

**EROS OSTERLOH**

**March 26, 2005**

Interviewed by

Transcribed by Ryan Shearer

Transcription revised by Paula Helten (01/20/2012)

[audio begins]

EO: Eros Helene \_\_\_\_\_ Osterloh.

I: And when were you born?

EO: March 8th, 1921.

I: And where were you born?

EO: Up in \_\_\_\_\_.

[audio noise - 4 second delay]

I: When did you move to La Grande?

EO: 1960

I: And what brought you here?

EO: Teaching.

I: Teaching?

EO: Well, my husband was with me. Actually he lived in Baker. And then my father and \_\_\_\_\_ and I taught. And he was teaching at Union and then was Union County School Superintendent.

I: And you'd-- where did you attend university?

EO: University of Oregon.

I: What was your first teaching job here in Oregon?

EO: I was teaching at Elmira during the war.

I: And what was your first teaching job here in La Grande?

EO: One-- one year of junior high teaching just one class, eight grade. And then I was at the high school.

I: And what year did you go over to the high school?

EO: It would have been '61.

I: And what classes did you teach up there?

EO: Biology, Earth Science, and eventually Astronomy, Botany, and Photography.

I: And is it the same high school that we currently have?

EO: Right in one, yeah.

I: And how big were your-- how big was the student body when you were there?

EO: Oh, eight hundred and some.

I: And you said you started teaching in 1961?

EO: Here. I started teaching in 1944.

I: How-- when you were teaching up at the high school, what were the clothing styles in the '60's?

EO: Much different than today. [chuckles]. Short hair. [laughs]. And just nice looking classes.

I: Clean-cut?

EO: Yes, yeah. And no long hair, no.

I: On the boys?

EO: Yes, that's right.

I: What type of teaching material did you use?

EO: Well, my main class was Earth Science, and the text-- it didn't even have a text until six weeks after the school started. But I had a background in all of their science so it didn't make much difference. Biology was a regular text and the lab. And Earth Science which developed kids to the main class that I taught was for primarily juniors and seniors. And we had lots of field trips over the years.

I: And where did you go on those field trips?

EO: Well, one day, obviously we went \_\_\_\_\_, John Day to talk about the fossil beds. And we-- we took uh, the biology classes as far as my Earth Science classes. Eventually, I had Earth Science-- I had an Advanced Earth Science which would make me seem \_\_\_\_\_. I had Botany and Photography, and I had \_\_\_\_\_. And what was that-- \_\_\_\_\_ Astronomy was my class. We'd go up to Morgan Lake where there were no lights and build a fire so we'd have food and heat. Watch the stars as they rose and moved across the sky. \_\_\_\_\_. And I found, as well as my \_\_\_\_\_, uh, Botany would meet here. \_\_\_\_\_. \_\_\_\_\_ his school. But the kids in town, Josh and \_\_\_\_\_ and that was the way you could get up to \_\_\_\_\_ at that time. \_\_\_\_\_ they were \_\_\_\_\_ brought him. And we'd keep them up, and I'd keep records. And-- and I have pictures, lots of photographs still have of plowing some wheat. We'd have ten a week that I'd give them. And let's see the pictures. I've got each day \_\_\_\_\_ and correct spelling. The whole \_\_\_\_\_, and we had samples. And it was a hand's on class that I had. We'd go five times \_\_\_\_\_. \_\_\_\_\_ after school whoever wants to go. We'd pile in the car we had, a \_\_\_\_\_, and we'd head out some place around not very far. They knew like in Botany \_\_\_\_\_ how to identify what's here as well as a whole field of botany. And they \_\_\_\_\_, and it was just a-- a springtime class. It wasn't all year. Astronomy was fall term, so they learned fall constellations. In fact, they had a chance to see the summer ones. But many of them by the time they got through with Astronomy they were interested in maps and making these star charts and figure out what was what.

I: What other responsibilities did you have as a teacher besides, you know teaching and \_\_\_\_\_?

EO: Well now, we had in science we had field trips, and in science because it was a year-long class, we took a backpacking trip into the \_\_\_\_\_.

I: Wow!

