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**FINNISH FOLKLORE AND SOCIAL CHANGE IN THE GREAT LAKES MINING REGION ORAL HISTORY PROJECT 1972-1978**

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<u>Topic</u>	<u>Page</u>	<u>Comment</u>
Taught at Pelkie School for forty-four years	2218	
Father, Matti Arvid Sarri, from Finland	2218	
The Dunsmore Family	2218-19	
Peddlars	2219	
Fish Peddlars	2219-20	
The Grand Union Tea Company	2220	
Father coming to the United States	2220	
Father made home in Ripley - 1905	2220	
Father worked for the Portage Lake Coal Docks	2220	
Discription of Father's Job	2220-21	
Mother's History	2221	
Father worked in Copper Mines while in Canada	2221	
Ida born on August 31, 1903	2222	
Went to school in Ripley	2222	
Some old Teachers and memories	2222	
Ida gets help to go to College	2222	
Graduated from Marquette Teacher's College in 1921	2222	
Went to college for six weeks to become a teacher	2223	
Various places taught at	2223	
Discription of Houghton School District	2223-24	
Stayed with a family across from School	2224	
Ida's first Christmas Program	2225	
Taught at Askel School	2225	
Went back to twice and got Life Certificate for Teaching	2225	
Married in June of 1925	2226	
Husband worked a store	2226	
Hired at Pelkie School in 1926	2226	
Pelkie School	2227	
Living Accomodations	2227	
Taught upper grades	2228	
History of the Teacher who influenced Ida's Teaching Career	2228	
First impression of the Country School	2229	
More control in teaching in past then present	2229	
Reason for Finland's high Literacy Rate	2229	
Ida was capable to speak Finnish	2230	
Children spoke no Finnish at School	2230	
Potbellied stove at School	2230	
School was very cold during winter	2230	
Bell Tower at School	2231	
Description of the School House	2232	
First Duplicator	2233	

<u>Topic</u>	<u>Page</u>	<u>Comment</u>
New Schoolhouse built in 1932	2233	
Schools that joined the new school	2233-34-35	
A horse-drawn bus	2235	
Ten grades at Pelkie School, over 300 Students	2236	
Faculty members	2236	
Pelkie Agricultural School	2237	
Outstanding Students	2238-39	
Perfers to teach upper grades	2239	
Encouraging students to go on to College	2241	
Suomi Seura in Detroit working for Finnish Culture	2241	
Two local women belong in the Suomi Seura	2242	
Problems that arise from knowing parents of students too well in a small community	2242	
Christmas Programs	2243,44,45,46	
Does volunteer work for the Library	2247	
Sylvia the Cook	2248,49	
Hot Lunch Program	2249	
A family feeling in school	2250	
Ida both teacher and principal	2250,51	
School - the community meeting place	2252	
4-H Program	2252,53	
Farm Bureau	2253	
Michigan Artificial Breeder's Association	2253	
School offered a sewing class	2254	
Community Schools began approximately in 1964	2255	
Other groups that meet at the school	2255,56	
Summer School - past & present	2256	
PTA	2257	
1943 Ninth and Tenth grades go to Baraga School	2257	
1955 Seventh and Eighth grades merge with Baraga	2257	
1974 Kindergarten students go to Baraga - One through Sixth left	2257	
PTA's feeling about the merging	2257,58,59	
Adult recreation at school	2258	
Pelkie Basketball	2258	
Taking Sixth graders and introducing them to Baraga School	2259	
Transferring from sixth grade at Pelkie to seventh at Baraga School	2260	
Ida's feelings at Graduations	2260	
A Boy with Multiple Sclerosis	2260,61	
Children in a hurry to grow up	2262	
Games Ida used to play	2262,63,64	
Retired in 1969 or 1970	2264	
Was Teacher of the Year in Michigan	2265	
Ida chosen as Outstanding Community Worker	2265	

<u>Topic</u>	<u>Page</u>	<u>Comment</u>
Dairy Day in Pelkie	2266,67,68,69,70,71,72	
Outstanding Hockey Teams	2267	
Women receiving ribbons at Dairy Day	2272	

Subject: Pelkie School History

Respondent: Ida Fitzpatrick

Comments:

- I: This is Mike Loukinen and I'm about to interview Ida Fitzpatrick. We're going to be talking about, for the most part, Ida's work in the Pelkie school. She has taught in the Pelkie school for how many years?
- R: I never remember when I retired...1926, I think it was 1970...yeah, 44 years.
- I: Forty-four years...what was your father's name?
- R: Matti Arvid Saari.
- I: And where was he from in Finland?
- R: Alajärvi, Finland...Vaasanlääni...Alajärvi, Vaasanlääni, Finland.
- I: Do you recall how his parents made a living at the time, their circumstances?
- R: No, I don't know what his parents did...he wasn't...I don't know, we just didn't get around to ask and I've often thought about that afterwards...but they must have been, I think they were farmers.
- N: Big molasses cookies, and on the way home, well, we, I'd stop in there, she'd kind of expect me and I'd go in there and I'd get one of these big molasses cookies, she knew what I was coming for right away...then I'd eat that cookie and then get on home, well, then, but then she used to make cakes sometimes, white cake, but I didn't like that when she'd offer that because she used to make the frosting out of egg whites always, she'd beat up these egg whites with sugar and then I didn't like that 'cause those egg whites were raw but I couldn't say anything, I had to eat them.
- R: Raw egg whites?
- N: You know when you beat egg whites how they foam?
- R: Yes, well, I didn't know...
- N: And then she put sugar in that and she'd use that for frosting then...and I still see John, you know, their little, the boy, oh, yeah, and then Mr. Dunsmore, you know, well, years ago these peddlars used to go around and then these book salesmen...and then these book salesmen, they'd come in and want to buy books and of course Dunsmore used to like to read...and he had quite a few books but he had already read them...and then there was this book salesman come around, he wanted to sell Dunsmore a book and he was looking at the books and Stina, then she taught the, her name was Christina but they always called her Stina...she spoke sort of broken English, she said, 'Chommy, you don't need no more pooks, you got 'nuf pooks now, you don't need no more pooks'... yeah, and then, well, then you see when he used to go out and pump that water, you know, in the wintertime without a coat on, he did that to show up his son,

he was going to show his son how tough he was and how Johnny wasn't very tough, and I still see poor Johnny in school trying to read, he'd try so hard to read and he'd get up there and I can see him yet with that sweater that he had on, it was one of these kind of cowl necks, you know, back this way, and he'd have the book and he tried to read and read and he just couldn't get the words...so I've oftentimes thought about it after, now wouldn't that be nice if they had that Special Ed now, where, you know, that for kids he'd be one that would sure could go to a like that.

R: Yeah, benefited from that.

N: And that, boy, when you were a little kid that was really something to look at that jewelry...and they had these big sacks of clothes.

R: And sometimes there'd be a horse, one horse affair...and I can still remember those little, tiny beads on a string that I would like to buy, you know, a lot of things were a penny...for kids...that was interesting.

I: You mean you couldn't look at the peddlars' wares until after your dinner and after you finished chores?

N: Yeah, he'd wait till all the chores were done and then he'd open them, see. Peddlars used to stay at our home overnight, too...and then he'd open that and you'd have to get all the work...

R: And sometimes didn't they have a sort of a big, it wasn't canvas, was it..

N: Just like overall material or something.

R: And then he'd open that and it lay right there in front of you.

N: Display all their wares, their clothes and...that really was something.

I: And you kids were just very excited in anticipation?

N: Oh, sure...and see, sometimes a lot of those peddlars they carried those there sacks, you wondered how they could carry that big sack on their back and then they'd carry that case with the jewelry in their hand...go from place to place.

R: Think of what we are missing, eh?

I: Well, do you remember any of these peddlars' names? What they used to call them.

R: I can't think what they were.

N: Not now but maybe my brother Art would.

I: Weren't there also some fish peddlars that used to come around?

R: Oh, yes.

N: Yeah, there were fish peddlars.

- R: And they delivered bakery, too...we used to have these people, I don't know who did that they'd go around with bakery, too.
- N: That was in later years, though, Ida...?
- R: Yeah, that was later, bakery was later.
- N: But these earlier years when the peddlars came and then had this one man from Baraga, he used to come with a horse and a wagon, he'd work for the Grand Union Tea Company they called it then.
- I: What would he do?
- N: He had, he carried with him, you know, coffee and tea and canned goods, you know, like fruits, pears and peaches and all sorts of things like that.
- I: Grand Union Tea Company.
- N: Grand Union Tea Company, yeah, Grand Union Tea Company.
- I: And he was on a horse and wagon
- N: And he was with a horse and wagon.
- I: When did your father come to the United States? About when?
- R: You know...oh, to the United States...but, you know, know for sure...I just heard recently in the last few years that Mother was living when she said that he had been in Montana before he went to Canada...so I don't know about those wanderings...he may have been in the United States but we came as a family man, you know, he came in 1905 to Houghton and then they lived in Ripley...they moved to, they made their home in Ripley.
- I: What was he doing there at the time, to make a living?
- R: In Ripley? In Canada?
- I: Houghton, there, Houghton area. Was he working in the mines?
- R: No, he didn't like mine work...for years and years he worked for the Portage Lake Coal Dock...but I don't know what he was doing the first years he came... but he didn't, he worked a little in the mines but he didn't like them at all, he didn't like working in the mine.
- I: And what was he doing on the dock there?
- R: Well, they worked there ordinary, I can remember he was up on top of the, you know that high trestle...those little cars would go around and he would empty them...step on something and then they would empty down...into, see, they had these piles then formed and I remember seeing him up there, and then he would have to step on some sort of a lever and that opened the doors of that little car...they were little cars on the tracks way up high...and then when they opened that that coal went down and formed a sort of a cone of coal, piles of

coal

I: He unloaded railroads cars of coal?

R: He didn't load them, he unloaded them...I wondered where that coal came from in the first place...I suppose ships unloaded...see, ships used to come and they used to unload those boats, too, boats used to come with coal...to the Portage Canal and to the docks...and they, I know that certain days he had to work long hours, even Sundays, when boats came 'cause they had to empty them.. so I don't know exactly what he did but I do know he was up on top there... because as he got older he felt that he wasn't fast enough for that...you see, you'd have to catch that car when it comes along and step on it and then unload it...so then I don't know what he was doing but he was working there... for many, many, many years.

I: Did he move out into this area ever or did he.

R: He stayed right in, they came to Houghton and of course then they crossed the bridge and went to Ripley...they had friends there, they knew people there... and they lived in Ripley all the time.

I: And your mother, what was her maiden name?

R: Her name was Hilda Stein, S-t-e-i-n.

I: And where was she from?

R: She was from Wähäkylä, Vaasanlääni.

I: Were they married in Finland?

R: No, they met in Canada.

I: Do you remember where in Canada?

R: Yes, Copper Cliff...in Copper Cliff in Canada, and they were married there... and then they came to Michigan in 1905, the spring of 1905.

I: Was your father working there in Canada?

R: Oh, yes, but I don't know what he was doing...but there he may have been working in the mine...see, that's a copper mining area.

I: I see.

R: But of course there must be other things, too.

I: It sounds so from the name...well, where did you go to school then?

R: Well, then, see, I was, where did I go to school?

I: When were you born?

R: I was born in 19, August 31, 1903...and so, and my sister was born in 1905, my sister was an infant when they came, she was born in January, and if I remember correctly it possibly was in May when they came...it was in the spring, though.

I: And where did you go to school then?

R: Well, then when I...I went to school in Ripley through the 10th grade...and then finished in Houghton High School...Ripley had only ten grades.

I: Do you remember any of your old teachers there?

R: Yes, Miss Mabel Burt...I had her, I know I had her in the second grade...then from the third grade to the tenth grade I had Mrs., she was a Mrs., she was a Miss Linquist...and then she married Mr. Duggan who was principal of the school and taught in the higher grades...when he went into service then Miss Linquist became the principal of the school and she taught in the higher grades...she passed every time I passed so I had her in the tenth grade then.

I: What do you recall about those teachers, your memories of them?

R: Well...they were nice and Miss Linquist always took a very personal interest in what I was doing.

I: She was a very influential person as far as you...

R: Yes...if I were reading a book she would come and pick up the book to see what I was reading, for instance...she was interested in things, she sort of, I would say she sort of kept an eye over me, I don't know why, but she did...because then later on when I graduated from Houghton she insisted that I go on to college...I started working in the dime store, I had no intention of being a teacher, going to college or even going on to higher education, I started work in the dime store and she went immediately to Mother and Dad and offered to loan money so I could go to school, and they refused because they didn't know if I'd have a job, then, to pay it back...so then she went to Mr. Slattery who had a store in Ripley and also was a school board member...and she got him to go to Dad and Mother and he offered to loan the money...well, they figured, I suppose, that since he was a school<sup>board</sup> member I'd be sure to have a job then, we could pay the money back, and so I was working in the dime store on Saturday and Mother came in there at noon, she said, "You can go to school"...I quit at noon and went the next day.

I: Wow!

R: To Marquette...and I wasn't prepared or anything.

I: And you didn't necessarily have a great desire to go, even, or...

