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The Winonan

Winona State Teachers' College

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THE CENTURY HAND BOOK

One of Mr. Reed’s composition classes is developing a plan whereby the value and needs of the Century Hand Book of Writing will be brought to the attention of the students. It has been planned to place this book more vividly in the minds of the students and teachers through a series of Chapel exercises.

The manner of presentation will be so unique as to leave a lasting impression.

A central committee has been appointed and work has already been commenced upon the program.

CHAPEL TALKS

Miss Mackellar, the national representative of the Camp Fire Organization gave a most interesting talk on Camp Fire Girls, their work, and play. A ceremonial gown was displayed with the honor beads that were characteristic of the type of honors that the girls win.

Miss Mackellar told how these various honors are won. The girls delight in doing things around their homes, especially. There are many crafts in which the girls may work—Home- crafts, woodcraft and nature lore.

Campfire work satisfies and supplies what the growing girl needs because it has enough of the mysterious to appeal to her and enough of the helpful to be highly beneficial. Many college girls took a course in Camp Fire under Miss Mackellar last year and found it to be very interesting.

The second of a series of Chapel Talks on banking was given January twenty-first, by Mr. Gardner. He gave a short sketch of Benjamin Franklin’s life, saying that Franklin made his own living very early in life. His guiding principles were conservation and the guiding of experience we know that means an excellent play.

Mr. Gardner defined thrift as the wise use and wise expenditure of what one already has. Money is recognized the world over as the emblem or token of labor, and it may be exchanged for the product of other labor. It is not thrift to buy something which we can make or do for ourselves.

Money in order to be kept in circulation must be spent — but spent intelligently.

1927 WENONAH

A general meeting was held of the Wenonah Staff Friday evening, January fourteenth. One of the topics of discussion was the extra-curricular activities of the staff members. For the next six weeks most of the material for the annual will be written and put in form for publication.

It is the wish of the staff to be relieved of other outside activities so as to be able to spend their time on the annual material. They hope the faculty and students will keep this in mind.

Closing Minutes

The local basketball team tangled with the Augsburg five at their gymnasium in Minneapolis Friday evening, and after one of the fastest games ever played on that floor, we were defeated 20 to 23. The winning points were scored in the last three or four minutes of play.

The T. C. athletes scored first, when Captain McCaffrey made a basket. The ball ended 7 to 8 in Winona’s favor. The two teams earned these few points. Augsburg’s offense was fast and flashy; and at first it seemed as if they were going to sweep us off our feet, but a good hard-working defense broke up many of the plays and saved many points.

The second half was fast and spectacular. Captain McCaffrey made seven of the eight points in the first half. In the second period his teammates, “warmed up” and between them sank a mid-floor shot putting us in the lead 19 to 20. Then Augsburg coming from behind found an unguarded territory and shot two baskets. The T. C. team was fighting to stop the speedy Twin City basketeers.

This game was indeed one of which we can be proud; never did the fighting spirit leave the team, not once was Augsburg given half a chance to be the victors. The victory was ours — the score was theirs. We hope the locals will be proud; never did the fighting spirit leave the team, not once was Augsburg given half a chance to be the victors. The victory was ours — the score was theirs.

Winona Loses to Augsburg in Closing Minutes

The tramp died.
From "The Undying Fire"  
By H. G. Wells

"What is the task of the teacher in the world? It is the greatest of all human tasks. It is to ensure that Man, Man the Divine, grows in the soul of men. For what is a man without instruction? He is born as the beasts are born, a greedy egotism, a clutched desire, a thing of hate and fear. He can regard nothing except in relation to himself. Even his love is a bargain; and his utmost effort is vanity because he has to die. And it is we teachers alone who can lift him out of that preoccupation. We teachers... We can release him into a wider circle of ideas beyond himself in which he can at length forget himself and his meagre personal ends altogether. We can open his eyes to the past and to the future, and to the undying life of Man. So through us and, through us only, he escapes from death and futility. An untaught man is but himself alone, as lonely in his ends and destiny as any beast; a man instructed is a man enlarged from that narrow prison of self into participation in an undying life, that began we know not when, that grows above and beyond the greatness of the stars.

