

PINE CITY PUBLIC SCHOOLS

JOSEPH A. HOBSON, SUPERINTENDENT

NEWSLETTER

INDEPENDENT SCHOOL DISTRICT NO. 578

605 SIXTH STREET

PINE CITY, MINNESOTA 55063



Spring 1983

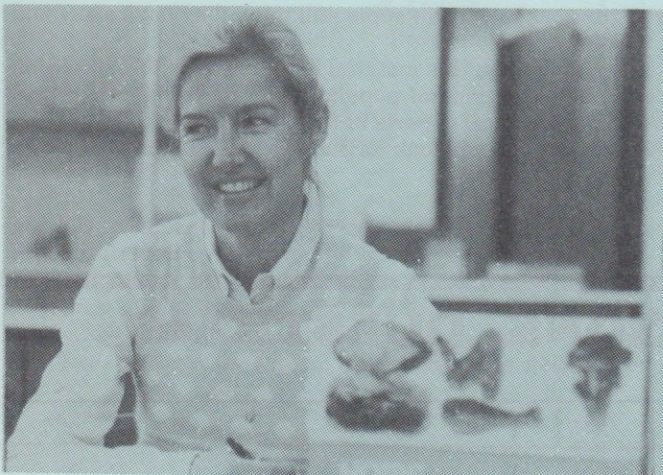
Daisy McCall opened a gift from her colleagues at her retirement party.



Retirement

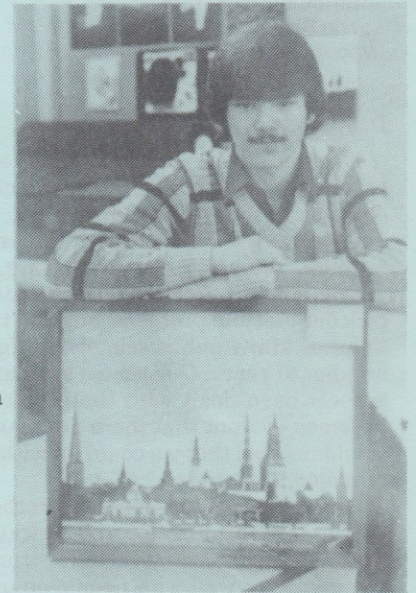
Fifth grade teacher Daisy McCall retired this December. Mrs. McCall had been in our school district since 1963, teaching fourth grade the first two years and fifth since that time.

Mrs. McCall and her husband, Clarence, spent nine weeks vacationing in New Mexico this winter. She reports that they had a wonderful time, but miss the staff and students at North Elementary. We miss her too and extend our thanks for her commitment to education.



Cindy Bertheau, R.D., will offer a workshop entitled "Contemporary Topics in Nutrition" at 3:30 p.m. on Monday, April 25, in the high school library. It will deal with health issues and the latest information concerning the areas of sodium, fat, and sugar in the diet. How to eat healthfully and the importance of maintaining ideal weight will be discussed.

Senior Steve Smetana is pictured with a project he completed in Mr. Jasperson's painting II class.



Youth Art Month Exhibit at the State Capitol

During March, Youth Art Month, there was a statewide art exhibit at the State Capitol. All school districts in Minnesota were invited to participate. Each district selected one piece of art work to represent its schools. Pine City was represented by Steve Smetana, pictured with the painting he completed in Mr. Jasperson's art class.

This year, the Honorary Youth Art Month Chairperson for the State of Minnesota was Joan Mondale. The month was dedicated to promoting and encouraging the young art students within our state and across the nation. More details about our district's arts programs are included in this issue.

For Safety's Sake

Many parents have asked what the procedures are regarding elementary students leaving the school grounds to buy candy and other treats. The rule is very simple: **THEY ARE NOT ALLOWED TO DO IT.** We have a growing number of students that are leaving after school and trying to return before the buses leave. We will be getting tougher with this rule because the safety of these students crossing the highway is becoming more and more a factor. Any assistance parents and the public can give us will be greatly appreciated.

Pine City Public Schools

INDEPENDENT SCHOOL DISTRICT NO. 578

605 SIXTH STREET
PINE CITY, MINNESOTA 55063

ADMINISTRATION

Joseph A. Hobson
Superintendent 629-2576
W. J. Kessler
Senior High Principal 629-7511
Richard Houston
Elementary Principal 629-2547 North
629-7526 South
Andy Rohweder
Community Education Director
Athletic Director 629-2576
Candice Ames
Curriculum Director 629-7511
Eugene Biever
Vocational Director 629-6764

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April, 1983

Dear District No. 578 Residents:

It seems as though wherever we are and whatever we do, there are problems facing us. The nationwide problems are those like economics, national defense, and changes in the institutions of our society. We often find it very difficult to adjust to the rapid changes in today's world.

