they took five studentships from LaGrande to at least two four miles the other side of Pendleton.

AC: By studentships, what do you mean?

WH: A, a, a studentship student would learn the job with a regular engineer and a regular fireman.

AC: I see.

WH: And, uh...

Wife: And, if you go to the engine...

WH: You'd go to the engine to find out how, what the job was.

AC: Uh, uh.

WH: When, uh, I guess people when they go into a new job they _____ learn the job, and what the problems are. You were showing a history, uh, of _____.
(William talks very quietly again. Used same procedure to decipher.) ... like learning the job. And, then after that, uh, you _____. (William and wife are talking at the same time, can't decipher). The fireman's job was to, was to, um, um, regulate the valve that, uh, added water to the fire first and oil to the firebox to make the steam.

AC: Was that a dangerous job?

WH: No.

Wife: Was was the _____ job?

WH: (Can't get tones to level out to hear what he is saying. Using different external speakers).
(laughs) It was probably _____.

AC: I want you to tell about your, your, your fun activity of going from the back of the train to the front.

WH: Well, I'll tell ya', I didn't understand how, uh, trying to get on with the studentship. And, you had to have an engineer, engineer on these five trips sign you up. So, I didn't know exactly how to figure out just when these trains left LaGrande. And, uh, _____ the regular crew were called by a crew dispatcher. I didn't understand that I could have had the crew dispatcher call me too. And, call me at the same time the engine crew was called. But, anyway, I got there a little bit late and there was a train pulling out of LaGrande headed for Huntington. I had to make five trips to Huntington, so there on First Street, uh, First Street is the where the yellow crossing First Street. I grabbed onto the train.

AC: (laughs).

WH: I was probably 25 or 30 cars behind the engine.

AC: Oh, no.

WH: I proceeded to get up on top, hobo style, and walk towards the engine. Before the train got out of town, from the time got out of town, _____ before I got to the engine, it was traveling full bore across the valley towards Hot Lake.

Wife: (laughs)

WH: And, uh, so I climbed onto the end of one boxcar and climb up the, the, uh, ladders and the _____ across the top, one boxcar to another on the gangway _____ . So, I'd crawl down and crawl up the next one, down the next one, up the next one. I came to the tank car and there was no way to get around that, because there is no ladder up over the top. So, I got down on my hands and knees and, and, um...

Wife: (laughs).

WH: Crawled along the _____ alongside this of this tank car, underneath the _____ of the tank until I got the end of that, and I went up over the, up over the tank and then down over the _____. And, the engineer was George Williams and the fireman was John Ward. George, I had known him for years. He was, uh, through our church activities and connection with him. George said "Where'd you come from?" I said, "Well, _____ leaving LaGrande _____ to do a studentship." _____ John Ward. So, we went on to Huntington. And, John Ward, he was an old Missourian. Chewed tobacco, and he wasn't really old at that time. But, uh, to a kid of 23 why he was old. So, we went on to Huntington. We got our rest down there and then it so happened that I got called the next time by the crew dispatcher, at the same time the engine crew did. I came back with the same engine crew to LaGrande. Well, of course, I was (talking quietly again. Same procedure with speakers). A little bit after that John, before we got out of the yard at Huntington, (talks quietly again) uh, John says (talks quietly again.) On the railroad, you're gonna have to get used to the fact that not very many misters. It's not Mr. Williams and Mr. Ward. Around the railroad it's mostly sons of bitches and bastards. (Everyone laughs). He said "My name's John and that's George." (Everyone laughs).

AC: About how long did you work for the railroad?

WH: Well, off and on. I guess about 46 years.

AC: Wow.

Wife: I think you have to write, take a written exam, uh, before they, you were hired as a regular fireman.

WH: No. No, we completed 10 studentships and ...

Wife: That was it?

WH: Give the my social security number before that, but that was it.

Wife: When did you have to take the written exam when you were _____...

WH: Two and a half years later, when they promoted me to an engineer.

AC: Oh. So, how, how long were you a fireman and, then, what was your next job before you became and engineer?

WH: Well, I was a fireman... I was just a fireman... Uh, uh, for two and a half years, 41, 42, and then in 1943 someone of us were promoted to engineers.

AC: Uh, uh.

Wife: This was during war time and if they, the business _____ and they transported materials to the east coast or the west coast, wherever they were needed. And, normally, a fireman would spend, what about 10 years as a fireman, before he would be promoted, maybe twenty years.

WH: Quite a lot. Yeah, quite a lot of years. It depended on if some of them were ready for retirement (talks quietly again).

AC: So, it was unusual that you were getting to be an engineer so quickly.

Wife: It was because of the, of the need during war time for engineers.

WH: In the railroad industry, at that time, it wasn't worked on the basis of seniority.

AC: Uh, uh.

WH: And, after World War I, business in general, slumped. And, they didn't have very many men from 1923 until 1941 or 42 (talks quietly again). So, when business picked up _____ in 1941 and immediately they found that a lot of older ones that had no _____. They just probably had _____. And, at that time, a train crew consisted of the, and engineer, a fireman, and there were two brakemen and a conductor. One brakes for the engine and the other _____ and, uh, there were no automatic signals at that time. And, so, anytime a train on the _____, the brakeman would jump off and run up ahead and run the switch. And, then had to give them the (talks very quietly again). There were four brakemen, three brakemen on a train crew and a conductor, when, when, uh... The forth as a flagman because, uh, they notified the on coming traffic, traffic.

