GENE PAUL
February 14, 2006
Interviewed by Micheal Minthorn
Transcribed by Paula Helten (06/01/2012)

[audio begins]

I: This is an oral history interview with Harold Gene Paul who goes by the name of Gene. And it is February 14th, 2006. Okay, first of all could you tell me your full name and birthdate, and what brought you to Union County and approximately when?

GP: [chuckles]. My full name is Harold Gene Paul. I go by Gene.

I: What—and your birthdate?

GP: My birthdate is October the 7th, 1940, so I just turned sixty-five. Uh, what brought me to Union County, I—I was transferred here by the Forest Service in—I think in the fall of 1981. I worked in Corvallis for about eleven of the nearest twelve years in Corvallis, and our entire research unit was transferred to Corvallis—or to La Grande in—in total.

I: Is that when the lab came into being here? Is that—

GP: No, this lab—

I: _____?

GP: has been here—this building that we're sitting in right now was built in 1968. Prior to that, it was in the Sac Annex. Do you know what the Sac—?

I: Yes, I do.

GP: Okay. It had—they had I think like two or three people—the lab that—that _____ residents in the Sac Annex. And this place was built in '68. Which when it was finished in '68 is not what it is right now. There's—this bottom floor was essentially not finished. In fact, some of the walls that you see there weren't even here then.

I: Huh.

GP: This—this area over here where—where—you know where Jane and all those people have their desks? That was a just a covered, and we had a trailer we parked in there. So, it was unfinished. So, a lot of this was only—only accommodating maybe eight or ten people before we got here. There was fourteen of us I think that were eligible to come over here at that time.

I: Okay. Uh, for the record we're talking about the Forestry and Range Sciences Lab on Gekeler Lane. Which is a portion of the United States Forest Service?

GP: It's part of the—

I: Is it?

GP: Yeah. The Pacific Northwest Forest and Range Experiment Station, that's the old name.

I: Right.

GP: That's the one I'm at. [chuckles].

I: So—so, this lab actually was a work in progress for a number of years after it opened?

GP: Yes, yes, yes it—it—I _____ the staff. I mean from what we were. When we come over, we more than doubled the staff, yeah, _____.

I: Okay. Let's back up a bit then. You came to the Forest Service, you said, from Corvallis, and you said you'd been there about eleven years?

GP: Yeah.

I: And then, so where did you start with the Forest Service before Corvallis?

GP: Uh, Prairie City. I worked on the Prairie City Ranger District for two summers.

I: Then—then to Corvallis and then to La Grande?

GP: Yeah.

I: So your career has been entirely in Oregon?

GP: Inside of Oregon.

I: Okay, and the majority of it in Union County?

GP: Yes, with _____.

I: Okay. Now, what was your specific job?

GP: Um, through the entire period?

I: Well, let's try that. [chuckles].

GP: [laughs]. Okay. When I—when I signed on with the—with the troops in Corvallis, I was hired on as a Forestry Technician which I stayed as a Forestry Technician. I retired as a Forestry Technician. And I must say that the wages and the benefits were wonderful. That's why I stayed so long. It's because I—I was paid very well for—for the job I did. Uh, I started out as a Forestry Tech in Corvallis, which we did a lot of the insect work, more insect work in Corvallis than we did here. It was laboratory work. We did a lot of the—we did a lot of the basic work for the Douglas-fir tussock moth in Oregon and Washington. So we—one of our jobs there was to monitor there the population levels of—of the tussock moth in Arizona, California, Oregon, Washington, and _____ parts of Canada. So—

I: Okay.

GP: that's what we did in Corvallis essentially. Essentially, we were—we did mostly insect work of _____ insect work.

I: Okay. When you came to Union County, did you have a choice in the matter? Was—was—was it a career move that brought you here? Was it an opportunity that brought you here?

GP: Oh, I'll say one—
[audio noise – no delay]

GP: Okay, alright, what caused—caused me to come to—to Corvallis was that we were given the opportunity to come to—to La Grande where we were told there was a similar job in La Grande. But the one I held in Corvallis had been eliminated, so.

I: Okay.

GP: We were working a lot out of La Grande. We were travelling from Corvallis to La Grande many times during the summer to work over here. So, they decided they would transfer a lot of us over here so we'd be in residence here.

I: Okay.

GP: So.

I: So, now you were a Forestry Technician in the entire career, so what—what was your—what did you—what were you suppose—

GP: [laughs].

I: specifically, set to do when you came to La Grande? What—what were you—?

GP: Our—our job here—now, my job would have been to continue on. We—we were—we were—the Forest Service had evolved a little bit over the period of time where—where the responsibilities of different working us were specific insects. So, when we were working in Corvallis, we were working with the Douglas-fir tussock moth. And that meant we—we went all of these different places in the country looking at the tussock moth. We got down to Arizona. We—we—wherever the tussock moth—we went. And so I—we evolved over here to continue doing that work. It—it changed a little because some of the dynamics of the tussock moth had been already researched out. We'd done all the research on it. We did—we did work with the artificial pheromones. We did work with the regular tussock moth. We did work with a virus. And so, we sort of got all this stuff published, and it is now in residence and publications.

I: So the—the tussock moth work didn't continue very long then after—

GP: Uh, it continued—

I: you came to La Grande?

GP: it continued here for maybe five, six years. And then it evolved into other things. Uh, we went to other insects. So then, about that same time the western spruce budworm started up, and the—the epicenter there was in Cove. So, we

spent many, many years working with the western spruce budworm in—in Oregon and Washington.

I: Okay. For those who don't know, what—what is the significance of the western spruce budworm? To—especially the people in the county, what—was it a hazard?

GP: Well, it was—it was a defoliator. It eat—it eats—it eats the needles of the host tree. So, was it a hazard in Union County? Yeah, it—it—it caused mortality of the trees. It caused economic problems. It caused fire hazards. I assume if the trees were defoliated, then the value of your land went down.

I: Wow.

GP: We—we were—we were mostly—we did not research those things. We were research the biology of—of the critters, understanding what—what made them tick.

I: Okay. And what would your part be? What—?
[audio clicks – no delay]
So yes, what—what part would you play then in contributing to understanding of this uh—?

GP: For—for the western spruce budworm, a lot of my—my—my job responsibilities was—in the summer I would be responsible for the summer crew. I would—we would hire on summer temporaries, most of which were college age students that were working in biology. Mostly, we would almost always get somebody that was working in biology, so we had these people that were interested in the work and they also wanted to learn. So, what did we do in the summer? We would go out and we would look at trees, and we—we did work with the population dynamics which meant looking to see how many insects of—of—of this—of the western spruce budworm that were actually in—infesting the trees which is your models. Were—were—we were making models which—which were models that were made similar to the Douglas-fir tussock moth. The Douglas-fir tussock moth served as a model for the—the spruce budworm. And in fact, for years we did—two of our sampling systems were Douglas-fir tussock moth and the western spruce budworm sampling series.

I: Okay. For those who don't know, what—what do you mean when you say you were working on a model?

GP: It's—it's a—the model for these were by—by collecting data, current data on population dynamics, I could—or well, the research unit could—could determine what the present condition was, what was going on in the woods. And using some other techniques, historical information, you could generate some stuff in the past. So, if you know what is going on in the past, and what's going on at—on—on at the present time, you can make some predictions from using a model what might happen in the future. And so out of those two things, there was a—a bunch of curves generated, so you could either predict when—when a catastrophic, or at least a—a—an event was going to happen with the Douglas-fir tussock moth and the spruce budworm as the population dynamics rise.

I: So, what would you do with that information then?

GP: That—that information was published, and it was up to the general public to use. It was made available through the Forest Service. It was certainly a Forest Service document. And the managers, mostly zone anabiologists and pathologists would use it with that information when they were asked to go into the forest to make some recommendations. So we had a tool available that they could use to ascertain the population dynamics.

I: Whose job would it be to formulate a response to say, an epidemic of this insect—

GP: A response?

I: in the area? What, um—

GP: Well, I—I—I would make the assumption that—that the—the Forest would—would ask a zone anabiologist to come and look at their—their—their problem. Uh, they could use the information that was available, the models, go out and ascertain what was out there. Then, as their responsibilities, they would write a prescription saying this is what we think you should do. Now there's—now there's certain levels. Uh, this is—is it this level? Is it—at a lower level, don't do anything. If it looks like it's climbing, you need a type information over a couple—all sorts of years to see what point the population has done. Also,

looking at parasites and predators too; that's a great indicator of what's going on in the woods.

I: Okay. Let's talk about—uh, let's get more specific then. Now, you had—you worked for the lab at—well, let's—let's go back even further. What areas would these summer interns that you would accompany out to the field—what places in the region would you go to to do your work in the summer?

