



By DICK MILLER  
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(Reprinted below is an article by United Press International from the European STARS & STRIPES which we think is of value to all citizens and, particularly, to the readers of the VOICE.)

**PARENTS WANT TO KNOW** what kinds of reference books they should purchase to help their children at home. Should every home have an encyclopedia, a dictionary and an atlas?

Parents are constantly made to feel guilty. They are told that, unless they purchase a particular encyclopedia, their children will not have the opportunity to be good students. An encyclopedia is a valuable source of information. It is certainly very nice to have one available in the home. It is by no means a necessity. Schools and libraries have sets of encyclopedias available for student use.



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An assignment which requires research has several purposes. It is desirable that the student learn how to use a library. He should learn to use several resources to gather his information. He should not get into the habit of using only one encyclopedia for all research. There are many encyclopedias as well as many other books which can provide different kinds of information. A book specifically written about the Civil War may give different interpretations of what occurred while an encyclopedia usually gives a factual outline.

It is a good idea for students to compare facts and ideas from several sources. There may be a difference of opinions. It is important that a student learns to be critical and careful of what he accepts as truth.

This is not meant to belittle the value of an encyclopedia. All it means is that every home does not need to have a set.

**WHAT ABOUT A DICTIONARY?** This tends to more of a necessity. Don't go out and purchase a two-volume dictionary for a fifth-grade child. A simple dictionary which will serve most of the needs of the normal family can be purchased for \$5 or less. A dictionary is always an excellent investment.

Next on the list is an Atlas. This can be a very reasonably-priced soft-covered edition. The family will find it useful in many ways such as for following the news, planning trips and understanding history.

There are many almanacs printed each year by different publishers. These can be relatively low-priced and can provide a great deal of valuable information. It is one of the best ways to obtain up-to-date material.

**EVERY FAMILY** must decide which books are important. Besides financial considerations, thought should be given to the age of the children, particular interests, availability of a library, school assignments and whatever other special factors may exist.

Before making a purchase, discuss the needs with the entire family. Advice on particular choices can be obtained from the school or public librarian. These people can advise which books will be most appropriate for your needs.

## TWO SETS OF VALUES

# Quality And Integrated Education

by Dr. Joseph Caliguri

(Dr. Caliguri is Special Coordinator of Equal Educational Opportunities In-Service Program.)

IN TERMS OF ORDER, this presentation will focus first, on some comments regarding the nation and education today; secondly, an informational analysis of quality and integrated education. Finally, some questions concerning the minority-group wrinkle on our segregated and integrated educational face.

Turning to the nation and education, it is obvious to interested people that education, government, and national problems are inter-meshed today. None of these elements stand alone. For instance, automation, computers, and other technological forces show advances which indicate the need for new kinds of educational programs for youth and adults alike. At the same time, these technological forces effect certain societal dislocations, especially in relation to unemployment for those job requirements that become obsolete.

In another vein, social advances relating to Civil Rights, or the demands of under-developed countries for freedom and independence reflect another type of societal dislocation which creates tensions and varying impact among different social classes in the nation and the world.

As a result of the tie-up among the components of education, the government, and other major problems in our present life, a shift of power has occurred from the state to the national level. This shift of power is unrecognized in some areas, a cause for concern in other areas, and a basis of genuine resistance in still other areas. Analysis and debate about this shift of power is a current topic. Yet, THE POINT CAN BE MADE THAT NATIONAL PROBLEMS MENTIONED EARLIER ARE OF SUCH SERIOUS PROPORTIONS THAT FEDERAL INTERVENTION CAN BE VIEWED BY THE SPECULATIVE THINKER AS INEVITABLE. This is especially true since education has some relationship to all of these problems and, thereby, would be caught up in the increasing national governmental activity in the public domain. Further, community, local, and state governments have not sufficiently alleviated the problems of minority groups in reference to constructive programs of massive assistance.

