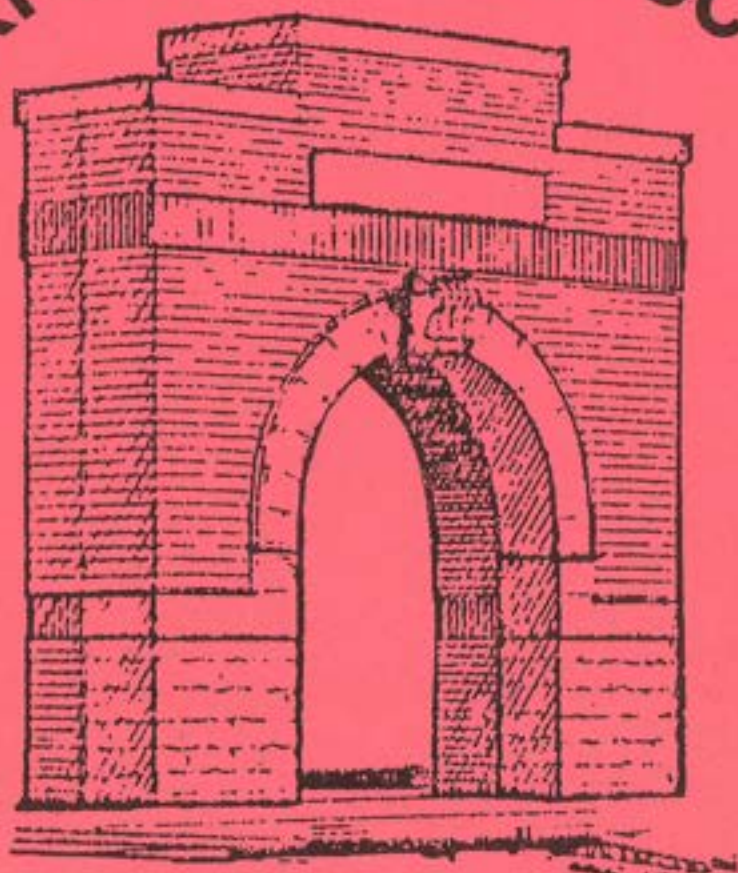


PULASKI COMMUNITY SCHOOLS



HISTORY IN THE MAKING

INTRODUCTION

Following, the reader will find several articles that reference the beginning of the community school philosophy as a part of the Pulaski Community School District.

The enclosed articles showcase the realization of Frank X. Joswick's vision, namely, to design a school district that not only assesses community needs but takes to itself the task of enriching the quality of life of all the school district residents.

The articles featured in this anthology note the litany of activities that the Pulaski schools initiated in an effort to reestablish business growth, begin construction of a new sewage treatment plant, start new home construction, build an up-to-date soil and milk testing lab, create new employment opportunities, and meet the educational, social, and recreational needs of school district residents.

The Pulaski Community School District enjoys an excellent reputation. The district school board, administrators, teachers and support staff have enhanced the community school philosophy from the time Mr. Joswick initiated it through the end of the Twentieth Century. Subsequent district administrators; Mr. John Wigman, Dr. Thomas Joynt, Dr. Steve Koch, and the school boards they served, have fostered the community school philosophy to the point that today, in 1995, the Pulaski Community School District is considered a "lighthouse" community education school district.

Included in this anthology is a history of the school district as presented in the Pulaski News during the spring of 1981. It should be noted that the Pulaski News was itself started to meet a community need and exists and prospers today as the only community newspaper in the United States that is written and published by high school students.

The articles in this anthology bear testament to the commitment the Pulaski Community School District has made to serving and educating the entire community - from cradle to grave.

Offered by:

Pulaski News Staff
Amy Charniak, Editor-In-Chief
1995

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Pulaski News

*Published Every Other Thursday
By Pulaski High School Journalism Students*

The Only Student Produced Community Newspaper in the Nation

Editor-in-ChiefAmy Charniak
Elementary Education EditorDonna Kaminski
Secondary Education EditorBreanna Gazella
School Board EditorAmy Dyer
News EditorSara Bukowiec
Sports EditorTrent Snyder
Copy EditorRoChelle Clark
Feature EditorsBrenda Przybylski, Jackie Sikorski
Photo EditorsHeather Sheard, Lorne Tappa
ArtistRobert Loehlein
ReportersSara Corbin, Sandy Deau, Eric A. Johnson,
Amy Kabara, Ryan Kane, Carolee Klopotic, Melissa Maroszek,
Dave Oberer, Aaron Socha, Chad Sorenson, Jason Stachura,
Jason Steichen, Margie Tubbs, Kari Wesolowski

AdviserMrs. Kathleen Gerds
Business ManagerMrs. Mary Lepak

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When the Pulaski News was established in 1942, it originated from the school-staffed publication Pulaski High School Principal Frank X. Joswick initiated at the high school. Student journalists carried out the same functions Pulaski News students do today; reporting on current events of the school and community as well as using the same head printed on the cover of this publication, the Pulaski Junior Gazette, from 1936.

Pulaski Junior Gazette

Volume 1

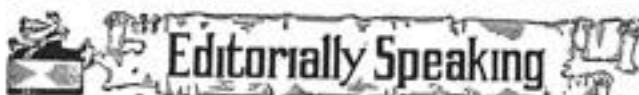
Number 1



The Staff



Editor-in-Chief.....Harriet Drella
 Assistant Editor.....Eleanor Brylski
 Class Editor.....Arvilla Kubiak
 Activity Editor.....Ruth Mancheski
 Humor Editor.....Lorraine Rozanski
 Grade Reporter.....Emily Staszak
 Sports Editor.....Harold Sheedy
 Business Manager.....Wanda Malcheski
 Staff Reporters—Lucian Gajewski, Leonard Ertman,
 Norbert Brusky.



Editorially Speaking

WHAT DOES A SCHOOL PAPER MEAN TO YOU?

What a newspaper is to the general community, a school paper is to the school. Its values are innumerable: It helps to build up the standard of school work and morals; it develops community support for the school, it establishes the school standing in comparison with other schools; it informs the community of what is going on in the school, and it is a lesson in journalism to the students.

Generally speaking the school paper acts as a mirror; reflecting the interest and work of the entire student body into their homes and those of their friends. Scholastic aspirations of students, ethics, and social inclinations are reflected in the paper, and last but not least, a school newspaper develops valuable qualities of tact, co-operation, courtesy, leadership, accuracy and responsibility on the part of those who help to construct it.

Besides being of such value to the school it offers a medium of disseminating news and advertising for business men.



Social Activities

The appearance of Dr. White, on November 18, provided a splendid hour of interesting as well as entertaining knowledge on "The Wonders of Science." One of the outstanding features of Dr. White's program was the showing of the differences between the smallest and largest lamps in the world.

It was the Glee Clubs' first appearance under the new director, Miss Jean Weston. The song sung was "Nightfall" by Liebestraum. The school has high

hopes to make the Glee Club one of the outstanding activities in the year to come.

The band with its new uniforms made a startling appearance to all who were present. The music, under the direction of Mr. Victor Zimmerman, consisted of several marches, four overtures, one serenade, and one polka.

The people of Pulaski and the surrounding territory were highly pleased to see the rapid progress taking place in the Pulaski High School band. The members want to thank each and everyone who has helped to make the band a success.

CHRISTMAS PARTY

The High School Students' Council is planning a Christmas party for the school students on Wednesday, December 23, at 2:30 p.m. At present, plans aren't altogether complete, but it has been decided that all students and teachers will draw names and thereby exchange small gifts. To lend more atmosphere to the occasion, there will be a Christmas tree under which the gifts will be placed.

The main attraction of the party will be a 15-minute play entitled "The Christmas Tree." The two leading roles were given to Leonard Ertman, as Santa Claus, and Blanche Chilla as his wife, Mrs. Santa. Those having minor parts in the play are as follows:

Mildred Sorenson and Cerylla Styczynski.....	Duet
Audrey Urbanek	Solo
Richard Baranczyk	Reader
Arabelle Jensen	Dancer
Girls' Glee Club.....	Song
Sam Brusky.....	Instrumental Selection
Boys' Quartet	

At the Christmas Tree

Earl Black: "I wonder how they scratched up so many presents."

Bernard Smigelski: "With Santa Claus, I suppose."

The Christmas Program

The children in the grades are busy rehearsing for an operetta entitled "The Toys That Had To Wait," to be given Tuesday evening, December 22, at 7:30.

Santa has completed preparations for his dash from the North Pole to the houses of all good children, on this Christmas Eve. Mrs. Santa cautions him to be careful, and after bidding him good-bye, sets about to devise some plan to make all the toys happy who were left behind him in his toy shop, so she uses her Wishing Cap to call the Queen of the Fairies. She wakes all the toys to life, as the questing little toys, back on the shelves in Santa's toy shop.

The general public is cordially invited to attend. There will be no admission charge.

Manual labor is the invigorator of body and mind, the promoter of health, and the friend of virtue.

To render the best service, a road must have good foundations and a good surface. So with the individual.

GRADE NEWS

Miss Szweczyk has taken the place of Miss Kelly in teaching the first and second grades.

There are 26 girls and boys in the first and second grades.

These pupils are working hard and are very busy organizing a Baby Rhythm Band. They hope to entertain their mothers and fathers for the Christmas program which will be held in the high school assembly on Tuesday, December 22.

The third and fourth grades, consisting of 15 children, are being taught by Miss Brehmer, who has been here previously.

The third grade Social Science class has studied the life of the American Indian. They modeled a miniature wigwam, straw hut and pueblo. They also made clay bowls and found it very interesting. They attempted to grind corn between two stones but find that it is too difficult.

The fourth grade have studied the development of transportation. At present they are busy making a movie, showing the development of transportation on land.

The seventh grade has to plan booklets by making drawings of the human body in the study of hygiene.

Some changes have been made in their room this year. They are provided with a display of different literature books and newspapers as well as a new set of library books which have been installed.

The boys of the seventh and eighth grades are participating in basketball. They won their first victory with the Parochial School, the score being 9 to 15. They also won their second game, 9 to 10. They are scheduled to play December 21.

An Embarrassing Moment

Cecil Reimer: "Where in the world did you get that horrible necktie?"

Kenneth Lutsey: "The laugh's on you. You gave it to me, last Christmas."



Second Six Weeks Honor Roll

Freshmen: Norbert Blochowiak, James Christensen, Digna Efta, Dorothy Humecki, Alfred Kolo-diej, Irene Kozlowski, Irene Krajewski, Sylvia Larsen, Ruth Lutsey, Bernice Milewski, Harry Nedwick, Leo Novitski, Ellis Parrish, Violet Rossow, Margaret Spychalski, and Lester Van Den Elzen.

Sophomores: Eleanore Brylski, Blanche Chilla, Bernice Dolata, Lottie Gawrylewski, Orville Kubiak, Chester Majewski, Jean Malcheski, Carl McGillivray, Lucille Mroczynski, and Lorraine Rozanski.

Juniors: Arnold Blom, Norbert Brusky, Louie Czarnik, Malina Efta, Doris McGillivray, Clara Min-ta, Ilean Polczynski, Cecil Reimer, and Loretta Zab-locki.

Seniors: Harriet Drella, Arthur Gajewski, Arthur Jankowski, Arabelle Jensen, Patricia Ryan, Mildred Sorenson and Fritz Specht.

GRADE SCHOOL

First: Lois Goska and Lorraine Baron.

Second: Frank Pietras.

Third: Alfred Polczynski, Lucille Radecki and Fenton Ziebarth.

Fourth: Richard Radecki and Marion Sulczewski.

Fifth: Audrey Jean Urbanek, Jack Peplinski, Orward Klapper and Aurelia Kwiatkowski.

Sixth: Michael Goggins and Margaret Pietras.

Seventh: Edna Wood, Agnes Shomberg, Ervin Klapper and Dorothy Hamilton.

Eighth: Florian Komisarek, Lorraine Pietras, Marion Wood, Lloyd Kurowski, Hortense Efta and Wallace Wood.

Christmas Greetings from The NEW DEAL TAVERN

John Ryczkowski, Prop.

CASHWAY STORE "Better Foods for Less"

... With a full supply of Fresh Fruits and Vegetables---also a fine assortment of Christmas Candies and Nuts.

S. M. CARKOSKI

RCA Victor

Offers Radio's Greatest Value at Any Price

ROMAN GOSKA

Phone 76

Pulaski

SCHOOL NEWS

STUDENT COUNCIL FORMED

After school had been in session for a few weeks, we elected officers for the student council. Of the 12 who were nominated, three were chosen for office. Those elected were: President, Adeline Brylski; vice president, Sylvester Manske; secretary and treasurer, Janet Johnson.

The council is doing much good for the school. This organization takes care of all the activities which go on in the school. It takes care of an activity account. It provides entertainment for all holidays and sees to anything which should be taken care of in the interest of the student body in general. Regular meetings are being held and do all business that comes within the jurisdiction of an organized, unified body.

* * *

NEW BAND UNIFORMS!

All the band members are very proud of their new uniforms which they received last month. They are made in a military style, in two colors of blue, with yellow trimmings and white belts and straps. Now that the band members have their new uniforms they are willing to put more hours into practice, so that they will be able to play as well as they look in their uniforms.

These suits were provided through the help of the Pulaski Lions Club, and the school board. With such splendid help and co-operation shown in the community, we cannot help, but have a fine band of which we can be justly proud.

On November 18, the band gave its annual concert. This is the first time the members appeared in their new uniforms. The suits really added much beauty to the band. Now our band organization is equal to that of any school of similar size.

BOY PATROL

Early in October the Boy Patrol was organized in Pulaski by Clarence Gragnet, captain of Brown County Highway Police. The following boys were selected as capable of carrying out the duties of a patrol boy: Floyd Muck, Vincent Gawrylewski, Sylvester Manske, Orville Kubiak, Chester Majewski, Alvin Nick, James Johnson, Roman Styczynski, Henry Ryczkoski, Zigmund Burowski, Norbert Bruskey and Mahlon Prokopovitz. Each boy has a chance to be a captain for one month and has charge of equipment and assignment of duties.

The purpose of this organization is to protect children while crossing the street, maintain order at school activities and games, and report those students who do not obey the rules when driving a car.

Thus far it has been successful in that there have been no accidents in or about the school and the boys wearing the "Sam Browne" belts and

ENROLLMENT

This year has seen the Pulaski High School grow more in numbers than in any other single year in its history. In September, 1935, there were 178 students enrolled while in September, 1936, there were 211 students enrolled. An increase of about 25 percent. Just for comparison, some of the Pulaski High School figures are interesting to note. In 1930, for instance, there were 130 students with 41 of these coming from outside of District No. 5, Pulaski. During the present time, of the 211 students, 127 of them come from the surrounding towns. One, Arabelle Jensen, lives in the town of Pella, a distance of 22 miles, and many drive in from ten to twelve miles.

In the classrooms, the seating capacity and class room space is occupied to the limit. Seventeen arm-chairs were bought by the school board for the recitation rooms.

The assembly is occupied to the extreme. Thirty-eight additional seats were provided and four rows of seats have been pushed together so as to provide for more seating space and less aisle room, but in spite of this, there are seven students who have no seats, but transport their books daily to a different seat wherever a vacancy occurs.

Because of the increased enrollment, there are more students out for the different activities, such as basketball, football, girls' glee club, band, and forensics, thus providing more competition and consequently supply stronger athletic teams and activity clubs.

The enrollment in the grades is almost the same as last year with a few more pupils in the seventh and eighth grades.

badges are to be complimented and respected.

Besides protecting the children, the Boy Patrol system builds up the character of those participating in it. They are taught the feeling of responsibility and leadership.



Make your date for the New Year's Eve celebration at the PULASKI AUDITORIUM

Cabaret Style

V. Zielinski, Prop.

Holiday Greetings from
DR. C. R. KWAPISZEWSKI
PHYSICIAN and SURGEON

Phone 15

Pulaski, Wis.

Season's Greetings!

from the
PULASKI BEAUTY SHOP
Phone 58



**MARNOCHA
FUNERAL HOME**

GENE'S PHARMACY

(Formerly Rozanski's Drug Store)

"Where You're Treated Right"

Phone 57

Pulaski

Christmas Wishes from
THE WHITE STORE

Pulaski

Christmas Wishes!

DR. A. J. JUST
Dentist

**OUR ADVERTISERS
PATRONIZE**

NOTICE!

Coming Events

- Dec. 10—Boy Scout Court of Honor.
- Dec. 11—Basketball, St. Norbert's there.
- Dec. 15—Basketball, Alumni, here.
- Dec. 18—Movies at 2:45 and 7:15.
- Dec. 21—Basketball game, Seymour, here.
- Dec. 23—4 p.m., Christmas vacation begins.
- Jan. 4—9 p.m., Christmas vacation ends.
- Jan. 6—Basketball game, Shiocton, here.
- Jan. 12—Semester exams.
- Jan. 13—Play and Brandt Concert Co.
- Jan. 15—FRESHMAN ALL-SCHOOL PARTY.
- Jan. 21—Movies at 2:45 and 7:15.
- Jan. 22—Basketball, Little Chute, there.
- Jan. 29—Basketball, St. Norbert's, here.
- Feb. 3—Basketball, West De Pere, there.
- Feb. 12—Educational movies at 2:45 and 7:15.
- Feb. 17—Basketball game, Seymour, there.



DID YOU KNOW THAT—

1. Red Liss and Mr. Olson went deer hunting and came back with the "bacon"?
2. Alton White came back to visit us?
3. Our library has many new books?
4. We purchased over \$300 worth of popular band instruments through our Activity Account?
5. James Christensen, Dorothy Humecki, Eleanor Brylski, and Loretta Zablocki received a straight "A" on their report cards the last six weeks?
6. The Girls' Glee Club is going to sing Christmas Carols?
7. The teachers were generous last year and gave each one a bag of candy, last Christmas. How about 1936?
8. Lawrence Matuszak was once a small boy?
9. That there is a lot of fine co-operation and good spirit this year?
10. You can win \$4 if you attend the basketball game, December 15?
11. Celest Parins and Jane Brookhyser transferred from Green Bay to the Pulaski High School?
12. Chester Wielgus is going to be a tailor, deluxe?
13. Harry Adamski cries because he cannot play football for P. H. S.?
14. Chet Majewski is the latest edition to the cheer leading section?
15. Some students went to the wedding the day before Thanksgiving?
16. Wanda Malcheski is a fine business manager?
17. Vernon Leeman comes to us from Mountain and Arabelle Jensen from Bondue L?



Basketball Highlights

The Pulaski High School basketball team has a record of four wins in four games and expects to keep on winning. Although the team was hit hard by graduation, Coach Preboski has rounded out a formidable team.

Lucian and Arthur Gajewski are the two regular guards and have their positions cinched. Edward Malcheski, Leonard Blochowiak and Johnny Adasiewicz all engaged in a fight for the forward positions. The center post is held down by Richard Liss, but he is being given a real fight by Julius Dombrowski and Edward Kizior, both Freshmen.

The team works out regularly every night. They have been working on a short pass which will take some time to master, but are coming along fine at present.

Greetings of the Season

— from —

KUBIAK WOODWORK

Phone 07

Pulaski,

Wisconsin



Best Wishes!

**TRI-COUNTY
BARBER SHOP**

In the future, the team will face some tough competition, meeting the strong St. Norbert's team of De Pere, St. John's of Little Chute, and West De Pere High School. These schools are larger than Pulaski, but the local team is confident of victory.

The schedule is as follows:

December 11—St. Norbert's, there

December 15—Alumni, here

December 21—Seymour, here

Best Wishes from your Ford Dealer

The G. J. LEONHARD CO.

Pulaski

*Wishing you a very Merry Christmas
and A Happy New Year!*

WIELGUS CLOTHING STORE



for 1937

The Complete Car—Completely New

See them at

**JOHANNES
AUTO CO.**

PULASKI, WISCONSIN

Phone 72

We Greet You with Christmas Cheer

GOSKA HARDWARE

Pulaski



PULASKI STUDENTS and FACULTY

Pulaski Hi Entering Second Year of Physical Education and Recreational Work

This program under the supervision of Ray Marnocha has proven to be a very popular one with both the boys and the girls.

Much has been added to this year's program which will make it still more interesting. Games most popular so far have been softball, touch football, volleyball, basketball, dartball, table tennis and many other games of a less strenuous nature.

Leagues have been organized in all of these sports which makes the competition more interesting and exciting.

We look forward to a great year in physical education and recreational work.

Greetings from---

WIELGUS BAKERY

Pulaski

Best Wishes from

THE PULASKI HATCHERY

Phone 10

Leo Rozanski, Prop.

Greetings from

WENDZIKOWSKI BROS.

Quality Meats

PHONE 73

Pulaski

Season's Greetings from

DR. V. J. SHIPPY

PHYSICIAN and SURGEON

Phone 48

DR. Z. R. BRUSKY

Dentist

X-RAY DIAGNOSIS

Phone 38

Christmas Greetings

— from —

URBANEK'S DRUG STORE

Phone 55

Pulaski

Yuletide Greetings

J. P. PROKOPOVITZ

FUNERAL DIRECTOR

REMEMBER!

You, too, can get in on the Budget Saving Tailoring Plan for men and women. Come in and find out how—It's free! At

Phone 101

A. P. MONTIE

Pulaski

Compliments of

STANDARD SERVICE STATION

Season's Greetings

PULASKI STATE BANK

Pulaski, Wis.



CLUB TAVERN - Steve Kurowski, Prop.

Merry Christmas!

GAMBLE STORE

Pulaski

*Merry Christmas and A Happy
New Year!*

SEGALLS DEPARTMENT STORE

Pulaski, Wis.



Announcing...

The Opening of a New Lunch Room
Located Opposite Wendzikowski
Meats

ENTER---

The Lunch Room Naming Contest
The drawing will take place on
December 20, at 8:30 p. m.
Prize of \$1 in Cash

Hot Lunches Served At Noon---

Chili, Chop Suey, Chicken Booyah, Pie,
Rolls, Hamburgers, Hot Dogs,
Sandwiches and Coffee

Special Accommodations for School Students

Courteous - Efficient Service

JOS. ANDRZEJAK, Prop.

Candy, Ice Cream and Caramel Apples at All Times

NEW BASKETBALL SUITS—HURRAH!

After looking over the basketball equipment, the boys found the old suits in a rather poor condition. Two different suits were chosen, one was a bright gold and purple color and the other was royal blue and silver. A group of ten, made up of students and teachers, was selected to vote on the suits; and as a result the royal blue and silver suits were taken. The new suits seem to have brought new pep to the basketball men and to the whole student body.

Here, Rover, Here

"Yes," Mr. Olson explained, "quite a number of plants and flowers have the prefix 'dog.' For instance, the dog rose, and the dog violet are well known. Can you name another?"

"Please, Mr. Olson," Harry Nedwick called out, proud of his knowledge, "Collie-flowers!"

The Season's Greetings!

PEPLINSKI HARDWARE COMPANY

*"Better Hardware for
Less Money"*

Pulaski,

Wisconsin

Greetings from---

DR. J. R. GOGGINS
PHYSICIAN and SURGEON

This article, printed in this Fireman's Fund Record from May, 1946, showcases the drive of the townspeople and students to revive Pulaski after it had suffered a decrease in business following WWII. Motivated by Pulaski High School students, the community strived toward success by making improvements in industry, local proprietorships, as well as high school facilities in Pulaski.



TEAMWORK WINS AGAIN

A G.I. Joe went home on furlough to the little town of Pulaski, in northern Wisconsin, in the month of February 1944.

The home-folks didn't know it, but that visit was to be the turning point in Pulaski's history. Doomed were its carefree, easy-going days and outmoded methods of living and carrying on business. G.I. Joe walked around the place and his heart was heavy; grass grew in the streets; windows were boarded up; buildings were empty; paint was peeling, and the whole place was as silent as a ghost town.

A genial neighbor asked him the routine question: "Well, Joe, I guess you're planning on com-

If anybody wants to see with his own eyes the good old American pioneering spirit in action he has only to take a run over to Pulaski, northern Wisconsin, U. S. A. From a village definitely on the down grade in 1944 it has been transformed into a bustling, progressive community. And they have made only a mere beginning. Be sure to read this inspiring story of teamwork on the grand scale. For details we are indebted to Gene Wisniewski, proprietor of Gene's Drug Store, and our own Wisconsin State Agent, H. L. Mauritsen.

ing back to the old town when you get out of the service?"

"What?" growled Joe, bluntly. "Come back here? To this? What is there to come back to? Not on your life! I'm going to some place that knows it's alive—unless some drastic changes are made before I get out of the army."

The genial friend was shocked. He was so upset he went next door to talk it over. He talked to one neighbor after another. Word got around. They were not offended at Joe; they were honest enough to admit that he was right.

Pulaski had 425 sons and daughters in the armed forces and it was an awful thought that the entire 425 might come back one day and view the old home town with the eyes of G.I. Joe. Something must be done; "drastic changes" Joe had said.

So they took stock of what the town had to offer a returning serviceman; one small millworking plant, one canning factory, one toy factory, one cheese plant. That was practically all; no park, no playground, no recreational facilities of any kind.

Only teamwork could solve a problem of this size, so a town meeting was called. Out of it emerged a newly-formed chamber of commerce whose first task was to appoint a co-operative postwar planning committee made up of a farmer, two businessmen, a teacher, a manufacturer, a banker, one plain John

Citizen and a member of the clergy. The committee received definite instructions to plan post-war jobs from scratch and follow all plans with quick action. In addition, the meeting decided on an immediate paint-up, clean-up, build-up campaign.

There wasn't much money in the new chamber of commerce's treasury but the planning committee dipped its fingers into the kitty for \$58 to cover the cost of advertising in nearby city newspapers inviting new industries to Pulaski. They had plenty of replies. One concern offered to come in and manufacture children's shoes, with the aid of local labor, if the town had a factory building large enough. It hadn't.

So the townsfolk formed their own corporation; the citizens chipped in and bought shares totalling \$35,000 for the construction of a new factory building 60 x 200 feet. Work started November 1, 1945, was completed January 19, 1946, with machinery installed and in operation February 1. Resulting job opportunities: between 150 and 200 people.

The existing small cheese factory is to be replaced by a new \$100,000 processing plant and warehouse. Construction starts this spring, and jobs for another thirty-five or fifty people will be created.

The Pulaski Chase Co-operative—largest co-operative in Wisconsin—will build a farm machinery repair shed and display room this summer. This will create ten or fifteen more jobs.

A civic improvement commit-

Are Americans about to return to bondage? Congressman John Phillips of Banning, California, recently cited a formula covering the cycles of human history. It is worth repeating, since it shows graphically how far the American people have suffered their traditional liberties to be put in jeopardy.

