

# General Philosophy and Responsibilities of Medford School District Reviewed

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**Editor's note:** Following is the general philosophy and educational responsibilities of the Medford public schools. It has been in preparation more than two years by district administrators and school board members. It has been edited only slightly.

## GENERAL PHILOSOPHY

"The public school in a representative democracy has unique functions. It is designed to accept all the children of all the people. Its major emphasis is to prepare each child for his role in a self-governing society.

"The individual will only be able to fulfill satisfactorily his role as a citizen if he has due regard and respect for the rights of individuals and an understanding of the privileges of free men in a free society. This necessitates not only an understanding of individual rights but also those rights of our group society, each in proper focus to the other.

"Citizens of the country, in establishing and supporting the public school, have committed themselves to the principle of human improvement; and by this process, society as a whole will advance. This idea implies that education is a process of acquiring knowledge, skills, values, and of learning to contribute to improving the culture for the benefit of all people.

**Education Is Process**

"Education is the process, both in school and out, whereby these functions are experienced. The school must constantly attempt to extend the mind to attain its capacity to learn, to adapt, and to grow. The major responsibility for educating our youth in our society belongs to public elementary and secondary schools at the local level.

"This is achieved primarily through a formal education program based on accepted values of the people with some emphasis on post-high school and adult vocational programs.

"It is recognized that our concepts as to what a democracy is and ought to be may change from time to time. However, the school has the responsibility of separating basic fundamental principles of both content and method from fads, fallacies, and self-centered pressure groups—but never at the expense of curtailing individual or minority rights.

"Our public schools are not experimental laboratories where students are constantly used as 'guinea pigs.' On the other hand, good schools do not intend to become so fixed 'that they become educational' likened to 'ancestor worshippers.' The latter too often produces an assembly-line type program, which results in such stereotyped uniformity and conformity that the individual becomes lost through submission to the group.

"Schools should, under the guiding principles of research, experiment with promising new ideas and improved ways of doing things. The curriculum must serve, not dictate, educational direction. Advancement normally requires changes. This, in essence, means 'keeping the best of the old and adding the best of the new.'

"All phases of the total educational program must be continually evaluated in order to determine whether accepted objectives are being achieved. Highest priority of attention is given experiences and incentives which create a favorable learning situation for all youth of the school district. The expenditure of money and effort can only be justified when it results in improvement of the learning climate for students.

**Educational Experiences**

"Both the quantity and the quality of educational experiences are important. The challenge of providing quantity in a broad educational program is being met. This broad program provides a large selection of academic and vocational type subjects to meet the diverse needs, interests, and abilities of youth.

"The challenge of excelling in quality is more difficult to achieve, particularly in a world where values are changing and there appears to be a lessening of a willingness to pay the price necessary to excel."

"In order to be alert to conditions in our fast-moving world, teachers are encouraged to plan class work so that each student 'mentally sweats' in each school day. The amount and complexity of such mental challenges are based on the age, subject area level, and innate abilities of the student. If one is to succeed, the selective quantity and attainable quality of learning must keep pace together. Opportunities and encouragement must be offered each youth to attain the optimum of his potential.

**Accept Obligation**

"Through the years, the Medford school system and the people of our community have accepted the obligation of providing and maintaining the kind of 'educational climate' which recognizes the right of each student to learn as fast and as thoroughly as he is potentially able. In order to provide equality of opportunity for all youth, members of the school board and budget committee believe that this can only be achieved by providing equal educational programs and physical plants for each school service area of the district.

"It is believed that this is more effectively achieved by keeping elementary children closer to their homes. Children of junior and senior high school age levels can best be taught in larger centers where considerably more specialization on the part of both program and teachers is possible.

"There are many influences other than the school affecting the education of youth. Among these are home, church, various child and youth agencies, press, radio, television, motion pictures, and other community forces. The part which each contributes to the education of the child, and the extent to which some may set up barriers to the achievement of the schools' purposes cannot be ignored in planning a successful program of public education. The Medford school system cooperates with all agencies and institutions interested in the welfare of youth.

