

**“Green Mountain Chronicles”**  
**Oral History Transcriptions, 1981-1989 (bulk: 1987-1988)**  
**MSA 199 & 200**

**Introduction**

This transcription is one of approximately 42 transcriptions of interviews with individuals conducted primarily in 1987 and 1988 in preparation for a radio program sponsored by the Vermont Historical Society entitled “Green Mountain Chronicles.”

**Scope and Content**

The transcriptions in this collection represent interviews of approximately 42 individuals conducted primarily in 1987 and 1988 by Mark Greenberg, Mary Kasamatsu, Eleanor Ott, and Tom Davis in preparation for a radio series entitled “Green Mountain Chronicles.” The series of 52 five-minute programs was broadcast by commercial and public radio stations throughout the state in late 1988 and early 1989. The earliest interview in the collection was conducted in 1981; the latest was in 1989.

The interviewers spoke with well known Vermonters such as Governors Philip Hoff, Deane Davis, and Madeleine Kunin; lesser known personalities such as Catherine Robbins Clifford, one of the first women to hike the entire length of the Long Trail; and historians such as Weston Cate. The following inventory of the collection highlights the major theme(s) of each interview. The following list of program tapes gives the title of each radio program.

The goal of the radio series was to tell the history of Vermont in the twentieth century using archival sound recordings and recent interviews. The project was undertaken by the VHS in celebration of its 150th anniversary in 1988 and was funded by a \$14,000 grant from the Vermont Council on the Humanities and Public Issues with additional support from New England Telephone Company.

MSA 199, Folder 0 contains background information on the project. The VHS website at [www.vermonthistory.org/gmchronicles](http://www.vermonthistory.org/gmchronicles) contains a list of the Green Mountain Chronicles radio broadcasts and audio files of those broadcasts.

Weston Cate  
June 29, 1988

Mary Kasamatsu  
Interviewer

MK Coming up next is an excerpt from a brief interview with Weston Cate talking about school consolidation in Vermont.

WC There was a hearing on school consolidation in the East Montpelier town hall. Oh, maybe twenty-five years ago and he taped it and he has that tape of the discussion that took place when they came to a local community to discuss the issue at that time. It's one of these tapes like this.

MK Uh huh.

WC I don't know whether that would have any interest to you or whether it would have any bearing or not, but it certainly was a direct flashback...

MK Sure.

WC ...to the time when there was the big move toward the Union High School for example, Union 32 which came in 17 years ago. And there had been others before that.

MK Just from talking with people, I'm aware that things, obviously things are not the way they used to be and there are certain changes that have taken place that shape the identity of a community as people who live there define their community and how they see that. And I guess I'd like to, I'd like to get a little bit of a sense of what that might be from people who, who were here when those changes were happening.

WC Okay, why don't you ask the questions or something and you do the trip the switch so to speak.

MK (LAUGH) Okay. We'll give it a try here. First for some, just for a little bit of background, have you, you're a native of Vermont, but in East Montpelier, Barre, what?

WC Well I was born in St. Johnsbury.

MK Uh huh.

WC However, my ancestors came to East Montpelier directly after the Revolution. And settled over in what's now known as Cate Farm on the other side of town, Enock Cate settled that. And there have been Cate's living in either East Montpelier or Calais ever since. And when I, after having lived in Montpelier for about 20 years, about 10 years ago I moved out to East Montpelier here. Couldn't stand the city any longer. (LAUGH) So we have been around these parts for quite some time.

MK Okay. Did you experience a one room school as you were growing up?

WC No, as a matter of fact, I never did. My father was a minister and obviously we went wherever his parish was. I went to school in places like Nashua, New Hampshire and Auburn, Maine. Nashua was a good size city even then and Auburn was about 35,000, so I never went to a rural school per se.

MK What about your children?

