

Carlos Easley

7/19/04, T1, S1

AC: ...to Carlos Easley. It's July 19th and we're at the Grande Ronde Retirement Center. I'm just gonna... [recording interruption] Good morning. It's July 19th and we're talking to Carlos Easley today at the Grande Ronde Retirement Center. I'm gonna have you state your name again.

CE: I'm Carlos Easley.

AC: And you were born?

CE: Born April 7th, 1917.

AC: And where were you born?

CE: In ____, Texas.

AC: And how did you make your way to La Grande, Oregon?

CE: It wasn't easy, believe me. We had to come here deliberately. I grew up in southern California where we had moved in the early '20s. I graduated from high school during the Depression and things were a little difficult so I had an opportunity to continue going to school, but I had to go to Colorado for it. So I did, went to Fort Lewis College in Colorado where I had a summer job with the opportunity to continue working in the fall and go to school, which was why I wound up in Colorado. Then after going to Fort Lewis I transferred to University of Colorado at Boulder to complete it because at that time Fort Lewis did not have a four-year program. It was a branch of Fort Collins __ and was located on its own campus outside of Durango, Colorado at about 7,000 foot elevation – which made it easy to ski from the dormitory up to the cow barn 'cause you had snow on the ground part of the winter. But I'm digressing here, you said how come...

AC: Yeah, how'd you make it to La Grande, Oregon?

CE: From Fort Lewis we went to Boulder, Colorado where in due course I earned a baccalaureate, graduated in Chemistry and Physics. Taught my first year in the Boulder High School where I had made some acquaintance during the time I was in school where I had done student teaching. So I was familiar enough to be hired for the position where I had an opportunity to... We started a graduate program the same time I was teaching. Other things being equal, we first found time to get married before the end of the senior year and...

AC: What's your wife's name?

CE: Wilma Thomas. She was a graduate of Boulder also, just teaching school when we first met. She was a Kansas girl and understood my language, being born in Texas. I was assured that I had mastered getting rid of the accent by reason of going to California at a tender age. Anyway, we got married and after teaching a year came into the full press of World War II. Among other choices I was offered an opportunity to come to Oregon and be part of the faculty for the AAFCTD, which is the Army Air Force College Training Detachment, which...

AC: Oh, tell me about that. What's that mean?

CE: Which was located here on the Eastern campus. Due to the enthusiasm and hard work of the current president at that time college students were pretty much...had gone into one branch of the service or another...

AC: Which president was that?

CE: I think the year that I came there were seven students civilian along with the four hundred Army Air Force cadets and a hundred nurses at a time. So the civilian students were greatly outnumbered in '44.

AC: And which president was that?

CE: Pardon?

AC: Which president was that?

CE: That was President Massey, who was...who was first president that I worked under. How detailed do you want this? Do you want me to skip on ahead and run...?

AC: Actually, I'd like to know a little bit more about what kind of program this was that brought you to Eastern.

CE: They were searching for instructors who were available for refresher pre-flight science courses, physics, chemistry, and the like. Since I'd been teaching that in high school, why, Dr. Massey and I turned out to have the same major professor. So Dr. Massey wrote to Dr. Carl Douglas, who was our...in the education department there at the university, and said "I'm looking for a person with this qualification." Carl called him on the telephone and said, "yes, I have a young man...young...high school teacher." Dr. Massey said, "give me his name and address and I'll offer him a position."

AC: And what year was that that you...?

CE: '44.

AC: 1944.

CE: So as that school year came to a close I had a number of things going on at this point. For one thing, Wilma went to the hospital to deliver our first child, Elizabeth. While she was there I got a telegram from Dr. Massey saying, "we would like to have you join our staff under the following circumstances," whatever they were and "would you report for duty a week from Monday."
[laugh]

AC: Wow. One week.

CE: "Wire acceptance immediately." [laughs] So without ever being introduced or having an interview I came onboard the staff out there.

AC: Now what were your primary responsibilities when you first came?

CE: What was my...?

AC: Your primary responsibilities. What were you supposed to do with these recruits that were on campus?

CE: This turned out to be just really a holding pattern for the way the Air Force was trying to challenge trainees. And so scattered throughout the country were these college training detachments where they had a curriculum that was supposed to...let's see...I was going to say four months, but that doesn't work out, I don't think. Anyway, the idea was that you received a hundred new cadets every week and they were there for a period of four weeks and then we shipped 'em to Santa Monica for their first flight training. The ones that were still with them at that stage were sent to Texas where they were prepared for pilots, navigators and bombardiers for B-24s.

AC: So every four weeks you had a new group come through?

CE: No. Every week we had a new flight of a hundred so that they were here for four weeks, but you had a class...classes where...although you had new students every week you still had the other three flights still there.

AC: So were you teaching four separate classes then as they came through?

CE: It depended on how the war was going. By that I mean if more pilots were getting shot down they cut it short or lowered and a larger percentage of your class went into pilot training.

AC: What do you mean by that?

CE: If you didn't cut at a certain level for pilot training you were trained as a navigator. If you couldn't cut it as a navigator you were trained as a bombardier. So they attempted, [cough] excuse me... They attempted to keep a flow coming through that would put a crew in every bomber that was coming out off the assembly line, you see. This was at a time when flights were going from England across to Germany and were being blown out of the sky. We knew that many of the young men that we had here would never come back and that's the way it turned out. This was part of the whole training mechanism for preparing the flight crews that actually manned the bombers that came off the assembly lines and were put into battle.

AC: Do you know how... What was the college called at that point? Was it called Eastern Oregon State College then?

