

# The News-Review

Entered as second class matter May 7, 1936, at the post office at Roseburg, Oregon under act of March 2, 1879.

CHARLES V. STANTON, Editor and Manager

Member of the Associated Press, Oregon Newspaper Publishers Association, The Audit Bureau of Circulations

Represented by WEST-HOLLIDAY CO., INC., offices in New York, Chicago, San Francisco, Los Angeles, Seattle, Portland, Denver

Published Daily Except Sunday by the News-Review Company, Inc.

SUBSCRIPTION RATES—In Oregon—By Mail—Per Year, \$12.00; six months, \$6.50; three months, \$3.25. Outside Oregon—By Mail—Per Year, \$13.00; six months, \$7.00; three months, \$3.50. By News-Review Carrier—Per Year, \$12.00 (in advance), less than one year, per month, \$1.25.

## IKE SHOWS COURAGE

By Charles V. Stanton

Trained by experiences of recent years to expect politicians to govern their acts and utterances by expediency, it is a most welcome relief, to me at least, to observe the example set by President Eisenhower. The President has shown his intestinal fortitude by vetoing the controversial farm bill, despite efforts of the opposition to turn a political wind into a hurricane.

It may be expected that opposing political factions will do their best to stir up a farm belt revolt against the Eisenhower administration. It is my guess, however, that the President made more friends, and more votes, by his veto than he will lose.

The great majority of farmers supporting rigid price supports, I expect, already were in the Democratic column and would oppose the Republican candidate, no matter who he might be or what he might do. On the other hand, the independent voter undoubtedly will have more respect for a candidate with courage to do what he believes to be right, regardless of consequences, than one who leans with political winds.

People in the United States, I believe, respect, admire and love Ike because he has been honest. It is hard to respect or admire a politician who changes coats or hats because he believes it expedient to do so.

Eisenhower has given the people of the nation the reasons why he believes rigid price supports to be poor policy. He has defied the tempest which the opposition will unquestionably endeavor to turn against him.

But his show of courage, in the midst of an election year, when most politicians are looking for storm shelters whenever a cloud appears in the political skies, should add greatly to public admiration.

## GOVERNOR SEEKS RAIL COMPETITION

That Governor Elmo Smith intends to follow up recommendations of the Governor's Emergency Transportation Committee, created by his predecessor in office, the late Governor Patterson, is indicated by his request for a ruling on authority to compel extension of the lines of the Oregon Electric Railroad into Southern Oregon.

The governor has been advised that only the Interstate Commerce Commission has the necessary authority and that it is not apt to exercise its power without "a strong case" on behalf of public interest.

The report to the governor by Clifford W. Ferguson, state director of rail transportation, however, had a germ of thought that might well be expanded.

Ferguson told the governor that the Southern Pacific would fight competition on the grounds "it would deplete its present traffic instead of creating new business."

If it could be shown that additional business would be created by rail competition, it can be assumed that the Interstate Commerce Commission might listen to complaints more attentively.

Such proof, I believe, is easily available.

Where is new industry being established in Oregon?

We find that the Eugene-Springfield area is building up rapidly with secondary manufacture; also Salem-Albany. And now the Klamath Falls region is booming. These points all have rail competition.

But Southwestern Oregon, south of Lane County, without rail competition, but with the state's greatest backlog of raw material supply, is lagging far behind in secondary manufacture installations.

It can be shown conclusively that industrial expansion largely ends where rail competition ends.

Two Boy Scouts, 12 and 15 years of age, walked out of the woods in Lane County after being lost overnight. During the past year several adults perished under very similar circumstances.

The boys, although classed only as Tenderfeet in the Scout organization, had learned enough woodcraft to take care of themselves and to find their way out of their difficulty.

The Boy Scout program not only serves as a most valuable school for character and spiritual training, but it also teaches self-protection in times of emergency.

Hal Boyle

NEW YORK (AP)—Actually, just what is a slum?

There are innumerable slum clearance programs abroad here, as elsewhere in America.

But what is truly a slum?

Most people would probably agree—certainly many honest housing experts might—that any area in which people regularly paid more rent than they could afford, were overcrowded, who had less space and light and air than they humanly needed were living under slum conditions.

