

Kids Of City And County Called To Classes September 6

Good Old Summer Time About Over

Young Bobby Coffman, who appears on the cover of this edition, is one of hundreds of Klamath youngsters who will join the back-to-school parade in a few short days. Bobby, a Fremont student, is the son of Mrs. Margaret Coffman of 516 High street.

Tuesday, September 6, is the really big day—the day when classes begin for both county and city school students, but the days before the 6th are crammed full of important doings.

The schedule is virtually the same for county and city schools beginning with August 29 when teachers report for duty and the teachers' advance general sessions August 30 and 31. Teachers will report to their respective schools September 1, and on September 1 and 2, all students report for registration. Classes come on the 6th.

City system teachers will report August 29 and begin their in-service program to be held at Klamath Union high school. General policies and briefing will occupy much of the teachers' time for the three days. On September 1, city teachers meet at their respective schools with the school principals.

KUHS Plan

All new students at Klamath Union high school are to visit the school any day this week for registration. This does not apply to Altamont, Fairhaven and Fremont eighth graders who were registered last spring before the close of school. Those students who did not register because they planned to move from one district to another should also report this week.

All KUHS freshmen and all Fremont Junior high eighth graders are to report Thursday morning, September 1, at 8:30 for a half day of orientation, while the entire KUHS student body, including freshmen, will report for another half day of school at 8:30 a.m., Friday, September 2. All students, including elementary youngsters, should register at their various schools September 2.

Registration of Sacred Heart academy students is expected to be completed by September 4 and the start of classes will correspond with other schools in the city, September 6. (See Page 5, Sec. III.)

County Schedule

As for the county schools, teachers will also report August 29, followed by two days of general meetings to be held at Altamont Junior high school. County students will register September 1, Friday, September 2, will be devoted to in-service work for teachers. Then comes the Labor Day holiday and the September 6 classes.

Upper class students in the Keno area this year will have the choice of attending either KUHS or Henley high schools. All ninth graders from Keno will attend Henley.

