1963

The Use of Tape Recordings in Teaching Local History

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Recommended Citation

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DOI: 10.5642/cguetd/75

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THE USE OF TAPE RECORDINGS IN TEACHING LOCAL HISTORY

by

Ruth Bates Rickett

Presented to the General Faculty
of the Claremont Graduate School
in partial fulfillment of the requirements
for the degree of Master of Arts

We certify that we have read this document
and approve it as adequate in scope and
quality for the degree of Master of Arts:

Examiner

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Date

May 6, 1963

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R424

ACKNOWLEDGMENTS

The writer wishes to express her appreciation to Mr. and Mrs. Julian Brannan, Mrs. Miriam Post, Mrs. Ethel Eberhart, Mr. and Mrs. Alphonse Fages, Mr. Stuart Wheeler, Mrs. Minnie McMahon, Mr. Oscar H. Edinger, Sr., Mrs. Lavina Penley, and Arlo E. Rickett, Jr., the writer's husband, for suggesting names of people who should be contacted to make tape recordings of the history of the Pomona area.

For assistance in obtaining information about the use of tape recordings, the writer is grateful to Mrs. Caroline Beatty of the Claremont Graduate School, Miss Ruth Hauser, librarian at La Verne College, and Mr. Robert Stauffacher, Audio-Visual Director, Corona Unified School District.

To Mr. William Bruce, Mrs. Margaret McCleery, and Mrs. Mae Kelly of the John Marshall Junior High School staff, and to Mr. Ralph Taylor, Audio-Visual Coordinator of the Pomona Unified School District, she wishes to express her appreciation for their encouragement and assistance in the actual preparation of the recordings.

Also, the writer is very appreciative of Mr. Carson Hawk's efforts in editing and re-recording the material gathered in the interviews.

And to the many wonderful people who took part in this oral history project, she wishes to express her appreciation and gratitude for making this thesis possible.

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CHAPTER I

THE PROBLEM

Statement of the Problem

The problem of the thesis is to develop rationale for the teaching of local history in the schools through the use of recorded documentary statements by eyewitnesses to local events. As illustrative of this mode of teaching local history, a series of recordings are made in which residents of the Pomona, California, area who were eyewitnesses to the local events or who could relate reliable hearsay about the history of Pomona are interviewed. A research methodology for the taking, editing, and cataloguing of these tape recordings for school use is developed and executed.

Importance of the Study

When history is reduced to cold facts and logical explanation, it loses the warmth and human quality which is such an essential part of its making. Says Jordan, writing for the American Historical Association, "History lives and has meaning not in sterilized lecture or textbook, but in unpredictable man."¹ It is a story of men and women and children and the ways in which they have lived.

¹Philip Jordan, The Nature and Practice of State and Local History (Washington, D.C.: American Historical Association, 1958), p. 31.

In the lower grades, the primary purpose of history is to acquaint the young citizens with the growth and nature of the neighborhood and to create some awareness of the past and of himself as a part of history's continuity.² Emphasis is placed on ways of living and on individuals and localities.

Local history and community participation

A method used to introduce local history is to call in a few members of the community to tell what they remember about the early days of the area. However, many of the people who can still recall the early days of such areas as Pomona Valley, where the writer is a teacher, are necessarily of advanced age, and before long they will not be able to tell about the changes which they saw take place, or which they were told about by their fathers and grandfathers. Also, as they become older they are less sure of their facts, and it is more difficult for them both physically and mentally to retell their experiences. When this happens, much valuable information is lost, and the community is the loser. In particular, the schools lose a great deal by not being able to hear the interesting and authentic stories which these people can relate. In regard to the effect which reminiscences have upon school students, Philip Jordan remarks that "the lesson of change has been learned in a small way."³

²Jordan, p. 20.

³Jordan, p. 19.

Because many of these individuals are elderly, they are unable to visit the classroom. In many cases, they are unwilling to face large groups of children. However, most of them are willing to talk to one person and to make tape recordings about the events which stand out in their minds and about the members of the community who were a part of the local history.

Tape recordings as a means of preserving information

In this study, an attempt is made to show that orally recorded information is worthy of preserving as a tool in teaching local history. By hearing participants and observers of local events, the listener does not feel so removed in time from the speaker. He can find out how his town grew and what part his ancestors played in the story of the valley. If the teacher or the student is a newcomer to the area, he may be able to gain an understanding of the town--its problems and its future--and discover his place in the community. What happened here is in essence the story of all communities. The story may differ, but the essential parts are there. All localities are not the same, but there is a likeness about them.

It is also important to acquire information and ideas about the past that are related to sound and effective citizenship, and through the study of local resources such ideas may be promulgated.

Connection between local and national history

Almost every community contains a wide variety of historical

materials. These local sources offer an unmatched opportunity for revealing to students the process of history. Local sources make possible the use of the familiar to explain the remote. Moreover, national history is based largely on the generalizations formed from the study of the sources of history in localities, and the community and all its resources supply a close-up view of history.⁴

Far-reaching effects of studying local history.

From the standpoint of pedagogy, it is asserted that history can be made more understandable by emphasizing matters of personal interest to children, such as accounts of colorful personalities, home life, schools, details of work, games, folklore, and other details that create a feeling for the times. In order to preserve for future generations some idea of a way of life which is fast passing from the memory of those who experienced it, there is a real need to capture this firsthand information from those who were eyewitnesses or who were close enough to the participants to give an accurate account of what happened.

Scope of the problem

For the purposes of this study, it is not deemed necessary, nor desirable to develop or exhaust one small segment of life in the story of Pomona. Growth and development which brought many changes

⁴William G. Tyrrell, "Local Resources for Teaching American History," Interpreting and Teaching American History, Thirty-First Yearbook of the National Council for the Social Studies (Washington, D.C., 1961), p. 417.

to the valley affected all of the residents, not just a few of them. Besides, the changes did not take place in any one period of time; rather, they came about gradually.

Definitions of Terms

Local history. For the purpose of this research, the writer uses the combination of the terms "local" and "history" to represent the change and the growth of the city of Pomona and its surrounding area as reported by those who could relate reliable hearsay or who were eyewitnesses to the events.

Oral history. The result of tape recorded interviews with individuals believed to have information of value to historians is "oral history."

Contributor. A person who contributes is one who gives something that others may benefit from. A "contributor" in an oral history project is one who records his experience and connection with the subject under study.

Community resources. Community resources include such things as books, people, documents, pictures, collections of various types, such as clothes, dishes, furniture, homes, weapons, graveyards, and any other source of information which might be found in the community.

Tapes. The use of the term "tapes" for the reels of tape used in making the tape recordings is an accepted shortening of the two words "tape recordings."

Reliable hearsay. "Hearsay" is the relating of facts by

people who did not actually see or experience the occurrence themselves, but who relate what they had been told by others. "Reliable hearsay" is information given by people whom the interviewer considers to be trustworthy.

Participant. The title "participant" is used to denote the respondents interviewed and recorded in the demonstration.

Limitations

Discriminatory selection of contributors

Although the writer attempted to interview enough people to have both corroboration and contradiction of events which were a part of the life-story of the Pomona area, there were some persons who were not contacted because too much repetition was not desired. By making such arbitrary decisions as this, some material was lost which might have been both desirable and useful.

Location of interviews

A slightly distracting factor in some cases was the location in which the interview took place. For instance, there were the ordinary noises which are heard in every household, but which were magnified when a recording was being made. At times, other people were present who interrupted or made unnecessary noises without realizing that the microphone of a tape recorder was very sensitive. A plane passing overhead sounded much louder on the tape recording than it did at the time of the interview. Sometimes, other elderly

persons were present, and they carried on conversations which were picked up as background sounds. Machinery, such as refrigerators, could be heard at times. It was necessary to ask that air conditioners be turned off when the interviews were held in the summer. In all, the interviewer held that many of the household noises did not distract too much because they were familiar to the participants and would appear to convey the reality of the setting to the listener.

Other distractions

But there was one more distraction which the interviewer felt should be mentioned--the "helpful" wife of the man making the recording who found it necessary to prompt orally and often, but who became extremely tongue-tied when it came her turn to record.

Relevant literature

Another limitation of this study was the scarcity of materials which had been written pertaining to the field study. There were a few suggestions found concerning the usefulness of tape recordings of "old timers" in teaching local history.

However, the only practical implications noted were those which stressed the importance of knowing the subject under discussion and of being tactful in dealing with those who were interviewed. In other words, two things seemed to be essential: knowledge of the subject under consideration and good sense. Nevertheless, it would have been impossible to prepare for every interview. Each one was different and unpredictable. For instance, one man who was contacted

said that he didn't remember anything about his early days in Pomona, but he would be willing to tell the little he remembered about his father. The interviewer set aside about ten minutes of tape for his story. Instead, a recording was made for one hour and ten minutes. The contributor gave a complete and interesting picture of the valley without using any notes.

Delimitations

The delimitations of this study involved two problems:

- (1) the rationale for the teaching of local history through tape recordings, and
- (2) the collection and analysis of the tapes.

Teaching local history through the use of tape recordings

The process involved in the delimitation of the principal part of the study was to promulgate the proposition that the teaching of local history through the use of tape recordings was worthwhile and conducive to sound, constructive teaching which would result in achieving the commonly accepted aims in teaching history. In regard to the skills and habits which would contribute to the further building of appreciations, attitudes, and understandings no procedures were suggested. They were considered as being relegated to the teacher to pursue as he saw fit.

Supplemental and enrichment device. The tape recordings were not presumed to preclude other teaching devices; rather, they were intended to supplement and enrich the teaching materials already

employed by the teacher. Specifically, the tapes were intended for teachers as well as students. But the writer did not presume to suggest which tapes should be used nor how they should be used. The catalogue including the annotated excerpts and the topical list may be consulted to locate the information desired.

Usability of the tapes. In regard to the usability of the tapes according to grade level, no limit was suggested or intended. They should prove of interest to any age group, but the teacher needs to listen to them first as he would to any material before presenting it to the class.

Collection and analysis of the tapes

Selecting a period of time. In deliberating upon the other phase of the study, the collection and analysis of the tapes, the first consideration was to decide upon a period of time to cover. A limit had to be set so that the study could be workable and would not encompass too much. So, instead of choosing one phase of life or one specific period, roughly an eighty-year period from 1840 to 1920 was covered, and an over-all picture of life during that period was examined.

Choice of people to be interviewed. Next, it was necessary to choose the people to make the tape recordings. They had to have knowledge of the period of time decided upon. Their information must have been gained either from their own experience, or from what they had been told by their parents, grandparents, or other people they

considered to be reliable. Although the participant's age was an important factor, it was not necessarily the only consideration. In some cases, knowledge about a particular event or person was the deciding element.

Locating contributors. In regard to locating contributors, it was deemed necessary to obtain the information desired from residents still living in the area. However, some people who might have made fine contributions to the study no longer resided in the valley; so a few of these former residents who made periodic visits to the area were contacted and recordings were made.

Delineation of subject-area. As a final consideration, the matter of subject-area had to be delineated. In order to be useful to the schools and to the community, the material recorded had to present an audio concept of the town, its people, and the surrounding territory. This audio concept was sketchy in parts due to lack of participants; on the other hand, some topics were covered in detail.

past and present that are essential for sound effective
claims

because tape recordings supply complete, convincing, and
authentic materials for explaining the influence of environment on
history, Jaroslawski notes that tape recordings are "logically and
helpful tools of instruction."²

¹ Jaroslawski, pp. 427, 428.

² John Jaroslawski, Social Studies in Elementary Education
(New York: The Macmillan Company, 1938), p. 260.

CHAPTER II

LITERATURE

While very little has been written to date specifically on the use of the tape recorder in making recordings of the recollections of people who can tell how things used to be and how they came to be what they are now, some educators believe that there is a definite place for this type of teaching device. Tyrrell says:

Another example of the non-written source is the memory of individuals. Many elderly men and women have observed or even taken part in community changes during the years of long life. . . . The interview is an accepted method of obtaining information, and students can benefit from meeting and questioning individuals and from seeking to determine the validity of their statements. Tape recorders facilitate the utilization of this source.

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On all levels and for all abilities, local resources contribute to the development of many necessary skills and to the acquiring of information and ideas about both past and present that are essential for sound effective citizens.¹

Because tape recordings supply complete, convenient, and authentic materials for explaining the influence of environment on history, Jarolinek notes that tape recordings are "legitimate and helpful tools of instruction."²

¹Tyrrell, pp. 423, 425.

²John Jarolinek, Social Studies in Elementary Education (New York: The Macmillan Company, 1959), p. 260.

Several educators recognize the place of the community as a valuable source of information which can be used in the teaching of local history. Hoffman and Sarafian make the following statement:

Perhaps, the greatest aid for the teacher is the resource visitor. Every community abounds with persons in all walks of life who have versatility, knowledge, and communication skill to share their experiences, give a demonstration, or impart information to social studies classes.³

Ralph Adams Brown gives recognition to the people of the community and the part that they can play in making events and people seem real and understandable as they recreate orally and vividly the conditions and struggles which they faced and overcame when he declares:

They vitalize and reanimate the study of history; they provide enrichment and depth and thus complement the facts of history; they help to identify and develop democratic values; and they contribute to a better adjustment by the students.⁴

Obviously, such ideas may be learned by reading and discussion, but local history can come to life through the use of magnetic recording tape. In a handbook on the use of tape recordings as a teaching aid which was prepared by the Products Division of the Minnesota

³Howardine Hoffman and Armen Sarafian, "Instructional Resources" (Section One of Chapter VII, "Materials of Instruction"), Social Studies in Elementary Schools, Thirty-Second Yearbook of the National Council for the Social Studies, Washington, D.C.: A Department of the National Education Association, 1962, p. 234.

⁴Ralph Adams Brown, "Biography in the Social Studies," Social Studies in Elementary Schools, Thirty-Second Yearbook of the National Council for the Social Studies, Washington, D.C.: A Department of the National Education Association, 1962.

Mining and Manufacturing Company, the following statements appear under the heading "Local History and Lore":

Give your classes an intimate view of pioneer life in your own state. When studying local and state history encourage your students to conduct interviews with "old timers" and record them on tape. You can build a permanent library of tape interviews with pioneer residents of your own community. The job of recording "old timers" is sure to catch the interest of your social studies classes and the completed tapes may prove of inestimable value to future students and to your entire community.⁵

In a progress report of the Oral History Program at Claremont Graduate School dated June 15, 1962, the following note on the use of recordings in college classrooms appears:

Professor Rae played the recordings of his interview with Philip Fogg in his class on the history of technology at Harvey Mudd College and thought it was an effective teaching medium in presenting a vivid and concise account of the development and financing of a successful electronics firm. The Oral History Program is demonstrating its capacity to obtain and preserve valuable historical materials of this region.⁶

In reporting upon the Wright Junior College Science Department's experiment with tape recordings, Weinberg states:

They hit upon a method which, apparently, is hardly used at all: recording actual interviews with persons inside and outside of school. Such interviews were made periodically, and each was related directly to a unit of study. At every discussion-section, playing back of an interview opened the session. Students were asked to keep several general

⁵ Minnesota Mining and Manufacturing Company, The Tape Recorder in the Elementary Classroom, A Handbook of Tested Uses (St. Paul: Magnetic Products Division, 1955), p. 26.

⁶ John Niven, "A Report of Progress on the Oral History Program at the Claremont Graduate School" (unpublished monograph, Claremont, California, 1961).

questions in mind while listening. Because the interview was made so that it would be controversial, there were always some students on either side of the issue.⁷

Although the Wright School is a junior college, instructions and suggestions for that grade level were illustrative of this mode of teaching local history and were applicable to any grade. Continuing with the description of the tapes made by the Wright Social Science Department, Weinberg explains:

The magnetic tape recorder was found to be the most appropriate machine for interviewing purposes. This is an electronic device which records sound by transferring magnetic patterns onto paper or plastic-coated tape. The technical quality of the finished tape is practically independent of the operator's skill, thereby allowing interviewers to concentrate on the subject-matter of the recording. Thus, unlike disc recording, it is possible for amateurs to make tape recordings of a very high quality. Another advantage is that these instruments are portable and require no special equipment. The tape may be played back immediately after being recorded. A favorable cost-factor is that each tape may be played back over five hundred times; the recorded material may be erased by a simple operation, and new material immediately recorded.⁸

Wesley and Adams report the growing use of these devices and aids is "proof of the alertness of teachers and evidence of the necessity of keeping up with improvements in dissemination of information. It behooves the schools to utilize every device which promotes sound learning."⁹

⁷Meyer Weinberg, "Social Science Discussion and the Tape Recorder," The Audio Visual Reader (Dubuque: Wm. C. Brown Company, 1954), p. 244.

⁸Weinberg, pp. 244-245.

⁹Edgar B. Wesley and Mary Adams, Teaching Social Studies in Elementary School (Boston: D. C. Heath and Company, 1952), p. 43.

