

LENNA EDDRESS NEAL HERMANN
July 16, 2005

Interviewed by Micheal L. Minthorn

Transcribed by Paula Helten (11/22/2011)

I: This is a history interview with Lenna Hermann, and it is July 16th, 2005. Let's start by telling me your full name, including your maiden name, and when you were born and where and that kind of thing.

LH: My name is Lenna Eddress Neal Hermann, and I was born on Butter Creek which is between Echo and Heppner on September the 30th, 1919.

I: And who were your parents?

LH: Uh, Ed and Ollie Neal.

I: And they stayed in Heppner. Did they come to La Grande at all?

LH: Uh, no.

I: They stayed in Heppner when you moved over here. And what brought you to-- did you fini-- I'm sorry. Did you go to school in Heppner then?

LH: Uh, no, Pine City which is a little-- little community on Butter Creek.

I: Uh-huh.

LH: And actually it was a one-room school, but it was first grade clear through high school all in the same-- the same building.

I: Did you finish school at that?

LH: Yes.

I: One through twelfth?

LH: Yes, uh-huh. And there was four in my Pledge Reading class. That's kind of the size of the school it was.

I: Mm-hm.

LH: But uh, yeah, I don't know how many there would have been in school all together. But--

I: Mm-hm.

LH: Yeah.

I: How many teachers?

LH: Uh, four because one had the first four grades. The next fifth through eighth, and then there's two high school teachers.

I: Did one of them serve as the principal also? Did you have a--?

LH: Uh, yeah sorta.

I: Mm-hm.

LH: One of 'em was.

I: Mm-hm. What brought you to La Grande?

LH: Well, both of my sisters had come up here to college, and uh, to be teachers. And so it was just kind of expected of me to do that too. So that's how come I-- I come up here to do that. And then of course, La Grande was a closer place to go to college. And the most economical place to go. So that was-- that was why La Grande was just right.

I: What sort of-- was La Grande a bustling community compared to where you had come from?

LH: Oh yes.

I: Kind of a big town atmosphere?

LH: Well, yes it was because I'm livin' on a farm where the closest neighbors would have been two miles away to 'em to our farm. And it just wasn't-- there really wasn't any activity in the community other than the little school.

I: Mm-hm.

LH: That was about the size of it.

I: Uh-huh. So, two of your sisters had come over here before you, and you were basically kind of expected to become a teacher at that point. Was this something you wanted to do?

LH: I want-- yeah, it was what I wanted to do, but yeah I think I was kind of expected to do that too.

I: Uh-huh. So, what were the logistics? How did you do that? Um, came to La Grande and showed up?

LH: You know that's just what you had to do, isn't it? In those days you didn't have to apply for uh, to go to school or anything.

I: Uh-huh.

LH: And no, as I-- as I remember, uh, my sister had come over here probably a couple of weeks before and had found a place where I could live with the minister's family.

I: Uh-huh.

LH: And it kind of seems to me that my board and room was probably about twenty dollars a month.

I: Did that seem high at the time? Is that twisted?

LH: Well, that-- I think that was just about what the, you know, what the price would have been at that time.

I: The going rate?

LH: Uh-huh.

I: Mm-hm. Do you remember where you lived when you came to La Grande then to do that because I'm assuming there wasn't a dormitory at that time?

LH: Uh, right at that time, no, there-- there wasn't. And I lived at 1802 Oak Street.

I: Uh-huh.

LH: That's where they lived. So, I had quite a little walk to school.

I: Was that a boarding house, or--?

LH: No, no, it was just uh, the family. And they had three little children, and they did happen to have an extra bedroom, and so I just--

I: Oh, that's right. You said you boarded with a minister's family.

LH: Yeah, mm-hm.

I: Uh-huh. And how long did you stay with them?

LH: Well actually, just about half that first year because he got another-- another church someplace and moved away right after Christmas.

I: Uh-huh.

LH: And so then I-- then I stayed in a-- in a place down on, oh, Greenwood and Washington I guess is where it would have been. And in that place, uh, there was three other students staying there. And so then only been room with one of them.

I: Now that one was more like a little boarding house?

LH: Right.

I: Uh-huh. So, with the-- with the minister there, uh, you paid twenty dollars a month. Did you have your own room? Did you have your own--?

LH: I had my own room.

I: Uh-huh.

LH: Mm-hm, uh, not a private bath. We shared-- shared a bathroom, but I did have my own room.

I: Uh-huh, that's nice, uh-huh. Did that include meals and--?

LH: That included the meals, and you know. The one meal that I remember when I was there just uh-- the little girl was about-- about seven at the time. And the mother really fixed really nice meals. But that one night she had a chocolate pie. And this little girl started in on it, and she says, "Mama, is this a chocolate pie, or is it pudding on a paper plate?"

I: Oh. [chuckles].

LH: [laughs]. And I've always remembered that.

I: Uh-huh. Then-- so then you went over to this other apartment house. Were your sisters living here in town also?

LH: No, no, they had--

I: They had already graduated?

LH: had graduated and were both teaching--

I: Mm-hm.

LH: at that time.

I: And so you started uh-- you started-- you moved halfway through the year when this minister changed--

LH: Right.

I: and you were in that one place. What can you tell me about that apartment, or that place where you lived in now? That include room and board and--?

LH: Uh, no. As I remember it was there. Uh, and you know I don't remember a whole lot about that so I probably didn't cook very much. But I think we had to take care of our own meals--

I: Uh-huh.

LH: there. And then the next year I did live on 3rd Street, and that was uh-- there was two apartments in that. The family lived downstairs, and they had two

little apartments upstairs. And there we had our own little kitchen and did our own meals--

I: Mm-hm.

LH: upstairs.

I: And is this how you lived the entire time you were here?

LH: Yeah.

I: Uh-huh. So uh, you went to Eastern. Tell us about that. Uh, now at that time the program was a two-year--?

LH: At that time--

I: or just two-year completion program?

LH: Yeah, at that time it was Eastern Oregon Normal School, and it was just a two-year program which was for teacher training. It was--

I: Mm-hm.

LH: was all they had at that time. And they just had Ackerman Elementary School on the campus. 'Course the building is there, but it isn't Ackerman School anymore. And that was where you'd second year. Uh, you did your student teaching there at Ackerman.

I: So what did you study in the first year to get ready for that student teaching? What kind of-- nothing specific-- I'm just trying to take us back a little bit and get an idea.

LH: Well, you know that's been an awful lot of years. [chuckles].

I: But it was two years?

LH: But it was-- it was two-- two years.

I: Uh-huh, uh-huh.

LH: So there would have been some English courses and some Social Science and that type of thing.

I: Now was that considered the modern method of teacher training when you was at--?

LH: I think it was.

I: Was that state-of-the-art for that time?

LH: Yeah, as far as I know. I think it would have been. Every place out here-- _____ had a-- had a Normal School at that time, and there-- there probably was one at Ashland, Southern Oregon. It was probably-- but that was what they all were was just two-year Normal Schools.

I: Yeah. Now uh, we know Ackerman was open. I think I read on their plaque said they opened in 1936. So they'd been open a few years before you got here.

LH: Actually, it was not many, mm-hm.

I: Uh-huh. Now, how did that work when it came time to student teach? Did you do-- was that allowed at school then where you did your student teaching?

LH: Yes, it was.

I: How did that work? What did you do?

LH: Well, of course you have to start with your going in to do quite a bit of observing. And then uh, at least half of the term then that you did it, why, you would do regular classes. You know you'd have to write out your lesson plans first, and your teacher would have to approve them. And then you would teach that.

I: Now when the teacher had to approve them, do you mean in the classroom teacher or your supervising teacher? Did you have a supervising teacher while you were doing that student teaching?

LH: No, not a supervising teacher.

I: Uh-huh.

LH: It was the classroom teacher--

I: I see.

LH: uh, was your supervisor while you were in there.

I: Uh-huh. So they were considered experts, uh, at their-- at their field? Were there students going elsewhere for their student teaching, or did they all stay at Ackerman then?

LH: Uh, I did all of my student teaching at Ackerman. But I think that-- that probably several of them went out into the city schools. Because I know later on, at least when I was teaching at Willow, I had student teachers, just a number of them. Different years I would have-- would have a student teacher.

I: Mm-hm.

LH: And then they had a supervisor-- a supervisor from the college that would come, oh once or twice you know, to come in and view them--

I: Mm-hm.

LH: to observe them.

I: Uh-huh.

LH: But most of the time, why, the classroom teacher would look over lesson plans and talk to them about what they were doing.

I: So did you-- in your time could you decide in advance what grade or grade levels you were gonna teach, or were you expected to take a turn teaching all of the grades?

