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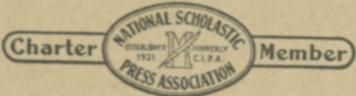
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The Western MiSTiC

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EDITORIALS

ON RAISING STANDARDS

"Taxes must come down! We're spending altogether too much for schools! How much did we spend for schools when I was a kid? We didn't have any use for all foolishness which they teach children today and we didn't have such outlandish taxes either!"

Perhaps, if you haven't heard these arguments heatedly expounded in recent months, you have heard this—"Everybody else's salaries are being cut, other people are losing their jobs! There are more than plenty of teachers! Why, it doesn't cost them so much to live anymore either!"

Statements like those have caused schoolboards, convening in recent weeks to cut teacher's salaries from 5 to 50 percent, to cut out special departments, eliminate teachers and supervisors, curtail expenditure and generally shove school systems to the bare essentials or less. The result—degree students are offered positions at \$65 a month, manual arts, commercial subjects, home economics, art and music subjects will not be taught in many high schools next year, the system will be able to operate with five or ten less instructors.

At the same time we talk of creating more jobs, new jobs, to relieve our present crisis, we admit that we must educate our children in new lines of work to eliminate technological unemployment, our business men, school-board members admit that the more wages he can pay his employees, the better his business will be operated, admits also that the cost of living has not yet been reduced 50 per cent and perhaps never will be.

Our teachers who are being paid salaries comparable with people of like training in other professions, would not object to a reasonable reduction in their pay checks but such cases are the exception rather than the rule. To the average teacher we have been able to apply the statement which an astonished Chinaman made in comparing the United States with his own land, "In my country the teacher is paid far more than the bricklayer, but in the United States the bricklayer gets a far better salary."

To the instructor who can be included in this category, a drop in wages from \$130 to \$65 a month is a tragic event—and such things are happening to college graduates. Still we are being urged to raise the standard of our profession!

—C. A. G.

"EDUCATION, THE NATION'S SAFEGUARD"

The place is our national capitol city, the speaker a tall, gray-haired, scholarly man with a neatly-trimmed Van Dyke beard, dressed with meticulous care; yet there is about this man a certain geniality, a rounded contour of the face and figure which suggests the physical force of a man of the world, a man who can hold his own with statesmen or financial giants, although the general effect is that of trim slenderness.

He speaks, and the mellow, resonant words roll out over the auditorium, reaching the ears of the most distant listeners with ease. There is little indeed of the demagogue about this man; neither in his manner nor voice is there bombast or harangue, but there is power in that suave tone—power and dignity that proclaim him a leader of men, even of this intellectual group, for it is the 1932 meeting of the Department of Superintendence of the National Education Association.

"No words of mine can express the necessity of universal education in a country like ours as impressively as do the words of George Washington. In his farewell message addressed to the people of the United States near the end of his second term as president, he said: 'Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.'

"I am sure that every member of this assembly accepts the statement of the founder of this republic as a commission from a great commander. It lays upon each of us the obligation to do whatever is necessary to promote education in times such as these, when all the institutions of our national life seem to be in process of re-evaluation and reconstruction—none more so than the educational system."

There follows a searching review of schools and the part they play in contemporary civilization, a review marked by keen insight and a broad grasp of the many problems, ethical, social, and economic, that confront the nation in these trying times. The MiSTiC cannot give more space to this notable speech, other than to call attention to the fact that it is printed in full in the current number of the Journal of the N. E. A.

To neglect reading it is to miss something eminently worth your time. It must have deserved the tremendous applause; certainly the printed article itself is not only meaty in thought, but distinctive in style. Here is no bowing and scraping to any set of interests, however powerful. It should make teachers proud of their profession to know how this man, Dr. Charles H. Judd, has spoken in such tones that the nation must listen (as it did on the radio). Dr Judd has

shown once again that he is a gentleman, a scholar, and what is more, a man.

The speech is entitled, "Education, the Nation's Safeguard". By all means, read it.

—B. D. M.

THE LOCAL SITUATION

Even if we had to wait until early spring to hear the North Dakota Concert Band, we all agree that they were worth waiting for.

A number of people should be interested in joining the International Relation's Club which is to be organized today, if we can judge from the extensive activities of like groups at other colleges.

But by way of consolation, it might be stated that one very well-behaved class in the Training School, at any rate, is quite civilized; it allows itself to be bored as quietly as do college classes.

