DAVID MACKIE
December 17, 2005
Interviewed by Micheal Minthorn
Transcribed by Ryan Shearer
Transcription revised by Paula Helten (01/05/2012)

[audio begins]

I: Uh, this is a test. This is the Union County History Project interview with David Mackie in Cove, Oregon. It is December 17th, 2005.

[audio clicks - no delay]

Ok, thank you for meeting with me today. Did-- would you tell me your full name and your birth date and where you were born?

DM: My name is David Eino Mackie. I'm fifty-one percent Tim Reiner. Was born in Deadwood, South Dakota and raised in Reed about three miles up the hill from Deadwood in a gold mining town where the Home State Gold Mine is.

I: Tell me your middle name again and how to spell that.

DM: Eino, E-I-N-O. That's my dad's personal _____.

I: Now, we know you're not from Union County, so when did you first end up in Union County and how did that happen? What brought you here?

DM: Well, I was finishing up my Bachelor of Industrial Technology Degree in Cheney, Washington, and was in the hallway waiting to see my professor adviser. And the pic-- the pic-- his telephone rang and I heard him say, "Yeah, we've got a man out here in the hallway." And so he motioned me to come in and said, "Say, the superintendent from La Grande, Oregon's on the phone. He's looking for an industrial arts teacher." And so I went to the phone, and he said-- he just told me about the position in La Grande. And the first question I asked him was, "Do you have skiing in the area?" He says, "Yeah! We have a brand new area to the south and an older area to the north, that's Spout Springs." And I said, "Okay, I'll be down." And so we-- this buddy of mine was ready to graduate and needed a job. They needed two industrial arts teachers, so we both drove down here on Memorial Day. And--

I: Memorial Day of what year?

DM: 1967. And so we came down, and the superintendent and the principal met us, showed us the facilities and no formal interview. We just told ‘em-- they asked us if we could, you know, make a new program out of this place. And we both agreed that we could, and do it, make some nice changes and have a heck of a good program. So, they said, "Well, we'd like to send you a contract." We said, "Okay," and then went back to school.

I: Up in Cheney?

DM: In Cheney, Washington.

I: And then so you received your contract in the mail?

DM: So, we got our contracts in the mail and both of us hired out that fall in 1967.

I: Did you both stay this whole time? Did your friend stay the same amount of time you did here?

DM: Oh, he taught about the first, let's see-- he taught three years at the middle school, and then he taught at the high school for about another three or four years. And then he got a different job and moved on with a different career.

I: Who was your buddy's name? What was your buddy's name that came to La Grande with you at that time?

DM: Joe Lisseck. And I think he's in Pendleton now or sells real estate. But he was a smoke jumper in La Grande at the time. So, he knew about La Grande, and he said, "Boy, it'd be a great place to live.” And uh-- and he knew the airport of course, and they had a smoke camper's place to sleep. A little, like a cabin almost. And so, we drove out there and got you know, free board. [laughs].

I: That's where you stayed when you came to interview--

DM: Yeah.

I: with the superintendent?

DM: Yeah, we stayed at a La Grande public school, and stayed overnight.

I: Okay, so you-- you received the contract in the mail and you signed it, and so you began teaching in the fall of '67 right in La Grande. Where did you first live?

DM: I lived in Shirley Apartments downtown La Grande about a block from the old Sacajawea Annex. It's still there of course, but the Sacagawea Hotel was-- was up at that time.

I: Did-- were you already married? Did you have a family when you came to La Grande?

DM: No, I came up to La Grande single.

I: And then you married here.

DM: I married in La Grande. I met my wife at a church potluck on Riverside Park--

I: What church--?

DM: that-- that fall.

I: Okay, what church did you belong to?

DM: Seventh-- Seventh-Day Adventist.

I: And you met your wife at a church potluck?

DM: It was kinda pre-arranged. They uh-- they had a table all set up. And uh, in fact this thing got started because I had met the airport manager who happened to be an Adventist when I came down, you know to stay overnight for the interview. And of course he found out right away I wasn't married, and so his wife was a real go-getter for getting people together. So, she uh-- she's the one that kind of instigated it, and got uh-- got us to meet, got us together at this potluck. They-- and they kind of like steered us through the tables, so I would-- I was on one side and Ginger was on the other side. And that's where they introduced us at the picnic there. [chuckles]. So, that's how we met.

I: What's your wife's name and when and where did you get married?

DM: My wife's name is Ginger, and we got married in La Grande in June of 1968.

I: Was your wife-- is your wife from La Grande?

DM: Oh, she was from Miles City, Montana. And if I remember correctly, there were-- was it because of your mother or grandmother?

GM: Grandmother.

DM: My wife's grandmother was the first white lady born in that area of Miles City. I reclaimed that.

GM: The eastern-- eastern half of Montana in about 19-- or 1860 something. It was just a year or two after the Battle of the Little Bighorn.

DM: Anyway, we both come from, you know similar back-- backgrounds in terms of oh, the kind of town we lived in and a small town. Not really not too far from each other, just a couple hundred miles. But we met in La Grande.

I: In La Grande.

DM: [laughs].

I: So, when did you get married?

DM: June 1968. Ginger was working in Portland as a nurse, and she had just finished up nursing school. And the day I met her, after that potluck, they had an evening social. Got us more acquainted that evening, and so I walked her out to her car and asked if she would be interested in dating a poor school teacher for Thanksgiving. [chuckles]. And my sister was living in Portland, so we drove over to Portland and had Thanksgiving at my sister's house. And then Ginger invited me over to her place the next day at the-- just Portland Sanitarium where she was working there was nurses' apartments, and she had a roommate, so.

I: Is that over in the-- in the Belmont area there, uh, 60th and Belmont?

GM: Uh-huh, that's where the old building was.

I: Okay, so where did you get married?

DM: At the First Lutheran Church in La Grande.

I: In La Grande.

DM: Down on 4th Street.

I: Okay.

DM: Yup!

I: So, you married in '68? You got a new career now as an industrial arts--

DM: Yes,--

I: teacher?

DM: that's right.

I: Let-- let's talk about that first. Which school did you take on? Were you always in the same grade level or the same school? What exactly did you teach?

DM: I-- I taught my first three years at the La Grande Middle School in the old building. Now that-- that old building is still there, and it's now a maintenance department. That was in the ground floor of this maintenance apartment where I had my metal working program. And I-- and I had a drafting program in the back end of that building which was in the basement underneath the band room, and so the big bass drum, you know would really rattle the ceiling during class many times. And then my buddy hired out to be a woodworking teacher and started a plastics program.

I: So, you did the-- the metal shop and the drafting.

DM: And the drafting. And an occasional math class.

I: An industrial math, or a general math?

DM: It was a general math, yeah. And then after those-- after the first three years, why, I was offered a fellowship position at Eastern Washington State College which is what it was called at that time. And so I accepted that, and-- and went up there to-- to work on my Master's Degree. And all I had to do was teach one engineering/drafting class. And uh-- and uh, the other fellow that was there was on a-- on a similar type fellowship, and we had to work out a, uh-- oh, some different activities for-- for like tours of the campus, tours of the department. For-- for uh, industrial people to come in and you know, see the program. We-- we had-- we had a lot of fun that year. Ginger nursed up there, and that's when the GI Bill was starting up again, so.

I: Are you a veteran?

DM: I'm a vet-- a US Army veteran. So, it worked out really well because of the GI Bill. That was a good incentive to-- to get back and finish up my Master's in one-- one year instead of stretching it out into five summers.

I: Right.

DM: I just couldn't stand the thought of-- of that.

I: You wanted to get it done and over with.

DM: Done and over with.

I: Now did you do your military service before you entered college?

DM: Yes.

I: So, although that takes us out of Union County I would like to know, you said that you're a US Army vet?

DM: Yes.

I: And you served from when to when?

DM: From 1960 to 1963. And between-- the first six months was in Fort Riley, Kansas. I was a machinist. That's where I had my basic and my first tour of duty. And then I went to France and was stationed in Saint-Jean-d'Angély Pass which is in the southwest part of France north of-- just a short distance north of Bordeaux. And uh-- which was pretty neat because my dad had fought there during World War II in the same country.

I: Now what was your MOI? [Memorandum of Instruction]. Do-- do you recall?

DM: 433 Machinist.

I: Machinist for--

DM: Yep.

I: 433.

DM: Yep.

I: Okay. What-- what rank did you attain?

DM: Spec 4.

I: And that's what you were discharged as--

DM: Yes.

I: a Special 4? Okay.

DM: It was easy for me to make that rank in the first-- I think I got it in fourteen to sixteen months. So, it-- it was really easy for me to climb up there because I've had an excellent vocational program in high school. And uh, it-- it just helped me excel. They're doing things now there, so.

I: Okay, so getting back to La Grande then, you got a fellowship at Eastern Washington to complete a Master's, and the Master's Degree was eventually in--?

DM: It was in Industrial Technology again.

I: And awarded by Eastern Washington?

DM: Yes, yes.

I: And now, what about your job while you were gone? Did you give up your job in La Grande, or were you like on an extended sabbatical, what?

DM: It was a leave of absence, and I could have my job back only if it was available. So, when my year was up, I went-- you know I went down to La Grande to visit my wife's brother, sister-in-law. Well, both of us visited. [laughs]. And the job wasn't available. The fella that took my place was going to stay so Buzz Fulton and Dale Wyatt-- was the principal, Buzz Fulton, his vice principal. We bumped into them on-- on the street in front of the church where they were having a dance, some kind of a school dance, and they were chap-- you know, they were to supervise. And so we just had a nice chat on the street. And Dale Wyatt asked me, he said, "Have you considered coming back to the high school if we made a spot for ya?" I said, "Yeah, I'll take it." And so, Buzz Fulton sent me a contract, figured out the courses I'd teach, and they basically made an extra spot for me. I was the extra man for the next three years until one of the other teachers got another job.

I: So, does that mean you were teaching everything including the kitchen sink during that year?