LH: I think probably you would take a turn at all of them because in those days a good most of the kids who graduated and went out when I did might get a one-room school where they'd have to have all eight grades.

I: Mm-hm. Do you recall teaching the upper grades while you were student teaching, like six, seven, eight?

LH: Uh--

I: Did they have six, seven, eight there?

LH: They had a sixth, and then the seventh and eight taught at junior high.

I: Junior high.

LH: So this was just through--

I: Mm-hm.

LH: through sixth.

I: Mm-hm.

LH: But-- but I know a lot of them if they get sent here it might be that one-room schools that would have all the grades. And my first school was at Stanfield, and I had a third and fourth grade. That's what I had.

I: So when you finished this program at the end of that year, did you receive a diploma or a degree or-- for the two years that you went?

LH: I don't know what you would call it. Maybe you'd call it a diploma very likely.

I: Mm-hm.

LH: But yeah, you did get your-- your certificate to teach.

I: Okay. Did you have a job by the time you got done?

LH: Uh yes, by the time school was out I did have.

I: Mm-hm. Well, I guess I should say did you have a commitment before you left or before you graduated?

LH: Yes.

I: Uh-huh. This was at Stanfield?

LH: That's right.

I: Mm-hm. So how did you meet your husband? Let's go back to that for a few minutes--

LH: Well--

I: because that took place while you were in school.

LH: While I was in school. And met him at a picnic out at the park.

LH: It was a-- it was a, uh-- oh, I think it was probably the-- maybe Mt. Emily Lumber Company or maybe it was Boise Cascade. I don't know what it was then. But they had a picnic, and I had gone out there. And he was quite the type to get acquainted with everybody there was around so he came over and started talking.

I: You didn't have to convince him? He came to you first, huh?

LH: Right.

I: Uh-huh.

LH: Right.

I: And then what happened?

LH: He was pretty convincing _____!

I: Oh, was he?

LH: [laughs].

I: Uh-huh, uh-huh. Been with him ever since, huh?

LH: Yeah, right. For sixty-six years.

I: Wow. So um, let's see, you finished up at Eastern in '38.

LH: '38.

I: Is it '38?

LH: Mm-hm.

I: And so um, were you still seeing him when you-- when you took the job up at Stanfield?

LH: Yes.

I: How did you continue to see each other? Did he stay in La Grande while you were in Stanfield?

LH: Uh, not for very long. It was about that time that Fall when he went to Boise to work his job over--

I: That was even farther away.

LH: job over there. Yeah.

I: Uh-huh.

LH: And he would come over once in awhile on weekends or maybe we'd meet in La Grande on some weekends.

I: Uh-huh.

LH: But there'd be sometimes in that it'd be quite a little bit of time in between times.

I: Uh-huh.

LH: We'd write letters back and forth, but I don't remember ever a phone call. You just didn't use a phone all that much then.

I: I'm-- and--

LH: Because you know to be on the phone--

I: way out from some of the-- that phone calls were life and death emergencies.

LH: Yeah, you didn't just call somebody just to visit.

I: Uh-huh, not like now _____. So uh, you stayed together for that year. Um, did you make a plan to get married before it-- I-- I know from his interview that it was kind of whirlwind-ish a little bit as he came along. But it sounds like you were together for quite some time anyway. So--

LH: Well, we had gone together for probably a year and a half.

I: Uh-huh.

LH: All together, yeah.

I: And then uh, what about the marriage? How'd that-- you got married in Lewiston, Idaho?

LH: In Lewiston, yeah. It was the day after school was out. And we were gonna go to Walla Walla and get married. So, we got over there that morning, probably about 9:30. The courthouse didn't open until 10:00 so we had-- it was just drive on to Lewiston. So that's what we-- we went over there and got married over there. His sister and her husband went along with us.

I: To be witness?

LH: To be the witnesses. We went over there and got married, had a hamburger, and drove back home.

I: Had a honeymoon hamburger and came back home.

LH: That's right.

I: Uh, then what happened? Let's see, you'd--

LH: Well--

I: Did you just stay in Stanfield that one year?

LH: Just the one year, yeah.

I: Uh-huh. Then what did you do?

LH: Well, then we uh, we came back to La Grande. And then we did go to Heppner to visit my mother and sister. They were living over there. And we went over there for a day, or maybe two, and then we went to Boise and found an apartment. He went back to work.

I: Did you teach any in Boise?

LH: I didn't teach over there, no.

I: Uh-huh. Then uh-- go ahead.

LH: Uh, we were up-- just over there about a year, and then he was transferred back here with Fletcher Oil Company. And then the following year after that I did teach at Summerville. And it was a one-teacher school. And I didn't have any eighth graders, but I had the other grades.

I: Uh-huh. Well, let's talk about that Summerville School. That was a one-room school.

LH: That was a one-room school.

I: How did you get hired to do that? Did you-- was the job advertised like any others?

LH: I just applied for it, and I got it. And I was only out there for one year.

I: Uh-huh.

LH: But-- and I think I got-- I think I got ninety dollars a month out there, but eighty-five for teaching and five dollars a month for doing the janitor work. And that was, well, it meant getting out there to build a fire from one end
_____.

I: Uh-huh.

LH: It was just a big stove in there.

I: A wood stove?

LH: A big wood stove.

I: Mm-hm. Where did the wood come from?

LH: Well, from the mountains around there, but I suppose some of the directors or somebody like that brought it in. I didn't have-- I had the students pack it on inside.

I: You did?

LH: But it was very _____.

I: Uh-huh. Did students help you with any of those chores?

LH: Uh, I suppose a little bit they did. You know maybe with cleaning the blackboards and maybe once in awhile sweeping the floor a little bit or something.

I: Mm-hm.

LH: But not a whole lot, they didn't.

I: How big was the facility? Was it literally one room, or--?

LH: There was the one big room that we taught in, and then there was one other room that we could use for a _____. If the weather was bad so we couldn't go outside it was just fine.

I: Uh-huh.

LH: That we had-- the one other room that they could play in.

I: Did it have bathroom facilities, running water?

LH: No, had to pack in the water, and it was just an outdoor toilet around in the back.

I: Uh-huh.

LH: There was-- wasn't any inside facilities at all.

I: And that was all under your charge for a year?

LH: That's right.

I: Uh-huh. Who supervisor when you're out there?

LH: Well, probably one time, uh, while I was out there the county school superintendant which would be at the courthouse here in La Grande would come out and visit. But it-- one-- one time a year would be as much as they'd ever make the rounds at all. In those days there was so many little one-room schools. There was just, oh, a half a dozen around in the valley here. And so the superintendant would have to go around and visit the different ones.

I: Mm-hm.

LH: And so that was all the supervision there would be.

I: Would you get an evaluation out of that kind of thing, or--?

LH: No.

I: that you knew the _____ -- so you were only there one year.

LH: Uh-huh.

I: So I guess that would be kind of hard to judge how you knew you were good from one year to the next.

LH: Uh, no--

I: Had you planned to stay another year, or did you find another job?

LH: No, I just kind of felt that one year was enough, you know driving out there back and forth. So I just did it that one year.

I: So, what about-- so, what kinds of things did a one-room schoolhouse teacher do? How many grades did you have?

LH: Uh, I didn't have any eighth graders or any fifth graders, the two grades I didn't have. I did have six different grades.

I: Uh-huh.

LH: But those two grades were--

I: Is that just because there was nobody there--

LH: Nobody.

I: who was in that grade that year?

LH: Nope, nobody was. Uh-huh.

I: How many students total did you have about?

LH: Probably about twelve.

I: Uh-huh. Did they walk to school? Did they--

LH: Oh yeah.

I: come on a bus?

LH: No, no bus.

I: Uh-huh.

LH: They would walk.

I: Uh-huh. And so what-- how do you-- how do you manage a classroom where you're teaching five, six different grades a day? How does that work?

LH: Well, you usually can make out your schedule so that you've got seatwork for the one group to do while you're having class with another group. And

it's uh-- it can be done alright, but you do have to have your schedule so that it's-- you pretty well know what--

I: Mm-hm.

LH: everybody's supposed to be doing. But they actually-- they-- they worked pretty well that way.

I: Do students in that kind of environment, are they expected to work together, or do you have others as well as help you or do what they're supposed to do for you?

LH: Yes, and you know, back in those days, uh, kids had so much more respect for teachers than they do now. They were much easier to handle than students would be now, I think.

I: Mm-hm.

LH: Because now so many of them think they can do anything they want to. And well, if somebody tries to press a child, why the child can say, "I'll sue." Or "I don't have to." And they don't have to. They're-- they're protected that way so they would be much harder _____.