EO: And I'd take sometimes thirty kids and their parents, \_\_\_\_\_, parents, other teachers, or somebody who wanted to go. And we had a field trip in the spring. We had another field trip to John Day. The field trip in the spring was usually over to \_\_\_\_\_, and we stayed at a \_\_\_\_\_, some of the time perhaps. I should say at a church camp over there and they \_\_\_\_\_ food, so the kids did the dishes. And they had \_\_\_\_\_, and sometimes we went to the \_\_\_\_\_. I forget who was teaching at the college. We went over to their place that they had at the college \_\_\_\_\_ at the \_\_\_\_\_. And we did that \_\_\_\_\_! [chuckles]. And they always had a lot of fun.

I: I'm sure they did.

EO: One year we had tried to call his parents, or perhaps another teacher, but there were probably twenty-five kids. And about \_\_\_\_\_ thirty people, and we could spend \_\_\_\_\_. And we went to the southern or central high coast, and we'd travel both nine months off. And we'd take in the Oceanography \_\_\_\_\_. \_\_\_\_\_. I'd always make arrangements. I had the time, and we could go into the \_\_\_\_\_ building in \_\_\_\_\_.

I: Those people are \_\_\_\_\_.

EO: Yeah! They had-- they had a chance to see things they they-- many of us wouldn't have seen because we were back in the land of the \_\_\_\_\_. And one time \_\_\_\_\_, we always when we'd go up Nightingale's, we'd go south to the sand dune prairie in \_\_\_\_\_. The kids were cold, but they went clear to the top and came back with \_\_\_\_\_ in order to ride with someone else. And a couple boys turned it and going home left behind, and he beat us home [chuckles] to the house. Because he'd just got out and take off! But if that weren't funny! But it was in every case it's probably just \_\_\_\_\_. [laughs].

I: [laughs].

EO: That's some way to treat your kids. Some years I got to get \_\_\_\_\_. And I always told them that they signed up for and with these field trips. But I always told them I had a list of people who would want \_\_\_\_\_ to go if they hadn't proved themselves \_\_\_\_\_. And one time two boys came up to me after class and said, "Mrs. O. Are we on your list?" I said, "Yes, you are." And they said, "We want to go! We will promise you anything!" And I said, "Well, I'll have to think about it." I came home and talked about it. I let them go, and they were two of the best kids [chuckles] that I'd ever taken along! It was very \_\_\_\_\_ that they would, and they had to behave. I could have done anything I know. And when we backpacked which we'd leave in the car, the backpack didn't get \_\_\_\_\_. One year there were two boys went home, suits with 'em. They were bratty kids in suits. And I had to leave right behind a couple of boys on the trail that \_\_\_\_\_ came. And so as soon as they got our \_\_\_\_\_ home, but \_\_\_\_\_, the one boy. And I said, "Okay, that's fine." And they beat him to it. But later on \_\_\_\_\_ we met. Yeah, he went to that state. "I saw another \_\_\_\_\_!" [chuckles]. And I couldn't wait. They were gone, bad boys. The first boy said, "You know it's bad when they took what they took. Thieves, or who cares what they took! We didn't have anything! It was terrible \_\_\_\_\_! When we got back \_\_\_\_\_ from that surveying \_\_\_\_\_ probably oh, three weeks after school started. Before--

I: Quite warm still?

EO: Yeah, it was still warm most of the time. And we'd meet Thursday night after school, and go up to the Hot Lakes. And usually we went to Mirror Lake or better yet so long as we go make a \_\_\_\_\_. In that case we had to \_\_\_\_\_. \_\_\_\_\_. We'd go-- sometimes went up to Ice Lake, and \_\_\_\_\_.

I: Where was Ice Lake?

EO: We had to go up to Joseph and up, uh, back. But we-- the other way we had Lostine.

I: Okay.