WC My children, went to a village school, graded school, but not a one room school. We were living at that, when they started out, we were living outside, on a farm outside of White River Junction and they rode the school bus into the Village of Hartford which is one of the five villages in the Town of Hartford. They had individual graded school there. The one room schools in that particular town had come to an end oh, around 1950 I believe. That was, a few outposts of rural schools. All depends upon the organization of the town and the geography of a town whether or not how long the rural schools would be maintained. If there's a village in the community it makes a difference obviously. In East Montpelier itself for example, we have been, we used one room schools up until 1983. We used the so called Four Corner School over here, which was the last of the one room schools in this town. And now we are engaged in the process of trying to, to set up some mechanism whereby we can keep that one room school, probably as some type of community center. It all depends on whether or not we can get things organized and get the town to agree to that sort of thing. The rest of the one room schools in East Montpelier have been sold and made over into homes. But the one room school of course was for years the social center of the communities. We who today are so used to ease of transportation forget that it wasn't too many years ago in times of let's say the history of the country that it wasn't that easy to, to travel. Certainly the youngsters who walked, there were no big yellow school buses obviously had to go to some place that was fairly near. Now in East Montpelier, my recollection was that we had something in the vicinity of ten or eleven school districts. And in the days of the district school, they were operated by a district school board that was elected by the rate payers of that particular district. The chairman of the district would be the Chairman of the local school board. Well they didn't call it a school board in those days. And that person usually hired the teacher or teachers for that school. Now it is interesting that in 1800, I think about

1848, Daniel P. Thompson of Montpelier who was the author of the Green Mountain Boys, wrote a book called "Lock Andsdon." The story of a schoolteacher. And as a young man, Daniel Thompson had been a school teacher himself and had experienced the difficulties that existed under the one room school kind of government, management. He told his story in this book called "Lock Andsdon." It is believed that he may have done some of his teaching in the Town of East Montpelier, because in that book he makes mention of several locations, one of which is the Horn of the Moon which happens to be a section of East Montpelier where there was a school house. And whether or not it was part of his fiction to place this story there or not, remains to be seen. But this is one of the first books in Vermont that looked at the problem of the one room school. The one room school had its advantages, but it certainly had its drawbacks. The kind of government for example could be autocratic if the local chairman of the school board wanted to, he, most people were willing to let him do whatever he wanted to. There were no rules or regulations for a long time about requirements for teachers. He could hire his own children to teach if he chose. Or find jobs for a various relative around, teaching in one room school. Often times the idea was to get the teachers cheaply as possible and of course as has been known for years, you could get a woman to teach more cheaply than you could get a man. Now you have to think about the fact that originally most of the teachers in the one room schools were men and not women. And the feminization of education came along in the 19th century as more and more women went into teaching, it became the genteel thing to do. The thing you could do before you got married for a year or two to keep you out of mischief. If you didn't want to hang around the house and do all the chores on the farm, you could be a school teacher. Now you had, in some cases at certain times in the history in Vermont you had to take teacher's examinations. These examinations sometimes were set by the State Department of Public Instruction, sometimes by the so called County Superintendent. We've undergone several different changes in the organization of schools since those early days. Those one room school teachers frequently had the problem of boarding around which simply meant that they would spend a certain number of days in one household and then move on to the next depending upon what children were in school and you stayed a given number of days at the home of each child. It could be interesting, but I guess it could also be pretty rugged sometimes. Well those one room schools were usually kept in rather sad condition. There weren't any school standards in terms of what you had to have for space, what you had to have for desks,

