The OSU Extension Service Centennial Oral History Collection, August 26, 2007

Title
Roberta Anderson

Date
August 26, 2007

Location
Anderson residence, Pendleton, Oregon.

Summary
Anderson discusses her childhood in the Walla Walla Valley and attending Washington State College during the Great Depression. From there she recounts her marriage to Fred Frasier and her time living in Bellingham and in Pullman while her husband worked for Extension Service. She speaks about her experience earning a master's degree and she describes her work with the College of Home Economics and the Extension Service at Washington State University. She likewise reflects on her career as a Family Life Specialist with the Extension Service at Oregon State University during the height of the Civil Rights Movement. Anderson concludes with a discussion of her second marriage and her busy life in retirement.

Interviewee
Roberta Anderson

Interviewer
Elizabeth Uhlig

Website
http://scarc.library.oregonstate.edu/oh150/extension/

Transcript

***Note: Interview recorded to audio only.**

Elizabeth Uhlig: This an oral history interview with Roberta Anderson for the Extension Service. Today is August 26, 2007. And we're in Roberta's home in Pendleton, Oregon. My name is Elizabeth Uhlig and I'll be interviewing.

Roberta, to get started with, could we talk about some of your personal background. Where were you born and where did you grow up?

Roberta Anderson: I was born in Walla Walla, Washington in 1912 and grew up on farms in the Walla Walla Valley. I lived at Touchet; I went to school most of the time at Touchet until I was a senior in high school and then I went to another little town, Prescott and graduated from Prescott High School in 1929. I've been mainly in that area.

EU: How many brothers and sisters did you have?

RA: Well, I have three sisters and a brother and I have two sisters living; one is 102 and the other is 92 and my other sister died at age 100 and my brother at 99. So we are from a long-lived family.

EU: Roberta, you said you grew up on a farm. What kind of a farm did you have?

RA: Well, this one was a dairy farm where I spent most of my life, but we also had a wheat farm that was my father's homestead farm and we kept in touch with it all through the years.

EU: Where did your family come from? If you homesteaded, they've been out here for a long time.

RA: Well, my father rode the rails from Tennessee and came out West and my mother came out West to teach school from Minnesota and they met out here.

EU: Could you talk a little bit about that? Was your mother involved with the Extension Service?

RA: Yes, my mother was a charter member of the first Extension group in Walla Walla County. And I was just a little girl then. I don't know exactly what year it would have been, probably 1918 or right around there and I remember the first thing they did in the Extension group was to make an iceless refrigerator. I presume the men were involved in this, and they built like a cupboard out of wood and covered it with screen. So that, on the top of it they put a place where you could set a tub of water and in this tub of water, I know in our place, we took old gunny sacks and ripped them up and they hung down from the pan of water and the refrigerator was out on the porch so it would get the wind through it and the water would evaporate and it kept things cooler than we ever had before. And I remember the butter particularly not melting. I suppose we kept the milk and cream in there because we were on a dairy farm.

The second thing I remember that we always had this dress form and the ladies, each of them, made a dress form so they could sew for themselves and fit their dresses on the dress form. Then I also remember, it must have been a nutrition project because most farmers cooked cabbage in those days. We'd always sliced ours, I think my Mom usually fried it in a pan, but in this way you would leave the head whole and put it in boiling water and boiled it until it was ready to eat and then you cut it into sections and made a white sauce and poured this over the cabbage and then sprinkled paprika over it. I'd never heard of paprika before so it was a way to introduce a different kind of food pattern. But those are the main things I remember about that. I don't think I was ever in 4-H. Probably because when I was about ten or so, we started farming the wheat ranch. Before then it had been leased out and so we would spend all the spring and summer out at that ranch instead of at Touchet.

[0:05:20]

EU: So that ranch was outside of Walla Walla?

RA: Yes, out on the Snake River. Right near where the Monumental Dam is now on the Snake River. And my father had homesteaded it in 1895.

EU: And your other farm was by Touchet? Where's that?

RA: It's 20 miles west of Walla Walla. It's just a little community – it still is a little community. But it has a lot of irrigated land, still, it did at that time, but not the way land is irrigated today. So there were a lot of crops, alfalfa, and one time we had orchards and then we went exclusively to dairy.

EU: Are these two farms still in your family?

RA: The homestead farm is still in our family. We lease it out. We hope to keep it for a few more generations.

EU: So growing up, did you know specifically that your mother belonged to the Extension Service? You said that was very much a part of your consciousness?

RA: Yes, it was. We were very much aware of it because it was a new program and I don't remember so much of the farm things, but I do remember those things from my mother's experience.

EU: Could you talk a little about going to college? How did you decide to college, what did you want to study and so forth.

RA: Well, I suppose the major decision in going to college was that I didn't get married. Because most of the girls at that time married, if you finished high school, you married right out of high school. My parents were always interested in education. My mother had been a teacher; my father had never actually graduated like from a high school, but he was a very bright man and very interested in education. And my older sister had gone to school at Washington State, and I had a brother who had gone there, and that was my preference; the only place I had really considered. I was offered a scholarship to Whitman College, but to us, at that time it was just a little church school. We didn't realize what an important college it was, and we thought that ... and I had a scholarship to Washington State so we didn't even consider Whitman.

EU: And at that time it was Washington State College?

RA: Washington State College.

EU: In Pullman?

RA: In Pullman.

EU: What did you study there?

RA: Well, I really didn't know what to major in and my mother thought I'd probably be a good teacher or a good nurse. Or the home economics program she thought would be good. And unlike kids today, we didn't have much emphasis on college in the high school or anything, and so that was about all I knew. So I started out to major in home economics, but I had so much problem and worry about the art courses, that I finally dropped that part and then the next year I shifted my major to Sociology because I had loved the sociology courses I had. I continued to take some Home Ec. I had a minor in Home Economics and a minor in Economics. I had a well-rounded background.

[0:09:25]

EU: Were there many women at Washington State at that time?

RA: Well, at the time when I started there were 3,000 students at Washington State. I don't know what percent were women. It was smaller than the men I know. And most of the, many of the other women or girls at college were from small farms in the area or Yakima. I remember I had some special friends from there. And by the time we graduated four years later, the college was down to 1,000 students because this was the depression time and many people just didn't have enough money to go. And my father saved the gas refunds on his farm equipment to have the cash to register, and each semester we didn't know whether we'd have enough cash to register. We worked at school, doing as much as I could.

EU: So you worked on campus then during...

RA: Yes, most all the years I was a waitress. I was head waitress at the dormitory and by the time I graduated they had closed a couple of dormitories so we had to walk far, I presume a mile to get to work early in the morning when it was icy.

