

Mud Lakers: A Collection of Stories

Muriel Kingery

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## Artist's Statement

There are certain things in our lives that we take for granted. We live in houses with electricity and indoor plumbing. These houses are built near good roads on which we can drive our cars. If we need something, we go to the store and get it. If we want something, we buy it. When we get sick or hurt, we go to the doctor, and the doctor prescribes medicine or surgery, all of which is usually covered by insurance.

Our lives are easier on much simpler levels too. We have hot water, plumbed into our homes. We can bathe easily. We can wash our clothes by putting soap and clothes into a washing machine. Pioneers had to haul water in from an outdoor well, heat it on a woodstove fueled by firewood they chopped themselves, and use soap they made during the previous butchering session.

It has been an eye-opening experience for me to spend time with each person and listen to their stories. It has been even more interesting for me to go back through my transcriptions, recordings, and notes in search of stories. What I had thought would be an easy project has turned out to be much more challenging. All of these stories are true. I had intended to fictionalize, but in the end, I really didn't see the need.

I wrote the stories I was told, to keep the original stories alive. Many of them are hard for me to believe, but they will be even more extraordinary to people in generations to come. It's important for us to know how we got here, and I think that stories of the American experience, or in this case the Minnesotan experience, are priceless. They help us remember how fortunate we are.

Enjoy.

## Prologue

In 1909, the Minnesota state government began work on the first drainage district in the Mud Lake area in Marshall County, in an effort to create arable land from the marshland. By the mid-1930s, the government had spent upwards of a million dollars on the drainage project with little progress toward completion, so the legislature authorized the land to be purchased as a wildlife refuge. The Mud Lake Migratory Waterfowl Refuge was established in 1937, and became the Agassiz National Wildlife Refuge in 1961.

The Mud Lakers are a group of pioneers who lived in the area where the Agassiz Wildlife Refuge now sits. The settlers were forced to move off the land when the refuge was created, and it has caused a lot of frustration and anger toward the Federal Wildlife Service and the government in general.

Most of the Mud Lakers alive today were young children when they were forced to move off their land. Amazingly, almost seventy years later, they still know exactly where everyone lived. They tour the refuge periodically and discuss which group of trees was the home of which community member.

I. Daily Life

## Religion & Community

Religion played a much different role in the homes of the pioneers than it does in homes today. Most were very religious people, but there were very few churches, so they rarely attended Sunday services. The bible was very important to them, but not only as the center of their religious lives; it was treated as a family heirloom.

Most of the bibles were brought across the Atlantic by family ancestors, and most were in the native tongues of Norwegian and Swedish. Families often wrote important dates in the margins or on the inside covers. Verna's parents' bible was filled with the dates of births and deaths, weddings and baptisms, all written in Norwegian, like the text.

Families and communities worked together to further their religious understanding. Many of the women in the community participated in ladies' aid; the women of the community would get together, usually on a Sunday, and study a part of the bible. They sent away for lessons to keep them on track, but most of the reading was done as a group study. Monthly, the pastor would come out, from town, to give a sermon and perform any necessary ceremonies for the community.

The communities banded together around schools instead of churches, or as churches. The school was used for basket socials and other community gatherings. During the socials in the fall, they would take in money for treats to be handed out after the community Christmas program. After the program, each child was given a big red apple and a paper bag of peanuts and hard candies. It wasn't much, but it offered them a little sweetness in a difficult life.



## Gerry's Story

*When I arrived at her house, Gerry Nelson welcomed me in. She was ninety-two, but from the fire in her eyes and the passion in her voice, I knew immediately the type of woman she was. Gerry was the kind of woman who thrives in difficult situations. She sees hardship as a challenge rather than an obstacle.*

In the afternoon I spent with Gerry, we poured over photo albums and historical documents. I saw photos of Gerry with her husband and other members of the Mud Lake community. The photos depicted a simpler, but happy time. One photo showed Gerry hamming it up as the emcee of a "Best Legs" contest. In the photo, a young woman's smile shines brightly next to a backdrop that covers the town councilmen from the mid-thigh and up. The woman's eyes are alive and despite the black and white monochromatic coloring, I could see them sparkling blue.