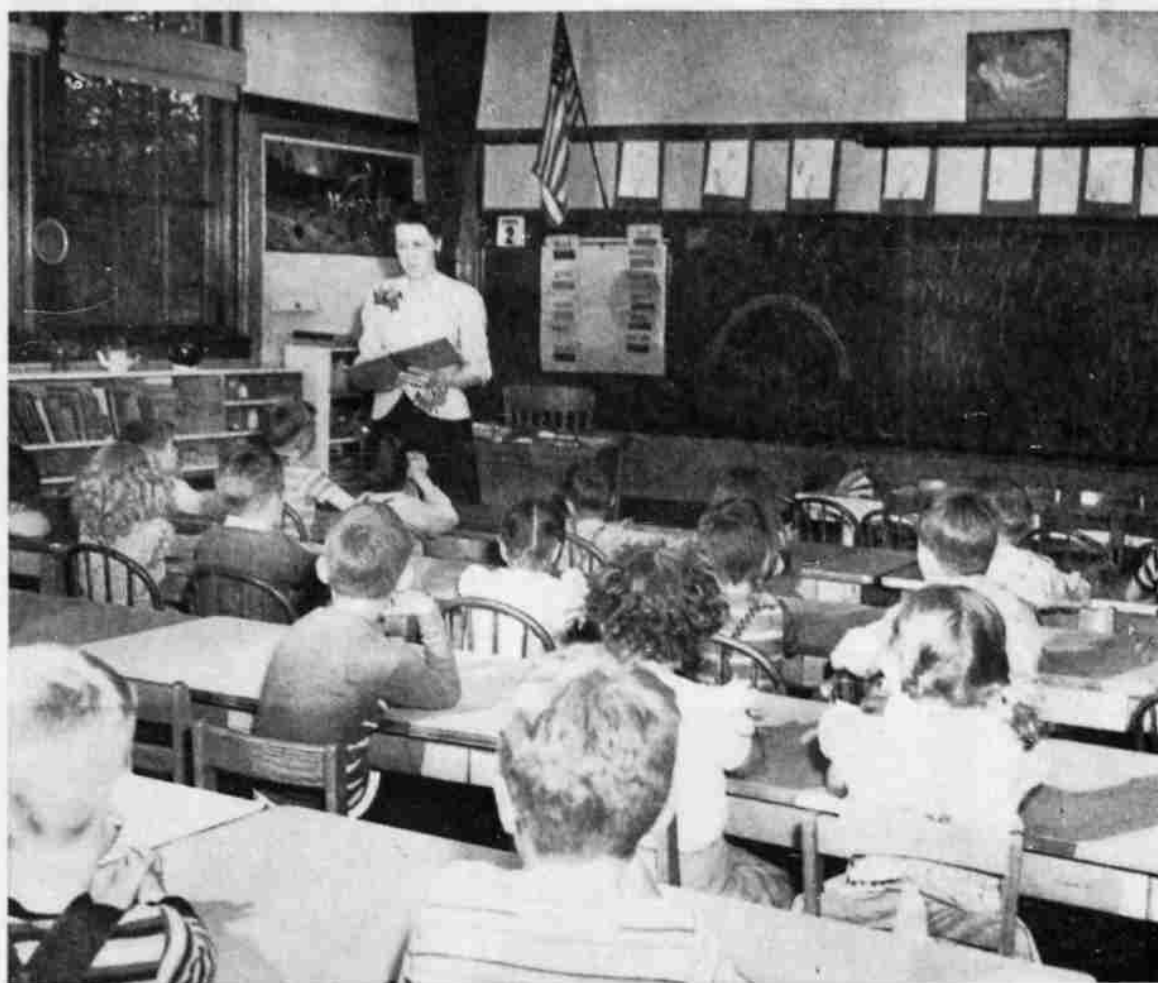
Her's Table

A table of important dates for returning students is given below. First is the county schedule:

- August 29—Teachers report
- August 30-31—Teachers' general meetings
- September 1—Registration of all county students
- September 2—In service work for teachers
- September 6—Start of classes

City school schedule:

- August 29-30-31—Teachers report for in service training
- August 29-31—Deadline for registration of all new students at KUHS and Fremont Junior High
- August 29-30-31—Teachers in service program
- September 1—Teachers meet at respective schools
- September 1—All students report for registration
- September 6—Classes



Modoc Start Set Aug. 29

ALTURAS, Aug. 24 — Schools in Alturas and surrounding Modoc county areas will open their doors August 29 to officially begin the new school year. Meanwhile, a two-week teachers' workshop is being held at Modoc Union high school with all teachers in the section attending for a pre-school briefing.

The workshop is due to conclude Friday. There have been only two major changes in the school system's staff. One new principal has been named, and there has been a change in the county school office. Halie M. Tierney, county superintendent has announced.

New principal of Big Valley Joint Union high school at Adin is a Minnesota teacher, Henry Charbonneau. Robert Naalund, curriculum director for Modoc schools, has gone to Stanford university at Palo Alto to work for his doctorate. Filling the vacancy is Alden Goodwin of Palo Alto.

The annual repair project on school buildings is being wound up, with no major remodeling or additions undertaken this summer, but with work confined to general redecorating.

Pictures

The cover picture shows Bobby Coffman, son of Mrs. Margaret Coffman, 516 High street, who will be in the sixth grade this fall. His picture was selected as most typical among scores taken for this edition. The picture on this page shows Mrs. Anna Fisher's first grade class at Fremont.

Taking The Plunge

Foundation Work Of First Grade Important To Entire School Career Of Youngster

By EDNA KILLMEYER

Thirty small children, each a strict individualist, to guide into systematic learning—that's the job a first grade teacher faces each September as a new crop of small fry comes to have its first brush with formal education.

The days that follow the historic first day at school and the attitudes formed in those days do much to determine the overall, net result of a child's schooling. How much he will get from the formal education to which he is exposed depends to a great extent on the foundation he acquires in his early school years.

For the first three or four weeks after he arrives at school, his shoes shined, his hair brushed as neatly as his cowlick permits, and his clothes examples of shining neatness, the six-year-old spends his time just getting used to being in school.