DM: No, I-- I started the machine shop program. They had some-- they had some old machine shop equipment, and some of it wasn't used, some of it was in pieces. And so, the ESD coordinator and I got together, and-- and we were able to get used World War II surplus equipment for free. All we had to do was pay the shipping. And so we started a machine shop program, and then I was able to teach drafting. The other-- there was another teacher that taught some drafting, and so we just kind of spread the load out and just offered more-- more classes and more periods for kids to take classes.

I: Okay, so the-- the Master's Program was one year in length?

DM: Yes.

I: And you completed that. It sounds to me like the district basically created a job for you.

DM: They did.

I: And then how long did you stay this time?

DM: Well uh, [chuckles] I re-- I-- I-- I retired in 1998 with 32 years. I stayed an extra year workin' half time because in '97, school year '97-'98 it would have been, they took my machine shop. And they cut the program some years before that because of all this reduction in funding that has taken place. They felt they couldn't afford it. And it was hard to get kids to take that class because it was just, you know a little more difficult than some of the other classes. It-- it was-- it was hard then to fill up when they started on the numbers game about having fifteen kids in a classroom number. So anyway, it got cut. And I use it for crafts class for awhile, but they came in and said, "You know, we need more computer space." And I had-- I had started an AutoCAD program, and it was very successful. And so they converted my entire shop to a beautiful computer lab. And they came in there, and they poured concrete on the floor to level it up and carpeted it and put beautiful drafting tables in there. So, we had a computer on the counter and a draft-- a spot for a drafting table. And I thought you know, "Man, just to have the privilege of-- of teaching in this lab! I've waited for this lab all my life!" [laughs]. I stayed an extra year and taught two classes in drafting for the whole year. Just to-- you know, just to have the privilege of working in that lab and watching kids, you know--

I: I understand--

DM: enjoying it.

I: that there are many schools that, although the technology has really changed in graphing and they're using AutoCAD and that sort of thing, that there's still, I hear, many schools that don't have even the basics.

DM: That's right.

I: So they're learning drafting--

DM: Right.

I: the old way, or the former way--

DM: Right.

I: which I don't think anybody uses in the real world any more, do they?

DM: Well, they do and they don't. The thing is the basic skills are there to understand AutoCAD.

I: Yeah.

DM: You know the-- the geometry that goes in. And you can ask anyone in the engineering field when they hire someone that's never had drafting, manual drafting. They just had the computer. Right away they can tell who they've hired. You can sure tell this person has never had board work. They've never-- they never had the physical experience of seeing what should end up on a piece of paper of a certain size. It's all been based on that computer screen. Yeah, you know? But, you know for several years we couldn't afford plotters, and now plotters have come down in price. And a lot of secondhand plotters were given to the school for their industries, so. But that's made a big difference. But still the-- some of the-- the drafting, it's gonna-- it crosses over, you know like into woodworking. Person needs to make a template of something they can draw it out on some heavy paper and print it out to make templates for metal work and their woodwork. So, it isn't-- it isn't just like for learning how to-- to design homes.

I: No. Theater designers and theater--

DM: Yes.

I: work with AutoCAD a lot.

DM: Ah, yeah.

I: And they now have a scenic design instructor, a professor there who is familiar with that.

DM: Ah, okay.

I: That may raise our design program up another-- another notch to have that _____.

DM: Yeah.

I: Okay, so you came to La Grande. You basically spent well over thirty years teaching for the La Grande school district. So, let's back up a step now. Now, when you first came to town, how did one become certified as a shop teacher--

DM: Well, you--

I: for industrial arts?

DM: Oh! Well, you had to have an Industrial Arts Degree. It was simple as that. They-- they never did, as far as I know, hire people off the street that had mechanical skills or industrial skills. They still wanted that degree.

I: Now was it required uh-- my understanding was it wasn't always required to be a Bachelor's. It could be an Associates'. Is that true?

DM: No, you had to have a Bachelor's. That's how I made-- they had some-- they had some-- a few auto mechanics instructors come in. And he didn't have a degree, but they had to have-- you know, have it in their contract to finish up college work to get their degree eventually which is too bad. Now, there's so many skilled people out there that--

I: Yeah.

DM: could really share their skills, but uh.

I: Well, I think actually Hathaway's is doing that now.

DM: I think that's true.

I: I was reading on the PSPC book type. So, did you have to file a specific-- what did you take in education? Did you have to do student teaching? Let's talk about that. How did-- how did a shop teacher become a shop teacher? Tell us, sort of not in any in-- in depth or detail, but were kind of-- how would you have done that in the day?

DM: Well, most of the colleges, you know around the country were very well-equipped with-- with different shops. You know, metal working, wood working, and the drafting and printing, graphics. You know, they had all these different fields, and you could kind of specialize. And I-- so, I specialized in metal working and the drafting end of it. And I had this buddy that hired out with me was specialized in the plastics industry and woodworking. That was his, you know cup of tea. [chuckles]. And metal working was always mine because I had a strong vocational program in high school. It was worth five hundred and forty hours towards an apprenticeship, a certificate that we got out of high school which got me right into advanced rate in the Army 'cause they counted it there. And they said, "Well, you know enough to where we don't even have to put you through our school. We'll just put you to work." [laughs].

I: What kind of uh-- what kind of education coursework did you-- did you take? What was required for your field?

DM: Well, we had to take all the required classes you know, education, psychology, and methods of teaching. And we had to go through student teaching for a ye-- well, we had a semester of student teaching. But you know, to even start in the Ed program then we had to have a ten-day's-- a ten-day's September experience. We could go in to any school we wanted to, so I went back home. I went back to my machine shop.

I: Did you?

DM: Yeah, that taught me and taught my dad and three brothers.

I: In South Dakota?

DM: In South Dakota. And so, you know we had to just participate in-- in classes, and-- and do a little teaching here and there. And they would just turn us loose whatever we felt comfortable with teaching at that

time. And just take good notes, and-- and uh, I-- it gave you a little check and balances because you know, "Do I really want to do this?" you know. And that was after the first-- let's see, that was after the first two years of college when we started to hone in on what we really wanted to do. So, that was a good experience. You-- you knew after ten days you could say, "Well yeah, I-- I really do want to work with kids." Or, "No, I think I would just as soon go back to the industry." [laughs].

I: Now, when you first finished the program your first job was in Oregon, so did you get Washington certification and transfer it?

DM: Yes. So, I had to go to Eastern and take a class in Oregon history, and I had to pick up an educational psychology class that Oregon required that wasn't required in Washington.

I: Did they require this before you began in the classroom, or were you able to take this as you went?

DM: I was able to hire out and do-- do that the next summer.

I: So, they didn't hold the job up for you--

DM: No.

I: _____?

DM: No. Just from those two course-- I just had to agree to finish up now at-- so, it was like a temporary certificate the first year.

I: And then what was your ultimate certificate? What do you hold when you were-- what did you hold when you retired?

DM: It was just called a standard certificate.

I: Right. And it's good for--?

DM: Good for five years at a time, and so when you renew it you just have to have good reports, you know from your evaluations, and have a hundred and eighty days of teaching minimum.

I: Do you-- will you be able to hold this certificate down the road?

DM: I have it until this fall. [laughs].

I: And then what?

DM: And so now I-- what I did-- see I couldn't-- since the five-year certificate ran out, I couldn't account for a hundred and eighty hours-- hundred and eighty days, sorry. You have to have a hundred and eighty days to re-- renew that certificate, so I was about twenty-five hours short from substitute teaching. So anyway, you know they're pretty stringent on rules. So I just said, "Well, take that fee and apply it towards the substitute teaching certificate. So, that's what I have now.

I: Okay. In the time that-- that you were there in La Grande at the high school. Let's talk about what a typical day is like for a-- for an industrial arts teacher. It's gonna be different from somebody that teaches Lit. or health, perhaps.

DM: It's gonna be somewhat different.

I: What's a day in the life like for you then?

DM: Well, you know, both my buddy and I felt that you know classroom instruction played a big part in a good industrial arts program. It wasn't just comin' in and butcherin' on something. We felt like they needed to know something about the materials they're gonna be working with. And safety is always a big issue, so we really hit-- hit them hard on safety and all the techniques of using the different power tools and manual tools before they even started to-- to get really heavy in making a project, you know. So, a typical day was try to get there early enough to correct some papers and tests or worksheets that we had for 'em, and-- and we'd give demonstrations. Each day was something planned for a certain machine or process. You get to give demonstration, and then we had work time which they were always happy for. [chuckles]. And then it was the, you know each-- each-- each period you know we had clean-up duties. And everybody had to clean up a certain area which was always an important part of any good program was to have good clean-up, so that they'd take that with them when they go to work someplace

else. They just couldn't drop the tools and go home. They had to clean up their mess.

I: Right.

DM: So anyway, it was-- you did just as much paperwork if not more than a typical classroom teacher because we had nigh paperwork, but we had machines to repair. You know something's always breaking, and all the materials you have to order! It gets fairly complicated to get all these materials together and then figure out how much each person owes for what they're making, especially if kids are making different things. If everyone is making the same project it was pretty simple to have their own materials. But we required them to have a-- a drawing of what they're gonna make, and to give 'em materials, and then had to figure out the price, and so we-- we worked all the math into there.

I: So, they-- they paid for their project according to the materials they used?

DM: That's right.

I: What were some of the different courses that you taught?

DM: Well, we-- we just called it Machine Tool Technology, and-- and then I taught Architecture Drafting and then Mechanical Drafting, and I taught crafts classes. After the machine shop was closed up we still had the machines, so I just worked the crafts kids-- kids into it. And-- and I had developed by that time a casting program for-- for brass and aluminum castings, and we had wrought iron work going on, forging wrought iron work, sheet metal work.

I: What applications would the-- this type of background or training help your students to do? How could they, I guess realize the potential somewhere down the road? What--?

DM: Well, if-- if someone wanted to just head for the trade you know, they-- they really have a lot of advance knowledge before they even started at community college.

