

**V*A FACTS

EDITOR'S NOTE: Following are representative questions answered daily by VA counselors. Full information is available at any VA office.

Q -- My brother recently passed away and at the burial ceremonies, the U. S. flag which draped the casket was presented to his wife. Why wasn't our mother entitled to this flag?

A -- One burial flag is presented to the next of kin in the following order: widow, children, father, mother, brothers, sisters, etc. father, mother, brothers, sisters, etc.

Q -- I am in the process of filing a claim with the VA and want representation by a service organization. May I have more than one service organization represent me at the same time?

A -- No. Only one service organization may represent you in filing a claim with the VA.

Q -- How much money may a veteran receive from VA for tutorial assistance?

A -- An eligible veteran may receive up to \$65 per month for 12 months, with a maximum total benefit of \$780.

Q -- Are VA benefits subject to federal income taxation?

A -- No, with one exception. Interest paid on accrued GI insurance dividends left on deposit is subject to taxation.

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NOTICE OF APPRENTICESHIP OPPORTUNITY

This Committee will accept applications for Apprenticeship from May 16 through May 27, 1977, from 10:00 to 12:00 A.M. and 1:00 Monday through Friday.

ALL APPLICANTS MUST FULLY MEET THE FOLLOWING QUALIFICATIONS IN ORDER TO BE CONSIDERED FOR ENTRANCE INTO THE PROGRAM.

All Applicants Must Fully Meet The Following Qualifications in Order to be Considered for Entrance into the Program.

1. AGE - 18 to 28 inclusive - a maximum of 4 years adjustment for military service is available for those who qualify.
2. Education - Submit Photo-copy of High School Diploma, or G.E.D. Equivalent.
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3. Submit Photo-copy of High School Transcript.
4. Submit Photo-copy of Birth Certificate.
5. Submit Photo-copy of Honorable Discharge/ Separation Papers.
6. Aptitude Test - Given by Nevada State Employment Office (Testing date assigned to Applicant when application is submitted.)

Each Applicant who meets minimum requirements will be given an Oral Interview.

POINTS TO BE CONSIDERED FOR ENTRANCE INTO THE PROGRAM ARE AS FOLLOWS:

- a. General education background with particular emphasis on Math and Science Courses.
- b. Aptitude Test Results.
- c. Physical ability as related to the trade.
- d. Interest
- e. Attitude.
- f. Personal Traits.
- g. Results of Oral Interview.

The Apprenticeship Standards provide that Applications will be received without regard to race, sex, color, religion, or national origin.
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VOICE EDITORIALS

The Hughes Report

By Thomas F. Hughes



I have attended many seminars and presentations in various large cities but I have seen none that was done as professionally as the one on April 7th and 8th at Clark County Community College designed to develop strategies for economic development of the Las Vegas Valley. On Thursday at 9:30 A.M. we left the Moulin Rouge Hotel in a chartered bus and with Bob Bailey describing the different properties and their background we traveled through the "D" and Jackson St. area and then on to Bonanza Village, stopped for a TV interview and then traveled through much open land and was advised of the water, power and availability of various landsites suitable for warehousing, light manufacturing, etc. as we traveled on to the college. First in order was a press conference once again with TV and the local newspapers in which representatives of the country's largest financial institutions took part. Among those present were Raymond Bly, Vice-President of Prudential Life Insurance Company; Douglas Ades, Vice-President Chemical Bank of New York City; Les Porter, Ford Foundation; Charles Johnson, a Black Vice-President of Bank of America, Los Angeles, Calif; and Norman Hoffman of the National Center For Urban Affairs, Washington, D.C. In addition Bob Goodman, State of Nevada Economic director, Bob Garrett of L.V. S.B.A., Ron Jack representing city of Las Vegas and many others. They lunch and greetings from Harley E. Harmon who spoke in lieu of the governor who was unable to attend. Next came the workshops in which the different facets of economic development and redevelopment were discussed. Many misconceptions were cleared up and the stage was set for the culminating Friday morning discussion by Richard King of Flint, Michigan, Director of the Economic Re-Development of the Doyle Section of Flint which corresponded very well with the Westside since Flint has an area similar in size, location and population almost identical with the Black Section (of Las Vegas). The redevelopment started there some 2yrs ago and construction starts in August. Pictures were shown of the old areas, their destruction, clearing of the land, etc. Their plan calls for business and residence renewal. Flint also is a city that depends almost entirely on the Buick Auto Plant for its survival much the same as Las Vegas depends on the gambling. Mr. King, a Black had answers for all the inquiries and advice about other redevelopments that had failed and why. These things are very important to us to avoid the failure of others. The community owes a great vote of thanks to Otis Harris, Mattie Goings, Gwen Brown, Kathryn Joseph, Maudra Jones and the host of assistants to the Westside Community Comprehensive Economic Development Plan for their splendid effort. Great things overnight can not be expected but they are coming. The investment bankers expressed great interest in this program but all of them cautioned that it will take some time before concrete evidence will show. But they agreed the ground work is excellent, the planning comprehensive, the program feasible and the prospects good. We are on the way.

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 has not permitted me to enumerate 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.
EDUCATION INDEED IS POWER!!

Education Is Power

By Thomas E. Wilson, Ph.D.



This is the fourth and final article in a series on learning to read and recognizing the importance of reading in our lives.

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 sources for receiving information are limited to what he can see around him and can hear from someone else.

This column will be concerned mostly with reading at the high school level. Reading and study 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 therefore seems obvious that the Black student is either not being properly taught the necessary skills or that he is not able to learn the skill. The latter is absurd because most human beings are able to learn if properly taught, so 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 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 a 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 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 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 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