CE: No. It wasn't... It had just come off of the original title.

AC: The Normal School?

CE: Eastern Oregon Normal School. You've noticed that on the administration building, have you?

AC: Yeah.

CE: Where they got up there and smeared cement into it, but you can still read it. [laugh] So this was moving from a normal school to a college education. So I guess that must've been EOCE, Eastern Oregon College of Education. And then...

AC: Did they have a partnership with the armed forces? Is that how it was created?

CE: No. We had a contract with the armed forces and the faculty had doubled in size for the civilian state of...the contract was for the duration. That just simply meant that as long as there was a war going on you had a job doing this. It was... It was a relatively easy transition to make. The persuasion was when I had graduated from Boulder I signed on that first year's contract at \$1,300 a year. The board was able to find some additional funds so a few of us were given raises at Thanksgiving time to \$1,450 a year. [laugh] The salary that was quoted if I were to come out here was \$2,600 a year. So it was close to doubling your salary. That's why he would say "wire your acceptance" ____.

AC: So you did immediately wire your acceptance, or did you...?

CE: I wired my acceptance after I had consulted with Wilma. 'Cause in those days you didn't deliver your youngster and go right home the next day. You spent at least five days in the hospital. So we had a decision to make because the month before we had just bought a home in Boulder. The week before we had moved into it. We were not unpacked yet. So after we decided that we would come to Oregon it meant turning around and putting the house on the market to sell,

disposing of items we'd accumulated. With a new baby and the rest of the belongings in the car we journeyed from Boulder to La Grande. It took us four days because in those days the gasoline was rationed and tires were rationed. And you were not allowed to go over forty-five miles an hour or you would be picked up for speeding 'cause you wore out your tires too fast and you got better mileage if you traveled at forty-five than you did at sixty. So it was...I'd almost call it a leisurely trip because you had time to read the signs and look at the sagebrush. We arrived in Baker the Sunday before I was to go to work the next Monday. We had to wait because we didn't have enough gasoline to drive from Baker to La Grande. So we had to wait for the one service station that opened on Sunday in Baker and it didn't open until nine o'clock. So we were searching around trying to find gasoline and they said, well, gasoline...this one station will open at nine o'clock. We waited 'til nine and got, I think, two gallons of gasoline to come to La Grande.

AC: What was your first impression as you came up over the ridge and down into the valley of La Grande?

CE: Of all the places we had been we were always comparing each of those places to Boulder, snuggled as it was next to the Rockies with the ___ and the snowcapped peaks. Each day we would say as we traveled along – because we had not traveled this direction before – I see after the war that we're going back to Boulder. We did not see anything we could trade places for. So the fourth day was that Sunday and as we came over on Highway 30 ___ not thought of we recognized to similar enough to Boulder that we thought we could actually enjoy living here. As it turned out, that's what we did. We decided after the war that...other things...just about returned to Boulder, although I did go back and finish my Masters in the summer. I had to do that because he brought us on with just a bachelors degree, which shows you how tough it was in scraping the barrel. He couldn't say, well, you can't get on without a PhD.

AC: So how long did you teach these Air Force recruits? Was it just Air Force?

CE: Yes.

AC: How long did you do that?

CE: I might have to go back and look at some of my records. It was not quite a year. No, it'd be longer than a year because we came in the summer, in June...

AC: Of 1944?

CE: Yeah. And went to work immediately and went on through...

AC: So you were teaching in the summer as well?

CE: Yes. We went year-round with the troops. There was no breaks for...even vacations. You'd get a hundred new troops every week and then geared up and...

AC: What were the students like that you were teaching? What were they like?

CE: They were mostly very eager young men. And I say mostly because as the war progressed we had fewer and fewer volunteers of the students, either in college or at that age. So we were getting rotations of troops that had been elsewhere. I remember several of the flights were troops that had been in the Pacific theater. The motivation was slightly different because if you recognized the experiences that they had been through and recognized the great desire they had to remain in training because they did not want to go back into action. As we became better

acquainted with them they would talk freely about it and they would simply say, "no, I don't want to be a bomber crew, but this at least will give me a few more months of life before I have to go." And they'd been in service over in the Pacific.

AC: So bombardiers were the lowest level? Why was that?

CE: Because the bombing strategy was being expanded most rapidly. The hot shot pilots went on and went into P-38s or whatever was the single pilot mission, but these bomber crews had increase because of the great expansion of the bombing capability of the Air Force. Now this was before the days when there was a separate Air Force, per say. This was Army Air Force. In those days before the creation of it there was an Army Air Force and a Navy Air Force, but not an Air Force. The reason I know, I applied to get into V-11 Naval education training and didn't pass the physical. I knew that I was going to have to probably instruct because I couldn't pass the physical to get in the programming. That was a case of necessity, there was a great need for bombardiers and yet they wanted to make sure the pilots and the navigators and the bombardiers were sufficiently trained so that they would not be just sitting ducks on a mission.

AC: What kinds of things did you teach them?

CE: Basic review of physics, particular pre-flight physics. The current review of navigation, __ navigation and navigation for air...what they'd be running into in their training. It's the kind of thing I had done in pre-flight, you know, senior year in high school in Boulder. I had taught one class in pre-flight at __ so that the summer...some of navigation, some of meteorology along with the basic flight instruction from ground school.

AC: Did they get other kinds of classes as well? Were they taking from other teachers, other professors at the college?

CE: At that college at that time. By '44, as I said, was seven civilian students. It was hardly a...

AC: There were only seven civilian students?

