

1992-93 Flu Season Coming Up

Houston--Both influenza A and influenza B could circulate during what is predicted to be a mild to moderate 1992-93 flu season. People in high-risk groups should get vaccinated early.

The flu strains expected this season are A/Texas (H1N1), B/Panama and B/Qingdao.

A/Texas and B/Panama are covered by the 1992-93 vaccine, said Dr. W. Paul Glezen of the Influenza Research Center at Baylor College of Medicine in Houston. B/Qingdao is not included in the vaccine, but it is closely related to B/Panama. The similarity will provide vaccine protection.

The A/Texas strain was isolated at Baylor's Flu Center.

"People in high risk groups should get vaccinated soon," Glezen said, "in case this season's outbreak occurs early, as happened in 1991-92."

People at high risk of flu complications are the elderly as well as those with heart disease; lung disease, including asthma and chronic bronchitis; diabetes; chronic kidney disease; chronic anemia, including sickle cell disease; and immune-system disorders.

Discuss Formulas Before Child's Birth

If parents plan to bottle feed, they should discuss formulas with their physician prior to the baby's birth.

"There is such a large selection of formulas, it is never too early to talk about choices," said Dr. Kathleen J. Motil of the USDA's Children's Nutri-

tion Research Center at Baylor College of Medicine in Houston.

Formulas come in three kinds: casein/ whey, soy and hydrolysate.

Cow's-milk-based casein/whey formulas work for most infants, Motil said, but the soy-based formula may be appropriate for infants who cannot tolerate casein/whey or have a family history of allergies.

Hydrolysates, which contain pre-digested cow's milk protein, are the easiest to digest but the most expensive, she said.

Parents can provide valuable background information, enabling their pediatrician to recommend formula best suited for their infant.

Children May Need Help With Visits to Doctor

Going to a physician's office can be unsettling for a child, but there are things parents can do to help.

Dr. Lynnda Dahlquist of Baylor College of Medicine in Houston offers these tips:

- Keep the child's mind off the treatment through distractive conversation about pleasant things; have the child imagine a pleasant scene or memory.
- Stay relaxed; children can sense your anxiety.
- Have the child look away or close his eyes during the procedure.
- Let the child know exactly what to expect; if the procedure will be painful, say so.

- Use comforting words such as, "You're doing a good job." Never say such things as, "Big boys don't cry."
- Ask the doctor to explain the procedure in simple but accurate terms.
- Use a doll to demonstrate exactly what will take place.

Neurosurgical Procedure Can Alleviate Parkinson's

A neurosurgical procedure known as thalamotomy may halt or reduce the tremor of Parkinson's disease.

Thalamotomy stops overactivity in certain cells in the thalamus, a cluster of brain cells that relays nerve impulses associated with movement.

"Thalamotomy is very effective in patients whose main symptom is muscle tremor," said Dr. Robert G. Grossman, a neurosurgeon at Baylor College of Medicine in Houston.

"The standard treatment for Parkinson's disease, a drug called levodopa, gradually loses its effectiveness and can cause severe side effects in some people," Grossman said.

With thalamotomy, a local anesthetic is applied to the scalp and a metal frame attached to the head. An opening the size of a keyhole is made and an electrode inserted into the thalamus. An electrical current stops the targeted nerve cells' activity.

The surgery has an 85 percent success rate.

Education Update: "School Improvement" Continued

BY PROF. MCKINLEY BURT

I certainly got some action from my last week's comments on "Oregon's School Improvement Act". A local activist wanted to know, "who did I think I was?", daring to criticize the establishment. I couldn't resist "floor showing" on him, naming those in agreement with my less than favorable opinion; Oregon Education Association, the School Administrators organization, many P.T.A.s--just for starters.

So far as objectives are concerned (not strategies or procedures), there is not that much difference between the goals of the state superintendent and legislature--and what I hoped to achieve when I came back to Portland in 1969. The real difference was/is the power structure. Several people who are familiar with the "Science/Industry/Education Center" I set up back then on S.E. Belmont and 24th called the moment they read of the "new Oregon School Improvement Act" which would take us into Year 2000 with no sweat. Ha! Ha!

Since I have written in detail about this project before (with pictures of the building and equipment), I will simply cite points relevant to today's learning plans. I was fresh from a very rewarding experience in The Dalles Oregon where as a school district loan from the accounting department of a large industrial plant, I designed and managed a "Math/science project" that won a National Science Foundation Award for the district. The important thing here is

that 26 years ago I had already accomplished what Oregon's State and local systems are belatedly attempting to structure--the "Science/Industry/Education" integration mentioned earlier. This was even before the rise of the "Community colleges" here.

Two of the people who have called me since the "improvement Act" was announced were 12 or 13 year-olds at the Dalles junior high school when I conducted the project. One is now a teacher there, and the other is CEO of the Beaverton Electronics firm where I am on the board of directors (this spring I will be doing a reprise of that 1966 demonstration; nationwide via satellite. It will be a little easier this time, since some people are finally catching on to reality.

Back then, I had to round up half the members of my Toastmasters Club and a number of plant personnel to complete the structure desired; electronic engineer, Bell Telephone employees; computer specialist, industrial systems manager, science teacher, and a curriculum writer--plus a friendly local rancher to pay for long distance computer and voice grade lines, and terminal rents. You see what I meant last week when I voiced my unhappiness with the enthusiastic but disorganized approach of the proponents of this act. I worked everyday with the personnel, systems and equipment above. That's Why The Project Worked!

There is another matter relevant to that S.E. Belmont operation. I set up in 1969 after leaving the Dalles. Those parents (and some teachers) who might

be inclined to accept all the rhetoric, metaphors and buzz words accompanying this new "improvement" crusade need to be aware that "beauty lies in the eye of the beholder". On "open house" day I gazed with pride and stood with a firm grip on the future as I surveyed 3000 sq. ft. of the most sophisticated science, communications and education equipment attainable. The same kind used in the huge Martin Marietta Aluminum Company I had just quit. But this was mine all mine.

As it turned out, of all the many people who flowed through the facility on that opening day, teachers, principals, parents pupils-- few had a clue, then or six months later, as to what it was really all about, this integration of school, the office, the plant and the infrastructure. I had designed manuals, lectures, tapes and some beautiful direct mail promotions--and had called on any number of teachers, principals and superintendents. My 47 thousand dollars and several loans ebbed away while I held on by getting some contracts in the Seattle area and Puyallup, Washington where timber-rich Indians had much better communications and graphic equipment than the Portland Schools.

This, of course, is the very same school district that didn't understand what I was doing then, in 1970, or in 1980 or in 1990. A few are beginning to awaken to a modern world and begin to inquire about my "new" methods. Continued next week

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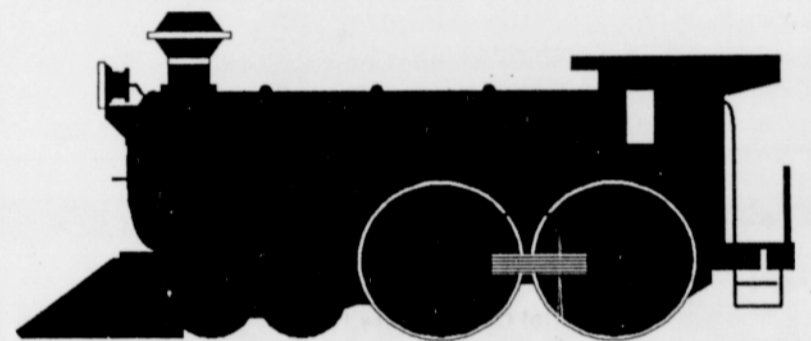


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