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Pine County Rural Schools

GRADUATION - YEAR BOOK



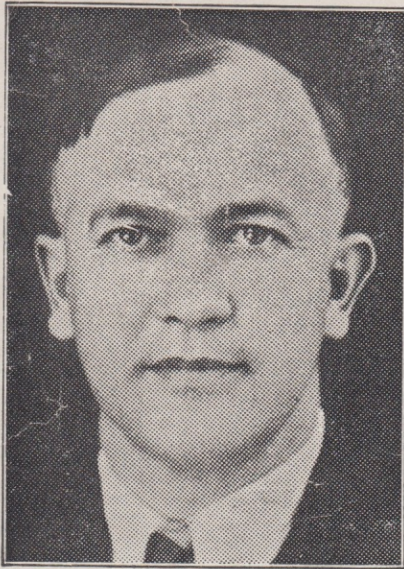
Vol. 1

No. 1

Published at Pine City, Minn., by Co. Supt. Arthur E. Gustafson

July 23, 1935

VACATION COLLECTION



ARTHUR E. GUSTAFSON
Superintendent

PINE
COUNTY
SUPERINTENDENT
OF
SCHOOLS
AND
ASSISTANT
SUPERINTENDENT



MRS. ETTA M. WILEY
Assistant

Pine County High Schools

Dist. No.	H. S.	H. S. Enroll. 1935	Superintendent
71	Askov	84	O. Hoyberg
24	Brook Park	40	L. A. Judin
54	Bruno	71	H. M. Shawl
100	Cloverton	40	A. Lindahl
29	Finlayson	64	E. F. Peltola

Dist. No.	H. S.	H. S. Enroll. 1935	Superintendent
2	Hinckley	183	A. F. Nuetzman
3	Pine City	219	V. W. Ziebarth
5	Sandstone	190	S. G. Skaaland
21	Willow River	172	C. G. Aakhus

Rural Graduates:

These high schools invite you to continue your education.

These high schools are fully accredited and the teachers are qualified and experienced.

These schools have high ideals of scholarship, morality and social efficiency.

These schools provide the regular approved courses and also an assortment of electives. They also provide the much recommended variety of student activities—extra-curricular.

These schools aim through fostering citizenship in the school to train for larger citizenship of the state.

They have experienced Boards of Education (and Superintendents) made up of efficient men and women who sense fully the problems and difficulties of administration and supervision.

They invite you rural graduates to continue your education.

Arthur E. Gustafson

Pine County Superintendent of Schools.
Pine City, Minn.

SECOND ANNUAL PINE COUNTY RURAL SCHOOLS

Graduation Exercises

July 23rd, 1935 - 7:30 P. M.

HINCKLEY HIGH SCHOOL GYM

— *Program* —

PART ONE

1. Music—Hinckley "German" Band
2. Invocation—Rev. Nels Benson
3. Selection—West Rock Male Quartette (John-son Brothers and Carlson)
4. Rural Declamatory Contest—**Finals**
 - (a) "Minnie at The Skating Rink"
 - (b) "The Bath Hour"
 - (c) "White Hands of Telham"
 - (d) "Scratch, the Newsboy's Dog"
5. Selections—Negro Spirituals—West Rock Male Quartette

PART TWO

1. Kiddie Rhythm Band—District 32
2. Oration—William Schrade—District No. 8
3. Harmonica Band—District No. 26
4. Reading—Magdaline Skluzacek, Dist. No. 28
5. Mixed Band—District No. 30
6. Reading—Mary Cummings, Dist. No. 117
7. Group Song—District No. 34

8. Reading—John Majzner—District No. 26
9. Rhythm Number—Irene Ahlbom and Agnes Romanowski—District No. 50
10. Vocal and Guitar Solo—Gary Waggoner, District No. 116
11. Violin Solo—Mildred Schoen—Dist. No. 91

PART THREE

1. By the Graduates:
 - (a) Song—"America"
 - (b) Pine County Creed (Lead by Ella Appleby, District No. 77)
 - (c) Song—"Minnesota State Song"
2. Twenty-minute Address—"Youth Problems"—Rev. Chas. J. Swanson
3. Vocal Trio—Anderson Sisters (Virginia, Betty and June)—District No. 11
4. Presentation of Diplomas by Co. Supt. A. E. Gustafson
5. Selection—West Rock Male Quartette
6. Benediction—Rev. Benson

RURAL TEACHERS, PINE COUNTY
1934-1935

Name	Dist. No.	Name	Dist. No.	Name	Dist. No.
Carmen Kelley	1	Principal Eleanor Schaefer	40	Elmer Miller	85
Principal Doris Thompson	4	Edna Schaefer	40	Mary Rose	86
Verna Sandell	4	*Mildred Pearson	4	*C. Evelyn Larson	87
Mrs. Ella Bloom	6	Alyce Teich	42	Beatrice Swan	90
Oscar Haavisto	7	Dorothy Plaggerman	43	Virginia Benson	91
Margaret Hansen	8	Mrs. Gertrude Fosvick	44	Margit Peterson	92
Mary Connaker	9	Mary Runa	45	*Lydia Carlson	93
*Glen Johnson	10	Principal Egbert Northway	46	Mary Louise Schulz	94
*Mildred Gould	11a	Elaine Shaske	46	*Jennie Anderson	95
Myrtle Overland	11b	Evelyn Smith	46	Velora Parries	96
*Ethel Anderson	11c	Mrs. Frank Kozak	47w	Adelaide Frisendahl	97
Principal Carrie Dahlstrom	12	Mary Pulkrabek	47e	Elizabeth Pearson	97
Rosie Hansen	12	Magdalena Pitka	48	Esther Wahlberg	98
*Hilma Bendickson	13	Alice Sanburg	49	Marvin Hinze	99
Ruth E. Swenson	14	Kathleen Walker	50	Katy Young	101
Helen Johnson	15	Elsie Davis	51	Evelyn Petsko	102
*Olive Anderson	16	Elsie Teich	53	Beulah Miner	103
LeRoy Malm	17	Krista Thomsen	56	Ellen Lundberg	104
*Levina Thompson	18	Florence Teich	59	*Principal Wilfred Sanford	106
*Principal Ermgard Housman	19	James Coyne	60	*Kathleen Craig	106
Mae Upgren	19	Nellie Johnson	61	Doris E. Wood	107
Mildred Anderson	22	Principal Frances Feyma	62	(Erhard Moe) Alethia Larson	108
Luella Anderson	23	Pauline K. Lange	62	Murriel Ziegler	109
Lee Guptill	25	Lillian Hesselroth	65	Alma Fosvick	111
*Martha Michaelson	26	Mrs. Edith B. Payne	66	Eleanor Lyseth	112
Esther Carlson	27	Clarence Postma	67	Mary Moffatt	113
*Mrs. Ruby Asp	28	Florence Kick	69	Anna Glienke	114
Anna Meyer	30	Julia Linehan	72	Nellie Benson	116
*Mrs. Estelle Mullins	32	Elizabeth Hawley	73	Bernice Stapel	117
Neal Merritt	33	*Ina Kinunen	74	Ida Hoseth	118
*Agnes Chalupsky	34	*Catherine Borchers	75	Helen Van Der Werf	122
*Principal Ruby Loken	35	Aurelia Lahodny	77	Margaret O. Carlson	122
*Helen Carlson	35	Florence Hedlund	78	Edna Schauer	123
Florence Peterson	36	Benjamin Kryzer	80	Alice J. Woehrle	124
Bernice Anderson	37	Mathilda Hedtke	81	*Principal Arthur Larson	125
Evelyn Berry	38	Doris Peterson	82	*Esther Cote	125
Lavina Swendsen	39	*Janice Condon	83		
		Marie I. Johnson	84		

*Qualified for Graded School work.

Pine County Rural Graduates — 1935

Total, 213

Those marked with an asterisk (*) passed all five of the state exams. The following will receive diplomas and the state will pay their tuition to high school. District number follows name:

*Anderson, Ruth	4	Sanburg, Russell	35	Stockmeyer, Wilfred	80
*Erickson, Tranquil	4	Willie, Gertrude	36	*Libra, Raymond	81
*Moen, Shirley	4	*Hannu, Fred	37	Herman, George	81
*Vogt, Melvin	4	*Laska, Clara	37	Caroon, Kenneth	82
*Cort, Evelyn	7	Gerdes, Agnes	38	Caroon, Alice	82
*Erhart, Josephine	7	*Gerdes, Leo	38	*Johnson, Doris	82
*France, Lillian	7	DePover, Gilbert	39	*Anderson, Lorraine	84
*Peters, Lorraine	7	Stewart, Hazel	39	*Bissonnette, Helen	84
*Pranghofer, Mildred	7	*Hage, Richard	39	Larsen, Melvin	85
*Schrade, William	8	*Grzybowski, Martha	40	*Maxwell, Evelyn	85
*Soelberg, Martha	8	*Redding, John	40	O Flanagan, David	85
*Rohlf, Margaret	9	*Supola, Margaret	41	*Anderson, Elfie	87
Schwarz, Noral	9	*Antiel, Donald	44	*Barnett, Leonard	87
*Sherwood, Helen	10	*Mista, Elizabeth	44	Carlson, Doris	90
*Penkiert, Leslie	11a	*Vlasak, Lillian	44	Opsahl, Edna	90
*McLevis, George	11b	*Drury, Beatrice	46	*Peterson, Carl	90
*Okronglis, Charles	11b	*Eastman, Maynard	46	*Thomas, Lorraine	90
*Schjeldahl, Orrin	11b	*Johnson, Ellsworth	46	*Nordgren, Kathryn	91
Thomas, Chester	11b	*Lobdell, Milo	46	*Schoen, Mildred	91
Anderson, Floyd	11c	*Nyleen, Catherine	46	Brown, Shirley	93
*Anderson, Virginia	11c	Peterson, Robert	46	*Felton, Catherine	94
*Mossberg, Ruby	11c	*Price, Lorraine	46	*Grandt, Elmer	94
*Carlson, Waldo	12	*Roberts, Irene	46	*Hedlund, Marion	94
*Nordeen, Marjorie	12	*Rolf, Aaron	46	Jackson, Dorothy	94
*Thompson, George	12	*Shultz, Harriet	46	Magdziarz, Irene	96
Thompson, Robert	12	*Thorson, Margie	46	Zuk, Louie	96
*Burton, Clarence	13	*Urman, Lorraine	46	*Kalafut, Victoria	97a
*Eng, Clyde	13	*Wallace, Emily	46	Nelson, Emy	97b
*Heineman, Florida	13	*Wood, Beulah	46	*Brogren, Harry	98
*Nemitz, Donald	13	*France, James	47w	*Aarlie, Betty	101
*Widstrand, LuVerne	13	*Johnson, Lloyd	49	*Fiegum, Norma	101
*Boeff, Dallas	14	*Ryan, Eugene	49	Parrish, Chester	102
*Larson, Lyle	14	*Ahlbom, Erick	50	*Glienne, Albert	104
*Nelson, Wendell	14	*Good, Maria	51	Babcock, Roselyn	106
*Hanson, Marcella	15	*Clementson, Kenneth	53	Carlson, John	106
Hanson, Bernice	15	Grothe, Ella	53	Jensen, Virgil	106
*Hegstrom, Lorraine	15	Herrud, Clarence	53	Nelson, John	106
*Howard, Robert	15	Hudak, Cyril	53	Roatch, Verona	106
Karas, Dorothy	15	Hudak, Method	53	Schaaf, Mina	106
*Martinson, Doris	15	*Najmon, Rynold	53	Hyska, Edward	107
*Peterson, Kenneth	15	Haugen, Robert	59	*Mach, Sylvia	107
*Jurek, Anastazia	16	*Tuma, Anna	59	Brewer, Thomas	111
*Protosavage, Helen	16	Pavcik, Helen	60	*Jebe, Howard	111
*Horais, Walter	17	Autio, Doris	62	*Lyseth, Donald	112
Johnson, John	18	*Korpi, Senia	62	Powers, Viola	113
*Keyport, Anna	18	Hansen, Myrtle	65	Bostrom, Clifford	116
*Koecher, Orville	18	Delger, Lloyd	66	*Waggoner, Gary	116
*Stephanson, Marjorie	18	Orstad, Ella	66	*Regenold, Geneva	117
*Ausmus, Ralph	22	Severson, Robert	66	Jones, Robert	118
*Hendrickson, Alvin	23	Swenson, Leon	66	Christensen, Edith	122e
*Novy, Paul	25	*Trapp, William	66	*Larson, Clara	122e
*Danielson, Alice	27	*Wahlberg, Lee	66	Larson, Jack	122e
*Fransen, Carl	27	*Wahlberg, Roy	66	*Barber, Frances	122w
*Johnson, Doris	27	*Bombard, Irene	67	*Sahlen, Violet	122w
*Skuzacek, Magdalene	28	*Schwartzwald, Betty	69	*Swanson, Arthur	122w
Skuzacek, Margaret	28	Schwartzwald, Jerome	69	*Swanson, Ralph	122w
*Webber, Charles	28	*Baker, Lettie	73	*Hamm, Vivian	123
Karas, Leslie	30	*Clyne, Archie	73	*Stumne, Lorraine	124
*Nordstrom, Irene	30	*Jensen, Elaine	73	*Schwarz, Eleanor	124
*Peterson, Mildred	30	*Purdy, Warren	73	Hogan, James	125
*Orvick, Robert	30	*Smith, Helen	73	*Hultgren, Elmer	125
Teich, Louis	30	*Boo, Elsie	74	Ketchum, Raymond	125
*Wiedemann, Kenneth	33	*Huml, Helen	75	*Klein, Raymond	125
*Ruby, Harland	33	Odendahl, Alvin	75	Lussender, Gerald	125
*Berg, Wilbur	35	Odendahl, Raymond	75	Parker, John	125
Christensen, Glen	35	*Appleby, Ella	77	Pecke, Thelma	125
Eiffler, Ethel	35	*Greig, Donald	77	Schiekoff, Erma	125
*Herberg, Thelma	35	*Kaelble, Kathleen	77	Southerton, Estey	125
*McDermeit, Gertrude	35	*Heinonen, Evelyn	78	Watson, George	125
		Heinonen, Jack	78	Winton, Twili	125
		Heinonen, Robert	78	Christensen, Gerald	125
		Kanto, Lillian	78	Districts No. 18, 34, 35, 106 and	
		*Ryan, Caroline	78	125 are superior-accredited.	