Very definite signs of a renewal of interest in forensics are the plans being made for a Peace Oratorical Contest next May, and an extemporaneous speaking contest, sponsored by the high school debate squad.

Members of this year's active Y. M. C. A. are planning to take over the regular Sunday services of various churches in Fargo and Moorhead, according to Dr. Locke, who is working with the group.

With the return of very definite signs of spring (this may be a lie before you read it—we haven't consulted the weather man) we turn our thoughts towards perhaps the biggest event which the College has known, the dedication of the new buildings which will be worked into this year's commencement activities.

Tax Reduction Fever A Serious Threat To Established Institutions -- Dr. Archer

(From The Fargo Forum)
By C. P. Archer

"How to reduce taxes" is a problem of increasing importance in our attempts to relieve the depression. All over the country tax associations are being formed for the purpose of trying to relieve the burden of taxation for which no one is particularly to blame. "Tax reduction" has become a fever, and many are reducing regardless of necessity, regardless of loss of efficiency by so doing. Some communities whose taxes are already quite low are "cutting to the bone" merely to keep in style. For some there is a kind of glory in the accomplishment. Certainly for many communities some gradual intelligent reduction seems necessary under our present system of taxation. At any rate the fact seems evident that the public has become alive to a condition which has been needing attention for a long time.

Some tax reduction enthusiasts get stampeded by the knowledge (well known before) that taxes have been slowly mounting due to increased demands for facilities. We get tired of subscriptions for our band, and we levy a tax. We grow weary of preparing baskets for the poor, and tax ourselves to save the trouble. We want good streets, good roads, law enforcement, adequate health supervision, expert advice regarding farm management, and good teachers to build good character in our boys and girls—and somebody must pay the bills. Increases in population and increased demands are sure to bring increased costs.

Essential Activities

Some communities are dropping activities which are most essential to their own economic recovery—Mistakes are being made in the name of economy—sometimes so serious that it will require many decades to recover lost ground. Studies are being made of relative costs of different functions of the government and the most expensive are discarded regardless of relative values. Someone discovered that our schools cost us more than any other community enterprise. Of course they do! It has always been so! Continued increase in school population (in high schools 400 per cent in 20 years!) and demands for greater educational opportunities must cost more money. Likewise costs of living have gone up, the value of the dollar decreased, and equipment costs more. Then, don't we want most of our tax money to help to contribute to the welfare of our children, our most precious legacy? The most used public agency and the most necessary should receive the highest percentage of money invested. The school is society's best means of social control—society's best investment for economic recovery.

Miss the Cause

But taxation is not a burden primarily because of increased costs. Most tax reduction enthusiasts miss the whole cause of our present dilemma. Some items of government may be eliminated, perhaps, and little harm be done, but these are feeble attempts and do so little to solve the problem. We may cut our taxes 50 per cent and deprive our boys and girls of the means of growth and development, but the problem will still be here. Tax-

payers associations set out to study our dilemma, but few seem to see that what we need far more than tax reduction is a complete revision of our system of taxation.

We developed our present system of property tax (and it is primarily just that) on the assumption that those who can afford to pay should do so. People who had wealth must support the schools so that the future citizens of the state would learn to respect the property rights and cooperate to protect not only themselves but also those who paid taxes. In other words tax investment was a good means of social control. That principle still holds good. But whereas wealth formerly existed in the form of property, it has now taken other forms. The wealth of the community benefits from good schools, good government, and good facilities. They must pay for the benefits. But property holders no longer represent the wealthy persons.

Property a Liability

Often property is a liability now, where it was formerly an asset. Wealth now exists in the form of stocks, bonds (many are not taxable) and the like. Efforts at tax reduction are feeble efforts. Cut your taxes 50 per cent and the property owners will still pay too much. We must find a way to make those who have the wealth bear the burden. That is the only permanent solution and our only salvation.

One solution would be an income tax. Legislators must find a way to compel people to pay according to profits made. Many corporations will fight such movements to the limit, but the battle must be fought and won by the public. Some say that income taxes are merely passed on to the consumer, but there are fallacies in this argument. The greater the income the more the tax. Higher prices bringing greater incomes would not bring in greater returns for the wealthy manufacturer.

Larger taxing units will also help, as wealth is often centered in certain areas. More taxation on a county and statewide basis of need will help to place the burden where it belongs when the property tax is abolished.