GP: Well, mostly it was Oregon and Washington, mostly Oregon. As—as the budgets cut down, maybe you—as—as the research organization changed over time when the mission was changed, our responsibilities changed a little bit. Whereby, when we first signed on, we were responsible for a district. A group of people was responsible for the Douglas-fir tussock moth. So they got—they usually went where the problem was regardless of state boundaries. As the money and research budgets got smaller and smaller, we—we were—we were mostly responsible for Oregon and Washington, and we _____ up to Oregon and Washington. So, mostly—mostly we would work out of La Grande, and we would take day trips and sometimes overnight trips to—to—to—to areas to look at these insects.

I: What areas for example?

GP: Um, we had regular areas that we would—we were look—we looked all around this valley here _____. I think we have permanent sample flies here that have been in here for thirty-some years in the Grande Ronde Valley. I mean the Grande Ronde Valley and surrounding areas. So—so there's been a—an extreme example of—of long term population dynamics here which is probably not found very often in research, certainly not anymore. Research has no intent of ever being a long term research projects anymore. Long term may be two or three years now. In fact, when I retired, we were still doing it. And it will still be done by someone, continue to take some information until—'til we're no longer able to do that, so.

I: Okay, what is a sample plat?

GP: When we were sampling for these critters we would go to an area that we had chosen for rhyme or reason whether it was historic _____ information, or we knew that—that there was populations of these critters there. Uh, we could see them. Uh, we could see that the—the trees had been defoliated. And there's the—the needles had turned brown. In the fall, eight masses were found. Uh,

aerial surveys indicate that—they thought that that was western spruce budworm or Douglas-fir tussock. So we'd find these places, and we'd set up some—some permanent sample points. And we would—we'd go to those places, and we would physically sample each of our sample trees, determine using our models again by looking at how many critters we get off a—a branch what that really matched. And we would—we would take information on parasites—well, not parasites out there. Predators—we would record predator information there. We would sometimes collect some of the critters to bring them back to the lab to _____ for parasite information. We had the parasites here in the lab.

I: Okay.

GP: So, that'd be about in—in the—into the valley here. We'd go down to Burns, John Day, up into Washington.

I: Uh, so then you would bring this material or information or sample back to the lab. What would happen then?

GP: Generally, that would be the time we would—if we were—it depends on what we were doing. If we were bringing them just to see what kind of parasites was in, we didn't have to do anything. We would just put them in petri dishes or cart them in petri dishes, and then we'd just put them in _____ wax in—in—in an ambient laboratory temperature. In there the parasites would eventually emerge out of the—the larvae, and we'd identify those. If we were going to rear them through, we would make some artificial diet that had been researched in—in [sneezes] _____. I have no idea where that real diet is generated though. We had some artificial diet we could make for—for the western spruce budworm. We could feed—feed the larvae with that, and we could—we could—we could then rear them through adults and then mate them all into egg masses. And do whatever we wanted to with the egg masses. And that's a—there's a—usually sometimes a lot of people would say that the egg masses there's a level of something like how well the egg masses are doing. If the egg mass is a large—an average egg mass, you'd say their population is stable or growing. If it's starting to look stressed or something, why the—then our eggs would be reduced.

I: Okay.

GP: So—so, you can get some information that way, and also you can just—just for stock. You could—you could rear for stock, have a good supply of critters.

I: Okay. Um what other things were you involved with? Now we've talked about your involvement with summer interns and collecting information in the area. What other sorts of duties did you have here in La Grande?

GP: Well, after we got over here we started doing a lot of dendrochronology work which probably took ten years—maybe ten or twelve years.

I: And what is dendrochron—?

HP Dendrochronology is the study of tree rings.

I: Okay.

GP: So, we did a lot of that. Uh, we did a—these—these things are married in—into one another. You can tell a lot about what's happened to a tree by looking at its past. That's where some of these models come in. Interesting story: I mean a story that is associated with endocrinology. If I know something about what's going on right now to a tree, and it would—it would—as it has been infested with a—with a defoliator that I'm studying, I can relate that to certain types of reactions to the tree end-growth. And I can set up patterns, and I can—I can—I can then use some other type of trees. I usually use ponderosa pine as a—as a control, and I can remanate in the—in the models of peer models, I can remanate the effect of weather. And what's left is the effect of insect. So, this—this is another place where you can—you can get these, if I know what's happening now, I can look at the past and I can listen for the _____ of the future. So, by looking at tree rings—tree rings are a very fascinating study.

I: Can you determine other events or situations that might have taken place besides weather or insects?

GP: If you know—if you know the events, there's indicator rings, what they call indicator rings. There's—is a _____, I think in 1949, there was a—I think it was a drought. We have in 1949, I believe, there's a—an indicator ring in lodge pole pine. So if you find that lodge pole pine, and you go back and you—you—and you record and you go back and look at 1949, and that's this—you'll notice that there's a very small ring. So, you can use those weather—you can—you can—you can look for indicator rings that say this is that event that happened. And—and so if you know where to look naturally, the work is accurate. You can resource to—to check the accuracy of your work.

I: Okay. Um, but are there other, I guess disaster events besides weather or—?

GP: Well, maybe fire.

I: Okay.

GP: You can—you can see that that's a fire.

I: Uh, for earthquake or flood then—

GP: No.

I: could that be determined, or—?

GP: Not that I know of.

I: Okay.

GP: [chuckles].

I: Okay.

GP: It's only anything that effects the—the growth of the tree.

I: The tree itself?

GP: Yeah. If it's put under tremendous stress by something, it will—will reflect in the—in the tree rings. And it—it reflects on—on competition too. If you—you—you notice that your—if you've ever seen some tree rings, you'll notice that young trees all have smaller—smaller rings 'cause they're competing with one another. And then as they go through and thin them out, it releases the tree, and the rings will—will spring up very large.

I: Because there isn't as much competition?

GP: Competition.

I: Okay.

GP: Yeah, 'cause they're standing out there in—in the sun.

I: Okay.

GP: So—so, there's competition when they're young, release them, I can grow trees real fast if I cut down a lot of trees around them.

I: Okay. What else have you done? Uh, what other projects?

GP: Projects? Well, the tree rings took a lot—a lot of time. We did—we should talk a little bit about what else we did with those tree rings. We did a lot of stuff with University of Arizona. Another tree ring laboratory down there has crop studies. They were interested in making models of certain species of trees, ponderosa pine. And so lots of times we were out in the—the woods looking for very large ponderosa pine. We did this—a lot of this in the wilderness areas here in two canyon—in our two canyons.

I: You mean where people don't ordinarily congregate?

GP: Well, it's just because there's no forestry practices there. There's no—

I: Okay.

GP: picking out—put fires out from the log in there. So it's what you see there is pretty close to what might have been if man hadn't influenced it.

I: Okay.

GP: The influence of humans is—is—is minimal there. We did a lot of work for them looking for big pines, coin big trees, and it takes a lot of time to—lot—lot of laboratory time to work on tree rings.

I: Um, let's look at some of the specifics then. So, you—you go to the wilderness and you look for the largest of the ponderosa pine you can find?

GP: Mm-hm.

I: Then how do you sample that tree? Do you actually take the tree down, or can you—

GP: Uh-huh.

I: sample it without damaging it?

GP: Um, yeah we—yeah, have you ever seen a _____?

I: No, not that—

GP: Well—

I: And their idea of trouble—

GP: It's—it's—it has either a pump—uh, it's an increment bore. It—it—what it does, it takes out a three-sixteenth inch core out of the tree. So, the—the standards are you want to take a core four and a half feet from the ground in two different directions, perpendicular to one another. So, if the core is this long at twenty-four inches or so, you have a bore that will go in twenty-four inches and takes out a core. And then you—let's put in your straws up in it to bring back to the lab, and it's mounted. So, the statistical programs that run these will look at the two cores and the outer source cores, and they'll tell you some things about them: How well you did, how well you measured them, and where some problems might be. And that's where those things, uh—

O: Uh-oh!
[audio noise – no delay]

I: That's where those samples came from?

GP: Right, right.

I: Okay.

GP: Those were important. We did a lot of work in there. When we went in the wilderness, we were doing lots of first samplings for the tussock moth and for the budworm. And we were also be looking at the big trees too. There's certain criteria that they needed for these big trees.

I: What were some of those?

GP: _____ out the biggest tree you could find.

I: Okay.

GP: And not particularly near a water course where they were—where they were. Their feet were wet all the time. You know you want to keep them moist in the right arid zone, so they're more typical. They were any tree that had all the water they could possibly use.

I: Okay. Um, did you supervise people who did this, or did—were you actively participating with them to actually get the work done sampling?

GP: Oh, yes, yes, yes, yes. I—I usually supervised the summer crews when we had big summer crews. As—as time evolved over there at the Forest Service, we had less and less summer crews. I think our biggest crew we had at one time was we had three people working in the tree ring lab. We had a regular tree ring dendrochronology lab here, and we had three people that worked in there full time. So, doing tree ring analysis, so that's probably our biggest group. Our summer crew usually involved one or two—two summer employees and—and the scientists. Just mostly the last few years it was just the scientists and myself working with—with some _____.

I: You mean most recently?

