

ALL IN THE FAMILY



Sarah Child

There are times when it seems as if I've been attending classes all my life. Undoubtedly I will always be a student, realizing that an individual is never "educated" but forever in the process, while he is alive at least, of becoming so. All of which brings me to the subject of teachers.

I have just completed an eight-week class in sewing which I have mentioned before in this space. Our teacher was witty, sophisticated, fairly knowledgeable in her subject. She was not, however, our foursome agreed, a particularly good teacher. Two of our quartet were experienced sewers. Two of us were bald-faced novices. Yet all of us floundered from time to time in trying to understand various details of the course.

The problem was that the teacher did not have the knack for explaining what she was doing. She demonstrated certain techniques; she passed around samples of what she had done. But when it came to labeling, arranging and organizing in steps she lapsed and sometimes badly particularly for those beginners who had no foreknowledge or could not anticipate the end result. There were other problems

such as inadequate preparation for class, answers that were sometimes sarcastic and a tendency when concentrating to forget she had a class in front of her.

I learned a great deal nevertheless thanks mostly to the two sewers in our group. But there is no doubt that I missed more than I learned.

A good part of this is my fault. You must have a little knowledge before you can ask an intelligent question. The next time around I will do better.

But I will also choose my teacher more carefully. A good instructor whether it be a college professor or a mother at home teaching her youngster to tie his shoes all have certain traits in common.

First probably is having a keen interest of the subject plus a desire that your student learns. Then you must be well-versed in your material.

Next, take nothing for granted, review every step. Remember that explaining how is not enough. You must explain why if the lesson is to have any meaning. Define your terms, demonstrating them if necessary. Reduce all techniques to their simplest form, using familiar comparisons if available. Label, label every part involved. And finally, summarize succinctly and graphically.

The student has his own job: listen, concentrate, take written and or mental notes and then repeat the procedure himself as soon as possible.

Fool-proof lesson? Maybe not. But it comes close.

Life, Liberty and Law



Nancy Murphy

[First of three articles on the Equal Rights Amendments]

Late last winter, in an effort to learn more about the Equal Rights Amendment than I had been able to get from local news outlets, I began contacting people involved in ERA around New York State and around the nation. I wanted to make a thoughtful determination of my own position relative to the pleasant-sounding amendment.

The first question was the one I asked repeatedly: "What specific discriminatory practice, situation or law will ERA correct?"

I asked also about alimony; about prostitution, sodomy and rape laws; social security and insurance benefits. I asked if ERA might wipe out the meager control states now have over abortion methods (no state can proscribe abortions) in late pregnancies, i.e. would the mother's right to demand an abortion include her right to demand the death of the baby? Will abortions be performed on minors without parental knowledge or consent? I asked about public restrooms, co-ed prisons, education and military service.

Equal pay, equal opportunity in employment, and equal civil service benefits; federal contracts and subcontracts awarded on an equal basis; labor laws and job classifications equalized; civil rights and higher education rights; women in the Coast Guard; small business loans; job training and community services; law enforcement and criminal justice; foreign assistance, health programs; increased minimum wages, domestic labor and legal

assistance, child care and development services; equal credit and equal financial loan requirements; banking; public school programs, elementary and secondary education; admission to military academies, uniform enlistment qualifications for male and female; equal military benefits (including dependency benefits), maternity benefits in the military, military compensation and admission to Veterans' Administration facilities; private pensions, vested interests, social security benefits previously denied to women; old-age insurance; widow's benefits, insurance no longer terminated due to remarriage; elimination of the duration-of-marriage requirements previously used to determine insurance benefits; lowering the age from 60 to 50 after which a widow(er) may remarry without insurance loss; benefits for homemakers, disability insurance; medicare coverage of Pap tests, breast prosthesis included in medical insurance; contraception, sterilization and abortion (family planning) services; a national center for the study of rape; numerous bills affecting child care and deductions; tax relief to marrieds, to students and singles; equal ownership in marriages, and Women's Equality Day.

More bills are pending which will establish equal rights for women in public facilities, federally assisted programs, and housing and brokerage services; disclosure of marital status must be equal for male and female in matters relating to voting qualifications; discrimination due to sex as well as race color and creed must be banned; federally funded studies of women's rights; Little League baseball open to females; and Sea Cadet Corps opened to 'youths' instead of 'boys.'

These laws, touching as they do on many facts of a woman's relationship with others, are for the most part valid steps in the right direction. I commend many of their sponsors and congratulate the women of America. We have indeed come a long way.

But no one has yet answered my first question. What specific discriminatory practice, situation, or law will ERA correct?

Documentation sources available on request.

KofC Launches Art Fest.

An exhibit of water colors by Fred DeBlase, and Bonsai lectures and demonstration by Al Di Paolo are the feature attractions at the first Knights of Columbus Arts and Crafts Festival scheduled for June 14 and 15 in Webster.

DeBlase is a prominent Rochester builder, humanitarian and artist. Rosemary Teres, Times Union Art writer calls his work "simple little works, well crafted with an approach reminiscent of the works of (Maurice) Prendergast." In February, DeBlase donated almost two dozen of his pieces to the Kidney Foundation of Genesee Valley, which were subsequently auctioned off for more than \$3000 to benefit the 1975 Kidney Telethon. DeBlase has also donated a painting to the K of C festival.

Di Paolo, president of the Rochester Bonsai Society and member of the Arts Council of Rochester will give lectures on both Saturday and Sunday starting at 1 p.m. and will demonstrate Bonsai techniques. His finished works will also be included in the festival.

The show will also feature more than 40 exhibitors of metal sculpture, oil painting, pottery, ceramics, photography, brass rubbing, egg craft, wooden toys, ecology boxes, and plants.

Locations for the festival are K of C Hall, 82 E. Main St., and the Harmony House 59 E. Main St. in Webster. The festival will benefit

Trinity Council's 1975 Charity Fund Drive.

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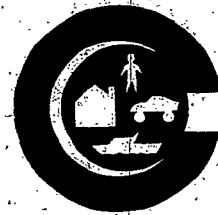
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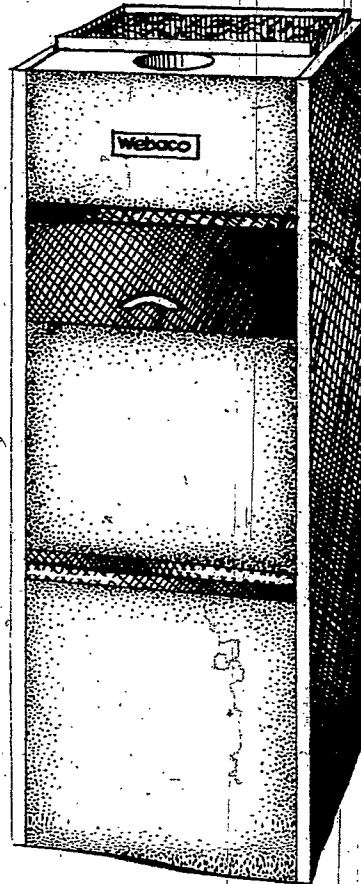
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