Living in a world so full of problems gives us two alternatives. The first is to ignore the problems; the second is to find solutions to them. We are fortunate that we have lived in a country that usually is able to find solutions to its problems.

One of the institutions which today faces many difficulties is the American public education system. Unfortunately we cannot pick out just one problem, but find that different people view different things as problems. Most common in today's discussion is finance. Many public schools are faced with shortages of finances and the need to cut programs they have been offering for a number of years. Our school system, like many others, is looking at ways to deal with the financial problems that face us. Many schools have dealt with the problem by cutting staff, the largest expenditure in most districts. Whenever cuts are made, it becomes evident that there are many sides to all issues. I would guess that there is no single program or position that someone would not feel that we could do without. Yet, on the other side, there is always someone that feels that the program is one that is of major importance.

One thing that is a necessity in these times, in my opinion, is that we must be extremely careful to look at what the future holds with regard to education and educational programs. Some areas likely to come to the forefront of importance to citizens ten years from now and beyond include strong math and science backgrounds, competence in the use of computers, and the ability to communicate well with people on many levels and cultures other than our own. If we are to help provide these skills, we must strengthen — not weaken — the programs that build strong backgrounds in these areas. The area that continues to cause us the most difficulty is relations with other people in our communities, in our country, and in the world as a whole.

A wealth of knowledge is useful only if people can learn to exist in peace. That is why our schools must also continue to offer programs that teach young people the need to work together in a peaceful relationship. Schools have been asked over the years to deal with many problems that are part of our daily existence, things such as drug abuse, child abuse, family difficulties, etc. There is no indication that the trend toward school involvement in these social issues will change. In most communities the school is the center of activity; because of this, it is one of the few American institutions in which people still think they have a say and control.

Following this article are a number of interesting facts concerning education today; this material is reprinted with permission from the Milaca Public Schools Bulletin Board. This offers insights as to how the general population views the public school system and some of the changes that have taken place. If you find yourself being critical of parts of the system, we probably have it coming; but if you find yourself being critical of the total system, we hope that you will look for some good in it and stress that from time to time with your children.

Joseph A. Hobson
Superintendent

COMMENTS...SUGGESTIONS...QUESTIONS

Take a moment anytime to call me or one of the principals. If we can't be reached at that moment, leave a message and your call will be returned as soon as possible.

Or, if you prefer, write down your questions and comments and send them to me at the District Office, 605 Sixth Street, Pine City, Minnesota 55063.

Your thoughts and opinions about school are important.

Joseph A. Hobson
Superintendent
629-2576

NAME: _____

ADDRESS: _____

Number of People With No Children In School

These figures from the annual Gallup Poll of Public Attitudes Toward the Public Schools show a steadily downward turn in the number of people with no children in school. Today's school "public" is much different from that of a few years ago.

Percent of People With No Children In School

1969 - 50% 1977 - 66% 1980 - 68%

Percent of Population Directly Involved In The Education Process—Fall 1979

These figures totalling all U.S. students, teachers and administrators, not even including support staff personnel, show that nearly three in every ten Americans are directly involved in the educational process. That is a tremendous constituency with important potential for support.

Elementary/Secondary/Higher

Education Students	58,490,565
Teachers—All Levels	3,273,000
Other Instructional and Administrative	300,000
TOTAL	62,063,564
Total U.S. Population	227,000,000
% of Population Directly Involved in Education ...	27.3%

U.S. Public View of the Importance of Schools To One's Future Success

These figures from the most recent Gallup Poll are included here to point out that even during a time of diminished confidence in education, the public's belief in the importance of education has markedly increased.

	1973	1980
Extremely Important	76%	82%
Fairly Important	19%	15%
Not Too Important	4%	2%
No Opinion	1%	1%

Top Five Problems of the U.S. Public Schools As Identified by the Public—1980

The fact that "lack of discipline" leads the public's list of school problems is news to no one in education. But we must go beyond the cryptic meaning of the polls to make the data meaningful. The unusual column showing the percentage NOT listing each problem is included here to put the concerns in perspective.