— School District Officers, Pine County, 1934-1935 —

Dist. No.

- 1—F. S. Bell, Miss Florence Lindahl, Matt Nei.
- 2—C. G. Kelsey, Henry Bossen, John G. Whyte, Joe Dahler, Robert Sullivan, J. J. Folsom.
- 3—Eben S. Gillespie, D. R. Wilcox, A. K. Stratte, G. T. Olson, W. G. Hodge, C. R. Perkins.
- 4—Ansel Glader, Ernest Olson, Gunard Shoberg.
- 5—R. W. Barstow, Mrs. Junie Anderson, Mrs. Clara Sandwick, J. F. Lundberg, Chris Rudisuhle, James Tyre.
- 6—Fred Anderson, Mrs. Art Abrahamson, George Ekberg.
- 7—Carl Schlager, Frank Wimmer, Joseph France.
- 8—Archie Anderson, Charles Gass, jr., Clarence J. Ausmus.
- 9—Nick Wurm, Henry Prahl, Joe Wimmer.
- 10—Walter Johnson, Edward W. Peterson, Mrs. Barbara Sherwood.
- 11—S. Merle Pulling, Lynford Anderson, Nels A. Anderson.
- 12—Axel W. Johnson, Ludwig Johnson, Edward R. Peterson.
- 13—Otto Nemitz, Holmes House, George N. Stevens.
- 14—J. P. Wallin, Edward Swanson, August Lindahl.
- 15—A. M. Karas, August Peterson, Victor Hegstrom.
- 16—James Fjosne, Mrs. Eva Romanoski, Joe P. Jurek.
- 17—George Studt, Otto Rohlf, Paul Swanson.
- 18—John Swenson, Chas. L. Berger, Edwin Johnson, Emil Keacher, Chas. Kaler, Alf. Erickson.
- 19—Joseph Hrubes, C. J. Peterson, F. E. Anderson.
- 20—Peter Koostria, E. B. Greenwald, George Suhonen.
- 21—W. C. Ehmke, Herman Nortrup, M. L. Melberg, A. E. Wahlstrom, Alvin Ahlbrecht, W. W. Ogilvie.
- 22—J. G. Ballata, W. G. Ausmus, F. J. Kunesh.
- 23—Albert Hendrickson, Hjalmar Westman, Fredolph Anderson.
- 24—Elmer Ziegler, J. C. Merrill, Mrs. Gladys Hall, Ira Parsons, J. B. Fohrman, Melvin Marsh.
- 25—Frank Skalicky, Jr., Jos. Bartos, Wm. Kryzer.
- 26—Frank Majzner, Fred Polivka, Roland Shefor-gen.
- 27—Aug. F. Johnson, Julius Olson, Rudolph Larson.
- 28—Henry Brog, Charles Webber, L. Skluzacek.
- 29—C. L. Smith, Lillie B. Wallio, Mrs. E. A. Elsula, Oscar Bergseth, A. L. Faudskar, Alex Carlson.
- 30—Herman Schmidt, John Karas, Alvin Peterson.
- 32—W. M. Engels, Joe Cook, Harry L. Musser.
- 33—Nels Trollen, Otto Wiedemann, Frank Tkach.
- 34—James Kuzel, Leonard Machart, Elmer Henderson.
- 35—Oscar Davis, C. S. Loken, Oscar Oakland, Sam Sanburg, Henry Haase, J. C. Hansen.
- 36—Ben Stockamp, John De Rungs, Louis Wimmer.
- 37—Richard Foley, John C. Randall, Vincent Laska.
- 38—John Gerdes, Otto E. Kath, Otto Gruett.
- 39—George J. Stewart, A. M. Price, Edward De Pover.
- 40—Axel Carlson, Mrs. Edna Cunningham, James Zalesky.
- 41—Henry Pangerl, Joe Bernicker, C. L. Carlson.
- 42—Otto Schulz, Jos. G. Pitka, Harold Seedorf.
- 43—Henry Klynstra, Oscar Nyberg, J. A. Sikink.
- 44—Frank Pistulka, Fred Kubesh, J. J. Kryzer.
- 45—Alphonse Baumchen, Thomas Hlawek, Mrs. Anna Cabak.
- 46—Herman Smith, Jos. A. Roberts, E. L. Crom, Aug. Thorstenson, Robert Conder, Manny Nelson.
- 47—Vincent Wosmek, Mike Strassener, Otto Grandt
- 48—Jack Toman, Edward Pulkrabek, Frank Runa.
- 49—August Vogt, Jacob Petry, Fred Martin.
- 50—Ernest Nordholm, Erick Ahlbom, Thomas Dignon, Sr.
- 51—Otto Nietz, Mrs. Emil Good, Ed Youngquist.
- 53—Ed Herrud, Edmund Minar, John J. Hudak.
- 55—Stanley Poslusnew, Tony De Rungs.
- 56—Robert Hanson, Mrs. R. E. Ellson, Paul Dubbels.
- 59—Clifford Brones, Mrs. O. H. Schulz, John Revier.
- 60—Bert Cole, Jas. Moffatt, Elmer Clark.
- 61—Andrew Falk, Wm. Sjodahl, J. A. Stenson.
- 62—E. Day—Mrs. Selma Lindquist, Eino J. Kari.
- 65—Mrs. Clara Hedin, Julius F. Slott, Chas. Jackson.
- 66—James Ness, Louis Ziegler, Ingavald Orstad.
- 67—Ben Nelson, Charles Schwartz, Arthur Larson.
- 69—Mrs. Mary Skalicky, Adolph Wanous, Mrs. Ida Kubat.
- 71—H. R. Buck, J. C. Jensen, Rasmus Pedersen, A. E. Frost, Carl Madsen, Chris. Ericksen.
- 72—Mrs. Mamie Tessmere, Mrs. M. Gauthier, Mrs. Mable Sadler.
- 73—Walter Purdy, Mrs. C. W. Peterson, Wm. Baker.
- 74—Wm. Swanson, Miss Gerda Wheeler, G. K. Hen-

BILL BOOSTER SAYS

"GIVE THE TOWN KNOCKER CREDIT, SAY I. HE DOES HIS BIT. AFTER LISTENING TO HIM YAPPING ABOUT THE CITY OFFICIALS, AND THE PUBLIC SCHOOLS, AND THE DOCTORS, AND THE MERCHANTS AND THE YOUNG FOLKS, AND THE CHURCHES AND THE GOVERNMENT, IT JUST NATURALLY MAKES BOOSTERS OF THE REST OF US!"



- 75—Mrs. Emil Olson, Henry Kryzer, Lambert Oden-
dahl.
- 77—George Dipprey, Mrs. Sarah Hinze, L. F. Ap-
pleby.
- 78—Joseph Koenings, J. W. Kyro, Dale Ryan.
- 80—Louis Patzoldt, John Stockmeyer, Melvin Dav-
idson.
- 81—John Stradal, Fred Vanek, Anton Spindler.
- 82—L. C. Colburn, Alf. Onstad, Mrs. Carl Hodgdon.
- 83—A. Norbeck, Mrs. Rose B. Anderson, Albin
Johnson.
- 84—Henry Blasjo, Axel Rydeen, Ernest Anderson.
- 85—Joe Eliason, Mrs. Ellen Frye, Peter Larson.
- 86—Mrs. P. E. Hanson, Lawrence Casadont, Frank
Had.
- 87—Arvid Anderson, George Anderson, Harold
Lund.
- 90—Thomas Wolf, Mrs. George Steen, W. Abraham-
son.
- 91—Eskel Anderson, A. D. Rye, J. B. Nelson.
- 92—Mrs. Sherisan Greig, Mrs. J. D. Beaufeaux, Mrs.
Dorothy Grove.
- 93—Ted Irons, Alex Fry, Mrs. F. L. Sacre.
- 94—George Jackson, Mrs. Lillian Gregor, Robert
Teich.
- 95—Peter Johnson, John Selenski, Ed Armstrong.
- 96—Stephen Swintek, Mrs. Amanda Goranson,
John Sroka.
- 97—Adolf Larson, Theo. C. Rudd, Fredolin Marti-
nek.
- 98—Alfred Decker, Henry Kurzhals, Edgar Unver-
zagt.
- 99—Clair Shuey, M. A. Soderbeck, Clinton Whiting.
- 100—Elmer Gilson, Chas. J. Lewis, Harry Clapper,
Wm. Robinson, H. L. Hughes, Roy Kendall.
- 101—John Aarlie, Andrew Oman, C. E. Videen.
- 102—Gust Westman, John P. Parrish, Frank Patrick.
- 103—Mrs. Arthur Sangren, Walter Berg, Julius Wa-
letzko.
- 104—H. O. Hanstad, Mrs. Carl Glienke, Archie
Schmidt.
- 106—E. J. Steinbring, C. B. Conder, A. E. McLean,
Ray Chipman, H. W. Babcock, H. B. Dunn.
- 107—Mrs. Anna Brabec, Frank Cisar, Louis Brabec.
- 108—Emil Westin, Edw. B. Holter, Herman Nyevoid.
- 109—Joseph Novy, Grant Chapin, Otto Patzoldt.
- 111—Oscar Golmore, Emery Wolter, Jas. Kelroy.
- 112—John M. Currie, H. A. Lyseth, Arley Kendall.
- 113—Severt Larson, Henry Niedorf, Burl Meyers.
- 114—Einar Schatvet, John Hrbek, Milos Arazim.
- 116—Emery Huntley, Mrs. John Linehan, Geo. T.
Benson.
- 117—Fred Domming, Otto Auers, W. P. Heinen.
- 118—Cecil Wimer, Earl Jones, J. J. Moody.
- 120—Anton Vlasak, R. W. Townsend, Mrs. Anna
Kacer.
- 122—Chris Ingemansen, Ray Thomson, Dan Svar-
dal.
- 123—Mrs. Grace Kramer, Mrs. Horatio Soens, Don-
ald Mackenzie.
- 124—Mike R. Pangerl, Mrs. Sadie Stumne, Mrs.
Anna Kendall.
- 125—Jas. H. Hogan, Hans Christensen, David Par-
ker, G. L. Wahlquist, John Southerton, Albin
Sunstrom.
- Unorganized District (54, 110, 115, 121—Wm. Aus-
mus, A. E. Gustafson, Frank Pofperl.

SCHOOL BOARD CREED

The following "School Director's Creed" came from J. R. Grant, Little Rock, Ark. It was given to us by a school clerk and it sounds so well that we want all of our readers to read it:

"I am glad to be a school director, because it gives me an opportunity to help along with all agencies that make for better schools, to help employ good teachers, to visit schools, see what is being done, plan with the teachers, advise with the parents, help the boys and girls of the community and co-operate to make better schools. I believe:

1. That what our children are tomorrow depends upon what we do for them today.
2. That character building is one of the largest factors in the education of boys and girls.
3. That money spent on good teachers is the best investment a district can make.
4. That no teacher can give her best service without a building that is well equipped, a good boarding place, and the complete co-operation of all the people.
5. That the community which refuses to pay the price for a good school will eventually pay the price in loss through ignorance later on.
6. That the peace and prosperity for the community, state or nation depends upon the proper education of all the people regardless of where they live."

