

# The Grand Marais Gleam

Fisherman's Picnic Edition

August 1, 2017

## A Cook County Kindergarten History Lesson

By Bryn and Sammie, *Gleam Staff Writers*

Joyce Lindquist of Grand Marais was the first kindergarten teacher in Cook County. She started the program in 1953. Now, at 87, Mrs. Lindquist has lots of colorful memories of those early days when she had taught over 100 students from throughout Cook County every day of the school year.

She was raised most of her life in Grand Marais. Her father, Robert Russell, was the mail carrier and her mother Agnes was the innkeeper of Russells' Cottages, the business Mrs. Lindquist now runs. She attended U of MN and UMD for four years. During her last two years of college, she taught second grade at the Lab School in Duluth. It was a challenge to get her students reading and settled down so they could learn, but it was her job and she loved it. After she graduated from UMD, she took a job at the Duluth Cobb School, at the end of the Woodland bus lines.

She married Gordon Lindquist of Grand Marais in 1952. They just celebrated their 65th wedding anniversary this June at a Grand Marais Open House. When they married, Mr. Lindquist also was a recent UMD grad. After college and getting married, they moved back to Grand Marais. When Gordon went overseas to serve his military duty, Joyce started the Cook County kindergarten in Grand Marais, in the old school where the Harbor View apartments are now.

Mrs. Lindquist started teaching in Cook County in 1953 and had 102 students in her kindergarten program! They were divided into morning and afternoon sessions. The morning session kids came from all over Cook County and arrived by bus. With so many children, Mrs. Lindquist only got 45 minutes each day for lunch and prep. Then the Grand Marais town kids arrived, walking to school. She never had a classroom helper.

She had to teach the kids the basics like counting and writing their names to pass them on to first grade. She walked up to the school around 7:30-8:00 am, but school



**Teacher Joyce Lindquist started Cook County's first kindergarten in 1953 in Grand Marais.** *Photo courtesy of the Cook County Historical Society, used with permission.*

actually started whenever the bus arrived. There were too many children to teach with ease, and so when it came time to give them their grades, it was tough for her because there was a wide gap— “some were so bright,” and others weren't interested in school. During her conferences she had to be very honest about how the children were progressing, which the parents appreciated because otherwise they wouldn't know about their children's behavior.

As a child herself, Mrs. Lindquist attended kindergarten in Lake County, in Two Harbors. She remembers liking it very much. “The days were so interesting,” she said. Maybe this experience helped her decide to become a kindergarten teacher.

Right in the middle of her time as a teacher, she was moved from a big sunny room above the gym to another building that was called the Legion Hall, which is now someone's house. Then they built Sawtooth Elementary.

If you go to the Cook County Historical Society in Grand Marais, you can see a picture of each of her students in her previous classes. Check it out sometime soon!

# Coffee Atlas of Cook County

By Sammie, *Gleam Staff Writer*

There are lots of places to get a cup of coffee in Cook County of course, but only five actual specialty coffee shops that consider themselves experts in roasting, brewing and generally taking coffee totally seriously, and none of them are chains. That's so Cook County: independent. The five: Schroeder Baking Company, the Coho Cafe Tofte, Fika Coffee in Lutsen, Java Moose in Grand Marais and the Chicago Bay Marketplace, Bakery and Deli in Hoveland. If you have a favorite extraordinary coffee place, let us know and we'll review it. We start by reviewing two below, and will get to the rest in future editions of *The Grand Marais Gleam*.

## Lutsen

Fika Coffee is a family run business that opened on June 20, 2012, right before the Lutsen 99er. It's located in Lutsen, in the Clearview group of stores. One reason they wanted to start the shop was so that they could create more jobs for everyone. They are open year round and they employ people for jobs beyond baristas, such as people to help bag coffee and roast beans and make espresso.

They make a popular dark roast, which strikes some people as more of a medium roast, and offer a range of beans: everything from an organic dark roast to an Ethiopian Sidama.

If you decide to stop by the shop, you will see several members of the family along with other people working. People come from all over to get the Oat Milk Maple Latte—one group even rushed in 5 minutes before closing to get it!

