

ORAL HISTORY INTERVIEW III

with

Beatrice Krauss (BK)

March 18, 1994

Manoa, Oahu

By: Lila Gardner (LG)

Tape 3

SUMMARY

Beatrice Krauss was born in Honolulu August 4, 1903. Her parents were Frederick George Krauss and Elizabeth Hilmer Krauss, first generation Americans of German descent. Her parents moved to Hawaii from San Francisco in 1901 and 1902 respectively. Her family eventually settled on Parker Place in the College Hills tract where Miss Krauss still resides today.

Miss Krauss was educated at Punahou School and on Maui, returning to graduate with her class from Punahou. She continued at the University of Hawaii, receiving her degree and going to work for the Pineapple Research Institute where she remained for forty-two years. After her years at the Pineapple Research Institute she taught ethnobotany at the University of Hawaii for six years and then, at the invitation of the director, moved to the Lyon Arboretum where she worked as a full time volunteer from 1974 until 1992. She is still associated with the Botany Department at the university and the arboretum.

Beatrice Krauss talks about the volunteer work she did during and after the war in addition to her professional responsibilities. She discusses refusing to sign the loyalty oath during the McCarthy period in the 1950's and again in 1968 when she retired from the Pineapple Research Institute and went to teach at University of Hawaii. As a result she was never paid during those years, nor later at the Lyon Arboretum. She discusses her treatment as a woman in a non-traditional professional field, and of women in general in the university community and the changes she has observed over the years as gender roles have been redefined. A discussion of an article about preferential treatment of boys in the classroom continues into a discussion of Bea's school experiences, in college, and then digresses to memories of her early school years which were spent on Maui in a one room school. Her family moved to Maui in 1912 to homestead and stayed until 1922. She discusses the trips to school, first just on horseback, later by train to Maui High School. She discusses the morning routine, the chores on the farm, Sundays spent in church in Makawao, with Sunday dinner to follow at home. This leads to a discussion of their kitchen facilities and the variety of foods they had to eat.

INTERVIEW

- LG: It's March 18, 1994 and we're here at Bea's. I'm Lila and Bea Krauss is being interviewed. And it's a windy day so we will get a lot of wind in the background.
- BK: Maybe for that reason the door should be shut.
- LG: Yes, that's true, cause it will make static and over power our sound.
- BK: When you said wind, I realized how much the sound of the wind comes in.
- LG: It would be so loud that our voices would be dwarfed. Like we're out on the Pali.
- BK: Did you see how the paper said people were blown up in the air. Which reminds me in the old days you know when the sailors used to have the bell-bottom pants. They used to go up there and deliberately jump in the air to be whirled around because the wind would just come up those....
- LG: Their bodies were actually lifted.
- BK: Oh lifted, yes, and whirled, but that was a little bit dangerous. They could have gone over the wall, that wall isn't very high.
- LG: Sure. But sailors in the old days would have been just that kind of wacky, daring....
- BK: Oh, I know.
- LG: My uncle was a sailor and I remember his bell-bottom clothes. And in fact my mother made -- my mother was a seamstress and made all the suits and clothes and everything for everybody in our family. And I remember having a jacket made out of one of those military Navy things that was taken apart. You know,

cause it's marvelous wool.

BK: Oh, I know, it's the very best.

LG: It's really wonderful wool, so she made a really beautiful suit and trimmed it.

BK: You know those seamstresses in those days were so marvelous, taking apart clothes and making entirely new garments. They knew how to cut economically, and of course a man's [garment] would have been fairly large so that for children or a slight girl they could have made some....

LG: Yes, they would look at clothing, my mother, and my grandmother and my aunt, would look at clothing very differently from the way people look at it today. They kind of look with an eye of taking it apart and what they could make next. I'm amazed when I reflect on that.

BK: Yes, I remember that from my childhood, but it's passed completely. I mean I think even the very poor people, if they got clothing they'd wear it as it was, even if it was too big or something, adjusting to the clothing rather than adjusting the clothing to the person.

LG: That's right.

BK: I can see my mother taking apart a coat maybe of my father's, you know -- she had this special little scissors or razor that she'd take the seams apart -- and press and steam it, and then have her pattern and then fit it around, for us children. And you know when I think back, that's really a big task. It's more than getting new material and starting out with new material and laying out your pattern. And yet they just accepted it and did it and had a pride in it too.

LG: Uh huh, see I think there was a lot of creativity in the person that came through in that.

- BK: I do too. Sort of through necessity. Now everything is made ahead for everybody. I mean things that she and my father used to improvise from, you know, tin cans or pieces of lumber or things like this that wouldn't be even looked at today. Something new would be bought in the store instead of making it up themselves. So I don't know where we left off, do you?
- LG: Well, we left off talking about careers. We were talking about women and work. I think we should talk some more about that in terms of.... One thing we haven't discussed is the loyalty oath--we don't really have that on tape--and your feelings about that and also the kind of climate that was prevalent at that time. Maybe you could discuss that a little bit. And then we could just pick some topics and discuss around them. You know, kind of, we'll create this in an organic way as we go. (laughs) Two organic gardeners here.
- BK: That's a nice way of putting it. (laughs)
- LG: The world of work and we were going to talk about the loyalty oath.
- BK: All right. This was during the McCarthy period and the local government became very much involved like the rest of the country in loyalty oaths. And so I remember, I guess I'd read about it in the paper, but I used to work every Saturday at the blood bank which then was on the Queen's Hospital grounds, and had been started just previous to World War II, and on the day of the attack of course it was marvelous that they were already operating. Well, that's just background there. So every Saturday I would spend at the blood bank and this one Saturday the head nurse said, "Well next Saturday...." I don't know even who got these loyalty oaths, some governmental.... And it must have been a state government because it would have been a state thing. I don't know if we were a state already. Yes, I guess we were a state and not still a territory.
- LG: No, I don't think so. Are we talking about before the war? Before World War II?

- BK: No, of course. It would have been before Statehood. Anyway that would make us even more under the federal government. And anyway, the head nurse said, or the director of the blood bank said that the following Saturday a team would come up to get loyalty oaths from all the people that worked at the blood bank. So the next Saturday I arrived anyway because I was going to work and we were to be given.... I know they had a big tent put up in the Queen's Hospital grounds. You see actually the blood bank was a private institution.
- LG: Okay, now wait a second. We got to stop for a minute cause we are talking about the McCarthy period and that's in the '50s. Let's just think about it. There's no rush. I'm just trying to think because you mentioned the attack.
- BK: Well, I can't remember the date. I'd have to check to when that loyalty oath was gotten from everybody. Rethinking, it was after the war. And I can't understand why it was demanded from a private institution, because the blood bank was a private institution.
- LG: That's in the fifties, Yes that's true. That's why I was wondering, does this go back to before the attack on Pearl Harbor? As you recall?
- BK: No, no, no, no. It was in the McCarthy [period] so it was after the world war because I wasn't working at the blood bank when it first started.
- LG: That's right, and that has to do with before the war you were saying cause it was set up before the attack on Pearl Harbor.
- BK: Well, anyway we could find that out by looking Well, anyway.... There are two things here. One was when the blood bank was created and the story about signing the loyalty oath.
- LG: But it springs from the blood bank experience.

BK: Yes. All employees were supposed to sign up. I remember they had a big tent out in the grounds. Now why, they must have been getting other people than just the blood bank people because, let's see, at the most we would have had twenty or twenty-five working at the blood bank, and I was a volunteer, and then the regular staff. And so I went over and the head nurse was at a table to register us before we went in where they had officials, and I don't know what kind of officials they were. Must have been from the --- some security, governmental security, that must have taken.... No, I don't remember the details of who did it but I remember there was this tent and we filed in and we had to register before we went in to do the actual signing and I said to her "I cannot sign it. It's just a matter of principle." And I told my thoughts. "I cannot sign it so I am giving up my volunteer job because this is required."

And she said "Just walk out. As far as I'm concerned you don't have to sign it". So I walked out. She never mentioned it again and I didn't and none of my co-workers.... You see I kept very silent for many, many years about not having signed the loyalty oath and then it came up once. It didn't come up until in the sixties -- this is fifty -- when I retired from the Pineapple Research [Institute] and they asked me to teach at the university and then they asked, even though I was a volunteer - - they have the same form for employees that get paid -- and then under the section, compensation, and opposite mine is zero. That's the only difference from other employment.

They said, "Well, you know when you come over, even if you're a volunteer, you have to sign this thing."

And I said, "Well, I cannot sign the loyalty oath."

And then they said, "Well then, we can't pay you."

And I said, "Well that's all right. Do you want me to work for you even if you don't pay me?" (laughs) So I worked and nothing ever came up again. I worked at the blood bank for

fifteen years. And it never came up. The only thing connected with that was what that head nurse said to me and I thought that was very liberal of her with the atmosphere. It almost floored me in fact. I had had this conflict because I did like to work there and I felt I was doing some good and then to have to stop because of not signing it. All right so I worked there every Saturday for fifteen years. And Sundays I worked at the receiving desk at the Queen's Hospital.

LG: What did you do at the blood bank on Saturdays? What was the role? Can you describe your part in it?

BK: I was in the laboratory and I did typing, blood typing. They taught me. The reason they would let me do that was because I was in chemistry, I knew laboratory methods from my regular job.

LG: And then on Sundays....

BK: I worked at the reception desk at the Queen's Hospital.

LG: I like Queen's Hospital.

BK: I do too. Some people don't, but I like it. I think one of the wonderful.... You know, this, aversion of herbal medicine by most modern m.d.s. And they're coming more and more to using it, using parts of it, but I think the most with.... Queen's I would consider a conservative hospital in general although it's doing wonderful new research, but imagine what they've done now. They have one floor which they call alternative medicine. It's just been put in recently. I think this is absolutely marvelous. And they bring in herbal practitioners, if you choose that. Now isn't that coming a long way?

LG: It's very definitely. I didn't know that. Excellent.

BK: I just heard about it a few weeks ago and I thought it was wonderful. So at reception desk I would handle the telephone. I wasn't a telephone operator. Of course now it's so much

more elaborate because the hospital is so much bigger but people coming in to inquire whether they could visit someone, I would look up, tell them where to go. Inquiries would come in on the condition of the patients. We had a desk right in the front lobby and it got so they made me get volunteers for Saturdays and Sundays. That meant getting four people for every weekend. One in the morning, one in the afternoon. So I did that for fifteen years. And I had a corps of very good people. If one of my people who had been assigned or agreed to couldn't go, then I would have to go, so sometimes I'd have to stay all day instead of just half a day. So that was my volunteer work. You see when the war broke out we were all supposed to do some kind of volunteer work. I did those two. Then for a time the blood bank sent me up to the laboratory of Queen's Hospital, they have a marvelous laboratory, to do a special type of blood testing. They were trying it out so I was up there several months.

