



AWARD for more than 30 years service with the Bureau of Indian Affairs was presented to Ogden E. Brooks, retired forester, by Charles Chester, Klamath Agency forest manager, at the agency June 16.

—Photo by Sharp

Klamath Agency Forester Honored; Given Citation

KLAMATH AGENCY—Klamath Agency forester Ogden E. Brooks was honored at a staff meeting at the agency Monday morning, and awarded the Citation For Meritorious Service. The award, signed by the secretary of the interior, was presented to Brooks in recognition of more than 30 years of superior service.

Brooks, who is now retired and resides in Klamath Falls, began his service with the Bureau of Indian Affairs on August 19, 1929. From that time until his recent retirement, he served continuously at the Western Washington and Klamath agencies.

Brooks made a major contribution to these agencies by his guidance and instruction of junior foresters in timber sales techniques. He was instrumental in developing high standards of slash piling by machine methods, and was able to obtain results that permitted superior slash disposal under adverse piling conditions. His ability to obtain the best work possible from machine operators kept damage to the highly valued reserve stand to a minimum.

Before coming to the Bureau of Indian Affairs, Brooks served with the Army in World War I, and the U.S. Forest Service, Department of Agriculture.

School Facts

Editor's Note—This is the sixth in a series of informative articles dealing with the schools and school budgets of Districts 1 and 2 in Klamath Falls. The articles are under sponsorship of the Classroom Teachers organization of this city. Any questions or comments may be sent to Marilou O'Connor, 133 Grant Street.

By MARILOU O'CONNOR

"The Good Old Days" — romantic, hard-headed and practical. And as far as education, the "Good Old Days" are a nostalgic hoax. In those so-called days, say the late 1800s, you walked to school, through snow, no doubt, and took your seat on a hard, backless bench. The "scholars" seated around you ranged in age from five to 18. Your schoolmarm was the proud possessor of a high-school diploma and had had one year in a normal school.

She had few textbooks to help her, perhaps a reader and a speller. She taught only the three R's and maybe a little geography. She knew only one method of teaching—drill. Again and again, you repeated sums, tables, spellings. You weren't allowed to speak out or ask questions. And the schoolmarm spent a lot of her time keeping order—which meant absolute silence—with the flat of a ruler.

If you got as far as high school, which probably was in the same one room, you were a member of the elite. In 1890, less than 10 per cent of the nation's 14 to 17-year-olds were in school. Most of the dullards, most of the juvenile delinquents, most of the potential remedial-reading cases had long since dropped out.

Today, close to 90 per cent of the 14 to 17-year-olds are in school, and they are learning a lot more than the three R's. Researchers are constantly comparing the Johnnys and Janeys of today with the Johnnys and Janeys of the "Good Old Days" and the results are generally in favor of today's modern youth—even in the basic subjects.

Teaching is not perfect today—but it is definitely superior to the "Good Old Days." National figures show a surprising amount of information on teachers today. According to the U.S. Office of Education, we are already short about 130,000 teachers for our 42 million public-school students. To get enough teachers for this tidal wave of young humanity will take nearly half of all expected college graduates for the next 10 years. Now we are getting one-fifth of them.

In addition, each year we lose 85,000 teachers. Another 30,000 are trained as teachers but don't go into teaching upon graduation. If teaching can be made more attractive, many of these 115,000 can be saved and the statistics will no longer be so frightening. The great fear today among educators is that the public will accept lower standards for teachers—and this is not the answer. T. M. Stinnet, the National Education Association's specialist on professional standards, has said:

"The better and more intensive a man's training the more likely he is to stay with the profession he's trained for. If a young man has invested a lot of time and effort to get a highly prized and respected certificate, he's not likely to chuck it all and go into another line of work."

Just how do teachers' salaries compare with salaries in other occupations, and with each other? Nationwide, the average salary for the city grade-school teacher with the years of training beyond high school, is \$4,470. The average auto worker makes \$5,065. We spend \$½ billion dollars in a year on public education and over 10 billion dollars on personal automobiles.

On a statewide scale, there was a time in Oregon—as well as the nation—when anyone could teach who could read, write, cipher and wield a hickory stick. But those days are gone, and today Oregon has 16,000 teachers, the great majority of whom are well-trained and well-educated. How does their pay compare with pay of teachers in other states? The average salary paid to a classroom teacher in Oregon is \$4,825, placing us 14th nationally. California holds first place in the nation with an average salary of \$5,750. Washington is in fifth place with \$5,150.