1. Human beings progress from bondage to spiritual faith.
2. From spiritual faith to courage.
3. From courage to freedom.
4. From freedom to some measure of physical abundance.
5. From abundance to selfishness.
6. From selfishness to complacency.
7. From complacency to apathy.
8. From apathy to fear.
9. From fear to dependency.
10. From dependency back to bondage.—*Ralph H. Taylor.*

tee brought before the village board, via the petition route, a long and bitterly contested sewer and water project which had been defeated twice at the polls. Every family was contacted, and at a special election in December the measure was voted 6-1. This is important from an insurance angle, as it lowers the town classification and the whole town benefits through reduced insurance costs. From the standpoint of insurance underwriters better risks are automatically created.

This civic improvement committee also asked the village board for an appropriation in the 1946 budget for a public playground and swimming pool. They got it. From the Chicago and

(Continued on page 19)

TEAMWORK

(Continued from page 5)

Northwestern Railway Company they leased enough land for a second public park.

Then a piece of land was leveled off to serve as a landing field for an airport.

In the business section of town a parking area was put in for public use.

Systematic rubbish collections were instituted.

Existing bus service was improved and a new line added.

Through the Postal Department at Washington, D. C., better mail service was secured for the community. Prospects look good for a new \$85,000 post office building to be erected as soon as federal funds become available for such construction purposes.

The millwork place is expanding to three times its former size. A hardware dealer is planning a new display room and repair shop. The bowling alley proprietor is contracting for six additional alleys. Already opened for business are a new bakery, a repair garage, a furniture store and an electrical appliance shop. A local lumber dealer will build five new homes a year for five years. A new bank building is in the offing. Plans are under way to link up highways 32 and 141 to provide a shorter route to Green Bay. A Christmas 1946 program for decorating the village is being discussed as a project by the high school pupils.

Their high school has become the pride and joy of the whole

community. In 1938 there were 127 students and four teachers; this village of 979 population in 1940 (1,246 in November 1945) has today a high school enrollment of 375 and a staff of fourteen teachers. Extra space has been added to the main school building. A new shop, 550 x 100 feet, to be used as a classroom and laboratory offering a wide variety of shop courses, is being built by the students themselves. The school authorities figured that if they could offer a good selection of courses, and give practical training to bring out a child's natural abilities and talents, and at the same time make it convenient for students to get to and from school, they would have all the enrollment they could handle. So they put in the equipment, bought four new school buses, and the enrollment followed. Best of all, the school is in a better financial position now than it has ever been, thanks to increased tuition revenues and increased state aid. Many of the students and their families have made Pulaski their trading center, to the benefit of business in general.

A survey taken among the 425 service men and women show that at least 285 out of the 325 who answered will come back to make their home in Pulaski. They are already coming home, some with newly-acquired families. They have something to look forward to, thanks to the healthy growl let out by a furloughing G.I. Joe and the fighting spirit of the citizens of Pulaski.

The joint effort of parents, teachers, students, and community figures to help rebuild Pulaski's community and economic status was recognized again in the March 1949 State publication, the Wisconsin Journal of Education. The article provided an insight on the value of learning projects outside the classroom. All ages within the community worked as a group and experienced the changes of the town as it grew.

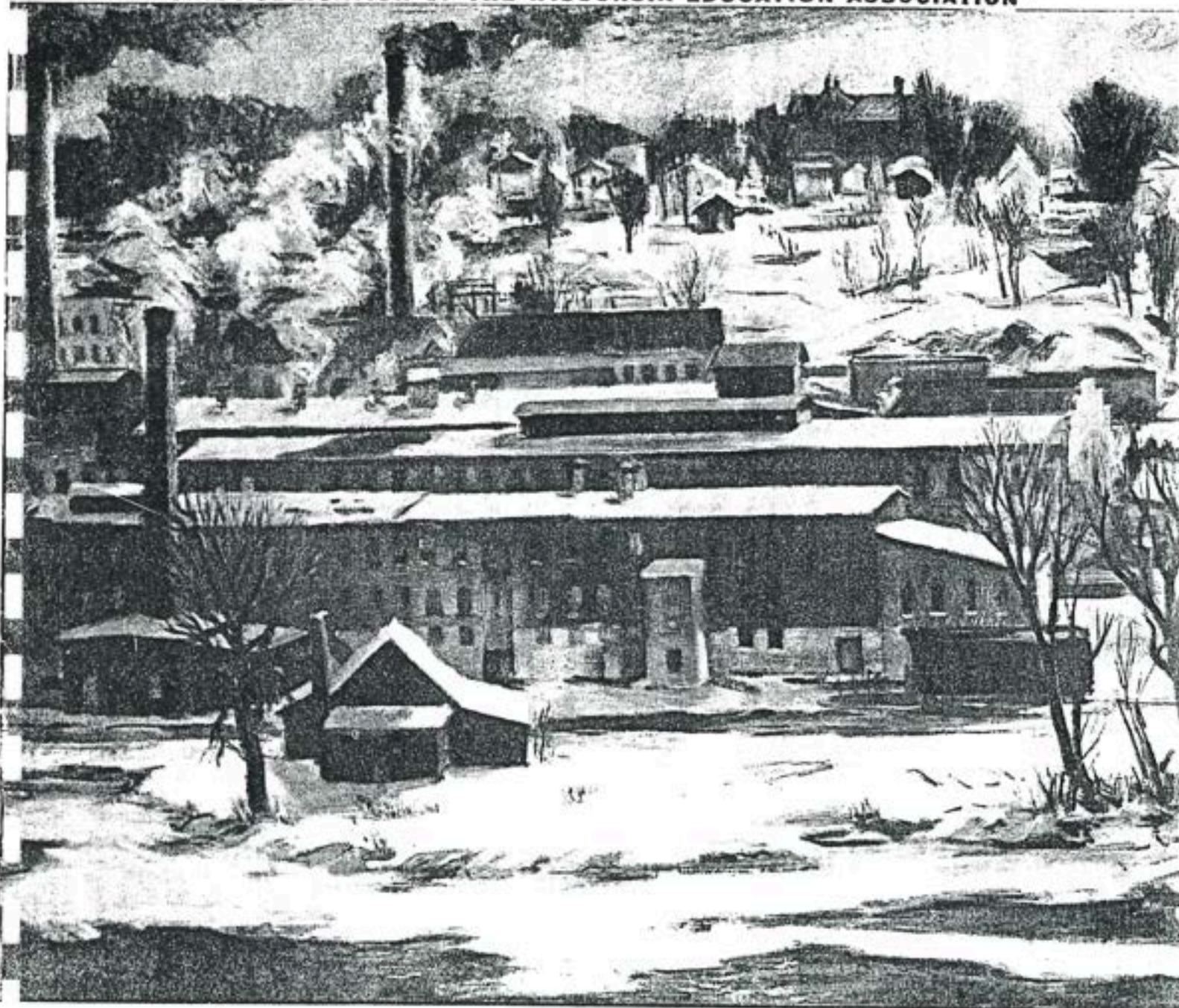
Wisconsin

JOURNAL OF EDUCATION



MARCH 1949

OFFICIAL PUBLICATION OF THE WISCONSIN EDUCATION ASSOCIATION



In this Issue: Teamwork in the Home Town • A Rural Viewpoint
for Rural Teachers • Pension Committee Policies • Contract
Reminder • What About Salaries • WEA Audit Report

Practical projects initiated by students and teachers of Pulaski High School have stirred the people to action. Just an ordinary rural town of Wisconsin, Pulaski has become an active community where citizens are proud and thrilled to play their chosen roles.



It is a place where real life experiences are met and studied, the community projects are planned and carried out.

Teamwork ... in the ... Home Town

MICHAEL KAZAR

*Two Rivers High School
Formerly a Teacher at Pulaski*

HOW can educational activities be carried on in a particular community? How can a school and community work together toward new goals? How can new purposes be created? How should activities undertaken be organized so as to best meet local conditions? These and other problems have been undertaken and met in a variety of interesting ways at Pulaski High School, Pulaski, Wisconsin. Ever since the school began studying its community and needs of its students, enrollment has jumped from less than 140 in 1935 to

nearly 375 at the present time. In 1935 a change of administration brought with it a change in educational services and program which were fashioned to meet the needs and interests of the community and its young folks. An important one of these changes was the introduction of new courses which eventually included agriculture, home economics, arts and crafts, and shop classes. This variety of courses satisfied many interests and diverse needs. The most important change, however, was the life-centered curriculum.

A Laboratory of Learning

School became a vital living thing for Pulaski students. It is a place where real life experiences are met and studied, community projects planned and carried out. All of these supplemented and complemented book learning so that group work services and skills afforded an opportunity to learn by doing, to think by thinking, and to recognize, evaluate, and solve real problems of all kinds. School was not confined to the classrooms. Surveys, excursions, work experiences, and bus trips became vital processes of learning. Problems were real

and recognizable since they were found in the area where the students lived. The boys taking agriculture tested and analyzed the soil on their father's farms.

This was followed up with constructive methods of improving the fertility of the land. The same was done when the boys inaugurated a milk testing program which today is one of the finest in the state.

With the help of the agriculture and home economics departments a community canning center became one of the most popular projects in Pulaski during the war. The school took the lead in securing the equipment necessary to process and can the food. Hundreds of citizens in the community and surrounding area availed themselves of this wonderful opportunity to process their harvest in an economical and convenient way.

Farm Classes

Farmers institutes are regular occurrences. These bring in agricultural experts in many fields who present programs which answer the needs of the local farmers. They are all-day affairs and bring capacity crowds into the high school gymnasium. Other agricultural services offered by the school include the large shops where farmers may come for evening classes or make use of the tools and machinery with which they repair their own equipment or build such projects as brooder houses and lime spreaders.

A class of 25 veterans is conducted weekly to study scientific agriculture and pursue shop trades. Classes for adult farmers and their wives are held during the winter months.



An important change was the introduction of new courses . . . crafts and shop.

School on Wheels

The four school busses which operate out of Pulaski are not used solely for the transportation of students to and from school. Educational trips that have taken students on occasion to Minneapolis, Madison, and Chicago are quite a part of regular classwork. Similar trips are constantly taken to surrounding areas where students learn first hand, the causes and effects of many kinds of problems. These problems become the basis for further inquiry.

Community Newspaper

Several years ago Pulaski found itself without benefit of a community paper. Students in the Senior English classes voiced their regret and discussed the possibilities of starting a community paper themselves. The teacher, in sympathy with this rather ambitious suggestion, suggested that they look into the matter. The principal was consulted and after receiving his approval and encouragement, the students organized the project. The result was the birth of the *Pulaski News*, an eight page community paper which is published weekly during the school year.

The English students see a real need for learning to write correctly as their articles make up the content of the paper. At present the *News* has a subscription list of nearly 2000. The book-keeping classes keep the books; the typing classes do the typing for the project. Some of the printing is done in the school print shop. The soliciting for subscriptions and ads, the mailing of the paper and other tasks involved offer excellent opportunity for business experience, meeting and conversing with people and with the writing of usable English.

Worth-While Projects

A social science class was studying the gravest problem of all one day. The population of Pulaski was slowly declining. Everyone agreed that a contributing factor was the migration of people to communities where work opportunities were greater. Someone wondered how many of the

boys who at that time were in the services would be coming back after the war. The students appointed a committee to draw up a questionnaire. Four hundred of these were sent out and 300 produced answers. Of these, 280 indicated that they would settle down in Pulaski if jobs were available. The students went to work writing articles in their paper to the effect that the community needs more industry. They said that rural industrialization would diversify and multiply job opportunities and provide a broader base for the economy of the area. They wrote articles on the qualities of a good community.

Soon they had the townspeople interested enough so that meetings were called. The last of these, which was held in the gymnasium, produced the results sought for because out of this meeting grew the planning committee. Out of the committee grew Pulaski Industries, Inc.

Needed Steady Jobs

The classes then conducted another survey. They found that the work offered in Pulaski was insufficient and of a seasonal nature. The first great need then, was for year round work. And most of all, the village wanted to see their young people stay in Pulaski. Pulaski Industries, the culmination of an idea born within a social science classroom, capitalized a few weeks later at \$35,000. This money was raised by energetic townspeople, farmers, school and church leaders.

The students helped with the publicity in their newspaper. Their aim was to aid local manufacturing, labor, business, and agriculture by building a factory. The factory today is a reality and employs 240 people, a large percentage of whom are Pulaski High School graduates. An additional half a million dollars pours into the community in factory pay-rolls. Good agriculture plus some industry means good business for a rural area. It also adds



Pulaski has a certain percentage of students that do go to college . . . although this group is relatively in the minority.

to the tax base for education and other public purposes.

Water Works

There had been a water works referendum four times. Each time it was decisively turned down. This time the science classes decided to make an inspectional survey of the wells in the community. Water samples were taken, sent into the health department at Madison and returns anxiously awaited. The result of this community research revealed the fact that over one half of the wells were not in the best of condition to promote good health. This was valuable data! The newspaper again went to work with revealing articles on the water and sanitation situation in the community. What would happen? The election was only a month away. Finally the day arrived. When the votes were tabulated the citizens, spurred on with the new Pulaski spirit and enthusiasm, voted in a water works and sewage projects by six to one. Today the project is complete and the community is enjoying health and sanitation conditions which only a short time ago were but a dream.

Students Build a Home

Pulaski, like every other community, was experiencing a housing shortage. Families were living in crowded apartments and flats. Here too, the industrial arts, arts and crafts, and shop classes pointed the way when

they built a five room bungalow. The boys did this in spite of the fact that an acute material shortage prevailed at the time. When the home was finished the students put on a public auction at which time the house was sold to the highest bidder. The building of the home required careful planning and study. Homes in the community were studied from the standpoint of economy of space and material without the sacrifice of beauty. The home is occupied today, a block from the school, a landmark to the leadership and know-how of Pulaski's young people. Yes, boys in shop classes learned to do things. They even partly constructed their own shop building.

Social, Recreational Needs

Interests lately have been focused on the recreational needs of the community. Again the school studied the needs of the community and has cooperated with such agencies as the Community Chest and the Chamber of Commerce to put across a fine recreational program. The village board was contacted about the "old fair grounds." Today the grounds have been cleaned of stones, seeded, and plotted. A lighting system was installed for a football and softball field. Plans are now in store for an area for

the communities children with a full time recreational director in charge. High school students are again leading the way.

The school also has a very active Student Council and a wide and varied work experience program for many of its junior and senior students. Movies and outside speakers supplement regular methods of instruction.

Here is a community where the students, making banner stories out of the village tax rate or the water works referendum for its newspaper, studying local needs and problems in their classes, applying vocational skills to bettering their own homes and lives have found new roots in their community. Others have gone on to college. Let not the reader suppose that their needs are not met. Pulaski has a certain percentage that do go to college although, just as in other communities, this group is relatively in the minority. That their needs have been met too, however, can be indicated by the number who today are teachers, lawyers, doctors, engineers, and successful businessmen.

Teachers as well as students take part in community affairs. Teachers serve as members of the Village Board, as Community Chest officers, church trustees, Chamber of Commerce directors

and similar positions of leadership and community work.

High school classes freely discuss and study problems such as rural school reorganization, local work opportunities, needs for recreation, community health, and local government. After study and discussion, they actually do something about them. The work of the school and the work of the community are the same. Education then becomes meaningful and alive to the students when they learn how and why we work and live together in actual democratic life situations.

WEA Retirement Committee Statement

THE WEA Committee on Retirement has endorsed the following statement for publication in the *Journal*.

One of the problems brought to the committee and association officers is the low payments to numerous present annuitants. The cost of living has imposed admitted hardships upon them. Their plight is recognized. They request that their annuities be increased. The situation and a possible solution has had repeated consideration of the WEA Committee, the Actuary, and Retirement officials. According to expert and legal opinion increased payments cannot be made out of the retirement funds since the fund is the aggregate of obligations to present members and annuitants. There is agreement that relief to hard pressed annuitants can only be granted through special legislation and a special appropriation apart from the retirement system funds. The problem has been discussed with several legislators. Its solution is not simple. Many factors operate. It is known that some annuities are low because at the time of retirement personal deposits were withdrawn. The WEA will work with legislators in an attempt to secure some alleviation of the distress of former teachers.

Editor's Note: Your attention is called to the Report of the Joint Survey Committee on Retirement Systems found on page 8 which lists the guiding principles adopted by the Committee.



Classes for adult farmers and their wives are held during the winter months.

The story of the Pulaski students' endeavor to bring new industry into their war-stricken town was expressed by Principal Joswick in his article printed in the NEA Journal. Joswick honors his students for the role they played in Pulaski's reconstruction and updates the success and growth of the town at the time of this publication in December, 1949.

NEA JOURNAL

December
1949



A TYPICAL GI Joe came back to his hometown of Pulaski, Wisconsin, on a furlough. A genial neighbor asked him the routine question: "Well, Joe, I guess you plan on coming back to the old town when you get out of the service?"

"I should say not!" he growled. "Come back to *what*? I'm not coming back to a place that allows grass to grow in the streets. I'm going to some place that's *alive*, a place where I can get a job and raise a family—unless some drastic changes are made here and some jobs available!"

Joe's reaction should not have been so surprising as it seems to have been to his casual inquirer. For at least a dozen years, the young people of Pulaski have been confronted habitually by the problems of postschool employment and living conditions.

"What do we do after highschool graduation?" they ask. "Where can we find a job? Do we have to leave our home environment for the large cities with their already overcrowded conditions?"

Pulaski's Problem

Pulaski is a small town of about 1100 people, located in northeastern Wisconsin. It is surrounded by fairly good dairy and diversified farms. Its main street depends chiefly upon the trade of the surrounding area covering a radius of about 12 miles.

Like many Wisconsin rural towns, Pulaski has not grown much within the past 30 years. Its highschool enrolls about 350 pupils, of whom some 300 come from the surrounding farm areas.

A survey taken by the social-science class in 1944 showed that about 150 young people left the community every year. They wandered away to

Chicago, Milwaukee, and Detroit, or to the western states. Thus, what could have amounted to an increase in population has drifted to the cities and West Coast, where work opportunities were more plentiful.

A little simple arithmetic convinced the social-science classes as well as the local businessmen, taxpayers, and the general population that no community can continue to grow and prosper when the cream of its population leaves after highschool graduation.

At the rate of \$10,000 per person, the community of Pulaski was losing \$1,500,000 of its most valuable assets each year.

To provide for community improvements—such as recreation, sanitation, and conveniences that make for a better life—more tax money was needed. To get more money, the tax base would have to be enlarged. More money would come if we had more business places, more new homes, and more factories. These would come naturally if there were more activity, more production, and more young folks in town.

Community problems were present—plenty of them—apathy, the dead hand of tradition, lack of vision, vested interests that didn't want competition, lack of capital. How could we solve such problems? This was the theme of the discussions in highschool classes as well as of adult committees of many gatherings. To crystallize the opinions and evolve some plan for procedure was the next big job.

The Highschool's Role

The highschool is an important factor in Pulaski. It is used by nearly everyone for town meetings, recreation, and adult night classes. It be-

They Wanted In Their

came the center of activities of various types relating to the problem under discussion.

The only newspaper in the village is the *Pulaski News*, which has been issued and edited by the senior journalism students since 1942. This newspaper was used to disseminate information and present the facts regarding the situation to the people of the area. Publicity was given to the facts revealed in questionnaires and surveys conducted by the highschool classes. The lack of work opportunities was continually emphasized by the young editors.

Community Planning

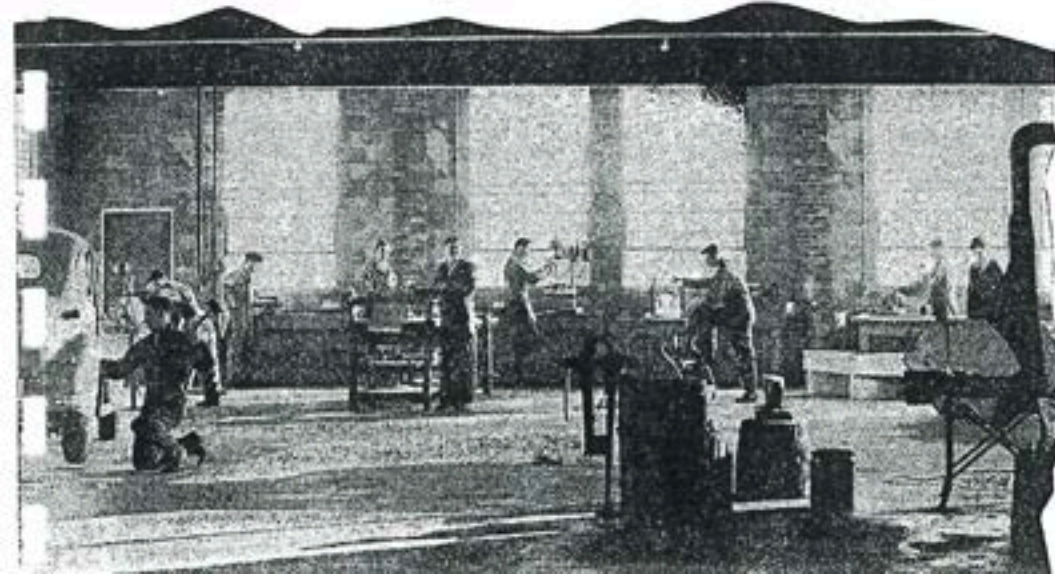
When the townspeople were sufficiently interested, meetings were called and the problem discussed on a communitywide basis. Again, teachers and students participated in the discussions. The local chamber of commerce took the initiative of appropriating \$60 for the expenses and advertising. It also formed a planning committee to hear ideas on the solution of local problems.

After some publicity, many speeches, and various democratic discussions among the farmers, church leaders, school people, businessmen, and laborers, the planning committee was authorized to invite new industries and to organize a corporation called Pulaski Industries.

The chief aim was to help agriculture, business, and labor of the community. After much discussion of possibilities and the problems involved, Pulaski Industries was incorporated at \$35,000. A total of 220 people invested in shares of stock at \$100 each in the organization. No one was allowed to invest more than \$1000. The investment was to bring three percent interest and, the money was to be used for the purpose of constructing a building to induce a factory to locate at Pulaski and use local labor.

◀ The highschool shop—another result of new businesses in Pulaski.

NEA JOURNAL—December 1949



To Work Hometown

FRANK X. JOSWICK

Principal
Pulaski Highschool
Pulaski, Wisconsin

The planning committee advertised in large city newspapers and magazines. It received 38 replies. Only three of these were considered responsible enough to investigate further. A contract was finally drawn up with three young prospective shoe manufacturers who were given special inducement to locate in the village and occupy the new Pulaski Industries building at a low annual rental. The factory now employs 240 persons, many of whom are our graduates.

The new factory, with its payroll of nearly \$500,000 a year, stimulated many civic improvements and gave impetus to other industries. The village now provides work opportunities in a woodworking plant, a canning factory, cheese plant, and pickle company. An average of 30 new homes are being built every year. New business places are springing up, and more and more direct or indirect job opportunities are appearing.

Pulaski Today

Today, the village boasts one of the largest farmer cooperatives in Wisconsin and the largest hardware and farm supply store in 12 counties. The community airport, a movie theater, a new furniture store, and other businesses have been opened.

The tax base has risen to over \$2,000,000. This makes possible many civic improvements. The water system was voted in by six to one. A new community-owned 20-acre recreation field, with lights, is being developed. Funds for a new gym, to be 84 feet wide and 134 feet long, were voted at the last annual school meeting. The highschool has added new agriculture and home-economics departments, as well as new shop facilities [built by the highschool boys] that cover over 14,000 square feet.

"We want to stay in Pulaski—if we can have regular jobs," said the young people of a rural village in Wisconsin. How the schools led the campaign for greater employment opportunities should interest every community.

It is impossible to measure the full amount of Pulaski's growth. It is equally impossible to attribute that growth to any one factor. Altho the highschool with its classes, discussions, group surveys, and newspaper did much to stimulate consideration of the problem, teamwork was the keynote of the new hometown spirit. The school, the chamber of commerce, the village board, farm organizations, church leaders, students, and farmers all displayed an unusual interest once they became fully aware of the exodus of youth and the consequent economic, social, and moral loss.

The most important result is that highschool graduates and ex-service-men are now beginning to look forward to remaining in their hometown where new and better opportunities are constantly appearing.

We try not to be selfish in our efforts to keep our young people with us. School and community guidance services inform our highschool graduates of opportunities elsewhere for those who may not be able to develop

their best selves in their hometown.

However, the research of the community and the local highschool is confirmed by that of sociologists, economists, and others who assert that the small town is the place where democracy is at its best and where most young people can attain security, participation, and a sense of belonging with the least difficulty.

Many of Pulaski's young people who work in Pulaski business places and factories live on the farm and are less affected by strikes, lay-offs, and consequent lack of food, clothing, and shelter than are their urban fellow workers. Most people living and working here are property owners. Many are at least partially self-employed during spare hours. They are independent individuals who have the American spirit and a sense of responsibility. By education, cooperative effort, and the pooling of interests and capital, they can find a way of solving their own problems.

It takes effort and unselfish devotion on the part of leaders to break tradition, promote new ideas, organize capital, do the necessary research, and eventually materialize some worthwhile and tangible results—but it is worth the effort. We want our young people to stay with us and help build a finer Pulaski. With adequate job opportunities, they are doing so.

● A Visitor Sees the Pulaski School

THERE is nothing unusual about the school—just a plain brick building, somewhat mellowed by the years, with the usual cluster of buses parked near the shop doorway in the rear. Boys and girls in sweaters, slacks, and saddle shoes pass down the hall; teachers move quietly about the classrooms.

In the midst of these familiar scenes, one asks, "What is it that makes this the kind of school that hundreds of communities would like to have?" It is not the building. It is not the principal, not the teachers—not even the pupils themselves. *It is all of them working together. It is the things they do and the way they do them.*

> The senior class assuming responsibility for the community-chest drive.

> The community weekly newspaper published by the school.

> A farm shop built by the vocational-agriculture class.

> A family living comfortably in a five-room bungalow built by the manual-arts class to help relieve the housing shortage.

> A group of businessmen and farmers meeting with the teachers in the school cafeteria at a weekly luncheon served by the homemaking girls.

> Students in the art room crating their paintings to be shipped to the state capital for a rural art exhibit.

To the students and teachers in this school, their work is commonplace. It is only what needs to be done and each is merely trying to do his part. In some surprise, a senior girl asks, "Is this unusual?"

—SHIRLEY COOPER, assistant secretary, American Association of School Administrators.