So as I say, the Pineapple Research [Institute] itself never had any, never made any of their employees sign a loyalty oath. But then when I retired in '68 and went over to teach and do research at the university, that being a government institution, they did have a loyalty oath. So I worked there for six years as a volunteer, full time volunteer, and then I was seventy, so then, (you know I wasn't being paid) that was the retiring age so then I went up to the Lyon Arboretum, and that being part of the university of course, again the loyalty oath was in effect, so I didn't get paid there either.

LG: Now let's just back up. So the six years at UH that you were teaching, you didn't get paid anything?

BK: Uh uh (no).

LG: So you were like a volunteer?

BK: Yes, full time volunteer.

LG: And they didn't come up with any kind of like a stipend or

honorarium?

BK: I didn't even ask. I never asked at all because I knew I couldn't be paid. I mean the one statement is the head of the department said, "We'd like to have you teach ethnobotany because the ethnobotanist is leaving." When he asked me to take the job I assumed that he thought he was going to pay me. It would have been the pay of a lecturer, not assistant professor or anything like that. I would have been a lecturer. It was only when he brought forth this paper to sign, and I guess on it is a line about loyalty oath that I said I couldn't sign it and told him why. And he was sort of astonished. Although it's interesting, he is a Britisher who's never taken out American citizenship, yet he gets a full salary because he doesn't sign a loyalty oath. But you see anybody can stay here if they fulfill a special niche. And you know all these immigrants can stay here if they have a special niche, and you have to prove it.

LG: Stay here in Hawaii? I didn't know that.

BK: That's how they get their green cards. Now whether he has a green card I don't know. I don't know if they demand a full professor, a head of the department, to have a green card. In fact we have several foreign professors, full professors and heads of departments there. Well then you see it was when I had to sign that that it came out that I would not sign an oath. And then he said, "Well of course then you can't be paid."

I said, "That doesn't matter. I've had my career and now I want to do volunteer work." And it was a challenge, a new subject entirely.

LG: Now Bea, when this came up, think back, and you learned that you weren't going to be paid at all, did you, like inside your head did you have any thoughts about that, or later did you kind of think well that's []. I just want you to probe yourself a little bit.

BK: No I don't think at any time I resented it. I didn't make a big salary. I had savings because I lived at home, and although I paid my mother and father some board and lodging, it wasn't as if I'd had an apartment. I mean they wouldn't accept full, because I helped them a lot. They were getting older and in fact they said, "You don't have to pay us anything because you do all the work around and you take care of us."

And I said, "No, I wouldn't feel right." So I did pay them. So the money would have gone into the savings and (laughs) and I'd be better off today than I am, but I can't remember once feeling resentment. It was something I had agreed to do and I felt that if I'd agreed, I should live and do it gracefully you know, not be resentful. I didn't feel I had a right to accept this and then resent it because that in a way to me was a lack of integrity. And I loved my work.

LG: That maybe made up for it.

BK: I think it did.

LG: Isn't it amazing when you do work that you enjoy you kind of forget a lot of the things that annoyed you.

BK: Plus I loved the academic atmosphere. Oh I miss it now. When I went up there [Lyon Arboretum] I used to go back to the university campus at least once a week just to feel that I just love that academic....

LG: I feel the same way. I was at the university for what, ten years, working on my masters and as an unclassified graduate and at the law school, and I just go walk over there sometimes, just to go to Sinclair or Hamilton.

BK: I know. There's something on a university or college campus.

LG: I like the way students, being around the students and the way they relate to each other, open and responsive. You hear conversations...

- BK: Yes, I know, yes, a freshness about it that's lost in the business world downtown.
- LG: I've listened to conversations down there and it's like everybody jockeying and controlling. It is do different.
- BK: I know, and how much money you can make or what deal you can, or how you can con somebody else.
- LG: And just how far you can go without breaking the rules or something. It's ridiculous.
- BK: Or "do you think they'll catch us?" (laughing) This freshness of the students and this eagerness and, I don't know....
- LG: And the naivete in a sense, that's neat because it's open to new ideas.
- BK: And then among the faculty too the exchange of thoughts you know and the challenge to learn new things to get across to your students and everything. So that was more than enough compensation. No, I don't think I ever resented. Maybe I sometimes. And everybody treated me you know as if I was a regular member. I was accepted as a regular staff, faculty. And I had all the privileges as far as that went. You know I had a room and a laboratory of my own. What more could you wish. And I had access to the students. The students came in and that was always stimulating to have conferences with students.
- LG: Did you have any benefits, did they give you any kind of benefits in terms of like medical care?
- BK: I had no medical, no....
- LG: So you had to carry your own medical or something? I guess you probably did.

- BK: Well, I had medical.... Yes, you see the Pineapple Research Institute paid medical while we were working but they didn't carry it on. The state you know, like my brother, he's covered, he worked for the state and he's still covered by the state. We didn't have that as a private...I think private institutions are doing it now after retirement. So I had to do that. Also I could represent the university when I went to scientific conferences. I'd go as a delegate from there. I wouldn't have my way paid, but at least I had standing there when I attended.
- LG: That's a perk in a sense.
- BK: Now since they had to give me a special title, that was affiliate plant physiologist, affiliate botanist, because, and that was fine. It's a very dignified title, instead of saying an assistant associate. And a full professional is the way you raise --- and of course I didn't have tenure. But that's all right too. You don't get tenure until after seven years and I only worked there six years. Then of course when I went up here [Lyon Arboretum] full time I was teaching too, but not for credit, and more adults than the younger students.
- LG: Did the loyalty oath thing come up at the Lyon Arboretum though?
- BK: Well, I guess on my first employment. You see I actually was in two departments at the university. I was in the department of botany for teaching and then the department of plant physiology for research. I was doing both you see. And then when I went up here I got the title of affiliate researcher again up there. Now every year I get a contract, one of these things, and it's exactly like a regular employed person except that in this one line, compensation, it's zero. And this gives me status in that I'm associated with two established---well with the university because the Lyon Arboretum you know is part of the university. And that gives me standing in the scientific world, academic world too. And I think I've already told you about the discrimination of women. I think we took that up, didn't we?

- LG: We did talk about that some. Can you think of any other examples of...
- BK: No, it was just a climate as I told you. The director said, "Well that's the situation and it will probably exist for a long time. Goodbye."
- LG: That was that time when you confronted...
- BK: Him, about someone else. Again it was shown by the great minority of women on the staff. Now among my fellow faculty, there was no discrimination. Now I always remember... is it the IRA, [ERA] what is it where they said there couldn't be any discrimination between men and women? Wasn't that a government edict or something? And I remember at the university, women were certainly in a minority in the botany and physiology departments, as they were at the Pineapple Research Institute, both in the private and in the public institution. And I remember we used to have a staff meeting every Friday morning in the botany department. There were just two women, two of us women in it and she, Gladys Baker, said to me early Friday morning, she says, "I can't go to the meeting this morning but be sure you go there." And I said I was intending. And she said, "You know we have to stick together." And I was a little bit late and all the men rose and said, "Thank God we can have a meeting, there's a woman in here." (laughing)
- LG: Affirmative action.
- BK: Yes, affirmative action, that's the word I was trying to think of. But I mean they recognized it existed but they didn't do much to.... I think it's even existing today. They know this is in existence, this affirmative action, but until some woman makes a case of it, or there's public outcry, they aren't doing anything to remedy it.
- LG: It's kind of like the "status quo" situation.

BK: Yes, as long as nobody's making waves, we'll just let it be.

LG: If women had never started this process themselves....

BK: It would be exactly the same.

[Interruption in tape]

LG: So run that by me again. Let's kind of get this down so I can understand what it is.

BK: This is quite aside from....

LG: Yes it is aside but it is somewhat related too.

BK: I wish I had that article still. Well, there was this article in one of the papers and I don't remember which, where it was trying to relate the underachievement of students in higher institutions to the preference of teachers to boys in the lower grades. For instance if a teacher asked a question of the class and children raised their hands, a boy would be selected over a girl. I don't know if they still do it, but when I was there, say in arithmetic a problem came up. Someone was sent to the board to put it on to show the thing, that a boy would be chosen. And that the boys were smiled on with broader smiles when they answered than girls. They gave a whole lot of illustrations.

LG: I just don't, I don't believe that. I wonder who wrote it.

BK: Well, as I said this was a syndicated article and it was done by someone on the mainland. They seem to indicate it was a general trend in the whole United States. Yes.

LG: And I think it would be interesting to know what their source was, you know, what the data that they used or drew on.

BK: Well I should actually have the article before I quote too much

from it.

LG: But that's okay. But don't you remember when you were growing up let's say, and you were in school, didn't you -- I'm going to put words in your mouth in a sense, because I certainly experienced this -- have the experience where in certain types of skills that were required in the classroom, there was an expectation by the teacher that boys could do that better, or girls could do that better. Oh English, girls are always better in English or something. You know what I mean? You hear that again and again.

BK: And boys in math.

LG: And boys in math, and often there would be math problems they wouldn't even encourage a girl to try it. They would choose a boy over a girl.

BK: Yes, well I remember when I went to college, and that would have been in '26, that very few girls would go into math as a major or engineering as a major. Those were strictly "boy" subjects.

LG: A girl wouldn't even get encouragement.

BK: No, no.

LG: And she'd probably be silent if she had that tendency or felt she might be good, that she wouldn't maybe tell people.

BK: Yes, definitely. Actually at the time I went to school, the majority of the girls became teachers. That was the profession for girls. If you went into science you were sort of an odd one, or into math. I remember there was one woman in my class who went into math, majored in math, with the intention of teaching math. Now women didn't teach math. Men taught math in those days. The university gave only pre-med. You took three years, two or three years of science at the university and you'd have to go to the mainland to do your

medical training. There were one or two. Again, it was unusual for a girl to go into medicine, nursing, all right, but not medicine. So there was that trend and that I think has disappeared because there are many women engineers and doctors and that. So that has changed a lot. And there are less going into education, than having all, practically ninety percent of my whole class, women, would have been teachers.

LG: You know what I notice is that when my kids were coming along, they were talking about the need for more men in the classrooms.

BK: I remember that .

LG: And now you are seeing more men in classrooms, more men are being encouraged and you notice the ads for teachers. They often will have men talking out there trying to get other men to join up to be teachers, that type of thing.

BK: I thought it was a good trend. As far as local schools, Punahou went into that type. Actually there was a trend, although I don't think it came out as such, they either demanded that their physical education, their sports instructors, teach some classroom things. I thought it was a good trend because I think the boys would admire someone that was good in athletics, in the classroom, and that he'd have maybe more clout.