what you had to have for light and heat. The books at the outset were supplied individually by the individual student. Consequently a teacher in a one room school could have let's say anywhere from eight or nine to thirty youngsters. Each youngster would bring his or her own books. It would be the teacher's job to see to it that those youngsters were made some progress in their own books, not according to a central plan or class plan for the entire class. In addition of course, there would be many different grades so called being taught simultaneously. Nowadays, people sometimes glorify a one room school as a grand institution and in some respects it was. But we overlook the fact that an awful lot of people spent an awful lot of time doing nothing, waiting for a chance to recite or to do something else in that time. There were no attendance laws that people paid much attention to. Each school district generally could decide for itself how much school it wanted. There was usually a winter term. There was often times a summer term. Sometimes in some school districts there would be an autumn term as well. Everything got suspended at certain times of the year. For example, mud season generally meant that you took time off. If the girls were needed around the home or the boys were needed on the farm, they simply stayed home. Nobody was going to send the truant officer after them. The parents were responsible for their children. That was in the day, still when a young man was beholding to his parents until he was 21 and if he earned any money, he had to turn it over to his parents and then what you read from time to time of young men who were, were given their freedom so called before the age of 21 for one reason or another. But it was an entirely different kind of social situation. Now there were, these one room schools provided the opportunity for a good deal of sociability. Looking at our own community here in East Montpelier, we recognize that the geography of the town lead people to go in different directions. If you happened to live in North Montpelier or East Montpelier Village, your tendency is to move in the direction of perhaps Barre or Plainfield. On the other hand if you live on the County Road, your tendency is to go direction into Montpelier. If you live in the Horn of the Moon, history tells us that those people went to so called West Montpelier which we now know as Putnamville. And their social activities went down over the hill in that particular direction. So there was no unifying force, there was no sense of town community other than what brought you together at town meeting. It was the sole community thing that brought you together. Now there was a, the first church in Washington County occurred here in East Montpelier and it was a Quaker Church. The old

meeting house at the center of town was, came along fairly early. Then there was the church in North Montpelier which is no longer standing and the church in East Montpelier. But the people on this side had no church. So they used the school house. People were not so sensitive about the separation of church and State. The minister of the Unitarian Church in Montpelier who was a minister there for years and years and years would come out here to the Morse School on the County Road on Sunday afternoons and he did this for decades and conducted services for the people in East Montpelier in this side of town. This speaks again to what I spoke and mentioned earlier about the difficulty in transportation. So here's the church, here's the school in this particular instance here, the focus of activity you came there for parties, for box socials. You came there for visiting lecturers. You came there for church services. You had normal school functions in those circumstances. I'm talking about the latter years of the one year, one room school rather than the earliest times.

MK When would you say that would be in time?

WC Well Rev. J. Edward Wright who was the man who, whose the minister who came up here, was from about 1880 to maybe 1915.

MK So this would have been the state of affairs say at the turn of the century?

WC Yes. And for a time afterwards. We, we continued to have one room schools for a long, long time after 1915 obviously. The Vermont, well what was it called? Country Life Commission, have you run into that? Okay. Well they did a sort of study on rural schools and you must have run into that with John Holden. And the effect that that had and the process of determining whether a school was a regular school or a superior school and so on. If you still travel around the countryside you can sometimes see a school building with one of those tin signs on the front. That's, I saw one last summer up Waldon way, but you must have had a lot of things up Waldon way. Yea, well the one room school. Obviously then when the time came to look at school consolidation and the establishment of village schools or central schools, and that's only a recent matter. In this particular town, it was in the 1960's that you did away with the one room schools. It was in the 1970's in the Town of Calais. I don't know when it was in Middlesex.

MK I'm not exactly sure actually, but...

WC Well you had great problems over there. The State ran your schools for awhile.

MK Yes (LAUGHING).

WC Well I think we, the points I guess that I would consider significant is that, that the one room school was not the great educational institution that people like to think it was. It had its strengths and it had its values, but it also had its drawbacks. That's number one. Number two, it was a social center. It was the place that you went for a good deal of the neighborhood sociability which evaporated with the end of the one room school. It transferred people's interests from the locality in which they lived to a broader locality or to no place at all which is unfortunate. And I think that one of our problems today which is something that a lot of these smaller towns in Vermont appear to be facing is the difficulty in establishing some sense of community. We are disparate people with different goals. We're no longer an agricultural society with nature and farming as our common bond. With the result that we all go in many different directions and what happens I fear in those circumstances is that, that the public wheel is not served. People are not interested. I have a letter, one of the things that we yankees do is keep everything and I've got all the correspondence for example that my grandfather and grandmother had between each other and so on way back and I have a letter that my great grandfather wrote to my grandfather back in the 1880's, a hundred years ago, in which he said, "Well, I finally agreed to be the Selectman again." He said, "Lord knows I've got plenty to do without being Selectman, but people don't want to, seem to want to take on the responsibility and I think we have to do that." So it's always been hard I guess to get people to, to run for and participate in government, but at least in those days, there was a commonality of interest. If you go down to the State Library for example and go upstairs and maybe you've done this and you look at the agricultural census for 1840, 1850, and 1860, which of the three decennial censuses that they have in the original, you can find every person in Washington County who had a piece of land and how big it was, how many people in the household, how many cows, how many horses, how much land, what the produce was and the whole business and it doesn't take you long. You don't have to look at that for long before you realize that this was it. There wasn't anything else. With National Life, was some, if it existed, it was always some piddly little insurance company down there in a one room office. State Government in those days didn't exist because the Governor