I: So, did you have discipline to deal with during that year? What-- what-- what would you do if something happened?

LH: I never did have any particular problems you know, that did stand out.

I: Mm-hm.

LH: No, I don't really remember at this point that any discipline problems or anything.

I: Okay.

LH: Pretty good bunch.

I: So you taught out there for a year, then what happened?

LH: Well, then uh-- well, actually the war started, and uh, Buck was traveling around with the uh-- with the employment. He was helping build airports and different things you know, like that. We travel-- and so we traveled around. I went around with him. And my son was born in-- while we were in Astoria. Buck was working down there. And then after that he was working in a logging business over in the John Day country for a couple of years, and then we came back here. And then I went back to teaching when our _____ was about five years old. So I was out of teaching that many years--

I: Mm-hm.

LH: in there. And then I was-- went back to it. Well, and I didn't apply for that job. The superintendant just called me in, and then _____ was wondering if I would take that job. They had the reference in. I had substituted for a year, so I'd done a little bit of substituting. So, I was acquainted with him. And he offered me the job, and I was there for twenty-seven years.

I: Is that same grade, same building?

LH: At the same building, uh, three different levels. My first year was in a basement room. Next year, I moved upstairs close to the office. Then when we built on the two new rooms, a new addition, I was out there for many years. But it was all the same-- same building.

I: What grades did you teach?

LH: Uh, mainly second grade, but once in awhile it would be a first and second combination. One time it was a second and third combination. But the last three years I was there it was first grade on the Title I Program.

I: And what is the Title I Programs for those who don't know?

LH: Uh well, it's for a cert-- we didn't have a-- we didn't have kindergarten right at that time so the Title I takes care of children that really aren't quite ready for first grade. That is really what the Title I had.

I: Uh-huh.

LH: It just took care of-- none of them had kindergarten. So, I don't know. And honestly, but I doubt that they do-- got Title I anymore.

I: Yeah.

LH: _____.

I: So, you were at twenty-seven years at Willow, and you had a diploma or a document from Eastern anyway, um what-- how were other-- were other teachers more prepared? Had they already started offering bachelor's degrees? How did you end up going back for a bachelor's degree?

LH: Well, when I went back to teaching I just really realized that I needed more-- more training than I did have. And so I would take night classes and then at summer school, I went summers too. And so I went back and got my three-year certificate. And then _____ down and got my four year bachelor's degree, and then went on until I got my Master's degree.

I: Mm-hm.

LH: And so that was just-- just made it real full circle to come to La Grande here. Of course, to go to-- to go to college that way we hadn't anything to go away from home to do it.

I: Mm-hm. Um, what-- what sort of things did you feel you needed more training with? When you decided you'd better go back to school and get some more training, did you have an idea what some of those items were that you might need help with? Or do you recall what that might have been that sent you back? I-- I didn't realize actually myself that they had a three-year certificate that-- at that time. So, I'm interested in how much that-- what that did, or what that-- was that another year of work?

LH: Well now, I don't really remember what all I had to do for my three-year certificate, just how much training, but it would just be so many hours credit. That would be how it would-- it would be.

I: Mm-hm. Now, did you do your bachelor's degree-- were you doing that at night-school as well as summer school? Had you did-- had you made another decision that was something you were gonna do?

LH: Well, if I was gonna continue education I wanted to get my degrees because uh, your salaries are based on your-- on your education.

I: Right.

LH: So, you just would move up some on the salary schedule every time you.

I: So, that would give you a monetary boost.

LH: Yeah, for your time.

I: Do you recall the time when they said that bachelor's degrees were going to be entry level for teachers, and the two-year, three-year certificate thing wasn't enough? Wasn't gonna be doing-- wasn't gonna be doing that anymore?

LH: Oh, I don't really remember any particular about it at that time.

I: Maybe because you were already prepared.

LH: Well that-- yeah, that might have--

I: _____.

LH: may have been that I had already had it by that time.

I: Mm-hm. What were the uh-- what-- what were the conditions like for a teacher at that particular time through your career? I mean--

LH: Like help you mean?

I: Well, what-- what were the working conditions like? Uh, for instance, I had another one who told me that they had to bargain with the Union for ten years to get a lunch break that was only about fifteen minutes for the _____.

LH: Oh. No, I don't remember anything of that kind. Of course, we had LEA here, La Grande Education Association.

I: Mm-hm.

LH: And uh, but really we didn't have to bargain with. It came much later where there was bargaining, _____, or bargaining. And uh, talk about striking or _____ we didn't have that then.

I: You didn't have that representation when you started?

LH: Huh-uh.

I: Uh-huh.

LH: No, I didn't. I don't really remember when the LEA, La Grande Education Association, did start. We had _____. I was in _____ Education Association and had even found a _____. In fact, our education _____. And probably around oh, '64 or '65, along in there, in fact I was an Oregon delegate to the NEA convention in New York of that year.

I: Uh-huh.

LH: Oregon _____ for by then it the interesting part of that year was the-- the president of the United States was our speaker _____, an exciting thing. That was when the-- Lyndon Johnson.

I: Uh-huh. Um, how about the, uh-- how about the, uh, educational climate? What kind of changes have you _____ back at it, different when you ended up your career than when you began, any new trends or new types of teaching methods or theories? I don't have that _____. [knocking]. One of my betraying statements.

LH: Well uh, yes, there was uh-- oh, 'course I got the new Math in, _____ the new Math.

I: Mm-hm.

LH: Which really was a little different approach to it, but not as much as they made of it. And then uh, we had some workshops, some Science workshops. So, they put up quite a bit more material in the classroom to put there, Science stuff.

I: Mm-hm.

LH: And uh, I don't remember other than that. But when I first started we didn't have-- we didn't have uh-- none of the kids were _____ when we went to _____. When they did that, they ran out of _____. When you're at twenty-five years it's your _____.

I: Yeah. So, you taught your own music when you first started out?

LH: Uh-huh.

I: Uh-huh. Was that all of it easy? Was that something you felt comfortable with?

LH: I-- it was-- yeah, it was pretty easy, but I didn't do as many classes as a regular trained music teacher could have done with them.

I: Mm-hm.

LH: But it went pretty well.

I: Mm-hm. Now, you talk about the changes in the-- changes in the attitude of your students. Let's talk about that a little bit more. Um, when you first began, um, I guess that students were basically well-- would be under your control. And that would be that-- a lot of times did that-- that's not necessarily how it was when you left the school twenty-seven years later.

LH: Yeah, that's right. That's when, you know, some of them and parents too did have a lot more respect for the teacher. Here uh, much later kids didn't feel like they really had to mind if they didn't want to. And parents had the same-- this same attitude that a teacher-- I don't think that they tried to instill in the kids at home that you should listen to your teacher, mind your teacher.

I: Mm-hm.

LH: So, there's-- I think there's quite a bit of difference there.

I: Mm-hm.

LH: And they laugh it was more difference now than there was--

I: When you left.

LH: there was twenty-five years ago.

I: Uh-huh.

LH: I would imagine so.

I: Is that how long you've been out?

LH: I retired in '80.

I: Well, let's go back and talk briefly about this life certificate. You have-- I have yet to interview anybody who actually had a life certificate, so--

LH: [chuckles].

I: What does that mean?

LH: Maybe you need a picture of that to put in the book! [laughs].

I: Maybe we do. When we do--

LH: I think that would be perfect.

I: At the next one I'll bring in my camera, and we'll get a picture of it if you have it.

LH: I think I could probably find it.

I: Mm-hm.

LH: Well, back in those days they did issue life certificates. And so I did the life certificate which I suppose would entitle me to be a teacher now. But anybody in their right mind wouldn't hire me now. [chuckles].

I: Why is that?

LH: Well, you know, little kids would know-- be a whole lot more computer savvy right now than I am, you know.

I: That's true, mm-hm.

LH: And all that type of thing.

I: Uh-huh.

LH: Now, I just wouldn't-- wouldn't-- wouldn't even think of going back in the classroom. In fact, I didn't substitute after I retired. I thought if I wanted to be in a classroom, I would have--

I: Signed a new contract.

LH: I would have stayed in my own-- in my own room rather than substitute in somebody else's.

I: Yeah, yeah. And so-- well, that's actually a particular chan-- well, in a way finishing a life certificate-- so, it meant that basically at any time you could sign a contract and go back to flunking freshman? Or is that-- that--?

LH: Yes, sort of.

I: [chuckles].

LH: Yeah, that's what I think a life certificate would be.

I: Uh-huh.

LH: It would--

I: Meaning it's still good today for those--

LH: Well, I would suppose it is. I'm still alive. I've still got it. [chuckles].

