

Features For Growing Girls Incorporated In New Coats

Mothers need not fret about the one-year fashion of girls' coats. Classic or high style, good wool coats have been sensibly designed with expandable grow features. This year's coat is planned to fit a growing girl next year.

The straighter chemise and flared trapeze silhouettes have been a boon to designers of children's coats. By skipping waistlines and lowering belts, these coats need not be discarded next year. Less-fitted lines are comfortable and promise to fit for more than one season.

Makers of classic "boy" coats have also kept abreast of the need of clothes that grow with the child. By incorporating a completely finished extra hem, mothers can lengthen a coat two inches by simply pulling a thread.

Movable buttons and adjustable belts are also features of the classic coat, providing important "extras" in the purchase of a good wool coat.

The wearable qualities of all-wool are a prime consideration when planning children's wardrobes. Warm wool coatings with good linings and inter-linings of wool are important for cold weather wear. It has been shown that fewer colds and winter illnesses result when a child is warmly dressed for school and play.

Wool coats are a wise selection. Warmth, wearability, a natural resistance to wrinkling and dampness assure protection. Newly developed style features provide satisfaction, making children's coats of wool a lasting investment.

Green 1st Graders Participate In First District Field Trip

Fifth grade children at Green School embarked upon a venture unique in the history of the Roseburg School District.

Before school was dismissed for the summer children in Marvin C. Quick's class took an overnight out-of-town field trip. It was the first such overnight trip in the history of the district, Quick said.

The field trip consisted of a two day trip to the Florence-Waldport area on the Oregon Coast. Plans for the trip were made long before the actual venture. During spring vacation Quick made a preliminary trip to the places the class visited and made an itinerary which included arrival and departure times of all stops.

Final Details
Next, a parent conference was held and final details concerning transportation and food were completed. Parents drove their own cars and assisted in supervising the children. They were Mrs. Shirley Sullivan, Mrs. Margery Fox, Mrs. Laurelee Quick, Eugene Cox, Russell Nelson and Quick.

An overnight stop was made at the Cape Perpetua Forest Camp. There, the students heard Ranger William Ronayne discuss the objectives of the national forests. He conducted the group on a tour through the ranger station and let the children talk over a short wave radio.

District Approves
"Extended field trips of this type offer many opportunities and first hand experiences. The trip had value and added to the breadth and deep understanding of the phases of the regular school curriculum. The Roseburg School District does not provide for such extended trips but the authorities commend parents, patrons and the teacher for their personal interest in the young people, and in the program involved," Supt. M. C. Deller said.

Bill Marsters, eighth grade teacher, will serve as administrator of the upper elementary grades from five through eight. Mr. George Brinkworth, first grade teacher, will serve similarly in grades one through four.

Mrs. La Verne Fuller, half-time remedial teacher in the primary building, will take Brinkworth's first grade during the short afternoon period.

New Grading System Set In Roseburg

Assistant Supt. Arthur Judd announced this week that a more liberal plan of reporting the pupil progress in grades one, two and three has been adopted for the coming year by the Roseburg district.

A committee of primary teachers working with Judd has approved a plan for parent-teacher conferences in place of report cards. Under the new plan the child will receive but one report card for the year, this report card to be at the end of the year for promotion purposes. The rest of the reporting will be taken care of by a minimum of two conferences between each parent and the teacher. The first conference will be held at approximately the end of the first nine weeks with the next conference scheduled any time within the next 18 weeks.

A new card to replace the present card will be worked out for the final report as it is felt the present competitive five point grading system does not correlate with conference type reporting.

It is felt that the new system enable the teacher and parent to better understand and work with the child and will, also, eliminate the undesirable aspect of the comparing of grades at the end of each nine weeks.

Merlyn Conklin Elected By Douglas Pep Club

Merlyn Conklin has been elected president of the Douglas High School Pep Club for the 1958-59 school year.

Other new officers are Mary Ann Johnson, vice president; Sally Erbe, secretary; Audrey Jennings, treasurer; and Pat McLennan, historian.

Advisors for the organization are Mrs. Hubert Thoreson and Mrs. John Holtman.

Here's Teacher Who Enjoys Job

Because Dr. T. D. Fitzgerald loves to teach, he doesn't mind a 900-mile commuting trip. Once every two weeks, Dr. Fitzgerald travels from Alliance, Neb., to Omaha to spend a day teaching in the Creighton University department of preventative medicine and public health which he formerly headed. He returns to Alliance that night. "I've been doing this since 1953," Dr. Fitzgerald says. "It's a voluntary arrangement."

Roseburg High Orders Movies

Students at Roseburg High School will probably be glad to hear that more movies than ever before have been ordered for viewing during the coming year. The biology and social studies classes have the greatest number of movies on the agenda. Audio-visual facilities and equipment at the school includes two aid rooms and three projectors. A limited number of students take the audio-visual class which is under the guidance of Dale Lindsey, special teacher in charge of audio-visual aids.

Sweaters, Not Diamonds Listed As Girl's Friend

Sweaters for fall are the most exciting looking in years. And sweaters—not diamonds—are a school girl's best friends.

This year sweaters make real news in long, loose lines, bulky knits, fringed details, soft, silky blends, dressmaker detailing and, of course, lots of color.

Most of them are easily hand washable and others take a spin in the automatic washer with equal ease. Newest developments in wool blends, hi-bulk synthetics, etc. help them keep their shape and color.

Sweaters are a must for every girl's school entrance requirements.

Educational System Difficult To Compare

To make general comparisons between the European and American educational systems is difficult because each is based on a different concept of education.