According to Gould Colman who writes about "A New Form in History" in the February, 1963 issue of the Cornell Alumni News:

Oral history memoirs are intended to supplement rather than serve as a substitute for other sources of information. They are of maximum value when used in connection with diaries, personal correspondence, and other manuscript material.¹⁰

Oral history memoirs provide a record of human knowledge and experience, much of which, through modesty, procrastination, illness, or other circumstances, would be lost . . . it helps the historian achieve a sense of participation in historical events which, in turn, he can communicate to the reader. . . .¹¹

Louis Starr, Director of Columbia University Oral History Research Office, is convinced that oral history holds potentials which will make an office such as that which was established at Columbia University in 1959 a "must" in most of the great universities of the future. The Oral Research History Office (formerly called the Oral History Project) "creates source materials that would not otherwise exist, by conducting carefully prepared interviews with persons who, as participants or observers, have acquired experience that merits presentation."¹²

The purpose of the Oral History Program carried on by the Claremont Graduate School is to make tape recordings of interviews

¹⁰Gould P. Colman, "A New Form of History," Cornell Alumni News, LXV, No. 7 (February, 1963), p. 18.

¹¹Colman, p. 19.

¹²Louis Starr, "Annual Report, 1960-1961 (Columbia University: Oral History Research Officer, 1962).

with persons who they believe have acquired experience which merits preservation, and in a statement prepared by the college in regard to their program, the following conclusion was reached:

Frequently valuable historical information remains only in the memories of individuals and is not properly recorded. Whereas a hundred years ago prominent men and women communicated by letters and kept diaries to preserve written records, today much of this activity is carried on in conference. Furthermore, in a section of the country only recently developed, there is a tendency for persons not to appreciate the importance of their accomplishments in the long view of history.¹³

Anyone attempting to conduct a study such as this should prepare himself for the interview as much as possible, but should expect developments of various kinds to happen and to be alert and take advantage of any unexpected lead which is given by the contributor. In discussing the ability to conduct interviews, Weinberg declares:

Interviewing is an art, but it is also highly dependent on knowledge. Thus, no matter how glib the interviewer, he must know his subject matter: otherwise, he will be unable to ask pertinent questions . . . if possible, a list of formally-prepared questions should be avoided. As the interviewer gains experience, he will need less and less advance preparation. A lively interview then becomes more likely.¹⁴

Gould Colman, continuing with his observations on a "new form of history," notes that:

Interviews have long been used in securing information and a number of excellent historical studies have been based, in part, on information obtained in this way. Yet no matter how exceptional the skills of the interviewer or

¹³Niven.

¹⁴Weinberg, p. 245.

how significant the knowledge of the speaker, the value of such information was limited by conditions inherent in the methods by which the interview was recorded and preserved. Invariably something was lost (or introduced) between the spoken word and the notes of the interviewer and, in any case, even these notes were rarely available to other researchers interested in the subject.

Oral history techniques have largely overcome these limitations. A mechanical recorder eliminates the distortion involved in note taking and permits the interviewer to concentrate on the content of conversation. . . .¹⁵

Mr. Colman uses a most interesting term in referring to oral history. He says that the term is somewhat misleading because the purpose of the interviews conducted in its name is to produce "raw material"¹⁶ for the historian.

¹⁵ Colman, p. 18.

¹⁶ Colman, p. 18.

CHAPTER III

RATIONALE FOR TEACHING LOCAL HISTORY THROUGH THE USE OF TAPES

The Study of History

History is the study of man as an individual and as a member of society. Man changes and so does society. Webster defines history as the branch of knowledge that records and explains past events as steps in human progress. So the historian, whether his field be the community or a wider area, attempts to interpret this change and explain why it came about and what it means. In addition, the historian tries to be as objective as possible in his presentation of the material which he produces.

"A knowledge of the past is necessary to any real understanding of the present,"¹ states I. James Quillen. The past lives in the present and limits and controls it. According to Edward Hallett Carr:

Modern man is to an unprecedented degree self-conscious and therefore conscious of history. He peers eagerly back into the twilight out of which he has come in the hope that its faint beams will illuminate the obscurity into which he is going; and conversely his aspirations and anxieties about the path that lies ahead quicken his insight into what lies

¹I. James Quillen, "American History in the Upper Grades and Junior High School," Interpreting and Teaching American History, Thirty-First Yearbook of the National Council for the Social Studies (Washington, D.C.: A Department of the National Education Association, 1961), p. 347.

behind. Past, present, and future are linked together in the endless chain of history.²

Aims of teaching history

By teaching local history many of the appreciations, attitudes, and understandings which are generally accepted as desirable as aims in teaching history may be accomplished. Among these are the following:

1. To appreciate the contributions of the past
2. To provide some perspective for looking at the modern world
3. To be aware of one's social environment
4. To understand the interdependence of peoples
5. To comprehend historical allusions in everyday life
6. To understand that the past has had a great influence upon present patterns of living
7. To develop intelligent patriotism
8. To understand that continuity and change characterize progress
9. To understand that change is an inevitable part of life
10. To develop a sense of time and relationship between time and place
11. To have the vicarious experience of reliving the events of history
12. To understand that history was made by common folk as well as those of high degree
13. To understand something of the motives which led people to act as they did
14. To develop belief and action in democracy as a way of life
15. To understand that history is being made continuously
16. To realize the magnitude of the changes in the world in the last few years³

² E. H. Carr, What Is History? (New York: Alfred Knopf, 1962), p. 179.

³ W. Linwood Chase, "American History in the Middle Grades," Interpreting and Teaching American History, Thirty-First Yearbook of the National Council for the Social Studies (Washington, D.C.: A Department of the National Education Association, 1961), p. 341.

The role of the teacher of history

The teacher should utilize whatever means are available in order to achieve the best results. He should be willing to investigate new methods and new approaches and should be open to suggestion. As Cartwright and Watson put it:

He should be willing, while standing on the shoulders of those who have gone on before, constantly to experiment with new methods designed to impart to his students the enthusiasm to investigate critically the past in order to acquire a deeper understanding of himself, of his fellowmen, and of the situation in which men are put.⁴

Philip Jordan suggests that it is the duty of the teacher to instruct the young person how to utilize history as a tool for the comprehension of society, not to pound into him the date of an historical event.⁵ The lesson of change is easily shown by hearing of many things which no longer exist, but which were the foundations for what now exists. He can learn that "human groups and their relationships are the content of the social studies."⁶ Even on the neighborhood level, he can be introduced to thought as well as to fact. If he can

⁴William H. Cartwright and Richard L. Watson, Jr., "Historical Scholarship and the Teaching of History," Interpreting and Teaching American History, Thirty-First Yearbook of the National Council for the Social Studies (Washington, D.C.: A Department of the National Education Association, 1961), p. 11.

⁵Jordan, p. 30.

⁶William E. Vickery, "Educating Citizens for Democratic Inter-group Relations," Citizenship and a Free Society: Education for the Future, Thirtieth Yearbook of the National Council for the Social Studies (Washington, D.C.: A Department of the National Education Association, 1960), p. 168.

understand the changes which have taken place in his small community, perhaps he will have more understanding of the changes which have been taking place all over the world, and he can become, in time, a better citizen of the world.

Place of Oral History

One of the newer methods being used in the study of local history is to compare and contrast attitudes and ways of living by recording tales of the past which are told by men and women who have observed or taken part in the community during their long years of residence in the neighborhood. It is very seldom that these people will write down their oral reminiscences, but they can be used as oral sources. They can recount the important part natural environment played in the settlement of the area.

The interview as a method of obtaining information

The interview is an accepted method of obtaining information, and tape recorders facilitate and encourage the utilization of this source.⁷ Even though the student does not participate in the actual recording of the interview, he can still benefit from hearing the recording and from seeking to determine the validity of the statements made.

Importance of storytelling

Storytelling as a means of teaching and passing on to a younger

⁷Tyrrell, p. 417.

generation the knowledge of the past is an art which has nearly disappeared, but as a means of conveying information about local legends and traditions it is an excellent one. Different versions may be given of incidents which were important in the lives of the people at that particular time, but this only proves the authenticity of the material because it was common to all of them. What is the truth? Which version is right? By listening to different people tell what they saw happen or what was told to them, perhaps the truth can be discerned.

Aside from the information which can be obtained, the storyteller and the story are interesting and entertaining. These are real people talking. Their voices are different. They are representative of the community. They represent various walks of life, different racial groups, different professions, different interests, and different religious faiths; but all of them have one thing in common--they are the town from the past to the present.

By listening to the stories told, the teacher can enrich his neighborhood knowledge and in turn pass along to his class what he has learned. It would be impossible for the teacher to reach all of these people himself. It would be time-consuming and in many cases no longer possible to see them. From these tapes, both he and his class can become aware of themselves as a part of the historic process, and they can recognize that history is a living thing, and that they are a part of that history. It puts life into history by giving them an idea of what their community was like years ago. The listener lives the story along with the storyteller, and he becomes a part of the narrative.

Thus, he gains an understanding of his nation's heritage as well. If his parents and grandparents did not arrive here in the early days of the town, they still went through somewhat the same experiences because they belonged to the same era.

Ramification of oral history for the teacher
and the pupil

After listening to the stories told by the contributors to this oral history project, both the teacher and the pupil should become aware of the great changes which have taken place in the valley, and these changes will seem more real. Specifically, the pupil will see that he, too, is a part of this ever-changing, ever-growing community. Mores of the people will seem very unreal to him as the picture grows dimmer with each passing year, but the fact that these people lived and experienced troubles and joys just the same as he is experiencing them will make them seem closer to him, and not so remote in time or ideas. Their problems may have been quite different, but they worked together to meet whatever situation arose. Things didn't always work out right, but the people of today must live with the mistakes of the past and make the most of them.

The tape recordings can be used to transmit factual information considered to be important by each preceding generation. Thus, by establishing contact with the past, a rich body of knowledge and culture is made available to the citizens of tomorrow. The next twenty years will call for people who seek to understand the dynamics

of the evolving American culture as a part of developing the attributes of a good citizen.⁸ In these times of rapid change, the community and the family often are not as stabilized as they were in the days of the horse and buggy, and it is good for the children to understand something of the traditions and history of their community.

Community study is broadening rather than narrowing because a study of local history reflects every aspect of our history as a nation. It shows the processes through which we built our nation out of a wilderness, I. James Quillen declares:

A nation's view of its own image is shaped largely by the common traditions it has developed. Narratives of struggle and crisis, heroes and heroism, courage and idealism, and problems and achievements help give the citizens of a nation common ideals, a sense of being a part of a common cause.⁹

Jordan states that "it is for what a knowledge of the past can do for those in the present and future that the past lives."¹⁰ Continuing with the same thought, he says that the "

idea of a free society which permits its citizens to move around and make changes for their betterment is shown. How these people bettered themselves and became successful by using their individuality demonstrates the advantages of living in a free democratic society.¹¹

⁸William Vickery and Joseph B. Gittler, "Intergroup Relations in the United States," Citizenship and a Free Society: Education for the Future, Thirtieth Yearbook of the National Council for the Social Studies (Washington, D.C., 1960), p. 160.

⁹Quillen, p. 344.

¹⁰Jordan, p. 22.

¹¹Jordan, p. 23.

Lack of pertinent written material

Although textbooks on local history have been written for the elementary schools, still they cannot give the actual history of each local community. Rather, they cover in general the history of the state because it would be impossible to cover each individual area. By using tape recordings made by people in the neighborhood who saw many of the changes which have taken place and who can tell about the effect that these changes have had upon their lives, history lives and has meaning. The people who tell the stories are not scholars, but they speak the language of those who are listening to them, and their vocabulary is more understandable than the learned words of the textbook writer. Besides, the stories told are about places and institutions which are already a part of their lives. The neighborhood that they are introduced to in the tape recordings is on a level suitable to their known experience.

CHAPTER IV

DESIGN OF THE FIELD STUDY AND THE METHODOLOGY USED

Introduction

In order to preserve for future generations some idea or a way of life fast disappearing from the memory of those who experienced it and to prepare material for today's students, tape recorded interviews were made of individuals who were either eyewitnesses or who were close enough to the participants in the events to give an accurate account of what happened while they were still able to recall their experiences. The Pomona, California, area offered such an opportunity because there were people living in the community who were still able to retell what they remembered even though many of them were advanced in age. Most of these men and women were either descendants of the early Spanish settlers of the valley or of the American pioneers who came later. They were able to tell about the economic, political, social, and cultural changes which had taken place in the area which was first designated as Rancho San Jose, later to be called San Jose Township, which included Spadra, Pomona, Lordsburg (La Verne), Claremont, and San Dimas.

Design of the Study

The plan of this study was to locate people who were either

participants or observers of significant happenings in Pomona and to make tape recordings of the reflections of these people. A research methodology for the taking, editing, and cataloguing of these tape recordings for school use was developed and executed.

Methodology

It was estimated that about 125 people who could still recall the early days of Pomona would be needed to give a representative picture of the growth and changes which had taken place in the Pomona Valley during the eighty-year period from 1840 to 1920.

Contacts

Beginning with friends and acquaintances of the writer and expanding by contacting persons suggested by them, a list was made of people who were old-time residents and who still lived in the area. Contact was made by telephone, and the reasons for doing an oral history of Pomona were given: (1) There was a real need to provide a record of knowledge and experiences about the valley which would otherwise be lost; (2) their stories and recollections were a vital part of the Pomona story and needed to be preserved; (3) the information obtained would be made available for use in the teaching of local history in the schools; (4) the community would benefit because a copy of the tape recordings would be placed in the public library; and (5) it was the writer's purpose to submit the tapes to Claremont University College in partial fulfillment of a master's degree.

Then, the following questions were asked of each participant:

1) Would he be willing to make tape recordings of what he had been told about the early history of the area by his grandparents, parents, or other responsible people?

2) Would he tell what he remembered about the early days?

3) Would he consent to his recording being placed in Honnold Library where it would be available for study?

4) Would he permit a copy of his recording to be given to the Pomona Public Library for community use?

5) Would he allow a copy of his recording to be used in the Pomona schools for use in the teaching of local history?

Not all of the people contacted were elderly; younger residents were selected when they were the only ones left who could tell about a particular incident. A composite picture of the community was what was desired in order to show the importance of natural environment upon the settlement of the community, and the effect that the change from an agricultural area to a vast community of homes with industrial development had had upon the valley.

It was not difficult to explain to the "younger" people interviewed the reasons for making tape recordings, and the tape recorder itself did not alarm them. Even elderly people enjoyed listening to themselves on the tapes. After speaking for a few minutes there were asked to stop, and what they had said was played back for them to hear.

This seemed to overcome any reluctance that they might have had about recording.

The interview

An appointment was made and the writer went to the contributor's home or office, and the material to be given was discussed before the recording was made. It was suggested that the contributor state his name, tell where he was born and when, and explain his reasons for coming to Pomona. From then on, he was to tell his own story. Questions were interposed during the recording in order (1) to give continuity to the story; (2) to develop points of interest; (3) to show corroboration or contradiction; (4) to bring out facts not already covered.

After the recording was made, it was played back so that the contributor could listen to what he had said and so he could make any correction or additions which were necessary. The interviewer tried very hard to concentrate on what was being said in order to catch any errors so that very few changes had to be made.

In order to have corroboration or contradiction about certain happenings which had been shared by many of the contributors, questions were asked to get their responses and reactions. In addition, it was necessary to ask questions when the need arose to clarify or to elaborate upon points of interest.

Locating more contributors

After the first contacts were made, the circle grew wider as more suggestions were made of people who should be called. In some

cases, there was an overlapping of names suggested. It wasn't difficult to "sell" anyone on the idea because this was something that many thought should have been done years ago.

Difficulties in using the tape recorder

With the very elderly people who were acquaintances of the researcher, the introduction of the tape recorder was not too difficult; however, explaining to each person contacted the purpose and the importance of the study was time-consuming. With those not known to the interviewer, there were certain problems to overcome, such as nervousness and reluctance to record; but this was overcome by explaining how the machine worked and by reassuring them that anything could be erased if they so desired. In many cases, there were both deafness and blindness to contend with.

There were only two complete failures: one, an elderly woman who was very deaf and who had become unusually contrary as she grew older; the other, an extremely old man who was both blind and deaf. This made it impossible to reach him in any way.

Reactions of the participants

All of the elderly people seemed to be delighted to reminisce and talk about "old times." They said it had been "delightful" to recall the days of the past. All of them, without exception, referred to the valley as a "green paradise" or a wonderful place in which to live. Some of them told about their mothers or fathers who had come to the area expecting to live only a few years at the most, but who

instead had lived many years beyond their supposedly allotted time. Many had left the valley for a while, but when it came time to retire they wanted to live again in the place that they had loved so much as a child. Regret was expressed by all of them that so many of the places and things which they had remembered had been torn down in order to make way for progress. The small town they had known as a child was fast disappearing before their eyes, but it was still home to them.