I: Yeah, yeah.

LH: I guess it is.

I: Uh-huh.

LH: But, no I don't think that-- I don't think that today that they would hire anyone under the life certificate that they got, oh, years back.

I: Uh-huh.

LH: Because it, you know if they had any boys who wouldn't keep up and everything, my-- wouldn't-- the life certificate wouldn't do them any good at all now.

I: Yeah, yeah. So, is that something you have to pay for periodically, or do you think that was an honorary deal?

LH: It was an honorary deal, yes, because I've never--

I: Uh-huh. You don't get a bill.

LH: [chuckles]. I don't get a bill!

I: Uh-huh.

LH: And I presume it's still is good.

I: Uh-huh.

LH: There's still a note that says life certificate on it.

I: Yeah, yeah.

LH: But I don't know just exactly when they quit issuing those, some time back I'm afraid they did.

I: Mm-hm.

LH: But you have to go on to school so many hours before you can get your certificate renewed.

I: Mm-hm.

LH: So likely, it's been many years back that they discontinued that undoubtedly.

I: You have-- did you have cultural interaction with other-- other cultures or races in your-- in your school building in your-- in your practice?

LH: No, not really, I didn't.

I: What was a typical school day like for you from your-- from your point of view?

LH: Well, school started at 9:00 in the morning. Teachers had to be there by 8:30, and school started at 9:00. And this first and second grade they'd head out for lunch at 11:30. School took up again at 1:00, and they were out at 2:30.

I: Uh-huh.

LH: And then because teachers stayed until 4:00. So--

I: Now what did you do with that half hour in the morning? You had to be there at 8:30, and I'm familiar with this because I taught a little bit, but what did you do with that thirty minutes in the morning? Was there-- were there things to do?

LH: Sometimes there would be. Some-- sometimes there wouldn't be. I let my students-- sometimes we would have-- depending on what you were really doing you might have some material you want to get out and get ready or some things that you need to run off on the copy machine, Xerox machine it was called at that time.

I: How about we talk about that. You know, what were-- what were you doing before Xerox came along? Wasn't it mimeograph?

LH: Uh, yes.

I: Mm-hm.

LH: It was. And you know, way back, I didn't use it. Now my sister did. She's five years older than I am. But she did. There would be a-- oh, there'd be a, probably a 9 1/2 x 11 pan, and it would have this jelly in it. And then you could-- you'd type up what you wanted with this typewriter ribbon. And you could press it down in this jelly, and then you could take it up and the print would be on the jelly. And then you could press it in sheets down on that and get them out.

I: So, like a carbon maybe?

LH: That _____, mm-hm.

I: Really? So, your sister used that, but you never did.

LH: Yeah, she-- no, I didn't, no.

I: Uh-huh.

LH: No, we had where you-- the kind where you'd turn-- turn the crank and then that--

I: The mimeograph?

LH: _____, yeah.

I: Uh-huh.

LH: Mm-hm. Yeah, you'd get copies that way.

I: How many years after you retired before you got over the smell of mimeograph fluid?

LH: [laughs].

I: [chuckles].

LH: I guess you'd still recognize it _____.

I: I kept some work that I had generated for some students of mine in a class I did because you can still smell it. I don't know why I always kind of liked that smell.

LH: [chuckles].

I: What other technological changes than from where you did-- we went from mimeograph to Xerox. And so, by the time you were done were you completely out of a mimeograph or other mode and using copier machines then by then at your--?

LH: Uh yeah, by then.

I: Mm-hm.

LH: Yeah, by then we had copy machines.

I: Mm-hm.

LH: Oh, we had a-- we had a TV that we could wheel around to-- well, the first and-- the first grade and the second grade could wheel it back and forth to watch a program, if there was a particular program that you wanted to watch.

I: Mm-hm.

LH: We didn't have-- oh no, we had the-- oh, what were those machines where you'd put on a-- you'd have a-- your tape rolled up and you'd put it on and you'd turn it _____.

I: Film strip?

LH: Uh-huh.

I: Film strips.

LH: Film strips, uh-huh. We had-- we had the film strips.

I: Mm-hm.

LH: But now it's quite different what they've got-- the things they've got now are very different.

I: Uh-huh. What kinds of-- what kinds of interesting things did you expose your students to over those years that maybe every student, or that you thought would--?

LH: Well, probably the others did to, but one of the things that we would do every year would be a trip to the Post Office. They would have some time so that they could write a letter that they were gonna mail. Then we looked at it, and we copy it and address the envelope and everything. And we would mail it, and then we'd go to the Post Office and their-- they all got

pictures of it. The Postman would be showing them the cancelling machine and all that and tell-- talking to them.

I: Mm-hm.

LH: And see it goes through there.

I: Mm-hm.

LH: A time or two we have gone out to the park, and have taken flowers out there to plant out there at the park. And, oh one year I was Chairman of the Oregon Heart Association for Union County, and so my kids left the letters to be mailed out. And then I was invited to come to the meeting in Portland, and ran one of my students along, and I got the picture of that-- of the _____ receiving the certificate for being outstanding in after school.

I: Mm-hm.

LH: Oh, every year we would take a field trip some place, maybe out to watch them sheer sheep, or just something around here.

I: Mm-hm.

I: To the library?

LH: Yeah, it was.

I: Mm-hm.

LH: Took the kids there.

I: Let's talk about-- a little bit about World War II and the-- the hardships or inconveniences that that posed upon you as a teacher, and perhaps as a mother and wife, that kind of thing. That-- that started out pretty quick after you graduated, World War II.

LH: Yeah, in about '42, didn't it? Is when it started.

I: Mm-hm.

LH: And then I wasn't-- I wasn't teaching at-- at that time. I didn't go back to teaching until-- 'til about '53, I guess is when I went--

I: Is that right? So, you weren't teaching at--?

LH: It was during that-- no, I really wasn't teaching right at-- right at that time.

I: Do you recall rationing?

LH: Yes, I sure do.

I: Mm-hm. What did-- tell me about that. What did that-- kind of hardships did that bring on?

LH: Well, of course gasoline was rationed. And then we got the food stamps for the-- well, for meat and coffee. And I don't remember other things.

I: My recollection is there-- from what I know shoes were on the rationing. Shoes were on the ration item and what about metal? A person out in Union was telling me that they had to turn in their old toothpaste tubes to get a new-- to get a new roll, or to get a new tube.

LH: Do you remember anything about that? No, I don't either.

BH: [Buck Hermann]. It could have been.

LH: I remember at the time my sister and her husband and their four children lived on a ranch, and of course they had their own beef and pork and so on. And so she'd-- they really didn't need all their meat stamps, and she'd send them to us. And we didn't drink coffee back then. I'd send her the coffee--

I: Ah!

LH: stamps.

I: Mm-hm.

LH: And having to get along on-- on gasoline. Did you ever _____ collected stamps?

BH: Well, basically at that time I was on the road driving truck for Warren Northwest Construction Company on projects building airports in Lincoln. And they provided me with enough gas stamps to get back and forth to The Dalles at that time. When I was on the road I had T-stamps for the trucks that I was driving.

I: So um, it didn't help any that you were an oil distributor? It didn't give you any edge on the--

LH: No.

I: on the gas or the rationing? Did you actually have to be more careful than-- than other people might have been?

LH: 'Course rationing was over before he went into the oil business.

BH: Rationing was over.

I: Oh, was that right?

LH: Yeah.

I: Oh, okay, okay.

LH: Yeah, it would have been.

I: Okay.

BH: Now we were just following construction work, and working around airports at Madras and Redmond and Klamath Falls, and up at Olympia, Washington building them for those long-range bombers. Warren, of course, had contracts for extending runways. We extended the runway at-- at Redmond two or three different times for some of those big bombers over there.

I: Mm-hm. What kind of-- what sort of changes have you seen in the town that you live in here? Um, what's not here that--?

LH: Not here that used to be?

I: that used to be, _____?

LH: Well, we used to have about two or three grocery stores on Adams Avenue--

I: Mm-hm.

LH: that we don't have anymore because at that time we didn't have Safeway or Albertson's even. We didn't have the bigger ones. We had a--

I: Were these local grocery stores then?

LH: a Piggly-- we had a Piggly Wiggly store here.

I: Did we?

LH: Yeah, at one time we did.

I: Huh.

LH: Just about across the street from where uh, Best Mother's is now.

I: Oh.

LH: Right at Best's, over in there--

I: Uh-huh.

LH: there was a Piggly Wiggly.

I: Uh-huh.

LH: And then on up, oh--

BH: The Sac Hotel was here _____.