IN THE LIGHT OF A NATIONAL thrust toward the major problems of our time, and the ensuing Federal assistance to school districts, education has to move toward what has become its most important goals or end products--quality and integrated education. In this sense, Las Vegas is currently faced with two sets of values. The first set of values relates to demands for racial integration. Here the problem deals with drawing attendance areas and re-organizing schools. Immediately, we know that the neighborhood school concept draws close scrutiny.

On the one hand, tradition, sentiment, and practicality provide the battle area for one position. On the other hand, change in terms of social equality, and the benefits of a pluralistic school culture, or the mixing of majority and minority pupils provide the battle area for another position--emergent values derived by people who desire change of the status quo in society.

Switching to the second set of values, the concept of quality education receives much emphasis from our educational spectacles. It must be noted that quality education deals with two major dimensions--organizing new lines of school programs, and consideration of the social and psychological dynamics involved in mixing majority and minority groups of pupils. Avoiding the complex and difficult issue of this pupil mixture at this time, reference will be made only to the organizing dimension. If quality education is to be pushed, certain guide lines are necessary. These guide lines are as follows:

Adaptability--teaching methods, curricula, and organization appropriate to student needs and abilities. For instance, gifted children should have programs which challenge them, and which prepare them for college and for leadership roles in society. Students with remediable difficulties should have programs designed to remedy their difficulties.

MOVING THIS THOUGHT to minority schools, there is no intrinsic reason why segregated

schools may not be adaptive in terms of curricula and teaching methods to the needs of their students. Segregated education need not be poor education.

The next concept for quality education relates to innovativeness defined as receptivity to change. The Clark County School District has been tapping this concept to a high-level degree in the last few years as it searches for improved methods of teaching, counseling, organizing schools, and allocating funds. Minority group schools, in the past, have seldom been innovative. As Federal funds begin to ignite, the innovative flare more brightly, and the outlook, here, is very promising for our schools. Related to the preceding paragraph on adaptability, there is no reason why minority-group schools should not be innovative.

ANOTHER CONCEPT refers to attractiveness as important to quality education. Attractiveness means highly qualified teachers, appropriate curriculum, ample supplies of books and equipment. Its basic meaning relates to enthusiasm among teachers, pupils, and parents. Again, it may be noted that minority-group schools have not been attractive to enthusiastic units of social action and effort. In a compounded sense, these schools have mirrored the social, physical, and psychological features of the community environment. Again, minority-group schools need not be un-attractive.

Finally, the concept of comprehensiveness is exceedingly important to quality as well as integrated education. Schools developed to deal with varied pupil backgrounds, interests, abilities, and capabilities can provide the framework for quality and integrated education. The meaning of comprehensiveness, in this concept is exemplified by programs to serve heterogeneous student bodies, economic advantages in centralizing and buying for a cluster of schools, and the like. For instance, much attention is being given to the plan called "Educational Parks." Educational parks or the "Shopping Center" idea indicates that elementary and high schools can be grouped together to serve large numbers of students from a wide geographical area. In terms of comprehensiveness, the two sets of values--quality and integrated education, could be synthesized.

In summary, it may be stated that education, government, and national problems are inter-meshed--none of these elements stand alone. Translated to another theme, school districts can not stand alone today. They need massive Federal assistance to help solve our national problems. Of most importance, education provides the major hope for minority-group people to put their foot on the social class ladder and to aspire to mobility through learning.

In addition, two sets of values have been identified relative to integrated and quality education. Integrated education is a school and community centered problem. Quality education is a school-centered problem, for the most part. Can we have both at the same time through new developments such as the "Educational Park" idea? Or, will one have to take precedence over the other?

REGARDLESS OF THE "BATTLE-TESTING" situations involved in the for or against community publics, there is no question that both sets of values demand schools to be adaptable, innovative, attractive, and comprehensive. The space age will be a quality age. In a quality age, an integrated education can provide people with the best qualifications to live together, pluralistically. Education's presently wrinkled face will then have its old school girl complexion once more.

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