went home and operated out of his home and the Secretary of State went home and operated out of his home in different parts of the State. So State Government, I can remember when I came to town in the 1950's and working, I had, for the teachers group, I had a lot to, frequently had to do business with the Department of Education. I can remember when the Department of Education was perhaps ten or twelve people. It's fantastic to see what's happened in that, in that period of time. Things were much different. Well later on, I think part of the movement that toward consolidation came because people seemed to feel that if you had consolidated schools meaning by that term, one school in a community instead of several, you would then be able to enrich the curriculum with such things as art teachers, music teachers and so on which basically was a fallacy because if you wanted to do that, you did it anyway. Now we have people in the town, if you run into Evelyn Springsted. Okay, she went booming around from one school to another all over the place teaching art and music or whatever it was and these people could go from one room school to other room schools. So it wasn't necessary to get you all in one building to have art classes or music classes. Now, I suppose if you needed physical education which in itself is an ironic that country kids have to take physical education. I find that hard to swallow sometimes. But anyway, that's one of the things that was sold. They thought that it might be cheaper to operate one building rather than five or six or seven or eight buildings, it may be, but I doubt it. It certainly wasn't in East Montpelier where they proceeded to put in electric heating which, which they did in Calais too and so on. And you know what's happened to the price of electricity and what's going to continue to happen to the price of electricity in these parts. That same sort of idea came along when when they began to look at Union Schools, particular Union High Schools and the problem there was among other things, we need to provide educational opportunities for young people who may not be strictly academically inclined. Therefore, there needs to be a vocational component. But it doesn't make sense to try to put a vocational component in every high school in the State, we couldn't afford such a thing. Therefore, we'd have to have vocational schools in a particular area and we can serve more people if, give them more people an opportunity to get into some sort of vocational education if more than one town supports the school. Therefore, if we have a Union School District, we can perhaps offer it. Thus, we end up you see in this area with Barre being primarily a vocational school with students going to Barre. At one point U-32 had certain vocational programs including agriculture which Barre never had, but this was

thought to be one of the reasons for regionalization of schools. Then too, the variety of programs began to proliferate. I taught school for a good many years and back in those days we, we taught English for example, one, two, three and four. You had college english, you had general english, you had commercial english. Now I'm on the school board over here at U-32 and I never saw so many English courses in my life as they now have. You can take everything under the sun I guess, pretty nearly. It certainly has provided a variety. Now I'm not sure that that's an improvement but it certainly did provide a variety and I'm sure it provides a variety in other respects in that you are able to expand the curriculum in a number of different ways, in languages, in the social sciences, whatever they are, but at the same time it is just nearly eliminated public concern. A case in point is right here. U-32 at its annual meeting last year, 1988, I believe had 87 people present at their annual meeting. They voted the budget of something over 3 million dollars. From the Town of East Montpelier, I think there were 17 voters there. And yet the cost of East Montpelier of maintaining U-32 is the, is the major part of our total tax, but nobody apparently cares. So their interest in the school, they maybe vitally interested in the soccer match or you know or the school band or some such thing, but beyond that.

MK That's interesting because I know that's been the case with the Middlesex attendance at, I wasn't there, at their U-32 annual meeting and I know when I lived in Woodbury it was the case that people would stand up in town meeting and say if you care about your taxes why weren't you at the school meeting. Hazen because that was the biggest chunk of the town's budget you know. And I was assuming that was because everybody feels like the school is elsewhere, but here in East Montpelier, this is where the school is and they still don't sense that it's not vitally connected.