Coffee connects people in a lot of ways—more than you think. It is more than just relaxing with a friend in the shop over a cup of coffee. A barista named Katy learned this firsthand. She was talking to a customer, and it turned out that Katy's husband Geoff was one of the carpenters working on the customer's house. Geoff had lost his wedding ring and that was very sad for him—but do not fret. Katy's customer said that he had found a ring. He showed it to her, and low and behold, it was her husband's ring! As I said: coffee connects.

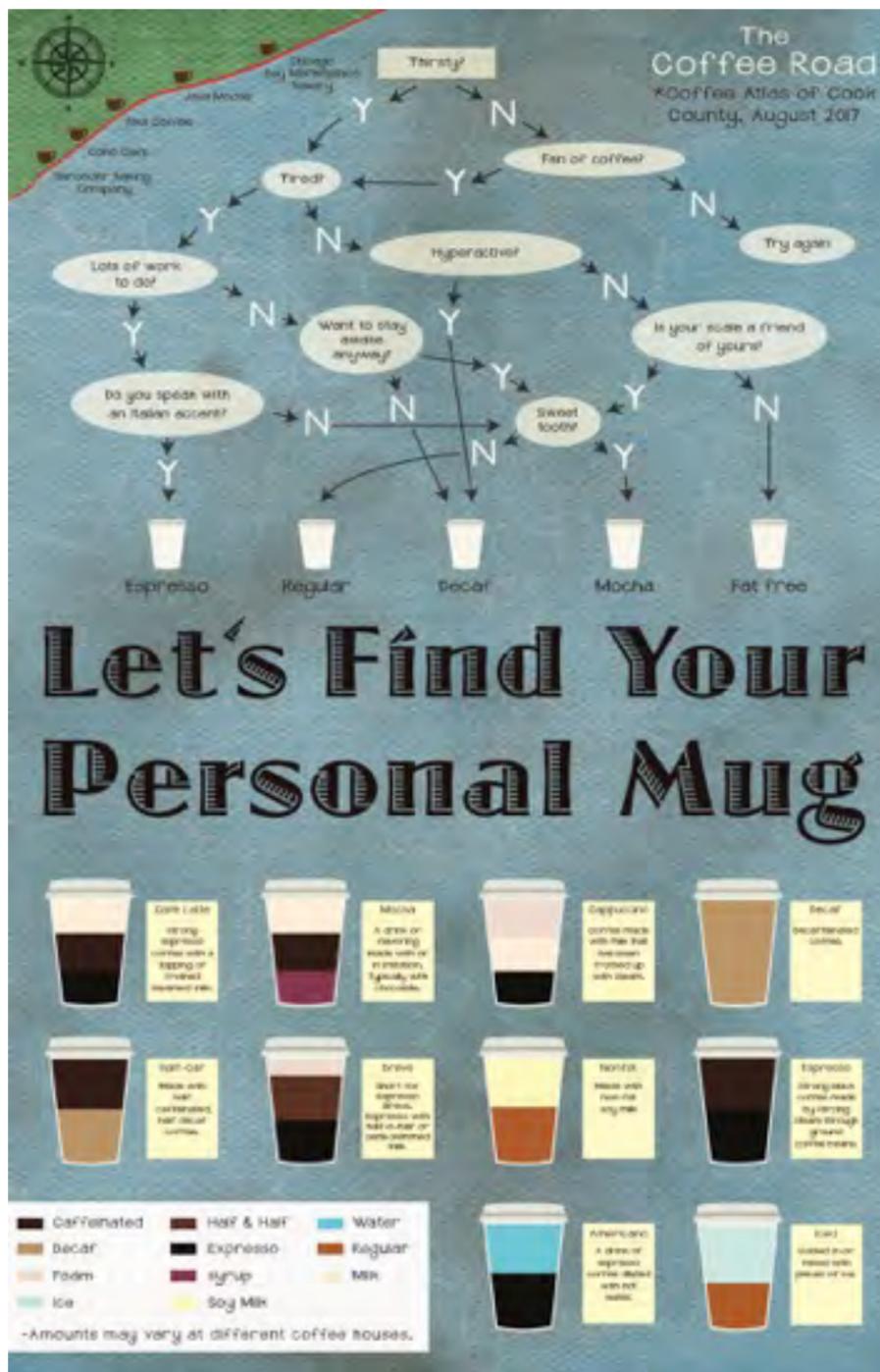
## Grand Marais

Java Moose, a coffee shop in Grand Marais, was opened in 1992 and purchased by the Jorgenson family in 1999. Then they created the bigger shop in 2002—prior to that time, it had been a little outdoor shop. They bought it because, like a lot of people experience when they have an idea for a business, they had a vision and a sense of adventure. Sarah Jorgenson says that they have watched generations of people walk through those doors and most return for more. Their most popular drink is a Maple Latte. Made with local maple syrup from Wild Country Maple Syrup and specially roasted espresso from Alakef Coffee Roasters in Duluth, it is a drink that really satisfies everyone.