The European systems are for the intellectual elite where tough testing programs tend to favor children from upper social and economic classes, according to the editors of Changing Times magazine. The American educational system, on the other hand, is geared to educating every child.

The only fair comparison between the two systems, say the editors, is with our bright students who may attend our best colleges or make honor societies. In that case, they say U.S. students compare very well. At the professional level, training here is as good as it is abroad, often much better. Witness the fact that we enroll more foreign students than Europe does Americans—over 40,000 a year.

At the age of 16, less than 20 per cent of European youths are in school, while in the U.S. some 70 per cent are studying. At the ages of 18 to 20, about 25 per cent of our boys and girls are in school. In Europe, fewer than 10 per cent are receiving academic training.

Given Exam

As early as the age of 10 or 11, the European youth takes a tough national exam. If he does well he is permitted to attend an academic high school where he prepares for the university. If he doesn't, he takes a general course, perhaps a vocational course, and then drops out of school at about 15.

Youngsters who do get into the academic high schools and stay the full time receive the rough equivalent of an American high school academic course plus two years of college. But the going is rocky, and a great many drop out—in England, some 80 per cent.

At the age of 17 or 18, European students who have survived take another stiff national exam. Anyone who fails cannot go to the university and is also shut off from

the best government and executive jobs.

European schools do work the children hard, the editors say. A French 10-year-old, for instance, puts in about 45 hours a week on school and homework. Youngsters are drilled endlessly on basic subjects. Students going to college seem to have better academic backgrounds than the average American undergraduate. But, keep these differences in mind, say the editors, when you are comparing the systems.

European students get stronger doses of traditional subjects. Ours get a better grounding in the social sciences—economics, political science, sociology, psychology.

Relations between teacher and students are easier in America. European schools are more formal and discipline in lower grades is tougher.

U.S. As Good

We train our children more conscientiously than Europeans do in nonacademic things—how to understand and get along with people, how to take an active part in the political and economic world in which they live. Our students can develop special talents through extracurricular activities such as student government, dramatics, publications.

Although the European educational standards are high, it doesn't automatically follow that their school systems are better than ours. There is no doubt that our schools need improvement, say the editors, and could pick up a few pointers from the Europeans. But quite a few people over there are dissatisfied with their schools, too.

Reading Speed At 6th Grade Level, Says NY Expert

PHILADELPHIA (AP)—The average American can't read a bit faster now than he could in the sixth grade, an expert in the field said today.

When he finishes grade school the average child can read about 200 words a minute. And there he stays.

Dr. Nila Banton Smith, director of the reading clinic at New York University, said in an interview that reading courses should be required right through the 12th grade. Students should be reading at least 600 words per minute at graduation, she said. Exceptionally gifted students could boost that rate to 1,000 words.

At NYU, most of Dr. Smith's students are business executives. "In 14 two-hour sessions we are usually able to triple their reading speed," she said. "They not only learn to read faster, they learn to understand what they're reading. The same thing could be done, and should be done, for all our high school students."

Dr. Smith, here for the annual convention of elementary school principals, doesn't feel that much more can or should be done in the first six grades.

"Pressure to increase reading speed probably would be bad for grade school children," she said. "But it seems silly to teach reading through the first six grades, and think that those skills are going to be enough for high school and college work."

The French Congo, which was the official name of the French colonies in Equatorial Africa, is now renamed A.E.F. (l'Afrique Equatoriale Francaise).

As for the Russian educational system, that is something else again. Everyone hears how efficient the Russian schooling is supposed to be. But remember that all USSR students take rigid national exams in order to pass the fourth, seventh and tenth grades. Above the secondary level, the government fixes quotas for enrollment in various fields and assigns grad-

uates to jobs in industry. Political supervision and indoctrination permeate all schooling. Boys get regular military instruction. Tenth graders practice with live ammunition.

School and home assignments are so heavy that physicians complained publicly that students were suffering from "chronic overexhaustion."

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Canyonville Sets Education Changes

Several administrative changes will be made in the Canyonville schools to comply with State Department of Education recommendations.

The changes do not involve a change in personnel. Mrs. Virginia Proctor, News-Review correspondent, reports. To provide a full time principal for the elementary school, two teachers will devote half a day to fulfilling their new duties as principal.

Bill Marsters, eighth grade teacher, will serve as administrator of the upper elementary grades from five through eight. Mr. George Brinkworth, first grade teacher, will serve similarly in grades one through four.

Mrs. La Verne Fuller, half-time remedial teacher in the primary building, will take Brinkworth's first grade during the short afternoon period.

Dillard Schools List Activities

Seniors and juniors at Douglas High School will register Aug. 26 and sophomores and freshmen, Aug. 27.

Following is the tentative calendar for the Dillard Schools.

August
28-29—Teachers inservice
September
2—First day of school
October
20—Tentative, county institute
November
11—Legal holiday
December
23-29—Christmas holiday
January
1-2—New Year holiday
March
16-20—Spring vacation
May
28—Last day of school.

REUNION SCHEDULED

Persons who graduated from Glide schools between 1935 and 1945 inclusive will attend a reunion Sunday at Susan Creek State Park on the North Umpqua River. A potluck dinner is scheduled for 1 p.m.



SELECTED to attend Girls State in Salem early this summer were left to right, Judi Costelloe of Douglas High, Linda McCormack of Glide High; Nancy Furlong of Glendale and Sally Hill of Roseburg. They were sent to the event by the Umpqua Post of the American Legion Auxiliary.

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