I: Oh.

DM: I had a-- almost every student that went on to any kind of a program connected with architecture, they'd always write back and ask if-- where they could get the textbook that we used because they would--

I: In your class?

DM: In our classes because their textbooks weren't as thorough as the ones we had. They did not like the new books that they were getting involved with.

I: Oh!

DM: So, the architecture students and drafting students, a lot of 'em would write back for the-- the textbook we used.

I: So, your-- your classes did then in fact, have real work poten-- real world potential, and could advance your students who wanted to study those things when they went to college.

DM: Oh, we put a lot of kids to work right out of high school. You know, if they weren't ready for college or community college or trade school, a lot of 'em went to work in local industries. And then it is helpful to those who went into engineering too. Rob Sands, for example, in La Grande. He works out of his home. He's an aeronautical engineer, does systems engineering. He worked for Boeing for fourteen years. I went to his high school class reunion. The first thing he said to me, "Oh man," he said, "If you only knew how valuable what you taught us was to us." He said, "It was the nuts and bolts that you taught us that really made a difference in my engineering." There's a kid by the name of Brian Houghton who is-- is an engineer over there in Walla Walla that I taught tube processing manufacturing. You know, its stainless steel. And he was saying, "You-- you wouldn't believe the kids that-- that have graduated from college and they have no idea of machining, and how to bend--"

[END OF SIDE 1]

[Audio clicks - no delay]

I: And it's December 17th, 2005. We're continuing the interview with Dave Mackie. And so, we were talking about your students would say they'd be completing these projects--

DM: Yes, and what the value was of the coursework.

I: Mm-hm.

DM: Yeah.

I: Was that-- how did that make you feel?

DM: Uh, pretty darn good!

I: Right.

DM: And eve-- even in math. I taught ‘em in machine shop-- I taught 'em industrial math. And in my mechanical drafting class, following Architecture II, I tried to get some math in there that was trigonometry ordinarily. But it was the way industry does it, and it was the way I was taught by industry. I learned to do some of the math processes the way the industry people do it. And it's nothing like you-- you-- [chuckles] for the most part, it's nothing like you do it from a math class.

I: So, can you-- can you maybe give an analogy that--

DM: [chuckles].

I: would make that a little more clear to somebody?

DM: [chuckles].

I: I mean, I hear what you're saying, and I know where that's going, but can you give an example of what--?

DM: Well, for example like in machine shop, you have-- you have to figure tapers and such or tapers per inch to cut a tape around a lathe. Think of a hammer handle with a tape around it or something.

I: Okay.

DM: Or a cannonball--

I: Right.

DM: with a wrapper. Well, there's a formula, and we used to hang these formulas on the wall. So, if it comes to a problem like this you know, here's your formula. And you have a little notebook, and copy it up on your way down. And then so you-- you plug these numbers in here, and you solve the problem. And that-- that's-- that's fine if that's all the further you want to take it. But I learned from a-- from a fella that went as far as he could in instrumentation in electronics during my Master's program. And he could see that a lot of kids were having to struggle in math to solve problems, and so he started a class in industrial math. And he made the math department furious because the kids from the math department were going to the industrial arts department to take his class. And because of that they were able to solve problems, but not the problems in math class. Now-- now figure that one out! [laughs].

I: Did that-- did that create any tension in the faculty room later?

DM: Yes, it did.

I: Did it?

DM: Between the-- yeah, the math department and the industrial arts department. But it was like a-- it was a summer class. Yeah, it was-- I think it was one I took-- it was one of the last classes I took in my Master's program. The most valuable class I've taken in my life! And it-- I've always had a struggle with math, but it turned my life in math upside down. Now, I'm not a mathematician, but I can solve problems more than ever before from this method he taught, and it's just simple unit masses. You'll see one chapter in a math book, you'll see one chapter in a chemistry book, and the chemistry book has it presented so confusing that only a math minded person can understand it. But the way he taught it, he started off with something simple like miles per gallon. You know, how do you figure fuel economy on a car? Do you divide the miles and the gallons or the gallons and the miles?

I: Right.

DM: He said, "Don't even worry about what you divide. That's beside the question. What do I need to know and put a per sign in." And it's-- you can spell it P-U-R-R, but it's really spelled, P-U-R.

I: Uh-huh, right.

DM: You know, so-- so, what are you-- what are you looking for? Create a formula, M-P-H. Put an English word with everything. Let English do your talking and walking you through the formula. So, miles per gallon, okay simple. You know, it gives you a start. It gives you a-- it-- it sets you up with a way to attack a problem. As in, I need miles. How many miles did I drive, you know? How long did it take you?

I: So,--?

DM: You-- you write down units, you know. Miles per trip? Okay, two hundred and fifty. Gallons per trip? You can write everything down in units also.

I: Right.

DM: Then you just extract the units that you need to create your formula, and when it reads, "Miles per gallon," quit and solve it. [laughs].

I: We should have thanked you. Some of my-- my fellow nursing students who were struggling so hard with pharmacology and all of that, that--

DM: Well, I showed my wife who is a nurse, you know this same process, and she showed me her nursing book. And there we are,--

I: Right.

DM: "If you're going to do this, you need to follow this formula."

I: And really, I think the formula we're talking about is known by a couple of names. Factor-Label, I think is one. Of course, some of the older, elder type I've heard it called Dimensional Analysis. Uh, re-examine what you have versus what you need.

DM: Mm-hm.

I: And-- and um-- and--
[audio noise - no delay]

DM: See, and I still--
[audio noise - no delay]
Just what are you gonna teach us? And I started getting some responses you know, by writing on the board in English. You know, this word says to go hunting for this because it's in English. So, don't-- what do you need for information about this? Sure enough. Okay, plug it in. And uh-- it, and uh-- they-- they sort of got it so we did another one you know. And by then this probably was the answer, "If I'd have known that yesterday I could have passed this test." She was-- she got upset. And the kid that fought me all that day came up at the end of that class. He was askin' out, "I want you to know that's one of the best math lessons I've ever had." He shook my hand.

I: There was a lightbulb on in his head?

DM: Oh man, it-- I mean you know, and that's just the way I felt. It turned me on to-- to not be so afraid of math. But I'm still afraid to take a college math because you're gonna throw me into mysterical mystery kinds of things.

I: Yeah.

DM: You know what I mean?

I: I do know what you mean.

DM: I don't care what the formula--

I: That's why I've held up on this math class I'm in now.

DM: is, and I don't care where the formula came from. Just show me how to-- to get there. You know, either create my own formula or find a formula. When I was working in drafting, I-- I pulled my way through college in drafting. I worked for Duncan L. Myron up in Kellogg, Idaho, and the engineers were always throwing these figures out. You know, "Well, take this times this and divide it by that, and you've got it." How to do that? You know, they're doing the analysis in their head, you know? And so, well, then I got thrown into trigonometry which I didn't know anything about. And so, this former engineer who happened to be a thin _____. [laughs]. He said, "Take this four corners in the machinery's

handbook, big, thick, book about three inches thick. He said, "I want you to study pages 274 through 276 tonight, and come in tomorrow and we'll start working on this problem." And I had to build this tower with all these angles to be cut. And I had to have the dimensions figured out with trig so they'd be right. It's like you know, you can draw something to scale, but a lot of times the dimensions aren't going to be exactly right, so they have to be proven with the math. And so he started showing me how to work these formulas, and we'd find the formulas, you know to solve right triangle problems, and-- and-- and unequal angle triangles.

I: Was that a turning point for you to know that--

DM: Oh, big turning point.

I: and know that information?

DM: Oh, it just-- it made-- it made life exciting because now I can do trig! No, I'm not a master in trig. And you throw me into a college board exam about trig problems it's nothing but x's and y's, and they don't even want a real answer. They don't want a number with a decimal point behind it. No, I don't need that. I just need x minus y, or whatever. Okay, that's not for me. That doesn't solve problems in the real world.

I: Sure.

DM: [laughs].

I: Did you ever-- did you ever do any administrative work? Did you ever hold an administrative certificate or license?

DM: No, and I never wanted to because I enjoyed teaching industrial arts. I-- I-- I had some skills that I felt was worth sharing. If I-- if I-- if I had not, well, you know. I-- I don't know. I can't say that I've mastered anything in my life, but since I was-- I felt I was pretty darn good at what I was doing. And I felt the need out there because, you know other teachers didn't know what I knew. Most of them come from weekly programs or something.

I: Did you think that you may have been responsible for kids completing school who might otherwise have never done it?

DM: I do. And they keep talking about, "How can we improve things in education? What are we gonna change?" Now, please call such and such or write to dot gov [chuckles] you know, on the web. And give us your ideas. But all we see changes in is well, math or science-- in math and science. And we're ignoring the-- the how-to-do, how to make something that the whole world wants to buy. We're producing information, but we are now in the Information Age, right? The Industrial age is over with, but it's really not. What about the people that repair and have to make parts? You know, look at Eagle Trucking & Machine out here in the valley, how they've grown. And then here's a guy that was a self-taught machinist, and he become an engineer not by-- not by school but by books. And everything that he designs, the engineer puts his stamp on because it's _____. 'Cause he's got the practical experience to go under that _____. _____, you know. Like Greg Riddle, he's a college man. I believe he graduated from college. Or look at Brother Inc, Brother Industries out here at Hot Lake?

I: Right.

DM: He makes the world's best hydraulically driven rototiller and-- and trencher. He's a-- he's a machinist by trade. His-- his dad had a machine shop, and he fell in love with it.

I: Did you-- now, you taught for all of this length of time. Did you work at other jobs in the summers, or other periods when you were off school?

DM: My first summer I helped build a house in _____, Washington. Flew every day out of La Grande with a carpenter, you know in the business and built a house. And then I worked for Anderson-Perry Engineering. I was their first draft person in 1973. [chuckles].

I: Would you do this in your off time?

DM: Just in the summer.

I: In the summer.