When the contributors realized that the tapes would be made available for use by the community and the schools and would be used by generations yet to come, they were pleased to make their contribution. As one elderly woman remarked, "I was just a poor girl who lived on the wrong side of the town, but I had a good life, and I am happy to tell others about Pomona and the many changes which took place in the eighty years that I have lived here."

Outstanding people and events

As they told of the days they remembered, only the happy things seemed to stand out in their minds; even the few unpleasant happenings were amusing to them now. In particular, one person was remembered by all of the "old timers." This person was P. C. Tonner, a brilliant attorney, the first school teacher, the town poet (whether drunk or sober), a thoroughly unscrupulous person, yet generous, kind, and considerate of children, old ladies, and animals. This man's life could be the subject of several books.

and the There were some things which the contributors told orally, but which they were not willing to record. It seemed appropriate for them to talk about some of the scandalous elements of the region's history, but they did not wish to record the story. Relatives of some of the people involved were still residing in the area, and they did not wish to hurt anyone.

However, many of the stories they did recount would be no means be considered dull. Other interesting people came to life besides Mr. Tonner. Exciting events, stories of flood and period of drouth, windstorms of great magnitude, and amusing anecdotes make this biography of a city and its surrounding area pulse with life and feeling. The valley is rich in color with its background of early Spanish settlers and the many and varied industries which were introduced into the area. Hearing the stories that these contributors tell make the years fade away, and it seems as if it were only yesterday when these events took place.

Organization of material

After the interview was recorded, the tape was timed and annotations were made of the major subjects discussed by the contributors. Then the recordings were classified in alphabetical order under the contributors' names and also crossfiled under general topics discussed.

The original tapes were re-recorded on 1800 foot reels upon one side only. In order to locate each interview, a list of all contributors on the reel was included on each container. The band number

and the length of time required to hear each recording was listed.

From these recordings, additional copies to be used in the teaching of local history were made for the Pomona Unified School District.

Introduction to Catalogue of Recordings

History books may be consulted to find out dates and facts which have been recorded, and the knowledge thus obtained is, without a doubt, useful. However, printed material seems colorless when dealing with as colorful an area as Pomona, which had its roots in the days of the Spanish don when it was called Rancho San Jose, or simply San Jose. Added to the dangers of that day which included Indian raids, drought, and flood was the advent of the Americans, who came seeking land in this green valley with its springs and flowing water.

Making history : type

We cannot hear the story from the lips of Don Ignacio Palomares or Don Ricardo Vejar (Vejar), original settlers of the valley in 1837, but we can, to a certain extent, capture a picture of that time by listening to the stories which their older living descendants (grandchildren and great-grandchildren) still recall. Also, a few descendants of other early Spanish and French settlers, Californians, as they like to be called, still live in the area. From tape recordings made of their own recollections of what happened and what they were told, both teacher and students can enjoy the stories that are recounted. The past

CHAPTER V

CATALOGUE OF RECORDINGS FOR USE IN TEACHING THE POMONA STORY

Introduction to Catalogue of Recordings

History books may be consulted to find out dates and facts which have been recorded, and the knowledge thus obtained is, without a doubt, useful. However, printed material seems colorless when dealing with as colorful an area as Pomona, which had its roots in the days of the Spanish dons when it was called Rancho San Jose, or simply San Jose. Added to the dangers of that day which included Indian raids, drouth, and flood was the advent of the Americanos, who came seeking land in this green valley with its springs and flowing water.

Making history live

We cannot hear the story from the lips of Don Ygnacio Palomares or Don Ricardo Vejar (Bejar), original settlers of the valley in 1837, but we can, to a certain extent, capture a picture of that time by listening to the stories which their oldest living descendants (grandchildren and great-grandchildren) still recall. Also, a few descendants of other early Spanish and French settlers, Californianos, as they like to be called, still live in the area. From tape recordings made of their own recollections of what happened and what they were told, both teacher and students can enjoy the stories that are recounted. The past

lives again in the experiences of these people as they tell about their hardships, their joys, their pleasures, their work, their play, and the changes which came about as the United States took over California after the war with Mexico in 1848.

From the few settlers still living in the area who were brought here as children or who were born here from 1874 to 1900 and from adults who came here until 1915, we have a living history of the valley. It is from their eyewitness accounts of why they came, how they came, what it was like, and from their own contributions to the growth and development of San Jose, which included Spadra, Pomona, Lordsburg (later to be called La Verne), Claremont, and San Dimas, that we hear about the changes which have taken place in the valley.

Local legends and lore

New vistas are opened as the listener learns how happenings in other places affected the people of the Pomona area. For example, he can hear what effect the San Francisco earthquake had on some of the people in Pomona. On the other hand, he might find it more interesting to hear about the part that the local militia played in the Spanish-American War. Company D was sent to San Francisco, but the men were rejected as being unfit for duty; so they returned to Pomona. Volunteers were called for, and Company D went back to San Francisco. Two or three times they were sent on board a ship bound for Manila, but each time the orders were countermanded. By that time the war was over.

If the teacher or student has ever wondered why Garey Avenue

has a jog in it, he will discover that a strong-minded Frenchman objected to the street going through his living room. There were other people in Pomona who had strong opinions, and it may surprise him to learn that the city had a battle of its own--the Battle of First Street. The valiant men of the town, armed to the teeth with guns, pick-axe handles, shovels and water hoses kept watch over the railroad right-of-way so that the Salt Lake, San Pedro, and Los Angeles (now the Union Pacific) track could be laid through the town although this was contrary to the wishes of the Southern Pacific Railroad Company which had a track through the town already.

From the story of the Greek immigrant who runs a shoeshine parlor and from the experiences recounted by the president of a large banking concern, he can see the part that each played in the growth of the city. By listening to the descendants of the original Spanish settlers of the valley, he will hear of the conflict which took place as the Americanos took over and how the early settlers lost their large landholdings, in part from their own mistakes and in part from the shrewdness of the newcomers who knew more about the workings of the laws which benefited them.

Advantages in using oral recordings

It is a matter of record that the valley which had once been used as a grazing place for cattle and sheep and where fields of barley and wheat abounded and vineyards flourished was planted into olives, and later deciduous trees such as apricots, prune plums, and walnuts

were grown. Then in the early 1880's, orange trees were introduced, and the citrus industry, in time, became important in the valley.

But it will become more than a matter of record when the people who contributed to the agricultural development of the Pomona area and who helped to build the cities which began to spring up here tell in their own words what they saw, how they made their living, and how they spent their leisure time. New problems presented themselves, such as the dwindling water supply. Many of these people still recall when there was an abundance of water with springs and flowing wells. Portions of the land were ciengas, or marshes, but the water disappeared. Obtaining adequate water supply was of the utmost importance if the valley were to continue developing. Maps and diagrams showing the spreading grounds of the water from San Antonio Canyon can be studied and much information can be obtained, but these means lack the color which is present when the story of Hangman's Tree is told. When there was a period of drouth, the sheep in the valley were driven up San Antonio Canyon. While on the way there, the sheepherders camped on Holt Avenue and Indian Hill under a huge tree which is no longer there. This tree not only afforded protection but was also used to hang the men who tried to steal the sheep.

Although it may be said that these stories can be read as well as told, some of the spice and flavor is lost on the printed page. Storytelling is an ancient art, but one that is still enjoyed by young and old. The use of tape recordings to preserve the recollections of life experiences is a recent innovation. In this way, the stories

stand as told, and they cannot become garbled and changed in the retelling of them as the years go by.

Purpose of the catalogue

Anyone wishing to use the tapes should consult the catalogue containing the names of contributors and the list of topics covered. Both lists are arranged in alphabetical order.

The following information is given about each contributor:

(1) age, (2) profession, (3) short excerpts of topics covered in the interview, (4) the tape, (5) band number, and (6) the time required to hear the recording.

Under the topical headings, the names of the contributors discussing each subject are listed in alphabetical order.

Participants

ADAMSON, J. Edgar (c. 1892 -). Citrus grower.

Father on excursion from Canada in 1887 with Armstrongs of Ontario; Packard tract; shortage of water; good description of San Jose dike; law case over water; tunnel through dike; good story on miner's digging of canal; by 1921 no more free flowing wells; description of travel in 1892, excellent incident given; travel in 1908 and 1909; background of water department; origin of word zanquero; citrus problems: pests, fertilizer, frost control; excellent story about attempt of religious groups to stop ranchers from saving crops; fine description of frost warning system from origin to present day.

[Mr. Adamson's tape contains valuable information about problems met by early citrus growers.]

Tape: 4, Band: 7, Time: 28 minutes.

ALLARD, Joseph A., Jr. (c. 1888 -). Lawyer.

Early childhood in Connecticut; decision to come to California; work in District Attorney's office in Los Angeles during Clarence

Darrow's trial for bribing a jury; appointment as city attorney of Lordsburg (La Verne) by Board of Trustees (City Council); city attorney of Pomona in 1921, defeating Walter Guerin by one vote; court case while city attorney of La Verne concerning salary of city treasurer; mention of two cases in Pomona while city attorney; damage done to Jim Wilton's saw mill by city employee--city's claim of governmental immunity upheld by court [Note: a recent court decision reversed this doctrine], sewer patent case; interest in La Verne College and other civic activities.

[Mr. Allard's account of his experiences as city attorney of La Verne and of Pomona is informative.]

Tape: 21, Band: 2, Time: 23 minutes.

AMSBRY, Mabel (1883 -). Tavern owner.

Arrival in Pomona in 1910; hilarious description of fire at her house, fire wagon and exhausted horse; funny story of beer brought from Los Angeles in barrels marked "fragile"; Washington Improvement Association; lights on Fifth Avenue; fire at her chicken ranch.

[Mrs. Amsbry gives a very amusing description of local fire department.]

Tape: 18, Band: 6, Time: 12 minutes.

ARMOUR, Dr. Richard (1906 -). Dean of Scripps College.

Grandparents' arrival in 1887; good description of early drug stores; comparison between old and modern druggists; anecdotes about Uncle Lester; visits to mausoleum; reference to book, Drug Store Days by Dr. Armour; more comments on Uncle Lester.

[Dr. Armour adds more details to his description of Pomona which appeared in his book, Drug Store Days.]

Tape: 4, Band: 2, Time: 23 minutes.

AVIS, Ethyle (c. 1905 -).

Family's arrival from New Jersey in 1903; father in hardware business; downtown Pomona; rainy weather; schools.

Tape: 19, Band: 1, Time: 7 minutes.

AYRES, May (1873 -). Practical nurse.

Arrival in Pomona in 1905 expecting to die from tuberculosis; practical nurse; excellent description of influenza epidemic in

1918: conditions, Indians, make-shift hospital; church work in Methodist Church.

[Mrs. Ayres' description of the flu epidemic is very noteworthy.]

Tape: 19, Band: 2, Time: 22 minutes.

BAKER, Mary (1874 -).

Arrival in Pomona in 1902; home on White Avenue; very dusty; son's calling it "dirty White Avenue"; alfalfa ranch; son's accident; medical care; flowing wells everywhere; good story about ice plant on Second Street; method of keeping things cold given; solar heaters for heating water; blackberry patch back of old Pomona High on Pearl and Gibbs; stories about Baptist Church.

Tape: 5, Band: 6, Time: 7 minutes.

BATES, Clarence (c. 1880 -).

Grandson of Cyrus Burdick, early settler; home once on corner of Holt and Garey (Baptist Church); good relations between grandparents and Spanish people; curing olives; winery; parties; horses; good story about ostriches given to P. C. Tonner in lieu of attorney's fees and kept by Burdick on ranch at Ganesha Park.

Tape: 18, Band: 5, Time: 23 minutes.

BAYNHAM, Bob (1892 -). Rancher.

Father, J. J. Baynham, early La Verne Heights rancher from Missouri; move to Claremont in 1906; description of town and old families around La Verne; parties; original site of Pomona College on Piedmont mesa, end of Garey Avenue; boom hotel; Baptist Church at Fourth and Ellen (Park); mother's making of wine for communion; downtown Pomona (wrong on Clark's Bakery--not related to Earl Clark); pool hall run by Fleming Brothers; buggy ride; train wreck on Christmas Eve; schooling at La Verne Heights; adobes; groves--Scott Romick's and Spark's; mention of murder of Nicholson by Ehresman on Baynham ranch and setting on fire of barn (does not go into details of murder on tapes); Constable Slanker; father's service on grand jury; ranchers on Fruit Street; old ranches; water, domestic water, water rights; crops, orchards, watermelons; feeding ranch help; very good incident about snake in bathtub; woodstove; water company; digging wells.

[Mr. Baynham's stories about ranch life are very interesting.]

Tape: 9, Band: 4, Time: 23 minutes.

BAYNHAM, Charles R. (1884 -). Rancher.

Arrival in 1887; father, J. J. Baynham on excursion from Missouri; buying of ranch in La Verne Heights; in 1906 starting of Camp Baldy, known as Camp Baynham; pack train in to camp; small hotel and cabins; taking over by San Antonio Water Company in 1908; building of road there in 1908; Mr. Manley and first auto to camp; changing of name to Camp Baldy in 1909; story about naming of Chino after "Chino" Phillips (Louis Phillips' curly hair); downtown Pomona: dirt four inches deep, difficulty in getting across streets in rainy weather, use of rig.

[Charles Baynham started Camp Baldy.]

Tape: 9, Band: 3, Time: 5 minutes.

BECK, Annie (1880 -).

Wife of John Beck, second-hand store owner and hardware store; arrival on immigrant car on Santa Fe Railroad at Claremont in 1901; description of train trip; orange grove; Mr. Beck's second-hand store; description of early Catholic Church; Mrs. Beck's family.

Tape: 6, Band: 5, Time: 6 minutes.

BENNER, Katherine Norton (1888 -). Dean Norton's daughter.

Daughter of Dean Norton, first dean of Pomona College; descriptions of beginnings of Pomona College; mother's description of town and college; standards; good incident about horses and "bus"; water system; excellent story about water witch and the locating of the good well still in use today; picnics in San Antonio Canyon; waiters at Camp Baynham (Camp Baldy).

[Dr. Benner's description of his college days are recorded next; Mrs. Benner finishes with an account of her childhood experiences.]

Tape: 15, Band: 3, Time: 35 minutes.

BENNER, Dr. Alan (c. 1888 -). Physician.

Description of Charlie Baynham's Camp near falls in San Antonio Canyon; aftermath of flood of 1930 in canyon; early college days (1905-1909); good anecdote about the building of Pomona College; living conditions while attending college; studies at Cornell and internship at Stanford; practice in Bay area; retirement to Claremont; excellent story about camping out in San Antonio;

Canyon; other camping trips; good fellowship in those days; games; class parties.

Tape: See Benner, Katherine.

BISHOP, Judge Edward (1884 -). Appellate Court judge.

Arrival in Pomona; Congregational Church; classmates; description of church choir; Dr. Frary; father on school board; Southern Pacific fight (Battle of First Street); high school days; Pomona College days in 1902; sojourn in Philippines with Dr. Barrows and Dr. Brink; teacher in trade school there; Columbia Law School; in law office of Arthur Ellis in Los Angeles; Deputy County Counsel in 1915; in World War I; County Counsel from 1923-1926; appointment to Superior Court by Governor Richardson; to Appellate Court in 1929, one of first three judges; retirement in 1959; still acting as a substitute on District Court of Appeals.

[Judge Bishop's account is very noteworthy.]

Tape: 8, Band: 4, Time: 13 minutes.

BLICKENSTAFF, Lynn (1889 -). Banker.

Bank in Lordsburg; incidents about Henry Kuntz, founder of David and Margaret Home in La Verne; description of men on the bank's board of directors; change in bank's name; good story about going to Pomona for money; story showing the integrity of the people borrowing money from the bank: in 11 years only one bad loan of \$20; Church of the Brethern; stories about great-grandfather, John Metzger, "Uncle John"; description of the clothes worn by the early Brethern; present-day church programs; some volunteers like the Peace Corps; Pacifists; Hillcrest Homes Program.

[Mr. Blickenstaff gives a good description of Henry Kuntz, early day philanthropist. Also, his comments on the Brethern are worthwhile.]

Tape: 15, Band: 4, Time: 27 minutes.

BOWEN, J. Carson (c. 1880 -). Merchant.

Father's arrival in Pomona in 1896; buying of grove, then grocery store; undertaking parlor on Second Street, moving later to present Todd Memorial Chapel, corner of Garey and Pasadena; employment in grocery store, men's clothing stores; own business in 1914; excellent incident about "Toots" Martin; good story about collapse of Fraternal Aid Opera House, close call of father and brother; story about Palomares fire; good description of early

street pavement; horse car line down Second Street; excellent description of railroad accident on Christmas Eve, 1898, and earthquake later that night; excellent story about Company D's part in the Spanish-American War; flood.

[Mr. Bowen follows this section with a detailed description of the locations and kinds of stores to be found on Second Street at the turn of the century. Both of Mr. Bowen's recordings are very good.)

Tape: 11, Band: 3, Time: 47 minutes.

BOYD, Alice Crabb (c. 1890 -).