GP: Most recently. Yeah, the last few years, this last six years or so.

I: Well, let's talk about other projects. What—what else would you have been actively involved in? It does not sound like a nine to five job where you'd do a particular set of tasks in repetition Monday—

GP: No.

I: through Friday and throughout the years.

GP: No—well, no, that's—that's—yeah, research people are—have traditionally been different. And—and they're not really aligned too well with the regular Forest Service, the district disciplines there. We—in the past there used to be—in the past there was more of an academic type atmosphere where scientists were free to pursue basic research. Where they weren't constrained by wherever drives the research. I—I know many of times we'd be out in the woods and say, "Geez, wouldn't it be—wouldn't it be a notion if we figured out what happened here, or what—what caused this problem?" Then we could just go the next day and we could start doing that. Now you can't do that. It all has to be written to a client now: What you are going to do, and how long you are going to do it, to

how much it's gonna cost. So, the difference between—at least, from what I've seen at the Forest Service is there's the district people, the research people. They all got their paycheck from the same place, but they all react different, and they work different. But certainly we do not have things we did the same way we did. It was always something a little bit different. There's some monotony of course, and then there was also the pressure of getting the job done for the snow fell or before it melted, or on whatever was there.

I: Mm-hm. Were there any other significant projects then that you would be out—out working on? We've talked about the moth and—

GP: Well, did—we did—we did the moths. We did the dendrochronologist stuff then. Then when the—Jane Hayes showed up, we started to work with DNA and chemicals. So that's the last six or so years we did DNA and chemical stuff.

I: Now, how does that contribute to the big picture?

GP: [chuckles].

I: I know you're not the research scientist on that—

GP: Well, what—

I: but you must have some knowledge of how that—

GP: _____ _____. You mean your DNA?

I: The DNA or the chemical analysis?

GP: Well, it was two different things—

I: Right.

GP: we're talking about. You know it's the DNA would then just some basic research to determine that certain populations were the same, or they're in fact, different which was something that was interesting. Is—is a—a beetle that you find in—of the same species that you find in Arizona or Mexico? Is it of the same species that we have in Oregon genetically? Are they—are they all genetically the same, or are they just a little bit different, or different genetic

variations? So, that was one of the big studies we—we—Jane's still working on is—is—is the—the variations of beetles throughout the Americas.

I: Okay.

GP: Canada to—to southern Mexico. The chemical thing is—is—the chemical is—was adjusting populations by using chemicals. Either—either trapping them out, or you put chemicals out and you attract insects into a trap where they are eventually are dead. Or you modify a behavior, and make them go away from it.

I: Well, let's talk about each of those.

GP: [chuckles].

I: [chuckles]. Uh, let's talk about the chemicals that would drive them out.

GP: There's been studies done on certain chemicals that will—the one that we use was verbenol, and it was an anti-aggregant. And when—if I had some property that was infested with beetles, and beetles cannot be controlled in a traditional way of—of—of larvae or something that fits on the outside of the tree because they're inside it and under the bark. So you need that—you need to influence in a different way. She has some high-value stuff. Right now verbenol is too expensive to—to use throughout the forest though. You can but verbenol out and try to protect your property now.

I: Are we talking in this case an individual land owner or—?

GP: An individual land owner could do it, but for the most part it's—it's the U.S. Forest Service trying to save some pristine forest.

I: Right.

GP: Trying to control the—the—save some really nice trees. That's what they're doing in Imnaha is trying to save some nice trees down—down in the harbor there.

I: Right. Now when we talk about an anti-aggregant, we're talking about a chemical that outright they don't like and so they're not gonna hang in the area, is that reaching?

GP: They're gonna—they're gonna—they'll leave.

I: That's where—?

GP: They're gonna move away from there—

I: Okay.

GP: right away.

I: Okay.

GP: Then, huh—this is a very—I mean it's—these are research projects. Remember—

I: Right.

GP: these are—these are—these are—these are products that you can buy commercially. They're over—and research is laid over that, and they're trying to find out what's the minimum amount of chemicals you can use to effectively produce this. Does there—is there an effect without—without their driven on out, is there—can I drive them away, or is something else drive them away, or did I have any effect at all? So, there's all my tips. Some of it depends on the dosage too.

I: Okay. What about the chemicals that attract them in then?

GP: What chemicals are those are—those are artificial pheromones or pheromones that are produced chemically that uh—uh—uh—uh, attract insects. To attract the insect I will—it's either their physiology's think that this isn't true, and I'm gonna come attack this tree. And then for lo and behold, it's something else, but you can—you can trap the _____. There are a lot of critters out there.

I: Is that effective? I should say was the study—did they—

GP: You—you can—

I: determine it was effective?

GP: you can—you can trap odd insects. You have to you know, but _____ I think they're still determining if I trap out two million insects, is—is that mean there's a hundred billion of them out there still, you know? They don't know what that is. They don't know that. You can—you can try to reduce—reduce the low in your influences and stuff. And maybe lower—it's possible you might even lower the population until it's—'til its predators come in, parasites and predators come in. Parasites and predators are the biggest—I would say the biggest controlling _____. They come a year or two later as—as—as nature—as the population of one critter increases, parasites and predators will come in. And they're—they're—they're population will increase to match the host critter, and they will come in and eventually control that when _____ they'll both drop down.

I: Okay.

GP: Just a bell curve.

I: But it's actually an ongoing study still?

GP: They're always ongoing.

I: Okay.

GP: But—but most of this stuff has been published. At least the stuff I was—the stuff on the Douglas-fir tussock moth has been published. I haven't seen any new tussock moth for a long time. Dendrochronologist stuff was—everybody studies dendrochronology. One nice thing about dendrochronology is that you can on certain—

[audio change – no delay]

I: We're continuing the interview with Gene Paul. It is still February 14, 2006. And before the tape ended we were talking about the—in the dendrochronology that the information can go into a bank and—?

GP: It was put into a—a, um—a big databank, and then other people can—can pull information out of that. If someone wanted say, what is an average ponderosa pine in eastern Oregon look like? They could pull that information off of the computer database.

I: Okay.

GP: So—so other people don't have to do this. So the ideal is that one, you need to do it once. You don't have to invent the wheel every time that you go out in the woods.

I: Okay, that makes sense to me. Um, let's see, what other projects have you worked on?

GP: That's about it. I did some stuff for NOAA. So, we have acid range—

I: What's that?

GP: acid rain—

I: N-O-A-A? You mean, NOAA?

GP: Yeah, the National Art—Oceanic and—

I: Atmospheric science station?

GP: Science station and—geez, a long time ago in 1982 or so, it's—they—NOAA established a whole bunch of acid rain recording stations across the country. Essentially they were looking for acid rain. And the Starkey station was selected as a site, and we collected data there once a week. And we could pin our analysis on that and send it back to the—their database, and that's still continued now. There's still people at Starkey that do that now.

I: What does that consist of? Is that like collecting rain? Do you collect it—

GP: Collect it as—

I: out of the air?

GP: he has a—what they're looking right now is—uh, gosh it's been so long. They have a—a rain gauge that looks at precipitation so when they're having a rain event, there's a cover over the—over the—over the bucket. It's actually a bucket. There's a cover over the bucket. When the sensor feels rain, it opens the top of the bucket. Opens—moves it—a lid off of the bucket. It collects the rain. When the—there's no longer any precipitation on the sensor, it shuts the—it shuts itself down. So there's a—a—a—a temperature—temperature is recorded, I believe. But also the rain event is also recorded so you can look at

the chart, and you can tell when the gauge is open and how much. Then you—you can tell the—how much rain on each event as far as precipitation. And then that is—that is brought back to the lab, and then—and pH and productivity are made—these are made in the field. The samples are then sent back to University of Illinois, and then they're reanalyzed back there. And part of that—that sample that's large enough, the alkali is saved for—I guess forever. So that records the precip—the precipitation here in eastern. So, I believe there's well over two hundred sites every—every Tuesday morning that have someone is out there doing this analysis.

I: So the precipitation that falls in the bucket stays in the bucket, and they actually—that's their lab sample then when the—?

GP: Right, when the bucket is emptied—changed.

I: Uh-huh. So, every Tuesday?

GP: Every Tuesday.

I: Mm-hm.

GP: So they're looking at acid rain.

I: Does that—do they do the same study if it snows rather than rains?

GP: Yes.

I: Or sleet or hail or whatever?

GP: Literally, literally, it's—it's every—it—the—the—the—the equipment was—was, as I remember right, was engineered and developed for southern climates. They have a hard time modifying it for snow events. It lags behind. When you—by lags, it means it—you don't get as much precipitation as you think you did 'cause it was snow. There's this problem with—with the amount of snow vis-à-vis snow—it doesn't open up as fast.

I: Right. I see.

GP: The lid doesn't collect—capture all the precipitation that's coming down.

I: But the sensors can tell the difference between rain and snow and—

GP: The sensors—

I: say hail or sleet?

GP: No, no, no, no.

I: No?