R: Yes, I did, but I never intended, I never had the idea that I was going to be a teacher.

I: But you did want to go to school, advanced...

R: Yes, I wanted to do something else...I thought maybe I would go to some kind of

a commercial school and become a, work in an office, that is what I thought... but it's a good thing Miss Linquist realized that I would be no office girl, look, I am no organizer...that would have been terrible...but I wasn't aware of that.

I: Do you recall what year that was that you started...

R: In Marquette? I graduated in 1921 so it was in 1921, summer of 1921.

I: This was called Marquette at the time, what was the name of the school?

R: I think it was Marquette Teachers' College, wasn't it...it wasn't a university.

I: Was it called Normal?

R: Marquette Normal, that's right...it was a Normal school, called Normal, Teachers' Normal School, I suppose.

I: How did you decide upon teaching as a career?

R: That I don't know either, I suppose she must have at the time when she loaned, offered the money, she must have said that I should go into teaching...I had absolutely no idea of teaching, she never even told me as I was going through high school that I should go on to teaching...so I don't know how that came about...but I suppose I would go to any school that was at<sup>that</sup> time...I can't remember having a desire to be a teacher.

I: What were you interested in at college as far as the subject matter was concerned?

R: Well, first, of course, I only went six weeks...summer school...and then I started teaching in the fall...my first school...

I: You didn't go for a four-year curriculum?

R: Not then, no...and then I taught one year.

I: Where did you teach first?

R: I taught for the Houghton District...Houghton School District...I taught at, what was the name of that place...I taught in Askel...half a year in Suo, you know where that corner is...S-u-o...as you go from Onkalo's corner...there was a little school there...and then the second half they needed a teacher and it would only be half of a, like four grades instead of eight that I was having there so I went there...for the second half...in Askel.

I: But your first teaching was in the Houghton School District, do you remember the specific school?

R: They were both Houghton School District, yes, Suo, S-u-o...at Onkalo's corner...and then the other one was a country school again in Askel.

- I: What was this school like at Onkalo's corner? I imagine all the Elo...
- R: Yes, it was small...it was one-room...I don't remember what the heaters were, they must have been the same thing that all the schools were heated with.
- I: With wood, wood stoves, yeah.
- R: It's the funniest thing I don't remember a stove at all.
- I: And this was probably in 1922, then, right?
- R: It was in 19, I started teaching in 1921, the fall of 1921...I started teaching before I was 18, but I would be 18 in a few years, in a few days, rather.
- I: Were you nervous that first day you went to teach?
- R: I don't remember, I don't suppose I was too nervous, I don't think so.
- I: Do you remember one or two of your very first...
- R: I don't remember how I felt, I know I walked from Ripley to the school to see what it was like...before school started...and I know I enjoyed it.
- I: You walked from Ripley to Onkalo's...
- R: Yeah, corner...
- I: Which is...how far?
- R: I don't know how many miles, you know you had to go up to Houghton, did we go through Painesdale, South Range, through South Range.
- I: I bet that's almost 15 miles.
- R: Oh, it can't be.
- I: Yes.
- R: I don't think so.
- I: I'll measure that distance.
- R: It was from Onkalo's corner...and I know we came through Baltic, you know...my sister was with me...and Houghton...yes, we had to walk, there was no other way, we didn't have ways of getting...we lived in Ripley and we had no horse.
- I: Did you walk that every day?
- R: Oh, no, no...then I stayed, that was the first time went to go see what it was like...then I stayed at a family across from the school, now what was their name?
- I: Where Kujansuu's live?

R: Salmi, sure it was Salmi...they had two children, a boy and a girl...and it was across from the school...yes, I had Art Kujansuu as a kindergartner.

I: Do you recall any of the others?

R: No, I don't recall any of the others.

I: What were you going to say about Art, he was...

R: Well, he was my kindergarten student, I taught him, and here I taught for him for so many years, I say, "Well, I had to see him through"...I retired when he did...but, I don't know, it was interesting...and the Christmas program, again like in all country schools, we had to have it in front and use a sheet, you know, across for a curtain, and it broke.

I: Your first Christmas program the sheet broke?

R: The sheet broke...yeah, the wire or the cord that we used broke and of course the sheet came down so it wasn't too successful a program but that was the first one...well, followed by many, many others in other schools.

I: We'll get to the Christmas programs afterwards...O. K., you taught at Onkalo's corner and then you...

R: After Christmas I went to Askel School where I had the lower grades...there were two teachers there...the other teacher was Miss Hakala...she had been there many years and she was very good...that was in '22...and then in the summer of '22 I went to the Normal, Marquette Normal...no, then I went, then I took that summer off and I went to school...for a year so I got my limited certificate...I went to Normal again for a year, got my limited certificate...and then I taught in Shingleton...a school of the Munising District...and I taught there for two years...and then I went to school to Ypsilanti...was that Eastern, no, that's not Eastern, is it?

I: Yup, it was Eastern Michigan Normal.

R: I went to Ypsilanti and I got my degree there

I: And that was in what year that you got that degree?

R: No, I <sup>?</sup>, I got my life certificate there...well, I was there only one year...in fact, I was there only a part of a year...until March and I got my life certificate then.

I: What year was that?

R: I don't know...let's see know... '22 when I went to Northern for one year and then I taught '23 and '24, that must have been '25...no, '26 when I got it in March...March '26 because then I started substituting in Detroit...March to June and I didn't want to go back...

I: How come? Didn't you like it there?

- R: Well, yea, and I was lonesome for up here...and we didn't have a house yet, we were staying with Tom's sister, but I wanted to come back.
- I: You mentioned Tom, when did you get married during this?
- R: In June, 1925, before I went to Ypsi...June, 1925...and so...
- I: Where did you meet Tom?
- R: In Munising.
- I: What was he doing at the time?
- R: He was working in a store...he was working in a grocery store...so...
- I: Do you recall how you met?
- R: No, I can't remember...must have been in a general way...?
- I: After substitute teaching in Detroit you...did you have roots here, I mean, you felt like...
- R: I came back...well, you see, my folks were in Hancock...in Ripley, rather, not in Hancock 'cause we didn't live in Hancock...and I wanted to come back, I knew nobody in Pelkie...I had never been in a country school before...and so...
- I: You wanted to come back and kind of care for your parents?
- R: No, I just wanted to come back to this area...and Tom liked it up here...he liked to come back here because he had lived in Munising, he liked his hunting and his fishing, he didn't like Detroit at all...he made many efforts to stay there because he had a brother and a sister there and a mother...but...
- I: What was Tom doing in Detroit at the time?
- R: He was working in a store for a while...but he never, but no matter where he worked he didn't stay long, he always came back north...though his brother would live there...after his brother grew up he went there and he lived there until he died...and so did his sister and his mother.
- I: When you came back here it must have been around...
- R: In 1926.
- I: What did you do then?
- R: Then I came here, I already had my job...Mr. Martin of Baraga had hired me for the Pelkie School.
- I: How did...
- R: I wrote letters of application to the north and Mr. Martin hired me not having

seen me...and so when I came here, I came here then in August of 1926 to see the school and see the place.

I: And that was that little one-room school in Pelkie, right?

R: That was that little one-room, there were two schools there when I came...there was that one that's standing...do you have a picture of them?

I:

R: There are some pictures of all those schools here in this...

I: I've got that one, it's right now on Rommie Mantila's...

R: Yeah, well, I went...

I: Where was the other school?

R: Right next to it...a little brown, prefabricated school.

I: Oh, in the very same location?

R: The same location...and that school was finally, then when the school was... when we moved into the Pelkie School then that little school was moved over here and became the teacher's house...but it wasn't really a teacher's house and it became...they made a home there and the janitor lived there, Waino Maki...for years and years.

I: Now this was after the current Pelkie School was built?

R:

I: But back in those days when you were teaching in that little one-room school, did you use that other building at all?

R: Oh, yes...I had the upper grades...and Bill Ruona's sister Viola had the lower grades.

I: So you were teaching in both buildings there in '26.

R: We were using both of them, in '26 that was.

I: How long did you use both of those buildings?

R: From '26 to '32...when we went into this new building.

I: Is that building that was the janitor shack eventually, is that still standing somewhere?

R: No...it was right next to the school building...right next to the Pelkie School.. and Waino, the janitor, lived there for many years...and we lived...first when we came here we lived ten years with a family, Mrs. Murtto, Mr. and Mrs. Murtto,

and then when they... '26... must have been about ten years... let's see, I don't remember, it must be 'cause then I went to this other, it was a white house here that the school district bought... because the teachers then, we had six teachers... the teachers then wanted a place here... yes, we lived ten years there... well, anyways they wanted a place here where they could live and they asked us if we would move into this house, this white house here where Rudy lives now... if we would move in there and have the teachers stay with us... we had with us... at all times three teachers... the others went home... and... that's all, the others went home and then we had the three with us and myself, there were four teachers in that building... we lived in that building... I don't know how long because then we came... then Waino wanted a bigger place, and so we changed with him, we took this little house next to the school and he moved into that white house next to Rudy's across from Maki's there... so then we moved, then we lived in that little house until we moved in here.

I: Did you say you taught the lower grades?

R: I taught the upper grades.

I: The upper grades in 1926? What were the upper grades at the time?

R: Fifth, sixth, seventh and eighth... fifth, sixth, seventh and eighth

I: How old were persons when they started school in those days, generally?

R: I imagine five... generally five.

I: So most of your students were approximately 11 years old at the time.

R: Well, if they were five, when they got into the eighth grade they would be 14.

I: Or the youngest ones were 11 in the fifth grade.

R: Yes, about that.

I: So if today, since it's 1974... so you taught all those people in the Pelkie area who are 59 years or older today.

R: And I'm beginning, and I already have some of their grandchildren.

I: So you have taught three generations... of children in the Pelkie area... that is incredible.

R: But listen, isn't it also wonderful that a teacher would recognize the fact that I could be a teacher... where I never ever thought I would be able to, would want to be one, even... and yet I was a great reader... I think it's wonderful... and this one, she just died a few years ago... her husband, Mr. Duggan, when he came back from service became Registrar of Michigan Tech and they lived in Houghton... she married Mr. Duggan, then, when he came back from the service and they moved to Houghton... and they're both dead now but... I can't help but think that teachers can influence children's lives if they, because she wasn't overly protective and she wasn't overly pleasant or anything like

that, you know, there was none of that...and yet there she was almost all the time watching, kind of watching, what I was doing...why, I don't know...but I'd like to...

I: She probably cared for you for some reason.

R: I liked her and I had a good time.

I: O. K., you were teaching in the smaller brown building, right?

R: No, in the bigger white one.

I: What was it like teaching in that little room? In these one-room school houses, comment about it now, it's a completely different situation than exists now.

R: Well, first of all when I saw it, that was the first country school I had ever seen...and when we came it had been raining, the roads were poor and muddy and clay...clay...I felt bad, I didn't know what I was getting into, I felt very, I felt like crying and Tom went back to Detroit...you see, he knew no Finnish...none whatever, and everybody was talk, more or less, more people were talking Finnish then...he was so lonesome that he went back to Detroit...but then at Christmastime I went to Detoit and he came back and now you can't get him out of the place...out of Pelkie...but at first...but I became so busy that, and people were wonderful...wonderful cooperation...oh, what is it like teaching there?...I don't know...you teach, it's like a big family...there's freedom...there's freedom and yet they respect and are obedient.

I: Everyone says...of the people I have talked to at least in the Pelkie area... that in those days you didn't dare misbehave in class.

R: No, the parents got after them then, too, see.

I: So the classroom situation, would you say, was one more of control in teaching?

R: It was control and it was easy teaching...because there was interest...and I don't recall any non-readers...now, why?

I: Well, the Finnish people, as we've talked about this before, there has been this tradition of literacy through the religion.

R: Yes.

I: I mean, even very old peasant Finnish families in 18th and 17th century Finland could read because that was the only way you could get confirmed, and if you didn't get confirmed you wouldn't go to heaven, so it was necessary to read to get to heaven.

R: That's it, that's right, and so they all learned to read...'cause I don't recall non-readers.

I: Perhaps it was necessary also having so many different grades in the school to

have order.

R: Oh, yes, you had to have order or you couldn't do anything if you didn't have order...I can not teach if there's a lot of confusion...I have to have it reasonably quiet or reasonably so, we'll say, but I have to, I can not teach if there's too much noise...if someone has, you know, the wrong kind of noise.

I: Was it lonely at times, yourself, did you speak Finnish?

R: Oh, yes, I'm Finnish.

I: In those days you spoke Finnish then?

R: Oh, yes, and I learned a lot more words from Mrs. Murtto, for instance, 'cause they always spoke Finnish...and at home there wasn't as much talk in Finnish, in fact, my mother had to learn to talk English in order to talk to her grandchildren, they can't talk a word...my sister's children.

I: What about in the school when you were teaching there, what were they speaking?

R: English.

I: Would they ever speak Finnish in the school?

R: I don't recall

I: What about the children during a recess?

R: Well, see, no, not in the upper grades anymore...but maybe in the little grades, I don't know, I don't remember that, but I know they didn't in the upper grades. I know what you're thinking about...

