



Benjamin L. Hooks

FCC

On January 10, the NAACP National Board of Directors re-elected Roy Wilkins as Executive Director and Secretary of the NAACP for a term that will run through July 31, this year when he will retire after more than 45 years with the organization. For his long, meritorious service, Wilkins upon his retirement will have conferred on him the title of "Executive Director Emeritus."

On August 1, of this year, the board also decreed, that I shall assume the title of Secretary and Executive Director of the NAACP, the nation's oldest and most prestigious civil rights organization. "... and until that time (August 1) Benjamin L. Hooks shall have no official duty or status within the Association," the board declared. "Until he assumes office, Mr. Hooks will have the title of Executive Director—Designate."

I went to some length to spell out the board of directors' announcement, in hopes that the air will be cleared once and for all in respect to when I will assume the NAACP office.

So many of my friends and well wishers in Washington, DC and throughout the country have asked me that question: "When will you be leaving the FCC?" Or "When will you officially become Executive Director of the NAACP?"

Such giant boots to fill! Such gargantuan problems to shoulder! Such heady goals to work toward, the fulfillment of which can mean so much that is good and positive for all of America! The mind is boggled. Senses reel. Imagination soars!

"These, indeed, are the times that try men's souls" During quiet moments of contemplation, when I am alone, the office or home is still, and no insistent phones jangling for an answer, doubts creep in. Am I big enough for the job? Is any one man?

The answer is, of course not. This is not a one-man work. It is a task, a struggle of many people committed to end injustice, racism and intolerance in our country.

I will, as my predecessors before me, merely stand at the center of struggle—a catalyst, an inspirer, hopefully an organizer, a fulcrum on which the levers of our combined struggle can turn lifting the heavy shackles of bondage and oppression from our tortured psyches and souls.

The mood shifts. The weight is lifted, miraculously. For with this clarity comes a certainty: separately, my brothers and sisters, we are not much. Together, acting in unison with an unflagging sense of ourselves we can move mountains.

It was a great annual NAACP meeting in New York. Enthusiasm was high. Most of the 64-member board of directors were on hand for their meeting following the plenary session.

Praise, deserved praise, was heaped upon Roy Wilkins, whose 45 years of unstinting work in the movement has earned him the enviable title of "Mr. Civil Rights" a man who is indeed a living legend in his own time.

We not only wished him the best but conferred upon him the title of "Executive Director Emeritus" when he retires. And I am sure that we at the NAACP and black folks all over this country will continue to look to him for advice and counsel on the multitudinous and complex issues facing our body politic.

But titles, as gratifying as they may be are but shadows. I suspect Roy Wilkins will be more honored if we continue as an organization to hold ever higher the precious torch of freedom.

Now is a good time to stop and take stock of the fact that in this first year of the third century of our nation's independence as W. E. B. Dubois, has so well stated (in his book *Souls of Black folks* in 1903) that "the problem in the 20th Century is the problem of the color line."

Today the prophetic words of Dubois still ring true. The problem unresolved is yet that of "the color line." People all over this world are still looking, yearningly, hopefully, to this, the brightest star in the national constellation hoping it will yet live up to its noble pronouncements: "We Hold These Truths to be Self-Evident, That All Men Are Created Equal" and begin to assert it self vigorously on this premise.

