

Basin Briefs

SUMMER LAKE

MRS. BERNADINE HANSON and children, Linda and George, and a friend, Greg Sorama, were here from Bellevue, Wash., to spend the Easter vacation with her parents, Mr. and Mrs. Bud Currier.

EARL DRUMM is now at home in Paisley from the Lakeview Hospital where he had been treated for a back injury. Replacing him at the Bud Currier ranch, where he has been working for the past few years, is Cecil Henderson.

MR. AND MRS. NEWMAN KIMES and sons of Klamath Falls stayed overnight April 13 with her parents, Mr. and Mrs. Guy Foster, and attended the Easter services and potluck dinner at Church of Our Saviors.

MRS. DORIS COLAHAN, upper grade teacher at Ana River School, has taken a leave of absence for three weeks to be with her daughter and new grandchild at Springfield, Mrs. Mary Novy, Paisley, is substituting for her.

MR. AND MRS. DEAN CANON and family spent the Easter weekend at Riley where they assisted the George McGees with their branding.

MRS. CELIA ALLEN has returned from a visit with her daughter in Kelso, Wash., who recently had surgery.

THE BILL SMITHS had as recent guests, her parents, Mr. and Mrs. George Dinus, Wetsler, Idaho.

MRS. D. T. O'CONNOR accompanied Mrs. Jack O'Leary and daughter, Mrs. Anna Duval, of Lakeview to Portland for a few days' visit. Mrs. O'Leary's son John is convalescing there from recent surgery.

MR. AND MRS. DENZIL HITCHCOCK are the parents of their first child, Renee Lynne, who was born April 11 in the Lakeview Hospital. They live at the Van Withers ranch.

MRS. GEORGE CARLON recently spent a few days with her parents, Mr. and Mrs. Alfred Knopf, in Portland.

MRS. ROBERT ELDER, accompanied by Zilla Elder, made a trip to Bend Sunday to meet her grandmother, Mrs. Nellie Ginter, Lebanon.

Problems, Criticisms, Solutions Listed For Tulelake High School

(Continued from 6-B)

ent, and trustees is the absence of the democratic process in decision making. This process is much more than simply casting a vote for or against a proposal. At the heart of the issue is the privilege and right of the individual to share in the formation and shaping of policy which affects him. Those immediately responsible for the educative process should contribute to the determination of its policies.

John Dewey expressed this philosophy of policy making when he wrote in an article entitled "Democracy and Educational Administration."

"Democracy substitutes consultation and voluntary agreement for subordination of the many to the few, enforced by coercion."

Experience has demonstrated rather conclusively that decisions based on a cooperative study of a problem generally are more enduring and more likely to be correct than the decisions of any one person.

According to a report of the American Association of School Administrators, "The Superintendent of Schools and His Work," an efficient school administration will, among other things, provide for:

"Cooperative endeavor in the formulation of educational policies and the utilization of the intellectual and professional resources of the whole school staff."

The conclusion of the matter is that the participation of classroom teachers in school administration should consist for the most part in helping to evolve plans and policies, particularly those that affect themselves and their professional responsibilities.

The roles of policy-making and policy-execution must not be confused. A reluctance on the part of many administrators and trustees to grant a larger share of democracy to the staff in the operation of the school lies in their failure to differentiate between policy-making and the implementation or administration of those policies. The latter are clearly administrative functions.

There is no evidence except

some opinion that the staff wants to run the school. All they ask is that when there is a question that concerns their work, they be consulted about it, and that this consultation be more than an exercise in futility.

Some community resentment leveled at the board has been triggered by the statements of one trustee made to several persons in a business establishment. The comments as overheard by at least one student and several citizens were to the effect that he was going to tell off the Parents Committee when its representatives appeared before the board. Since the trustees are elected to represent the entire community, it behooves them to give courteous consideration to representations made by a responsible group of the electorate. From the evidence it would appear that the Parents Committee as constituted in Tulelake is not one which will be "told off" or manipulated to do the bidding of any individual or group.

The "Report on Counseling and Discipline" presented by the Parents Committee to the trustees in March represents a mature effort to obtain information in an objective and impartial manner. The questions used in interviewing the Student Council were developed by the committee well in advance of the interview. A careful reading of the questions shows them to be free of bias or innuendo. It would seem most inadvisable for the administration or board to attempt to rationalize or ignore the findings disclosed in this study.

By now, a majority of teachers, the superintendent, and the trustees have assumed a somewhat antagonistic posture. All have varying degrees of responsibility for this unfortunate situation. It will require humility, wisdom, and a spirit of compromise and reconciliation on the part of all to remove certain barriers, resolve

personal differences, and re-establish effective communication. A harmonious working relationship is essential if an optimum program of education is to be provided the students.