It's a new experience and he must become adjusted to the change from home and family to this new world in which he will spend so many of his days. For some, it's a problem of getting used to other children and being away from mother, others find themselves faced with a new responsibility and self-reliance.

After he catches on to school, the first grader is given readiness tests—one of the first is a reading readiness test which gives the teacher an idea of the range of subjects with which the child is familiar and his ability to grasp new things.

Based on the youngsters' showings in readiness tests and considering their social maturity and other factors, they are divided into perhaps three or four groups, partly to help them learn to work together and also to work at each group's speed.

The emphasis now is to let a child progress at his own rate as much as possible. The newer educational method for small children is just the reverse of the older idea of first learning individual numbers and letters. The stress now is to first learn the whole—a whole word, for instance—and later the parts of the whole, the individual letters that make the word.

In number work, the tots are given small figures, cars, houses, and the like, to arrange into groups. In addition to teaching a familiarity with numbers, it gives the child something to do with his hands, something tangible and concrete and something to keep his interest going. The shift in teaching trends is to the concrete, which a small child understands much more readily than he can grasp an abstract term he cannot see or feel.

Since the first grade is an introductory one to later school years, an attempt is made to keep it fun and interesting—without sacrificing the academic side. The theory is that a youngster will more readily learn and retain what he's doing if he's interested in it and is having a good time.

Early reading efforts too, are planned to be interesting and build both a fluency and a love for reading—something too often lost in yesterday's more strict school regime.

Science and familiarity with nature in the early grades is taught by pictures and through the teachers' verbal explanations because a small child can understand many spoken words that would be too difficult if written.

As for writing, it is confined to printing until about the middle of the second grade when the child first starts longhand. His grasp of straight lines and circles is much better than the movements required for the more intricate swirls and loops of longhand.

He also has health and music and art, but all are more or less intermingled with his learning of the academic courses, numbers, reading, writing and spelling. First graders have just the meager beginnings of spelling which is developed into a more important phase in the second grade.

Throughout the first, second and third grades particularly, the beginning of each year's reading studies overlap the previous semester's. Through these grades, children progress at their own speed and end their year working from different books with varying degrees of advancement. To bridge the gap there is extensive review for several weeks the first of the following year.

The first grader's parents for the first few weeks begin to wonder when he is going to begin to show some results of his schooling. At first he will go slowly, but as the school year moves on, his progress becomes increasingly rapid.

More time will be devoted to social studies and spelling and writing in the second grade, and more emphasis is placed on language, as a subject for early training in usage and words.

Still, however, most of these subjects are taught as a single unit. It is in the third grade that the course is broken into individual classes. Social studies, arithmetic, science and language are given more time, with correspondingly less to reading except in its connection with other subjects of study.

All three primary grades are aimed at providing the basis for future mental growth and educational development.

With later years will come more specialized training, but that still lies ahead for our third grader, who by now is an old hand at school and will wade into the fourth and following grades on succeeding pages.

OTI Makes Progress

In a few days, Oregon Tech's new catalog will be off the press, another sign of the school's progress and expansion. The 64-page booklet will explain in detail courses offered at OTI, its campus, living accommodations and pertinent information for potential students.

Enrollment for fall term at OTI scooped up to 435 in August, an excellent showing compared to last year's comparable figure of 304.

This term, for the first time, a new division of phases within each course is in operation. Trades courses include three hours daily of shop, one hour of a technical related study or one hour of a basic related study and two hours each day of a service course. Technical and business courses are also scheduled into three or four daily phases.

THE purpose of this edition is to present, through text and picture, all-important information about the forthcoming opening of schools in our two-state region, and also to illustrate and explain some of the modern methods of instruction that may differ a little from those used in the school days of adult readers of The Herald and News.

To accomplish the latter mission, a series of pictures of real Klamath kids were made just before school closed last spring and saved for this particular use. In section II will be found pictures and text generally relating to the teaching of the fundamentals—the traditional three R's—and in section III will be found illustrations of sidelines, specialties, athletics and that important business of eating. Interspersed are features covering buildings, producing the school annuals, how to prepare the first grader, acquiring college togs and other pertinent subjects.