EO: And to go up to Ice Lake you went-- there's across the mountain. And about-- you were just at Ice once you hit our favorite place to go

there. They always lost a few guys though. And this-- this was not the first time that we took \_\_\_\_\_ back. But when we started I just really got out to Ice Lake. Of course the kids we had we worked on anything the kids would grab. Whatever food was supposed to-- and we tried to have something they were responsible for picking up. One boy-- they had packs, and I checked their packs before we had left. And they put a pack on him. One boy that we caught up to at the end of the trail, he didn't have his pack. I said, "Where is it?" "I don't know." I said, "Did you get it \_\_\_\_\_?" "No." And he \_\_\_\_\_ and dinner. And so we had-- [chuckles] we had to do something \_\_\_\_\_ that. Well, I had enough boys who would fish him up what they caught. And they \_\_\_\_\_ there's two boys that certainly were good fisherman. And they were waging a war between them to catch as many fish as they could to beat the other one. And went to this other guy and what was going on, and they thought they were fish to \_\_\_\_\_. But it was probably twenty years later that I told them where they had it. But we had plenty of food for about anything. And the \_\_\_\_\_ class fish and they had to clean them. Get muddy for crying kids we thought had \_\_\_\_\_ all the clean up. We didn't-- we had many that were for all the meals. And I got-- we had almost fish that night. And both the girls in the group was like a cook's-- she wouldn't cook the fish with the heads on. The eyes were looking at her, and so she made the boys cut the heads off. And that night I-- I was in bed. It was cold. And that's Ice Lake up there, and it's well-named. And it was cold that night. Well, after everybody was in bed I heard this screaming start in. And I didn't get up and see what it was because it was too darn cold, but other kids did.

[phone rings - audio noise - no delay]

Anyway, this girl started screaming, and they all started laughing. And it was a major deal. They had put the heads at that time in her sleeping bag, and she made them take them out and clean it up. And pretty quick we went through the same thing again when they cleaned them up they was puttin' them on the bottom of her sleeping bag. [chuckles].

I: Yuck!

EO: So, we had lots of fun over the years, oh yeah, but nobody was hurt.

I: Yeah.

EO: You know, it was just fun. We had some chance to study geology of the Blue Mountains, and it seems like that \_\_\_\_\_. And so we pointed things out, and we had field trips which were just \_\_\_\_\_ and random they could see those kinds of things. One time the kids-- we went partially around the lake, and one of the other teachers that was with us, he found or his wife found \_\_\_\_\_. And now he picked up a fossil, and then he had to show it to everybody. And I said, "How come I got a fish fossil up here at the elevation at \_\_\_\_\_?" And \_\_\_\_\_. That's horrible sleeping, later sleeping so you can't \_\_\_\_\_. But it was actually seeing that sleeping-- those \_\_\_\_\_ that were formed in the water. That was-- that was the way field trips went. We had kids who poor at least somebody in charge if he wants-- put somebody in charge of cleaning up. One time we had two boys that I'd had in class only two or three years before. And they'd been up there for awhile. They said for six weeks, and they were practically up too. I don't know what they'd had up to there. They'd cooked everything they had. They had an old coffee can with them that they'd put on the-- and he said, "It's kind of hard to fix pancakes in the bottom of a [chuckles] coffee can." And he said, "Is there a chance that we could eat with you?" And there they decided that they might want to go home. And I said, "Well, so and so is in charge. We'll go see." So, we found whoever was-- I don't remember now if it was a boy or girl, but they said, "You can help us then, can't you?" "Yeah, we'll do whatever you want." "We'll have you wash dishes." So, they washed dishes. [chuckles]. And they had to have \_\_\_\_\_. I imagine after eating pancakes fried in the [laughs] bottom of a--

I: Coffee can.

EO: [laughs]. But uh-- we had--

I: Right.

EO: That was lots of fun, and it was learning--

I: Learning.

EO: and learning. There are ways of just charging into it. To follow-- like following instructions. \_\_\_\_\_ sleep on the ground, and sometimes they had \_\_\_\_\_. And they learn how to protect themselves and fix

their own tent, cover it, and put maybe some \_\_\_\_\_. But uh, it was also learning to get along with everybody. Some kids took it might not have cared about it. I don't know, but they had to.

I: How-- you taught school during the Vietnam War, correct?

EO: Yeah.

I: How did that affect the high school when that was going on? Was there any protest?