Problem	% Listing Problem	% NOT Listing Problem
1. Lack of Discipline	26%	74%
2. Use of Dope/Drugs	14%	86%
3. Poor Curriculum/Poor Standards	11%	89%
4. Lack of Proper Financial Support	10%	90%
5. Integration/Busing	10%	90%

Median School Years Completed By U.S. Persons 25 Years and Older

School years completed by adults is one of the most basic measures of the success of our education system. These figures show significant progress, particularly in recent years where we see that the typical adult today has better than a high school education.

Year	Grade
1910	8.1 years
1950	9.3 years
1975	12.3 years
1980	12.5 years

What these statistics mean - a final comment

A look at the available information about the performance of our education system in the United States gives us many reasons to be proud of our accomplishments - though we continue to see areas that need improvement. Our schools have shown great progress in the short while the education institution has been in existence. We do take pride in and appreciate the high level of financial commitment that our citizens have been willing to make to education. We are seeing our citizens attend schools in record numbers, and in spite of reports that public confidence is declining, the public increasingly feels that education is the key to future success.

Number of Students Per 100,000 Inhabitants

The latest figures from UNESCO show Northern America solidly leading the world in the number of students of all ages at all levels per 100,000 inhabitants.

Country	Students Per 100,000 Inhabitants
Northern America	5100
Developed Countries	2400
Europe	1800
USSR	1800
Asia	700
World Average	1300

Percentage of 5-17 Year Olds Enrolled in U.S. Schools

These figures show spectacular progress in pursuing the American dream of free public education for all. Even since 1976, great strides have been made toward seeing that every school aged child is enrolled in an appropriate education program.

Year	Percent
1900	72.0%
1976	89.0%
1979	96.8%

Percent of U.S. Students Completing High School

The last few years have seen a leveling off and small decline in the percent of U.S. students completing high school.

Year	Percent	Year	Percent
1900	6.0%	1962	64.2%
1932	30.2%	1972	74.8%
1942	46.7%	1979	74.3%
1952	52.2%		

Number of Local U.S. Public Systems

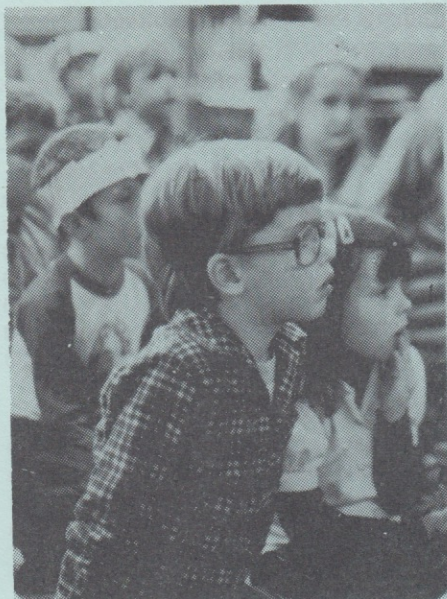
Consolidation has eliminated thousands of school systems in recent years with economics and broader course offerings being the main driving forces. Whether for better or worse, today's public school systems are significantly different from previous years.

Year	School System	Year	School System
1945-46	101,382	1965-66	26,983
1949-50	83,718	1969-70	19,169
1953-54	63,057	1973-74	16,730
1957-58	47,594	1977-78	16,211
1961-62	35,676	1979-80	15,929

Percent of U.S. Students Enrolled In Public And Private Schools

Has private school enrollment boomed during the recent years of declining public confidence in education? NO. A slight shift to private schools is evident, but historical records show similar cyclical fluctuation over the years. Claims of dramatic private school enrollment increases since 1979 cannot be substantiated according to officials at the National Center for Education Statistics.

Year	Public	Private
1939-40	93.2%	6.8%
1949-50	89.2%	10.8%
1959-60	88.9%	11.1%
Fall 1971	90.7%	9.3%
Fall 1979	89.9%	10.1%



It's Elementary Kindergarten



A puppet named "Chef Combo" conveys information to kindergarten students about nutrition. At the end of this year's nutrition unit, the youngsters were delighted to spend an afternoon with a real live chef, Rod Benson, and his assistant Kevin Fleischfresser.

Coming Up in Kindergarten

Dates to remember include the following:
Kindergarten roundup on April 19 and 21
Kindergarten program on April 27 and 28

The kindergarten students are now working hard in the "Getting Ready to Read" program. Units coming up this spring include: Careers - Resource People, Plants and Growing, Bees, Frogs, Butterflies and Birds, Fish and Turtles.



Chef Rod Benson worked with kindergarten students at the conclusion of their nutrition unit.