Most of the pictures used are staff photos. Edna Killmeyer and Malcolm Epley edited the school sections, and much help was given by the city and county school administrative staffs and teachers, as well as school officials in Lake, Siskiyou and Modoc counties. The editorial, photographic, photoengraving, composing and press room staffs worked together to turn out the finished product, the annual School Days edition of The Herald and News.

Remedial Education Shapes Up As Means Of Giving Aid To Youngster With Problem

An extensive program in remedial education, something comparatively new in the public school field, has grown tremendously in the state and in the Klamath area, providing special education for handicapped children or normal youngsters who are having difficulty.

Mrs. Lena Hackett is director of the special education program in the city school system.

Special help is given to children with speech defects, very poor eyesight or hearing and other defects, as well as to youngsters who are slow to learn or perhaps are maladjusted.

Special teachers work with classes of not more than six children who have similar problems so that the teacher can devote much more time to each child. In as much as possible, a child is kept in his own class to help him "belong" socially with other youngsters his age. For a specified period each day in most cases he will get special instruction.

Most special teaching is concentrated on reading, but there is some special help in arithmetic and other phases.

An example of the program's work is a child with extremely poor eyesight. If a doctor is not able to make a correction permitting the child adequate sight for normal close work, visual aids are provided. Larger than usual books are used, pencils, paper and chalk are of a special type. Clear type books, adjustable desk tops and talking book machines are borrowed from the state school for the blind if needed.

The success of the program is proven by the tremendous decrease in the need for admitting these children to the school for the blind.

Home teaching is also provided for children who are not able to attend a regular school.

Periodic conferences are held in cities throughout the state with psychiatric and medical specialists who tour Oregon for the state system of education. The doctors confer with the children, their teachers and parents, giving advice to aid in the child's development.

Lake Schools Put In Shape For Post-Labor Day Opening

LAKEVIEW, Aug. 24 — It's been an active summer for the Lake county and city school systems as the big job of advance preparation for fall term comes to a close. Students, both county and city, will be back at their desks September 6.

Teachers will report August 29 for a two-day workshop to be held at Lakeview high school September 1 and 2.

Exterior changes in schools will be in evidence as students come back this year. New pride of the county system, which has 11 operating schools this year, is completion of a new two-unit apartment for teachers at Paisley.

Construction of the apartments marks the first time Paisley has been able to offer living quarters to teachers and is an added inducement in getting good teachers in the community. Paisley Principal Elmer Johnson will live in one of the eighth grade teacher, who is a new man and whose name has not been announced as yet, will reside in the other. The apartments are of the latest modern type construction.

tion and styling and are situated on the ridge on the west side of town. County Superintendent Mrs. Ann Sprague said that other work in the system this summer has been largely repairs and re-vamping lighting systems.

In Lakeview, a new first grade room has been added to the North primary school to allow for the increased influx of six-year-olds. Alterations at the high school and Central school include a new librarian's room, principal's office and cafeteria.

City Superintendent H. B. Ferrin has announced the appointment of Ray Jewel, a University of Oregon graduate from La Grande, as new high school principal, and Stanley J. Tooke of St. Johns, Wash., as new Central school principal. Tooke is a Montana State university graduate.

With the additional first grade room, there will be four first grades in Lakeview instead of three as in the past. Total Lakeview school enrollment is expected to be about 300 students.

Increase Of Around 10 Per Cent Forecast As Siskiyou Prepares For Opening Aug. 29

By ROBERT GARRETT
YREKA, Aug. 24 — "Operation Classroom" will send one-third of Siskiyou county's population trudging back to battle with the three R's come Monday morning, August 29.

Unless birth "trends" of the war years toss officials for a loss, the school census should show a general 8 to 10 per cent increase this fall.

This will mean that teachers in 46 elementary schools and 19 high schools will greet approximately 550 more youngsters than they did last year, when the average daily attendance was 4229 in the grades and 1383 in the high school brackets.