LH: Yeah, we did have the Sacajawea Hotel here.

I: Uh-huh. Was that different from the Sac Annex that--

LH: Yeah.

I: you can see from your street?

LH: It was right in-- it was on Adams Avenue right in front of the Sac Annex where uh-- where the US Bank is now.

I: Uh-huh.

LH: That was the uh, Sacajawea Hotel.

I: Was that the-- was that the place to stay in La Grande if you were coming through? Would that have been considered--?

LH: I would have-- yeah, I would think that it would have-- would have been. Then we had another ho-- hotel up at the other end. Up, well up right up in there where they built-- where they built the new ODS building now I think it was--

I: Oh yeah.

LH: where it was. And that was-- what hotel was that?

BH: It was the La Grande Hotel.

LH: It was La Grande.

BH: It closed down in '35.

LH: Yeah.

I: Mm-hm.

BH: And then the Foley was built right there where the phone company's at now.

I: The Foley Hotel?

LH: Uh-huh.

I: Uh-huh.

BH: Across the street from the Annex.

I: Yeah. Uh, hardware stores, odd and end stores?

BH: Bohnenkamp's.

LH: Oh yeah, there was Bohnenkamp's had their store, and then uh, just uh, oh uh, Auto Shop I guess would be uh, Hamilton's. That would be the _____, Hamilton's. It was more-- more of a hardware store too.

BH: Hamilton's in there where the _____ at the corner where they had that-- it was a hardware store.

LH: Right, it was a hardware store too.

I: Did you know how to drive when you first moved to La Grande to go to college?

LH: Yes.

I: Mm-hm, you'd learned that already at home?

LH: Uh-huh, my dad. But in those days you could get a driver's license without any driver's test or any training on it.

I: How'd you get it?

LH: Well, I guess I got my driver's license when-- I guess I got my first one over in Boise before we were married. He had a appendectomy, and I went to Boise. While I was teaching some I went over there. And I needed to get a driver's license in order to drive his car while I was there. And I had been driving before that, but I never-- didn't have the license at that time. But-- but at that time the only requirement was that you had to be sixteen. I remember when my sister on her sixteenth birthday-- mother had sent off forever and got her her driver's license for her birthday. Just mailed the thing into the--

I: Just came in the mail?

LH: And it came in the mail--

I: Huh.

LH: for her sixteenth birthday.

I: Uh-huh. Is that how you got yours?

LH: No, I-- I didn't have to take a test or anything, but in Boise I had to go down to the Motor Vehicle place, I suppose, and got a license. And then, you know, I don't really remember how I got one for Oregon when I came back here.

I: So, when you got it in Boise you were an Idaho resident at that time?

LH: Well--

I: You were living over there at that--?

LH: No, I just had gone over there--

I: You just went to visit.

LH: just went over there for the week term.

I: And so while you were visiting you got a--

LH: I got an Idaho--

I: And Idaho driver's license.

LH: Idaho driver's license.

I: Huh. And then--

LH: Then when I came back here I got a-- I just don't really remember--

I: Uh-huh.

LH: how I got the one here, but some way really. After I settled in La Grande I would have got it here.

I: Mm-hm. How did you help your husband with his trailer business? What was your role with the-- well, both for the oil distributing for that manner too?

LH: Well, sometimes in the winter time I rode on the truck with him, and wrote out the tickets while he was serving gas. And the uh, trailer business-- of course at that time I was teaching so I wasn't a whole lot of help. But in the summer uh, different ones out of the tow trailers out of Aloha where they were made down by Portland. I would go down and tow a trailer back.

I: Were those in conjunction with shopping trips you were telling me about?

LH: Yeah.

I: Uh-huh.

LH: That was--

I: Was it-- were you really there to shop, or were you really there to get a trailer? Or did just both happen to work out together?

LH: Well, I just remembered to bring the trailer back with me when I came back. [chuckles].

I: Oh! Okay.

LH: [chuckles]. I deserve it! Uh no, no, I would-- would go down, quite often I'd stay overnight. His sister lived in Portland at that time. Very often I'd go down and stay the night, but not always. Sometimes I'd go down in the morning, shop around awhile, and go out and pick up the trailer a little after 4:30 while there was still somebody out there to hook it up for me. And come home--

I: Mm-hm.

LH: after that then.

I: Mm-hm.

LH: You don't mind while we live in the _____ or something like that. That was in the summer time that I'd do that. So I probably wasn't really as much help as I pretended to be, probably.

I: Uh-huh, uh-huh. Let's talk then about um-- let's talk about your interactions and your contributions to this Snowmobiling Association and the local snow mobiling club--

LH: Oh.

I: and that kind of thing. Did you-- did you uh-- I assume that you snowmobiled as well--

LH: Oh yes.

I: as your husband.

LH: Right.

I: And you were probably just as good as anybody else at it, uh-huh.

LH: Yes, I was!

I: Mm-hm.

LH: It may have taken me longer to learn to ride. I did more tipping over than some of them did.

I: Mm-hm.

LH: But after I learned to ride I was pretty good. And I could along beside hills and stand on the side of the machine, you know, so it wouldn't tip. Stand on the side to ride around and all that.

I: You mean like the cowboys used to do on horses and things like that, ride on one side so they didn't fall off?

LH: Well I, _____--

I: So, you did it with a snowmobile?

LH: Yeah.

I: Uh-huh.

LH: Yeah, because if you're in a real side hill like this, or you know, just riding along on your machine might roll down hill.

I: Tip, uh-huh.

LH: But you stand on the side of your machine, the uphill side--

I: Uh-huh.

LH: and hold it up so you can ride around. I could do-- I could do that--

I: Uh-huh.

LH: fine.

I: Mm-hm.

LH: And well, we had a lot of good-- good rides. We really enjoyed riding.

I: Where did you ride? What places did you like to ride around in Union County a bit? _____?

LH: Well, we would ride to Ladd Canyon. I think most of our times when we had to get-- a cabin at Tollgate, and we would ride up in that area was--

I: Mm-hm.

LH: where we did more-- more of our riding--

I: Mm-hm.

LH: was up that way. And-- and uh, we rented machines up there a lot. We'd rent them out when people would come over. So many of them would come over from the Walla Walla side over that way, and come up and rent a machine--

I: Mm-hm.

LH: and ride. We'd spend the weekend up there.

I: How about up here at Morgan Lake and that area up behind it here where you lived?

LH: Yeah.

I: Did you do any riding up there?

LH: Quite a little bit when we lived there on Walnut. We could ride out of our front yard and clear up to--

I: That was my next question.

LH: _____.

I: Did you ever leave from home?

LH: Yes, we did.

I: Uh-huh, uh-huh.

LH: Yeah, quite often we would ride up that way.

I: Oh.

LH: But we both really enjoyed the-- the snowmobiling

I: How did the local club get formed? What was it called again, the--?

LH: That would have been the Sno-Drifters.

I: Yeah.

LH: Well uh, Buck, and I think Ron Lovely, and probably somebody from-- from the State Association, but I'm not right sure who came up here, and they got it started. And we had just a lot of people riding at that time, and so we discovered better organizing got it to-- got it to going. And Buck was President of the club, I was-- was Secretary. And then when he was President of the State Association, I was Secretary for two years in there.

I: What kind of things did you do as a-- as a Secretary _____?

LH: As Secretary?

I: Uh-huh.

LH: Well, about three times a year, why, we'd have these state meetings for all the-- there would be a-- a director from each different-- from each different area around. And each of the districts, I guess is what they were called at the time. _____, and we had those _____ meetings. And I would have to, oh those-- type up the meetings, you know, from the previous meeting and the issue that was coming up. And have those made into booklets to give out to the representatives that got together.

I: Mm-hm.

LH: And then all of the State money that people paid their State dues would come into me, and I had that to bank and write reports and make that to the--

I: It sounds like you were the Treasurer as well as the Secretary.

LH: _____.

I: Uh-huh.

LH: Mm-hm.

I: So, you two were actually the-- some of the charter members of this club then--

LH: Right, we were.

I: that got going and has continued ever since.

LH: It has. Yeah, it has, and especially gone up. I don't really know right now whether they've got people in there that were in there when we were in there, or whether they're a little bit younger. Well, they're all a lot younger than me. I believe I was ahead of them. I don't know whether there's anybody that they've got in there now that belonged at the same time that we did.

I: Do you still belong?

LH: No, we don't. In fact, we sold our machines about-- well, shortly after we retired sold our machines. We haven't had--

I: Yeah.

BH: _____ paper still good--

LH: Yeah, we, yeah.

BH: honorary member--

LH: He's an honorary member of the State Association by being a--

I: Uh-huh.