## SIDE TWO

R: In the beginning I was wondering, we had the pot-bellied stove...I had some trouble with the person who was supposed to keep fire going and many times I'd go and there was no fire, it'd be cold, and I'd send word and they'd come and replenish it or, well, we had to keep it going all day but they would come and start it...eventually, though, they gave up the janitorship and we got Mr. Oja's father and mother to take over.

I: Mama Oja.

R: Yes, and they were good then...then of course we had that pail full of water...and we didn't have a dipper, we had paper cups or we made paper cups...I don't remember that we had a dipper for general use...we had paper cups, some sort of paper containers, they weren't really like our cups today, it seemed to me that they were sort of triangles or something...but not all the time, they were, we used paper cups...of some kind.

I: Well, wasn't it cold in that building?

R: It was cold, I got chilblains that year, it was cold...

I: Right out in the middle of the fields like that.

R: Yes, it was cold...the warmest place, of course, and there were two of them was around the stove, it was cold...and I remember that, and then I walked back and forth and...snow...Mother was always worried about that and she was sure, she saw to it that I got tights, you know, to go through that snow all the time, black, I can remember them, black ones, too...but it's true I had my chilblains there and when we went to the other warmer school they disappeared...it was cold.

I: What are chilblains?

R: Chilblains...your feet...they're sore, they're painful and yet they itch and they're red, you know.

I: Oh, it's from them constantly being cold.

R: It starts from the cold, yes, and of course the floor was cold.

I: There was no heated basement then under the house.

R: No, no...we had a lovely bell in the bell tower, but that wasn't used, we used the little handbell.

I: Did they ever ring that bell?

R: I don't remember of it ever being rung.

I: Was the school used for other purposes, too, was it a meeting center or.

R: No, well, yes, for elections...and yes, it was...for elections and they had meetings...because...

I: What kind of meetings were held at that time there? I mean, did Pelkie have the equivalent of Town Meetings ever?

R: No, no, I don't know of that...and they didn't always meet there either...I don't remember where they met but I do know that elections were held...and I don't remember, recall, any big meeting of any kind, maybe the churches took care of that...and the Co-op had a building, too, that is now that garage, you know, across from the Post Office...and there were elections there for a while and they did hold some meetings there, too...upstairs of it...but that didn't last very long either.

I: So the school wasn't a community meeting center as..

R: No, it wasn't a community center as this one is, no.,,I can recall all the windows putting yellow curtains, the sun shining...it had a warm feeling, a cozy feeling, even though it was a large building.

I: I imagine that wood heat would give a cozy touch to it, too, what was the layout, I mean, where was the stove in relationship to...

R: As you come in the door, there were two doors, one door, of course, into the hall...and then the...what do you call them, hooks to hold their coats on... as you come in...sort of a rectangular hall and on each side were these hooks for their wraps...and then there were two doors to come in, one to the right and one to the left and you faced a large rectangle again...right at the end of that rectangle, at the end of the building, was the teacher's desk...and to the left of the teacher's desk was this big stove...and then the children's seats and at the entrance side of the...next to the entering doors, not the outside door but the inside doors, were two rooms...one was sort of called the library and one was just a room in which they put things away, storage room maybe, and the water cooler was at that end of the building on a...like you would have a triangle on a piece of board and it was one of these things that, water cooler, that you pressed...I've often wished I could have gotten one of those things, I should have thought about it at the time... and of course a big clock, you know, like you have, my kitchen clock is a clock that I used and I carried it to every room I went to so I finally inherited it...so it was fun...we had our Christmas programs...they came to them with lanterns, we had no electricity at first, we had lights, we had these lamps, you know, into the sockets.

I: What kind of lamps?

R: They had a bracket.

I: Gas?

R: No...kerosene I think it was.

I: On some days, on very dark, stormy days...

R: But that didn't last, I don't know, there were just a few of those because we did have electric lights then...but people used to come in, though, with lanterns.

I: For the Christmas programs?

R: For the Christmas programs, they used to carry lanterns.

I: That must have been something to see all these people come in with lanterns to the little, old school in the wintertime.

R: Yes, but they must have had horses, wouldn't you say? I don't remember their coming because I suppose I was so excited about the program that...you always had to have that Christmas program...and we used to practice in the little school, the two teachers...and then the older children were alone.

I: Do you recall what the first program was, that first time?

R: No, not at all, not at all...I don't recall any of those programs and yet there was one every year.

I: How were the seats arranged around the stove?

- R: They weren't arranged around the stove, they were as seats are...in rows.
- I: Very permanent desks.
- R: Very permanent desks.
- I: Did the kids use to hide answers in the inkwell?
- R: I don't know...I never knew that...I never heard that, I didn't know that.
- I: I heard that they could put their little cheat-sheets in the inkwells.
- R: Yes, I can see that but I never knew that...inkwells, yes...and our first duplicator was that gelatin mold, do you remember that...a sort of a duplicator like we have, now we have these machines that you just turn around and you get your copies...but I can remember using that purple ink...fingers all stained with purple ink and making copy after copy and then running it off on that gelatin mold...it was a...oh, I'd say maybe about...maybe 12 by 10 or something like that...that type of a board...two sides to it...come together, hinged, you know, where they met...that was a chore, though, writing those.
- I: In 1932, then, they built...
- R: In 1932 they built this building...oh, and then we had Mr. Ruona's sister went to Detroit...after the first year...and then we had another teacher, a Mrs. Lahti, in that little school...now how long would we have been in that little school, from 1926 to 1932...
- I: Then you moved over into the big school.
- R: To the big school.
- I: Did that school seem very large at the time when you first came...
- R: Yes, it seemed, it was nice...and we were watching it, all teachers, of course, connected with the little schools, I suppose, were wondering if they were going to teach in that because they hadn't chosen their teachers until the school was almost ready in the spring of 1932 and school opened in the fall of 1932... and so we didn't know if we were going to teach in or not, or if we wouldn't have a job at the end of that year...because all of those country teachers wouldn't be needed...a few did lose their jobs...I recall only one, though, but there must have been others.
- I: Well, who was teaching in that school with you in 1932?
- R: Mrs. Lahti...then she went to...
- I: Do you recall her first name?
- R: Alice.
- I: Was she the only other teacher?

- R: Well, she wasn't an Alice Lahti when she taught there, she was Alice Yrkkola and then she married...
- I: How would that be spelt?
- R: How would that be spelt, I suppose it was Y-r-k-k-o-l-a, Yrkkola, I think so, I'm almost sure that's right.
- I: O. K., was she the only other teacher?
- R: That's all, there were just two of us but then, of course, all these other country schools had their teachers, too...and the problem was who was going to get into the new building.
- I: Well, at that time, then, or up until that time, you had the Pelkie school, the Pine Creek school, do you remember who used to teach in the Pine Creek school?
- R: No...I know the per, I can't remember the name...I mean I can see the person but I can't remember the name.
- I: There was Poplar Country School.
- R: Yeah, there was a Poplar Country School.
- I: ...a Giddings school out in Hroscope...
- R: And then there was a Pelto School up here, I don't know what they called it...
- I: Pelto School.
- R: Pelto School.
- I: In Froberg.
- R: And then a Wallin School.
- I: In Hamar.
- R: And Hamar, there was one in Hamar.
- I: That was the Wallin School.
- R: Oh...and the Grist Mill School.
- I: And it was called the Grist Mill School?
- R: I'm sure it was...I have the names of the schools right here.
- I: And wasn't there also one in Kyro?
- R: I don't think so...I don't remember a school, maybe there was but I don't remember that.

- I: O. K., I'll check that out.
- R: Well, see, where Sylvia went...did she go to the Grist Mill School? Sylvia Jokela?
- I: Yeah, I believe so.
- R: Or did she go to the school that was near Kujansuu's there, you know, up there, there was a school up there, too...but I don't remember what they were all called...all I remember is the Pine Creek, Mill, Poplar, and then there was one near Elsner's, too, a small school, but those probably were closer to Baraga, were not in this area.
- I: And all these little ones, these neighborhood schools, which you might call one-room country schools, shut down then.
- R: They shut down and then the children were transported in horse-drawn carriages, you know, in a horse-drawn bus...would you call it a bus?
- I: I guess so...that's some sort of a box wagon, right?
- R: Yes...of course you've got that picture.
- I: What did they look like, the construction of these wagons?
- R: They looked like a bus, you said you had that picture...have you a picture of only one bus or do you have a picture of a row of busses?
- I: A row of busses.
- R: Yeah, they must have had one then for every area.
- I: Yeah, what I'm trying to get at was is a description of the construction of these wooden busses.
- R: They were like a bus, you know, they were rectangular, they were like a bus.
- I: Were there windows on them.
- R: There were, yes, there were some...they weren't too big.
- I: What kind of benches did they have inside?
- R: That I don't know, I don't remember going into one, even...I don't remember when I ever looked into one.
- I: Where was the door?
- R: Near the front...near the drivers...there's one in Paananen's yard...or it has been...I don't know if it's still there.
- I: I'm going to go look at it and if so I'll photograph it.

R: Do you know Paananen?

I:

R: Well, there has been one in that yard for years and years and I haven't noticed lately if it's still there.

I: Do you recall any of the drivers at first?

R: No, Waino would know the drivers...I suppose Paananen must have been one.

I: What were you teaching then in 1932?

R: When I started in this school I took over the seventh and eighth grade.

I: How many grades were taught?

R: Ten...we had ten grades and over 300 students.

I:

R: And we had six teachers...that's also in this article here...in my article of Pelkie...you'll find all that in there about those days of the teachers and what grades they taught and...see, two of the teachers came from closer to, they came from Baraga...and they were closer to, they taught in schools but they didn't teach out here, they taught closer to, country schools closer to Baraga...wait a minute...when that new school was...well, yes, because they, and then some of them finally were teaching...then two of them came here... from Baraga...a Miss Hackman and a Mrs. Paine, she was a Miss Ross then... and they had the lower grades and then I had the seventh and eighth grade... and the superintendent, the principal, of that school was Mr. Bonner Crawford...he was from Mount Pleasant...he was here for four years and then he went on to further his education...and he finally became a professor at Albuquerque...he was here couple summers ago...and he married a teacher from L'Anse, a Miss Murphy.

I: Who was the superintendent of...

R: Of Baraga at that time? Mr. Martin when I came here but I came here in 1926, he was here.

I: Who was the one after him?

R: Mr. Erickson, Mr. E. E. Erickson.

I: And then Art Kujansuu?

R: Then Art Kujansuu...see, Art Kujansuu came to this school first to teach... agriculture...and then...

I: Oh, Art was a regular teacher in this school?

R: Yes, at first.

I: When was this?

R: Then he became a...the principal when Bill Erickson left...Bill was principal, after Bonner Crawford left, Bill Erickson was principal, Ed Erickson's brother. And then he left to Ypsilanti and he entered Ford Motor Company, worked some sort of an office job at the Ford Motor Company...and then Art came...Art was here before that but then he became principal...he wasn't principal very long here and he went to Houghton.

I: It was called Pelkie Agricultural School.

R: Yes.

I: Why the name Agricultural School?

R: Because it was teaching agriculture and there's some sort of an act that if you are an agricultural school there are certain requirements, you know, and I suppose there are certain stipulations, too, that you get...it was an agricultural school under the government, I suppose...'cause it isn't called agricultural school anymore...but they taught agriculture and that was a sort of required subject...I don't remember what act that would be, would it be Smith-Hughes Act?

I: I don't know.

R: I don't know, I really don't

I: I'll ask Art about that.

R: You ask Art about that...now Art would know...

I: And Art taught agriculture...what kinds of things did he teach in...

R: Agriculture? Well, they had, they planted a garden one summer and took care of that and they taught practically the same things that they do in agriculture, see, Art taught it and then after Art left Mr. Roverquist taught it and so on.

I: And that also is in that article?

R: Yeah...all that is in the article about this new school.

I: I'll rely upon that.

R: It's very complete, see, it's the one by, with, me 'cause the others don't talk about the Pelkie School much.

I: In your three generations of teaching Pelkie children what students stand out as...

R: Outstanding?

I: Outstanding...the ones, you know, when you teach you have sometimes some very

rewarding experiences, the kinds of experiences that tell you that you've really, really accomplished something, and the kind that make it seem like it was all worthwhile, very emotional sorts of things, it happened just a couple times while I was there, my first year...what students stand out as giving you that kind of experience? Or tell me about some of those experiences that are the ones that are really important.

R: Yes, I know...well, in the country school, I mean the older school, I don't remember any...I think that as a whole they were good students...I know that I had three in the eighth grade when I first came...one was Matt Oja's sister Pearl Waara and she was an excellent student and...afterwards finished her high school and has been head cook at the Memorial Hospital in L'Anse for years and years...then was George, was Nora's cousin, George Mattson...he went into service and then when he came back he's been working with Bill at the mill...and he's still working at the mill, you know, this Ruona's mill...and the third one was a Klemetti boy...but he's dead now.

I: Was that Martin?

R: Martin.

I: Do you mean they were all good students?