She told me many stories as well, stories about breaking the rules. She talked about how she and her husband would hunt deer on the refuge, and stay up all night canning meat to destroy the evidence. She spoke passionately about fighting for Mud Lake - fighting for the

land that was theirs. She told me about the flood that finally forced her and her husband off their beloved farm:

They woke one autumn morning to begin the fall harvest, and found water pooling in the kitchen. One look outside confirmed their fears; there was water flowing into the yard. They worked quickly, moving chicken crates into the troughs that until that minute had been for watering cows. The cows and horses were led out of the barn and toward higher ground on the road. Most of the livestock, save a few sheep, were saved and relocated to a friend's farm a couple of miles away, out of harm's way.

The crops, however, were gone. The grain, the garden, and all of the time and money invested in them were swept up in the moving water. When the water went down, everything had been destroyed throughout the house, the barn, and the storage sheds.

It would have been easy to give up, to quit, but they didn't. They moved to another farm and began to rebuild. Their land was bought out by the government, for a fraction of its worth. The following spring, they replanted. Despite it all, they persevered.

## Hunting Rabbits

*It was evident throughout my interviews and discussions that Gerry was well-liked in the community. One of my favorite stories came from one of her friends, Verna Dahl.*

One evening, Gerry went rabbit hunting with the men, Verna's husband and brother Ernie. The best way they'd found to hunt the rabbits was using the headlights of a car to spot the rabbits' movements.

Verna's husband was driving the car, which had wide front wheel wells that flared out and extended down to the running boards. The headlights were positioned on the fronts of these flares, creating the perfect opportunity for viewing rabbits. Gerry took one side, and Ernie took the other; there was just enough room for them to half kneel-half lay across the flares with their guns at ready.

They were very successful in this arrangement, getting enough rabbits for several meals, so they began shooting at coyotes. Coyotes were harder than rabbits. They didn't actually even hit one. Then, out of nowhere, there was a wolf in front of them. Gerry and Ernie took their first shots before their driver had spotted it.

When he saw it, he slammed on the breaks, hoping to get in a shot of his own, but the sudden stop caused Ernie to fly off his perch. They were all laughing too hard to shoot again, so the wolf escaped. As they regained control of themselves, they met the hunter who had chased the wolf across the field and pointed him in the right direction.

*In many of the stories I heard, there is a definite sense of community. These people helped one another out whenever necessary. They had to band together in order to survive.*

## II. Illness & Death

## Blood Poisoning

When Doris Kaushagen was five, her uncle was very sick with blood poisoning in his arm. It was so serious that Dr. Atkins came to see him at home, but the doctor told them the only thing they could do was to apply hot packs to the infection and wait. They used strips of cloth to hold the hot packs to his arm, but they had to be changed often and washed very well in order to prevent the spread of infection.

Doris' mother helped her sister with the chores while he was ill, and Doris, her older brothers, and her younger sister went along as well. They had to find things to amuse themselves as they waited, so the boys built a cart out of two old wagon wheels and a wooden box. They attached a long wooden tongue to the front so they could pull the little cart.

It was easy for the boys to pull it, but it was much harder for Doris. She wanted very much to be like them. Doris put her sister into the cart and tried pulling it. The cart was much too heavy though, and she dropped the tongue. Her sister flew forward and hit her face on the front of the box.

She hit a nail that was sticking out of the wood. The nail hit her directly in the eye, and actually tore it out. Their mother heard her screaming and came running out of the house. She grabbed a cloth from the clothesline to cover her daughter's face, and sent her oldest son to run back to their farm to find their father and send him with the car.

When their father arrived, they rushed her to the hospital. When they arrived, Dr. Atkins recognized the cloth as one they had used to treat her uncle, increasing significantly the threat of blood poisoning. After he repaired her eye and face, the doctor had to keep the small girl calm. Doris' mother walked the halls of the hospital with her daughter for two weeks, because allowing the child to cry would spread the infection. Amazingly, the girl's eye healed completely. She didn't even lose her vision.

## Funerals

There weren't many telephones in the Mud Lake area, but Doris' family had one. In fact, there were only two or three phones in a seven or eight mile area. It was very common for people to call Doris' house with messages for neighbors.