This looks pretty good when you think back to the average Oregon salary of 1940-1941, then \$1,377. By 1950-1951, Oregon was fifth place

nationally but has since dropped back to its 14th position. Aren't these salaries good enough when one considers those 180-day school years? The answer is no, for several reasons. An inadequate teacher education costs from \$12,000 to \$15,000, not counting salaries lost while working three more years for masters and doctors degrees. Summers must be utilized to upgrade qualifications or to take secondary jobs to make ends meet. One recent survey quoted in the Oregon Journal reprint of "ABC's . . . to Ph.D.'s," 1958, showed 70 per cent of all male teachers in Oregon work at secondary jobs. Other summers are spent in further education, which results in the advanced training and degrees necessary for the good teacher.

Over half of our 179 classroom teachers in the two Klamath Falls city school systems hold either bachelor or master degrees in their teaching fields. Almost another third of them have received five years of training after high school.

Stated in a different manner, over two-thirds of the Klamath Falls teachers have spent four to five years or more preparing to teach. The less than one-third, as well as the former, meet standards of the systems which called for six units of college credit at least every four years.

And yet, each year the state of Oregon loses teachers to California \$2,000 more a year.

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Legion Names Robert Martin

McCLOUD — Robert Martin was selected for his third term as commander of McCloud American Legion Cheula Post No. 92 at a dinner meeting at the McCloud golf course clubhouse June 14.

Other officers elected were William Langley, adjutant; Wilbur Wheeler, finance officer; Robert Tomlinson, first vice commander; James Cottini, second vice commander; Oren Otten, sergeant at arms; George Zaforatos, post service officer; Ross Eddy, historian; Joe Cottini, judge advocate and Leo Aiello, chaplain.

The members of the board of directors, in addition to the officers, are Robert Leatherman, Pat Formicola, Edmund Belanger and John Ricci.

Mason Caywood, of Chico and a member of Post 62 of Ohio, Percy Lindt of Dunsmuir and Dave Scott, of McCloud, were guests at the dinner meeting.

A resolution was passed commending Ed Belanger for his long service to the post. A 40-year pin is to be presented him at his next appearance at a meeting of the post.



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Scientist Who Walked Off From Family, Now Found Working As Stable Groom

INGLEWOOD, Calif. (AP)—One day six years ago Albert Clark Reed, a scientist at the California Institute of Technology, said goodbye to his wife, patted his son's head, left home — and disappeared.

The FBI, police, family and friends were baffled. The trail led 50 miles east to San Bernardino, then grew cold.

His wife, Florence, never gave up hope that he would return.

Yesterday he was discovered working as a groom at Hollywood Park.

"I don't know why I left," he told newsmen. "I was — still am — hazy and confused."

"The day I left I sold my car, took a bus and went to Phoenix. I got a job handling freight."

Later he got a job handling horses and returned to California, working at various tracks. His identity was discovered through a routine fingerprint check. He was using the name Alfred C. Reese.

"I'm still stunned," he said, "but I'm getting to feel a gradual relief that I will no longer have to live with this secret."

He spoke of his wife: "Oh, we quarreled occasionally, but that couldn't be the reason I left."

"It's amazing. I can remember every detail of everything I have done for the last six years. But I can't tell you for sure why I left my wife and child."

Reed, a Caltech graduate and World War II test pilot, was working as an aeronautical consultant on a secret project when he disappeared. Police say there are no charges against him.

Will he return to scientific work?

"I don't know," he said. "I love horses, you know. They're won-

derful, intelligent, sensible creatures. I enjoy working with them."

Reed, balding and 51, was told his son, Timothy, 12, has been adopted by Mr. and Mrs. Dudley B. Smith, Larchmont, N.Y. Smith, a patent attorney, is Mrs. Reed's cousin.

Reed chatted with the boy last night by phone.

Reed later had a tearful reunion with his mother, Mrs. Cora Reed, of nearby Glendale.

But his homecoming also was marked by sadness. He learned that his wife died in December 1953 of cancer.

Supers Back Down On Rule

CARLISLE, Pa. (AP) — Four Methodist district superintendents have backtracked on a previous stand that minister's wives shouldn't work full time.

In a report at the annual meeting of the Central Pennsylvania Methodist Conference (580 churches) the superintendents reaffirmed their basic stand, but added:

"We have no doubt that this practice is sometimes necessary and usually helpful in paying old bills, putting children through schools and preparing for that rainy day."

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