Pine County Officials

Auditor—Joseph E. Therrien
Treasurer—Frank Pofperl
County Supt. Schools—A. E. Gustafson
Register of Deeds—Phil L. Hamlin
Sheriff—Hannes Rypkema
Judge of Probate—Robert Wilcox
Clerk of Court—William Mista
County Engineer—H. V. Jorgensen
County Attorney—Albert Johnson
Coroner—Dr. A. L. Arends
Court Commissioner—Charles Stephan
Surveyor—James Buckley
Commissioners—W. Ausmus, H. Gebhardt, J. Pat-
rick, C. Pearson, F. Stephan
State Representative—Clifford G. Mann
State Senator—C. Elmer Johnson

Some Pine County Statistics

1. Population (1930)	20,264
2. Vote cast (1934) (for Governor)	8,730
3. Townships (Geographical)	41
4. Townships (Political)	36
5. Villages	11
6. High and Graded Schools	9
7. Consolidated Schools	13
8. Rural Superior-Accredited Schools	5
9. Rural Schools (in session 1935)	101
10. Rural Teachers	111
11. Graded and High School Teachers	102
12. Rural Pupils	2,736
13. Graded and High School Pupils	2,604
14. Total Pupils in All Schools	5,340
15. Assessed Valuation	\$5,245,940

EDITORIAL

Some of the Duties of a County Superintendent

"In addition to their other duties county superintendents shall visit and instruct each school in their counties at least once in each term, except those under the immediate charge of a city or district superintendent, and instruct its teachers: Organize and conduct such teachers' institutes as they shall deem expedient, encourage teachers' associations, advise teachers and school boards in regard to the best methods of instructions, the most approved plans for building, improving and ventilating schoolhouses, or ornamenting schoolgrounds, and of adapting them to the convenience and healthful exercise of pupils; stimulate school officers to the prompt and proper discharge of their duties; receive and file all reports required to be made to them; and make reports to the state superintendent, containing abstracts of such reports, a written statement of the conditions and prospect of the schools under their charge and such other matters as they may deem proper, or as may be called for by the state superintendent," etc.

Bottom page 95-1931 School Laws.

—Copied from School Law).

Our Six-Point Program for Pine County Rural Schools

(a) Office Service (Clerical and Administrative)—Usual office work, records, reports, etc. Also teachers' six weeks' reports, uniform marking system, recommended text book lists, etc.

(b) Teachers' Professional Growth (Supervisory)—Institutes, group meetings, mimeographed helps, plans and suggestions, demonstrations, etc.

(c) Pupil Progress (Supervisory)—Motivating, testing, and remedial work.

(d) Pupil Activities (Supervisory)—Rural sectional and county declamations, spelling and play day contests. Programs—4-H Clubs, Garden Clubs, Junior Red Cross, County Fair exhibits, etc. (Creates more interest in regular school work).

(e) Economy (Administrative)—(1) Suggestions in saving money in buying supplies and books (Mimeographed sheets will be ready in August). (2) More state aids. (3) Increased efficiency is one form of economy.

(f) Weekly school news and information columns in all the Pine county papers.

General Trends

A survey of Minnesota counties indicated a great majority doing active work in rural pupil activities, (play days, declamatory and spelling contests, county chorus work, etc.), standardized tests, teachers' group meetings, six-weeks' reports, etc.

In addition to our regular duties this spring, we gave standardized tests in eighty-one rural schools, (plans for remedial work are being made for next year) held nine play days, six teachers' meetings, nine spelling contests and nine declamatory con-

tests. From 66 per cent to 94 per cent of the Pine county rural teachers and schools took active part in this work and these activities this year. This is a splendid beginning.

Co-operative High School Bus Routes

To assist rural pupils interested in a high school education, co-operative transportation routes have proved to be successful in various parts of this state and some parts of Pine county for a number of years. It is as cheap as street car fare and the pupils are home every night. Much interest has been expressed in proposed routes to various other Pine county high schools from Ogema, Rock Creek, Henriette, Pine Lake, Holyoke, etc. Parents interested in the most economical, practical and successful way to high school should investigate this plan and boost it. See your village superintendent or county superintendent.

Advertisers

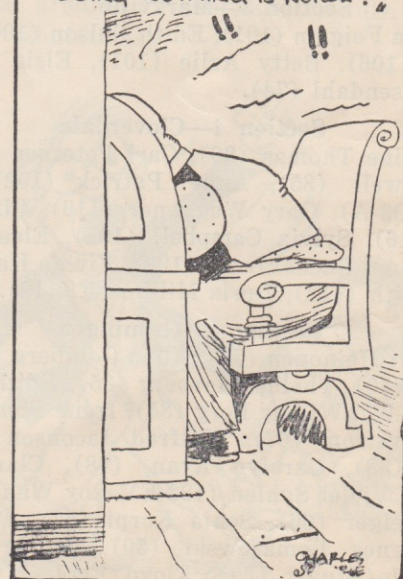
The following boosters helped us by buying complimentary ad spaces in this book. (Thanks.)

Pine City Bottling Works, Willow River Creamery, Braham Granite Works, Bill Barnick, Klein's Store, Bruno State Bank, Ecklund's Store, Henriette Creamery, Singer Sewing Machine Co., Ferndale Nursery.

The above were mailed to us. Time did not permit us to attempt to see any one.

BILL BOOSTER SAYS

"DON'T BE QUICK TO CRITICIZE = REMEMBER, THE MAN WHO NEVER MAKES MISTAKES IS THE FELLOW WHO NEVER DOES ANYTHING = AND MISTAKES AREN'T THE WORST THING IN THE WORLD = NO, SIR = DOING NOTHING IS WORSE!"



RURAL PUPIL ACTIVITIES



FIRST PINE COUNTY RURAL SPELLING CONTESTS

The following pupils represented their respective schools at the Rural Sectional Spelling Contests. The first five in each section are listed in the order of place won at the Sectional Contest. District number follows name:

Section 1—Sturgeon Lake Contest

Margaret Chmielecki (40), Mildred Schoen (91), Virginia Anderson, Helen Bissonette (84), Lorraine Anderson (84), John Redding (40), George McLevis (11-B), Lucie Thomas (11-B), Edward Bartos (26), Verna Hermerding (26), Alice Fish, (11-A), Bernice Swenson (11-A), Ruby Mossberg (11-C), Louie Zuk (96), Irene Madziarz (96), Stanley Drahosh (114), Harold Schatvet (114), Bertha and Henry Martichuski (19), Kathryn Norgren (91), Effie Colton, (83), Florence Strum (83), Orville Fransen (27), Doris Johnson (27), Helen Protosavage (16), Anastazia Jurek (16), Sylvia Mach (107), Laddie Brabec (107).

Section 2—Kerrick Contest

Amy Nelson (97-B), Vera Thomson (97-B), Anna Keyport (18), Nola Cluett (125), Elfie Anderson (87), Myrtle Anderson (87), Carol Kihly (95), Marjorie Stephanson (18), Erma Schiekoff (125).

Section 3—Markville

Norma Feigum (101), Edith Nelson (106), Verona Roatch (106), Betty Arlie (101), Elsie Boo (74), Ruth Frisendahl (74).

Section 4—Cloverdale

Lorraine Thomas (90), Carl Peterson (90), Evelyn Maxwell (85), Anne Patrick (102), Shirley Brown (93-A), Gary Waggoner (116), Clifford Bostrom (116), Sylvia Campbell (102), Eleanor Nevhring (93-A), Rachel Irons (123), Vivian Hamm (123), Ruth Smith (112), Doris Millhouse (112).

Section 5—Groningen

Robert Heinonen (78), Alma Goldberg (49), Erick Ahlbom (50), Thelma Herberg (35), Edith Christensen (122-W), Wilbur Berg (35), Irene Bombard (67), Orrin Nystrom (67), Walfred Jaconson (49), Leo Gerdes (38), Carolyn Ryan (78), Clara Larson (122-W), Violet Sahlen (122-E), Roy Wahlberg (66), Lloyd Delger (66), Senia Korpi (62), Doris Autio (62), Agnes Romasowski (50), Janice Wicklund (39), Lela Stuart (39), Floyd Eccles (61), Leslie

Griffith (61), Pauline Pavick (60), Helen Pavick (60).

Section 6—Beroun

Edith Krantz (32), Helen Kub (48), May Koksma (113), Helen Huml (75), Eileen Musser (32), Raymond Libra (81), Letty Baker (73), Helen Smith (73), Theresa Witte (80), Vernon Janssen (80), Harry Campbell (25), Jennie Novy (109), Mary Novak (42), Martha Soeberg (8), Eugene Baumchem (45), Dorothy Cabak (45), Elizabeth Mista (44), Donald Antiel (44), Bobby Abomek (34), Paul Novy (25), Johnnie Runa (48), Betty Shumacher (34).

Section 7—Pine City

Lorraine Urman (46), Irene Nordstrom (30), Irene Roberts (46), Betty Schwartzwald (69), Anna Tuma (59), Kenneth Weidemann (33), Mava Cooper (98), Ethel Kurzhals (98), Marianne Fedder (47-E), Richard Klande (47-E), Catherine Felten (94), Dorothy Jackson (94), Mildred Peterson (30), Ralph Ausmus (22), Kenneth Clementson (53), Betty Trolen (33), James France (47-W), Bernadine Perkel (47-W), Janis Schwartzwald (69), Geneva Regenold (117).

Section 8—Rock Creek

Leona Carlson (12), Margaret Rohlf (9), Shirley Moen (4) Lorraine Stumne (124), Kathleen Kaelble (77), Tranquil Erickson (4), Allen Bailiff (77), Ruth Hoberg (41), Margaret Supolo (41), Magdalene Skluzacek (28), Leo Skluzacek (28), Doris Martinson (15), Dorothy Karas (15), Alice Caroon (82), Doris Johnson (82), Evelyn Cort (7), Mildred Pranghofer (7), Esther and Ruth Nelson (23), Dallas Boeff (14), Wendall Nelson (14), Clyde Eng (13), Clarence Burton (13), Walter Horais (17), Dorothy Studt (17), Ellen Jane Tate (10), Helen Sherwood (10), Regina Franta (77).

FIRST PINE COUNTY RURAL SECTIONAL DECLAMATORY CONTESTS, 1935

Sixty-seven schools took part. The following are the district winners. (The first five in each group are listed in the order of rank at the sectional contest.)

Sturgeon Lake Section

Serious Contest	District
1. Mildred Schoen	91
2. Helen Bissonette	84
3. Victoria Johnson	27
4. Verna Hermerding	26
5. Earl Martinson	16
Walter Martichuski	19
Shirley Gilbert	40
Ruby Mossberg	11C

Humorous Contest

1. Lloyd Erickson	27
2. John Maizer	26
3. Charles Okronglis	26
4. Margaret Hillbrand	118
5. Gale Becue	11A
Helen Protosavage	16
Virginia Anderson	11C

Doris Kroon	69
Annette Nelson	844
Martha McLevis	118

Markville Section

Serious Contest	District
1. Marie Pahos	106
2. Henrietta Wood	104
3. Ruth Friesendahl	74

Humorous Contest	
1. Carl Friesendahl	74
2. Clare Shute	104
3. Virginia Collins	106

Kerrick—(Serious)—Evelyn Kuhn (18), Helen Bonk (56), Yvonne Lussenden (125), Ruth LePeer (65); Humorous—Emy Nelson (97B), Lois Johnson (18), Arvid Anderson (87), Nola Cluett (125), Mary Armstrong (95), Dennis Jensen (56), Raymond Hansen (65), Victoria Kalafut (97A).

Friesland—Serious—Darlene Gerdes (38), Janet Swanson (122-east), Clara Larson (122-west), Evelyn Heinonen (78), Hazel Holm (122-east), Antonia Drahosh (49), Elda Olson (35), Agnes Romanowski (50), Gilbert DePover (39). Humorous—Irene Ahlbom (50), Willie Berg (35), Hazel Stewart (39), Aedline Busse (6), Arnold Larson (122-w), Alvin Gruett (38), Florence Haglin (67), Alice Drahosh (49), Robt. Martin (60).

Pine Town Hall—Serious—Robert Roberts (46), Ellen Merritt (33), Betty Schwartzwald (69), Alice Schmidt (30). Humorous—Fay Peterson (46), Glen Glasow (33), Mary Ann Cummings (117), Lucille Schwartzwald (69), Bernard Felton (94), Mary Zalaznik (30), Marianne Fedder (47E).