Sell tickets to "The Goose Hangs High."

Exchange Notes

Student Opinion
Editor's Note—All communications in this column must be signed. The name of the writer will not necessarily be published.

Modern Gallantry
If the opinion of most people was to be given about "modern gallantry" it would be that the term contradicts itself. They would say that gallantry belongs with hoop-skirts and powdered hair and that in these modern days the young people disregard gallantry and chivalry entirely.

I think that there are two sides to the question. Modern gallantry has its good points and its bad points. Let us consider the bad points first.

One place where lack of good manners seems to be especially evident is on the dance floor. A few decades ago, a gentleman would walk up to the lady, gracefully extend his hand and say, "Tread we a measure?" Now the common way of getting a dance seems to be for the boy to rush across the floor when he hears the music begin, stand about ten feet away from the girl and beckon with his finger. Then the girl obligingly goes to meet him and they dance. When the dance is over the boy usually escorts the girl back to her seat and thanks her for the dance, but even if none of her friends are around to keep her company he leaves her alone.

Introductions and salutations are two other things that seem to have gone out with the horse and buggy. When a gentleman is presented to a lady each one usually mutters some unintelligible acknowledgment and that is all. When they meet on the street the girl probably speaks and the boy answers but he forgets to tip his hat.

There are many others that I could list that are not practiced by the young generation but they are discussed and lamented so much that I am sure every one knows what they are.

Now let us consider the good points of modern gallantry. The fact that the young people are free in their speech and free in the observance of conventions does away with hypocritical actions. A "lady" of Martha Washington's day would have secluded herself rather than show her emotions. She was placed on a pedestal and did not dare to move for fear of falling of. The young lady of to-day is an equal, with her rights to her own opinion. Their greetings are just as sincere in "hell-O" as they were in the stilted form. The modern type of athletic man would be at a loss with a Dresden China type of woman. He wants some one who will be a pal and the modern girl would be old-fashioned enough to swoon if she had a powdered "Beau Brummel" for a boy friend.

Coming—"The Goose Hangs High."

Try Out
Everyone interested in trying out for the Winonaan Staff may do so in the next two issues. Write up some news you know or else ask the editor for a subject.
The Wenonah Players held a regular meeting Monday evening, January twentieth, in the conference room. Campaign plans for "The Goose Hangs High" were made. Members of the club will appear at the meetings of local organizations and make advertising speeches. Posters are being made and other stunts planned. The Players intend to put "The Goose Hangs High" over big.

The Junior High School Club held its regular meeting, Thursday, January twentieth, in the Junior High Assembly. After a short business meeting, Miss Armstrong sang two solos accompanied by Miss Westcott. Following these selections Mr. Holden, accompanied by Miss Zimmerman also sang two songs.

Following the musical part of the program Mr. Fishbaugh gave a very interesting address on "Your Future Problems and How to Meet Them."

The Kindergarten department had a pleasant surprise at Christmas time in a box of holly and mistletoe, which came from Mrs. Nellie Rollins of the class of '26. Miss Rollins is teaching at Browning Home, Camden, South Carolina.

On January thirteenth, Alice Neil and Florence Miller were formally invested at the regular meeting of the Girls Scouts.

Real second class work is being pursued by the troop. The star gazer’s badge is one of the goals of the work. To further this, Miss Christiansen entertained the Scouts by a very instructive talk on the solar system, comets, meteors, sunspots, and other similar matters.

The troop led by Miss Brady, the first lieutenant, gave three rousing cheers for Miss Christiansen.

A comet is — oh, come to Scout meeting and you’ll find out. Now don’t you wish you were a scout?

Coming—"The Goose Hangs High."

TEACHERS PROBLEMS

Mr. Fishbaugh addressed a joint meeting of the Junior High School Club and the Men’s Club, Thursday evening, January twentieth, on some problems the teachers meet in the small town.