R: They were all good students but yes, they were all good students..Martin... they were all good students...and then I had only two seventh graders, Elma Hietikko and then a Nelson girl, she's in the country somewhere, she's married and living in the country...but you know we talk about success after education but I feel, I honestly feel, that when I talk about success any child, any person, who has had difficulty, even some difficulty, in school maybe isn't the brightest, is still a successful student as far as I'm concerned if he has become a part of the community, has married, has a family, and takes care of himself and works, and is interested in what the community is doing and helps, I've considered him a successful student...I consider them successful...they're good parents, they work, they earn a living, they take care of themselves, and yet they have time to...usually they're church members...and yet they have time to take part in community affairs and be interested...I consider that a successful student...and so when you say success now I...

I: Did you emphasize participation in community affairs and what we call citizenship...

R: Yes, and of course this is what I'm talking about, too, is citizenship...well, I suppose we did emphasize that but the whole community was of that type so naturally these children are going to follow those footsteps of their parents and of their, their parents were that type of people...don't you see?

I: They were very concerned, were they not, in their children's education?

R: Yes, they were...and very cooperative...very cooperative.

I: Like when you would need help they were there?

R: Yes, all I would do is call them up and immediately it would be taken care of.

I would tell them, "Now it's your problem"...but we worked together and they were very cooperative...I think that is why I have found teaching easy because I have always had their cooperation...and they've always, you might say, approved of what I was trying to do...and that makes much easier and more pleasant teaching...don't you see?

I: Sure, sure I do.

R: And now I have, we have some illustrious students, you might say...but most of them have gone on especially from this school and from Baraga, graduating from Baraga...are doing well...they amaze me...I see them, they come to talk...I can still, I can see a boy who had been injured, he limped bad, he had been injured in a, by a farm machine in haying...he was a seventh grader when I had him...he was so independent he found it difficult walking upstairs...and he was so independent, though, you couldn't help but...he would not want any help. Couple summers ago he came to my back door and said, "I bet you don't know who I am"...and I said, "Well, I know you're one of the Pirhola's but," I said, "you can't be Emory"...'cause you see Emory limped...this man was walking normally with vigor... "Oh," he said, "yes, I am Emory"...and he has a very good business, has some sort of shops and so on in California...has done very well. It was a pleasure to see him...and he remembers his schooldays...I have these people coming over and it's a pleasure to see them...then, of course, we have people like Luanne Ruona, you know, go on to be a psychiatrist...as a, so many of them go to Michigan Tech from here, too, the boys do...and they go out and work and they do very well...they have, like...they become like Jimmy Wuori, have you, Jimmy Wuori...now, he travels for his company...from Flint...I didn't know that...they get wonderful positions, positions of trust and...what else would you say.

I: Responsibility...Ralph Jokela.

R: Yes, Ralph Jokela...there's so many of them, there are lots of them who go out... then we had a boy here for a while who's an architect...and many of them marry very well, that's another thing...they marry very well and they have nice homes and nice families, many of them.

I: As you reflect back, though, did you have experiences with some students that because of how much they could learn were especially rewarding to you...excellent students that you were just very, very excited about as your teacher probably was about you.

R: Why, there are many of them who were excellent students...many of them, and I enjoyed them and it was fun working with them...I prefer, myself, the upper grades because they can do so much...they're thinking already and I like them to think...I give them a lot of responsibility, too, I would even have them take over a class and teach, I'd have them prepare a whole lesson themselves...which I believe in...I think a teacher's role in a school is not to stand up in the front of the room and just throw questions at them, I think the children should take more part in school, in what's going on...and the teacher be more of a resource and enrichment person.

I: Tell me a little bit about these...

R: Well, I have one more thing, though...this is probably one of our best examples of success...I had a boy who came into the fourth grade, he could probably read only "the" and "and"...fourth grade...we worked with him three years, his mother and I, every day for about three years...he became a very fluent reader... he went to college, graduated with a degree...he's very interested in things like history and philosophies...the subjects that are more difficult...he tells me he hasn't been able to find a job yet...as many of them aren't...and so he's working in Minneapolis but the last time I saw him he tells me that he's going to night school, too...and taking up subjects...now that boy couldn't read... I sometimes wonder, we didn't have remedial reading classes...I'm not going to tell you my private opinion about what sometimes happens...it doesn't always, I think they're good, especially with Ed, too, I've been substituting often in Special Ed, that's what they usually call me for...and I like them because it reminds me of the country school, the setup...but I don't know, I wonder if sometimes they keep them too long in there...now, don't put that in, to me it seems like a criticism of them...I have seen wonderful things happen in those rooms.

I: Yeah, well, that's quite all right, there are good things and undesirable things with every ? .

R: But I wouldn't like to have them, my own opinion is that whenever they're ready to go on into the regular classroom they really should be put in the regular classroom...and they probably do, I know of many that are pass on like that...but I'm wondering about this boy since he was so very poor in reading...

I: How many more could there have been, could have gone on further were they not left and defined as needing special attention.

R: Because, you see, we never considered him slow...he was, of course, but we never considered him slow, we just took for granted that something had to be done, his mother and I worked hard at it and did it...but no special techniques or anything, we just read.

I: Do you recall talking any people into going on, trying to persuade excellent students to go on who may not have otherwise?

R: To go on to school?

I: Yeah.

R: Oh, yes, but we don't need much talking around here...people as a matter of fact go on...they go on...there is one boy, though, that I have been trying to, every time I see him I think he dodges me...he does have pro, he's a little crippled...and he could get his education, you know, very inexpensively 'cause I think they help those people...and every time I see him I say, "Why don't you go on" because he had the ability but he never has, he always says, "Oh, I'd go into it" but he never has...that I would have liked to have seen... but most of them do go on...most of them do...or have gone on...but now with this over-supply of teachers many of them do not go on...maybe they haven't

made up their mind what they want to do and then if they go on into some other field outside of teaching probably what they're going into doesn't require the college education.

I: And it is also becoming increasingly recognized that to make money...

R: Right, yes.

I: ...one need not necessarily go to school...in fact...

R: No, no, and to be satisfied and to be happy...I think they're beginning to realize that they're going to follow what they want, like to do best, regardless whether it requires college or not...and if they want college they'll go and get it...Jane Kilola has done well and there's lots of them, Luanne and everyone of them who have gone on.

I: Have there at any time that you've been teaching here been concern on the part of the parents that to educate children to go on might mean to educate children to leave the community and might have that undesirable consequence...

R: I know, I know what you mean.

I: Sometime in smaller communities this is necessarily the case because advanced training, of course, means training for certain kinds of jobs that are not found in small communities, has this ever come up?

R: I've never heard it here, not here...because naturally most of them have to go somewhere...I think, though, maybe...I've never heard it voiced...I think that maybe the reason it hasn't been voiced maybe their parents have gone to school or maybe their parents have hoped that they could and so they send their children on...I think of Turunen's now...of course Roger is staying and farming...he's not doing too much farming, though, is he, is he doing that construction work?

I: More of that, yeah...but have you heard that elsewhere?

R: But I've never heard anyone say that, though...that if we send them to school they won't be around home.

I: Have you heard that in other...I mean, not in Pelkie but around Baraga, has that been a concern?

R: I hear it from speakers but I haven't heard the children themselves voice it or the parents themselves voice it.

## PART TWO

R: ...still have pride in the community...you know what I was interested in... have you heard of that group in Detroit who is working for Finnish culture and that, they have built a beautiful building now.

I: Yeah, Suomi Seura.

R: Yeah...one of the girls, you know, is from Pelkie area.

I: Who is that?

R: Mrs. Shirley Kemppainen...she was a Shirley Walitalo...and she was telling me about this some time ago...and they're very enthused...and Waino Maki's daughter is also in there...and I'm proud of them...isn't it nice?

I: Certainly.

R: I just had a picture, where did I put that picture of, I was going to give it to Mrs. Walitalo, showing Shirley and speaking about the building and the things they have done...and I think a lot of them are from the Copper Country. I'm almost sure that that first person in that picture is a guy, I've heard the name sometime.

I: O. K., here's another question about teaching in a small community. By being in a small community and teaching, of course, you're much more likely to know the parents and know the parents well, even, because you come into contact with them in store and Post Office, and this helps in education of the children because you can relate to the parents and you can deal with the child, then, in his total environment a little more easily, but have there at times been problems or...not problems in the functional sense but psychological difficulty and strain that you've had to endure simply because you knew the parents too well? For instance, if there's a child that might have a little problem you feel so much great pain because you know the parents and...

R: Yes.

I: Talk about a case or two like that without mentioning names.

R: I know...well, if I find, for instance, if I find a child who is having trouble especially before we had all this help now, this is a long time ago before we had all this help, I would have always, and the parent will be concerned, too, and they will tell, and I will suggest that I'll do a little tutoring at home, I will do that...and with their urging a little bit, too, but they don't have to urge, I have taken several of them and taught them separately and at home.

I: And do not get reimbursed for this?

R: Oh, no, I don't want any reimbursement for it.

I: And the parents have brought their children...

R: And the parents are really very appreciative of it...even last year I was asked to do something with one little boy, but then it was finally decided to retain him and see if that will solve the problem, see, and the parent was perfectly willing to have the child retained...and the child is happy...but the problem is this but if there's somebody who needs help I have taken them into my home, after school...usually after school and we've had a, I've tutored them...oh, they'll even come from high school sometimes and ask for some tutoring...who have been here before...so I...that's just a matter of fact, they say, "Well, Ida will do it" so we do it...and then it helps.

I: Can you comment or tell of any situations where knowing the family too well made it painful for you, not asking for names...

R: No, I know what you mean...

I: ...but to describe a...

R: No...I don't know of any instance where...you mean because a child can't learn or because a child misbehaves in a way that isn't at all accepted that I would feel sorry for the parents...yes, I know...but I don't know of any case where it has been that extreme...I really don't.

I: O. K., tell me a little about these Christmas programs, I've talked to so many people who...

R: Just loved them...the people love them...well, when, of course we had the small programs in the country school, you know, in the little other school before we got into the larger school, and we'd have just something simple and we'd have a, sometimes we made a stage, sometimes we didn't...and you had your shades, your sheets for shades, that's all, to draw...but when we got into the Pelkie School, for years and years I started to put on operettas...beautiful things...we had a music teacher from Baraga who came once a week and he taught the songs of the operetta...then when he didn't come, he came only once a week, one of the teachers would take over the singing part...this was for the grades now...it didn't go all the way through high school...well, if the high schools wanted to they could put on plays which they did, too, but this operetta was up from grades Kindergarten through 6...and everyone was in it, that was one thing...and that's why an operetta took care of a lot of people...you see, everyone was in it...and then the people of the community came out and made every costume right in school.

I: Was this in the evenings they would come and make the costumes?

R: No, they would come during school day, like during the school day...there was an empty room where they could work...and they could try them on the children, they took that over entirely...so the parents...it was a parents' program as well as the teachers' program.

I: The mothers would come...

R: The mothers would come.

I: And would they have coffee?

R: Oh, yes, they would have coffee.

I: I guess no one gets together here without coffee.

R: And not only that, but don't you see...then when the program, when we got towards the end and were putting it together and...what shall I say, practicing it, they would sit and watch, too...they were proud of it, it was their program...I remember some of the mothers, they'd say, well, they'd sew some-

thing and they'd say, "We'd better ask Ida first, if she doesn't like it she'll say so"...because one thing especially, they said, "Now you can't have those skirts on those dolls so short"...I said, "But they don't look cute unless they're short"...so we had them short and they were darling...they did a beautiful job of sewing costumes...they were made just as, like a regular dress, everything was, it was beautiful...and then I had from the community people come in to paint the scene, the background for the play...we had a lot of help, lots of help.

I: You mean, on a large mural that would be the background.

R: Yes, a large mural, that would be background...and they did a beautiful job, they were the Usitalo girls...one is dead now.

I: That was Senia Usitalo?

R: Yes, and her sister Rauha...they would come and paint the background...and they made beautiful backgrounds...big ones, you know, the background for the operetta. And they usually, of course, there was always a star, you know, someone who would sing nicely...I remember David Tepsa as one of them...I don't remember the name of the operetta...yes, David...David Tepsa...he had a beautiful voice when he was young...I don't know, he probably still has but I mean for that part...there was always a star in these operettas...and then a dance, oh, I remember one thing, too, Mr. Hill used to play and taught the songs...and then Mrs. Elsner, she was there at the time, and she would teach the singing...after she went I don't know who did it...and I remember one time we had...the operetta included some dances...some like Scottish fling, you know...and of course there was quite a bit of stepping, you know...and some of the people didn't...they were quite religious and some of the people didn't like it and Mr. Hill told me, he said, "I wonder how you're going to get by with this"...I didn't say anything, we went on with it and they called for it and they never, never said, told, it to me but they had told someone else that there was a little bit too much high stepping, you know...but then when I heard it, I asked the minister of the time and I said, "What do you think?"...he said, "Ah," he said, "that's only child's play," he said, "don't worry about that," he said, "that's only child's play".

I: May have been a problem more with some of the Apostolics.

R:

I: But that's inevitable in a...