Further perception of the town's progress in combination with the Pulaski News was offered by the newspaper's Faculty Advisor, Arthur Watermolen, in the October 1951 edition of Schools and Better Living. He outlines the origin of the town newspaper, issuing credit to the first advisor, Principal Frank X. Joswick, as well as the source of funds supporting the paper. He also provides an interesting aspect of the performance of the Pulaski News and its hard-working staff in the community.

SCHOOLS AND BETTER LIVING

OCTOBER 1951



IN THIS ISSUE:

The Pulaski News

A Mohawk Indian School

"Just Give Him His Own Chickens"

THE PULASKI NEWS

By ARTHUR WATERMOLEN, *Faculty Advisor,
Pulaski News, Pulaski, Wisconsin.*

THE *Pulaski News*, of Pulaski, Wisconsin, was first published in August, 1942. It was the outgrowth of the *Pulaski High News*, the official school paper, which was started in 1937. From this very humble beginning, the four-page high school paper with a circulation of only high school students grew into a community paper averaging twelve pages and with over 2,000 subscribers. It serves the entire Pulaski community.

The need for such a paper had long been evident. The *Green Bay Press Gazette*, published eighteen miles to the south, has less than 500 subscribers in our trading area. Another paper, the *Shawano Evening Leader*, comes from eighteen miles north of us and has fewer than 200 subscribers in the Pulaski area. Both of these papers are primarily concerned with their own communities and cannot adequately serve and inform the people of Pulaski about their community problems and issues.

The *Pulaski News* is published every second Thursday except during June and July and the subscription price is \$1.00 per year. Until a year ago the paper was written by the Senior English classes. Since then it has been written by a journalism class under the faculty direction of Arthur Watermolen.

In organizing the paper it is important that each student of the journalism class should have a definite assignment for each issue. To this end the class elects department heads responsible for gathering and writing the news, soliciting the ads, and making sure the paper is self-supporting.

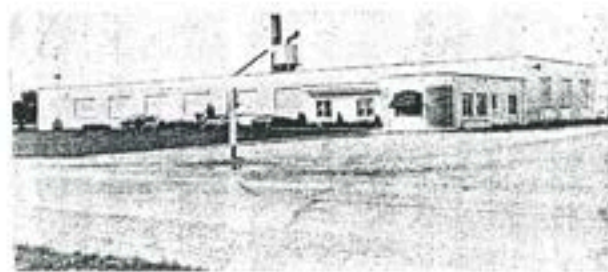
Advertising rates are low, fifty cents per column inch for nationally advertised products, thirty-five cents per column inch for locally advertised products, and four cents per word for classified ads. No liquor or tobacco ads are accepted. So far, paid advertising has managed to pay the cost of printing the paper, which is done by the *Shawano Evening Leader*.

HOW A HIGH SCHOOL PAPER BECAME A COMMUNITY PAPER THAT HELPED CHANGE THE TOWN

In addition to publishing school and local news our five-column sixteen-inch newspaper has taken definite stands on many community issues and has helped promote many worthwhile village and community projects.

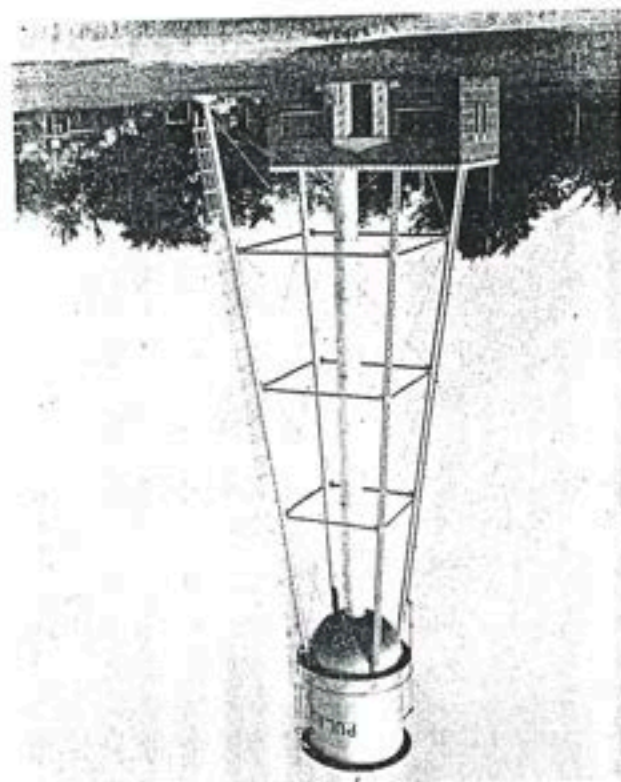
Perhaps the most important of all the projects backed by the *Pulaski News* was the promotion of a community-owned building to be rented at a very low cost to an industry. During the last year of the war the social science class was studying the problems presented by the slowly declining population of the Pulaski community. As a part of the study a questionnaire was drawn up and sent out to servicemen and people in the community to find out how many men and women would be available to work if jobs were provided. Of the 400 questionnaires sent out about 300 produced answers. In these, 280 people indicated they would settle down and remain in Pulaski if jobs were available.

The students then went to work writing articles in their paper to the effect that the community needed more industry. They wrote editorials stating, for example, that "rural industrialization would



diversify and multiply job opportunities and provide a broader base for the economy of the area." It was not long before the townspeople were interested enough to call meetings to discuss the idea. The last of these meetings, held in the old gymnasium, produced the results sought for.

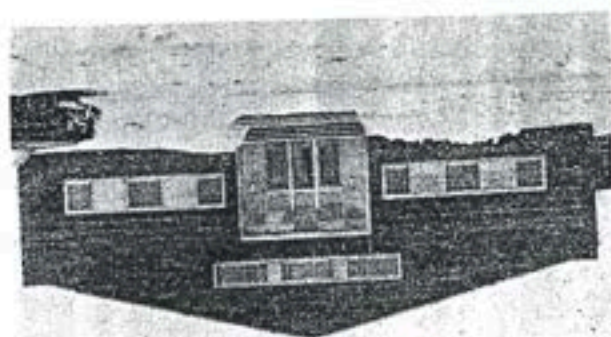
Out of this meeting came the plan for Pulaski Industries, Inc., capitalized at \$35,000. The money



People are beginning to become more and more aware that community support for a project must be based on community understanding. Our sewer and water project provides an excellent example.

It was built at a saving of \$50,000 by using local labor and by having High School Principal F. X. Joswick act as contractor. The building contains a regulation sized basketball court and can seat 2,000 spectators at basketball games. There is a huge stage, with a large band room back-stage and show-bands and storage space underneath the stage and band room. It is the largest and most beautiful high school gymnasium-auditorium north of Milwaukee.

Among the more recent projects pushed by the *Pulaski News* was the new \$120,000 gymnasium-auditorium dedicated last March. As might be expected this project did not come about overnight. It was the result of ten years of hint dropping at meetings and graduation exercises, and of the gradual increase in community interest aroused — quite effectively as it turned out — by articles written for the *News* by students and teachers which gave convincing evidence of the need for the new building.



a rural area.

culture plus some industry means good business for tired farmers have gone back to work. Good agriculture long-needed machinery, and even a few improvements in their homes, many farmers have pursued in the evening. Many townspeople have made in on Saturdays when the stores remain open until nine truly a busy place during shopping hours, especially The factory is one of the reasons why Pulaski is

yearly in factory payrolls into the Pulaski community. operation, pouring an additional half million dollars constructed and the Northern Shoe Factory began ers, school and church leaders. The building was was quickly raised by energetic townspeople, farm-

In addition to such special projects as those described the *Pulaski News* gives regular and effective support to financial drives for the Community Chest, the Red Cross, the Cancer Drive and the Boy and Girl Scouts. It is a school-community newspaper that has learned how to fill a need and become a respected and influential part of the community life.

With this information at hand the newspaper went to work with articles written by the students, editorials explaining the need for modern facilities, and interviews with doctors and prominent businessmen. The campaign went on for months. And when election finally rolled around again the citizens supported the sewage and water-works project by a vote of six to one.

After the fourth defeat the science classes at Pulaski High School were given permission to take samples from local wells and send them to the State Department of Health for testing. The tests showed that more than half the wells were not in the best condition to promote health. A few were condemned.

Four times this project was voted down by the people. They were accustomed to having their own wells and their own sanitary facilities and saw no pressing reason for change.

The article written by Advisor Arthur Watermolen was published in the Scholastic Express issue in March, 1952. Repeating the publication of the article served to be a reminder of the derivation of the Pulaski News and the continual time and effort exerted by the staff to relay current events to the community in an efficient and professional manner.

THE NATIONAL MAGAZINE FOR ALL STUDENT PUBLICATIONS

31ST YEAR OF PUBLICATION
MARCH, 1952

OFFICIAL ORGAN OF THE N.S.P.A. AND N.A.J.D.



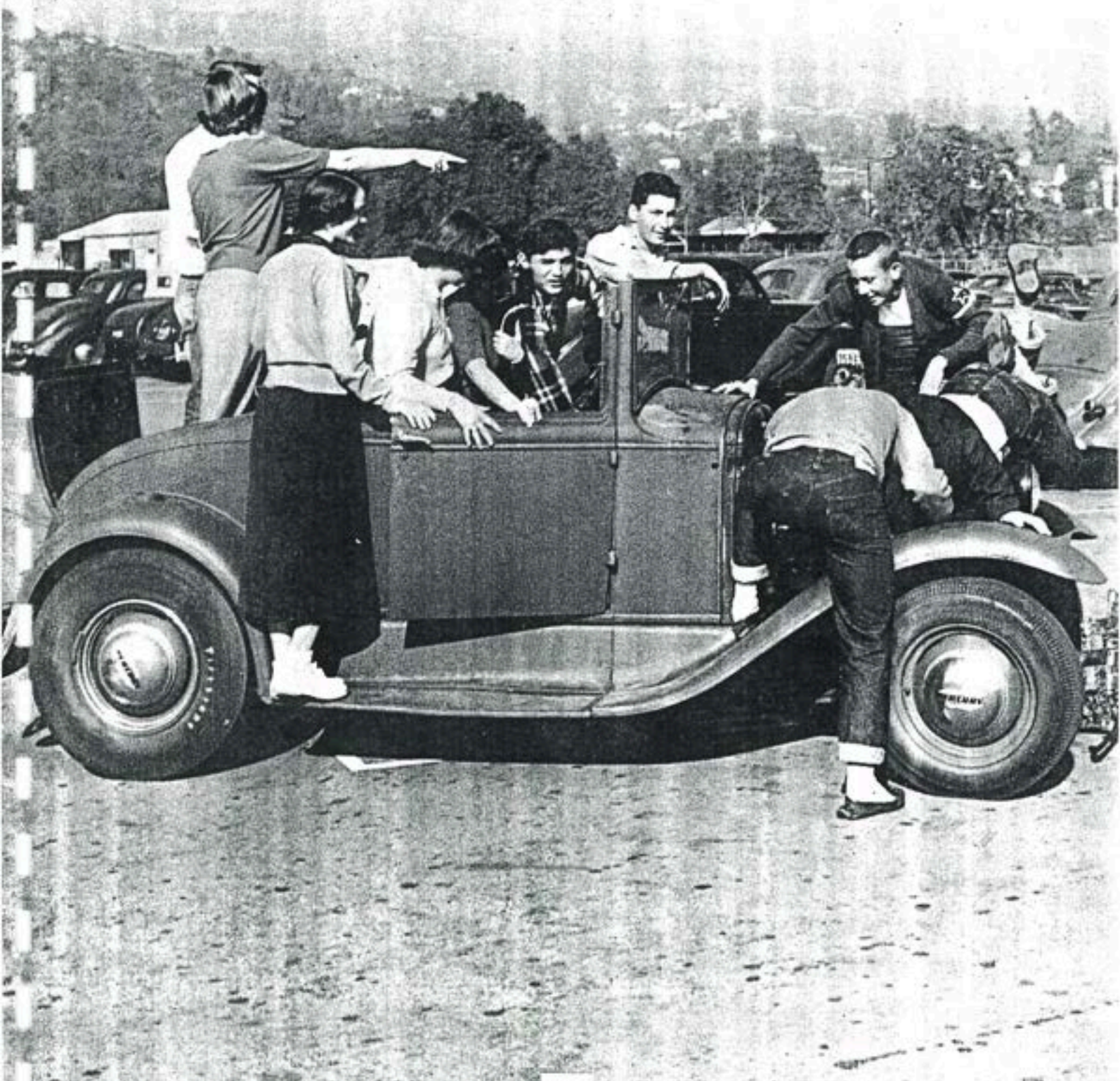
The social side of school is important too

Page 5

A Community Newspaper Emerges

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Page 5



From small beginnings . . .

A Community Newspaper Emerges

By

ARTHUR WATERMOLEN

The *Pulaski News*, of Pulaski, Wisconsin, population 1300, was first published in August, 1942. It was the outgrowth of the *Pulaski High News*, the official school paper, which was started in 1937. From this very humble beginning, the four-page high school paper with a circulation of only high school students grew into a community paper averaging twelve pages and with over 2,000 subscribers. It serves the entire Pulaski community.

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In organizing the paper it was important that each student of the journalism class have a definite assignment for each issue. To this end the class elected department heads responsible for gathering and writing the news, soliciting the ads, and making sure the paper was self-supporting.

Advertising rates are low, fifty cents per column inch for nationally advertised products, thirty-five cents per column inch for locally advertised products, and four cents per word for classified ads. No liquor or tobacco ads are accepted. So far, paid advertising has managed to pay the cost of printing the paper, which is done in Shawano.

In addition to publishing school and local news, our five-column sixteen-inch newspaper has taken definite stands on many community issues and has helped promote many worthwhile village and community projects.

ON THE COVER—The 3:30 coke date at "The Corner" has become a regular part of the day's schedule in all quarters of the teen-age world. The 1951 Nautilus reflects it in Lafayette, Indiana.

OPPOSITE—Another facet, the hot-rod Model A dressed up with Mercury hub caps, complete with 10 passengers. Plate is from the Monrovia of Monrovia, California.

Perhaps the most important of all the projects backed by the *Pulaski News* was the promotion of a community-owned building to be rented at low cost to an industry. During the last year of the war the social science class was studying the problems presented by the slowly declining population of the Pulaski community. As a part of the study a questionnaire was drawn up and sent out to servicemen and people in the community to find out how many men and women would be available to work if jobs were provided. Of the 400 questionnaires sent out about 300 produced answers. In these, 280 people indicated they would settle and remain in Pulaski if jobs were available.

The students then went to work writing articles in their paper to the effect that the community needed more industry. They wrote editorials stating, for example, that "rural industrialization would diversify and multiply job opportunities and provide a broader base for the economy of the area." It was not long before the townspeople were interested enough to call meetings to discuss

the idea. The last of these meetings, held in the old gymnasium, produced the results sought for.

Out of this meeting came the plan for Pulaski Industries, Inc., capitalized at \$35,000. The money was quickly raised by energetic townspeople, farmers, school and church leaders. The building was constructed and the Northern Shoe Factory began operation, pouring an additional half million dollars yearly in factory payrolls into the Pulaski community.

Among the more recent projects pushed by the *Pulaski News* was the new \$120,000 gymnasium-auditorium dedicated last March. As might be expected, this project did not come about overnight. It was the result of ten years of hint-dropping at meetings and graduation exercises, and of the gradual increase in community interest aroused—quite effectively as it turned out—by articles written for the *News* by students and teachers, articles which gave convincing evidence of the need for the new building.

People are beginning to become more and more aware that community support for any project must be based on community understanding. Our sewer and water project provides an excellent example. Four times this project was voted down by the people. They were accustomed to having their own wells and their own sanitary facilities and saw no pressing reason for change.

After the fourth defeat the science classes at Pulaski High School were given permission to take samples from local wells and send them to the State Department of Health for testing. The tests showed that more than half the wells were not in the best condition to

continued on page 22

English Teachers . . .

continued from page 7

literary writing, but we will not make such an attempt here. This is not to say that the school paper ever shows true literary style. However, the school paper

under the direction of an English instructor often leans very directly toward English theme writing.

Now there is much more to journalism than merely writing. Is the English-trained instructor familiar with the laws regarding journalism and publications? Highly doubtful, and probably to the extent of the definition of the word libel. Does the English-trained teacher know enough about the various face types, including what types go well together? Does he know about the production of a newspaper? Does he feel at home in the backshop of a newspaper? What does the English classroom teacher know about advertising? These questions could continue on and on.

● NO, not anyone can teach journalism. If we are to have high school courses in journalism, let us get persons who are trained to teach it correctly. The "Ode to Spring" is quite all right in its place, but its place is not in

the school paper—at least not in every other column.

Community Paper...

continued from page 5

promote health. A few were condemned,

With this information at hand the newspaper went to work with articles written by the students, editorials explaining the need for modern facilities, and interviews with doctors and prominent businessmen. The campaign went on for months. And when election finally rolled around again, the citizens supported the sewage and water-works project by a vote of six to one.

In addition to such special projects as those described, the Pulaski News gives regular and effective support to financial drives for the Community Chest, the Red Cross, the Cancer Drive and the Boy and Girl Scouts. It is a school-community newspaper that has filled a need and become a respected and influential part of the community life.

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The movement of Pulaski High School students to support their community, in combination with motivation and guidance from Principal Joswick, was nationally recognized in this edition of Redbook from 1953. Students were credited in this article for the rebirth of Pulaski after the depression with projects including building a house, increasing agricultural experiments for the benefits of area farmers, and aiding the cause of local businesses.

Redbook*

The Magazine for YOUNG ADULTS



"To Love a Stranger"

Can the home-town girl win—if the boy next door is dazzled by a city beauty?

BY NORTON WEBER

THEY'RE GETTING AWAY WITH MURDER!

The shocking truth about our outmoded coroner system

37

WOMEN WHO CAN HURT YOU

How to protect yourself against these mischief-makers



With energy and enthusiasm, Pulaski youth, directed by Principal Frank Joswick, are revitalizing their community.



Springboard for young ideas, the weekly Pulaski News is written, printed and published for the whole community by high-school students.



Many new homes are springing up in Pulaski. Just to show it could be done, high-school students designed and completely built this house.

Faith Rebuilds a Town

A small Wisconsin community has been dramatically reborn because a high-school principal and his students believe in the future and in themselves

BY JOHN KORD LAGEMANN

PHOTOS BY HANS KNOPP-PIX

Ask a man how it feels to get up and walk after an illness that was expected to kill him, and he'll tell you, "It's great to be alive." That's how the whole community of Pulaski, Wisconsin, has felt ever since it literally opened its heart to youth and started using the fresh young blood that used to flow out to the cities.

Though the townsfolk didn't realize it at the time, the turning point came when a stocky young man named Frank Joswick took the most thankless job a dying community had to offer—that of high-school principal. The school was in worse shape than the town—in debt, out of repair and without adequate staff or equipment. Joswick didn't ask the town to rebuild the school. Instead, he set the school the job of rebuilding the town.

The results make you wonder if most communities, including perhaps your own, are getting nearly as much as they should out of their high-school systems. In twelve years Joswick's high-school youngsters have carried through projects which started a local home-building boom, brought in a new industry with a payroll of \$500,000 a year, doubled the volume of retail trade, made the town a healthier, happier place to live in, and, most important of all, turned education into an exciting, real-life experience. It started with a newspaper. The town's weekly had gone



Scientific agriculture is taught to the farm boys by their high-school teachers. Here, Emil Vandermouse (center) shows Don and Wayne Adler the appropriate spray for killing weeds in oats and hay.



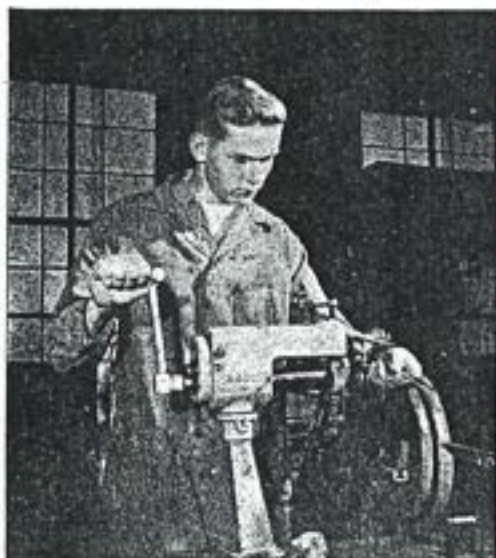
The fine points of raising this Duroc-Jersey pig are explained to Ron (left) and Marvin Heuser by teacher Vandermouse (center).



New industry was needed in Pulaski, so high-school students led a drive to buy land and build this factory for the Northern Shoe Company.



Community service is exemplified by the milk testing being done in the new school laboratory by Cliff Bodart and Bob Lawnicyak.



Students built and helped pay for this shop in which they repair farm machinery. Here, Donald Paulus is working a sheet-metal roller.

out of business during the early days of the depression. For local news the townsfolk still depended on the bulletin board hung up near the soda fountain in Wisniewski's drugstore. So Joswick assigned the senior English students to put together a model weekly.

"Here's the kind of news sheet this town needs," they told him proudly.

"Okay," he said. "How soon can you start it rolling?"

That was the beginning of the *Pulaski News*, an 8-page community weekly with a circulation of about 2,000. Most of the printing is done in the high-school print shop. English students handle the editorial and reporting side, commercial students keep the books and do the typing, and just about everybody solicits ads. The paper now clears about \$1,000 a year, which goes into the general fund. More important, it allows the students to probe beneath the surface of village life, gives them a springboard for getting their ideas for civic improvement across to the whole community.

Take the matter of water supply and sewage. Pulaski still depended on home wells, cesspools and privies. The townsfolk, fearing new taxes, had voted against water and sewage improvements in 8 successive referendums. "How do you want to pay for water?" the students asked. "In taxes or doctor bills?"

To clinch the argument they took water samples from home wells, sent them to the University of Wisconsin for analysis. The bacteria count was far too high for peace of mind. Money for the new waterworks and sewage-disposal plant was voted 6 to 1 at the next election.

"Live and learn" pretty much sums up both Joswick's educational methods and the town's reaction to them. To increase enrollment and get community backing he had to make the high school mean something in terms of better living—right there and then. The new principal put it up to the students: Why was their home town wasting away? What could be done to save it . . . "not just patch it up here and there," he told them, "but make it a place you'd rather live than anywhere else."

The youngsters in Joswick's social-science class (which included just about everybody in high school) started looking for the answers. What they found out about Pulaski is true of many a declining community. A checkup on high-school graduates and those who quit school after the legal age of 16 revealed that an average of 110 of the younger generation were leaving the area each year to seek jobs elsewhere. The students figured out that for every man or woman who left town, the taxpayers lost \$10,000 invested in his education.

"Next time you say 'Good-by, good luck' to a home-town boy," the students editorialized for *Continued*

Then to me, he added, "See that he doesn't move."

More than two hours later, I had finished reading all the books I had brought with me. The other buttercup had gone home, and no one was around to get more books for me. I was afraid to leave the boy alone, so I started reading the comic books I found inside the bed cabinet. I heard the dinner cart go by, but no one came into the room.

It was almost six o'clock when the head nurse discovered me still reading. "You here yet?" she began. "I thought you'd gone home long ago." She glanced up at the bottle. "Roddy's all through with his transfusion. See . . . there's nothing left up there."

"It's the first transfusion I've ever seen. I never thought to look," I replied stupidly.

"You'd better go home now. If you don't set a time and leave, you'll find you'll be here all night."

Her cool gray eyes intercepted my hesitant glance toward the boy. "Don't worry," she assured me. "He'll be all right. I only wanted you here to see that he didn't move during the transfusion."

I nodded and went to the bathroom to scrub. When I returned for my purse, the head nurse was in her office, so I sought out Roddy to say "good night." As I approached his room, screams reached out to meet me. I rushed to the bed, to see the boy's nostrils spouting blood, the red stain shaping a brutal rose on the sheets.

I ran down the corridor to the head nurse. "Roddy is bleeding very badly," I gasped, "and he's screaming."

Her professional calm fell like a cold shower on my agitation. "Thank you," she said. "I'll get the doctor."

"Could I help with something?" I asked timidly. "I'm really in no great hurry. Perhaps I could stay with him until you . . ."

She smiled. "You're not used to this, and you've had a tough day, but we'll take care of Roddy. You knock off and go home now."

She said "Thanks" again, and I knew she meant "Dismissed," as I made my way out of her office.

The boy's screams haunted me in the elevator and while I changed my clothes. The violet eyes disturbed me as I walked for blocks without direction. Finally a dismal drizzle drove me to the subway and home.

When I arrived home, I unrolled a smeared painting one little girl insisted she had painted for me . . . smeared because the drizzle had become a summer storm before I reached my door. And looking at the painting, I knew why, in my own limited way, I had been equal to whatever that day had brought me. I knew that a child's unspoken need had transcended physical infirmities; and I no longer would run away. Instead, I would be grateful to share my eyes with a boy who had none, and to offer my legs to a girl who could not walk. I would humbly accept the opportunity of holding a child in my lap, and of reading to another who asked for nothing more. And I knew, too, that no Picasso canvas would mean as much to me as did that one smeared painting done on the day I became a buttercup. . . . THE END



(Continued from page 56)

the benefit of their elders, "just remember you're saying good-bye to a new home he'll never build here, a family he'll never raise here, a lifetime income he'll never spend in this community."

During the war the Pulaski area had 425 men in service. To each the students sent a questionnaire: "Do you intend to come back here to live? . . . If not, why not?" Some 370 replied. Only a handful said they planned to come back permanently. One GI spoke for all the rest when he wrote back from Okinawa: "Why kid yourselves? We'll go where we can get jobs. What have you got to offer?"

Two small food-processing plants employed 200 in the summer, only 25 during the winter. Obviously the town needed a new industry to provide more jobs. With more and more village trade slipping away to near-by Green Bay and the mail-order houses—not to mention the local farmers' co-operative—Pulaski merchants were more interested in hanging on to what was left than in taking chances on new businesses.

Joswick had been warned from the start that the town wanted no "fancy notions" from its new high-school principal. "A shoemaker should stick to his last," they told him when he first tried to explain rural industrialization.

But when the kids came home from school they were busting with his ideas. In family discussions around the supper table in many a farm home, Joswick's "fancy notions" made sense. Machines had drastically cut the demand for farm labor. A farmer with five or six grown children needed no more than one or two to help him work the land. The average farm in this vicinity—about 80 acres—was hardly big enough to support a growing family, much less provide the boys with future employment.

Back in town, businessmen began to realize that a good part of the wages paid out by new industry would find its way into their cash registers. And, of course, everybody wanted to make room for those returning servicemen. Impromptu meetings sprang up everywhere—in the taverns, the drugstore, Legion Hall, the howling alley, the lobby of the Tri-County Hotel—and somehow Joswick was always on hand to answer questions.