Mr. Fishbaugh’s speech was interesting and instructive; being very practical in that the speaker spoke on a topic of intrinsic importance; vital, and free from theory but practical in practice.

In context the speaker said:

The event of the influx of the school teachers in the small town and the reopening of school in the fall, is to the people of the small town an event of as great significance as the return of the soldiers after the World War. For weeks in advance, the teachers are the subject of discussion; mothers hope that their children will like their teachers better than they did the last year.

When the teachers come to town they are met by all the people; but not at the station; they peek through windows, open doors, and point in directions. The teacher may be confronted with unexpected situations at the first teachers meetings.

In arranging the program for the year, teachers may have to teach more and different subjects than they expected.

In many small towns some form of reception for the teachers will be a part of the program. The teachers should go and show their appreciation of the attempt of the people of the town make to have the teachers feel at home.

It seems inevitable that small town people gossip somewhat; it is human nature. The gossip very seldom hurts but may often do some good. Gossip in the small town is a guide for the teacher, it is either an approval of the teacher’s methods or a warning for her to mend her ways.

Every small town has in it many friendly people. All of them will show some interest in the teachers welfare if given a chance. The teacher should recognize this and show her gratitude.

Many teachers find it difficult to show impartiality; they favor the rich man’s son or daughter in preference to the poor man’s son or daughter. But any teacher who cannot treat them all impartially should seek other work.

The teacher should be a real man or woman, because a weak teacher is not tolerated by the pupils and commands little respect. The teacher should be complete master of the situation at all times, both in and out of school. It should be the aim of the teacher to win the respect and backing of her pupils from the beginning. A hearty support of the pupils is the best backing a teacher can have.

In the small town the teacher is the model for dress, speech and manner, which is imitated by others in the community. Consequently, the teacher is a much larger factor in the community than generally believed and has a greater responsibility than at first anticipated.

THE TONGUE

"The boneless tongue, so small and weak, Can crush and kill," declared the Greek.

"The tongue destroys a greater horde," The Turk asserts, "than does the sword."

"The tongue can speak a word whose speed, Says the Chinese, "outstrips the steeds."

While Arab sages this impart:

"The tongue's great storehouse is the heart."

Can crush andkill," declared the Greek.

"The tongue destroys a greater horde," The Turk asserts, "than does the sword."

"The tongue can speak a word whose speed, Says the Chinese, "outstrips the steeds."

While Arab sages this impart:

"The tongue's great storehouse is the heart."

From Hebrew witt maxim sprang:

"Though feet should slip, ne’er let the tongue.

The sacred write crowns the whole:

"Who keeps his tongue doth keep his soul."

Sell tickets to "The Goose Hangs High."

Who's Who and Why

Laura Cowles spent the week end in Madison, Wis., to attend the wedding of a friend.

Marion Ewald of Minneapolis visited Mary Lois Koolen at her home.

Myrtle Haake and Josephine Kohlmeier entertained guests over the week end.

Margy Peterson spent the week end at her home in Lewiston.

Harriett Rhyn, Marion Johnson, and Edith Laughlin entertained Miss Mildred Smith at Bridge one afternoon of last week.

Rev. B. B. Ostrem spent one evening of last week with his daughter Muriel.

Miss Elvira Simon from Lewiston spent the week end with Jeanette Pfoes and Margaret Way.

Friends visited the Misses Sylvia Nelson and Louise Peterson last Saturday.

Lucille Mueller who has been ill since Christmas is in the Hospital now.

She is unable to have company but letters are permitted.

The entire school misses Lucille and we hope she will be back soon.

Almost everyone seems to be suffering from a cold and loss of voice,—we’ll get our vacations one way or another!

Coming—"The Goose Hangs High."

WHAT WOULD HAPPEN IF:

Andrew Traido’s hands were tied when he talked.

Arnold Donath lost his patent leather hair.

Helen Simmers couldn’t argue.