EO: Hm-mm.

I: Or that type of that thing going on?

EO: Uh-uh, no. I have not seen where there's been, but the \_\_\_\_\_ weren't that that often.

I: The late '60's, early, early '70's?

EO: Yeah, no. No, none that I can recall of it.

I: Was it that a calm time at the high school, still?

EO: Yeah, yeah.

I: And did you chaperone dances or that type of thing?

EO: Oh, sometimes, but not-- not often where I had to let \_\_\_\_\_. I was always doing something like that with kids. I was going on field trips with my \_\_\_\_\_, and local church around here and various places. I had \_\_\_\_\_, and \_\_\_\_\_ around here. And so, well, about two or three months!

I: What year did you retire?

EO: 1981.

I: So, you taught for twenty years at the high school?



EO: Twenty years in high school and \_\_\_\_\_.

I: Did your teaching methods change at all over time?

EO: Oh, sure. The Astronomy class that I had is a fall class. We had Astronomy textbooks, but my last two years we didn't use a textbook for the first, I think three weeks. The first-- first day in class there was some used to come up and look at the stars and find \_\_\_\_\_, the other three constellations that they could see, and put them on the board so they could tell what they would look for. And they had their textbooks, but we had no assignments. And I-- well, I mean they had no reading assignment. It was seeing and looking, and knowing what they would see. And the first-- for the first month it was to watch what on the sun set, when the sun rose, and where the sun was. And they had their book, but they don't use it as reference book. And some of them did. There was a \_\_\_\_\_. It was just looking and observing and \_\_\_\_\_. I had to observe them when \_\_\_\_\_, and they had to know the time of the month. Some days they couldn't tell you the month. I said, "You couldn't?" "\_\_\_\_\_. No, Miss \_\_\_\_\_. We couldn't tell you." I said, "\_\_\_\_\_"? And you know, I said, "Where is it?" And it went on for two or three days, and somebody came, "I found the \_\_\_\_\_!" I said, "Record that." I said, "They got someone by then to find them, locate it, and tell where it was." Somehow, through my praise I realized \_\_\_\_\_. But then some place, you know that we passed it had had some-- some other way of locating that which is good. \_\_\_\_\_ locating the constellations. And I \_\_\_\_\_ now, one day I had a morning class that was \_\_\_\_\_. And then we'd go outside, and we'd look. And then sometimes they found it, and sometimes they \_\_\_\_\_. It just wasn't there. I said, "You'll find it!" And they looked, and \_\_\_\_\_ moved in front of the school. And I'd get them all on the side of the school where the sun was blocked, and they'd see \_\_\_\_\_. I'd say, "Hold your hand up over one eye." And pretty soon they could all find it where it was so close the sun, but they had to block out the sun. Well, the kids and I don't \_\_\_\_\_ long, but a lot of my teaching was done that way.

I: Right.

EO: Yeah, and uh, we had the textbook, and we referred to it in lots of cases as a reference. And they learned a-- a lot! What-- what they could see if they'd just stop and look and think.

I: Now, the population of the high school was most-- was predominantly of white, Caucasian kids?

EO: Yeah, but there were also blacks.

I: And was there any race problems, or-- 'cause the '60's was such a volatile time in our history.

EO: Well uh, no. I didn't see any of it. We had-- of course I had four boys, and they all wrestled. And we had blacks who wrestled too, but they were just well-mannered kids. And I never had any trouble as far as that goes. We always had exchange students also, and if you could get those exchange students talking, you know it helped my class. You were open to these kids. And I had exchange students through the \_\_\_\_\_ class. One boy has been back-- came back from New Zealand. He's been back here six or eight times.

I: Wow.

EO: See, my last twenty years. Back, this summer, I'm working on the next reunion which is probably for my \_\_\_\_\_. I have communication. There's always a \_\_\_\_\_.

I: What other-- were you involved in any-- in any community group in the area?

EO: No, not as such. You mean myself?

I: Yourself.

EO: Oh.

I: Personally?

EO: Uh, I have to stop and think. Um, Teacher's Association with a-- not just La Grande High, but--

I: And were you involved with a church at all?