WC Yea, that's true. Now one of the things that's going to be interested to watch in the future I think is further centralization. I think there's a move on. I seem to see signals in this direction that will strengthen the hold of the district over the local school. Because more and more functions appear to be taken over by the Central Supervisory Union. Now there are some towns like Worcester where you have a John Block who creates controversy, who decide they don't want to participate in various things. For example, their, I gather that their financial affairs in Worcester are not handled through the Central Supervisory Union, U-32's are and I think that

Calais's are and several other towns. But I can see as they are talking about unifying the programs and all of the for reasons that sound you know so beautifully educationally sound. So if you want to speculate a little bit upon the future, maybe you don't, but if you do, you have to begin to wonder if as our society moves as it apparently is moving toward a stratification along economic lines, greater stratification than we've ever known before, where the average person, middle income and lower finds it impossible to raise the funds necessary to see that the children get a college education for example because college has become so expensive, that will the public schools then be required or expected to do a more thorough job to add as they have already in certain places like California a 13th and 14th year of advanced work for young people who for economic reasons as well as for other reasons are simply not able to make that jump into that so called university level. I think it's something that we're going to have to look at. Otherwise we're going to end up with a society that's made up of the elite who may or may not have the brain power. If they got the money, they can buy the education, but they may not have the basic intelligence or, but that's down the pike.

MK It's interesting as you think about this, the trend toward consolidation and a regionalization of education, there's really no one thing you can point to and say well it was the automobile or it was, I mean it's all a bunch of factors coming together to...

WC Well that's true, but obviously transportation was a big item. If we didn't have transportation it wouldn't work. Now the question is, another question is going to come down the pike one of these days is that if education is in the dyer condition that some people believe it is, as study after study recent years seems to suggests, then will there be a movement for publicly supported schools of a different slant? In other words, I look at East Montpelier and I look around at the figures that the State Planning Office shows and then we discover that aside from Montpelier, this particular community has the highest per person income of any town in Washington County. And I see these executives for National Life go whizzing down the County Road and State Government people and so on, they're not going to be satisfied to have their youngsters go to public schools and get just an ordinary, perhaps less than ordinary education. Are they going to be saying okay we're going to have to establish an academy of, with a different approach you know, nose to the grindstone, you do this or else sort of school. Maybe you don't need to study the dance. Maybe you need to study Algebra instead

you know, because we want you to go to Yale and we're going to be able to send you to Yale and no more basket weeping. I don't know. Is this going to happen? And on a region wide basis, there's no question in my mind but what they could support such a school. I don't know. Well, the obverse of this is on the one hand you see this approach, this regionalization, this pulling, strengthening the knot so to speak, the noose if you will. On the other side, the counter effort is to pull away from this. Let's get away from local, we need less government. We need less mandate. We wish the Federal Government would stay home. The State Government go back to Montpelier and stay there. Let the local community do more on its own. I think we see this very dramatically in the growth bill where it's the local and regional planning group that's given the authority not the State really if I understand the bill at all. And I think that those two forces keep constantly pulling against each other.

MK Is that inevitable. I mean do you think that's just a given, in the way the social structure of this country is that those forces will be in opposition in some state of tension perpetually?

WC Probably. And these, maybe these forces are obviously they're way beyond us. These social forces, not just in, let me go back in this sense. Vermonters have always claimed that they were very individualistic. Actually they have been very dependent. They have been dependent on their neighbors for example. Back in the days of farming, you really saw a dependency. Each farm did not operate as a sovereign organization by itself. To a certain degree it did, but there were certain functions that were communally bound. In many, many places, equipment that was jointly owned. Barns were raised not by one family. Harvest went from farm to farm if you were doing them in the wheat period. In the sheep growing period, every farmer didn't drive his own personal sheep down to the railroad station necessarily. I mean that was done. We have been more dependent than we ever been willing to admit. And so that independent business is interesting up to a certain point. So of squaring your shoulders and saying well, I'm going to do it my way or your way is apt to be a cooperative. We, we led the nation in a support of rural cooperatives. This little community of Adamant up here. The first local area Credit Union in the State. It's now been co-opted and moved out, but it was. Go back into the 18, middle 1800's and the working mans group established cooperative stores in the State. So that dependency says to us that when you talk about local control, a lot of that is more emotional than

rational and local control, I've always been amused by the fact that you hear about this local control for school issues. But there is no local control for school issues. The State Constitution says that United States Constitution says that all the powers not specifically retained by the Federal Government are, remain with the States and it never mentions education and State education is a State function. Well the State then can say okay school boards can do such and such, but what the Lord giveth, the Lord can taketh away. So it is a State function whether we like it or not. So when you talk about local control, you're full of bologna. It doesn't really happen to that extent, but I think.