CE: Yes.

AC: And the rest were...

CE: Six girls and one boy still here at the time that we had the four hundred cadets and the hundred nurses. In fact, we had part of the nurses quartered out at Hot Lake. It was necessary to bus them in. Usually had a __ and you had one nurses' building here in town. We took over the hotel, Sacagawea Hotel, which has since been torn down. Right were the bank there... the Sacagawea Hotel was right next to the Sacagawea Annex and was the hotel in town.

AC: So the Air Force recruits stayed at the Sacagawea Hotel or the nurses?

CE: The Air Force.

AC: The Air Force stayed at the hotel.

CE: We had room for four hundred there. Part of the nurses stayed on campus in the dormitory and we didn't have room enough for all of them so we had one additional dorms downtown in a large house.

AC: So what was the Sacagawea Hotel like with all the Air Force guys stayin' there?

CE: Like any military screening base at that time. For example, you marched to and from classes, formed a formation down there and you marched up the hill and

came onto campus, singing, usually. That summer was good, they could march up the Eighth Street hill, but that fall when the snow came it was a little tougher. So they got up the hill the best they could, broke ranks at the bottom and reformed at the top. Then being the boys that they were they had these canvas bags they carried all their books in. In the winter Eighth Street hill became a coasting place. You sat down on your book bag and scooted to the bottom of the hill and you formed ranked down there and marched on to the hotel. By the time we had these recruits that had been in the Pacific theater they weren't too happy with the way they were babysat by the college. [laugh] The military police were posted at the exits to the hotels so that everybody would have a place to be and a bed check would be held. The MPs would not allow anyone to go out.

AC: After a certain time?

CE: After a seven o'clock or whatever they set curfew.

AC: So how did all of those young men impact the downtown area? What was that like?

CE: It was like additional college enrollees post-war in the sense that they had the same urges and so on. For example, I knew that some of those boys had devised away to put a platform across on the fourth floor to the Sacagawea Annex. They went out the window and across the alley and went down the Sacagawea Annex and were into the local beer halls. So that the MPs couldn't find out where they were getting out and so they would have to make a round whenever, locate them and take them and get them back. Like any college-age group they were always a little smarter than the faculty. [laugh] But the people that were here, for example, one of the last officers...one of the last officers that we had was Captain Ralph Bye, who became Major Ralph Bye...

AC: How do you spell his last name?

CE: Pardon?

AC: How do you spell his last name?

CE: B-y-e. He was one of the people who returned here after the war. He married a local girl and actually had a career teaching in the Pendleton schools. He's recently retired. Recently, that's a relative term because when you stop to realize that I've been retired twenty-five years you have to recognize that he's been retired at least fifteen or so. But we had...[end tape]

7/19/04, T1, S2

CE: ...longer than you are old.

AC: No, no. [laughs] No, no. Let's see, so you were talking about Mr. Bye.

CE: You realize... When you stop and realize about that twenty-five year retirement that all of my services over there were done in a thirty-three year period.

AC: So you taught thirty-three years at what is now Eastern Oregon University and was Eastern Oregon College, but before that was Eastern Oregon Education College.

CE: There was Eastern Oregon State College and Eastern Oregon... Oh, somewhere here...

AC: So you've kept track of what are the names? [laugh]

CE: Pardon?

AC: Have you kept track of what are the names of the...?

CE: Yeah. You do have a certain feeling of keeping up with what's going on to a certain extent over there. [pages turning] Eastern Oregon College of Education with Dr. Maskey. In fact, I even had a stint as business manager at the institution after the war.

AC: Oh, you were a business manager?

CE: Yes. Back in '45. Taught Pendleton High School '45 and '46. Came back in '46 at the insistence of Dr. Maskey and opened the two-year program in radio and electricity. It was still Eastern Oregon College of Education.

AC: So you were teaching radio and electricity?

CE: Yes.

AC: I want to ask you about that in a minute.

CE: Right after the war. We ran a series of two-year programs to get working skills for the GIs coming back for the war.

AC: So when you came back that was your position, was teaching that.

CE: Yes. Right. But as we trained that group and they went into the field then the regular students picked up again. By the time we phased that program out in '50 Maskey had moved on to Monmouth and we were still Eastern Oregon College of Education. Rod Langston came from the University of Oregon and was the president.

AC: Langston is l-a-n-g-s-t-o-n?

CE: Yes.

AC: Okay.

CE: And Fred Bennett came as president after Rod discovered that it was no great liking of his to be a president. [laughs] He was a professor of education from the University of Oregon and felt he'd like to be president, but he discovered that he wasn't cut out for it.

AC: So that was Rod Langston?

CE: That was Rod Langston. Frank Bennett came after being superintendent of Salem schools.

AC: And that's b-e-n-n-e-t-t?

CE: Yes.

AC: Okay.

CE: In '53, '54. And during that period we were changing over from just an elementary education program to expanded program with four-year, but at the same time we had no major emphasis in various areas. We expanded in that period during '54 and added secondary education preparation...secondary education. Looks like I got promoted a couple of times from teaching physical science to moving into secondary education. In the meantime I had gone back to WSU and finished the doctoral program and...

AC: So you were a PhD in what year?

CE: I must've finished in '52.

AC: 1952?

CE: 'Cause I came back and apparently got a promotion, associate professor. And then we became Eastern Oregon College because we were no longer just preparing elementary and secondary teachers.

AC: Now what year was Eastern Oregon College?

CE: '57.

AC: 1957.