Doris remembered the saddest message her father ever had to deliver. Her friend's sister called to send the message that her friend, Hermia, had died in Duluth. The doctors said that Hermia had an undiagnosed case of diabetes and had died of a very high glucose level.

The funeral is still very clear in Doris' mind. It was one of the first funerals she attended, because young people just didn't go to funerals. She had only been to three before Hermia's, and one of them had been her grandmother's.

It was spring when Hermia died. A wake was held at her family's house. The roads were too wet for a car, so Doris' father hauled the body to the cemetery in his horse-drawn wagon.



## Scarlet Fever

*Before vaccines were widely available, there were common childhood diseases that effectively thinned the population. Many of them were terrible and extremely contagious. After these illnesses ravaged a home, the house had to be fumigated and anything that could spread the infection, like clothes, had to be destroyed. Of course, there were sometimes objects that were overlooked.*

One family in the Mud Lake school district had scarlet fever in the spring. Their house was fumigated, and other necessary precautions were taken. The following fall, a boy from another family, in another school in the district, checked out a book from the traveling library. He didn't know at the time, or really until it was too late, that the book had been in the first family's house during their bout with scarlet fever the previous spring.

He and his three younger sisters were infected with the nasty disease. Their little bodies broke out in fever blisters from head to toe. In addition to being miserably sick, they were quarantined to prevent the further spread of the illness.

In their apartment above the general store, the four children kept up their studies as their blisters broke and their skin peeled off. Their mother kept the apartment as clean as she could; she swept the wooden floors multiple times each day, sweeping up dustbins full of dead skin.

After a month, the children's infection had passed. Theirs was a mild case, and they all recovered completely. The apartment was fumigated and all of their clothing and infected belongings were incinerated. Their mother had to throw out all of her plants, but she refused to get rid of her shamrock. Instead, she stored it in the east window of the barn over the winter, and then left it outside during the summer. The following winter, she brought it back into the house. Now, it sits in the window over the sink in her oldest daughter's kitchen.

## Emergency Surgery

When Verna Dahl came down with the flu, she was seven years old. She had been very sick for a day and a half when her mother called a nearby neighbor. The neighbor was a former nurse, so she had a thermometer. She had no way to travel though, except by foot, so she walked the two miles between their homes.

The thermometer confirmed Verna's mother's fears. Verna was very sick; she had a fever of 103 degrees. Her family didn't own a car, so her mother called another neighbor who did. He came right over, and they rushed to the hospital, fifteen miles away. Verna lost consciousness on the way in.

When they arrived at the hospital, Verna was rushed into emergency surgery. Her appendix had burst, causing her abdomen to fill with infectious fluid. Successful surgery was her only hope for survival. Verna's mother claimed to have seen the green fluid spurt out of her daughter's incision while watching from the operating room windows.

Verna survived the operation, but her condition remained very serious. She remembers being very thirsty the day following her operation, but not being allowed any

water. She recalls seeing a water pitcher across the room, crawling out of bed and almost reaching the pitcher before a nurse stepped into the room and removed it. The nurse told her that she could not have water, because it would react badly with the ether she'd been given during surgery.

Verna stayed in the hospital for six weeks after the operation, fighting what was left of the infection with little help from antibiotics; her doctors were scared of medicating her because she was so small. One of the nurses at the hospital befriended Verna, and even made her a red checked dress with a matching bow for her hair. She wore it the day she was released, but she'd lost so much weight that she still looked quite ill. She remembers her sister reaching for her wrist and finding that her finger wrapped around her tiny arm almost twice.

*After hearing the story of Verna's illness, I asked her if it was common to take sick or injured people to the hospital or if house calls were more prevalent. She chuckled and said, "Both were rare. If something happened, you either died or got better."*

## Foul Play

Death was a relatively common occurrence for the pioneers. Medical technology was minimal and typically inaccessible. The machinery they used in farming was primitive and very dangerous. The pioneering lifestyle was to blame for many premature deaths, but the cold, harsh winters of northern Minnesota only made things more difficult.

When people died in the winter, there was no way to bury the bodies in the frozen ground. Instead, the family would hold a wake in their home, as they would in the summer, and then the body would be wrapped in blankets and buried in a grain bin. That way it would be preserved, frozen, and the mice would be unable to reach it. Each spring, when the ground thawed, the bodies of those who had passed over the winter would be buried.

