

DECORATE TO SAVE ENERGY AND DOLLARS

By Dave Farrar National Home Furnishings

Coordinator Montgomery Ward

Energy-saving products and ideas for your home can be fashionable and attractive.

Draperies, for example, can provide a major focal point for a room, but since windows contribute up to 35 percent of a typical home's heating loss, window coverings should have a thermal lining.

Draperies are the perfect many of today's popular Romantic and casual looks. They can be combined with casements or sheers, hung paired with custom window shades or thin, slat blinds of the way up, then two or for a unique design look. three small ties affixed. This

To give a smaller window with an upholstered frame, it helps block drafts, acting as an insulator for the room. The shade can be lowered to let in sunlight while still providing privacy and pizzazz

Another practical suggestion: cover windows with a quilted material. Simply apply Velcro to both the quilting edge and the winallows a tight seal and at the same time permits easy material removal for cleaning.

be slit about three-quarters homes in the 1980s.



window treatment for Quilted fabric at a window insulates by trapping cold air between layers of material and batting while it makes a dramatic from wood or brass rods, or decorating statement.

lets you open the window a dramatic effect, try lami- covering during the day for nated fabric shades. A re- a dramatic, tentlike effect. verse roll-up shade, for in- At night the flap can be a dramatic, tentlike effect. stance, is clean, uncluttered closed and tied to provide and modern. Tight-fitting privacy and help keep out privacy and help keep out the cold.

To add a dramatic touch to a room while keeping an eye on energy conservation, apply fabric to a wall. It can be as easy as hanging wallpaper and is ideal for damaged walls, or on an outside wall, as another way to reduce conduction and drafts

A handsome print or stripe can add size to a dow frame, or a 1'x2'' con- stripe can add size to a structed frame. Velcro small room while making a dramatic statement, and it adds an acoustical dimen-sion as well. Such conservation factors may influence Quilted material should the way we design our

MAY

THE STREET TO THE REAL PLAN

LAS VEGAS VOICE

AN EDITORIAL **CONTINUED FROM PAGE 2**

Employers claim that they cannot find enough young people with the four R's-read-ing, writing, 'rithmetic and resume. While teachers feel the frustrations of

being on the firing line daily, all too many high school graduates, and most dropout have difficulty functioning in today's workplace.

Black youth are beginning to realize the futility of looking for a job. they are leaning more and more towards trying to make the most out of an already bad situation.

Is a change in the administration of our country necessary before our Black youths can see the light of day as far as getting a job is concerned? One cannot help but wonder if all of the rhetoric we are beginning to hear today is just that - so much rhetoric - and that absolutely nothing will come of it. Will Black youths find life almost unvearable? We hope not. We are still prone to wonder, what is the answer?



BLACK EARPOWERALENT By Dr. Nathaniel Wright, Jr. **Human Rights Activist**

Ever since World War II, the American educational establishment has been reporting more and more difficulties

Early in the 1950's, the issue was hotly debated as to "Why Johnny Can't Read." But clearly the problem did not begin at that precise point. The Johnnys and the Janes in the nation's classrooms didn't all of a sudden stop reading.

A highly successful black woman in her middle years recently told of how she was "fortunate enough to have been educated in one of the more advanced suburban school districts" during the 1930's. Her schools and their staffs were integrated, a rarity for those days.

Being in the forefront of the educational establishment and wanting to keep its nationally-known name for excellence, the local school system sought to keep abreast of the "best trends of the times." The black woman reports: "We were literally engulfed in and overwhelmed by all of the continuing excitement of experimentation. There was no question that we were among the nation's most privileged few simply because we were doing all of the latest educational things. But once I left college and began to work in a highly competitive world, I found that something basic and important had been missing. Upon reflection, I realized that I had not been taught phonetics. Thus, I could not read aloud. Then, while my thoughts may have been marvelously coherent, my hand**EDUCATORS IN TROUBLE?**

The problems which edu-

cators are surfacing increas-

ingly today may not, then, be

entirely new. They may have

been quite a long time in the

making. Those among us

who began our school years

during the 1920's will perhaps

recall that education in those

days was considerably less

complicated than it is today.

In those yesteryears, the "Three R's"-reading,

(w)'riting and (a)'rithmetic-

were taught. So most

"older" people who have

gone to school have a distinct

advantage over the "younger

generations" who began their

schooling in the 1930's, 40's,

But the rather simplistic-

but thoroughly basic!-edu-

cation of those days was also quite highly selective. Stu-

dents were generally well-

known by their teachers.

Guidance counsellors were

few. Perhaps it was fortunate

that at that particular time

the teachers in the classrooms

recognized that it was they

who were the essential coun-

sellors, even as it remains

today, although unrecog-

The few guidance counsel-

lors there were in the schools

in those days spoke with a few "problem children" and

their parents. But they did

their work primarily as a re-

source to the teachers.

Teachers, by their attitudes

nized.

50's, 60's and 70's!

and actions and by their mowriting was so poor that I was ment-by-moment demeanor forced to develop a printing regarding each student, exerstyle of writing. Most regretcised the greatest counselling tably of all, I have had to learn-after much embarinfluence upon students. We rassment and travail-the dictionary habit." undoubtedly need to recapture that sense today.

Because of the limitations of our national economy (and its local counterparts or components), and because of the restrictive racial realities which prevailed everywhere in our country, classroom teachers encouraged racial realism. This involved, for example, the subtle (and sometimes not-so-subtle) imposition of low expectations -often by "contrived failures"-upon many racial minority students whose high potential might lead later to dashed personal hopes and to local and national social problems.

Today, unfortunately, our classroom teachers are not quite as certain as to their "unstated roles." We live in times of almost precipitous social change on a national and an international level. The pressures of new technology and of world events after World War II have catapulted our nation into a set of topsy-turvy circumstances for which our educational establishment could not have been expected to be ready.

Thus, in a constantly makeshift way, we have "gerry built" an educational system. Much like the quickly and inappropriately built houses of the period of immense population explosion in the late 1800's and the early 1900's, it is of a kind of crazy-quilt design that makes no sense (although temporarily meeting a pressing need), and which must somehow be revised or redone.

In the process of our prolonged educational "forced march" of at least a half a century's duration, we perhaps have not had sufficient time to catch our breath. Neither have we had that time to pause and reflect as soberly and insightfully as we should upon the unprecedented "worlds of change" through which our schools have come.

What we suggest, then, is that our schools may be suffering from the same trauma of inordinantly prolonged and tumultuous change that face all of our world's institutions.

For whatever further consolation and assistance it may be, we do have the wisdom of those few great scholars and richly wise men and women of our times who have been able to look thoughtfully at our recent past. They have hope to offer principally in the form of bleak diagnoses of the overwhelming problems which we face.

But that kind of hope should be enough, since our knowing at long last precisely where we are affords us the opportunity to see our educational realities for what they actually are. Just how our communities and our schools -encouraged by our private and federal resources -respond to those realities, is not left up to the teachers alone. It is a challenge to all of us who have an abiding investment in what we as a people might yet through our schools become.





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CARPET & TILE CARE