EU: So you graduated, I mean, that was, you said, the height of the Depression, 1933?

RA: Yes.

EU: What kind of work did you have in mind after...?

RA: Well, what I had thought I would be would be a social worker and work in a slum area in New York. There were quite a few, I think, opportunities, there. And, of course, then I fell in love and so I didn't work. I was married after college instead of going to work and I expected that my life would be that of a mother and homemaker.

EU: What was your husband's name?

RA: My husband's name was Fred Frasier, and he was a graduate of WSC at that time and had been very fortunate because most of the people weren't getting jobs and he had thought he'd go on to graduate school if he didn't get a job. But before he had graduated there was an opening for a county agent up in Whatcom County, Washington. And so, the school arranged for him to ... he was offered this job and the school arranged for him to do his remaining class work, sort of a special studies, and so he could go to work on that job. And he got the magnificent salary of $2,000 a year, which was just unbelievable at that time that he could get that kind of a salary. But by the time we were married the salary had been reduced to $1,500 a year because there just wasn't funds for it. And then the county didn't have the money to pay their share, and our checks came from the county at the time, and so the county charged, I think it was 15 percent to cash the checks, and so we got a 15 percent reduction on our check.

EU: Did you feel fortunate, then, it being the Depression, to have this job?

RA: Oh, yes, I thought we were very fortunate.

EU: What was your husband's specialty?

RA: Poultry Science.

EU: Was that what he had studied at college?

RA: Yes.

EU: So you moved to Bellingham. You finished your degree, and then got married, and then you moved to Bellingham.

RA: Right. But I couldn't get a job in the Welfare Department because I had an employed husband, and at that time if one member of the family was employed, they wouldn't hire another person in the same family. So I did a little volunteer work until people were rioting in the streets and the Welfare Department thought they couldn't be responsible for our safety, and we had to leave by the fire escape one night, and so I didn't go back there.

EU: So people in Bellingham were rioting?

RA: Well, not ... yes, protesting.

EU: What were the issues?

RA: They didn't have any work, any jobs. And just ordinary people were desperate to try to get hired. It was not so much a protest about the system, but it was a protest about their personal jobs; they had lost their jobs.

[0:15:05]

EU: How long did you stay in Bellingham?

RA: Well, we were there until 1941. In the meantime we had three children.

EU: What were there names and how old...?

RA: Well, my oldest is a son, Cline Frasier and my second was a son, Donald Frasier and my third was a girl, Carolyn Frasier. Then he was offered the position of poultry specialist for the State of Washington for the Extension Service, and so we moved to Pullman in 1941, and that's just when war was declared – World War II. I can remember hearing it on the radio. And so, he tried to enlist but they wouldn't accept him because he was in an essential industry – being educational and agricultural, and so he did not go to war. Many of our friends did. He wanted to and he felt obligated to go.

EU: I suppose also being married and with three children...

RA: But they still would accept him on that basis if he volunteered but they wouldn't draft him.

EU: So you moved back to Pullman and he was teaching....

RA: Well, he was working as a Poultry Specialist ..

EU: Because he was with the Extension Service...

RA: He was with the Extension Service so he worked statewide and did a lot of work with 4-H and with ... the poultry industry was growing at that time. So we lived there and then, let's see, we moved there in 1941. And then in 1945 he was diagnosed with what they call Lou Gehrig's disease, amyotrophic lateral sclerosis with a life expectancy of two to five years. And so we tried to plan our future and how we would do this.

And we thought it would be important for me to get more education so I could earn a living for the family. And so I thought I could get to graduate school in social work at Pullman and there were jobs in social work in almost every county, and that's what I really wanted to do, so I got the training and then I worked for a year. By that time his disease had progressed to the point where we had decided I'd better take some time off, which I did.

EU: Did you finish your Masters then at Pullman?

RA: No, I did one year on my Masters, but then they eliminated the School of Social Work at Pullman and so the University was the only place to go.

EU: This was the University of Washington in Seattle?

RA: In Seattle. At that time I had started working in a nursery school at Washington State for children of GIs that were returning to school. And so then I was free in summers. My husband had died in 1948. And so I started going to school at the University of Washington summertimes. I'd farm my kids out to the relatives during that period of time, and then I got my degree in 1952 from the University of Washington. But to get the credits for the degree they allowed me residence credit at the University if I would take one summer at Smith College graduate school. Take class work there, which I did. So I got my degree in the fall of 1952.

[0:19:50]

EU: So you studied for one summer at Smith College in Massachusetts.

RA: Two summers at the University of Washington, did my thesis in Seattle one summer, and took class work one summer, and then the other summer I took it at Smith College. They had a very strong program there; it was very interesting program because you would take one day because they would have visiting professors from other places and you would take that one course all day long. One involved a lot of observation and we'd go to the mental health institution usually one day for two hours one day, and have four hours of lecture and two hours of field work. It was a very good education.

EU: Did you take the train back?

RA: I think so. I flew someplace. Maybe that's the time I flew – the airport was here in Pendleton at that time. I remember being brought to the airport here in Pendleton. Getting on that little plane and thought I just can't do this – I have these three little kids. I'd never flown before. I don't remember whether I flew all the way back to Massachusetts or flew someplace and got the train.

EU: That was your first long trip you'd been on out of the region?

EU: So you said your husband died in 1948. But continued, then, while you studying in the summer you were working - teaching at Washington State. What did you teach?

RA: Well, I was first hired to supervise the nursery school program for the students of GIs. But then they asked me to teach a course called "Family Relationships" and do half time supervision in the nursery school and that made it work better for me because I could study at home at night and be there with my husband who was bedfast at that time. So I continued with that and then I started teaching other child development classes, even though I was in the School of Home Economics but the Dean felt that my social work educational background in child development and all was very important for the program. And I taught a number of different programs and then eventually was appointed chairman of the department. I've forgotten what year that was but I was there for several years until I left to go to Oregon.

EU: So that was the Department of Child Development?

RA: Yes, in the College of Home Economics.

EU: Were there very many women professors and heads of department at that point?

RA: There were in Home Economics but there were a couple of married, most of them were single. There were a couple of married women, and I was the first woman with children that the Dean had ever hired. It worked about well, so she hired another woman with three or four children in nutrition. She was highly skilled in nutrition. She became chairman of the Department of Nutrition. So we managed our families and our jobs in some way or another.

EU: The College was very helpful in that respect, with your husband, and your children, and your college, and working, to make that all work for you.