LG: Yes, I agree.

BK: And so Punahou is a pioneer and then of course gradually you got more into the public schools. Now then the other thing was, not so much in my class, but many classes around that time, if they weren't teachers they'd go into nursing. And that was strictly women and now you find male nurses.

LG: Yes, you do, I notice that too.

BK: So some of that's been broken down, that certain occupations are just for one sex and not for the other. That's a big change

from when I went to school and now.

LG: I think if women hadn't started forging into these other areas, I think that opened the door for a lot of men.

BK: Oh I do too, Yes.

LG: Like whew, we can now do some of the other things we might have liked to have done.

BK: Yes, and you won't be considered a sissy for doing what was considered strictly a woman's job. It's just something that developed. There's nothing gender related to one job or another when you come right down to it. It's just custom, tradition, and a lot of other things that were working there. And they say some of the male nurses are especially good.

LG: There's been a lot this week due to the conference in Detroit on work. There's been a lot on television, stories, McNeil/Lehrer has had stories and Peter Jennings particularly, and last night, I saw, I think it was Cleveland, they were showing how women are in a lot of trades, like electricians' trades. And they showed this apprenticeship system, mostly women, on the high wire, climbing up, doing all this voltage change and stuff like that. Young women, and I was saying "wow"...

BK: Well, I know a lot of things--- well bus drivers, you never would have seen a [woman] bus driver. I remember the first female bus driver and the astonishment of people's faces when they got on. And street cleaners and that gender related job has broken down I think and they're still given feature stories. I mean it hasn't been accepted entirely and you're sort of a heroine for doing it. But it has opened the door. I had a student in ethnobotany. She wrote a book on limu, that's seaweed, and recipes and everything, and I thought she was going in there. And I didn't hear from her and I heard she was on a ship, first mate on a ship. And I asked about her recently and she'd made captain. Now can you imagine a woman captain. Now this still

astonishes us, but in twenty years it will be as common as, if there are any ships left, as common as any other thing. So that's a big change from when I was growing up and career choosing and career fulfillment. It's almost fifty years isn't it, so that in fifty years there is a big advancement and I think the next fifty years there will be nothing, no jobs, gender related.

LG: Uh huh, I agree with you. Isn't that interesting? It won't even be an issue maybe.

BK: Yes. (laughing)

LG: Do you think, two questions I have, one is, you said if you went into science or botany, you were considered an odd one in your day. Now can you think of any experiences you had that sort of made you aware that it was an odd thing to do?

BK: Well, just that I was surrounded by men, you know. My colleagues, my co-workers were all men. Now somehow, being so terribly shy and everything, it didn't seem to bother me. I'm surprised that I wasn't bothered more about it. Probably because the attitude of my colleagues--- now I don't know what they thought. Maybe they said what a pest to have a woman on the staff you know. But they never said anything and they were very cordial and I don't think that I worked harder because I thought I had to work harder to meet the standards that men had, but I worked very hard because I liked my work and that's the way we were brought up. If you have a job to do you finish it and you do it thoroughly even if it's beyond working hours. Part of their tolerance might have been respect, I don't know. Goodness, I worked as hard as any man. I used to pick up these demi-johns, you know what a demi-john is?

LG: No, I don't.

BK: It's a big water bottle.

LG: You mean like in the offices where they have those water bottles that gurgle?

BK: Yes, I used to carry those.

LG: The glass part?

BK: Yes. I don't know what they hold, ten gallons, but they're real heavy. I would say they weigh up to fifty pounds. I'd make up my solutions in the greenhouse and carry those. I'd have men's assistance, you know, what we call hana-hana people, hana-hana is work, you know, assistance. They would help me but I would not wait for them to carry it if I had to. And then out in the field when we had field experiments, I'd pick up a whole lug box of pineapples, and that certainly was fifty pounds. And you know I wouldn't want to wait, I wasn't one of those helpless women that had to have....

LG: Yes, I was just thinking that, looking around for somebody....

BK: Yes, I felt I had a job where this was part of it and I wasn't going to lean on men just because they think women are weaker. I think in a scientific group you don't have this feeling, well a gentleman does this or a gentleman does that, doesn't let a woman do the heavy work, is not among scientists. You don't have that type of gentleman feeling, you're all workers together. And I mean they never said don't do it, you're a woman, you shouldn't be doing that heavy work. I didn't want scientific work that was going on, experimental work, to stop being done just to wait to get somebody to do it. Go ahead and do it yourself. Now, if it had been maybe a hundred pounds, I would have been, I would have said, "Will you help me, give me a hand here and we'll lug it over there." But I would have still done it instead of asking two men to do it, I would have taken one and asked him then. But if it had been another woman there, which there wasn't because I was the only woman, I would have asked another woman to do it, feeling that she was as willing to

End of Side A of Tape.

BK: Well I can imagine very well it could happen, saying, "Oh you're just a wahine. You're not strong enough to do that. Let me do it." Which would have been a put-down. I never found anything like that. If they asked to help it was a camaraderie help, to hasten something or maybe ease it or something, that they would have done with another man. So there was none of that demeaning talk, that I think goes on some places.

LG: Oh, Yes. But now Bea, do you think, let's say when you were in high school, you were in high school at Punahou?

BK: No, I was in the public schools on Maui.

LG: Okay, right, and you came back here for your last year?

BK: I had my first three years here, then we went over there, and I came back and joined my....

LG: First three years at Punahou, and then you went to Maui....

BK: At that time they had eight grades, you know, no intermediate. And then I had my first three years of high school there too. I went up there fourth, fifth and sixth grades I had in a one room school house that they had just for the homesteaders. We had a teacher, imagine six grades and perfect discipline and good education.

LG: Six grades in one room? How many people?

BK: Let's see, I'm trying to visualize. Eight, I think there were eight in a row and there were four rows, about thirty at the most. We had a wonderful teacher.

LG: Who was the teacher?

- BK: Her name was Mrs. Turner and she had been a teacher at Punahou and wanted to open up a homestead, take a homestead, so they got her. And the board of education built this special school, one room school house, for the homestead kids. And she was employed by DOE, at that time it was called board of education, I think, rather than DOE.
- LG: So how long did you have her? Did you have her for several years?
- BK: Oh yes, I had her three years. And then after I transferred down to the public school, the seventh and eighth and then freshman, sophomore, and junior was down at Maui High and Grammar School. That was a public school building. We were transported there by trains, school trains, the Wailuku, Kahului, and Paia kids came on the up-country train and the Haiku kids came on the down-country train. These were specific school trains.
- LG: I think that's neat.
- BK: I do too. I remember those days. So the train left Haiku and it stopped, imagine, this is something that could never happen today, it left Haiku, we rode horses to the railroad station from our house, and this was true of all the kids because we were far from the railroad station, the homesteads....
- LG: So did you have your own horse?
- BK: Oh yes. We all had.
- LG: You left your horse while you went to school?
- BK: Yes, they had a paddock for us. We would take the saddle off and bridle and we had a shed to put them in. We let our horses loose in the paddock. We saw that they had water and some grain. That was early in the morning and then we'd wait for the train. The train would come in. We'd get on and then it stopped midway to Hamakua Poko for these rich kids. Imagine

it made a special stop.

LG: For the wealthy?

BK: There were two kids.

LG: So there was a class awareness.

BK: Oh yes. They were Baldwin kids. It's very surprising that they went to public school. Later they send them to Honolulu to board at Punahou, but there was a while where rich children....Then...

LG: So how many kids would get on, just a couple?

BK: Oh, no, no, no. There were at least twenty or twenty-five homestead kids. And they had to come from wherever they were. We were a mile and a half. We could have walked. Some kids did have to ride. Now the horses we got were retired polo ponies.

LG: They were probably pretty good, huh.

BK: They were. You see the vet for the whole island was also vet for the---you know polo was a big thing in those days and they had several teams on Maui, all the rich people played polo. He was vet for the polo clubs and the polo ponies and when they said they were too old to play, because that's a very speedy game you know, they would put them out to pasture. So over the years he got one for each of us four children.

LG: Is this your father?

BK: No, the vet actually gave them to my father for us kids, so we each had one. And so we'd leave them in the thing [paddock] and go on.

LG: Let's start when you got up. I just want to get a picture.

BK: All right.

LG: What time would you get up?

BK: Well, we'd get up while it was still dark because we all had tasks to do. My mother got up at four o'clock to milk the cows. We got up, oh I would say we got up at five and then we had to maybe feed chickens, or do something and my mother would finish milking by five o'clock and she'd come in and make breakfast for us and our lunches, cause we had to take our lunches.

LG: Somebody had to build a fire.

BK: Yes, because we had a wood stove.

LG: Wood stove. So would your dad be the one to build the fire?

BK: No, he was too busy taking care of animals., the horses....

LG: Okay, who built the fire? For the wood stove.

BK: Well, he probably built it before....Yes, well I remember the wood stove was sitting in the kitchen and right next to it was a big box like that with wood, which was a good weapon if you wanted to beat up your sibling. (laughing)

LG: Grab a stick of kindling.

BK: I still remember my brother teased me, the one that died not this one, teased me once and I ran after him and he ran out of the kitchen door and as he ran out I picked up a piece of, it wasn't kindling, it was a big piece like this, split four ways you know so it had a sharp edge and I ran, I must have run half a mile chasing him and I finally caught up because he was three years younger and, I hate to think of it, I beat him up with that piece of wood. And yet we were the closest of the siblings. My sister who was older and the youngest boy, this boy, always ganged together, and my brother right below me and I were

always ganged together. This is better than having three kids, because there's always one left out. So we would be up at dark and we'd do what we needed to do. Then we got our horses, we had to saddle them ourselves and go over. And I would say the train came in at seven, seven-thirty. Some of those details I forget. We'd get on, the railroad station, there was a railroad station, the post office was right next to the railroad station. We'd get on the train and then halfway we'd stop and then we'd get to Hamakua Poko and we'd have to walk from the railroad station about a quarter of a mile to the school. Now this was a grammar and high school together. And those days we had only mainland teachers and I remember....You know they talk about the public schools today, but I would say when I went to public schools they were as good as any private school today. I'm trying to analyze why the public schools have deteriorated so. Four years of Latin! In a public school. And we had to write compositions. I mean we learned how to write because we had to have a composition in every Monday morning for English. And I still remember a little teacher like that was from the south and she was one of the southerners that dropped her "h"s. One day she wanted to teach us, is it called indirect phrase or something, I don't know what it was. We used to do that diagraming, remember?

LG: We always had to diagraming too, that was very important, English.

