

Benjamin L. Hooks

FCC

For nearly four-and-one half years I have been a member of the Federal Communications Commission, I have been carrying within me a nagging sense of a doubt. You know the feeling. It is one that says you ought to believe what a good number of people are saying -- many whom you respect and admire -- but somehow deep in your guts you just can't reconcile what they say with what you per - ceive to be the truth.

It is uncomfortable; but wishing won't make the sense of guilt brought on by douby, go waay

It is uncomfortable; but wishing won't make the sense of guilt brought on by douby, go waay At some point it must be dealt with.

That is how I have been feeling about charges that "Big Government" is responsible for most of "mess" in Washington. That "Big Government" is growing bigger, fatter, less responsive to the will of the people, thus the rising disillusionment and the public feeling that the only way to straighten things out is to break up "Big Government" and start again from square one.

Once you accept the assumption that "Big

once you accept the assumption that "Big Government" is all the bad things that happen in our lives, that it is a Dr. Frankenstein's mo nster of our creation that is now turning withmalevolent fury on its creator, threatening to destroy us, it is very easy to take that additional mental step and say, "let's do it in before nal mental step and say, it does us in.

But I could never buy the first assumption so I certainly would never arrive at the conclusion Too many things I see with my own eyes hereat the Commission, for example, kept getting in the way of "the truth" of the "Big Government" cha-

rges.
For example, the FCC is mandated by Congre so to regulate the communications industry of this vast and properous country of ours. But to implement this massive responsibility the FCC has never employed more than 2,100 people, and its annual budget last year—the highest in its history—was a paltry \$51 million.

The men and women who work for the FCC much the state of the

st deal with vast, powerful corporate entitles, for instance, AT&T, that hire millions, with billions of dollars in capital outlay, many more multi-millions in operating capital and billions in as-

. The paper work that flows through this small but important agency would boggle the mind of even the most sophisticated bureaucratic paper shuffler. And determined efforts on the paar of t-he Commission to eliminate some of it, invariably ends in frustrated failure.

For much of the paperwork is essential to our regulatory function: there are forms, contracts, pecitions, licenses, etc., that simply cannot be eliminated. Attempts to modify them often end in more rather than less influx. But we are still wothing at it and some day this work will now off

rking at it and some day this work will pay off. But the prodigious amount of work this small work force must put out just to stay abreast of issues, events and problems in the burgeoning insustry called communications—which is one of a country's most important—sends the mind reel-

ing.
So when I hear the talk from so many in the public sector about "Big Government, fat, irresponsive" etc., I simply can't reconcile it withmy pragmatic everyday hectic existence here at the Commission.

And now comes substantive support in the form of a well researched speech delivered by Gary Hart, US Senator (D., Colo.) made before the Western Electronic Manufacturers' Assn., earlier

this year.

Senator Hart presents a reasoned analysis the "Big Government" charges, complete with a huge array of facts and statistics that even the most impassioned believer of the "Big Governent" charges will have to take note.

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ent' charges will have to take note.

His essential theme is that the public belief that "Big Government" bloated with ever growing numbers of federal bureau workers, expanding, creating a mess in Washington and in the daily lives of our citizens, imposing ruinous taxes, etc., is illusory.

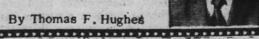
His conclusions that the real villians are state

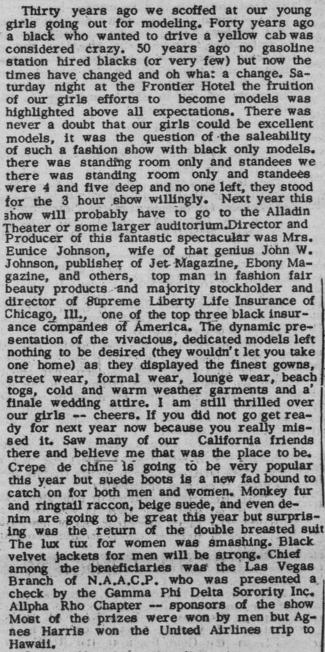
-VOICE EDITORIALS

and local governments which have ecpanded like and local governments which have ecpanded like mad in the past three decades, that most to f the Federal government workers are e m ploy e d in social ewifare (medicaid) and social security (taking care of the elderly) and on the local level most employees are in local schools (more than 11.7 million) and in protection (fire men and police), are bound to create gasps of astonishme—

So is his assessment that the real villian springs from citizens' - all of our - attitudes and expectations.