RA: Right. And they did that in the Home Economics Department. I don't know of any other department that might have done that.

[0:24:30]

EU: When did you come to Oregon, and is there a story about your recruitment to the Extension Service?

RA: Yes, there is a story. When I was at Washington State I did a number of things for the Extension Service relating to programs that related to children or family. I think I prepared some material on safety along the irrigation ditches and things like that. Then they asked me to speak at a regional meeting of the Directors of Extension Service. They were meeting either in Moscow and Pullman jointly at that time, and so I gave a talk on family. And afterwards, that night, I got a call from my friend who was administrator at Washington State in Extension in the agricultural program, and he called and said he bet I was going to be offered a job in Oregon. I said, "What makes you think that?" And he said, "Well, I watched Director Ballard's eyes when you were talking, and I think he is very interested in you." And there was Esther Taskerud who was there and she was responding very favorably to what you had to say. So I sort of dismissed that. That was just sort of his idea.

EU: When you said Mr. Ballard – that was Frank Ballard?

RA: Frank Ballard.

EU: And he was...

RA: He was the head of the Extension Service.

EU: And Esther Taskerud...

RA: Was head of the women's program of the Extension Service. So then, later I started getting letters or calls from Esther Taskerud. They were hunting for a family life specialist for Oregon. So I offered to help her find someone. I recall among other things there was going to be a National Conference of Family Relations in Eugene that summer. So I suggested she attend that conference because I was going to be there, and I could point out some of the people that I thought would be good. So we did that.

As we listened to these people make their presentations, neither of us thought they would be the right person for the job there. And so we were kind of looking around and finally in a weak moment I just said, "Well, it sounds like such an interesting job, I'm almost tempted to apply myself." She said, "Oh, would you come to work for us?" And so, without really meaning to, I applied for the job. Because she couldn't offer me the job, right away, she talked to Frank Ballard and he thought yes, I would be the one. But I said I can't come to work for another year because I'm obligated to Washington State for this year. He said they would wait for me so in 1959 I left my secure teaching job and went to do something I didn't know about, but found it very rewarding.

EU: Before we leave that period... you also went to Europe in 1958? You had the opportunity to go to Europe?

RA: Yes, my children; two of them had graduated, or two in college and one was graduating from high school that year so I felt that when my friends on the Home Ec staff were planning to go and had one person who couldn't go and they asked if I would take her ticket and go with them, I felt I could go that summer. So I did and we traveled but we also visited a lot of home economics programs in different ccountries and contacted different people there. It was my first trip to travel overseas so it was a real enlightening experience for me. And my family, once again, came to the service of my children so it worked out very well.

EU: What did your children think about you and your job and being so active?

RA: Well, I tried to arrange always plenty of time with them. I know we sat around our dining room table every night; the kids doing their school work and me doing my school work and sharing and they all took responsibilities at home and I tried to do the things that were really important for them and I think they always knew that they came first with me. They turned out to be very fine people.

EU: OK, this is the end of part one.

[0:30:26]

Elizabeth Uhlig: This is part two of the interview with Roberta Anderson.

So, Roberta, you moved to Corvallis to take a position with the Extension Service. What was your job title?

Roberta Anderson: Well, I was Family Life Specialist with the Extension Service.

EU: This was in the Home Ec...

RA: This was in the Home Ec section of the Extension Service. At that time, it wasn't considered so much being a part of the department of Family Life as it was Extension Family Life Specialist. So that I worked directly with the Extension Service in developing programs for issues in the area of family life, children responsibilities and social issues.

EU: Where was your office?

RA: My office was in the home economics building – we were, across the street from Extension Hall and most of the ag people were either in the departments, or housed with the departments, or in Extension Hall on the other side of the street.

EU: But your superviso,r you reported to...

RA: Her office—we had one wing of the Home Economics Building—and we had our offices there. Esther Taskerud was our supervisor and she was there; although, she was on the administrative group of Extension. But she had her office with

us and we had home economics supervisors, Extension supervisors, and each district of the state was divided so that they had a home economics supervisor in the district as well as a county agent who supervised the total programs.

EU: So, Esther Taskerud was the director of Home Economics, Extension, and she was also Assistant Director of the whole Extension Service. What was it like working for her?

RA: Well, she was a wonderful person to work with. I think a very special person in terms of the way she could make anybody feel that you were very important and that you had a lot to offer and that you could do anything. And I think she developed a staff that did things we didn't know we could do because Esther had faith in us and thought we could do these things and so we weren't afraid to try things and maybe fail at them. But at least we were willing to try things.

She developed a personal relationship – I know my children considered her a part of the family and she often shared Christmas with us and Thanksgiving and they felt very close to her.

So she was the supervisor. The program was based in the counties, and we worked with planning groups within each county to find out what it was that people were interested in. We didn't go into schools but each specialist would list some things they saw as issues and maybe things that the people hadn't thought about. And often, they thought of things that we hadn't thought about. And I know I was overwhelmed a few times when they wanted us to study topics that I thought, "oh, I just can't possibly develop a study guide for this," but we did.

[0:34:51]

EU: Did you do a lot of travelling then ... into the different counties?

RA: A lot of traveling into the counties. Some weeks I was away almost all week and maybe a week a month I was home all the time. But otherwise I was travelling in the counties, and I managed to work in every county in the state while I was there.

EU: Did you travel by yourself, or did you go with others?

RA: Well, it depended. If it was a 4-H program for example, we might have leader training for 4-H, so you would go with the 4-H staff. And if I was doing something relating to child development, I would go work with them; so there might be a group of us traveling. And usually some of the supervisors and frequently there would be one or two carloads of people going and working in the county to do some special kind of meeting. We would usually be there for two or three days or maybe one or two days and move on to another county. So it was a lot of traveling. And, at that time, we worked Saturday mornings, too, so often we didn't get back until late Friday night or sometimes Saturday morning, and then we did our office work in between.

EU: You must have formed strong friendships, then with your colleagues and with Esther.

RA: With all of the colleagues. I think the Extension people tend to be very warm, friendly, and outgoing because they like people. And I always felt that anyplace I was in the United States that, if I got into trouble, I could call on the county agent. And that we were part of a group that was responsible for one another and I think we worked together so closely that we developed lots of real close friendships.

EU: I would imagine the mentoring, for example, what Esther Taskerud did was important for you as a woman, because there weren't many opportunities for women at that time, were there?

RA: Well, there were in the counties because there was a home agent in each county, at least one and 4-H might have women in that program. But the county agents themselves were always men. Then on the staff in the home economics profession, there were some men in the family life field and some in nutrition, but most of the people when I was there were women in that field so they could get jobs in that field. So it provided more jobs for women than some other areas.