(talks quietly again) The purpose was to (talks quietly again) see that they didn't have any oncoming train, _____, not yet _____.

AC: What do you mean torpedoes?

WH: Little, uh, _____ packed on the rail, and a train would come along hit that and it would sound like a shotgun blast.

AC: Oh.

WH: And, that was eventually (talks quietly again). And, then of course, the, uh, train brakeman, who had to work back and forth over the tops of these cars, up there on the mountain, between here and Pendleton, (talks quietly again).

Wife: _____ chambers.

WH: Well, there were chambers, a valve on the, a valve on a car, railroad car, that would hold the air _____, on the car. The brakes applied on the car for a short period of time, after the engineer had released the brakes on the engine. That was to give the air pumps, in those days, a chance to (talks quietly again).

Wife: Did you have to do that kind of training in smoothness.

WH: No, no, no. You put up with the _____ at Camela, before stopping down the hill.

AC: Uh.

WH: That was a little retaining valve on each one.

AC: And, that was one of the engineers jobs was to do that?

WH: No, that was, that was the brakeman's job to do that.

AC: So, what was that _____? What was, what was...

WH: The engineer?

AC: Uh, uh.

WH: The engineers job was to run the engine.

AC: How did you do that?

WH: What?

AC: How did you do that?

WH: How do you drive your car?

AC: (laughs). With the accelerator and the steering wheel and that kind of thing. Is that basically...

WH: Well, except (garbled) (laughs).

AC: (Laughs).

WH: The, uh, the, uh, railroad was on rails.

AC: Right.

WH: But, uh, the engineers job was to, uh, operate the engine and operate the _____.

Wife: And, to make it go faster or slower and how do you make it go faster?

WH: With, uh, opening the throttle and, at the time, of course, had to make steam for the steam engine. So, _____ throttle, and (talks quietly again), uh,

Wife: But, the engineer...

WH: Increase the heat in the firebox.

Wife: Would the engineer apply the brakes?

WH: Oh, sure. He applied the brakes, and released them.

AC: So, you used a box inside the, inside the, um, the area your were...

WH: The engine room.

AC: And, how many people would be in that engine area?

WH: Three.

AC: Uh, uh.

WH: The fireman, the engineer... The engineer, the fireman, and the head brakeman.

AC: Uh, uh.

WH: And, then of course, on the caboose, there was the conductor, the flagman, and the swing brakeman.

AC: So, three on each car?

WH: Uh, uh. Yeah.

AC: Huh. And, how would the, how did, um, the people working the train get along? Were they usually good friends with people, or ...?

WH: _____.

AC: Uh, uh. Were the clerks good with people that worked there, uh the train (can't understand AC)?

WH: Uh, uh.

AC: Were people close, that worked the trains in those days. Did families get together and see each other or was it more of just working situation?

WH: I suppose so.

AC: Uh, uh.

Wife: They had a brotherhood organization replaced by later union. And, somewhere after the _____ union, and some went off, that was possibly not only a business outlet, but a social outlet for them.

WH: Yeah, you see engine transfers in those days weren't as cutthroat, uh, (talks quietly again). ... travel on a schedule. There's still, freight trains still don't travel on a schedule. You might be an, an engineer and a conductor might be called, uh, out of LaGrande at 10 to go east one morning and get _____ ten o'clock tonight. And, uh, turn around at, uh, 7 o'clock the next morning and come back to LaGrande and get a rest. And, they'd call the next time at 3 o'clock in the morning, go down to go to _____.

AC: So, where would you stay when you were in Huntington?

WH: There were three hotels there.

Wife: Rather crummy hotels.

AC: (Laughs). I see, no deluxe accommodations.

WH: Well, and, in those days the, uh, _____ had no meal allowance. That was something (talks quietly again)... meal and, uh, and, uh, hotel allowance was negotiated _____.

AC: Huh.

WH: So, we all expected an out-of-pocket expense. When, we were (talks quietly again)... spent the night.

AC: What did you bring to eat?

WH: Didn't carry lunches. You stopped to (talks quietly again) ... Or stopped in Baker, or on rest in LaGrande and there's (talks quietly again) in Meacham, or, ... or at the end of the line _____.

AC: Could you describe what the restaurant was like in Huntington?

Wife: (talks at same time as William)

WH: About like the Long Branch in LaGrande. (Everyone laughs).

AC: Is that right? Kind of a family run business? Kind of a family run business, or?

WH: Yeah, Carl _____ ran one restaurant that (talks quietly again). Somebody by the name of Crock ran another one. This was years ago, years ago. Long before you were born.

AC: (Laughs).

WH: And, uh...

AC: Was the food any good?

WH: Not to good. (wife laughs).

AC: I wondered, uh, when did, when did, Camille come into the picture. When you got done, you were finished with, uh, Brigham Young, and you moved back, _____?

WH: Well, I ...

CH: We quite a ways...

WH: Brigham Young University, Camille was attending school there too. I met her at (talks quietly) graduated in 1941.

AC: So, both of you graduated in 1941?

CH: Uh, uh.

AC: Uh, uh.

CH: We were married in April of 41 and graduated in June of 41. And, came to, uh, LaGrande in June of 41.

AC: And, where did you live when you first moved back?

WH: Summer Hotel.

CH: That's right.

AC: That's, that's at the time, right?

WH: Let's see, that was, uh,

CH: Then we took an apartment on...

WH: Let's see, the Summer Hotel was right above ...

CH: The building now belongs to the lawyers, and the skyes, and the _____.