LH: past President.

I: Uh-huh.

LH: I guess I'm one too.

I: I was gonna say, well, what about the past Secretary?

BH: Mm-hm.

I: Uh-huh.

BH: We both are.

LH: Yeah, yeah, we both may be.

I: Uh-huh. So, what kind of things-- how were you involved with some of the things that took place here with the-- where they were getting ready to groom the trails and do things that they had not done here before? What kind of-- what kind of a role did you play in some of that?

LH: I didn't play a role in that.

I: Uh-huh.

LH: Hm-mm.

BH: Made us good contracts.

LH: What?

BH: You wrote the contracts.

LH: Well, yeah, I wrote-- it wasn't for the local grooming here, but the State contracts all around. I--

I: Uh-huh.

LH: I typed up the contracts for him at that time.

I: Mm-hm.

BH: Teach her with the grooming how to contract. They had to have a contract with the State to provide that grooming for them. And we wrote all the contracts while we was in.

LH: No, I think there was eight of them.

BH: Every year.

LH: Eight contracts to write each year.

I: So you wrote the contracts that they had to have in place so that you could do the grooming in this local area, or I guess I should say, utilized the grooming equipment the State shared with--? Uh-huh. Did you make those up, or did you use-- use somebody else's work there?

BH: We found the State _____.

LH: Followed, yeah-- followed what _____ had been done before.

I: So, they were probably from templates for you to--

LH: Mm-hm.

I: to use.

LH: Pretty much.

I: So, you didn't have to just write up that draft.

LH: Right.

I: Uh-huh, uh-huh. How many children do you have?

LH: Two.

I: Were they born here in La Grande? No, you said one was

LH: No--

I: born in Astoria.

LH: Bill was born in-- in Astoria when we were down there, I think. So then we went to _____.

I: Right.

LH: And Charlene was born two years later up here in La Grande.

I: Mm-hm. Did either of them attend Eastern?

LH: They both did.

I: Did they?

LH: Uh, Bill went here three years and then he finished up in Eugene at University of Oregon.

I: Mm-hm.

LH: Uh, Charlene went all four years here.

I: Mm-hm.

LH: Graduated from here.

I: Mm-hm. Any of your grandkids go to school here?

LH: Uh, no. _____. The one grandson went to _____--

I: Mm-hm.

LH: to the college there.

I: Mm-hm.

LH: And our granddaughter goes with Pacific. She went to Helena, Montana for awhile to a college in Montana. And she finished at Pacific University.

I: What kinds of involvement do you have with the University now? I think you have some old-- are you a member of the Alumni Association at Eastern?

LH: I'm a member, yeah.

I: I think everybody is.

LH: Yeah, I think you're just automatically are.

I: _____ if you've got a sheepskin, you're a member of that club because I think they just told me I-- well, I know because my keys are in the car. They gave me this cute little key ring.

LH: [chuckles].

I: "We have a gift for you."

LH: [chuckles].

I: And now you belong to the club. So, you do belong to the Alumni Association. Didn't you tell me that-- yeah, here we go-- is this an Eastern organization, I think, the Delta Kappa Gamma?

LH: Uh, Delta Kappa Gamma. Uh, yeah I lived there a few months, and Delta Kappa Gamma is a-- is an international organization--

I: Uh-huh.

LH: for women teachers. And it was organized in Texas in 1929. And then these eleven women got together and organized Delta Kappa Gamma.

I: Mm-hm.

LH: And then it spread out, and I then became affiliated with it in 1941. And oh, Baker, Umatilla, and Wallowa, and Union County all got together in 1943. And then since that time each county has-- has their-- your own. To start with we had Baker and Wallowa County in with us, but now then Union County has-- we're-- we're the Zeta Chapter here. And then there's in the Pendleton area, Umatilla is our other chapter. And then Baker has one. And actually, over in the John Day area has one too, Grant County has. And they all have their own organization over there now. The Zeta Chapter here in La Grande has forty-four members right at this time. And I was President of Delta Kappa Gamma '67 to '68.

I: What kinds of things do you-- does this-- it's not a sorority, right?

LH: No, no, it's just a--

I: It's just a-- an association.

LH: an association.

I: Uh-huh. What kinds of things did they do? It's that women belong to it, right?

LH: It's a woman's organization.

I: Mm-hm.

LH: And they call up a few women teachers, and oh, they do some for their education. We _____ a scholarship for a woman student at Eastern here. And one-- one moneymaking thing that we've been successful with for the past several years is a basket auction that we have every spring. And all the

members fix baskets of something, you know, and then they do a silent auction on them. And we have a-- we have a brunch. And we sell tickets, or actually I think most of the members had to get-- we get our twenty tickets issued to us, or ten tickets issued to us, and then we give them out to friends. And they--

I: Mm-hm.

LH: come to the brunch, and then bid on the baskets and so on. And we usually make quite a little bit of money that way to _____ the scholarship.

I: Are those baskets displayed in various places around town before the--

LH: Not ahead--

I: silent auction?

LH: not ahead of time, they aren't.

I: Because that last one last year--

Transcribed by Micheal L. Minthorn (12/13/2007)

Transcription revised by Paula Helten (11/30/2011)

[Tape #2 - Side A]

I: And we're continuing the history interview with, uh, Lenna Hermann. It's still July 16th, 2005. So, I guess I had this confused with another basket, but I-- there was a basket of-- I don't know what organization it was, but it showed up in a couple of places around campus. And I saw it in town as well, uh, in the two weeks or so before the raffle took place.

LH: You know I think I've heard of that. I didn't see the basket.

I: Mm-hm.

LH: But I think uh, that one of the sororities had done-- we use that term when we do things--

I: Mm-hm.

LH: and have done that. But that would be a-- a good way of uh, getting more people to come to the-- to the brunch, too, if we had that.

I: So now in this, Delta Kappa Gamma you don't have to be a graduate of Eastern?

LH: No. No.

I: What is the criteria to belong? You have to be a college graduate, or just basically a teacher?

LH: Uh, you have to be a teacher.

I: Mm-hm.

LH: And you had to be currently teaching to be-- you know, a retired teacher you can stay in. After you retire you can stay in. But uh, retired teachers aren't-- aren't invited to join _____.

I: _____.

LH: Uh-huh, that's for a teacher.

I: Uh-huh.

LH: And now then they have to have taught-- taught three years to be eligible to be invited to join. And at the time I went in which was fifty years ago this year--

I: Uh-huh.

LH: uh, you had to teach five years to be eligible.

I: Oh.

LH: But now it's three years.

I: So there's always been a teaching requirement--

LH: Mm-hm.

I: as part of it?

LH: Yeah.

I: Mm-hm.

LH: But it's for uh, kindergarten clear through college. Any-- any teacher--

I: Any level of teacher?

LH: Any-- any level.

I: Mm-hm, mm-hm. Would that include vocational or technical--

LH: Yes it would.

I: if they had them in the area?

LH: Yes it would.

I: Mm-hm, mm-hm. You also belong to the Retired Educators Association. Is that a state group or a local group?

LH: Well we have a Union County Retired Teachers Association, but we belong to the state organization.

I: It's an offshoot of that?

LH: Yeah.

I: What-- what does the Retired Educators Association do in this area?

LH: They meet once a month, and um, a luncheon meeting out at Denny's. And uh, they usually have a speaker or something of that-- of that sort.

I: Do they raise money for any particular cause? Just in case of--

LH: I don't think so.

I: It might have been kind of a social group?

LH: It is really more of that.

I: Uh-huh, uh-huh. Um, I want to talk about this. I wanted your perspective, and I wanted to talk about this, uh-- I may have it as _____. I've been doing some researching, and you know I love this little neck of the woods up here. You might see me pester you now and then. But um, I'm interested in talking a little bit about this little system of trade you have going on with some of your-- your extended relative groups here. Uh, it's a-- it's a-- this thing with your cherries and that sort of thing. I want-- I want you to tell us about that because that's a very um-- that's something that I-- that I instantly recognize as part of native tradition and culture is that we trade items back and forth. And we might actually do a little bit of traveling, uh, to do that. For example, my father just took a drum that he made to uh, this shop over in Umatilla.

LH: Oh.

I: Uh, because that man-- simply because that man knew my late grandmother for forty or more years, and they did a lot of trading and finagling back and forth. So, tell me a little about this uh-- I'm interested to get this on the record about this trading you have going on about the cherries and others.

LH: On the cherries?

I: Uh-huh.

LH: Well, our uh, grandson's in-laws have a big cherry orchard in uh-- in Hood River-- in the Hood River Valley.

I: Mm-hm.

