

The News-Review

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A SALEM EDITOR'S IDEAS

By Charles V. Stanton

Roseburg's school budget controversy recently was the subject of editorial comment in the *Oregon Statesman*, published at Salem by former Governor Charles A. Sprague. Writing in his daily column, "It Seems to Me," Editor Sprague reviewed at considerable length, and with accuracy, the issues involved in the budget squabble, the formation of opposing organizations, and the various ideas presented by both sides.

"The significance of this news," he said, lies in the attack on 'state standards' with mounting taxes the needle to stir the rebellion. Involved also is a recurring demand that schools teach the 'fundamentals.' They are accused now of spending too much time on frills. The recent flare-up over the Flesch book, 'Why Johnny Can't Read,' is another sign of the lack of confidence in the school system."

After analyzing the Roseburg situation, Editor Sprague continues:

"This agitation seems to be a form of nostalgia, a homesickness for the past, but actually for a past that never was. The schools of old failed to teach all their students to read and to spell and to do arithmetic. They struggled with meager facilities, with poorly trained teachers and the wonder is they did as well as they did. Comparative studies that are accurately based usually show a higher level of accomplishment today than in the past. Much of our progress in our schools has been due to state supervision, state encouragement and sometimes to state compulsion.

State Standards Discussed

Pointing out that much of the Roseburg controversy surrounds state standards, which many people feel are placed on an excessively high level, thereby adding to school costs, the Salem editor comments:

"What are the state standards that are complained of? For one thing, the school plant must be acceptable; but the supervisory authorities have exercised broad tolerance in this respect, considering the financial ability of the district as well as the need for an adequate and comfortable school plant. In the case of new buildings local enthusiasts or desires usually carry well beyond any requirement of the State Department of Education.

"The State Board of Education under authority of law does approve the general course of study, but generous latitude is allowed local districts. The extension of the courses beyond the three Rs is due to the necessity of a broader education in this complex society.

"The state is the authority in governing certification of teachers. But surely the Roseburg rebels are not proposing that this be abandoned. Fundamental to good teaching is good preparation of teachers. That job is being done better all the time.

"Our schools are by no means perfect—school people are the first to admit that. But the deficiencies are not state-imposed. On any valid evaluation, our schools will rank high when one considers the conditions under which they operate: universal compulsory attendance to age 18 and the gearing of progress to a relatively low average.

Roseburg Issues Not New

The fact that an editor in Salem gives so much space to the Roseburg controversy, coupled with the fact that other editors throughout the state also have made mention of the matter, indicates that the problem we face is not unique. The same ground has been covered often in the past—and not necessarily the recent past. Honest differences of opinion concerning school policy are as old as schools themselves.

About every so often accumulated dissatisfactions come to a head and a public squabble occurs. As far back as I can remember Roseburg has had these controversies at varying intervals. But when it comes to breaking down and analyzing expressed dissatisfactions, it is found that seldom is there specific agreement among the dissidents. One objects to too much emphasis on physical education, another to expensive building policies, another to educational "frills" and so on.

When these diverse opinions are brought together by some catalyst—currently by resentment over constantly mounting taxes—the accompanying passions usually develop much heat.

In considering the issues to be settled by the forthcoming budget election it would be well, I believe, to give careful thought to some of the facts developed by the Salem editor, a neutral but interested observer.

Hal Boyle

NEW YORK (AP)—To get ahead in the entertainment world, says Carroll Baker, "you have to be willing to turn down jobs — and eat macaroni."

"Half the problem in building a career is picking worthwhile roles."

It was her willingness to subsist on macaroni until the right part came along that has made Carroll Baker a star at 22. After only two films, she is already in the \$50,000 to \$75,000 a picture class.

Chances are you never even heard of Carroll Baker, a slender, child-faced beauty who wears no makeup and looks as if she'd just stepped off a Victorian valentine.

But the chances are you won't be able to avoid hearing a lot about her before the year is out. In the theater field she is being readied for Cinderella girl build-up as director Elia Kazan's latest discovery. To be discovered by Kazan is better than having a rich old uncle in Australia — it's the stepping stone to quick money in the bank.

Among the other young stars Kazan helped rocket to fame are Marlon Brando, Julie Harris, Eva Marie Saint, and the late Jim Dean.

Miss Baker had played only a relatively minor part in one film, the dramatization of Edna Ferber's "Giant," when Kazan had her try out for "Baby Doll." After one reading, he awarded her the title role.

"Baby Doll," written by Tennessee Williams, is a sex-haunted southern tale in which a child bride comes along in a maturation in an atmosphere of middle-aged arson and young grace.

Other Films Await

The success of the 14-million-dollar production is almost sure to depend on how well the public

Reader Opinions

State Standards' Effect On Schools Discussed

ROSEBURG — (To The Editor) — Your newspaper reported the speech of an official from the state school board. This speech was to discuss the effect of state standards on our educational program. The most significant remark made by this official was entirely omitted in your coverage of the story. That statement was, so if our children can't spell, so what, that the important thing was a good integration into society.