EU: What were some of the other areas? You were the family life specialist; there was foods and nutrition....

RA: Foods and nutrition, clothing, home management, family finance, recreation. Let's see, what else have I left out? I think that was the main staff we had. And then in our building we also had the home economics supervisors who were divided into the three supervisors that worked with the men in the county supervision program.

EU: So, when you worked with the 4-H or the Extension agents out in the counties, what kinds of programs ... exactly did you do? You presented programs to them, you talked a little about how they would come up with suggestions on issues that they wanted you to address. How did that all work?

RA: Well, usually the specialists would have some ideas, for example, I thought social issues were of major concern to families even though they might not realize it. They could learn about child development and teaching your children and how they learned, and which were the important years, what kind of learning. And then I had started as a base, what we called a "Family Life Cycle" approach to family living. Which stage of the family you were in whether it was early marriage or mid-marriage or later years, the child rearing part or retirement. These were all areas within the family that we might study.

And then some of the things about children, we talked about the guidance of children and so we worked in different ways. One way, each specialist did news tips and we would do maybe three, four or five a month and these were sent to the agents in the county which gave them information about this specific subject to broaden their background perhaps. And they could use that as a newspaper story or most of them had radio programs and they could use that as a complete story by itself. It was always quoting the family life specialist, for example, or the nutrition specialist. But the agent, if they felt comfortable with the idea and this was something they knew about and could answer questions about, they could insert their own name. So this was part of our agent training which was ongoing.

And then we taught through the Home Extension clubs and every county had groups of women in their Extension clubs, they might have several clubs in one county. And these, I think, were one of the most innovative parts of the Extension program because these were groups where the women were taught to be the leaders of the group and to use the subject matter within the group, which was a wonderful way of developing the individual leaders. And so, as specialists, we would write material for them and we usually had a procedure for how they would do the meeting, how they might do flannel boards or bulletins boards and questions they could ask the people and have them fill out questionnaires to get them involved in the meeting. In Family Life, some of the topics were a little difficult for the agents and the homemakers because they didn't feel too secure about them.

[0:42:46]

EU: Because they were sensitive issues?

RA: Sensitive issues and ones people didn't always talk about and they were issues that usually didn't have just one right answer, as most things. I had developed a program on widowhood, which the agents were going to do. I think this was one of the early projects. Then we would do agent training in Corvallis. The agents would come in that were going to have this subject in their county. So we would train the agents and then they would go out and train the leaders. In my field, the agents often didn't feel real comfortable with this because they had specialized more in clothing, and nutrition, etc.

And so we had done this and the agent in Multnomah County, had hundreds of clubs practically, called and she just didn't feel comfortable teaching it and so I wasn't able to go and meet with all these groups, but I got the idea of developing the part that the leader would ordinarily say in the meeting and that I would come on a phonograph record (we started with phonograph records then). And in the program it would be a time when they could play this record that had my voice on it and then it would lead into questions or discussion. So, that worked out very well in Multnomah County so we started doing it for a number of different kinds of lessons.

EU: So that was an innovation, using the media like that.

RA: I think so.

EU: Today it would be PowerPoint or the internet presentation or something.

RA: So that was our beginning.

EU: And it was through these types of efforts then that this leadership training became very important to women who normally wouldn't have spoken in front of groups.

RA: I think that was, to me, one of the important things – to watch how the women developed in their ability to make presentations and to teach subjects they weren't familiar with. And so it involved simplifying a lot of very complicated subjects and it seemed to be one of the things that I was able to do.

EU: When we were talking before you mentioned about a woman to testify in front of the Legislature?

RA: Yes, we were having trouble with budgets for Extension. This was many years ago; it would have been in the '60s. And when she gave her testimony she told about how she had learned in Extension that she hadn't been able to do this kind of thing. I'm not sure whether she had actually graduated from high school, or had just graduated, but a "simple farm girl" she said, raised on the farm and "now here I am and I can stand before you and speak." She attributed it to her experiences with Extension leaders training.

And I always felt that was one of the great strengths of Extension, getting people to think outside the things they usually thought about and what I would try to do when social issues were developing during the 60s – that was the time of rebellion and so much emphasis on it, that we could develop some of these groups they could do. For example, drugs were just starting on the campuses. We knew that they would be spreading to the city high school kids and then to the non-urban kids and so we tried to be ahead of that movement and develop programs that would help them understand how they might cope with that.

[0:47:25]

EU: In one of the papers that you showed me was a nomination for, I'm not sure quite what, but in there you talked about how you were able to be responsive to these various social changes that were going on and you were able to challenge people with societal and familial issues. Could you talk a little bit more in the context of the '60s and the beginning of the women's' movement and some of the issues that were particularly sensitive.

RA: Well, yes. Among many others, sex education was coming to the front in those years of the '60s, which is a very sensitive subject. And I did develop some teaching materials on that, and I did workshops and meetings throughout the counties with people on what their children knew and what they needed to know. And at the same time nationally, there was a group very opposed to sex education and a lot of family life education because they thought that was not anybody's business but the family's or the church's so there was quite a bit of, in fact even a national movement, that developed against any kind of sex education.

EU: Was this the involvement of the John Birch Society?

RA: That was the main group who was out really working on it. And they had a program nationwide and I had been going to these national meetings and hearing some of the things that they did and there were certain questions they always asked at these meetings they attended. And they objected to movies and one thing and another. And so we did a lot of work on that. Most of the time, the people were very receptive and accepting and felt that it was a very worthwhile program.

We had a couple of times in one county, someone was there to attend the meeting and they asked just the questions that were being asked all over the country so I knew where they were coming from and we managed that. But they also got on talk radio and said I had shown a sex education film, pornographic film to the group and I had not shown any film to the group, so that was handled very well in the county, but you didn't ever have a chance to respond to the same people that were listening to that program particularly at that time. So it was an interesting time.

[0:50:51]

EU: That happened here in Pendleton?

RA: Oh yes, we had a little incident here in Pendleton where I was at a meeting the schools had asked me to do for teachers on sex education. And the meeting went very well. but at that meeting and at other meetings I had done with people who were wanting to train others, was to give them some background information on where kids were today –

that day – in their thinking. And there had been a research study done that had asked kids a lot of questions and then gave the summary of their answers and I had made copies of this that I used just with teachers groups. I didn't feel it was appropriate to be used with families or in other public meetings. Usually, I kept track of my number of papers so that I got back the same number I had let them look at. But apparently, I overlooked a questionnaire and I think a teacher must have reprinted it or something. And so it was inappropriate but it got on the TV. But the agent did a real good job handling it and the supervisors, the county agent, and of course I reported it immediately to our director so they knew what had actually happened and it was inappropriate material that was released. So people had a right – I think some ministers were very concerned about it and they had a right to be. But it's amazing that is really the only major flick that I had in all the different subjects that we talked about. Because we talked about illegitimacy and solutions to pregnancy out of wedlock and a lot of things like that parents were interested in.