R: But they wouldn't tell me...oh, they made comments, you know, and I heard them but they didn't come to me about it...and it was amusing, though, I immediately asked the minister and he said, "Ah, that's only child's play"...he liked it... yeah, I mean, he liked the whole operetta.

I: Who was the minister?

R: I don't remember who it was then...I know he was an older, I wonder if it was Reverend Koski, I don't remember.

I: Frans Koski?

- R: Maybe...I'm not pos, but it might have been...'cause it wasn't Groop, I know and it wasn't Junttila so it must have been Koski...and so I just went along and we had it...and people took pictures, Evelyn Turunen has some slides of some of the operettas...beautiful...they were just beautiful...well, we did that for many, many, many years, every year it was an operetta.
- I: Where would you send away for these...
- R: Books?
- I: Yeah.
- R: Mostly from Paine Publishing Company.
- I: Do you remember the, couple of the themes?
- R: Yes, couple of the names of the books...oh, there was so many of them, I can't remember any of the names.
- I: Were they all, did they all have something to do with the Christmas theme?
- R: Yes, they all were based on a Christmas theme.
- I: Such as?
- R: Well, for instance, Santa's toyshop, you know...I don't remember any of the titles...I don't think I have a Paine book here, either...oh, and we used to send to Aldridge, too...I don't remember the titles but if I remember before I'll call you up and tell you some of the names of...
- I: And children would all have their parts
- R: Everybody had a part.
- I: ...you would mimeograph off their parts and...
- R: We had to buy a certain number of books because of the copyright law.
- I: I see.
- R: In order to be allowed to put it on...usually ten.
- I: And the children would memorize their parts.
- R: Oh, yes, they'd memorize their parts.
- I: Were they nervous the night of the performance?
- R: Oh, heavens, yes...and sometimes you'd have to use a little...like the choir robes, we'd have white robes and then with some big, red bows, you know, of crepe paper...sometimes until we <sup>finally</sup> got rich enough to buy material and have red material...and, of course, they had to have a drink...and you know what water does to red crepe paper...but they were really nice...and people, ever since

we stopped them...

I: When did you stop them?

R: Because when we...they began to realize that it took a lot of school time... it did take a lot of school time...and so Baraga eliminated them and we did... we couldn't do it in one school and not the other, it had to be done in both... and not people but teachers were beginning to realize that it took, people would have, they don't care, they loved the Christmas programs...they still ask for them every year...they think that, well, maybe we can revive it, but it does, it takes almost a month away from classes, you know, because everybody gets so excited...and yet it was the highlight, it's the thing they remember, the people remember best.

I: I know, I didn't know about it until of course doing this work, and people would speak of that as the highlight of the year equivalent to the Fair or Dairy Day as an important community event.

R: Yes, right.

I: And evidently people would come...

R: Oh, yes, we couldn't get them in that hall end of the auditorium, they would be in the hall...you know, in the hall listening and watching.

I: Beyond standing room capacity in the auditorium.

R: Yes, oh, yes...and they came from all over and they were nice, they were, but don't you see the whole community was working on it, really...and usually, then, the upper grades would have something on the Christmas story, you know. And they always had singing, the carols and so on...the whole thing was really a nice thing, but oh how it was a lot of work.

I: When did you stop it?

R: I don't remember that now.

I: About?

R: I couldn't tell you, I don't remember.

I: Let me know if you think of it, O. K., because that's...

R: Yeah, I can't remember it at all because it was such a part of our life and then all of a sudden there wasn't any.

I: And there was the definite feeling that something was lost, yeah.

R: And then you sometimes think to yourself, "Well, I wouldn't mind having it again"...but I'm telling you it was a hectic period.

I: Why don't you have one again, do it after school and get it, I think the people would just love it.

R: Oh, they would, and they, the people would just love it, right...the people want it.

I: You ought to do a couple more after school.

R: Practice then and work on it then...it's, I know but I can't go over there and tell them...don't you see?

I: You no longer have the authority, eh?

R: No...I'm pretty careful...I do a lot of things at the school, volunteer a lot of things like the library and so on, but I don't make many suggestions and I have nothing to say...I'm very careful.

I: Yeah, you have to be.

R: You have to, yeah...and yet they're wonderful...I mean, all the teachers are nice and of course they appreciate the help...and I work, I realize that a teacher who has two grades doesn't have time like for library and so on... you know what I had yesterday, this isn't recorded, well, it doesn't make any difference, I had little first graders come in...see, when I have library I have it for half an hour and not only do they get books but I also ask them what was the name of the book they just read and what is it about...because some of them I know in the older grades don't read them, they say they do but they don't...and this little first grader, first grader, got up and you should have heard him give, tell the story...it was unbelievable for a first grader... and then I called on a little girl...I call on everyone...I said, "What was your story about?"... "Oh," she said, "I read about a kitten...and he had a pleasant place in which to live in the country"...first grade, "pleasant place". I was amazed so you see I don't only give books, I give them a half an hour... each grade half an hour, that's 3½ hours a week.

I: You've done a lot of work to organize and build up that library, too, haven't you?

R: Oh, yes, that's why I've been insistent that it be kept on and I ordered books again for this year, I got new books, now I have to go over there and put in the cards and so on.

I: How many books would you say you have over there now?

R: Oh, we must have...last year I put the number in I...well, maybe around 800 maybe.

I: That's quite a few books.

R: I know but we...some have been donated, I have bought some for them and then we get from the Intermediate School District, you know...some books...oh, I, maybe around 800 maybe... 'cause I can think of all those shelves and they are full and we have lots and lots of books for the little ones...because I feel that there isn't too much in the room to work with and I mean they need books and they don't have much in them but they're darling...they're expensive... but I feel that a small child should have a beautiful book...with hard covers,

pictures, well-illustrated, colorful...so that they can hug the book, learn to love the book, and they do...don't you see...afterwards when they get older it's all right to get paperbacks...after they have had that experience of what a nice book is and how it must be treated and so on...'course that's only a personal opinion, that's my opinion...'cause I love books myself...but they love books and you should hear them when they told those stories...I had Mildred come in and listen, see, they're in Mildred's room...and they even laugh and they enjoy what they're telling...now, that's something.

I: You have become a bit of an institution in the school.

R: Yeah, I know...they tell me I'm still on the faculty.

I: There's another person in the school who has become a bit of an institution and that's the cook, Sylvia, she's been there many years, hasn't she?

R: Yes, she's been there very many years, and Sylvia got a letter from a girl yesterday, from Baraga, and they said they missed her...you know, the good cooks, and of course they said the cook...they didn't like it so well in Baraga, they always say that when they first start...they were sixth graders last year and they're seventh graders now...but it was cute...they miss her and miss her food.

I: In a way she's like the mother for the day for all the children in Pelkie and she has been for many years.

R: Yes, that's right, that's right.

I: Do you recall when she came there? Was it in the very beginning?

R: No, we had...

I: Who was the first cook there?

R: For a long time we had...I don't remember who the first cook, maybe Sylvia was, you see, we used to have some people coming from, at one time we had someone come from Baraga who was working, you know when they were placing these people in jobs...some kind of a welfare program...we had some of them...I don't remember, maybe Sylvia was that first one, I don't know, I don't remember anybody else.

I: The reason I mention that...

R: Oh, no, a Mrs. Ikonen was on.

I: How would that be spelled?

R: I-k-o-n-e-n...she was a cook there...but I think Sylvia, did Sylvia tell you that she's been on 25 years already?

I: Yeah, she's mentioned that, so that's...

R: And remember we opened this school in '32...how many years ago would that be?

I: That would be, then, around '49 or so that she started.

R: '32, '74...42 years ago...isn't it?

I: About 49 years.

R: '74 and '32...42...for this school...and Sylvia's been on 25 years...so 17

I:

R: I'm just thinking about there's 17 years, then, there had to be somebody else, do you see? I know that we had a Mrs. Ikonen, I know that because I remember her big pot that she brought there...she had evidently cooked, she had cooked somewhere else, too...before that...and then I know that we had these people come in, too, who cooked and were...from some sort of an organized, some welfare or something of that type...at first...and at first we didn't give...

I: Was this during the very early days?

R: Yes, very beginning, 'cause we had no food down in the other school, you see and then we...and in the beginning...

I: It was some sort of government service?

R: Yes, first...and remember in the beginning we didn't have a full meal...we, the people donated things...and they were given maybe one...something, one thing, you know...and they donated milk, for instance, and so on...I remember we gave them...

I: Farmers would donate some milk for the children?

R: Yes, they would bring milk or something, they would bring something.

I: Why, would they bring it in a big, old can?

R: I don't even remember how they'd bring, but I can still see all the reports I used to do when this person was credited with so much milk and this person was credited with so much milk and so on...you know, or whatever they donated.

I: And the farmers were not paid for this?

R: No, no.

I: This was just to feed the kids.

R: That's right, and there was only one dish served...one meal, one, something, like maybe a...

I: The reason I mention that is like over there, I just stopped by now, and there's a bit of a family...

R: Oh, yes, feeling.

I: ...feeling in the whole school...they sit down and they have coffee in the morning.

R: Yeah, and the teachers get together and, there's your conference right there, you know, it can be and...there is a family feeling in the whole school... there's no question about that, it's always been that way...and I hope that it stays that way...if you start getting dissension then it breaks up that feeling, we don't have a teacher's lounge, it would be in that kitchen where they sit and...of course if they wanted to, there's an office and there's the library, but they don't.

I: Yeah, well, so much visiting in the Upper Peninsula also is in the kitchen, that's the Finnish tradition...

R: Yes, that's right.

I: ...Sylvia always has coffee there...

R: Yeah, and they have coffee at recess time, they go there at recess, and of course eat their meal and...well, almost, well, every child practically eats, I think every child eats...now, I don't see any lunches there...I'm almost sure, unless they just get a notion that they want to carry their lunch this day, but from the record she has on the board of how many eating, I'm almost sure every child eats...well, practically every day.

I: How about the idea of having to combine the job of principal and teacher?

R: That's difficult...when I was principal and teacher...first of all, I told the teachers that minor infractions in the classroom are their problem...after all, they're teachers, adults, they've been trained...minor infractions...that I had to teach also...but if it's something serious then I must know about it... like every bit of fooling around or something like that, that's minor, why should my teaching be interrupted for something like that...but if it involves something serious then the parent has to know, too...I used to teach...teaching was the thing I did while I was teaching...during the, all day long...I did my principal duties, reports and everything else, after school or on Saturday or Sunday...so when people introduced me as a principal I said, "No, teacher...my principal duties are just something I do extra."

I: What kind of duties were there as principal? I know the school to a great extent was run from Baraga.

R: Yes, it is run from Baraga.

I: And always has been, right?

R: Yes, but, well, I had the hot lunch report to make...and I also had the attendance report, the attendance books to collect and check them...and do them... in fact, they, now most of that work's done in Baraga...but I used to do it when I was principal...we had to then but now but now Baraga, they have people to do them...so I would get, pick up everybody's and check it and send it in... and then, of course, notices, send out notices for meetings and...any change that's going, anything that's going to happen like lyceum number and so on...

each teacher, though, collected their own lunch money...and gave it to me at the end of the week and then I incorporated that into a general, for the school, lunch report.

I: You did this on a weekend, then?

R: Oh, yes, I didn't have any time to spare, school time...and then you meet of course people coming in...agents and so on...the principal meets...the business is usually with the principal.

I: What kinds of people come in?

R: Well, somebody might be interested, might have been sent from Baraga if, about new books or new maps or something like that...or it could be...somebody might want to use the school for something...if they didn't call you, they usually call, if they don't call they come and see you...the school being used for community affairs, they have to have permission, of course...they may come to you to find out what day is available...many times they can call Baraga, too, and get permission...there has to be cooperation between the two schools, I mean, if it's being used generally Baraga will know about it, too...that's about it or if somebody...

I: Generally, though, they would come to you?

R: Yes, and also if someone is...like hurt, the principal is there, you know, hurt and the parent is contacted always, and no child is sent home if he's not feeling well unless we know for sure that the parent is home first...and then the principal may take them home if it's necessary or whatever needs to be done, but the parent's permission is gotten.

I: Another related question to the combining of a teacher and principal role into one overall job...such things inevitably make the execution of authority difficult...if you are only principal then the teachers would look at you as principal, but when you are teacher you are one of them and yet you are not one of them, so whenever any person, be it in industry or the military, has to combine roles of peer and authority it's somehow difficult, was that difficult for you at some times?

R: No, and I notice now, too...I notice now, too, even though Mr. Paakola has both jobs yet Mr. Paakola is authority...and I feel that, I have that feeling that that's what they know and they feel it then...I have a feeling that they will check with him...they do cooperate...you get that feeling.

I: Oh, I know, there has to be some, but...there is that difficulty...

R: Yes, of course if you get a teacher that doesn't respect that...but I don't think it comes from the principal, I think if anything it would come from the teacher, though, wouldn't you...because I haven't seen anything, I see some very good...they really do respect Mr. Paakola and they do take their problems to him.

Now I was speaking more of...I don't think it's the person as much as it is just the sociological difficulty of combining the two roles.

