

Issaquah History Museums 2006.44.1
Interview with Eleanor Wicklund Hope
October 18, 2006

Narrator: Eleanor Hope
Date: October 18, 2006
Interviewed By: Maria McLeod
Place: Issaquah Valley Senior Center

MARIA MCLEOD: This is Maria McLeod, oral historian, interviewing Eleanor Hope, and today is October 18, 2006. We are at the Issaquah Valley Senior Center.

OK, I'm going to look at the levels here. Can you state your name and the year you were born and where you were born?

ELEANOR HOPE: It's Eleanor L. Hope, and I was born June 1, 1917 in Swedish Hospital in Seattle.

MM: What year were you born?

EH: 1917.

MM: Who were your parents, and where were they originally from?

EH: My mother was Maria Erickson.

MM: And your father?

EH: Hjelmer Wicklund.

MM: And where were they from?

EH: Jantland, Sweden.

MM: How do you spell that?

EH: J-A-N-T-L-A-N-D.

MM: Eleanor, do you know about what time they came to Washington, or to the U.S.?

EH: Oh, yeah. My mother came in 19 ... some people say [19]07 but she said [19]08, so I don't know. Better put [19]07 because most of the family came then.

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MM: Were your father and mother married when they arrived, or did they meet here?

EH: Oh, no, no, no. My mother was only eight years old. [chuckles]

MM: *Ohmygoodness.* So was your father from the same place, Jantland, Sweden?

EH: Well, he was from Jantland, but my mother was on the western side, and he was on the eastern side, so it was a different ...

MM: Do you about what time he arrived here?

EH: 1911.

MM: Do you know how they met?

EH: Well, you know, there's a little town, High Point. It was a little mill and logging community, and they both lived there.

MM: Oh, so they met there. And what memories do you have of your parents that kind of convey who they were as individuals? Like was there anything they particularly said or did that would kind of help me understand who they were as people? Can you describe what they were like, your parents?

EH: Well, I don't remember my father at all. I have this one vision, because he was killed when I was two-and-a-half. But my mother said I must remember. As I said, I just have a vision of somebody sitting on the railing of the porch and laughing at me, and his hat was back, or something. And she said, "That was your dad. You'd better remember that."

MM: Oh!

EH: He was a logger, and they had cork shoes in those days. You know what cork shoes are?

MM: No.

EH: They have nails in the bottom of them, so when they stand on the logs and stuff, they don't slip.

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MM: Oh, yeah.

EH: There's just little nails on them, so they can't come in to the house with those on. But everybody that was a logger had 2-by-4s by the door, or outside on the steps coming up, and they were just about so long. They fit a foot of the logger.

So when they came, they'd stamp in them. And then they could walk up and they wouldn't get the nails into the floor. And so anyway, evidently he would wait there, and I would run and get his slippers. [laughing]

MM: Oh, that's cute.

EH: So that was what she said, and that's the only image that I have of him.

MM: And what about your mom?

EH: Well, she went to school in High Point, which was then a little one-room school. And she ... I mean, they moved ... I don't know. One of the Lovgren girls were one of her teachers – Esther Lovegren, if you've run into that name yet?

MM: No, not yet. Esther Lovegren taught in the one-room school in High Point?

EH: Uh-huh.

MM: And that's where your mother went to school.

EH: And she went the eight grades just in nothing flat, and then went back to Sweden – her parents went back. I guess she could stay so long here in the country, you know, five years, and then you have to go back and decide what you're going to do. You have to go back home at some time.

And that was kind of an interesting time, too. Because she went back with her mother and father, and at that time, the *Titanic* was built, in 1912. And they had decided that after it had made its maiden trip to the United States and come back, maybe they would come back to the United States on it.

Of course, it never got to the United States in the first place! [chuckles] So that changed their plans there.

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MM: *Oh, wow.* Here your family was interacting with the *Titanic*. How did she get back?

EH: They came on another boat.

MM: One less “sinkable.”

EH: Yeah. Well, that one, I guess they were in too much of a hurry to make time and weren’t careful.

MM: What did your mother do when your father died? You said he was killed when you were two-and-a-half?

EH: Uh-huh.

MM: And how did your mother take care of the family? And did you have any siblings at that time?

EH: No. Well, I had a little sister. This is kind of a sad thing, too. It was during the flu epidemic. She was born in 1919 and she only lived ten days. I think she died in March. And then my father was killed in December of 1919. So my mother had ...

MM: Terrible time. How was your father killed?

EH: Logging accident.

MM: *Oh, goodness gracious.*

EH: Yeah. I don’t remember. I mean, I remember something about it. It was sad. That people were sad. [chuckles]

MM: Yeah, yeah. You were so little. It’s really hard to comprehend.

EH: I don’t remember that.

MM: So how did your mom make do after that?

EH: Well, she had a very supportive family. My grandparents were always there, you know.

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But an aunt of mine had lost her husband in 1915, and she had a boy two-and-a-half, and she was pregnant.¹ And he was killed, I think, in July. And then in September, she had twin daughters. So my grandmother [Magdalena Karlsdottir Erickson] and grandfather [Eric Erickson Sr.] had to help her a lot. One of my aunts took care of me while my mother worked.

MM: What did your mother do for work?

EH: I think she must have been a maid or something. I just don't remember these things, but I'm sure that's what most of them did at that time.

MM: Tell me about growing up in the little town of High Point – which is now, I think, part of Issaquah, right? It's been annexed, right?

EH: I don't think it has been annexed yet. It still has its name, High Point. But there's nothing there but houses now. But there was a lumber mill and a shingle mill.

MM: For cedar shingles?

EH: Uh-huh. And they had a Scandinavian community – Swedish people – there were very few that weren't. You could speak both languages my grandparents spoke. And I was awfully glad, because, yeah, I knew it. [chuckles]

MM: So you grew up speaking Swedish as well as English?

EH: Well, my first language, evidently, was Swedish. But then when I went to stay with my aunt, they were in Seattle, and my cousins spoke English. And her husband was Finnish, so, of course, they couldn't use those languages. [chuckles] So it was English. But I learned real fast.

MM: When did you stay with your aunt? When your mother had begun working and your aunt would take care of you?

EH: Uh-huh.

MM: So that was probably when you were maybe three years old or something?

¹ Amanda Erickson married Peter Pearson, who died in 1915.

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EH: Soon afterward, I guess, because my grandmother was busy with the other family, you know.

MM: Three other kids – two babies and the two-and-a-half-year-old.

EH: Yeah. They had a hotel there in High Point, where some workers stayed. They'd have breakfast for them, and fix their lunches, because they went off to work. And then they'd have dinner at night.

MM: So pretty much everyone who lived there worked at the mill?

EH: It was the mill or the logging.

MM: Yeah, exactly.

EH: And it was a Swedish community. The church and the school were the main ... you know.

MM: Right. What was distinctive about living – I don't know anything about the Swedish community – what was distinctive or different about living in a Swedish community versus living in Seattle, where your cousins lived? Were there any special celebrations or any special customs or traditions that had come from the old country?