BK: Yes, oh very. We learned English too. We had to write compositions.

LG: Yes, I did too. And that made a big difference.

BK: It does because even kids that go to these....

LG: You learn the structure.

BK: The structure, yes.

LG: Then you can put it together. It is so hard to learn that

structure, isn't it. I'll never forget that, sixth grade.

BK: Yes, I know it is. But she wanted to illustrate one of these phrases. She said, I forget what the first part of the sentence was, and then the phrase was "the 'orse trotted on the 'ard, 'ard road". I'm sorry to say the class burst out in laughter and she didn't know what was the matter. But we almost shut our laugh off as fast as we did it because this was impolite. But that phrase was used on the playgrounds constantly. Whenever we could say it we said "remember the 'orse trotted on the 'ard, 'ard road".

LG: (Laughs) Now this is in English class, this is funny, this is very funny. It shows that your group of people had a lot of humor, right.

BK: I know it did. But anyway, we were the up-country kids, came on the up-country train. Then the down-country, the train originated in Wailuku, stopped at Kahului, stopped at Puunene, stopped at Paia and arrived at Hamakua Poko, at the same time we arrived. You see two different school trains coming up here. Then the trains would go back and then come back in the afternoon to pick us up. Being from down-country where the towns were--you see we were just country kids--there were a lot more kids came, there were a lot more coaches. Now on our train, we had two coaches, so we must have taken more than thirty kids because I think a coach would take almost twenty or thirty kids.

LG: That's just the kids on the train.

BK: Yes, and the conductor. And we found out the conductor was very cross. His name was Holland, I remember that. Sometimes we were naughty I know, we were a little hilarious and we were supposed to sit in our seats and not move. And when he was in the other coach we'd move and get a little rambunctious. And he would come in and bawl us out. Years later we found he was a silent drinker and that really was, what a scandal you know. Evidently the term in those days was

you could drink a lot but didn't show it when you were at work. So, then at that time we did not yet have an automobile. And we didn't have a carriage. If we went anywhere we'd have to go in the farm wagon. Every Sunday we went five or six miles to church because my mother insisted if we were going to live out in the hicks, that was it, because it was really one of the few social affairs when you live way out in the country. And we dreaded it because they would go early enough so we kids went to Sunday school. Now since almost everybody from the country, the whole family had to go to a place, while the kids were in Sunday school, the adults that had come with the kids would be in the Bible class. And then we had to go to church which really was why all the adults came. And that was awful hard, because we'd been an hour in Sunday school, now we had to be almost an hour and a half or two hours in church. We theoretically should have sat with our families, these were long pews, not box cubes that your family...

LG: Right, and they were hard, I'll bet.

BK: Yes, and it was a lovely church. This was the Makawao Union Church, it's a lovely church built by the Baldwins, and a lovely organ and they had a wonderful organist and a lovely choir. We liked the music, but (laughs) I must say the sermon sort of bored us. But for little kids they'd give them drawing books and things like that and the older ones, we were supposed to keep the younger ones quiet. Now theoretically we should have sat with our family but this one time, I don't know. Later we got so the kids all sat in one pew, or not, because I remember a new minister came. He was tall and lanky and this was the first time we'd seen him when he preached. And he had a deep, thundering voice and one kid started to giggle and you know what happened to all the other kids. We got prods from in back. Now I think if we'd been with our families this would have been easier controlled. But here's a whole row, about fifteen kids, one starts to giggle. Our family got to be good friends of the minister later but I was too shy to ask and I guess my mother didn't think it was proper to ask him what he thought of his first day in the pulpit. We got used to it. And then it was

another hour's ride home, more than an hour.

LG: So an hour's ride, we're talking about from school or from church.

BK: From church.

LG: From church. Hour's ride....

BK: Over an hour's ride to church, so it almost took, you know services started at eleven. We must have started at half past nine, and gotten home, the service would be till twelve or twelve thirty. So my mother had the dinner all ready to eat.

LG: So now your mother would cook the meal before you left.

BK: Yes, she'd have to. Remember no refrigerator. We just had, what do you call them?

LG: Ice boxes.

BK: No, we didn't have an ice box.

LG: Well, I'm talking about an ice box where you put the chunk of ice in it.

BK: No.

LG: You didn't have that?

BK: We had that here.

LG: Okay. But not there.

BK: You build it out from the kitchen and it's all screened. Oh, there a name for it. (A cooler)

LG: Yes, there is, it's a

- BK: Oh goodness. And the air going through kept things. Of course you couldn't keep things very....
- LG: So like she...it was like a ...I know what you're talking about. Screened but it was more than a piece of furniture, it was like a little room or something? Pantry, some kind of pantry.
- BK: Well, no. Actually ours was built out from the kitchen. Here was an opening about this big and this was built out and it was off the ground you see. It was built out like a shelf but it was four dimension and screened on all sides so that the air could
- LG: So Sunday dinner would be sitting in there, she'd just go bring it out.
- BK: You wouldn't walk in, it wasn't a walk in.
- LG: But you'd reach in.
- BK: Reach in, and it had shelves, slatted shelves. Oh there's a name for it. (It was a cooler.)
- LG: I know there is. I've seen them., I've seen them in the country.
- BK: So we would keep our milk in there. You couldn't keep things very long.
- LG: Are you up very high over there? What's the climate like?
- BK: No, just 500 feet.
- LG: Okay, so it's warm.
- BK: Yes it's warm but a nice wind blowing all the time. Three times a week the butcher would come from Makawao. He came on a mule. He had two side sacks with the meat. It was cut up already. Whether you got a sirloin steak, a tenderloin steak, rib roast, or stew meat it all cost the same.

LG: Isn't that funny. I love that. (laughs)

BK: He had to come three [days] because you couldn't keep your meat very long. My mother would cook it up or roast it up right then and there. We grew all our own vegetables and all own fruit so that was the only thing that came to us. We wouldn't go to a grocery store. There were no grocery stores. Canned goods, we had very little but some. My mother baked her own bread so there wasn't a matter of a bakery. There were no stores in the homestead. You'd have to go to Makawao or somewhere else. And actually, this was beef because we had all our own chickens to eat, and pork. My father raised pigs, we had fresh pork. He made our own hams and our own bacon. He had a smoke house. And of course the reason he took up this homesteading, he wanted to show that you could be a subsistence farmer. And we did. The only thing we bought as far as food goes is flour and sugar.

LG: So you're saying that he went there deliberately to show that that was possible.

BK: Deliberately to show these homesteads...

LG: Sort of a scientific...

BK: Well, he was teaching at the university and he says, and this is not true, he said that people would say, "Hey Krauss, how can you teach agriculture and never even lived on a farm or worked on a farm." I wish I had questioned him more on his thinking of it, because he just told us afterwards that that's why he took up the homestead. In fact, I don't know why. He and my mother must have talked about it a long time. I know my mother dreaded it because she was a city girl and she had a nice social life here among the faculty wives.

LG: Also much harder work over there I would think.

BK: It was as pioneering as anything in the west was, absolutely.

We had to clear the land. My father went up a year ahead, cleared the land, and built the house. Then we went when the school ended that year, we moved up.

LG: So is the house still over there? One of the houses? Where is that so if I go visit my daughter sometime, I could go...

BK: Well I can draw you a map.

LG: Do that sometime, cause I'd like to just go see it and maybe take a look at it.

BK: Trouble is, using a modern expression of the kids, the house has been trashed. The people who live in it haven't ... oh, we had a beautiful garden, and my father built a summer house out in back, gazebo, lovely, in the middle of a beautiful garden and my mother used to serve tea out there.

LG: So they worked it, by working and developing it, they made it into a really nice place.

BK: Oh Yes, we had fifty acres, and as I said we raised chickens so we had chicken to eat, we had all the eggs, we had dairy cows, we had fresh milk, we made our own cheese, our own butter. I used to have to make butter. It was a glass jar like this and my mother would put the milk in big pans like this, in whatever this louver thing is [cooler or food safe]. And then I'd have to skim off the cream that was solid. Put it in this with a little bit of water and you churned it and churned it until, you had to do it just to the right minute, otherwise you got smeary, cheap butter. Then you'd take it out and you'd pat it, pat it and get rid of all the water. And you'd have these patties. And then we had pork, fresh pork, bacon and ham. We grew every kind of vegetable. We had fresh asparagus, I'd have to go out and cut the spears, watching they didn't get too high above the ground. We had rhubarb. We had every kind of vegetable you can think of. We grew our own potatoes, sweet and white, lettuce, cabbages, you name it. And then fruits, all the citrus fruits, of course not apples, but all the citrus fruits. That

would be pomelo, grapefruit, limes and oranges and things like poha for jam. Well you name it, we had it. And we didn't grow sweet corn, but my father grew corn for seeds to sell. He had pedigreed corn. And we'd get the young ears and we had that. And my mother baked bread and made all her pastries. She was noted for her lemon meringue pie.

They did have some social life. The homesteaders would invite each other for Sunday night dinners or something like that. And they formed a community association and they put on fairs and potluck suppers and things like that. So there was some social life. And I remember one evening we were invited - this was a very religious family, she would not cook anything on Sundays, so everything was prepared on Saturday, and they would always ask my mother to bring pies, so my mother had made these two beautiful pies. This was the next farm so we could walk. There might have been about ten of us gathered, of the homesteaders and ourselves. Mrs. Wells brought in these two pies to show the rest of the people, "Look at what Mrs. Krauss made." And they slipped out of her hand and fell upside down on the floor (laughs). Oh she was so chagrined, and my mother didn't let an expression go across her face but her heart certainly sank, cause it takes quite a while (to make these pies). And you know we were poor, we were living off what my father made on the farm. That he could sustain a family of six and make enough money by selling products to clothe us and what other expenses we needed, feed the cattle and so forth and so on.

LG: He was really trying to prove that.

BK: Yes, and he did, in ten years he did. And this was difficult in an area that was supported by two big agricultural industries, like sugar and pineapple. That was the only farming people could think of. Now of course they've gotten to the point they're talking about this type of farming now.

LG: Is it funny to still hear it coming up.? Like it's a new idea.

BK: Yes.

LG: Let's stop at this point.

End of March 18, 1994 Interview

GLOSSARY

hana-hana

work

limu

seaweed

wahine

woman

ORAL HISTORY INTERVIEW IV

with

Beatrice Krauss (BK)

March 25, 1994

Manoa, Oahu

By: Lila Gardner (LG)

Tapes 3 & 4

SUMMARY

Beatrice Krauss was born in Honolulu August 4, 1903. Her parents were Frederick George Krauss and Elizabeth Hilmer Krauss, first generation Americans of German descent. Her parents moved to Hawaii from San Francisco in 1901 and 1902 respectively. Her family eventually settled on Parker Place in the College Hills tract where Miss Krauss still resides today.