"Looks like we sure enough got to have that new industry," they told him. "But what are we going to use for bait?"

The answer was Pulaski Industries, Inc., a community corporation which issued shares to raise \$35,000 for the sole purpose of building a plant for a new industry. Ads in the Chicago and Milwaukee papers had spurred the interest of two young businessmen who wanted a

site for a children's shoe factory. With Joswick elected president and the high-school student body acting as sales staff, the shares sold out quickly.

A month after it was formed, Pulaski Industries started building the plant on reclaimed swamp land. Since there was scarcely enough money to cover the cost of materials, the whole town pitched in—with the high-school principal setting the pace. In six months the building was ready and the Northern Shoe Company started production.

During the campaign the project's bitterest opponent tried to start a rumor that Joswick was benefiting financially. The townspeople laughed in his face. Joswick had just mortgaged his car so he could contribute his share of the capital. He paid off the debt the following summer by weighing beans in the canning factory.

All over the country big towns are getting bigger, small towns smaller. The upsurge of postwar prosperity has only speeded up the process by concentrating job opportunities in the cities. On the bus out of Green Bay, I sat beside a young man who makes a business of going from village to village signing up employees for industrial firms in Chicago and Milwaukee. "They pay me \$27 to \$30 for every worker I bring back alive." When he learned I was getting off at Pulaski, he said, "That's a hell of a town. You can't pry 'em loose for love nor money."

You understand why when you get a glimpse of new houses going up on every block. Young couples don't build their homes—big enough for the additional children who haven't yet arrived—unless they're figuring on staying for quite a while. Here is another development that traces back to Joswick's high school. It was only eight years ago that his social-science students came up with this jolting discovery: not one new home had been built in Pulaski since they were born! "Well," said Joswick, "what are we going to do about it?"

What they did about it was to design and build, entirely on their own, a modern, 6-room house complete with plumbing, electricity and oil burner. When the house was auctioned off, it was more fun than the 4th of July. The high-school band in full uniform led the parade down Main Street, and the football cheering section was there to encourage the bidders.

Nearly every year since then, Pulaski has built an average of 30 new homes.

The town had no outdoor recreational facilities when Joswick became principal. So the high school launched a project to clean up and relandscape the old fairgrounds, put in football and baseball fields, and install lighting facilities for night games.

Today you feel a youthful git-up-'n-go the moment you step into town. A song is coming from the lobby of the Tri-County Hotel, where students, teachers and businessmen have paused after lunch for an impromptu songfest around an upright piano. Out on the sunny side of Main Street a couple of pretty girls in high-school sweaters prance into view, twirling batons to get in a little extra practice as drum majorettes, on their way back to school. Growns and teen-

agers greet one another with easy familiarity.

"Can I help you, sir?" Enter any shop, and the chances are you'll be waited on by a grinning boy or girl who's getting "work experience" in local enterprises as a regular part of his high-school training.

A few summers ago, two of Frank Joswick's four children, Bob and Tom, went to the Boy Scout camp at Bear Paw Lake, where they made friends with some Chicago boys. "They were nice," said Bob, "but, boy, were they dumb. For instance, Bob and I knew all about Chicago, but they didn't even know where Pulaski was!"

Pulaski is still a tiny village—though it has grown these last seven years from 970 to more than 1,200—but to boys and girls who had grown up on near-by farms, it is the doorway to the great world beyond. During their four years here they meet teachers and lecturers from other parts of the country, learn new ways of dressing, eating, talking and thinking. In a theme for freshman English one year, a farm boy in all sincerity wrote: "This is the biggest, busiest, most highly developed town in this part of the Middle West!"

Joswick's basic reason for plunging the high school into community affairs is to give the youngsters a series of "life experiences" which test the theories they learn from textbooks, and to prepare them to move out into the adult world. In this kind of apprenticeship for maturity, the classroom comprises the whole

community. The student isn't asked merely to find and fit into a ready-made niche, but to carve out his own life role in free give-and-take with other individuals.

Joswick expects no less of his teachers. "These boys and girls can't learn from you," he tells them, "unless you take the trouble to learn about them and their families and their community." Teachers not only visit their students' homes, but under Joswick's prodding they also turn up at weddings, church socials, Legion dances and even the cattle auctions.

"The farm is still our basic source of livelihood," says Joswick, "and that's the way we like it." When he became principal, the high school offered only the standard academic subjects. For the girls Joswick started a home-economics course to teach them how to cook, sew, keep house, manage family budgets, and even bring up children. For the boys he started a course in scientific agriculture.

For agricultural experiments the high school rented a 40-acre tract where students were free to plant as they liked. The student farmers were allowed to pocket the money from their harvests. Farmers near Pulaski had no convenient way of testing their soil or their dairy herds. So Joswick's farm students set up one of the finest milk- and soil-testing laboratories in the state. When farm students did their "homework" in the fields, it paid off in bigger yields, more

income and a better standard of living.

Hard-working farmers used to complain that in trying to make their children use their heads the schools made them reluctant to use their hands. Now, when farm kids come home they have book-learning aplenty and something else, too—a metal stock feeder, an incubator or a greenhouse made in shop class, tables, chairs and kitchen cabinets made in industrial arts, curtains, rugs, lamps and pottery made in arts and crafts.

Soon their parents and neighbors started asking if they, too, couldn't go to school. For them, Joswick opened up night courses. While the men gathered in the gymnasium to discuss farming and listen to experts brought in as guest speakers, their wives were busy in the home-economics department. One of the women's first projects was a fully-equipped community canning center which every year conserves tons of food that would otherwise go to waste.

Out of the farm courses grew the demand for a machine and carpentry shop. "What's to prevent you from building your own?" Joswick asked his students. St. Mary's Church was about to bring in a contractor to tear down one of its own buildings on Main Street. Instead, the students did the job in return for half the lumber—enough to build their shop.

Within a year the broken-down farm machinery they rebuilt and put back to use in the shop had more than repaid the cost. Then the school board cheer-



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fully voted the money for a new plant complete with forges, welding equipment, bending jigs, cutting presses and power lathes. Out of \$10,000 allotted for labor costs, Joswick returned \$8,000—with the compliments of students who did most of the work themselves.

For the most part these are grandchildren of Polish families who saved enough, after a lifetime of toil in the Pennsylvania coal mines, to move westward to Wisconsin and hack out small farms in what was then a swampy wilderness. Hard work is still gospel among the people of these parts. Joswick, himself a Wisconsin farm boy of Polish extraction, gave them a high school that aroused their pioneering instincts.

Farm students, flocking in from beyond the three-mile radius of the Pulaski school district, have contributed \$52,000 a year in tuition fees paid by their counties. Because they make Pulaski the shopping center for their families, they're worth their weight in trade to local businessmen.

Counting a new gymnasium, a new athletic stadium, new books and equipment, Joswick has increased the value of the school's physical plant by more than a quarter of a million dollars. Yet the district's tax rate remains one of the lowest in the state.

Some towns boast how much their high schools are costing them. Pulaski can (and does) boast how much its high school has produced for the community. Thanks largely to high-school projects, employment has increased from 200 summer jobs and 25 winter jobs to 550 summer jobs and 380 winter jobs. Bank deposits have risen from \$750,000 to nearly three and a half million dollars.

"It's not a boom, exactly," Joswick tells you. "It's more of a bloom."

And what is a bloom?

"Well, sir, that's a boom with roots in the ground."

... THE END



(Continued from page 22)

at the club last year, but he had never had the pleasure of meeting her.

"Well . . . Lutie Kendall . . . Tom Braddock," said Libby, flapping one of her long, graceful hands between them. "I'll go see what Alan wants. You two try to make conversation."

"That shouldn't be difficult!" Tom said, with a laugh. But his eyes were serious as they fastened on Lutie's.

There was an awkward pause. Then he smiled and asked, "You just moved out for the summer?"

"No. We live here all year round. But this is only our second year here."

He stopped smiling and said simply, "I've been wondering about that since last Labor Day."

With deep mortification, Lutie knew she was blushing. "And where do you live?" she asked quickly, knowing that this was the most banal of comebacks.

"New York, mostly. Here for the summers. I was abroad last summer, so I didn't open the house."

And I've been wondering about that ever since last Labor Day! She smiled, wondering what he would think if he knew how long and dull the last summer had been until he had suddenly appeared with the Pendletons over the Labor Day week-end, and the summer had telescoped itself into three exciting days for her. They had first seen each other at the beach, and after that she'd been aware of him watching her everywhere: the tennis courts, the beach-club party, the

big Saturday-night dance. Being a new member, she had thought him a week-end guest, but Mary Holmes had pointed him out one afternoon at the club, saying his name was Tom Braddock, he had been a member for years, but ever since his divorce three years before, he hadn't spent much time in one place. And from Mary's tone, she had also gathered that Tom Braddock was quite a man.

She had seen him only that week-end, but she'd thought about him all winter, telling herself all the while that she was being almost fatuously adolescent. But now, up close, she knew she hadn't been. He radiated a strong masculine attraction that was almost overwhelming. He had ruddily tanned skin, pale sandy hair and keen light eyes with faint lines at the corners. He was very tall, so that standing next to her, his head was bent attentively as they talked.

As they continued on the safe topic of Places to Live, she was acutely aware of the picture they made together: for the first time since the party had begun, she thought about her husband, Jim. She glanced furtively at the corner of the room where he still sat at the table with Paula Durand, the Holmeses and the Drakes . . . the same dull group they had traveled with the last summer. He didn't notice her talking to Tom Braddock, for he was leaning forward telling one of his endless jokes, his thin face animated with humor, making everyone at the table smile at what he said. She was well aware that in their own little crowd Jim was considered quite a wit, and this annoyed her; she was willing to acknowledge a certain talent for puns and a special sort of dryness—but never wit. She looked at Nan Drake, convulsed with laughter, and shrugged. Then she realized that Paula Durand was the only one not listening to Jim, and that Paula was watching her with contemplative brown eyes. When their eyes met, Paula guiltily turned back to the table. Why, she's jealous that I'm talking to someone like Tom Braddock! thought Lutie.

"How about a refill?" asked Tom Braddock, taking her glass.

She smiled prettily, saying that a refill sounded wonderful, and followed him up to the crowded bar where the Pendletons, Crosleys and Keefers were having a wonderful time together as they always did. The holy Inner Circle. The group everyone in the club wanted to join.

Tom Braddock introduced her, and because she was with him, they were very interested and friendly. They found her a seat, and Tom Braddock got her a drink, and suddenly she was part of the group. Tom stood very close, occasionally touching her arm or putting a hand on her back as he reached over to one of the ashtrays on the bar. She wasn't aware of time passing, but gradually noticed that everyone was calling her Lutie, and that she was calling them all by first names. She was having such a wonderful time that she didn't realize she had spent all of the party in the bar, until suddenly she saw Jim standing in the doorway. Tom Braddock saw him, too, for he took his hand off her arm.

"Lutie," said Jim quietly, coming



The prosperity of the community newspaper produced by students at Pulaski High School received national attention in an article published in the feature section, "Good Citizens at Work" in World Weekly, September, 1958. The article focuses on the specialization of each student's role, from conducting biology experiments for area farmers, to providing bookkeeping expertise for the financial success of the Pulaski News. The students, by providing various aspects of community news, were able to produce an excellent blend of features for their newspaper as they do today.

WorldWeek

SEPTEMBER 12, 1958 • VOLUME 33, NUMBER 1 • A SCHOLASTIC MAGAZINE

Unit on FRANCE

France's Premier Charles de Gaulle
(See Newsmakers)

UPI photo

"IF I WERE 16 TODAY..."

What will you be doing
20 years from now?

See page 6.



World Week photos by Jim Hansen
IT PAYS TO ADVERTISE: Pulaski News Editor Tom Kazenbach (left) shows an ad layout to a local businessman.

EVER HEAR of a town without a newspaper? Well, that used to be the plight of Pulaski, Wisconsin (pop. 1000). During the Great Depression in the 1930's, the town's only paper went out of business. And no one started another one.

Important public notices were tacked on a bulletin board in a drug-store. That was the main source of local news. Some people bought newspapers from nearby towns. But these papers published little about Pulaski.

Then, in 1942, students at Pulaski High School decided that something had to be done. They were publishing a school paper. Why not turn it into a community newspaper? Thus the *Pulaski High News* became the *Pulaski News*.

This year the *News* is celebrating its sixteenth birthday. And there is a lot to celebrate. The *News* started out as a four-page, tabloid-size paper, published fortnightly. Today it has eight pages, and has become a weekly. It began with only a handful of subscribers. Today it has a circulation of 2,000 in Pulaski and the surrounding countryside. The paper shows a yearly profit of a thousand dollars! (This money goes into Pulaski High's general fund.)

The *News* is a professional job, both in appearance and readability. The front page is devoted to the top

Six Hundred Noses for News

High school students in Pulaski (Wis.)
produce their town's only newspaper

local and regional news of the week. An editorial appears regularly under the masthead on page two. Society items are carried on page three, the radio-TV guide on page four. You can find the want ads and church notices on page seven. Throughout its eight pages, the *News* features local news and photos. Ads take up about a third of the space in the paper.

Each year the journalism class at Pulaski High elects the editors and the business and circulation managers of the *News*. The other members of the class act as staff reporters and receive weekly assignments. One of the teachers serves as a faculty advisor.

But every one of the 600 students at Pulaski High is expected to make his contribution to the paper. Some scout for news items in their neighborhood. Others solicit ads and sell subscriptions. Until a year ago, even the bookkeeping was done by students. But the *News* has grown so big that a full-time bookkeeper and secretary had to be hired.

One big reason for the success of this teen-age newspaper is that it does more than report the news. It also crusades for worthwhile community projects.

Several years ago Pulaski did not have a modern waterworks and sewage disposal system. Eight times the townspeople had voted down proposals to build one. They feared it would mean higher taxes.

Biology students at Pulaski High went into action. They took samples from home wells and sent them off to the University of Wisconsin for analysis. Back came the results: The bacteria count was too high for health safety.

The *News* published the facts. Then, in a hard-hitting editorial, it posed this question to the people of

Pulaski: "How do you want to pay for your water? In taxes or doctor bills?" At the next election, the citizens voted 6 to 1 for a new water and sewage plant.

Today the pride of Pulaski is its modern "town building." It is a combination school gym and town auditorium, one of the finest in the state. But for years proposals to build it were stymied. Some townspeople thought it would cost too much. Others said it really was not needed. It took a long, hard campaign to override these objections.

Know who launched that campaign? You guessed it—Pulaski's crusading junior journalists!

(Are students in your school engaged in any community service projects? Write and tell us about it. The most interesting projects will be reported in our "Good Citizens at Work" series.)



SUCCESS STORY: In Pulaski nearly everyone buys—and reads—the *News*.



The origin of the Pulaski Community School District was written about in the following five-issue layout of the Pulaski News in the Spring of 1981. The articles provide various anecdotes about the construction, location, and use of each school throughout the district.

History of Pulaski School District



PICTURED ABOVE is a class at Sunnyside Grade School taught by Gladys Harteau in 1930. Students are listed from front to back starting with far right. Row 1: Emily Hodkiewicz, Dan Leszczowski, Clarence Leszczowski, Joe Yurek, Lucille Spychalski, Birda Zieliewicz. Row 2: Richard Wayland, John Spychalski, Chester Zielinski, Leo Wayland, Ray Gorecki, Aurlia Hodkiewicz, Roland Wanie. Row 3: Margie Spychalski, Evelyn Fisher, Daniel Hodkiewicz, Irene Wayland, Evelyn Hodkiewicz, Sophie Zielinski, Agnes Dzanik. Row 4: Alice Zielinski, Andrew Leszczowski, Frank Yurek, Tony Safian.

We would like to thank all of the people who gave us information pertaining to the history of the Pulaski School District. A special thank you to Annabelle Stanke and Richard Hodkiewicz for pictures and information on the Sunnyside School.



PICTURED ABOVE is the original Sunnyside Grade School. This is how it presently looks and is located on County S, in the Town of Chase.

By Kris Karcz
and
LoAnn Gracyalny

In the next five issues of the Pulaski News we will be featuring a series of stories pertaining to the history of the Pulaski School District.

Several schools had an abundant amount of information available, while only a limited amount of information was available on the earliest existing Pulaski District schools.

The first school we will be featuring is the Sunnyside Grade School. We chose to do a story on this one first because of the new Sunnyside School which is now under construction and will begin classes in the 1981-82 school year.

To begin with, this school was built before the 1900's in the form of a log cabin schoolhouse with a long hallway in the front. This hallway was used for hanging coats and there was also a woodbox where wood was stored for a day's use.

Students held monthly meetings to assign jobs such as: filling the woodbox, sweeping floors, and cleaning blackboards.

During the winter months one pupil was elected to arrive at school one-half hour earlier each day to get the fire started so that it would be warm when the teacher and students arrived.

There was one teacher for all of the 8 grades. She would spend about 15 to 20 minutes for each subject. The subjects were: reading, arithmetic, geography, language, spelling, and penmanship. The largest attendance in the school's history was 42 children.

Supervisors visited each of the schoolhouses at least once a month to observe the students' behavior and to see how the school was progressing. At that time there were County and State Supervisors.

On special occasions, such as Washington's Birthday, a student was elected to give a one-hour presentation about the special event.

The school was purchased from the school district by John Hodkiewicz in 1954-55. It was first used as a migrant camp. The migrant workers picked pickles and lived in the schoolhouse.

The school is now being used as a warehouse for Town & Country Soft Water Sales & Service.





PICTURED ABOVE is a class at Sunnyside Grade School in 1934-35 taught by Ardis Schwartz. Students are listed by desks starting at the right, 8 to 1: Row 1: Eleanor Yurek-Elaine Corecki, Stanley Spyhalski-Alvin Blazel, unknown name-Norbert Corecki, Dorothy Pemovic-Evelyn Pemovic, Donald Leeman-Elmer Salian. Row 2: Joan Spyhalski-Sophie Yurek, Ciesie-Ivan Leeman, John Corecki-Edward Spyhalski, Rose Czachor-Mary Czachor, Jeanette Czachor-Dorothy Blazel, Evelyn Corecki-Emily Hodkiewicz, Daniel Leszczkowski-John Spyhalski, Chester Zielinski-Debert Ciesie. Row 3: Allied Walski-Ernest Walski, Lucille Spyhalski-Julia Yurek, Dorothy Ciesie-Sophie Zielinski, Raymond Corecki, Evelyn Fisher-Margie Spyhalski. Row 4: Hodkiewicz, Irene Wayland.



PICTURED ABOVE is a class at Sunnyside Grade School in 1946-47 taught by Miss Colson. Students are listed by desks starting at the right, 8 to 1: Row 1: H. Blazel-K. Winter, M. Katch, R. Hodkiewicz, C. Spyhalski, D. Thompson. Row 2: E. Socha, E. Rozek-P. Hodkiewicz, N. Blazel, D. Spyhalski-H. Jaworski, A. Blazel-C. Corecki. Row 3: J. Socha, E. Lasecki-J. Winter, H. Rozek.

Scouts in the News

HAPPY BIRTHDAY, GIRL SCOUTS! You're 69 years old this year but somehow your youthful faces never change. Founded in America in 1912 by Juliette Gordon Low, she instructed the first Scouts in map reading, spinning wool, first aid and Morse code.

Girls still learn many of these skills but 69 years has seen a change in programs, too. Up-to-date topics like Business, Computers, Ecology and career fields are now the interest of Scouts. And Community Service will always be an important facet. Girl Scouts has grown to a family with members in every part of the world, but we still find it unique for every single girl.

Scouts in Pulaski will begin celebrating Girl Scout Week at 10:30 a.m. Mass at Assumption B.V.M. Church on March 8. They will also have a Mother-Daughter potluck supper on March 12 at Glenbrook School. Each troop will be providing entertainment for the evening. A family swim and roller skating are events that are planned for future dates.

Troop 228 in Sobieski is a first grade Brownie troop with eight ambitious girls. Their leaders, Marilee Kazik and Helen Malung, have helped the girls with an assortment of projects ranging from macramé to making butter. Assembling a quilt for teacher's new baby was involved, but a great learning experience for them. Each girl colored squares for the blanket, sewed them together, and learned quilt tying to finish it. The quilt was given to the son of Mrs. Belinda Hermans.

Troop 228 is sponsored by Allen's Bar in Sobieski and they would also like to thank another Brownie leader, Barb Dercks, for all the help she has given to these leaders and Brownies.

We would like to thank everyone who ordered Girl Scouts cookies. Your support helps to keep this wonderful program alive for our girls. For more information about Scouting, please call Kay Krupka, 822-5015 or Donna Ramsey, 494-4048.

Notice Area Employers and Employee Applicants

The Pulaski High School Job
Placement Office Announces:
Spring Evening Office Hours

The Placement Office located in the guidance area of Pulaski High School will be open from 6:00-8:30 p.m. on the following Tuesdays:

March 3, 10, 17, 24, 31
April 7, 14, 21, 28
May 5, 12, 19, 26

Stop in and discuss your employment needs or call Dan Kuzlik at 822-3191 days or 822-3197 after 5:00 p.m.

"Education is for Everyone"

The Pulaski Adult and Community
Education Office Announces
New Adult Course Offerings

Beginning March 9/Senior Fitness and Nutrition

#302-473 M&F Pulaski Senior Nutrition Center
10:30-Noon \$7.50*

This course will stress senior citizen wellness through fitness, exercise and nutrition. The class will be at the senior citizen center prior to the noon meal. (6 week course)

Beginning March 18/Ceramics

#815-622 Wed. Pulaski High School 7:00-9:00 \$10.10*

This course will teach ceramic production and design techniques. (6 week course)

Beginning April 5/Tatting

#306-659 Wed. Pulaski High School 7:00-9:00 \$10.10*

This will teach tatting techniques which is a method of knotting threads to make various delicate items such as collars for clothes, monograms, pictures and other designs. (6 week course)

* Senior citizens 62 or older may enroll in any of these classes for \$2.00 fee.

REGISTRATION PROCEDURES

Registration forms are available at all schools in the Pulaski School District or by calling 822-3191 ext. 247.

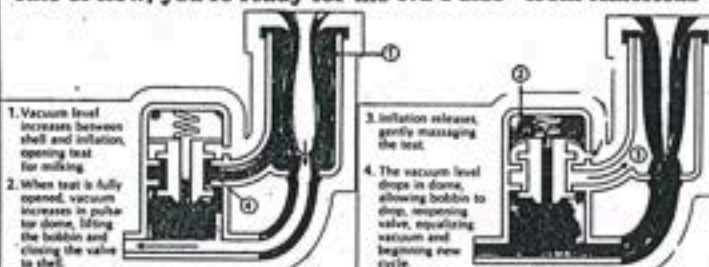
Send your completed registration forms and the necessary fee to:

Daniel Kuzlik, Coordinator
Pulaski Adult and Community Education Office
P.O. Box 36

Pulaski, Wisconsin 54182

822-3191 Ext. 247

If you're ready for a milker that milks each cow at her own rate of flow, you're ready for the Nu-Pulse® from Americas



In gentleness, naturalness and thoroughness, it's the closest thing to a nursing calf you can find on the market today. Every Nu-Pulse milker has one vacuum line and its own pulsator that automatically adjusts to the rate of milk flow. The faster the flow, the longer the release cycle. For slower milkers, the pulsator automatically speeds up to produce a shorter, firmer squeeze, and more stimulation. That's why cows are more comfortable and in many cases more productive over the full range of the

lactation period. Even more importantly, records from dairy farms all over the world show the productive life of a healthy dairy cow can be extended years longer through continued use of the gentle Nu-Pulse milking machine.

But individually controlled milking rate leading to increased production and longevity is only part of the Nu-Pulse story. Send for our free 8-page brochure, "The story of a New Zealand dairy farmer and his miraculous milking machine." Write Americas International Dairy Equipment Company, P.O. Box 808, Delavan, WI 53115, or contact:



KATCH'S DAIRY EQUIPMENT

Black Creek Phone 833-7372

History of Pulaski School District



PICTURED ABOVE is a picture of the Good Cheer Grade School, taken in 1951. The teacher at that time was Frank Falkowski. The school was located on the corner of Jaworski and South Chase Road. The students are listed from front to back starting with far right. Row 1: Sandy Val Housen, Walter Stachura,

Jim Jaworski, Sylvester Brzezakowski, Roger Brzezakowski, Jim Stachura, Middle Row: Russell Schumal, Walter Jaworski, Mathew Jaworski, Larry Jaworski, Joe Jaworski. Back Row: Howard Van Driel, Robert Schumal, Elaine Jaworski, Bill Jaworski, Kenneth Van Driel, Larry Pawelczyk.



PICTURED ABOVE is the Frank Dorn Grade School, which is located in the Town of Maple Grove. The school was named after Frank Dorn, who was killed during World War I.



THESE ARE the first through fourth graders at Laney School. Front Row left to right: Bonnie Zittlow, Roger Redlin, Jimmy Mastey, Jerry Hartleben, Arlyn Holewinski, and Richard Lepak. Middle Row: Leonard Moes, Deloris Dorn, Franklin Dorn, Bernard Nikodem, LeRoy Werner, Rita Lasecki, Nancy Bruce, Alvin Styczynski. Back Row: Marian Wood, Peggy Johnson, Arlene Dorn, Ralph Styczynski, Steve Baranczyk, and Harvey Werner. The teacher was Marian (Wood) Schroeder.



THESE ARE the fifth through eighth graders at Laney School. Front Row, left to right: Phyllis Styczynski, Esther Passon, Geraldine Mastey, Mary Lasecki, Lavern Zittlow, Donald Hartleben, Vernon Lasecki, Harold Moes, and Virginia Naldi. Back Row: Goldie Ryan (teacher), Lambert Lasecki, Eugene Nickodem, Ezra Lasecki, George Lukasik, and Delores Kuczer.

Page done by
Kris Karcz
and
Lo Ann
Gracyalny

The next schools we will be featuring are: Laney, Poland, Good Cheer, Frank Dorn, and Hofs Park.

Laney Grade School, which was built in 1928, was a two-room schoolhouse. In 1947 it became a one-room schoolhouse. The Segal's Store rented this building and used it for storage. It was then converted into a home and is presently being used as a home.

The Poland Grade School, a one-room schoolhouse, was built in the early 1910s. When it was built, it was equipped with electricity and an outside pump.

The original district school burned down and was located one and one-half miles away from the Poland School. It is presently being used as a home.

The Hofs Park two-room grade school was built in 1949. It was known as the finest equipped rural school in Shawano County.

The basement was used as a manual arts department.

The school was visited by three supervisors: Shawano County, Brown County and Pulaski School District.