EH: Oh, yes. As I understand it, my mother and father when they married had this house, and it's up on the hill. And then when my father died, they took it over. They remodeled it and stuff and it was one of the nicer houses.

And *always* we had, you know, everything. We'd get together for dinners, and so it was special all the time.

My grandmother had three containers. They used to have candy in those glass containers with the lid. She had three of them back of the pantry door. And each one had a different kind of cookie. [laughing] And they were cookie-makers, my mother and my aunts and my grandmother. There was always some cookies there.

MM: What kind of cookies?

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EH: Well ... the *spritz*. You've heard of that. That's one of the main cookies. That's the round one.

MM: Is it sort of like a sugar cookie?

EH: More buttery than sugary. Very, very rich cookie. And *pepparkakor*, which is a ginger snap, more or less, is also very good. Then she had some we called "kisses," but they were meringue.

MM: Oh, I'm salivating thinking about it. [laughter]

EH: But there was all kinds of cookies.

MM: Had baking been a big tradition in your family?

EH: Oh, yes. And the coffee bread. They made coffee bread. It's braided and stuff, and it usually had a little frosting on it or something.

Probably every Thursday or Friday, they'd make the coffee bread. Because they'd have visitors or something over the weekend, and the coffee pot was always on, and you always had cookies and coffee bread and stuff with it.

But then, you always had a little bit of coffee bread left from before. So they'd take that and just cut it and slice it and then cut it in lengths. And put it in the oven and dry it out, and make toast out of it.

MM: Oh, like a kind of biscotti?

EH: Well ...

MM: Was it sort of dense and hard?

EH: I don't know what you'd call it. But anyway, it's toast. And we could dunk it. We'd have coffee, too, you know.

MM: The kids? It would be OK for the kids to drink coffee?

EH: At my grandma's, yes. We didn't have it at home but we did get it at Grandma's. You know, you always had something with it.

MM: Yeah. To this day, I cannot drink coffee without something with it.

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EH: Yeah.

MM: It's too acidic.

EH: You know, it just bothers me to see people sit down with a cup of coffee and then light their cigarette. You know, we didn't see that.

MM: Yeah. Was smoking not a big thing either?

EH: Oh, they smoked. But they would go outside and smoke or something, you know. It wasn't like they do now.

MM: It wasn't like happening at the table, while people were eating and drinking coffee?

EH: Huh-uh. Huh-uh.

MM: Oh, that's interesting. It was a separate activity.

EH: I never did see that.

MM: What were weddings like in the Swedish community?

EH: They were quite a celebration. Not like here, I mean ...

MM: Is it similar – the bride wears white and such?

EH: Yeah, and they might wear something in their hair. That was a special thing.

MM: Any special music? In general, I mean. I'm not just talking about weddings. Did musicians play special instruments?

EH: Yeah, my father played the accordion.

MM: Your dad or your stepfather?

EH: My father. My stepfather – I didn't know this, but when my son graduated from high school, my mother and my son and I went to Sweden. We went to the homeland, where they grew up in Jantland – his father's homeland.

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He had two brothers still living, and when we were there, one of them said my stepfather played the violin. But he didn't bring it over here, and we never knew. He didn't tell us.

MM: Oh, that's too bad, isn't it?

EH: But I can understand it, because we had a phonograph, and he had good records. You know, he'd wind it.

MM: Like a Victrola.

EH: But I was so glad because it was *good* music.

MM: Music from Sweden? Or music from all over?

EH: Well, some of it was from all over, but a lot of it was from Sweden, too, of course.

MM: How would you describe it? Was it like Swedish folk music?

EH: Well, some of it was the *real good* music that you listened to. I was so glad that when I went to college, they played it there and he'd played it for us!
[chuckles]

MM: Like classical music?

EH: Yeah. So, I mean, he really liked music.

MM: Good musical taste. When did your mother marry your stepfather?

EH: I was four-and-a-half.

MM: Do you remember that?

EH: Yeah, I do. Because my stepfather was always "Uncle Oscar," you know?

MM: Because he was your father's brother, right?

EH: Uh-huh. They both came over together. My aunt was there at the wedding, and she said, "Now, Uncle Oscar's your daddy."

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Well, I didn't have a daddy like the other kids, so I never called him "Uncle Oscar" again. He was "Daddy." [laughter]

MM: So he became quickly a natural part of your life.

EH: Oh, yes. And a very good father. I mean, I realized he was going to look after me, I think.

MM: Yeah, yeah. Did your mother and your uncle – your stepfather – have children together?

EH: My brother – half-brother.

MM: He's a half-brother, but you share more genetically in common with him than most half-brothers, because he's your uncle.

EH: He is. Same name, same ... you know.

MM: Yeah, very natural.

EH: He always looked after me, I think. My mother would tell me, you know, sometimes, when I started growing up, he'd say, "Wow, I don't see what she sees in him!" [laughter]

MM: So he did care for you, just as a father does for a daughter.

EH: Yeah.

MM: What did he do for a living?

EH: He was a logger. And he filed saws and things, and measured how many feet a log was in size.

MM: He worked at the mill, too? Or when you say he – I was wondering if he was a filer? Oh, I guess if he's a logger, he could be filing saws as well.

EH: Yeah, he kept the saws sharp.

MM: Oh, so he was really important.

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EH: They had cross-cut saws in those days.

MM: Right. And they had gigantic trees they were cutting.

EH: Oh, yeah. It'd take them several days sometimes to get through them.

MM: Really? Did you ever go? Did you ever watch men do any logging as a child?

EH: Not up there. I didn't go up to the logging camp, but it was right up on the hill up there.

MM: It was probably a dangerous place for little kids.

EH: Yeah. But you'd see them all. And the train went by every day, and you'd see *big* logs coming down from Snoqualmie and North Bend and that area, you know. They were *big*. Some of them with just one log on there.

MM: Oh, a single train car. One log.

EH: They were *big trees*. You don't see that anymore! [chuckles]

MM: You could build houses in a tree like that. As a matter of fact, I think they used to build little houses out of the stump. "Stump houses," I think they were called.

EH: Uh-huh.

MM: You didn't see that, did you? Any stump houses?

EH: There was this one on the way to Bellingham – it's over by Stanwood or something – that we used to go by. You could drive through it, you know? [chuckles]

MM: Oh, yeah. Because they had an archway built right into the stump. That's so amazing.

Do you remember – I'm asking this question because I have a friend who is of Swedish descent – something called St. Lucia Day?

EH: Oh, yeah. It's before Christmas.

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MM: December 13. Can you describe what happened in the High Point community to celebrate St. Lucia Day?

EH: I don't remember that they did celebrate that so much, but I know that I've heard about it. And, of course, now I've seen some of them at the Swedish Club. They always have them. They have the lighted candles on the head, you know.

MM: Like a wreath of lighted candles?

EH: Uh-huh. I don't know how the hair doesn't catch on fire! [laughing]

MM: They couldn't have used hairspray that day, I don't think! Do you know the story behind St. Lucia Day? I don't know the story behind St. Lucia's Day, do you?

EH: Now that you're asking me, I haven't really checked. I know some of them have it a church and that. Some churches have it.