R: It is difficult but I don't see any difficulty, though, in that way, socializing, I see the difficulty in the amount of work to be done...if you're teaching you're not always available.

I: O. K., here's another question now. Since this new school was created in 1932, built in 1932 and started in the fall of '32, the school has since become a community center, we talked about it as being a general meeting place and really a vital part of the whole community, just the structure itself right there in the center of the community, could you mention the kinds of meetings that have been held there, the different groups?

R: Oh, well, 4-H...and Farm Bureau...

I: What did this involve, once a week or...

R: About once...it used to be about once a week but there are less meetings now... and by the way now they're starting to use the Fair building...the 4-H is... but for cooking they come to the school because they can't, but if it were a program meeting that they were having it would be at school...you know, if it involved a lot of parents and so on...but lot of their meetings they're holding now at the Fair building...but when it comes to cooking they've got to come to school because they don't have the facilities yet for cooking at the Fair building...and I think if it were a program it would be at the Pelkie School.

I: And who have been the 4-H leaders?

R: Leaders? Mr. Krenek and, oh, you mean local leaders?

I: Yeah...historically.

R: Yeah...Ray Kilola and his wife for a long, long time...and I think they still are in name if nothing else but until he got ill, you know, he isn't feeling too well, but he was for a long time.

I: That's an educational program, too, isn't it, that whole 4-H...

R: Yeah, but it's run through the Extension office, it's run through Mr. Krenek's office.

I: And ultimately Michigan State University.

R: Yes, right, ultimately.

I: But that performs a very important educational function in the community.

R: I think it does, I think it has helped these kids who are in it...it seems to me that they have more confidence in themselves...and they're not afraid to try anything...that's what I admire about these kids, they're not afraid to try anything.

I: What do you think has been the specific contribution, then, of the 4-H program

from an educational point of view in the community?

R: Personally, I think it's the developing of the personality of the child more than it is what they have basically learned...of course, they learn a lot in this cattle, you know, those who have calves, I don't know too much about that...and they learn to can and...and oh, they do a beautiful job in sewing, they do a beautiful job in sewing...so they do learn...and one year they had a...they conducted a meeting...as a demonstration and they even went down state, they put it on in many different places...that has a good idea, that was a good group...that's long time ago...and I think it's...

I: You mean of illustrating parliamentary democracy?

R: Yes, and running a meeting right...they were good, that group was good, I have a picture of them and that was a good group.

I: And the Eilola's have been very closely involved.

R: Eilola's were very good...but the group that he had, too, that time, the group was good...they worked sort of together...and of course his own children were in it...but now his own children have grown but he still comes to meetings and he still goes to the council meetings in L'Anse...but I do know that their 4-H meetings now are at the Fair building...they will come here for cooking and that's all.

I: What other groups have come?

R: Oh, and then they have the Farm Bureau...no, yeah, Farm Bureau did it one time but I don't know if it does anymore.

I: No, I guess it doesn't. What did that constitute, I'm not familiar...

R: I don't know, I think they talked...it met just a few times...didn't they talk about like politics and things like that.

I: Yeah, potential legislation that would influence or hurt farmers

R: Yes, I think so, I didn't know too much about it and I know they didn't meet very often.

I: Who used to be historically the local...

R: Leader of that...I don't know who was the leader but I know that Ronnie Moilanen was there...but I don't know who was the leader.

I: But that didn't go way back, that was a more recent...

R: Well, not too recent, no, not too recent...and it wasn't a very big group...and then I think...if they have any at all I think it must be sort of County wide now 'cause I haven't had any here...then the Breeders' Association, what do they call themselves.

I: Michigan Artificial Breeders' Association.

R: Yeah, they met here...years and years but...

I: Is that an annual meeting?

R: They also had local, I mean meetings in between...but you know I haven't seen them lately.

I: What about the Farm Bureau, was this also periodic meetings?

R: The Farm Bureau, as I said, probably I saw them in the school twice.

I: And the Artificial Breeders used to be periodic.

R: They used to be, meet often...and they would use to meet in the school all the time.

I: And were there more people involved in this?

R: Oh, yes...and you know I have a feeling that maybe they meet in that...where they slaughter animals now...you know, in Pelkie back of there where they have that, they have a building there.

I: Livestock Association?

R: Yeah, Livestock Associa, maybe they meet there now.

I: But they haven't...

R: I haven't seen them here and I know that they don't meet at the Fair building either...so I think they're meeting there...and then we had a...and of course all your community schools meet, you know...

I: That's more recent now.

R: That's recent, yes.

I: Last four years or so, something like that?

R: Yes, about last four, five years even, oh, no, it'd be longer than that because they used to have a good sewing class and...

I: When you were still teaching?

R: Oh, yes.

I: Oh, so that goes back to, when did you retire again?

R: 1970... '69 or '70, do you know I can't even remember what year it was...it seems to me...

I: This was in the '60s that...

R: Oh, yes, they used to meet before, I even had a 4-H meeting, a group, years and

years and years ago.

I: Oh, so this would even go back to the '50s, would you say?

R: The better part of it, no, they've had 4-H, it used to be quite active way back when we started in '32.

I: Not 4-H, you're talking about community...

R: Community schools.

I: ...schools, adult enrichment, right?

R: Yeah, adult enrichment must go back at least ten years 'cause I remember Esther Lehto coming to Pelkie for sewing.

I: The adult members of the community here have really responded enthusiastically to that, haven't they?

R:

I: I mean whether it's crafts, sewing, or...

R: Oh, they love crafts...do you know that's where I'm having trouble...I'm supposed to teach for the community school one hour of, story hour...and Mrs. Peterson takes one hour of craft from after school now, from 3:15, 3 o'clock to 4...do you know...they don't like story hour...because they think that's like school...they don't know why I can't have crafts...but story hour isn't crafts.

I: What other groups have...

R: Oh, there's been lot of groups.

I: The Co-op, have the Co-op...

R: And the Co-op has its annual meetings there.

I: That's the Board of Directors' meeting?

R: No, they have the Board of Directors' meeting, I think, in the store...but they have their annual meeting here.

I: Which is all the membership, right?

R: Yes, it's a membership meeting...when they elect new members and so on...and they have a dinner usually.

I: And there's also one for just the Credit Union, too, isn't there?

R: Yes, but I..

I: A separate dinner and a meeting?

- R: Yes, a separate dinner, yes, and meetings there...there aren't as many meetings as there used to be.
- I: Has the school been used for various church functions?
- R: Sometimes, yes.
- I: Like in the summer?
- R: In the summertime for summer school and if they, and sometimes in the winter they might ask it for something if they need to but...
- I: But like has the Pelkie School generally always been used for the summer school program?
- R: Yes, for a long time...for a long time, I don't know how long but for a long time... 'cause I know that even the Apostolic Church used it one summer... 'cause they asked me to teach one day when the minister had to be gone.
- I: And what would the summer school constitute? Would it be like religious...
- R: Yes, but you should see the wonderful programs they have now compared to what we had in summer school...they have a regular course of study, it's as, they might work on one phase...for instance, one summer when I taught they worked on the outdoors, they studied insects and all those things...but the idea back of the whole thing, though, is that all these are gifts of God, you know, and you studied them therefore...
- I: Oh, so it's integrating a sort of knowledge of the world with...
- R: Yes, oh, yes, it isn't only Bible study, there's some of that church, do you know what they did last summer...last summer they studied the Holy Lands... you know, the Holy Land...getting the geographic viewpoint and how things started and so on, and they made a market place in the gym...I was enthralled by that way of teaching...I went up there and saw that market place...here were their stalls...the sandalmaker...the story-teller...the potter...the weaver...the leather worker and so on...it was marvelous.
- I: Now going back a little further but in the earlier days was it more.
- R: It was more studying, just reading your Aapinen and your Bible History...now it's a lot of activity.
- I: Was confirmation school held there also?
- R: No, that's held in the churches, that isn't held here.
- I: Are there any other meetings...oh, there also has been in Pelkie a very active Parent-Teachers organization.
- R: Right, that's comparatively new...that's about four years old.
- I: Oh, that has not always existed.

R: Oh, no.

I: In fact, there probably was no need for that, I mean, they always had, you always had the cooperation of the people anyway.

R: Yeah, I know, and they started that after I retired...so it's about four years now...and because Baraga with their PTA want them to go to Baraga, see, to the PTA...but then they formed what you might call their own PTA...because they feel that they don't have the problems...that so many of their children aren't there first, certainly the high school children are but not the little ones.

I: There is a bit of a problem that I see with the school insofar as the school is under the control of the administration which is located in Baraga.

R: Yes.

I: Most of the taxpayers are in Baraga but there's such a strong local community pride and identification and the school's an important part of that and this comes out, of course, in the fact that they want their separate PTO, and this latest event where the Kindergarten function being transferred...

R: Yes, right away they're going to <sup>?</sup> all of us...they fought over that, every time, when the ninth and tenth grade went, I don't think they bothered, cared, too much about that but when the seventh and eighth grade went they really had some meetings, they didn't want them to go.

I: When did the ninth and tenth grade go?

R: I think I've got that in here, too...the year, I think I've got the years in here.

I: Do you recall about at the time?

R: I think...no, I don't...1943 the ninth and tenth graders were taken to Baraga.

I: In 1943.

R: Yeah...and in 1942 Mr. Kujansuu became principal, of course you can get the rest of that here...now when did the seventh and eighth grade go...1955 Grades 7 and 8 were taken to Baraga.

I: And now in 1974 the Kindergarten has been taken so there's 1 through 6.

R: Yeah.

I: Do you recall now when the eighth through the tenth graders were taken to Baraga what the community reaction was? Try to think back on that.

R: Seventh and eighth grade they didn't like it, they had meetings and so on but they didn't like it...of course, I'm not sure if all of them did but the people who...they went to a meeting, to a meeting at the school there, and they were really angry, some of them, but remember now there may have been some who did

like it, I don't know anything about them but the majority seemed to dislike it very much.

I: What was their complaint about disliking it?

R: Disliking it?

I: I mean, why?

R: Why? Well, here's their school, community center...take the school away, they felt that, "What have you"...don't you see?

I: And they voiced this specifically?

R: Oh, yes, definitely...naturally they want what we have and maybe even more, I don't know about that either but certainly they wanted this school, and they were using it a lot...now lately there aren't many meetings but they were using that school all the time...they also used it for adult recreation, too, that's another thing that they do.

I: What was this?

R: Adult recreation? Sometimes the people would get together and form a sort of a club...for recreation...and then the boys, the high school boys, played basketball here when basketball season starts...once a week...they did all last year, they have for several years, for many years...so it's being used for recreation, too, a lot...and then that whole recreation center that's being built, the whole area will be used more and more, see, we have that tennis court coming up, the fence is here already.

I: Was Pelkie basketball an important part always?

R: Yes, <sup>in the beginning</sup> when they had the ninth and tenth grade it was important...Pelkie had its own team and they played a lot of, they went out and played just like Baraga does.

I: Did a lot of people come to the games then?

R: Well, that doesn't seat very many people, you know, that gym, small gym...but they did come, I don't know about how many...those people who were interested, you know, a lot of women aren't but the men were.

I: Did the Pelkie kids have a pretty good team in those years?

R: Oh, yes, they had a good team.

I: They used to win games and...

R: They used to win games and I don't remember how many <sup>?</sup> but they won games, they were interested in basketball.

I: Do you recall who was playing at the time when it was really a big...

R: No, but I'll tell you who could tell you, I'm sure the Jokela boys were on it, and I'm sure, I wonder if Ralph was, see, I had Ralph in school, too...seventh and eighth grade.

I: So when the ninth and tenth grade left them in '43, that wasn't such a big upsetting event in the community.

R: No, no, no, it wasn't...I suppose there are people, I don't remember their reaction at all, I don't remember it...at all, the reaction, but maybe more there would be, feel that maybe with high school it's different, you know...but look at Doelle...in a way it's a kind of a shame, isn't it, but I don't know what the answer is...when they start taking them away...I would hate to see this place empty...and they tell me they're going to make a Senior Citizens home out of it, I mean a...

I: At Doelle?

R: No, here...that they're just kidding me, you know, that some of these days they're going to see me walking, hobbling, down that hall, you know, as a Senior Citizen...I said, "That's one thing I wouldn't want"...but who knows what's going to happen...they're a little bit afraid when they took the Kindergarten but I don't think so, Baraga is full, I don't think that they will, Baraga doesn't have room now.

I: I hope not, I share their concerns, I think they're correct...

R: I do, too, yes, I do, too.

I: ...in that but then there is the question of the best education of children, too.

R: Yes.

I: Have you noticed throughout your years any concern or anxiety the children would have about going to Baraga? How do the young children feel?

R: Yes, yes, some of them are nervous...they are...we used to take them one day in the spring to sort of orient them, you know, get them accustomed to Baraga and what it looks like and what they're to do, but this year it wasn't done, I don't think, this past spring...and I do think...

I: You're talking now about the...

R: When the sixth graders go.

I: Go into the seventh grade.

R: They usually take them to Baraga and have them go around and see what they can expect and where they will be and so on...but they didn't do it this year.