If, as many people in the Upper East Side of Manhattan do live under these conditions by choice because they feel the address gives them a prestige, who is there to criticize them?

Very few or none. The warrens of the pseudo-rich are spared, but only temporarily. The true rich move away.

They do certainly in other cities. Usually they move away and their ancient spacious houses become the warrens of the poor. (A warren is a crowded habitat.)

In Manhattan Island the problem is different—different from other cities. For half a century the whole island has been unduly pushed together, population-wise. It has been a civic warren for a long time.

Old neighborhoods have a stubborn urge to stay together. The people who live there don't want to be displaced, and move reluctantly when new "projects" are built.

Some are not without money. Some on the West Side or the Lower East Side have more cash in the bank and have had for years, than transients who dwell on the fashionable East Side, and live from cuff to cuff.

This is the problem when you tear down a slum, on the East Side—or, as they are doing now also, along Park Ave. You lose a lot of what was.

## Extra-Traditional School Subjects Are Discussed

ROSEBURG — Are "extra-traditional" subjects necessary or important? I presume that the reference is made to some or all of the courses not required by state standards. I am sure there are almost as many ideas as people with opinions as to which ones are important. Typing, home economics, agriculture, music, art, etc. are among those not required in Oregon for a "standard" school.

I would like to show that we need a broad education because we are not only dealing with the quality but the equality of opportunity. It seems secondary to me whether the same credit is given for English as for Art. The 30 per cent who will further their education in colleges will have their credit in those subjects required for college entrance. We should also be concerned with the needs of the other 70 per cent.

The following figures should be better known, for they are basic to the discussion of curriculum. Hundreds of thousands of tests designed to measure the individual's ability to do academic learning show these scores to be consistent for the U. S. To bring it more clearly to us, these figures apply to Central Junior high, (likewise, to any of our local schools):

In a student body of 450 children, 1/4 or 225 of them rate a normal IQ of 100.

In the group of 25 per cent above normal, there are three groups of ability, divided at 10 per cent, 10 per cent, and 5 per cent. In the group rated in the 25 per cent below normal, are those who are rated at 90-100, or in the middle ground.

Those who learn more slowly than the average will find these youngsters learning more heavily into the "extra-traditional" activities for their success and recognition where they learn by doing.

The low 5 per cent in this group are usually not in our local schools. They will include the more seriously retarded, the imbeciles, idiots, etc.

Now these facts paint a new picture for us—when 450 youngsters vary in ability range from middle of the 3rd grade to 12th grade, in every class, in every subject. In this student body there are 125 for whom academic progress is a burden. All we have for them is a social and vocational program to help them to adapt to an environment and to use their ability to live together. The large group of children find fulfillment for a need in hand, chorus, art, or later in the practical subjects of shop or home economics, where they satisfy two basic urges of every human—to achieve success and social status.

Education without fluids and frills is not the answer for 1/4 of our children. In Europe they would be weeded out and put into trades schools, which then makes it possible to concentrate on the superior class, and the result in this group is what we see when we make comparisons with our own mass education.

These "extra-traditional" courses can be the key to retaining a student's satisfaction and continued efforts, who might otherwise be emotionally bankrupt by continual defeat. Our teachers can tell many a heartwarming story of demonstrations of this point. If motivation is not there and the opportunity for social standing, many would be lost to the streets. We have to accept his responsibility.

In America we believe in the importance and equality of the individual. Our public schools must serve individual differences. To day's world cannot turn back the clock in any phase of its life. How can we believe that education, both methods and curriculum, can stand still?

Do you really believe in equal opportunities for all? Do we question lasting benefits from such programs? Or would we rather proclaim these courses as a luxury unrelated to the business of living?

I do not believe we can afford to put a price tag on "art and music." The whole child comes to school to be trained and to develop not only his mind, but skill and personality for this complicated art of living. If only personal enrichment was the end result, would it not be reflected in a better community? What other way do we have to measure the success of education unless it is by the contribution which each one makes in establishing a good home, sharing his talents in community life, assuming the responsibilities of an informed citizen.