EU: So you developed materials, then, for teaching...

RA: ...sex education to children. A lot of it I did myself in terms of meetings, but we also developed a group for leaders to do.

EU: The programs you developed that were picked up nationwide...

RA: Some of them were...

EU: Some of them were...so this impact you had spread much beyond Oregon.

RA: Yes, and I have for example, in Washington they asked me to do some in the Education Department for their teachers and their supervisor. And so I think except for that one organization and the one error that we made in getting the material out, otherwise we didn't have any major questions about all of this sensitive material.

EU: And I think you were recognized nationally, given a national award for your materials?

RA: For two, I was given the Burgess Award for Family Life Educator for the creative programming I had done. And then a Superior Service Award from US Department of Agriculture. So I was recognized for the work I had done.

EU: Had you gone to Washington for various conferences?

RA: Yes, I had been invited to the White House Conference on Aging...that was in 1960. I think I attended that before I came to Oregon and then I did a couple of different White House conferences when I was in Extension representing the Federal Extension Service. I attended one on children and youth and aging. I can't think of the others right now but I was privileged to attend those. And then I was always active in the National Family Life Conference and so that we got lots of information from their research studies. It was pretty largely research based so that was one source of my information and then the child development national groups, too.

[0:56:10]

EU: Could you talk a little bit about some of the other materials and programs you were involved with? I have down in my notes about the mini-college?

RA: Oh, yes. Extension did a mini college for women who were involved in Extension and I know I did one session on listening. I think I may have done something on communication and at different times almost every year, I participated in some way in the mini-college. Well, I did quite a bit of work for PTAs. They asked me to speak at different PTAs, and I would do that. And we did news tips; I think I talked about that before. And different agent trainings. I worked with the 4-H.

EU: Could you talk a little bit about the mini-lessons. These were short, ten-minute lessons for the county agents?

RA: Yes. There was a request for instead of having a whole meeting devoted to family life, to include it, for example, with something on nutrition or home management or something. And so we developed a series of ten-minute lessons that could be given during the meeting and made those available to the different county groups. They seemed to be quite well

accepted. We did those on communication and I don't remember all the others, offhand. Child guidance and family life cycle, I think. There were quite a few mini-lessons we developed that related mainly to child guidance and to developing responsibility in young children, understanding teenagers, children's toys, understanding behavior, and so forth. I had quite a list of different lessons. Not every county took all the lessons at any one time, so at any one time a county could choose from probably fifteen possible lessons in the family life field if they wanted them in their group, so there was quite a few things available.

EU: How did you come up with these different topics? Were these topics that you developed or you got input from the counties? How did that work?

[0:59:01]

RA: Well, sometimes there were things that I proposed knowing what families needed. Like developing responsibility in children – parents are concerned, how do you develop that? And so we brought that forth, they would say, yes, that's something we would like to study. And then I would pull together some research—it was all based on research—our mission as Extension people was to take the research out from the Land Grant colleges to the people. Which meant that you had to reinterpret, present the research in a way that people could understand it. And so that's what all of our lessons were based on – research and understanding of a problem or a situation. It wasn't just out of our heads.

EU: So in addition to this academic research you did, you must have had your ears open to what was going on in society, things that you could...

RA: Yes, reading the papers and knowing what was happening on the college scene and knowing that for the young people there it usually filtered down to the lower levels of school.

EU: And did you draw upon your own family experiences sometimes?

RA: Oh, yes [chuckle]. I think they helped me a lot to see how life really goes along.

EU: You showed me one of your programs there, based on your experience with your daughter?

RA: Well, yes. Now that she's a retired person, she probably wouldn't mind me telling this story using her name. One night I came home from work, and we had had a little problem with her coming home and rushing in to tell something and leaving her bicycle on the steps so that it was difficult to get up the steps. So this night, she had come home, and she had been thinking, I'm sure, about her mother and so she had thought that she wanted to write a note for me, and put it up on; we always had a blackboard in the kitchen where we could put notes, so it was the first thing you saw when you came home.

And so she had rushed home from school, riding her bicycle and she had written on the blackboard, "I love you, Mommy." Then I came home from work later, tired from a busy day and here was this bicycle all over the back porch steps. And when I entered the house, I called to her something about "can't you pick up your bicycle and how difficult it was and I've told you a million times to pick it up" – all the things that I wasn't supposed to say, but I had done. Ad then I looked up and saw this message on the board so I felt very chagrined but here she had been thinking nice thoughts of me and really eager to get home and write that on the board and all I had done was be cross with her for leaving her bicycle. And so I tried to make amends. And she didn't remember it. She said I was sorry about it the other day. So she doesn't remember it, so I must have made amends.

EU: And so how did you work that into one of the lessons?

RA: I think it was on showing care, was the lesson – how you show children that you really do love them and you do care for them. We expect them to know that from all the things we do, but sometimes they don't. So this was one of the things showing you care – that when you make mistakes you try to make amends for them and that you are thinking about different ways of telling them that you love them – that they have done a fine job on something or other, instead of just criticizing them for the things they don't get done – to emphasis the things they have done and the nice things they've done and it does make a difference.

EU: Was it an advantage, or did it give you more credibility because you were married and you had children and so you could teach about the family cycle and family events, family issues from your own experience? Did that give you more credibility?

RA: I think it did. I know one time I was doing a meeting in one county and this woman came up beforehand and said, "I just wanted to know, do you have any children?" And I said, "Yes, I've raised three children." "Okay," she said, "I'll stay for the meeting, but I wasn't going to listen to anyone who hadn't had children." So I think it did and I frequently used reference to my children so people knew that I had some experience with children. And I think that makes a lot of difference in the minds of people. But actually, people without children can be very knowledgeable if they have studied about it and do an excellent job of teaching. But it's just something that is in the mind of people.

