

High School Answers Critics

Do the schools of the United States meet the nation's needs? The tide of international events has focused widespread attention on the schools of this country, and many critics are saying that schools have failed to properly educate the nation's youth, particularly in science and the related academic fields.

Administrators and officials of the Medford public school system believe that they have not failed in the task of giving the city's children a well-rounded education, even though the task is an enormous and complex one. To give a cross-section view of the city's school system, The Mail Tribune today publishes the first of a three-part series on Medford High school. Because major emphasis is placed on the academic phase of the senior high school program, this phase is covered in today's front-page pictures and accompanying article.

Potpourri

The clamour about U.S. schools which has been mounting for the past several years broke into a scream after the Soviet Sputniks were successfully launched, and much of what has been written and said throws more heat than light.

An oft-repeated statement is that the nation hasn't enough scientists and technicians, and that our schools have been remiss in not educating young people in these fields. We hear, too, that the teachers don't make the students work hard enough, and that our school systems have "gone soft."

One of the men who scoffs at the idea of not enough scientists is Kurt Stehling, director of rockets propulsion for Project Vanguard. Mr. Stehling, on leave from Princeton University and a director of the American Rocket society, recently wrote in The New Republic that this country is not backward in basic research or lack of spending for scientific education. "Our scientific research output per year is vast, and our engineering and science schools and our libraries are bulging," said the director. "We graduate each year legions of trained fact-gatherers. Yet the Russians are beating us because they are not burdened with as much fat as is our technical and educational empire, heavy as it is with duplication, research projects going on to eternity and wastage of scientific manpower in many industries. The inevitably few good people in our research institutions are tied up with administrative tangles or in huckstering for government contracts."

reading is kept from the sixth grade on through high school. Related subjects in the English department are debate, drama, journalism and public speaking.

History Requirements

All students are required to take one year each of U.S. history and American government and problems; history majors are encouraged also to take world geography, world history, economics and sociology. In the history, government and geography classes, each class has one period a week devoted to current events. Copies of the nation's best magazines and newspapers are available to all students, and these are delivered

to the classes by cart for use during the current event studies.

Movies and other visual aids are also employed to bring the class members closer to world events and figures.

In mathematics they must take one year of algebra and geometry; mathematics majors or those who plan to continue in any scientific field are encouraged to take the full four years of mathematics, including second-year algebra, solid geometry and trigonometry. Next year the school plans to give a fifth semester of advanced mathematics which will carry students into college algebra.

In the science field, all college preparatory students must have one year of either chemistry or physics; science majors are required to take all three laboratory sciences, biology, chemistry and physics. General science in the ninth grade rounds out the four years now offered. Since advanced physics is being sought by some students, it has been suggested that a "mixed section" with some students doing additional work may be added to the curricula if a third section cannot be scheduled.

Additional Experiments

Because of the criticism that high school and college students are not encouraged to do enough creative work, plans have been made for additional laboratory space in the new addition to the school plant. There students who wish may carry additional experiments and work not called for in the regular courses.

At least two years of a foreign language are required in the college preparatory division, and language majors take three years of one language or two years each of two separate languages. Four years of Latin, three years of Spanish and two of French are offered.

It has also been the policy of the Medford school system to encourage and provide for the students with special abilities and interests, especially in the academic areas. Advanced work groups are organized in English, social studies, mathematics and science. This program provides for broadened content, method of approach and rate of work. These exceptional students are encouraged to do a good deal of original thinking and planning and to be more self-directed in their study and work. They are encouraged and challenged to work up to their highest potentiality.

College Preparations

Students preparing for college may also obtain additional instruction during the summer months. Evening classes are held for students planning on taking examinations for scholarships such as the National Merit scholarships, the competitive examinations for the military academies, college board tests and others. Work is offered in mathematics, science and English.

In September evening meetings are held for students planning to enter college that month. This program is to be expanded, and students are being asked to provide information and criticism by way of questionnaires to be returned after a period in college.

Remedial reading and review work are also provided for high school seniors. Every senior must complete satisfactorily a review of English and mathematics fundamentals before graduating. Follow-up studies have proven these reviews helpful to both the college student and those seeking jobs.

The remedial reading has a two-fold purpose; special work for students with serious reading handicaps, and special help for the student who only needs to speed up his own reading rate.

The high school library is open every school day from 8 a.m. to 5 p.m. for students who need to do research work, check out books, use the magazine and newspaper files, etc. This year four small conference rooms were constructed in the library for students to use when they need to study together.