AC: The _____. So, that used to be a hotel?

CH: Yes.

AC: Uh, uh.

WH: ...or was that West Jefferson Building, (talks quietly again).

AC: I think that, isn't that Allegra Travel. Is that was that was above Allegra Travel?

CH: Yes.

WH: I thought it was on Depot Street (talks quietly again).

CH: And, then we took an apartment on the second floor of, and that apartment building is still there, on the corner of N and 6th, right across from the neighborhood clubhouse. And, who was it that owned it? _____.

WH: _____.

CH: _____.

WH: Emma _____.

CH: Owned the building.

AC: Was it a, a couple of bedrooms, or a one bedroom apartment?

CH: It was two rooms.

AC: Two rooms?

CH: Two.

AC: Two rooms.

CH: (laughs)

AC: Uh, uh.

CH: Living room/bedroom and a kitchen.

AC: Uh, uh.

CH: I think that one thing that I enjoyed, found very interesting, when Bill first started rail, railroading, is learning the different terms that were used, which is peculiar to railroad. For instance, if you, uh, what were some of them? I'm trying to think what they were. What did it mean to get dead head?

WH: Well, dead head, that was, that was traveling over the road without being paid. Or, if there were too many crews, uh,... If there were too many crews at Huntington, they went to bring some back that didn't have trains to run them on, they, uh, would call two crews for one train. One crew would ride in the caboose and just dead head to LaGrande. Of course, they'd be paid for that dead head rate. Or,...

AC: So, there was a dead head rate and work rate?

WH: Yeah.

AC: They were separate?

WH: Yeah, uh, uh. And, if, uh, there weren't enough crews for instances at Huntington to handle the trains that were coming west from Huntington, they'd dead head a crew from LaGrande. They'd take them over by car, send them on a bus, or run a passenger train, because they run passenger trains for _____, for military.

AC: Uh, uh.

WH: The military were, uh, (tape garbled) (then talks quietly again)... three regularly scheduled, daily, passenger trains, east as well as west, out of LaGrande. And, you'd leave among those trains to go east, _____ 26 _____, and 18, 8:10 in the morning (talks quietly again), uh, ... I guess there were, uh...

CH: On a streamline.

WH: The streamline only ran five days a week.

AC: What was a streamline? What was that?

WH: That was the first, uh, diesel operation, operated train they put on Union Pacific (talks quietly again)... and it ran five round trips a month between Portland and Chicago. But, there was, uh, uh, ... there were, there were three east bound trains (talks quietly again) number 26 and number 18 _____. 18 usually had two sections. So, there

was first and second. And 17 and 25 and, uh, 17, 18, 25, 26, and, uh _____. So, uh, the 17 went at 11 and the 25 that ran west, and 17 generally ran (talks quietly again).

AC: Huh.

WH: _____ the past, _____, the crew had to dead head between LaGrande and _____ LaGrande and Huntington. They were _____ by train.

AC: What kinds of materials were, were the trains bringing back and forth, um, between Huntington and LaGrande?

WH: Well, the passenger trains, of course, ran with passengers, as well as mail. And, uh, the, some, uh, some, uh, express. Then 25 and 26 were ... (talks quietly again).

AC: Uh, uh, and what about...

WH: (talks at same time as AC)

AC: What about your trains? What were kind of materials?

WH: Freight trains?

AC: Yeah,

WH: Freight trains handled all matter, that during the war years, steel for ship building, uh, of course there were shipbuilders, shipbuilders in, uh, in, uh, Portland _____. Tanks and military equipment traveled during those war years. Uh, lots of lumber, lots of logs. Well, lots of livestock, cattle, cattle and hogs being shipped to, from _____ going to Portland.

AC: Your route was between Pendleton and LaGrande usually. Did you go to Portland and back, or where you, how did that work?

WH: Railroad stuff on seniority districts. Out of LaGrande, the seniority district was _____, which is just the other side of Pendleton.

AC: Uh, uh.

WH: (talks quietly again) and out of LaGrande, freight crews traveled to the east or west. The passenger crews, in those days, were assigned to those routes. LaGrande to Huntington, Huntington to LaGrande were _____. Or, LaGrande to _____, and (talks quietly again). LaGrande. Well, the freight crews (talks quietly again) ... one trip to Huntington, the next trip would maybe to LaGrande, or from LaGrande to Huntington. There was no, no assigned special _____, first in, first out. As the trains cleared, departed from LaGrande, and time on, time on duty was the same, first in and first out. Depending on when the trains go here and when they had to leave.

AC: How long did it take to get to Huntington from LaGrande?

WH: Well, usually 8, 9, or 10 hours. A lot of times during World War II, it was 16 hours.

CH: But, what did it mean to die?

WH: Oh, your hours of service were required, you could only work 16 hours on duty. (talks quietly again) and, (talks quietly again)

CH: And, what was a dog catcher?

WH: Dog catcher, he set out from LaGrande to pick up a train that, that, uh _____.

CH: That had already died.

WH: That had already died.

AC: (laughs) So, they stopped because...

WH: Sent out a relief crew.

AC: Oh, I see.

WH: (talks quietly again)

AC: So, ____ you were an engineer, do you have regular hours or were you...

WH: (talks quietly again) there were no regular hours...

AC: So, you never knew when you were going to go?

WH: That's right.

AC: Wow.

WH: You are just as apt to go to work at 4 o'clock in the morning, as you were at 4 o'clock in the afternoon.

AC: So, you didn't have regular days off then, either?