MM: Right. What church did most people attend at High Point?

EH: The Lutheran at High Point. They had a little mission church. Everybody didn't go down there for things, you know. But there were some people that were there all the time.

MM: But you said the majority of the community went to the Lutheran church?

EH: When they were in Sweden, they had to go through Confirmation.

MM: Oh, so traditionally, everyone had been a Lutheran?

EH: I don't think they do it anymore, but it was required.

MM: As part of their schooling? Even at the public schools?

EH: Well, it's part of what they do, yes. It's one of their traditions. And that was one of the things they did. They all had to do it.

MM: What were the kind of events, community events – you said there was a little mission there – that people would go down for? What kind of events would people come together to organize, or celebrate? Do you know?

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EH: Well, just like we always do, I guess. Of course, you always went down there for a funeral. And then, the weddings. What should I say? Oh, we had our programs, I mean, Sunday school programs. We always went down for Sunday school. All of us went to Sunday school.

MM: All the kids. And when you went to school, what school were you going to? What school were you attending?

EH: High Point. It was a two-room school by the time I got there! [laughing]

MM: I was going to ask [laughter] if it was still one room. What grades were in the two rooms?

EH: Well, four grades in the little room, and four grades in the big room. [chuckles]

MM: Through eighth grade, right? What did kids do after eighth grade?

EH: Some of them went down to the high school in Issaquah, because they had started it by then. I think they started in ... in 1911 or 1915 or something like that, the first class graduated from high school.

MM: What was it like to attend school? And you have that double perspective, because you were a teacher later. But what was it like to attend school when you had all those different kids and different ages? And how did the teacher manage that?

EH: Well, I think the teacher really was wonderful to manage it. And I think it was a *marvelous* situation. I mean, because we helped each other. You know, when we got through with our work, we'd help somebody read.

MM: So the older kids were tutoring the little kids?

EH: They would help when it was necessary. And you always had something to do, because you could *always* practice penmanship. Penmanship was important, and we had practice so that we had control of that pencil. [chuckles] And you had to hold it just right. It just kills me when I see these kids hold their pencil now. Have you noticed it?

MM: Well, I've noticed handwriting is a lost art.

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EH: You can't read it. They don't have penmanship at all, and it just kills me. I've heard some of the people that know better, I mean, on TV or something [saying] "You don't need it anymore. Now you've got computers," and all that stuff. Well, why do we have to depend on everything? You know? We should have it *first*.

MM: I think about that as well.

EH: You know, if something happens, how are you ... you can't even write it down so we can read it! [laughing]

MM: It's really terrible. Do you remember, I guess in your school days, how teachers disciplined students? What were the discipline issues when you were attending school as a kid?

EH: Oh, well, you had them. Of course, we were supposed to mind the teacher. And that was from home, you know. Just telling somebody at home, you know, that would be terrible.

You'd get it at home. "How could you? How in the world could you stoop so low so as to do something like that?" You know?

MM: So the parents are really supportive of the teacher.

EH: Definitely. And you knew it.

MM: Yeah, there was a lot of respect there.

EH: And, of course, if somebody was *really, really, really, really* bad – you know, you had some big boys who were naughty – they got spanked. [chuckles]

And I really think if that paddle is used right, it's good. Because that's the way we were raised. But I think that nowadays it would be terrible because people don't have any control over their temper like they used to.

MM: That's true. Do you remember any particular rights of initiation when you went from fourth grade to the bigger classroom or anything like that?

EH: No. Except that we knew that we were going to the *big room*. [laughter]

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MM: Was it exciting?

EH: Well, you moved up.

MM: But then you were the little person again. [laughing]

EH: Yeah, yeah, you had to start over again!

MM: What did you do for fun? For recess and things like that?

EH: Oh, they played baseball when I got up into that room. And there was another girl and I in the room [chuckles] we were the shortest ones at that time. *Little.*

And we'd run out for recess, and then the bigger ones would holler whether they were going to be pitcher or whatever. [chuckles] And then they'd choose sides.

Well, this other girl and I, we were always chosen last. [chuckles] Because we couldn't seem to catch the ball, or hit it, or whatever! [laughing] I can sure remember that first time when I hit it.

MM: Oh, really? [laughter] That was probably very satisfying.

EH: Yeah. Well, you know, you wanted to be *able* to get there.

MM: It is a really satisfying feeling when that bat connects with the ball. Especially several times of it going over or under or around! [laughing]

EH: Yeah, if you miss it all the time, or it just won't go anywhere, you know?

MM: Yeah, it seems like there's a hole in the bat! [laughing]

EH: And then catch the ball when you should, you know. Somebody would bat it right to you and you'd miss it! [laughing] And I remember catching it the first one, too.

MM: That's great. I wanted to ask you on what occasions did you go from High Point to Issaquah? Did you shop with your parents, or how did that work?

EH: We had a store at High Point, and you could get things there. They had yardage there, too, but it was kind of interesting sometimes.

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MM: You mean some fabric?

EH: Yeah, because most people sewed things for their kids, you know. My mother sewed a lot of my things.

But your groceries, I know that my grandmother sent me down for *kanel*. And I didn't know what *kanel* was. I hadn't heard of that.

MM: Was it a Swedish term?

EH: It was cinnamon. [chuckles]

MM: Oh, it was cinnamon. How did you figure out? Did you ever figure it out?

EH: Well, I was hoping that I'd run into somebody on the way. But I didn't, so I couldn't ask anyone.

Well, I got to the store, and Mr. Malmgren [sp?] was there and I said, "Mumu wants *kanel*."

"Oh, OK."

MM: Oh, he knew.

EH: Oh, yeah. Malmgren. [laughing] He had a Swedish name, too!

MM: Oh, thank goodness. What store was that? What store did you go to?

EH: Well, it was the company store. They had the offices in the back, the mill offices. And the post office was there, and this little store. They had a big box when you came in, with the bread. Some things you needed, you went down to Issaquah – for meat, and that sort of thing.

MM: Did your parents speak English?

EH: Oh, yes.

MM: So English was spoken at home?

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EH: Oh, yes. And Swedish, too. Both. It depended on what they were talking about. If they were talking about Sweden, they spoke in Swedish. If they were talking politics, it would be English! [laughing]

MM: Oh, I wanted to ask you about politics, too. Was there any kind of political splits, or religious splits, or any kind of splits in the Swedish community itself? In every town, there are different neighborhoods, and there are people with different beliefs. I wondered if in the Swedish community, there was some diversity as well?

EH: I don't think it affected High Point very much. I know my father had a cousin who was pretty active in politics before I understood it.

Right around 1918, 1917, they were starting to get the unions going and that. He was kind of active in that – this is what I heard – had come through with some fellows on motorcycles, trying to get some of the people. Not so much High Point, but Snoqualmie and North Bend, which were bigger.

MM: Trying to get people to join the labor union and the labor movement?

EH: Uh-huh. And then get going on it. Because I guess in some places, it was terrible, you know, having to work so long hours and hard. They worked from light to dark.