Schooling; graduation in 1907; ranch on West Holt Avenue: deciduous trees, citrus, dry yards; father, former teacher; his marriage to a native Californian; father, first city clerk of Pomona; land: swamp, vineyards, berries; water, Alkire Tunnel; car barns (mules); death of man due to lightning; Water's cannery; trips to Long Beach; trip to San Antonio Canyon; ptomaine poisoning; shotgun incident; sickness of horse on way home.

[Mrs. Boyd's tape contains much valuable and interesting information.]

Tape: 13, Band: 1, Time: 22 minutes.

BOYES, Vernon (1898 -). Shoe store owner.

Description of town; very amusing story about water fights at Fuqua House (Weston Hotel); other hotels in town; excellent stories about Constable Slanker; experiences as a paper boy; pranks of boys; owner of shoe store, Casey-Boyes.

[Mr. Boyes' entire tape is exceptionally interesting.)

Tape: 7, Band: 6, Time: 12 minutes.

BRANNAN, Julian (1892 -). Principal.

Father on first Pomona College faculty; Claremont in the early days; good description of Pomona, full of saloons; trip to Pomona from Claremont.

[There is a correction on the Ayer Cottage. The one on the campus is a replica of the original building housing Pomona College.]

Tape: 1, Band: 3, Time: 6 minutes.

BROWNING, E. W. (c. 1887 -). Citrus grower.

Arrival in Pomona in 1910; work for Claremont Cooperative Water Company; Pomona Pump Company, now Fairbanks Morse; Mr. Browning, superintendent of field service; installation of pumps; changes in area; difference in price of orange groves over the years; high prices of present day for land in comparison with those of the past.

[Mr. Browning tells about the changes which have taken place in the citrus industry.]

Tape: 15, Band: 2, Time: 4 minutes.

BUTLER, Edna Mae Paige (1909 -). School teacher.

Father's (J. M. Paige) arrival in California; in San Francisco during earthquake; return to California in 1907 to Pomona; grocery store; appointment as Park Superintendent in 1909; description of Ganesha Park, Ganesha pool; Park Superintendent under three mayors: one mayor's attempt to find out about Mr. Paige by hiding behind trees to spy on him; Mr. Paige's part in developing other parks in Pomona: Garfield, different kinds of trees; house in Ganesha Park, people's walking into house; Mr. Paige, secretary of the Chamber of Commerce; Baptist Church; erection of monument to Mr. Paige, raising of money by school children; Paige Drive.

Tape: 17, Band: 6, Time: 5 minutes.

CARRION, Francisco (1898 -). Spanish descendant.

Descendant of Governor Alvarado; sister Rosa's marriage to Ramon Vejar; horses and cattle in area; running of cattle for Mr. Sparks of the San Antonio Meet Company; Pomona Pony Stables; story about Pomona Girl, famous race horse; description of downtown Pomona; changing of name to Frank Carron; description of life on haciendas; bears and coyotes; description of early settlers: people from Texas and the "Dunkards" (Brethern) in La Verne; bad treatment of Spanish people by P. C. Tonner and others; description of great-grandfather, Cassiano Carrion, and grandfather Saturnino Carrion; description of Vejar race tract at fairgrounds.

[Mr. Carrion is the last member of the Carrion family.]

Tape: 10, Band: 2, Time: 14 minutes.

CASEY, J. Ransom (1882 - 1962). Postmaster, businessman.

Birthplace, Azusa; move to Pomona in 1892; parents, pioneers in covered wagon; high school days; cadet corps, forerunner of Citrus Belt League; athletics in those days; marriage to classmate, Bessie Wright; Pomeroy's Toggery; organizer of Boy Scouts in Methodist Church; description of first troops in Pomona; trip to Balboa Island with boys around 1915; owner of Tarr Shoe Company with Hill; later Vernon Boyes; postmaster under Franklin Roosevelt; "Mr. Democrat" of Pomona.

[Mr. Casey gives a very fine story about the beginning of competitive sports in the local schools; also, he gives an accurate account of the beginnings of the Boy Scout Movement in Pomona.]

Tape: 11, Band: 2, Time: 21 minutes.

CAVES, C. C. (1873 -). Mayor, real estate agent.

Arrival in Pomona in 1907; in real estate business with Senator McComas and son, Rush McComas; good stories about McComas and Senator Currier; burning off hills for pasture; early politics; downtown Pomona; development of homes; Mr. Caves, oldest living mayor of Pomona and oldest living subscriber of Progress-Bulletin; parades in town.

[Mr. Caves has had a very serious operation on his throat, but the microphone was able to pick up his whisper much better than would be expected. The information given in his recording is very interesting.]

Tape: 6, Band: 4, Time: 19 minutes.

CHAMBERS, Clementine Fuqua (1896 -).

Parents' arrival in California: mother by covered wagon in 1857, her brother run over by wagon, settlement in Downey; marriage, trip to Rincon; father's people with Argonauts in 1850, to El Monte in 1853; grandfather, Isham W. Fuqua, Baptist minister, circuit rider from Tehachapi to Mexico; parents' dairy ranch, alfalfa, horses; move to Pomona in 1902; hotel, Weston House, at present Post Office location, orchards around; father's work with horses in the South Hills; description of Thomas Street; winds; schools.

[Mrs. Chambers gives a very good description of her family background. Her grandfather was of French descent.]

Tape: 6, Band: 1, Time: 16 minutes.

CHAMBERS, Alex (1897 -). Policeman.

Arrival in Pomona in 1905; schooling; jobs held; work for police department; Constable Slanker; shooting of Mr. Chambers in line of duty; interesting way of communicating with police.

Tape: See Chambers, Clementine.

CHAVEZ, Albert (1874 -). Spanish descendants.

Last member of Chavez family; home in the Chavez Ravine in Los Angeles; move to Walnut (Los Nogales Rancho); hay, horses, cattle, sheep; Indian burial ground near Walnut; old families; Ybarra, Vejar, Martinez in Walnut; Pomona lots, 50 dollars; transportation; water, creeks, and wells; floods; preservation of food; jerky [explained by Frances Ybarra McCain who was present at the interview]; drouth period--taking of sheep to Bear Valley and Bear Lake (1884-1886); good anecdote about Hangman's Tree; barbecues; dances; horse races; Yorba race track; work horses, buggy horses; Pomona race tracks, Vejar's and Yorba's, originally on fairgrounds; Carrion's track; good description of barbecues; Chavez Stadium ownership.

[Mr. Chavez gives very valuable information about the life on the early ranchos.]

Tape: 2, Band: 2, Time: 19 minutes.

CLARK, G. Earl (1879 -). Livery stable, automobile dealer.

Arrival in 1894; description of town; Clark's livery stable and blacksmith shop at First and Gordon; oldest Oldsmobile dealership in America; fire chief at time of Palomares Hotel fire; Battle of First Street, train accident Christmas Eve in 1898; water department: Loop-Meserve in 1878 to Canyon Water Company; hospital; old reservoir on Holt Avenue between Reservoir Street and San Antonio; Hallowe'en anecdote; saving of boy from drowning; drill team trip to Laguna by walking there and back.

Tape: 1, Band: 5, Time: 14 minutes.

COATES, May Newman (1878 -).

Arrival in Pomona in 1888; Newman Grocery store; tent houses in early days; early schools; ranch now Washington Park; bad storm in 1898; street car tracks; description of Ganesha Park area; dusty and muddy streets; social life at church and school; early churches; school teachers; schoolmates; story about Mr. Molyneaux, principal; doctors in town; Fourth of July celebrations; cemetery,

buried treasure under large trees; marriage to Mr. Coates in 1901; excellent P. C. Tonner stories.

[Mrs. Coates' tape is very good on the early days.]

Tape: 12, Band: 3, Time: 20 minutes.

COMBE, Theresa.

Tape: See Newton, Wilbur.

CRAWFORD, Tom (1880 -). Cement contractor.

Arrival in Pomona in 1886; ranch near Chino; dry yards; contractor for streets, sidewalks, and curbs; early subdivisions; in 1887 Santa Fe through North Pomona; branch tracks to Covina to Chino to Ontario (loop); train wreck; Battle of First Street; problem of paving streets: too much water close to the surface; fairgrounds, tulles, springs; flood in 1914; spreading of water; Pedley "mat" and part in saving valley.

[Mr. Crawford's stories on the water problem are very good.]

Tape: 9, Band: 5, Time: 12 minutes.

DAVY, Vesta Slaughter (1893 -). School teacher.

Mother, Margaret Meredith, first woman to carry the mail in the United States; excellent story about treatment received in Pomona from the men; early settlers; Chino Creek; recreation, wild flowers found near Santa Ana River; description of place of the school in the community; Mrs. Davy's home in Johnson's Pastures.

Tape: 7, Band: 2, Time: 9 minutes.

DREHER, Ed (1877 -). Citrus grower.

Family's arrival in Pomona in 1886; planting of navel orange trees bought from Meserve, owner at that time of Palomares adobe; good account of the bringing of the first navel orange buds to the area; ranchers' growing of own nursery stock after obtaining start; organization of growers into a cooperative venture; Southern California Fruit Growers Exchange (Sunkist); father's part in the promotion of the idea; very good description of the function of the exchanges; water in San Antonio Canyon; bad years, freeze in 1913; good description of fruit picking and

selection--both lemons and oranges; very amusing incident of using tractor to haul a group of Eastern Stars to Ganesha Park.

[Mr. Dreher is the only charter member and director of Sunkist who is still living.]

Tape: 11, Band: 1, Time: 13 minutes.

DUARTE, George and Sara Estrada (1905 -). Spanish descendants.

Ancestors, soldiers in the Spanish army; work in patrolling area between missions--San Diego to San Gabriel, also between San Gabriel and San Bernardino; relatives' settling in Monrovia, Azusa, Duarte area; measuring of land by riding horseback around area in one day's time; Sara Estrada Duarte's story told by grandmother about Indians in Spadra-Walnut area: Indian Hill, Indian burial ground for those dying in the chicken pox epidemic, location across from feed yards; adobe houses along San Jose Creek; visiting neighbors; celebrations: lowering of the cross, wakes, Christmas celebrations, dance at midnight; names given Walnut: San Jose, Lemon, Frankfort; greasing wagons over Brea Canyon with tar, not realizing oil's importance at that time; cattle, sheep in area; cattle drives to Lower California and back; growing of hay, barley, and especially corn; trips to Pomona; parents' wedding at Alvarado adobe, three-day celebration; Senator Currier's ranch; disappearance of walnut groves; transportation by horse and buggy; appearance of Second Street in Pomona; description of Spadra area; preserving of food by drying; drying raisins and fruit; windstorms; wells, water, floods; old customs concerning saints.

[Mr. and Mrs. Duarte give a most interesting account of early days in the Spadra-Walnut area. In particular, the description of the placing of a saint's statue on the hills until the weather became better is most picturesque.]

Tape: 22, Band: 2, Time: 20 minutes.

DUFFY, Homer (c. 1880 -). Edison Company executive.

Description of Second Street; newspaper boy; remembrances of mule-drawn street cars; "Dummy"; gas lights on streets lit by "Gas" Carter; San Antonio Canyon's first hydroelectric plant; change in area; old Spanish families; P. C. Tonner; good description of Mr. Duffy's participation in Battle of First Street; explanation of title "Mr. Pomona"; work for Edison Company.

[Mr. Duffy's account is very interesting in its entirety.]

Tape: 14, Band: 2, Time: 7 minutes.

DURWARD, Arthur (1871 -). School teacher, principal.

Graduate of Harvard; teacher at Pomona High School at Park and Holt (Central School); description of superintendent's bike ride to school; good description of Lee Pitzer's automobile; principalship at Bonita High School.

Tape: 4, Band: 4, Time: 9 minutes.

DURWARD, Clara Pitzer (1871 -).

Short statement; Pitzer family in Pomona; sister of R. K. Pitzer.

Tape: See Durward, Arthur.

EBERHART, Ethel Bresnahan (c. 1892 -).

Family's arrival in 1883; father, Timothy Bresnahan, section foreman for Southern Pacific Railroad; description of Pomona's Chinatown at Commercial and Gordon; Christmas Eve train wreck; earthquake following; Battle of First Street; railroad incident involving father and result of suit: P. C. Tonner, attorney for widow of man killed; mother's visits with the ladies of the town.

Tape: 13, Band: 4, Time: 4 minutes.

EDINGER, Oscar H., Sr. (1877-191963). Druggist.

Father, pioneer from Missouri in 1851; six months' trip to San Francisco; pack train over Sierra Nevada Mountains; trip to San Bernardino by horseback and stage over the Santa Fe Trail; trip back to San Jose by horseback; stop at various ranches; final settlement in Santa Ana; Edinger Road, now Edinger Street in Santa Ana; move to Pomona and work for drug store; partners with Jack Afflerbaugh: Afflerbaugh and Edinger (A and E Drug Store) from 1908-1924; Jack's change to work on the L.A. County Fair; description of beginning of fair: first spot on Southern Pacific lot, 10 cents to get in, plan to have a large fair, underwriting by the merchants in town; selling of drug store to Harry Armour; interesting incident about Harry Armour's parsimony; story about Lester Armour's enormous capacity for food; very amusing anecdote about Lester Armour as a salesman; good story about Bob Baynham and the juniper berries; very amusing story about the auto race between the "Why Not" and a Reo to San Diego; bank robbery incident; family: Oscar, Jr., President of Mt. San Antonio College; Clarence, general manager of Garner's Vortex plant; Don, chemical engineer in El Segundo.

[Mr. Edinger's recording is an excellent one. His story about the auto race is most delightful, and his stories about the Armours are very funny.]

Tape: 17, Band: 1, Time: 26 minutes.

ESPIAU, Albert (c. 1892 -). Spanish-French descendants.

Father's saloon on Second Street at Union Pacific Depot; description of old saloon; effect of local option on saloons; father's winery; prohibition; orange groves; paper mill; Espiau's Cafe.

Tape: 13, Band: 7, Time: 5 minutes.

ESPIAU, Anna Mirande

Home on North Garey; vineyard on Alvarado and Orange Grove; father's home in France; winery in Pomona; artesian wells; reason for jog in Garey Avenue: father's refusal to let Garey be put through his living room; walnut trees; irrigation water; sheep down Garey Avenue.

Tape: See Espiau, Albert.

EVANS, John A. (c. 1907 -). Merchant.

Father, John P. Evans, founder of store of the same name; trade of orange grove in Corona for clothing store in Pomona; John P., prominent in civic affairs: Board of Trade, L.A. County Fair, hospital, YMCA, Presbyterian Church, Veterans' Building; reason father went into clothing business: up to age 16 all suits made by mother from sheep's wool; John A.'s recollections of Pomona: Second Street paved in the middle, dirt to asphalt sidewalks, hitching posts; first job in father's store--cleaning cuspidors; change from gas lights to electric ones; description of old schools, now extinct--San Antonio, Central, Garey Junior High, old Emerson on Pearl and Gibbs, Pomona High burned in 1956--Spanish families in town; first smudge in 1913, old tires used, cheap oil, no smudge pots then, groves saved, economy dependent upon citrus industry; floods in 1914 and 1938; Presbyterian Church, Louis Evans, pastor; wife's family: father was Lee Matthews, mayor in 1911, citrus grower, Opera Garage, first mayor under present charter; John's part in the development of the Mall, contact with classmate, Millard Sheets, a classmate, about designing the Mall; John P. Evans, men's clothing store, only store still having same family ownership and management since opening in 1911.

Tape: 22, Band: 1, Time: 22 minutes.

FAGES, Isabel (c. 1908 -). Spanish descendant.

Background of family; father's early days in the Palomares adobe; Alvarado adobe; early schools; description of Fages' home, former Alvarado, later Nichols adobe.

Tape: 13, Band: 5, Time: 25 minutes.

FAGES, Alphonse (1905 -). Spanish-French descendant.

Mother's family, Vejar and Martinez; location of fairgrounds; rambling incidents; water cress; Spanish dances; eating; ranch with springs; interesting incident about George Phillips throwing pennies into the water for the children; father's side, French from Pyrenees; father's work for Mirande, herding sheep around Ganesha Park; vineyards; reason for jog in Garey Avenue, Mr. Mirande's reluctance at having street pass through his living room; trips to Santa Ana River; buggy incident showing neighborliness; food; excellent description of early medicinal remedies: weeds, herbs, etc.; rendition of several Spanish songs.

Tape: See Fages, Isabel.

FINTEL, William (1884 -). Cement contractor.

Work on rhubarb farm; learning of cement trade from father-in-law; detailed story of boys running away from home and riding the "rails" to Las Vegas.

Tape: 6, Band: 3, Time: 15 minutes.

FINTEL, Nona Nugent

Father's brick yard still standing; description of process used in making bricks; south part of town; early schooling.

Tape: See Fintel, William.

FLORES, Raquel Reyes (1887 -). Spanish descendant.

Relation to Palomares and Vejars; husband's work for the Carrions; description of the area.

Tape: 6, Band: 6, Time: 12 minutes.