CE: Oh, let me see. [pages turning] My eyesight isn't what it used to be. Looks like '57-'58 was the last year of College of Education and EOC looks like it started in '58-'59. They must've been hard pressed because I got promoted to full professor. [laughs] No, but by that time I had put in ten or twelve years so you worked up through it. And during that period John Miller, who was director of education, was transferred over to assist in the administration. I became director of education and placement in '61.

AC: What were your duties as director of education and placement?

CE: Essentially, exactly the same as a dean of education where you're responsible for staffing, curriculum, the whole ball of wax, which went on for a while through Eastern Oregon College. We changed presidents about '66-'67.

AC: And who was that?

CE: Dr. Rempel. R-e-m-p-e-l. And by that time I had taken over for what amounted to...well, today it would...it was actually at that time dean of instruction for the entire college.

AC: Oh, okay. So you became dean of instruction for the whole thing.

CE: For the whole thing. And that went on through Eastern Oregon College. We expanded program, we added staff, we added majors, we added theater, we added all these good things up through '70-'71. We became Eastern Oregon State College to recognize our new status as having the requisite opportunities and offerings.

AC: And that was?

CE: In '73-'74. And that year I spent a year as acting president.

AC: Oh, so you were acting president in '73-'74?

CE: Yes.

AC: And that's also when the college became a state college?

CE: Right. And took over from Dr. Rempel while a search was made for the next president. The next president turned out to be Rodney Brecks, '74-'75. And he kept me on as academic vice-president and dean of student affairs. You still had the responsibility except it turned out to be more than that because I had been running the whole institution as acting president and so Rodney just kept me on running the whole institution while he got acquainted and did his study of the place before he took over all of the responsibilities. So I carried a whole load as both academic vice-president and dean of student affairs. Did the budgeting for the business office. You know, you had to wear many hats in those days. When he got his feet on the ground I became vice-president for academic affairs and turned out to be, again, the whole thing. [laughs]

AC: So was he out making money while you were pretty much taking care of everything that was happening at home?

CE: He was sort of busy trying to revamp the institution, you know, what presidents do. They come and...I suppose that's the way you differentiate between what presidents do and what the faculty does. Presidents are supposed to be talking and the faculty is supposed to be thinking. [laugh] You're academic deans, or vice-presidents, have their responsibilities to try to keep the faculty from talking and try to keep the president from thinking.

AC: [laugh] I like that.

CE: That's how you can describe your duties.

AC: I love that. I'd like to use that.

CE: Needless to say, by the time I had done that for a while I had sufficiently burned out that I had my first major heart attack so I retired early for health reasons.

AC: What year was that?

CE: '78 or '79.

AC: They worked you to death. They worked you almost to death.

CE: No. I learned early on since Maskey went down to Monmouth and they found him at his desk about '53 spread eagle dead-as-a-doornail from a heart attack. He literally worked himself to death and died at the age of 44. I decided at that time that I was not going to die, I was going to survive. I was not going to get ulcers. If anything, I was going to give ulcers. So I became a survivor down to the point here that... You probably have heard that the '70s were a little bit difficult period for students and faculty alike. There was a great deal more stress added to it because of the times, really. So I took early retirement. I survived my heart attack and tried to stay busy. I became active in People's Savings and Loan, which was formed as a savings and loan here in town.

AC: People's Savings and Loan. Where is that located?

CE: We built the first building on the triangle block down by...what would you know it by...the lot down by Ten Depot, the triangle across there and that building. We bought that when there was a service station and fast food joint. We cleared it off and left the trees and then we built the building in the trees, kept the trees. That was the first building.

AC: Is that where the credit union is now?

CE: Where the credit union is.

AC: Oh, so you're responsible for those trees.

CE: We built that and sold it to the credit union.

AC: But it was called the People's...?

CE: People's Savings and Loan.

AC: People's Savings and Loan.

CE: I was chairman of the board for that particular operation. We built the second building down on Adams where...I guess today it's Eastern Oregon Title.

AC: What was the plan behind the People's Savings and Loan? What did you want to do there?

CE: Our major concern was that the major banks were draining all of the rural territories. All deposits were going from areas like this to the cities, not to Portland, but to San Francisco and Seattle and so on. So that if you wanted to get a loan to start a business or buy a home or whatever it was always difficult to get it. So we felt there was a very strong need for a local community bank that would

keep the money here and make loans available and so on. We were too successful. We got more money in than we could use and so we had to look elsewhere to invest some of that money. This is history, but you'd have to go back and look and see what happened to savings and loans nationally during that period because when the oil slump hit we had over \$10 million invested in buildings in Texas. The contractors went on and left those buildings and stopped payment and so we went into receivership. We were such a small operation that it took three years for them to get around to close us. We couldn't get a president during that time so the board insisted that I become president of the Savings and Loan 'cause we had five branches and sixty-six employees. We were quite an operation. We had branches one down in a suburb of Portland so that we were...we were definitely part of the operation to make local money available to local people.

AC: How long was the Savings and Loan operating in La Grande?