This is only one example of parental educational worries. Naturally, this state official slanted his remarks to the benefit of our local school administration. School administrators are among the ones who have encouraged, promulgated and pushed the so-called state standards. This is a big field and it is easy for such a state official to select and slant his remarks for their benefit, not touching on the beliefs of citizens and parents who are interested in resolving the educational policies which cause so much worry and concern.

On June 29, 1954, an article was printed in The News-Review following an interview with our present school administration. The headlines said "School district must maintain state standards in order to receive state assistance." A portion of the story said "The state of Oregon is authorized each year to offer to standard schools the amount of \$80 per census child . . . but in order to receive the cash, the district must maintain schools at or above state standards." These standards require a lot from school districts, but the suggested or 'should' standards can be almost intolerable.

It appears our school administration has been using their own interpretation of these state standards, not being able to tell the difference between the must or shall part and the recommended or should part; and now that the cards have turned, we find out from this official's speech that this is apparently the case. We also find there is no scholastic attainment requirement at the state level, this being left up to the local school.

I still have not forgotten the state official who visited Roseburg last year and demanded that the Roseburg school district be financed by the Kiwanis Club, be discontinued because it conflicted with state standards and these standards have to be met for Roseburg to get back from the state the income tax dollars which our citizens paid to the state. Only vigorous local action were we able to cause that one, of many, state edicts to be modified.

The unchanged, resubmitted budget must be defeated. It is not the two million four hundred and seven thousand seven hundred and sixty four dollar question represented by the budget, but rather present school policies. We don't have to revise the budget to any great extent, nor eliminate any school courses, nor reduce a salary, but we must defeat the budget so that our entire educational program we can get school administration co-operation and not mere unkept promises.

Merrill Young
Roseburg, Ore.

School Budget's Defeat Spells No Dislocations

ROSEBURG — I believe The News-Review has missed the main issue and primary concern of parents and citizens on the school problem.

I certainly would not minimize the importance of spending tax dollars wisely and incidentally I wonder why the continuing reference to state support as though it is something we receive free. No miracle occurs to fill our state treasury at no expense to our citizens. The support our schools receive from the state, plus the cost of state educational administration, must be provided by us, the citizens, through the increased income tax. The greatest effect of state support is the loss, to the state, of part of the control of our own schools, as the support funds are used as a means to enforce state standards.

However, I am convinced that the school policies and the education our children are receiving, rather than the tax burden, constitute the first concern of parents and citizens. It has been pointed out in the last two or three years that we can gain no hope of any change in policy by now approving the budget already once rejected by the voters. Defeat of this budget, and the resulting dislocations or uneven reduction of classes or salaries as there will be plenty of time to submit a revised budget which might at least give some indication of willingness to meet the desires of the majority of our citizens.

We must defeat this resubmitted budget if we hope to have a well planned long range educational program which will give our boys and girls adequate foundation to cope with what they must face up to in life.

Joel Fenn
Roseburg, Ore.

that goes beyond the opportunity for making a fast buck.

"I turned down film scripts for eight months before I thought the right one came along," she recalled.

"We were eating cheese and macaroni three times a week. But Jack and I believe integrity comes first."

Now she and her husband are moving from their cramped apartment to a larger one on the upper East Side, they eat out whenever they want to — and they don't have to order macaroni unless they really want it.

"But it's still a treat to eat out," said Carroll, her baby doll expression crinkling in a smile, "because it's certainly no treat to eat at home — not when I do the cooking."

Opponent Of Budget Clarifies His Position

ROSEBURG — This is written Sunday night following today's radio talk on school policies. Last week many parents asked me to explain further why I would vote "NO" on the resubmitted school budget April 19. Although they agreed with my beliefs they wanted more information.

The question presented an extensive discussion. I felt so deeply about the matter that I decided to answer by radio. It was difficult to organize all points in a short time, which is my first responsibility. So I found myself working nights and in the early morning hours in an effort to properly assemble the answer.

The speech as prepared and delivered requires two clarifications of fact. In fairness to others I call attention to these.

The school budget three years ago was twice defeated and passed the third time, but the revision occurred in the second rebudgeting. My talk said the third. Some but not all of the changes included a segregation of some capital outlay items so people still voted on them, but they were able to do so as separate items. The other clarification is where people were asked, are you for or against the budget, as they entered a public meeting called for the purpose of discussing the same. That is correct, but the separation of the capital outlay items, by writing down the names together with their indications and the chairman then used that list in identifying names and indications of people called upon to speak.

I hope you will also understand my personal feelings on this matter. In addition I tried to incorporate the beliefs of many parents who have advised me about their worries concerning curriculum and what their children learn. The speech clearly states that comments on curriculum and learning represent a summarization of the personal beliefs expressed to me. The thoughts were given in an effort to give these parents an opportunity to make themselves publicly heard on matters which they are reluctant to otherwise discuss.

George Luoma,
Roseburg, Ore.