MM: Yeah, yeah. That was before the 9-to-5 job, and weekends off, and holidays off and maternity leave, or any of those things that we have today. Especially for working class people, working in the mines and logging camps.

EH: Yeah, it was really rough for them. I was going to say, also, this cousin, because he was involved in this, he got orders to – uh – join the Army. And he was sent over [chuckles] to war in France.

MM: Oh, World War II?

EH: World War I.

MM: *Ohmygosh.*

EH: And he got gassed over there, so he wasn't very well when he came back. So he wasn't the go-go he was before. It was kind of rough.

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MM: So you think that was kind of retribution?

EH: Oh, yes. He hardly had time to go say good-bye to his mother who was in Canada. Just barely. I mean, the orders came too fast. It was definitely “get you out of here.” I guess the rest of the guys, some of them had to go, too.

MM: Rabble-rousers.

EH: Yeah.

MM: Do you remember the Communist Party at that time? Because Communism was somewhat aligned with the labor movement.

EH: Uh-huh. Yeah, it wasn't too strong around where Bryant people were, I don't think. You read about it all right.

MM: Interesting. You said you were born in 1917, was it? So you would have been coming of age, an adolescent, during the Great Depression. Do you remember the Depression?

EH: Do I remember it? I was in high school and college during that time. I tell you, we scrounged.

MM: Did you?

EH: Oh, yeah.

MM: How were you able to go to college during the Depression? How were you able to get the money to do that?

EH: Well, it wasn't expensive like it is now. I mean, it's out of hand right now. I think it's ridiculous. And I don't think the kids are getting an education like they did, either. I mean, we had to work. [chuckles]

MM: Where did you go to college?

EH: I went to Bellingham first, and then I went over to Ellensburg, and I finished in Ellensburg.

MM: And when you went to Bellingham, it wasn't called Western Washington University?

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EH: No, it was a normal school when I went.

MM: A teacher's school.

EH: And then, when I went to Ellensburg, then they got to be colleges of education. But it was a good move. I really lucked out on that one.

MM: How did that happen? Because your parents hadn't gone to college, right?

EH: No.

MM: So that was a new thing. How did that happen?

EH: I came home from school my very first day of first grade, and my teacher – I know it must have been spit curls, they were just little curls, just little ones.

MM: You had little curls?

EH: She did. And, I don't know, I was real fascinated with those. And I just enjoyed the day, you know. It was really nice. So I came home and said, "I want to be a teacher when I grow up."

MM: That was the first day of school? [laughter] That's amazing! Because you did become a teacher!

EH: I think people reminded me, too, that I had said it. I know the lady where we used to go up and get eggs, she always used to say that.

MM: Did you have to save money in order to go to college, yourself? Did your family have to save money?

EH: No, I put money aside. Yeah, I knew I had to go to college. I always wanted to be a teacher, so I always did.

But, you know, the banks broke and you [chuckles] didn't have that money again. You had to start over.

MM: *Ohmygoodness.* So you remember when the banks bottomed out.

EH: Oh, yes.

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MM: What was it called? Black Monday? It was a famous historical event, but I'm not recalling it very well at the moment!

But you were affected by that? You had money in the bank?

EH: Yeah. And then I got some back, but it wasn't very much. I think I got \$7.00 or something. You can't do much with that.

MM: Do you remember how much you'd save at that point?

EH: Well, it was enough to get started, I'm sure.

MM: Yeah. And how did you make that money?

EH: Oh, people would give me that. Or I had it around. There were people who would give me money for my birthday or something like that.

MM: Did you ever work? Did you hold a job when you were in high school?

EH: I didn't in high school. I worked at the bakery, but I got a dollar on Sunday. It was on Sunday.

MM: One dollar?

EH: Uh-huh. I worked from ten to eight.

MM: Which bakery?

EH: Well, they had a little bakery in Issaquah.

MM: Oh, really? Was it just called the Issaquah Bakery or something?

EH: Yeah, I guess it was. Or Jacobsen's Bakery.

MM: What did you make? Do you remember what you made?

EH: What do you mean?

MM: Did you sell stuff or did you make stuff?

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EH: No, I was just selling. I was just a cashier, just taking care of it that day.

MM: Were there breads and desserts?

EH: Oh, yeah. And butter horns and, oh, all that good stuff.

MM: Was it a Swedish bakery?

EH: He was Danish. Yeah, I think he was Danish. Good baker, though. It was good stuff.

MM: That's really nice. So you did that, and then you finally went off to college. Had you been outside of Issaquah-High Point-Seattle very much up until that point?

EH: Not too much. When they had the big crash on Wall Street, High Point crashed, too. And just stopped. So my folks brought property down in Issaquah, and so we moved down to Issaquah. So I was down here for the eighth grade.

MM: Where did you live in Issaquah at that time?

EH: Well, we had a house just over across the highway from here. Downtown renting one year, and then they were putting Front Street through. It wasn't through all the way. And we couldn't get to our place until they got Front Street through. It was in-between there.

So then my dad built a ... oh, it was a garage and a kind of a workroom and stuff. And we moved into that for a while. Then, my senior year, started to build the house that they planned to build.

MM: What was he doing for work at that time?

EH: He was logging. Logging around. Filing saws for people and stuff. But we had a little farm then. We had a house. Two big gardens.

MM: Had you had a farm before, in High Point?

EH: No. Oh, not at High Point.

MM: Because at High Point, the houses were probably closer together.

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EH: Uh-huh.

MM: And people weren't working the land, they were going to the –

EH: I had raspberries, though. But we didn't have a garden.

MM: How did you like that, the farm life? Did you take to it?

EH: Oh, it was nice. It wasn't a big thing, but we had hay for summer.

MM: So you had a little bit of acreage when you moved down here?

EH: Yeah. We bought a whole section, but then they sold off some of it. So they ended up with 10 acres, so it was good.

Then, when we went off to college, we “bached”, you know. A lot of the women – widows – would open their houses, and we'd have rooms. And we'd have hot plates and stuff to cook on.

MM: Oh, you call it “baching,” like “bacheloring”?

EH: And we brought stuff from home, and it was canned stuff because you didn't have freezers in those days.

MM: So you didn't have dorms. You stayed in people's houses?

EH: Well, there was one dorm. That was all. But that was too expensive.

MM: Did you live in a house in Bellingham when you went up there? Did you stay with a widow up there?

EH: Uh-huh. There was a Mrs. Angerhead [sp not verified] who had rooms for the girls. She was wonderful. A Norwegian lady.

MM: She kind of looked out for you?

EH: Oh, yes! And we didn't have ovens, but she had one in her section. So if we wanted to have something that had to be done in the oven, why, you just let her know, and she'd have it ready for you.

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MM: Oh, that's really nice. And you probably made friends with some people from different places at the time. Did you?

EH: Oh, yes. And close friends. Some of them were very close. It was good.

MM: Did any of those girls that you met in Bellingham go also to Ellensburg?

EH: No. No, they didn't.

MM: Why did you decide to go from Bellingham to normal school?

EH: Well, somebody said it was cheaper over there. I was just going to go try it. And a lot of the people that lived where I did in the house had been there before.