CE: Oh, about ten or twelve years. Let's see, yeah, I retired from here and... It'd be about a decade. We had our receivership...some of the...we were still very functioning and no depositor lost a nickel on it. It was an absolute case of having loaned money out and that money was tied up in buildings that weren't finished. So like two or three thousand other savings and loans in the country we had to be taken over by the insurance company that was operating, which in their usual way, sold off the assets for whatever they could bring. They sold some of those buildings down there at thirty cents on the dollar and people that were savvy bought them up and finished 'em. But it...well, our success led us to go in on loans with other savings and loans buildings, operations in Texas and other places, where they'd make a savings and loan there we'd make a \$10 million loan and they'd hold \$4 million for themselves and they would sell off \$6 million. So we always felt that if they held \$4 million the loan was going to be services and in good shape. As it turned out, they didn't allow for the fact that the oil prices could collapse and freeze the oil patch over. The nation survived, of course. The people who were financially hurt were stock holders because the...we sold the assets, we sold the buildings and sold the checking account to Pioneer so Pioneer just took over things. In fact, one of the buildings before they built it out on Island... But that was a different experience. So I served three years as president because they could not find a person who could be president because no insurance company would offer insurance for a president of a savings and loan during that period. Having started it we stayed right with it and went through until we had everybody transferred and everything closed out. So I retired again ten years after I retired from the university, the college.

AC: So about '90? '89, '90 or something like that?

CE: '89, something like that, which was a different experience. I learned a good deal. Of course being CEO of a place like that was not too different than running a college. You still had budgets to work with and you still had people to hire.

AC: I have a couple of questions about students and how they changed through the years. When... So you started teaching in the '40s and then in the '50s what was it like when the boys came home, you know, and the war was over?

CE: The main thing they wanted to was to catch up. By that I mean they wanted to get married and start a family and they wanted to get training so they could earn a living and so on. So students, most of the returning GIs, were housed down here known as EOC Courts, the student housing they had developed down here. They were here on the GI Bill. They were in school because the GI Bill was a better deal than working and yet it was excellent for the country. The best investment that the taxpayer ever made was the GI Bill. The people who lived there had just come out of wartime experiences and were very well motivated and very well grounded in terms of what was important and what was not. Many of their happiest years were spent in the student housing, getting a family started and getting the necessary degrees and get out and work.

AC: So there was EOC Court, that was for married student housing?

CE: Right.

AC: Was there any other place that married student on campus that they lived?

CE: No. That was the...because the housing on campus was reserved for single students, first for girls and then for boys and then for boys and girls, depending on what decade you want to go through. It was interesting during that '50s time because enrollment for Eastern, serving the eleven eastern counties, was still difficult in the sense that the post-war economy was heating up and students were able to be sent to the University or Oregon State, elsewhere, so that you were really competing for the graduates of here. During the period before '45 the students that you had coming through for elementary training very often became elementary teachers because secondary teaching was not available to them. If they were in a institution where secondary would have been available they would have gone that route. And that explains why the predominate number of principals, elementary principals, in the state of Oregon were prepared at Eastern or Southern because the young men that would've gone to secondary went to elementary because it was the only game in town. So they taught for a couple years and were made principal and so on. That's why it was not too difficult a job to run placement here because you knew all those people personally and you just called 'em up and said, "what are your needs for faculty for next year?" and they'd say, "I'm gonna need two second grade teachers and du-du-du." Placement was a matter of individually saying to them, "these people were trained here, you can rely on them to do this job." So they would almost hire them sight unseen. So we had that kind of reputation all over the state. University and Oregon State were still treating education as a step-child and never really quite admitted that they were in the business at all. They were, but still you were getting a major portion prepared at Eastern and Southern and Monmouth. That had been their background, in that direction. But the results, too, of that particular period because of the nature of inflation that occurred at that time, it took a very dedicated staff to remain year in and year out because the legislature was pretty unable to raise faculty salaries and so on.

AC: Did that go into the '60s as well?

CE: Pardon?

AC: Was that in the '60s as well?

CE: Oh yeah. And the '70s. In fact, as administrators we used to meet the new...when the legislature would meet every two years we'd meet the Ways and Means Committee that were touring that state. Almost every year they would recommend that Eastern and Southern be closed to save money and take all the students and put them in University. So it was always a question of how much hay could you put in the gym. [laughs] There was not a strong statewide backing of higher education, is what it amounted to. And if you wonder why that is all you have to do is look around today because here the legislature and the people these days are again saying we're not going to put a priority on higher education. As a result, you're going to see major rain drain, faculty, students, others, going to someplace other than Oregon. Oregon will go into a fifty-year depressed state by virtue of not having the leadership to compete. But I'm talking to the choir, I'm sure. [laughs]

AC: I hear ya.

CE: Preaching to the choir.

AC: What was the differences in when the...the '60s revolution years came about a big change probably in the students. What were they like in the '60s?

CE: They were... They were not a great difficult different than their grandparents. Certainly, they were no wilder than the generation of some of their parents who were caught in the post-World War I explosion of, well, the kind of thing, how are you gonna keep down on the farm after they've seen Paris, sort of thing. So they had... They were fundamentally sound because of their earlier training in the home. Parents were much more responsible at that stage – they were actually caring for their family – than they are currently. As a result, it was a case of parents and school responsibility, which, later, became parents dumping children on the authority of the school saying, "I hope you can do something with 'em, I haven't been able to." It explains why we keep building prisons and youth camps and so on because you're locking the barn door after the horse is stolen.

AC: So were there any protests, like...[end tape]

7/19/04, T2, S1

CE: ...had an opportunity to spend my time...

AC: Yeah, yeah.

CE: I had done my services ____.

AC: Right. Established a scholarship _____. They question that we left with, I think, was about what kinds of students were like in the '60s when...and there was a war was... '60s and early '70s and the war was unpopular. Were there protests? What was the general feeling on campus at that time?