An observation made by an honor roll student dramatically spotlights the effect the crescendo of dissension within the staff has had upon students. Upon learning that the GTA field representative had arrived at the school, the student commented to a teacher, "Are you going to be able to do something? We can't even learn here any more."

RECOMMENDATIONS

The problems identified in this study are considered to constitute a serious threat to the required level of professional teamwork and harmony which is necessary if the school's educational program is to attain its full potential.

These recommendations are presented with the hope that all parties who have responsibility for the effective operation of the school will exert a sincere effort to work together cooperatively for the best interests of the students at Tulelake and the teaching profession.

1. Responsibilities for directing the activities and programs of the Student Council and California Scholarship Federation should be delegated to certain teachers who have the interest, will devote the necessary time, and are acceptable to the students. The Student Council could begin immediately a study of discipline practices, the advisability of a student code of conduct, and the student handbook. From such studies should come recommendations for improvements in those areas of concentrated student dissatisfaction.

2. A review of teacher eval-

uation practices, including the instrument, is indicated by this study. Particular attention should be given to the importance of classroom observations.

3. Use of a non-certificated person as school librarian is a violation of the Education Code. The district wouldn't have legal defense should a taxpayer suit be initiated charging the trustees with illegal expenditures of district funds or if suit for damages were to be brought on behalf of a student who might suffer injuries while under the regular supervision of a non-certificated person. Changes in library supervision should be made so as to comply with the law.

4. If there is to be a class in Office Practice, prerequisites, curriculum, testing, grading, and instructional responsibilities should be determined largely by the teachers of business and commercial education. The present informal kind of office practice instruction and supervision which is completely divorced from the teachers of the subject seems to be an unusual and questionable procedure for conducting a course for which credit is granted.

5. Attention of the entire certificated staff is called to the following items in the Code of Ethics for California Teachers:

I. To meet the responsibility to pupils, the teacher:

1. Deals kindly with each child without prejudice or partiality.
2. Meets the responsibility to the profession, the teacher:
3. Endorses the principle that the profession must accept responsibility for the conduct of its members and understands that his own conduct will be regarded as a sample of the quality of the profession.
4. Maintains an attitude which

strengthens public respect for the teaching profession and for the school system of which he is a part.

6. Exercises his right to participate in the democratic processes which determine school policy. He recognizes that the board of education, which derives its authority from the people it serves, has placed the responsibility for the administration of school policy in the hands of the professional leaders of the school. Once policy is determined, he supports it.

7. Acts with consideration in his contacts with fellow teachers.

- a. He is kind, tolerant, and loyal, and avoids pettiness, jealousy, and rancor.
- b. He criticizes with discretion, knowing that only that criticism is valid which stems from a desire to improve the educational process and which is directed at issues rather than personalities.

It is recommended that the staff and board give serious consideration to the adoption of the following codes as part of the official personnel policies of the district: (1) Code of Ethics for California Teachers, and (2) Administrator Ethics in Personnel Matters.

6. An extensive review by the staff of the personnel policies set forth in the Teachers Handbook is recommended. Teachers should propose changes concerning controversial items.

7. Faculty committees should be organized to do research, study, planning, or communication in areas where there are professional concerns.

8. Faculty meetings should be scheduled on specified days for each month of the school year. The teachers recommend two such meetings per month with an agenda provided in advance.

9. The responsibilities of department heads need to be cooperatively defined and delineated.

10. Because a school administrator has to work with all kinds of personalities, he needs to develop skills in the area of human relationships, such as recognizing the individual differences among his teachers just as he should expect teachers to be aware of the uniqueness of every pupil in their classes. Specifically, the superintendent should become more discerning and sensitive in his staff relationships.

11. The highest priority must be

given to developing cooperatively—teachers, trustees, and administration—a philosophy of personnel relationships which will, through collective activity, capitalize the creative capacities of all staff members in setting goals, solving problems and determining basic policies.

Today's teachers possess scholarship, knowledge, skills, and insights which make them capable of a large measure of independent judgment and of assuming responsibilities in policy planning. The most effective administrator is not a mastermind who reserves all the thinking, planning, and responsibility to himself. He is, rather, the leader and coordinator of programs which provide for broad staff involvement in working toward common objectives.

