

DEDICATION OF PINE COUNTY'S

RURAL SCHOOL MUSEUM

Administered by Pine
County Historical Society

Monday May 30, 1977
10:45 p. m.

Master of Ceremonies--C. M. Espeseth, Pine City School Supt.

Organ Prelude by Gloria Harwig

Ringing the School Bell Jim Clark
Raising the Flag

National Anthem--Pine City High School Band
Charles Misel bandleader

Remarks by Richard Lindig, First Chairman of the Rural
School Restoration Committee

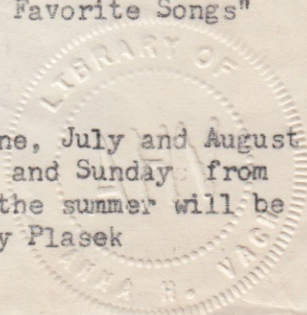
Introduction of Former Rural School Teachers in
Pine County by Myrtle Larsen--Pine County's last
County Supt.

Remarks and Introduction --Ron Nelson--Pine County
Historical Society

Minnesota History and You--Russell W. Fridley

Sing a Song from the "Old Golden Book of Favorite Songs"

Museum will be open during the months June, July and August
on Wednesday, Thursday, Friday, Saturday and Sunday from
10:00 a.m. to 4:30 p.m. Our guide for the summer will be
Judy Plasek



THE PINE COUNTY
RURAL SCHOOL
MUSEUM



The one-room
schoolhouse

Pine City, Minnesota



Sill sits the school house by the road.
 a ragged beggar sleeping.
 around it still the sumacs grow
 and blackberry vines are creeping
 Whittier

Those one room schools that once dotted the Minnesota landscape have gone out of business. The mandatory dissolution act of 1967 decreed any district which did not offer instruction through grade 12 had until July 1, 1970 to consolidate with a high school district.

The reorganization act of 1947 set up procedures for consolidating districts within a county. At that time the districts numbered 7601. Some counties got busy at once while others dragged their feet. The Minnesota Association of Public Schools (MAPS) fought the law for years but lost its final appeal to the Minnesota Supreme Court.

Some country schoolhouses have become town halls or community centers. Some are remodeled into homes, some have been preserved as museums and others wrecked for lumber.

Auction notices became common. Desks, blackboards, and other items were sold to bidders including former pupils with sentimental attachment to the little red schoolhouse. (Most of them were actually painted white.) With few modern conveniences, school marms and children developed ingenuity that helped prepare them for life

The country schools have fallen victim to fast transportation and changing standards. Yet those modest halls of learning produced many a good citizen and even an occasional genius. They may not have been as deficient as some modern educators insist.

The Pine County Rural School Museum is one of the few operating rural schools in Minnesota. Yes, it does hold school--presently for two one-week sessions in the summer. The teacher, Miss Esther Schmidt from North Branch, is a former rural school teacher. All eight grades are offered--the children study reading, writing and arithmetic from textbooks dating back to the 1890's. Each year's study follows a theme as various as "Ethnic Groups in Pine County", "Cowboys, Indians and Buffalo", and "Vikings". Everyday one or more people from the area come in to give a talk or demonstration. This may vary from a "Voyageur" from nearby Northwest Fur Post, a Chippewa chief in full regalia, a talk on raising bees (complete with honey samples), a wood carving demonstration, a button collector's presentation, a spinning and weaving demonstration, a talk on spool knitting - with each child receiving a knitting spool, and a demonstration on playing marbles.

The day opens with the "Pledge of Allegiance to the Flag" and a song. Anyone who ever attended a rural school would feel completely at home with the flow of activities. There is recess with games such as Pum-Pum-Pullaway and Hide-and-Seek. Lunch time comes and tin palls filled with jelly sandwiches and homemade cookies are opened. (None of the fancy lunch boxes with thermos jugs and a Twinkies cupcake!) At the end of the week tests are given, report cards handed out, and if there is an eighth grader, there is graduation. Each year a tree is planted for a belated Arbor Day.