CE: It was reflected on the local campus just as you had read about it on the larger campuses, but the active portion of it was not at the higher level. We got a touch of it by going through the student newspaper for that period and seeing what they were excited about or what they were concerned about. I never expected to come down and see my ____ hanging from the flagpole. [laughs] But that was the general tenor of the students ____ contempt for authority and that the students in the past generations had made. It was their way of coming of age. You

recognized similarities if you had experience during that long period of time or have studied to know what student life was like, what they were concerned about. But it was... It was an interesting time in that you made accommodation for and sought out the student expression that would not have occurred without that kind of _____. By reason of involving the student more in the placing of _____ they were able to partially close that gap between what they thought it was going to be like and what reality was. As a result, continued through the process of maturity and, as many of us would say, _____ older. You know, you've learned an awful since I _____, you know. [laughs]

AC: All of a sudden you know more than you did when they were there.

CE: Yeah. And so... There's always that satisfaction that I get receiving Christmas cards or whatever. I had some letters when the news was out that I had a heart attack. I had letters from across the state of people that I had enjoyed as students and worked with, but didn't have an opportunity to follow up on it. Many of 'em said, "I know this is a late time to for me to tell you what this has meant to me, what my experience at Eastern Oregon and what you're influence on my life has been." And those are things that might help you get well because they were willing to sit down and write it out instead of waiting 'til you die and then put it in the newspaper. Gee, he'll be missed because of _____.

AC: And then as you went into the '70s did you see an additional change in the students' behavior or attitude toward learning? A sign of the times?

CE: Yes. Particularly because they had less and less experience...how shall I phrase that...many of them had come up during the post-war period and were upset by Vietnam, the Korean conflict and so on, the whole thing, but Vietnam particularly because students found their expression so that they didn't wait until they were returning from Vietnam to say let's get together with some veterans from Vietnam and go be against the war. [laugh] They were... They were willing to be more active because they knew they were captives of the system, other things being equal.

AC: Yeah. So what was the reaction to Vietnam on campus?

CE: You can't... You can't encapsulate it into a general...uh, because it was highly individualized. Those who were very much involved in living an examined life were taking great pains to find others of their persuasion and see if they couldn't do something about it. The system being what it was there wasn't a whole lot they could do about it.

AC: Were there peace marches? Did they have sit-downs, strikes, or anything that was happening in the larger universities?

CE: Not really. Not really. I don't recall a serious incident. Maybe it's because we forget a period and you mellow a little bit. Things that were on the verge of causing you to begin to have an ulcer or something you found a way to meet that with a kind of calm that you were able to project to them enabled them to try to find a different expression for their concerns. Because part of why they were really not able to translate what was occurring into something they could verbally cope with. It was the doings of frustration of the system, what they viewed as a lack of recognition of the importance of what they were attempting to do in terms of getting started with the system.

- AC: Did you find that the students that were at Eastern in the '70s embodied the Me Generation that people talk about? That there was a selfishness or a lack of respect at all in students in the classes?
- CE: Yes, but there was still a core faculty-student relationship that carried itself forward. There were students coming in that might have expected this kind of environment on the campus. There were students who generally appreciated what the faculty were doing. They couldn't understand what's so great about the...this class or that class. So that there was never a period when the entire student body had an us versus them relationship. We still had managed to retain personal one-on-one relationships that we had developed when the school was small. We still found time to deal with those who were most...those lost. And we weren't always successful. They went ahead and ____ like anybody. [laughs] You had an opportunity to try so that you would go the second mile with them. But to my knowledge...well, we were beginning to get faculty members that wanted to adopt university faculty ways, but had not had experience on university campuses. They were thinking about we should be able to be in control of this, this and this without knowing how the system had developed and why there were such...such arrangements in faculty status dealt to those on your campus. Part of that, I'm sure, might have been due to impacts of different administrations here. For example, Frank Bennett had been a school superintendent too long to become an immediately effective college administrator because there was only one way to do it and that was Frank's way. [laugh] And so you're not to reason why, you're just...he told us that's the way I'm gonna organize it, you play it. He expected the college faculty to respond the way secondary and elementary teachers respond. However, he remained long enough to gradually learn how to share. I say he learned to share, he was retained and the faculty had more voice.
- AC: Who are some of your favorite colleagues over the years at Eastern? Who's in your memory?
- CE: We had a different experience than most people. The original faculty was hired largely from secondary schools in the region and so you had the laboratory school faculty actually as the core group. John Miller, director of education, set the general tone for what was going to occur. The rest of the program had to grow from the point where it was a normal school to where departments had some responsibility to a broader range of students than just elementary teachers. So the people who could make that transition stood out in my mind. There were only two of us retained out of the AAFCTD faculty to be on hand for the opening of civilian students again.
- AC: And the AAFCTD stood for? What was the...?
- CE: American Air Force College Training Detachment.
- AC: Okay.
- CE: Dr. Martha Addy and I were the only two students...were the only two faculty members given post-war employment with the original faculty that was here.
- AC: So Addy is a-d-d-y?
- CE: Yes.
- AC: What was she like?

CE: She had just come off of a stint in the military and she wanted to related to students so she went to the board and she wrote all the four-letter words that she could make up and turned to the class and say, "I've had it all. I've been in the military. I know what's goin' on." [laughs] She had finished her graduate work at... Was pretty sure who she was and what she wanted to do and as a result introduced the kinds of things that became a hallmark of students going through, not the least of which was recognition of community service and the actual check-up on an individual basis, what your experience was, you know, whether you were singing in the Methodist choir or helping out at Greenwood library or whatever. Her main course was in _____. She had a great deal of impression on students who went through her classes. I recall speaking at her memorial service and telling some of this stuff that she was capable of. One was that she was a great leader in multiple choice and true-false tests and would give exams that were very exhausting. She made sure that those exams covered all the basic material that she thought necessary to graduate and go out in the world. She made sure that some copies of her exams sneaked out into the dorms and so on so that students really sweat blood over these things. [laughs]

AC: So she was real strict?

