

Proper School Facilities Lag Behind Students' Needs In New Structures

Many communities are now hard at work trying to promote enough money to build new schools before school opening.

This then is the time for evaluating the kind of building and fixtures that are best. Beautiful new school buildings

have been erected all over the country — buildings that are the ultimate in design, from an architectural standpoint.

But, suddenly, it has been discovered that these "improved" facilities are actually worse than the ones torn down, from a health and educational standpoint.

The multi-colored classrooms that were designed to "bring the outdoors in", often produce a glare that is hazardous to the child's eyesight. In addition, the view outside is often so lovely and so entertaining, the teacher must vie with it for the students' attention.

The multi-colored classrooms that were designed to cheer up the educational process have been found to be somewhat distracting, too. And when the wall facing the class is in blue or coral (two often-used colors and two of the worst offenders), it can have a very bad effect on the children's eyes.

Green has been recommended as the color for "blackboards" — and this is due to the fact that it is restful to eyes and provides the truest background in terms of visual perception. It is not, as some schools seem to think, for purposes of decor — some schools have put in boards in a color that's only purpose is to add to the decorative scheme.

Another thing the school planner should investigate are the new movable interior walls. They can be changed to fit the needs as they change and are, often in the long run, cheaper.

Whatever is done — it should be done with the idea of fitting the school to the children, not the children to the buildings and furnishings.

Securing the services of expert counselors on lighting, heating, seating, health and education may seem a costly waste now — but over a period of years, everyone will agree it was well-spent money.

WHAT IS THIS NEW CRISIS IN EDUCATION ALL ABOUT?

Last October when Russia completed the first successful launching of an artificial satellite into outer space — it marked a new era, not only in the fields of science and engineering, but in education as well.

Up until this time, most Americans did not or would not believe that Russia was ahead of this country in any respect. "Sputnik" was an eye-opener! Almost overnight articles by the score, discussions in town councils and over television concerning the problems of American education, the primary cause of our laggard place in the scientific race, were undertaken.

That something had to be done was agreed by everyone; but what to do was still a controversial subject.

Progressive education, now encompassing any number of minor theories, but which originally was the educational philosophy of John Dewey, is receiving the butt of the criticism. Mr. Dewey and his followers maintain, in general, that learning, a part of which is thought, is a result of habit.

Lack of discipline and of the use of "old-fashioned" teaching methods, which included the "Three R's," is a more specific major criticism, but is generally the result of following the progressive education principles.

As for the method of teaching subject matter under this system, ordinarily the instructor plans his program (if the class does not plan it, as they often do) around the "tools" of later life. For example, rather than teaching the basic concepts of English, i.e., sentence structure, spelling, punctuation, etc., the children learn how to write a letter, and to converse intelligently. In mathematics, they learn by "running the store," acting as a postal clerk or bank teller. Science is taken care of in a study of the doorbell, the telephone and the gas and water service. Rules and principles have been virtually forgotten. "Habit" replaces reasoning.

The last official survey of curriculum showed that 274 different subjects are being offered for credit. Among them are "fly tying" and "beauty culture" — and such "softened" basic subjects as "girls' science," "English experience" and "socialized high school arithmetic."

Take a look at the subject of science, comparatively, in the Russian and American schools. In Russia, each and every student has received 1,353 hours of instruction by the time he reaches approximately the age of our average high school graduate. In the United States, many high schools teach no science at all, while, in those which do, only a small number of students elect to take it.

Progressive education is not the only practice cited as the reason for America's failure to stay ahead of Russia, who, forty years ago was a nation 70 per cent illiterate. The fact that there simply is no concrete goal to follow may be the crux of the trouble.

Although no democratic American advocates following the Russian goal of education (training only to serve and obey the State), most recently-shocked, clear-thinking citizens believe that the way to beat the Russians in the educational race is to follow their method of being "goal-conscious."

What can be done about the education of the thirty-three million children in our nation's elementary and secondary schools?

Well, although Americans spend more on tobacco and alcohol combined than they do on education — increasing educational appropriations is not the only answer to the problem. And, though more classrooms, schools, required subjects in the curriculum, increased discipline, etc., are all necessary to better education, no one of these alone is enough.