MR I'm not again in a position to judge, because I haven't lived long enough to observe these things, nor have I been in Vermont long enough to observe, but I'm wondering if all of our, all of our explaining over local control is perhaps in direct relationship to, to the loss of community tie that people feel these days. You know, we need to protest that you have to hang onto local control or that you have always had local control when in fact you have very little connection with your neighbors now.

WC That's right. It's part of alienation. This business of people feeling their lack of importance. They are but numbers. The Federal Government gives you a number. Now under the new tax law you've got to have a number if you're five years old or older. That's going to dog you for the rest of your life. There are various organizations that treat you as though you are a number and nothing more. The depersonalization goes on. And the organizations that succeed, are the organizations that turn around and say you amount to something. When the ice cream makers in Waterbury make you feel that you're working for one of the greatest organizations in the world and you're important, you know, they're going to succeed and they are, hand over fist because they recognize that, that principle. So same way, this business of distance. Now we're told I guess that the, that the day of the straight line command is over anyway, that we're now moving to different kinds of organizations and that may very well be the one of the solutions, but I think that this concern with the importance of people and as you point out, you want to cling to those things which have meaning for you and make you feel that you have something to offer, even if you don't. (LAUGH)

MK Since, \_\_\_\_\_ 1950's or '60's when most of the central or many of the central elementary schools were created, do you see a direct loss in the tide of the community since that time or has it been more gradual? We've been through the whole century basically, but...

WC I think it's been accelerated. I think it's been accelerated since, since the war.

MK What factors beyond just the school issue?

WC Well transportation has changed. I mean I can remember when a number of the basic roads in Vermont were dirt roads. Not even \_\_\_\_\_ say nothing of interstate. Within my lifetime, a lot of that has happened and it has meant that there's been a great deal more opportunity for transportation I think that's a big factor. I think Vermonters interestingly enough are a \_\_\_\_\_ people. As has been frequently said, our biggest export has been people. And it really continues to be so. I mean we've had these little blips of population increases at different times, but we still are exporting an awful lot of, awful lot of Vermonters. I think the nature of our society has changed drastically from, from being more self-sufficient society to a you know the post industrial era where we are mostly a service society. I think that that can do things to people. If you are used to being your own boss for example. I wonder about these farmers. I've wondered for years about these folks who used to work in the woolen mills and we had a lot of them in Vermont. And all of a sudden there aren't any more woolen mills. Or all of a sudden, it doesn't pay to be a farmer anymore. From being more independent with the opportunity to determine your own days program for example, you find yourself working for somebody else. What in a service capacity, what does that do to you. What's that do to your head. You know the reverse is so often true. When people say well I've worked for someone all my life and I want a business of my own. But the other side of that coin, I don't know. I think that's one of the sad things about the State in the present time and the future is that it would appear that an increasing number of Vermonters are going to have to make their living simply as servants to other people. I think that's too bad.

MK Catering to the ski industry folks?

WC Sure and the summer visitors and so on. It's...

MK We hear so much about you know the uniqueness of Vermont, the specialness of Vermont, it's something that every politician who, who has a platform to push, talks about how this platform will further the uniqueness of Vermont or will preserve this, that or the other, whether it's true or not and I don't want to single out any particular person on the program, but I mean, it all causes me to wonder sometimes, whether we're, I'm mean we know we're being fed a line here to a certain extent because this is, this is the way these things happen, but it's, we all have our I guess it's self interest in holding on to the myth and the mystique and you know keeping alive the sense that yes Vermont is a separate place and indifferent from every place else in the country and we're going to hang onto that. And we need to believe that you know, part of us really, you know there's a part that really needs to believe that and I...