Children and helpers are encouraged to dress in old-fashioned clothing and visitors are warmly welcomed.

In its day, the rural school was not merely the center of learning, but was also the center of community life, meetings, box socials--even dances. True, there were not the extra-curricular activities of today's schools, but the family feeling of older children helping younger ones--from a hard word in reading to putting on boots--made for a sense of belonging. While classes had to be brief, nevertheless one had at least two additional chances at learning through hearing the class the year before, and reviewing the subject when it was studied by the following year's class.

This particular school building District #69, the Pine Tree School, originally was located east of Pine City and Cross Lake. It was a part of the Pine County School system which at one time consisted of 125 districts. The school was moved into town on August 4, 1971 and is typical of so many country schools.

We can't go back except in memory, but we hope you enjoy the restoration of this bit of the past.



Imagine, music from a pump organ! You won't find this in today's classrooms.

PAGES FROM OLD TEXTBOOKS

Reading

FROM... McGuffey's "Second Eclectic Reader" 1888

LESSON XIV.

21

fox

will

let



Is that a dog?

That is not a dog. It is a fox.

The fox sees the hens.

The hens can not see the fox.

The fox will catch the hens, will he not?

He will not catch the hens.

I will run and get my dog.

He will see the fox.

He will not let the fox catch the hens.

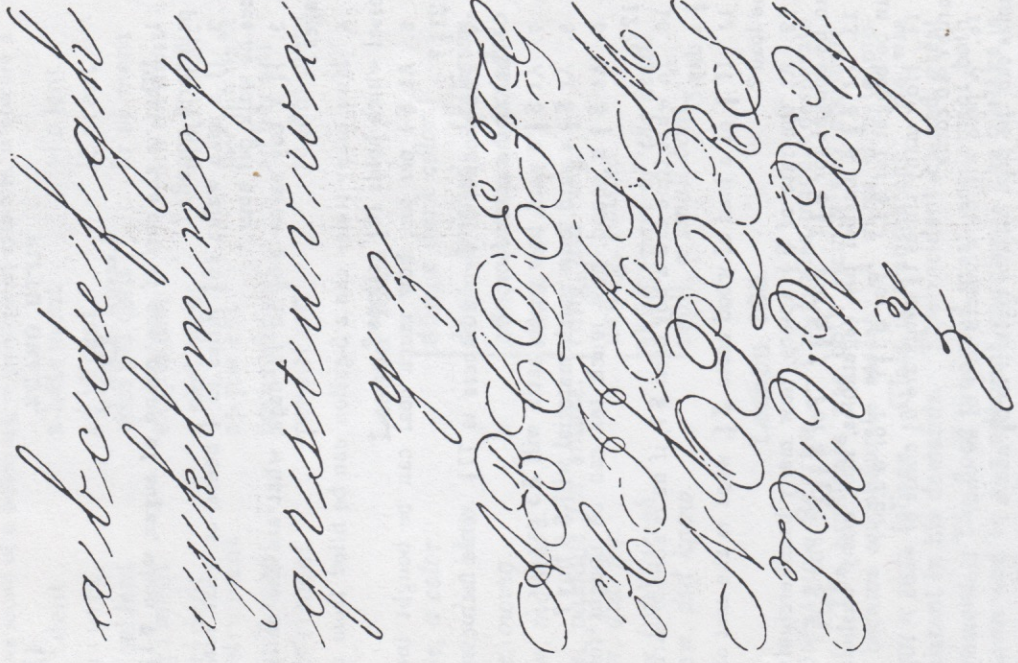


Writing

FROM... Watson's "The National Elementary Speller" 1871

SCRIPT ALPHABET.

FROM BEERS' SYSTEM OF PENMANSHIP.



Arithmetic

FROM Kirk's "Oral Arithmetic By Grades" 1894

FIFTH GRADE

41

LESSON XXXV.