**More Costly Process**

"It requires a far more costly and comprehensive process

to become 'educated' in preparation of assuming competency as a citizen in today's world than was necessary one of more generations ago. This is a challenge which professional educators, school board members, and citizens at the local, state, and national levels must meet. In order to be effective the challenge should be considered a cooperative one with responsibilities spelled out and with each governmental level meeting its moral, professional, and financial obligation.

"A good school today re-

quires team effort. This means a well-prepared, competent staff of teachers, administrators, custodians, maintenance personnel, and other employees, working under the leadership of a well-informed school board, assisted by interested lay groups such as our parent-teacher associations and citizen advisory committees.

"In the final analysis the real test of a public school is determined by the quality of work being done by classroom teachers. Fine buildings and excellent equipment, while

important, are secondary in their positive impact on students as compared to the effect of a good teacher in any type classroom.

"It is therefore imperative that every effort be made to attract and to hold superior, qualified teachers by providing the necessary incentives and favorable working conditions. These include adequate salary, security, educational leadership, reasonable work loads, stimulating in-service programs and such other rights, recognition, and privileges as would encourage

every member of the school staff to excel.

"The strength of Medford's school program is the large number of excellent, well-trained, and dedicated teachers on the staff backed up by the other well-qualified members of Medford's educational team. Any school program is made up of (1) who is doing it, (2) what is being done, (3) where it is being done, (4) when it is being done, and (5) why it is being done. Of these five, 'who is doing it' is most important.

**Educational Responsibilities**

"The responsibility of the Medford public schools for fulfilling their function as an educational institution may be classified in the following general areas:

**CITIZENSHIP**

"Respect for the worth of all men, participation in government, and concern for our country's role in internal and world affairs are inherent in good citizenship. Knowledge of our country and government, respect for constitutional authority, and participation in democratic school procedures are basic to an appreciation of and loyalty to the ideals and privileges of our representative democracy and are ways in which schools provide opportunities for the practice of good citizenship.

**BASIC SKILLS AND APPRECIATIONS**

"Ability to think critically and to make constructive decisions are fundamental to the improvement of society, and their development is inherent in good education.

"The basic academic program of studies, which includes the traditional '3-R's', is of first significance. All other aspects of the total program assume a subordinate—but definitely a significant—role as compared with the basic academic skills and experiences.

"The individual, in so far as he is able, must be taught to become competent in the use of language and in mathematical processes and learn to use the basic skills of gathering and using information and of getting along with other people. Appreciation of beauty and the worth of each individual's contribution toward a good and wholesome life results from well-designed educational programs and from a thorough background in the basic subject areas.

**HEALTH**

"The attainment and maintenance of good physical and mental well-being by each individual is an important responsibility of the school. Essential to this goal is the establishment of good physical and mental attitudes and habits; a knowledge of the structure and function of the human body; the practice of safety in home, school, and community; and an understanding of the role of health services in the welfare of the community.

**ECONOMIC LIFE**

"The concept of free enterprise is the keystone of our economic system. Only by accepting the responsibilities that go with knowledge and wise use of our natural and human resources can our system survive.

"It is important that each individual be offered opportunities with proper incentives to acquire learnings

that will provide a foundation for vocational success, appreciation of the dignity of labor, and the personal satisfaction of honest effort and its contribution to the general welfare. Habits of thrift, the use of social service benefits only to the extent required, and the wise use of natural resources should also be developed.

**MORAL AND SPIRITUAL VALUES**

"These values are revealed by character traits such as personal integrity, the making of moral choices, service to fellow men, and devotion to truth.

"The ideal of religious liberty is a tenet on which this nation was founded.