Freshman Gain Seen
Robert Reynolds, superintendent of the Yreka union elementary school district, the county's second largest, estimated 40 more pupils would enroll there this year than last. Yreka's ADA in 1948-1949 was 804. He said officials of other schools anticipate a proportionate increase.

Loren A. Wann, principal of Yreka high school, also the county's largest, predicted his ninth grade would be 20 per cent fatter this fall than a year ago, jumping from 97 to 119 if all the eighth grade graduates in the district last spring move on to high school.

Miss Mildred Grant, county superintendent of schools, said increased enrollments could be anticipated, but she declined to estimate how much. The larger schools, incidentally, will become acquainted with a new general supervisor of that department in Miss Grant's office. He is Paul Fisher, formerly of Cheyenne, Kan., who arrived in Yreka just this month to assume his duties.

J. E. Hurley, superintendent of the union high school district, also declared registrations would be up, citing the increased number of eighth graders graduated in May and June. The board of trustees early this month approved a budget

of \$668,268 for the 1949-1950 term. The amount was \$639,535 last year. The tax rate remains the same, a maximum \$1.25.

Hurley announced faculties of all high schools have been completed, except for single vacancies at Yreka, McCloud and Fort Jones. There is only one change in principals in Siskiyou's 10 high schools, Edwin Harper succeeding Marthe Thompson at Etna Union high school. Thompson, who taught mathematics last year and will again this year, also is superintendent of Etna's union elementary and high school districts.

New Principals
Four elementary schools will possess new principals when they report. Mrs. Lorena Ward will be in command at Dorris, Mrs. E. Hafford at Gazelle, Mrs. Dorothy Van Orsdal at Grenada and Paul I. Evans at Happy Camp.

Kids in three elementary school districts in the county will lug their textbooks into brand new buildings before the end of the term. Construction on a \$297,000 structure at Yreka is to be completed by the first of the year. It will be comprised of 16 classrooms and office space. Weed district voters late last spring approved a \$132,000 bond issue for eight new classrooms to relieve the pupil pressure. It may be ready by the end of the coming school year. Dunsmuir has completed a \$115,000 auditorium-symposium, which will also include two classrooms. Dunsmuir elementary school will not open until September 6, the day after Labor Day.

A new Smith-Hughes vocational agriculture building at Yreka high school will be completed within four months at a cost of \$30,470. Employment of a vocational agriculture instructor for the full term has been approved by the district board of trustees. A \$113,000 gymnasium

went up at Butte Valley high school last winter and spring, but bids on reconversion of a war relocation center building to a school at Butte Valley high have been rejected as too high. They ranged from \$8054 to \$11,510.

Changes Made
The eight high schools in the Siskiyou union district and their ADA's are Butte Valley, 88; Fort Jones, 38; Happy Camp, 31; McCloud, 119; Mount Shasta, 134; Tulelake, 133; Weed, 193, and Yreka, 338. Other high schools in the county in single districts are Dunsmuir, with 185 students, and Etna, with 124.

There will be no school in the Spring or Grass Lake elementary school districts this fall, pupils from Spring going to Dorris and those from Grass Lake to Mount Hebron.

Average daily attendance at the larger elementary schools and some of the elementary schools in northern Siskiyou county are Dunsmuir 600, Yreka 504, Weed 502, McCloud 399, Mount Shasta 398, Tulelake 287, Dorris 194, Etna 189, Winema 88, Tennant 60, Macdoel 28 and Mount Hebron 28.

Big or small, the boys and girls who work at the job of learning the three R's five days a week always want to know when the first break comes. It will be Admission Day, September 9, unless individual boards okay closing Labor Day, September 5. Then follow Armistice Day, November 11; teachers' institute, November 21, 22 and 23, but closing will be up to individual boards; Thanksgiving Day, November 24; Christmas vacation, December 19-30, but optional again; New Year's Day, also optional; state school holiday, February 13; Washington's birthday, February 22; spring vacation, optional after April 1; and Memorial Day, May 30. The closing dates for the term will vary, the individual boards setting them after the required 175 days of school.

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