GP: The sensor's just a sensor that when any precipitation falls on there, it melts it. It says—it form—forms a circuit, opens up the top. There's a heater in there. When that—when that—there's no more additional precipitation, that'd be that sensor. It dries itself off, and closes the top of it.

I: I see.

GP: So.

I: Okay. So, that's the precipitation study for NOAA. Were there other—

GP: Uh—

I: judges or equipment that—?

GP: It did—oh, god when was it? They're doing some particular stuff that they—they did in the last two years. They started doing particular. That's in _____ out there. They're looking for events.

I: What do you mean by particulars?

GP: Uh, stuff that's floating in the air. Solids—solids are—that you could pick up with—without a—a rain event. There was just a big filter. They're using filters and _____. Ion is not _____, so. But anyhow, they could—they all—they looked at all kinds of—the analysis back at University of Ar—Illinois is quite elaborate. And they would publish the stuff for us once a year, and we could look at it. They also check on the _____. There was—there was many, many tests performed on these people to see that the quality of work was done.

I: I see. Is it a tech that goes out every Tuesday and collects this, or is it a scientist?

GP: Well, it's just a tech, yes.

I: Uh-huh. And, so I guess contributing to the big picture, how—about how many other techs are there in the building—are in this lab then that—

GP: Well—

I: that are techs versus scientists?

GP: Oh, there aren't that many in anymore.

I: Uh-huh.

GP: Four or five or something like that right now.

I: Okay.

GP: There never was that many. There used to be a lot more. We saw a lot more technicians, but they—they sometimes go to term employers—employment. Ours work for a term, some employees that are actually looking for a way to get on with the government. We've had volunteers work for the gov—you know work for us as volunteers with no pay. But mostly people are interested. We always—when we've hired somebody, we've always looked for somebody that was interested in the sciences. Biology—we used to get biology or some sort of a science background.

I: Mm-hm. Okay.

GP: Outstanding people work for us.

I: So let's get to the Starkey project. First of all, what is the Starkey project?

GP: [laughs].

I: What does that consist of in a nut shell?

GP: You're going to have to go to a much larger person than I to get the stuff. The way I understand it, the Starkey project was initiated _____ about ten, twelve, thirteen, fourteen years ago as a place to study the behavior of elk on _____. And they—they—they got the funding to build a large fence with several sub-units in there so they could study the behavior of elk and deer and cattle. So, once the—the fence was up, they did a—they did a—put collars on the deer, the elk, and the cattle, and _____, and watched their behavior.

I: Now are we talking about—when you said that they're talking about a control group that always stay in this—this particular area?

GP: Well, there—there's, I think—there—there's controls, but I think that you know the animals are not—there are different animals a year in there.

I: Okay.

GP: You know do not—they don't follow the lifecycle of one critter. And there's multiple—multiple research projects going on out there all the time, but that was the original intent, an intercept. What I mean is that they—they track them. You know they track them with a modified—there using GPS now. They're—they're moving to put all new units out there as GPS. Uh, the other one was, gosh—was done with triangulations with towers. There's several towers out at Starkey, and they were using those to triangulate the movements of the critters. An interesting story, this happened a long time ago, was—gosh, how many years ago? I don't know, quite a few years. They had too many elk out there, and they were gonna have a special hunt at—at Starkey. And one of the conditions was that the hunters would have to carry one of these, essentially, had collar like device on them in a backpack. And they could—then the researchers could opt to follow the hunter and how the hunter effected the—the population and remove him if the elk comes out of their fence. As I remember right, if you wanted to, you could stop at the Starkey headquarters when you left. And you could—they would run the tape for you, and they would show you where you were at in locate—location to where the rest of the elk herd was. And it was very—very interesting because people were generally right in with the elk, and they didn't know it. The elk was moving around them, so that was an interesting story. I don't—I don't—I think some of the people didn't like to know that they weren't that good of a hunter.

I: [chuckles]. Some of those people probably wished that they could have seen that in advance.

GP: Yeah, yeah, yeah, this is the condition of the hunt though, but—

I: Sure.

GP: but the elk—elk certainly did respond to—to the pressure.

I: Uh-huh, mm-hm. Now when you talk about we—we track the—these animals now by GPS, what was done earlier? Was it radio collar and _____?

GP: Well, radio collars, yeah. They're using the towers. Have you seen the towers out at Starkey?

I: I have not actually been there.

GP: Starkey has six, maybe nine large towers. They range from about ninety to a hundred and forty feet tall. Gosh, that's a fence. We'll at least talk about that.

I: Okay.

GP: And they—they use that to monitor. I'm not really the person to talk about Starkey. I was—I was here. I was at—I was—I worked with Starkey a lot. I was—as I told you last week, I was there when the first post went down in the Starkey unit for the fence, but. One of the other projects we did was went for three or four, about four years on this 'cause we—I went out to Starkey, and I used these same towers. And that's why I know the height of them is that—we had ropes put on these towers, adjacent to the towers, and they run from, I think, ninety to a hundred and forty feet. And I could put traps on these towers with sticky material on them, and I'd raise these traps at ten meter intervals. So, on some of the—some of the towers, I have six traps. Some more and more less and I could—I could—I would fly those traps for a week at a time. And I could tell what kind of critters were—were flying out there in the woods at ten meter intervals. For the insects—part of the insects were flying through the atmosphere of the population density.

I: Anything interesting come out of that?

GP: Well, other than most of the insects stay real close to the ground, there's—they only need to get up high was stuff that was influenced by the wind. The wind was generating more up there. Their desire is not themselves, so.

I: So, insects don't normally fly a hundred and forty feet in the air?

GP: Uh, at that point of time, no. Not of any of these critters I've heard of them, no, would they. There's one interesting, uh—it was usually very windy. And if you're ever dealing with rope, you know there's—say—say you had a hundred and forty, hundred and fifty feet of rope, that's three hundred feet of rope hanging off of a tower. Lots of times you couldn't hold onto that. We—we had—the scientists started out with about ninety pounds of concrete at the bottom to hold the rope down, and on a good windy day it would pick up ninety pound piece of concrete and move it around.

I: Huh.

GP: So, we had—we had to add more concrete to it, and it—we had to use some very sophisticated knots and reefing to—to hold the—to hold it up.

I: I see.

GP: It's amazing how much wind resistance there was at the top.

I: How big is the area—

GP: Oh—

I: that the Starkey project is in?

GP: Yeah, you're gonna have to ask somebody else that problem. Um, I'd say—

I: Was this a large—?

GP: It's just a large area, yeah. But it's part of—it's part of the Starkey's current address which is managed by PNW Aggregate. It went local forest.

I: Okay.

GP: But as far as square acres for miles, I couldn't tell you.

I: But it's pretty large?

GP: It's—it's a wonderful region there.

I: Mm-hm. Let's talk about towers then. What—what do you know, or what about these towers there.

GP: You mean from—from our perspective for those _____?

I: What were the purpose to towers?

GP: Well, they—they were the—the—the original purpose of the towers was just to track the animals, the elk. So—so there was towers put out there so they—the entire research area was covered by a tower, so they could—they could pick up the radio signals, and they could triangulate to determine that—the physical location of those critters.

I: Mm-hm. Were they monitored year round?

GP: Yes. Ah, year round? In the winter time, I don't think so. I think they eventually take the—the collars off in the winter time.

I: I see.

GP: And I think they're—they're—they—they collar the young calves in the spring time. They put cat—collars on the—on them, I mean. I think they trap what—what they want from other specie—other age groups. So there aren't—you know the yearlings or you know something like that, they—they go out and trap those.

I: Were you involved with any of the collaring part of it?

GP: Nah. I wrangled some collars once when I was there.

I: Who—who works on collaring projects? Is that a particular—is that a technician? Do they—

GP: _____--

I: contract that out _____?

GP: Um, the unit here, there's people that work for Starkey. There's—yeah, there's I think they probably keep about five people now, and that's their entire job is to work on the Starkey unit. And they're responsible for the maintenance of the

fence, capturing the animals, clocking research, and eventually publishing the—their data. And that's—that's also—there's people from the ODF&W work out there too, a lot of cooperatives there, there's people that come in. They built a—a bunkhouse type facility there just recently. A real nice one so they—they can accommodate summer employees or PhD Art candidates and stuff like that, or visiting scientists or whatever they want.

I: When those towers were monitored in the summers or the spring, say it was somebody up there all the time then?

GP: You mean for the insect stuff?

I: Insects or elk or—

GP: Well, the elk—the elk stuff was—well, that information was transmitted to a—to a base station up there. So, that'd be yes, they have people that watch that all the time.

I: Mm-hm.

GP: Or monitor like the stuff that you'd put on—I assume it was on tape at that time.

I: Oh, actually so this is equipment relay that's happening.

GP: Right.

I: It's not actually a person has to—

GP: Oh, no, no, no, no.

I: be up there?

GP: A tower's—tower's like a TV towers. These are—these are very, very large TV towers.

I: Oh, they're not human towers?