EO: Yep.

I: What church was that?

EO: Christian Church.

I: And were you part of a lady's group?

EO: Well, my husband was in the choir always and around there I would help people. He did chorus [chuckles] even better than in my family. And we were always in chorus. And there were other people teaching after \_\_\_\_\_. I was teaching \_\_\_\_\_.

I: So, you didn't just run to school?

EO: No.

I: And your husband was a university professor?

EO: Yes.

I: And what did he teach?

EO: Well, he was-- taught-- he was up at the college. Not that he-- he taught some classes: Communication, Writing, Business Writing, such as that. But he was doing-- mainly he worked with the college rather than teaching.

I: Was that a Dean?

EO: No, Business-- more like Business Manager most of the time.

I: What other changes did your husband see at the university over his years? Did the population go up there?

EO: Yes. The school up there, buildings--

I: Right.

EO: were built. The um-- let's see, Ackerman school was a six-- a six grade school. And the uh-- what are they called? They had at first-- in the beginning the science department was in buildings that were brought over from Pendleton.

I: Really?

EO: Yeah. They probably don't work now. And across the street from here, from 14<sup>th</sup> clear to 12<sup>th</sup> were fifty-two units of housing for married students, and then those provided places for married students with kids who would move out of them when they come back from the valley and come back to school. And people, I can remember asking me, "How could you live across--?" Because there were twelve units, and I don't know how many kids in those units." I said, "Well, it's no problem really. Those kids are going to school. They were working on it."

I: They were busy.

EO: You bet. And I had one girl in one of my classes say that the years that they lived over there were some of the best years that she could remember as a kid growing up. So, they did meet-- after all I had kids, but those kids were grown. I had this place three when we moved here, and things were \_\_\_\_\_. [chuckles].

I: So, were they building the science building when your husband was here, the original one? Or was it already built, Badgley Hall?

EO: Oh, it was built after we were here.

I: After you were here?

EO: Oh, yeah. After, yeah. I had classes in Badgley, and we were here when it was being built. And it was \_\_\_\_\_ too. And all this was \_\_\_\_\_. That's what we started with in Biology. And it was finished over there. When-- when Bob \_\_\_\_\_, we taught ourselves that safe is in the hospital. I had \_\_\_\_\_, and I taught his classes up there.

I: At the university?

EO: Yeah, \_\_\_\_\_. But he said, "This wasn't sitting \_\_\_\_\_." Course I had his kids in my building 'cause he had gone with me on field trips, and I'd gone with him.

I: How many years was your husband at the university?

EO: Twenty.

I: Twenty.

EO: Well now, let's see, he was-- he taught at \_\_\_\_\_ for three years, and he was Union County School Superintendent for three years and then went up the college. So, he must have been up there fifteen, sixteen years, or more.

I: And how was the experience working for Union County as the superintendent?

EO: \_\_\_\_\_?

I: I mean, did he have any-- I mean, was it a good experience for him?

EO: Well, yeah. Uh, well, no. He happened to be the superintendent when they \_\_\_\_\_ all of the consolidated \_\_\_\_\_ small schools. And there were a lot of people who were very unhappy because they lost their-- their school. They were put in with other schools, but it had to be done. \_\_\_\_\_! [chuckles]. But he got kind of \_\_\_\_\_.

I: So, at that time they were consolidating all the Union County Schools, or were they consolidating--?

EO: It was all over the state.

I: All over the state?

EO: They didn't have time. See, I taught five years at \_\_\_\_\_. We lived there three years.

I: \_\_\_\_\_?