Java Moose has ordered their coffee from Alakef since the beginning. Small coffee shops have many advantages compared to big chains, Sarah said, such as “the fact that they can make decisions based on the needs of the customer, kind of on the fly, without having to go through corporate or a board of directors.”

Small shops are also like a big family. Everyone knows each other and has a connection. It is really fun to work there because it is so cheerful and everyone is so approachable and they are often talking and playing music. Java Moose also has the honor of being the first coffee shop in northern Minnesota to serve a brand called City Girl Coffee. They buy their coffee from women who own their *own* coffee farms and the proceeds go to the cause of supporting women. I really like that fact.

## ON THE COFFEE ROAD OF COOK COUNTY



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# Goodnight Stories for Rebel Girls

By Sammie, *Gleam Staff Writer*

## Introduction

*Goodnight Stories for Rebel Girls*

By Elena Favilli and Francesca Cavallo

Non-fiction

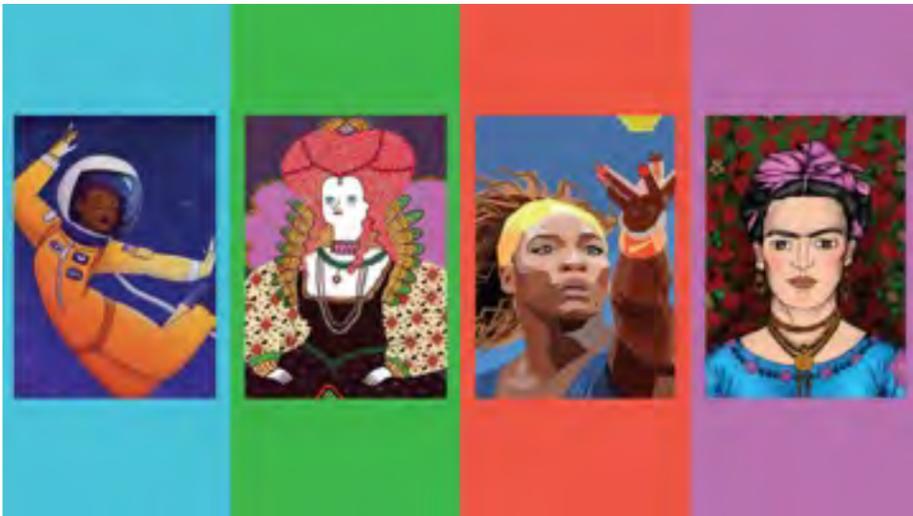
I chose this book for a review on a recommendation of the Drury Lane Books' Manager, Gwen.

## The Setting

The story takes place all over the world throughout world history. It covers every ethnicity, race and belief in the world.

## The Characters

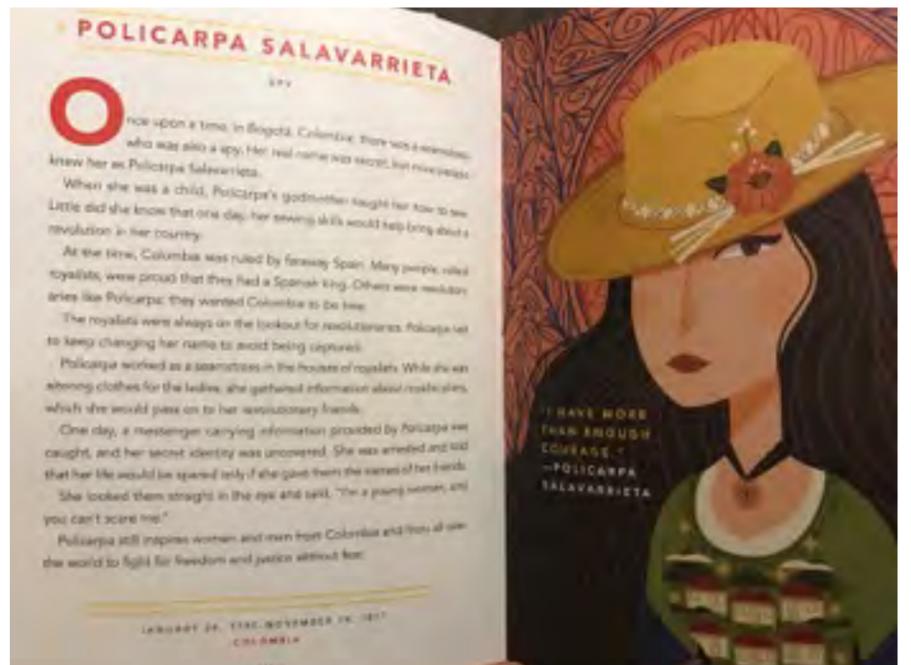
Each person was someone who either helped the army, ruled a country or designed a computer. It gives you background information for how they all got to where they are now. It is inspirational because of who I can learn about and who I can learn from.