WH: (talks quietly again) we worked seven days a week.

AC: Huh.

WH: (talks quietly again) in LaGrande.

CH: Until you got _____.

WH: In more recent years, before I retired, I worked on Amtrak train, for a number of years, and that had regular hours. We'd leave LaGrande at 4 o'clock in the evening and be to Huntington about 7:30 in the morning. And, uh, (talks quietly again)... westbound to Huntington, we'd go right through LaGrande, on particular assignment, head through LaGrande to Hinkle now. Because Hinkle was the terminal _____.

AC: Where's Hinkle?

WH: And, then turned around about 35-40 minutes later in Hinkle and head back to LaGrande terminal. (talks quietly again).

CH: Where's Hinkle?

WH: Hinkle, 27 miles the other side of Pendleton.

AC: Wow, okay.

WH: (talks quietly again)

AC: Uh, uh.

(End of tape 1, side 2)

(Beginning of tape 2, side 1)

AC: Now, my question is, was it as difficult for the train going up Cabbage Hill towards Hermiston, to be able to brake the train as it went down? I know that trucks have hard time braking when they are going down. So, what was it like trying to brake the train as it came down that Cabbage Hill area?

WH: Well, ...

CH: It was a different route for a long...

WH: It wasn't Cabbage Hill, because the railroad _____ from LaGrande to the top of the hill at Kamela, and then down hill through Meacham, and _____, and Dunkin, and _____, and twenty miles straight into Pendleton. So, the railroad ran against the around that bridge that has Cabbage Hill. But, it wasn't really, never caused a, an even grade. (talks quietly again) they took that up and down thing out of there (talks quietly again). And, from Kamela up, down for instance, either this way to LaGrande or the other way to Pendleton, freight trains used to always have to stop at Kamela, that's where the brakemen, the swing brakeman and the head brakeman, uh, fill up the retainers. That little valve on each car that filled the brakes with _____ on that car, while the engineer released the brakes and recharged the train line, in order to maintain a, a, an adequate main reservoir of air pressure. So, when you'd start down the hill from Kamela, for instances going towards Pendleton..., then the brakes would be applied in order to maintain the speed of about 20 miles an hour from Kamela down. Now, because the retainers were filled the brakes applied on each car, while they were, the engineer released and recharged the train line, the brakes never released the train between Kamela and Meacham. At Meacham, you'd stop for 10 minutes to cool the wheels. Because in those days, the wheels were cast and you knew that heat expands from the outside of the wheel in, in order to avoid cracked wheels or broken wheels. So, after 10 minutes at Meacham, you'd start again, this time, of course, the brakes were already. The retainer only held the brakes applied on that car for, uh, uh, a short period of time. Just long

enough to, uh, let the train line recharge (talks quietly again). And, leaving Kamela, you started down the hill and again applied the brakes on the train.

CH: _____ brakes from the _____.

WH: Yeah.

CH: Or, the retainers?

WH: No, you always applied the brakes to the engine. Um,

CH: After Meacham the retainers weren't set?

WH: After Meacham the retainers _____. The retainers were left out. And, so, after leaving Meacham, which is kind of a reasonable flat spot, uh, the brakes were applied so the train went on down the hill about another 9 or 10 miles to Huron. And, at Huron, you stopped again for 10 minutes to cool the wheels. _____, but of course they had leaked out. They leak off after a brief, _____. So, that's reason you have to apply the brakes again. _____, just applying and releasing the brakes was done several times between Meacham and Kamela. From the time that the (talks quietly again), brakes on the engine, the retainers hold the brakes applied on the car until, on the car, until the, um, train line can be recharged (talks quietly again). Leaving Huron, to go on down to Dunkin, another 12 or 14 miles, (talks quietly again), and stop. From there, the brakemen, the swing brakeman and the head brakeman, go back along the train and put the retainers back _____ mainly down off the hill, and definitely go on into Pendleton.

AC: Wow.

WH: That was the procedure for getting down the hill. Similarly, on this side of the hill, coming from Kamela to LaGrande. You retainers were put up at Kamela and the wheels were cooled at _____ and, uh, _____, and then the train was stopped at Hilgard and the retainers were put down and on into LaGrande.

AC: Wow.

WH: We used to _____, which is the other side of Baker, 12 miles. To hold the train from _____ to Durkee.

AC: Uh, uh. Uh, uh. When did you see a significant change in the way trains ran?

WH: Operated?

AC: Yeah,

WH: In 1949, when the steam engines were (talks quietly again). And, now their system of braking is entirely different. With diesel engines, _____ to reverse the direction, uh, the current. Um, the traction wheels, so as you are going down hill, you're traction

wheels, traction motors, uh, generally electricity, and that has a retarded effect. And, the electricity developed in your traction motors _____ dynamic braking position, the electricity is dissipated in a series of grips in the top of the engine room.

AC: Huh.

WH: (talks quietly again) dissipated through the applicator. So, the diesel engine now, operates it generally.

AC: Uh, uh.

WH: The generator (talks quietly again)... and, uh, and, uh depending on the positions that follow, (talks quietly again), the electricity into the traction motors and that increases, _____ increases (talks quietly again) traction motors and increase your speed.

AC: Huh.

WH: As far as picking up speed and maintaining speed. If the train is going down hill, you reverse the current on the traction motors and _____ generators and then they have a retarded effect on your train line. But, you still have to have brakes on each of the cars. But, they no longer use retaining valves.

AC: Uh.