CE: Yeah. She told me, "I want to see them actually transfer from just knowing about something to knowing something." So I would never change my examination questions, but I would just change the key from year to year, the answers were not the same. [laughs] Which meant that if you had just memorized for the test you flunked it. If you had actually studied from it and could read into it you perceived there was a possibility for another answer that would be almost as important. So Martha Addy was a very solid influence on the core of students coming through at that point. 'Cause she was with me during the expansion into secondary education.

AC: How long was she at Eastern?

CE: 'Til she died. That must've been in the '60s.

AC: So the '40s...mid-'40s to the '60s?

CE: Yeah. You should've interviewed me before I lost my memory. [laugh]

AC: Oh, you're amazing! I don't think you need to worry.

CE: I'm just thinking of...you go back to college catalogs and see who the faculty was different periods and that'd be one way to pin Martha down to whatever term it was. Or to student newspapers or the annuals. I think in '46...the year '46 or '47 George Nightingale and I were _____ faculty sponsors for that. So it didn't particularly matter that you did not have journalism background or artistic because you were somebody that made sure that students got one put out.

AC: Now George Nightingale is the Nightingale Gallery is named after, right?

CE: Yeah.

AC: What was he like?

CE: He was, I would say, an artist's artist in a sense that not only did he teach the art classes, but, like some of the rest of us, he attempted to teach a way of life about it. As a result really got through to students that our education experience that could be a part of elementary curriculum. The same way that Bishop did for music. You could teach and you could handle your own music and your own art.

It was a kind of thing that George wanted to grow and expand the department and be able to get different experiences incorporated into it. I guess the same way that Al Kaiser and Dick Hiatt wanted to treat the speech and theater section. I remember Dick Hiatt as a student going through and then returning as a faculty. Some of my favorite people were people that I'd spend recreation time with, Al Kaiser, Joe Kaiser, Ralph Badgley. Even though I was younger in age I represented a post-war addition to the faculty because it was several years before we were able to start expanding and hire people like Dr. Loso and others to come onboard. So a very natural social development was old faculty, new faculty. The easements, Dr. Addy. [laughs] We were sort of in between. We neither old faculty or new faculty. New faculty were those that came after we had enough students that we could actually add faculty like we did in '51-'52 when we did the secondary. But that didn't lessen what students were getting from, say, Dr. Zable. She was a towering giant.

AC: Why was she that way?

CE: Why was she?

AC: Why do people talk about her a lot?

CE: She had the richness of experience to go with the interpretation of what others had written about it so that she could open whole new avenues, new vistas to students and transfer through them an excitement about a desire for learning. You know, this is not nothing that everybody possesses. But it's...neither is it something that you necessarily can make sure is going to happen. A person sets out to become that kind of an individual, may or may not arrive. She had arrived and she had that background of knowing the field in the same manner that Ralph Badgley not only knew the physics, but knew all of the mathematics that made it possible. As a result had a much broader view of science, which is why our students were given preference in med school, dental school, if they're a graduate from Eastern. Knowing that they didn't look too much at their record because this is what Eastern students have got by coming here. It was in the way that they talked, Badgley and Zable, that enabled students to grasp and to grow. Even had a few students that came back and were added to the faculty, Jerry Young, Dick Hiatt.

AC: So Jerry Young graduated from Eastern?

CE: Pardon?

AC: Jerry Young graduated from Eastern as well?

CE: Oh yes.

AC: I didn't know that.

CE: You didn't know that before?

AC: No.

CE: You learn something new everyday.

AC: [laugh] Yeah.

CE: Stick around and see where the roots go.

AC: There you go. I was wondering about the recreation that you and...you said Badgley and some others...what kind of recreation did you do?

CE: Our greatest opportunity to get out varied with the individual. For example, Al Kaiser was the confirmed duck hunter. I would no more crawl on my belly across the frozen ground in order to pop a duck...[laughs] But we totally enjoyed each

other's company. He taught me so much about fly fishing on the Wallowa River. For years we would take his mobile trailer out and park it along the parking spot at the Wallowa River and we would just for opening day of season, opening day of trout season. We would have all the materials there to prepare breakfast and our friends would come in between eight o'clock in the morning and noon and we'd prepare breakfast for them as they went on up for the day. Then finally at eleven or eleven-thirty we'd get out a line and make a ceremony of casting into the river and pull it back in because you don't fly fish on opening day for any success because the water is still rather broiling. But that meant that every fall we would get four to five days and backpack into the Wallowa lake country. We would hike in and carry our packs, go from lake to lake, fish, enjoy the cool setting. This was before they allowed horses up there to ride the trails in the dust.

AC: So were there very many people doing that?

CE: No. This was... This is why you said you were going into the wilderness and then for all practical purposes __. And you wanted to go in and you wanted to leave it just the way you found it. So you packed anything in and you packed it out.

AC: So how heavy were your packs?

CE: Oh, probably forty pounds. We didn't pack heavy. We knew that we could not live on fish. We took things like dehydrated applesauce and other things that you could add water to and become really a part of...

AC: When did you start going up into the Wallowas? Roughly.