Isn't it practical and a better investment in the community to support some of these "extra" courses which are beneficial to every student, than to pay the cost of handling idle young misfits in our corrective institutions? Our present society is a mirror of the problem. Mass education creates its own answer. For the more we open, the more fully can they live—the more they will fit into the community. "A chain is no stronger than its weakest link," — so it is with our society.

Prejudices and personal philosophies must be left behind and some evaluations made. All of us "sidewalk superintendents" have a lot to learn. We need to understand that there are many facets to our school problems, and open our minds to sincerely becoming informed. The Green elementary school evaluation study is an example of what can be accomplished by parents and teachers, quietly, intelligently, and for the benefit of the children. We know it cannot be accomplished overnight or by "revolution."

The point has been made by the recent headlines, we need to make a study for our own enlightenment, with improvement as a goal. Citizens of varying viewpoints and no viewpoints at all will have to join forces with our educators for

## '3 R's' Only A Part Of Today's Education

ROSEBURG — Despite constant referral to the "3 R's" and "Let's get back to the basics," our modern life has advanced past the "3 R's," and as such, are only a part of the educational picture in America.

But let us concern ourselves with Reading, only for the present. Modern life has produced a need not only for more reading, but better reading, with rapid, versatile and varied techniques. Psychology has indicated that reading offers the possibilities of the intellectual skills of thinking, reasoning, discriminating, judging, evaluating, and reaching decisions.

During the past 30 years, educators have been endeavoring to introduce into the schools a program of instruction in reading designed to meet these new demands. It is a difficult task, admittedly not always perfectly done, but there is evidence that progress is being made. The following are a few of the fundamental principles:

1. Every pupil should have an abundance of material that covers a wide range of difficulty and subject matter.

2. Teachers must provide every-day experiences that employ reading, gathering information from books, magazines, newspapers, along with movie and radio presentations, observation and discussion of issues.

3. The home must help provide opportunities by books, magazines, newspapers and by family group discussions.

4. There must be an understanding of the nature of reading techniques at every grade level in every subject area with every pupil ability.

5. The assumption follows that a child will need expert and continuous guidance to develop the skills for good reading.

However, to learn to read well, one must love to read and must enjoy reading. This would apply to anything—playing a musical instrument, golf, housekeeping, or your job.

We must not operate under the false premise that gimmicks of a mechanical nature or formal drill will "teach" a child to read in short time. If a journalist wrote a book declaring that all music schools were frauds, and that any parent could make an expert pianist out of his child after a few weeks of drills, he would be classified as downright foolish. But by a like token it is just as foolish to expect a child to learn the sounds of the letters and he can read as a result. You or I couldn't learn to read French by just learning the alphabet. There must be "reading with understanding" as well.

Teaching of reading is difficult because individuals differ so greatly, not only in general aptitude, but in the techniques, which would best instruct them. Besides, some critics charge that the teaching is for the exceptional, others that it is favoring the slow and neglecting the fast. The truth is that the materials and procedures proposed are conceived especially to foster adjustment to the wide range of individual differences. That is the reason for the emphasis on teaching by insight rather than a fixed formula, for diagnosing each case and using different techniques according to individual aptitudes, instead of insisting that all pupils learn the same things in the same way. That is also why some teachers are so much superior to others in teaching a child to read.

Now as to whether reading is taught better 30 years ago. According to comparable reading tests children of today read better than children of 30 years ago. In 1925 in the schools of a mid-west city of 85,000, one in six in the first grade was a repeater, and in the second grade one in five was a repeater. Tests of 1921 vintage were given to all pupils in this city 26 years later. The 1947 scores were higher in every grade tested despite the fact that the 1947 children, due to a decrease in the number of "repeaters," were six to eight months younger at a given grade position than were the 1921 pupils. To illustrate, the average reading score (not a subjective percentage, but the total number of "points" obtained in an objective reading test) of the fifth grade in 1947 was 93.1, which exceeds not only the 1921 fifth-grade score of 78.9, but the sixth (78.4) seventh (90.5), and eighth (90.4) grade scores of 1921 also. One out of four third-graders in 1921 as compared with one in 25 in 1947; in 1921 only 6 per cent obtained a very high score (above 100) as compared with 10.6 per cent in 1947. In other similarly fair comparisons, the results with almost no exception favor today's children, despite the fact that, in a given grade, in the intermediate and upper elementary school, the children are usually a year younger and have thus spent a year less time in school.

