



By DICK MILLER
Highland School Librarian

"How Can I Help My Child Get Better Grades in School?"

THIS IS A QUESTION that educators often hear. It is a question they like to hear. It indicates genuine interest on the part of the parent. In fact, the simple voicing of such a question goes a long way toward answering that question; showing an interest in your child's school life is the first step toward better grades, and better grades--it is hoped--means that the child is learning and progressing.

There are other ways of helping the child. When your family is gathered for the evening meal, ask the child what he did at school that day. What did he learn? What did he like best? What did he dislike? What would he like to learn? What would he be doing tomorrow?

BUY BOOKS FOR THE CHILD. It is not necessary to spend great sums of your hard-earned cash on expensive hard-cover books. There are many good, inexpensive books available in most stores. The local drug store and grocery store stock many titles in the form of small inexpensive children's books ranging from fifteen cents to twenty-nine cents and more.



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When a parent claims that there is no money in the family for books of this type most teachers flatly disbelieve it. These same children--whose parents allegedly cannot afford a few cents for a small book--constantly come to school with their mouths and pockets stuffed with candy and gum. If they can afford candy and gum, they can afford books.

TEACH YOUR CHILD how to care for a book. All children, regardless of age, should know that books are not to be written in, smeared with crayon, or torn. A book--even the cheapest book--will last for years with the proper care. There are books in my personal library which are older than I am and which my children now enjoy as much as I did when my mother spent her time for them thirty years ago.

If you absolutely cannot afford the price of a book then take your child to the public library and get him a library card so he may borrow a book from the library. That is the reason the library is there--to loan you a book. One of these days, after school, take your child to the library and turn him loose in the children's room. Then sit down and watch him. You will be amazed at his interest in books.

There is probably a library in your child's school. Encourage him to use it. Sit down with him at home and read the book with him. Ask him questions about the book and answer the questions he asks. Show an interest.

WHILE WE ARE ON the subject of reading at home, think about providing your child with a place where he can study and read undisturbed. It does not have to be a private office with his own phone--just a tiny corner in the bedroom where it is relatively quiet and the child will not be disturbed by his big sister's transistor radio or the television. You might even turn off the television for a while.

See that he gets to school on time, with clean ears and a good breakfast under his belt. Your child's teacher has spent at least four years preparing for the moment when your child walks into the classroom. Do not make those years a

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THE LONG AND THE SHORT OF IT

EFFECTIVE DESEGREGATION

By Dr. Joseph Caliguri

DESEGREGATION AND INTEGRATION of public schools has finally become a highly visible problem as a consequence of legal mandates at the Federal Level. The Civil Rights movement deservedly receives due credit for initiating the social force thrust for these legal sanctions. Now that the problem of desegregation is highly visible, the issue becomes one of how to best bring about desegregation in relation to worthwhile effects for its most important product--all school children participating in it. Most of the talk, argument, and debate focuses on ideology and folklore--very little attention has been paid to the need for effort and action on gathering **OBJECTIVE INFORMATION** as a guideline for effective desegregation.

Objective information can best be obtained from research and good logic. Research is an ugly bear to some people and a miracle cure to others. Only unreasonable people argue with good logic. Aside from these value judgments about research and good logic, it is pertinent to say that good research and good logic provide necessary guidelines for the development of policy recommendations within the characteristics of a particular situation. In this sense, we are talking about the long phase of the problem.

REFERRING TO THE SHORT phase--the present, ideologies and folklore need thoughtful inquiry if practical and clear goals are to be identified especially in regard to the long term effects of desegregation plans. There is no question that the problem is housed in a cobweb of national, state, and local relations. The essence of this article is to peel off the top layers of skin which cover a number of issues directly related to the problem of desegregation at this

complete waste of time.

STOP BY THE SCHOOL sometime. Talk to your child's teacher. Walk through the halls of the school and look around you--it is your school. Talk to the other students. Watch them play. Visit the school library. Simply walk in and say, "Hi! I'm just looking at our school."

And let your child know you are there. He will be proud that you care enough to be there. Pat him on the back and give him a little praise. If you cannot find anything to praise him for then make up something. "You can catch more flies with sugar than you can with vinegar."

That child that you have in your home... is the future of the world, of the race, of your family name. What he accomplishes twenty, thirty, fifty years from now, is directly related to what --and how--he learns now... today. Give him all the help you can. He needs it.

time. These issues refer to the ideological pressures of a community, the national pressures with legal and economic overtones, the complexity attached to a school board's responsibility in terms of a sharp focus, the vested political and economic interests of a community--ghetto as well as general community, the various devices proposed for desegregation, and finally, some of the objective information that is needed to aid in bringing about effective desegregation.

Turning to some elaboration of the issues, ideological pressures of a community usually represent a three layer cake. Each layer is decorated with an icing message or demand for favorable response from the school board of trustees to this segment of ideology. One layer relates to integrationist pressure. Another layer relates to segregationist pressure. Still another layer relates to the less committed who label themselves as "moderates." The integrationist and segregationist layers offer less chance of compromise than the moderate despite the fact that compromise is considered a practical necessity in considering ideological pressures as an influence on policy development. It is little wonder that school boards sometimes feel like the "beached whale" struggling to return to an environment of comfort and survival.

AS AN ADDED FACTOR, the dynamics of ideological pressure need to be ascertained in a particular school--community situation. In many instances, these ideological pressures do not represent the over-all community opinion. For example, relevant information from the North and the South indicates that white people have shifted from a negative to a more receptive attitude toward integration in recent years. Relevant data on white and minority group attitudes toward integration in Clark County seems limited or non-existent at the present time.

Moving to the national level, the Federal activity involves legal sanctions as well as economic strategy to induce changes in peoples' attitudes and behavior toward desegregation. On the one hand, governmental intervention has become necessary in order to provide resources in dealing with problems which have become national in scope, and threaten the best interests of the nation. On the other hand, this top level intervention poses serious thought regarding "forced" rather than "permissive" change in relation, primarily to resistive situations. One informed individual on governmental affairs candidly remarked, "the U.S. Office of Education has three and one half billion dollars that it has to spend this year on compliance of school districts to desegregation." It seems unlikely that

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