FRYER, Roy (1873 -). Rancher.

Early days in Spadra; ranches, change from deciduous to citrus groves; wells; transportation; shipping of goods; description of

Pomona; building of Southern Pacific railroad; grandfather, Baptist minister.

Tape: 14, Band: 3, Time: 20 minutes.

FUNDERBURGH, Dr. I. V. (c. 1892 -). College professor.

Entrance in Lordsburg Academy in 1906; change in academy to college in 1911; Dr. Funderburgh's A.B. in 1915; receiving of D.D. in 1955; teacher in old college, later president; old hotel building; milking of cows for milk for students; washing clothes for president's wife to earn tuition; college pranks: rolling of croquet balls down steps at night, water above doors, chewing gum in locks, goat in college belfry; teacher in sociology department; president of college in 1921 and 1922; history of La Verne College from 1891.

[Dr. Funderburgh's recording contains many interesting and amusing anecdotes about La Verne College.]

Tape: 17, Band: 15, Time: 10 minutes.

GALLUP, Myron (1897 -). Postman.

Father's dairy: measuring, delivery at door, sanitary conditions, sour milk causes; deliveries; keeping milk cool, making butter; dairy's location at site of Pomona Cemetery; schooling; work for Progress-Bulletin; postal service; story of Gallups; brother Orrin's troubles with Sunset Telephone Company; Judge Gallup's story; good description of first automobiles.

Tape: 6, Band: 7, Time: 19 minutes.

GATES, Judge Walter S. (1888 -). Judge, Superior Court.

Father, Solomon Gates, bound out to different relatives, trip to Canada; learning about Southern California; desire to raise plants; information in Los Angeles about village (Pomona); naming of Pomona: father's idea to name town Pomona; prize: lot, but title not clear; acceptance of \$150 instead of lot (present location of United California Bank; father's nursery in Lordsburg; death in 1899 of appendicitis; Judge Gates' desire to become an attorney; college days at University of Southern California; marriage to Faith Quinby from Spadra; law practice; judge in Los Angeles County in 1924; appointment to Pomona; voluntary retirement; now in Fallbrook; record as a judge; description of early settlers; very good on old Spanish families; political parades; mustering of Company D for the Spanish-American War.

[Judge Gates gives a very clear and concise account of the naming of Pomona. He also gives a very good story about the old Spanish families.]

Tape: 19, Band: 5, Time: 25 minutes.

GUERNSEY, Ethel Dillman (1887 -).

Parents' arrival in 1886; father's work in lumber yard, later well-drilling; orange groves and olive orchards; very good story about Chinese vegetable man, Ah Suey; schools.

[Mrs. Guernsey tells a very interesting and enlightening story about the Chinese vegetable man.]

Tape: 15, Band: 1, Time: 9 minutes.

HANAWALT, Annie Nelson (1888 -).

Arrival in La Verne in 1894; move to Pomona; father, carpenter and cabinet maker; story about candy store; work in dry yards--apricots, prunes; olive orchards; shipping of olives to Italy; attendance at La Verne Academy (high school); Church of the Brethern in Lordsburg (La Verne); college building in present Alpha Beta location; changes in clothes worn by Brethern; marriage to Harvey Hanawalt, contractor for Pomona High School; rock and gravel business, now known as Hanawalt's.

Tape: 14, Band: 6, Time: 7 minutes.

HARTSHORN, A. True (1892 -). Citrus grower.

Grandparents' arrival in 1887 in La Verne Heights; naming of Fruit and Bowdoin Streets; description of San Dimas Canyon water; ample rainfall, water, then drouth, now in period of drouth; 1914-1915 heavy rains--22 inches in one week; Live Oak wash, roaring torrent; good description of wildlife and soil in area; Piedmont mesa, start of Pomona Colleges; growing of hay; climbing mountains--Fern Canyon, treacherous area; Mr. Hartshorn's schooling in Pomona; farming and groves planted; excellent description of the problems involved in growing citrus trees.

[Mr. Hartshorn's description of the La Verne Heights area is very interesting.]

Tape: 12, Band: 1, Time: 28 minutes.

HARTSHORN, Beatrice (c. 1894 -).

Reading of diary kept by True Hartshorn's grandfather from the 1850's to death in 1898; cost and description of home place; difference in prices today; weather in 1887, santana winds; excellent description of bad wind storm; cold and windstorms in 1892 even worse than in 1887; laying of Santa Fe tracks through Lordsburg; collapse in 1892 of mining boom in San Dimas Canyon; description of 1894 army marching to Washington to demand work--camping at Ganesha Park.

Tape: See Hartshorn, True.

HOOVER, LeRoy (1893 -). Post-curator of Palomares adobe.

[Mr. Hoover gives the history of the Pomona Valley and the Palomares adobe.]

Tape: 1, Band: 2, Time: 36 minutes.

HORTON, Lura Curry (1885 -).

Arrival in Pomona in 1887; description of trip to area on Santa Fe train; building of Curry House (hotel) in North Pomona; description of "Dummy," engine to Pomona; early location of Congregational Church; work in Curry House (grocery and Post Office); flood; Palomares Hotel bus; good description of Santa Fe wreck; industries: packing house, olive mill on Holland Ranch, Meserve Dry Yards (Palomares adobe), Richards Ranch (citrus); planting of eucalyptus trees as windbreak; bad windstorms in 1887; trips to Pomona in horse and buggy; butcher wagon; Mirande vineyards on Garey; sheep through area; unloading of cattle in North Pomona and sending to Gird Ranch in Chino; good description of Brethern.

[Mrs. Horton gives an excellent account of the North Pomona and La Verne area.]

Tape: 3, Band: 5, Time: 13 minutes.

JOHNSON, J. D. (1896 -). Businessman, City Clerk of Claremont.

Story of parents' trip on train; schools; father's purchase of land now known as Johnson's Pastures; father's planting of trees (burned in 1962 fire near Padua); downtown Pomona; manager of father's business after his death; City Clerk of Claremont for many years.

Tape: 7, Band: 1, Time: 9 minutes.

JOHNSON, Jessie (1869 -). Milliner.

Arrival in Pomona when five years old; incident about people observing the Sabbath while on the way to California; farm on Main Street in Los Angeles; Spanish families in Pomona; good story about P. C. Tonner and Miss Johnson's father; mention of P. O. Tonner's poetry; mules in Ontario.

[Miss Johnson's account is rambling, but certain incidents are well told and clear.]

Tape: 5, Band: 3, Time: 24 minutes.

JONES, Florence Pedley (1889 -).

Grandfather in gold rush; trip from Panama to California; breaking of boom; nursery business; father, N. C. Pedley, and work for Major Driffill; description of area; Armory Opera House; dances; father's work for water department; husband Henry, well driller; prehistoric remains found; spreading of water by father; dike near Indian Hill; some rainy years; story about Lester Armour; flood control; flood in 1937; Los Angeles County Fair; visit to Chinese laundry to watch him "spit" on clothes; trouble with Chinese in early days; very good anecdote about Chinese vegetable man, Ah Suey.

[Mrs. Jones' recording is very good about her father, N. C. Pedley, and her anecdotes about the Chinese in the area are exceptionally interesting.]

Tape: 16, Band: 1, Time: 32 minutes.

JONES, Henry (c. 1887 --). Well driller.

Well-digging operations; Chinese stories; fire engine anecdote.

Tape: See Jones, Florence Pedley.

JOOS, Viola Mock (c. 1884 -). School teacher.

Parents' arrival by train in 1885 to Northern California; trip in 1886 to Pomona in a covered wagon; description of Pomona in 1886, dusty streets, artesian wells; plants; people in Pomona, Spanish families; sister Ava's work in the Post Office, death in 1894 from typhoid fever, description of funeral; Mamie Cason's death from gas stove explosion; entertainment; wild flowers; Sunday afternoons; Temperance Union meetings; saloons in those days (vivid description); social gatherings; Fourth of July celebrations;

Sunday Schools; Hallowe'en pranks; story of Bill Cason's wagon in reservoir; Ebell Club; recreation in 1890: bicycles, tandem party rides to La Verne or Ontario, hay rides, songs; education; story of husband's family's arrival in 1903; Mr. Joos, city attorney from 1907 to 1911; interesting case; deputy district attorney, later chief deputy; Mrs. Joos, graduate of Pomona College in 1905; teacher's certificate from University of California at Berkeley; marriage; stories about electric auto, street car lines, three ostriches given by P. C. Tonner; good job about Senator McComas and Mr. Means (same story told by others); summary of that period: schools, teams, etc.

[Mrs. Joos gives a very complete picture of the people of Pomona.]

Tape: 17, Band: 4, Time: 25 minutes.

KEATING, Andrew William (1881 -). Meat market owner.

Father in cavalry; work for Southern Pacific; mother's arrival in Downey in 1852; Mr. Keating's move to Lordsburg (La Verne) when 18 years old; meat business under Garcia, later to San Dimas; description of "peddle" wagon (meat wagon); trips around valley with meat, cuts to order; beef from Weigle in Pomona; inspection of meat; prices; marriage to Miss Sparks in 1901; more description of meat route, ranches visited; market in Lordsburg; changing of name to La Verne; member of First Brethern Church; beginning of this Brethern group in 1900; story of San Dimas, growth and development.

[Mr. Keating's description of his meat "peddle" wagon is very good.]

Tape: 16, Band: 2, Time: 16 minutes.

KNOX, Reginald (1884 -). Citrus grower, businessman.

Work for Southern California Fruit Growers Exchange (Sunkist); sojourn in San Francisco after the earthquake of 1906; meeting with P. J. Dreher; founder of Sunkist; Mr. Knox, manager of packing house in Pomona until 1932; iced cars; trade mark story; work for Brogdex in Los Angeles; instrumental in getting them to move to Pomona; description of Brogdex process for waxing fruit, decay retardant; work for Fernstrom Paper Mill (Potlatch Forests, Inc.).

[Mr. Knox's recording contains much useful information about the fruit growers exchange.]

Tape: 17, Band: 3, Time: 17 minutes.

LORBEER, Carl (c. 1882 -). Telephone executive, school board member.

Father's orange grove and interest in newspaper; Carl's work for Pomona Cooperative Union delivering groceries after school; incident of runaway horse down Second Street; school days; amusing anecdote about grandmother's W.C.T.U. meeting broken up by drunk fish vendor; debating society; Pomona College days; interest in athletics; very amusing story about President Harrison's visit to Pomona and bouquet thrown by Rush McComas; naming of streets; work for telephone company; anecdote about Vejar funeral; Lorbeer laundry run by relatives; floods in valley; details of efforts to curtail flood damage; changes in valley; service on Board of Education; "father" of Mt. San Antonio College; success of college.

[Mr. Lorbeer's anecdotes are very good.]

Tape: 1, Band: 4, Time: 16 minutes.

LOUCKS, John (Jack) (1896 -). Deputy District Attorney.

Father's arrival in 1880 with three motherless sons: Sylvester, Robert (Bob), and Frank; marriage to Cora McCromber at Meserve home (Palomares adobe); three more sons: R. N., Jr., Howard, and John (Jack); excellent anecdote about "duel" between Sylvester and another boy held at ball park on Hamilton and broken up by Constable Slanker; famous story about Bob and telephone company: Bob, city attorney, and telephone company clash over paying taxes; Bob and Constable Slanker's trip to city limits to cut the phone wires; excursions to Pomona and Ontario: barbecues and method of picking out lots; boom hotels; wife's relations, Oslers and Weigles; politics in town: few Democrats (Loucks, Osler, Vandergriff, Poston, and Colonel Firey); colorful story about winery; good story about political parades and burial of losing candidate; Bob Loucks' attempt to get in Congress; failure to get political job from Woodrow Wilson; Jack, campaign manager for Buron Fitts in this area; Jack's appointment to D.A.'s office in 1933; retirement in 1962; transportation on area, old roads through the valley.

[All of Mr. Jack Louck's tape is very interesting and contains much valuable material.]

Tape: 21, Band: 3, Time: 29 minutes.

McARTHUR, Sarah (1872 -). Barber.

Arrival in Los Angeles in 1887; description of father's sprinkling Los Angeles dusty streets; coming to Pomona in 1889; work for C. E. White, founder of Pomona; work for Mr. McArthur's wife;

marriage to Mr. McArthur after wife's death; husband 29 years older than Sarah; taking over her husband's barber shop after his death; her fears of how she would be accepted by the women in the town who had driven away two lady barbers around 1900; barber from 1924-1960; colorful description of men's reaction to her as a barber; early families: Phillips, Spanish families, Tonner, McComas; people seen while working for Whites; early Christian Church; bicycle rage in 1880's; description of bike ride to Lordsburg, no lights, meeting with Marshal; singing of song on tape; description of White's house at Towne and Holt on orange grove: small, lovely inside; memories of Jack Garner in Texas; description of doll collection.

[Mrs. McArthur's recording gives an insight into the reactions of the people in her era.]

Tape: 3, Band: 1, Time: 35 minutes.

McCAIN, Frances Ybarra (c. 1902 -). Spanish descendant.

Mother Margaret Ybarra member of Figueroa family; life in Walnut on father's hog ranch; move to Pomona; dances on Saturday night put on by Dave Valdez upstairs in building at Third and Gordon; mother's and Palomares girls' trips to dances in a wagon; mother's description of early Pomona's free-flowing water; life in adobe in Spadra.

[Mrs. McCain's story of a girl wanting to go to a dance is very amusing.]

Tape: 3, Band: 4, Time: 6 minutes.

McGREGOR, Bess Colson (c. 1887 -). Newspaper reporter.

Family's arrival in 1892; excellent characterization given of town and people: churches, stores, band concerts, circus, traveling Quaker doctors, opera house, Fruit and Flower Mission; trips to San Antonio Canyon; work for Weekly Review as society editor for H. G. Tinsley; changes in valley; citrus industry; amusing incident with neighbor.

[Mrs. McGregor records her reminiscences in a most delightful manner.]

Tape: 14, Band: 4, Time: 9 minutes.

McMAHON, Minnie Martin (1887 -). Principal.

Parents' coming to "South Town," Pomona Heights; horse-drawn cars; unveiling of statue of goddess Pomona; description of horses;

temperance groups; elocution lessons; recreation and work; helping mothers at old dry yards; cutting apricots open, sprinkling sulphur on them, drying in sulphur houses; process for prunes; cannery; steam laundry; description of Second Street: wooden sidewalks, steps in front of some stores, water wagons, shoe store, real estate slogan--"We Sell the Earth"; Palomares Hotel; old "Dummy" engine; street cars; reservoir on Holt Avenue and San Antonio; father's participation in political torchlight parades; a day in the South Hills; Ganesha Park; Christmas Eve wreck on White Avenue; earthquake; hard winds (santanas); brickyard; high school yearbook, Cardinal, class of 1901; Mrs. McMahon, teacher and principal; husband Frank, building inspector; Baptist Church, communion, church bell.

[Mrs. McMahon's descriptions are very realistic.]

Tape: 18, Band: 3, Time: 17 minutes.

MAXWELL, Emma (1882 -).

Arrival in Pomona on train in 1898; trip to La Verne; father's dry yards; Mrs. Maxwell's experience picking fruit; transportation to Pomona: walk or ride the "Dummy," run by Sam DeLapp; packing house; work cutting fruit in the dry yards; husband a butcher for Girard's Meat Market, later Alpha Beta; in charge of meat wagon servicing the valley; description of Mirande winery; interesting incident about horse and minister turning in to winery; bicycle riding; First Brethern Church.

[Mrs. Maxwell's descriptions are good, and her story of the horse turning in to the winery is very amusing.]

Tape: 14, Band: 5, Time: 13 minutes.

MILLER, J. L. (c. 1873 -). Market owner, La Verne City Treasurer.

Arrival in La Verne in 1901; beginnings of La Verne College: three students, one Mr. Miller's wife; orange picking for W. S. Romick; removal of apricot and prune orchards to make way for citrus; grocery store in La Verne; early days in La Verne; changes in habits worn by the Brethern; explanation of different branches of the Church of the Brethern; weather; description of downtown La Verne; good anecdote about horse and car meeting in street; incorporation of city in 1906; Mr. Miller, city treasurer of La Verne; bike trips to Pomona; street cars to Pomona and Los Angeles; delivery of groceries to Carrion adobe; much water, wells.

Tape: 3, Band: 6, Time: 11 minutes.

MONROY, Albertina (c. 1902 -).

Parents' arrival from Mexico; settlement at Walnut where Pacific Colony now located; work in packing house; Baque's deed to husband giving him land; raising of olives, barley, grapes, sheep; brother's work on Currier Ranch.

Tape: 5, Band: 8, Time: 5 minutes.

NESBIT, Estelle (1895 -). School teacher.

Depression of 1890; grove along Holt Avenue, east of Reservoir, deciduous trees and olives; good story about curing olives; sheep on Holt Avenue; excellent story about trip to Cucamonga for grapes; Chinese vegetable men; meat and fish wagons; schooling in Pomona; teacher in city schools.