The Hughes Report





Greater New Jerusalem Baptist members never ceases to amaze me in their achievements. I am sure other churches are great too but I am a member of Jerusalem. Sunday they had their Wonen's Day and the winner was our Luchildren their Wonen's Day and the winner was our Luchildren their Brown who came to Las Vegas in August the educities Brown who came to Las Vegas in August the educities with husband William D. Brown from Holy Selves. Chapel Bapitist Church in Los Angeles. She was a newcomer. We need more new comers like her. They spark a new fire that I as Vegas needs. her. They spark a new fire that Las Vegas needs.

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Education Power

By Thomas E. Wilson,

In this and several subsequent columns we will endeavor to give parents and teachers so-me clues as to how they may help a child learn

me clues as to how they may help a child learn to read through phonics.

According to several research reports, the child who is experiencing difficulty in reading or in learning to read usually cannot recognize familiar words and break up unfamiliar words into their known parts. In identifying new words, the student must learn to look for a letter or groups of letters which stand for a known sound or sounds. The total process described above or sounds. The total process described above is known as learning to read by the phonics method or approach. Phonic skills help children in the use of syllables and other cues to the pronunciation of words.

the pronunciation of words.

The question faces by many teachers and parents is: "At what point in the reading program may phonic skills be introduced profitably?"

The teaching of phonic skils should begin with the student's very first experiences in reading. It is at this point that the child's listening and observation skills are sharpened - an important preliminary step in the use of phonic skills. During beginning reading activities, the pupil gradually learns to hear many vowel and consonant sounds and to associate these sounds with the letters which often represent them.

the letters which often represent them.

Phonic skills should be taught in a reading situation in a carefully planned sequence. This sequence should be developed on the basis of the student's needs and abilities in a reading situation. The thoughtful parent or teacher is keenly aware that students may be the same age but vary widely in their aptitudes and abilities. The parent or teacher knows that the students should be grouped according to their various achievement levels and their needs if they are to be challenged and not frustrated.

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After the student has developed an interest in reading, after they can hear the differences between sounds, after they can see the differences in size, shapes, and details of objects, pictured things and words, after they have a basis for learning how to think, they will be adequately prepared to apply phonic skills to learning new words. It is at this time that they need to be taught phonics and other skills to help them tell one word from another.

Programmerson is different with different needs.

Every person is different, with different needs, therefore, it is obvious that in learning to read all persons do not require as much phonics instruction as others. Some require the use of kinesthetic or psychomotor and/or tracing techniques in addition to phonics. As teachers we sometimes need to determine the individual differences in achievement levels as well as individual learning needs in order to know how each idual learning needs in order to know how each child should be taught phonics.

There are three important points to remember about teaching phonics. The first is to select a few phonetic elements for study. The second is to develop the skills in an appropriate

sequence, and third to carefully space the intro-duction of each element in the sequence.

What do all of the aforementioned things mean as far as the education of the Black child is con-cerned? It means that if we as Black parents and teachers follow a systematically developed plan of teaching letter and word sounds to our children they will be better able to cope with the educational system in which they find them-

'SCLC MEETS

The SCLC meetings are held every Tuesday night at 8:00 P.M. at the Greater Faith Baptist Church on Chamberlin St. in N.L.V. Let us join hands. We need each other. Rev. C. C. Smith, President