I have not attempted to go into detail the methods of teaching of reading, but the best way to understand your school's program is to read over one or more of the teacher's manuals of any series of books. I have at Riverside sent home five bulletins last fall to parents of first-graders. Two of these bulletins were entitled, "How are Children Made Ready to Read" and "What Do First Graders do to Learn to Read."

Now why do we need to defeat a budget, with which "no drastic changes should or can occur" so that school critics will be assured of a chance to examine and "re-evaluate"? We would all be interested in such a project. That is clear.

Let it be an expensive point to make when the cost of school elections is \$400 and \$500?

Mrs. Jack Chapman  
Roseburg, Ore.

## Committee To Study School Problem Asked

ROSEBURG — You have been generous in permitting me to air the views of my one-man splinter party in your columns. My party is "Let's get back to the basics" and common sense approach to the current school problems, and because of such an unrealistic approach, its platform has not been adopted.

This is, I believe, my last campaigning on the subject, and in this letter I should like to offer a challenge to the people of Roseburg.

Fortunately the temper of the school budget disagreements has cooled to the point that there have been no names called nor personal abuses. Neither have there been any serious threats.

At this point, regardless of whether or not the budget is passed on April 19, I should like to propose that a committee be formed for a careful analysis and evaluation of what can be done to make our schools operate more efficiently.

One person from the administration of School District No. 7, one teacher from the ranks who would be permitted to think independently of administrative pressures, one member of the school board, one person from the Citizens' Association for Better Schools, and one person from the Save Our Schools group should comprise the membership of the committee.

This committee should meet with the faculty and administration of each of the schools in the Roseburg district, and from those who are best suited—such as barley, potatoes, small seeds, etc.—and were doing very well at it.

When growers of the six basic crops had to submit to reduction of the acreage they had been planning to these crops, THE LAND WAS DIVERTED INTO THE CROPS WE HAD BEEN GROWING.

That wrecked our markets.

Southern Oregon and Far Northern California have suffered nothing but evil as a result of high subsidized prices for the "basic" crops. If this election year farm bill should be overridden by the political farmers in the congress and should become the law, we would continue to suffer just as we have suffered in the past.

In conclusion, I'd like to suggest that if the politicians really want to do something for the farmer they'd better begin to consider measures to check the steady inflationary rise of prices of everything the farmer has to buy.

That is the real source of the farmer's grievance with present economic conditions.

Glenn Leuning  
Roseburg, Ore.

## Voter Would Like Option In Voting On Budget

ROSEBURG — In regard to the different ideas about the school budget, I would like to give a thought I have.

I believe the teachers should have adequate pay and be able teachers, but there is one item in the measure to be voted on that I don't quite agree with.

I suggest that the ballot be written with a place for one to write in his objections, if any, so he wouldn't have to vote against the whole thing because of the one thing he doesn't agree with.

J. Miller  
Roseburg, Ore.

## Bruce Biossat

The House-Senate lawmakers who insisted on retaining high rigid farm price supports in the 1956 farm bill have for all practical purposes announced to the nation the bankruptcy of their imagination in this vital field.

Rigid supports have been tried and found wanting as a national farm policy. They do indeed help to keep farmers' incomes high. But in the process they encourage farmers to produce for storage rather than for consumption.

The results of this policy have always been inordinately high food prices to the consumer, plus a two-way tax bite. This is necessitated by support payments and loans on the one hand and the cost of storing surpluses on the other.

The passage of time has not diminished the weaknesses of this policy. The Eisenhower administration succeeded in sidetracking it in 1954. Now, in 1956, the President has proposed a soil-bank plan intended as a further departure, one whose goal is at once to cut surpluses and yet boost farm income.

NEVERTHELESS, lawmakers facing voters at the polls this fall are not inclined to trust to untried arrangements. They are prepared to give Mr. Eisenhower his soil-bank proposal. But to increase the prospect they might win the farmers' backing, many wish to copper their bets by restoring the old high supports as well.