Beroun—Serious—Ruth Scofield (73), Carolyn Shatava (109), William Schrade (8), Lillian Vlasak (44), Pauline Saloka (32), Richard Plaggerman (43), Wilfred Stockmeyer (80). Humorous—Lee Scofield (73), Wallace Dahl (32), Roland Severlin (75), Jennie Novy (109), Vernon Janssen (80), Herbert Niedorf (113), Phyllis Merritt (34), Agnes Falta (75), Helen Kub (48), Eugene Alberts (8), Estel Merritt (43), Eugene Baumchen (45).

Clover Hall—Serious—Evelyn Maxwell (85), Inez Hamm (123), Doris Carlson (90), Doris Millhouse (112), Elaine Youness (116). Humorous—Edna Opsahl (90), Donald Kramer (123), Gary Waggoner (116), Rolland Eliason (85), Harvey Millhouse (112).

Rock Creek—Serious—LuVerne Widstrand (13), Wendell Nelson (14), Delores Bloomquist (12), Tranquil Erickson (4), Magdalene Skluzacek (28), Bertha Pangerl (41), Audrey Eng (10), Lorraine Hegstrom (15). Humorous—Orrell Danger (17), Malcolm Hendrickson (233), Clara Belle Woods (13), Eugene Palmer (28), Janet Nester (4), Doris Johnson (82), Ellen Jane Tate (10), Gordon Hultman (14), Dorene Johnson (12), Ellen Appleby (77).

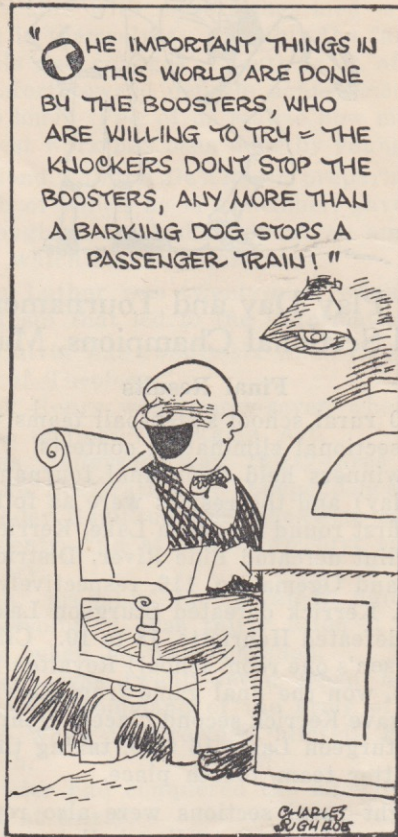
County (Rural) Declamatory Contest

Winners in the declamatory contests on May 20 are as follows:

Serious (Dramatic and Oratory)

- First—Ruth Scofield, District No. 73, Section 6.
- Second—Mildred Schoen, District No. 91, Section 1.
- Third—Robert Roberts, District No. 46, Section 7.

BILL BOOSTER SAYS

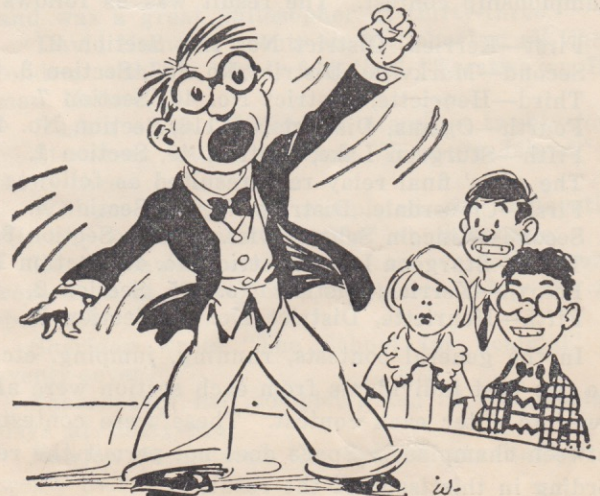


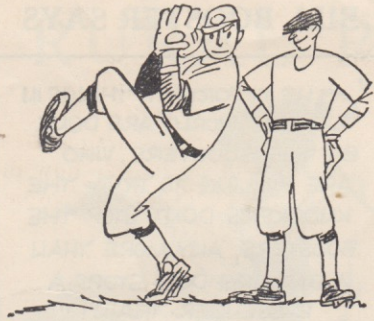
- Fourth—Darlene Gerdes, District No. 38, Section 5.
- Fifth—Evelyn Maxwell, District No. 85, Section 4.

Humorous

- First—Orell Danger, District No. 17, Section 8.
- Second—Edna Opsahl, District No. 90, Section 4.
- Third—Irene Ahlbom, District No. 50, Section 5.
- Fourth—Lee Scofield, District No. 75, Section 6.
- Fifth—Emy Nelson, District No. 97, Section 2.

Numbers one and two in each contest will speak at our rural graduation exercises in July. Watch for further tabulations.





County Play Day and Tournaments for Rural Sectional Champions, May 25

Final Results

Over 50 rural school kitten-ball teams went into the eight sectional elimination contests. The eight sectional winners held their final tournament May 25 (Saturday) and the results were as follows:

In the first round Sturgeon Lake, Kerrick, Henriette and Clint defeated Pine River, District No. 32, Markville and Ogema No. 116, respectively. In the semi-finals, Kerrick defeated Sturgeon Lake, 9 to 2 and Clint defeated Henriette, 18 to 10. Clint, (Miss Ruth Swenson's one room school) Royalton township, District 14, won the final game from Kerrick, 17 to 11. This gave Kerrick second place. Henriette also defeated Sturgeon Lake, 16 to 9, taking third place and the latter team fourth place.

The eight rural sections were also represented by eight champion girls volley ball teams. In the first round of the final tournament, Henriette defeated Kerrick, 2 to 0; Markville won from District No. 32, 2 to 1; Friesland defeated District 85, (Clover), 2 to 1 and District 91 won from District 7 by default. In the semi-finals Henriette defeated District No. 91 (North Denham) 2 to 0 and Friesland eliminated Markville, 2 to 0. Henriette girls won the final championship game from Friesland, 2 to 1, giving the latter second place. In three close sets, North Denham defeated Markville, 2 to 1 for third place.

County Champions Final Rural Play Day

The eight champion boys relay teams from the eight sections demonstrated a real race in the final championship contest. The result was as follows:

- First—Kerrick, District No. 125, Section 2.
 - Second—Markville, District No. 106, Section 3.
 - Third—Henriette, District No. 46, Section 7.
 - Fourth—Ogema, District No. 116, Section No. 4.
 - Fifth—Sturgeon Lake, District 40, Section 1.
- The girls' final relay race resulted as follows:
- First—Cloverdale, District No. 90, Section 4.
 - Second—Lincoln School, Dist. No. 15, Section 8.
 - Third—Sturgeon Lake, District No. 40, Section 1.
 - Fourth—Kerrick, District No. 125, Section 2.
 - Fifth—Henriette, District No. 46, Section 7.

In the general contests, running, jumping, etc., the two best individuals from each section were allowed to enter each contest. These were contests between champions. Space does not permit the recording in this issue of the results.

THE FINAL COUNTY SPELLING CONTEST

By winning first place in the written and oral contests, respectively, Violet Berkey (Pine City) and Edith Nelson (Markville) not only won the flags, offered by Representative Harold Knutson, for their schools, but will also represent Pine county at the State Fair Spelling Contests in August.

Irene Nordstrom, District No. 30, Pine Township, Miss Meyer's school, also won a flag for her school by making the highest score in the written contest among all the rural contestants. Irene also took second in the oral contest.

As a whole, the 16 rural contestants, representing eight rural sections where over 180 rural contestants from 94 rural schools took part in elimination spelling contests, gave a good account of themselves in the final rural and graded school county spelling contest. The rural contestants captured one first, two seconds and one third place in the oral and written contests. This speaks well for the co-operation and enthusiasm of the rural teachers and pupils in their efforts this spring toward the successful outcome of our new rural sectional activities program. Pupil activities is only one point in our new six point program for Pine county rural schools.

County Contest—Written, 100 difficult words from Morrison-McCall Standard Lists. Best scores.

First—Violet Berkey, 99, District No. 3, Pine City, Graded.

Second—Irene Nordstrom, 98, District No. 30, Rural.

Third—Edythe Krantz, 98, District 32, Rural.

Fourth—Ellen Degerstrom, 94, District 71, Askov, Graded.

County Contest, Oral

First—Edith Nelson, Markville, Rural.

Second—Irene Nordstrom, District No. 30, Rural.

Third—Earl Esse, Finlayson, Graded.

Fourth—Elizabeth Hamlin, Pine City, Graded.





SCHOOL IDEALS

Although most of us would have to overcome many faults to be an ideal school citizen, I think it is worthwhile to try. An ideal citizen must first be obedient to authority and orderly in conduct. If we do not obey those in authority, there is no use for them to be here. A class cannot be carried on systematically unless everyone is orderly. We should never speak without permission while in class for it causes a disturbance.

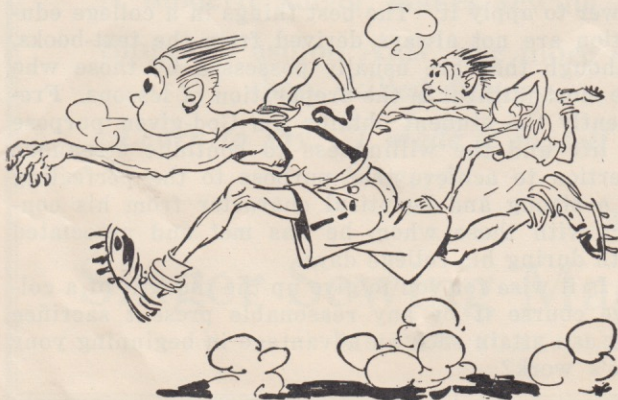
Next we should be industrious in school tasks and in improving in school work and habits. School work requires a great deal of time and thinking. One should prepare his lessons thoroughly, for one thing leads to another in school work. There is always room for improvement and if you make a bad grade you should mentally resolve to do better, and then immediately start to do it.

Courtesy to everyone is a very important rule to remember. In class you should pay strict attention to the person who is talking, and when speaking yourself, talk politely. Never raise your hand when someone else has the floor.

Co-operation with schoolmates and teachers is another thing to remember. Sometimes you are of a decidedly different opinion from someone else, but try to see the other fellow's side. We can't always have our way.

In a school contest let's all try to be just to our opponents. We should never remark against our opponents unless we know it is true. If we lose, congratulate the other side and smile.

Last of all, we should be loyal to our school's ideals. We should be proud enough of our school to live up to the ideals. So try very hard and be an ideal school citizen.



WHAT YOUNG MEN HAVE DONE

One trouble with most young men is that they lack faith in themselves. Possibly the fault is with the schools and colleges. Youth is so often bewildered. Effort toward definite achievement is postponed too long. Few of us realize how much of the world's best work has been done by young men.

My friend, Clinton DeWitt, in preparing a paper for a club of which he is a member, gave this subject thorough study, and produced an amazing list, a copy of which I have before me.

Martin Luther was twenty-nine when he wrote the manifesto that led to the Reformation.

John Calvin was twenty-six when he wrote "The Institute of Theology."

Patrick Henry was twenty-seven when he made his speech against the Stamp Act.

Thomas Jefferson was thirty-three when he drafted the Declaration of Independence.

Alexander Hamilton was aide-camp of Washington at twenty, and at thirty-two first secretary of the treasury.

Danton, probably the greatest figure in the French Revolution, was thirty when it began and thirty-five when he was beheaded.

Napoleon was twenty-seven when he was appointed to the command of the army of Italy, and thirty-five when he crowned himself Emperor of the French.

Alexander had conquered the known world and was dead at thirty.

Charlemagne was master of France and Germany at thirty.

James Fox was Lord of the Admiralty and a thorn in the side of George III at twenty-one.

William Pitt became chancellor of the exchequer at twenty-three and prime minister at twenty-four.

Charles Dickens was twenty-four when he began "Pickwick Papers" and twenty-five when he wrote "Oliver Twist."

Poe was doing some of his best work at twenty-five.

Balzac wrote seventy-nine novels between the ages of thirty and forty-three.

James Bryce had written "The Holy Roman Empire" at twenty-six.

Benjamin Franklin had written "Poor Richard's Almanac" at the same age.

Spinoza was a notable person at twenty-four and was a great philosopher at thirty-three.

David Hume at twenty-six had shocked all Christendom with his highly heretical "Treatise on Human Nature."

Ruskin wrote "Modern Painters" at twenty-four. Stevenson had completed "Treasure Island" at thirty-three.

William Lecky had completed the exhaustive "History of European Morals" at thirty-one.

Keats, Shelley and Byron, as everyone knows, were dead at twenty-five, thirty and thirty-six, respectively.

Sheridan wrote "The School for Scandal" at twenty-seven.