GP: No, no, they're not.

I: They're large towers that are—?

GP: No, no, they're microwave—microwave effusion, stuff like that.

I: Okay, alright.

GP: So—so, no. They're—they're looking at atomic signals and monitoring those. Those—those signals have been pushed down to the computers.

I: Mm-hm, anything else that you worked on or did up at Starkey Project up there?

GP: Nah. Oh, we—we messed around with some small projects there.

I: Uh-huh.

GP: But when you do work—you—did you work for them?

I: Well, I completed um—we're working on the um—

GP: Uh, sweep net stuff. There was some sweep nets.

I: Yeah.

GP: There was some stuff up there. These are just auxiliary studies to—to help supplement some—some research about what critters might be up there. I—I involved with an _____ in the insect dynamics of what population dynamics of what critters might be up there. So, we did some sweep nets stuff and controlled and uncontrolled stuff. We've done some work in thinned and unthinned up there, and you know we did some fire stuff. Did some DNA analysis of critters—it was an easy place to get DNA out of the Starkey. Yeah, Starkey's a wonderful place to work because that's what it was set up for is for research.

I: Um, okay. Uhhhh.
[audio clicks – no delay]

I: What things would you work on then when you went out in the field? What—what would keep you busy working here in the lab?

GP: Well, is this as part of my job?

I: Yeah.

GP: Well, um [chuckles] a day or two in the woods can generate many weeks of—of laboratory work. When we were doing tree ring analysis, we would—we could collect probably ninety cores a day, and that would probably interpret to maybe two hours a core, two and a half hours a core in the—in the lab.

I: Lab.

GP: Yeah. So, it'd be almost any research project you do, you can go out and generate a whole bunch of lab work in a hurry. So, when we were doing lots of this stuff, the—the winter time and the fall time would be consumed with doing backlog of—of data, data analysis, perhaps some lab work.

I: Okay. So, you've—you're—your duties were all-encompassing then? You'd go out on behalf of these study projects and collect those samples and then continue by working on them when you go back home?

GP: Yes, yes. On my—my job description—that's what my job description said that I was responsible for collecting or assisting in collecting and—and processing and—and evolved at times to publish that data. So, I've published some data. Um, I forget—I got—gee, for a technician I did pretty good. I think I got four or five, six publications that I've seen go out there, and maybe another fifteen or twenty I was second author.

I: Is that typical for a—for a Forestry Technician to get published?

GP: No, no, not too—too often. Not anymore. Well, no. I think that's atypical. I'm uh, very fortunate to publish quite a bit of stuff.

I: Um, how was that come about, or I should say, how did that come about that you got published there? Was it because—

GP: Well, it was a sign—

I: you were—?

GP: assigned a task and I just generated some of the stuff that came out that was worthwhile. Some of the stuff I did is equipment development. I've done some publishing on that, and a lot of the stuff was—was on the tussock moth and accompanied data stuff like that. Just I don't know how. I don't know how we got. It was just there. We did it. And the person that did the most work is

usually the senior author and knows the most about it. So, at least in my—at least in my case it was.

I: Uh-huh. Any other work or projects that you, either in-house or out—out—out in the field in the course of your—?

GP: No, that was just about it. I—you know I think about things. I've really done a lot of little things, but mostly, we did some—there's—we did a lot of work down at Klamath Falls. Uh, but that—but that was mostly on the tussock moth. We travelled around. That was during a period we were traveling a lot, and we'd travel every week. That was about it. Um, those were the big things I did over the years.

I: Okay. How long in total did you spend with the Forest Service?

GP: My retirement paper says forty-point-one years, but I don't know what the point-one is that's on there. A hundred for the year, I guess, right?

I: Uh-huh.

GP: Ten for the year?

I: A hundred per year? Um, how did you get into it?

GP: Into forestry?

I: Mm-hm.

GP: Well, I—I just saw an interest in forestry, you know. I—I was—I was able to through school to get my summer jobs, and I worked in the summer jobs. It had nothing to do with what I do now, but uh, oh, I—I—I think for two years I was a summer employee. And I applied for a job out here and eventually got the job in—when I started working for the PNW in Corvallis, there was only four of us there. And there must be a hundred and twenty there now.

I: Did you go to college?

GP: I went to—I went to private—private college for two years. I went to—I was State for a year—I went to Oregon State. Went down to community college—uh, that's it.

I: Mm-hm. Did you have a degree that got you the job or—?

GP: No, I didn't do it for the job.

I: Uh-huh.

GP: But I did get a lot of training. Uh, I—I—I had some very wonderful opportunities to—to—to—the Forest Service provided for me to—to go for training. And an aside—you want an aside?

I: Sure.

GP: Here's one: Uh, in Corvallis, I was—I had as—as part of my responsibilities was an insect museum as a, oh, for the lack of a better term, a pseudo-curator—curator at the museum. I was collecting insects and sending them back to the National Museum for identification. If we couldn't identify them or for the taxonomist to bear we'd send them back to the National Museum for identification. Uh, at that time I was taking a [chuckles]—a forest entomology class at the university, and I knew the instructor, knew him very well, well-known instructor. And I also knew the TA. The TA was having trouble with the—the—the lab final, and he came over and asked me if I could provide him with some insights for the lab final in the class that I was taking. So, needless to say, I got a real good grade on the lab final because I provided all the specimens for that for—for identification.

I: Uh-huh.

GP: So.

I: Have you discovered any insects that would have your name on it?

GP: Not my name, but our insects are usually—name—names are not—a nomenclature for insect names as they've changed over the past. You know lots of times when people have found a new insect, or they thought they found a new insect, they would name it after their child or this color of the sky that day or something in which didn't make much sense. And over the last twenty or so years they've—they're going back and renaming insects to make them more—more sensible names for them. They've changed the names, so. But now what they do is if they find a new insect, and it's a unique insect, and they find out that it's never been identified, they will name it after the person that—that

originally did the work on it. Not the taxonomist that wrote up their—the taxonomical differences on it, but the actual researcher that—that worked on the critter. They discovered the critter, so. The only one that I know of here is a fellow named Dick Mason, and he has a—a critter named after him. You know it's a—well, it's a *masoni*.

I: What kind of a critter is it?

GP: It's a—it's a parasite—

I: Uh-huh.

GP: of the Douglas-fir tussock moth. It's—and it's a—their formal name is *hyposoter masoni*. So, that's how you get a name—an insect named after you is you have to do the research.

I: You can't just find it in your backyard anymore?

GP: If—no—well, depends where your backyard is.

I: Yeah.

GP: I guess there's a place down south of 1st—

I: Uh-huh.

GP: where last week they found a place that has all these critters that haven't been identified, yeah.

I: I was reading about that.

GP: Yeah, so there's gonna be a whole bunch of critters down there.

I: Uh-huh. Well, that's very interesting. Um, let's talk about your involvement now with the Red Cross. Um, we actually had some contact together in the past because I used to chair the Red Cross port over in Umatilla County. And Umatilla and Union County were kind of doing some strategic collaborating for a while. How long have you been involved with the Red Cross here?

GP: Uh, in Union County, since about 1981 as soon as I got here, so.

I: Have you been involved with Red Cross in other areas besides here?

GP: Corvallis.

I: Okay, okay. What's your involvement with Red Cross right now? Uh, are you on the Board? Do you—

GP: Oh, I'm not on the Board.

I: do you volunteer?

GP: I used—I used to be the Board—on the Board. I'm—I'm a volunteer. I've had several honorary positions. Mostly just I'm a volunteer. I'm an instructor trainer. That means I—I train instructors to go out in the community and teach first aid and CPR. I teach first aid and CPR. I teach most of the disaster classes in Union County. And uh, that's about it. Yeah, that's—that's most of my responsibilities here.

I: What are the—what are the requirements to be a disaster responder with the Red Cross? What classes or training do they go through?

GP: Well, it's—it's evolved over—over, gosh, what—over the past few years. They try to get people—the local people, and you probably know this that to respond to national emergencies, they get them trained up. So, during—during the Katrina flood, we—we trained up sixty-three people to go down there, uh, within about two-week's notice. So we had classes so they at least knew what they were getting and what they expect down there. Well, now—now many people don't have the opportunity to go to national disasters. So we're—we're sort of evolving into—to training people locally to—to take care of the disasters locally, and we still have some expertise on it. We have many drills. And we had just drills last month, a big drill where we—where we're to provide assistance for two hundred and fifty families here in Union County under a snow problem. So, we're always training people for disaster.

I: Now you did this disaster training. Who evaluated that training? Who decides whether that training—

GP: Oh—

I: is effective or not?

GP: It's usually a representative from the national Red Cross—regional—regional and or national as a—as an observer or they're part of the—the—the team that comes in and provides us with the problems to solve.

I: Now that was a planned mock disaster. Do you ever have unplanned disasters to test your people out?