CE: In the '40s. Just as soon as we got gasoline because to fish before then no more five miles away up the Grande Ronde River. We didn't have gasoline to... But as soon as gasoline became available we began to explore. We spent many times going into the Little Minam River going up to the head of the trail. Going in at that time the trail was seven miles long. I mean the time that the trail was seven miles long now was about three miles. Steep coming in and going out. The current trail is longer. But the Little Minam was a perfect stream for fly fishing.

AC: What kind of fish do you catch?

CE: Trout, rainbow trout.

AC: Rainbow trout.

CE: This was the reason for the existence of the stream. [laughs] It had been logged in the '20s and...[end tape]

7/19/04, T2, S2

CE: They would cut the logs and hold 'em into a dam and get the water backed up behind them and then they would blast the dam and allow the flood water to float the logs down to where the trucks could get in and pick 'em up.

AC: Where did the trucks pick 'em up?

CE: And the confluence of Little Minam and the Big Minam. This was over in Red's Horse Ranch country. You didn't fly in, you walked in. [laugh] Same way that you went from lake to lake in the high lakes. Didn't always go on a trail when we went into Green Lake or goin' down to Bear Lake, lakes that were not heavily

visiting for those days. Maybe you'd be one of five or six people that would make it to Green Lake during the season.

AC: What was it like there? Those high lakes?

CE: Next to heaven. That was about as close as most of us would get. The realization that ___ totally renew your faith in humanity because you could get away from most of 'em. It would take that kind of an experience to wash you out and fill you back up with enthusiasm for wanting to do what you wanted to do. Did you read anything about my memories earlier?

AC: No, I haven't.

CE: You haven't?

AC: No.

CE: You're really interviewing right off the cuff. There are those that have been done before like "M__ of the Ages." Have you read that?

AC: No, I haven't.

CE: It was an attempt to capture some of the dealings about people...

AC: When was that done?

CE: Pardon?

AC: When was this done?

CE: Supplement to *The Observer*, Thursday, March 30th, 1989.

AC: I came in '92 so I wouldn't have gotten a chance to read it. You know I would really like to get a copy of the article about you. That would be great. I'd love to have a copy of this.

CE: That's the only copy that I know in existence.

AC: I wonder if they have a copy machine down in the office here that they could make me a copy.

CE: Oh yeah, they do.

AC: Yeah. What I'll do – if it's alright with you – before I leave I'll make a copy.

CE: They can't copy anything that large.

AC: Oh. Maybe they have a shrinker. Sometimes you can copy each piece and then paste it. That's what I could do.

CE: Yeah, you could do that because this would copy onto an 8 1/2" by 11".

AC: Yeah. I'd have 'em just do two copies.

CE: And here and then here.

AC: Yeah. I'll do that before I leave – if that's alright with you – make a copy of that. That's really nice to have.

CE: I really should pull this out and read it once in a while.

AC: Yeah. There you go.

CE: What's happened since then?

AC: [laugh] Yeah.

CE: "What is important is what you wake up wanting to do before the sun goes down that will give you an opportunity to help others." My gosh! That sounds wisdom of the ages!

AC: That's a nice quote. And there you are. But that would be wonderful to accompany the taped interview. Because what we're doing is the oral history so we want people's voices, but that would be wonderful to accompany the oral history.

- CE: I haven't read all of this since '89 and I haven't...didn't read it in '89. I just took it and put it in the file. "Easily appreciates all the opportunities he's had during his forty-six years in La Grande. He's found the area a great place to develop those relationships with his family and longtime friends whom he values above all else. Then he would advise young people to become involved in their community, but be very selective about how thin they spread themselves. You have to be willing to recognize that whatever your group involved 15% of the people are going to do 85% of the work. You have to make time for those things that are important. Birthdays don't have much impact. What's important is...ta-da-ta-da-ta-da." [laughs] That's old philosophers coming through.
- AC: It sounds wonderful. I will see if they'll make me copies before I leave and bring that back to you. Maybe my last question for you is, what advice would you give to especially teachers who are, you know, probably among the least well-paid and...?
- CE: I haven't really lived long enough to be able to give advice to teachers. If teachers... If a person who'd found themselves through teaching then theirs is a most rewarding experience compared to all other endeavors of mankind. But if they haven't found themselves it can become drudgery and, worse, you could inflict yourself on students and blunt their desire to learn. I'm not sure...
- AC: What did you get out of it?
- CE: A very satisfactory life. If I had it to do over again, just like I told Wilma sixty-five years ago, if I had it to do over again I'd do it with you. The same way is probably reflected by at the time I finished my doctorate I had an opening opportunity at the University of Washington as associate professor. Wilma said, "How many students can work with a day?" I said, "I really rather look at it by the week because I'm not necessarily going to work with the same student everyday. Maybe a hundred." She said, "Why on earth do you want to be surrounded by 22,000 students if you're only gonna work with a hundred of 'em? Where would you find greater satisfaction and impact?" I said, "That's not a fair question because obviously I would prefer a smaller setting." [laugh] She said, "Where would you want to live as we have an opportunity to grow up with our three children?" I said, "That's another unfair question. I would much prefer here." End of conversation. [laughs]
- AC: So you have three children?
- CE: Yes.
- AC: And what are their names?
- CE: Carol, whom you've met. Carol had...
- AC: She's the oldest?
- CE: She's the middle one.
- AC: The oldest is Elizabeth Dyer. She's just returned from four days in Portland, according to information Wilma gave me. Our youngest is our son Bob. Let me go off the record for a moment and bring...[recording paused]

[The rest of the tape seems to be a different interview with a woman being interviewed. In listening further there is conversation by Eugene and others about how to interview.]