DM: Yeah. Yeah, I uh-- I-- working part-time while teaching and coaching, I figured would never mix with industrial arts.

I: Thank you for saying that.

DM: [laughs].

I: I'm well aware that teachers have other responsibilities besides teaching!

DM: Yeah.

I: So, what did you coach?

DM: No uh, coaching was one of the things I didn't teach--

I: Oh!

DM: or didn't do.

I: Didn’t do?!

DM: Yeah.

I: Oh, okay! Okay.

DM: I figured that would-- that would never mix with an industrial arts teacher. When the kids are gone you're repairing equipment.

I: Oh, I see then, okay.

DM: You're get-- you’re-- you’re-- you’re-- you’re fixing and repairing, and you're always building and remodeling something to make it better for the kids and for yourself, to make it enjoyable instead of havin' a dump to work in. You know, hanging tools in a proper place so the kids have a proper place to put it when they're done with 'em.

I: Okay, the--

DM: The organizational things in your shop that just are never ending battle. You look at good industries, boy, and they've got organization to no end. You look at the industries that fail, and they just kinda have a big building and they-- they slop around. [laughs]. Not worth the mention.

I: Now, was that-- was that opposed by your administration when you first started? Did they want you to coach or do other things or allow you to do _____--?

DM: There was always-- there was always pressure to be involved with the sports programs and _____. One of the excuses was to, "And you know you probably would be able to draw more kids into your classes if you coached." And I could-- I could see that 'cause a lot-- a lot of teachers that just you know, were-- were book learning classes, they had the time. My gosh, they've got a teacher's manual and a set of worksheets, and all their tests were ready to go. All they gotta do is say, "Do pages so and so, every other problem." And correct the papers. That's it! "What's there to do in your classroom? The janitors clean up after you. And there's, you know what and milk this thing.

[audio noise - no delay]

You know, you guys-- you guys in industrial arts have it made. You can make anything you want. You've got these beautiful shops." And it's like, you know what? I thought that was the way it was gonna be too because a professor told me. He says, "Oh, you have-- you have a wonderful position to be in. You can create, design, and make things for the rest of your life, you know." But then when the kids are there there's no time for that. If you wanna teach the kids something, if you want them to be skilled when you're done and really go on with it, there's no time to do much yourself.

I: So, because of what you said about spending all of your time maintaining equipment and repair and things like that. So, are you saying that there was no budget or provisions for this equipment to be repaired professionally?

DM: That-- well, it would-- it-- it-- it-- it basically involves classic key of education that people aren't aware of. They think that-- well, this is my opinion that there's too many people out there that when you-- when you say, "Vocational Education" that's where the dumb ones go now. And they've made it a dumping ground in too many places, and so I would get kids from like physics that were flunking out, failing. "Would you take this kid into your class?" And I'd say, "Why don't you-- why don't you put him in chemistry first?" There are other classes available besides me and woodworking, you know. We always were the first ones to get dumped on and agriculture classes. They always kinda like hit the shops

[chuckles] I'd say first. So, we just kind of got on the ground _____, and every time they asked if we could take another body which we were already full, I, you know. And I'd take kids anyway, but they'd soon find out they had to be there to learn. And so, it wasn't what a few days they would drop out 'cause we'd get kids that just did not--

I: Right.

DM: wanna work. And they'd usually end up in art. Someplace where, you know they could-- they could actually, you know do something, but they didn't have to worry about tests and paperwork and you know.

I: Yeah.

DM: They could produce something, and it could be a mediocre drawing or a painting, but you know, they-- they-- they tried.

I: Right.

DM: And they were able to abide their time, you know. But we always felt like industrial arts, it was more than just coming in there to be a babysitter. [laughs].

I: _____.

DM: And-- and it's a real crime for a kid who-- who thinks that they're going to a dumping ground, you know.

I: Right.

DM: And-- and-- and then I also I told-- I told the counselors would come in. One counselor especially, just like-- just dumpin' on us all the time. I mean, here at that time when I taught, it was eighteen maximum in a vocational class where you had, you know technical equipment going on. That was a safety line. Anything beyond that your safety got to really-- can get rough for cutting off fingers or whatever. But now that's all ignored, you know. I mean, they've got classes with thirty kids in it now. They have a welding class in La Grande right now with over thirty kids in it.

I: For one instructor?

DM: Yeah, and it-- and-- and you know, maybe eighteen or twenty welders.

I: Yeah.

DM: And then what are the rest of the kids do? So, we all-- we always said that, "You know you guys expect us to lower our standards to accommodate these kids. Well, you know physics teachers can lower their standards a little bit and still teach them some physics, not make a-- a college-bound kid out of this whatever body walks in the door, you know. Oh, these are college-bound kids. But all of us need some physics, you know? All of us could use some chemistry, and so, you know lower your standards a little bit and teach some of those kids and divide up your groups like we have to. We have to teach the kids who are going to college or to the trades."

I: Mm-hm, so do I.

DM: I had a kid-- I had a kid write to me that went to West Point. And he wrote back after the first month. He said, "I just want you to know that all the hassles the kids gave you while I'm trying to teach you some math--" because it wasn't a math class, you know.

I: Right.

DM: He said, "They really hassled you on teaching them the math that we learned." He said, "You-- you-- you call it Unit Analysis. It's called the Systems Approach here at West Point for which I've found endless uses for them." I still have a copy of that letter in my file, you know.

I: And he was a student of yours?

DM: He was a student of mine but went on into engineering after West Point, became an engineer, you know. That was his goal to start with to become an engineer, but he could see the value in machine shop and in the drafting. This is not just taking the math and the science. 'Cause he got the-- he got the real reasons why physics works, you know the applications of physics and the applications of math. I mean, you know, you get kids into trigonometry, a lot of math, and they can't solve an

angle to set up a lathe to-- to cut an angled surface on a lathe, because-- and it was just a simple right triangle problem! But since it was on a lathe, and they could see a picture of the tail stock being offset to get that taper, they just like, "Oo, what do I do with this?" And if he would have just said, "You know, if you have a, you know triangle with x of something and a y of something, what's-- what's the hypotenuse?" Then that would be fine. [laughs].

I: I-- I think you might have laughed at me just on that last bridge, but I think I caught on.

DM: But the answer would not have been, like you know 4.78 inches. It would have been x+3.

I: Yeah.

DM: [laughs].

I: So now when you finished your career teaching, and you say now you're substituting, how often do you do that?

DM: The last couple years-- the last two years haven't been very often. I uh-- I've gotten to the point where if I have something to do, I'm busy when the phone rings. If I'm really tied up on it-- well, you know, I get up and get ready on a project like getting plywood in. And there I'm headin' out the door, and it-- oh, you know I have this goal in mind that I don't have to say anything.

I: Right.

DM: What I'm doing I just say. "Oh, I'm just-- I'm just swamped. I'm busy. I'm tied up today." They probably think I'm substitute teaching. [laughs]

I: But they don't need to know.

DM: Yeah.

I: So, uh--

DM: So anyway, I-- I've skipped a lot of days for that. And then like at the beginning of the year I've gone to some military reunions. You know, around Labor Day, and sometimes somebody will get sick right off the bat, you know, or go to conferences. "Oh, can you come in?" "I'm about ready to leave for a military reunion." "Oh, you lucky man! I'll bet you feel so good!" [laughs].

I: Right, right. Do you stick to--

DM: _____.

I: Do you stick to industrial arts classes, or--

DM: No, I--

I: can you teach anything?

DM: I-- I-- yeah, I can sub any level of high school or junior high school. I'm not qualified in all those areas. But you know, the way-- the way things are set up, the way people can copy, make worksheets, and you're basically a glorified babysitter.

GM: Well, you've even taught some grade school courses, haven't you?

DM: I've done a few grade schools on an emergency--

I: That was my next question.

DM: Yeah, in fact I did a little first grade class out here--

I: You did?

DM: that really went well. And the teacher primed, you know. "We have a man coming in."

I: Oh!

DM: "And he used to teach this and this, and he lives in Cove." And when I walked in the door, all together you know, "Hello, Mr. Mackie!" Oh man, it was just a big greeting when I walk in the door, you know!

I: How was that out there that particular day?

DM: Oh, it was fun. You know, one by one the kids would come up, everybody wanted to make a connection. And so, "Mr. Mackie, could you tighten my shoelace?" You know, anything to get some help doing something.

I: Or attention?

DM: You know, "I can't sharpen my pencil without breaking it. Can you help me?" Little things like that. And man, if I'd have found out earlier I could have handled some elementary school teaching!

GM: [laughs].

I: Would you do more of that?

DM: Oh, I probably could, yeah. Yeah. In fact, you know I-- when I started out teaching, it was seventh and eighth and ninth all together. Well, those three grade levels, boy, they were-- that was a terrible mix. The ninth graders were way too much older than the seventh graders, and-- and they just caused chaos all the time. Then they finally made a four-year high school out of 'em, had the seventh and eighth grade. And I thought when I quit junior high school I would never go back to that area. Well, there was about four years in a row where I had to go back to the junior high and do half-time teaching with the other industrial arts teacher, Keene Teach. But they gave me a drafting class with seventh graders. And so, I actually fell in love with those kids at seventh grade. They were totally different, totally different! They were all eager beavers at seventh grade. What a difference! And I thought, you know after-- after those four years I thought if I were to ever start over again now, I would want to teach seventh graders. And-- and eighth graders would be okay, so.

[audio noise - no delay]

Well, and see seniors were my best students when I-- when I taught the first fifteen years, and then it slid down to the juniors as being the best. And now, by the time they get to junior they really start dropping fast, and the seniors are-- can be almost worthless. You know, _____. That whole system has been you know-- tried to fix it, but they keep lowering standards in everything. Well, and look at your math classes! And

instead of having more math that's better, they keep dumbing it down to make lower-- more lower levels, you know. And they-- and they cut this fallow approach to teaching where you go around and around and come back to the same thing, and they never amount to anything on the way. And so the kids are constantly confused. The books don't even-- I take old math books to school so when there's a certain concept I refer to my old math books for our kid-- for the kid to read. "Oh! Now, that's understandable. Well, that makes it easy."