In this school the odd and even years were paired together so that the first year students would learn new things and the second year they would review plus learn a little more. The assignments were known as bi-level assignments, which meant that there were three categories: A, B, and C. The "C" group consisted of the slower learners, "B" was for the average students, and "A" was for the more advanced students who worked more on their own.

A picture of this school was not available.



PICTURED ABOVE is the Laney Grade School, which is located in the Town of Maple Grove.



PICTURED ABOVE is the Poland Grade School. It is located on the corner of County Line and Quarry Road.



STUDENTS WHO ATTENDED Laney School in 1930 were: (front to back starting with far left) Row 1: Alfred Lasecki, Myrtle Johnson, Russell Schoen, Irene Karcz, Lucy Lasecki, Edward Karcz, Donald Gums. Row 2: Curtis Hanson, Sylvester Karcz, Gerry Kolodziejczak, Wallace Johnson, Harry Blavat, Ione Redlin, Esther Liss, Harvey Schoen, Florence Kuczer. Row 3: Evelyn Mastey, Edmund Blavat, Leona Kolodziejczak, Byron Hanson, Henry Karcz, Florence Mastey, Curtis McGilivray, Norbert Mastey, Roman Blavat. Row 4: Lorraine Mastey, Margaret McGilivray, Philip Johnson, Ruth Johnson, Lillian Naidl, Augusta Naidl, Wallace Hanson, Lorraine Gums, Gertrude Lepak, Joe Naidl. Row 5: Priscilla Kolodziejczak, Irene Naidl, Verna Mastey, Irene Kolodziejczak, Peter Karcz, Marian Lutsey, Harry Kuczer, Inez Schoen. The teacher was Miss Frances Dodge.

We would like to thank all of the people who gave us information pertaining to the history of the Pulaski School District. A special thank you to Marian Schroeder, Ruth Bernarde, and Russ Schumal for pictures and information on Laney and Good Cheer Schools.



MARIAN (WOOD) Schroeder and Goldie Ryan, teachers at Laney school in 1944.



LANEY SCHOOL students shown modeling their Halloween art work.

Skills Fair at PHS

During the last week of March, the 23rd-27th, Pulaski High School will be holding a Skills Fair. Parent and teacher conferences will also be held during that week.

The students' work will be displayed throughout the school all week. There is no competition involved. Parents and students will be able to see the work of other students.

Mr. Sanders, one of the teachers involved in the Skills Fair commented, "I think this Skills Fair has two things to offer: to learn more by being involved, and second, parents being able to see what students are up to, and feel better about the school system because of it. It is also a good community

project and I would hope that in the following years more teachers would get involved."

The Skills Fair is something new. It was suggested at a faculty meeting and a voluntary committee was set up. This was a suggestion they thought should be followed up on, so Mr. Remmel, assistant principal, distributed a survey to the teachers. The results were 45 to 5 in support of having a Skills Fair.

This Skills fair has been created so that parents and other students can view some of the work being done at the high school.

"Other years teachers just sent people into Green Bay, and

this year we thought it would be good to have this Skills Fair opened to anyone," stated Mrs. Betley, one of the committee members.

Teachers involved in the Skills Fair are: Mrs. Wolk, Mr. Sanders, Mr. Mihalko, Mr. Mullinas, Mr. Mannigel, Mrs. Beyer, Mrs. Kryniak, Mr. Litt, Mr. Blohowiak, and Mrs. O'Connell.

"The Skills Fair is a good idea. It is a good way to test your skills against the other kids in the area. It is a good idea to have it in school. Also you get a little recognition for your hard work," commented Kelly Baranczyk, one of the students involved in this year's Skills Fair.

THE PULASKI ADULT AND COMMUNITY EDUCATION OFFICE ANNOUNCES SPRING ADULT CLASSES

In-person registration for spring education classes will be held at Pulaski High School on Saturday, March 28 from 6:00-8:30 p.m. In addition, mail-in registration will be accepted, while space is available, up to Friday, April 3. Mail-in registration or other inquiries should be directed to:

Daniel Kuzlik, Coordinator
Pulaski Adult and Community Education Office
P.O. Box 36
Pulaski, Wisconsin 54162

822-3191 ext. 247

COURSE #	COURSE TITLE	LOCATION	DAY	TIME	SESSION	AMOUNT/FEE
302-473	Individual Fitness/Nutrition	HS	MWF	6:30-7:30 a.m.	18	\$ 7.50
302-472	Women Fitness/Nutrition	HS	M	6:00-7:00 p.m.		
			W	6:00-6:00 p.m.	12	7.50
802-602-67	Conv. German II	HS	M	7:00-9:40 p.m.	6	10.10
106-422-58	Beginning Typing	HS	M	7:00-9:40 p.m.	6	7.50
303-461	Water Fitness/Nutrition	HS	TR	4:00-5:00 p.m.	12	5.45
306-602-96	Macrame	HS	T	7:00-9:00 p.m.	6	7.40
310-422-67	Estate Planning	HS	T	7:00-9:40 p.m.	6	7.50
521-422-64	Basic Life Support	VH	TR	7:00-9:40 p.m.	3	5.05
106-404-57	Shorthand	HS	T	7:00-9:40 p.m.	6	7.50
401-463-56	Solar Energy Projects	HS	W	7:00-9:40 p.m.	6	8.10
306-602-46	Knitting	HS	W	7:00-9:40 p.m.	6	10.10
202-422-57	Basic Photography/35mm	HS	W	7:00-9:40 p.m.	6	10.10
807-417	Beginning Ballroom Dance	H	W	6:00-8:00 p.m.	10	11.00
807-417	Intermediate Ballroom	H	W	8:00-10:00 p.m.	10	11.00
901-407-56	Vegetable Gardening	HS	W	7:00-9:40 p.m.	6	10.10
815-422-45	Sketch/Painting	HS	R	7:00-9:40 p.m.	6	10.10
306-602-45	Crocheting I	HS	R	7:00-9:40 p.m.	6	10.10
323-404-37	Eat and Reduce	H	R	7:00-9:40 p.m.	6	7.50
101-402-41	Beginning Bookkeeping	HS	R	7:00-9:40 p.m.	6	7.50
302-403-54	Natural Childbirth	HS	S	9:00-Noon	4 (Apr. 25)	5.65
807-402-43	Golf/Recreational	HS	S	9:00-Noon	5 (Apr. 25)	10.10
807-402-46	Tennis/Recreational	HS	S	9:00-Noon	5 (Apr. 25)	10.10
303-401-93	Adv. Microwave	HS	S	9:00-3:00 p.m.	1 (Apr. 4)	3.85
303-422-00	Microwave Oven	HS	R	7:00-9:40 p.m.	4	5.65
106-422-54	Typing and Review	HS	M	7:00-9:40 p.m.	6	7.50

Special starting date 3/23

HS-High School, G-Glenbrook, L-Lanesville, H-Hillcrest, VH-Village Hall, M-Monday, T-Tuesday, W-Wednesday, R-Thursday, F-Friday, S-Saturday.

Please Note: Senior Citizens, 62 and older, may enroll in most courses for a \$2.00 maximum fee. Registration forms are available at all Pulaski schools and many area businesses.

PHAS

Presents

Friends Mime Theater

Medicine Show



Saturday, April 11, 1981

AT THE PULASKI HIGH SCHOOL AUDITORIUM

8:15 p.m.

Keeping things on the lighter side, Pulaski will have its own "Medicine Show", when Friends Mime Theater comes to town. The Optimists have been trying to bring Friends Mime Theater to Pulaski for three years. This year they were successful. Friends Mime is a group of actors and actresses who have perfected the performance of street mime. Unlike classical mime, street mime is more lively, musical and just fun for all ages. When asked what one would expect from Friends Mime, producer of the Pulaski Performing Arts Series, Rob Riordan remarked, "It's a lot like going to the circus and only watching the clowns."

TICKETS AVAILABLE AT DOOR OR CALL

822-5973

History of Pulaski School District



SHOWN ABOVE is the Cuba Grade School. It is located in the Town of Angelica, two and one-half miles SW of Krakow.



PICTURED above is a class at La Follette Grove Grade School in 1948.



LA FOLLETTE Grove Grade School is in the Town of Angelica.

*Page done by
Kris Karcz
and
Lo Ann
Graeyalny*



ABOVE IS THE Krakow Grade School which is located in Krakow.



ONE OF THE schools still in use is the Advance Grade School, which is located in Green Valley.



LOCATED IN the Village of Pulaski is the Glenbrook Grade School.

The next schools we will be featuring are La Follette Grove, Cuba, Pulaski State Graded, Advance, and Krakow.

La Follette Grove Grade School is a one-room schoolhouse in the Town of Angelica. There were approximately 30 students in the 1-8 grades. An addition of a hallway was built in 1955. It was used as a cloak room, storage area, and teacher work area. On July 1, 1960, the La Follette Grove Grade School joined the Pulaski School District.

The Cuba one-room schoolhouse was built sometime before 1918; the exact date could not be found. When Fred Horn bought the building in 1975 from Stanley Kowalkowski, the furniture was not in it. Mr. Horn is now renting it out as a home to Raymond Lawrence. When Fred attended school there, he was the only student in the eighth grade. There were approximately 20 children in all.

The Pulaski State Graded School, which is a four-room grade school, was built in 1894. An addition to this building was

made in 1922. It then became the Pulaski High School. It changed back into a grade school in 1975, which is now known as the Glenbrook Grade School.

The Advance Grade School is the second of the two schools which is still in use. For the past 16 years it has been used as a Special Education classroom for the trainable mentally retarded. The school belongs to the Bondel School District. The 12 students who attend this school are from: Pulaski, Shawano, Menominee, and Bondel school districts. Their school day begins at 8:30 and goes until 2:30. They attend school only four days a week in class. On the fifth day, Friday, they have a special day which is called "Community Awareness Day." On this day the students tour and visit area facilities and recreational areas.

The teachers are Mary Jo Breitrick, who has been a teacher for 14 years, and Mary Ellen Felt, an 11-year teacher.

Krakow Grade School, which is a two-room schoolhouse, was built in 1928. Many people attended the parochial school which was across the street, but when it burned down they transferred to the Krakow Grade School. Between 25 and 30 students were in each class. In the winter of 1962, Fairview was built and students were transferred there. The building is now used as a public-private warehouse.

EDITORS NOTE: We would like to thank all of the people who gave us information pertaining to the history of the Pulaski School District. A special thank you to Marian Schoepfer and Mrs. Frank Tycholski for the pictures of La Follette Grove Grade School and Hofa Park.



STUDENTS AT La Follette Grove in 1948, are shown above at recess.



WE RECENTLY received a photo of the inside of the Hofa Park Grade School. The students are as follows from right to left, front to back: George Van Den Brook, Donald Rozmarek, Joe Jarosinski, Phyllis Maroszek, and Frank Tycholski. Second row: James Van Den Brook, Donald Jarosinski, William Brunner, and Antoni Maroszek. Third row: Adaline Klopotek, Rose Maroszek, Irene Maroszek, and Bob Kosmicki. The teacher for the 1938-39 school year was Vernon Stoher.



History of Pulaski School District



ABOVE IS the West Side one-room schoolhouse, which is located on School House Road. This is grades 1-8 in 1957. Standing from left to right: Virginia Kobylarczyk, Beverly Juszczyk, Kathy Micolczyk, Alvin Kozub, Eugene Ferrecki, Bob Micolczyk, Casimer Pzanka, and Michael Babik. Seated left to right: Dale Beaumier, Dick Micolczyk, Danny Beaumier, Darlene Pzanka, Florian Kobylarczyk, Mary Lou Pzanka, Jerry Bukowiec, Gary La Count, Sally Lis, Beverly LaCount, Barbara Ferrecki, Richard Babik, David LaCount, and John Hylok. The teacher was Mrs. Belanger.

The next schools we will be featuring are: Kunesh, Trout Creek, Anston, Lannoye, and Mill Center.

The Kunesh one-room grade school was built in 1890. In 1915 it was made into a two-room school. The original stone is still on the building, except that it is now painted. The original woodshed is still standing. Each day a student would have to go outside and bring in water from the well and sometimes coal for the furnace. The students were given a one-hour lunch break. Even if you didn't bring a lunch, you had to sit in your desk for 20 minutes. Then you could go outside and play for the rest of the time. A syrup pail was commonly used as a lunch basket.

In 1950 the plumbing was added, and in 1960 it was turned back into a one-room school. In 1962, it joined the Pulaski School District.

It is now being used as the Pittsfield Town Hall.

Trout Creek Grade School

was built in approximately 1910. The Hobart School District gave the schoolhouse to the Pulaski School District on August 15, 1960. Forty to 60 students attended this one-room school house; 1963 was the last year this school was in session. Eric Franz now owns the empty building.

Anston Grade School was a one-room schoolhouse. It burned down before 1950 and later it was rebuilt. All of the students were transferred to Lannoye. Better Built bought the schoolhouse in the 1950's. They are presently using it as a warehouse for storage.

The Mill Center two-room school was purchased by Henry Camps in 1977 at an auction. The furniture was also sold at that time. Henry owned it for one year. He then sold it to William Gagnon in 1978 and he has made his home there. The first floor is being used for his business and his home is on the second floor. The school was split between the Pulaski and Howard-Suamico school districts and was used for the primary grades. In 1961 it became part of the Howard-Suamico School District and was used

only for kindergartners.

We spoke to Eileen Cline and Mabel Johnson, two former instructors, asking them to compare teaching in the old days to education today.

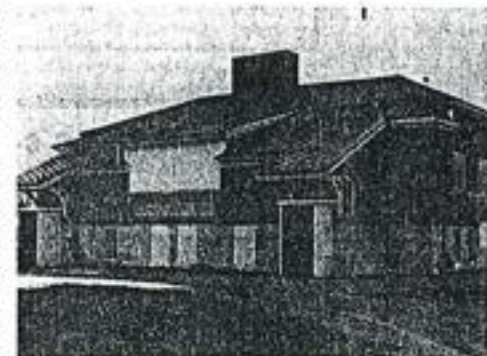
THEN — Students were more independent and worked on their own because there was only one teacher. All grades and ages worked together. The older students were more concerned with the younger ones and they learned from each other. The superintendent of schools would attend a class once a month to check and see how the teachers had planned their days and how well things were carried through. Teachers had to follow structured guidelines. These guidelines listed what was to be accomplished in that grade. When you were a teacher you also had many other jobs that went along with it such as: fireman, nurse, and janitor.



THE KUNESH GRADE SCHOOL which is now the Pittsfield Town Hall, is located on Kunesh North Road.



TROUT CREEK GRADE SCHOOL is located on the corner of Trout Creek and Pine Tree Roads.



NOW BEING USED as a home is the Mill Center Grade School.

Page done by
Kris Karcz
and
Lo Ann
Graeyalny

We would like to thank all of the people who gave us information pertaining to the history of the Pulaski School District. A special thank you to Beverly Jarmusiewicz and Arlene Gauthier for the pictures of West Side School and Hula Park.



ANSTON SCHOOLHOUSE was purchased by Better Built and is now being used for storage.



ABOVE IS a picture of a class from the Hula Park Grade School in 1956. Front row, left to right: JoAnn Schubring, Janet Schubring, Joanne Holzer, Carol Holzer, Karen Wagner, Linda Tetting, and Roger Dorn. Second row: Dennis Hoppe, Grace Hoppe, Carol Dorn, Gladys Hoppe, Carol Tetting, Ricky Schubring, and Dickie Dorn. Third row: Teacher-Mrs. Veronica Dombrowski, Joey Rozmiarek, James Holzer, Gerald Adamski, Joan Dorn, Carol Schubring, Richard Schubring, and Jerry Glockie.



THE ORIGINAL Lannoye Grade School is located on the corner of County Trunks U and VV. Roger Bumeister now owns it.

Local Chapter Elects Chairman

Mrs. Gerald Ouellette, Box 23, Krakow, has been appointed Chairman for the Leukemia Society of America, Inc. — Wisconsin Chapter's 1981 Residential Campaign in the village of Krakow. The campaign is scheduled from May 1 to May 10.

Leukemia is a form of cancer

which affects the blood-forming organs. It kills more children than any other disease — and more adults than children.

The Leukemia Society of America, Inc., a national voluntary health agency with chapters throughout the United States, concentrates all of its efforts on the problem of leukemia, its control and eventual eradication.

The Wisconsin Chapter provides patient aid for leukemia victims in need of help, conducts public and professional educational programs and supports research at medical centers around the country, including Mount Sinai Medical Center in Milwaukee, the University of Wisconsin in Madison, and the University of Minnesota in Minneapolis.

Instrumentalist Of the Month



Fairview student, Bill Truskowski, is this month's outstanding instrumentalist. Bill is an excellent musician who performs to a very high degree on the tenor saxophone as well as baritone saxophone. Bill has currently been working on a Class "B" tenor sax solo as well as a sax duet for the April 4 Solo and Ensemble festival, which was held at P.H.S.

Mr. Johnson, band director, says, "Bill is an outstanding student with ability in many areas. He has an outstanding attitude and is a real credit to our band program."

PHS Graduate Likes Job Traditionally Held By Man

By Ina Murray

(Reprinted from the REPUBLICAN EAGLE, a paper in Red Wing, Minnesota.)

RIVER FALLS — "My job as a 'sanitation specialist' is never boring," said Ann Wojciechowski, River Falls. "Every day is different."

Ann is one of the two women in the United States who are route persons for the Surge Company, manufacturers of milking equipment. The other is Vickie VanderPoele, who comes from a suburb of Milwaukee.

Ann's route covers Pierce County. She said, "No, I am not taking a job away from a man. The work is not heavy and is easily done by a woman."

Ann was raised in Pulaski, Wis., where her only contact with farming was helping her girlfriend carry milk in their dairy barn. For two years Ann worked helping test milk for Dairy Herd Improvement Association (DHIA) in St. Croix County.

It was there she heard of the opening for a job as route person. She feels that her previous experience with DHIA helped her land the job.

Ann and Vickie were sent to the Surge Training Center in St. Charles, Ill., for one week where they were trained in learning the product line, salesmanship, how to check vacuum line levels, pulsation

ration, besides how to remove milkingstone from utensils.

Since Ann began her route work a little over a year ago she has had no problem dealing with her customers. She works out of Steiner Surge at Baldwin, who have been in business for 20 years. It takes her five weeks to cover her entire route.

She said, "Sometimes the farm wife does the ordering and sometimes the farmer does. It really depends on whether the wife goes to the barn or not."

"Sometimes I have a hard time finding either one," she

said. "I have followed tracks in the snow, followed directions given by a neighbor, or, in the summertime, I have found them fixing fences on the back forty."

It has taken Ann about a year to get to know all her customers since she sees them only once in five weeks. "Keeping strictly on my schedule has seemed to build trust in me," she said.

Ann never knew much about dairy cattle until she took some dairy science courses in college, but she has since learned a lot about the dairy industry and sanitation equipment.



ASSUMPTION Youth Corp's guest speakers, Dave Karcher and Dave Magnani, U.W. Madison seniors, tell of their many adventures on their trans-American bicycle trip.

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Sunnyside School

An Addition to The Pulaski School District

By Sue Matczak

With the opening of a new school year, most students and teachers feel a little anxious, or maybe a bit nervous. This '81-'82 school year proved to be significant for 454 students and 39 teachers of our district. They all entered "Sunnyside" for the first time.

Sunnyside is located on County C near South Chase. The name Sunnyside was voted upon last year by the students at Fairview and Sobieski.

Kindergarten through eighth grade attend Sunnyside and Fairview now consists of K-4. If some kids from Glenbrook, Lannoye, and Fairview live closer to Sunnyside than from the school they have previously attended, they now attend Sunnyside.

There are two floors to the building. The first floor primarily consists of grades K-4. Other rooms include the cafeteria, the office, speech room, and special education rooms.

On the ground level, 5-8 graders have their classrooms and lockers. The library, gym-

nasium and locker room, art, band, and music room make up the rest of the ground level. The facilities are much like that of the high school except Sunnyside is smaller.

Even though most of the school seems complete, there are a few things not yet completed, such as the playground, new seeding around the school, and also the football field.

The boy's football team will be bussed to Fairview to use the football field there. The girls will play volleyball in the new gymnasium at Sunnyside. What will these new teams be called? Nothing else but the "Sunnyside Scorpions." Catchy, huh? They will represent their school in black and gold jerseys.

Mr. Prosek, principal of both Sunnyside and Fairview, had this to say about Sunnyside. "It's terrific! The attitude of the kids is just great! The school seems very business-like with a warm and friendly atmosphere. The teachers are also working well together."

When asked how Fairview is being run now, he added, "My

time is hectic running back and forth, but with my assistant principals, Mr. Len Jarock and Mr. Bill Dericks (at Fairview) it makes it a lot easier. As far as the school itself, Fairview is really a beautiful school. It has plenty of room, there are even two empty classrooms. And for the first time it has a library."

The official dedication ceremony for Sunnyside will take place on Sunday, September 20.



MR. PROSEK, principal of Fairview and Sunnyside, is shown with an ambitious group of kids, who seem to enjoy the new school.



PICTURED ABOVE is Mrs. Wesolowski's kindergarten class attentively listening.



WHEN ASKING Mr. Jarock how he felt about the school he commented, "It's big and really beautiful, and quiet because of the carpeting."

Sunnyside's the name of the new school, It has all the necessities except a pool.

You can see it near South Chase, because it sets in the perfect place.

Gymnasium, art room, music and band, And don't forget there's a library on hand.

From kindergarten through eight, the kids all think it's really great!



FROM THE kindergarten room are Heather Posey and Tim Trandow who smile for a picture.



ROB PIPER and Shannon Surprise (above) take a picture break to pose for a picture.



PICTURED ABOVE is Julia Kuse (left) and Jenny Owen (right) both previously from Lannoye and in the sixth grade. They both agreed they liked the new school and made new friends, but miss their friends from Lannoye.

"What's Your Comment On the New School?"

One afternoon we had the opportunity to go out to Sunnyside to interview the students and teachers about the new school.

The moment we arrived, we sighted kids out for recess. We stopped two boys running around and asked them, "What do you think about the new school?" Rob Piper and Shannon Surprise (5th graders and both previously from Fairview) admitted it was nice and big! Rob added, "The gym is bigger than Fairview's and the whole school is so different than Fairview."

The teacher on recess duty was Mr. Ademino (6th grade teacher) and we asked him his thoughts concerning the new school. He replied, "It's pretty neat! But I wish there was a playground for these kids now. The library is really nice, too!"

Inside the school, the atmosphere was much quieter. We met two girls in the hallway. Their names were Jeanette Wagner and Tina Wagner, 4th grade cousins from Sobieski. Jeanette said she especially liked the rooms because they were carpeted. She also admitted she was a little scared on the first day. Tina replied, "I like it because it's different from the other schools with its classrooms in the basement."

As we looked around more, we found Mrs. Rehn (2nd grade teacher) who had some free time. She had this to say about

the new school, "I really enjoy being at the new school because before I had to share my classroom at Fairview with learning disabilities. Now I have more space and the atmosphere is quieter."

Walking down to the ground level we checked out the gymnasium, art, band, music room and the library. Mrs. Voelz, the librarian, stated, "We bought books from a school that closed down in Madison, and our library now contains 9000 volumes. We get good business from the kids, who usually check out 200 books a day."

Tami Budz, who is in the sixth grade, stated, "I like getting our own lockers, and it's a lot better than being crowded at Fairview."

We caught seventh and eighth graders switching classes and interviewed a few students. Todd Meineke, 8th grade and previously from Lannoye, stated, "I love the gym; what I don't like is that we can't chew gum." Todd was a little nervous to come to Sunnyside at first because he was the only boy to come from Lannoye. An eighth grade girl from Glenbrook, Mary Wesolowski, said it was pretty nice, but she misses her friends from Glenbrook.

Mr. Martinson, seventh and eighth grade math teacher, summed it up by saying, "I think this school is fabulous! The facilities are just as good, if not better than the high school."

Page by:

Sue Matczak
& Rhonda James
Photos: Ann Bartlett
Artwork: Amy La Court

Sunnyside Scorpions

Glenbrook Grade School originated as the only district school in the early 1900s and eventually served as the grade school for Pulaski students. In the Summer of 1992, the school district went through the demolition, modernization, and expansion of the school for the educational and safety benefits of the grade school children. This June, 1992, layout from the Pulaski News commemorates the history of the school through memories of former students, teachers, and administrators, and introduces the changes and additions as well.

Glenbrook remembers past ... Looks to the future



The archway will be preserved while the rest of the old High School will be torn down in June.

MARIAN SCHROEDER, class of 1941. "I have many memories of Pulaski High School such as — Mr. Joswick coming into the 'Assembly' and asking for volunteers to do a variety of jobs. Before you had a chance to volunteer, you were selected to do the job. Homecoming celebrations with the Snake Dance downtown and the bonfire. No Hot Lunch Program — it was a cold lunch from home or run to the Wielgas Bakery to get two long johns and a pie cut for a nickel or to Kvalley's Restaurant for a bowl of chili or a hamburger for the same price.

"Freshman initiation — me — the tallest girl in the class had to dance with the shortest boy. The Senior class play and having to crawl through a window on the set and hoping I wouldn't destroy the set. I have had the privilege of being a grade school student of Roosevelt Grade School (housed in the same building as the high school). A student and graduate of Pulaski High School, and returning as a Library Assistant at the high school and later as a teacher and librarian at Glenbrook Elementary School for many years. Thanks for the Memories."



Frank Joswick
(Donny Rybicki photo)

EMIL RIPLEY, PACE Director. "Having taught in the old section of Glenbrook for many years perhaps the most memorable year would be my first in 1954-55. I taught in the room where central duplicating is now located. At that time there wasn't a vestibule and the classroom door opened right to the outside. In fall leaves would blow in under the door and in winter snow blew into the room in drifts near the door, a jar of snails froze solid in a weekend."

JIM FARRELL, current teacher at P.H.S. "The dedicated, hardworking students are probably what I remember most about the year I spent at Glenbrook. It seems as though the students today don't want to put forth the effort that past students did. Seems we have a few good students today, but I feel that there should be more."

JANE STIEDE, class of 1958. "I have many fond memories of Glenbrook. One I will never forget is being in math class and saying a prayer for Joans Van Nieuwenhoven who was killed in a train-car accident. I also remember being in Mr. Popeck's English class and having the boys jump out the back window when Mr. Popeck was facing the blackboard. A few minutes later the boys came back and knocked on the classroom door.

"Putting a teacher's VW in the gym and being elected Homecoming queen were two of my most exciting moments in high school."

THOMAS M. JOYNT, former Superintendent of Pulaski. "My memories of the old Pulaski High School are numerous, especially since I had the unique distinction of having three different office locations during my three years as the first Assistant Principal at Pulaski High School. Because the old building had so many 'nooks and crannies,' it always impressed me with both its flexibility as well as the challenge it presented in terms of accounting for student attendance during the day. It seems that from year to year walls could be built to make a new classroom or office depending on the priority of needs.