"While instruction in sectarian beliefs is not a prerogative of the public school, nevertheless there is an obligation to provide spiritual enrichment by teaching reverence for that which individuals hold sacred and respect for the beliefs and convictions of others. There is a value for children and youth to learn about world religions, Christian ethics, and the influence of religion on human living. The Medford schools aim to

cooperate with all recognized agencies providing moral and spiritual programs for youth.

**FAMILY LIFE**

"The school recognizes the family as a basic social institution and believes that it is essential that each individual understand the role of the family in cultural and economic life. Each child is taught to understand that each member of the family should accept his responsibilities in strengthening the home by maintaining affectionate relations, developing attitudes, and acquiring knowledge and skills necessary for successful family living.

**AESTHETIC VALUES**

"Aesthetic values include the appreciation of the arts for their beauty and for their contributions to culture. Fine arts, crafts, recreational activities, and an appreciation of nature provide individuals with opportunities to create, to use their leisure constructively, and to realize many personal satisfactions.

**HUMAN EMOTIONS. PERSONAL STABILITY**

"Certain emotions contribute greatly toward influencing an individual's conduct, which in turn affects society's attitudes and actions. Social, economic, cultural, political, and personal choices will probably never be made on a strictly scientific and factual formula. Emotional biases and influences will enter into personal decision-making.

"Therefore, as we continue to learn more about emotions through psychology, psychiatry, and the other sciences, we must utilize proven methods of child direction through properly trained staff members. The stresses, strains, and anxieties under which one lives in today's world require it.

"A sympathetic and understanding school staff can do an immeasurable good toward solving the problems of the maladjusted child and can assist directly in his orderly maturation into a well-adjusted, emotionally competent adult.

**CONCLUSION**

"The American plan is state and local control of the public education program which is best attained through a non-partisan, non-salaried school board, composed of lay members elected by their fellow citizens. This plan keeps schools close to the people. Upon the school board's shoulders rests the responsibility for developing America's most precious resource—its youth. The board is expected to carry out its responsibilities effi-



**HIGH SCHOOL BUILDING**—Above is a renovation in the original high school structure of the space between the music rooms (left behind tree) and the shop rooms (right) where the boys physical education plant will be completed. Completion of the unit will provide seven teacher stations, and another teacher station will be made available by

## Relationship of Building Plan To Consolidation Is Discussed

**Editor's note:** This is the last in a series of articles in which the \$750,000 bond issue is discussed. Today's article discusses the relationship of consolidation with the building program, alternatives considered before a decision on the building program was made, and the type structures planned.)

Reorganization of school districts into one school administration unit has had little or no effect on the proposed building program of Medford school district 549C, school officials said.

An election on a \$750,000 bond issue to finance a two-year construction program will be held tomorrow.

Consolidation hastened by one or two years the need for additional classrooms at Hedrick Junior High school, where two classrooms are planned next school year and three for the 1961-62 school year. Renovation work planned at McLoughlin Junior High school, which will provide a woodshop and drawing room and two other classrooms, was planned on the basis of need before consolidation.

**Before Consolidation**

Additions and renovations at Medford High school were planned and contemplated prior to consolidation, school officials said. Funds from the bond issue will be used to complete the boys physical education plant and provide eight teacher stations.

Consolidation, however, may hasten the need for a new high school by two or three years, administrators noted, and may cause the need for future classrooms at Hedrick one or two years earlier than if there had been no reorganization.

Reorganization had little or no effect on elementary school needs. Additional classrooms are planned at schools within the boundaries of the original school district, and within the areas of West Side and Oak Grove, which consolidated with Medford some years ago.

**Additional Classrooms**

Of the schools which consolidated with Medford last year, Griffin Creek is the only one where an additional classroom is planned. That is scheduled to be built for the 1961-62 school year.

School officials pointed out that renovations and additions for those elementary schools consolidated with Medford will be paid by taxes which are assessed on property in the total district.

Renovation work is planned at Jacksonville and Ruch, two schools which were consolidated with district 549C last year.