I: Yeah, true.

DM: Just a lot of new stuff out there that's sort of dumbing down America, I guess. [laughs].

I: Let's talk about places you've lived in the county. You said you started out in this apartment building, and you weren't married--

DM: Yes.

I: the first year. So when your wife and you-- you got married where did you first live?

DM: We uh-- I rented a small log cabin which was just south of the experimental scientific lab up there on Gekeler. You know, that uh-- is it the forest-- forest service? If uh-- I think its forest service and is there some fish and game stuff? No?

I: It is a federal building. I just toured--

DM: Yeah.

I: it the other day right at the cur-- right on the curb--

DM: Right on the curb.

I: there.

DM: Well, you know where the office is for Dr. Pettit, the ophthalmologist across the street?

I: Uh, yeah.

DM: Well, right on that spot back just a little bit, maybe up where the parking lot is, there was an old log cabin there. And my sister came out from South Dakota and went to college with me. Plus she lived with me so she could attend-- attend Eastern, and so she came out for that year. And so we moved from Shirley's apartment up to that log cabin. And then about the end of that year, the guy that owned had got behind. In fact, he was a college prof. Remember his name? I can't remember his name. But he came in, and he said, "David," he said, "we've decided to sell." And he said, "Before you have to move, I will find you a place that is bigger and better than what you have right here." And he said, "Also, I will offer you to buy this place. You can buy this one acre around with the cabin on it for five thousand dollars." And it was like, oh, how could I handle that? I was only getting paid fifty two hundred dollars a year in that first year teaching.

I: Oh, uh-huh, right.

DM: I mean five thousand dollars. My word! That was like buying a thirty-thousand dollar car now in today's world, you know. [chuckles]. Anyway, that was just out of the picture. I just, you know, I had no concept as far as my work money or buying things and how I couldn't pay off being a teacher. You know, it would be cheaper than paying rent. But, he said, "I'm gonna take you out of La Grande. I need you to come up here out by the County Cemetery. There's a lady up there, Mrs. Eplin is her name. And they live out in the-- right on the edge of town up just west of the County Cemetery. You might have been up there, and there's a-- there's a little guest house in the back." Which was made out of all pine, had a pine floor, and the living room was all knotty pine. The same material-- it was the same material that was used in the living room of the main house. It was really cute. We rented that place for thirty-five bucks a month. And that's where I learned to do plumbing because the Eplin place up there had about thirty-five outdoor faucets for gravity-flow irrigation, and that's where I started to fix leaky faucets. And then a plastic pipe ran from the spring down to three rental homes, but the gophers were always eating them. I learned how to dig ditches and fix a plastic pipe. You know, leaking pipes all the time and just fixing things maintaining a house. I got a lot of-- a lot of good

maintenance skills. At fifty cents an hour, we basically had free rent for the first five years of our marriage.

I: When you moved into this uh--

DM: Yeah.

I: guest house--

DM: Yeah.

I: out there?

DM: We lived there for-- well, for the first three years, and then we went back to college. And the college prof. rented the little guest house.

I: Oh.

DM: His name was Lyle Nelson. And she said, "Now, if you come back, you'll have to move down the road into another rental." And it was a real shacky house down below. It-- it's still there this little white shacky home. So, weren't they living there to start with? I could think--

GM: _____.

DM: I think they were livin' in this little shack, but they were looking to move up into this really neat little guest house. And so when we came back we said we wanted another you know-- we wanted it back. So, she raised the rent to, what, sixty-five bucks or something?

GM: Fifty or sixty.

DM: It was still really reasonable. And the professor had to move back down to the shack. And he was a math teacher at the college. And he be-- and then he ended up pulling out and having his own business, but he was really good at computers. He-- he taught some of the-- I think some of the first computer classes you know, writing programs up there.

I: _____ like that.

DM: We got a nice A-frame out here in the valley. So anyway, that was our-- our-- our second rental. And then-- then Mrs. Eplin died. And her son came in and his ex-wife and they started to kind of clear things out. And things were just not as what they were before because we loved this lady so much. She was just like our-- like a great-grandmother or something to us, you know. And we just had fun takin' care of her you know, and she needed help, so it was enjoyable experience for us. But it looked like they were gonna sell you know, so we just told him, I said, "Yeah, we started looking for a house." And it wasn't-- within a few days the Ag teacher was getting ready to move to a different job, and we just basically walked into that home. And didn't have to go through real estate, and so we bought our first home in 1973.

I: And this was a private arrangement--

DM: Yeah, just--

I: for the house back then?

DM: just a private contract with another teacher and--

GM: Well, we were able to take over his land.

I: Oh!

DM: Yeah, it--

GM: He _____, and we--

DM: just basically--

GM: I guess you can never do anymore.

I: Yeah.

DM: It just gets continued on with the payments.

I: You and Denver Loudon continue that's right. I made a payment to him for--

DM: Yeah!
[END OF TAPE]

[audio begins]
DM: There was a credit extended to me.

I: And the interview continues with Dave Mackie in Cove, Oregon. It's December 17th, 2005. So, you said that your weekend entertainment was driving around in the country because--?

DM: Because we wanted to have a place in the country where we had our own firewood. And I don't why, but we wanted spring water. I guess it's because we had driven to Moss Springs. The one place, and drank-- drank the water coming out of the spring water-- a pipe on the side of the road. Now wouldn't it be wonderful to have water like this? And that was one reason, I guess. And-- and I grew up in the Black Hills where we had good water, and then you know we just never did like city water. So anyway, we-- we loved to burn wood. All we had was a fireplace in La Grande, one in the basement and one upstairs, but just-- we just loved firewood to burn. Not-- not-- not just to smoke up the place, but for the wonderful heat that a wood stove can produce. So, we-- we told an old farmer out here. His name was Wayne Scott, and we told him the kind of place we would like, like to have a little bit of timber. And so, one day we just happened to drive up Haefer Lane here and drove over to Carson Haefer's place. He was the next neighbor over. And just drove in there and drove back home. And went back home and called Wayne Scott, and said, "I found the place that we would really like to have someday, a place just like this." And he knew about it. So, it wasn't too much longer. A few months went by and Wayne Scott called up and said, "Dave, the neighbors, the Haefer's over there, the fella that owns that place died this morning shoveling snow on the deck." And I say. "Is that right?" You know. "So, she's not gonna stay there by herself. So, I'll let a week go by or so, and you want me to call her? And I say, "Boy, we would." So, he called her, and she said, "Nope, I'm not interested, and I-- I'm gonna stay here." But it wasn't a [chuckles] day or two later we got a call from the-- an attorney in Wallowa.

GM: This was in the middle of winter. It was in February.

DM: In February.

I: Oh!

GM: Snow--

DM: Yeah.

GM: everywhere! I mean--

DM: We had pretty deep snow.

GM: deep, deep snow. [chuckles].

DM: And this lady that lived here, Mrs. Gates, had an old friend living in the cabin who was helping her maintain the place, and plowing out the road because they had a tractor with a plow on it. And the attorney called and said. "I understand that you have an interest in the Gates' place, that you would be interested in buying it." I said, "Well yeah, if we can get it for the right price, you know." [chuckles]. "So well, would you like to talk about it?" And I said, "Yeah. We'd like to see it first." And he said, "Oh, okay. I'll arrange it for you." So, we just drove out here, and we didn't even come-- did we come to the door and tell her we were here? We must have. Yeah, we told her we were here and we were the ones that were interested in it, but we'd like to walk around first. And so, we just-- we wanted to see what the land was like so we made a big loop, its twenty-five acres. And so we walked up towards Mt. Fanny and up to the top of the hill in the back and the south border and walked clear around the border and just fell in love with the views and the property. And it was you know-- it was a warm spring day in March-- uh, in May. Well, it was early March.

GM: Yes, it was.

DM: It was kinda starting to thaw you know, and anyway it was so gorgeous. And it was just like a paradise to us, you know. And so, I said, "Well, I guess we'd better look at the house." [chuckles]. And so we looked at the house and figured well, it was-- we really liked the _____, you know just some basics around the place. We didn't look at it in too much detail but enough de-- the place is what got us so interested. We could do--

GM: The property.

DM: We could do anything with the house. Move it off, build another one or just keep it the way it is, and it was you know, just fine the way it was. So, we called him back, and asked him what-- what the place was worth. You know, what she wanted. And we came out and looked at it again, and-- and just figured all the things that need to be done with the place. And he says, "Well, she wants this amount of money, but we feel like we need to do this and this and this, and it's gonna take, you know about this much money. So, we just deducted that from the total cost, all these projects that we knew were not done. We just deducted that. Would this be fair?"

GM: Well, actually two weeks went by because we didn't go for the first price at about six--

DM: It was seven point four.

GM: seventy- five. And then he called us back and said, "Are you still interested in that place?" And we said "Yes, we are. You know, if the price was_____."

DM: He said, "We can negotiate the price." Oh, and that's-- that's the time that we spent figuring out what we-- what we could afford based on what we could get out of our house and the projects that needed to be done. Some of the things that were-- you know, just had to be done.

I: Right.

DM: Needed to be, not just wannabes. [chuckles].

I: Now, so you've been here this whole time then?

DM: Since 1975.

I: 1975, yeah.

DM: And it's just been-- we-- we've been-- we've had good offers on it from some people saying they-- they'd, you know like to live here. Will you figure out a price? And-- and I said, "Before I figure out a price-- " I said, "If we could buy a place that's as good or better, we'll consider it."

So, one spring vacation we did this after how many years of living here, maybe ten? Oh, eight or ten years?

GM: Yeah, or twelve maybe, twelve years.

