

# Coal Strike Consequences

University Park, Pa., - We are close enough to the ragged edge that a long coal strike in the United States could push the entire world over into economic disaster, a Pennsylvania State University professor says.

Dr. John D. Ridge, professor and head of the Department of Economic Geology and Mineral Economics, points out that a lengthy strike would cut the amount of energy produced in this country by about one-third, a situation we could not tolerate for any considerable amount of time.

The two industries which would be most immediately affected by the strike, which began last Tuesday, are steel and automobiles, according to Dr. Ridge, who estimates that a six-week strike would add roughly one million persons to the ranks of the unemployed.

"The layoffs would occur primarily among suppliers to the auto manufacturers," he continues. "Power companies

might not be affected as quickly. Although the exact amount of their coal stocks is not known, they have been able to build up their reserves because they are supplied by 'captive' mines. They probably could keep going for months rather than weeks, particularly if they reduced their power commitments gradually".

American coal is currently exported to Japan and to Western Europe, where West Germany is the principal market. Japan would be seriously affected by a prolonged strike since she could not easily find new energy sources, Dr. Ridge notes.

One factor adding to the uncertainty of the present situation is the United Mine Workers president, Arnold Miller, who is an unknown quantity in the negotiations, the first he has conducted.

"In the days of John L. Lewis, it was possible to

predict how he would react to a particular situation", Dr. Ridge points out, "but no one knows for sure what Miller will do".

Dr. Ridge believes that ultimately the answer to the world's fuel problems lies in finding new energy sources, either through greater use of nuclear energy or the harnessing of the fusion reaction.

"Cutting energy consumption in half to make what we have last twice as long", he says, "can only give us 20 or 30 years at best, and during that time, we would be living under most unpleasant conditions.

"Conservation isn't not using something. It is making the absolute most efficient use of what you have and depending on technology to find other things to substitute when that's gone. If technology can't come up with the answers, well, the dinosaurs couldn't adapt, and they disappeared. If we can't adapt, we won't survive either".

# PROFS RETURN TO SCHOOL

College Station, Texas [IP] Instructors at Texas A&M University have been going back to school to learn to be better teachers. They use a process called an Enhanced Teaching Workshop which was developed and is being conducted by Dr. Glenn Johnson of the Educational Curriculum and Instruction Department.

Several techniques, such as interaction analysis and micro-teaching, allow a teacher to examine his instructional methods in detail. Videotape recordings of five or 10-minute simulated classroom instruction periods are made by each professor in the department's micro-teaching laboratories. Teachers viewing the videotapes are not only able to see themselves as others see them, but also observe the actual reactions students have to the presentations.

Interaction analysis is the development of a 10-category observation system so that any verbal statement made in a classroom by a teacher or student could be identified every three seconds and recorded for further analysis.

"If one accepts the idea that teaching involves communication between people, one being referred to as the teacher, then we can study one part of the teacher's interaction with students and train people to analyze this phase of instruction," Dr. Johnson explained.

"The real payoff is that it gives teachers and objective system with which to do some self analysis of their teaching styles," he continued. "Before an instructor just had to guess, often incorrectly, as to how effective he was in verbal interaction with students just off the top of his head."

The 10 categories are divided into teacher talk and student talk. Teacher

talk is further split into direct and indirect influence. The instructor, using indirect influence, either praises, accepts feelings of students, uses ideas of students or asks questions. Direct influence includes lecturing, giving directions and criticizing.

Student talk has two categories: response and initiation. Response is an answer to a teacher's question. The other is a student's spontaneous contribution. The final selection is silence or confusion: pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

In reviewing a lecture by means of a video playback, an instructor can classify his and the class' questions and answers. Using the 10 categories he can tell how close he came to achieving the goals he set for the teaching period. "No single technique is the complete solution to effective teaching," Johnson pointed out.

Teacher response to the course has been completely positive. Such accolades as "extremely worthwhile"

and "bubbling with enthusiasm" have been attached to the course. "I'd like to see some sort of funding that would allow us to run a center for the improvement of college teaching," Johnson declared. "With this program it would be possible to really put them through the total process, so that it would become a part of their teaching behavior. It takes a full 15 hours of training in interaction analysis to become more responsive to student ideas."

"And, the immediate feedback from videotape recorders, supervisors, students and colleagues provides a critique of the lesson which will help the teacher constructively modify his behavior," Johnson concluded.

# Rather Reports In Harrisburg

by Fred Prouser

Dan Rather, intrepid CBS newsman, who was White House correspondent during the Nixon Administration, spoke last Friday night to a crowd of 400 high school journalists of the Pennsylvania School Press Association in Camp Hill.

Speaking about himself, a native Texan, Rather related his early career at Sam Houston State Teachers College where he was enrolled in the journalism program under a football scholarship. Admitting that he wasn't exactly up to his coaches expectations, he

soon found himself without a scholarship.

To remedy the situation, he took a job at radio station KSAM in Huntsville Texas at forty cents an hour. He kept the station on the air Saturdays and Sundays, while the owner, a Baptist minister was out circuit riding bringing God to the country folks.

Speaking candidly about his profession, Rather emphasized that "a lot that happens to you in journalism, whether you want to be a writer or reporter, is accidental." He warned the students to "be prepared to have an up and down career." He stated that he just happened to be in the right place at the right time.

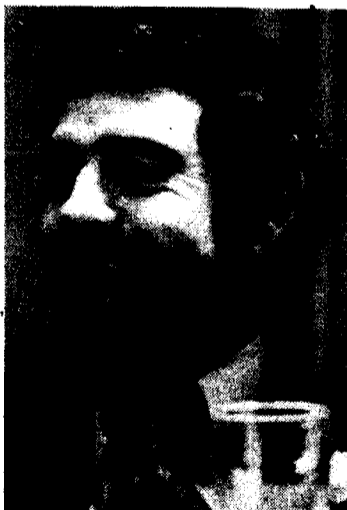
Although journalism is a glamorous profession, Mr. Rather stressed that the top layer of journalism is very thin, mentioning Walter Cronkite and James Reston as mentors in the electronic and print mediums respectively.

Speaking to the students on journalism as a lifetime profession, he believes that you must be addicted to journalism to do well. He stated, "you must allow it to consume you, otherwise your chances for success are small."

There was a brief question and answer period following Mr. Rather's speech in which a number of topics were discussed. When asked how sources were obtained in the waning days of the Nixon administration, Rather said there "were decent men within the Administration who cared more about their country," so they decided to talk. He felt it "was a matter of conscience for the most part," that allowed some of the Palace Guard

to speak candidly against the Administration.

This reporter questioned Mr. Rather on his new role as anchorman for CBS Special Reports. When asked if he would continue bringing investigative documentaries to the public in the tradition of Edward R. Murrow, he stated that "there will never be another Edward R. Murrow, nor will there be another series like Edward R. Murrow's," but that he would try to bring a new dimension to TV documentaries.



Dan Rather smiles after addressing Pa. School Press Assn. in Harrisburg, on Nov. 15.




After Watergate, Dan Rather finds that he is a celebrity with all its trappings, including signing autographs.

.....  
SORRY THAT THERE'S NO  
"READER ASKS" THIS ISH.  
WE DID THE INTERVIEWS,  
AND THEN DISCOVERED  
THAT THERE WAS NO FILM  
IN THE CAMERA.  
WELL, THAT'S SHOW-BIZ!  
.....

Letters To The Editor  
we're still waiting!  
write soon!

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