Once in a while, there were suspicions of foul play involved with a death. Usually the suspicions were left at just that, but Verna's daughter, Sylvia, remembered one instance in which one of the community members actually did some investigating.

Mr. Larson was the area's self-proclaimed medic. His interest with the death of his neighbor (who died, allegedly, of injuries from an accident involving farming

equipment) wasn't piqued until the deceased had already been stored away in the grain bin. Sylvia remembered Mr. Larson coming to the house and arguing with her father and grandfather about the dead man. The argument ultimately ended when the men agreed to accompany him to the grain bin that very winter night.

They dug around for the body and found him rather quickly. As they dug, Mr. Larson became impatient and tried to pull at the corpse. He accidentally grabbed the dead man's nose, which issued a loud snap.

Breaking the dead man's nose disheartened Mr. Larson enough to call off his investigation. The men instead reburied the body in the grain. Mr. Larson never questioned another death, and the other men laughed routinely about the incident for years afterward.

### III. Responsibilities & Consequences

*Each person I talked with told me about the chores and responsibilities they held in their home. Girls were often in charge of dishes and had to help with the cooking and laundry. Boys were to care for the livestock, chop firewood and assist in farming. Nothing came easy to the pioneers, so the entire family had to work from sunrise to sunset.*

### Dancing

Doris still remembers the only time she was ever spanked. She was nine years old, and it was a Saturday morning. After breakfast, Doris and her sister were in charge of doing the dishes. They put all of the dishes into the dishpan, and heated on the stove, the water they'd brought in from the outdoor well.

The girls couldn't reach the sink very well, so they had to drag chairs over from the kitchen table. Before they started washing, the girls procrastinated a bit more by making a trip to the outdoor bathroom. When they returned to the house, they found their two-year-old brother had pulled the dishpan down on himself. He was crying loudly in the middle of a huge puddle of hot, soapy water and broken dishes, pinned down by the heavy dishpan.



Their mother heard the commotion, and was furious with the girls for leaving the kitchen the way they had. Many of the dishes were broken, and while their brother wasn't hurt badly, he could have been.

Doris remembered the torture of awaiting their punishment. She and her sister cried while their mother chose a willow switch from the tree in the yard. When she used it on their legs, Doris said, "We danced."

#### IV. Education

*Girls were encouraged to finish school more often than boys. Boys had more responsibility on the farm, especially during plantings and harvests, so school was secondary. Frequently upon finishing high school, girls would become schoolteachers and teach classrooms of their own. It was more lucrative for them than working on the farm.*

### High School

Doris was the only child in her family to finish high school. Her school was too far away for her to walk to school each day, so she rode into town on Mondays, when her father delivered the weekend's cream, and went home with him on Fridays, if he went to town. She rented a room during the week with another girl for two dollars per month.

There was a bed in one corner of the room and a table with two chairs in another. The girls brought food from home to eat, because they were only allowed a dollar each week in spending money. The room also had a kerosene stove for cooking, but the girls only had a couple of pans to use, ones their mothers didn't need.

If her father didn't need to go to town on Friday, Doris would stay with friends in town over the weekend. Her father would always come again on Monday though, to bring a week's worth of food. Her mother would send a loaf of bread, some meat, and a quart of milk.

The school was only about two blocks away from where they stayed, so the girls walked home for lunch. They would eat bread with blueberry sauce or some potatoes and meat. Afterward, they went back to school for history and geography. Those were Doris' favorite subjects, so she was always excited to return for the afternoon. Her least favorite subject was arithmetic. The word makes her grimace still.

During her last year of high school, Doris remembers dissecting frogs. They didn't have a special science room in the one room school, so it was a rather crude setup, just desks and knives. She still remembers holding the frog's beating heart in her hand.

*After high school, Doris took a year of teachers' training, and then spent most of her adult life teaching on and off. She took a break after getting married, but started again during World War II, due to the shortage of*

teachers. She continued after that with short breaks for the births of her children and again for the deaths of each of her children and her husband. She didn't retire until an injury to her knees made it impossible to move around as much as is necessary with teaching.