## Plot

The plot basically tells us about famous women and what they did, how they did it and what their backstory

is. The book's description of the struggles that these women went through and how they overcame them is very moving. I think that it was pretty inspirational how they rose to the top so quickly. They had everyone from Cleopatra to Marie Curie and everyone had a different story and different accomplishment. It was really cool to see what people went through and how they smashed it and became who they wanted to be no matter the road blocks. I feel like everyone can look up to these women and see that anything really is possible.



## Conclusion

I think that I would recommend this book to kids because adults might already know most of the people in it. Therefore, they might not learn anything new. It was really good for me, though, and I would give it a 5 out of 5 stars review. Have fun!

# The Pajama Game

By Bryn and Sammie, *Gleam Staff Writers*

**SETTING:** Sleep Tight PJ factory, in Cedar Rapids, Iowa.

**SYNOPSIS:** Set in 1950s/60s

*The Pajama Game*, a play about the fight for a 7 1/2 cent raise, is a musical comedy set in the 1950-60's. When the employees go up to their boss, Mr. Hasler, he calls himself "a fighter" and will not give the raise. Sid Sorokin, the new superintendent, has been hired to sort things out around the factory. While doing his job, he happens to fall in love with Babe Williams from the Grievance Committee.

To fight back against Hasler, the president of the union orders a slow down. That means that employees



slow down their work, which makes them produce less pajamas, giving them less money. Sid stops the slow down, but Babe persists by destroying her sewing machine, which causes him to fire her from the company.

# The Pajama Game

*continued*

Later on, Sid needs to find out why Hasler is not giving the raise, and so he invites Hasler's secretary Gladys to Hernando's Hideaway. He manages to get the key that opens the ledger from her and reads through it. Hasler finds out that he did this and is forced to give the raise and, in return, the employees have to drop their claims to retro-active pay.



## **From the Audience's Perspective, Sammie**

For me the play was very interesting. Going there with no idea what it was about was a pretty bad idea so I appreciate the fact that the actors make it easy to understand the plot. The actors had a lot of emotion in the play and they portrayed their characters very well. The play was a slow roller until towards the end. I like that about it. The characters have a lot of one-liners that will make you laugh. There are funny parts where pants are dropped and drunk people need to take naps. I think that the dancing was very well choreographed and the music fit the play very well. I would recommend it to kids over the age of 7 since it is two hours long. It really depends, though. All in all I would give the play a 4 or 5 star rating. Make sure to stay for the whole thing. The ending is awesome.

## **From the Backstage Perspective, Bryn**

This play is so fun to be a part of. Being in productions on stage for most of my life, it's amazing to try the other important parts of making the production possible. My job is to run the music during the performances and to call 15, 10, and 5. Which is a way of notifying the cast and crew of what time we have left before going onstage.

## **Advice**

The play is about 2 hours long. There's a wide range of audience members. There is a bit of mild language and kissing. There is also safe and funny knife throwing scenes.

## **Grand Marais Playhouse Summer Theater Festival is a Hit**

The Grand Marais Playhouse motto is "building community through theater" and it's true. Seeing one of their summer plays is a must! Here's their schedule of two plays you can see in August, *The Pajama Game*, and *The Game's Afoot*.