"However, there were also problems that regularly had to be faced. The water running in the tunnel from the cafeteria to the English building, the constant search for a wrestling room which began in the cafeteria, the hot gym which frustrated the coaches of visiting teams and, of course, the windows in the old section which leaked cold air in the depths of the Winter season. As I look back, it's easy to overlook the problems and emphasize the positive assets which reinforce the greatest strength of the high school — caring about kids."

DAMON SZYMANSKI, class of 1948. "I believe it was the inspiration of Miss Constance Lewis that motivated many of her students by telling them that they were leaders, not followers. I must credit her with much of my success. She certainly deserves to have the Honor Society named in her honor!"

JOHN WIGMAN, former Pulaski High School Principal and Superintendent of Schools. "I have fond memories of the many students that attended Pulaski High School during my tenure as the Principal of Pulaski High School, and as the Superintendent of Schools. I witnessed the change of the principal's office and counter from the second floor to its present location. Although there were many problems with the old building, it also provided a unique and nostalgic setting for the education, and provided excellent instruction even though the building was old and some inconvenience existed.

"The safe under the east stairway is a relic, and it was always a trip back in time when I opened it. Believe it or not, the safe was always used to store records throughout my tenure with the Pulaski Community School District."



A modern library with an open feeling and huge skylight will replace the library at Glenbrook School. (Judy Schultz photo)

BERNARD OLEJNICZAK, former Principal of Pulaski School District. "My fondest memories were the stories my mother and my uncle, Lt. Col. Ed Pytlak, would tell me about the early history of the Pulaski State Graded School and its transition into Pulaski High School. Uncle Ed was the first principal and my mother (his sister-in-law) helped with the drawings of the first two yearbooks, *The Centric*.

"Little did I dream that I would be spending my working life developing my educational philosophy in discussions with Frank Joswick, a man light years ahead of the field. As his student in the little office at the head of the stairs, I learned about the philosophy of the community school, the free elective principle, vocational education and a vision that contained hope for all with an employability component. I earned my real college degrees at Pulaski High School ... and I'm still quoting the master!"



This office has served a superintendent, high school principals, grade school principals, teachers and students. (Judy Schultz photo)



The destruction of the old Glenbrook building is not an end to the history of Glenbrook, but a beginning to a new chapter of history. (Judy Schultz photo)

CLYDA NOWICKI, just secretary of PHS. "Of my 13 years at Glenbrook, I especially recall the moving days! The Pulaski Grade School children were moved from the old building uptown that housed both the grade school and the high school to a new spacious, modern school and became 'Glenbrook.' In a few years it was decided to use this for high school! So Glenbrook moved again. Back to the old high school building. The old Glenbrook spirit prevailed and the moving from building to building was forgotten. The education and caring for the children always came first."

JOHN CRUBAUGH, past principal of PHS. "It's funny, but what I remember the most is the little room mid-way between floors which housed the P.A. system. I believe it served as a social workers office, reading lab, etc. But so many announcements were precious! Such as: Mr. Ted Tavanatti abruptly interrupting classes to announce and inquire 'Does anyone have my da Vinci film?' Please return it immediately to the art room.' His remarks were made first and right after exclaiming the dingy old lounge that he wasn't worried about the NCA visit that day because he was always prepared for visitors. That little room holds so many stories and fond memories for me. Good luck and take care of my granddaughter!"

WAYLAND BARON, past teacher. "Early in my career I was a teacher, coach, and custodian in the hallowed halls of Glenbrook. Glenbrook holds many happy memories for me. A fond farewell to the old Glenbrook."

JAMES BRAWNER, current principal at Glenbrook School. "My fondest memory of the old school is difficult to put on paper. I think of the people who came through this place more than I visualize my one particular incident. Hearing all the stories of students and teachers from years gone by have given me an appreciation for the spirit of the old school. Mr. Joswick, Miss Zickson, Miss Lewis, Ole, John Wigman, Orville Kabish, Fritz, Peggy Wolfgram — what special people!"

"The events that took place in this old school and the people who were a part of it all are the cement that has formed our philosophy and our reputation. I shall miss the old place — a lot."

WILLIAM E. BURMEISTER DVM, School Board member. "What we (Willie & I), remember most about the original Pulaski High School, is attending numerous school functions there when we first came to Pulaski in 1951. "As our two older children, Bill and Jane, grew, we enjoyed following their progress through the grades and high school in these hallowed halls, knowing they were receiving a good, sound, rounded education."

"It was also significant to me, having served on the school board under four school superintendents, to be able to say that our district has always maintained quality education and keeps being recognized as excellent throughout your state."

JANE KRYSIAK, past teacher at P.H.S. "My fondest memory of Pulaski High School is that we have always been a school with vision. We were and are a leader for many schools both in the state and county. We are involved in changes to keep education current. Home economics went from all girls to coed, from year long courses to semester, from a few offerings such as foods and clothing to a diverse curriculum which today includes courses to educate students for lifelong decision making skills."

JOHN MIHALKO, current teacher at P.H.S. "I didn't teach in the old Glenbrook School. I taught in the old blue garage. The current building is now a danger to students, and I am glad it is going to be repaired."

DONALD MARNOCHA, class of 1943. "The gymnasium in the 1939-43 era was one of the better gyms to play in, well lighted, bleachers, balcony, and shower rooms. During these WWII years there were traveling and scheduling problems so we played in various places including a dancehall (very similar to the 'swamps') with a limited shooting range (10 to 12 feet) because of low rafters, fans sitting within a foot of the playing floor where visiting players could be tripped if they ventured too close and no showers so we returned to Pulaski High School for showers. Now this facility has reached its end just as people who played in it have or will in the future."

MIKE MARNOCHA, class of 1942. "I remember playing freshman basketball in the 'old' gym. Coach John Sterzer became agitated with the 'wingy' way I drove to the basket. Determined to correct my fault, he took the ball, had me guard him, and proceeded to run me thru the door that existed at the end of the court landing me on my posterior in Mr. Wielgas's wood shop. Welcome to P.H.S."

PEGGY JOHNSON WOLFGRAM, class of 1952. "I've so many fond memories. I think I can now let it be known. It was our gang that accidentally set off the fire alarm by throwing our books on top of the lockers to save time. I remember the teachers, especially Miss Ziehm urging us all to move quickly out of school because this was a real fire. What could we say! Now you know why the top of lockers are no longer flat but slanted."



Florence Lepak and Karen Banaszynski prepare another healthy meal for Glenbrook students. (Judy Schultz photo)

PULASKI HIGH MEMORIES

The class of '60' is what they said, as seniors we would be. They would guide us through as freshmen, the rest was up to me.

How timid I was, that first year, so shy and so afraid. To my surprise at PHS, many lifetime friends I made.

Mr. Kestly trained our bodies, Mr. Sheehy trained our minds. And all the teachers in between, were all so very kind.

Marion our librarian, did everything she could. To help us find our resources, the way we really should.

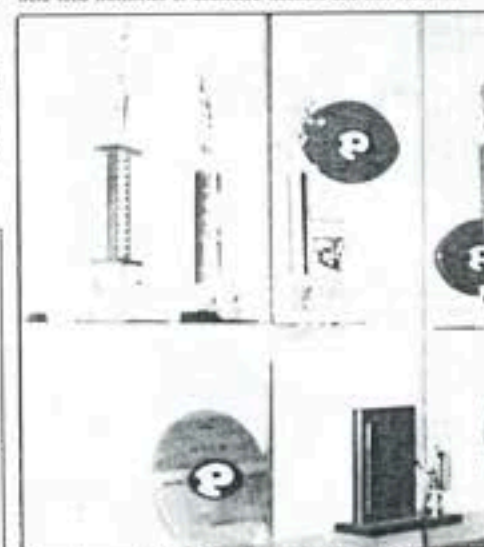
College bound or technical, the classes all were there. Miss Lewis preached to all get "A's" we knew she really cared.

All the opportunities, were set out on a plate. If we didn't take advantage, it was our own mistake.

We wondered why, graduation night, so many of us students cried. Now we know, but didn't know then, at PHS our memories lie.

Mary (Terry) McKeefry
PHS class of '60"

HARRY KRYSIAK, class of 1952. "After graduation from Pulaski High School, I had the second opportunity to interact with personnel at PHS as an instructor. From both situations I hold fond memories of dedicated teachers and fine students."



A new showcase full of old and new memories will be built to commemorate past and present students of Glenbrook school. (Judy Schultz photo)

BONNIE MC DERMID, class of 1960. "I remember the sock hop dances in the little gym after the ball games, inviting Mr. Joswick to a dinner we prepared in Mrs. Krysiak's home economics class, looking for 'Count Pulaski' in the attic, and gym classes with Miss Tisch. I also remember all the mischief, Lois, Joyce, and I got into."

LARRY BANASZYNSKI, class of 1968. "When security was not a priority at P.H.S., a lot of the rooms were left open at night. One of these rooms was the library. Neil Redinger, Tom Banaszynski, and myself prepared a monument to higher education at P.H.S. We stacked tables and chairs so that our monument almost touched the ceiling in the library. Of course, on the top table we attached a sign that read: 'Pulaski is for Higher Education.' Mr. Wigman, who didn't see the humor in our monument, called us to his office the very next morning to voice his disapproval of the project."

JANET BANASZYNSKI, class of 1938. "There really isn't any one thing that I can remember about my high school days. They were four of the best years of my life. Our enrollment was small so we knew everyone. Our Homecoming consisted of a Snake Dance through town and ending at the park with a big pep rally the night before the football game and dance."

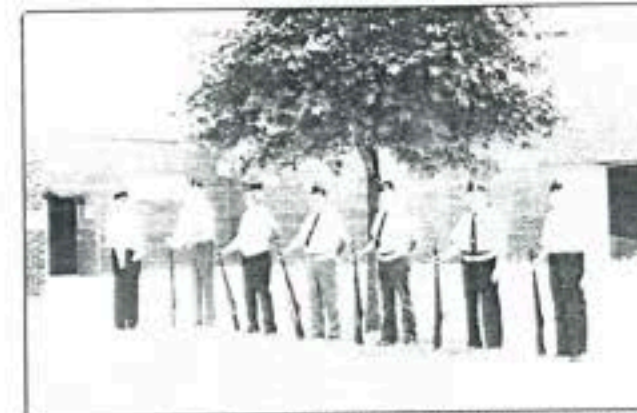
Glenbrook flag waves last good-bye



The flag is lowered for the last time at the old Glenbrook School building.



The graduating class of 1942 along with the American Legion stand honoring the flag.



The American Legion members standing at attention before the flag is lowered. Squad commander Richard Liss, Barney Banaszynski, Julius Ryczkowski, Sylvester Karcz, Dan Mroczynski, Henry Ryczkowski and Jerry Kozicki.



Storage boxes are placed outside the main entrance to Glenbrook School.



The Glenbrook School Band plays to honor Glenbrook School during the flag lowering ceremony on June 1, 1992.



Students observe the flag lowering ceremony to commemorate the old school building.



James Brawner, Dr. Steven Koch, and other onlookers watch as the flag is lowered for the final time at the old Glenbrook School.



A maple tree is moved from the front of Glenbrook School to the southwest corner of the property.



The flag that waved over the former Glenbrook School building is folded for the final time.



Students are photographed in front of Glenbrook School.



Principal Jim Brawner awards kindergarteners with their diplomas in the old Glenbrook School gymnasium.



Kindergarten graduates look forward to being the first first-grade class in the new Glenbrook School.

Glenbrook construction in full swing

Now that school's out for the summer, Glenbrook construction plans are in full swing.

The new building is to the point where most of the painting has been accomplished. The trim work is finished and cabinetry will arrive within a week. Most of the cement work is complete, and as of right now construction is right on schedule.

The primary building windows have been taken out, and are replaced with new and more energy efficient windows. In a week workers will begin to repaint primary classrooms. New chalkboards and display boards will then be placed in each room. Mr. Brawner's office will be relocated in the primary building.

Workers are beginning to construct a new entrance for District Office. Creation of the

new student courtyard and parking lot are becoming reality.

Desks and other reusable items have been removed from the rooms and are being stored in the gym, old bus garage, and the street garage. Auction items have been set aside, since Glenbrook's walls came tumbling down on Monday, June 8. Three trees from the front of Glenbrook have been removed

and replanted on the side of the school facing Green Bay Street. Every effort is being taken to use or store items from the existing building.

Approximately 75 people are working every day to help complete the construction of Glenbrook.

Construction of the new track is now under way at the High School.



Glenbrook students participate in the flag lowering ceremony.

On Monday, June 1, 1992, the Glenbrook School, in the Village of Pulaski, co-sponsored a program to lower the flag in front of the original village school for the last time. The school was nearly 90 years old and was torn down as a new school is being constructed.

This short program began at 2:00 p.m. and featured the local Legion Post and the local Auxiliary. Over 700 students, staff, and village residents attended the ceremony.

"The Rebuilding of a School; A Reunification of the Community



Wreckage from the old Glenbrook School lies where a new and improved facility now stands.

Pulaski comes alive at Community Day

by Emily Litt

Area residents are invited to celebrate Casimir Pulaski Day on Sunday, March 14. This festive day will be held at the newly constructed Glenbrook Elementary School and Community Center.

An assortment of events are being planned. All the schools in the district are participating. Plans are being centered

around the Polish heritage and life in Pulaski.

The Pulaski High School Red Raider Band will be performing under the direction of Don Siegrist and the Pulaski High School Choir will also be performing with Laura Bowler directing. The high school will have a presentation on display in the Community Education Room.

The grade school bands will offer a program along with the skits and plays that each school intends to present. Completion for the remaining presentations are being finalized.

Special events are also being planned by the Pulaski Historical Society. They plan to have various wares on display. Likewise, the Glenbrook PTA, the Glenbrook Student Council, and Junior Optimist Club will be putting on displays.

Casimir Pulaski Day is being held to recognize the growth and prosperity of the Pulaski School District and the heritage of Casimir Pulaski. This recognition began some time ago, however, Frank Joswick, the District Administrator from 1935 to 1970, began the dream of a "community school."

The tradition of Casimir Pulaski and the "community school" will become an annual celebration in the years to come.



The old Glenbrook Elementary School was torn down in June of 1991.

Fenner Graces Glenbrook

by Tim Erickson

If you happen to see a man dressed in red military attire at the Glenbrook dedication, do not be alarmed. The man behind all the fancy dress will be John W. Fenner, Green Bay, dressed as one of Casimir Pulaski's cavalry men. Fenner will make a short presentation about Pulaski and there after he will mingle through the crowd answering any questions people have.

Casimir Pulaski is known to American historians as the father of the American cavalry. Pulaski came to our country and shared his knowledge and tactics of horsemanship. Pulaski turned our country's amateur cavalry into well respected fighting units.

"I hope people who have any questions or are interested in Casimir Pulaski approach me," said Fenner. "Most people don't realize Pulaski fought and died here in the United States."

John W. Fenner is an employee of Heritage Hill State Park, where he is the military advisor there. Fenner is very interested in American military

history from the time of the French and Indian War to the American Civil War. Fenner's concentration of reenactments tend to be from the Federal Military time period (1812-1830's).

Said Fenner, "I'm interested in that period of history. That's sort of my forte."

Fenner has been a professional reenactor since 1975 and did amateur work before that, going through different phases of reenacting throughout his life.

Fenner, along with a group of reenactors he works with, tour the state and the midwest in the summer. In the winter months, the group sets up appointments to perform in various cities. The group also makes new equipment and props for their shows during the winter.

People who are interested in the Revolutionary War, and especially Casimir Pulaski, can visit Heritage Hill, July 18 and 19 to learn more about the subject.

"I will be using my own name at the dedication and will be glad to answer any questions anyone might have," Fenner said.

District will offer Polish menu

by Sarah Huetter

A culinary celebration in honor of Casimir Pulaski Day has been planned for March 14. Not only will the celebration recognize Count Pulaski, but will give attention to the Polish heritage in our community.

In honor of this heritage, a menu has been planned consisting of such traditional foods as Polish sausage, czarina, bigos (a type of stew), and babka (bread) as well as many others, including the necessary condiments of horseradish, mushrooms, and honey. There will also be hot dogs and a birthday cake for Casimir Pulaski.

The idea originated at a Professional Advisory Committee (PAC) meeting, where it was observed that the Pulaski community does not celebrate its heritage in its schools as much as other communities do.

Marilyn Bernarde, who teaches Family and Consumer Education at Pulaski High School, is in charge of the menu.

"This project will have involved several people who have not yet worked together, which is exciting and a challenge, especially when we do

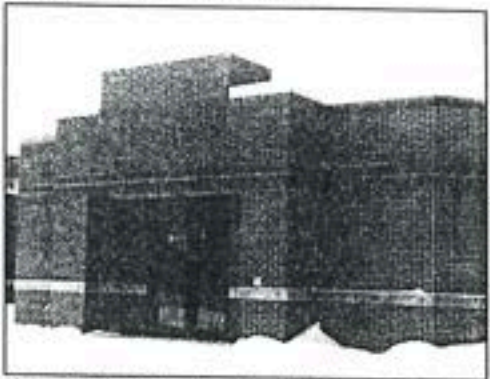
not know the number of people we will be serving. The cooperation in the planning stage has been fantastic," said Marilyn Bernarde.

Committee members include: Sue Paider, Dennis Naidl, Marilyn Christiansen, Bernice Smith, Emil Ripley, Marilyn Bernarde, and several Pulaski Community School staff members under the direction of Jim Branwer and Bernard Olejniczak.

Everyone from the community and surrounding area is invited to attend the first annual celebration. Foods will be served a la carte. The celebration will be held at the Pulaski Education Center (Glenbrook cafeteria) and food will be available from 1:00-3:00 p.m. following the dedication of the Glenbrook School and Pulaski Educational Center.

"I think our guests will find the food to be in consort with the heritage of many of the people in this area," said Jim Branwer.

"Kudos to Casimir Pulaski for our community's rich Polish heritage!" said Marilyn Bernarde.



The new Glenbrook Elementary School and Community Center features an architecturally advanced design, spacious classrooms and enjoyable surroundings.

The original philosophy of the Pulaski Community School District was composed from Principal Frank X. Joswick's theories of educating students. The philosophy of the district today constitutes the same guidelines introduced by Principal Joswick many years ago. The theme of the current philosophy is to value every student without judging the student and providing the knowledge for students to be successful academically, socially, and emotionally.

*The
Philosophy
of the
Pulaski Community
School District*

A Historical Perspective

CIRCA
1960

What is the Pulaski philosophy of Education?

It is based on the Judeo-Christian Philosophy; it is also based on Democracy and all its implications of respect for personality, group process, individual rights and responsibilities.

We believe that we should let pupils discover and learn the ways of research. Until better ways are found, we have to accept the present structure of school organization with rules, report cards, grades, and diplomas, but fundamentally we believe that "academic achievement" is not the only objective.

If we are to conform to the Judeo-Christian Democratic Philosophy, we must have "goodness" as the primary goal. Is this child developing his/her best self toward the criteria usually set up by society for good citizenship. Ultimate performance in society, not just brains and grades is the test of a good man. What are the characteristics of a successful person? What is success?

Christianity warns us against the "highly intelligent, aggressive personally ambitious, and socially indifferent and unconcerned egotist."

Bright students who are self centered have "little to offer, either now or later." We are ready to welcome other good qualities. "Who says that brains and motivated performance represent excellence? Is not social concern a facet of excellence? Is it not exciting to find a candidate who believes that 'no man liveth unto himself?' What about leadership? Integrity? Responsibility and work habits? The ability to communicate both ideas and friendship? And why should we pass over cooperation with others in good causes? We respect the person who pays his bills and lives within his income. What about good manners and decency?"

Let us praise good grades on the report card, but let us help every individual to develop good character, good health and a good well integrated and respectable personality along with his academic scholarship.

We admire the student who does well in all directions toward being a good person and a desirable citizen and neighbor in any community. We particularly honor the pupil who has a high degree of intelligence and uses it well - - - the person with a good mind usually has a combination of many other good qualities and can be counted upon to be a good citizen. Fortunate indeed is the person who has a good brain, motivated performance and goodness toward himself and others - - - he is excellent.

However, we have many pupils who do not rank in the upper 25% of the class as far as grades are concerned, but rank very highly on doing the best they can with abilities they possess and can be depended upon to perform in society as good all around citizens. All of us cannot rate high in academic achievement, but most of us can rate highly on total goodness - - - this is also EXCELLENT.

PULASKI PHILOSOPHY OF EDUCATION

Pulaski is a community of approximately 1,000 people. The majority of the parents of our students are engaged in either full or part-time farming. As time goes on, the percentage of part-time farmers increases. Many of them work in the local factories or have other jobs. Many of them earn their living through skilled or semi-skilled factory work in plants. The smallest percentage of students are children of business people in Pulaski. There are very few children of professional people. Many women work in Pulaski, however they do not neglect their children in most cases.

The standard of living of most of our families is average. The cultural level is such that the children lack the incentive to develop the creative aspects of leisure. There are opportunities for organized recreation. Many do not consider a need for more as most of the boys and girls have work to do all summer.

Most of the families in this community have integrity, a good sense of decency, and a progressive spirit that is based upon the American idea of free enterprise and democracy. The moral fiber and character of the people is fundamentally good and law abiding. Most of the people believe in work, thrift, and general good development. We are located in a good and growing section of the state, but we may lack vision and good leadership to some extent.

As a group, the prospect of our students for the future are very promising. About 30% of the graduated enter college. They seem to have unlimited opportunities, depending upon their own ability and willingness to work, some perhaps upon their parents' financial condition.

GENERAL STATEMENT

We believe that the aim of the Pulaski Community School System is the development of the individual pupil to the limit of his capacity, in order that he may live as full and rich a life as is compatible with his natural endowment and may thus achieve self-realization and become a contributing member of a democratic and changing society.

Since the basic undertaking of education is preparing the individual for life, we should keep in mind these important areas of learning:

1. Self realization and fulfillment.
2. Democratic Citizenship.
3. Ethical character.
4. Development of responsibility.
5. Health.

6. Fundamental academic processes.
7. Vocational education.
8. Worthy home membership.
9. Work habits.
10. Wise use of leisure time.

PART 2

1. Self realization and fulfillment:
We believe that our students should be aided in developing a realization of their attributes and shortcomings and that they should be given the opportunity to develop their abilities to the fullest extent possible.
2. Democratic Citizenship:
We believe that our students should be taught to understand and appreciate how the United States developed as a nation and how our government operates; to treasure freedom and democracy; and to be prepared to protect and preserve them; to assume responsibilities as citizens in a democratic society; to work together using group democratic action.
3. Ethical character:
We believe that our students should be guided in the development of: a set of high moral and ethical values as a guide to individual and group behavior; a healthy attitude toward and respect for other human beings, education and learning, and the work performed by others.
4. Responsibility:
We believe that our students should be taught to recognize their responsibilities for the rights and property of others, including public property; as members of society to cooperate in group projects.
5. Health:
We believe that it is our responsibility as educators to be alert for health problems in our students and to teach them the care of their own health.
6. Fundamental processes:
We believe that our school system should provide courses of study that teach the knowledge and skills necessary for successful life in our society and that are least likely to be obtained elsewhere. These courses should include such basic subjects as english, mathematics, social science and general science. There should also be opportunities for specialized and advanced study as well as thorough college preparatory courses.
7. Vocational Education:
We believe that our school system should provide vocational background and exploratory courses for all those students who must seek jobs after high school graduation.

8. Worthy home membership:

We believe citizenship starts in the home. The home offers certain rights and advantages and in turn demands many duties and much loyalty. It is the responsibility of each member of the family to cooperate in making the home a successful and happy place to live. Children should learn to respect and accept parental authority. Family maturity is very important.

9. Work habits:

We believe a contributing factor to success of an individual is his work habits. Work means a series of tasks or problems which must be done or solved; being systematic means greater efficiency and a better possibility of achievement or accomplishment of tasks. To solve any problem, establish a workable solution, and last but not most important solve the problem or complete a task. Being consistent is essential.

10. Wise use of leisure time is important:

We believe when free from the demands of work or duty, we should use our unoccupied time wisely. Develop interests in activities that are entertaining and satisfying. There are many types of activities, choose those that are beneficial for health of body and mind.

IMPLEMENTATION

The implementation of this philosophy so that the defined objectives are met, depend on the administration, the faculty, and the students. The proportion to which we obtain our objectives will depend on the administration, the faculty, and the students. The proportion to which we obtain our objectives will depend upon:

- a. The employment of competent and mature teaching personnel.
- b. Offering a rich program of experiences to the students.
- c. Offering a sequential and integrated program of instruction from the first grade through the high school. (A course of study)
- d. The satisfaction of individual needs by:
 1. Homogeneous grouping in the certain classes.
 2. Daily assignments personalized and checked.
 3. The classroom teacher, guidance counselor and the student should discover the characteristics and needs of the pupil and decide the specific experiences to be provided.
 4. All instruction should be made meaningful and function in a variety of instructional methods.
 5. An effective program of supervision and regular in-service training meetings wherein various techniques and methods are evaluated.
 6. Constant evaluation of both the philosophy and the curriculum in order that the objectives of the school and the needs of the students are met and will continue to be met.

WE BELIEVE...

1. That every individual should develop his best self. This requires education, guidance, and proper conditions for growth. This means opportunity, access to good books, educational devices and materials, and a variety of classes, courses, educational experiences, and good teachers.
2. That every individual should be treated with justice, fair play, Christian ethics, democratic process.
3. That we must learn to live with others in peace.
4. That everyone should have equality of opportunity in this community and all over the world.
5. In good mental and physical health.
6. That we must teach and demonstrate what we mean by happy, satisfying, and well balanced life.
7. That we should help everyone to discover his vest aptitudes and how to use them. The core of democracy is good self-management. We can build up America by developing each person economically, socially, and morally.
8. That everyone should learn how to earn a living and how to spend money wisely - - we need more consumer education.
9. That everyone should know how to use and find good sources of information, have many and broad experiences so that he may make good decisions bases on facts and sound thinking.
10. That we should respect every individual - - the slow as well as the gifted, the crippled as well as the physically fit.
11. That every person should develop a sense of responsibility, good work habits and good citizenship so that this may lead to self support, habits of thrift; an integrated personality.
12. That flowers grow in a good environment, in good situations; similarly individuals develop their best selves under proper conditions in school and in the community. The school as well as the community form the environment in which people develop their best.

A good community needs good people, capital, income, good leadership, and some direction and organization. Ours should be a community school that helps to bring about the proper conditions for every individual's best self development.

