

Education

Education Is Power

By THOMAS E. WILSON, PH.D



It is obvious to most people that the person who cannot read is cut off from a world of information and enjoyment found in print. His/her sources for receiving information are limited to what he/she can see around him/her and can hear from someone else.

This column will be concerned mostly with reading at the high school level.

Reading and study skills at the high school level may be broken down into two types: General and specific skills. While general reading skills are vital to studying and reading in any academic discipline, there is ample evidence that within each academic area particular skills are essential. Therefore, a great need exists for the teaching of both general and specific reading skills. Evidence indicates that students need help in applying their general reading and study skills to the specific problems in each of the subject matter areas. It is in the area of application of skills that this writer has found that Black high school students seem most deficient.

It seems obvious that the Black student is either not being properly taught the necessary skills or that he/she is not able to learn the skill. The latter is absurd because most human beings are able to learn if properly taught. Therefore we must assume that the former is the major part of the problem.

There are a number of general reading skills which are common to all reading tasks. In most high schools these skills are taught either in special reading classes,

English classes, or as an integral part of each subject. No matter where the skills are taught, they must be reinforced or emphasized in the subject matter areas if they are to be retained.

Then, what reading skills should be taught in order to improve the reading abilities of the Black high school student? A number of specific reading skills or objectives have been identified. They are: 1) The high school student needs an understanding of the symbols (letters and/or words) and technical vocabulary to be used in particular subject matter areas; 2) The high school student needs the ability to understand and critically interpret reading material; 3) The high school student needs flexibility and speed in reading; 4) The High school student needs the ability to collect and organize information secured from several sources. Other skills are also needed, but space does not permit the listing of them all; therefore only the most essential minimum survival reading skills are listed. However, stress and emphasis on individual skills may vary within each subject matter area.

How should these general reading skills be taught? It appears that once the desired reading skills have been identified, the classroom teacher must determine how best to teach these skills. There are a variety of successful techniques which can be used, but evidence has shown that direct, planned instruction is more successful than indirect or unplanned

School District To Conduct Annual Federal Survey

It's nearing federal survey time again in the Clark County School District. On Oct. 15, each student will be given a survey card to be taken home and filled out by their parents. The cards are to be returned to school the next day so that the results can be properly recorded.

The survey will be used to determine how much impact aid money the school district receives. The impact aid program could generate nearly \$1.5 million to the district's general operating budget. The purpose of impact aid is to offset the loss of revenue due to signifi-

ned instruction. It is obvious that the amount of material that a student reads affects his learning in specific ways, and that the amount of reading a student does is affected by his ability to read.

If, as research seems to indicate, the essential purpose of education is to develop independent learners, then reading is probably the most important tool in the learners' repertoire of skills and abilities. Reading is much too important in the educational process to be relegated to a second place position.

Blacks cannot afford not to learn to read. As important as other things about us seem to be, it appears that securing and maintaining the ability to read should be given a very high priority in our lives. From the printed page may come words of solace or words of sorrow, but we must always be capable of getting meaning from the printed symbols.

Space does not permit this writer to enumerate the many ways in which we as parents and teachers may help our children in their reading; however good books on the teaching of reading may be secured from your neighborhood library.

cant number of properties in Clark County which are owned by the federal government, thus rendering them exempt from local taxes. Impact aid is intended as a supplement, to help pay for school supplies, textbooks, salaries and other student services.

The impact aid program was implemented during World War II as a fair method to provide operating revenue to school districts which experience sudden enrollment increases caused by children of parents assigned to federal, military and war-related facilities.

CLASSES AT DULA CENTER

The City of Las Vegas' Department of Parks, Recreation and Senior Citizen Activities' Dula Center, home of the "Nevada State Troupers," 430 E. Bonanza Rd. is offering the following classes for fall:

Tap Dancing, Clog Dancing, Ballet, Dancercise, Aerobics, Round Dance, Ballroom Dancing, Disco, Break Dance, Modern Dance, Modern Jazz, and Classical Dance. Join classes already in progress at any time.

There will also be classes for tots and the pre-school set in Ballet, Tap, Jazz and Belly Dance.

For more information, please call Ken Brensinger at 386-6307, Monday through Friday from 9 a.m. to 3 p.m.

THE LAS VEGAS SENTINEL-VOICE weekly feature CHURCH MOTHER OF THE WEEK will resume with the October 18 issue. If you would like to have your CHURCH MOTHER honored in our series, please call 383-4030.

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