Shakespeare had completed ten of his greatest plays at thirty-two.

Newton formulated the law of gravitation at twenty-four.

WHY . . . Go to College?

ONE of the most hopeful signs of our national life is to be seen in the ever-increasing percentage of American youth who aspire to a collegiate education. During the last decade the growth in numbers seeking a higher education has been phenomenal. This vast host of youth has chosen to pursue a college course in preference to accepting positions which have their immediate remuneration. Let us briefly consider some of the many reasons which have led them to make such a choice:

1. Education increases the earning power of the individual.

The average earnings of an uneducated man are not more than \$1.50 per day. At this rate his earnings for thirty years of 365 days would amount to \$13,500. Suppose the educated man were to receive a salary of only \$900.00 a year, his earnings would amount to \$27,000, or \$13,500 more than the earnings of his uneducated brother. The college year being made up of thirty-six weeks of five days each, this sum was evidently earned in 720 days. It is clearly to be seen that his college course was worth to him \$18.75 per day.

2. American youth are ambitious to achieve success in life.

The ambition is a worthy one. By them any accomplishment is frequently measured by its money value or its gain in personal preferment and distinction. While this may not be the best motive and incentive for pursuing a college course, nevertheless the facts show that in the increasingly keen competition of the various occupations and professions, the man with college training has a decided advantage in gaining such distinction.

3. Youth recognizes that college associations will be of infinite value to them in after life.

Contact with a faculty of scholarly, cultured and able instructors and association with students of determination, industry and noble ideals, who are persistently striving to realize these ideals, give the student an opportunity for the unconscious development which books alone could never furnish. The man of strong character who is always active and energetic finds that the college course gives him opportunity to utilize every energy of mind and body in the development of a noble manhood. He finds himself in an atmosphere where he is lifted above the petty temptations which drag so many men down



to death, and it becomes his natural bent to climb toward a strong and vigorous manhood.

4. Man gains self-respect and recognition from others more by what he is than by what he possesses.

That money has power cannot be gainsaid; but it can not procure for its possessor the respect and honor accorded the individual who has the higher qualities of mind and soul. Though recognizing man's need of making a living, the chief aim of the college will ever be to develop the man by a discipline of all the powers of his body, mind and spirit. The college aims to train a man to control his body, to think clearly and act rightly. It is these highest endowments of our nature that the college seeks to develop.

5. College training opens up the vistas of the higher life.

It awakens in the man a love for truth. It makes him a thinker. It opens the eyes of his soul to the great purpose and end of life. It gives him a love for duty and righteousness. As "life" is more than "meat," and the body more than knowledge and the power to apply it. The best things in a college education are not always derived from the text-books, although they are usually possessed by those who are most faithful in the preparation of lessons. Frequently the student obtains his God-given purpose in life and the willingness to continue strenuous exertion to achieve that purpose to the perfecting of a strong and beautiful character from his contact with those whom he has met and associated with during his college days.

Is it wise for you to give up the thought of a college course if by any reasonable present sacrifice you can attain such an advantage in beginning your life's work?



*Rural Pupils, Teachers and Parents:
Congratulations and Best Wishes!*

**DON'T ENVY
THE PROSPEROUS MAN**

When you plan your work and work your plan—and save—you don't have to go to a fortune teller to have your future told.

Open an account at this Bank and you, too, will soon be financially independent.

Money in the Bank gives you—

Increased courage! Freedom from worry!
Greater independence and relief from embarrassment.

We have served the local community under one management for a quarter of a century. Through the Federal Deposit Insurance Corporation, created by Congress as a permanent Federal Agency, all of our depositors, to the extent of \$5,000 of the deposits of each, are protected against loss.

We are prepared to consider applications for loans under the National Housing Act, Title I.

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Bruno, Minnesota

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Means*

To Make it Yourself
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Singer



A modern Singer makes sewing a joy.
Singer "Fashion Aids" are more expert
than skilled fingers.

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Singer Sewing Machine Company, Inc.

810 NEW YORK BLDG. - SAINT PAUL, MINN.



Good Health



Always wash your hands before handling food of any sort. Wash them before you touch your eyes or mouth. Many a person has lost his eyesight by rubbing his eyes with his unwashed fingers.

Wash thoroughly all raw foods such as lettuce, celery, turnips, onions, watercress, berries, etc., as they are frequently contaminated with typhoid fever germs.

Protect all food from dust and insects. See that the cooked food is well and thoroughly cooked as thorough cooking kills most microbes. Boil all water used for cooking and drinking purposes if there is the least doubt of its being pure. Keep pencils, pins, pens, money, gloves, etc., out of the mouth.

Use no public toilet articles; carry your own with you. Small bags, rubber lined, will hold brush, comb, soap and wash cloth, and should always be placed in your traveling bag.

Plenty of fresh air, day and night, is essential to maintain health. Be clean. Keep the body clean by daily bathing. Protect yourself and family from insect bites and fly contamination by proper screening of your dwelling places.

* * *

Nervousness may be brought about from over-study, overwork, worry or from a run-down condition; yet there are many who appear to be nervous who are only self-conscious.

For those of you who may be so classed, I suggest that you make it a point to interest yourself in other people as much as you can. Likewise become interested in as great a variety of things and events as you can. You will soon forget self, and the timid, bashful or sensitive girl may develop into an interesting conversationalist. Cultivate the habit of listening to others, of sympathizing and rejoicing with. Only in this way can we better understand others, and then will self-consciousness be lost in our interest of others.

* * *

Insufficient development of the muscular walls of the abdomen and stomach will invariably result in a protruding abdomen. Such a condition often results from careless posture, the wearing of high heels, or a weakness of the vital organs that needs medical attention. However, exercise that strengthens the muscles relieves this unbeautiful condition. Try this: lie flat on the floor and with the knee bent, bring the leg as far over the chest as you can, exercising first one leg and then the other, and finally both at the same time. This exercise also helps make the contour of the legs more symmetrical.

* * *

The United States public health service considers circuses, carnivals and similar traveling shows a definite factor in the interstate spread of smallpox. For this reason the surgeon general has advised all local health officers to investigate the itinerary of all such shows and if they come from smallpox infested areas all employees should be examined for evidence of vaccination.



PUPIL FAILURES IN OUR SCHOOLS

Year after year veiled tragedies go on in our schools. These are the failures of children to make their grade. When we once realize the moral effect on the child of failure to pass to a higher grade, we can understand its seriousness.

We know failure in the business world can cripple the fighting spirit of a business man and blight his future. The plight of the discouraged student is less obvious. That it is just as real and just as potent educators are well aware, though parents may not be.

The Federal Bureau of Education figures indicate that out of 1,000 children who enter first grade only 311 enter the eighth. Fifty-one or approximately one-sixth of those drop out before entering high school. Out of the 260 entering high school only 107 graduate. Approximately half of these enter college and only a third finish.

It will be seen that educational mortality is strikingly high. Eliminating the economic factor, it is unquestionably true that one of the chief causes is inability to make the grade.

Parents and laymen are prone to lay the blame for this on the teacher or on the educational system. They do not perhaps realize that education is twofold—in the home as well as in the school. The facts heretofore mentioned are familiar to educators and the schools go to great lengths to supply the remedy. But without the co-operation of the parent the school is handicapped.

We are now approaching the season of greatest fatality in school life. Parents who are concerned over their children's failure are apt to think of it in terms of an extra period of schooling, the monotony of the repetition of work, or as injurious to family pride. They rarely reckon the effect on the morale of the child or the expense of "repeaters" to the community.

Regardless of the cause of failure, the fact remains that it is one of the greatest calamities that can enter a child's life. The pupil is dubbed a failure at an impressionable age. The result may be an inferiority complex, hard to throw off. If failure is hard on an adult, it is correspondingly hard on the child. If failure in business results in loss to other members of a community, likewise failure of pupils means loss to the taxpayers.

Several factors operate to prevent school failures or to reduce them to a minimum. One is the co-operation of parents and school authorities. Report cards, whether expressed in grades, letters, progress charts or any other form that these reports may take, are indicative of the child tendencies. When these reports show close proximity to the danger line, frequent conferences between parent and teacher may save the day for the child as well as taxpayer. The schools have always pleaded for this cooperation.

It may not be generally appreciated by the public but school systems have adopted various devices to remedy this condition. These involve such agencies as opportunity rooms, educational guidance, individual instruction, motivated teaching, special provision for the undernourished, and health supervision. Then, too, the provision for special sub-

jects, such as Art, Music, Manual and Household Arts, has saved many a child. These subjects afford an opportunity for self-expression and frequently form the interest-contact.

Parents must be alert to their responsibility with regard to the child and the taxpayer so that they may, on the one hand, safeguard the self-respect and self-confidence of the child, and, on the other hand, that they may reduce to a minimum financial loss to taxpayers due to pupil failures.

DON'T BORROW FROM TOMORROW

When you put off a job that can be done today you are only borrowing from tomorrow.

You do not know that tomorrow will be able to afford the time.

It probably will not be able to.

It may have all sorts of duties that will demand your attention.

Yet the delayed work must be done in tomorrow's time.

And because it is done then it will be hurried and half done.

The inability to look into the future is inconvenient, but there appears to be no way to remedy it.

The forward looking man only deals in probabilities.

What is actually going to happen he can only guess.

So tomorrow, to which you have so casually assigned a job, you could easily get done today may be so full of unexpected happenings that there will be no time to do anything but meet them.

And today's work will not get done.

Life is too short to omit any task that we need to do.

There is no man of 70 who does not look back with regret on wasted opportunities.

And most of the opportunities were wasted because of his dislike of doing all today's work today.

The Mexican "manna" is heard more than any other word by foreigners in that country.

And as long as it is heard so often Mexico will never realize the vast possibilities to which her climate and resources entitle her.

The "manna" man is a borrower of tomorrow.

For him there is an endless future in which to tire his muscles and brain.

He is always looking forward to it and as a consequence he gets extremely little done.

I think that the American hustling habit can be indulged in too much, but even that is better than continually putting a strain on the future by forcing it to supply time of which there is plenty today.

If you have fallen into the habit of borrowing from tomorrow get out of it.

Today is here, you know what can be done in it.

Tomorrow you may be so busy with some unforeseen catastrophe that the most important job of your life will have to be postponed until some other tomorrow and may never get done at all.

The giant Sequoia trees of California live to be as old as 5,000 years.

SCHOOL SPIRIT

A school is judged by the spirit that exists among its students. It may be a force for good or evil. The question we want to answer is: "What kind of school spirit do we find in our school?" This is one thing that should cause each of us to stop and think. Whatever any of us do, whether in school or out, adds to or takes from the honor of our school.

Co-operation is one of the first essentials of school spirit. Students should work together to reach any goal for which they may be striving. There must be team work among the individual classes for the common needs of the school. We must co-operate to make our teams successful, our classes interesting, and to make the general attitude of school life pleasant.

Achievement is the aim of everyone throughout this life. He begins working toward this end even before he enters school. As he passes from year to year something more is added to make this dream become a reality. In attaining this ideal, we are aided by our classmates. We in turn endeavor to add something worthwhile to their life.

Friendships encourage school spirit. The friends that we make during high school days influence us all through our lives. By companionship we learn the meaning of co-operation, sacrifice, love and respect.

As we think of our school and her relationship to these essentials of school spirit, let us strive to uphold each one of them. When we have achieved our goal in life, may we always remember our school and the ideals for which she has stood.

The Seven Aims in Education

1. Citizenship training.
2. Character building.
3. Training for more worthy home membership.
4. Training for more worthy use of leisure time.
5. Vocational guidance.
6. Health building and training.
7. A better command of the fundamental processes (reading, writing, arithmetic, etc.)

COUNTY FAIR EXHIBITS

Most of the rural teachers will have school exhibits for the Pine County Fair. We hope to take the best to the Minnesota State Fair this year and work up a Pine county booth there.

Best Wishes
and Good Luck

— from —

HENRIETTE CREAMERY
COMPANY

Henriette, Minnesota

A TRIBUTE

Hon. J. W. Crabtree, former secretary of the National Education association, gives the following tribute to teachers:

"In the crisis of the seventies, as a boy, I was amazed at the sacrifices made by our pioneer teachers of that day. I could easily see that it was because of their love of children and of teaching. Whether in time of famine or in time of plenty, the teacher lives, not for self, but for the children and the community. I have learned that the selfish man or woman seldom remains long in the work. When the terrible days of the World war were on, who led in food conservation? Who led in the sale of Liberty bonds? Who led in collecting clothes, food, and funds for the Red Cross? No man dares tell me that this service was rendered for selfish purposes. Only consecrated lives could have accomplished so much.