We need to help each other toward these aims; we need mutuality and respect for each other.

If ours is to be a comprehensive community school, than our teachers, pupils, and people of the community ought to work together to help develop a good community in which to live. Teachers and pupils should take part in many community activities such as church membership, participation in civic clubs, farmers organizations, community programs, community surveys, and similar activities that tie the school and the environment together. Our courses of study ought to contain lessons for community improvement; this means that we must know the community and help to identify its needs. We ought to teach people how to take surveys, inventories, of community conditions and then how these can be used for community growth.

In this age of specialization and "group process," we are in some respects too individualistic. The Pulaski Chase Coop., the Pulaski Chamber of Commerce, Pulaski Industries, Inc., Pulaski Fire Department, and the Shipping Association are samples of ways by which group process and organization helps to develop an environment for better opportunities and better community growth. There may be many more needs and opportunities for "group process" and for cooperative enterprises. What is our community school doing to show people how they can work together so as to create a better environment in which every individual can develop his best self?

EXAMPLES:

Is there a need for better health and medical care? For more work opportunities? (For young and part-time for farmers and older people who wish part-time employment.) For more farm cooperatives that would emphasize efficient production, processing, and marketing of farm products and extra farm labor? Is there a need for a community swimming pool? Better roads and streets? Zoning laws? For more beautification of buildings, private yards, and the whole country side? For better and larger rural schools?

For more interest and participation in local government? For more diversified industries? For the care of the aged on a large group basis in a home for the old folks? Is there a need for more culture? Better music? Good speakers and programs for community entertainment and wise use of leisure?

The Pulaski High School

Statement of Philosophy and Objectives

1961-62

THE PHILOSOPHY & OBJECTIVES

We believe that the nation's as well as the community's greatest asset is its people, particularly the young of school age. To help each individual to develop his best self, it is necessary to instill pride of heritage, a sense of responsibility and to provide opportunities for learning to live a successful life. We believe that our curriculum should try, within reasonable taxing limits, to serve the needs, interests, and abilities of all who seek an education in our schools.

We also believe that the doors of the school should open in and out so that those who wish to use our educational facilities and services may do so, and so that the community may serve as a laboratory for learning how to live and how to make a living.

We believe that each individual has a better chance for growth, success, and self-development in a good environment, therefore, our students should know our community, its needs, its possibilities for improvement, and its assets as a good place in which to live and earn a livelihood. Local analysis should help self-discovery and self-improvement as well as the analysis and improvement of the communities in which the students may find themselves in the future.

We believe that our students, teachers, and all school personnel should be encouraged to actively participate in community living by membership in civic clubs, church groups, farm organizations, community programs, surveys and activities that tie the school and its environment together. Active participation and involvement makes education real and meaningful.

We are mindful of the fact that many of our young people will leave the local community and go out into the state, nation and the world, therefore, the scope and sequence of our courses of study should give the student proper information, emphasis and perspective as to the world about us.

Our educational system should lead to increased knowledge, deeper insights, greater understanding, desirable behavior, values and attitudes in all who come under the influence of the school.

Our schools should provide a teaching-learning situation conducive to the development of self-realization, good human relationships, economic efficiency, personal and civic responsibilities.

We believe that constant evaluation of both the philosophy and the curriculum is necessary if the school philosophy is to continue to evolve.

MISSION STATEMENT
FOR THE
PULASKI COMMUNITY SCHOOLS

1973

"To provide each student with the necessary people, resources, and learning environment, whereby each student has the opportunities to develop his best self, so that the student may function successfully with others in our democratic society."

ASSUMPTIONS made in writing this mission statement:

A. "Student"

1. A "student" is a person with whom the school has mutually agreed to provide some educational services.
2. The "student" is the least expendable person in the school community.

B. "People"

1. The concept, "people" should be broad enough to include individuals directly and indirectly related to the learning process.
2. "People" are more important in aiding students than are resources and the learning environment.
3. The "people" involved within the school community must constantly strive to improve the skills of the persons involved with the student.

C. "Resources"

1. "Resources" are all things other than people.
2. The school will provide as many and varied "resources" as possible to assist the student towards developing his best self.

D. "Learning Environment"

1. The "learning environment" extend beyond the classroom.
2. The "learning environment" includes the physical and psychological realm.
3. We must understand that the learning environment will constantly be changing.

E. "Best Self"

1. The student, in the end, determines what is his "best self".
2. In determining one's "best self", day one is infinitely more important in the life of a child than day two.

F. "Democratic Society"

1. To function in our "democratic society," each citizen must have a concern for all other people.
2. Our "democratic society" is in a state of continual change.

1777
1972
PHILOSOPHY

We believe that a community's and a nation's greatest resource is its people, especially the students of our schools. In the Pulaski Community Schools, the student is the nucleus of the school system and our educational decisions are guided by what we consider to be best for every student. We maintain that the student should be given every reasonable opportunity to realize his/her best self.

We are now, and should continue to be, a school offering the student a second, third, and fourth chance. This means that every available alternative will be explored to help the student grow academically and in self-control. Each new opportunity in the area of discipline will be designed to encourage the students to accept responsibility for his/her actions. New alternatives in the area of academics will be explored, when necessary, to satisfy the student's needs and interests.

It is our belief that our curriculum should serve the needs, interests, and abilities of the student population and promote the mental and physical health of the student. It should instill a pride of heritage and a sense of responsibility, and provide the proper information, emphasis, and perspective for learning to live a successful life in our local community as well as the nation and the world.

Our educational system should help each student increase his knowledge, build greater understanding, and develop social attitudes and acceptable behavior to prepare him/her to be a contributing member of society. We

feel that our curriculum must have a wide enough scope to prepare the college bound student, the vocationally oriented student, as well as the student who will seek a job upon graduation.

Our belief is that the Pulaski Community Schools should focus not only on its children, but it should also provide the adult members of the school district the facilities and services to continue their education. A school and community that works closely together can help the students, faculty, and administrators to evaluate the assets, needs, and possibilities of the community and help provide direction for its growth. The community becomes a true learning laboratory.

We believe that the schools are the thread that binds the people of the community together. The name, Pulaski Community Schools, reflects the close ties between the schools and the people of its district. An active participation by the schools in the community and the community in the schools, can help make education real and meaningful for all involved.

At Pulaski, Students First With Philosophy

1980

By John M. Wigman
District Administrator

In the last issue of the Pulaski News, there was a story about the work of the various committees of our North Central Association self-evaluation. The article elaborated on the philosophy of the Pulaski Community School District as rewritten and updated by a committee of teachers, students and parents. Much time and effort was put forth by each member of the committee in rewriting the philosophy as well as getting reactions to it from faculty, students and parents. With this input, a final philosophy was written and adopted.

A philosophy of education for a school district is most important. It is the basis or foundation for all decisions and programs that occur within our school system. The philosophy of the Pulaski Community School District, although updated this past year, is basically the same philosophy that has permeated our school system for the past 25-30 years. It reflects a strong commitment to each individual student. Very few school systems live their philosophy of education as the Pulaski School system does.

As the superintendent of schools, I make a special effort to see that all teachers and administrators in our school system are aware of and are committed to our philosophy of education. Each year in the annual report, mention is made of our philosophy and of our commitment to help each student develop his or her best self. It is important for parents and citizens to understand our philosophy of education.

The American system of public education has been given a tremendous task. It has the responsibility to educate every child, ages 5 to 18, regardless of the child's ability, interests, aptitudes, or handicaps. As stated in a recent issue of *The Master Teacher*: Schools were created to meet

the needs of students. . . The reason for the existence of those of us in education is to serve the needs of students. That means all of them — the bright, 'dull, loud, quiet, interested, and even the disinterested ones."

To accomplish this task requires dedicated teachers, administrators and support staff. It also requires an understanding by the parents and the public that all students won't learn and achieve the same amount of material at the end of a school year. Each child is a precious individual with different aptitudes, abilities and interests. The important thing is that each child grows and develops as much as possible each year.

The Pulaski philosophy of education is based on Judeo-Christian principles: It is one of acceptance of each child as a very precious individual. It is a philosophy of love of each child and a commitment to

help each child develop their potential to the fullest. In our philosophy, the students come first.

As we get into another school year, it is important for parents to understand this philosophy. Parents should take the time to visit with the teachers so they learn about their child's progress in terms of the child's abilities and aptitudes. Parents should have reasonable expectations of their children. Even within a family, not all children are the same. Thus, parents should not compare brothers and sisters, but look at each of their children as an individual with particular talents.

The uniqueness of the philosophy of education of the Pulaski Community School District and its commitment to this philosophy has made our school district a very special school system. Our team of

(Continued on page 4)

From Page 2

Pulaski

"A community-school newspaper
with the best news coverage"

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Ann Wozniak

Adviser

Students First With Philosophy

educators and parents must continue to work together so that each student in our school system will develop his or her best self. That is the "Pulaski" way of education.

I encourage every parent to visit the school and meet the teacher of their child within the next few weeks. A Parent-Teacher Conference day will be on November 7. However, you don't have to wait until then to visit the school. Call and make an appointment to meet with your child's teacher. Get to know your child's abilities, aptitudes and interests so that together we can see that your child grows to his or her potential this school year.

Pulaski Community Schools

District Philosophy

1980

We believe that a community's and a nation's greatest resource is its people, especially the students of our schools. At Pulaski Community Schools, the students are the nucleus of the school system and our educational decisions are guided by what we consider to be best for students. We maintain that the students should be given every reasonable opportunity to realize their best selves.

We are now, and should continue to be, a school offering students a second, third and fourth chance. This means that every available alternative will be explored to help the students grow academically and in self-control. Each new opportunity in the area of discipline will be designed to encourage the students to accept responsibility for their actions. New alternatives in the area of academics will be explored, when necessary, to satisfy the students' needs and interests.

It is our belief that our curriculum should serve the needs, interests, and abilities of the student population and promote the mental and physical health of the students. It should instill a pride of heritage and a sense of responsibility, and provide the proper information, emphasis, and perspective, for learning to live a successful life in our local community as well as the nation and the world.

Our educational system should help students increase their knowledge, build greater understanding, and develop social attitudes and acceptable behavior to prepare them to be a contributing members of society. We feel that our curriculum must have a wide enough scope to prepare college bound students, vocationally oriented students, as well as students who will seek jobs upon graduation.

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JIM BRAWNER, DIRECTOR
DELORES CZARAPATA, SECRETARY
PULASKI AREA COMMUNITY EDUCATION
132 Front Street, P.O. Box 36
Pulaski, Wisconsin 54162
(414) 822-4247 / 822-4221

ACKNOWLEDGMENT

The Pulaski Area Community Education (PACE) program offers its thanks to the staff of the Pulaski News, and its advisor, Mrs. Kathleen Gerds, for their efforts in helping to publish this anthology.

The preceding pages bear witness to the helping relationship the school district has enjoyed and cultivated with the people of its attendance area. Community involvement and community education have been a part of the Pulaski Community School District for many decades. Today, in 1995, the PACE program is a model community education effort. The success of the PACE program has been predicated upon a history of positive school/community relations that dates back several decades to the 1930's.

PACE is proud and happy to be able to offer this book as a testament to the school district philosophy which states, "The schools are the thread that binds the people of the community together."

Respectfully Submitted

Jim Brawner
PACE Director - 1995

Addendum

This revised edition of Pulaski Community Schools-History in the Making was updated in the fall of 2001.

The additional articles found in this revision highlight the growth of the school district and feature the building of a new Pulaski High School and the growth of PACE as a state and national model in community education.

Since the original publishing of the history of Pulaski Schools, two new people have served as superintendent: Mr. Tom Beattie and Mr. Roy Green. In addition, the Pulaski Community School District began the Pulaski Community Middle School in the fall of 1999 and all the grade schools became K-5 sites.

The new articles in the revision follow this addendum.

Pulaski News

Published Every Other Thursday
By Pulaski High School Journalism Students

The Only Student Produced Community Newspaper in the Nation

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berg, Heide Rottier, Teal Schafer, Joseph Scheiwe, Adrienne
Schroll, Ashley Skenandore, Vanessa Sobeck, Jackie Solboe,
Nicki Steeno, Brennan Styczynski, Micheal Szczepaniec, Crystal
Theim, Scott Thompson, Andrea Ullmer, John Vandenheuvel,
Matthew Vine, Nick Voermans, Nathan Wagnitz, Christine Wal-
brun, Jamie Werner, Emily Willette, Gwendolyn Wojcik, Kevin
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Advertising Mrs. Laurie Fischer
Advisor Mrs. Kathleen Gerds

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Pulaski News

1040 South Saint Augustine

Pulaski, WI 54301

The *Pulaski News* is a newspaper, published every other week, with a circulation of about 3,000. It is the only community newspaper in the nation produced entirely by high school journalism students.

The Pulaski News was started in 1942, when the first village newspaper the *Tri-Copa* closed. Former District Administrator, Frank Joswick started the *Pulaski High News*. Since then, the paper became the *Pulaski News* and has been operated by Pulaski High School students enrolled in Composition for Publication I and II classes.

The students come up with story ideas, write and publish the stories and do the layout. The students who comprise the staff of the *Pulaski News* carry full class loads at Pulaski High School while dedicating much of their would-be free time to the concerns of the paper. Students earn one English credit for each year of *Pulaski News*.

All community events are covered as well as happenings around the state and, with former residents, around the United States and the world. The paper is a self-supporting entity of the Pulaski School District deriving all funding from subscribers and advertisers; the solicitation of whom is also part of the students' responsibilities.

In its 60 years of existence, the *Pulaski News* has produced a Pulitzer Prize winner and a large number of former students who are presently employed in the areas of print and non-print media.

The *Pulaski News* received many awards:

-The State of Wisconsin Department of Public Instruction recognized the *Pulaski News* for its commitment and dedication to the year of Family in Education Program. Pulaski High School is the only high school in the State of Wisconsin that has ever been so recognized by the State.

-The Wisconsin Press Women's Association honored the *Pulaski News* for excellence in news articles and feature articles.

-The Wisconsin Associated Press and Marquette University honored the *Pulaski News* for its feature writing.

-The *Pulaski News* was honored for news coverage by the Northeastern Wisconsin Scholastic Press Association.

1997-1998 Wisconsin School Public Relations Association Spectra award for Excellence

1997-1998 School Bell award from Wisconsin Education Association Council

1998-1999 Wisconsin School Public Relations Association Spectra award for Excellence

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In August of 1993, the Wisconsin Department of Instruction published their newspaper, Education Forward an article submitted by Mr. Jim Brawner the Director of the Pulaski Community Schools.



Submitted By:
Jim Brawner
Pulaski Community Schools

EDUCATION FORWARD

Community involvement in the school system is a way of life in Pulaski; it has been for many years. To understand this, the reader needs to be aware of the history of the Pulaski Community School District. Beginning with the decade of the thirties the Pulaski district was fortunate to be under the direction of Frank X. Joswick. Mr. Joswick had a vision of the school as an integral part of the community. More than that Joswick envisioned the school as a helper in identifying and meeting community needs. Through Joswick's encouragement the relationship of the school and the community it served was cultivated and nurtured.

The needs of the community were identified by high school students doing such things as canvassing the community residents as a social studies project; by science students testing wells in the village, the results of this research eventually leading to a new water and sewer department; and by high school students building a home in the village of Pulaski, precipitating the construction of several new homes. The Pulaski News was established to share information with the community. The Pulaski News is the only community newspaper in the United States written and published by high school students.

The school system was helping to identify community needs and, as already documented, the school was helping to meet those needs. The outcome of this thrust was an improved quality of life for all of the residents.

Mr. Joswick was also instrumental in the development of business opportunities for employers and in the economic growth of the school district. The result of this initiative was an improved employment opportunity for Pulaski residents and Pulaski High School graduates.

Mr. Joswick retired as the superintendent of the Pulaski Community School District in 1970. His tenure of thirty-five years had cultivated a school/community relationship that was not only perpetuated by his successors, but was enhanced. John Wigman, the Pulaski Administrator from 1970 to 1984, began the Pulaski Area Community Education (PACE) program. This program

featured a full-time community education director, Dan Kuzlik. Kuzlik was succeeded by the current director, Emil Ripley. The PACE program has continued to be a school district priority as subsequent superintendents, Dr. Thomas Joynt and Dr. Steve Koch continued to oversee the growth of the PACE program.

To date, PACE features many programs that are designed to meet the needs of the community and to cultivate the school community relationship. Some of these programs include: adult education classes, business and industry training, community assistance programs, economic development promotions, district facility use, day-care, recreation programs, summer school, college and university classes, downtown development promotion, and the list goes on. Mr. Joswick's dream of a community school has become a reality in Pulaski. The schools are instruments to meet community needs, and the community has supported the school's efforts to that end.

The PACE program has an advisory council that has input into the programs and directions of the community education initiative.

The Pulaski Community School District has six schools; five elementary schools and one high school with a total district enrollment of over 2800 students. The school district addresses the district's community involvement in its philosophy. This philosophy has directed the schools to use the community as a living laboratory and invites the community to become a part of the school family. Thus, each school in the district has a PTO or a PTA. Each of these schools feature programs of parent involvement unique to that respective school.

Following is a list of the Pulaski Community Schools and just some of the programs these schools have featured to involve parents in school operation:

Fairview School K-6 - Parents and grandparents help direct the activities of the Reading Improvement Program. In addition, invitations are sent to parents to attend every school activity and program.

Sunnyside School K-8 - The school PTA sponsors field trips, the playground installation, assembly programs, American Education Week activities, Teacher Day festivities, and financially support the

Drug Abuse Resistance Education (DARE) program and the Student Assistance In Life (SAIL) program. Further, parents are used in an advisory capacity regarding the Dwight D. Eisenhower Math & Science Project and the Chapter 11 program.

Hillcrest & Lannoye Schools K-8 - Parents direct the Science Fair and the Art/Literary Fair on alternate years. Parents also serve as Reading Recovery tutors helping remedial students who struggle with reading. These schools also have a room parent program that utilizes parents as helpers at special school events.

Glenbrook School K-8 - Glenbrook School houses a parent room that is designed for parent/PTA use. This room houses a substantial professional library for community people to use. This room also has a bulletin board with all announcements unique to parent concerns. The room is available to parents throughout the school day to use at a parent's convenience. Also, Glenbrook uses parents to help screen and hire all school staff as parents are a part of the interview and selection process.

Pulaski High School 9-12 - At the high school level parent involvement continues. The music program and the sports program have their own booster groups. Also many of the technology education, agriculture education and business education programs have their own respective advisory groups. The school also has a general parent group that is used as a sounding board by the school administration.

All of the Pulaski Schools have a site-based management group that involves input from parents.

Parent and community involvement in the schools is a fact of life in Pulaski. This involvement has been a great benefit to the respective schools and to the school district. In Pulaski the schools and the community the school serves work together for an improved quality of life for everyone. As it states in the district philosophy, "We believe that the schools are the thread that binds the people of the community together..... An active participation by the schools in the community and the community in the schools can help make education real and meaningful for all involved."

In 1996, the National Center for Community Education published a biographical sketch of the Pulaski Community Education program in Community Schools Across America. This book highlighted the top 135 exemplary school districts in America.

An Exemplary Model of Community Education

All across America community schools are making a difference. Community/school districts have existed about as long as the United States' system of free and public education. The school often has been the physical or symbolic center of the community—an institution owned by the community; open to its citizens; and ideally, offers learning and services to all who seek to better themselves. In the concept of community schools, communities and schools form a partnership to enhance the educational environment for children as well as the quality of life for the community.

Pulaski Community Education is a concept that stresses an expanded role for our public schools by providing for all of the educational needs of all its community members. We utilize our school system to serve as a catalyst to bring a positive sense of community, to improve community living and to develop the community process toward the end of self-actualization. Inherent in our philosophy is the belief that the community education programs should reflect the needs and input of the community.

Out of 390 nominees for outstanding community schools or school districts, only 135 were selected to represent all 50 states. Pulaski Community Schools was honored to be chosen as one of those 135 which modeled exemplary community education.

Pulaski Community School District

Type of District: Rural

Date Inaugurated: 1940

District Population: 15,000

District Enrollment: 3,000

CS Paid Staff: 2 Full-time 0 Part-time

Volunteers Per Week: 3

Organizational Structure: District Managed ---Collaborative Partnerships

District Annual Budget: \$17,115,000

Community School Annual Budget: \$250,000

Community Characteristics:

School District Funding	40.0%
Program Generated Funding	59.0%
Grants	1.0%

African American	0.2%
White:	97.2%
Hispanic:	0.2%
Other:	2.4%

Percentage of Poverty Level/School Lunch: 14.5%

Number of Schools/Community School Sites: 5/5 Elementary 1/1 Middle 1/1 High Schools

Goals of Community Education in Pulaski:

- To integrate community resources into the regular K-12 curriculum
- To expand the use of facilities for all members of the community
- To coordinate optional recreational and enrichment activities for adults
- To facilitate school cooperation and coordination with other community agencies
- To coordinate the use of school resources too aid in community problem solving and to facilitate community input in to this process
- To coordinate and facilitate inservice programs for community teachers and training activities for community business and industry.

Identified Student, Family and Community Needs:	Day care/child care: Operate day care center. • Enrichment/remedial classes: Offer classes for all ages, sponsor classes through local technical college and universities. • Community outreach: Operate community programs.
Mission Statement:	The mission of the Pulaski Community schools is to provide each student with the necessary people, resources, and learning environment, whereby each student has the opportunities to develop their "best-self," so that the student may function successfully with others in our democratic society.
Collaborative Partners:	School District • Community College/University • Health Agencies/Department • Social Services • Criminal Justice Agencies/Department • Other: Churches, businesses
Community Involvement:	Community-wide decisionmaking • Community, school, family partnerships. • Community use of school facilities. • Interagency collaboration. • Address community involvement issues.
Programs: Special Populations:	Senior Citizens • Intergenerational • Special Needs: Native Americans, low income
For Children/Young Adults (0-17):	Pre-School • Before-school child care • After-school child care • Summer child care • Enrichment programs • Recreation • Drug Education • Employment Training • Leisure Classes • Career Planning • Recreation • Academic Courses • Job-Skills Training • Vocational Training
Processes:	Interagency Collaboration: Social Services, Health Agencies/Department, Criminal Justice Agencies/Department, Employment Agencies/Department • Community Needs Assessment • Use of Volunteers • Community/Citizen Involvement • School-Business Partnerships
Special Projects And Issues:	Arts • At-risk • Drop-out Prevention • Economic Development • Community Environment • Community Pride • Literacy • Multicultural
Average # utilizing programs weekly:	37
Program Recognition:	Wisconsin Lighthouse Program • 1991: Wisconsin Department of Public Instruction Certificate of Recognition

Lighted Schools

Pulaski, Wisconsin

Long before the phrase, "It takes a village," became a rallying cry of the mid-to-late 1990s, it was a way of life in Pulaski, Wisconsin, at least from a community education standpoint. Pulaski village, with a population of about 2,400 people, is located just northwest of the shores of Green Bay. It is central to the Pulaski Community School District, which serves more than 15,000 people.

On an annual basis, an estimated 10,000 people enroll and participate in PACE, Pulaski Area Community Education. Community education in Pulaski, says PACE Director Jim Brawner, is a way of life.

"It has been for 65 years," he says. "Classes are held in schools, private businesses, churches, banks and the town hall. A number of years ago, I taught fly tying in the basement of my home. Finding classroom space is not a problem. The expectation here is that people look to us to find places for these programs. People ask me, 'How do you do it in Pulaski?' I tell them we are a service agency to our community. We ask, 'What are the community needs?' and we try to meet them."

Brawner says that to understand Pulaski's successful community

education program is to know about its founder, Frank X. Joswick, who was the district's school superintendent from 1935 to 1970. One of Joswick's first community teaching efforts had high school students learning about carpentry, budgets and teamwork by building homes that were sold to townspeople at public auction. These same students tested area wells and their data were used

to justify the creation of a water treatment facility. Joswick fostered the philosophy that "schools are the thread that binds the people of the community," creating a Pulaski culture that keeps the district's classrooms and gymnasiums opened after school hours and citizens volunteering to staff innovative programs.

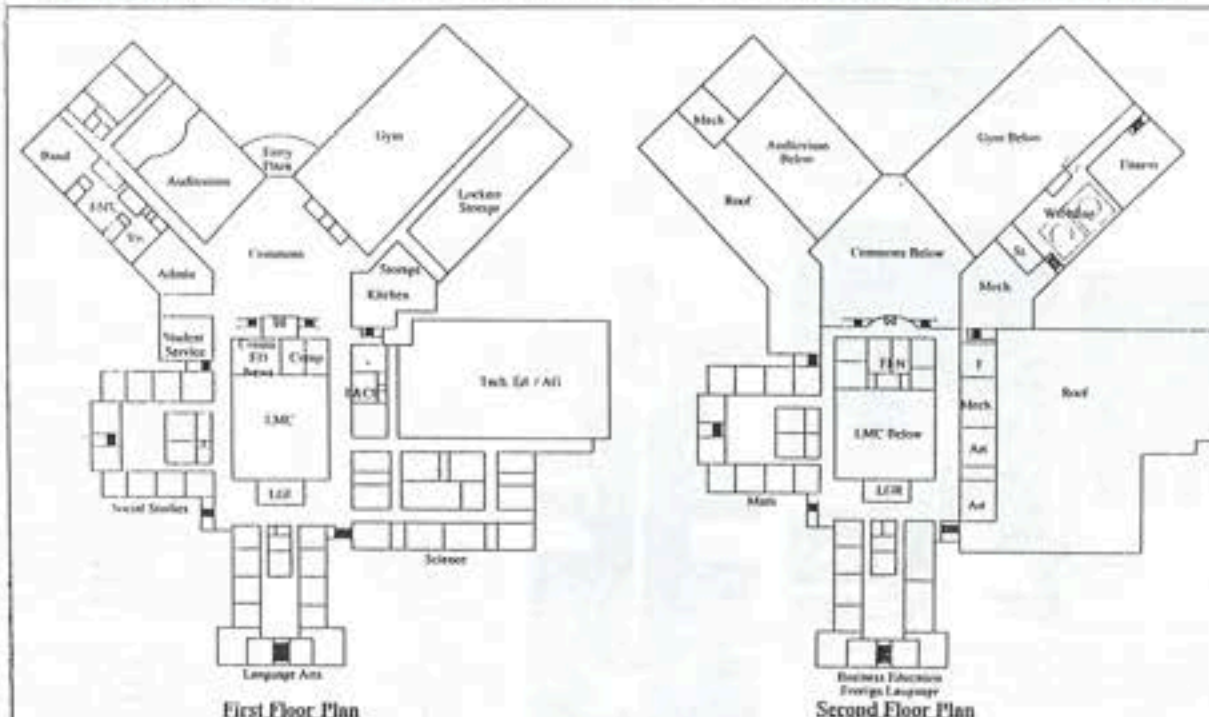
The "Community Pantry" is one such program. It is located in a middle school, with students and community volunteers stocking shelves and filling grocery bags. The Pantry is in its sixth year and has provided more than 5,000 grocery bags of food and coupons to Pulaski-area residents. Three times a year, PACE distributes 7,000 catalogs listing its programs that include piano lessons, Internet lab, STEP (Senior Tax Exchange Program) and community band. Also, through PACE, is the village's newspaper, "Pulaski News," published by high school students and distributed bi-weekly to about 3,000 readers.