WC But we are changing.

MK Yea.

WC We're changing. We're continuing to hang onto the myth as you say, but we're giving in underneath. For example, I began teaching here in Vermont right after the war. And I worked with teacher's organizations in those days and I can remember how the teacher's organizations were very much interested in teaching process and in the best possible things they could do for kids and they were interested in being paid of course, but that did not seem to be the overriding factor and I think it was that way for about ten years that I was involved. And people would normally give a great deal of time and effort to all sorts of things over and above their hours in the classroom. And I saw during my lifetime that whole span change. That whole attitude change. Now that's not to say that there aren't some teachers who feel that way today because I'm sure there are. But people would go to meetings all over the State. They'd never think about asking for their expense money. Or they expect to pay for their lunch. They'd pay for it at home, they'd pay for it where they went. Or they'd go to a committee meeting and they wouldn't expect that they were going to have to have their wages paid and they weren't worried about whether they were going to be insured in case something happened to them or anything of that type. Here, now it's an altogether different thing. That's in one particular category I've seen it happen. I've seen it happen with historical organizations too where people started out on practically nothing, little local historical society and the first thing you know they have intermations of

immortality. And peoples expectations are much different than they were. I don't think that their contribution is any greater than it was then. I used to be on a flying squadron of teachers back in the '40's went all around the state helping to organize credit unions for teachers because it was tough for teachers to get credit in those days and we established a credit union in every county in the State. And many of them are still going. The one here in Washington County is operating and doing very well. A couple of them folded over the years, but the remaining ones are doing very well indeed. Well that was the sort of thing that people got interested in and you'd travel, teach all day and then get in a car and drive half the night somewhere around the State and have a meeting and try to get people interested in this sort of thing and come back 1:00 or 2:00 in the morning, get up in the morning, start school all over again. You did it because it was something that you thought was useful and helpful to the people in law. Not anymore, you don't get that sort of stuff. I think it's the revolution on the level of expectations. People expect much more. I don't, I don't know that they're ready to give that much more. I noticed it when I was working, when I would from time to time have to hire people, the difference over the period of years. Between people who for example, were trained I guess I'd have to say in the old way as against those trained in the new way. And the degree of responsibility they'd be willing to except in a given position and the loyalty that they showed much more so than those in later years. And I think that's rather sad frankly.

MK Is that, do you think Vermont sort of catching up to the rest of the country or is that because people from other places have come in and changed Vermont?

WC Both I think. I think one of the things that used to be said about the highest accolade you could give a Vermonter was to say he was a good worker. And that covered a lot of territory. And there are still people who talk about bringing various kinds of work or industry or whatever to Vermont because of the labor force. And I guess I'd have to admit that probably some of that still exists. But there's a lot of it that doesn't. People are clearly as much interested in so called benefits than they are in what am I to be doing to spend my time here. At the same time there's a counter action going on and I love this, people saying to heck with ya, I'm going to do my thing. That's an interesting thing. This, we have something happening now in Montpelier, East Montpelier which is quite interesting I think. The Planning Commission has said we need to look at our plans. We need to take a look

at where we want to be 20 years from now. So they had a general meeting and they ended up with four committees and these four committees are working on various aspects. There's one on recreation and community activities. There's one on farm land and open land. There's one on commercial development and so on. Each one of these committees meets separately and open to anybody. And they're beginning to do some interesting things with regard to the community. One of them was to load a school bus full of community people and we spent all afternoon driving around East Montpelier. Forty-three miles going to all parts of the town so that the people on the bus knew when you were talking about North Montpelier where it was, what its history was, what its background was. When you went to the Horn of the Moon, where it was and all about it. Fascinating and you know there are people in this town who, they live here and they work here and that's all they know, just back and forth. And that was a huge success and I wouldn't be surprised if they get requested to do this again sometime.

MK I think...

WC I must have long ago exhausted anything of value to you here.

MK I always leave this thing running because you never know when somebody is going to say something you wish you had on there and you can never ask them to say it again and have them say it the same way, but...