



GIRL IN NEED OF HELP—Pamela Gramham, 2½ years old and weighing 35 pounds, was doing fine with Rullah, a 170-pound Great Dane, after picking up his leash in San Francisco's Golden Gate Park. But her troubles started when Rullah heard the call of his master and took off. (UPI Telephoto)

Reactors Only To Supplement Power Needs in Next 20 Years

By HENRY J. BECHTOLD
UPI Financial Editor

New York—(UPI)—Electric utility companies have a whopping \$650 million invested in nuclear power development, but in view of the burgeoning power needs of the nation in the next 20 years, atomic reactors are expected to only supplement rather than replace conventional methods of generating power.

By 1970, about 7,700,000 kilowatts of nuclear capability is projected for use by investor-owned utility systems. This will represent only about 3 per cent of the total 1970 capability forecast for the investor-owned systems.

Similar estimates for 1980 are 38,900,000 kilowatts of nuclear capability, representing about 8 per cent of the total investor-owned capability in service.

But there still is no weakening of confidence that atomic energy will play a major role in supplying the na-

tion's power requirements over the longer term.

The electric companies now are building 14 nuclear power plants. Three such plants are in operation supplying power to utility customers; three more are scheduled for operation this year. By the end of this year total nuclear-fueled power capacity should be about 490,000 kilowatts.

The experts say that economical atomic plants are most feasible in areas where costs of fossil fuels are high. They note that costs for nuclear power plants planned for service in 1960-64 are expected to range from \$300 to \$400 per kilowatt, compared with costs for conventional plants of from \$115 to \$180 per kilowatt, depending on location. Five of the 14 projects underway are being financed entirely by the sponsoring companies. Seven others are being built with government assistance in research and development and through waiver of fuel charges. The two remaining have reactors built and owned by the government with the generating facilities provided by the companies which also operate the plants.

Serious study of harnessing

the energy available from nuclear fission began in the United States before the end of World War II.

The government says its program has not been, and is not, aimed primarily at producing kilowatts. It is designed to test systems. The AEC has sought to promote and guide nuclear power development by encouraging participation by electric utilities in projects of their own choosing, and by initiating certain other projects to test concepts which appeared technically promising.

The result, according to the electric companies' public information program, has been a program which, in terms of capacity, has not been the world leader, but in terms of diversity and output of technological data, has established a foundation for leadership which should be permanent.

18 Farms Receive Century Status

Salem—(UPI)—Oregon gave 18 more farms century farm status Tuesday, meaning they and their family have been farming the same land for 100 years or more.

The ceremony has become an annual event at the State Fair. Gov. Mark Hatfield presented certificates to the new eligibles.

Oregon now has a total of 418 century farms. Of the group designated this year, the farm of Mrs. Bertha Vaughn Johns, Molalla, is the oldest. Her family has been operating it since 1844.

Mrs. S. V. Barr of Sweet Home has the most generations of a family living on a century farm—four.

Willamette Yields Body of Inmate

Salem—(UPI)—A body identified as that of a 60-year-old Oregon State Hospital inmate who leaped to his death from Salem's Marion Street Bridge last Tuesday evening was recovered from the Willamette river Tuesday night.

The sheriff's office said the body of Edward A. Koenig was found lodged against a snag near Wheatland Ferry about 12 miles downstream from Salem. Koenig, a minimum security patient at the hospital, jumped from the rail of the downtown bridge as a Salem policeman attempted to coax him back.

Grange News

Upper Applegate Grange
The regular meeting of the Upper Applegate Grange will be Friday night, Sept. 9. The Home Economics committee will have charge of the lecture program, which will be presented at 8 p.m., followed by refreshments, after which the business session will be conducted.

The program will include: piano solo, Marion Williams; reading, William Nostrand; piano duet, Edna Sawyer and Ed Ramsay; and a vocal duet, Mr. and Mrs. Shannon of Ruch.

The hosts and hostesses will be Mr. and Mrs. Glenn Williams and Mr. and Mrs. Clarence Williams.