GP: Mostly we have snow problems. I just—you handle floods. You know that's—flood—actually what our disaster response is—is for—basically for winter time problems where you respond to fires, single-family fires. We respond to floods and forest fires if we were asked. And our—our response there would be to open up kitchens and places to sleep, so. And we have limited resources. We could—we could per—we could assist their—the clients of some of these problems.

I: Do you think that in Union County is well prepared in this area for a disaster response? What's your interpretation—

GP: Oh—

I: of the—

GP: Yeah, we certainly—we—we—we potentially could house. We could—we have a thousand cots, and we have potentially about eight hundred spaces in the Grande Ronde Valley where we could put up to eight hundred people. That does not include the two largest facilities that we haven't tapped at the Armory and/or the University. If we were to tap those, we could—we could _____ _____.

I: Uh-huh. Have you—have there been any disasters locally in the last five years that you've had to pull out a team for in Union County area?

GP: Well, we've—we've had snow disasters. That means, either A: Opening up facilities to warm people up, and/or put them up for the night.

I: What—what's the definition of a snow disaster?

GP: Here is when a—when a—when the Interstate's closed, and the hotels are full.

I: Okay.

GP: Or mostly full. When that—when those two conditions happen, then we will be notified and we will open up a shelter. Unless people can think to come in and we will provide them with a place to sleep and food.

I: How do people know to come to the Red Cross when that happens?

GP: [laughs]. How do they know? Well hopefully, we have people out there telling them, the radio is telling them. The people that are stopping them from going where they want to go who are telling them. The word of mouth and mostly I think what happens the last time is when the motels get full. When they no longer can provide shelter, or people can't afford it, they'll say, "Uh, there's been a shelter that's opened up." And we've actually—there've been times we've taken just copies of the mass and gone out to the riverside and give them out to people living out there. They know, they know.

I: Mm-hm.

GP: So.

I: Did any of the Union County Red Cross volunteers respond to the disaster at 9/11 in 2001?

GP: Um, yeah, we had—I would—I have to speak for the chapter. _____--

I: Right.

GP: for Union County to. Union County sent a psychologist and a couple nurses. There's a policeman from Baker that went, so we did provide. Per capita we did—we always do really well for a very, very small chapter. And we—our volunteer percentages are just great, so.

I: Does the chapter make up more than Union County?

GP: Baker County

I: Union and Baker—

GP: Union and Baker.

I: County are in this chapter of the Red Cross? How well off are they financially? Are they getting people continuing to donate time or money to the cause?

GP: Well, it fluctuates.

I: Sure.

GP: Certainly, after—after the floods, we had more volunteers than we did—we could train.

I: Wow.

GP: As—as a—as a result of that, we have a lot of people that are continuing to volunteer for the Red Cross who want to continue to be trained and to—to work locally. Financially, we're always struggling to fund things. That's probably the—

[audio ends]

[audio begins]

I: And we're continuing our interview with Gene Paul. It is still February 14th, 2006. So, would you say Union County is not struggling, but they could always do better in—in terms of financials?

GP: I think—I think we're always struggling. In—in light of all the needs people have, there's only so much money. And as—as money, which you know it's only fair to say that the money went to the floods, and we were supporting the local chapter

I: Right.

GP: I mean when they give money to the floods that money was not spent in chapter. It goes directly to the national funding.

I: Do people have a choice about where they send their money if it's undesignated?

GP: Uh—

I: If I give you a check for a hundred dollars, and we're still in the middle of Katrina, does it stay here or does it go to the national?

GP: Gee, our—our chapter says Eastern Oregon Chapter of the American Red Cross, it stays here.

I: Okay.

GP: If you write out a check that says "flood relief," that money has to be spent for flood relief. That's where we got into a big problem with 9/11.

I: Right.

GP: 'Cause—

I: We had the same problems over in Umatilla County.

GP: I think it was nationwide. I understand they're still a humongous chunk of money for 9/11.

I: It's being battled over?

GP: No, it's—can't be used. I mean the money is there. You know it said "designated for survivors." Yeah, and there's money there they can't get rid of. You know they can't push that down to the flood relief.

I: Oh, I see!

GP: They cannot use it for anything else. It's—it's a seven hundred pile designated for—for 9/11 relief.

I: Does that mean the interest stays there as well?

GP: I'm—I'm sure it does.

I: Uh-huh.

GP: Yeah, they're very specific. But uh, lots of times—almost always, once a chapter has collected _____ threshold, national asks for an audit. Now if you—I don't know what it is. Let's say there's—if there's twenty thousand dollars of

Union County—sent in twenty thousand dollars, then national says, "Well, we need an audit of how those funds came in." Essentially, they wanted to make sure that if—I should've been able to show how the money's getting there.

I: Right. Is the chapter responsible for that audit—for the cost of that audit, I should say?

GP: That's always a—a contention. In a small chapter, if you have to put out fifteen hundred dollars for an audit, is a tremendous amount of money. Usually national will pay for that.

I: I see.

GP: Uh, can't afford it.

I: What other projects has the Red Cross been involved in in this Chapter Union—Union Baker?

GP: Well, we—we're always involved at CFEST. Up tonight?

O: Yeah.

I: CFEST?

GP: The uh—the uh—
[audio noise – no delay]

I: Do you mean the Chemical Depot?

GP: the Chem—Chemical Depot.

I: CSEPP?

GP: CSEPP, yeah!

I: Uh-huh.

GP: So we're always yearly with that running CSEPP to—

I: What's Union County—or what's this chapter's responsibility for CSEPP?

GP: Our—our responsibility is to house five hundred people. So we show the ability to be _____-- the ability to haul, get the _____ for five hundred, and we have the training for the _____.

I: Is this five hundred people in addition to all of the response you're required to be prepared for, or is this intermingled? Say—didn't you say that you have to—you have the capability of housing eight hundred people—

GP: Right.

I: for local disasters. So are these five hundred on top of that or—?

GP: No, no, no. No, we've—this would be comingled.

I: Okay.

GP: If—if—if something went on at the depot, and they said they were—they were shipping five hundred people here, that's what we'd work with. And they—they—they—they—they'd pay us to do that. They bought the cots.

I: Right.

GP: And—

I: Do you have a length of time that you're expected to continue to house these people, or a minimum amount of time if you're called then to do that?

GP: Oh, you mean—

I: So these people—they're sending a—

GP: Well—

I: compartment of people—

GP: paid—paid hourly. Yeah, yeah. My response would be the same thing as any—any emergency. I'd—I'd take care of them for seventy-two hours. After that, I would expect assistance from other—other sources, financially and manpower and supplies and stuff out there, so we come from some place else.

I: Okay, so whether it's CSEPP or snow disaster on the freeway or something like that, let's say that goes on for three weeks. And where does your source come from after the—that first seventy-two hours? Who do you get help from to continue to _____?

GP: Well, I—I forgot our—our sources come first from—from adjacent chapters, uh, then the state, then they're bringing up the national. If there was a snow event, they look for—for some reason our last one seventy-two hours so even—even—even approaching that, we would be asking for assistance right off the bat.

I: Wait, you look up where?

GP: That's because—because the sooner we can ask for assistance, the national chapter sends in their—their—their financial ability to pay for the bills and people. 'Cause—see one of my solutions the other day was just they asked me what would—what I would do if I had a thousand people here, and I said I would—I would request C-130's to drop stuff on Island City, _____ and supplies.

I: Sure.

GP: What if it has to be the week? We thought about that you know. It could be about a week. We'd go down to Safeway, and so, we—we've—we've been providing for people for five days. There's nothing there, two or three days, so we'd have to depend on some _____.

I: Right. Because they'd already be tasked by all these locals who—

GP: You've got—

I: who had a place to stay?

GP: Mm-hm. It wasn't a very good scenario right in here.
[audio clicks – no delay]

GP: Would somebody build a hatch by that? Huh.

I: Okay, so we're continuing our discussion about the Red Cross here. You said that you've been involved with the Board as well. Tell us about your Board work with the Red Cross. You sat in how long of a term?

GP: A term is two years. I was on there for four years as a Board—Board member, so.

I: And what are the duties of a Board Member—

GP: [laughs].

I: uh, on the American Red Cross?

GP: Actually, nationally a Board member on the American Red Cross, his main responsibility is generating funds.
[audio noise – no delay]

GP: [laughs].

I: And I know it, but I wanted to hear you say it.

GP: That's—that's your total responsibility.

I: So, what are some of things you've done to raise funds in this chapter then as a Board?

GP: As—as—as a Board? Oh, actually some of the most successful things have been is what—what—what our chapter does is—is direct mailing asking for money through—through that or something in the newspaper. Or actually the last couple years we've done really well with raffles, rifle raffles.

I: And how did that work out though?

GP: Oh, it was great [chuckles]—

I: Um—

GP: the first—the first year. A Board member gave us a rifle, brand new _____ rifle, and gave it to the Red Cross so everything they sold was profit.

I: So, you didn't have an _____ attached to it?

GP: _____ this early we had, gosh, I think it was nine hundred dollars. He spent nine hundred dollars or something like that on the rifle so we took—but certain venues generate a lot of money—

I: Right.