I: What did the children say when this is, see, what they're doing is leaving the community, you know, first time...what sort of reactions...

R: I know some of them have told me that they're nervous about going.

I: Do any cry or not want to go?

R: No, I don't know of anybody crying, I don't know of anybody crying, that's where the crying takes place is down in the Kindergarten...when they leave Mama...I don't know of any crying but they do feel nervous about it, though, I know that some of them do...they're a little bit scared...but so many of them have sisters...

SIDE TWO

I: ...a strange world or into the city...

R: Of course I've never asked them that question, I wonder how they do feel... besides feel nervous, it must be, it must be that they feel strange...they look strange, some of them, when they're starting like that...it must be... 'course they do go to Baraga quite often for lyceum numbers and so on, that it isn't strange to them entirely...but I imagine they do...it isn't easy to go to a new school, it isn't easy to meet new friends, I mean, meet new people...people coming in to the community, the children have a little difficult time at first for a couple weeks.

I: Do you hate to see them go when they go from the...

R: When they go? Well, when they are graduating and walk down the aisle I cry because I, school is over, now it's your deal.

I: Do you always go to the graduation?

R: Oh, yes, I haven't missed one yet.

I: And you see the children graduating from high school that you taught?

R: Yes, that I taught...you know, this is a homey school, there's no question about it, it's a school that takes the child and a child can feel at home... I took a crippled child one year for three years, multiple sclerosis student in a wheelchair...he was in a wheelchair all the time...and nobody, well, I had him in my room for three years, fourth, fifth and sixth grades...it got to the point where he could hardly write anymore, too...but you should have watched the reaction of those kids...he had a wonderful time here...if we went for a walk we took him...we wheeled him down...if the kids were walking along the banks, top of the ice rink, they wheeled him there, too...if they went through mud puddles he went through mud puddles, too...he became just like them except that he was sitting in a wheelchair, and I loved that... children, when he was ready to go out one particular girl would always get up and get all his wraps on and dress him...put them on...automatically, nobody said anything...it was a wonderful experience for that boy for three years...I thought that was wonderful...and one day I was out of the room and when I came back they said, "Bobby..."...I don't remember what he did to them, that he...

I: He was saying...

R: He was saying something to them anyway...

I: Saying mean things to them.

R: Yeah, and they were telling on him and so when he left the room I told them, I said, "Now what would you have Bobby do?"...I said, "He couldn't run after you...and I certainly wouldn't want him to throw books at you." I said, "What do you expect him to do?" And their eyes were big, they didn't know he was different than they were...don't you see the wonderful thing?

I: It came out right there.

R: Right there.

I: That they had never realized that he was different...

R: No, their eyes got big, I can see one boy's eyes...they didn't realize that he was different...I thought that was wonderful.

I: I know, that's why I asked that question about what's it like when they go to Baraga because this is a homey school, as you say you have Sylvia over there who's a mother, who cooks the foods that their mothers...

R: Yes, one other thing we don't have, we have no prejudice...we don't have anybody calling somebody else something else, you know, indicating their racial or anything about them.

I: Well, that's generally true because everyone's Finnish.

R: No, we have some, we've always had an Indian family here and nobody ever, we don't even know they're Indian, we never even realized he's part Indian... that's the Mantila's up on the hill.

I: They probably didn't either until some political intellectuals told them that they were Indians and <sup>?</sup>

R: That may be it, but I mean there is not that...or if anybody is different like Bobby Martin there isn't this calling of names...'course we've, nobody's ever started it and if they did start it I think I would have grabbed them right away, you know.

I: But doesn't a certain kind of a sexual segregation occur among the children? It seems that children who have brothers and sisters come to school here and all of a sudden the girls go with the girls and the boys play with the boys.

R: Oh, yes, well, that is true...oh, there are a few girls who like to play ball with the boys but...

I: And a couple boys who probably play with girls.

R: Yes, but as a rule that's true everywhere.

I: Yeah, I just wonder why that...

R: I don't know, that's true everywhere, I'd like to see, I know sometimes you'll have girls who want to play ball with the boys...and like we have one little girl here, the brother doesn't like football at all but she wants to scrimmage with the boys, the girl does...they're brother and sister.

I: How do the boys feel about that?

R: I don't think they mind.

I: Do the other girls think she's...

R: I don't think they care either, they just tell me, "Oh, she's playing football out there"...and they don't seem to say anything about it or she, you know, they don't say anything derogatory about it.

I: But I notice a source of teasing is kidding one that they like the other.

R: Oh, yes, yes, that goes on, I know...and I tell them, "Oh, wait until you grow up a little bit," I say, "you're still young." That goes on...but that goes on from the time they're little kids at home...she comes to see his girl-friend or such and such a person, it goes on with the little kindergarten, with the little children at home...they think it's cute...I mean, I suppose they think it's cute or they say it's funny or...that's true, though...

I: I've seen little kids crying because so-and-so said that, "I like..."

R: Yeah, right.

I: And it's so amusing 'cause it's so trivial yet to them it's a very important...

R: That's one thing I do notice, they don't want to stay children...they don't want to stay, they're in a hurry to grow up, sixth graders come in with a purse, they have to carry that purse, you know, like the teenagers...and you know where it's usually, on the floor, you step on it...and when I had them I just said, "Just leave them at home, you don't need them yet"...they're in a hurry to grow up...maybe I think that way, maybe I am too old-fashioned.

I: You're probably right on that.

R: Of course our life is faster...it is faster...the tempo is faster but I still... but I still like them to be children...do you know that years ago we used to play jacks "like mad", you can't get them to play jacks...they are starting again to skip rope a little bit but they wouldn't for a while...they don't seem to know any of the games that we used to know...sometimes I...

I: What are the games that you used to know?

R: Well, like Pump, Pump, Pull Away and Kick the Can and...

I: What's Pump, Pump, Pull Away?

R: Well, we used to have two on each side and then somebody in the center and they'd have some kind of a rhyme, they'd say, "I have forgotten" and they

had to run from one side to the other and you'd try to catch them...see, tag them and if you tagged them then they'd go in the center with you...but they don't know any of these games...they don't know games...and that's why I've been concerned that sometimes I would try to take them out and teach some of these old games that we used to have...they don't know games...we used to play Red Light...I think they know it but they don't play it anymore, they used to play it years ago but they don't play it anymore.

I: What's that?

R: Oh, they'll hide, they'll put their head down and count to ten and they have to hide...they turn around, they keep on counting and then they turn around, and they catch them moving they have to go right back to where they started from but then after a certain count then they can go off, run off.

I: Is it like that game called Freeze, you're supposed to be still...

R: Yes, something like Statues, too, that's Statues, yeah...yeah, what did you call it?

I: Freeze.

R: Yeah, same thing.

I: And you called it Statues?

R: Yeah, well, I've heard of Statues, too, but we used to call, I think it was Red Light, too...and we used to...

I: Oh, Red Light and this are essentially the same game?

R: Yes, and we used to...

I: If you caught someone moving then they're "it"?

R:

I: But was the goal to get someone to get close to a certain something and touch it?

R: I don't remember that one...but I...

I: I mean, the people who were supposedly moving without being seen, were they trying to get to a goal or a free space?

R: Yes, well, they were trying, I think that, yes...sometimes they were permitted also by the game after they got to a certain point and she'd have, oh, then that's the Red Light where they keep on hidden and then they hide, you know, but I think that's part of it, I don't remember these games myself but I would look them up and I think that...I think sometimes that a good...a good session of some of these games would be good for them...all they want to do is play basketball and football...and this is their most favorite game today, trying to hit each other with a ball...run, run, run, run, you know, and try

to get hit by a ball.

I: Even the girls?

R: Even the girls.

I: They didn't used to play that?

R: Well, I suppose they did but they had all these other games, too.

I: Now they like to throw a ball and if you're "it", if you're hit with the ball you're out of the game until they're the last couple.

R: Yeah, you're hit or something like that...and then we used to play Three Deep and Two Deep and...

I: What's Three Deep?

R: Well, it's the same thing, you have a circle and you have two, one in front of the other, and somebody is tagged and they run around, they tag somebody else and that person has to turn around and chase them, and if they catch them before they get back to their place, well, then they are automatically "it" and so on.

I: You'd run around the outside of the circle.

R: Oh, yes.

I: O. K., other than Three Deep, what was Kick the Can like? How did...

R: Well, they put a can on top of the rock, on top of a rock, I saw the kids play it but I've never played this...you know, I found an article the other day on games that we used to play...and they're exactly the same games as, I'm sure it's in one of those newspapers and if I find, I wonder if it's in the Tribune.

I: Yeah, get that to me if you do.

R: I will get it to you.

I: 'Cause they were the exact...

R: And not only that but I'll save my book and write down the games that we used to play and call you up...or I'll mail it to you.

I: Now this is about it, we've gone, as you can see, rather thoroughly through it. You retired, then, around 1969 or 1970...I understand they really had quite a retirement party for you, I remember people talking about that when I first came here.

R: I know, but this...

I: What was that like?

- R: That wasn't, that was before retirement and then just a couple women...oh, I don't know, they, you see, I wonder if that was about the same time as I had, see, I was chosen Teacher of the Year one year...from Michigan.
- I: Oh, is that right?
- R: It was by a newspaper in Wisconsin, I don't remember where, and I had a trip to Chicago.
- I: Who made the selection?
- R: It was either Milwaukee, it was one of the newspapers.
- I: How did they all the way in Wisconsin...
- R: I don't know, it was the U. P., it was either the Milwaukee Journal or the Sentinel, I don't remember which one...and they picked a U. P. teacher, that's what it was, a U. P. teacher, and I was chosen and I was given a trip to Chicago.
- I: What year was this?
- R: I don't remember what year, I probably could find the year, though, I mean I can find the year...and I wasn't going to go.
- I: Why weren't you going to go?
- R: Oh, I didn't care about that, and anyway then Nora went down to visit her daughter so she took me down and so I made the trip...well, there was a, no, I won't tell you about this one, there was another honor, too, but I just, I wouldn't even answer it.
- I: What was that?
- R: I'm not going to tell you because I don't want that on there.
- I: Why not?
- R: No, I don't care about honors...well, anyway...
- I: But we're interested in history, not in the prestige or egoism you might feel or not feel, I'm just after history so what was it?
- R: No, I shouldn't tell you that because I wouldn't do anything about it...I wouldn't answer it, I wouldn't fill the form...
- I: I'm interested in it only for historical purposes.
- R: Well, that has nothing to do with history.
- I: Yes, it does.
- R: I was chosen as an outstanding community worker.

I: By?

R: To get your name in the Congressional Record, something like that...and Who's Who.

I: Oh...the regular Who's Who...

R: It says that Congressional Record or something like that...

I: From Michigan?

R: I don't know if it was from Michigan...they have them every year, Allen was one year a runner-up.

I: Allen?

R: From Tapiola...one year, I saw his name in the paper...I had it, they sent me a form two years and I did nothing about it, I'll tell you why...I felt that there are so many good community workers right here in the community...that I refused to make anything of it.

I: But do you know who made the selection?

R: I don't know, I don't know who made the selection...I've often wondered who made the selection, I don't know...I have no idea.

I: And you don't know what government it was or whether it was...

R: It wouldn't be government, it certainly would be somebody in the county.

I: Oh, probably like maybe the Lions Club or something?

R: I've often wondered, I don't know who did it...and I couldn't say, I can't say names because I...

I: But Jim Allen would probably know the organization because he was...

R: Yeah, he probably would...I think the first one I would do nothing about it, I threw it away, I think I have the second one somewhere...I tore that, too, but then I kept the pieces...that's honest, though, don't you see, look how much Ralph has done.

I: Oh, sure, and there are others.

R: And others...don't you see why I was justified in doing that...not taking credit for something when there's so many other...who do a lot more than I do.

I: Oh, one thing we've got to mention now, it's not specifically tied to the school, but there is this thing in Pelkie called Dairy Day.

R: Yes.

I: And you've gone to one of those before, haven't you?

R: One of them? I've been on one of those ever since I came, ever since they started I've worked for that Dairy Day.

I: Do you recall when that was when it started?

R: I don't remember but they would know in the office...Krenek would know at the Extention Office when the first one was.

I: What do you do when Dairy Day comes around?

R: Well, we have a...the ladies get together and they plan the menu, of course they plan the menu with the, see, it's the Dairy...what do they call themselves, what Board do they have...

I: Baraga County Fair Board.

R: That's it, Baraga County Fair Board, I was a member of that for quite a few years...and then I resigned because I felt this way about it...that there are so many others who should be taking, going in already...and learning the ropes, see...and so I was asked to name two people from, for my part...the reason I was on this because...

I: Who did you...