Educators Warn Elementary Schools Against Imitating

Washington, D.C.—A distinguished body of educators has made public its collective thinking on homework, reading, foreign language teaching, promotion systems, and several other major questions plaguing those who make policy in the elementary schools.

By no small coincidence, they are the same questions plaguing parents of youngsters in those schools.

Opinions of the 20 men and women who make up the Educational Policies Commission, an independent deliberative body functioning under the auspices of the National Education Association and the American Association of School Administrators, are set forth in a 27-page document. It is entitled "Contemporary Issues in Elementary Education."

Purposes Overlooked

Why this pronouncement at this time? Commission members look upon current pressures for more effective education as "right and inevitable." Yet they fear that the very purposes of the elementary school and the realities of learning of young children may be overlooked if pressures should grow for making it an imitation of a high school.

The elementary school is being "asked to introduce some of its traditional subjects earlier, to concern itself with other subjects that have generally been taught mainly in high school, and to increase its use of specialized teachers," commission members state.

In effect, it being "urged to strive for dignity by likening itself to a high school. Thus the special importance of the elementary school as the foundation of further learning in high school and college may be recognized inadequately or not at all," they state.

Warn of Changes

The commission members further warn that changes at the elementary level "are likely to bear greater consequences for the lives of pupils

than equivalent changes at other levels.

"The unique importance of the elementary school lies in the universality and intensity of its influence," they add. "Virtually all Americans attend this school, and at a period when the school can make a larger difference in their lives than at any later time."

Here is what commission members have to say on some of the issues:

Teaching reading in kindergarten—"... The kindergarten is designed for five-year-olds. Its central purpose is to help the young child adapt to school... and to promote readiness for learning in various areas..."

Where reading or an interest in reading is a part of the child's life at this age, the skill should be encouraged and developed. "... But the teaching of reading to children who are neither physically nor emotionally ready for it may create frustration which will inhibit later learning. Thus the problem of timing the introduction of reading instruction is not that of setting uniform policy for all pupils. It is rather a matter of serving pupils on an individual basis."

Foreign language teaching—"... Several conditions must be met before a program designed to teach the language itself should be introduced. The community must be willing to allocate, on a long-term basis, the staff and materials required for language study, and must find a satisfactory basis for choice of language."

The school must determine which children, on the basis of their progress in other areas and their motivation for language study, stand to gain from a systematic and con-

tinued program. This means that such a program, while suitable for some pupils, should not include all the children in most elementary schools."

Homework—"... Homework which ties the child's interests and energy to developing intellectual skills or to gaining insight can be valuable... But to assure that an assignment will benefit pupils, it must be adapted to each of them..."

"Homework usually implies a home. But some pupils live in circumstances which do not merit that name. For them, little good can come from assignments which cannot be satisfactorily completed..."

"Teachers must be aware of the total pattern of a child's day in order to decide how much of that day the school is justified in appropriating. A mere increase in work will not necessarily produce an increase in learning... Children should have time to contribute to and enjoy home life. Children also need time for rest, relaxation, and play. All these considerations should be balanced against the school's claim for a larger share of the child's energy and attention."

Acceleration and non-promotion—"... The wise policy is to make it possible to accelerate students in those cases in which persons who know the child—parents, teacher, and principal—judge that it will be good for him... If acceleration 'puts too much pressure on the child or destroys the contact between him and his friends, it may result in increased psychological problems rather than increased learning. Thus a general policy of accelerating all pupils who perform above a given standard is not likely to be wise..."

It is a rare case where it is desirable for a child to repeat a year. "... Among children who are held back, many set lower goals for themselves, try less hard, achieve no better, and become behavior problems. They tend to accept the stigma of inferiority and to develop attitudes consistent with it..."

Children should be grouped for "the best possible learning situation," rather than by "inflexible annual promotion."

Special program for academically talented—"... The elementary school has responsibility for providing the best possible education for every child. It cannot accept the proposition that the best education should be reserved for the most able... The school's obligation for equal respect and concern, however, is not an obligation for identical treatment... Special programs and policies for the academically talented can be desirable."