Title I Projects

The Title I Parent Committee is sponsoring two projects this spring. The first is a book exchange that will be held at 1:30 on May 18 at South Elementary. Community members who would like to donate books should bring them to the South Elementary office or give them to classroom teachers between May 9-12. These books should be of K-3 interest and reading level.

Secondly, the Title I Parent Committee is compiling a community resource list. This will be a list of community people willing to come to school to share information about their work, hobbies, travel, etc. Teachers are always looking for speakers in coordination with various units. Examples include: Christmas customs in various lands, dental health, community helpers, environment, and folk crafts. To get this list, interested persons should call Merrilee Eberhart at 629-7526. Be prepared to tell her the topic about which you'd like to share and the grade level(s) you'd be willing to work with.

Second Grade

Second graders were busy during the month of March. As part of their dinosaur unit, each child completed a booklet and created a dinosaur model from dough.

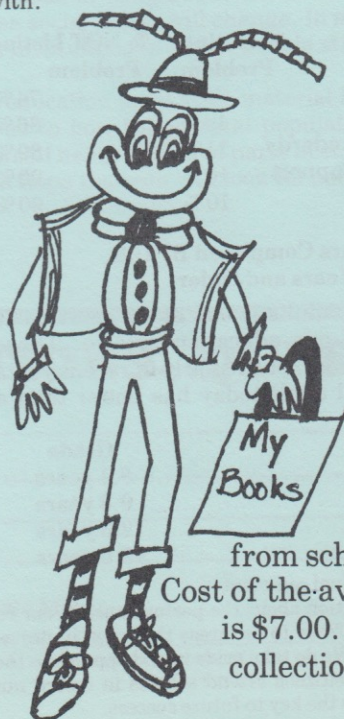
They also recently observed National Wildlife Week which centered on the theme "use of land." Throughout the month of April second graders will be doing a unit on Hawaii.

Sixth Grade Field Trip

Through the cooperation of students, parents, and members of the community, the sixth grade class raised enough money for its March 21 field trip to the Northwoods Audubon Center. The money was raised through a bake sale and approximately 800 pounds of aluminum.

At the Audubon Center, each student attended four sessions relating to their Minnesota unit: maple syruping, hawks and owls, signs of spring, and environmental activities.

Sixth grade teachers and students extend their warmest thanks to all who supported their fund raising projects.



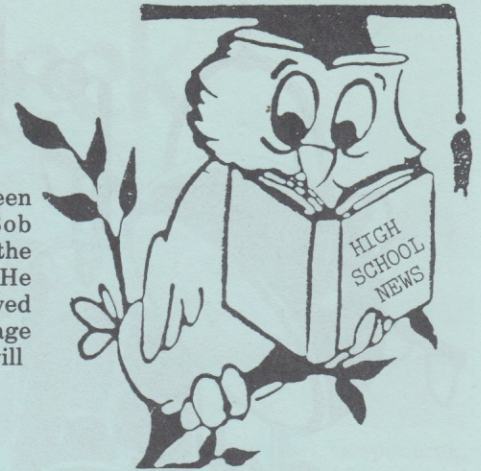
Book Bag Please!

We encourage all elementary students to carry books to and from school in a protective bag. Cost of the average elementary book is \$7.00. We're proud of our fine collection and ask that you help us take care of it.



Police-School Liaison

Over the past several months our school district has been working cooperatively with police-school liaison Bob Johnson. Mr. Johnson has worked with us particularly in the areas of chemical health and prevention of shoplifting. He and Jim Koppen, for example, presented a well-received program on shoplifting for intermediate and junior high age students. We're confident that coordination of this type will help us to serve students better.



Intergrated Reading - English

The integrated reading-English program that is being piloted in our junior high this year has received positive statewide attention. Teachers Marian Lones and Mary Kay Sloan have been invited to present their work in this area at the Minnesota Council of Teachers of English Spring Conference. We're convinced that this program is working and plan to expand upon the idea next year.

Mrs. Lones has also been asked to be part of a select group of educators who will meet to study the results of the statewide reading assessment conducted during the 1981-82 academic year. This is an honor for which she is well-prepared. We all share in the pride of her selection.

Curriculum Changes Probable

It's important for us to change our curriculum to meet the needs of students who will be living and working most of their lives in the 21st century. Many educators reflect that we need a new emphasis on math, science, and computers in the curriculum. Our district is examining possibilities in this regard. A more detailed report will be made in the PER Report, which will be published in June.

