

Potato Diversion Program Extended

Announcement that the 30 cent potato diversion payment rate has been extended through January was received Tuesday by telegram from Washington, D.C., according to W. W. Thompson, president of Klamath Potato Growers Association.

A 40 cent rate is to apply in February and a 30 cent rate for the balance of the time the potato diversion program remains in effect.

The diversion payments apply to No. 2 or better grade potatoes over 2 inches in diameter, when diverted to livestock feed, starch or flour.

County Agent Walt Jendrzewski explained that an objective of the diversion payment is to provide consumers with the best quality portion of the crop when surplus stocks force a percentage into salvage outlets.

To be eligible for participation in the program, an area must submit marketing plans designed to siphon away lower quality supplies and less desirable sizes, the agent said.

In recent years, orderly disposal of the lower quality percentage during the entire shipping season has made it unnecessary to dump crops in the spring.

The agent believes marketing order size and grade regulations have prevented disastrous price drops but have been less effective than desirable in increasing average prices to growers.

An oil pipe line in Bolivia reaches altitudes of more than 14,000 feet in the Andes Mountains.

English Program At KUHS Revamped During Current Term

The English program at Klamath Union High School has been completely revamped this year to bring it into conformity with the latest teaching objectives and techniques.

Adoption of the new program was spurred by three factors.

The first was a policy adopted by the State Department of Education to encourage the updating of English programs, and steps taken by the department toward that goal.

Secondly, the state department sponsored statewide adoption of a new set of texts, and lastly, a decision was made locally to "integrate" the KU English program.

After the decision had been made, the school administration sponsored an English Department workshop, beginning last June, to design a new course of English study.

The five teachers who were assigned to the project were Bernadine Noggle, chairman of the department; A. I. de N. Kittridge, Louis Corrigan, Jack Dow and Dorothy Adams.

They reviewed and analyzed the then-current course of study and then planned a new course, designed to "integrate" composition and literature.

Previously, composition and literature were taught to high school students in separate semesters and as separate courses of study.

In the new program, however, English will cover the four basic language skills — writing, reading, speaking and listening.

A new syllabus was written for each grade level, plotting the study courses and new texts adopted.

A comprehensive teacher's notebook was written, to serve as a guide to teaching the new program. The notebook includes the objectives of the course and suggestions as to the best methods of reaching the objectives.

Also, it contains suggestions for students notebooks, which would include term papers, book reports and other material.

The course is designed to accomplish two purposes in the teaching of literature — (1) to bring about understanding, with the enjoyment of good literature and (2) to create a taste for literature.

The new course approaches literature on a "type-study" basis rather than a chronological basis. That is, each form of literature (novel, short story, poem) is studied individually. This replaces the chronological method in which literature as a whole is studied year-by-year through the ages.

More able high school readers are being exposed to the short-story form of literature through Buckler and Sklare's "Short Stories by Six Authors." The six authors are Graham Greene, William Faulkner, James Joyce, Henry James, Joseph Conrad and Robert Penn Warren.

A second collection of short stories — "Stories" by Jennings and Calistri — is used by the less able readers.

Essays are taught to the English students using Jameson's "Essays Old and New."

A set of novels is used for teaching that literary form and editions of the plays of George Bernard Shaw and William Shakespeare are used to teach both comedy and tragedy.

"In other words," the English department says, "we no longer teach about these literary forms from scattered selections in an anthology; rather, we try to delve deeply into each of these areas by reading, analyzing, comparing and understanding them firsthand."

Even with this type-study approach, biographical, historical and social background material is used to enrich the student's knowledge of each work.

Composition is being used by the students hand-in-hand with the literature study as they prepare their reports and papers on their readings.

"Our ultimate teaching goals in composition, then, are to endeavor to establish in our students fundamental skill and techniques of communication."

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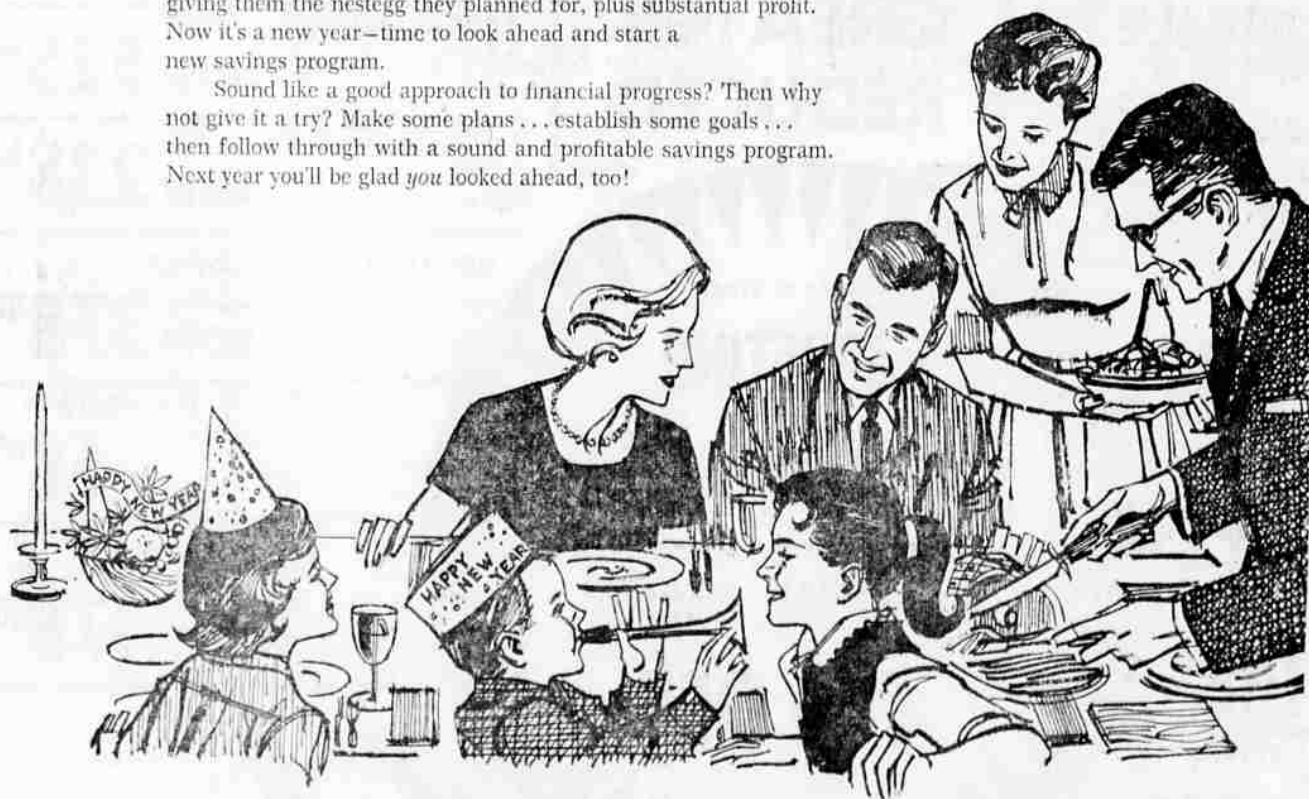
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IT'S NEW YEAR'S DAY... so naturally there's a family celebration. Even so, this family—and thousands like it—have a special reason to celebrate.

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On December 31st more earnings were credited to their account, giving them the nestegg they planned for, plus substantial profit. Now it's a new year—time to look ahead and start a new savings program.

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