In fact, I had a cousin that was there, and she graduated. So did some of the others. And then you had new people. And I thought, well, it would be good to try something else. But then, I really liked it when I got over there.

MM: Did you take the train?

EH: Bus.

MM: So, all your things in a bus. Did you have a manual typewriter that you had to take with you? Your own typewriter?

EH: No, I didn't have one then, no.

MM: So you wrote things by hand? You did your homework by hand?

EH: Uh-huh.

MM: What kind of course work did you do, do you remember?

EH: Course?

MM: Yeah, what kind of course work, what kind of classes were you taking?

EH: I can remember one. Psychology. I came in, just came in and walked over to the blackboard and bumped into a guy who was the teacher!

MM: Did he not have good eyesight?

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EH: No, it was just on purpose. He was really ... he was good.

MM: Oh, you had a good psychology teacher. He was somewhat humorous.

EH: Yeah, he made us think.

MM: And did you study child psychology at that time?

EH: Oh, yeah. And everything like that. Of course, I finished lots of the stuff you had to take before in Bellingham, so I was right into the meat of the stuff when I got over there. And I was doing student teaching and what have you.

I was an art major, but [chuckles] the funny part of it was I started late. When I graduated from high school, the folks had started building our house and I thought, No, I shouldn't go. I wasn't just quite ready to go right onto college, so I didn't start in the fall.

Then in the winter, I didn't go either. But I was talking to my cousin about it and she said, "You know, you can work for your room and board, and then you could really get started." Because I knew I had to get started or else I probably wouldn't. [chuckles]

MM: Right, yeah.

EH: So anyway, I went up and I did get a room and board place, so that was good.

MM: How did you work off your room and board?

EH: Well, it was a family, and someone just helped them all the time, and I was there.

MM: Did you take care of the kids, too, sometimes?

EH: Uh-huh.

MM: Did you like to babysit? Did you like children?

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EH: Well, yeah. It was fun, it was all right. In the summer, the people I worked for, he got transferred to Seattle – he was a salesman – and so then my cousin and I worked at the YW[CA] for that summer.

MM: The YW? Is the YW like the YMCA, but for women?

EH: Uh-huh. Is it still up there?

MM: You mean in Bellingham?

EH: Uh-huh.

MM: Oh, yeah, yeah. Right on Holly Street. Is that the same one?

EH: I think so. Someplace there.

MM: That's a kind of historic building. That's where you worked?

EH: Uh-huh. I worked in the office, and then I had a room upstairs. And then if anybody was out, or needed to come in, they'd just ring the bell and I'd have to go down and let them in.

I was a nurse and a teacher there in the summer, and I could have just [chuckles] ... they were always out late! [laughter]

MM: So they'd come ring the bell really late? And you'd have to go down.

EH: They really got it. My cousin – I was going to go out with a group, and she said, "I'll take it." But she's one of those people that if she gets to sleep, you don't wake her up. [laughter] And these two gals had to find someplace downtown! [laughing]

MM: Oh, you mean they rang and rang and she wouldn't come to the door? That's really funny. [laughter] Maybe that taught them a lesson!

EH: Yeah.

MM: You were in college in the [19]20s, probably the late [19]20s or early [19]30s?

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EH: Yeah, [19]30s. About [19]35. I graduated from high school in [19]35. I graduated from college in 1940.

MM: So when you graduated from college, that was right around when World War II was about to break out.

EH: You're sure right. [chuckles]

MM: How do you remember that era? I mean, the Germans are on the move, and you're hearing about all this. And eventually, we go to war. What do you remember about that time?

EH: Well, you know, we grew up being told that the First World War was the "war that ended all wars."

MM: Yeah, I've heard that phrase.

EH: And so I think we kind of felt that, that war was over in Germany, you know. But I got involved in that. My boyfriend at the time at the university, he was in the NROTC.

MM: Oh. Like the ROTC is now, where they pay for you to college?

EH: Uh-huh.

MM: And then when you leave college, you're an officer in the Army?

EH: No, when he graduated, he was an ensign in the Naval Reserve. But he graduated a year before me, and I was going to finish. I thought that if I stopped, I probably would never finish. So I was going to go on. And so he got a good job with the CCC, you know.

MM: Oh, the [Civilian] Conservation Corps or something? I can't remember. Started by [Franklin Delano] Roosevelt, right?

EH: Yeah, uh-huh. And they just built trails and picnic places and, I mean, just busy with things. And he just loved it.

MM: And he didn't have to go to war?

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EH: Well, this is 1939 when he got his job. He was co-commanding the CCC camp – there was somebody else with him – and they told him then during the year that he would have it himself the next year.

Well, about ... I can't remember, it was April or May of 1940 ... our Congress passed the draft law. That was 1940. Well, the CCC camps just folded up, you know. Those boys were ready to be drafted.

MM: Yeah, they were too useful to be making camps.

EH: Yeah, so they folded. The CCC camps just folded overnight.

So anyway, my boyfriend got his orders, too. [chuckles] He's in the reserves. So he had to report real close to home. Like Pennsylvania! [laughing] Philadelphia, Pennsylvania.

So anyway, I made up my mind right then and there. And he said it was just a madhouse. *Just a madhouse*. Nobody seemed to know what they wanted to do.

And so anyway, I had to think. Because I was graduating in June and I thought, Well, I'm going to get a job teaching and get experience on my credentials. And so I did. I got a job and started teaching.

MM: Where was your first job?

EH: Sunnyside.

MM: Sunnyside. Really? Oh, I need to ask you before we go to that, what was your boyfriend's name, do you remember?

EH: Glen.

MM: Do you remember his last name?

EH: Jacobsen.

MM: Glen Jacobsen. And what happened to Glen?

EH: Well, he was out in the Atlantic on a submarine chaser, getting our ships across, you know. And then he brought a submarine tender through the Panama Canal.

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So anyway, he was home. He went to San Francisco and flew up, so he was up for the weekend of November 11. November 11 was on a Tuesday, so he was here for the weekend before.

And I came over on the bus, and I was visiting everybody, you know. I went back on Sunday, because my kids had a program on Monday because Tuesday was Armistice Day. So anyway, then he left for Pearl Harbor.

MM: Oh, Pearl Harbor was December 7. So it was just two weeks after that.

EH: And I didn't know if he'd gotten there. We were listening to the radio in Sunnyside. Andre Kostelanetz and his orchestra. All the canaries singing. And then they broke in and said that the Japanese had bombed Pearl Harbor.

So it was kind of bad. And I didn't know if he'd gotten there or not. But our boardinghouse at Sunnyside, they were closed. I mean, she didn't cook for us on Saturday and Sunday, so we always met downtown for dinner on Saturday and Sunday.

And I stopped on the post office on the way, and there was a letter from Pearl Harbor. So I knew he had gotten there. And then we didn't hear for a long time. But he was in a submarine. We got word he was in a submarine in the South Pacific.

MM: So he had lived through the Pearl Harbor bombing.

EH: He lived.

MM: *Ohmygoodness.* Oh, that must have been so tense for you!