[1:05:06]

Like the farmer doesn't want to just listen to this young fellow from the ag college and I think in agriculture they did very well. Well, that was part of the reason why 4-H was formed because parents wouldn't take the word from some young fellow from the ag college, but if the children learned it in 4-H and they saw that it worked. I think one of the factors in developing 4-H as I recall, way back in, what was it, 1914 or so, was that you teach the kids and then the skeptical farmers can see. Or they had, I know in my husband's county years ago, he had, I've forgotten what he called the, key farmers, or something like that, so that if he had some ideas that he thought were good and would help them in their enterprise, then if he got these farmers to accept it then other farmers would follow suit. So he always had his key leaders that he worked with. And I think, I presume Extension still does that sort of thing, although I don't know. It's been over thirty years since I was out in the field.

EU: This is the end of Part 2.

[1:06:38]

Elizabeth Uhlig: This is part 3 of the interview with Roberta Anderson.

Roberta, let's talk a little bit about the 1960s. The 1960s were a time of great social change in the country, and I'm curious to see how this might have impacted the work that you did with the Extension Service. Could you talk a little bit about the climate at Oregon State in the '60s and what the students were interested in and maybe some of their activities?

Roberta Anderson: Well, it was really an interesting time in the '60s, especially at Oregon State because this is a time when the young people were saying they don't trust anyone over 30 and they were trying to take charge of their own lives and this was happening at universities all over the country. And apparently, Oregon State became a university they that thought if they could break they could break Oregon State, they could change any university in the country and so they were focusing on Oregon State just waiting for an issue to develop. Now, I don't know who the "they" were. I know there were groups from California.

EU: So Oregon State had the reputation of being fairly conservative?

RA: Yes, farm kids. Which wasn't exactly accurate, but that's what they thought. And so at that time there was a man who was doing quite a few lectures in Portland, his name was Sol Lewinsky. And he was talking about how you affect social change. And that you could change any community and that you just had to find an issue that would mobilize people.

And so the football coach had an issue with one of the Black athletes. I've forgotten what the issue was but he made some unnecessary remark and within the next three or four hours there were busloads of students from California coming up to campus to take charge and see how to regulate things. And when the police realized what was happening, they stopped busses at the border from coming into Oregon. But in the meantime, quite a few were there and they did a number of things; I can't remember all of them, but we were involved with some of the things they did.

And one was a meeting - we were having a big meeting on campus of home economists. I'm not sure of the group now, it was apparently something that was going on for two or three days and we were in the auditorium of the home ec building and the dean was speaking, introducing the subject. And a young man came running in and dropped a tear gas bomb right in front of the dean and then he ran across and outside the other side of the auditorium. Well, that of course, created quite

a bit of commotion and the dean was very calm and telling people what to do or not to do, so we could get people out of the auditorium. A number of people had to go to the hospital because of the effects of the tear gas. Fortunately, I was in the back of the auditorium so although it stung my eyes, but it didn't affect me lungs or anything. We had to move all of our meetings for the rest of the week out of the auditorium because of the residue of tear gas that was in it. That was one of the things. And then we were having an Extension home economics meeting of the leaders of our Extension group and there would be about 500 people there. We were very worried about getting another attack on us but nothing happened and we were all trained about what we should be doing and what we should be watching, and so forth.

But the country as a whole was very unsatisfied with life so they were trying to make lots of changes in communities and involve more of the lower income groups of students in having a role. And another thing I remember, the students were upset about the fact that they thought the women in the home ec labs for food and nutrition had to wear hairnets. So they were trying to incite the home ec students on that. And the other thing they took issue with was the fact that the women faculty had a restroom and then we had student restrooms. So, in our restroom on our floor, we would have big sturdy boots left in the restroom, we'd have boot marks on the toilet seats, and just in general we knew kids had been in there to object.

And then it was the period of the foul language became very prevalent and when you walk across the commons, you had to sort of watch out for your life because of throwing things and the abusive language. And they objected - they were doing sit-ins in the president's office and different places where they wanted to control over things. So it was a kind of interesting time. This was also the time of the civil rights act.

[1:13:18]

EU: Do you think some of these protests from the students had an impact on the University then? Did it really change the university?

RA: It did make some changes. One was they hadn't used the hairnets in the labs for years so they were in sync with what the students wanted. But it they hadn't done that for years. They didn't change the restrooms. But the students wanted, they were going to extend the parking and they thought it was unfair that the faculty got parking and they didn't have a park so they protested that, and the university did make half of that into a park but the students soon lost interest in the park. But I think part of it with the students was just to protest almost anything and I think they were controlling the university and of course on the national level there were some tragedies and that kind of died down.

I think we are at another time in our history where there is a lot of discontent in the society as a whole and that we are probably have to look carefully at what the majority of the people want. Or else we will have some more unrest.

EU: Getting back then, to the civil rights movement, which you had just mentioned, how did some of these issues impact your work at the Extension Service and the programs then that you were working on?

RA: Well, the Civil Rights Act, I think it's under that act that the equal pay for men and women was a part of that. In Extension, the belief of the administration and all was that we had equal pay for the same work, but when the investigation was done it was found that the women were employed at a lower salary than the men with no experience.

EU: But you had the same education?

RA: The same education and a job that had the same kind of responsibilities and the pay was a lot less. And this was a surprise, really, to most people in the administration. It had just always been that way.

EU: You mean the administration at the Extension Service or the University?

RA: At the Extension Service. And so after that study they made allowance for the back pay for the women and then they were sure that they were paying them equally to men doing the same kind of job.

[1:16:33]

EU: And the understanding that women had the same kind of family responsibilities; it wasn't just men that were raising families or had families to support.

RA: That was one of the issues that was raised by one of the men - that the men should get paid more because they had families and it was pointed out to him that women had families, too. And if you were just paying them on the basis of children then you should just pay according to the number of children they had. And he began to see that was just a belief they had always had.

EU: I think, in 1968 you had a sabbatical. And you were interested in... Could you talk about that?

RA: Well, it was right at the height of the civil rights movement and I had never lived in the South, although my father had been born in the South and I wanted to learn more about the real issues and the situation there. So I thought I would like to choose a southern university to attend. I didn't think I was probably ready yet to try Mississippi, but I knew they had a good Extension program in North Carolina and I knew they had a good program at the University of North Carolina at Greensborough. So I applied there and spent my three months there.

EU: This was in 1968, I believe?

RA: I'm not sure - about that time. And I came up against the race issue when I first got there. I stayed in a motel but I had never lived in a trailer court and I thought it would be interesting to live in a trailer court and if I could rent a trailer at a court. So I called and they said first, were you a single woman and I said yes. And they said, well, they didn't rent to single women and I asked why. Because they cause problems in the trailer park. I said well, I'm an elderly single woman – in 1968 I must have been fifty-some. 1968. So I said I'm not a party goer and I'm studying at the university and why I wanted to stay there. No, they didn't rent to single women.