"Just You and I"

Plans for the 1983 junior-senior prom are well underway. The theme chosen by this year's junior class is the current popular song "Just You and I." The prom will be held in Tobie's banquet room on Friday, April 15, with tickets priced at \$30.00 per couple. The featured band is "Belgium."

A change in scheduling this year will provide adequate time for those attending the prom to get ready. Therefore, students with unexcused absences from school that day will be required to make up the missed time.

Pictures will begin at 6:30, with dinner served at 7:30. Parents and friends are invited to attend the grand march at 9:15.

Junior High Week

Four junior high boys are pictured participating in the "junior high bowl," one of many activities in the junior high week that was held March 14-18. Other highlights included a basketball game between students and faculty, a pep fest, the play "Tom Sawyer," a lyceum with theatre artist Gary Parker, and a dance. Advisers for the week included Elisa Mill, June Nichols, and Mary Kay Sloan.

Remember the Rules!

Once again this spring we remind students and parents that THERE IS NO SUCH THING AS A LEGITIMATE SCHOOL SKIP DAY. All students are expected to be in school every day that it's in session.

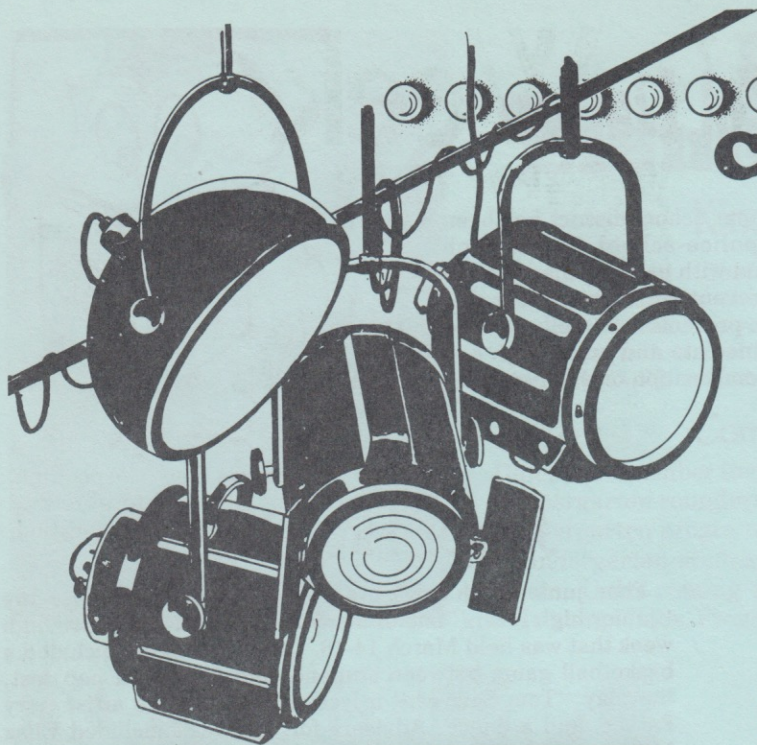
THIS SAME EXPECTATION EXISTS FOR THE DAYS OF THE SENIOR CLASS TRIP. The trip, to Orlando, Florida, from April 19-24, is an educational experience that includes structured visits to Disneyworld, the Epcot Center, and Sea World. A complete written educational plan is available upon request at the district office.

"The Miracle Worker"

The second quarter basic English 11 classes spent approximately four weeks studying "The Miracle Worker" by William Gibson. The play tells the story of Helen Keller's struggle to overcome blindness and deafness to learn to communicate, making students more aware of what it's like to live with handicaps. In the unit students also encountered staging terms and drama as a form of literature. They completed the unit by creating a project related to the play, such as acting a scene, building a model stage, or designing advertising.



Sue Walker and Dar Sias hold a stage mock-up for the play "Miracle Worker," which they studied in basic English 11.



LIGHTS... CAMERA...ACTION!



Students are pictured practicing for this year's junior high play, "Tom Sawyer." Under the direction of Ms. Nichols, Ms. Banal, and Ms. Jacobs, 38 students participated in the production. Five successful performances were given.

In an effort to prepare elementary students to get the most out of the play, librarian Judy Wagner presented lessons to the students in advance about Tom Sawyer and author Mark Twain.



Our school offers a K-12 arts curriculum. Primary school children are pictured above working on a visual arts project. In elementary school, art projects are often related to other units the students are working on.

Pottery is a quarter elective course for senior high students. In addition to learning art terms, they know the techniques of hand building clay articles, learn basic glazing techniques, know the basic history of pottery and decorations used, and learn the firing sequence of clay production.