"We ask, 'What are the community needs?' and we try to meet them."



With a growing school district, the need for expansion soon became essential. On October 8, 1997, history was made in Pulaski as the groundbreaking ceremony for a new high school began. The old high school would soon be renovated into the first Pulaski Middle School. As these exciting events were underway Pulaski News continued to inform the community about the progress. With the school philosophy as strong as ever, the 1999-2000 school year opened its doors to a new high school and first middle school.

District certifies referendum



Pulaski High School

A New Beginning: Pulaski High School

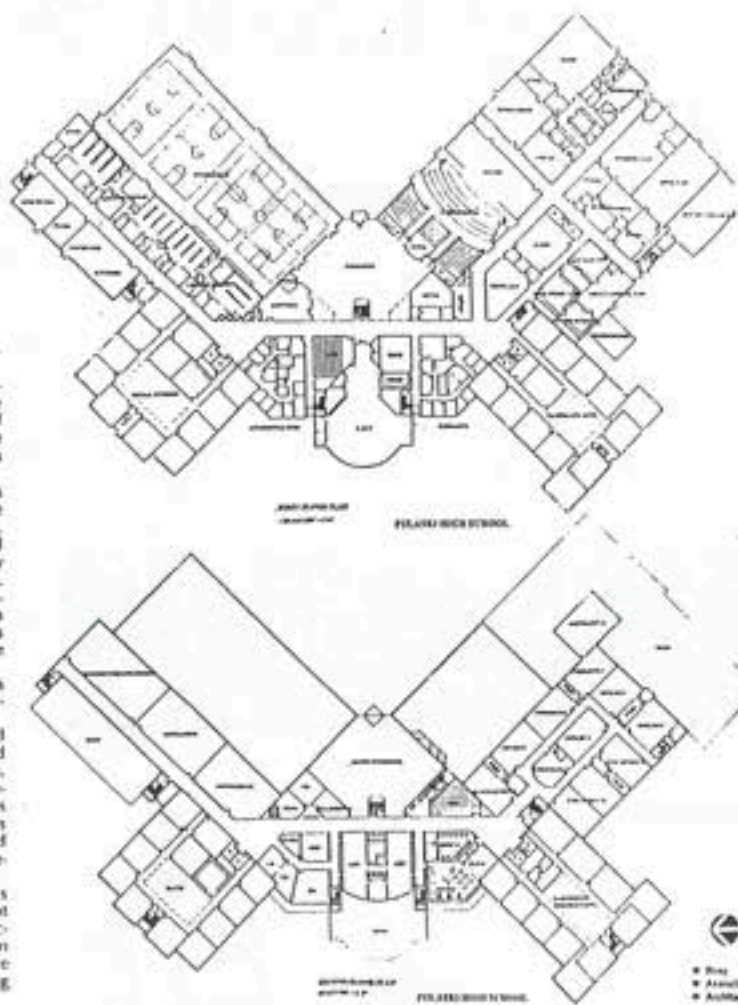
High school plan update

By Amber Vest
The design process for the new high school is progressing very well as work continues towards the October 8 ground breaking.
This summer, five meetings were held between the architects of Bray and Associates and the high school department chairs to plan the conceptual design for the new high school. The exterior wall lines have been established and the overall square footage of the new building is set at 305,000 gross square feet.
"I'm proud of the way in which our staff has participated in the research and planning processes involved in the designing of this school. They have worked very hard to ensure that this building will meet our student and community needs for years to come," Pulaski High School Principal Damian LaCroix said.
The new high school has entered the design development stage. In this stage, administration and staff of each department are detailing layouts for each individual space. These layouts include designing detailed models including everything from where the windows and doors should go to where the teachers' desk and marker boards should be located.
The technical education department is currently working on layouts in each of the shop areas. Decisions about the technology center and the programs it will house are being made.
The music department is working on details about storage and portable risers. Details as the auditorium concerning its features such as lighting, rigging, sound, and acoustics will be made in the weeks ahead.
The language arts, math, and social studies departments are developing typical classroom designs. The resource centers for each department are being further developed.
The common and kitchen areas are undergoing computer analysis on seating and investment design concepts. The layouts for the kitchen are being developed.
Physical education has established the layout for the locker room, and is refining line

From page 1

New high school update

markings and bleacher locations in the main gym.
Business education and foreign language departments are further refining the design of the classrooms and resource centers. Computer lab layouts are being developed.
The science department is developing details about the laboratories and lecture rooms.
The art department has a well defined layout and is currently working on defining casework.
Family and consumer education has a layout developed in a second floor location and is working on how to maximize the use of its program area.
The library media center has completed the preliminary furnishings layout.
Also, the layout of special education is well defined and is working on casework details.
Architects have begun developing the exterior elevations of the building. This includes wall construction, window and door openings, and exterior design features.
"The building project is progressing well. I'm confident that the net effect of our collective efforts is going to result in the creation of a first-rate twenty-first century learning community," LaCroix said.



Referendum slated "it takes a district to educate a child"

By Terelei Karez
"They say it takes a village to raise a child." In our case, "it takes a district to educate a child," said Pulaski School Board member Rich McKee. "There is no big news in and out of the Pulaski village, the entire school district of 176 square miles will be voting Tuesday, May 20 in a special election regarding a proposed \$31.8 million school renovation and expansion project. The Pulaski School Board, representing all areas of the district, unanimously approved the referendum question."

The vote will pose two questions to the district voters. The first question will concern the \$31.8 million for the elementary, middle school, and a new high school. This \$31.8 million will break down into increments of \$1.7 million for elementary renovations and additions, \$1.7 million for middle school renovation, \$24.4 million for a new high school building, and \$2 million for new technology and a new upgraded technical infrastructure. This technological infrastructure will include technology only in the middle school and high school. The elementary school technology will not be upgraded with these funds.

"This first option is for bricks, mortar, and wiring," said Colleen Rensley, Pulaski School Board president.

The second option is to add an operating request to exceed the revenue cap by an additional \$1 million starting next year. This will be used for continual upgrades every year. If passed, next year \$800,000 will be used to bring new technology to the elementary schools and \$200,000 will be used to begin hiring the needed staff for the renovated schools, the middle school, and the new high school. In the 1999/2000 school year, the money will be put in for heat, light and pay for individual operations in the middle school and new high school open.

"This is the long range part of the plan. Every year, up to \$200,000 will be used to maintain and upgrade the technol-

ogy with the remainder going to operate and maintain buildings. This will include elementary technology," Rensley said.
The \$31.8 million referendum does not permit the firing of new staff to fill the voids in the renovated elementary schools, middle school and new high school.

If both questions are voted in, the next mill rate will stay where it is now at \$11.30. The \$31.8 million bond will be repaid in 20 years. However, according to Pulaski superintendent of schools, Tom Beattie, if the state reimbursement rate remains at 74%, the bond could be paid off in 15 years.

The state is currently paying 74 percent in state aid. Therefore, if the plan is implemented now, the taxpayers will be paying only 26 cents for each dollar spent in the renovation, building, and technology upgrades.

According to Beattie, the financial plan has been prepared to expect the state aid to remain at 74% for the next three years and to adjust to the possibility of population growth fluctuations. Even if the rate had to decrease slightly, the tax rate of the first 3-4 years will remain steady and then the rate will decrease as the third year.

This plan even projected the effect of a decrease in state aid to 65 or 55 percent would be on the tax rate. If state aid is at 55% in the third year, the rate will still be lower than the current \$11.30 rate.
The entire community has

been kept in mind during the composition of this plan. Meetings in all areas of the district were held where discussion with the district residents were conducted. The district members also gave their own input into the design of the project, according to Beattie.

"This referendum is the best long term solution to our district problems. We looked at a number of alternatives," said Rensley.
The new high school will be located across from where the current high school is now. This will be a larger building with more technology. Because all of the district permissions are currently filled, the new high school will have a four-story gym to allow for the growing number of students in the expanded physical education classes.

A new auditorium will be located in the new high school that can seat 750 people in comparison to the current auditorium that only seats 475 people. By having two auditoriums, two programs can be held simultaneously. The new auditorium can also allow for larger product lines and greater community involvement.

PAC I will also receive more space in the new school for greater community access to all PAC I programs.
Though this will be a state-of-the-art school, not all things will be new. Rensley said, "Things that will not be replaced are the pool, the track, the athletic field, and the lights on that field."

"There are many programs available under the auspices of the district that afford community members the opportunity to enlighten and prepare ourselves to understand the technology of world that we now live in. Upgrading the facilities and programs mean new opportunities for not only the youth of the district, but opportunities for all the members of the communities that make up Pulaski Community Schools," said Connie Hoyle, district resident and member of the Pulaski Community School District Referendum Steering Committee. "Because of Pulaski Community School's inclusive philosophy, we adult members of the school district also have the opportunity to take advantage and use the facilities to continue our educational process."

Though these issues are important, Hoyle is still placing her focus on the children. "A quality school system begins with adequate facilities and keeps up with the needs of its children by providing appropriate program along with the necessary technological tools for teachers to utilize in their classrooms."

Rich McKee, Pulaski School Board member, is concerned about the space needs of the schools. McKee said, "The building and renovation part of the referendum will get the doors out of bus garages and portable classrooms and back into our modern buildings where they belong. It also has some

built-in features that will make expansion much easier if needed in the future."

McKee also says that new technology is a must. McKee said, "The technology part of this plan is exciting in so many ways. It will provide increased communication between district buildings, parents, and schools, as well as schools and the community. It will provide the tools necessary for our children to meet the year 2000 and beyond. Just as in past decades schools have added electric lighting, telephones, electric typewriters, etc. to prepare students for the real world, we now need to add current technology and make sure our buildings are ready for the technology of the future."

According to McKee, the third element of the referendum is the need to exceed the state revenue cap. "This may be the most important part of the referendum because it is the part that will allow the district to run and maintain the new technology, additional classrooms, and new high school building. Any time you have increased population growth you have increased expense to operate the systems necessary to educate those students. The current spending caps do not allow for that increased expense which sometimes requires cutbacks in some areas in order to maintain the basic functions of a school district," McKee said.

"It (referendum) is something that is really needed. The people of this community need to realize that this is a necessity. Whenever anything is put into quality education it is never lost," said Tammy Brzezickowski, district resident and member of the Pulaski Community School District Referendum Steering Committee.
Beattie says that now is the time to act. "We cannot miss our window of opportunity while the state will pick up 74 percent of the cost. We have to come together as good honest people with good honest plans for this project."



Pulaski High School principal Damian LaCroix and superintendent Tom Beattie, along with school board members, are shown in the photo.

Planning key to new school

Imagine working with 5,000 square feet and working to please everyone involved. The staff at Pulaski High School has been working on this for a while now. Pulaski High School has been working on this for a while now. Pulaski High School has been working on this for a while now.

Imagine working with 5,000 square feet and working to please everyone involved. The staff at Pulaski High School has been working on this for a while now. Pulaski High School has been working on this for a while now. Pulaski High School has been working on this for a while now.

will be state-of-the-art. Our students will be offered experiences and opportunities which will be a tremendous foundation for continued and future growth," Tullerton said.
Matrak said the new high school will be more efficient through technology. Each teacher will have a computer with an e-mail address. The computers will also be used for on-line grading and a virtual attendance policy. The new attendance policy will enable teachers to know exactly where students are and if they are excused or unexcused. Each teacher will have voice mail and eight data outlets will be installed in every room. A homework hot line will also be available for students to use.
LaCroix said the school is being designed with the idea of "flexibility for the future."
"There will be more and better space in the core areas," LaCroix said.
The hours upon hours spent perfecting the plan will pay off when the community, faculty, and students reap the benefits of the new high school.
"It has been a great learning experience. The new high school will provide more and better opportunities for students and the community," LaCroix said.
"I'm looking forward to this new and exciting time that the Pulaski Community School District is embracing again," said Tullerton.



Associate principals John Matrak and Pat Tullerton, principal Damian LaCroix and his son Maxwell, superintendent Tom Beattie and his wife, Marlene, gather around to share their plans for the future of the new building.



Wojciechowski, school board member; Ted Krajewski, PHS site owner; Dr. William Burnette, school board member; and Orville Kulak, PHS neighbor, beam with pride at the ground-breaking for the new high school.

Pulaski News

PULASKI, WISCONSIN

THURSDAY, OCTOBER 23, 1997

VOLUME LVIII, NUMBER 22

Plans to become a reality

by Mindy Gwilt
The ground breaking for the new high school in Pulaski was held on October 8, 1997. This is the first school to be built in the district. About 300 people were present for the ceremony.

Tom Reilly, district administrator, gave the opening speech. The speech was followed by the Pulaski High School band performing the "Star-Spangled Banner."

Colleen Rensley, board of education president, followed. Reilly introduced the student representatives from each school who were on hand for the ceremony and commented on how the ground breaking was a tribute to the collective efforts of the supportive citizens of the district.

The student representatives included Megan Eddy, freshman, Pulaski High School; Trevor Gohr, grade 7, and Evan Marlman, grade 8, Glenbrook; Kellyn Kries, grade 7, and Katie Griffin, grade 8, Lamoyne; Amanda Breitenfeldt, grade 7, Sunnyside; and Dan Warden, grade 7, and Eileen Dorian, grade 8, Assumption BVM.

Dan LaCroix, principal of Pulaski High School, gave a speech that included segments about the dream of the new high school and of Frank Jowick's vision for the school district.

"The Jewish once said 'We didn't inherit this land from our fathers, we are borrowing it from our children.' They are our most precious natural resource and we have made a huge investment in them by way of this decision," said LaCroix.

Sophomore Brenden Whitfield represented the PHS student body. He spoke about all the positive changes that the new school will have and how every student can look forward to the new school.

Dean Hawkinson, a representative from Bray Associates Architects, spoke. The high school will be the largest building in Pulaski, according to Hawkinson. He said the benefits of the building will provide the needs of today and the future.

The PHS band played the school song as the school board, student representatives, and the administration took the ground for the new school. Reilly completed the ceremony by giving the closing speech.

"I was very pleased with the ceremony. The weather was great and all the people who attended shows how important this new high school is to everyone," said Rick Adamki, school board member.

For Laura Schroeder, moving to the new school will be a unique experience. She graduated from the original high school in 1969 when it was located at Glenbrook. Her first year of physical education was the first year of the present high school after being converted from a grade school. Now Schroeder will be teaching in the new high school.

The students in the new high school will have new opportunities that students of the past did not have.

"Technologically speaking, every classroom will be hooked up to the outside world. Students will have Internet access and other audio-visual combinations that we currently do not have. There will also be an enhanced student-computer ratio," said Matczak.

A common theme that most adults in the community seem to turn to, is the more space the students will have.

"The new high school is very much needed. With the growing community, the space is definitely needed," said Isabelle Wojciechowski.

"It's going to be great. The new high school will help ease overcrowding and prepare for the growing enrollment at Pulaski High School," said Schroeder.



Students, administrators, and school board members experience the joy of the ground breaking for the new Pulaski High School.

Community digs into future

by Kristin McKeel
The hard work that the Pulaski Community Board of Education has put into the project of the new high school is starting to pay off. At the ground breaking ceremony for the new high school, held on October 8, 1997, the board members saw the beginning of their long awaited project.

The ground breaking ceremony was seen by many of the board members as a day of celebration. At the ceremony, the board members saw the beginning of their long awaited project.

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Lamoyne principal and future principal of the Pulaski Community Middle School Julie Brill and Lamoyne student Kellyn Kries look to the future of Pulaski High School.



Pulaski Business Manager Gus Knitt and his children Nathan, Kindergarten at Glenbrook, and Rebekah, grade 2 at Glenbrook, have high hopes for the new high school.

Related ground breaking stories and pictures can be found inside.

Brayland Associates continue process

by Erika Swanson
"The ground breaking was a great kick off for such an exciting event," said Dean Hawkinson, one of the architects working on the plans for the new high school.

Hawkinson, Bill Herley, and Keith Palmrich of Bray and Associates, were all present at the official ground breaking ceremony of the new high school on Wednesday, October 8.

Bray and Associates have been working on this ongoing building process since last year. A set date hasn't been established for completion of the plans. Hawkinson said the building will be completed by the Fall of 1999.

The major contractor is Miron Construction from Menasha and Hawkinson expects over 400 bids from subcontractors. Depending on competition, no less than three subcontractors will be chosen. Hawkinson said he is enjoying the process.

Local contractors 'dig in'

by Paul Adamki
Digging a new high school brings a little more action to a regular construction job. However, building the high school for Pulaski is a very gratifying job for area contractors and laborers.

"I think it is great. Not many people get the chance to work on a school they went to," said Larry Matczak, a 1970 graduate of Pulaski High School. Matczak is the foreman for the Miron crew.

Working on the new school only brings Matczak the satisfaction of giving back to the community that taught him the trade. He knows, but also gives the chance to reacquaint himself with some old teachers.

Matczak said, "I'm a 1970 graduate of Pulaski High School and I believe Pulaski is really changing. The fact the school is on the first site is a sign that it is growing. Also, the many understand what students need," said Schaefer.

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John Johnson, a Miron construction worker, who also lives in the school district, believes giving the students a new high school such as the one they are getting will be very rewarding for the students' learning.

"They're here to get a good education, and this will help," said Johnson, who has also built schools in Appleton, Green Bay and Shawano.

Capella Trucking, also from the area, hauls fill for the new school. From the talk on the job site, they are a great asset to the project.

While the school continues to rise out of the fertile soil of Pulaski, the community can sleep well. Their children will have a wonderful school... with a little touch of home in it.

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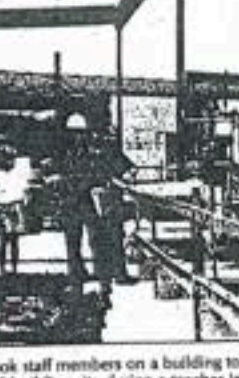
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Larry Matczak, a 1970 graduate of Pulaski High School, is the foreman for Reeke Marold, a plumbing sub-contractor of Miron.



The shirt doesn't lie. Workers on the Miron team for the Pulaski High School are "Dead Serious" when it comes to getting to work and finishing the new school. (Paul Adamki photo)



Principal Damian LaCroix took staff members on a building tour of the new Pulaski High School building site during a teacher in-service day. "I am excited to see all the progress and to see the new high school taking shape," said George Sanders, science teacher at Pulaski High School. Linda Peterson, library aide at Pulaski High School, said, "I am interested in the way the library will turn out." She also appreciates the tradesmen's hard work.



There are twenty-seven masons and fifteen helpers on hand constructing the new high school. (Paul Adamki photo)

Farmland grows into new high school

by Erika Swanson
Cubed, pulled, dirt piled, heavy machinery - and here, construction workers tell the story of how the new high school is being built on the site of a former farm.

Krajewski's parents purchased the land, a new farm, in 1917 and lived on it for many years before Krajewski purchased the farm from them. After talking to two school board members, Krajewski was convinced to sell the farm for his living on two acres of the property.

While Krajewski owned the farm, he basically had two full-time jobs. He worked for implement dealers for over seventeen years. This occupation included repairing farm machinery and making deliveries. When this

work was done, Krajewski lived on the farm with his family. He was a farmer, a mechanic, and a school board member. Krajewski worked on the farm for many years before Krajewski purchased the farm from them. After talking to two school board members, Krajewski was convinced to sell the farm for his living on two acres of the property.

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Ted Krajewski stands proud with his gold shovel at the location of the new high school. (Paul Adamki photo)

Students envision future

by Elizabeth Clark
Currently, the area bounded by St. Augustine and Crest Dr. is an open field, but in two years it will hold a brand new high school. On Wednesday, October 8, many members of a community gathered for the ground breaking ceremony for the future Pulaski High School.

"I think it's exciting for those who will get to attend the new Pulaski High School," said senior Melissa Schwiner. Schwiner spoke out with planning for a ceremony.

"I'm happy I could make a difference and I'm glad I have the opportunity to spend my senior year at the new Pulaski High School," said sophomore Jordan Whitfield. Whitfield volunteered to speak at the ceremony.

"I am very excited to spend two of my years at the new high school," said freshman Megan Eddy. Eddy volunteered to help out and also played in the band for the opening ceremony.

"I look forward to attending the new high school and it was a great experience helping out," said Amanda Breitenfeldt. Breitenfeldt is a member of student council from Sunnyside and the volunteered to help out for the ceremony.

Many students of PHS came together at the site of the new school with a vision for the future.

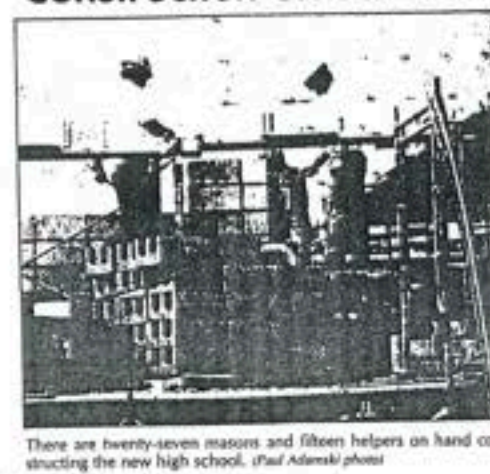


Students and members Rosanne Eisner, Laura Nachreiner, and Ben Lidke show their school spirit by volunteering to play at the groundbreaking ceremony.



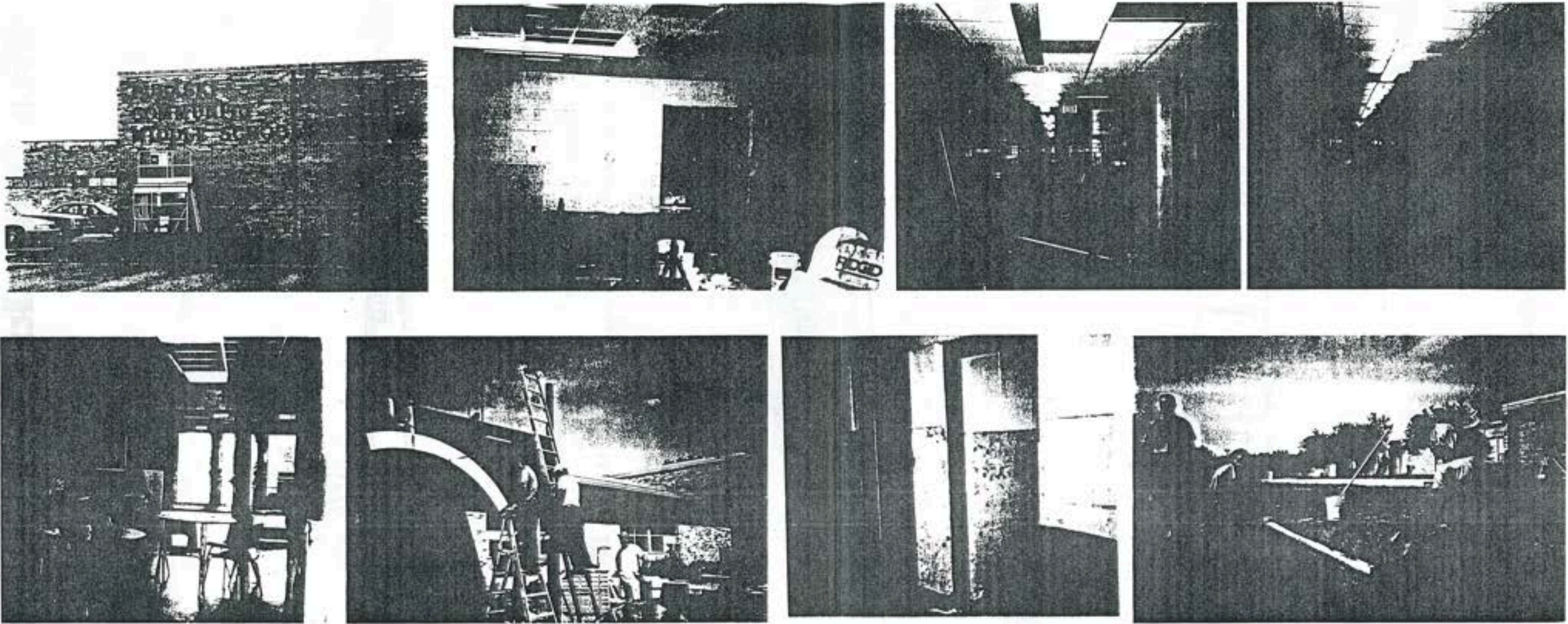
The new Pulaski High School is taking shape and rising out of the fertile farm fields. As many as 75 workmen are involved in the project. Even with our strong storms which caused a crack in one of the major walls which had to be taken down, the building is still on schedule.

Construction on schedule



There are twenty-seven masons and fifteen helpers on hand constructing the new high school. (Paul Adamki photo)

From High School to Community Middle School



The Pulaski Community Schools

Hillcrest School

Building a Community of Learners



Fairview School

Where Children are First



Lannoye School

*Challenging children to share, care,
and prepare for a lifetime of learning*



Sunnyside School

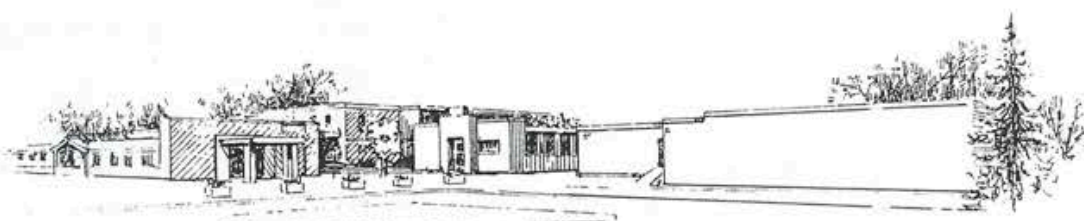
*Every child a reader, a thinker,
a dreamer, an explorer...our future*



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Glenbrook School

Love, Laughter & Learning



Pulaski Community Middle School

*Where the children are the brightest,
shiniest stars in the sky*

Pulaski High School

*Students before subjects,
Learning beyond teaching
Minds above memory...for the future*