<http://www.grandmaraisplayhouse.com/upcoming-events/?view=calendar&month=August-2017>

## **How 5th and 6th Graders Use the Internet**

*By Sammie*

Partnering with Boreal Corps in the spring of 2017 to understand local digital media needs and trends, Great Expectations School students in Anna Brown's Lynx Class (5th and 6th grade), Grand Marais, surveyed their own internet use. They tallied the results in the graph below. Do their results surprise you?

### **They considered these questions:**

1. What are things you use the internet for?
2. Do you use the internet at home or school?
3. Do you use Boreal.org?
4. If you use Boreal.org, what do you use it for?

# Internet Use by Cook County Sample of 5th and 6th Graders Spring 2017

Science	Time	Instagram	Printing	Typing	Hulu	Ref. Pics	Questions	Research	Boreal
Bryn	Siena	Gus	Jude	TJ	Bridget	Bridget	Bridget	Sol	Bryn

Music	School	Netflix	YouTube	Email	Weather	Games	Writing	Sumdog	SOG
Decian	Elsa	Elsa	Elsa	Wren	Siena	Wren	Jude	Siena	Danny
GV	Wren	Spencer	Sol			Danny	Gus		GV
Gus	TJ	Bridget	Bridget			Sol	Bryn		Declan
Siena	Jude		Gus			Declan	Siena		Bryn
Spencer	GV					TJ			
	Spencer					Jude			
						Gus			
						Siena			

Gus

① Things I use the internet for:

- Writing
- Online gaming (that's playing multiplayer)
- Spotify
- YouTube
- Instagram

② Where I use the internet:

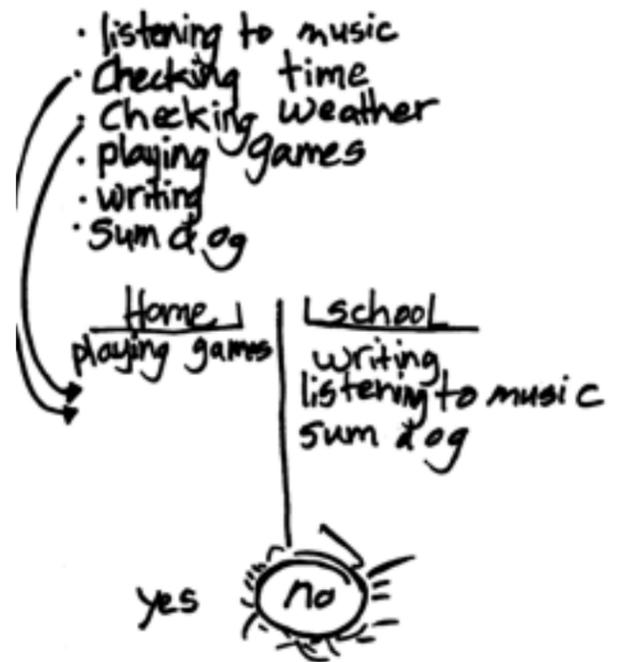
Home

③ Do I use Boreal?

No



Siena



Spencer

① Music, school work, netflix.

② school

③ I do not use boreal

④ nothing

Bridget

1.
  - Youtube
  - Questions
  - Net flix
  - Hulu
  - ref pics

2. Home

3. no

# ***First Person....Use This Girl's Experience to Make Your Own Argument for Cell Phone Use***

By Rachel, reprinted here courtesy of the Minnesota Institute for Talented Youth, 2016. Used with permission.

## **The Cell Phone Dilemma**

Getting a phone is hard. The phone itself is costly, and the monthly fees for the phone cost even more. But the hardest thing is getting your parents to buy you a phone.

## **Parents Said "No"**

My parents refused for the longest time. "You don't need a phone," they said. "You never go anywhere that we can't get in contact with you."

I tried and tried to convince them myself, but nothing I said changed their mind. So I went to work. After receiving another "no" answer, I went to school and asked all the kids in my grade and the grade above whether or not they had a phone. I wrote down names and ages as well.

## **Gathering Data**

Once I had all the information I needed, I compiled all of my data together on one large sheet of paper. The paper had three sections. The first was a list I made of the names of students who had phones and how old they were. The second section contained a pie graph that compared the number of students who had phones to those who did not. Lastly, in the third section I wrote why it was a good idea for me to have a phone. When all of this was prepared, I went to my parents.