WH: So, they no longer need the head brakeman and no longer need the, uh, air brakeman, and of course, they have automatic signals operated from the dispatchers office and the switchers are all operated in the dispatchers office in one location now.

AC: Uh, uh.

WH: And, you don't need a air brakeman to run ahead and light the switches _____ . And,...

AC: When in 49, things changed, did a lot of people loose their jobs?

WH: Yeah, operators, many, many, many operators and, for a while after 1949, they maintained/still had brakemen. Uh, and fireman. But, now, uh, they no longer have a fireman, uh...

AC: When did that change, then the fireman and the brakeman? In/or about the 60's or 70's, or...

WH: It was a _____ thing, in, uh, oh, in the 50's and 60's. More, probably more so, right in the 70's and 80's. By about 19 (talks quietly again), I think they gave up their crews and firemen in the 1990's. And, uh (talks quietly again).

AC: How did that, how did that change...

WH: (talks at the same time as AC and then quietly again)

AC: Oh.

WH: (talks quietly again)

AC: Huh. So, how did that change, I am not sure how I am going to say this, how did that change the history of, of um, working in/on trains to have these improvements, was there something that you thought was, um, good for the people working on trains, or did you, were you, was it hard for you to see these people loose their jobs? I mean, what was the atmosphere like when things were turning from steam driven to, to diesel?

WH: Well, as far as the firemen was concerned, that was a kind of a hard fought battle to maintain a fireman on the _____. And, uh,.... It was a negotiated thing.

CH: There was a labor union _____.

AC: Uh, uh.

WH: It was a negotiated thing, not a question. Violence (talks quietly again)... completely out of the picture in the 90's I guess. I retired before 1990. So, some of the recent union is not really qualified to discuss, except _____.

AC: So, were the unions trying to cut jobs, or the people that work on the train, as much as they could?

WH: Sure.

AC: Uh, uh.

WH: But, now, uh, over the years you were (talks quietly again)... fireman on freight train, I mean conductor on freight train. And, no caboose. The conductor rides in the engine (talks quietly again).

AC: Uh, uh.

WH: Of course, previously, you (talks quietly again). After the conductor and the (talks quietly again).

AC: Uh, uh.

WH: But, now you don't have that. It's, huh, it's, huh, technological change for the better, I guess. But, it certainly (talks quietly again).

AC: Alright. So, was without a schedule, how, how, how was your family, how was your family able to deal with your, with the fact that there really wasn't a schedule. And, I want to talk to Camille about this too.

WH: I think (everyone talking at once)

AC: How did you family work with this?

CH: I too learned that, uh, I expected him when I saw him. And, to begin with, I would say "Well, he'll be home in about an hour. I really think so because he's been gone for _____ time. And, he'll be home within an hour or two. So, I'll start fixing the

meal for him.” I would have the food there in the house to fix the meal. But, I wouldn’t start the fixing it until he walked in the door.

AC: Uh, uh.

CH: During the war years, they only gave him, what did you have eight hours for layoff, or works off?

WH: Oh, most the time, about eight hours.

CH: And, so it, he would have to have at least two meals during that time. He’d come in the house, I would feed him, he’d take a bath, he’d go to the, no matter what time of day it was, and then eight hours from then he would be called. And, then I would fix him another meal, whether it was breakfast or something else. We went ahead with our lives. Fitting this irregularity in as it came. And, sometimes I wasn’t there when he needed a meal, but usually I had for him sandwiches or something else, so that he could eat before he went to bed. And, then after the war, when it wasn’t, he wasn’t worked quite so hard, then it would probably be a little longer time in between ...

WH: It would be 15,16 or 24 or 25 hours, not very often more than 25 hours, at home between.

AC: Did you learn how to sleep less? I mean, were you a person that could only get 6 or, 5 or 6 hours of sleep? Or did you have to, or could you, could you....

WH: You went to sleep when you had the chance.

CH: And, he was very good at that. He would eat, go to bed and within ten minutes he would be asleep, usually. That was normally his... But, we learned to go ahead and live our lives. And, I always felt bad when he seldom got to go to church with us. Or if there was some concert of something, that I wanted to go to I went by myself. Or, as my children got older, _____. But, uh, I learned to be independent. To go ahead with my life. There are advantages and disadvantages to railroad. And, the irregular hours were the, was the disadvantage. But, you learned to compensate. Now, the men had a, as I said, brotherhood organization. The women also had a complimentary ladies society of brotherhood (can’t understand what she said).

WH: Ladies, ladies auxiliary.

AC: Uh, uh.

CH: Alright, ladies auxiliary.

AC: Uh, uh. And, what did the ladies auxiliary do?

CH: Oh, they had parties and dinners, and, uh, and they were a regular... They had once a month a regular meeting when to a very formal type of a meeting. But, after the formality is over, it was a very social meeting.

AC: Uh, uh.

CH: So, I did get acquainted with quite a few of the women that were in the same position I was. That the, we had to start up our own lives, separately, but be ready to adjust to the irregularity of the time schedule.

AC: Huh.

CH: Uh, as far as I'm concerned it was a good occupation. And, we were happy.

AC: Uh, uh. So, it was unusual, when he retired and he was around a lot. It must have been very _____.

CH: After a period of time, when he was not working for the railroad, he went and worked for the brotherhood. There he had regular hours.

AC: When did he go work for the brotherhood?

WH: Well, (talks quietly again) 19..., the middle of 1947 to the end of 1954.

AC: And, what did you do, for the brotherhood?