DM: This fella came along who was from the east coast, and he was pretty wealthy. He had a highland with a house on it. And he wanted to make a-- a place up here with yurts on it, and take in people to the wilderness from our place. He said, "Your place is the only place that fits the description of what I wanna do." So, he got a _____ on the real estate deal, so we started gettin' calls from real estate. So, I said, "Well, we'll go look." We spent our entire spring vacation looking all over the valley for something that would be as good or better. Nothing, absolutely nothing for our price range, and I mean there were some beautiful homes with no land. There was some nice places, but they were in a congested area, you know. Trash all around the neighborhood, and-- and a nice home to me they ought to repair, you know. It was just like-- it was just an impossible thing to accomplish. [chuckles]. So, we-- we turned them down. "We just can't find them, sorry." [laughs].

I: _____?

DM: So far. Long as my back holds up.

I: Right.

DM: We can stay.

GM: We're the um--

DM: Because you have to go this hard.

I: Yeah, me too. When-- now you've been up here since 1975. You finished out your career with the school district. What things have you done in the-- have you done any community service work or public service work in this area, either in the town, county, or around the--?

DM: Well, the only thing I've done here is I'm on the Cove Association. It's called Cove Community Association. I'm vice president of that.

I: What it-- what do they do?

DM: Well, we-- one of the goals is to serve the greater Cove area. You know, you've got your City Hall, City Council, but there's a need to have input in-- in a different format than a City Council meeting because you know, they're-- they're more formal. And it's pretty hard to get in a word edgewise, you know. They're-- they're in there solving some problems, and there's always something going wrong in the city, you know. But with our group-- we were started by John VanSchoonhoven and his wife Louise. And the idea is to get grants to make improvements in town. That's a big part of it. So anyway, he-- he knew a lot about grant writing, and he's-- he's-- he's been able to bring a lot of money into Cove.

I: And what do you do with it?

DM: Com-- community projects.

I: For example?

DM: Well, for example, they're-- they're working on-- we just finished working on a little community pothole type party. You know, had some picnic tables put together, and we're getting some barbeque pits put together, and it's gonna be located-- it's already located at the end of the soccer field down here. And-- and just different needs of the community that have come up, and the-- we made a big study of the Cove Swimming Pool. Because the goal was for the town to eventually buy out the Cove Hot Springs Pool because we could see you know, the-- the-- the folks around it were wanting to sell. The whole town was concerned about the fact that hey, if this gets sold to a private individual the Cove community has lost a pool, and this is a historical pool, you know. You know, some city millionaire could come in here, buy the land, build his dream house on it and have your pool already done.

I: And make it private then.

DM: And have a private deal out of it, you know. So, we didn't want that to happen. So, we had a big study done by architects who drew up some plans on how to remodel around the pool. The pool couldn't be touched without comin' into new codes. So, they just had some ideas to redo the

locker rooms, and add on a side for more room for oh, like putting in a hot tub. Figure out ways to maybe use it more on a year-round basis. Maybe add camping facilities.

I: Do you think this idea will be realized then?

DM: Well, it was purchased by a private person--

I: Oh.

DM: eventually. There was about a year ago, a little over a year ago-- who wants to keep it a community connected thing, though. He wants it to remain for the community, not just himself. So, he's done some remodeling already, and he's had all that study to benefit from, you know. And uh--

I: Is this person sincere?

DM: Very sincere. And he's-- he's a helpful minded person. He wants to have like-- maybe somebody have some health reconditioning classes. You know, Cove is kind of becoming a retirement town in lots of ways. Lot of people want to stay here and-- but we need housing for seniors. And so Cove Community Association has-- has been working with, you know that uh-- the Oregon State people for getting a HUD housing project started.

I: To keep some of your-- your long-term--

DM: Yeah.

I: Cove residents?

DM: Yeah, then-- when people can't-- see, people are-- that have grown up here and they've had to move elsewhere, they're moving back. And then they get old. And then they can't take care of this little ten-acre plot that they have or five acres or whatever. They have no place to go. And so some of these folks will-- will fit in fine to a HUD project, but another project that we need to get goin' is this senior housing, like some condos. And-- and we're pushing for some--something that has some style that fits into Cove. Not something that looks like it belongs in Portland or,

you know. So anyway, there's all these different projects that could be done. There's no end to it. [chuckles].

I: How long have you served on this Cove Community Association, you say?

DM: Let's see, this is my fourth year, I believe.

GM: Probably.

DM: Yeah.

I: You have plans to continue that?

DM: I haven't decided yet. [chuckles].

I: Is it worthwhile? How often do they meet?

DM: Once a month, yeah. And it's a chance to meet some really nice folks in town. You know, since we-- when we're up here you know, we're just kinda like-- you kinda miss out on things that go on.

I: Right.

DM: And it's just far enough to where you don't feel like driving down there every two or three times a day to go downtown and buy something or visit with somebody, you know. And you get wrapped up in our own little projects up here, keepin' the wood stove stoked. [laughs].

I: Yeah.

DM: Or whatever. And it's easy to, you know almost become a hermit if you wanted to. [laughs].

I: Do you do any other community or social participation around the county communities that--?

DM: Not around the county, no. For years I roto-rooted gardens, and that was a way for me to go out and meet people.

I: You did what now?

DM: I tilled gardens.

I: Oh, okay.

DM: Garden spots. Or-- or if somebody was gonna build I might till their soil so they could, you know excavate easier and save the topsoil, put in a big garden. And I needed a tractor on my place, and to justify the expense of a tractor I bought a tiller. And that was a way for me to earn money to pay for my tractor.

I: Okay.

DM: So that rolled out successfully. That would-- I'm on my third tractor right now! [laughs].

I: Do you still-- are you still tilling?

DM: I finally-- I finally gave it up--

I: Oh?

DM: this last year. I finally figured that I've had enough. I've breathed enough-- enough dust. [laughs]. I'm--

I: Was that a-- was that a service that was needed?

DM: Yes, because there was a-- there was a young fella here. His dad was doin' it and the-- then the son was doing it for awhile, but he was getting ready to go to college. And no one else was doin' it, and there was a need for it. So it was a perfect opportunity to-- to help me buy my tractor and go out and till gardens. And it was fun because it was-- I could have sold tickets the first day. Well, the first summer I started tilling gardens. He pulled in, and I had a Kubota Tractor, and it was really new. I think I had the first Kubota in town. Well, there was another one. It was a two-wheel drive, but mine was a four-wheel drive. And I pulled into a place, and people would just start walkin' in from the neighbors. Three or four people and they'd stand at the fence or come right up and watch that machine work. They just couldn't believe the

machine how it would till up the soil so nice. [laughs]. So, you know it was fun, and-- and I got to meet a lot of new people this way.

I: What would you typically charge for a field-- for a--?

DM: I'd just see if like--

I: Were these like the backyard gardens, or--?

DM: Yeah, gardens for homes, and some were really large, you know.

I: True.

DM: Oh, I had done-- I did one field to plant trees in that was probably a good acre or two. You know, just to plant trees. But most of 'em were just really good-sized gardens. And some little tiny ones that were hard to get into. But if they had the fences right it was easy to back in, and you know I could till a good size garden in, you know fifteen minutes and be done with it.

I: What-- what would somebody be charged for that?

DM: Oh, when I first started I was charging about eighteen dollars an hour.

I: And so--?

DM: So, you know-- you know for-- a lot of these small gardens took me fifteen minutes. [laughs].

I: And you'd charge 'em five bucks?

DM: Five or six bucks, and it'd be some little old lady come out and hobblin' out you know and just as poor as can be, you know. What was interesting is the poorest people had their checkbooks ready to pay. The minute you pulled out of the field, "Okay, how much do I owe ya?" You know, and grab their shaky pen. They couldn't wait to pay ya. And so some of these folks that were havin' me, "Okay, we'll see ya next year, okay?" And after awhile some of 'em were gettin' older, and they were such frequent cust-- people you know, I just do it for nothin'. I got up to

where I was braggin'. What did I charge the last time? About forty bucks an hour.

GM: You started out at about thirty.

DM: About twenty.

GM: Twenty or thirty anyway.

DM: I started out at twenty, and then--

GM: No.

DM: you know, nowadays you gotta charge about fifty bucks an hour. I was up to forty, but nowadays, you almost have to do fifty. You can burn up you know a lot of fuel in fifteen minutes because you run 'em wide open. And I hit 'em two or three times and the soil is just almost like gunpowder. [chuckles].

I: When you're done?

DM: When you're done. A rotobater really does the trick.

I: Rotobater?

DM: Yeah, it's called a root culler. It's not a tiller. A tiller, you know is slower acting. And some of them are pretty fair, but--

I: What's the difference between a tiller and a rotobater?

DM: A tiller you can't break into sod. Where a rotobater you can you know. Have the grass mowed down and you can till sod and hit it three or four times. And by the time-- by the time you're done it looks just like topsoil. It really chews everything up. And you know it spins it, you know. I mean, it really throws it around fast.

I: Is that better for the garden, as well?

DM: Oh, yes. It really mixes up, and it will till fertilizer and whatever. You make a pass and break it up, and then they want to-- they want you to come back next week after they haul in manure on it, to mix that up.

I: So, who-- who took the business over when you retired, then?

DM: No one. [laughs].

I: So, what's gonna happen--

DM: There is--

I: come next spring--

DM: Spring, yeah.

I: when they need rotobating?

DM: There is one guy that has a huge tractor will do-- come in and do some bigger jobs. But I've broken so many gardens up to where they're easy to till now that they can go ahead and handle it-- handle it themselves with a walk-behind.

I: Okay.

DM: Yeah, but there is still another-- there is a need. Somebody could go around with a small tractor and probably build a business up again. But I just got so tired of it I just said, "No more." [laughs]

I: Well, it sounds like a job where you have to move from place to place. Do you take the tractor and just drive it from place to place?

DM: I just drive the tractor.

I: You wouldn't put it on a trailer?

DM: No. And I-- and I never did get into that because you know, it's a hassle to load the tractor.

I: Oh, yeah.

DM: Tie it down and then go down this hill, and then to pull it way back up here, you know.