Testing Results

Proof that the Medford school system is efficient and is adequately training the city's children comes from the high results scored in tests and surveys. Last spring Medford schools participated in a nation-wide testing survey conducted by Science Research associates. The tests given were the widely used high school test battery known as the Iowa Tests of Educational Development. Students in grade 9 through 12 took the test battery, made up of nine tests in separate subject matter areas. The tests were returned to the University of Iowa for scoring by Univac. National norms were computed from the results which were received from 254 participating school systems.

With the middle score for all 254 school systems determined as the 50th percentile, Medford ranked near the top.

Dr. Stehling contrasts the American system, where "industrial scientists are at the mercy of a capricious management which has to satisfy stockholders" with the Russian system where "Soviet scientists are not allowed to indulge in the luxury of unnecessary paperwork and duplicated projects for the simple reason that their country is too poor to support such a burden." These last words were quoted from Professor Sedov, member of the Russian Academy of Sciences.

And how about schools not making the students work hard enough? One administrator in the Medford system said the other day that for every parent who urges the school to make the courses harder and "pour it on" the youngsters a little more, there are a score who complain that Johnny and Susan are working too hard—that the schools nowadays expect too much.

"Campus Paradox" in the Wall Street Journal not long ago brought another situation to light. The Journal sent out a group of reporters to gather facts about college and university enrollments. These reporters came back and said enrollments are falling off and that some schools, particularly small liberal arts colleges and big privately endowed universities, are complaining that they have room for thousands of additional students. This situation isn't universal, the article said, and figures from the Office of Education are expected to show a slight increase in student population this year.

New York university, Emory University of Atlanta, Washington university, St. Louis, Loyola university, Chicago, and the University of Texas at Austin were among the colleges which reported decreased enrollments. Various reasons were given for this; "conflicting forces" in the nation are said to make planning difficult.

Private institutions were criticized for making tuition too high, the increase of junior colleges was noted, and the inefficiency of some institutions was scored.

Some schools were said to be recruiting freshmen just as others recruit promising football players. "If you want good students, you have to go out and find them" said the president of Central college, Fayette, Mo. Recently eight southeastern colleges, including Tulane, Stetson and Vanderbilt, set up an informal scholarship pool to east competition. Some institutions admitted that they are permitting high school seniors from the bottom third of their classes to enroll.

The Wall Street Journal also quoted many college and university heads to the effect that the "no show" student is getting to be a bigger and bigger problem. High school seniors, afraid that they may not get into a school, put in their applications to as many as 30 separate institutions. This is giving rise to the practice of requiring a stiff admission fee.

As far as Medford schools are concerned, responsible citizens believe that the system is an excellent one and that from an overall standpoint, students are offered a better education here than in many other cities with comparable or better resources. Comparative tests have proven this, also.

Mr. and Mrs. H. C. Beck, newcomers to the Gold Hill area, did a good deed last Wednesday by trucking Mrs. Beck's marmite to Medford in order that she could play for a meeting of the Philharmonic Society guild. The big musical instrument not only had been brought from way up Sardine creek, but when the two arrived at the Country club in Medford, they found that the meeting was upstairs.

The Becks, who moved to Jackson county last fall from southern California, are enthusiastic about ranch life and about southern Oregon. "I was born in California and lived there all my life," said Mrs. Beck, "and I don't regret leaving it one bit. They can have it. I'll take southern Oregon."

Girl Scout Troop 176 held an investiture ceremony January 15 at 4 p.m. at the home of the troop leader, Mrs. C.V. Monia, 711 King street.

The ceremony was presided over by the entrance of the Girl Scouts followed by Mrs. Monia, who opened the ceremony. She was assisted by Mrs. R. A. Anderson, assistant leader, who lighted the first three large candles, explaining the meaning of each. The ten remaining candles were lighted by Girl Scouts, who recited the law pertaining to each candle.

Girl Scouts participating in the candle lighting ceremony were Sylvia Coggins, Carol Monia, Mikelynn Boughner, Suzie Lund, Dollie Freeman, Mary Sue Emerson, Dawn Sybrant and Kathy Stellingwerf. Between the lighting of each candle, the Girl Scouts joined in singing appropriate songs, accompanied by Miss Anne Matthews at the piano.

Following the lighting of the candles, Mrs. Anderson presented Cynthia Hoots with her Girl Scout pin, and to Mrs. Monia a Girl Scout pin for completion of her leadership course.

A guest at the ceremony was Mrs. V. Lobdell, neighborhood chairman. Troop Committee members present were Mrs. C. E. Coggins, Mrs. G. Stellingwerf, Mrs. E. Sybrant and Mrs. Morris Boughner.

Refreshments were served by Dollie Freeman and Suzie Lund.