Commodity Tax Urged

More indirect taxes levied upon commodities which are not the necessities of life would also help. These would

be paid by the consumer, of course, but only those who can afford to buy the luxuries would pay the tax.

Also some means must be found to tax bonds which are now exempt. Such bonds represent a great source of hoarded wealth. By putting funds in to this form, immense fortunes go untaxed.

Let us hold steady and not destroy our most necessary government function during the period of transition. The school is the most expensive, and should be! Of school costs, teachers' salaries are the biggest items, and should be! The best index of efficiency of any school system is a high percentage of the budget devoted to instruction. Why? Because the very life of the school is the teacher. Money invested in buildings and upkeep will never make a school and needs to be kept as low as possible to permit securing the best instruction that can be obtained. Teachers mould character, build lives, secure mental, physical and spiritual development.

Heart of School

The teacher is the heart of your school. Progress is made, enjoyment is increased, and character is being developed by good teachers. Poor teachers are cheap regardless of the fact that we may have to pay them more to keep them from going to other schools, or into other lines of endeavor where such rare personalities can command respect and salaries in keeping with their efforts.

No, let us keep steady while we are revising our system of taxation. Let us use our intelligence so that we eliminate only those functions which are least essential. Let us set to work with determination to do the only thing which will solve our problem. See to it that those who can afford to do so pay the burden of taxation. Let those who profit most pay the most. Let us insist on an adequate income tax, an organization of larger taxing units, more taxation of commodities which are not necessities and provide for taxation of all wealth. All other efforts will avail us little, and many of our present efforts will so handicap us and our children that economic recovery in the future will be impossible.

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Former Instructor Publishes Study

J. Herbert Burgy, a former head of the Geography department of Moorhead State Teachers College, has written a study in industrial geography called, "The New England Cotton Textile Industry". The publication of this book was recently announced by the William and Wilkins Co. of Baltimore. "Malaisic" (The Soul of Malaya) is the title of the book winning the annual prize in 1931 of the second French Academy, the Goncourt. The author of this novel is Henri Fauconnier. It has been translated into English by Eric Sutton. This book is among the new novels in the library.

The books which help you most are those which make you think. The hardest way of learning is by easy reading; but a great book that comes from a great thinker is a ship of thought deep freighted with truth and beauty.

NEW BOOKS

- Baker, T. A.—History of the English Novel
 - Berry, R. J. A. and Gordon, R. G.—Mental Defective
 - Browning, Mrs. Elizabeth Barrett—Complete Poetical Works
 - Defoe, Daniel—London in the Plague
 - Eastman, Max—Literary Mind
 - Hollingworth, H. L.—Vocational Psychology and Character of the Lower Organisms
 - Mowrer, E. R.—Domestic Discard
 - Pinter, Rudolph—Educational Psychology
 - Rolland, Romain—Jean-Christophe
 - Sawyer, J. D.: Washington: a pictorial biography in 2 volumes.
 - Scheideman, N. V.—Psychology of Exceptional Children
 - Shelley, Mrs. M. W.—Frankenstein
 - Swift, Jimorthan—Tale of a Tub; and the Battle of Baaks
 - Tiegs, E. W. and Crawford, C. C.—Statistics for Teachers
 - Trow, W. C.—Educational Psychology
 - Wells, H. G.—Jrau and Petu
 - Wycherley, William—Country Wife; and the Plain Dealer
- Education**
- Almack, J. C.: Education for Citizenship.
 - Coffin, J. H.: Personality in the Making.
 - Davis, H. T.: Philosophy and Modern Science.
 - Genetic Studies of Genius. vol. 1—Mental and Physical Traits of a Thousand Gifted Children, by L. M. Terman.
 - Hill, H. C.: Readings in Vocational Life.
 - Hill, Howard: Vocational Civics.
 - Holbrook & MacGregor: Our World of Work.
 - Miller, H. G. & Chaffee, N. W.: Auditorium Social Arts.
 - Rexford, C. H.: General Psychology for College Students.
- Literature**
- Dryden, John: Essay of Dramatic Poesy.
 - Gunn, Sidney: Story of Literature.
 - Moulton, Richard: Modern Study of Literature.
 - Parrington, V. L.: Beginnings of Critical Realism in America.
 - Sherman, Stuart: Main Stream.
- Music**
- Brenner, Henry: Messages of Music: mood stories of the great masterpieces.
 - Fryberger, A. M.: Listening Lessons in Music, graded for schools.
 - Victor Talking Machine Co.: Music Appreciation for Children.