In considering the additional children in the district, the school board and budget committee reviewed alternatives which might be used instead of constructing new buildings and additions.

**Alternatives Listed**

These alternatives, all of which were considered unsatisfactory, are: (1) operating schools on a double-shift program, (2) operating schools on

a 12-month year, and (3) increasing class loads.

Officials pointed out that operating on a double-shift basis deprives the pupil of half his schooling. Six hours or more of school work, they said, cannot be crowded into a half day. Officials also noted that children would be in school only part time, and might be roaming the streets during out-of-school hours tending to increase delinquency problems.

Such an arrangement, they added, "would deprive the pupils of practically all the special activities, which are accepted as a significant part of the school program."

**Additional Help**

The cost of operating schools on a double-shift would be about the same since it would be necessary to establish two shifts of teachers instead of one, officials noted. Additional custodial and maintenance service would also be needed, they said.

The 12-month year, administrators and board members said, presents three major

problems. They are disruption of family vacations, which usually are scheduled to coincide with the school calendar; loss of income to pupils during the summer and fall; and difficulty for students transferring to and from Medford schools.

Administrators noted that the 12-month year has not proved successful where tried. Increasing the class loads in all schools are impossible under present conditions, officials said, in view of the small size of most of the classrooms. And if it were possible, they stressed, it would be educationally disastrous to overload teachers.

Dr. Leonard B. Mayfield, superintendent, pointed out that state standards set the number of pupils in an elementary school at 25 students and in the secondary grades at 30 students. These numbers can be exceeded, and schools will not be closed, but if state standards are not met, state financial assistance may be jeopardized, he noted.

**Attorney General's Ruling**

A recent attorney general's ruling, Dr. Mayfield said, states that state funds cannot be taken from a school district, but can be withheld until qualifications are met.

"Since state funds will pay for approximately 21 per cent of the operating costs of the Medford schools," he said, "it would mean a corresponding increase in taxes of approximately 18 mills if state aid were withdrawn or withheld."

Buildings which will be constructed with funds from the bond issue, if approved, will be the most economical possible, consistent with low maintenance and upkeep costs, and the safety and welfare of the children, officials noted.

School board and budget committee members said that architects have been instructed to design, select, and use economical construction materials that will result in a low cost building with all non-essentials eliminated. Local products, materials and labor are given primary consideration.

**Costs Increasing**

Officials added that the cost of building schools has gone up steadily for several years, but generally schools are being built in Oregon 25 to 45 per cent less than in California or Washington.

Architects designing new school buildings here and the same buildings in California have informed school officials that the structure in California costs about \$4 per square foot more to build than it does here. In Washington, the cost is about \$2 per square foot more than in this area for an identical building.

Authorities on school building costs indicate that construction costs have increased 5 to 10 per cent a year during the past few years. Contractors, architects, and financial authorities indicate that in all probability, building costs will not go down, and are more apt to continue to increase, school officials said.

**Typewriter Stolen In Yreka Burglary**

Yreka—A large typewriter was taken from the ONC freight office at Mt. Shasta during a burglary last Wednesday night, the sheriff's office here reported.

In other action last week, deputies said Harry O. Black, 61, was arrested on charges of disturbing the peace and public intoxication and Robert G. Burgess, 46, was arrested for disturbing the peace.

Roger J. Wardinski, 20, was picked up by Yreka police on a similar charge and Happy Camp sheriff's deputies arrested William H. Donegan, 54, on a charge of driving while under the influence of intoxicating beverages.

The sheriff's office reported that Hershell L. Fields, 35, was arrested in Muse, Okla., on a failure to provide warrant for this county. He will appear in Dunsuir justice court.

**Texan Cited, Wife Injured in Crash**

Yreka—A Texas man was cited for speeding and his wife was hospitalized following an auto accident on highway 97 a mile south of Juniper lodge at 6:50 a.m. yesterday, reports the California highway patrol.