EH: Oh, it was ... it was rough for all of us, I think.

MM: For a lot of people who probably had boyfriends or brothers, you know, that kind of thing.

EH: Well, my generation, those boys had to sign up, all of them. And there were young men that I was teaching in Sunnyside, too, and they had to sign up.

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In fact, we went over to Seattle and they went to sign up. And, of course, the rest of us rode with them because, you know, transportation. We didn't have a lot of cars like they do now. [laughter]

And so ... they were all over there. There were some that were there in the Navy, and they were flyers. And, you know, if they did ... those airplanes there that were on the ground ... I just cringed at the sight.

There were a lot of the boys that had signed up. Flying was *the thing* at that time.

MM: They all wanted to. None of them wanted to be on the ground, they wanted to be a pilot.

EH: Uh-huh. But they could sign up for what they wanted. Otherwise they would be right in the front lines.

MM: What about your younger brother? You said you had a younger brother. How old was he? Did he have to go to war?

EH: Oh, yeah, he had to go, too. He was in India.

MM: Did he survive the war?

EH: Uh-huh.

MM: That's good. I don't think I asked you your little brother's name.

EH: Arnold.

MM: And what was your last name?

EH: Wicklund.

MM: Arnold Wicklund. And you said he came back from World War II as well. Well, that's good that they made it through. Did your boyfriend make it through World War II?

EH: Yeah. He stayed in the Navy, too.

MM: Tell me – I should know – but where is Sunnyside?

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EH: You know where Yakima is?

MM: Yeah.

EH: It's below Yakima, towards Walla Walla.

MM: So when you left Ellensburg, you went to Sunnyside to teach. How long were you there?

EH: Two years.

MM: Was it ever your intention to stay there very long?

EH: Well, when the war broke out, I decided I wanted to be close to home. So I went up to the Inland Empire, which is in Spokane, and all of the superintendents and all that are there.

I was interviewed by quite a few of them, and one from Seattle. And we had quite a nice interview. But he said when we got all through that he didn't have any more application blanks. They didn't have ditto machines then so they couldn't make any.

And there was a lot of them, so I thought, Well, that's a good brush-off. [laughter] But he said, "I'll send you one."

When I went over to Spokane, one of the fellows that lived where I boarded was going to go to Tacoma, and so I had ridden with him. And when we got through in Spokane, we went to the coast. He dropped me off at Issaquah and he went to Tacoma.

And so when I got back to Sunnyside, I went by the post office, and there was my application. [chuckles] So, I got on in Seattle.

MM: Where was the second place that you taught?

EH: In Seattle, up by White Center.

MM: What was the name of the school?

EH: Highland Park.

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MM: And how long did you stay there?

EH: Eight-and-a-half years.

MM: What grade were you teaching?

EH: I taught second, and first and second.

MM: Did they have one of those adjoining things, where you teach first grade, and then the next year you teach the second grade, but the same class?

EH: No. We were right in the midst – I mean, if you went over the hill, over to the edge of the hill, there was the Boeing plant with all the camouflage. They had houses and everything built over the top of it.

MM: Because it was a military facility during World War II. They were making the fighter planes. A lot of women worked there.

EH: Oh, yeah. Oh, it was right in the middle of everything there. And people were moving in. In fact, we looked out our window one morning and it was so foggy, you could hear machinery outside our school, but we couldn't see it.

But when the fog lifted, you could see they had cleared it all off in nothing flat. They were building houses. Saw the *whole* string of them. It was just building up.

MM: Right, right. So you got there when the population was growing.

EH: Oh, definitely. In our school, we had kids in the hall. We had classes in the hall. We had them on the stage. I mean, wherever there was a spot.

MM: You were teaching the baby boomers, weren't you? That's what they call them now, the post-World War II children.

EH: Uh-huh. They'd say, "Oh, you only have thirty-three registered," and we'd always say, "You might as well add five more anyway."

MM: You were teaching classes of almost forty kids?

EH: Oh, yeah.

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MM: *Oh!* How did you do it?

EH: You got almost forty. And they could manage them. Somebody else had that many, then you could divide it out. So you could divide, and then start over, and they'd fill. So at that at my school – it wasn't while I was there, but after I left – one of the gals wrote me and said they had sixteen portables.

MM: *Ohmygoodness!*

EH: And I don't know where they played.

MM: That takes care of the playground, pretty much.

EH: Uh-huh.

MM: So what kind of population of kids were you teaching at that time? Just all different kinds of kids from all different backgrounds? Was it more diverse there?

EH: Oh, yeah, they were coming from all over, you know. Lots of them from California came up. They were coming to work in the shipyards.

MM: The Boeing plant, things like that.

EH: Uh-huh.

MM: Was it challenging for you to have so many kids who were new to the area? Was it hard? Did it make it more difficult to teach? What were the kinds of issues that the children were facing?

EH: Well, I think we had some problems. Some of them, you had to readjust what you were doing. But most of them were pretty sharp that I got, so they could adjust to what we were doing.

MM: How did you handle classes where you had children who were at a more advanced level coming maybe from somewhere else? Or, a lower level coming from somewhere else, where you had such a wide variety in a single class? How did you bring the ones that weren't doing as well up?

EH: Well, you just have to work with them, that's all. And we tried to get people to, get an idea of having some teachers that could work with them separately.

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But we never did get them. We got some, but then they'd send that same teacher to about four or five schools. Well, what good could she do?

MM: Yeah.

EH: You know, they'd just get it on paper [that] we had one. [chuckles]

MM: When did you get married in that time?

EH: Oh, after the war. A long time after.

MM: Were you teaching in Seattle when you married?

EH: Uh-huh.

MM: And who did you marry, and where was he from?

EH: I married a fellow from [chuckles] Pennsylvania.

MM: You did?

EH: Uh-huh. Pittsburgh.

MM: Really? How did you meet him?

EH: At a dance.

MM: Really? A dance here in Washington? The east side of Washington?

EH: No, in Seattle.

MM: What was his name?

EH: Harvey.

MM: Harvey Hope?

EH: Uh-huh.

MM: That's a good name! [laughing] It has some alliteration. What year were you married?

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EH: [19]50.

MM: And what did he do for a living?

EH: He was a marine engineer with MSTS [Military Sea Transportation Service].

MM: Did he work in the Seattle area?

EH: Yeah, they came up and worked out of Pier 91.

MM: At what point did you move back to Issaquah? Or did you move back to Issaquah?

EH: Well, I was pregnant, and I taught through my first semester. But, you know, you didn't want to go on. And my boy was born in June, June 12.

MM: Oh, that's good for a teacher. Because you're off!

EH: And I couldn't stand the apartment, you know, when I wasn't working. And the folks said, "Oh, come on home." And so I did.

And Harvey was glad, too, you know. He didn't have to worry about me then. And it worked out. And then he found this place, and liked it, and bought it. And he built our house. [chuckles]

MM: Here in Issaquah?

EH: Uh-huh.

MM: Where did you build your house?

EH: It's up on Front Street, a little beyond my folks.

MM: Was it on their property?

EH: No.

MM: Or was it near?