And what of the teachers of today? They are serving in a worse crisis than ever before; their responsibility is greater; parental control has relaxed; environment is more destructive. The teacher-load has almost doubled. In spite of all these difficulties, teachers are again leading on the welfare side. They see that the children get clothing and food. They help in community chest drives. There may be a delay of a month or six months in their pay, or it may be cut off entirely, yet there is no delay in their teaching or in their efforts to promote the welfare of the children.

Who is it that removes gloom from the lives of children? Who is it that inspires them with am-

BILL BOOSTER SAYS



FLAG SALUTE

"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation indivisible, with liberty and justice for all."

Our Country's Flag

THE flag of the United States, the emblem of our country, familiarly known as "Old Glory," is one of the oldest and most beautiful of the national flags of the world. It was unfurled to the breeze in the rosy month of June and is the grandest flag ever kissed by the morning sun. When the people of China first saw our country's banner, they said it was beautiful as a flower, and continued to call it the "Flower Flag." Its present design became national on June 14, 1777, at which time it was adopted by Congress on resolution proposed by John Adams of Massachusetts. It is in memory of this event that Flag Day is now generally observed throughout the United States.

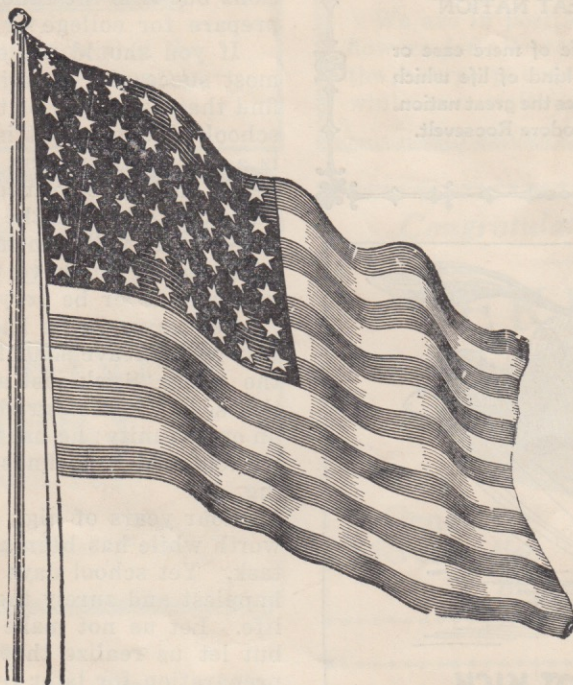
The flag represents the living country and is itself considered a living thing. It symbolizes national independence and popular sovereignty. It is not the flag of a reigning family or royal house, but of a hundred and twenty millions of free people welded into a nation, one and inseparable, united not only by community interest, but by vital unity of sentiment and purpose; a nation distinguished for the clear individual conception of its citizens alike of their duties and privileges, their obligations and their rights.

Old Glory was given to the air in the Revolution's darkest days. It is a child of sun and storm and represents the sufferings of the past,

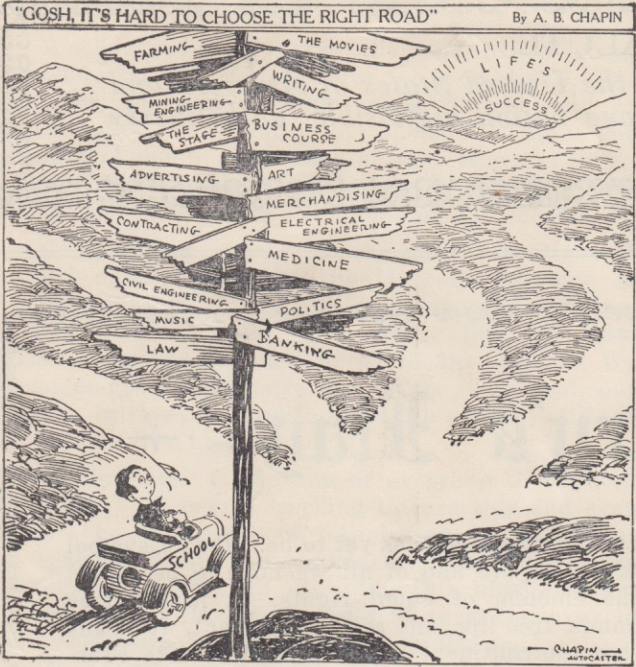
as well as the glories yet to be. It is a symbol of all we are and of all we hope to be. It is the emblem of equal rights. It means free hands, free lips, and self-government. It means that the continent has been dedicated to Freedom. It means universal education—light of every mind, knowledge for every child. It means that the schoolhouse is the fortress of liberty. It means that every citizen should bear his share of the public burden, and take part in the affairs of his town, his county, his state, his country.

Our flag promises protection to every citizen of the United States at home in every state, abroad in every land, on every sea and at all times. It means that all distinctions based on birth or blood have been banished from our laws; that our government shall stand between the weak and the strong, between want and wealth, and give the guarantee of simple justice to each and

all. Beneath its folds the weakest must be protected and the strongest must obey. The sun's rays never cease to shine upon the bars of red and white and the field of blue. Our prayers are constantly ascending to God on high that He might preserve the land over which those Stars and Stripes have waved so long, from every evil which threatens to tear away the precious liberty procured by the blood of our forefathers.



The Stars and Stripes Forever



A GREAT MAN—A GREAT NATION

THE life of duty not the life of mere ease or mere pleasure: that is the kind of life which makes the great man as it makes the great nation.
—Theodore Roosevelt.



You can always find excuses for not doing the things you do not want to do

bition and courage? Who leads them to look forward to useful lives? Who is it that is saving civilization in these dark hours? You are forced to answer—the teacher. Yes, the teacher is meeting these larger obligations in even a larger way than ever before. All honor, therefore, to the teachers of today! Their courage and consecration are the hope of our democracy. This is my tribute to the loyalty and devotion of the American teachers."

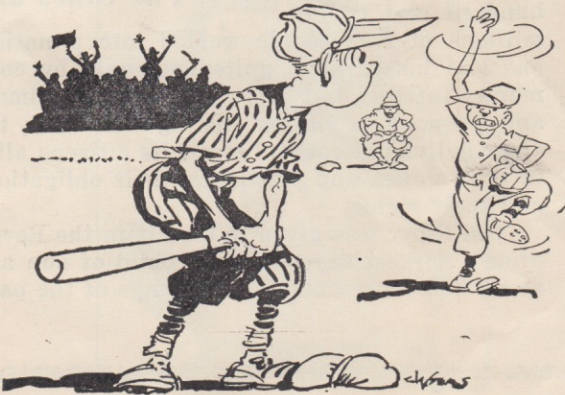
VALUE OF HIGH SCHOOL

A high school education is of great value to the student though he may not realize it now. This is not only the time for making friends and associations but it is the time for storing up knowledge, to prepare for college or business.

If you should make a study of the lives of the most successful men in America today, you would find that nearly all of them have had at least a high school education. It is very obvious that education is a means of success, for much of your future depends on habits formed in school. If you form the habit of working to the best of your ability in school, surely you will continue when out in the world. Likewise if you have the habit of just getting by, you will never be very successful in anything.

Ask anyone who has left school if he would advise you to leave school. His reply is nearly always the same, "Stick just as long as you can." Why is this so? The non-graduate realizes that he has lost an opportunity; he has missed a very vital something without which he finds life difficult and disappointing.

Four years of high school means that something worth while has been accomplished. It is no simple task. Yet school days are happy days, perhaps the happiest and surely the most carefree days of one's life. Let us not make them too carefree, however, but let us realize that honest work done now is a preparation for later living.—A. G., in The Lantern.



The House of Quality Memorials

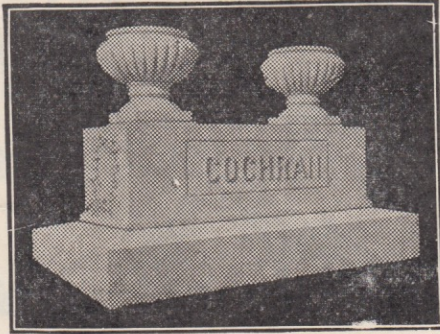
**BRAHAM
GRANITE WORKS, Inc.**

GUST LARSON & SONS

*Designers and Manufacturers of
Quality Memorials*

All Work Guaranteed

BRAHAM, MINN.



What a satisfaction to know that the grave of our loved one is properly designated.

*Congratulations and Best Wishes
— from —*

**WILLOW RIVER
CREAMERY**

A. E. WAHLSTROM, Prop.

(Accurate Tests and Best Prices)



GREETINGS AND WELL WISHES TO EVERYBODY FROM
WM. "BILL" BARNICK
The "Live and Let Live" Auctioneer and General Dealer,
Sandstone, Minn.

Greetings

To Rural Graduates and Teachers
from

FERNDALE NURSERY

ASKOV, MINN.



We are in position to furnish plants and cut flowers for all occasions, on short notice. For the hurry-up orders flowers will be made up while you wait.

*Congratulations and Greetings
— from —*

EKLUNDS



General
Merchandise

Groceries
Dry Goods

BRUNO, MINNESOTA

Greetings

— from —

**J. H. KLEIN
CLOTHING STORE**

SANDSTONE, MINN.

For Boys and Men - For Girls and
Women



ONE OF OUR 56 RURAL SCHOOL TEAMS
(Citizens in the Making)

Financial

We must sell at least four hundred copies of this book at 25 cents each.

The following boosters each ordered one or more copies in advance. (Thanks.) (Ordered by mail.)
Duquette: Creamery, and Anderson-Erickson Co.
Sturgeon Lake: Barnes' Cafe and Olson Mercantile Co.

Willow River: E. B. Linsley and Willow River Creamery.

Kerrick: Hogan Mercantile Co. and Kerrick State Bank.

Sandstone: Dr. Brownstone and Dr. Larson.

Pine City: Court House officials.

Bruno Creamery, Art Haglin (Gronungen), C. J. Peterson (Denham).

Carl Miller Hardware (Askov), Sundean's Shoe Store (Hinckley), Alfred Quinn (Markville).

Most of Pine County rural teachers.

Pine County Creed

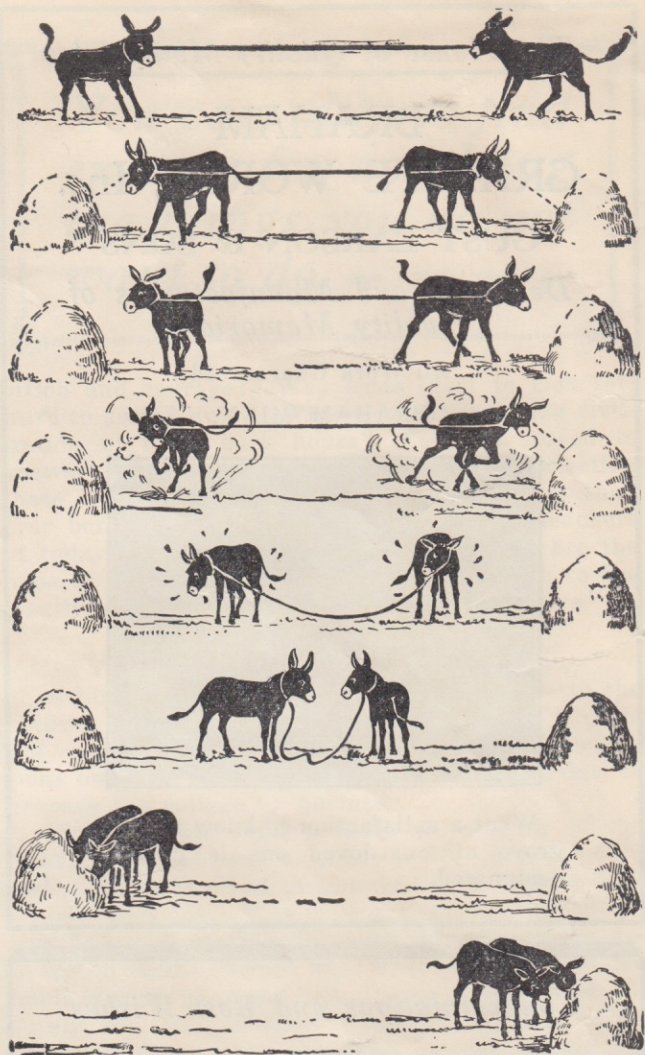
I am a pupil of the Pine county schools, a citizen of Minnesota and of the United States of America. It is my right and my privilege to make an honest living, to be comfortable and happy. It is my right and my duty to help others secure these benefits. I will work hard and play fair. I will always endeavor to reach the Seven Great Aims in Education. I will be kind to all, especially to little children, to the old, to the unfortunate and to animals. I will help make Pine county a clean, beautiful and law-abiding county. These are the best services I can render to my school, my county, my state and my country.

(By Supt. A. E. G.)