Tape: 18, Band: 1, Time: 6 minutes.

NEWTON, Wilbur Stanton (1866 -). Livery stable owner.

Introduction of Mr. Newton (96 years old) by his grandson, W. Sanford Newton, Jr., and his daughter, Theresa Newton Combe; grandfather's arrival in 1851; sending for her father, W. S. Newton. [Mr. Newton then makes his recording.] Appointment by Board of Trustees (City Council) as first pound-master in Pomona; livery stable at John P. Evans' location; selling of stable to Gird, subdivider of Chino; second livery stable at Second and Gordon; description of town: no sidewalks, few buildings; interest in Elk's lodge.

[Mr. Newton is 96 years old. He is mentioned by several others.]

Tape: 19, Band: 4, Time: 7 minutes.

NEWTON, W. Stanford, Jr.

Tape: See Newton, Wilbur.

NICHOLS, Don (1901 -). Lawyer.

Father, Allen P. Nichols, also attorney; grandfather, Benjamin S. Nichols, controlling interest in Pomona Land and Water Company; father's apprenticeship in the law office of P. C. Tonner; association with R. K. Pitzer; interesting Loop and Meserve deed restriction: no intoxicating liquor to be sold, no Chinese laundry; Battle of First Street; story about Judge Gates' father, Solomon

Gates, nurseryman suggesting "Pomona" as a name for the city; Judge Gallup story concerning will; comments on local option--people versus one Mirande; attorneys in early days; P. C. Turner; Ed Fleming; Ed Meserve; father of Loop-Meserve Tract; part Tonner played; William Wilkinson, manager of Phillips interests; U. E. White; C. E. Summer, first city attorney, Clayborn, and Tonner writers of city charter; Colonel Frank Firey, Civil War veteran, judge; Walter Teller; Frank Belcher; Judge Bishop; Frank Seaver; Walter Guerin; early attorneys as teachers of younger men; Don Nichols' own education in Pomona and at Berkeley.

[Mr. Nichols gives a very good description of the early attorneys. All of his recording contains much valuable information.]

Tape: 8, Band: 8, Time: 14 minutes.

NUNNELEY, Pearl Reed (1882 -).

First pledge of allegiance to the flag; Columbus Day parade in 1892; early schools; mule-drawn street cars; volunteer fire department; opera house fire in 1897; Christmas celebration; fun in the South Hills; Spanish families; "Dummy" in late 80's down Garey Avenue; P. C. Tonner's gift of ostriches to city; peacocks on Fifth Avenue at his home; good description of "Toots" Martin, Chinese peddlers, Chinese laundry, vegetable men; means of transportation: walking (ordinary families could not afford horses).

[Mrs. Nunneley's recording is exceptionally good for children because she has prepared talks for school children.]

Tape: 18, Band: 4, Time: 10 minutes.

PALMER, Fred (1883 -). President, Pomona First Federal Savings and Loan.

Father's employment by Pomona Land and Water Company; description of Garey Avenue, lined with eucalyptus trees, called "Lover's Lane"; amusing story about mother's problems in early days; rains in 1883; description of "German colony" and Hoops family (Frederick Wellensiek's grandparents); charter members of Congregational Church; early families; oldest native son of Pomona; two excellent anecdotes about W. S. Newton and P. C. Tonner.

Tape: 2, Band: 4, Time: 13 minutes.

PALOMARES, Rose and Emilia (c. 1897 -). Spanish descendants.

Great-grandnieces of Don Ygnacio Palomares; Rose's father's help with the local people; bull fights at the Palomares adobe; Rose, former teacher at Old Emerson on Pearl and Gibbs; Emilia, teacher in La Puente; discussion of documents from the Carrion adobe; description of Miss Palomares' side of the Palomares family.

Tape: 13, Band: 6, Time: 5 minutes.

PEDLEY, Frank (c. 1882 -). Head of water department.

Anecdotes; friendliness of Spanish people; Dave Valdes and R. N. Loucks incident showing trust between people in those days; Porfirio Palomares story illustrating lack of hurry about business; Ygnacio Palomares story (not the original settler) about mules and the assessor; Carrion incident showing kindness to animals; description of Palomares adobe; good description of Battle of First Street; naming of Pedley Station; origin of Pedley mat, means of keeping water from going over its banks.

[Mr. Pedley tells his stories in a delightful manner.]

Tape: 1, Band: 1, Time: 18 minutes.

PENLEY, Lavina Kirkman (c. 1879 -). Librarian.

Arrival in 1887; wind storms for three days; jerry-built houses; good story on Harold Dewey and donkey; description of Fruit and Flower Mission; Chinese peddlers; medicine shows on Second Street; sheep through Pomona; school days; story of Mrs. Tom Thumb's coming to Pomona; parade to celebrate Columbus Day; Spanish-American War; sham battles in South Hills; library work under Miss Jacobus at public library, at public schools; stories about P. C. Tonner; problem of Spanish and Yankees; games at school; songs of that period; recreation; summer work; dry yards; picnics, other trips.

[Mrs. Penley covers many phases of life in Pomona.]

Tape: 5, Band: 1, Time: 20 minutes.

PHILLIPS, Dudley (1902 -). Rancher, businessman.

Grandfather, Louis Phillips, from Germany; crossing of Isthmus of Panama; arrival in Pomona in 1850; grandmother's arrival by covered wagon at the close of the Civil War; buying of San Jose

Ranch in 1865; cattle industry; cattle drives, sheep and cattle down Holt Avenue; last cattle drive in 1917; description of father's (George Phillips) cattle drive to Anaheim (Brea Canyon really Rodeo Canyon); taking of mules and horses to San Antonio Canyon in time of drouth; water in early days; preserving of meat; cooling of food; cooking methods; hobo anecdote; schooling in Pomona; means of earning money: berry picking, hay bailing.

[Mr. Phillips gives a most delightful anecdote about his father George, and the way he dealt with irate householders who objected to his cattle destroying their property while on the way to Anaheim in 1917.]

Tape: 12, Band: 2, Time: 13 minutes.

POST, Miriam Colcord (1889 -). Librarian.

Father, professor at Pomona College in 1892; description of trip from Claremont to Pomona; streets; stores; relations between Spanish Californians and "Yankees"; Alvarado adobe; Palomares adobe; work in library; Ayer Cottage.

Tape: 4, Band: 5, Time: 8 minutes.

RAMIREZ, Anita Palomares (1895 -). Spanish descendant.

Great-granddaughter of Ygnacio Palomares and Ricard Vejar; attitude of grandparents toward Americans; P. C. Tonner's evil deeds of taking deeds and property away from the Spanish people; water; drying of vegetables; preserving of meat; cooling apparatus called "sarsel": wire cage, screen, gunnysacks, cloth, wind's cooling effect; "olla": water, sack around jar, in ditch; schooling; spitting incident, method used by father to time the children; carts pulled by goats and calves; story about daughter, Hilda Ramirez Jara, and her work at San Gabriel Mission putting on dances and plays showing the dances of Mexico and California.

[Mrs. Ramirez is the only descendant of the original settlers of the valley who still lives on the old grant. Her home is on West Orange Grove.]

Tape: 5, Band: 7, Time: 8 minutes.

RANKER, Martha (c. 1892 -).

Wife of Louis Ranker, town blacksmith; description of shoeing a horse.

Tape: 5, Band: 2, Time: 2 minutes.

REED, Ivo (1882 -). Nurse.

Arrival in California in 1905, Pomona in 1909; excellent description of hospital fire on Piedmont (Kingsley) and Garey; good descriptions of a nurse's work at the front in France in World War I.

Tape: 7, Band: 8, Time: 10 minutes.

RICHARDSON, A. T. (c. 1882 -). Progress-Bulletin editor and publisher.

At Pomona College in 1903; work for paper, Progress; taking over in 1905; description of early paper; merging of Progress and Bulletin in 1927; story of Pacific Electric Railroad and Board of Trade (Chamber of Commerce); fight between Board and Business Men's Association; final merger, result of newspaper's help; Los Angeles County Fair; history of Progress-Bulletin locations; Mr. Richardson's function on the paper; increase of its value over the years.

[Mr. Richardson gives a very clear and interesting account of the local newspaper.]

Tape: 2, Band: 1, Time: 24 minutes.

RICKETT, Arlo E., Sr. (1884 -). Merchant, office manager.

Arrival in 1906 from Iowa; employment at C. O. Bowen & Co. Dry Goods store; store conditions; open at 7 o'clock, closed when no customers to be seen on the streets; description of store; display tables; lighting of store--electricity and gas; no heating; duties: sweeping out, anything needed; salary; storms: streets, sandbags; description of stores in block; horse and buggies; no paved streets; amusing incident about horse and buggy; marriage to Willa Baynham.

[Mr. Rickett gives a good account of working in a department store.]

Tape: 13, Band: 3, Time: 20 minutes.

ROBINSON, Myrtle Deck (1880 -).

Trip by train to California to grow oranges in South Pasadena; time to learn how; buying of land in Pomona in Kingsley Tract in 1883; wheat fields, vineyards for raisins, drying yards; Kingsley Tract School; marriage to Edmund Robinson; father-in-law, Major Robinson, male nurse who saved Secretary of State Seward's life

at time of Lincoln's assassination; good description of attempted suicide; assassin's dagger now in Huntington Library with letters; father-in-law's elevation to paymaster and rank of major; good story about his duties; retirement in Pomona on orange grove.

[Mrs. Robinson is not clear on what happened to Seward, but she is very good in her account of her father-in-law's part in saving Seward.]

Tape: 9, Band: 2, Time: 20 minutes.

ROWE, Hazel Hoffmaster (1891 -).

Father's arrival in 1887; work for W. J. Wilton; Mrs. Rowe, secretary for Building Department; husband, Captain Charles P. Rowe, killed a few weeks after reaching France in 1918; naming of American Legion Post.

Tape: 6, Band: 2, Time: 4 minutes.

ROWLAND, Flavia Flores (1881 -). Spanish descendant.

Description of downtown Pomona; Ganesha Park area; swamps in Ganesha Park area; cattle and horses; tulles, birds; old Central School; Carrion adobe; description of Palomares adobe.

Tape: 4, Band: 6, Time: 7 minutes.

SCHUREMAN, Lucile Findlay (c. 1895 -). Singer.

Graduation from high school in 1912; singer; community plays; La Pictoria, movie house; minstrel shows; entertainment in camps in World War I; interesting incident about N. C. Pedley and bull in Myra Myers' pasture; stories about Androus family; Harold Androus, brother-in-law; letter describing Senator Androus' obituary written by Henry Tinsley of the Weekly Review; race track on West Fifth; very amusing incident about Harold Androus and dog in the lemonade made for the Spanish barbecue held in 1902 at old Vejar place; description of Senator's wife's dress.

[Mrs. Schureman's tape is very lively and interesting.]

Tape: 16, Band: 4, Time: 30 minutes.

SCHWAN, Beatrice Scott (1874 -). School teacher, school Board member.

First home in Virginia City, then to Los Angeles; incident of throwing away nickels--dimes smallest change in Virginia City;

move to Pomona; visit to Mr. Ruth; zanqui or ditch of water; leaving Pomona; return in 1887; description of Second Street; riding a donkey down Second Street; good description of the feelings of a young girl; ladies of the town; good story about WCTU water fountain on Second Street for horses and people; incidents involving P. C. Tonner; schooling; names of streets; teaching experience at the Corners, this side of Rincon now in Prado Dam area, in the Pioneer District School (wrong direction given); excellent stories given about problems at school; Mrs. Schwan's transportation to school by bicycle; teaching in Spadra and at Central School in Pomona; marriage; service on school board, second woman school board member; second president of Ebell.

[Mrs. Schwan's recording is very delightful. Her recollections of her experiences as a teacher in Rincon are very worthwhile.]

Tape: 9, Band: 6, Time: 19 minutes.

SHEPHERD, B. Chaffey (c. 1882 -). Merchant, Treasurer of Los Angeles County Fair.

Arrival in California in 1880; education in Canada; Mr. Chaffey's help in setting Mr. Shepherd up in business; setting out of trees on Euclid Avenue in Ontario; naming of Orange Belt Emporium, store owned by Mr. Shepherd; Mr. Tate, a partner, from 1905-1922; forming of L. A. County Fair; Mr. Shepherd's duties as secretary and treasurer; description of early fairgrounds; son Phil now treasurer and general manager.

Tape: 9, Band: 1, Time: 8 minutes.

SHORT, Cecil (1885 -). Piano tuner.

Arrival of family in 1886; excellent description of trip; father's fruit packing company (Robertson and Short); Chinese gardens in Spadra; water, swimming holes, ponds; sidewalks; winds; lamps; telephone incident at Armour's Drug Store; band; became piano tuner; teachers in local schools; illustrating of Metate, college yearbook; Short Music Company; piano tuner for Pomona College.

[All of Mr. Short's stories are very descriptive.]

Tape: 7, Band: 4, Time: 27 minutes.

SMITH, Dr. Ralph (c. 1872 -). Doctor.

Experience in World War I; description of old Pomona Hospital on Piedmont (Kingsley) and Garey); destruction by fire of hospital; start of new hospital; problem to keep going; assessment of doctors; former doctors; new buildings; Dr. Smith, general practitioner at first, now eye, ear, nose, throat; still practicing; changes in medicine; hospital staff; importance of introduction of antibiotics, antiseptics, and aneesthesia.

Tape: 3, Band: 2, Time: 8 minutes.

STEVENS, Lucy Hamilton (1881 -). Stockholder, Progress-Bulletin.

Arrival in Pomona in 1885; description of santana winds; father, cabinet maker; husband's work for the newspaper; purchase of Progress by her husband and A. T. Richardson; Mr. Stevens, editor, president, and manager of paper for 43 years; Fruit and Flower Mission; opera house; statue of Pomona in the library; Company D Armory dances and social affairs; description of "Dummy," the steam engine providing transportation between Pomona and North Pomona; story about car with mules in Ontario; artesian wells.

Tape: 3, Band: 3, Time: 16 minutes.

STOKER, J. B. (1878 -). Rancher.

Arrival in Pomona in 1908; description of obtaining gravel from the wash; orange grove; trip from Texas in a freight car; work in Waters' cannery; very good description of Mr. Waters and his cannery; description of John Beck and hardware business; Mr. Ewart; street car tracks; Mr. Stoker's family.

[Mr. Stoker's description of his work in a cannery is very useful in learning about the industries before the economy changed.]

Tape: 17, Band: 2, Time: 10 minutes.

STONE, George (1903 -). Banker.

Parents' arrival in 1889; father, bookkeeper for Pomona Land and Water Company; mother's family, Buffingtons; walking as a means of getting from North Pomona to Pomona after arriving on Santa Fe; father's position in early banks; good description of First National Bank with its cupola; occupants of various floors: library and Board of Trade; description of scrapbook begun in 1887 by Stoddard Jess; Panic of 1893; banks in the days of the Depression of the early thirties; financing of orange growers; story about W. S. Newton, 96 years old, still carried on the banks' books;

Carlton Seaver, founder of the bank, and gifts to Pomona College; forming of Congregational Church in 1886; Pomona College in 1887; grandmother, Mrs. George Buffington, and operation of dining room and boarding house at the location of St. Charles Grill; parents' marriage and honeymoon at Catalina Island; forming of Pomona College; organization of Claremont Congregational Church; description of communion; horse-drawn bus to take college students to church in Pomona at first; some of own life story given.

[Mr. Stone's account of the stability of early banks is very clear. His description of the beginnings of Pomona College is excellent.]

Tape: 8, Band: 2, Time: 24 minutes.

STREET, Eber (1879 -). Mechanic.

Arrival in Pomona in 1887; description of town; building of old Methodist Church on Third and Gordon; ride on the "Dummy" from North Pomona to Pomona; work in bike shop; work for Fryers at Spadra Pumping Plant; Pratt's Music Store; reason for becoming a mechanic; garage, Zander and Street; band experience; 7th Regiment's trip to San Francisco to play for earthquake refugees; description of aftermath of the quake; band at Ganesha Park; car renting business; good description of trips to Smith Mountain (Mount Palomar), Cajon Pass, San Antonio Canyon; roads, steep grades, problems with cars; very amusing description of trip down Smith Mountain.

[Mr. Street gives an excellent description of first automobiles, and trips taken to various scenic spots.]

Tape: 18, Band: 2, Time: 15 minutes.

TEMPELEN, George (c. 1886 -). Shoeshine parlor owner.

From Greece; arrival in Pomona in 1909; shoeshine boy for Joe Wilder, barber; early Pomona: flies, dirty streets, wood awnings; freeze in 1913; flood in 1914-1915; problems; Hindus in Claremont, work in clearing out rocks for deciduous trees; prices of food; recreations; horse and wagon to San Antonio Canyon and to South Hills; gas lighting, gas lighter on streets; Knott house; description of George Phillips on horseback; old families: Vejar, Palomares, Carrion, Mirande; Saturday nights in barbershop; walking to Lordsburg (La Verne) to see ball game; Roger Brothers' airplane visit to Pomona; circuses; Mr. Tempelen's citizenship in 1920; voting for Allard to help him defeat Walter Guerin by one vote.