## **Family Meeting**

"I'd like to have a family meeting," I said.

They were taken by surprise, wondering what was up. I had them sit on the couch while I went and grabbed my poster paper with all of my data on it. I remember being so proud of myself when I saw the shocked looks on their faces when they saw all that I had done.

After I gave my presentation, their response was: "You've put a lot of effort into this. We will think about it and get back to you." It wasn't the outcome I was looking for, but it was better than the "no" I had been receiving, so I went with it. They thought about it, and were persuaded! I got my phone when I was 14.

## **Nine Years Later...**

When I ask my parents now, about 9 years later, what they thought of the data I collected and my efforts in convincing them, they told me they were very impressed that I put so much work into it and that I looked up facts and figures and the like. "If you hadn't done your homework, so to speak, it probably wouldn't have happened as soon. It showed maturity and helped your case," is what my mother tells me." And my dad says that my "work was very well done."

## **Winning the Argument**

Based on my hard work and my parents' reaction to it, I'd say that mature and responsible attitudes and actions are the best way to convince adults that you deserve a phone of your own.

# **Cellphone Contract**

I, child's name, hereby enter into this contract with my parents, parent 1 name and parent 2 name.

I understand that my parents are willing to loan me a cell phone and pay for service for me because I have demonstrated that I am mature and responsible and can use good judgment. I understand that if I fail to exhibit these qualities with the use of my phone (or otherwise), I will lose the privilege and my phone will be taken away.

I also acknowledge and agree to the following:

1. I have no expectation of privacy from my parents or anyone else when I text, email, or post / like / comment on posts in social media sites such as Facebook, Twitter, Instagram, Snapchat and other sites.
2. I will pause for 30 seconds before posting, hitting "send" on an email or text or "liking" something on social media to consider whether what I'm communicating is something I would also communicate face-to-face.
3. I will not share personal information about my family, my friends, others or myself over the Internet or via text.
4. I will not post photos of my family or myself on the Internet.
5. I will give my parents my passwords to all social media sites and "friend" or "link" with them.
6. I will surrender my phone to my parents every night at 8:30 and they will be able to see my text messages, emails and social media apps.
7. I will answer calls from my parents immediately and respond to their texts promptly.
8. I will maintain a healthy and active lifestyle and avoid spending undue periods of time staring at a screen. During family time, and after 8:30 at night and before 7:00 in the morning, I will not use my phone.
9. I will take care that my phone does not distract me from focusing on schoolwork, reading, practicing piano and engaging in sparkling conversation and building relationships with those around me.
10. I will prioritize my relationships and face-to-face interactions.
11. I will not use my phone during class at school and I will follow all school rules regarding use of phones.
12. I will exercise common courtesy and keep my phone on "silent" when in places of worship, meetings, class, out in nature and on other occasions where this is appropriate.
13. I will keep talking about these things with my parents and work on being a happy engaged young adult ☺.

# Cellphone Contract, *continued*

14. The use of this phone is a privilege and it may be revoked at any time for any reason.

15. My phone is expensive, and I will take care not to lose it. I will establish routines and habits that help me keep track of it at all times.

The parties to this contract agree that child's name is growing up and becoming a wonderful young person and that this is a big step. We agree to work through this and all other issues that may come up in middle school with love, respect, grace, patience and a sense of humor.

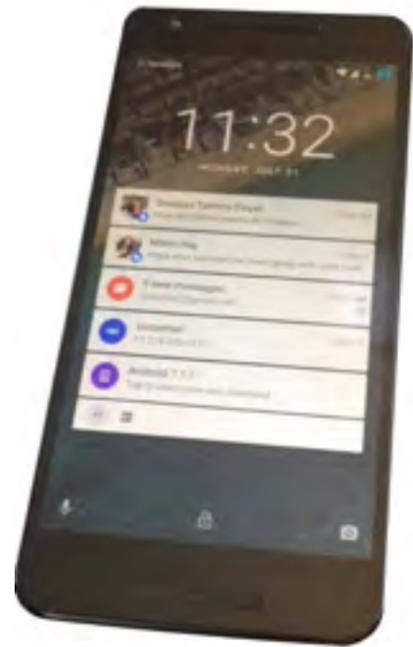
Signed this \_\_\_\_\_ day of August 2017.