GP: and full refunds. But—and we get a lot of people that—that pledge money every month. That's just part of their—their benevolence. They—they'll give the Red Cross so much money a year, so. We're always looking for money, so.

I: Sure. I—I don't think there's a chapter of the Red Cross anywhere that didn't.

GP: No. Actually, were no better, no worse. The Idaho chapter—Idaho is a chapter.

I: Of the entire state?

GP: The entire state.

I: Right.

GP: They—they've laid off a bazillion people because they cannot afford to pay salaries.

I: Huh?

GP: They do this a lot. You haven't been in the circuit for a while.

I: No. Actually, I—I—I retired out of a lot of things after 9/11 took place.

GP: Yeah. _____ _____ wasn't last year, national laid off two hundred people. Was it last—?

I: What do you think that says about—?

GP: They're—they—they're—they're top heavy.

I: So, it's not necessarily confidence in the organization itself on the part of the public who donates sort of?

GP: Well, no. I think we do get some bad press. 9/11 got us some bad press, not being able to—there was just some bad press there on how the money was distributed. I assume that we're—we're still getting bad press from that.

I: Does your Board—does your Board take into count those kinds of things and try to plan for that in the future in terms of your potential for bad press? And you—you obviously have said that you—that you do exactly what the check designates that money for and that sort of thing.

GP: Well, but that—that comes from the national side.

I: Sure.

GP: Not from the local chapter.

I: Right.

GP: So, people—

I: People are not—

GP: being up—

I: to see the locals influenced by that?

GP: Yeah, see. The guy that eventually did us a lot of damages was Bill O'Reilly. He was absolutely insistent up in there. This was after 9/11. He was absolutely insistent that take the money given, divide it by the survivors and write them a check. And they—the Red Cross doesn't work that way.

I: Right.

GP: He eventually—it took a while, but then he eventually figured out that the Red Cross is doing the best job we could working for the—he just—he didn't see where we might have—didn't just write out two hundred thousand dollars for each person _____ and get rid of that money.

I: Did he ever back-pedal on some of his—?

GP: He did. He did. Once—once that he found out that things were—were not—processes were illegal. They were—they were doing what was required of them. You know following—the assistances were—are generated by—by policy. You know you just can't write out that check for two hundred thousand dollars for nothing.

I: Right.

GP: You know or send junior to college, you know twenty years from now. Stuff like that, you just couldn't do that. Well, we got some bad press. I heard some more bad press today. Not necessarily us, but the federal government. The Red Cross got—got hurt a lot with _____ credit cards. Do you know about those?

I: No, I don't. Tell us.

GP: Um, big experiment during the—during the flood, they would give each person a credit card. And it was a debit card, and they'd put twenty-five hundred bucks in there. And that twenty-five hundred bucks was unaccountable. You could spend it anyway you wanted. Hopefully, you'd spend it for housing and food and other things, but there was no controls over it. So, this morning it said that some of those were used on tattoos, prostitutes, paying bills, on fines, all kinds of stuff.

I: Wow. Uh, these were Red Cross volunteers, or workers there?

GP: No, no, no. Peep—people that we issued the cards to.

I: Oh! I see, I see.

GP: You came into me as a client, and you said, "I lost my home. Uh, everything's gone." I'm gonna say, "Okay, here is a debit card. You've got twenty-five hundred bucks. Go out and see what you can do."

I: Actually, yes I did hear about some of those then.

GP: [chuckles]. So we as a chapter—as—as—as I'm the disaster chairperson here, I had the ability to do that. We don't have the funds to do that, but you know at times it's easier to go on.

I: Maybe you think the Board will want to do that, if—if it comes to that? Uh—

GP: No, we'd probably—we'd probably like to keep our controls all the time because our money is more valuable than—you can say that. Our money is more valuable. We don't have that much to waste, and so we can't afford to be hip and become soft. But really we do pretty good. Lots of times the Red Cross responds, and the problem's already been solved, neighbors have already taken care of the problems.

I: Yeah.

GP: Churches stepped in. Yeah, so we say, "Don't need you," so.

I: How much longer is retirement than being with the Red Cross? You don't have any plans to give that up, do you?

GP: No, no. I'm—my wife works about I think twelve hours a week, volunteer. And I probably work that much too, so.

I: You just taught a class here last week when we were setting up the room.

GP: Yeah. Well, yeah. I'd be more-so teaching or go to class myself.

I: Uh-huh. How often—do you teach monthly or more often for the Red Cross right now?

GP: _____ finds _____, yeah. Um, it goes in spurts. I won't—I won't teach anything on 'til the middle of next month. So, I work for the Red Cross, and they'll teach next month. And then I understand we're going to Las Vegas for six days to go to classes.
[audio noise – no delay]

I: Um, now you told me that you have for—have had some considerable involvement with your church. What—what church is that locally?

GP: The Zion Lutheran Church.

I: Where—where is that located?

GP: Well, it's on—it's as 4th Street and—

I: Downtown?

GP: Yeah.

I: And what did you do for the church?

GP: Uh, my major commitment was there. I was the treasurer for eighteen years and the president for two.

I: Okay. What are the specific duties of the treasurer for the church?

GP: Um, I was the financial person for the church. I—I received the money. I distributed the money. I kept the books. I presented the documents.

I: Um, where—what's the source of their income? Is it just collections? Do they have income from other areas?

GP: Our—our church is supported by the collection plate.

I: They—they don't receive anything from above in the Lutheran Church?

GP: Nooo. [laughs].

I: Okay.

GP: Case that _____ work, yeah. Where'd you get that question?

I: I—I—I'm just asking. I don't have any—

GP: That is a—that's a question that we hear both from the church and from the Red Cross. A lot of people thinks that the Red Cross is funded from the national.

I: Right.

GP: But it's funded the other way around. And it'd be the same question for the church. The mother—the mother church provides funds. It's just the other way around. The small churches provide funds to the larger church.

I: To the larger organization?

GP: Yeah, mm-hm.

I: Um, so you were the treasurer for eighteen years? Uh, you presented documents to whom, the Board—to their Board?

GP: Yeah.

I: For the church?

GP: _____ be the Church Council. And then we'd do independent audits.

I: Mm-hm. How many people sit on the Council?

GP: Mm, eight to ten.

I: Did you serve on the Council as well?

GP: Yes, as a church—

I: Is that how become treasurer is keep that up—

GP: No, treasurer is usually a—a volunteer person, but de facto, they're a member of the Board meaning they're on the Board as treasurer. So, you become a member of the Council.

I: And then become—?

GP: When you become what?

I: Then you become treasurer by your actions?

GP: Yeah, yeah, by _____ week_____ life hear how that chose you, and then it's part of your position where you're a member of the Board—

I: Okay.

GP: _____.

I: So, did we cover what were the sources of their income locally then, collections and what else?

GP: _____ uses collections and gifts lots of times so people will give large chunks of money for certain projects.

I: Mm-hm. Does the church have a—does the church have some reliability in that area on this time? Is it any time that always?

GP: Surprise.

I: It's always a surprise?

GP: Lots of times you don't—you just get a letter in the mail and say, "Leon Jones died and left you seven thousand bucks."

I: Okay.

GP: And that's you know, or a person will say, "I'll build you a new kitchen." But I won't give you any money for anything else. You know it's designated funds.

I: And that's half of—?

GP: _____.

I: Uh-huh. So, you did that for eighteen years. What else did you do?

GP: For the church?

I: Mm-hm.

GP: I then ran for president. I did two years as president.

I: What does the president do on this council?

GP: The president is the CEO of the congregation. He'd be in—be in charge of the congregation, so he'd run the congregation as a representative of the con—congregation for their—the day-to-day operations.

I: They oversee the day-to-day operations? Are you in—is that person in charge of a—is it a pastor they use there? Do I have this wrong?

GP: No, no, no, that's right, but not the day-to-day operations of the pastor. They set—they set the—the—the guidelines for _____ out your pastor doing. And in all other things, maintaining like the order of the church.

I: Okay. Who hires the pastor?

GP: The congregation does when we vote. When the person is presented to the congregation with their credentials and say, "Do you want this person?"

I: And how does that person get presented? Who—who's responsible for presenting candidates, I guess?

GP: Um, usually through interviews. I'll go start having telephone interviews, cut the—cut the candidates down to two or three, invite them to come down for a weekend. They'll preach, the congregation gets to talk to them. Later on they'll have one. The congregation will vote do you want to send this person a call or not? And we'll send them a call.

I: So does that mean then that when—when a pastor leaves, you actually—you open—you advertise for a new pastor? You don't get say recommendations from higher authority in the church?

GP: Yes. [chuckles]. The higher authority wanted it as the list of candidates.

I: Okay, okay. So, it's not like a newspaper ad or—

GP: No, no, no.

I: something like that?

GP: We base—these people we feel are suitable for you to look at, or they've expressed a desire to—to move to your area. And they're qualified, and they're—you know there's some criteria, but they present the candidates.