Cited was Silencio Quintanilla, 54, was taken to Dorris hospital for treatment.

The CHP said the accident occurred when a Quintanilla, while passing one car, met an oncoming car and slammed on his brakes. The car skidded, left the road and struck a tree.

**Gold Hill-The Bible study group of the Gold Hill Christian church will meet at 7:30 tonight, instead of Thursday night, at the home of Mrs. Tom Henderson.**

**Wall Street Chatter**

New York (UPI)—The stock market still lacks "bounce," despite the "optimistic tone" which has prevailed during the past two weeks, according to R. E. Buchsbaum of W. E. Hutton & Co.

In his latest stock commentary, Buchsbaum says issues performing with above average vigor are in a minority.

"Nonetheless, the recuperative powers of some of the rails and oils are worthy of note," he adds. "Technically, the averages have reached a point where additional consolidation is in order."

Alan C. Poole of Hemphill, Noyes & Co., draws this comforting note from history: "No bull market has ever ended in a presidential-election year in the past 60 years."

Ira Haupt & Co. says that based on earnings projections for 1960, the stock of American Broadcasting Paramount could carry well above present levels in the market.

"Health increases in gross revenues and profits seems assured and per share earnings could exceed \$2.50, (up from about \$1.85 a share in 1959)."

**Officers Elected by Butte Falls PTA**

Butte Falls—The Butte Falls PTA met last Monday evening at the Butte Falls High school.

Mrs. William Harris was elected president, Mrs. Henry Tygart, vice president, Mrs. William Hunter, secretary, and Mrs. Randall Perkins, treasurer.

The nominating committee, composed of Mrs. Harry Dalton, Mrs. Charles (Red) Capello and Mrs. Roger Harris, presented the slate of officers for the forthcoming year. With no further nominations made from the floor, the nominees were duly elected.

Next meeting will be held Monday evening, April 11 at the high school at 7:30 p.m. There is expected to be a hearing on the school budget. The executive committee will meet Wednesday, April 6, at the Butte Falls Grade school at 3:30 p.m.

**Coach at IV High Submits Resignation**

Illinois Valley—Officials of Illinois Valley High school are seeking a replacement for Eldon Durham, teacher-coach who recently submitted his resignation. Durham has accepted another position but has not announced where he is going.

Durham came to the local high school two years ago from Redmond, Calif., where he taught junior high athletics. While here, he taught geography, history and mathematics and last year was in charge of the summer recreation program.

**Group Donates Toys To Home for Boys**

Illinois Valley—The sheriff's posse auxiliary of Grants Pass recently donated a ping pong table and numerous toys to the James farm home for boys. Thirty-five boys live at the home.

The home was built in 1945 by Mrs. Leta James after fire destroyed her other home. It has a staff of five teachers and training for public and trade schools is offered.

The boys pursue numerous hobbies, including photography, forestry and stamp collecting and issue a newspaper which they give to their parents. They are 4-H club members and last year won 31 prizes at the Josephine county fair.

**2 Youths Held for Stealing Liquor**

Yreka—McCloud constables last week arrested two juveniles when they saw them stacking cases of liquor being taken to a store, the sheriff's office here reported.

Officers said the youths had 15 cases of beer, eight bottles of vodka, two bottles of champagne and three quarts of whiskey. They later told constables they planned to sell the beer at \$2 per case to other juveniles.

Deputies said the youths also confessed to the burglary of a store two weeks ago during which they said they took two cases of beer.

**Rogue River Man On Critical List**

Rogue River—Jimmy Cowie of Rogue River is reported holding his own although still on the critical list at Josephine General hospital, Grants Pass. Cowie was badly burned in an explosion recently while using an acetylene torch.

Cowie's wife Janice also was seriously burned on her hands and one leg in the accident when she attempted to remove her husband's flaming clothing. She is expecting her third child early in May.

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