[Mr. Tempelen's love for his adopted country and city is obvious when he tells about Pomona's early days.]

Tape: 2, Band: 3, Time: 15 minutes.

THOMAS, Mrs. Anson (c. 1885 -).

Arrival in Pomona about 1913; playing piano in motion picture theater, La Pictoria; her husband, Anson Thomas, well-known businessman; Pomona in the early 1900's.

[Mrs. Thomas gives a rambling account of a few things she remembers; some of the people in town are mentioned.]

Tape: 13, Band: 2, Time: 7 minutes.

TODD, Grace (1897 -).

Arrival in Pomona in 1913; stories about husband, John Todd, mortician killed in an accident; Mr. Todd's booklet, The Story of Our Pomona; description of the Todd family.

Tape: 7, Band: 3, Time: 6 minutes.

TOWNE, Martha (1875 -).

Arrival in Pomona in 1888; train trip; description of town; Fred J. Smith's vineyard; school life; buggy trip to Baptist Church at Fourth and Ellen (Park); picnics in South Hills and San Antonio Canyon; wood stoves; "Dummy" and street cars; sagebrush and cactus; bicycle ride to Lordsburg to attend academy.

Tape: 5, Band: 5, Time: 12 minutes.

TRACY, Clyde (1898 -). Teacher, Chino Institute for Men.

Parents' arrival in 1890; father's struggle to overcome handicap of broken legs; father Henry, first police chief in 1911; description of police force; father's death in an accident; Constable Slanker; interesting description of notifying local police of trouble in town.

Tape: 7, Band: 9, Time: 6 minutes.

TRAWECK, Florence (c. 1892) and Paul. Present owners of Carrion adobe.

Restoration of old Carrion adobe near Puddingstone; description of adobe and trees on property; correction of name "Saturnino" appearing on historical marker in front of adobe.

Tape: 4, Band: 3, Time: 7 minutes.

TURNEY, Ward McComas (1912 -). Real estate agent.

Grandson of Senator J. E. McComas (also known as Judge McComas); Judge's arrival in 1875; reasons for going to Tombstone, Arizona; story about Judge, bandits, and Judge's wife, school teacher; return to Pomona in 1885; home on Main and Holt on fruit orchard there; excellent stories about Judge McComas and his family: woman suffrage; first brick building in Pomona, McComas Building, still standing; good story about saloons in town; Senator McComas, an ardent Prohibitionist; builder of first church in town, First Methodist Church at Third and Gordon; interest in Odd Fellows; on Board of Trade; Republican senator to Sacramento; forming of Orange County; his introduction of first bill for woman suffrage; candidate for governor on Prohibitionist ticket; one of five to form First National Bank (United California Bank); supporter of Pomona College; marriage to Emma Loughery, teacher in old Central School (third wife); son, Rush (Ward Turney's uncle), a very colorful character; incident with bulldog; Rush's part in setting fire to grandmother's barn, burning of horses; boxing school, Rush's idea; Rush's fondness for the ladies; Senator's brother, gambler in Tombstone; son Lane, second marriage, professional gambler in the gold fields; description of Rush's murder in Florida; attendance by veiled ladies at his funeral; description of Rush; description of grandmother, Senator's wife; Aunt Maude's attempt to stop drinking at Angel's Camp; her attempt to convert the Jews in Palestine to Christianity; marriage to Reaben at age 40; Uncle Rush's interest in real estate; spellbinder in a tent in Long Beach; Senator's education--third grade, but well-educated; Ward's career: Pomona College; school teacher; interest in city government; description of old home on Holt and Main; other homes close by: Armour's, Dole's and Pitzer's.

[Mr. Turney's tape is extremely interesting because his relatives were such colorful people.]

Tape: 21, Band: 1, Time: 26 minutes.

UPP, Fletcher (1881 -). Pacific Electric Railway conductor.

Milker for Myra Myers' Willow Street Dairy; practices of this dairy; watering milk; excellent description of a dairy; amusing car incident; delivery to "Auntie" Knott; work for the Pacific Electric Railway; loss of foot in accident; very fine description of work done by a conductor on a railway; very funny story about a tired nurse and Mr. Upp's artificial leg.

[Mr. Upp's tape is most informational in regard to the big "red cars." His dairy incidents are side-splitting.]

Tape: 8, Band: 1, Time: 28 minutes.

VEJAR, Ramon (1874 -). Spanish descendant.

Grandson of Ricardo Vejar and Ygnacio Palomares; Carrions; P. C. Tonner and cheating of Spanish families; Pancho Palomares, blacksheep of the family; ranch: horses, cattle, barley, hay, corn; water; marshes at fairgrounds; description of Pomona; olives; marriage to Rosa Carrion; Carrion adobe; more about Uncle Pancho's evil deeds; description of Alvarado-Nichols adobe (now Fages adobe); trips to Los Angeles carrying a bucket of money; story about Tischler, Los Angeles merchant, and cheating the Spanish people; Louis Phillips; terrific story about murder, body in Live Oak Canyon; more about the Carrion adobe; South Hills; grandfather's early homes.

[Mr. Vejar's description of the murder by encouraging the victim to dig for gold and then hitting him over the head and burying him in the grave he helped to dig is terrific. Mr. Vejar's account is rambling but very worthwhile. He makes "Uncle Pancho" really come to life. He is closest in relation to the early Spanish settlers of the valley.]

Tape: 14, Band: 1, Time: 33 minutes.

WADE, Lulu Poling (1883 -). Nurse.

Arrival in Pomona in 1906; description of former nurses; eight in graduating class from Pomona Hospital in 1911; early hospital building after train accident; doctors; hospital fire.

Tape: 7, Band: 7, Time: 7 minutes.

WARREN, Les (1883 -). Rancher.

Father's arrival in 1862; steamer to Nicaragua; packing overland on mule, ship to San Francisco; mother's parents' English, coming to colonies in 1630; parents' coming to Pomona in 1883; father's work for uncle, Samuel Kingsley, owner of Kingsley tract; good description of farm; fumigating; move to Cucamonga and then to Glendora; excellent description of general area; washes and roads; horse trips to Pomona; supposedly 24 saloons, 24 churches; no sidewalks, hitching posts; excellent story and description of ranch life in Glendora; good story about W. S. Newton, livery stable owner.

[Mr. Warren's description of life on a ranch is very worthwhile.]

Tape: 19, Band: 3, Time: 23 minutes.

WEIGLE, Nellie (1896 -).

Father and uncle, early butchers; clearing of land for Packard Tract by father and Adamson; schooling; town built around Fourth Street; later trend to Holt Avenue; description of P. C. Tonner's house: aviary, peacocks; railroad accident in 1898; earthquake; collapse of opera house; Palomares Hotel fire.

Tape: 5, Band: 4, Time: 13 minutes.

WELLENSIEK, P. Frederick (1915 -). Businessman.

Maternal grandparents, the Peter Hoops (German), settlers in the area in 1884; washout of tracks during rainstorm resulting in the buying of 40 acres east and west of Towne Avenue on Phillips; vineyard; prunes; drouth; planting of other deciduous fruits; problems; planting of walnuts, then oranges; Mr. Wellensiek's part in obtaining off-street parking, mall, and underpasses; interests downtown; help in getting Convair to locate in Pomona, not Ontario; Pomona's future.

[Mr. Wellensiek owns several buildings, etc. in downtown Pomona. He also has other business interests.]

Tape: 12, Band: 4, Time: 23 minutes.

WEST, Loid A. (1880 -). Citrus grower.

Story of mother's and father's coming to California in the Compton area, very unsanitary conditions there; early childhood; citrus grove in Monte Vista (Montclair); story of McComas and Mitchell.

Tape: 7, Band: 5, Time: 5 minutes.

WESTGATE, Judge Harry B. (1888 -). Lawyer.

Attorney with Judge Gallup; appointment as postmaster; police judge for 13 years; consolidation of courts in 1952; change in community.

Tape: 4, Band: 1, Time: 5 minutes.

WHEELER, George C. (1879 -). Lawyer.

Visit to area in 1896; uncle, A. T. Currier; description of Lemon (Walnut); description of Currier Ranch: horses, cattle, hogs, hired hands, Chinese cook; disposal of ranch after Senator

Currier's death; Benton and Macklin Feed Yards in ranch area; 600 acres south of Fifth Avenue sold to Diamond Bar, now subdivided; Uncle's story; contributions to Baptist Church and to Redlands University--gymnasium named Currier; stories about Senator and his wife, "Aunt Sue"; Mr. Wheeler, representative of heirs; manager of estate.

Tape: 8, Band: 5, Time: 9 minutes.

WHEELER, Stuart (c. 1892 -). Citrus grower, mayor of Claremont.

[Mr. Wheeler covers the history of the Pomona-Claremont area in one hour's time; for the next half hour, he discusses La Verne-San Dimas history. Many interesting incidents and stories are related. Mr. Wheeler has a large collection of pictures taken of the valley many years ago. He uses these when he gives lectures about the valley.]

Tape: 20, Band: 1, Time: 90 minutes.

WILKINSON, J. K. (Joe) (1910 -). Businessman.

Family's arrival about 1890; grandfather's hardware store, later Avis Hardware at northwest corner of Garey and Second; purchase of hardware store from R. F. White--J. W. Wilkinson and son, now Pomona Valley Hardware Company; grandmother, Mary Hickey, first woman to be admitted to the bar in Iowa in 1873; her service as trustee and secretary of the library for 30 years, interest in Welfare League (Family Service organization); father's partnership with P. C. Tonner; marriage to Emma Kerr, schoolteacher; Earl Clark, one of her pupils; schooling; partnership with Sanford Newton (son of W. S. Newton) in Pomona Motor Parts at Third and Garey; acquiring of Fraternal Aid Opera House Building at corner; tearing down of building to make parking area; new location of store on Monterey.

Tape: 21, Band: 4, Time: 9 minutes.

WILLIAMS, Maurice (1896 -). Owner, Williams Sign Company.

Grandson of Clogston, carriage maker; health reasons for coming to Pomona; description of depot in North Pomona in 1898; early locations in city; on train near San Francisco in 1906 at time of big earthquake; description of fire in city and landslide close to train; reservoir on Holt Avenue; father's work for Jim Wilton, building contractor; description of his home at 650 E. Phillips, formerly owned by Peter Hoops; explanation of reason Mr. Hoops'

decision to settle in Pomona because of severe rainstorm;
Mr. Hoops' purchase of 40 acres east and west of Towne Avenue;
erection of buildings on Phillips in 1884.

[Mr. Williams' account of the San Francisco
earthquake is very exciting. His description
of Pomona is very good, too.]

Tape: 2, Band: 5, Time: 14 minutes.

WILTON, Louis Phelps (c. 1892 -). School teacher.

Father's arrival from England around 1886; good description of
father's apprenticeship as a cabinet maker and a coffin maker in
in England; Jim Wilton's trip from St. Louis to Los Angeles for
\$1; father (Jim Wilton) and building of first house in Monrovia,
not Monroe's house; his father's work for the Santa Fe Railroad
in building stations in North Pomona and Claremont; work on
steeple of old Methodist Church at Third and Gordon; carpenter
shop; renaming of streets; Barker Brothers' incident; Williams
Sign Company story; change to building contractor; father's
marriage to Miss Priestly, local school teacher; schools; story
about father's building the First National Bank; description of
reservoir on Holt Avenue; train wreck Christmas Eve; Knott Brothers
story; Ganesha Park; Senator Androus; streets; banks; location
changes; Methodist Church history; librarians; social affairs;
early newspapers; Pomona High School athletic teams: Walter Casey
and J. Ransom Casey, good athletes; colleges in area; buildings;
Noble family; plants; old cars; horses; houses built by father;
good story about Phillips family; Lordsburg.

[Mr. Wilton gives a very good and thorough pic-
ture of the Pomona area: the place, the people,
and interesting events.]

Tape: 10, Band: 1, Time: 71 minutes.

ZILLES, Elizabeth (c. 1912 -). Interior decorator.

Uncle and father's arrival in late 1880's; jewelry store; ball at
Palomares Hotel; Fruit and Flower Mission; pageants; description
of clock given to father in 1886.

Tape: 16, Band: 3, Time: 10 minutes.

Topics

ALKIRE TUNNEL

Participants: Adamson, Boyd, Butler, Carrion, Jones, S. Wheeler.

ALVARADO ADOBE

Participants: I. Fages, Vejar, S. Wheeler, Wilton.

ANDROUS, SENATOR

Participants: Schureman, S. Wheeler, Wilton.

ARMOUR, HARRY and LESTER

Participants: R. Armour, Edinger, Jones, Short, Wilton.

ATHLETICS

Participants: Casey, Joos, Wilton.

ATTORNEYS (See LAWYERS)

AUTOMOBILES

Participants: C. Baynham, Bishop, Durward, Edinger, Gallup, Joos, Street, Wilson.

BANKS

Participants: Allard, Blickenstaff, Edinger, Palmer, Stone, S. Wheeler, Wilton.

BAPTIST CHURCH

Participants: Baker, Bates, B. Baynham, Fryer, McMahon, G. Wheeler, Wilton.

BARBECUES

Participants: Bates, Chavez, A. Fages, Schureman, Vejar.

BARBERS

Participants: McArthur, Tempelen.

BATTLE OF FIRST STREET

Participants: Bishop, Clark, Crawford, Duffy, Eberhart.

BLACKSMITHS

Participants: Clark, Ranker.

BOY SCOUTS

Participants: Casey.

BREThERN (La Verne)

Participants: Blickenstaff, Carrion, Funderburgh, Hanawalt, Horton, Keating, Maxwell, S. Wheeler.

BRICKYARDS

Participants: Fintel, McMahon, S. Wheeler, Wilton.

BROGDEX COMPANY (preservation of fruits)

Participants: Knox, S. Wheeler.

BUILDING

Participants: Williams, Wilton, S. Wheeler.

CAMP BALDY

Participants: C. Baynham, Benner, Boyd, S. Wheeler, Wilton.

CANNERY

Participants: Boyd, McMahon, Stoker, S. Wheeler, Wilton.

CARRION ADOBE

Participants: Carrion, Keating, Palomares, Rowland, Traweek, Vejar, S. Wheeler.

CATHOLIC CHURCH

Participants: Beck, Duffy, Rowland.

CATTLE

Participants: Carrion, Duarte, Horton, Maxwell, Phillips, Rowland.

CEMENT WORK

Participants: Crawford, Fintel.

CHINESE

Participants: Eberhart, Guernsey, Jones, Nesbit, Nunneley, Penley, Phillips, Short.

CHURCH OF THE BREThERN

Participants: Blickenstaff, Funderburgh, Hanawalt, Miller, S. Wheeler.

CHRISTIAN CHURCH

Participants: McArthur.

CITRUS GROVES

Participants: Adamson, Browning, Dreher, Espiau, Guernsey, Hartshorn, J.D. Johnson, Lorbeer, Miller, Robinson, Warren, West, S. Wheeler.

CITRUS PROBLEMS

Participants: Adamson, Browning, Dreher, Evans, Hartshorn, Knox, Stone, Warren.

COMPANY D

Participants: Bowen, Gates, Rowe, Schureman, Stevens, Westgate, S. Wheeler, Wilton.

CONGREGATIONAL CHURCH

Participants: Benner, Bishop, Horton, Loucks, Palmer, Stone, S. Wheeler.

CURRIER, SENATOR

Participants: Caves, Duarte, Monroy, G. Wheeler, Wilton.

CURRY HOUSE

Participants: Horton, S. Wheeler.

DAIRIES

Participants: Gallup, Upp.

DAVID AND MARGARET HOME

Participants: Blickenstaff, S. Wheeler.

DROUGHT

Participants: Adamson, Chavez, Hartshorn, Jones, Phillips.

DRUGGISTS

Participants: Armour, Edinger, Short.

DRY YARDS

Participants: Boyd, Hanawalt, Horton, McMahon, Maxwell, Penley, Robinson, S. Wheeler, Wilton.

"DUMMY" (engine conveyance from North Pomona to Pomona)

Participants: Duffy, Horton, McMahon, Maxwell, Nunneley, Stevens, Street, Towne, S. Wheeler.

FIRE DEPARTMENT

Participants: Amsbry, Bowen, Clark, Jones, Nunneley, S. Wheeler, Wilton.

FLOODS

Participants: Adamson, Avis, A. Benner, Bowen, Crawford, Duarte, Hartshorn, Horton, Jones, Lorbeer, Miller, Palmer, Pedley, Rickett, Tempelen, Wellensiek, Williams.

FOOD

Participants: Chavez, A. Fages, Lorbeer, Phillips, Ramirez.

FREEZE (1913)

Participants: Adamson, Dreher, Tempelen.

FRENCH FAMILIES

Participants: Chambers, Espiau, A. Fages.