Miss Krauss was educated at Punahou School and on Maui, returning to graduate with her class from Punahou. She continued at the University of Hawaii, receiving her degree and going to work for the Pineapple Research Institute where she remained for forty-two years. After her years at the Pineapple Research Institute she taught ethnobotany at the University of Hawaii for six years and then, at the invitation of the director, moved to the Lyon Arboretum where she worked as a full time volunteer from 1974 until 1992. She is still associated with the Botany Department at the university and the arboretum.

In this interview, Beatrice Krauss discusses the significant events in her life. She begins with the family's move to the island of Maui in 1912, where they lived on a homestead for ten years. During her time on Maui she saw the first flying machine land on Maui. Also while on Maui, her paternal grandfather died and was buried in the Makawao Cemetery in a coffin that she remembers watching her father build. In 1922 the family returned to Oahu and Manoa Valley. Beatrice completed her last year of high school with her class at Punahou and remembers making her graduation dress. After high school she went to University of Hawaii for four years where she participated in dramatics, putting on a play. After graduation she took a job at the Pineapple Research Institute in the Botany and Plant Physiology Department. She remained there for forty-two years, until the Institute closed down. During this time she lost a brother in 1954, her mother in 1963, and her father in 1964. After the close of the Institute she was asked by the head of the botany department at the University of Hawaii to teach ethnobotany. She remained there for six years. She then went to the Lyon Arboretum where she worked on educational programs and helped with the establishment of the Arboretum Association.

INTERVIEW

LG: This is March 25th, 1994. We're at Bea Krauss's house. We've had lots of rain this week so we've been discussing that a little bit and we're getting ready to start our oral history interview. I'm Lila Gardner, the interviewer. Bea, we said that we would talk... last week we were kind of building an organic approach to this interviewing process, right? And we're looking at a time line. So this week we're going to talk about significant events throughout your life. We're going to first just go through and list them. I know we talked about making a list. So maybe we could make a list together.

BK: Yes, I didn't get to do it. I had to get several reports finished.

LG: Okay, that's no problem.

BK: Well, I guess the first thing, big change, would have been when we left here to go to Maui to live on a homestead. And then of course, there would be the sort of highlights other than the regular everyday going to school and working on the farm, would have been the arrival of the first flying machine.
(laughs)

LG: That would be big.

BK: It would be big. And my father thought it was important enough that he took the three children, because my sister was on the mainland going to college, out of school and asked if any of the other neighbor children wanted to see the flight. (The pilot was) a man who was going to fly from Oahu to Maui. He wasn't from the mainland. Of course none of us had seen a plane and he (my father) thought it was an important enough event to take the three of us children out of school. He took us to see the plane approach and land. But he, we children, and the neighbor children were reprimanded for taking off the day from school. [Text differs from tape, edited for clarity.]

- LG: By your teacher you mean?
- BK: (Yes, the teacher) and the principal made a point of it.
- LG: Isn't that interesting.
- BK: So that was a big day. And of course the other big thing that happened there was the death of my grandfather who lived with us, that was my paternal grandfather. (My father built him a little cottage so he could be independent. Grandfather raised chickens.)
- LG: Okay now wait. Let's take a moment with each of these. Just describe a little of each of the sequences. Then we'll come back and we'll discuss them.
- BK: My grandfather died in his sleep. There must have been some kind of mortuary on Maui, but remember we were way out in the boondocks, and what happened is exactly what would happen in old-time rural United States. My father made the coffin out of redwood, there was no embalming of course. This all had to be done. And at that time we only had wagon and horses. Of course news like that, even though people lived far apart, it got around. And so I guess it must have been by the second day, we had the funeral. What do you call the whole funeral...
- LG: Procession.
- BK: You don't say pro...
- LG: Well, there's the wake. You have like a wake.
- BK: No, there's no wake.
- LG: Okay, no wake but then there were ...
- BK: The minister was informed. We were not to have a church ceremony, but whatever it is, procession, consisted of our

farm wagon with the coffin on it and the rest of us in a wagon, my father drove it, and then someone else sat with him. I can't remember who it was. And consisted of everybody else in the homestead area in their wagons following. And this was about an eight mile drive to the cemetery. And the ceremony was there. But I always thought, actually it was a reenactment of what happened in rural America, many, many, many years ago.

LG:: But Bea, let me just ask you, had you experienced death of any of your family members prior to that?

BK: No.

LG: So, you were how old? How old were you at that point? Do you remember your age?

BK: About eleven, ten or eleven. And I remember helping my father build the coffin by handing him nails. I can see it in my mind's eye, it was on our front porch. The interesting thing was that my father had just bought a new pair of Percherons, we had Percheron horses. Do you know them?

LG: Uh hum, they're beautiful.

BK: Aren't they beautiful. He had several and he had just bought another pair and he brought them in late at night, I guess from the wharf, and he went over in the morning because he wanted to show his father (the horses). [Text differs from tape, edited for clarity.]

LG: Oh okay, I kind of remember your saying that he had a place.

BK: He went over and he was going to say, "Father, I want to show you these beautiful new horses." Knocked at the door, no response. Of course nothing was locked. Opened the door and here he was lying quietly asleep in his bed. So let's see, we children used to go over there every night, and he'd tell us stories of the Black Forest, because you see he was born in

Germany. That was a regular thing we did every single night.

Now I guess the next point would be when we left the farm [static].

LG: When did this event with your grandfather happen, do you know, approximately the date? You said you were ten or eleven. So that would be...

BK: Well, that was in 1913, '14, '13 or '14.

LG: Is your grandfather buried on Maui?

BK: On Maui.

LG: Is there a cemetery there?

BK: Yes, Makawao Cemetery, and that was the natural place. There was nothing in Haiku and Makawao Cemetery was the nearest and it was the cemetery associated with the church we attended. I already told you we used to go to church there. Some things were vivid about that and others not. I know we didn't have a wake. Neighbors may have come in to sit with my mother and father, that I don't know. I mean I don't remember. I don't remember if my mother served a big meal afterwards which would have been the custom. But I have a niece that has such a vivid memory she could tell me exactly who was at it, what they wore (laughs) and everything else.

LG: And what dish each person brought.(laughs)

BK: Yes, the neighbors would have brought food. I'm sorry I don't remember that because it would have sort of taken it through the whole sort of ritual thing [static].

Then when we came back [from Maui] would have been another thing. Sort of a sadness of leaving a place that was so much a part of our life and sort of an unknown, coming back, because I remember, you see I was eight or nine when we went over, so I

had some memories of the Valley, but now after almost ten years I was going back. I remember we came over by ship of course.

And then graduation probably from high school....

LG: When you came back you had just one year left?

BK: Yes, but I graduated with my same class I started with twelve years previously. Of course we all had to have white...I made my own graduation dress. It had to be white cotton. I remember mine was rows of scallops. There's nothing worse because you know you cut it out and then you sew it and then you have to turn it inside out and sew it on. Why I ever...

LG: You had to make the scallops yourself, is that it?

BK: Oh yes, in those days you had to.

LG: It's interesting you said that because my graduation dress was from a girls' school and I had a white organdy. I remember the scallops on the tiers, but they were all made. (laughs) It was ready made.

BK: I remember when I was doing it how stupid I was to.... And then I remember...

LG: But scallops are pretty.

BK: Yes, it was sort of pretty. Then I remember the neighbor girl said she'd curl my hair, cause I had straight shape. And she had an iron.

LG: Hot, those irons, my grandmother had one of those that you just put the curls into.

BK: So graduation was a Saturday night, and Saturday afternoon she prettied me all up.

And then, let's see, the first day at college the following September. This was in June, and then the following September starting at the university. Then I guess in four years of university there was nothing outstanding except that I got into dramatics and they used to put on one big dramatic play a year, and one year I did it.

LG: You put on a play.

BK: I put on Van Dyke's (play), oh what's the name of it. We did something very unusual. There are these front steps that are in the inner court of Hawaii Hall. There were some religious connotations to the play. We had this big, beautiful banner that I had them make, hanging from (above) the top of the steps and the play was acted on the steps. The audience sat on the lawn (in front of the steps). [Text differs from tape, edited for clarity.]

LG: What a good thing. It's wonderful. It's a beautiful place.

BK: It was so different...actually we didn't have a theater at that time. We had one big room upstairs in Hawaii Hall which ran the width (of the building) and we put up a stage there.

And then I graduated and then it was a matter of looking for a job. I worked every summer to help put myself through college. And then (after graduation I was) looking for a job, and I found three offers. One at the Honolulu Dairymen's to be in their laboratory, one at the Sugar Experiment Station to be in their botany department and one at the Pineapple Research Institute to be in the botany and plant physiology department, which I took. And as I said we were offered a hundred dollars a month, no medical, no retirement, no nothing, and (a working week of) five and a half days, in those days you worked Saturday till noon. I was there for forty two years and maybe the highlights in those were when I took my sabbatical leaves and traveled all over the world. Each one of them in a way would be a high point. And then of course the very traumatic - (the closing of the Pineapple Research Institute.)

LG: Wait, I'm a little behind you.

BK: They weren't called sabbatical - in universities, it is called that. At Pineapple Research Institute it's scientific leaves.

LG: Scientific leave, okay, go ahead.

BK: And then of course the most traumatic was when it was announced they were going to close the experiment station, the [Pineapple] Research Institute. They kept three of us on for part of another year. And this is sort of mean. Everybody got a severance pay, they have to give that, but you see by keeping us on six months they didn't have to give us severance pay because we reached retirement age. For the years that we had worked, we would have gotten for that time a good severance pay. One of the other old timers who wasn't ready for it [retirement], got enough money in severance that he paid off a heavy mortgage on his house.

LG: My heavens. Well now Bea how come you were selected not to. How come you chose...

BK: Because we were so near...

LG: Retirement.

BK: Yes, and so. Well there were three of us that were within six or seven months of retirement, so by keeping us on, it cost them a whole lot less for the wages, salary, we were getting, than to give us severance pay, because all three of us had been there over forty years. I was there forty-two years. [Text differs from tape, edited for clarity.] All of us were so upset about it closing that we were ready to quit, and if they had given us severance pay we would certainly have taken it. We were not even given a choice. They just said, "We're going to be very gracious and thoughtful to keep you on for six months."

And at first glance we said, "Isn't that nice that they'll just

keep us on till we retire." That was our first thought. And then we began to analyze it. At that time the postage stamp was six cents. so we said, "For six cents they saved several million dollars, several hundreds of thousands of dollars because (they let us stay on)"

End of Tape 3, Side B

Beginning of Tape 4, Side A, March 25, 1994

BK: So there were no high points there as far as my work went, but in that period, my brother died and my mother and my father died. My brother died in 1954, my mother died in 1963 and my father died in 1964. So of course those were....