I: Then the local congregation takes those—?

GP: Sorts—sorts those out for this.

I: How many pastors have you had in your time with the church?

GP: Oh, maybe four or five.

I: Who's the current one?

GP: We don't have one. [laughs].

I: Oh, are you _____ now?

GP: It's been two and a half years, and we don't have a pastor.

I: Really? What happens in that case?

GP: The—the larger church provides us with an interim pastor.

I: Do you think there's any particular reason why it's taking so long to get a new one?

GP: Oh, we're a hardcore group of people.

I: Have you turned people down already?

GP: A person turned us down—

I: Okay.

GP: that we asked to come. Usually that doesn't happen, so it's quite surprising. Once—once a person comes for an interview, they're mostly, unless something catastrophic happens, they're usually—are open to the job. And we say, "Would you like to come?" And he says, "Uh, nah, no." [chuckles]. So, he's back in _____.

I: I see. Have there been any particular standout pastors over your time at the church, like people who have really been accepted—

GP: Well—

I: or loved by the people in the church?

GP: there's always—there's always been standout pastors, so sure. There's people that are called, and there's people that worked. And we—we occasionally get

one that is called, and more often than not we get people that are just employees, so.

I: Mm-hm. What other activities or things have you been involved with with your church then? You've been on—you've treas—you've been a treasurer and—

GP: That's—that—

I: you've been the president.

GP: I've stopped doing almost—now my involvement with the church is minimal now.

I: I see.

GP: I've done my—I had my influence with the church, and it's time for other people to—to show their direction they want to go.

I: How big is the congregation currently?

GP: Currently, it's very small. There's eighty or so.

I: Has it been much bigger in the past?

GP: Um, you—you need it? Ten years ago it was a hundred and thirty. So that causes a problem for hiring people, the amount of money you could generate.

I: Mm-hm. What kinds of activities in the community is the church involved with?

GP: Well, almost all of the churches here are involved with ministerial associations, Neighbor to Neighbor, K-House, most of the social functions that are available.

I: Thanks for the reminder. Let's talk about K-House then. What is—what does K-House stand for?

GP: K-House is—is—the K in K-House is Koinonia House, and it's a—it's a nonprofit organization that's located off-campus of the Eastern Oregon State University—not the State's in there—Eastern Oregon University. And it's a—it was founded by six founding churches, and they put up the money, bought the

property. The property was donated to them, and they—they built the—the facility as it is, and it was an _____ house run by the student organization. It was run by the students for many years, a Christian organization. A nondenominational Christian organization for all the students just off-campus which is sometimes very important that they could be college here _____, and no one—has no influence over, but they do.

I: Right. And so how long has that been around?

GP: I think—about the late '50's. It's been around for a while.

I: Mm-hm. And how many congregations—or how many, I guess, denominations are involved in this operation?

GP: Well, there's probably no more than six or eight. I haven't—I used to be on the Board many years aback, and they—the six founding churches are still involved. And it's not limited to those. Anybody that wants to join that—that work is certainly welcome to come.

I: Sure. How does it operate? I have seen the campus—I mean I've seen the K-House there across the street from campus. It's generally open pretty much all of the time, and—

GP: Well, yeah.

I: what—what goes on in there? And who actually unlocks the doors?

GP: Well, I can only speak about the _____ what—what it was. I do not—

I: Sure.

GP: know what the function is now. In the past, they had—it had been run by students, and—in student leadership. In order for a—a—an in—an in—an in exchange for the student leadership, they got to live at that house. So, it was actually two bedrooms in there at one time.

I: I see.

GP: Then they would hire, or they were allowed two students that were so inclined to be the—the managers or lead—lead the services. Then we got a full time

pastor—youth pastor. And he—when the place was remodeled and the innocent fact is—is doing just exactly what you said. It's open most of the time. They have nondenominational church services there that have a lot of functions at night. A lot of music functions, very loud music functions. [chuckles].

I: I know.

GP: [laughs]. Very loud.

I: So it's actually in a pretty good place for that. Although I think the neighbors this way might—

GP: Oh, yeah. Well—

I: _____ you've had them a hundred times.

GP: I used—used to go down Thursday night. You know if they had music.

I: Yeah.

GP: So, it's a very—at one time it was very successful. I cannot attest to where it sits now.

I: Mm-hm. How many people during the time you were involved with it, how many students—

GP: It—

I: might have been involved?

GP: it varied from year to year—

I: Sure.

GP: and term to term depending on—on the leadership. Lots of times there was a leadership—and lots of times if they—they—they—they desired, the leadership come from the—the students themselves. So it depended on the dynamics of the student leadership, how successful it was.

I: Okay.

GP: And if that didn't work out then, there was a pastor person would step in and become the leader, but that wasn't the desired effect. So, if they had strong leadership, they had strong programs.

I: Did you think it was a strong program when you were involved with it?

GP: Yes, I was there for many years and as a result of _____.

I: About what timeframe, not exact, but?

GP: Oh, gosh, I don't know. '85? I was probably in there just fifteen years.

I: Okay. So up 'til the '90's then—

GP: Yeah.

I: maybe?

GP: Yeah, yeah.

I: Uh, sorry, '85 up almost to 2000.

GP: Yeah. So yeah, I was on one function or another, but I—I've given that up.

I: Did students contribute to that organization? Did outsiders other than congregations of the church give their money—

GP: There—there was students—

I: not in K-House—

GP: there was students that with the two that minded the K-House due—due to the fact that K-House did something very significant for them. And they thought that they wanted to support it so they would do that, but mostly it was the churches—the churches support and a very small budget, so.

I: That house, I assume, is paid for?

GP: Everything is paid for, so this—

I: Is that just ongoing expenses?

GP: is u—utilities and food and stuff like that.

I: Does that pay property tax there?

GP: I don't know. It's a—it's a 409? Uh, probably so. You might not want—

I: _____.

GP: _____, is it 501c?

I: A 501c?

GP: Yeah, a 501c.

I: A 23501c _____?

GP: Nothing—that a—I don't actually _____. I can't tell you what the taxes were.

I: Okay.

GP: It would have been minimal anyhow 'cause—

I: Yeah.

GP: the facility is not worth—although the property is probably quite valuable.

I: 'Cause of where it sits?

GP: Yeah.

I: Mm-hm, mm-hm.

GP: Potentially.

I: Okay. I want to briefly ask you with the little bit of time we've got here, I here you're part of a coffee klatch down at Highway 30.

GP: Oh? [chuckles]. Where'd you hear that?

I: Uh, well—

GP: [laughs].

I: the—the _____ I, uh—

GP: It doesn't matter, not really. [laughs].

I: that I understand, it's a gather ground—current gathering ground for some people in—in the area—

GP: Oh, I see.

I: and that sort of thing.

GP: I don't—

I: Is that a reg—

GP: It's—it's—

I: is that a regular thing for you?

GP: every day, Monday thru Friday, yes, yes.

I: Uh-huh.

GP: And there's—

I: Is that a social group?

GP: Uh, Monday thru Friday, yes, yes. It's a social group and nothing serious.

I: Um, in terms what you talk about?

GP: Yes, yes.

I: I see. Uh-huh.

GP: Feelings are not considered.

I: I see.

GP: [laughs].

I: What—about what timeframe do you meet down there?

GP: Oh, 7:00 to 8:00.

I: So, it's an early morning?

GP: Yeah, yeah, yeah, so we all—

I: Is there a regular crowd? Do you—?

GP: It's a regular crowd, and you have to be invited to join.

I: Is that right?

GP: Yes, yes.

I: About how many people belong to it?

GP: Uh, five.

I: Mm-hm.

GP: So we have a professor, a social worker.

I: We'll say no names, uh-huh.

GP: And an assessor—

I: A Forestry Tech.

GP: Yeah.

I: An assessor.

GP: And another—another—another social work—actually two social workers and the owners.

I: How off—uh, you meet Monday thru Friday, how long have you been involved with it?

GP: Oh, a couple years.

I: Uh-huh. Was it in existence before you joined?

GP: No, no.

I: Is it something you got started?

GP: Well, I was—I was involved in it.

I: Uh-huh.

GP: We—we—one time we had a—we were called the bloviators.

I: And what did that mean?

GP: Uh, people that expound without much knowledge. [laughs]. Offer opinions.

I: So, it's a—it's like a roundtable then—

GP: Uh-huh.

I: of invited people?

GP: That's right.

I: That's very interesting. Um, do you have in a very limited time—do you have anything that you're particularly proud of that you've done here—

GP: [chuckles].

I: in Union County over the years that—?

GP: Huh, that's an interesting question. I'm—I'm quite happy with what I did at the Forest Service. I—I think that over time we did a good job with what we had. I think that we published a lot of data, whether it's ever used or not. I'm happy with my involvement at the Red Cross. So, there.

I: Well, I'd like to thank you for participating in the project.

GP: Okay! Thank you!
[audio ends]