"But some children show themselves early to be very advanced in the rate and nature of their learning, even beyond the academically talented. They are so unique in these aspects and so few in number that no preconceived plans will suffice. Schools can hardly be expected to make general policies or establish general programs for talents that occur in only three or four children in 10 thousand."

"Challenging and guiding such children is a cooperative responsibility of the school and the home. Excellent teachers should be provided to guide them, together with a home and school environment in which many learning materials are available and in which they can learn without hindrance. Whether they should be accelerated, though,

and just what special provisions should be made for them, should be decided case by case."

Question of Facilities

On the question of facilities, the commission members say these are governed by the school program, the heart of which is "classroom activity." These include a sufficient number of rooms, properly planned and equipped, plus a good library and a supply of audio-visual and other instructional materials.

They also list space for faculty meetings, conferences with parents, counseling, in-service training programs, eating and play space, and room for health services, and special speech and reading work.

Pending a time when research yields more conclusive answers, the commission ac-

cepts the experience of those who agree that ability to teach properly diminishes when class size reaches more than 25. If fewer than 50 professionals are available per thousand pupils, they say, some of the elements of a program of high quality are likely to be slighted.

Summarizing its conclusions, the commission has this advice: The one central issue which should be the first objective of "the citizen who would seriously devote himself to the improvement of elementary education in the United States" should be the "recruitment, education, and retention of qualified teachers."

"The teacher, more than any other factor, determines the quality of elementary education," the commission members state.

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Small Worlds Around Us

By Lynn M. Watkins

Girl Codfish Lays Eggs

By the Millions

The number of eggs produced in a season by a single female codfish is actually incomprehensible. It staggers the imagination and poses the startling question—why?

Why should nature endow this fish with the ability and the necessity, to produce as many as nine million eggs?

Multiply this staggering amount by the number of roe-producing codfish and the human mind becomes lost in an ocean of digits. Should only a small fraction of these eggs hatch and develop into adult fish, they would fill to overflowing all the seven seas with nothing but codfish.

So there must be another purpose for the prolificacy of the cod, but the real reason has never been discovered.

We think we have part of the explanation, at least the obvious one. The eggs, as well as the young, feed and nourish other forms of aquatic life. This may, or may not, be the real reason. Whatever it is has been pretty well hidden from the prying eyes of the biologist.

Regardless of how simple the scientist and student says it is, neither he nor all the combined knowledge of his kind can definitely say for sure. Because we don't know we try to explain it by "natural balance," and it may be, but such extravagant production of potential life seems far-fetched.

About the only close contact the overwhelming majority of people have with the codfish is seeing pieces of the fish floating around in a dish of gravy, or the delicious taste of the fish in fishcakes. Most people, unless they lived in the seaport cities where the fish is brought in, wouldn't recognize a codfish if they

met one in their swimming pool.

The fisherman too, those hardy seafaring men who go down to the sea in ships and bring in tons of fish, are not all familiar with the many facets of codfish life.

Peculiar, too, when we realize the fact that millions of tons of these fish have been caught, sold and consumed, that there is so comparatively little known about the real life history of this important food fish.

Certainly not clear is the reason why nature selected the cod to be about the most prodigious producer of offspring in all the world of living things.

Familiar, of course, to the fishermen who have brought in countless tons of codfish is the spindle shape of the fish; the soft scales and the wide mouth, suitable for eating the mollusks on which the fish feeds.

Familiar too is the brownish colored body with the characteristic dark spots, and the light colored undersides of the fish.

Also well known is that the eggs will hatch in 10 to 15 days in water whose temperature is only 40 degrees. The cod travels along the bottom in huge schools, and is known to sometimes feed at a great depth.

These are some of the known facts about a wonderfully important food fish, but just why nature imposed on the female cod to produce as many as nine million eggs in a season, or even in several seasons, is more than a little obscure.

Nature seems at times to be extravagant; y'know, fortunate for all of us that enjoy sea food.

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