LG: That's part of the reason that was a traumatic time too, huh. This is all during that work time, the forty -two years?

BK: During the work time. yes, before. So they never knew about the closing of the Pineapple Research [Institute].

LG: Did you have any clue about the closing of the Pineapple Research or was this something that you just learned about suddenly?

BK: No, we heard rumors, and then I remember what happened. I was sick with a cold or something and the director's secretary called me and said there was going to be a very important meeting tomorrow and they wanted me there. And I said, "You know I really feel lousy". I was very seldom sick and I had to be real sick not to go and they said but this is very important, but didn't say why. And I said, "Okay, I'll get out of bed and come down." I remember the biggest room in the building was the library and we were all sitting there and the director had to announce (the closing of the Pineapple Research Institute. Now the director was one of the staff. The big director had resigned, and they put him in temporary as an interim until they supposedly got another one. Course this must have been

going on for at least a year. And the companies who supported us.... I remember I just said one sentence. I got up and I said, "You know I came out of a sick bed to have to listen to this and it's pretty hard to take. But what I want to say I think it is one of the meanest things I've had happen, is to get Wally in here as a temporary and have him tell us the bad news. Goodbye folks, I'm going back to bed." (laughing) Then of course the machinery started working, and within, it must have been about six months (the institution was closed).

Then the next big landmark was when the head of the department [botany department at the university] came down, and this is in this six months weaning, or letting us go period, he came down and asked me how I would like to come up.... Well first of all that Al Chock who was teaching ethnobotany was leaving, how would I like to come up and teach it instead. He knew by that time of course that I was leaving. And I said "Dr. Kefford, I'm retiring and I want to travel and do some other things. And anyway, why did you choose me?"

He said, "Well you were born in Hawaii so you should know about Hawaii and you're a botanist so you should know about ethnobotany. That's what I want you to teach."

And I said, "No, I've worked forty-two years, I think I want to do some other things." Well anyway this was in June when I would be quitting almost. June would have made the end of that, their fiscal year, and that was when they were going to close it. They had carried us about six months.

So he said, "Well, think about it." You know, this would be next September when school started.

And I said, "All right, I'll think about it." (laughs) As soon as he left the room I got my dictionary to see what ethnobotany was. (laughing) It's a brand new science see. For some reason you see I was in physiology and I hadn't gotten onto the word. So I saw what it was...

- LG: Do you think you said no at first because you weren't quite sure what he was dragging you into? Did you ever think about that?
- BK: No, no, no, I think it was just...
- LG: You had some other things you wanted to do. yes I understand that.
- BK: For instance I wanted to travel. I had done a lot of volunteer work on Saturdays and Sundays, and I thought, well now I can do more volunteer work. Because my philosophy is after you've earned your money and your career, and you retire, then your efforts should go to the community as a volunteer. So I thought I could do more work for the volunteer agencies I was doing already. No, that had nothing to do with it.
- LG: I was just asking.
- BK: Well, anyway I thought about it and he says, "Let me know in a week or two." So I called and I never let on to him (that I didn't know what ethnobotany was). I think since then I've told him the story but I certainly didn't for years. And I thought, well, why not. You know I was still well and full of vim and vigor, why not. So, that whole summer of course, I had to start from scratch, to study and start my curriculum. The one who had taught it before gave me his notes, but I wanted to go into it much more deeply than he had, so all summer, that 's what I did. And so first day of class there was one section and I think about twenty students came. And (laughs) I was glad there was a podium because my knees were shaking so. I was really scared to get up before the public.
- LG: That's a tough thing.
- BK: Yes, you can remember your first year of teaching.
- LG: Yes, oh yes. And that's also in part of these interviews, [reference to other work interviewing which LG is doing] that's a question, this fear of getting up in front of a group and

apparently everybody feels this at various intensities.

BK: Yes. The thing is to make your interviewee forget themselves. Well anyway, so then I taught there for six years. And the classes grew because I think the word went around, "Take ethnobotany because it's a cinch course." I gave no final exams, but each person had to write work on some project, or write a paper on something. And in defiance of other teachers or professors, I gave everybody either A or B, because I think marks are terrible.

LG: I agree.

BK: And so I taught differently from them. And I don't know if I was a thorn in the department head's side or not, but we were good friends. Well, over that period from those first twenty [students], I got over 500 students. Now when you had 500 students at the university, they hired Varsity Theatre. All the big classes were there. And it was lectures by microphone. I refused to do that. They said, "Well now you'll have to move from room eleven, (which is in St. John), to down there."

And I said, "I will not do that. That's not teaching." So I said, "All right, I'll divide them into sections." So that I would have a reasonable amount which were about eighty I think which meant I had five consecutive sections every day. So I had to go through my lunch too, because you know, one would start right after the other.

LG: Well they couldn't say you were not working darn hard.

BK: No. (laughing) And then Radford asked me to teach a class (of teachers) at the end of their school day, so I went out there for a whole semester and taught (there) too. That makes a total of 500 students. I had about thirty teachers out there so I would have had 470 at the university, I still remember, in that first section. The first semester it was only taught a semester, and in that time I covered forty plants. What I would do is have these syllabuses prepared ahead of time. I taught three times a

week, one hour each session, and I'd take up one plant in each and have a syllabus ready. Because Saturday during the day and Sunday during the day I was doing volunteer work, I'd go Saturday night and Sunday night to write up my syllabuses for the next week.

LG: Where were you doing volunteer work during that time?

BK: Blood bank, Queen's Hospital, that was every weekend. Later than that I went and worked for Alzheimer's and several other places, Hawaii Memorial Society and things like that. Actually I started working at the blood bank when I was still working at PRI [Pineapple Research Institute], and then you see I'd work till Saturday noon and then I'd go down there and work there in the afternoon in the laboratory. And at Queen's Hospital I worked at the reception center. At seventy I came up here [Lyon Arboretum] as a volunteer. And Dr. Sagawa, who was director of the Lyon Arboretum said, "How would you like to come up and work with us. I would like to start some new programs." (educational programs)

I said, "Oh fine." You see that's still part of the university but it was separate enough, and (laughs) they forgot about the rule, that you can work after seventy. So I went up there, and we started an association, a support group, and started educational programs.

Well, that would be sort of a highlight, going to another place. And then when I left there after working there almost full time for fifteen and a half years. And I'm still associated with both places, (Botany Department at University of Hawaii and the Lyon Arboretum). I sometimes had graduate students at the Lyon Arboretum. My title in both places is research affiliate. And I still teach up here [arboretum]. I just finished eight successive Saturdays. And then all through the time I was up at the Lyon Arboretum, I carried on a lot of workshops for children and went into the schools and talked to them or carried on workshops there. And we developed a nice educational program, and that became an important part (of their activity at the Lyon

Arboretum). Then they got a director of education and that person concentrated on that.

LG: That's at Lyon [Arboretum] you mean?

BK: Yes, and now they have a very good person. They put on a lot of classes. Now these are non-credit courses. We're part of the university but our classes are non-credit. And our educational program is financed completely by the fees we take in for the classes. So that's about it.

LG: Okay, that brings us pretty much up to the present time. Let's say in the last five years or three years, what would be a highlight?

BK: Beginning, that would be '90?

LG: Let's look at the '90s, beginning of the '90s, just take it one step further.

BK: Well, I decided I should quit at the Lyon Arboretum, but I wanted a tie, and so instead of going up there every day, I go on call or when something comes up.

LG: And your book, I know you...

BK: Yes, well of course I was working on that about eleven years.

LG: Okay. That's your most recent book, the one that just came out on plants.

BK: Yes, so I was working on that, off and on. Mostly at home though because I had too much work up there. So what I'd do is either work at night till two o'clock in the morning, or get up at two o'clock in the morning. I don't know what was magic about two o'clock.

LG: It's interesting because you know I think the body refreshes itself somewhere in there. Because I find myself waking up

around one [a.m.] or two.

BK: If I get doing something, then I can keep on, but I have a very procrastinating nature, and if I say in the evening, now I'm going to do this and that, and I sort of do other things because I'm procrastinating, I can't do it that night. But if I make myself, let's say I have a lot of letters, I'm going to write all these letters tonight, if I sit down and write a first letter I can keep on, but I have to make myself. I think I'm number one in the world procrastinator. I just know how I operate. Well, of course I fell, and broke my leg and arm and that set me back. And this is probably what makes me so mad because, despite my age, I was completely independent, I would walk to the market and get my marketing. I'd go catch the bus to go anywhere I wanted to go. I could examine everything in my yard and everything, and this is what provokes me most. I was getting along pretty well with that and then I fell a second time and that hasn't given me as much assurance, or feeling of capability as I had before. I can go out and all that but.... It makes me mad that I can't do what I want. Before I would do what I wanted. All right, I'll just go take care of my brother now.

LG: Okay.

End of Interview 4, March 25, 1994

ORAL HISTORY INTERVIEW V

with

Beatrice Krauss (BK)

March 25, 1994

Manoa, Oahu

By: Lila Gardner (LG)

Tape No. 4 (Continuation)

SUMMARY

Beatrice Krauss was born in Honolulu August 4, 1903. Her parents were Frederick George Krauss and Elizabeth Hilmer Krauss, first generation Americans of German descent. Her parents moved to Hawaii from San Francisco in 1901 and 1902 respectively. Her family eventually settled on Parker Place in the College Hills tract where Miss Krauss still resides today.

Miss Krauss was educated at Punahou School and on Maui, returning to graduate with her class from Punahou. She continued at the University of Hawaii, receiving her degree and going to work for the Pineapple Research Institute where she remained for forty-two years. After her years at the Pineapple Research Institute she taught ethnobotany at the University of Hawaii for six years and then, at the invitation of the director, moved to the Lyon Arboretum where she worked as a full time volunteer from 1974 until 1992. She is still associated with the Botany Department at the university and the arboretum.

In this interview Miss Krauss discusses discipline in the family, in particular her family, how it was applied and the benefits in later life. She also discusses her observations of families today, their difficulty in having adequate time with their children when both parents work. She shares her opinions about the pressures of money and emphasis on material rewards and their impact on the children and families of today.

INTERVIEW

Discussion follows between Lila and Bea on areas of American culture to discuss in the rest of this interview. Lila brings up the topic of public school and discipline. Bea says that she could do that but also suggests the topic of raising children. Lila agrees.

BK: Well, I can do the schools too, but I could do raising children.

LG: Okay.