FRUIT AND FLOWER MISSION

Participants: McGregor, Penley, Schureman, Stevens, Zilles.

FRUIT GROWERS EXCHANGE (Sunkist)

Participants: Dreher, Knox, Stone, S. Wheeler.

FUQUA FAMILY

Participants: Boyes, Chambers.

GALLUP, JUDGE

Participants: M. Gallup, Nichols, S. Wheeler, Westgate.

GANESHA PARK

Participants: Bates, Boyd, Butler, Coates, Dreher, A. Fages, Johnson, McMahon, Penley, Rowland, Street, S. Wheeler, Wilton.

GATES, SOLOMON

Participants: Judge Gates, Nichols, Stone, S. Wheeler, Wilton.

HEATING

Participants: Baker, B. Baynham, Rickett, Towne.

HINDUS

Participants: Tempelen.

HOOPS FAMILY

Participants: Palmer, Wellensiek, Williams.

HOSPITALS

Participants: Ayers, Clark, Reed, Dr. Smith, Wade, S. Wheeler.

ICE PLANT

Participants: Baker, S. Wheeler.

INDIANS

Participants: Ayres, Chavez, Duarte, Hoover, S. Wheeler.

INFLUENZA EPIDEMIC

Participants: Ayres, Reed, Wade.

JOHNSON'S PASTURES

Participants: Davy, Johnson, S. Wheeler.

KINGSLEY TRACT

Participants: Davy, Johnson, S. Wheeler.

KNOTT FAMILY (Knott's Berry Farm)

Participants: Tempelen, Upp, S. Wheeler, Wilton.

LA VERNE (Lordsburg)

Participants: Allard, B. Baynham, Blickenstaff, Funderburgh, Hanawalt, Hartshorn, Horton, Keating, McArthur, McGregor, Miller, Towne, S. Wheeler, Wilton.

LA VERNE COLLEGE

Participants: Allard, Funderburgh, Hanawalt, Miller, Tempelen, Towne, S. Wheeler.

LAWYERS

Participants: Allard, Bishop, Gates, Joos, Nichols, Wilkinson.

LIGHTING

Participants: Amsbry, Duffy, Evans, Rickett, Tempelen.

LIVERY STABLES

Participants: Bates, Clark, Newton, Rickett, Warren, Wheeler, Wilton.

LORDSBURG (See La Verne)

LOS ANGELES COUNTY FAIR

Participants: Edinger, Jones, Richardson, Shepherd, S. Wheeler, Wilton.

McCOMAS, RUSH

Participants: Caves, Lorbeer, Turney.

McCOMAS, SENATOR

Participants: Caves, Joos, Turney, Wilton.

MAIL

Participants: Davy.

MALL

Participants: Evans, Wellensiek.

MARTIN, "TOOTS"

Participants: Bowen, Nunneley, S. Wheeler.

MEAT

Participants: Horton, Keating, McMahon, Maxwell, Weigle.

METHODIST CHURCH

Participants: Ayres, Casey, Nunneley, Street, Turney, S. Wheeler, Wilton.

MIRANDE FAMILY

Participants: Espiau, A. Fages, Horton, Maxwell, Nichols, Wilton.

NEWSPAPERS

Participants: Boyes, Lorbeer, McGregor, Richardson, Schureman, Stevens, S. Wheeler, Wilton.

NEWTON, WILBUR STANTON

Participants: W.S. Newton (96 years old), Palmer, Stone, Warren, Wilton.

NURSING

Participants: Ayres, Reed, Wade.

OLIVES

Participants: Bates, Fryer, Guernsey, Hanawalt, Horton, Nesbit, S. Wheeler.

OSTRICHES (peacocks, also)

Participants: Bates, Johnson, Joos, Nunneley, Penley, Weigle.

PACIFIC ELECTRIC RAILWAY

Participants: Richardson, Upp, S. Wheeler.

PAIGE, J. M.

Participants: Butler, S. Wheeler.

PALOMARES ADOBE

Participants: Bowen, Dreher, I. Fages, Flores, Hoover, Loucks, Palomares, Pedley, Rowland, Vejar, S. Wheeler.

PALOMARES HOTEL FIRE

Participants: Bowen, Clark, Weigle, S. Wheeler, Wilton.

PEDLEY, N. C.

Participants: F. Pedley, Jones, Schureman.

PHILLIPS, GEORGE

Participants: A. Fages, McArthur, D. Phillips, Tempelen, Wilton.

PHILLIPS, LOUIS

Participants: C. Baynham, D. Phillips, Vejar, S. Wheeler, Wilton.

POLICE

Participants: Boyes, Chambers, Tracy.

POLITICAL PARADES

Participants: Caves, Loucks, McMahon.

POMONA (downtown)

Participants: Armour, Avis, B. Baynham, C. Baynham, Bowen, Boyes, Carrion, Caves, Chambers, Clark, Coates, Crawford, Duarte, Eberhart, Evans, Fryer, Gates, Johnson, Joos, Lorbeer, McCain, McGregor, McMahon, Newton, Nunneley, Penley, Post, Richardson, Rickett, Rowland, Schwan, Shepherd, Stone, Street, Tempelen, Turney, Warren, Weigle, Wellensiek, S. Wheeler, Wilkinson, Williams, Wilton.

POMONA COLLEGE

Participants: B. Baynham, A. Benner, K. Benner, Bishop, Brannan, Hartshorn, Lorbeer, McGregor, Post, Richardson, Short, Stone, Turney, S. Wheeler, Wilton.

PRESBYTERIAN CHURCH

Participants: Evans, Williams, Wilton.

PUMP COMPANY

Participants: Browning, S. Wheeler.

RACE TRACKS

Participants: Carrion, Chavez, Schureman, Vejar.

RAILROADS

Participants: Bishop, Clark, Crawford, Curry, Duffy, Eberhart, W. Fintel, Fryer, Hartshorn, Pedley, S. Wheeler, Williams, Wilton.

RANCHES (cattle, grain, fruit orchards, etc.)

Participants: Baker, B. Baynham, Boyd, Chambers, Chavez, Coates, Davy, Duarte, Fryer, Horton, J.D. Johnson, Keating, McCain, Maxwell, Miller, Monroy, Nesbit, Nichols, Palomares, Phillips, Robinson, Warren, Wellensiek, West, G. Wheeler, S. Wheeler.

RESERVOIRS

Participants: Benner, Clark, Joos, McMahon, Penley, Short, S. Wheeler, Williams, Wilton.

ROBINSON, MAJOR (saved Secretary of State Seward's life)

Participants: M. Robinson.

SALOONS

Participants: Brannan, Espiau, Joos, Lorbeer, McMahon, Nichols, Schwan, Turney, Warren, S. Wheeler, Wilton.

SAN ANTONIO CANYON

Participants: C. Baynham, Benner, Boyd, Chavez, Clark, Duffy, McGregor, Phillips, Street, Tempelen, Towne, S. Wheeler, Wilton.

SAN DIMAS

Participants: Keating, S. Wheeler.

SAN FRANCISCO EARTHQUAKE

Participants: Adamson, Butler, Jones, S. Wheeler.

SAN JOSE DIKE

Participants: Adamson, Jones, S. Wheeler.

SANTA ANA RIVER

Participants: Davy, A. Fages.

SCHOOLS

Participants: Bishop, Casey, Coates, Davy, Durward, Evans, J. Johnson, I. Fages, Joos, Lorbeer, McMahon, Nunneley, Penley, Rowland, Schwan, Short, S. Wheeler, Wilkinson.

SHEEP

Participants: Chavez, Duarte, Espiau, Fages, Horton, Nesbit, Penley, Phillips, S. Wheeler.

SLANKER, CONSTABLE

Participants: B. Baynham, Boyes, Loucks, Tracy, S. Wheeler, Wilton.

SOUTH HILLS

Participants: Chambers, McMahon, Nunneley, Penley, Towne, Vejar.

SPANISH-AMERICAN WAR

Participants: Bowen, Penley.

SPANISH FAMILIES

Participants: Bates, Carrion, Chavez, Duarte, Evans, Fages, Flores, Gates, Hoover, J. Johnson, Lorbeer, McArthur, McCain, Monroy, Nunneley, Palomares, Pedley, Penley, Post, Ramirez, Tempelen, Vejar, S. Wheeler.

SPADRA

Participants: Chavez, Duarte, Fryer, McCain, Monroy, G. Wheeler, S. Wheeler.

STREETS

Participants: Lorbeer, Schwan, Wilton.

TINSLEY, H. G.

Participants: McGregor, Richardson, Schureman, Schwan.

TODD, JOHN

Participants: Armour, Bowen, Mrs. Todd, S. Wheeler.

TONNER, P. C.

Participants: Bates, Carrion, Coates, Duffy, Eberhart, J. Johnson, Joos, Nichols, Nunneley, Palmer, Penley, Ramirez, Schwan, Vejar, Weigle, S. Wheeler, Wilkinson.

TRAIN WRECKS

Participants: B. Baynham, Bowen, Clark, Crawford, Eberhart, Horton, McMahon, Weigle, S. Wheeler.

TRANSPORTATION

Participants: Adamson, Beck, Boyd, Chavez, Coates, Crawford, Duarte, Durward, Edinger, Fintel, Fryer, Joos, Loucks, McArthur, McMahon, Miller, Nunneley, Pedley, Schwan, Stoker, Stone, Street, Warren, S. Wheeler, Wilton, Zilles.

TRAVEL

Participants: Adamson, B. Baynham, C. Baynham, Blickenstaff, Coates, Duarte, Edinger, Fages, Horton, J. Johnson, Joos, Loucks, McArthur, McCain, Maxwell, Miller, Nunneley, Stone, Street, Towne, S. Wheeler, Wilton, Zilles.

VINEYARDS

Participants: Boyd, Brannan, Espiau, Fages, Horton, Post, Robinson, Towne, Wellensiek, S. Wheeler.

WALNUT (town)

Participants: Chavez, Duarte, Fryer, McCain, Monroy, G. Wheeler, S. Wheeler.

WASHINGTON IMPROVEMENT ASSOCIATION

Participants: Amsbry.

WATER

Participants: Adamson, Baker, B. Baynham, Benner, Boyd, Butler, Chavez, Clark, Crawford, Dreher, Duarte, Duffy, Hartshorn, Jones, Knox, Lorbeer, McCain, Nichols, Pedley, Schwan, Short.

WELLS

Participants: Adamson, Baker, B. Baynham, Boyd, Chavez, Duarte, Espiau, Fryer, Guernsey, Jones, Joos, McCain.

WINDS

Participants: Chambers, Duarte, Hartshorn, Horton, McMahon, Penley, Short, Stevens.

WINERY

Participants: Bates, Espiau, Fages, Loucks, Maxwell, Nesbit.

WORLD WAR I

Participants: Reed, Rowe, Schureman, Westgate.

ZANQUERO (man who tended to the water in the ditches)

Participants: Adamson, Schwan.

The problem of the thesis was to develop materials for the teaching of local history in the schools through the use of recorded documentary statements by eyewitnesses to local events. An illustration of this mode of teaching local history, a series of recordings were made in which residents of the Pomona, California, area who were eyewitnesses to the local events or who could relate reliable hearsay about the history of Pomona were interviewed. A research methodology for the taking, editing, and categorizing of these tape recordings for school use was developed and executed.

History at the local level

The study of history at the local level is a study of people living together, working together, getting along together--and even those disagreeing with each other--in all phases of life: political, economic, political, social, and cultural.

Interviewing as a means of obtaining information

A tried and respected way of securing information about local

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

Statement of the problem

The problem of the thesis was to develop rationale for the teaching of local history in the schools through the use of recorded documentary statements by eyewitnesses to local events. As illustrative of this mode of teaching local history, a series of recordings were made in which residents of the Pomona, California, area who were eyewitnesses to the local events or who could relate reliable hearsay about the history of Pomona were interviewed. A research methodology for the taking, editing, and cataloguing of these tape recordings for school use was developed and executed.

History at the local level

The study of history at the local level is a study of people living together, working together, getting along together--and sometimes disagreeing with each other--in all phases of life: religious, economic, political, social, and cultural.

Interviewing as a means of obtaining information

A tried and respected way of securing information about local

history is by interviewing people who have some personal knowledge of the problem under study. Yet, no matter how capable the interviewer or how important is the knowledge of the speaker, much of the information is lost between the spoken word and the notes of the interviewer.

Development of new oral techniques

Oral history techniques have been developed which have largely overcome these limitations. Inadvertently, the interviewer may have changed or added to the words of the speaker. This cannot happen when the interview is taped. If any errors have crept in, the speaker can easily correct the mistakes. After hearing the interview, he may change or add to his recording merely by recording over his previously spoken words.

Advantages of tape recordings as a teaching method

The use of the tape recorder as a means of recording the spoken word has many advantages in teaching local history. In the first place, to actually hear the person who was part of the way of life about which he is telling makes history come to life. This is different from the teacher reading a story about the people who were active citizens in another era. These are the people themselves telling their own story as they lived it. Certainly, mistakes may creep in; it is easy to say "east" when the speaker means "west," but the errors made are not significant ones as far as detracting from the true stories which are told. Secondly, oral history helps the listener to achieve a sense of participation in historical events, which in turn can be used by

the teacher or the class to communicate to others. It is only natural, in an interview of this type, that a portion of the individual's personal life may be revealed, but this only helps to show the listener the problems which the participants had to face--problems not so different from those which the listener will have to face in his lifetime.

Certainly, in a subject often considered as musty as the books which have recorded man's advent here on earth over the years, this is an innovation which can help to make history live, no matter in what period of time the listener happens to be living. Imagine what it would be like today if we could listen to people of previous centuries --not just the famous people, but the common down-to-earth persons-- who could tell about their reactions to certain events and who could tell about living conditions during their lifetime and the changes which they saw take place.

Period of time

The period of time covered was from 1840-1920, with most of the information given stressing the changes which took place in the late 1880's and the early 1900's. Any information mentioning a later or more recent period was only incidental to the main purpose of this study which was to create a portion of the story of the Pomona area which would soon be lost from the memory of those who had witnessed changes and had participated in the development of the valley.

presenting an over-all picture of local events

For the purpose of this study, a perfectly complete picture of the eighty-year period from 1840-1920 was not required. It was not considered necessary to develop or exhaust the reminiscences of one small group of people. The changes which took place affected the whole group rather than a part. These changes did not take place in any one period of time; rather they came about gradually, and they affected the entire group. The purpose of this study was to gain information about these changes and what caused them and to attempt to catch the spirit of those early days. In order to do that, the whole picture was presented.

Arrangement of the tapes

The tapes have been arranged so that each contributor's story has been separated by a white leader tape. Anyone wishing to hear a certain selection can refer to either the contributor's name which is listed in alphabetical order with annotations made of the subjects covered, or to the alphabetical arrangement of the topics included with the tapes.

Conclusions

The tapes prepared for this study cannot be compared with such well-prepared materials as that contained in the Columbia University Collection of Oral History, but for the purpose of teaching local history in the public schools, they can be of use to the teacher and

to the students. Also, the community will benefit from the record which has been preserved for future residents. For research students, there is a wealth of interesting and authentic material recorded.

Advantages and disadvantages in using oral history in teaching local history

Through the use of this mode of teaching local history, the teacher can use the material recorded as a substitute for direct experience and as a way of motivating the student. It is an effective aid for poor readers, and it helps to create interest which is one of the best motivating forces for both poor and good students. On the other hand, it reduces the opportunity for class discussion. There is no way to have two-way communications. Not being able to see the person speaking is unfortunate.

Every teaching device has its advantages and disadvantages, and one must supplement the other, not exclude it. With this fact in mind, tape-recorded interviews with members of the community can be of help in the teaching of local history if the tapes are used in conjunction with other teaching devices. Oral history provides still another means of promoting sound learning, but it is intended to supplement rather than serve as a substitute for other sources of information. However, in most cases, there is no other source.

Availability of the tapes

Selections from these tapes have been made and put in the curriculum center of the Pomona Unified School District. For the

teacher who wishes to listen to the tapes, there is a variety of subjects presented. Many of the tapes can be played for elementary children and for older students as well. The teacher, as well as the student, can learn about the valley in which he lives. However, not only the schools but the people of the community have expressed great interest in the recordings, and a set of the tapes has been placed in the Pomona Public Library.

Recommendations for Further Studies

Need for a continuation of the field study

Much regret was expressed that this study had not been started earlier while some of the people who had contributed so much to the development of the area were still alive and able to tell their stories. It is hoped and recommended that more tapes which will bring the Pomona story up-to-date may be made before the people who can tell of later periods in the story of the city have passed from the scene.

Possibility of conducting similar studies in other areas

For anyone interested in developing a pattern for an oral history project in other areas, the results obtain in this field study may be used in conducting a similar program because it is the writer's opinion that the field study was worthwhile, and that in the future more use will be made of tape recordings in the teaching of local history. Contemporary events will be recorded as they happen, and much valuable information will be preserved in this manner for future generations.

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