1. What is the cost of one pound of sugar, when \$14 is paid for 6 pounds?
2. If a man walks 18½ miles in 4 hours, at what rate does he walk per hour?
3. If a boy earns \$6½ in 11 days, what are his daily wages?
4. How many times can a 3-gallon can be filled from a vessel which holds 16½ gallons?
5. At \$4 per ton, how much coal can be bought for \$21½?
6. The product of two numbers is 77½. One factor is 8. What is the other factor?
7. At \$½ a yard, how much satin will \$3 pay for?
8. At \$½ a yard, how much material will \$6 buy?
9. At \$½ a pound, how much tea can be bought for \$12?
10. In what time can a boy earn \$7, if he is able to earn \$½ a day?
11. If ½ of a load of wood costs \$½, what is the cost of the load?
12. At the rate of \$½ apiece, how many handkerchiefs can be bought for \$1½? For \$1? For \$1½? For \$1¼? For \$1½?
13. At \$½ a bushel for vegetables, how many bushels can be bought for \$1? For \$1½? For \$2.50?
14. How many times 1½ cords are 5½ cords of wood? 10½ cords? 15 cords?
15. A pipe will fill a cistern in ½ of an hour. How many times can the pipe fill the cistern in 5½ hours?
16. At the rate of \$25 for 6½ yards of cloth, what is the cost per yard?
17. At the rate of \$.65 for 3½ dozen eggs, what is the price per dozen?

Spelling

FROM Hunt and Gourley's "The Modern Spelling Book" 1883

SPELLING BOOK.

61

Lesson 183.

The sound of e before nt, in unaccented syllables, is obscure &.

ev'ident	a bā'te'inent	vi'o lent
ex'cellent	ad jā'çent	lō'nie'ent
reg'i'ment	com plā'çent	ō'f'f'ic'ient
in'cident	ex çile'ment	im'ni'ent
in'stru'ment	a pā'rt'ment	nū'tri'ment
in'ō'ment	af. pā'r'ent	pē'r'mi'ent
mē'r'i'ment	trans pā'r'ent	ad'lic'ent
	per'stat'ent	re'gōat'ment

Lesson 184.

blūe, a color.	dūn, a dark color.
blew, did blow.	dōne, finished. [religion.
dūe, owing.	nūn, a woman devoted to
dew, moisture.	nōne, not any.
flūe, passage for smoke.	rūng, did ring.
flew, did fly.	wrūng, twisted.
new (nū), fresh.	skūll, part of the head.
knew, did know.	seūll, a small boat.

Lesson 185.

DICTIONARY REVIEW. — The pirates made a desperate fight. The profligate was both vicious and obstinate. He became an obdurate rascal. A warm climate produces a rich foliage. Glass is transparent. He was persistent in his demands. This incident caused great merriment. The flood produced great excitement both in town and in the adjacent country. The mistake is evident. The judge gave a mild and lenient charge to the jury.

HISTORY

From Quackenbos "The Elementary History of the United States" 1875

THE AMERICAN INDIANS

LESSON VII



1. We have said a great deal about the Indians; it is time that we describe them. Here is a picture of one. He is tall and straight. Around his neck is a collar ornamented with the claws of bears that he has killed. At his back he carries his tomahawk, his bow, and a quiver full of arrows. He wears moccasins on his feet, and deer-skin leggings. His head is bare; he has no hair except a single scalp-lock, adorned with feathers.

2. There were many different tribes of Indians in different parts of America; but they look alike, and led the same kind of life. They were all copper-colored, and hence have been called Red Men. Their hair was black, and very straight and coarse. In the north, they clothed themselves with skins; but in the south, where the climate was warmer, they wore little or no covering.

3. The Indian spent most of his time in the chase. He obtained his food by hunting and fishing, and raised nothing except a little maize, or Indian corn. This the women were obliged to plant and cultivate. The warrior thought it beneath him to labor, and made his wife, or squaw, as he called her, do all the work. She put up their hunt, prepared their food, and when they moved from place to place even carried the baggage.

1. Describe the Indian represented in the engraving. 2. What is said of the different tribes? Why have the Indians been called Red Men? what kind of hair had they? How were they clothes in the north? How, in the south? 3. In what did the Indian spend most of his time?