BK: Now we were probably under rather strict discipline, which we may have resented at the time but never rebelled against it. And we probably talked among ourselves but there was really no rebellion against it. And today I'm very, very grateful for that discipline because I think strict discipline, within reason, I'm not talking about abusive, but in other words, when you were told to do something you did it, you know you didn't try to bicker out of it and all of that. You did it. You were seen but not heard, that type of thing. And the whole thing that we think in terms of what children, how children should be disciplined to make them good adults. And I grew up under that regime. First of all, we all had our duties and there was no shirking it. Well maybe we didn't want to do it, but we did it and that certainly put us into a good habit that when you became an employed person you went ahead and worked hard to accomplish what you were supposed.... No matter what career you did. And I was only spanked once in my life, as a small child, and that was because I was selfish when a neighbor girl came over to play, I wouldn't let her play with my Andrew Welch. Now do you know what an Andrew Welch is?

LG: No, I don't.

BK: Well it was a vehicle, a child's vehicle, it was about this big and it had a handle and you pumped the handle and that propelled it. And I was very proud of my Irish, what did I call

it. Irish? No, it's gone out of my mind. It'll come back to me. And so my father said that was very selfish. When a good friend came over you shared your things or let them play with it. And he gave me two spanks on my popo, you know what a popo is? Your popo is your back.

LG: Oh, back, okay.

BK: And that's the only time.... He would have spoken to us crossly, you know, firmly, but never struck us in any way. And we were never, you know, sent to our room without supper and things like that, which I think are horrible. I can see sending a child to her room to isolate them because they have misbehaved, but to do without supper, especially a child, I think that's wrong. (laughs) You can give them at least bread and water. (laughing)

LG: Outside the door.

BK: And so I grew up and I feel it has made me a better adult. And we were treated as children. Children were not the priority as they are today. This is a children's world, children-oriented you know. It amazes me because I've seen two generations grow up of nieces and grandnieces and nephews and grandnephews.

LG: It's true there has been a real switch in the world toward children orientation.

BK: Yes, and so that was never true. We were children. We knew our place. We had an important part in the family life, but it didn't dominate. There were adults who were parents, the closest to you, and children, their offspring. Well, today I feel that children lack.... I finally thought this through, and I said what they lack are the three "p"s, that is politeness, and that goes along with manners. We were taught manners, table manners. And my mother said, "Maybe it doesn't matter if you have good manners or not, but I'll assure you, you can go into any society, at any level, and you'll feel comfortable if you have good manners. Maybe this isn't important but it puts you

at ease and you can enjoy the meal because you know what to use. Manners.

LG: Right, right, that your manners are okay. Yes I agree with you. Learning manners was real stressful when I was growing up too.

BK: So that's politeness. It's also a matter of young kids, we're in a group, the kids go through the door first. Now I think that's also this "p" of politeness. Elders should have some respect and some priorities I think. And it's a matter of saying "thank you" when somebody does something for you. It's a matter of saying excuse me when you pass in front of a person or you make a mistake or do something. It's also write if you're away, you write a letter of thank you, if you get a present and things like that. That's the "p" of politeness. The other is propriety and that's dressing properly for the right place, you know. Things that you do and you don't do because it's not the thing to do or the thing to do, like considering other people's customs, you know especially foreigners and things like that. The last "p" is property, the respect for property.

LG: Now wait have we moved from propriety? Propriety is pau, are we finished with that? Okay, and the third "p" is property.

BK: Respect for property. That ranges all the way from the more minor ones. As children going into a home, instead of sitting in a chair and listening, let's say you go with your mother to visit one of her friends, you sit quietly in a chair, it's all right to listen to you. Of course the elders will not talk about things that children shouldn't hear. Now children know everything. Now this is not following property, that was a little off there, that's more maybe manners. Children will come into this house and go completely through the house looking at everything. Now I think that's invading personal property, especially if they pick up something and let it crash. This is a lack of sense of property, but that's at the lower scale. It's all the way through stores where I see kids manhandle things for sale, drop them and smash them and the clerk has to accept it. I think they

should be charged for it.

LG: Well some places now say, they have a sign posted if you notice, and because they do have that sign posted, they can prosecute the person. You know they have to have the sign.

BK: Oh, yes, you have to have the sign. And of course the extreme is graffiti and vandalism in general. Now all those I consider disrespect of property. And you know, going into yards and stealing things, and things like that. There is a wide range of misbehavior. Those are three, I thought some of the things and I said why not just call them the three "p"s.

LG: I think that's a good idea.

BK: These all show lack of discipline. I mean, lack of discipline it seems to me. Now I have relatives on the mainland where they never thank you if you send things. It starts with a niece over there that's about fifty years old. She doesn't, her children don't and I say the reason she doesn't is because her mother never taught her that. But these were things my mother would teach us. You know my grandmother and aunts all lived on the mainland. If we received something we had to sit down within two days and write a thank you letter and it was a pretty unreadable scribble to start with when we were really little, but she would thank for us and she said, "Now you can write, you're in the second grade (or whatever), you can write your own letters. I don't care if it's just one sentence, "Thank you Grandma very much for the handkerchief you sent me. Love, Beatrice." She said, "That's enough, but at least you've acknowledged it." As I say, this one family, the other families are different.

LG: But do you know for a fact that that particular niece was never taught that, because sometimes I don't...

BK: I have a feeling she was never taught it because her mother never did it. Now this is a non-family member, it was my sibling's wife. And I think you see this in a fair amount of

adults today, and I think it is because it was not stressed that you acknowledge courtesies, you acknowledge gifts and so forth. So I just think discipline is rather non-existent and one good reason is because the child is such a prominent person. Then of course this lack of discipline carries over into the schools and I really feel very sorry for the teachers because more than half of their time is spent in disciplining, and half or less is spent in actual teaching. Now that is not what a teacher [is] supposed to do. They are supposed to have disciplined children come into the classroom so they can spend all of their time teaching. But of course part of the trouble is that both parents work. Several of my grandnieces and grandnephews are latch key kids. Both parents have to work and sometimes it's a single parent and it's just as bad then. As a result they don't have the time at home to be with their children.

LG: There isn't the time.

BK: I mean first of all, a working mother, the way in most families, unless you have an exceptional husband who helps a lot in the housework, she works all day, sometimes in a very stressful job, comes home, she has to clean house, she has to make supper and she has to be nice to the kids and discipline.

LG: And help with homework. (laughs)

BK: Yes.

LG: And there just isn't enough time in there.

BK: There isn't. Plus the fact that you're fatigued. You have to face these extra tasks fatigued. Well, when I began to see this type of thing, I said, "You know I would have died if I came home and my mother wasn't there to receive me. It would have broken my heart." Well, I wouldn't have even visualized that this could happen because in those days there was only a single wage earner.

LG: Right, but you came home from work.

BK: No, I'm talking about as a child from school.

LG: As a child, okay. So when you came home from school, things were in order in the house.

BK: Things were in order, my mother was there to greet us with a snack and ask us how did school go today, how was that examination, because she knew everything was important to us. Although breakfast was sort of hurried because we had to go early to catch that school train, or here to walk to school, and see that our lunches were made and so forth. So it was sort of a quick thing and of course most breakfasts are short anyway. We took our lunch or had school lunch, so it was always the evening meal where we were a family and exchanged ideas and things. And so they would ask us about our school to show that they were interested. And on the farm we would say, "Oh you know that horse that was sick this morning, is it better?" Because you got the vet, and things like that. Of course we had all our farm tasks to do after we came home from school, but at least we were together. I hear about families where the different members eat at different times. My mother always contended that the coffee break was started because most secretaries or teachers eat their breakfast standing up, a cup of coffee and a piece of toast. So naturally by ten o'clock they're famished, so the coffee break was invented. That was her contention.

LG: (laughs) That's interesting. I want to ask you two things that you're making me think of. One is to kind of talk a little more in detail about the dinner table, say at the homestead. We can talk about that in a lot of detail. I'd like to hear about that. And we can come back to that, we don't have to talk about that right now, but sometime I want to come back to that. And...

BK: Yes, all right. Well anyway I think it's very sad that we have this breakdown in discipline, and I think a lot of the troubles are because you don't have someone there to discipline people

at all times for one thing.

[Interruption in tape as visitor arrives]

[Conversation continues on tape with Manoa friend, Evelyn Giddings, Bea Krauss and Lila Gardner about the rainy weather, the health of Evelyn's niece. Manoa had thirteen inches of rain yesterday. BK said culvert by the Howell's house [BK's niece] was like a roaring stream. Down Rainbow Drive was another river and Oahu Avenue was another river, coming up over the curb. They discuss a retaining wall made of aluminum siding.]

BK: Well, as I was saying, I'm sorry about the lack of discipline and I think part of the lack of discipline is because of a two [parent] working household. And I think of course a lot of the minor crime of young people is a result of a lack of discipline too. All the people that I knew disciplined their kids in those days so that we were well brought up children.

LG: Bea, what do you think happened in America? What happened in American culture? If you're looking at the family life, is this primarily based on economics, is it on material possessions?

BK: I think so. I know....

End of side A

BK: Well I think actually people have set their standard of living too high for their financial status. I think some people that have one car could ride on the bus or walk. I think people that have two cars could get along with one. And they think they have to. Across the way is a family, a husband and a wife and an adult son, there are three cars. They built their house for two cars, that meant the third car was on the street. That upsets the parking problem.

LG: That also presents a problem, and an invitation for crime.

- BK: And also pollution of the air. Now why do you need three [cars]. We have two buses nearby. There are some jobs that require a car, I can understand that. But a lot of people who are using cars.... Now we walked from here to Punahou and yet there are kids that live within two or three blocks of Punahou, their parents have to take them in the car, or the kids have cars of their own. Now parking facilities in Punahou are tight and all the streets around Punahou are taken up with kids who park their cars there. It interferes with the parking problems of the residents who should have the first right. Their guests can't visit them because they have no parking left.
- LG: It's also made the streets obsolete, so then they have to widen the streets. There's another kind of problem.
- BK: Yes. All right. Maybe with children you should have a telephone, but actually a telephone is not an absolute necessity, except when there are children or ill people in the house, because you're almost in walking distance of public phones anywhere if you need to have to use one. You can write letters and things like that. There's the cars, the telephone, all the equipment...
- LG: Don't you think, let's talk about phones just for a minute. Now, I notice behaviors in my own family of trying to carry on many conversations at once. I find that very distressing. It means that they don't really concentrate on one conversation or one relationship or something and I'm starting to see that they use those multi-outlets in their phone system as a way of avoiding conversation in a way.
- BK: It could be.
- LG: Like if we start to talk and I start to ask some questions that are, you know, maybe you don't want to deal with, then, oh they've got an incoming call. I find that happens a lot, so I say to myself that's very interesting.