## Epilogue

This collection has been a year and a half in the making. It began as a coordinated effort with the Federal Wildlife Service, and has grown to be much more important to me than a normal job or school project.

These people invited me into their homes and excitedly told me their stories, because they wanted me to know what they have lived through. They were never looking for any personal gain; much the opposite, they wanted me to be successful.

Between stories, the men and women dispensed little pieces of advice. I learned from them, and although their stories were amazing and outrageous, I was able to draw some correlations to my own life.

Some of the community traditions are still in place where I grew up, likely because it's a small pioneering community: it isn't Christmas Eve until we receive our red apples and bags of peanuts and candy. I also can still see the need for community when I go home—people help each other out because they can.

That togetherness is one of the themes that I truly tried to capture in this collection. I think it is one of the most valuable ideas we can carry forward into the future.

## Bibliography

### Interviews with:

Mrs. Doris Kaushagen

Mrs. Gerry (Gerinda) Nelson

Mr. Lawrence Ring

Mrs. Olive Lunke

Mrs. Verna Dahl

Mrs. Sylvia Dahl Scott

You Can Write a Memoir by Susan Carol Hauser

On Writing Well by William K. Zinsser

<http://www.fws.gov/midwest/agassiz/>

## V. Appendix



## Thesis Proposal

The Mud Lakers are a group of pioneers who lived in the area where the Agassiz Wildlife Refuge now sits. The settlers were forced to move off the land when the refuge was created, and it has caused a lot of frustration and anger toward the Federal Wildlife Service and the government in general. I have already completed several interviews with some of the remaining Mud Lakers—most of them were young children when they were forced to move.

I also had a chance to visit and tour the refuge with some of them and was able to see what the landscape looks like now, as well as their uncanny ability to tell who lived where by identifying groups of trees.

For my senior thesis/project, I plan to take those interviews and write down the stories. The stories that I've heard are short, but they make a great basis for a collection of fictionalized stories. The stories will be creative nonfiction, categorically, but I will have to change names and add details. I will cite from whom the story came. I think that I will be able to create about ten or fifteen stories, totaling between twenty-five and thirty pages. These stories will include some stories of

hardship on the prairie, the difficulties faced by the settlers with regard to the refuge, and a piece or two just describing the landscape as well. In total, this project will include the nonfiction pieces and my artist's statement.

Note: I've turned in the Human Subject paperwork, and it's currently pending. I hope to know in the next few days.

April 06



**BEMIDJI**  
STATE UNIVERSITY

SCHOOL OF GRADUATE STUDIES

Date: April 26, 2006

*Master of Arts*

*English*

*Master of Science*

*Biology*

*Counseling Psychology*

*English*

*Environmental Studies*

*Industrial Technology*

*Technology/Career &  
Technical Education*

*Mathematics*

*Science*

*Special Education*

*Sports Studies*

*Education*

To: Muriel Kingery  
2880 Ridgeway Ave  
Bemidji MN 56601

From: Martin Tadlock, Human Subjects Committee

Subj: Human Subjects Request

Re: Mud Lakers: A Collection of Stories

The Human Subjects Committee has approved your request for your study. A copy of the approval form is enclosed. We have a copy of your proposal on file in the College of Professional Studies office along with the original approval.

Thank you for submitting your request in a timely manner. Should you have questions, please do not hesitate to contact me.

cc. Susan Houser

RECEIVED  
GRADUATE STUDIES

RECEIVED  
GRADUATE STUDIES

APR 10 2006

APR 24 2006

COLLEGE OF Attachment A

COLLEGE OF  
PROFESSIONAL STUDIES

Bemidji State University  
Human Subjects Committee  
Human Research Approval Form

PROFESSIONAL STUDIES

Title of Study: Mud Lakers: A Collection of Stories

Date Submitted: 3/10/06 Project starting date: 6/1/05 Project ending date: 4/1/06

Principal Investigator(s): Muriel Kingery

Address: 2000 Ridgeway Ave Telephone: (701) 331-1995  
Bemidji MN 56601

E-mail Address: Muriel.Kingery@st.bemidjistate.edu

Co-Investigators: \_\_\_\_\_

Faculty Advisor/Sponsor: Russell Hausae

Request:  Expedited Review (include reasons below)  Full Review

*This paperwork is mostly a formality,  
and necessary for my thesis approval.*

Can the title of this study be made public before the completion date:  Yes  No

The student's faculty advisor must first approve all student research. Signature denotes the advisor's approval of the project and must be obtained prior to forwarding to the HSC.

