

Hints For Homeowners

DECORATE TO SAVE ENERGY AND DOLLARS

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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 window treatment for many of today's popular Romantic and casual looks. They can be combined with casements or sheers, hung from wood or brass rods, or paired with custom window shades or thin, slat blinds for a unique design look.

To give a smaller window a dramatic effect, try laminated fabric shades. A reverse roll-up shade, for instance, is clean, uncluttered and modern. Tight-fitting 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 window frame, or a 1"x2" constructed frame. Velcro allows a tight seal and at the same time permits easy material removal for cleaning.

Quilted material should be slit about three-quarters



Quilted fabric at a window insulates by trapping cold air between layers of material and batting while it makes a dramatic decorating statement.

of the way up, then two or three small ties affixed. This lets you open the window covering during the day for a dramatic, tentlike effect. At night the flap can be closed and tied to provide 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 small room while making a dramatic statement, and it adds an acoustical dimension as well. Such conservation factors may influence the way we design our homes in the 1980s.

AN EDITORIAL CONTINUED FROM PAGE 2

Employers claim that they cannot find enough young people with the four R's—reading, writing, arithmetic 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 unwearyable? We hope not. We are still prone to wonder, what is the answer?

Worship At The Church Of Your Choice



BLACK EMPOWERMENT

By Dr. Nathaniel Wright, Jr.
Human Rights Activist

EDUCATORS IN TROUBLE?

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 Johnnies 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-

writing was so poor that I was forced to develop a printing style of writing. Most regretfully of all, I have had to learn—after much embarrassment and travail—the dictionary habit."

The problems which educators are surfacing increasingly 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, 50's, 60's and 70's!

But the rather simplistic—but thoroughly basic!—education of those days was also quite highly selective. Students 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 counsellors, even as it remains today, although unrecognized.

The few guidance counsellors 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 resource to the teachers. Teachers, by their attitudes

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