EO: And five years at-- three years in Baker and-- uh, two years at Baker and three years in \_\_\_\_\_. And then we moved to La Grande in 1960, and that's when I started. I taught the new year at junior high, and then most of the time at the high school most days something about Botany. I taught them Botany as we're gonna time the-- well, as far as we had. And uh, \_\_\_\_\_. The whole time, not just \_\_\_\_\_, the whole plant. We got that far, and where else they had books because they loved to use part of the application for plants in this eastern Oregon, eastern Washington. And then, when you passed the \_\_\_\_\_, and they learned those botanically and every day we'd have new plants brought in, and some kids who lived out on farms would have a little bit better chance. But some kids had their eyes open more than others. And everybody got to see them, and they were wanted. And by the time I quit teaching we had built up a real honorarium of somebody-- some students who were assisting and were aides in the classroom. And in the back of the class one of the things that that person did was press those, and then I'd mount them and identify them. And we left the \_\_\_\_\_ as center for our plants to-- to have them. And I had to tell the teachers that came in that way and two years after \_\_\_\_\_ left. But uh, we marked by the fact that there was such a good collection.

I: And it's still up at the high school?

EO: Most of them aren't there. And our honorarium has gone through to the \_\_\_\_\_. And we had-- and the other Biology teacher of our first Botany \_\_\_\_\_. And so, we worked together, and left a real good sample of Botany for \_\_\_\_\_. And I'm \_\_\_\_\_.

I: How did students change over your twenty year period, behavior-wise? Were they more well-behaved in the '60's?

EO: Well, behavior changed, but as far as my classes were concerned they knew they'd be \_\_\_\_\_ if they didn't. They had-- that's all there was to it. I didn't put up with it. And they-- they had a chance. There was just several of those boys that had their \_\_\_\_\_. They had their chance. Uh, one boy-- I don't remember \_\_\_\_\_, but he'd gotten through. There was a serious quarrel \_\_\_\_\_. Uh, I said, "Hey, come back here!" And I said, "There's no big grudge, but plenty of food, plenty

of time.” And I supposed he had to \_\_\_\_\_ and sulk. I don’t know. [chuckles]. But he-- he said, “That I’m afraid,” and we talked.

I: Did the population of the school change much? Did it grow quite a bit over those twenty years?

EO: Well, yeah. We had-- oh, we had eight hundred. No, um, it seemed like it might have gone even higher, but \_\_\_\_\_. And I don’t know. We had some, um-- I had at one time two or three rounds of classes. Norman Masterson had five. And I even had the second year I started Earth Science. And then we-- we started some semester classes as long \_\_\_\_\_ semester or about \_\_\_\_\_ semester. Photography was a semester class. They could take it even semester \_\_\_\_\_. And there were a lot of classes. It was then that they’d con the teacher on how they handled \_\_\_\_\_ and just thinking of the kids. Their parents were paying for school. It was up to them to get out of it what they could. And we had students with different abilities, and we treated them differently. We had to. We had summer school, and Norman Masterson \_\_\_\_\_ summer school for seven or eight years. Six weeks and went camping which we’d be here for a week, and then we’d be over to the coast for a week. We’d be back here for a week, and it would be taking field trips \_\_\_\_\_ around here. And I had the \_\_\_\_\_, and up to Wallowa Lake or different places like that, and setting out traps in different areas for-- and different animals to learn about. It was all in Biology \_\_\_\_\_. And we had those for eight years. So, another six weeks it’s a wonder why I think we don’t have four weeks, but the rest of the time I think it was six weeks that we had. And we had tents. We had cooking gear, and it was a federal sponsored, paid. And we had school buses that took us over to \_\_\_\_\_ or up Lostine to the lake, so.

I: And was it for students who were struggling in school?

EO: It was for any-- any kind of student who was interested in this field. And we had some top students, some very top students. And we had some-- we had one boy \_\_\_\_\_ in our class, and he was just one of the kids. He-- he didn’t have no family or kids who was in the class. We’re up \_\_\_\_\_. They knew how to pitch a tent. They knew how to build a fire, and how to cook over the fire and so on. And the kids learned from that. It was an excellent experience for them. And the

boy could write, but that was it. But he learned. And-- and he-- and he could not spell. He could not write, but when it came to identifying things and he had them, like rocks. He identified plants. And he identified the stars when we were camping. I gave them all a test at taking a \_\_\_\_\_. We found an identification to the plants or rocks or a combination, and we found out that they were all under it. And we had a series of where they had two days \_\_\_\_\_. And I had two late and came next and I added two weeks so that they couldn't \_\_\_\_\_. And this boy could identify those. He got the top grade in identification, only one person. We \_\_\_\_\_ the kid who was top student, but the kid could learn. He just could not write. And he had a hard time communicating, but those kids accepted him as one of our class. He went to class, and it was a wonderful experience for everybody in the class. We had twenty-- I think we had twenty kids \_\_\_\_\_ class.