I: Did you have any trouble doing this hill with the tractor itself?

DM: No, since it's four-wheel drive there was no problem.

I: Yeah. [chuckles].

DM: But it was the time, you know?

I: Yeah.

DM: It took me a half an hour to get there at forty-five--

I: You had to go a slow speed on that trip.

DM: Well yes, about-- [laughs] twelve miles an hour. [laughs].

I: Okay, I see. I see.

DM: And then to come home, a lot of times I'd-- I'd have oh, if I could just get this last customer I'd be done for the week until next weekend. But really it was in the dark by the time I finished and then the cold spring air coming off the mountain. There was still snow on the mountain. I'd come home freezing to death, you know. That got old after awhile there as age--

I: Yeah.

DM: creeps up on ya.

I: Yeah.

DM: But I did-- how many years did I do this? Must have been--

GM: Well, you started doin' it before Laura was born, didn't you?

DM: Probably about 197--

GM: You know, probably about at least twenty years.

DM: About 1978 until 1995, maybe?

GM: No, 2003.

DM: I mean 2003, yeah.

GM: Yeah.

I: Huh.

GM: Twenty-five years?

DM: Yeah, I did twenty-five years. It really was really fun. The only hard part was that you get onto the next job because there would always be some conversation that gets started. You know, "How have you been?"

I: Right.

DM: You know that was the enjoyable part.

I: Right, socializing.

DM: "I haven't seen you-- I haven't seen you since last year!" You know when you get up to date with all these people.

I: Yeah.

DM: You know?

I: But you might have to repeat that from place to place to place to place each year, then right?

GM: [chuckles].

DM: That's right. And then _____--

I: How were-- you were hum-- hummin' the coals.

DM: Yeah. "Did you like the fresh cookies?" [laughs]. "You need a drink?" [laughs].

I: Yeah, yeah.

DM: You know, and that started a conversation. But a lot of good-- you know, it's-- it's-- Cove is a wonderful place. There's so many good people that live here that are friendly and--

I: How many children do you have?

DM: One daughter.

I: Laura?

DM: Laura.

I: Who I know.

DM: Who you know, and works at the-- she's the Communications Coordinator at the college.

I: Do you have grandchildren?

DM: No grandchildren. Now Laura just got married here a few years ago so.

I: Now did she grow up and go to school here?

DM: She grew up uh, in Cove, and we homeschooled her--

I: Oh, you did?

DM: for the first six years. Then she went to a church school for two years and then went to high school for her last four years of school here in Cove. She graduated from Cove.

I: You can both chime in on this. Now the home school is very interesting to me. When did you first start doing that with Laura? Was that--?

GM: At--at Kindergarten level.

I: At Kindergarten level. So, it would have been in the ‘70’s?

GM: Well now, let's see. She was born in '81.

I: Oh, ‘80’s then.

GM: In ’81, so about 1985 or 6.

I: Okay. My, um-- my-- my self uh, statement on that was that that-- that may not have been a-- a completely popular-- it wasn't a fad to homeschool at that time. That was never unheard of.

DM: It was a controversial subject.

I: So,--?

DM: When I went to school, "You're homeschooling, but Dave, what about the socialization?"

I: Right.

DM: Was the first question that came up. Everybody was hittin' us up. "Yeah, well what about the socialization?" So, my answer was that Stanford University and Cornell University had made an intensive study about homeschoolers. They could not find one shred of evidence that the child was not socialized. In fact, it was just the opposite. The child grew up, not in a caste system like the public schools are where you just taught the first graders,--

I: Right.

DM: you just socialize with the first graders. Or the second graders were too old. The fourth graders, you know don't even get close to them, or they'll beat you up or whatever. You know? I mean it was just, you know this stigma of not socialization with-- out of your grade level. And then, not only that, but it's kind of hard for kids to talk to adults where a homeschooler learns to talk with anybody. There are these with young and old and all others. It doesn't make any difference what age you are. But they found out that these-- and then-- then the tests started coming out how well they were succeeding. And oh, there was a-- I remember a

radio announcement by Paul Harvey. You know, on the radio. That in Collier, Idaho where the potato plants are, there was a homeschooler down there that's now a millionaire. Because during his homeschooling time he wanted to be an engineer, and so he went to visit-- well, the parents took him to visit for a field trip. Which, you know field trips you can go anywhere you want when you're homeschooled. You're not always limited to the textbook--

I: Right.

DM: to learn about how the world works. So, he was fascinated with that potato plant and the manufacturing and all the machinery. And an engineer got a hold of him, and he said, "You know, we're trying to figure out a way to slice this potato and cook it in a better way." But he invented some kind of a machine that slices potato differently and roasts it differently. I think that's what-- kind of like slicing bread. But anyway, he-- he was part of the engineering of this new machine, and he became a millionaire over it. [laughs].

I: It's very--

DM: Dur-- during a senior year project in homeschooling. So anyway, there were things that were coming out, and it's taken a long time for the public to accept. But when we were doing this, it was not very acceptable.

GM: There were a few families along the valley that were doing it.

DM: There were a few, right.

GM: But not as-- not nearly as many as in the last few years.

DM: And it was nice for us because you know the bus couldn't come up here. We had to take her down to school in the winter time. The bus could never make it up here, and so it was-- it was a hassle you know to take her--

I: Into--

DM: to school.

I: Cove?

DM: Yeah.

I: Was that the reason you did that, though?

DM: No, that wasn't the real reason. It was just-- we had found out by reading and-- and how well the kids can excel for their educational value of the education they're gonna receive without all these pressures, peer pressures that go along. And having to be involved with everything, you know, and sports was one of 'em, you know. Sports are fine, but neither my wife and I have been sports-oriented other than skiing. But as far as basketball, football, and going to all the games, and then get all wrapped up in that stuff, it's just like it's-- it's never been an interest in our life. And so it wasn't a priority to make sure our daughter wasn't into everything. And some of it you know wouldn't have hurt, but.

GM: Well, in high school she had the opportunity and she was more interested in journalism and photography.

DM: Photography.

GM: You know? She was in the girls' volleyball team. [chuckles].

I: So, you-- you-- you said that K to 5 you did at home that first _____?

GM: Uh,--

DM: It was sixth.

GM: Was it through sixth grade? I think it was through sixth grade.

I: It was through sixth grade.

GM: Yeah.

I: So, what opportunities-- how did she socialize then during that time? We meant where you talked about they can talk to--

GM: Yes.

I: anybody--

DM: Yeah.

I: in terms of general socialization, but uh--

GM: Well, she started taking violin lessons when she was four years old, and there was a little group. She had a private lesson for, I don't know, fifteen minutes, and then there was a group for a half an hour which were other kids her age. She did that once a week, and then we had school, or church. And there were, you know, other children at church. And she spent one day a week with her grandparents who lived in La Grande. What else did we do?

DM: Well, if I wanted to take a day of business leave you know, and go visit someplace, she was always with us. You know, we could go shopping in the Tri-Cities. We could visit some folks out of town. And go-- we could go visit an industry or a factory or something just to show her how people make a living and just do things together.

GM: When she got a little older, I took her on field trips. We went over to the Union Museum, and we went through the Pendleton wool mills.

DM: Went to the Whitman--

GM: Oh, let's see. We went to the--

DM: Mission over there at Walla Walla.

GM: Yeah. We did a trip with another homeschooling family on that one. And we went to the-- ah, there's some kind-- oh, there's a color press over there, a-- a printing company that we went through. What else did we do?

DM: I thought there was something to do with some-- like a science class experiment, you know. We can-- we can just take off and go visit somebody that does this--

I: Right.

DM: for a job. And ask them questions and get some help without worrying about, "Well, you only have an hour. You won't be able to make it because you've got a math class coming up."

I: Right.

DM: Or, "You've got this coming up" and, you know? "And oh, we-- we-- we can't believe the school doesn't have insurance for you to take your own car. You have to go into a school bus." You know, we have to have, you know teachers you know, take field trips, but yet--

I: Right.

DM: some teachers can't because there's not the money for every teacher to go on field trips. [laughs].

GM: The Adventist Church School started having a science fair in the spring about when she was in about fourth or fifth grade, and they invited her to participate. And she did a-- she had a feather collection. And so she identified the feathers and made up poster boards, you know about them and everything. I think that was her first project. So she-- that was kind of a different experience for her that she enjoyed and she did a water testing experiment the next year.

DM: Yeah, she tested the water in the creek to see how pure it was, you know. And then this is when Shaklee was really popular, Shaklee cleaning, home cleaning projects? We heard that you could put a drop of Basic H in the water, and it what would be kill the E. coli, it'd kill?

GM: Yeah, it would kill E. coli.

DM: It would purify it. And so she said, "I'm going to see if this works." So she was you know, "I just-- I just got to prove this one out." So she-- she took some tests and put them in and had-- had a professional company in La Grande test it, and by golly, it made the water pure! [laughs].

I: It did?

DM: Yeah, it did! [laughs].

GM: Yeah. You know, so that was interesting for her.

I: Did you-- did you follow, uh-- a curriculum outline? Did you use--

DM: Oh, yes.

I: a particular company, or--?

GM: I used about two different companies. I don't know if I can remember the names of them now.

DM: There was one from Washougal, Washington.
[END OF SIDE 1]

[audio begins]
I: Okay, we're finishing up the interview with Dave Mackie. It's still December 17th, 2005. And we're talking about using a curriculum outline by the Moore's of Washougal.

GM: Yes, I got some of my books from them, and there was another company--

DM: We drove over to Washougal where they're at.

GM: Actually, we went to a seminar over there.

DM: Seminar. And they had books.

GM: Also. And there was another company that I don't remember the name of. I'm sure they're still in business 'cause it-- they had a lot of-- of textbooks. And so I kind of used books from both of those companies, but I made up my own curriculum with those books.

DM: And the Mennonites, didn't they get books from one of these companies?