R: You see, they used the school so much...and that's why I was willing to be on it...so I chose Mr. Paakola and Mrs. Mantila...and Mrs. Shulstad got off, too... but she couldn't get anybody from Keweenaw Bay...so that's why I was asked to name two people from here also, Paakola and Irene Mantila...and they, the Dairy Board doesn't plan the menu...the women do, but they say, but they do say they want the chicken, they want the chicken barbeque day and they do say on Saturday they want pasties because people want pasties...the ladies don't want pasties, there's too much work, but they want pasties so we have pasties, and then the women get together and they decide what else we should need and how much of everything and the cups and the chicken boxes and everything... and then we go and get everything ready...and we also get the workers...the men are supposed to get the workers for the barbeque, that isn't up to the women, the women get the workers for the kitchen both days...Keweenaw Bay does it for, at one time it was the, only one day...and all the money that they made went to L'Anse, to the Council, the Extention Council, 'cause they'd give Senior Girls' Teas and all those things, you see, they need money...so then when they put it for two days I suggested that one of the days be for Pelkie and that money stay here because of the Fair Board and we had a lot of expenses to get those things paid for...you know, that Fair Board building, that first part of that skating business...that's another thing that's an old-timer...this isn't the only skating rink we had, for years I kept a skating rink going noon hours.

I: So always next to the Pelkie School?

R: Yes, it was right next to the Pelkie School and so that I could see the people skating out of the windows.

I: At one time they really had some outstanding hockey teams here too, didn't they?

R: I know...and that rink was wonderful...do you know that we had that rink building I don't know how many years, it was made in WPA times.

I: Probably '33, '32.

R: Yeah, and I lived, of course, right near there, and I could see it and I always put it to bed I said...and kind of kept a little eye on it, you know...'cause I didn't want anybody in there who was undesirable...or any problem, any trouble...and then I was worried about all these scarves and the fires and so on...and then do you know that that building stood that many years and there wasn't a single initial on the walls...now that's something for a public building, isn't it...and something that isn't always supervised like Sundays and Saturdays, in the afternoons and so on.

I: Didn't the kids, the young boys at the time, just do an enormous amount of work to maintain that?

R: Yes...and one time...one Saturday when I was gone and I came back here was, here were initials for the first time...and I scouted around and found out whose they were and who did it...and I said that person is not to use this rink until those are off of there...so the next day was Sunday and I went there in the afternoon, they were gone...the father had come with the girls and they took it off there...I don't know how 'cause they were carved in there but there was no sign of it...but don't you see I hate this carving on public buildings.

I: It shows a lack of respect for taxpayers...the people's money.

R: Why, sure, and...

I: So since you made that suggestion then some of the money has always gone right to Pelkie?

R: Right to Pelkie and..

I: All of it now?

R: All of it, that is on Saturdays...Saturday's pasty stays here.

I: Where does the money go to now, like for instance...

R: You mean for the chicken? That goes to the Extention.

I: O. K., what about for the pasties?

R: Pasties stays here and goes to the Credit Union and they use it for their recreation program and also they've used it to pay for that Fair building...anything that comes up and besides they get that other help but that's what it's used for.

I: Does the Fair Board have control over that money, though? Jurisdiction over that money?

R: Well, they know what we've got...but it belongs here.

I: I mean, who has jurisdiction over it, is it like the Parent-Teachers Organization or...

R: No, it's, well, who, I'd say maybe Ralph...and who else works with him, Rommie Moilanen and Turunen and so on...they know it's there, he tells everybody it's there, what I took in for skating I turn over to him and it's put into Fair Board and so on, and what we took in pasties I turned over to him, it didn't go to Baraga at all or to L'Anse.

I: Over the years what does one take in on the pasties, many people have donated all the labors, of course, free and...

R: I know, all the labor is free.

I: ...that involves how many hours do those people work over there?

R: Well, we figure about two or three hours.

I: Per person?

R: Per person...but Keweenaw Bay works all day...but some of them worked all day.

I: But you and I know that it never goes like that, I know some people that have been just so exhausted that...

R: I know, and they hate it...but I used to go down the telephone book but I don't think it was done last year 'cause last year some people were there right all day long...and they didn't have to be, they didn't have enough workers...but I've never had them say they wouldn't come and they've come.

I: So you didn't recruit last year?

R: Oh, no, because I got off the Fair Board.

I: But before you would just go right down through the phone book?

R: I'd take the telephone book and take them one by one 'cause, and they'd enjoy coming, sometimes they weren't asked so when I started that everybody gets asked...and nobody refuses, and if they do refuse I told them, "Now, after all," I said, "I'm doing this and I'm working a lot more hours than you will be working," and I said, "we've got to do this for the community, it's not for me...it's not for any of us, it's for all of us." And so, "O. K., we'll come."

I: And also, though, that probably didn't happen all that much, that sort of situation, more likely weren't some people upset over the fact that you didn't call and maybe you forgot and...

R: Yes, right.

I: And people would be mad at you for not having the opportunity...

R: Yes, right, like one said, "I've never been asked." But you see, sometimes when I wasn't taking the telephone book I assumed that they wouldn't care to see...but you can't assume that, they all like it...if they're asked.

I: And some, of course, you don't even ask, they're just there.

R: Yeah, that's right.

I: Like over the years, Sylvia has done a great deal of work on that.

R: Oh, yes, well, Sylvia is paid for it, you know...Sylvia is asked to come and we pay her...we pay her for every day that she's there...and we pay Santti.

I: Out of the fund?

R: Yes, out of the fund...because Sylvia spends so much time so we pay her... well, it isn't much, we pay her \$10 a day.

I: Yeah, she puts in many hours for those ten dollars.

R: Yes, it's three days, see.

I: I'd say she probably makes <sup>maybe</sup> 25¢ an hour, 60¢ an hour for that.

R: Yes, it isn't much...and then we pay Santti.

I: Well, then what sums of money has this pasty sale...

R: Well, the pasty sale, we took in I think it was a little over \$900, something like that, but of course now remember none of the expenses had been taken out of that yet...so I don't know how much they cleared, I don't know.

I: What do they generally clear, a good clearing on that?

R: I wouldn't know... 'cause I don't have anything to do with that, I turn the money in and that's it.

I: But it's generally around...

R: I should know, I should know, because I know they've given the sum but I haven't paid much attention to it, I don't remember the numbers.

I: But generally it's around \$900 or...

R: That you take in.

I: Yeah.

R: About that, sometimes less, I think this was one of our better pasty days 'cause sometimes we have rain on Saturday, often, and nobody turns up then...and so then we sell them all outright...you know, at so much a pasty and people come and get them...and we could always sell more pasties if we had them...but the people are so tired of making them...and yet they want pasties...I don't know

what the answer is...the answer is just to get more and more people and just limit them to two hours and say, "Now you go home"...and start it earlier.

I: But isn't it one of those things that everyone complains and everyone dislikes it but they still at the same time like it, too.

R: Yeah, right, and I'll tell you what, the suggestion was made...no, somebody was beginning to say they should be paid for it, you know, or they should get a free pasty, they should get a free pasty...and I, being a nosy person, I wasn't nosy, but Ralph tells me that we need this, that we need that, and it bothers me, see, 'cause I like to help him because he works a lot and doesn't get too much cooperation sometimes...so I told the ladies, I said to them, I said, "Nobody gets a free pasty," I said, "I'm sorry," I said, "but they don't." I said, "There are about 70 people involved in this pasty day and if each one got a pasty," I said, "there's our profits because things are expensive this year, meat and everything else, you know." I said, "Yet that tennis court has to have a fence and the sooner we get it up the sooner the kids could start, the young people could start playing tennis." And then I told them also, I said, "Remember that this money stays right here in Pelkie for these purposes." And someone says, "O. K. with me, I see," they said, "I agree with you, we didn't even know that that money stayed here." See, not enough explanation has been given.

I: Oh, yeah, that's been a very unknown thing about the money.

R: Yes, what happens to it and why...it's just a certain group, too...well, I didn't have much chance, I wasn't going to do anything there because I was off the Fair Board and other people were working there, you know...but I got involved anyway because they didn't know what this was and they didn't know what that was so I did, I got involved just as much as usual...but I made that comment and I, but that's true...I said that if...I'll tell you another thing that's true about that...the minute you start paying them for doing the work, somebody's made the suggestion we pay them so much an hour, you know...the minute you start paying them they lose interest in the purpose of it...they lose interest, they have pride in it that they helped...but if they get paid they lose that pride...do you know that...but it's true.

I: I know, I'm totally against them being paid for it because I think it's valuable for them to have the feeling that they have given a sacrifice.

R: That they've contributed, they've sacrificed something, I agree with you and we had a Fair Board meeting, you know, and that was taken up because a lot of them got free chicken dinners, you know...and I didn't know anything about it until Mrs. Shulstad brought my attention to it and of course it was none of my business anyway, that was Keweenaw Bay's day, it didn't hurt us at all, it hurt them...and it didn't hurt them but it hurt the Extention, you know, what they took in...and they were fussing about it and I didn't, and so it was taken up, then, at the next Fair Board meeting and we were asked to go to make our comments...and I spoke up, I said, "If we start paying them we're going to lose our fine community spirit out here." And Mr. Krenak spoke up and he said, "Yes, Ida," he said, "I've never seen it anywhere else, and keep it." He put it that way...make people sacrifice something and make them feel that they are a part of the community, that they're doing something good...that's what

we've got, we've got a wonderful set-up...you start put money in there and we haven't got anything.

- I: That's right, that's right...O. K., what other things now...do the women really get concerned over these blue ribbons and their prizes for their...
- R: Oh, yes...and some of them might lose it, you know, they might lose it up there in the shuffle and in picking them up and so on, and they want one so I tell them, I said, "Well, ask the office for one"...they want them...there again I think they prefer the ribbon to the money, I don't know.
- I: But there is a lot of pride involved in that ribbon, that's an important ribbon, isn't it?
- R: Oh, yes, why, sure, why sure...oh, we've got to build up our people's willing to sacrifice a little bit and willing to help others, willing to help a community, we've got to work for that.
- I: Have you noticed that over the years, now you've been involved for many years, that it is becoming increasingly difficult to get the kind of support you used to have in the earlier years? Or do you think that there is any change occurring in the willingness to sacrifice?
- R: No, no, I don't think so...of course I don't know about how the people felt before, I don't know, see...but I feel that...
- I: I mean, when you first started participating in Dairy Day as opposed to your participation in ...
- R: No, I think it's better today than it was then...you know why, because there are more people who are aware of what's going on and what's being done...I think there's more of it...maybe we have more people...to get involved...it could be that, that there are more people to ask and get involved...I know some of them will say no but you just keep on talking and you'll get, they'll say yes and they'll come and they enjoy it...but they only enjoy it for those two hours, I mean, they don't want it all day, they don't want to be imposed upon.
- I: Do you recall this last time of any of these vacationing women from down state and that coming to...
- R: No, I don't remember, I know that strangers did talk to me but I don't remember, too busy, you know, running from one thing to another.
- I: And isn't the Fair something else, too...isn't it kind of a chance for people to get together and see one another?
- R: Right, they love to visit...that's why I made a suggestion...that let the first day be the, let the first day be a sort of a visiting day and put your programs for the second, and let them do the exhibiting, looking at the exhibits and visit and put the programs for the second day...so it's Saturday...because hardly anybody goes into those demonstrations...first day...they're so busy looking at exhibits and looking at the cows and visiting with each

other that they don't get in there...so I don't know if they're going to do it or not but I think that would be a better idea...'cause second day then they're sort of lost and they don't...

I: 'Cause people come from all around, not even Pelkie.

R: Oh, and it could be made a lot better, too.

I: And they just enjoy seeing...I heard one old man, very old man, he was disappointed, he's very old, in the Fair this year because, he said, "You don't see anyone here anymore that you know"...and what he was saying was, "All my friends are now gone." He didn't see it that way but...

R: No...I know I was telling someone right here, too, you know I have more friends in the cemetery than...that's true, though...it gets that way...lot of people have gone...no, I like our community and if everybody felt the way Ralph does about it and really worked at it, he's worked hard and I don't think he gets a lot of appreciation...I don't know why and I feel sorry for him...and of course he tells me all his troubles so then I feel sorry for him and I'm willing to do all I can to make it a little bit better for him...he's given up a lot of his time for things here when he could be doing something else...enjoying himself.

I: To change the subject back now from community cooperation to the school and the whole program, we're just about done now, I've got to go, so do you... this is your last chance to say anything more on the history of the Pelkie School which has been so much a part of your life.

R: Oh, it certainly has been.

I: Is there anything else you wish to say?

R: I can't think of anything else...the only thing is, of course, some people I<sup>think</sup> would like this type of life, maybe some teachers wouldn't...I suppose it's up to the person...maybe a lot of people couldn't see all the advantages in the country...where a person who likes the country can see them, don't you see...it depends on the person, the viewer...there's probably a lot of faults but I don't see them...and I don't hear about them, either...there must be but I don't see them...I don't know, I was brought up on Pollyanna...Pollyanna and Horatio Alger, you know, where the poor boy always got rich.

I: Lot of them did...or some of them did.

R: And therefore I always see the sunny side and sometimes I think it's a disadvantage but I couldn't go around griping all the time...I'd be sick...can you?

I: No...someone 1,000 or 2,000 years may listen to this tape some day, is there anything you'd like to say to them...

R: No.

I: ...about what Pelkie was like when you were teaching?

R: We've already certainly told it in every suggestion...no, nothing...more.