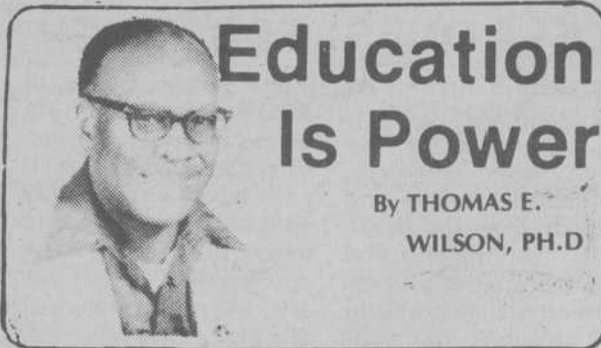


Education



Education Is Power

By THOMAS E. WILSON, PH.D.

Do you recall how you learned to read? While this question seems simple, it is often difficult to answer. For most of us, reading has become such an automatic process that we are unaware of the steps we took along the way to develop this proficiency. And yet we know that reading is a complex process and that learning to read was a complex task which many different factors influenced.

For many young child-

ren, learning to read occurs with such ease that it seems a simple task; a few even accomplish this task prior to entering school. For some children, learning to read requires a more concentrated effort; and for a small number, learning to read is a difficult task complicated by many problems. All of these children pose challenges for the classroom teacher — their strengths, their abilities, their individualities. The

way the teacher deals with these challenges forms the basis for the classroom reading program.

To succeed at this difficult task, the teacher needs to create a classroom environment that recognizes the individuality of children and to implement a program geared to their specific backgrounds and needs. An important step in meeting the diverse needs of children is getting to know them. The classroom teacher, with whom children spend most of their structured learning time, has the best opportunity to observe how they function in learning situations. All children, from those who are proficient readers to those who have reading problems, are the concern of the classroom teacher.

Several factors may contribute to a child's success or problems in learning to read. Rarely can a teacher isolate any one factor as the sole contributor to the child's functioning. Generally a number of factors work together to support or interfere with reading development. Because reading is such a complex act, and because efficient reading requires the smooth interaction of so many factors, the developing reader may be vulnerable. A child can be at risk at many points along the way to becoming a proficient reader. Recognizing those factors that may contribute to the presence of a reading problem enables the teacher to work toward eliminating the contributing factors or toward adapting the edu-

cational program to maximize learning. At times the teacher must use resource persons both within and outside the school to plan and implement an educational program for a child with learning problems.

Educational decisions such as materials to use in teaching the child to read, time allocation for reading instruction, individual differences in children, language, cultural experiences of children, and the intellectual abilities of different children must all be taken into account in planning a reading program for children. In addition to these educational decisions that must be made, the teacher must take into account the relevant emotional and physical factors that will affect the child's ability to read.

Providing a reading program to meet the needs of all children involves many decisions on the part of the teacher. Knowledge of the educational, emotional, and physical factors is important for the teacher responsible for making decisions about children with reading problems. As one or more of these factors may contribute to the reading problems of some children, the teacher needs to be able to differentiate between the possible contributors and to take the appropriate steps to help alleviate the problems. The more information the teacher has about contributors and about the children in the class, the more likely the teacher is to make decisions that will foster the reading growth.

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CLARK COUNTY COMMUNITY COLLEGE

CCCC PROVIDES ELECTRONIC COUNSELORS FOR THE HI-TECH ERA

How would you like to design the perfect career?

Clark County Community College's Counseling Department has entered the Hi-Tech era with the introduction of GIS, the computerized Guidance Information System.

GIS is now operational as a supplement to the staff's personalized counseling and as an adjunct to its full range of traditional services. GIS coincides and symbolizes the staff's own development and adaptation to the new economic and curricular changes impacting the school, Nevada and the U.S.A. in general.

The system offers finger-tip access to comprehensive data bases on hundreds of occupational areas and their market outlook. It also includes market outlook for positions regarding Nevada specifically in addition to national forecasts, two-year and four-year college files, a financial aid file, armed services file, and graduate student file.

GIS's most dramatic feature is the Occupational Search Capacity

which allows the counselor and student to work together and develop an individually tailored position by inputting specific individual needs.

CCCC Counseling staff are senior faculty with advanced degrees and training and other specializations in addition to their career counseling. These specializations include liaison activities with the major educational divisions within the College. This interface allows the staff to keep continually abreast of the latest curricular and external changes at CCCC and to integrate them into student planning.

GIS's entry to the college was accompanied by the development and introduction of another guidance program for academic testing, assessment and orientation called ASSET. Asset planning sessions are free to students and would-be students alike and consist of a three-hour session which includes testing in Reading, Language, Numerical Skills, and an optional Algebra section.

Tests are administered and scored during the

session and are coupled with a thorough orientation to the college's resources and conclude with counseling on course and program selection.

GIS and ASSET reinforce a full range of traditional counseling services including Career Exploration, Planning, Decision-Making and Personal Counseling.

Vocational Testing and Interpretation are available in addition to career exploration exercises and access to a full range of college and career materials. Staff also provide referral to other community agencies and resources.

Counseling Services are available four nights a week and days regularly. Students have the added option of making appointments or of being seen on a walk-in basis.

In addition, the staff is presently working to operationalize new data on Nevada — Specific Labor Supply and Demand in the hopes of providing yet more assistance to serious students in So. Nevada.