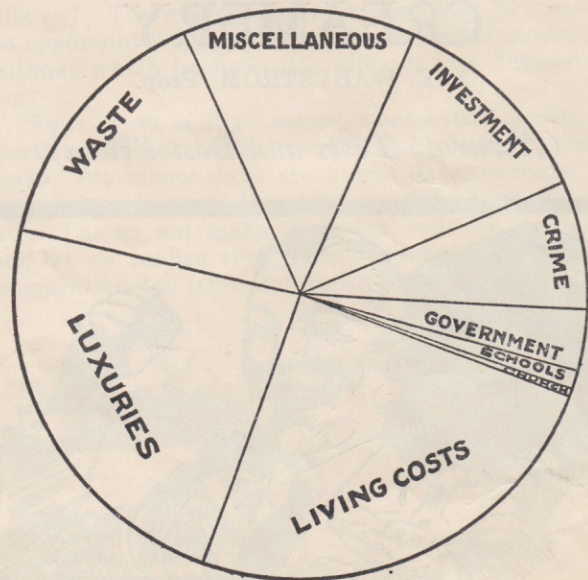
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INDIVIDUALISM VS. CO-OPERATION



WHERE THE AVERAGE AMERICAN
DOLLAR GOES

Scratches from the Editor's Pen

How would you answer that? Probably, "To get an education." But is school merely a place to get "educated"? I am afraid some of us think it is. If

WHY DO WE GO TO SCHOOL?

you are one of the ones who go to school "because everyone else does" or "because you have to," then you ought to try to get a new conception of what school really means. As students, our life work is to try to do the best that we can in our school work. That is your occupation now. Our whole success depends upon the interest and determination that we have. You can succeed or you can fail—just as you choose. Schools are established and maintained for your benefit. Are you receiving the benefits that your school offers? Are you storing up knowledge that will aid you in later life? Are you preparing for college? Are you making the school-day friends that you will remember through your life? If not, then remember this: Your school life will be only what you make it.

* * *

When an engineer plans a construction he first seeks a firm base because he knows that a strong foundation is needed in any successful construction.

CLEAN SCHOLARSHIP

Students should build their success in life in the same manner. The base of success in life is laid in school, commonly called "scholarship." Individuals who obtain scholarship by honest and diligent work lay a foundation which in the future will support all the tasks undertaken by them. If, however, it is obtained by cheating and other forms of dishonesty it will crumble when most needed, leaving its owner in a bewildering chaos of failure.

In high school one should strive to gain as high scholastic standing as possible, but getting it honestly and cleanly. The wise student who thinks as long as he can receive good marks by cheating and fooling his instructors is making a big mistake. In life an individual's success does not come through his ability to accomplish the tasks assigned to him. If he has not prepared himself to be capable of handling the problems which will confront him, he will fail. His failure will go back directly to his uncleanly acquired scholarship.

Scholarship plays no small part in life. It is the factor which decides the success and the heights which its owner will attain. If cleanly obtained, it acts as a stepping stone, raising its possessor from one success-

ful accomplishment to another. If gained dishonestly, it acts as a stumbling block, tripping its owner from one failure to another. Seeing how important clean scholarship is, students should make it their aim to keep and acquire their standards clean.

* * *

A good sport is one who is a good loser and also a good winner. Good sportsmanship is usually thought of in regard to athletics, but it may be applied to the activities in

SPORTSMANSHIP AND SCHOLARSHIP

the class room. The qualities would be the same in each case. We often forget the qualities of sportsmanship just when we should remember them. The first, and a very important one, is to play fair. Don't cheat! Nothing is worth cheating, nor is anything gained in school or in athletics by doing such.

Next in importance is perseverance, or just plain stick-to-it-iveness—to stay by your task until it is completed. Don't be a quitter. Do your work with a will and determination to receive something for it.

A good sport obeys the directions of his teacher, while in athletics he obeys the coach's rules. One quality that includes all others is that a good sport is true to his ideals and himself and does nothing to be ashamed of.

* * *

What would you think of a town where paper lay in the streets, rubbish was dumped on vacant lots and unpainted, dilapidated buildings bordered the

SCHOOL PRIDE

streets? Would you tell your friends what a picturesque town it was? What would you think of citizens who allowed children to play at random on the streets? Would you care to live in such a town, or would you even care to visit there often?

Our school is the same as a town. Do you think visitors like to enter a school room where every desk has the initials of its occupant, where paper lies on the floor, or books fall from disorderly desks at the slightest jar? Do you suppose they would appreciate a library where the students use "dog ears" instead of book marks? Or where students write on the pages of the books? Do you think they would admire the order of the school if they noticed students collected in the halls or hurrying downstairs? I think they would not. Let us make our school an inviting place to come to by always keeping it clean.

Who Profits Most?

Who profits most?
'Tis not the man
Who, grasping every coin he can,
Unscrupulously crushes down
His weaker neighbor with a frown;
He is not worthy of his trust,
And, friendless, finds his gold is dust,
He loses what he sought to gain
And finds, instead of pleasure, pain.

Who profits most?
It is not he
Who shirks responsibility,
Who, hermitlike, himself withdraws
To live apart from human flaws
To scoff at mortal frailties.
He turns away, no vision sees
Of life's great opportunity.
He is not mourned—why should
he be?

Who profits most?
It is the man
Who gives a boost where'er he can,
Who's on the square in all that's done,
And trusts and helps the others on;
Who puts his task above mere self
And values friends and counts them
wealth.

Who profits most? Is that your quest?
It is the man who serves the best.

—Selected.

A MORAL CODE FOR SCHOOL CHILDREN

A "MORAL Code for School Children" has been made public by Collier's. The code grew out of a canvass of representatives of the largest religious denominations, and educational, industrial, civic, and social leaders, is as follows:

If I want to be a happy, useful citizen I must have:

Courage and Hope—I must be brave. This means I must be brave enough and strong enough to control what I think, and what I say, and what I do, and I must always be hopeful because hope is power for improvement.

Wisdom—I must act wisely. In school, at home, playing, working, reading or talking, I must learn how to choose the good and how to avoid the bad.

Industry and Good Habits—I must make my character strong. My character is what I am, if not in the eyes of others, then in the eyes of my own conscience. Good thoughts in my mind will keep out bad thoughts. When I am busy doing good I shall have no time to do evil. I can build my character by training myself in good habits.

Knowledge and Usefulness—I must make my mind strong. The better I know myself, my fellows, and the world about me, the happier and more useful I shall be. I must always welcome useful knowledge in school, at home, everywhere.

Truth and Honesty—I must be truthful and honest. I must know what is true in order to do what is right; I must tell the truth without fear. I must be honest in all my dealings and in all my thoughts. Unless I am honest I cannot have self-respect.

Healthfulness and Cleanliness—I must make my body strong. My eyes, my teeth, my heart, my whole body must be healthy so that my mind can work properly. I must keep physically and morally clean.

Helpfulness and Unselfishness—I must use my strength to help others who need help. If I am strong I can help others, I can be kind, I can forgive those who hurt me and I can help and protect the weak, the suffering, the young and the old, the dumb animals.

Charity—I must love. I must love God, who created not only this earth, but also all men of all races, nations, and creeds, who are my brothers. I must love my parents, my home, my neighbors, my country, and be loyal to all these.

Humility and Reverence—I must know that there are always more things to learn. What I may know is small compared to what can be known. I must respect all who have more wisdom than I, and have reverence for all that is good. And I must know how and whom to obey.

Fifth and Responsibility—I must do all these things because I am accountable to God and to humanity for how I live and how I can help my fellows, and for the extent to which my fellows may trust and depend upon me.

The family purse also needs four-wheel brakes.

THE MEASURE OF EDUCATION

THE real standard of education is usefulness; nothing more. You don't read Plato just for the satisfaction of being able to say so; you read him because he is going to contribute something to your mental equipment which, in turn, you will apply to the practical problems of your own life and time.

If a man were shut in a room filled with books containing all the wisdom of the world, and lived long enough to absorb them all, and died there, he might be the wisest man in the world, but he would also be the most useless; if, instead, he had learned only how to drive a nail, and had spent his life driving nails in building new homes, he would have been turning his knowledge to useful ends, and contributing something to his fellows.

It isn't what we know; it's what we do with our knowledge that matters. Any study that is idle and adds nothing to a man's stock in trade for his life work is wasted study. When a youth completes his course of study, whether at university or technical school or shop, he has had his chance to sow his seed; the fruits of that seed will be his success in life, plus the attention that any good crop demands, which means work. But when he steps out into the world, all the education he has garnered must be directed toward his personal productiveness, whether with brain or hand.

Looking at it in another way, the boy spends his years of study in constructing, adapting and completing a machine with which he purposes working out his life; if he has waste parts on that machine, he has wasted his time putting them there; if it is just a pretty machine, but doesn't make anything, he has wasted all his time; if he has built a simple, but useful machine, and has learned to make the other parts he needs as they become wanted, he should make a good job of himself and his life.

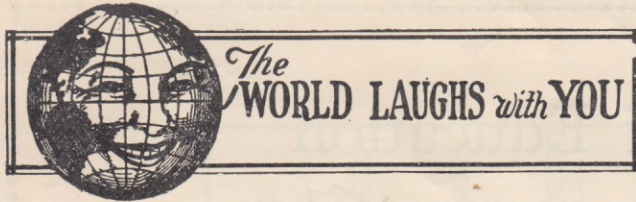
The man who knows a little and knows that little well is generally more useful to his fellow men than the man who has a smattering of all tongues and arts, but can practice none of them.

Mere learning means nothing; the application of it is everything.

It would be an interesting experiment if universities should devote the first two years of the college course to dispensing knowledge and the last two to teaching the students how to use the knowledge they have acquired.

Those who try to appear what they are not would make a better appearance by being what they are. Most people who try to appear better than they are, are really better than they appear to be. No amount of pretense can improve on the original. Character subtly makes itself known through every disguise; and this is a very comforting fact, since the character is usually so much better than the caricature. Be yourself.

Every man has at times in his mind the ideal of what he should be, but is not: This ideal may be high and complete, or it may be quite low and insufficient; yet in all men that really seek to improve, it is better than the actual character. Man never falls so low that he can see nothing higher than himself.—Parker.



Porter: "Did you miss that train, suh?"

Puffing Passenger: "No! I didn't like the looks of it, so I chased it out of the station."

* * *

"Your wife is talking of going to Europe next summer. Have you any objections?"

"No, certainly not. Let her talk."

* * *

A barber was shaving a new customer "Haven't I shaved you before, sir?" said he. "No," said the customer, "I got those scars in France."

* * *

Slow Waiter (in London restaurant): "Your coffee, sir; it's special from South America, sir."

Diner (sarcastically): "Oh, so that's where you've been?"

* * *

Newlywed: "I wonder why it is we can't save anything."

Mrs. Newlywed: "It's the neighbors, dear; they are always doing something we can't afford."

* * *

"Where I spent Christmas last year the thermometer dropped to zero."

"That's nothing."

"What's nothing?"

"Why, zero!"

* * *

Harold: "Statistics show that a person is hit by an automobile in this country every forty-two seconds."

Harvey: "I don't see how that guy can stand such punishment."

* * *

"You remember when you cured my rheumatism a couple of years ago, Doc?" asked the patient, "and you told me that I should avoid dampness?"

"Yes, that's right," replied the doctor, approvingly.

"Well, I've come to ask you if I can take a bath."

* * *

The young wife went into the grocer's. "I bought three or four hams here a month or so ago," she said, "and they were fine. Have you any more of them?"

"Yes, ma'am," replied the grocer, "there are ten of those hams hanging there now."

"Well, if they're off the same pig, I'll take three of them," she said.

* * *

For taxation purposes it was necessary to decide which side of the Canadian and United States border a farm, which a gentle owner had just purchased, actually lay.

When the surveyor finally announced to her that the farm was on the American side of the border, she smiled with relief.

"I'm so glad to know that," she said. "I've heard that winters in Canada are terribly severe."

MONEY VALUE OF EDUCATION

WHAT is an education worth in dollars and cents? The College of Business Administration of Boston University has recently made a study of reports of the Massachusetts Department of Labor and Industry to find an answer to the question.

The untrained man who went to work as a boy of fourteen reaches his maximum income at thirty, an average of less than \$1,200 a year. His total earnings from fourteen to sixty years of age are approximately \$45,000.

A high school graduate goes to work at eighteen and rises steadily to his maximum of approximately \$2,200 at forty. His total earnings from eighteen to sixty years of age are about \$78,000. The difference between \$78,000 and \$45,000, or \$33,000, represents the cash value of his four-year high school course.

A college or technical school graduate begins at twenty-two and his income constantly increases during his active life. His total earnings from twenty-two to sixty are \$150,000. The \$72,000 more than that earned by the high school graduate represents the cash value of his college or technical training.