In comparison with the average composite school system score of 50, Medford rated in the 93rd percentile in the senior class; 85th percentile in the junior class; 70th percentile in the sophomore class and 87th percentile in the 9th grade. In the instance of the middle score of 93 for all seniors of last year's class, the score means that half the seniors rated 93 and the balance ranged below as against an average score of 50 for all 254 school systems.

In reference to today's emphasis, Medford's seniors of 1957 ranked very high, with average scores of 97 in natural science and of 95 in the reading and comprehending of science materials.

On the basis of such tests, it can be said that the Medford school system ranks consistently among the best throughout the nation.

Help Yourself To Happiness

This column is one of a series on marriage and family problems which appears weekly in this paper. It presents problems of everyday living and attempts to bring you the most expert opinion in this area. By combining clinical experience, research, and homespun practicality, we hope to assist you to help yourself to happiness.

Readers are invited to present their problems. All queries will receive individual attention and should be accompanied by a stamped self-addressed envelope directed to Mary Harris Siefert, M.A., Department of Education, The American Institute of Family Relations, 5287 Sunset Boulevard, Los Angeles 27, California.

The Man With the Charming Wife

John Robert Powers, well-known director of a model agency. A wife's charm affects even her husband's business. A friendly atmosphere, a gracious hostess—these are indeed assets when a man entertains his business associates or superiors.

Charm is a difficult quality to define. According to the business man, it is neatness, attractiveness of appearance, plus tact and courtesy. To an artist, it is "personality," as reflected in the face radiating friendship and happiness. To the poet, it is warmth of thought and feeling, grace of word and movement. To the scientist, it is clear thought, orderliness, and honesty. To the humanitarian, it is altruism, unselfishness and patience.



ELIMINATE FATIGUE

According to medical research there are two kinds of fatigue: physiological and psychological. Physiological factors include hard work and trying environment. Boredom, monotony, irritability, pressures and general attitude make up the psychological factors. There are many new pharmaceutical agents available to combat fatigue, but, according to Margaret Spader, home service editor of the Gas Appliance Manufacturers association, a cup of hot tea is as good an agent as has been offered. Start the New Year by taking a few minutes every day to sit down and refresh yourself with a stimulating beverage, a snack of food, or food for thought.

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The wise wife assumes as many of these qualities as possible, making them a part of her own thinking and feeling, until they become an integral part of herself, her "charm."

LAMB LA PROVENCE

French restaurants have a way with lamb that makes it taste extra special. They roast it at about 325 degrees and allow about 30 minutes roasting time per pound. About an hour before the time is up, they sprinkle it with a mixture of 1 clove of garlic pulverized with 1 teaspoon of salt, 1/2 cup of finely chopped parsley, 1/2 cup of butter or margarine and 1 cup of fine bread crumbs, and then let it finish roasting. The crumbs toast, the garlic permeates and all's well with the lamb.

New York — A new hair-setting lotion helps give that built-in permanent wave effect. The manufacturer says it eliminates pin curls, sticky lacquers and hair sprays, and keeps curls soft and shining.

One of the largest artificial bodies of water in the world is Elephant Butte Lake, formed by a dam on the Rio Grande near Truth or Consequences, New Mexico. It holds more than two million acre feet of water.

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"Did your polio shot hurt, Jackie?"

What is pain? Is it the quick prick of a needle . . . or the slow breaking of a heart? If you've ever seen a child . . . or a mother or a father . . . for whom the Salk vaccine came too late, then you know true pain. Because you know how it feels to have your heart torn, piece by piece, from your body.

Imagine, then, how you'd feel if you were to see—or be—a polio victim who could have had the Salk vaccine . . . and didn't.

It's almost unbelievable that this could happen . . . yet last summer's statistics show that perhaps it already has . . .

In 1956, polio cases were reported down 47% from 1955 . . . and down 59% from the five-year average for 1951-1955. And cases dropped most sharply in the group which had received the most vaccine. This was the group of children, 5-9 years of age, first allowed to have the limited vaccine. But, tragically enough, not all these eligible children were permitted by their parents to have the vaccine.

Can we afford to let another polio season go by without giving our children—and ourselves—the protection of the Salk vaccine? For, bad as it is to see a little one struck down by this disease, it is just as heartbreaking to see a mother taken from her family by polio . . . or a father left helpless and unable to provide for his family.

Polio, it must be remembered, is not exclusively a children's disease. Although it strikes more often in the lower age groups, it hits hardest among young adults. That's why everyone under 40 years of age should be vaccinated.

So get your shots now—today—and take the whole family with you.

No, your polio shot won't hurt—compared to how your heart will ache if you neglect to have your family vaccinated . . . and then polio strikes.

DON'T PRESS YOUR LUCK. It takes 8 months and 3 injections for maximum polio protection. START YOUR SHOTS NOW. And protect the whole family.

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