Well then, I discovered that apartments and things you had to apply in person. And that was because they could tell whether you were Black or not. They couldn't have in the civil rights that they didn't rent to Blacks, but they would be able to find a reason. So I finally couldn't find the kind of housing I wanted, but one of the women on the faculty rented me a room in her house. But what I found was, and I had TV privileges and if I had a program on that related to any Negro actresses or anything, she wouldn't stay in the room with the program because "I can't stand to see Black and White together." So I got a taste of that.

But I went to a lot of meetings and the Blacks and Whites were separated for the meetings and these were Extension meetings. And so I began to get the feel of the people and to see their point of view more. It was a real good experience for me and I had good class work. To see how the North Carolina Extension Service operated in my field was very important.

[1:21:08]

EU: And then when you were able to apply some of your experiences to the programs you worked on here?

RA: I think indirectly that they influenced. We tried to, we talked about American families; that there were all kinds of American families. I think those of us who haven't lived in the South, it's hard to understand their feelings. And I know my father's family was very disgruntled that he married a Yankee woman. It was always kind of a problem in the family. They were nice to her, but ...

EU: Because your Mother was from ...

RA: Minnesota... So when she would visit there, one problem she had was she couldn't understand their English (chuckle). And I had that same problem when I visited some of the relatives, too. The Civil War was still in their minds down there, and it's sort of us against them on many things. So I think any experience that you have like that seeps its way into you work. Not always in a way you could pull it out real quickly, but in terms of trying to help people be more accepting and understanding of all behavior. And that was one of the areas we worked on.

EU: Just as an aside, how did you get to North Carolina?

RA: Well, I wanted to have my car while I was there. I didn't want to rent a car and I had never traveled clear across – well, I'd been to lots of meetings all over the country, but I'd never really seen the countryside, so I decided I would drive there. My mother was real worried about that, but I didn't really have much problem and had told her that I could always contact a county agent someplace; he would help me. So that relieved her mind a little bit. It was a good drive.

EU: Could you talk about some of the work you did with low-income women?

RA: Yes, we did quite a bit with low-income women and we learned quite a bit in the process. We had a number of meetings, I did, in the family life field. But I found that for example, in one county, we scheduled our meeting at a church and when I noticed some people across the street standing and looking and I went over to talk to them - if they were coming to the meeting. And they said well, they had thought to but they didn't think they should go into the church. They didn't think they would be very welcome. So, they did come and we had fairly good luck for awhile.

Then I did a newsletter for young homemakers and many of them were young. And we had a lot of food programs that I worked with on the surplus foods that people could get and we would tie in something about the children with that. We tried different ways to reach the group and we found that with young homemakers in general it was pretty hard to get them involved in groups. We tried different ways.

[1:25:33]

EU: So you were reaching out to both women in both rural areas as well as urban areas. In Portland, for example, I believe you were involved with a Job Corps program?

RA: Yes. That was a program that OSU Extension was asked to participate in and perhaps to develop a Job Corps program - that we could train low-income women. And they didn't have a Job Corps in Portland at that time and so we did work – I was on a committee with some of the Extension men and we worked at developing a program; finding a place for it and even went so far as to find a director for it. We were accepted for this program and then they changed their mind and went to Tongue Point for the men's program instead and I think it later had women in it. So we did a lot of work on it but it didn't come through as we had hoped.

EU: So was that a big disappointment for you?

RA: Well, it was because we had put a lot of time and effort into it and thought we had something that would be useable, but on the other hand I was kind of relieved because it was going to take an awful lot of work. And the Job Corps has stayed out - it's out on the Columbia River. They still have the Job Corps.

EU: At Tongue Point?

RA: At Tongue Point, yes.

EU: You also served on a board for the migrant Indian – the Migrant Indian Coalition and that was related to child care?

RA: Well, there was a child care one and I think from my records it shows I was on another one, but I don't remember much about that. But I remember attending the migrant child care program and working closely with that in terms of providing resources. It was a statewide program and we developed specific programs largely in Hood River County and in developing programs for the migrant workers. A lot of these had to do with children.

EU: So the child care worker for migrant workers, not the Indian?

RA: No, it was for the migrant workers. I know in Hood River County they developed a program where they would provide showers for kids and showers for families that didn't have access to showers and did a number of things with them. I've kind of forgotten a lot of those details and I didn't find much record except I know I did it attend the meetings until I retired. So that gave opportunity to learn more about their needs from the farmer's standpoint and from the people's standpoint. But we mainly worked with the farmers and a few representatives of the migrants.

EU: Can you talk a little bit about your work with the Indians at Warm Springs or Umatilla?

RA: Yes. Just at the time I came to Oregon, the Extension Service had a contract to work with the Warm Springs Indians and they hired a man agent to work there. The agent in Madras also, the woman agent, worked with the Indians and I did a number of home visits with her. She picked out homes so that I could get acquainted with what their needs were, and then we used to do quite a few programs there. I don't think they developed leaders training program there that we had in other counties but I'm not sure. And I was on the committee that worked with the Tribal Council to select a woman agent to be there. So that I got acquainted with ... a realization of their needs and I know the Tribal Council stressed we don't want someone who thinks of us just as Indians...we want to be thought of as people and that was an important concept for me and we did select a person to work with them.

EU: So were there special programs or was it mostly the same kinds of concerns, family concerns, life cycle concerns, were the same?

RA: Yes, but adapted some to their needs. And I remember visiting a young mother who still had the baby on an Indian board. She wasn't supposed to; they weren't supposed to put their babies on those cradle boards, but she thought it made the baby so much better. But also one of the criticisms was that it affected their gait, their walk, their hips, and that's why they didn't want the baby's left on them. So I don't know now if they use them at all any more or not. In the Umatilla Reservation we did regular meetings, I know I did regular meetings with the agent in Umatilla County arranged for me to do there. We tried always to adjust to their values and to learn from them. So it was a very enriching experience for me.

[1:32:18]

EU: I believe you also served on commissions dealing with mental health?

RA: Yes, the governor appointed a mental health committee to help revise the mental health program.

EU: Do you know which Governor or when that was?

RA: Let's see. It would have been in the '60s. I served on several different governor's ... I was recommended to serve on committees. And it was a good opportunity for bringing the Extension program for people who were not involved in Extension to learn about the Extension program. And I know I developed some programs like alcoholism was a real problem in the mental health field and some other programs we developed tied in with their interests and their work.