The fact that high supports and the soil-bank plan may be quite contradictory in purpose seems of small moment.

What counts with the legislators is that farm income is sharply down and the early primaries show marked evidences that farmers in some areas are sufficiently stirred up to register their protest at the polls.

In his dilemma the farmer desires the best of both worlds.

Lower Elevation Logging In Full Seasonal Swing

CORVALLIS — Logging at lower elevations is now in full seasonal swing although some higher elevations still are closed by snow, the Oregon State College weekly farm forest products report said Tuesday.

Most No. 2 log second growth Douglas fir sawlogs sold around \$33 a thousand with the range \$30 to \$60 in the Willamette Valley. Select pebbles were up to \$65.

Camp Run Douglas fir logs sold in the Coos Bay area at \$40 to \$47, mostly \$40 to \$44. Select pebbles there were up to \$58.

Swordfern at Coos Bay brought 23 cents a bunch, huckleberry brush was 35, salal 30 cents a bunch and dry cascara bark was 15 cents a pound.

## In The Day's News

(Continued From Page One)

cloud. They will continue to hang over the markets like a dark thundercloud as long as they exist. They will continue to exist as long as high subsidized prices, which encourage and promote overproduction, are continued.

In his veto message, the President continues:

"If I did not correct this situation (accumulation of price-depressing surpluses) it would do harm to every agricultural region of the country and also to the interests of consumers."

Thus it fails to meet the test of being good for farmers and fair to all our people.

That being the case (and I think every informed, fair-minded person will agree that it is the case) it was the duty of the President to veto it.

So he vetoed it—as nearly everyone expected that he would.

He goes on:

"Price supports at wartime 90 per cent on the six designated basic crops DID encourage production of these crops relative to other crops. In addition, acreage DIVERTED from the basic crops shifted surplus into MANY OTHER CROPS AND LIVESTOCK."

That is where we of Southern Oregon and Far Northern California came into the picture. Prior to the distortion of the markets caused by the acreage control that had to follow guaranteed high prices for the six "basic" crops, we were growing crops to which our area is particularly well suited—such as barley, potatoes, small seeds, etc.—and were doing very well at it.

But—

When growers of the six basic crops had to submit to reduction of the acreage they had been planning to these crops, THE LAND WAS DIVERTED INTO THE CROPS WE HAD BEEN GROWING.

That wrecked our markets.

Southern Oregon and Far Northern California have suffered nothing but evil as a result of high subsidized prices for the "basic" crops. If this election year farm bill should be overridden by the political farmers in the congress and should become the law, we would continue to suffer just as we have suffered in the past.

In conclusion, I'd like to suggest that if the politicians really want to do something for the farmer they'd better begin to consider measures to check the steady inflationary rise of prices of everything the farmer has to buy.

That is the real source of the farmer's grievance with present economic conditions.

Glenn Leuning  
Roseburg, Ore.

## Albany Claims Population Figure Placed Too Low

ALBANY, Ore. — The new state estimate of Albany's population is too low, Mayor Charles McCormack said Monday.

The state estimate—on which gasoline and liquor tax revenues will be allocated—put the population at 12,300. McCormack said city officials had estimated it at 14,091, and now are considering an actual count.

HONOR ERNIE PYLE  
EI SHIMA, — More than 700 Americans traveled to this tiny sun-baked island Tuesday to place eight floral wreaths on the spot where war correspondent Ernie Pyle was killed 11 years ago. The ceremony was the second commemorating the anniversary of Pyle's death. Military units and others took part in services Sunday.

Senators Protest Politics Used For Advancement

WASHINGTON — A newly devised plan for postal service promotions has substituted politics for seniority, six senators and two House members from the Pacific Northwest protested Tuesday.

The plan bases promotions on a 1,000-point grading system in which a maximum of 50 points is allowed for seniority, while 500 points may be awarded by the regional director and 100 points by the district supervisor.

In a letter to Postmaster General Sumner, the lawmakers said that "with seniority counting only a possible maximum of 50 points in the over-all consideration while 'political appointees' always have an overriding 600 points," there is no incentive for an employee to remain in the Postal Service.