[Signature] 4/20/06  
Signature of Advisor/Sponsor Date

SUBJECTS COMMITTEE RECOMMENDATION:

Exempt Review  
 Approved  Revise and resubmit  Not approved

Expedited Review  
 Approved  Revise and resubmit  Not approved

Full Review  
 Approved  Revise and resubmit  Not approved

[Signature] 4/17/06  
HSC Chair's Signature Date  
MA 4-26-06

## Ethical Compliance Questionnaire

Complete all items on this form and/or on separate sheets of paper attached to this form.

### I. Subject Recruitment and Requirements

1. What type of human subjects will you require? (gender, age, location, affiliation, special characteristics)

first & second generation Refugees of the Mud Lake area -  
now the Agassiz Wildlife Refuge.

2. Where and how do you propose to recruit participants/subjects?

a list of names given to me  
by the National Wildlife Federation

3. If your study involves subjects in institutions (schools, hospitals, other agencies), how will institutional consent be obtained? A single letter of permission from an institutional representative is required. Attach copy to proposal.

na

- 4a. Will your study use minors (subjects under 18 years of age)?

\_\_\_\_ Yes  No

If No, go to 5a.

- 4b. How will consent be obtained if subjects are minors and/or incapable of giving legal consent?

- 4c. Is informed consent form attached? \_\_\_\_ Yes \_\_\_\_ No

- 5a. If subjects are of legal age, how will consent be obtained?

through consent form

- 5b. Is informed consent form attached?  Yes  No

6. How much time will be required of each participant?

thirty minutes to two hours

7a. Will subjects be compensated for participation? \_\_\_\_\_ Yes  No

7b. If yes, please specify: *- they'll receive transcripts FROM all of the interviews*

8a. Is confidentiality assured? \_\_\_\_\_ Yes  No

8b. If Yes, how?

*(but participants have the option to change their names.)*

8c. If no, why not?

*It's unnecessary, interviewees are consenting adults & asked that their stories be remembered.*

9. What benefits do subjects obtain by participating?

*their stories will be written down & remembered.*

## II. Subject Risk

Certain practices are generally to be avoided. If any are included in the proposed study, check the blank next to the appropriate category and justify with attachments.

- |  |  |
|--|--|
| <input type="checkbox"/> Deception     | <input type="checkbox"/> Pain, threat, or aversive stimulation |
| <input type="checkbox"/> Embarrassment | <input type="checkbox"/> Invasion of privacy                   |

III. Debriefing

1. When and how will subjects be provided with feedback about the study?  
*They'll receive transcripts from interviews and a copy of my collection of stories.*
- 2a. Is a debriefing form attached?  Yes  No  
(Include debriefing statement when applicable)
- 2b. If deception has been used, how will the subject be informed?
2. What follow-up supports will be available if subjects experience undesirable consequences of participation?  
*n/a*

IV. Materials

1. What questionnaires, inventories, tests, or other instruments will be used? Attach copies unless the instrument is universally familiar.  
*question list attached*
2. What electrical, electronic, or mechanical equipment will be used? If any have been specially constructed or modified for use in this study, provide a description with sufficient detail so that any physical danger may be assessed. Supplementary documents may be attached if necessary.  
*a digital voice recorder to record interviews.*

**FEDERAL GUIDELINES REQUIRE ALL RECORDS AND DATA BE KEPT FOR THREE YEARS.**

Document of Informed Consent

I, \_\_\_\_\_ (*please print*), give consent for Muriel Kingery to use the information obtained in my interview for her writing project. I still retain the rights to my stories. In compensation for my time, I will receive a copy of the transcripts from my interview as well as a copy of the completed collection of stories.

\_\_\_\_ Please change the names in my stories to preserve confidentiality.

\_\_\_\_ It is unnecessary to change names for purposes of confidentiality.