WH: Well, (talks quietly again) negotiating committee, I went (talks quietly again)...

CH: He was a griever.

WH: With a...

AC: What's a griever?

WH: Kind of like a lawyer, only it deals with the union contracts and (talks quietly again), you represent the interests of the union, the union members, before the company.

AC: Huh.

WH: (talks quietly again)

AC: Oh, so you moved to Portland? What made you decide to come back to LaGrande?

WH: If we, uh, (talks quietly again), dismissed from the job, (talks quietly again). Under union contracts you couldn't dismiss a man without a formal investigation. So, I represented the man (talks quietly again) investigation (talks quietly again).

AC: Huh, uh.

WH: But, _____ to see that the _____ in the union contract was, uh, applied.

AC: What brought you back to LaGrande?

WH: I was on a leave of absence from the job here.\

AC: From Union Pacific?

WH: From Union Pacific, while I was representing the (talks quietly again).

AC: Why did they call it the 5 minute engine?

WH: The what?

CH: Fireman

AC: Fireman and enginemen.

WH: You oughta set that one straight (laughs).

AC: Firemen and enginemen. Okay, firemen and enginemen.

WH: Well, they had a locomotive firemen and enginemen.

AC: Oh.

WH: Not engineers, but enginemen.

AC: Enginemen, okay.

WH: _____ hostlers, the people that...

CH: What's a hostler?

WH: The people that handle the locomotives around the terminals, around the round house.

AC: Uh, uh.

CH: Oh, we went somewhere else before we came back.

WH: Yeah, then we went over to, I represented, uh, _____ Division of Labor, Foreign Aide section for the government. And, uh, I was the labor (talks quietly again) Foreign Aide Commission, at a Guam . (talks quietly again).

AC: Uh, uh.

WH: For a couple of years and following that, uh, to LaGrande. (talks quietly again). Then we came home. Our children were, some in high school, and some getting ready to go to high school, and we had two boys that (talks quietly again) and, uh, while I was in the Foreign Service, we would have to show them that through high school that, uh, that, uh, attend a normal school, wherever we lived, Guam, _____, _____. But, beyond high school or beyond secondary school, the kids of Foreign Service people had to really (talks quietly again)...

CH: Switch them.

WH: Yup, or (talks quietly again and background noise makes difficult to decipher) boarding school. That didn't look like a good idea for raising kids.

AC: Uh, uh.

WH: So, we quit that business and came home and (talks quietly again). I started back at the railroad, where I left off.

AC: What year was that?

WH: That was in 1960, when we came back here.

AC: Uh, uh.

WH: So, we were gone from 1947 to ...

AC: So, that's when a lot of things changed.

WH: 1960. And, it was during that time that diesel engines _____ steam engines, for a power source, pretty much on the railroads though out the United States. Certainly around the end of the 70's. (talks quietly again). It started in 1949, and never _____ in 1961 or something like that. (talks quietly again).

AC: So, did you find you schedule was quite different?

WH: The schedule (talks quietly again). Yes, it was irregular as a railroad permits. (talks quiet again).

CH: But, then if you had more seniority, and _____ able to get in on, uh, a _____ service. And, that was gave us regular.

AC: Uh, uh.

WH: In the passenger trains, you run on a regular schedule. But, your freight trains were first in first out.

AC: So, when did you go to, uh, passenger? Do you remember what year that was?

WH: Oh, (talks quietly). 80 something, wasn't it Camille?

CH: I think so.

AC: Uh, uh.

WH: I was _____ for a number of years with the freight trains. Uh, I was an engineer from 1960 to about 1985 or something like that. (talks quietly again).

AC: So, I am going to ask a novice question about trains. What is the difference, in terms of your rule on a train, in terms of _____, from a freight train to an Amtrak? Are they pretty much the same, or are there differences?

WH: (talks quietly again). A locomotive's a locomotive.

AC: Uh, uh.

WH: Passenger trains usually run on a set schedule, a regular schedule. And, a freight train, or freight trains on an irregular schedule.

CH: Was there a difference in the handling of a passenger train over the handling of a freight train? I remember one time, when, in riding as a passenger on a freight train, I mean a passenger train, when you were the engineer, the conductor said to me "I can tell when Bill Hawkins is the engineer. He starts smoothly and he stops smoothly." Was there a tactic to that?

WH: Well, I don't know if there was any technique to it or whether it was just ...

CH: Experience?

WH: Experience of not getting in a hurry.

AC: Uh, uh.

WH: After all, you don't try to make speed in the parking lot when you start to park your car do you?

AC: Usually not. I'm glad... So, when did you retire?

WH: Huh. When was it? Do you know? I've been, I retired just shortly before I was 70... I guess I retired when I was, uh...

CH: (mumbles).

WH: I guess I retired when I was, I was retired when I was 70, 70..., 69. I retired when I was 69.

CH: That was in 1987.

WH: Was it?

AC: Did you miss it after you retired, did you miss being on the railroad.

WH: No, (everyone laughs) YES and no.

AC: Uh, uh.

WH: You know, you work at the school don't you.

AC: Um, um.

WH: Do you suppose you'd miss your long time friends and acquaintances, if you just quit.

AC: Absolutely.

WH: (talks quietly again) But, I don't miss, now I didn't have any, I had plenty to do, because we were still farming a couple sections of ground when I retired. And, uh, (talks quietly again). I wasn't out of a job by any means (laughs).

AC: Uh, uh.

WH: Why don't you girls chat. Would either of you like to freshen up for a minute.