The eight lawmakers said they were "in the dark" on origin of the promotion program. They said they had been told by postal officials here it originated in the district but "the district level tells us it came from the top."

"Frankly," they wrote Sumner, "the shoddy double talk and handling of this matter has sincerely shocked us, and the entire matter should be completely investigated."

Joining in the letter were Sens. Magnuson and Jackson of Washington, Morse and Neuberger of Oregon, Mansfield and Murray of Montana, and Reps. Don Magnuson of Washington and Metcalf of Montana. All are Democrats.

## Reputation Of American Dollar At Stake, Citizen Writes To Sec. Humphrey

By A. ROBERT SMITH

News-Review Correspondent

WASHINGTON — "The reputation of the American dollar is at stake," wrote the citizen to Secretary of the Treasury George M. Humphrey, demanding an explanation.

"Is the Republican dollar sound or isn't it?" he asked point blank of Ivy Baker Priest, Treasurer of the United States.

This inquiring taxpayer citizen had not been among those who thought the country was enjoying false prosperity under President Eisenhower's administration. He thought it looked like the Democrats were holding down the wrong rain barrel in trying to challenge the Republican prosperity their political foes were boasting of.

Then came the turning point. He was standing in front of a newsstand near the National Press Building just a few blocks from where they print the nation's money supply. He was preparing to buy the bargain in the country today—a five-cent newspaper.

Like any good cashier who is forking over money, he snapped his dollar bill a time or two to see that it was singular and not plural—when POW! The buck pruned clean across the middle, just east of George Washington's nose, and just west of George Humphrey's signature.

True, this bill had been some time enroute from the Bureau of Printing and Engraving down the street to that point in front of the news dealer. But it was a long way from the federal incinerator.

This warner was clearly shocked to see his dollar—apparently as sound as the Republicans claim—split in two—apparently breaking under the stresses and strains the Democrats are always warning of.

Dear Ivy, he wrote to the boss lady in charge of printing new money. "Here is your end of what looked like a good, sound Republic dollar. I am sending the Secretary of the Treasury his end. Here's hoping you two can get together for a solid explanation of this fiscal tragedy."

"You haven't been cutting corners down at the Bureau of Printing and Engraving, have you?" I hear the Democrats used to use silk thread paper for the money they printed back in New Deal days. Have you come up with some new synthetic material to cut printing costs and help Mr. Humphrey balance the budget?

"If that's the reason my buck couldn't stand the pace of this day."

Other Democrats endorsed: Robert D. Holmes of Astoria for governor and Monroe Sweetland of Milwaukie for secretary of state.

The groups, however, did not endorse Democrat Robert Y. Thornton, incumbent attorney general. The endorsement went to Republican Carl Francis of Dayton.

The other Republican endorsed was Sig Unander, state treasurer.

JOINS 7TH FLEET  
TAIPEI, — Thomas S. Gates, U.S. Navy under secretary, joined the U.S. 7th Fleet at sea off Okinawa Tuesday to observe task force operations.

Senators Protest Politics Used For Advancement

WASHINGTON — A newly devised plan for postal service promotions has substituted politics for seniority, six senators and two House members from the Pacific Northwest protested Tuesday.

The plan bases promotions on a 1,000-point grading system in which a maximum of 50 points is allowed for seniority, while 500 points may be awarded by the regional director and 100 points by the district supervisor.

In a letter to Postmaster General Sumner, the lawmakers said that "with seniority counting only a possible maximum of 50 points in the over-all consideration while 'political appointees' always have an overriding 600 points," there is no incentive for an employee to remain in the Postal Service.

The eight lawmakers said they were "in the dark" on origin of the promotion program. They said they had been told by postal officials here it originated in the district but "the district level tells us it came from the top."

"Frankly," they wrote Sumner, "the shoddy double talk and handling of this matter has sincerely shocked us, and the entire matter should be completely investigated."

Joining in the letter were Sens. Magnuson and Jackson of Washington, Morse and Neuberger of Oregon, Mansfield and Murray of Montana, and Reps. Don Magnuson of Washington and Metcalf of Montana. All are Democrats.

Senators Protest Politics Used For Advancement