These figures are similar to those published in a bulletin by the United States Bureau of Education, 1917, entitled, "Money Value of Education." Of course, the Government Bureau's figures were prewar figures. They showed the high school education to have a cash value of \$20,000 on prewar salaries.

It Is Education.

Would anyone dare to set the limit of education, of progress and enlightenment when it seems that almost every moment some new, astounding benefit to humanity is brought to earth? From where? Some venture so far as to say from heaven. Perhaps they are a part of heaven. Call it anything, nevertheless, to the best of our present knowledge it is education—the acquired ability for concentration and intelligent research.

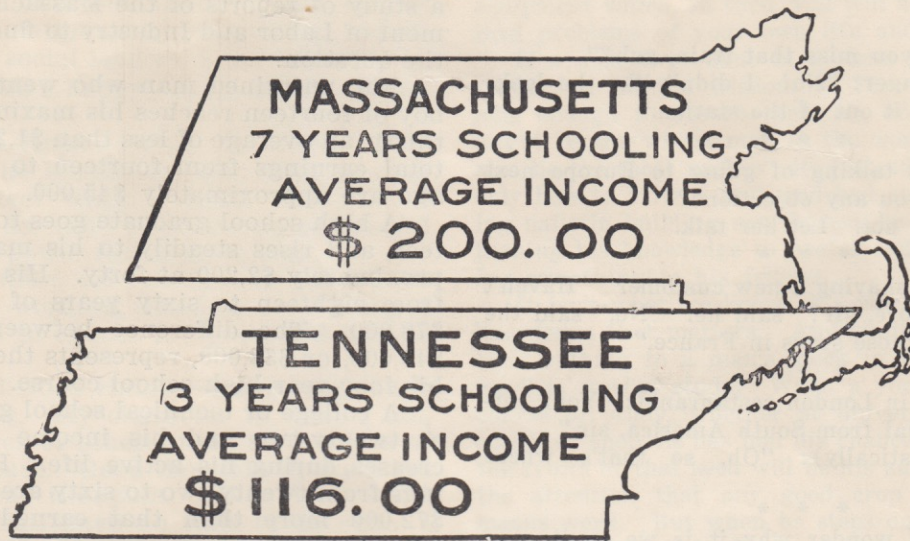
UNITED STATES BUREAU OF EDUCATION AND SCHOOL BUILDINGS.

The United States Bureau of Education has collected especially for the meeting of the Department of Superintendence a large number of photographs and architects' plans of school buildings of all types. This is to be a permanent exhibit for consultation by school authorities and architects charged with the erection of school buildings.

The collection was made in cooperation with the chief state school officers, city school superintendents, and some of the leading architects in school building. Included are one-room country schools, the largest and finest city high schools, and all types of schools between. Photographs and floor plans of teacher training institutions are also included.

Constant additions to this collection will be made, so that it will contain at all times the best in school buildings in the United States.

The Value of Education



Education means money.

In Massachusetts the average person goes to school seven years; in Tennessee, the average person goes to school three years. In Massachusetts the average income is \$200.00 a person; in Tennessee it is \$116.00.

In the United States as a whole the average College graduate earns \$2,000.00 a year; the average High School graduate, \$1,000.00; the average elementary school graduate, \$500.00.

Each day spent in High School is worth \$25.00 to each pupil, each day spent in College is worth \$55.55. This is more than the average boy or girl can earn by leaving school and going to work.

Only one in a hundred of our people is a College graduate, yet 36 per cent of every 100 congressmen have been College Graduates, while 50 per cent of our Presidents, 54 per cent of our Vice Presidents, 69 per cent of our Supreme Court Judges, and 87 per cent of our Attorney Generals have had College degrees.

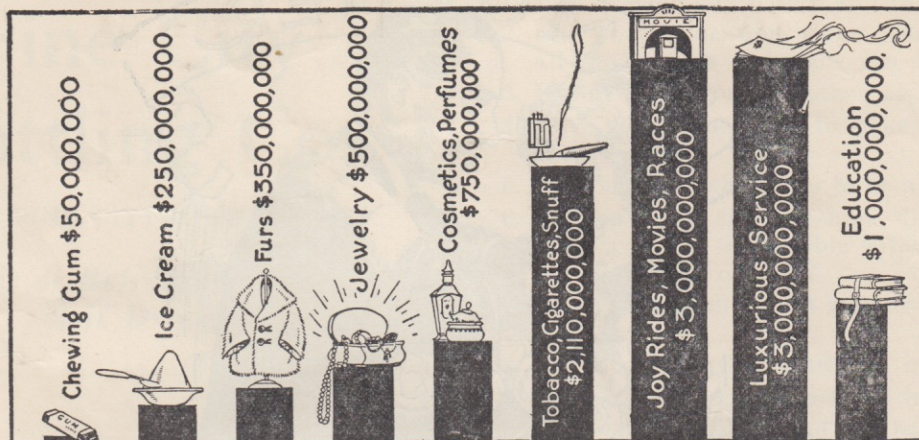
There is a book called "Who's Who in America." This book contains the names of

those persons who are well known because of their good works. The person who cannot read and write has one chance in 150,000 to get his name into this book; the grammar school graduate one in 4,250; the High School graduate one in 1,600; the College graduate one in 180; the honor student in College one in three.

Does education pay?

IT DOES—IT PAYS TO GRADUATE

The narrow-minded sentiment of former generations, calling for a trifling accomplishment in reading, writing and numbers, has given way to a firm conviction that the school should furnish a broad, liberal, thorough education, such as culminates in mental and moral culture as well as manual dexterity. Education means efficiency, and efficiency can only be acquired by preparation for the exhibition of it.



Luxuries Vs. Education

Were you to see that as a headline on the first page of your newspaper it would be so startling that you wouldn't let anything prevent your reading every word of the news. Yet that is exactly what happened in 1920, according to the United States Commissioner of Education. His figures show that in that year the United States blew away in smoke of cigars and cigarettes \$300,000,000 more than the total cost of education in 1918. In all its forms the total cost for tobacco in 1920 was five times the total salaries paid teachers in 1918, and practically the same as the total cost for elementary and secondary education for the three years, 1916, 1917 and 1918.

“\$2,100,000,000 Gone Up In Smoke”

A reduction of our “tobacco bill” by only 33 1-3 per cent; in other words, if those who use tobacco thought about cigars, etc., three times but smoked only two, they would have effected a saving of enough money to increase the salaries of teachers in schools of all grades, public and private, more than 120 per cent. Which means that this country paid enough for tobacco to increase those teachers' salaries more than 360 per cent.

The chart shown above is interesting. It is based on figures taken from a government report for 1920. Suppose we make a few comparisons.

It surprises us to discover that in 1920 we spent for luxuries twenty-two times as much as we spent for education in 1918.

Still more surprising is the fact that this 1920 expenditure was six billions, or 30 per cent more than we have spent for public education in all our history.

We daubed enough face powder and cosmetics, and sprayed enough perfume so that the money spent for these items was only \$12,000,000 less than the total amount expended for public, elementary and secondary education in 1918.

In food luxuries, we ate a mountain of ice cream, and bought enough candy, chewing gum and such things in that one year of 1920 to more than pay the salaries of all school teachers for the first eighteen years of this century.

Where there is an intelligent people there will be a will to be free, and where there is a will to be free there will be a desire to be right.—George Henry Payne.



YOU OWE IT TO YOUR MOTHER



TO TREAT her with the unvarying courtesy and deference you accord to those who are above you in rank or position.

To study her tastes and habits, her likes and dislikes, and cater to them as far as possible in an unobtrusive way.

Never to intimate by word or deed that your world and hers are different, or that you feel in any way superior to her.

To manifest an interest in whatever interests or amuses her.

To seek her comfort or pleasure in all things before your own.

Not to forget that, though she is old and wrinkled, she still loves pretty things.

To make her frequent, simple presents, and to be sure that they are appropriate and tasteful.

To remember that she is still a girl at heart so far as delicate little attentions are concerned.

To give her your full confidence, and never do anything of which you think she would disapprove.

To make her a partner, so far as your different ages will permit, in all your pleasures and recreations.

To lift all the burdens you can from her shoulders, which have grown stooped in waiting upon you and working for you.

To consult her and ask her advice in regard to whatever you are about to do, even though you have no doubt as to what your course should be.

To bear patiently with all her peculiarities or infirmities of temper and disposition, which may

be the result of a life of care and toil.

To be on the lookout for every occasion to make whatever return you can for her years of sacrifice and planning for your happiness and well-being.

To do your best to keep her youthful in appearance, as well as in spirit, by taking pains with her dress and the little accessories and details of her toilet.

Not to shock or pain her by making fun of her religious prejudices, if they happen to be at variance with yours, or if they seem narrow to you.

To introduce all your young friends to her, and to enlist her sympathies in youthful projects, hopes, and plans, so that she may carry her own youth into old age.

To talk to her about your work, your studies, your friends, your amusements, the books you read, the places you visit, for everything that concerns you is of interest to her.

If she is no longer able to take her accustomed place in the household duties, do not let her feel that she is superannuated, or has lost any of her importance as the central factor in the family.

To remember that her life is monotonous compared with yours, and to take her to some suitable place of amusement, or for a little trip to the country, or to the city if your home is in the country, as frequently as possible.

The boy and girl who endeavor to pay back what they owe to their mother are the ones who will be the most sought after by the people who are worth while, and be likely to make the most successful life.

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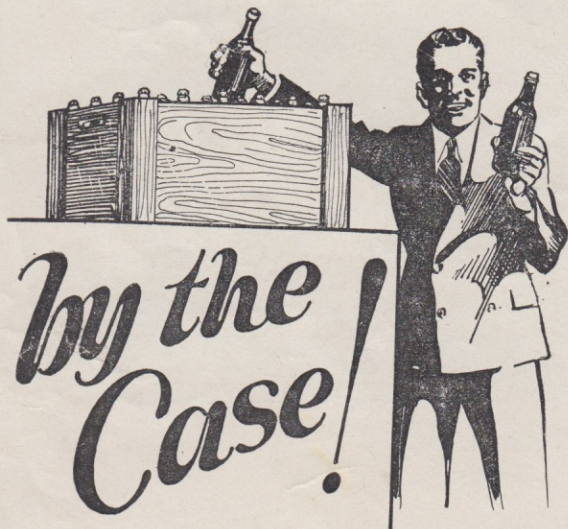
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THE TEST OF AN EDUCATION

Dr. Winship, the noted leader in education, claims that if you can truly answer "yes" to all of the following questions you are truly educated:

1. Has it made you public spirited?
2. Has your education given you sympathy with all good causes and made you espouse them?
3. Has it made you a brother of the weak?
4. Have you learned how to make friends and keep them?
5. Do you know what it is to be a friend yourself?
6. Do you think that washing dishes and hoeing corn is just as compatible with high thinking as piano playing or golf?
7. Can you look an honest man or a pure woman in the eye?
8. Do you see anything to love in a little child?
9. Will a lonely dog follow you in the street?
10. Can you be high-minded and happy in the meanest drudgeries of life?
11. Are you good for anything yourself?
12. Can you see anything in the puddle but mud?
13. Can you be happy alone?

WHICH ARE YOU?

If a student studies he's a book worm, if he doesn't he's a fake. If he flunks he's unlucky, if he passes he's a cribber. If he knows his lessons he's a smart alec, if he doesn't he's a dumbbell. If he has ideas he's a crank, if he hasn't he's a numbskull. If he spends his money he's a spendthrift, if he doesn't he's a tightwad. If he's quiet he's a high-hatter, if he's sociable he's a pain. If he talks he's a chatterbox, if he doesn't he's an oyster. If he's religious he's a fanatic, if he's not he's a heathen. If he dies rich he's a skinflint, if he doesn't he's a pauper. Now I ask you very confidentially, which are you?

GETTING OUT PAPER NO PICNIC

Getting out this paper is no picnic. If we print jokes, people say we are silly. If we don't they say we are too serious. If we clip things from other papers, we are too lazy to write it down ourselves. If we don't we are "stuck" on our own stuff. If we stick close to the job all day, we ought to be out hunting up news. If we do get out and try to hustle we ought to be on the job in the office. If we don't print contributions, we don't appreciate true genius. If we do the paper is filled with junk.

If we make a change in a fellow's write-up, we are too critical. If we don't, we are asleep. Now like as not someone will say we swiped this from some other paper. WE DID!

 To be honest, to be kind—to earn a little and to spend a little less, to make upon the whole a family happier for his presence, to renounce when that shall be necessary and not to be embittered, to keep a few friends, but these without capitulation—above all, on the same grim conditions to keep friends with himself—here is a task for all that a man has of fortitude and delicacy.—
 Stevenson.



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