By:

\_\_\_\_\_  
Child's name

\_\_\_\_\_  
Parent 1 name

\_\_\_\_\_  
Parent 2 name



## OPINION...

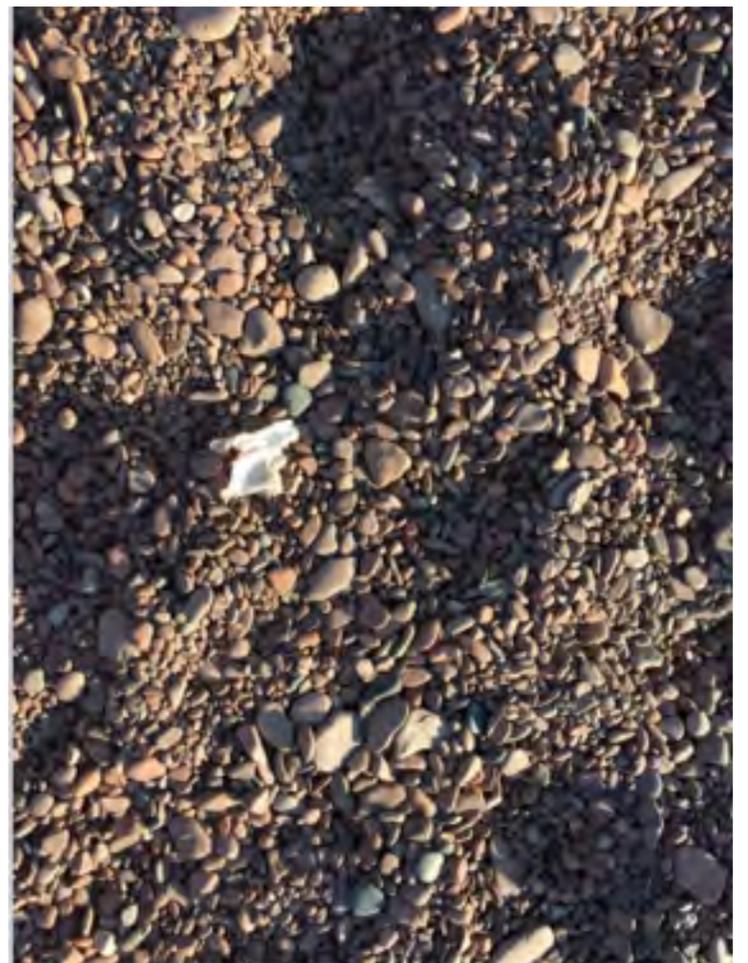
### Love Thy Lakes, Love Thy Land

By Sammie  
*Gleam Staff Writer*

For me, the importance of preserving our earth is really important because we have to live in the mess that we create. We need to protect our earth and the creatures that live in it.

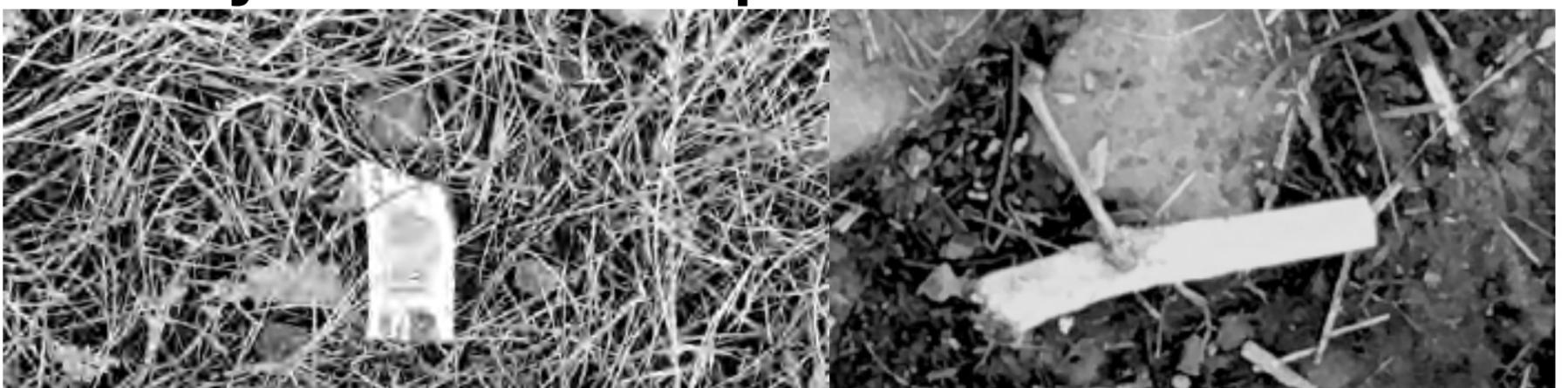
We can start right here, in our beautiful Cook County home by protecting the lakes, forests and land of the North Shore from trash and pollutants!