Let's see, I think we've talked about the Governor's Commission on the Status of Women, did we?

EU: No, I don't believe so.

RA: Oh, that was a committee I was appointed on and again that was a way to share about the Extension program, but working with what women need and what we talked a lot about their income and the working opportunities and so forth. And I know it was the political issue of whether the Equal Rights Amendment should be passed or not and quite a bit of discussion in the committee on that, but that had people from all over the state and it was a good opportunity to share about Extension and programs that we had.

EU: This is the end of Part 3.

[1:34:36]

Elizabeth Uhlig: This is part four of the oral history interview with Roberta Anderson.

Roberta, you pointed out, or reminded me that for most of your career you weren't Roberta Anderson.

Roberta Anderson: Right. I was Roberta Frasier. I married in 1972. And I was going to keep my Frasier name, but I decided it got too complicated, so I changed to Anderson. So that I am the old Roberta Frasier.

EU: In your career then, at the Extension Service, could you talk a little bit about the changes – what it was like as a woman working for the Extension Service – some of the changes in the Home Ec Extension and women supervisors, and so forth.

RA: Okay, well I found working for the Extension Service a very rewarding experience and I think it was largely because of Esther Taskerud and the climate she set for us, and the support she gave us. It was also the other people who became very wonderful friends and you felt you were in an organization where people cared about you and would support you and you didn't have to be proving yourself all the time. And I think I was given opportunities to do things that I would never have done in another type of job. And these turned out to be ... I never thought of myself as a creative person, but it turned out that I had to think outside the lines and I think I did develop some creative programs and so I got a lot of personal satisfaction out of realizing that almost anything I had to do I could if I set my mind to it and had the time and resources. So that it was a personal growth experience and a very satisfying experience and one I will always treasure.

Looking back on it and reading some of the materials I've written and done, I just can't quite believe that I did it. So, it's been very rewarding and I still feel a part of the Extension family. I know it has changed a lot and will change a lot in the future but in the 34 years I've been retired there have been a lot of changes I'm sure and I'm not as familiar with all the things they are doing now. So I'm not very much up on – I know it's a lot different than it used to be, but I hope the mission is still on serving people and bringing knowledge to people so that rural people are not disadvantaged and also taking advantage of working with the urban people. I know in 4-H they have expanded greatly into the urban areas and changed the kinds of projects that the kids are doing, and so I think Extension is keeping up.

And with all the climate changes and changes in our society it's going to be a real challenge in the next years and I think to keep us up with changes and to affect changes is going to be a real challenge. But I think there is still a place for the Extension Service and it's been a wonderful educational program for starting out for rural people, but it has extended. And we did a lot of evaluations and I think one of my satisfactions is the fact that from what people have said, I've made a difference in the lives of people and that to me is very rewarding and I still have seen people who have told me recently about some of the differences and I think, in a teaching program, that's what you are working to is to help people have more satisfying lives.

[1:39:36]

EU: I think, in 1970 you were acting Assistant Director?

RA: Yes, after Esther Taskerud retired.

EU: But you didn't want to take over her job?

RA: No, I felt that administration I liked, but I thought I liked working in the subject matter better and I thought they could find other people and they did eventually ... Ann Litchfield was hired. And I think there is no one that could equal Esther, but so I don't know what the situation has been. I do know that they do not have, or at least they didn't have women supervisors in the county anymore at the time I retired. And I thought that was a loss, but we did provide for other jobs for those women. One of them took over the gerontology part of my job, so that she was working with the retired people and made it – relieved me – although I worked closely with her – of that particular group of people. So it's been a very fulfilling life.

EU: So you retired in...

RA: '74...

EU: And since then...

RA: When I retired we had just been married a couple of years and our plan was to devote our time ... he was a chemist and had retired earlier and had a family and I had a family and to work with, be with our families. With six children combined that was quite an undertaking and wonderful. He had wonderful children and it's been a wonderful experience being a stepmother to them. And I'm still very close to them. We had hoped to do more travel and do things together and then he developed cancer of the pancreas and so he just lived a year after I had retired. But we had a very good three years together and I am still in real close touch with all his family.

EU: Was that about the time, then, that you moved to Portland?

RA: Yes, we moved to Portland because that was close to the airport, and I had a daughter at that time living in Portland, but we had children in Seattle and California and various places, even Brazil. But it was a good central location and I enjoyed life in Portland and became, after his death, involved in the various programs of the local agency on aging and served on those committees. In fact, I was devoting about 80 percent of my time to volunteer work in the aging programs.

[1:43:16]

EU: With the Extension Service?

RA: No, not with the Extension Service, with the Commission on Aging and the Federal program on aging. I served on a lot of committees and then when I was in my early 80s I decided I'd better retire from that and take care of some of the other things I wanted to get done with my family. So they tease me that I spend a lot of my time sorting papers, which I do. I still have to finish my memoirs and I haven't completed them yet. So I've got to work fast these next years.

EU: We'll look forward to those.

You also did some travelling to Brazil. Your son?

RA: Yes, I've done a lot of travelling to Brazil. I went every year on my leave time, but then after I retired they were having quite a few difficulties in their families, and so I would go down and stay three months and sort of be in charge of the family, and come home for a month, because the visa was for three months. And then if things were going on that were kind of critical, my son would pay for me to stay – extend my visa for a week or two weeks or something, so that made it possible for me to develop a very close relationship with my grandchildren and great-grandchildren.

EU: But they are still in Brazil?

RA: They are still in Brazil and I haven't gone the last three years. So with email and all I can keep in close contact. And now with cheaper telephone rates. So, but it's a very long, difficult trip to Brazil...about 24 hours from Portland, by the time you make the different stops and layovers. I've decided that's too much, and then a very busy household after you get there, but I've enjoyed that culture.

EU: How long have you lived here in Pendleton?

RA: Well, I came, it must have been four years. I thought that at this stage of my life it was better to be close to my daughter because she'd be the one that would be responsible if anything developed. And I did have a small stroke, but I recovered pretty well from that, and mostly I have real good health and have led an active life here. I play cards, play bridge and belong to a book club and a couple of other clubs. And I feel at home in this part of the country because it's very similar to the Walla Walla County area. And I have lots of relatives up there.

EU: Well, I was happy to hear you are working on your memoirs.

RA: Well, I've got to get this stuff put away now, and get busy and finish them up because I'm running out of years.

EU: Is there anything else you wanted to add?

RA: No, I don't think of anything right now, except that it was a wonderful experience and I hope that people in today's Extension Service are getting the same satisfactions that I got.

EU: Thank you very much.

[1:47:29]