More Building Economy Seen As Schools' Need

ROSEBURG — I am particularly interested in the activities of the Citizens' Association for Better Schools because of a fact which required an immediate re-evaluation of our present educational policies.

In the next three to five years a tremendous additional investment must be made for more classrooms and their operation and maintenance. This is a natural conclusion as a result of anticipated increases in school enrollment.

None of us desire educational programs, nor do we wish to lower the quality of standards of our educational personnel. However, I feel that a more economical building and efficient administrative program must be adopted. Only substantial saving in the overall budget.

It is evident that no saving can ever be accomplished if the administration will consider only ideas that conform to their own policies and ignore constructive suggestions offered by other interested persons.

Now, not later, is the time for action. Since previous promises made by the school administration have not been kept, action will be obtained only by defeat of the resubmitted school budget. The election, in effect, will be a test of the present administrative policies. Vote "No!"

Jerry S. Stidham
Roseburg, Ore.

Confidence Lack Seen In Budget Opposition

ROSEBURG — I have been very interested in reading the letters printed in the Reader Opinions column, a very helpful feature of The News-Review.

The entire school problem seems to be simmered down to a lack of confidence in educational efficiency and wanton disregard for efficient economy.

Should all our students be prepared for college, whereas only a small per cent go to college, or should they be prepared to meet the facts of an ordinary life, such as honesty, respect for law and pride of a labor job, well done? Ellen Harris of Glendale had a very good solution for that kind of teaching in her letter to the column.

One of the most deplorable facts brought to our attention is the employment of children to carry propaganda sheets home to parents, thus creating in the mind of the child a lowered respect for parents who must be instructed in what to think and how to vote because they are old fashioned or out of date.

It is a common opinion that our administrators and teachers are hired to educate the children, not design buildings or demand certain quality buildings and equipment, or pressure the school board or voters how to run their business. Are the schools afraid of an investigation? Honest and open operations are not hurt by the light of publicity.

Voting "No" will not close our schools or lower the educational level, but it will find out what is making the people lose confidence. Voting "Yes" will only continue the controversy and possibly damage the schools by lack of confidence and criticism.

Let's vote "No" and find out what is wrong.

Lyle D. Bostwick
Roseburg, Ore.

Peter Edson

WASHINGTON — (NEA) — Department of Justice Antitrust Division has had six major investigations of the automobile industry running for over two years.

One line of investigation has now been dropped but the other five are continuing.

The precise nature of each investigation has never been disclosed. But among the automobile industry branches naturally subject to study for possible monopoly or extraordinary concentration or business domination are:

Passenger car production. Passenger bus production. Manufacturer-dealer relationships. Automobile purchase financing. Parts production, distribution and service.

Assistant Attorney General Stanley M. Barnes, who will soon retire as head of the Antitrust Division to accept a U.S. appellate court judgeship in California, has never said flatly that Department of Justice was preparing a suit against General Motors for monopolistic control of the auto industry.

What he has said is that if present monopolistic trends in the auto industry continue, somebody, somewhere, somehow was going to have to do something about it.

Judge Barnes describes this trend as 40 per cent of the industry's sales in 1952, 50 per cent in 1953 and 58 per cent as of January, 1956.

As to what might be done about it, he suggests three possible lines of action.

LEGISLATION. It offers limited prospects for remedial ac-

tion. The U.S. Senate's Fulbright Banking and Currency Committee stock market probe of last year, the Monroney Interstate Commerce Subcommittee and the O'Mahoney Judiciary Subcommittee have investigated various phases of auto production and manufacturer-dealer relationships.

So far they have not come up with any very definite recommendations.

But possibly as a result of these hearings, both General Motors and Ford have come forward with improved dealer contract arrangements. And other car makers are following suit.

LITIGATION. Solid cases have to be nailed down before antitrust actions can be filed in the courts. This takes investigation and it explains why the five Department of Justice inquiries have been going on so long.

NEGOTIATION. This would involve action by the big automobile companies to end their dominance of the industry. They could do this voluntarily or by agreement with government attorneys to reduce any one company's share of total sales to what is considered a competitively fair percentage.

"I'm not advocating anything," says Assistant Attorney General Barnes. "But so far there has been no disposition on the part of General Motors to negotiate."

JUDGE BARNES believes that the whole distributive process in U.S. business is now in a state of flux. Wholesalers and jobbers are being eliminated from the business scene. Manufacturers can force wares directly on their dealers and dictate the prices and terms at which they can be sold to consumers.

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U Of O Recieves Education Grant

NEW YORK (AP) — The Fund for the Advancement of Education here has announced grants totaling \$501,615.

Clarence H. Faust, fund president, said the awards are being made on the recommendation of the organization's committee on utilization of college teaching resources.

The grants recommended are of two types: \$10,000 or less for support of the programs of institutional planning preparatory to experimentation; and grants for amounts up to \$25,000 for programs of planning combined with experimentation. There was no breakdown on the amounts to each school.

The grant recipients include University of Oregon at Eugene and State College of Washington at Pullman.

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