CH: He's headed to the bathroom.

AC: I'm fine, I'm fine. I'd like to talk to you. I'm interested also in the Mormon Church in the early days, when you first came here in the 40's. I've been asking people about what the church is, what their experiences was like if you go to the church and that kind of thing. When you came to LaGrande in the 40's, what was the size of the church and what, what was your experience about coming to LaGrande _____.

CH: Well, at that time, they had that large building between Fourth Street and Fifth Street. And, and, all, and, uh. We lived in LaGrande. There were two wards in LaGrande. The one was north of the railroad tracks, when to church in a small building, which is now the church history center. And, then those that lived south of the railroad tracks went to the large church. When we changed the state president, he decided that that was discriminatory. And, he combined the two wards together, so that... So when I came,

there was, there were the two wards, but actually (coughs) actually became one ward. And, now there are five wards in LaGrande. But, we have lots of accommodations, good accommodations for our new wards. And, I, uh, Mormon Church _____ whether it was years ago or not, we are well organized. The, um, I worked with the, uh, uh, the youth and was camp director for a couple of summers and it, uh... I have always enjoyed coming to church activities. I think the only difference between then and now is ...

(End of Tape 2, Side 1)

(Beginning of Tape 2, Side 2)

CH: At the time we came here in 1941, the youth activities were very active. They had dramas and dances. Now, they still have it, but not to the extent that they used to have it. They have cut that in several places, on how much they involve their youth in the church activities. Because, schools take up much more of their time. And, they didn't want to compete with the after school activities. So, it's changed all over the church, the amount of activities, um... Let's see, what can I tell you about?

AC: Can I ask you a few questions about... Now, where are you from, before you came to LaGrande?

CH: Well, I had been going to BYU for three years. And, before that I lived in Southern Alberta, _____, Alberta. I was born in Southern Alberta, grew up there and then it was time to go off to college like any other Mormon children did _____.

AC: Uh, uh. So, what was your experience of coming to LaGrande? What did you think of it when you first arrived?

CH: Well, I liked LaGrande. I was happy to be further south, as far as climate's concerned. I had said when I left Canada, that I wasn't coming back. (laughs). Of course, I've been back there many of times. (Thank you, Bill).

WH: Water spilled on that piece of equipment there.

CH: I like the association with, uh, women who, who's husbands work for the railroad because they were in similar situation of these irregular hours. I like the fact that I could be involved with the church activities. I was disappointed that the railroaders _____ didn't get to be involved very well, the church activities.

WH: We didn't have much social life of any kind, did we?

CH: You did (laughs)... You sure didn't. And, when we came back in 1960, we'd met right here and he had, not only was he railroading, he was farming as well. So, he still didn't have any social activities. _____. I kept my social associations, uh, I don't know that joined any other, I can't remember if there was any other organization than the Ladies Firemen or, um, church. But, when I came back I started to teach school. And, I taught for seven years and then developed a physical problem that handicapped me, so I stopped teaching. But, _____ university women. I was involved, and became active in the LaGrande area.

AC: So, what, when was that you began to teach in the middle school, was that in the 50's, 60's?

CH: In the 6, middle of the 60's.

AC: Uh, uh. Can you talk a little about your teaching experiences?

CH: In middle school?

AC: Uh, uh.

CH: It was _____ Building. Uh, I taught home-ec in the afternoons and I taught 8th grade home-ec in the afternoons and 7th grade social studies in the morning. And, uh, _____ was accommodated, but it was getting to the point in age of that building, that they no longer wanted to keep it up or spend money on the upkeep of it. And, it was not to longer, long after I stopped teaching that they finally got a bomb proof building and high school. The worst I felt was the home-ec department. There there was two large classrooms for the home-ec department. Uh, ...

AC: What did you teach in home-ec?

CH: Everything. (laughs) We, I had the 8th graders and same group of 8th graders through the whole year. And, we went through different things. Sometimes it was kitchen area, there was a sewing, a kitchen room and a sewing room. And, there were two home-ec teachers. And, we traded off according to what block we were to, we planned at the beginning of the year. Our block teaching would go, and so then I would be teaching cooking, uh, and nutrition, and she would be teaching sewing, and also interior decorating. Some of it as well, and we switched during the year.

AC: Did you have boy and girls in your classes?

CH: No, we only had girls. At that time, we had no boys. They were talking about having boys coming in to class. I wasn't to sure what... I taught boys in social studies, so having boys in class social studies didn't bother me, but having boys in the home-ec

