

An Answer to the Teachers

We welcome the letter from several teachers in reply to a recent editorial in the Post.

We would like to expand our original editorial that advocated holding the line on teacher salaries, and will try to answer several points in the letter.

1. President Kennedy recognizes the perilous situation of the American dollar in world economics, and his plea for wage restraint is not limited to the steel industry.

2. We have no objection, and in fact applaud teachers who can hold the family's second job.

3. We have tired of the argument that teachers don't make nearly as much money as teamsters, or plumbers, or electricians, or other trades. Neither do very darn many people. These grossly overpaid men have reached their position through monopoly unions that have made not only employers, but all the rest of us pay through the nose. This writer went to college for five years, and doesn't draw teamster or plumber wages either!

4. Teachers are no different from other people who struggle through college. Many college graduates start at low pay — just like teachers — any many of them never make a great deal of money. We heard the same complaints from teachers when we were in grade school, and we wonder now as then, why are they teaching?

Probably because they like it, just as do low-paid archeologists, small business operators, officemen, yes, and journalists, and countless others who aren't in top-salaried fields. Probably

partly because teachers have better job security than the average worker, summer vacation and other attractions.

5. Yearly increases for teachers are comparable with what the average person might expect in a job as he gains skill through experience. In recent years cost of living increases have tapered off to the point where a raise is a raise and not just an adjustment to keep up with inflation. When inflation does raise the cost of living, then teachers and workers in general must receive an extra raise to keep up.

6. Finally, we challenge the question, "What price can you place on education?" It's no harder to place a price on education than it is to place a price on a life-saving operation, a new automobile, or a vacation in Hawaii.

The competitive economy affects the status of teachers. School directors should ask themselves whether they can fill vacancies suitably with present wage scales. They must also consider the community economy and gauge what the community can and will support regarding education. Likewise teachers must ask themselves whether teaching provides a satisfactory living and whether it is advisable to seek teaching work elsewhere.

We recognize the importance of education, and believe teachers should be fairly compensated for their work. However, we believe generally that teachers in Oregon are fairly compensated now. Perhaps the teaching profession should consider a new formula for special wage increases. Merit pay, or additional pay for male teachers, while abhorrent to many teachers, might bear consideration.

An Invitation to Teachers and Everyone

We don't pretend to know all the answers, but we are not adverse to expressing opinions or asking questions. We don't expect every reader to accept our opinions, but we do hope that we can occasionally shed some light, or provide a different viewpoint on a subject.

Editorials like the above one express our opinions, but obviously rankle some readers, and surely disturb many teachers. In this case we welcome the answers from teachers, and will be glad

to print any letters that shed more light on any subject. Our editorial page is as open to our readers through our Letters column as it is to us. It's your page, not ours.

But we will continue to express opinion. Most everyone is for motherhood, clean government, good schools, and against crime, communism, and dirty fingernails.

We think more controversial subjects are better for editorials.

Whither the Republican Party?

James Reston, the able political writer for the New York Times, has said that the major political problem in America today is the growing ineptitude of the Republican party.

He didn't use quite those words. But that's what he meant.

Reston pointed out that the Democrats have the presidency, substantial majorities in both house and senate, a majority of governors, virtual dominance in the news field, a fatter campaign chest etc., etc., etc.

Reston, as an objective observer, realizes that our form of government can prosper only so long as there is an articulate, effective minority party. He is worried that the Republicans are on the way out as this kind of political force.

If it were not for the Southern Democrats, there would, in fact, be no effective opposition in Congress right now.

The Republican problem, and Reston feels it is the nation's problem, stems from a number of causes. The Demo-

crats, for 30 years, have had the strongest appeal to the majority of voters. Furthermore, the Republicans have failed to come up with able young candidates. Party organization is faltering.

Nationwide, there unquestionably is a growing resurgence of conservatism. But even that conservatism isn't helping the Republican party. The violent rightists, Reston says, actually are hurting the GOP. And the Democrats, from the President on down, are doing everything they can to tie the rabid rightists to the Republican camp. This, Reston deplors.

Perhaps Reston is burying the GOP prematurely. They have some able gubernatorial candidates this fall — Mark Hatfield here in Oregon, George Romney in Michigan, Dick Nixon in California, Nelson Rockefeller in New York etc.

But the signs of trouble are mounting. The Democrats are high in the saddle. Only the most vigorous of efforts will save the GOP from further humiliation this fall.

LETTER BOX

To The Post:

This is in response to the editorial in the March 15 issue concerning pay schedules for teachers. You have insinuated many things that are not entirely true and can easily be misinterpreted.

The interpretation on wage restraints that was made by the President was in relation to the steel strike and not directly to or with interference of educational policies or trends.

Teachers in school districts are paid on a 9 1/2 month basis, not for 12 months or any other length of time unless so contracted. For professional people the salaries of teachers is very low in relation to the amount of preparation required to become a fully certified teacher, five years are now required for complete high school certification and four years for grade school credentials.