I understand that the stories collected through this interview will be used by Muriel Kingery in her senior project and honors thesis, but nowhere else.

---

*Name*

*Signature*

*Date*



Muriel Kingery

Human Subjects Request—Interview Questions

What was life like on Mud Lake?

How old were you when you had to move away?

What did you do for fun?

What kinds of chores did you have?

Did you have a car?

What did your parents do?

How many siblings did you have?

What is your favorite memory from the time you spent at Mud Lake?

Other questions ad lib according to the conversation.

Document of Informed Consent

I, Verna Dahl (*please print*), give consent for Muriel Kingery to use the information obtained in my interview for her writing project. I still retain the rights to my stories. In compensation for my time, I will receive a copy of the transcripts from my interview as well as a copy of the completed collection of stories.

- Please change the names in my stories to preserve confidentiality.  
 It is unnecessary to change names for purposes of confidentiality.

I understand that the stories collected through this interview will be used by Muriel Kingery in her senior project and honors thesis, but nowhere else.

Verna Dahl      VD      5-30-06  
Name                      Signature                      Date

Received  
06/04/06

Document of Informed Consent

I, DORIS KAUSHAGEN (*please print*), give consent for Muriel Kingery to use the information obtained in my interview for her writing project. I still retain the rights to my stories. In compensation for my time, I will receive a copy of the transcripts from my interview as well as a copy of the completed collection of stories.

Please change the names in my stories to preserve confidentiality.

It is unnecessary to change names for purposes of confidentiality.

I understand that the stories collected through this interview will be used by Muriel Kingery in her senior project and honors thesis, but nowhere else.

DORIS KAUSHAGEN      D. Kaushagen      06/01-06  
Name                                  Signature                                  Date

Document of Informed Consent

I, GERRY NELSON (*please print*), give consent for Muriel Kingery to use the information obtained in my interview for her writing project. I still retain the rights to my stories. In compensation for my time, I will receive a copy of the transcripts from my interview as well as a copy of the completed collection of stories.

Please change the names in my stories to preserve confidentiality.

It is unnecessary to change names for purposes of confidentiality.

I understand that the stories collected through this interview will be used by Muriel Kingery in her senior project and honors thesis, but nowhere else.

GERRY NELSON      Gerry Nelson      June 4th  
Name                      Signature                      Date

received  
06/06/00

Document of Informed Consent

I, Sylvia Dahl Scott (please print), give consent for Muriel Kingery to use the information obtained in my interview for her writing project. I still retain the rights to my stories. In compensation for my time, I will receive a copy of the transcripts from my interview as well as a copy of the completed collection of stories.

Please change the names in my stories to preserve confidentiality.  
 It is unnecessary to change names for purposes of confidentiality.

I understand that the stories collected through this interview will be used by Muriel Kingery in her senior project and honors thesis, but nowhere else.

Sylvia Dahl Scott      Sylvia Scott      05/30/06  
Name                              Signature                              Date

Received 06/04/06

Document of Informed Consent

I, Olive Lunke (please print), give consent for Muriel Kingery to use the information obtained in my interview for her writing project. I still retain the rights to my stories. In compensation for my time, I will receive a copy of the transcripts from my interview as well as a copy of the completed collection of stories.

Please change the names in my stories to preserve confidentiality.

It is unnecessary to change names for purposes of confidentiality.

I understand that the stories collected through this interview will be used by Muriel Kingery in her senior project and honors thesis, but nowhere else.

Olive Lunke

Name

OL

Signature

Date

Received unaltered  
04/10/04

Document of Informed Consent

I, LAWRENCE KING (please print), give consent for Muriel Kingery to use the information obtained in my interview for her writing project. I still retain the rights to my stories. In compensation for my time, I will receive a copy of the transcripts from my interview as well as a copy of the completed collection of stories.

Please change the names in my stories to preserve confidentiality.

It is unnecessary to change names for purposes of confidentiality.

I understand that the stories collected through this interview will be used by Muriel Kingery in her senior project and honors thesis, but nowhere else.

LAWRENCE KING      L. King      \_\_\_\_\_  
Name                                  Signature                                  Date

not dated. received signed  
06/02/06  
MK.