It saddens me when I see random garbage strewn around like our earth is a huge trash can. I want us to have a beautiful and clean and healthy earth, so I ask for your help: whenever you see a piece of trash, pick it up and throw it away in a bin. We can help: one piece of trash at a time!



## *Lakeside Litter*

**Is this yours? Pick it up!**



# THE GRAND MARAIS GLEAM

An official publication of the Boreal Corps ✧ Grand Marais, MN ✧ August 2017



## GLEAM BEAM

### Learning Snapshot: Ukulele

by Grace

*Grand Marais Gleam Staff Writer*

For my birthday I recently got a ukulele. I have not put it down since. Being voted most-easiest instrument, you would assume that it wasn't hard to learn. Right? Wrong. I have had this thing for over a month, and I still can't get certain chords down. It takes a lot to learn and instrument, even an easy one.

My mom started learning the guitar back in September. and even now in the middle of summer she's still not the best. If you're like me (a slow learner who is quite lazy) you'll know that it's incredibly difficult to learn anything. I have had the hardest time teaching myself ukulele. There are many different aspects that make it hard to learn anything, but since we are focusing on ukulele I'll give you a few reasons why it's hard.

The first reason why it can be difficult to learn a string instrument is because for a lot of chords you have to learn to move each individual finger. For most people your third finger wants to follow your middle finger or your pinky, but you have to basically train it not to so you can move it as you need it to. I'm still learning to do this and my hands still shake terribly because of muscle failure.

The second reason is because to learn a song you need to learn the chords, the strumming pattern, and if you plan on singing, the words. Even if you know the song by heart it takes a lot for your brain to focus on three things at once so you have to train your brain to do that.

The third and final reason is because sometimes you're not always confident in your abilities. You put yourself down because you think that there are so many people who may have learned faster or who play better. That really puts a toll on your playing, but it also helps you in a sense. If you put yourself in the mindset that you will never be as good as your favorite artist, then you'll never learn. But if you strive to be as good as your favorite artist and you practice hard and you want to be as good as them and you try so hard to be, then that's a good thing.

If you ever want to learn an instrument, do it! It may be difficult at first, but once you get a few things down it gets easier and you'll want to keep learning. One last thing is, your fingers ARE going to hurt if you haven't played a string instrument before, but soon enough they'll callous and you'll just keep playing on. So have fun learning something new!



# Brights

By Bryn

*Gleam Staff Writer*

*Right:* This photo reminds me of a windy day on Artist's Point, when it's just a bit chilly and starting to drizzle.



*Left:* This photo reminds me of going to Artist's Point with my friends and sitting out on the rocks when it's warm, watching the waves as they lightly crash against the rocks.

## THE GRAND MARAIS GLEAM

An official publication of the Boreal Corps ✧ Grand Marais, MN ✧ August 2017

**The Grand Marais Gleam** is a new kind of learning project of Boreal Corps ([www.borealcorps.org](http://www.borealcorps.org)), the youth digital media scouts of Cook County for kids in grades 4-12. Sponsored by Boreal Community Media ([www.boreal.org](http://www.boreal.org)) with a generous grant from the Blandin Foundation, Boreal Corps is based on an active-learning digital media curriculum model developed by the award-winning instructional design company, The Story Laboratory, LLC, in St. Paul ([www.thestorylaboratory.com](http://www.thestorylaboratory.com)). Boreal Corps kids like to move, create, connect, collaborate, and communicate—and in the process, prepare for 21st century work and learning by mastering digital media, technologies, storytelling and more. Much more. **Join us and Gleam On!** We welcome kids to staff our projects, and sponsors who need digital media projects executed as portfolio pieces by highly creative, competent kids mentored by professionals.

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DO. MOVE. LEARN. CREATE.  
DON'T JUST CONSUME.