Mr. Merryman sat up.

Mary French wrote Palmer-Method.

Helen Pake’s clock wasn’t fast.

Hartshorn didn’t have something to talk about.

Cecil Galvin turned Scandinavian.

Henry picked up his feet.

Abner Suade was short and fat.

Evelyn Schriever wasn’t busy.

There wasn’t any student activities “for Business Only.”

Mrs. Cassidy didn’t say “deer.

Mr. French didn’t throw chalk.

Mr. Grimm didn’t have boils.

Mr. Hess didn’t pace the floor.

Miss Lewis lost her voice.

Mr. Simmers sang in Chapel.

Mr. Jedermann forgot the “present situation.”

Miss Artz wore high heeled slippers.
ALUMNI NEWS

Miss Charlotte Kibbe, '26, who is teaching in Rochester, was the guest of Eleanor Murphy over the week end.

Miss Cora Jacobson, who graduated from T.C. in 1924 was married Friday evening, January twenty-first, to Peter Iver on of Minneapolis. The wedding took place at the Sigma Phi Epsilon Fraternity House. The Misses Elizabeth Burns and Frances Emmert of the class of '25 were among the attendants.

Miss Margaret Davidson '26 was a visitor at her home in Winona over the week end.

Armella Ryan spent the week end in Winona.

Sylvia Jensen, '26, wrote us recently from Arizona where she is teaching and acting as secretary of the Parent Teachers Association. She recently took part in the program of the Arizona State Teachers Association presenting a paper on "Content and Technique in a Spanish Spoken: Kindergarten."

Miss Jensen writes enthusiastically of the Arizona climate, of the many beautiful flowers to be found there and of her trips into the mountains.

Bernice Jansen, '26, who is teaching in Strandquist, Minnesota, received a week longer vacation due to Scarlet Fever in her school.

ONE-ACT PLAY PRESENTED

The dramatics class presented the one-act play "The Gift" by Marie Foley, to the class and members of the college on January eighteenth.

The cast of characters is as follows:

Joel, a little lame boy .......... Alice Jacobson
Huldh, the woman of the house... May Seavey
Malacchi, her father ............ Marvin Johnson
The blind stranger ............. Michael Vukas
Gabriel \ Neighbor children ... Esther Hall
Martha \ Helen Simmons
The following day the play was presented at the Congregational Church for the Woman's Guest Day program.

May Seavey directed the play, Michael Vukas was stage manager, and Olive Nevins was costume mistress.

Sell tickets to "The Goose Hangs High."

MISS GILDEMEISTER'S ADDRESS TO THE STUDENT BODY

"I make neither mental nor verbal apologies for being serious this morning. Why shouldn't I? I be serious when we have such a short time here?

Teachers are like other people, not only in dress but in their desire not to feel dependent, when they are old: To be able to pay, when earning days are over, means that one should have saved money and invested it during those earning days, and days of good health.

The proposed amendments to the Teachers Retirement Fund soon to come before the 1927 Legislature, makes such saving possible and at a moderate cost to the teacher.

It provides that the teacher who join the Fund shall lay aside $7.00 a month during the nine school months of each year, for as long a time as they teach or until they have taught twenty-five, thirty or thirty-five years. No one under twenty-five years of age need join — but may do so if he wishes.

At the age of twenty-five if the teacher continues in the profession, he must pay the $65.00 a year. This so-called "compulsory" feature is opposed by some, but to me there is no menace there is only benevolence in it.

If one of you graduates of this school, goes out to teach at the age of eighteen, nineteen, or twenty, you have seven, six or five years in which to try teaching, with never a cent of your salary to be paid into the Teacher's Retirement Fund (unless you ask that you be allowed to do so). If through your own effort and desire you learn that you do like teaching and desire to join the Profession permanently you will wish to lay aside some money for sickness or old age.

If then at the age of twenty-five you decide to continue teaching, by your own act you choose to join the Fund. In this sense there is no compulsion about this matter.