LH: And uh, it's quite a big operation that they have. And they're just very generous people. It's a Japanese family. And uh, they have invited us for several years now just to come down and get cherries. And uh, whenever we go, why, I always take about twenty dozen cookies down for the workers that are around there working. When I come in, why, she'll tell everybody. She'll kind of ring a little bell or something to stop 'em and she'd say, "Here's the cookie lady and ten batches!" And they're all-- they're all-- they're looking forward to that.

I: Uh-huh.

LH: But uh, then uh, oh for the past three years uh, they have uh, friends in Ontario that have been coming down to Hood River for cherries too. But they asked at that time would we bring their cherries up here, and they'd just come down here and get 'em. Which would really just halfway 'cause it's two hundred miles on to uh, uh, Hood River, and it's about a hundred and seventy-five on over to Ontario. So if they can come down here and get 'em it just cuts theirs almost in half--

I: Mm-hm.

LH: to come down. And so uh-- so that's what they've done. They come down and-- and they enjoy comin' down and visiting. We've gotten acquainted with them that way, and every year he'll say, "Well, see you again cherry season next year!"

I: Uh-huh. Now as I understand there were-- there's some health, uh, reasons that that person needed to cut their trip to Hood River down, so they can't drive?

LH: I think quite a bit. He has glaucoma.

I: Uh-huh.

LH: And he drives around a little bit at home, but uh, out on the road very far he doesn't.

I: Mm-hm.

LH: And this year they didn't come down here. His son came down here and got their cherries for them.

I: Mm-hm.

LH: Because he wasn't-- he's-- will be 90 his next birthday, I guess.

I: Mm-hm.

LH: And so its--

I: So he's just young?

LH: Yeah. Right.

I: Mm-hm, mm-hm.

LH: But an interesting thing-- his wife never says he's 89 years old. She always says, "He'll be 90 his next birthday." Every year it's always what he will be his next birthday.

I: Oh!

LH: She never, never refers to it as--

I: So she'll be getting started on 91 here pretty soon.

LH: Yeah, yes she will. [chuckles].

I: Uh-huh, uh-huh.

LH: But they're very, very nice interesting couple to visit with.

I: Yeah.

LH: And their two sons-- I don't know how many they've got, but there are two of 'em I know went-- went to Eastern here.

I: Their children went to Eastern?

LH: And this one, this son that came down here and got their cherries retired here--

I: Uh-huh.

LH: a couple years ago. And he, uh, taught in Ontario, Oregon.

I: So, uh, this-- I don't know what you think about it. I think this system of trade is a pretty good deal.

LH: It's a good idea.

I: Mm-hm, mm-hm.

LH: Because it is.

I: Does anything get sent back the other way?

LH: Well--

I: Just wondered.

LH: Always when they would come down here after their cherries they would bring us, uh, oh maybe uh, potatoes or-- or-- or uh, onions or something from-- from on over there. I think that--

I: In their neighborhood?

LH: I think they didn't give anything on-- on down the other way--

I: Uh-huh, uh-huh.

LH: to them. I imagine they did when they went to-- to Hood River after their--

I: Yeah.

LH: stuff. They took something.

I: Tell me about your daughter being born at St. Joseph Hospital. We-- I have some notes here that talks about you getting out of the hospital early-- talking about the talking your way out of the nine day flat on your back thing.

LH: Yeah.

I: And tell us also about this bellybutton band.

LH: [chuckles].

I: And-- and escaping from the hospital early.

LH: Well, uh, back in those days women stayed in bed for ten days, and just, you know, stayed on your back for ten days. And uh, uh, 'course that was kind of right during baby boom time. And uh, uh, I was 7th day that I was there, there was folks out in the hall. You know, they were just filled up and crowded, and there was folks out in the hall. When the doctor came in, I said, "I think I oughta get up and go home and let somebody else have my room because you're too filled up out there." And he said, "Well, would you have anybody, uh, with you when you went home?" And I said, "Well yes, my mother would be there." And he said, "Well, you can go home." So I got up and went down the hall and used-- called Buck on the phone. And I say, "Could you come get me?" And he said, "Sure! Who is this?" [chuckles].

I: [chuckles]. But eventually he did come and get you?

LH: Then he came and got me.

I: Uh-huh. You said that you were-- that it was common that you stayed in the hospital for ten days.

LH: Yeah.

I: What did you women think about that? I assume that there were some others nearby that you could discuss this technique with. Did you believe in it then?

LH: You didn't know any different.

I: Right.

LH: And I guess to me it was great because I didn't get along quite so well when Bill was born, and I was in the hospital sixteen days.

I: Uh-huh.

LH: So the ten was okay. [chuckles]. But uh--

I: It was just a brief vacation.

LH: Yeah, it was just-- just brief.

I: Uh-huh.

LH: But no, that was just uh-- was just a thing, you know, after-- after you'd had the baby, why, you were still in bed for ten days. And as far back as I've heard people talk about it, why, that was kind of the way it was. Now then they can have their baby and get up and go home the same day. A lot of 'em do.

I: Yeah.

LH: Some of 'em at least the next day, they do.

I: Uh-huh.

LH: So uh--

I: Well, you didn't think-- you didn't think to question or talk about that _____?

LH: I didn't ever thought about it. First of all, you was told it was gonna be ten days.

I: Uh-huh.

LH: And when uh-- when I mentioned that to him, and why didn't I go home and let somebody else have my bed. Why, I really didn't expect him to say yes. But--

I: Yeah, yeah. About-- about this bellybutton band, what was that about?

LH: Well-- well, they uh-- it used to be they always put a band on the baby, and it would be about-- oh about like so wide. And it would-- would go around 'em, and it was supposed to be so that their bellybutton wouldn't pooch out.

I: Stick out?

LH: Uh-huh.

I: Mm-hm.

LH: And uh, they just was a--

I: Your kids-- did your children have that?

LH: You know not for very long if they ever did. But I don't remember ever putting a-- a band on 'em.

I: But that was commonly done at that time?

LH: It was a common thing, mm-hm.

I: At that time.

LH: Yeah.

I: Uh-huh, uh-huh. Now, um, were you teaching when you had your daughter?

LH: No. I didn't start, you know go back to teaching until she was about five.

I: Do you recall from the time when you were teaching was maternity leave, uh, different than it is now? Were you expected to come right back to work? Were you expected to take more time off of work if you were having a baby?

LH: You know I don't uh-- I don't remember about that. And I don't remember anyone uh-- you know I just don't really remember-- remember them--

I: Uh-huh.

LH: taking maternity leave so it would.

I: Uh-huh.

LH: So, I don't know.

I: They would have a baby and just come right back to work then.

LH: Uh, yeah probably. Actually I don't remember any of 'em having babies during the time they were-- were teaching.

I: Oh.

LH: So it used-- it used to be that they probably if they were pregnant they wouldn't stay teaching after they were three months or so along. You know, their-- it wouldn't be a common thing like now where they might teach up 'til the time for the baby to be born.

I: Oh, they might stop earlier?

LH: They would stop way earlier.

I: Stop earlier, I see, I see.

LH: Mm-hm.

I: How many-- how many chapters of the Eastern Star are there--

LH: All throughout--?

I: in Union County?

LH: In Union County?

I: Uh-huh.

LH: Four. Uh, the one at here in La Grande is Hope Chapter. The one in uh, uh Elgin is Blue Mountain Chapter. The one at-- at uh Cove is Chile [Chilly?] Chapter. And the one at uh, Union is Grande Ronde Valley Chapter. So, there's the-- there's the four of 'em.

I: There's four chapters in this county?

LH: Mm-hm.

I: Now exactly what is the Eastern Star, and what-- what is their purpose?

LH: Well, in a way you could say it's the auxiliary of the Masonic Lodge. It's a women's organization, but men belong to it, too.

I: Uh-huh.

LH: They can belong. But women don't belong to uh-- women can't be Masons. They can't belong to the Masonic Order.

I: Uh-huh.

LH: But Eastern Star is for the women and men. And uh, in fact they gotta have a couple of men, you know because they've gotta have a Worthy Patron and Associate Patron.

I: It's your male role?

LH: There has to be--

I: Huh.

LH: there has to be that.

I: Uh-huh.

LH: And then a complete chapter requires eighteen. And uh, so you've got your offices and your line offices, and-- and then uh, uh, five star points that represent uh, the five different lessons of the-- of the Order.

I: Mm-hm.

LH: And--

I: Is this a fraternal organization or a religious organization?

LH: Not religious, it's a fraternal organization.

I: Okay, okay.