EH: Near.

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MM: Nearby. Oh, that's nice.

EH: And so it worked out. So anyway, while I was home – I mean, we didn't build until – he bought it soon after the boy was born. But I stayed with the folks then for a while.

It was about October, I guess, of that first year that Bill was born, my phone rang and it was, "Eleanor, we need you!" They needed a substitute teacher.

MM: Here in Issaquah? At the elementary school? Was it the Clark School? Was it the Clark School at that time?

EH: Yeah, but let's see ... where did I teach that first day? I think I went out to May Valley, out in that area. So anyway, they called me often to come and teach, so I taught in all of the [inaudible].

It was kind of fun. But then, they needed teachers so bad. "Oh, we need teachers." So I got back on it, and it worked out. My folks babysat for me.

MM: Oh, that's nice. So you had daycare built-in. I was going to ask you, I don't know who this person is, but do you remember a Mary Ann Lewis in the Preston School? Do you know who that is? Who is that?

EH: Mary Ann?

MM: Or Marian Lewis? Marian?

EH: Marian? I know a Lewis, yes. She taught there in the school that was up there then. The school is gone now.

MM: What is your memory of that person? I think it's been suggested of me that I should ask, so I think it's someone sort of known in the area. A teacher people remembered.

EH: Well, Mary Ann must be one of the daughters. Is it?

MM: I don't know.

EH: Because her mother's name was Mildred, Mildred Lewis.

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MM: Mildred. Maybe there's been some confusion. Do you remember Mildred?

EH: Uh-huh.

MM: Was she older than you were?

EH: Oh, yeah.

MM: And was she a kind of a mentor for you?

EH: No. She evidently had charge of the school up in Preston. They had two teachers up there. I substituted up there. And then they closed that, and she came down and she taught at Clark for a while.

MM: When they closed Preston School, did all those kids have to go to the Clark School?

EH: Uh-huh.

MM: Oh, I see. Now, you taught first grade at Clark School?

EH: Yes.

MM: Did you ever teach a different grade?

EH: Huh-uh.

MM: Just first grade? And how many years did you teach at Clark School?

EH: Seventeen.

MM: Do you know around what time? You probably would have been sometime in the early 1950s?

EH: Well, I started in ... let's see ... in [19]51, I substituted. And then in [19]52, I started teaching at Clark. They had just built on and made it bigger.

MM: So probably until 1969 or 1970. How many kids did you have per year?

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EH: We had over thirty there, and I know it must have been thirty, thirty-five in those years. Because we had all of the kids from all up the hill, up by Pine Lake and all.

MM: So that's probably around ... *.gosh*, you probably taught more than 500 kids from the area, first grade. They all passed through. Was there another first grade teacher at the time, or were you the only first grade teacher?

EH: Oh, no. There were two others.

MM: So you've taught at least a third of the kids from the area from 1951 or [19]52 till about 1969. That's a *long time* and a *lot* of children. [chuckles]

So what are your stories? Do you have stories you can share about teaching, your years at Clark Elementary School? What do you remember? Are there any particular children, or instances, that stand out in your memory?

EH: I don't know. I just know it was a good school, and we had a good principal.

MM: Who was your principal at that time?

EH: Sylvia Bender.

MM: Oh, a woman. Had she taught as well?

EH: No, she was the principal.

MM: Uh-huh, so kind of an administrator. In what way was she supportive and helpful?

EH: Well, she just had a way that I think brought the best out of people. You know, some people just ... don't. [laughter]

MM: Yeah, I know. Not all bosses bring out the best in people.

EH: Because we're all different, you know, and if you get the best, it's ... And she was very supportive.

MM: What attracted you to teaching first grade? What appealed to you about teaching first grade?

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EH: Oh, I think just watching them and getting them going. And then when they realize *Mygosh, I'm reading!* That's just exciting! [laughing]

MM: Yeah, it is. What did you think was the most important things for you to teach them, socially and intellectually? What did you think your role was?

EH: Well, I tried to make them think. I can remember two little boys. We were doing math, and they had a paper that had numbers on it, and they were adding. And I could see this one boy had an answer down there, but he was erasing it, you know. He'd evidently looked at the paper next to him.

So I made a little deal of it. We had blocks that they could count and I said, "Why don't you go and get those blocks?"

And so he did. And lo and behold, he had the right answer down and the other guy had it wrong! [laughing]

MM: So he had just second-guessed himself when he looked over and saw the other boy's answer, and he erased it.

EH: That's right. And I said, "You know, if you just used your head again, and maybe the two times you would have had it right. You didn't have to be right or try it again." [laughing]

MM: Oh, that's really cute. And what are the differences that you noticed maybe between boys and girls? Were there any differences between boys and girls – their interests, and the way they developed at that age?

EH: I don't think so.

MM: Yeah.

EH: I think it's just about the same. Girls probably will – no, I think I have to – but the boys, they're more outgoing. But it comes out.

MM: Did you teach them – you said you were an art major in college – did you use art in the classroom at all?

EH: Oh, yeah, I liked that a lot.

MM: What were the kinds of projects you had the kids do?

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EH: One of my favorite ones was that we would scribble all over, you know.

MM: They'd just scribble?

EH: Yeah, just scribble all over, and then see if we could find something there. I'd help them a little bit sometimes to see it, so they'd get started. But you could see. You might find a rabbit, or something so you could make a rabbit out of it, you know, make the rest of the stuff.

MM: That's a good way to make them think. Make them see something. Make sense out of the nonsense.

EH: Uh-huh.

MM: That's really wonderful.

EH: When you see kids drawing, the sky is up here. And then there's a big space, and everything is here. And I'd tell them to look out the window. Where's the sky? And then they can look and "Oh!" [laughter]

MM: Yeah, the horizon is more in the middle. But you're right, when children draw, they put it at the bottom of the paper. Oh, that's a really good assignment, too.

EH: I know when I was in Sunnyside, the school I taught there, the first year I was there, we had four grades only in our building. So I took some of the fourth-graders, because they hadn't had any art or anything.

And I had more fun with them, trying to get perspective. Like a railroad track, to get it to look like distance, you had to make it smaller.

MM: Smaller at the end, bigger at the beginning.

EH: So we did a lot of that kind of stuff.

MM: Of the kids you taught, do you remember any families? Because I remember when I went to school, I was the oldest. And then, lo and behold, the same teacher would end up getting one of my brothers later on. Do you remember any particular families passing through your classroom, a sibling at a time?

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EH: Oh, yeah, I think so. But, you know, I graduated from Issaquah High School. So I had some of the children from kids I went to school with.

MM: Oh, that must have been kind of interesting.

EH: Very. And it was. I think it was very interesting.

MM: In what way?

EH: Well, it was just, you know, you just had kind of a thing where you wanted to follow them through more, you know.

MM: Uh-huh. Did you ever see the parents in the children?

EH: No. No, I didn't. No, they were all themselves. I took them as an individual. But really, they were fun. I enjoyed the kids.

MM: You know, there's a story that Dick Campbell told. You know Dick Campbell became the principal at Clark Elementary, but you'd also had him for first grade. Do you remember? And he tells a story about peeing in the closet. Do you remember that he peed in the closet?