VOICE EDITORIALS

The Hughes Report

By Thomas F. Hughes



BLACKS FARING BETTER ALREADY

Word from Washington is encouraging. Not only has Andrew Young been made an ambassador but Patricia Harris has reached top rung in Housing and now comes good word for the poor, disabled and Vietnam Veterans. It is the blacks who have disproportionate numbers in all categories. President Carter has proposed a \$50.00 rebate per person for those who paid that much in taxes and for all those on Social Security, taxes or no taxes. His first act important to blacks was amnesty for Vietnam Draft Evaders and restoration of their normal civil rights. Deserters are not included but there is a proposal to consider them case by case. Since the ratio of blacks in the service was high many blacks will benefit. In addition to this a new proposal to give employment to 200,000 veterans would get 60,000 jobs from private enterprise and 145,000 jobs would be provided by the governments in public service. Here the ratio should work again. Also announced was a plan to put emphasis on the unemployment young blacks who represent 20% as opposed to 12½% non-black. What a breath of fresh air. Carter is showing the compassion he spoke of as a candidate to be real. Over 2 billion dollars has been earmarked for jobs. The Republican philosophy always said the way to provide jobs was to let private business build up with government subsidies (That's welfare for business people) and the jobs would be forth coming. That idea has failed miserably. Long periods of unemployment wipes out all you have managed to accumulate—money, insurance, automobile, home, clothes, furniture, dishes, appliances. Few people realize the devastation of unemployment. Not only do you lose your material things but your moral assets go along with your other values. Who can feel like saluting the flag and singing honors to a country that gives you nothing while others languish in plush surroundings while their businesses or jobs keep pouring money into their bank accounts. Frustration builds up and robberies, burglaries, muggings seem to be the only way to get out of such a sorry mess. That is why jobs are so necessary—to give you some hope of achieving a home, education for your children, a chance to go into business for yourself, in short to live the good life. Here in Las Vegas we are very fortunate to have an economy that provides at least hotel job possibilities. Few know how bad it is in some other cities and states. Our situation is not good but it far outstrips many areas and our economy is growing. This provides opportunities for black businesses to succeed. As more jobs are made available all those things we want become more available. Hope springs up and a chance to have a good home, education, etc. comes in sight. We can begin to feel like maybe saluting the flag and sing praises for our country. Jimmy Carter is starting the adrenalin flow. May it continue.

Education is Power

By Thomas E. Wilson, Ph.D.



Within the total educational process of children is an area known as motor skills or body movements. In order that they may progress in the development of motor skills, children from one and one-half to two and one-half years of age should have different types of toys to play with that will help them explore the ideas of feeling, smelling, seeing, tasting and hearing. Children at this age are developing their muscles. They will be reaching, rubbing and grabbing and trying to hold on to everything in sight.

Soft toys, hard ones, square and round ones also help in the motor development of a child. It is wise to change the environment with different types of toys and their locations frequently so that the child may become acquainted with different situations.

The young child learns a great deal during the first three years of his life. More than anything else, he must learn the idea of basic trust. He must learn that he can trust his parents to take care of his basic needs. Having basic trust helps the child feel free to explore his environment more freely and with more confidence.

When the child is about three years old, his parents should read stories to him and name different objects in the books. They should select those books that have large pictures that the child can see clearly.

Shapes, sizes, up, down, on, under and beside are examples of concepts that can be taught and understood at about age three.

Concepts of numbers, counting, left and right, more and less, etc., can be taught more easily between the ages of four and five.

Some suggestions of ideas to use in teaching your pre-school child are: (1) Do not assume that your child knows any of the basic facts that you are now trying to teach him. Always assume that he does not know what you are trying to teach him, and therefore you can explain what he has to know very simply and effectively. When explaining to children, use as few words as possible. (2) Make the child feel good about what he is doing, and often reward him. This will help him develop a good self-concept, and will help him to gain confidence in himself and in his ability to learn and try new things. (3) Give the child every opportunity to explore with as many different types of objects as possible. (4) Teach only one concept at a time. (5) Children should not be forced to learn. When learning is interesting and fun, they will enjoy learning. Children at age three have an attention span of about five minutes, and at age five years, have an attention span of only about ten minutes.

The types of learning activities that have been suggested are only some of the many different activities that may be introduced to the pre-school child. Any good book on the pre-school child will give you many more.

What have we tried to bring out during the past few weeks? Several things come to mind as we reflect on the idea of intellectual development within children. First, we must be aware that barring physical, emotional or intellectual handicaps, children can learn. They can usually learn much more than we try to teach them. Second, the boundaries of intellectual development are not limited by race, color, or national origin, but by the quality and quantity of experiences both in preschool life and during the regular school years. Third, there exists a concept commonly known as readiness. If children are ready to learn, they will usually learn. Fourth, constant vigilance and extreme patience is necessary in developing concepts with children. Fifth, if we expect children to learn we must reward them for learning.

It is hoped that Black parents will become aware of more activities that may be used not only in working with their pre-school children, but also with their children through their pre-college educational experiences.

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