GM: Yeah, they have a company that puts out books that some homeschoolers use. And I kind of geared it to her interests and focused, you know on things she was interested in. Um,--

DM: Know-- knowing what, you know the-- the requirements are for the state, you know the things they have to learn to graduate from high school, why, you know you just kind of go by that. She needs to know some science, and she needs to know some math. You know, all these areas, but then she can learn that and more. You know, if it was--

GM: And then every--

DM: was time was time to go out and get leaves, collect that, she just had to walk out the door and start looking for leaves or bugs or, you know. The outdoors is right there. [laughs],

GM: And then when they started doing the testing-- I don't think that was the first two or three years that they were-- what do they call those tests they do every spring?

I: The standardized tests.

GM: Something like that.

I: The achievement tests like they have if they're _____?

GM: Yeah, yeah.

DM: SAT, or whatever.

GM: Yeah, I was-- I took her down to the Cove school to do the tests down there, and that worked out good.

I: Did she pass 'em?

GM: Mm-hm.

DM: And there was never any hassles either, like--

GM: No.

DM: You know like, "What are you doing this for?" You know? You know, no one made us feel weird or like we were dissenters or [laughs] anything, you know.

I: Now, was-- was there a procedure to go through? Did you have to submit a plan to the local superintendant or anything like that?

GM: No, but I saved-- I made up a plan for every day or one that I followed in general. And I saved all that stuff for quite a few years just in case [chuckles] there was ever any question about what we had covered, you know.

I: Right.

DM: And not-- not all homeschoolers do a good job either, I mean,--

I: That's what I've heard.

DM: you know?

GM: Yeah, some of 'em are just--

DM: And-- and that--

GM: just playing _____ all day long.

DM: Well, and not all school teachers in the public school system do a good job. How much--

I: You're _____ to that!

DM: Look at how much playing goes on in certain classes.

I: Sure.

DM: You know,--

I: Sure.

DM: all the time. It-- you know it-- and its education. I watched it change a lot because the education system has gotten to where the kids are in control. If they don't like the teacher, they don't take your class unless it's a required. So the electives, you know you really have to be-- you have to be a sociable person and a friendly person with your kids. You

have to have them so they like you as a teacher. And still you need to teach them something that's important but not make it so difficult that they can't make it. You know like only the few can make it through your class. You do have to bend your back and have different levels.

I: So popularity actually is sort of--?

DM: It's a popularity contest in many of your cases.

I: Now when did Laura go back to public school then?

DM: There at the beginning of her freshman year.

I: Right. So, she did do K to-- K to 8 at home?

GM: Oh, no, she went to the um-- to the Adventist School in La Grande for--

DM: Two years.

GM: seventh and eighth grades.

I: Okay.

GM: Yeah. She graduated from there.

I: And that's also a private school.

GM: It is. Mm-hm.

DM: Yeah, so it would probably be a good balance, you know.

I: Was she-- was she able to compete with others when she entered seventh and eighth grade? Was she able to keep right up?

GM: She-- she actually skipped a year because the class that-- I think it was the sixth grade. The class that she was going to go into had mostly boys in it, and she didn't, you know like that idea. And so she said, "Mom, couldn't I go into the seventh grade?" And I said, "Well, I'll talk to the teacher." And so he gave her some tests, and he said, "She-- she's fine for seventh grade if she'll do some boning up on math this summer."

Which we did and so then she went into seventh grade. She actually didn't start first grade 'til she was seven.

DM: Well, the research that we read--

GM: Yeah, so--

DM: at the time is still pretty true is that a child really isn't ready for school, you know. You know, based on the laws, you know. "You will go to school at six years old."

I: Right.

DM: A, you know a child really isn't ready for them until they're about ten or later.

GM: Well, especially boys, but um--

DM: Well, they've made--

GM: well, there's exceptions.

DM: They've had studies where they've-- they've started a kid out when he was what, sixteen years old, and they complete the entire twelve years of school in just a couple of years! They just fly through it. They have so many practical experiences, especially like a farm kid.

I: Yeah.

DM: That was able to learn math in the field counting corn, or you know in the garden with mother. And then working with dad on figuring, calculating all kinds of farm problems. You know?

GM: So, she was thirteen, a little over thirteen when she graduated from eighth grade because of that year there. That put her right back with the rest of her peers [chuckles] in high school for her-- her freshman year.

I: Then she completed high school normally--

GM: Mm-hm.

I: 9 to 12th --

GM: Mm-hm.

I: here at Cove?

GM: Uh-huh.

DM: She had a wonderful English teacher down here. And that's-- that's really where she has got her start for her journalism and her photography.

I: Who was that teacher?

DM: Mrs. Rager.

GM: Mm-hm, Ginny Rager she had for the first two years of high school, and she was an excellent, excellent teacher.

DM: And she wanted to get into journalism, you know which usually wasn't available to freshmen or sophomores.

GM: It was called something else, but it was-- it was journalism.

DM: It was an upper-level class, but--

GM: They s--

DM: it was like the only thing available in a small school for that time. She didn't have any-- oh, there was a choice problem or something.

GM: _____.

DM: But anyway, she asked if she could get in there, and she you know-- they reluctantly let her in there. But found out very soon that she was very capable, and right off the bat the-- she paintin' the seniors were lazy. [laughs]. And-- and-- and it-- pretty soon Laura was in charge of the journalism program, in fact.

GM: They were asking her how to do things. But in the church school, in the private school, there'd been a volunteer teacher. Actually, she-- this gal was taking education at the university, and she used that school, you know for her practicum or whatever they call it. And she had started a kind of a journalism program with the seventh and eighth graders. And there was another volunteer that came in and taught them keyboarding. And so she really gained a lot from both of those people in keyboarding and in the journalism aspect 'cause they put out a little-- a little newspaper every month or something like that. And that was her introduction to that kind of thing. So she really had a good start to prepare her [chuckles] for that journalism class in high school.

DM: Yeah, I kinda forgot about that.

GM: Yeah. Actually the fellow that came in and taught the keyboarding owned a computer store in La Grande. Um, _____. What's his first name? He doesn't do it now, but--

DM: Used to be a computer store in La Grande.

GM: And he's-- they still live out in the valley. And then uh, Kim Kelsey, she lives over in the Walla Walla area now. But I think she is teaching, 'cause she graduated, and she was the one that did the journalism projects with the kids, so. Have to give them a lot of credit! [chuckles].

I: Were-- that's good. Were there any organizations or associations for homeschool parents to interact with in the-- in the valley area here?

DM: Yeah, there-- there--

GM: I think there was.

DM: There was things going on, but I don't think we ever--

GM: We didn't really get involved. She continued with her violin all these years, and um--

DM: You know, Herrmann?

GM: she played with youth orchestra when she was in sixth, seventh, and eighth, and maybe ninth grades too.

DM: Yeah.

GM: When they started that at the university.

I: What were you gonna say?

DM: Uh, you know Mr. Herrmann that teaches physics there?

GM: Tom.

DM: Tom Herrmann?

I: I-- I don't know him. I know-- I think his brother is it that just-- um, isn't the brother that taught chemistry also that's retired now?

DM: Oh, no. That wasn't her--

I: _____, or is that her different--?

DM: That was, no.

I: _____ different--?

DM: No relative _____.

I: Okay. Alright.

DM: Different Herrmann.

I: Okay.

DM: This one taught physics, but they-- they uh-- his wife was the violin teacher.

I: Laura's violin?

DM: Mm-hm.

GM: Yeah.

I: I see.

DM: For later.

GM: Yeah.

DM: For the later years?

GM: She started out with Judy Seydel.

I: Uh-huh.

GM: Uh, the first--

I: Judy Seydel taught violin?

GM: Yeah.

DM: Tim Seydel's mother?

GM: Tim Seydel's mother. Uh,--
[audio noise - no delay]
She used to be a nurse.

I: Yeah,--

GM: Yeah.

I: that's right. We talked about that.

GM: Yeah, she-- Laura really enjoyed taking lessons from her.

DM: That's really interesting how she's-- I make the most of a wooden stove.

I: So, um--

GM: I think it's full.

DM: Well, it's not--

GM: [chuckles].

I: I lost my--
[audio noise - no delay]

GM: [laughs].

DM: You might want to move.

I: Your very first stop when you came to La Grande was where?

DM: At 24 Flavors.

I: Hought's--

DM: Hought's--

I: 24 Flavors?

DM: 24 Flavors.

I: Was Mr. Hought's still uh,--

DM: He was behind the counter.

I: running Hought's Flavors?

DM: And he was standing there bossing the two gals making sure every move was perfect. You know, now you want to make sure you put the napkins like this and, you know.

I: Yeah.

DM: Take your scoop like this.

I: Yeah.

DM: You know, set the table like this. Uh, he-- he was just--

I: In here coaching.

DM: He was kind of coaching all the time. You know?

I: Right.

DM: I'm sure he tried to teach them before, but he was continuing the coaching element all the time. I think he was probably a hard guy to work for. But I mean the place--

I: Because he was--?

DM: spotless, you know. And when I drove into town I was hungry, and that's where I had my first hamburger in La Grande.

I: I shared the--

DM: [laughs].

I: I shared the same exact thing that you said.

DM: You did?

I: Um, because I came to La Grande in '73 with classmates of mine from here who were going to Blue Mountain in Pendleton.

DM: Oh?

I: And that was one of our first stops was that. "Have you been to Mr. Hought's?" "No I haven't." "Oh, we gotta stop." But what you tell me is the same thing that I remember is that, that very exacting routine. And spotlessly clean! Have you been in there since they reopened it?

DM: Yeah, yeah.

I: I don't know that it's as clean--

DM: It's not the same.

I: as he would have it.

DM: No.

I: As he would have it.

DM: Plus there's no homemade ice cream. [laughs].

I: Yeah, really. Yeah. Yeah. Well, listen I want to thank you for the interview. I think there is a lot of valuable stuff in here about what takes place here in Union County. Thanks a lot, Dave.

DM: You're welcome. [chuckles].
[END OF TAPE]