After a teacher has proved her interest in the profession by teaching successfully for ten years the state says by deed, this teacher's experience is worth much to us, and to our children. Let us show that we appreciate it. We will deposit to the teacher's credit a sum equal to one-fourth of all she has deposited. Moreover, let us increase our deposit each year she teaches until we put in just as much as she does. Let us put it in until she has taught thirty-five years or retires.

This so-called 'compulsory' feature of the new pension law does not demand from teachers (as does the law now on our statute books) the payment of money never to be returned. Instead it provides that every penny paid in by the teacher, plus interest, will be returned in full to the teacher at any time she asks for it (allowing a reasonable time for the application to be handled by the officials — of course).

Personally I should expect every one of you to choose to join the Fund at once, even though you intend to teach but two years and are only eighteen years old. Some argue that $65.00 a year is too much for the beginning teacher to pay and not enough for the older teacher to pay. My experience leads me to see this differently.

Your parents and the state have borne the expenses of your schooling in preparation for teaching. You have no debts hanging over you. During the coming summer, your parents will equip you with a comparatively fresh wardrobe.

You will be called upon relatively little for contributions of either money or time. Your college of longer experience has many tasks to do of which you little dream.

I argue that it is as easy or easier for the young teacher to lay aside $7.00 a month than it is for her older colleague who now must travel, go again to school, and buy more books and magazines than before, and even perhaps must contribute more or less to the support of parents or younger brothers and sisters.

The better the teacher is provided for the greater the benefits which come to the boys and girls who learn from such a teacher. If the public only realized this there would be no need for teachers to urge a Retirement Law for themselves. The public would be anxious to protect their children from over-anxious superannuated teachers. It makes a healthful joyous teacher to go unscathed through the usual teacher's day.

CODDING IN EDUCATION

"I follow them around the halls for late papers; I beg them to take the best and let the dross go; I worry over their grades while they shoot chalk. Yesterday I had a letter from Ned Thompson Thanking me for persuading him to go to Yale! I hope someday, you will write me a letter thanking me for persuading you to foster a State Teacher's Retirement Bill."

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HOW TO GET A LEAVE OF ABSENCE FROM THE LIBRARY

1. Enter the library with an air of nonchalance (under no circumstances appear to be studious).
2. Drop exhaustedly into one of the chairs, at the same time kicking 2 or 3 aside.
3. After an interval of audible gum chewing and sighing approach the newspaper rack and carelessly knock the papers down. (If the librarian has not noticed you before she will now).
4. Apologetically replace said papers and then joyously spot a friend at a nearby table. Rush anxiously toward him and engage him in conversation (Laughing and gurgling may accompany this act).
5. As librarian looks reproachfully your way smile blankly, and return the look. If she starts chalance (under no circumstances appear to be going to put out a 'bigger and better annual'
6. If after these efforts you are still a welcome guest in that sanctuary of reading quiet — I fear you are beyond hope. No doubt it is your winning personality that makes the world safe for librarians.

WHIZ! CRASH! BANG!

"What in the world was that," my friend exclaimed, as he rose from the floor, where he had been thrown by the force of a terrific impact, with what looked like a bungalow on wheels, which went dashing madly down the hall and into the Student Activities Room, after throwing over her shoulder a light "S'cuse me, I'm in a rush."

"Oh, that? Why that's Elma Miller, feature editor of the annual," I answered.

"Well, what's the idea of all the Red Grange stuff?" he indignantly rejoined, as he engaged in rubbing off the "muck and mire" which his clothes had absorbed in his close communication with Streiff's spotless floors.

"Let me explain," I said. "You see they're going to put out a 'bigger and better annual' this year, and of course they'll have to go some."

"If speed has anything to do with it, they're going to put out a dandy, but why don't you tie a bell on them, so you'll have a little warning anyway?"

"Bell or no bell, get out of the road for this human streak of lightning," I quickly responded. "For here comes the big mogul himself. He's been down with the mumps for a week or so but it looks as if he's back, and with a vengeance."