As far as teaching being a second income for a family, this in many cases is true. But it is any different than the second "bread winner" working in a bank or a store as a clerk, stenographer, secretary, or any other position that they may like to pursue?

The teaching profession is open to any male or female who can meet the state requirements and the standards set by a school district. There is no teacher unemployment problem, as far as I know; so if you remove the "second household" money earners from your school payroll, pray tell where do you get a sufficient supply of teachers who are adequately trained and qualified to do the job properly?

One of the greatest treasures that we have in the United States is free education and enterprise. If you start to put a curb on education by not allowing salaries or fringe benefits for those who have earned them, then you start to break down our educational standards.

Before criticism of any teachers salaries can be made justifiably in this district, look at the conditions under which they are teaching; better yet, the conditions under which your children are learning.

Teamsters make more money per year than the average teacher in the same length of time worked, plus he gets family hospitalization paid for and frequent rest periods and breaks with only an 8 hour day.

The average time a teacher puts in is far more than 8 hours a day without time and a half or double time benefits.

Three months vacation—this is ridiculous! Most teachers go to school, paid for by their own savings or work to make up salaries or living standards that are expected socially by them. There are no unemployment benefits given to teachers.

Teachers have put in 4-5 years going to school while others have started to work right out of high school making \$4,000 to \$5,000 a year. This gives the average worker about a \$20,000 advantage.

In other recognized professions, engineers, doctors, and the like, this deficit is readily made up. Not so by the teaching profession, this would take about 20 years to just catch up monetarily with him. A teacher is in an unrecognized profession, results are expected but little is given to make the job more enlightening. Salaries and especially fringe benefits should be given on par with other similar professional groups to entice good teachers to stay in the teaching field.

As for yearly salary increments, this just keeps us about up with standard of living costs. The average worker gets from .07 to .20 cents an hour more each year as a pay boost or cost of living raise. Figure that up and see what you get; 8 hours a day, 5 days



Mr. and Mrs. Grady Dunham, announce the engagement of their daughter, Jo Ann, to Gary R. Bloemke, Vancouver, Wash. Jo Ann is a senior at Sandy high school. No date has been set for the wedding.

(Sandy Post Photo)

New Science Method Used

Science instruction is a quest for understandings which are continually being revised as new information is discovered, claims George Katagiri, consultant on science in the State Department of Education.

In recent years, scientists and science educators have concentrated on increasing scientific literacy in young people.

In 1957, 15 high school teachers and 18 college chemistry professors met at Reed College in Portland to find better ways to articulate high school and college chemistry courses. This conference resulted in a new high school chemistry course referred to as the Chemical Bond Approach to Chemistry. Biological Sciences Curriculum Study has developed a revolutionary approach to teaching biology. This new course is being used in a number of Oregon high schools.

A new high school physics course developed by the Physical Sciences Study Committee is being taught to 80,000 students across the nation.

The influence of these programs is spreading downward into the elementary schools, says Katagiri. In Oregon many school districts have organized science committees which use local resources to enrich science instruction. Katagiri believes that with microprojectors, telescopes, and power units available in Oregon schools, investigations into new fields are being opened to young children.

a week, 52 weeks a year. Communities should give more backing to those who do much to instill within their children the democratic heritage that many of us have fought for and have preserved and that we are now teaching.

Those who criticize without finding out conditions or circumstances under which their children are being instructed are doing a great injustice to themselves, the younger generations, their community, and their country.

Education, like wars, is not cheap. It is the biggest industry in the United States. What price can you place on education, yours or our youngsters?

Zeldon W. Gernhart
Biology Instructor
Sandy Union High School
Gerald A. Ross
Physical Education and Health
Sandy Union High School
Carl W. Stauffer
Vo. Ag. Instructor
Sandy Union High School
Don R. Grufke
Chemistry Instructor
Sandy Union High School
Eleanor L. Hermanson
Journalism and English instructor
Sandy Union High School



SANDY PARTY-LINE

By ELIZABETH HARTMAN

MU 7-3597

Last week, fearful that the monotony of the continuous local drizzle would permanently waterlog my usually ebullient spirits and anxious for a bit of sunshine, I abandoned ship and fled to Corvallis to visit my daughter and son-in-law.

My week there was pleasant in every way but, I regret to say, the only sunshine I saw was that radiated indoors by the high good humor of two-year-old Elizabeth.

However, change of scenery and a rest from the chores of housekeeping is good for anyone and my absence made my "boys" at home realize how handy it is to have a "Mom" around the house. I returned home just in time to find that they still missed me and had not yet found where I kept everything in the kitchen.

They were doing so well on their own though, that if I'd

stayed away any longer they would probably have found that I'm not essential to their well-being after all.