I: Sounds like a great experience.

EO: It was. It was. It was a great experience. And most of them just learning schoolwork you know, and getting to know the teacher. We would spend a week at the coast, camping out in tents, in two-man tents. And I followed \_\_\_\_\_. I told them we had to go \_\_\_\_\_!  
[laughs].

I: \_\_\_\_\_.

EO: And they would learn to get \_\_\_\_\_. They had to learn to keep their area, their things, their tents clean or-- and their sleeping bags rolled up, their clothes put away and so on. And they were cooking. They just really had a good experience. And that's sort of the way my field trips went as the same thing. We were camped out, or maybe it was only a one day field trip but worked together to make an \_\_\_\_\_ possible because we head down as teams. \_\_\_\_\_. I had parents and teachers who wanted to go on and share our rooms, and I had all kinds of people who went. Just \_\_\_\_\_ to get parents to go.

I: After you and your husband retired, what did you do? Did you travel around Oregon? Did you join any groups?



EO: We got a trailer. We had had it before. When we moved to La Grande we had a small trailer, and we belonged to a group of campers. Well, \_\_\_\_\_ was also retired \_\_\_\_\_. And so, we did lots of traveling around in it. We had fun the same way retired \_\_\_\_\_. And we could fly on military planes wherever they went. It \_\_\_\_\_, and all it cost was two dollars and seventy-five cents for lunch. So, we went to Hawaii and \_\_\_\_\_, and Germany. We went there. And-- and we-- we took advantage of it. You had to wait for them to-- it was like two or three days before we could get on. We just had-- we stayed on the plane bases in Japan and in Hawaii and in Germany. We went to-- let's see, from Japan we went over to the mainland. And you could-- you could take military transportation, whether it was a bus or \_\_\_\_\_.

I: So you saw a lot of the world.

EO: We saw a lot. We took advantage of it. I had a friend who was teaching overseas. She taught in England for, oh, a couple of years. She taught in-- in a Japan for fifteen years. And we had her friend with her four times. I stayed with her, and she just was here two weeks ago, spent a week here.

I: What friend?

EO: She taught here for--

I: Did she?

EO: Yeah, several years, ten or fifteen years \_\_\_\_\_.

I: Did you do any camping in this area? Do any exploring in Union County after you were retired?

EO: Well, yeah! We went camping. But \_\_\_\_\_ [sounds like Wilbur] didn't particularly like sleeping on the ground so that's why we had a trailer and a motor home, and we've still got the trailer. It's ready to sell now. I already sold the \_\_\_\_\_.

I: Did you?

EO: Yeah, uh-huh, yeah.

I: So was your husband involved with any groups after he retired, or did you just mostly travel?

EO: Well, we traveled with these other friends here in town. And he sang with the Barbershoppers.

I: Oh, really?

EO: Yeah!

I: Here in town?

EO: Yeah. And he was in Rotary where he got his forty-five year pin--

I: Wow.

EO: just two or three weeks before he died.

I: So he was pretty active in the community.

EO: Oh yeah, he was President of Rotary. He was, and he was active in the church.

I: Now, when-- now, back in the barbershop was it a quartet, or was it--?

EO: It's a whole course.

I: It was?

EO: They had a \_\_\_\_\_ program every-- but it has too many of them now. \_\_\_\_\_ moved the \_\_\_\_\_. And this year I don't think there's going to be any kind of a program.

I: And did they just have that one program a year?

EO: Yeah. Yeah.

I: That's neat.

EO: And it was usually quite a good program.

I: So, he was involved with Rotary for forty-five years? So, you had a lot of exchange students then.

EO: Oh yes, yeah! Yeah! And I had exchange students in class that weren't through Rotary. They were through the other group. And there's a student that was here last year. He's not really an exchange student, but he went to class. And he called me up, and I said--

I: He needs a home?