LH: And uh, then they do a lot of money raising. They raise a lot of money for the, oh for cancer research and the Heart Association. And-- and uh, then ESTARL is for uh, Eastern Star training for religious, uh, leadership as they give quite a bit of money for. And that's not for any particular denomination because anyone that's uh, doing anything in religious training like could be uh, music or going into the teaching profession or whatever.

I: Mm-hm. How long have belonged to this?

LH: Probably about forty years.

I: So you began as an adult--

LH: Mm-hm.

I: with this organization then?

LH: Yeah I did. Uh-huh.

I: Uh-huh, mm-hm. Have you held officerships or--?

LH: All of them.

I: positions of--? All of the--

LH: Almost all of them.

I: officer ships you've held?

LH: Yeah.

I: Uh-huh.

LH: Uh, I've been uh, Worthy Matron twice. And Buck was my Worthy Patron, but then he's been uh, Worthy Patron three times.

I: Mm-hm. What does that involve? You get a trip to town and a burger or what? What does that person do? I'm-- I'm not making light of it.

LH: Uh--

I: I have no--

LH: Well--

I: actual knowledge of what--

LH: Eastern Star meets twice a month.

I: Uh-huh.

LH: And for us here it's the second and fourth Wednesday--

I: I see.

LH: of every month. And uh, in a-- oh, 'course we do the money raising thing. Um, actually we don't do local money raising. We send our money into a general Chapter in Portland and it--

I: Uh-huh.

LH: it goes to different--

I: Uh-huh.

LH: different things there. And uh, there uh-- there's Star Funds. Are all-- they're based on-- on Bible stories

I: I see.

LH: is what they are.

I: Mm-hm.

LH: But it's a-- it isn't in a particular denomination.

I: Mm-hm.

LH: Anybody could--

I: Mm-hm.

LH: could belong to it.

I: Mm-hm.

LH: And other than that it's kind of more of a social organization--

I: Is that right?

LH: than anything.

BH: Hospice.

LH: What?

BH: Support the hospital.

I: How do they support the hospital?

LH: Well, not Eastern Star.

BH: Some of the money raised here might be for improvement to the hospital or something like that. I don't know.

LH: I don't know which one. Uh, Nile does. Our Daughters of the Nile is-- is a women's organization, and it would be kind of like your auxiliary of the Shriner's.

I: Uh-huh.

LH: And they're the same as the Shriner's. That's-- their main thing is-- is raising money for the Shrine Hospital.

I: I see.

LH: And uh, the Niles does that. We do a lot of--

I: Mm-hm.

LH: of uh, raising money for the-- for the Shrine Hospital.

I: Mm-hm.

LH: And then people down there closer uh, work at the hospital the same as at the local hospital here. The uh-- the women-- the pink ladies you know that--

I: Right.

LH: that work? Right.

I: Mm-hm.

LH: They do that in-- at Portland.

I: Mm-hm.

LH: The ones that live down there close.

I: Mm-hm.

LH: And then the La Grande Chapter, uh, has a meeting once a year. And for several years now it's been at Pendleton at the-- at the Convention Center there.

I: Mm-hm.

LH: It used to always be in Portland, but the--

I: Mm-hm.

LH: facility is now there in Pendleton for it.

I: Mm-hm.

LH: Which everybody seems to like better than-- than Portland.

I: They like Pendleton better than Portland?

LH: Yeah, they do seem to.

I: Really?

LH: Yeah.

I: Huh. Now you said that uh, Bill Burke spoke at one of-- one of the uh, chapter meetings or group meetings that you were involved with.

LH: Yeah. In Pendleton he did at the uh-- well it's-- it's-- it's the Round-Up grounds, isn't it where they have the--?

I: Um, are you talking about the Convention Center--

LH: The Convention Center.

I: or the old Armory that was converted into that?

LH: Yeah.

I: Uh-huh.

LH: Yeah.

I: Right.

LH: Yeah, he did do a program there one time. And I know he had on his full Indian regalia. And it just seems to me that he had possibly some young kids there. And I don't remember now. It's been about ten years ago. And I don't know now what they did. But anyway, it was quite interesting. Everybody really enjoyed the things that he told, and then the things that he showed them and so on.

I: Uh-huh, uh-huh. Now, one more item here. I um-- I have a note here. We had talked in your husband's interview about the Zuber Dance Hall that was down on Washington Street. It was a public dance hall. And um, I have a note also that says that the owner was Lenna's roommate. Is that true?

LH: Uh, not as a, uh-- she didn't have Zuber Hall. But after the-- the dance hall closed up, she rented that hall and-- and had a skating rink in there.

I: Oh.

LH: And uh, then later she called it Orella's Garden. And uh, uh, it was kind of a dinner-dance place.

I: Did you ever go there?

LH: I never did skate there. I used to go to Zuber Hall to the dances. And then we have gone to Orella's then to eat. We've done-- we've done that.

I: They had a restaurant there?

LH: Uh-huh.

I: Uh-huh. Now where was this place on Washington, Zuber Dance Hall?

LH: Where was it Buck? Where was the--?

BH: In front of the-- in US Bank's parking lot. It was on Washington _____ right in there where the parking lot is, right adjoining the Sac Annex.

I: Kind of in that alley space behind it, or--?

BH: Well it-- it faced Washington Avenue and continued on back to the alley.

I: Oh, I see, I see. Um, so let's talk about this for a minute since you have been there. Zuber Dance Hall: Just a place to go dance? What did you do, pay a fee and--?

LH: I imagine so. I think it probably cost about two bits to get in.

I: Uh-huh.

LH: And then they had a-- a dance band. There was-- oh at that time it was called Lindsey's, I think.

I: The band?

LH: It was a band.

I: Uh-huh.

LH: It was probably.

I: Uh-huh.

LH: And they had-- it would be probably uh-- five or six members in it probably.

I: Mm-hm.

LH: They had a trumpet and a clarinet and probably a piano, a drum and saxophone there I think.

I: Now was it just strictly dancing? Did they serve food or drink or--?

LH: No, they didn't. No, they didn't, no. No, they didn't. I don't recall that they served anything in there at all. It was just-- just a dance.

I: Uh-huh, uh-huh. And so did know this owner then? Was she your roommate or--?

LH: Uh yeah, Orella was, yes.

I: Orella was her name?

LH: Uh-huh.

I: Uh-huh.

LH: Uh, at that time she was Orella Holloway. And uh, now she is Orella Chadwick.

I: She's still around.

LH: Uh, she lives in uh, Tillamook.

I: Oh.

LH: She comes up every year. Her first-- well, it was her second husband. Uh, she and her first husband divorced. And her second husband passed away a few years ago. He's buried at Cove, so she comes up every uh, every Memorial Day.

I: Mm-hm.

LH: And uh, so we usually get together once a year.

I: Did you go to college together?

LH: Uh-huh.

I: You did?

LH: Yeah.

I: So was she a teacher? Did she finish uh--?

LH: Yes, and yeah-- and she uh, taught briefly. And then after she moved to uh, to Tillamook she taught down there for a good many years. And I don't really know how long she taught. But she did teach down there for a long time.

I: Mm-hm. Do you know how it was that she came to do these things that she did? Was that just, uh-- was that just _____?

LH: No, I-- I always did wonder 'cause she's--

I: Uh-huh.

LH: really a very quiet person.

I: It sounds like she was very enterprising.

LH: Very.

I: Uh-huh.

LH: Yes was very.

I: Uh-huh.

LH: Uh, but I don't know just exactly how come she--

I: Could they get a lot of people into this dance hall?

LH: Uh, yes.

I: Like a hundred?

LH: I don't know whether the place had usually had that many. But they had probably a hundred and fifty, or something like--

I: Uh-huh.

LH: that would be a lot.

I: Times twenty-five cents, we're looking at a lot quarters there.

LH: Right.

I: Was uh-- was that open every day? Was that a weekend thing?

LH: Uh, a weekend. I don't think it was through the week.

I: Mm-hm.

LH: I think it was weekend.

I: Like Saturday, Sunday?

LH: Saturday night.

I: Friday, Saturday?

LH: Saturday night.

I: Uh-huh. And then you say she turned that into a restaurant after that?

LH: Yeah, after it was Zuber Hall.

I: Uh-huh.

LH: And I don't know who-- who had it as uh, uh Zuber Hall. But then she rented it, and ran it. Well she had the skating rink for maybe about a year, maybe. She had the skating rink. And then she turned that into Orella's Garden and had the-- the restaurant.

I: Uh-huh.

LH: And it was more of a dinner-dance then when she had it at that time.

I: Would that have been considered fine dining in this area?

LH: I think, yeah. I think it would have been. Mm-hm.

I: Mm-hm.

[End of Tape #2, Side A- NO Side B]