UN Meet Told

First United Nations meeting in Gresham will take place Thursday, March 29, at 8 p.m. at St. Luke's Rectory, 124 S.W. Cathey Road, Gresham. Interested citizens of the Sandy area are cordially invited to attend.

Sponsored by local Gresham citizens, its purpose will be to organize a United Nations chapter in Gresham; to explain the program of the Oregon United Nations association and to give YOU the opportunity to get acquainted with the inside activities of this great organization which stands between us and war.

The well-known TV commentator Mr. Karlin M. Capper-Johnson will be the featured

speaker of the evening. Refreshments will be served. Admission is free.

Hair-Beauty Sought

Every so often good grooming demands That I submit my hair to professional hands. And so to a Susie, Maureen or Nanette I go for a trim, shampoo and a set.

A "Hair-do" is supposed to make a lady feel fine. Make her feel that she looks just "simply divine." And I suppose it does that for most of my sex. But alas, not for me—I've too many defects. And after most trips to Ye Beauty Shoppe I come out convinced I was born to be sloppy.

Coiffureurs Discourage

My hair, so they tell me, is too short or too long. The way that I wear it, with my face, is all wrong. My part should be changed to give me an air. And as for those bangs, well my face is too square. Perhaps if it was combed to this side or that. No, that wouldn't help—my head is too flat.

But they'll do their best, on that I rely, To do something about my tresses away.

Too straight to "put up", too limp to wear "down", Unfortunately colored an in-between brown. So a rinse would be useless—the grey would still show—And a bleach would destroy the texture you know.

Others Made Chic

In the meantime around me I see other heads. The blondes and the greys, the blacks and the reds. Being "coiffed" into styles svelte, smooth and chic. Coming in scraggly and going out sleek. And I slump in my chair while the operator tries To set my sad locks into fashionable guise.

She hopes as she washes, as she curls and she pins To atone with her skill for my hairs' natural sins. But when it's all over and I emerge from the dryer, (Where my noggin's been cooked like Oregon fryer) And I peel off the netting and roller cocoon With the fair world of beauty I'm still out of tune.

Hair Defies 'Tamin'

Looking no better than it did when I came in My fly-away hair still defies all their tamin'. So for years through this land I've set up a clamour In search for that Someone who could give my hair glamour. From the Korner Kurl Box to Charles of the Ritz, I've been their despair and given them fits.

Until at long last, one hair setter smart. Came up with the answer ('twas straight from her heart), Now I'm going to look lovely, like a movie star big. I took her advice and purchased a wig.

BPW Enjoy Potluck Supper; Hear Olin Bignall and James Duff

On March 21, at the home of Mrs. Harry Cole, a tempting array of potluck dinner dishes cancelled all calorie counting for the 24 club members and guests.

The focal point of business meeting which followed was an election of officers for 1962-63. The new officers will be: Mrs. Helen Sulzbach, president; Mrs. Ardis Green, vice president; Mrs. Leslie Cole, treasurer; Mary Hetzel, secretary, and Ollie Kanak, corresponding secretary.

Appointed members for the Scholarship committee are Mrs. Leslie Cole, Mrs. Esther Morris and Mrs. Lois Volbrecht.

Taxpayer Has New Court For Big, Little Cases

This is the first of a series of six articles on the new Oregon tax court. It is felt that with the starting of such a court, accurate public information and knowledge of the court and its function is important to the people of this area. Following articles will give detailed information on functions of the new court and methods of procedure.

The taxpayer with a problem, large or small, has a new court in which to try his tax case. If he has a smaller problem which he could not afford to bring to court before, he now has a speedy, judicial and inexpensive remedy available to him. This is the meaning of the new Oregon Tax Court for the average Oregonian.

Two Divisions
The Oregon Tax Court has two divisions, the Regular Division and the Small Claims Division. Judge Peter Gunnar presides over both divisions and hears all cases in both divisions.

If the load of cases gets too great for one judge, the Supreme Court can assign circuit judges to the Tax Court temporarily. Judge Gunnar has the rank, powers and pay of a circuit judge.

The Regular Division hears cases appealed from the State Tax Commission concerning income, property and forest tax-

ation. It was created to provide an expert court in the taxation field, free of any responsibility for levying or collecting taxes.

Small Claims
The Small Claims Division hears only income and real property tax cases. It was created to give the taxpayer with the smaller case an inexpensive but fully judicial hearing.

In both divisions, the income tax cases are tried in the county where the taxpayer lives and the property tax cases in the county where the property is located. Actually, the Regular Division cases also may be heard in Salem or elsewhere, if the taxpayer prefers.

In the Small Claims Division trials are informal and a taxpayer may represent himself or be represented by an attorney, an accountant, or anyone else whom the court deems qualified.

In the Regular Division a taxpayer needs an attorney as the procedure is like a circuit court trial.

There is no jury in either division. The judge decides both the fact and the law. There is no appeal from the Small Claims division. A regular division case may be appealed to the Oregon Supreme Court.

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