EO: He needs a home! He was an older boy, and \_\_\_\_\_ with younger kids. And he comes, and he's been here. I have not shown you-- since he stayed with us, he's been back here eight times from New Zealand. And with \_\_\_\_\_ pick up two \_\_\_\_\_. And--

I: Off he goes, huh?

EO: Off he goes. He was here last summer, and I got to use-- \_\_\_\_\_. And \_\_\_\_\_. He just gave him pictures. And he wanted us to come down to New Zealand. I may go. One of these times I could go. He'll be back. He brought us back a package, a birthday present from New Zealand back this summer.

I: Can you think of any other history from this area that you experienced?

EO:

I: Since you've been here?

EO:

I: Any major changes?

EO: Oh, yeah, there's lots of changes. After all, we had four boys and twelve boys went through school. The oldest is fifteen-- six, and the youngest quit now. I think the oldest must be 59. \_\_\_\_\_. And the youngest will be 50. And I think the youngest one's home is in Portland, \_\_\_\_\_. One's a teacher, one is a-- builds furniture, and one

refinishes and manages apartments. He has apartments that he manages.

[audio change]

EO: Before I had kids-- kids. And I didn't have what they expect or what they don't expect. If I were teaching today I would teach the same way I had.

I: Always been?

EO: Yeah. And uh, some of them, I suppose, they might have got used to it. And uh, I found out that a lot of the money was what they dug up themselves, but that was it. And you can't have a teacher tell them \_\_\_\_\_. When you go places you find out.

I: You find out.

EO: Mm-hm.

I: Has the city of La Grande changed much in the last, what forty years since you moved here?

EO: Yeah. There was nothing on the other side of the underpass. You'd go out there and there were farms. Boise Cascade was there. And none of the construction didn't come to Island City. And the tremendous growth, and more growth than it sounds like because Island City is separate. And they deserve to be so they have \_\_\_\_\_. Some-- someone had to get Island City as part of La Grande, but they don't have to be. The campus-- of course when I came the schools I was in the old junior high school.

I: Where was the old junior high school?

EO: Where it is, but on the other end of the block.

I: Okay.

EO: And so very much has gone down. Um, the high school-- the first time that I just came here and over \_\_\_\_\_. I ran school at the-- on the

- college campus. And \_\_\_\_\_ closed the \_\_\_\_\_ school. Now it's closed.
- I: Mm-hm, Riveria.
- EO: Uh-huh, down by Riveria. Where there used \_\_\_\_\_ Riveria, it's a new school now. A new school \_\_\_\_\_ out.
- I: Okay.
- EO: \_\_\_\_\_.
- I: Central. \_\_\_\_\_ would be Central.
- EO: Central was in a new building.
- I: Okay.
- EO: And it might have been that it's been added too. But Riveria was built after we came. Ackerman was closed down. My son, my second boy, he was in the sixth grade at Ackerman, and he was the only one who attended Ackerman. It became-- what's the name of the building now?
- I: It's still called Ackerman. It's just used for public bathrooms and I think the history department and education department \_\_\_\_\_. Did your husband \_\_\_\_\_ building on-- was Zabel built when your husband was there?
- EO: Almost, yes, yes. The Biology department was down clear over here. The campus where \_\_\_\_\_ found, but it was brought over from Pendleton. And I had Biology classes, and we held those classes in there inside. I went to the university where I even got my degree there, got my-- got my Master's.
- I: Oh, \_\_\_\_\_. Did you take summer classes?
- EO: Uh-huh., summer classes. I took, oh, Oceanography class, and it was taught by Extension in Pendleton. And I went down on the Oceanography vessel, spent a week at \_\_\_\_\_.

I: Oh, wow.

EO: And that was after school had started I spent a week and \_\_\_\_\_. I'd do that again because I had the Oceanography class. There were-- I don't know. \_\_\_\_\_. And I don't remember when, but I-- I think I got my Master's about 1963-- '63 because I had been taking classes, either Extension from there, taught in Baker or some other place. And I finished up here.

I: Finished up there?

EO: Yeah.  
[audio ends]