"Well, is the whole staff as incensed with the spirit of putting out a real annual as these two specimens seem to have been?"

"I hope to shout," I replied. "They've got the spirit of '71 right in 'em. The only thing I'm worrying about is that they'll play out before they're done, but still, they've got lots of spunk in 'em, so I guess they're O. K. If the rest of the students would only help them, when they ask for it, everything would be just grand."

"I don't see how any one could ever catch up with them to give them any help," my friend persisted "but let's walk around, I want to see some more of these 'wild' people, so that when I get back to Rochester (Nut-house) perhaps I can inspire some of the inmates to do better work on their year book."

So, I paraded him through the halls and by the Student Activities Room pointing out to him the various members of the staff whom we managed to dodge or whom we actually saw sitting down.

There was the business manager, whom we barely missed as he came tearing into the hall from one of his advertising trips. Next came the picture editor (on roller skates) closely followed by the characterization editors, who were equipped with a dozen or more pencils and 4 by 6 notebooks, in which they were jotting down anything that anyone might be doing that looked suspicious.

"But let me show you one of the 'wildest'," I finally said, and I led him down into the boiler room where we found the cartoonist busy drawing on a white cement wall with chunks of coal trying to get an inspiration.

"Of all the mad, raving, crazy, people I have ever seen", my friend said, as he boarded the train which would take him back to the State Bughouse, at Rochester, "you've got the worst. But," he said, "be sure to save me one of those annuals."

We're living in a wonderful age. We have lived to see the passing of the moose; we have lived to see the passing of the elk but now, we live in the great age of the "passing of the buck."

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GOOD WILL & FRIENDSHIP.
MAKE this YOUR HEAD
QUARTERS for good HOME
COOKED MEALS.

Ice Cream, Drinks, Magazines, Etc.
Oh death where is thy Bumble Bee?
Mr. Sandt (proof reading printing jobs)—"Mr. Moyer, is it correct to say, I have went?"
Big Bill Moyers—"Nope."
Mr. Sandt—"If not, why not?"
Moyer—"Cause you ain't went yet."

Roses are red
Oranges are tan
We think you're all right
So's your old man.

Ode to Kay
Eat, drink and be merry
Because to-morrow, ye diet.

A. Carroll—"I'm going skating tonite."
D. Kranz—"I'm going to sit around too."

The faculty parties make it necessary for some members to cut heavy dates.

Mr. J.—Do you like to go to school?
Howie D.—"Oh yes, I like going all right, and I like coming back, but what I dislike is staying there between times."

Mr. Boots—"Why are you late?"
Leavitt B.—"Well you see some one lost a quarter and a crowd gathered."
Mr. Boots—"Well—What has that to do with you being tardy?"
L. B.—"I couldn't leave, I was standing on the quarter."

Getting out this paper is no picnic; if we print jokes people say they are stale and if we don't print jokes they say we are too conservative.

"Mother, do you know that Jesus Christ has an automobile?"
"What makes you think so, son?"
"Well, we sang a song in Sunday School, today, about 'Jesus Loves Me' and it said, if I die, He will take me there on high."

What Men Look for in Women
1. Looks.
2. Brains.
3. Looks.
5. Looks.
6. Flattery.
7. Looks.
8. Responsiveness.

Boy friend and girl looking at Maxfield Parish pictures.
He—"I just love these Maxfield Parish blues, don't you?"
She—"Oh, I find it so hard to keep up with the latest records."

Note in Burkholders Biology note book:
If brevity were the soul of wit, your notes might be called witty in the extreme.
Mr. Munson.

"Why Do They Do It?"
He—Have you done your outside reading?
She—No, it's been too cold.

Launcelot—Hast done thy outside reading?
Elaine—Ah, no. It hath been too cold...
...and so on down through the ages.

If you ask a T. C. boy if he dances he will probably tell you that he holds the girls and lets them dance.

E. Murphy—"Well if you are all going to the Inn for supper I might as well spend a dime myself."

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