EH: No, I don't! [laughter]

MM: *Shoot!* Because I don't remember it well enough to tell it. I think that he had come down from Tiger Mountain, and it was a long way, and he didn't really know, I think, where the bathroom was.

EH: It was his first day, huh?

MM: It was his first day. Do you remember this at all?

EH: Huh-uh.

MM: And he ended up peeing in the closet. And I can't remember your role, but he tells the story, a good story, about what happened. But I think, in the end, the funny thing is he became the principal, and that's how he had started in school was peeing in the closet! [laughter]

EH: That's cute!

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MM: I know. What do you think your challenges were in terms of teaching when you were at the Clark School? And how did you discipline kids, and things like that?

EH: In Sunnyside and in Seattle, too, I had several different principals. The kids, you know, thought highly of them. So you had that. You wouldn't want to do something wrong, you know, and have to go and tell So-and-So "Mygosh! You did that?" [laughing] And you could hold it over them a little.

MM: Nobody wants to go to the principal's office. [laughing]

EH: No! And I think that's good. I know some people complain that they don't have that above them, that you're supposed to handle it all yourself, you know. But you have to have that "higher power," and you won't have the trouble you have.

MM: Uh-huh. It's the big stick.

EH: Yeah.

MM: It's the threat idea. What was your teaching philosophy? What were your thoughts about teaching, and how you were going to teach, and what you were going to do? How would you describe that?

EH: Well, I wanted to give them as much as I could, and make them think as much as they could, and figure it out themselves if they could. Just like with that problem, you know, don't depend on somebody else all the time. [chuckles] Because they might be wrong! [laughter]

MM: That was the case at that time. Were you teaching when the earthquake happened?

EH: I was on my way to school.

MM: Oh, you were? Was it in 1949? You weren't at Clark School at the time.

EH: No.

MM: And there was one in 1965. That's the one I'm talking about.

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EH: Yeah.

MM: So, you were on your way to school that day?

EH: Yeah, they were all outside. But I was in my car, so I didn't know anything, I didn't feel it.

MM: Oh, you didn't feel it. What was it like when you got to school?

EH: Well, they were all still trying to settle down, I guess.

MM: Oh, all the kids were outside?

EH: Yeah.

MM: Because school hadn't opened yet, they weren't inside.

EH: Uh-huh.

MM: That's a thankful thing.

EH: School hadn't started yet. I know we had one that shook when we were at school one day, because I had the kids get under their desk.

I told them all along to cover their eyes, because the glass could break. And I was busy telling them. "Get under your desk, Mrs. Hope!" [laughter]

MM: They told you to get under your desk! Oh, that's cute. That must have been the one in 1949, when you were teaching probably in Seattle. Oh, that's really cute.

So when you got there, in 1965, they were outside. Did you have to gather them up and try to settle them down?

EH: Well, the kid had just come. I think some of them were on the bus or something, because it was before school.

MM: Was there any damage to the school?

EH: Not that I recall.

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MM: Oh, that's good. So you go back in, and you could teach on that day, right then and there?

EH: Yeah.

MM: That's good. Do you have other memories of your life and times as a teacher, or as a parent – we didn't really talk about you being a parent – that you'd like to share, to tell me about?

EH: I don't know.

MM: Do you still see your students today?

EH: Uh-huh.

MM: And what is that like? Do you remember stories, or do they tell you stories? What is it like when you see your students today?

EH: No, but I do see some of my kids that I've had. They're grown up now. In fact, one of them worked at the office at the high school, and now she's retired. [chuckles] So it really puts me in my place! [laughter]

MM: Nothing like marking time. You know, children help us realize our age more than anybody else. It must be quite amazing.

It must be quite amazing to have taught so many students in a town, and live in that town. And to have taught them at such a young age, and be able to see them grow up and graduate, and all those things.

EH: Uh-huh. And see their kids. It's interesting.

MM: And see that they turned out well.

EH: But I know I went to a funeral for one of the gals that I went to school with. In fact, when I first came down that first year in eighth grade, I joined the Girl Scouts. And she was a Girl Scout, too. That's how I can remember her well.

She had a daughter and two boys, I think. Anyway, I had one of her boys. And when she passed away, he came up from California for the thing, and came over.

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So when we were out in the thing, you know, he came over to me and he said, "I couldn't find your place. There's too many houses around!" And he was looking for it coming down the road, you know.

I took them over there for a picnic. Our room mothers had it all ready for us, and we'd come down and have a picnic at lunchtime on the last day of school.

MM: At your house?

EH: Uh-huh.

MM: Oh, that's really nice. You brought the whole class?

EH: Uh-huh.

MM: Oh, that's really sweet.

EH: And they all remember that pretty much.

MM: Oh, that's a really nice tradition. Everyone remembered your house, and having gone there on a picnic. That's sweet.

Oh, I know what I was going to ask you. How would parents and students show appreciation of you? Like at the end of school year, or at Christmastime, what kinds of ways did they let you know that you were appreciated?

EH: Many of them wrote me a nice little note. In fact, I saved a few of them. They made me feel good. [chuckles]

MM: Oh, really? Do you remember what any of them said?

EH: Just thanking me. Because their kids came in, and they liked school, most of them. I know one little girl was sick one day, so she missed something. And we made daffodils or something that day that she was gone.

And the mother and she came by. She'd been to the doctor or something and then they stopped in on the way to say she'd come back to school the next day. And she just scolded me for having done that the day she was gone! [laughing]

MM: Oh, the little girl? [laughter] "How could she?" Oh, that's so sweet.

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EH: So I had to be sure and have the stuff ready so somebody could help her make one. [laughing]

MM: She really wanted one. Oh, how cute.

EH: It was their room, you know.

MM: They decorated it?

EH: Yeah.

MM: Did they have any annual, yearly events? I know when I was in kindergarten, we had a circus every year. I still remember all these things.

Did you have any annual events with your class, like a play, or something where they all sang, or anything like that?

EH: We had some programs. I know that [chuckles] I had some little boys, but one of them was the one that got it started. It was the record of the Squirrels, or the Chipmunks, I guess ...

MM: Oh, I know. The Chipmunks was the name of the group, right? And they would sing in these little chipmunk voices?

EH: Yeah!

MM: Oh, there were three of them. Theodore ... I can't remember the other two names. But yeah, they were very popular.

EH: So I played it and they were standing there, and this one got going, you know, kind of silly. So I said, "Do that again!" And he did it again.

So I just watched them, and I had them – and I played the record and they were [laughing] just doing that [laughing]

MM: Dancing? They pretended that they were the Chipmunks?

EH: Uh-huh. They were playing like they were singing it, and they were good! [laughter]

MM: Oh, cute! And did they do that for the parents?

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EH: They did that for a program, uh-huh.

MM: You trained performers. That's really great. Well, I thank you so much, Eleanor, for your time and all your stories. Good job.

EH: I'll think of some more when I go, now.

MM: Oh, yeah.

END OF INTERVIEW WITH ELEANOR HOPE