However, we must have more money to build more and better schools, to attract a high caliber of teachers, to use in helping to train our teachers, and to conduct research aimed at determining the most effective methods of teaching.

Young people cannot think for themselves without some established rules and principles on which to base their thinking. They do not have them today and they are confused and bewildered.

In short, we must teach "Johnny to read," and above all to think for himself, no matter what the cost in terms of money, time and energy.

Our first step then must be to take this problem as our own — each and every American citizen should make it his job to become informed and then, concretely and with sound common sense . . . act!

Thousands of Adults Join Ranks of 'Back-to-School-ers'

Each year more and more adults join the ranks of students in going back-to-school!

Many adults are following through on education. They take night courses, extension courses or are regularly enrolled in schools and colleges.

In addition to taking courses to secure a belated high school diploma, or earn credits for a degree, moms and pops are taking courses to implement their day-

time jobs or further special hobbies. Teachers, too, are well-known for taking extra courses to delve deeper into their particular classroom subject. They also go for long years to pile up enough points for a coveted master's or doctor's degree.

This means that many people, young and old, are studying more now than ever before.



FIRST IMPRESSIONS COUNT, and this young lady will make a good one when she arrives on campus. Her cases are matched in pastel vinyl with a linen finish; washable, scuff-proof. Duffle bag in suede and leather.

For Better Understanding

President Eisenhower urges all people to "work out not one method, but thousands by which people can gradually learn a little more of each other." Basically this, "Getting to Know You," is the theme of the coming international "people-to-people" year that is being outlined by the President.

Parents and teachers should encourage letter-writing, visits and hobbies that will bring the children closer to children in other areas of the world. Communities as a whole can help by encouraging youth groups to engage in folk dancing and singing — and foreign exchange students programs.

NOTE TO OUR READERS

You'll find this section crammed with ideas and helpful hints for sending your child to school, whether to kindergarten or to college.

Included are the latest fashions for girls, boys, teen-age youth as well as other informative reading matter.

This is a section you will want to save for reference as the school year continues on.

HOW TO BUY A "GIRL'S BEST FRIEND" — DIAMONDS BY WEISFIELD'S

Authorized Member of The Diamond Council of America



PART I

What important things should you know before you purchase a diamond can be summed up in the "Four C's."

The "Four C's" of diamond buying are as important as the ABC's of spelling. The first "C" that should be considered is Carat. In diamonds, the Carat is a unit of weight equaling 200 milligrams, and each Carat is divided into 100 points. Thus, a 25 point stone is the same as one weighing 1/4 Carat. Also remember that as the size of the diamond goes up, the price increases more than proportionately because large stones are rarer, and thus more expensive than smaller ones.

The second "C" that should be considered is the Cut of a diamond. The fire and brilliance of a diamond will depend largely on the Cut—the stone's shape and the arrangement of the facets or planes which catch the light, and give the stone its sparkle. The most popular Cuts are 1) the brilliant (round); the overwhelming favorite 2) the marquise (boat-shaped) with faceting similar to the brilliant; 3) the emerald cut (square or oblong) with facets polished along the sides and parallel to them and diagonally across the corners. All three diamond cuts contain 58 facets, the angles of which are mathematically calculated and should not vary by more than half a degree. This is Part I of a two part article giving you valuable information on diamonds, presented by Weisfield's — Authorized member of the Diamond Council of America in Klamath Falls. Part II will cover the third and fourth "C's" of good diamond buying.



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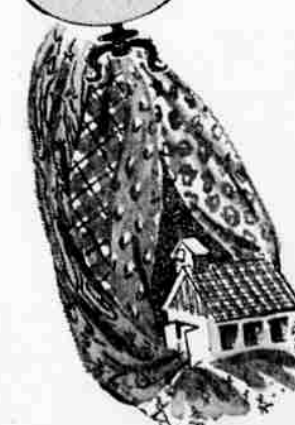
Skirt Lengths . . . plaids and stripes yd. 1⁵⁹

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