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The Hughes Report

By Thomas F. Hughes



Word comes of the plan to cut out the Boy's Club activities on the Westside. We at Southern Christian Leadership Conference (S.C.L.C.) are appalled to get this report. The exact reason for this termination has not been determined but the S.C.L.C. board has ordered an investigation to determine why these units are to be closed and new ones opened at Diskin School, Flamingo and Rosewood and Harley Harmon, Mesa Vista and Hillsboro. We are told that our kids can use these facilities but how will they get there? There will be an insurmountable transportation problem but I ask again, why our boys? Why is the A.D. Guy Center, Washington and "N" Sts and Gersen Park, Highland and W. Lake Mead being abandoned? Because it is too Black? Approximately 150 kids use these facilities daily and there is some 400 membership.

Boys Clubs of Clark County is funded by United Way with an annual budget of \$230,000 of which \$50,000 is from the Housing Authority. We contribute to the United Way and our taxes support the Housing Authority so we have a right to question this change. Our present facilities (which terminate the end of this month) provides supervised activities under the guidance of a fine young man, Pelton Stewart and a number of qualified energetic helpers. Tutoring, arts and crafts, tennis, ping pong, summer campouts, resident sleepins, boxing, basketball, baseball, chess, checkers, trampolining, tumbling, flag football, table soccer, field trips, counseling are just some of the very beneficial activities for our 7-14 year old boys that will be lost unless we in the community can stop this closing of our facilities. If space is the problem certainly some school site on the westside can be obtained to avoid this great loss. It is bad enough that we let our own selves down by the lack of activity but when we let our children down we show a terrible lack of backbone. We at S.C.L.C. plan a membership drive starting may 8th and lasting until July 9th which will give a \$50.00 cash prize to the one selling the most memberships over 100 (must sell 100 to qualify) \$37.50 in cash to 2nd highest producer selling over 75 memberships, (75 needed to qualify) and \$25.00 cash to producer selling over 50 memberships (50 needed to qualify). We need your membership and your support to attack problems like the Boys Club. Memberships start at a measly \$2.00 for a just cause. We have many problems but "There is hope - Come Join Us." Temporary Headquarters for S.C.L.C. is 1322 N. "D" St. and the phone number is 648-0977.

Education Is Power

By Thomas E. Wilson, Ph.D.



This is the third of several columns on the teaching of reading. These columns are meant to aid the parent or beginning teacher in helping children learn to read.

Context or meaning clues often enable the reader to unlock an unfamiliar word from the context that surrounds it. They are also helpful as a constant check on the appropriateness of words that have been tentatively identified by the use of other clues. The appeal of the stories in basal readers contributes significantly to the reader's ability to use context clues, for in order to use this clue effectively, the reader must be reading for meaning and not just word calling. The reader must learn to use meaning clues effectively as they are guided in making inferences and anticipating outcomes from pictures and text. Exercises designed to promote skills in getting words from context must be abundant in each basal reader and teacher's guide.

Word-form clues must also be developed among beginning readers. A minute difference in the form of one letter distinguishes "eat" from "cat", or "even" from "ever". The beginning reader must be able to make use of such slight differences in word form as clues in order to tell one sight word from another. With later training, this habit of giving close scrutiny to word forms becomes a useful aid in attacking new words through phonetic or structural analysis. New readers must learn to use word-form clues efficiently. They learn to scrutinize word-forms from left-to-right, to observe differences in the details of printed word forms, and to use these details as clues to the sound and also to the meaning of the word.

New readers also need structural analysis to help them identify (1) the great number of words composed of basic roots to which endings such as "s", "ed", "ing", and various prefixes (beginnings of words) and suffixes (endings of words) have been added; (2) compound words and contractions; (3) other words of more than one syllable which must be divided into pronunciation units before sounding out is possible.

New readers should be taught to look first for meaning units - root words, prefixes, and suffixes - in words as a basis for unlocking them. Sometimes they will encounter root words of two or more syllables. Structural analysis helps them divide words like these into syllables. They may apply phonetic analysis to determine the sounds of the syllables within the whole word.

An adequate sight vocabulary forms the basis for learning to use any of the other word attack skills. The new reader must learn to scrutinize the total word form and to look for a meaning unit in it. As their skill increases, they begin to combine structural and phonetic analysis in attacking forms of unknown root words.

The new reader must also be taught to associate a simple definition of meaning with a word used in context. For example, if a definition for the word "pound" is given as 'to hit hard again and again', the new reader must be able to relate in which of the following sentences 'pound' has the meaning given in the definition: (1) Don started to pound on the floor, and (2) The children gave Miss Valentine a pound of candy. In teaching dual meanings of words, be sure that the new reader knows that words sometimes have more than one meaning. Discussing the several meanings of a word will help the learner internalize definitions of words and give practice in helping to choose meanings appropriate to a given context.

Another skill necessary to aid in the total reading process in comprehension. Teaching comprehension in reading involves several things. First, the reader must have a background of experiences, either vicarious or read, to use as a reference when undertaking the task of comprehending reading material. Secondly, the material to be comprehended must be within the vocabulary load of the child or

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beginning reader. If these criteria are met, the reader will usually understand the material being read.