It is recommended that CTA's new policy statement, "The Pro-

FOR
Color TV
it's
ACE TV
1140 Riverside Dr. 4-3581

Wed., April 24, 1963 Page 8-B
Herald & News Klamath Falls

session's Role in Educational Policy," be used as a study guide in the development of the suggested philosophy of staff relationships as they relate to this fundamental issue of the democratic process in school administration.

It is hoped that the foregoing report will serve to pinpoint some sources of dissatisfaction which have produced serious effects on staff and student morale and will aid in the improvement of board, teacher, and administrator relationships.

POOR PRIZE

HUTCHINSON, Kan. (UPI) — Marion Walters, 11, last Saturday won a new bicycle from the Optimist Club in a bicycle safety week program.

Tuesday, she fell off the bicycle and broke her right leg.

FREE—delicious KRAUT RECIPES
from
Steinfeld's
Dept. K
P.O. Box 2589, Portland 3, Ore.

MALIN C&E MARKET - MALIN, ORE.

EXTRA EXTRA EXTRA

BIG FOOD SAVINGS

Repeated! Sorry We Ran Out Last Week!

Soffin 400 Count Boxes

FACIAL TISSUE
5 PKGS 89¢

Crater Lake's Big Treat

Mellorine
All Flavors — 1/2 Gal. Ctns.
2 PKGS 89¢

Margarine

Blue Bonnet 1-lb. pkgs. 1.00
Lucky Whip Dessert Topping Mix 2 1/4-oz. pkgs. 1.00

Hills Bros.

COFFEE
1-Lb. Tin 55¢
2 lb. tin 1.09

Kopper Kettle — All Flavors

PRESERVES
20-oz. Jars 39¢

AA Medium

EGGS
Guaranteed Farm Fresh Dozen 39¢

Pillsbury Regular or Buttermilk

Biscuits
Tube of 10 10¢

The Difference, Ma'am!

PURETA HAM
49¢ lb.

These are small 12-to-14-lb. hams, the right size for more flavor. Remember, no center-slices stolen from Eddie's hams!

Round Steak USDA Good and Choice 1-lb. 89¢
Large Bologna Swift Premium By the piece 1-lb. 39¢
Ground Beef Famous C&E lean 1-lb. 39¢
Fresh Fryers Swift Premium Large size 1-lb. 39¢

All grocery prices in this ad good Thursday thru next Wednesday, subject to stock on hand. Meat and produce prices good thru Saturday.

King Size Joy or Thrill Detergent 79¢
Pint Size — Staley's Popcorn Oil 39¢
Giant Size Handy Andy Cleanser 59¢
Nestle's King Size Candy Bars 3 for \$1
12-Oz. Niblets or Mexican Corn 5 for \$1
Standby Cream Style Corn 300 Tins 7 for \$1
48-Oz. Tins Standby Tomato Juice 4 for \$1

MALIN C & E MARKET

Downtown Malin, Oregon

Always Free Parking

Right Reserved to Limit

SPECTACULAR SAVINGS ON ALL WOOLS & NYLONS

CALHOUN'S BROADLOOM

Carpet Sale!

LAST 3 DAYS — Ends Saturday NIGHT!

PADDING WITH EVERY YARD

18"x27" THROW RUGS 88¢

100% ALL WOOL BEIGE BROADLOOM Luxurious wool of 100% all-wool. Rich beige with random shearing for accent effects. Also one small roll Turquoise 11 sq. yd. \$11.99

100% ALL WOOL HIGH & LOW LOOP CARPET High-low surface styling. Six decorating colors — one just right for your home. 8 sq. yd. \$8.88

100% ALL WOOL LUXURY CARPET The luxury look of frieze with slight, almost indistinguishable pattern. One roll of beautiful beige and one in rich gold 9 sq. yd. \$9.88

COTTON CARPET Plain colors with cut pile. Long-wearing — easily cleaned with soap and water. Six colors in stock to choose from 4 sq. yd. \$4.88

9 x 12 AXMINSTER RUGS 9 x 12 Loom woven cut pile Axminster rugs — not to be compared with cheap foam-backed rugs. Three beautiful patterns & colors. 42 sq. yd. \$42.88

CONTINUOUS FILAMENT NYLON SPACE DYE High & Low loop pile filament space dyed tweed. This roll is beige in color and some of the low loops didn't pull down as far as they should have 6 sq. yd. \$6.88

Make Your Own Terms Within Reason!

All Merchandise Subject to Stock on Hand and Prior Sale!

LINOLEUM

Calhoun's

THE LARGEST STOCK OF QUALITY Floor Covering's IN THE KLAMATH BASIN

357 E. Main

TU 4-8495

FOAM PADDING included with every YARD!