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A Sophomore has reservoirs filled with special information that would mean nothing to a person over twenty-four years of age. Alternating with these crowded compartments are roomy open spaces which are approximately a vacuum.

Instructor—"Curiosity killed a cat."
 Maxine—"What did the cat want to know?"

Geneva Tack, reading journalism proofs, saw B. F. in large letters. Geneva immediately made inquiries about the abbreviations. She was hastily enlightened for fear that she would labor under the delusion that it meant boy-friend

Mr. Kise—"Speaking of members of the organized constitutional committee, they probably would only have received "C" in American Government if they had taken it from me."

It was 2 a. m. He didn't take off his shoes. He didn't creep stealthily up the steps. She wasn't waiting for him with a forbidding countenance, and a pretentious poker. She didn't ask him if he knew what time it was - - - - He was a bachelor.

One student—"How do you like my room?"
 Other student—"As a whole, it's fine. As a room, not so hot!"

Kenny to Jane in a bridge game—"Every day you play more stupidly! But today you play as if it were tomorrow."

Vocational Education

- Davis, F. G. & B. C.: Guidance for Youth.
 - Lyon, L. S.: Making a Living.
 - Smith, L. W. & Blough G. L.: Planning a Career: a vocational civics.
- Reference**
- Commerce Yearbook, 1931 part 2.
 - National Society for the Study of Education: Thirty-first yearbook, parts 1 and 2.

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FROM OUR EXCHANGES

STUDENT MONITOR
 Barnesville High School
 Miss Cole and Miss Gunderson visited at the State Teachers College at Moorhead, February 26-27.

THE EXPONENT
 Aberdeen Teachers College
 An urgent request that one college or university student be sent to the Geneva Disarmament Conference with the American delegation has been sent to President Hoover by 2200 students who attended the quadrennial convention of the Student Volunteer Movement during the holidays.

THE NORTHWEST MISSOURIAN
 Northwest Mo. State Teachers College
 A pair of rare birds for this vicinity were recently brought to W. T. Garrett, chairman of the college biology department for identification. On investigation Mr. Garrett has found that the birds are known in their native range of Europe and Asia as Starlings (genus sternus, species Vulgaris).

THE MAC WEEKLY
 Macalester College
 The Macalester College Glee Club, under the directorship of Professor Hael, will begin its nineteenth annual spring concert tour on Tuesday, March 29.

Affiliated Schools

The Gunderson and the Sunnyside schools had a weeks vacation for Easter, while the Oak Mound school had only Good Friday.

Many of the teachers in the affiliated schools spent their vacations at home or visiting relatives. Miss Aarestad of Gunderson school spent her vacation at Halstad; Miss Hunkins of Sunnyside at Campbell; Miss Nesvold of Gunderson at Madison; Miss Winters of Clearview at Wheaton; Miss Brown of Oak Mound at Fergus Falls; Miss Tangen of Oak Mound at Bertha; and Miss Hundebly of Oak Mound at Onamia.

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Just Rambling

Well, here's our second installment on the football revisions No player on the defense may strike an opponent on the head, neck or face, with hand, wrist, forearm, or elbow At least the player on the defense can still say, "Please let me go past" Seriously, the defense, particularly lineman, will be heavily handicapped by this ruling and it's going to be hard for the fellows to break away from the old customs Theoretically, this ruling is aimed at such practices as the rabbit punch and it should tend to eliminate a lot of injuries We are expecting to see a number of high scores run up this season because of the second revision listed above But we have dwelled long enough on that point, as the little boy said when he sat on a tack Over in the Training School Cec Veitch asked his students what kind of boys went to heaven some bright kid hollered out: "Dead boys, ya nit!" Advt.—All owners of dogs found wandering in school will be shot If you don't want to fall in the category of thoughtless morons, please keep off the new gym with street shoes on One thing that makes us sore is to see the bonehead who intentionally parades around the gym floor with click heels these floors wear off soon enough anyhow Bread may be the staff of life, but many of the M. S. T. C. males would dispense with the backward and forward ROLLS of Tuesday mornings What is a kiss? Henry Gibbons, noted lecturer, says it is the anatomical juxtaposition of two orbicularis oris muscles in a state of contraction .

Reserve strength is needed for the unexpected things.

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