- class, I wasn't to sure how, how you handle that one. (laughs). _____, if it had come to that, we would of done it.
- WH: I know a story about some cookies.
- CH: About the what? Oh, (laughs)... Um, we started out a class in cooking, just before Christmas time. And, they wanted some cookies made, but didn't give me time to teach about making cookies. So, I gave each kitchen a recipe, there were a variety of cookies, I gave each kitchen a recipe and did a demonstration before hand, and the basis of it. But, this one recipe was a little bit different. It said in it 2 cups of rolled oats. And, as I went around to watch each kitchen was assembling their cookies, uh, there was a girl with rolled oats spread out on the bread board, rolling the oats. (Everyone laughs).
- AC: That makes sense.
- CH: I said "What are you doing." Well, it says "ROLLED OATS." (laughs). Well, look on the box, it's already been rolled. Another one that came back to me later, um, I was at the hospital for some reason. One of the nurses said "Didn't I have you as a home-ec teacher back in the 1960's." I said "That's possible." She said "I remember, we were, it was the end of the year, and we were cleaning everything, scrubbing up the pots and the pans and cleaning it all." She said "This point of the day pots and pans, and I brought you this pot to you and said is this good enough." And, you said "Use a little more elbow grease." She said "I went back to our little kitchen and I couldn't find any elbow grease." (Everyone laughs). She says "I, _____ and worked a little harder on it and you said that it was okay." When I went home and I asked my mother "Do you have any elbow grease." Her mother said "What?" So, I told her my teacher said to use elbow grease on that pan. (laughs). She says "My mother died laughing."
- AC: Did you see a change in your students as the civil rights movement came through in the 60's and maybe some changes in behavior perhaps?
- CH: Yeah, when I was teaching each year we had a session in sewing. And, it was 8th grade and it was the beginning sewing, so we had a simple jumper type dress and they had to learn to use the pattern, and, and, the facings, and put in zippers. But, when, it was, I taught home-ec for about four years and at the junior high school. And, when we started the skirt lengths were at mid-calf. The next year they were just below the knee. The next year, I said "Okay, you kneel down on the table and put the skirt length just were it sits at, meets at the table. The next year, I said "Bring a note from your mother that says how short you could have your skirt." (Laughs).
- AC: They just kept going up further and further.

CH: Yup, and it was that equal rights amendment that (laughs from everyone) era, I don't know. But, the skirts were definitely going shorter, and it was at that time, that after a faculty meeting, and I remember how it was, the discussion on it, that the men said "You've got to do something about the way these girls dress. Their skirts are so short, it's indecent. Why can't we allow them to wear slacks to school, pants to school." And, so they decided this – they couldn't wear jeans to school, but they could wear pants. But, how quickly they changed to wearing pants to school. And, it was at that time, when teachers, too, changed, the women teachers, wearing pants (talks real quiet).

AC: Uh, uh.

CH: When I taught at Greenwood School, before I went to the junior high school, I taught in the 5th grade and the teachers were expected to dresses, not pants. But, we taught physical education, but there wasn't _____, but there wasn't time to change to pants. So, I taught physical education in a skirt. And, I have thought since, it would have been much nicer if worn my pants suit to school in the morning and went right to the physical education _____. Um, the facilities in the home-ec department were quite good. They had it set up with a little kitchen, eight little kitchens. So, 4, 5, or 6 girls could work together in each kitchen. And, we supplied all the necessary things and with a little table. And, we in, in the certain _____ a little short of one out, and we learned to manage it, so that in one unit they could do a whole meal in that one hour. And, I would, I spoke to the principal "Can't you change it so we can have at least two hour block for home-ec." And, they gave us just a one hour block. But, not until after I stopped teaching, they did change it to where they had a two hour block for home-ec.

AC: Oh, that would have been nice.

CH: Yup, that would have been much better. A lot smarter. So, we had taught three hours, two blocks, in the afternoon. So, there were three different groups of girls that came in with each block. In the morning, I had the, um, English/Social Studies class the whole morning with the same students. I would of like to of turned it around. And, had the home-ec girls _____. One time, the principal stepped into and saw my schedule in fall and I said I quit. _____, you have a contract. I said "No, _____." He had me do one hour of home-ec, two hours of social studies, two hours back in the home-ec, one hour in social studies and he _____. But, he didn't do that to me. (tape is garbled) And, he said "I didn't think of that." (tape is garbled). So, we went through it. That was the year I developed the arthritis, maybe that is what caused it.

AC: (talked to quiet).

CH: (Laughs) I had to have a substitute for about a month while I got through my arthritis and inflammation. And, my substitute teacher said "I told the principal no wonder she became ill. I've never seen a schedule like this." But, I guess that happens to principals every once while (talks quietly). They had good sewing machines, and good blackboards and it was, it was a nice, but it was an older facility. Somebody came through and did an evaluation of the building, and we didn't have a good fire escape. Because, we had to go out and down the hall, in the _____ or the other classroom. And, it was one of these skyway's, that was a bridge from one building to the other. And, they decided that if there was fire we couldn't escape. And, so they built the fire escape on the west side of the building. No, for the home-ec building was, rooms were, was in the second floor of what is now their maintenance floor and they shop and the ground floor, on the second floor where it's not a maintenance building. So, they put a fire escape on the west side. So, we couldn't ... And, they had it so that there was a _____ to pull out, but they couldn't come in, come up the steps and come in that floor. Except the girls soon learned that they could slip over there and put something in the way, then if they wanted to they could come back that door on their own. So, this teacher had to learn that every time the room was cleared to shut that door. (laughs). It _____ that the teachers have to learn. But, I enjoyed teaching home-ec. And, I had a reputation for being _____. But, I didn't find them so in home-ec. I find those girls when they were away from the boys, were a real pleasure to teach.

AC: That might be the reason, a good idea to have the girls classes and the boys classes.

CH: That could be, especially at that age. (laughs). But, I know there were a lot of complaints in the teachers meetings about that class. Don't you have trouble Mrs. Hawkins, with this girl. I said "No. She's was trying to make up to the man teacher." (Mumbles) (laughs)

AC: (Speaking to quietly).

CH: Well, I don't know whether it was _____ or not. And, I was interested in watching afterwards, that some of them (speaking softly and mumbling). That was my start in middle school.

AC: Well, I think I'm going to finish the interview. I really appreciate the time I've had with both of you. Thank you.

CH: Well, I've listening to Bill _____.

AC: Well, both of you.

(End of tape 2, side 2)