

Across The Nation

News From Home Folks

This feature is a news compilation from more than 100 black-owned and oriented newspapers across the nation. It deals with what blacks, who are all-too-often little recognized, are doing to promote full participation in American life by black Americans. It is thus a salute from all of our readers to unsung heroes... and is designed to be a challenge for all of us to keep on doing our very best.

With black families having an inordinately high mobility rate, repeated voter registration at each new address becomes quite often a burdensome chore. We can never argue that it is "impossible"; for voting is an unwavering responsibility. But making re-registration easy is always to be commended.

Against this background, our readers may wish their states to emulate California law, as the *Precinct Reporter* notes this registration procedure in San Bernardino, California:

Prepaid voter registration forms are available now at a variety of locations, Registrar of Voters William H. Clinton has announced.

Since July 1976, state law permits a voter to fill out a registration form and mail it directly to the registrar's office. The postage is prepaid. Within two weeks after the card is mailed, the voter should receive official notice that the card has been received. His name will then be entered on the voter registration lists.

May 8 is the last day to register for the June 6 primary election. Mailed registration forms must be postmarked on or before May 8 and received no later than May 12.

Voters whose registration forms are postmarked after May 8 will not be eligible to vote in the June primary election, but will be eligible to vote in subsequent elections.

Voter registration forms are available at all Dept. of Motor Vehicle offices, post offices, city halls, political

party headquarters, various labor union offices, candidates' headquarters, all county library branches, fire stations and all Dept. of Social Services (welfare) offices.

Deputy registrars are available in many public locations as well as their homes.

More information may be obtained by calling the registrar's office, 383-1811, for the names of deputy registrars or voter registration forms.

With our black young people—along with increasing numbers of whites—performing poorly on mathematics and reading test scores throughout the country, our readers may derive considerable inspiration from this fine and hope-filled story from the Oakland, California *Sunday Post*.

We are grateful to the *Sunday Post* for sharing this provocative and helpful information with us. The fine story reads:

Intensive efforts in mathematics and reading at 22 California junior high schools are paying high dividends for their 5,326 participating students:

- An average boost of 317 percent in mathematics achievement.

- An average boost of 187 percent in reading achievement.

"These are phenomenal results," Rex Fortune, deputy state superintendent of public instruction for secondary education, told the State Board of Education at its meeting Wednesday. "They prove that special efforts can make a significant difference in the learning of disadvantaged students."

The results of the state-supported demonstration centers in reading and mathematics were disclosed in a new evaluation report presented to the Board by the State Department of Education.

The following schools in the Bay Area are participating in the demonstration program this year:

Oakland Unified School District, Roosevelt—Carter—Mathematics.

San Francisco Unified School District, Franklin—Reading; Pelton—Reading.

Although the programs differ from school to school, Fortune said, they have common elements:

- Students are taught individually or in small groups for at least part of each day.

- Most students study in a learning laboratory at least once per week, working with highly trained teachers, tutors and aides in learning activities designed especially for them.

- Students with different abilities are grouped together.

- Learning activities are planned and directed by the staff of each participating school.

- Learning materials and activities are prescribed on the basis of a diagnosis of each student's ability and learning style.

- Students are made aware of their successes and of the high expectations held for them. As a result, they are motivated to learn more effectively.

- School programs rated least cost-effective are terminated; funds from terminated programs are used to replicate cost-effective programs in other schools or to add new programs that indicate potential effectiveness.

The just-completed evaluation report showed that students made a median gain in reading of 2 months for each month of instruction, Fortune said. By comparison, disadvantaged students in regular programs (without compensatory education efforts) gain an average of 0.7 month's growth for each month of instruction.

The students made a median gain in mathematics of 2.3 months for every month of instruction. As in reading, similar disadvantaged children, who are not enrolled in special programs, gain an average of only 0.7 month's achievement for

each month of instruction.

The average reading project in the program had a cost effectiveness of 8.6 percent, Fortune said; this means that each 1 percent of additional funding given to the school by the state resulted in an 8.6 percent increase in student achievement. Math projects showed even better results with an average cost effectiveness of 20.7 percent.

The evaluation report said the centers are effectively disseminating their methods to other schools. This effort to "spread the word," Fortune said, is particularly important at this time. Many of California's junior and senior high schools are beginning to implement reforms called for in the School Improvement Program of Assembly Bill 65, which became law last fall. "These demonstration schools," he added, "represent some of our best models for replication by other schools," he added.

Educators are interested in learning more about the centers, the report said. Project directors reported 2,196 visitors in 1976-77 and filed requests for 57,000 curriculum materials during the same period.

During 1976-77, participating schools spent an average of \$309 per student, in addition to the regular per-pupil expenditure.

The program was first authorized by the State Legislature in 1969. To be eligible for a demonstration program, Fortune said, a school must be located in an area of concentrated poverty and must be serving low-achieving seventh, eighth and ninth grade students.

During the past year, the program served 5,326 seventh, eighth and ninth grade students in the 22 continuing schools operating in 16 school districts. Ten partial replications of the continuing programs, operating in 10 school districts, served an additional 3,462 students.



Natalie Cole Recieves Star

Singer Natalie Cole, center, is shown receiving her star in the Hollywood Walk of Fame as her mother, Maria Cole (second from right), wife of the late Nat King Cole, looks on. Ms. Coles star marked the first time in the 75 year history of Hollywood's recording industry that a father and daughter have had stars placed in the Walk of Fame.

The late Nat King Cole has two stars, both installed in 1961 in recognition of his accomplishments in television and the recording industry. Others pictured in front include from left to right Bill Welsh, TV commentator, Councilwoman Peggy Stevenson, and far right Bill Hertz, president of Hollywood Chamber of Commerce.

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The following is an actual comment one family made. We have the writer's permission to print it here.

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THE GREATEST FEAR THERE IS IS FEAR ITSELF -- PREJUDICE IS A LACK OF KNOWLEDGE, AND JEALOUSY IS A SICKNESS.

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