Mr. Bacigalupi, pictured below, helps to develop students' talent and ability in instrumental music.



One reason to talk about the arts in school is that everything we know about human nature—and in particular the nature of children—points to the centrality of expressiveness. The arts are the language of human experience.

Joseph Featherstone,
Faculty, Harvard Graduate School of Education

"The Arts and the Good School,"
Cultural Affairs, January, 1981.



Women's Week

Women's Week '83

A total of 229 people attended the six events planned for "Women's Week '83." This program was made possible through the cooperation of the Minnesota State Department of Education, the Region 7 Educational Cooperative Service Unit, Pine City Public Schools, Pine City Community Education, Pine Technical Institute, and St. Mary's School.



State Department of Education consultant Donna Boben discussed the presentation "Communicating Equitably: Message and Meaning" with speaker Joe Zetah.



Pine City high school women graduates Teri Gospodarek, Adrienne Roubinek, Pat Chromey, and Liz Bedahl were part of a panel discussion that focused on balancing education, career, and family interests.

Dr. Esther Wattenberg discussed contemporary families and changing lifestyles. Dr. Wattenberg is an Associate Professor, School of Social Work, and staff member of the Center for Urban and Regional Affairs at the University of Minnesota.



Where are they now and what are they doing there?

Pine City High School Women Graduates

As part of "Women's Week '83," we contacted many P.C.H.S. women graduates. A sample of that follow-up information is printed below.

DR. SUE A. SOMMER, class of 1965, is Dean of Graduate and Continuing Studies at the College of Charleston, Charleston, South Carolina. Dr. Sommer received BS and MA from the University of Minnesota, Duluth, and PhD in higher education administration from the University of Wisconsin.



1971 graduate, ELIZABETH MACH, lived for six years in a small rural village in Tanzania, East Africa, where she worked as a nurse and a missionary.

Also a graduate of the class of 1965, DR. SUSAN KESSLER HALTER is currently on leave from the Gundersen Clinic in LaCrosse, Wisconsin, where she is a physician in the department of physical medicine and rehabilitation. She and her husband, Mark, have three sons — David age 9, William 2½, and a brand new baby.

ANNE KESSLER BRUTLAG, class of 1972, worked for one year as a sales representative for Nalco Chemical. She is currently a resident physician, University of Minnesota Department of Physical Medicine and Rehabilitation.

1975 graduate BETSY LONES teaches home economics at Sandstone High School. She is also an instructor in their community ed. program.

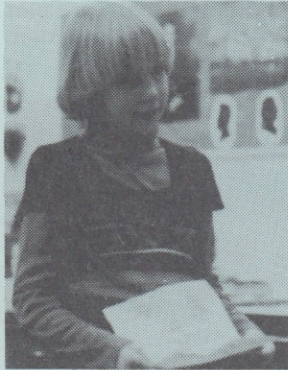
SHERI TEICH graduated in 1975 and went on to complete a BS in physical therapy at the University of Minnesota. She is currently employed at Granite Falls Hospital as chief of physical therapy services. She is a consulting therapist for the Minnesota Valley Cooperative School System.

A social worker for Pine County Social Services Department for three years, CHERYL SMETANA MCHUGH (1976) is working on her MSW degree at the University of Minnesota.

A 1968 graduate, GERI SAUSEN received a BS in elementary education at Winona State University and teaches second grade at South Elementary. Also employed as teachers at South are TERI GOSPODAREK (1969) and SUSAN FRANCE WEBER, who graduated in 1973.

Still a full-time student at UMD, RODY JO BOWERS (1981) is majoring in psychology and communications.

What's New in Third Grade?



When photographer Steve Hallan visited third grade to take some pictures recently, many of the students were involved in a map study of the United States. Highlights included having students bring in pictures and samples of products made in the areas studied.

On March 18th they went to the Shrine Circus at the St. Paul Civic Center.

A health unit has involved third graders in a study of human body systems. This is part of the Primary Grades Health Curriculum Project that's being implemented K-3 this year.

Teachers Gene Carlson, Mae Martin, Marsha Johnson, and Evelyn Doft indicate that this spring students will participate in a unit on a trading post. This will include actual trading of items brought by the children.



Photography for this issue was done by Steve Hallan.

Pine City Public Schools
605 Sixth Street
Pine City, Minnesota 55063

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B O X H O L D E R

HAPPY SPRING FROM JEREMY FRENZEL AND ALL
THE STUDENTS IN THIRD GRADE!