BK: Yes, and again this is part of that whole consideration of other people because certainly if you're talking to them, the disciplined child, whether they wanted to listen or not, they would listen because that was the way they were brought up. When adults talk, you stop. If an adult wants to talk to you, you stop what you're doing and you listen and you don't interrupt until that person says what they want. And if you want to defend yourself that's all right, but you have to wait to listen to what the charges are first, if that's what it is. Or if it's wanting you to do something or you haven't done something and they're drawing this to your attention, you listen without interruption until they're finished and then they in turn must listen to you if you want to defend yourself. I think children just have too much freedom and too early. It appalls me how they let children grow up and be so sophisticated so young.

LG: Yes, I agree. And because of that, it's changed a lot of other things that bring a lot of problems to children much too young, such as sexual problems.

BK: Yes. Well I think a lot of it is lack of discipline when they're young. I think proper discipline, not extreme discipline, makes for better adults. If you're taught a sense of property you're not going to steal. I remember one time--- that was stressed so I don't think there was even a temptation to---there was a temptation to steal but not carry it out. I remember once on Maui, I must have been about twelve, visiting my neighbor girl-friend who was just a little bit younger and she'd gone into her mother's jewel chest. Now this wasn't heirloom jewelry, but costume jewelry, and she said, "Do you want any of this?"

And I said, "Oh this necklace is very pretty but are you going to give it to me or just loan it to me?"

And she says, "No, I'm giving it. My mother has too much and she wouldn't mind at all if I gave you some."

Gullible me believed her and I think she gave me a necklace, a bracelet and several rings. And so I took them home. Now I

must have felt some guilt because I didn't show them to my mother. I showed them to my sister and she said, "She gave them to you?" And of course costume jewelry looks like something valuable to kids. She says, "Oh aren't you lucky?" And I said yes, but I'm sure I felt some guilt because I didn't show them to my mother, which normally if I got a gift given legitimately I'm sure I would have shared it with her.

And so about two days later my friend came down and said, "Well you know my mother went to look for a special necklace and she couldn't find it and she couldn't imagine what happened to it because she always kept everything in her jewelry box. And she said to me, 'Did you take it away?' And at first I denied it but then I knew she would find out anyway." They were a very religious family so she knew if she wanted to go to heaven, she couldn't tell a lie, so she told her mother that she'd given it to me. And she says, "My mother's eyes got big and her mouth sort of opened, 'You did?'" She gave me a graphic demonstration of how her mother looked and what she said. She says, "You go right down to Beatrice's house..." Oh she said, "Anything more?" "And I had to admit there were bracelets" So she said, "She looked through the box and she said, 'Yes, they're missing. You go right to Beatrice's house.'" Now this is the hardest thing for a child to do, to admit they've done something wrong and have to ask for something back. So Pauline came down and told me and I had them. This is why I know now I had a feeling of guilt, because I 'd put them in a special box in my bureau drawer. So I got them and gave them to her and I said, "Oh you know, they were really nice and I liked them, but of course you have to take them back." She never told me what happened at the other end, whether she was disciplined in any way or not.

LG: How old were you when that happened?

BK: Maybe about ten. At ten I was certainly still a child in those days. Today they would be so sophisticated. I mean (laughs) I was an innocent child. They wouldn't be innocent at ten nowadays. Look at that nine year old kid flying across the United States. Did she get to New York, do you

know?

LG: I don't know, a girl?

BK: A little girl, nine years old.

LG: I remember reading something about that story.

BK: She's trying to break the record of the eleven year old that did it last year. (Laughs)

Well I think we were brought up with a lot more discipline but I don't resent it because I think it made me a better adult because how you act in a mature world is how you were trained as a child, in a child's world. That would be the home life. Also I think the families were closer and worked more as a unit than they do today because things revolved around the family. And the family life had a lot more influence. This is outside of discipline. This would be just be your attitude, your association, your care for the family and all of that. And of course that discipline carried over into the schools. I was asked to come, by a friend of mine, to give a lecture at Roosevelt High School. I was absolutely appalled. I said to her afterward, "I'd go crazy after a week teaching and you have to do it for nine months. How do you stay sane?" And most of it was discipline. As I said, I guess that's how I started on discipline, we started on schools and then went to discipline. They should profit from the discipline they had in the home wherever they go. Even when kids came up to my workshops, the teacher, or whoever came up with them, would have to discipline the children. Up at Lyon Arboretum, we realized there were certain schools where the children were better disciplined and we could work well, and others, there was no discipline at all. And here you would try to take them through the grounds and show them the plants, or conduct a workshop. There were two teachers, one from Hanahauoli, who would say, "One, two, three" when they got obstreperous and the children knew they'd have to say one, two, three, and keep quiet after that. The other one would say a particular word when the

children got unruly and they quieted down.

LG: So it was like a training technique.

BK: A training technique they learned.

LG: That's kind of amazing isn't it when you think about it. But you have to resort to that kind of thing.

BK: Yes, it's too bad. You shouldn't have to think of discipline when teaching children. I remember when we went to school, we were quiet.

LG: The noise level is so different. I find as I'm getting older because I was raised in a much quieter environment, that the noise level of the world has really escalated. People live with so much noise and make so much noise.

BK: Well, you know, I found this out first when my other brother went to college and I visited him at college. In his dorm, (or was it in a study room or something?) there were these radios going. I said, "Do you have to study under these conditions?"

He says, "No one can study unless they have a radio going." Can you imagine?

LG: Uh huh, study with the radio.

BK: And I thought that was extraordinary but I find this is the general thing nowadays.

LG: That's right. Now that is where I think there is something major, a shift because I noticed it in my two boys very clearly and I now notice my daughter does it too. It's like they deal with at least two media things at once. The TV will be on, they'll be supposedly concentrating on that, and in the next room they'll be playing music. And my way of growing up was you focus on one of those. You know you play music for a reason, etc. or you listen to that, but you don't try to do both of

them. Now, they contend to me that that makes them a part of this new time. They contend that I'm old-fashioned because I can't deal with it.. That's the way it's focused on, so it's like I'm less of a person in a sense in their eyes, because I can only deal with one medium at a time. And it may well be true that in today's world, with the way they're doing this information thing with computers and everything else, that maybe to survive, those folks may have to be able to do it, in the workplace. They may have to be able to do that, and certainly in life because everybody's making so many different types of choices. So I'm saying to myself, well that's interesting because this is a sharp difference from when I was growing up.

BK: Yes, it is a sharp difference and you're one generation below me, nearer to the present, and you feel that, and I feel it even more because mine was a much more quiet world. And in fact we had no media to contend with. We had no radio, or TV or any of those things. I should I say vocal media, because we had newspapers.

LG: That's a difference, that's quiet.

BK: It is quiet.

LG: And that teaches a different skill. You had a lot of abstract intellectual stimulus. Actually myself, in my home, we didn't have very many books so I treasure books beyond words, 'cause books were so few. But I remember one of my hallmarks would be when we got our radio, when we got our TV. I remember the first TV, and so those would be like milestones in my life.

BK: Yes, whereas we didn't have it. We had a grind phonograph. What do you call one that you

LG: I know there's a word for it.

BK: I know there is.

LG: But that's exactly what you do is grind it, right? The RCA

Victor with the big horn.

BK: Yes. We had a very small portable one that had just been gotten out. And who got that out? My father told us there was an ad for it and he would send for it, so he did. And it's very interesting that our first records were classical music entirely. Well of course, in our reading world it was too. And I remember one time we went to pick it up. I don't know why we would have to go to Wailuku instead of Haiku to the post office, to pick it up. It might have been delivered, not by mail but by some delivery thing and that would be in the main town down in Wailuku. Because on the way back my father visited someone for something on agriculture or something, and I was sort of--- I kept absolutely quiet but I was making my feet go up and down, quietly too, but this was not proper either by our discipline, and then finally my father noticed it and he said, "This has been a very interesting conversation," to this man, "But I know Beatrice wants to get home because we've just picked up a phonograph, our first phonograph and she wants to play it." Which was really a concession on his part, but he realized how much it meant to me.

LG: But he didn't scold you...

BK: No, no. Of course I didn't start doing this right a way. I stayed very quiet and was being eaten inside (laughs) with this great desire of hearing my first phonograph. But of course being properly disciplined, I didn't say anything. But finally my desire did move to my feet, and that was after a while because my father was a great talker and this was probably now over an hour. And all during that time he probably realized my desire but that was a child's desire and I was behaving how I should. And even when I began to move my feet, that was not proper, but he realized how great this desire was. And he had talked for a long time. They had finished their business. So he thought it was quite proper to end it. But I had been patient enough and that's why he said it and I can still remember. I could hardly wait to get home. We had an old Model T Ford which chugged along and took at least another half hour, and so I still didn't

tear the package apart. He opened it, set it on a table, and of course he had ordered some records. And I yelled to the other kids, "Come, come come. We're going to hear something on a phonograph." We'd seen pictures of the Victor with the thing [horn], but this was all he could afford. I mean the sound must have been terrible because it didn't have any speakers. Tinny probably, but oh, I can still remember that morning, or afternoon by that time. You see I feel children are spoiled because they're bought anything they want. And you know, there's nothing for children to look forward to anymore. You know they get it all when they're little kids. I didn't have a watch until I got it as a graduation present from high school. And kids are wearing watches in the first grade or kindergarten. And you know all the things they get. We had things to look forward to at different ages ahead that we knew we wouldn't have. And you know they express a desire, they want something and their parents buy it. I feel sorry because they don't have those periods of expectation that we had. You must have had that too. You grew up poor didn't you?

LG: We were sort of average middle class, but very struggling. I grew up during the war, and so I've recently thought about things, like my uncle was in the service and he sent a box of chocolate, Hershey's chocolates, home, and I remember cause I'd go to meet the postman and when I'd see these boxes I knew what was in them - Hershey's or bubble gum. And my mother had a series of places in which she hid all these things and would hand them out, one by one. And you know a box of those would last, maybe six months or something. You didn't eat them up and I always had to split everything with my brother, so we'd get like one bar cut in half, be sure it was accurately cut (laughs), split the Dr. Pepper, split the Coke.

BK: I know, and look at what kids get now.

LG: I know, and they throw it away. See I think the material world has come in there too.

BK: Well I think that that is the greatest change that I can see from

my childhood today, how materialistic people have become. And in a materialistic world, then money becomes important. And if you don't have money, then you get things some other way, and I think this is...

LG: And this is where crime comes in.

End of March 25, 1994 Interview - Tape 4

GLOSSARY

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