

**V*A FACTS

Q -- Can I collect veterans educational assistance for completing work on my high school diploma?

A -- Yes, and as an added bonus, veterans and eligible spouses may receive the assistance for high school training without charge against regular GI Bill educational entitlement.

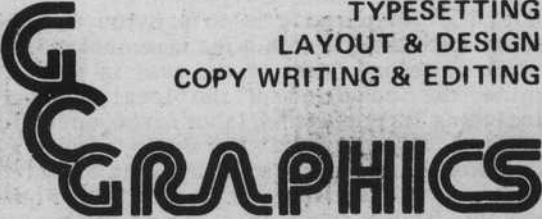
Q -- How do I get a release of liability when someone assumes my GI home loan?

A -- Simply write VA giving your loan number and stating you are selling your property, or have sold it, and want to be released from liability on the loan. VA will send you a list of requirements. If these are fulfilled and your buyer meets VA's income and credit requirements, VA can release you from liability on the loan, even though your lender may not release you.

Q -- Is a veteran who is totally blind due to a service-connected disability entitled to the automobile grant?

A -- Yes, a veteran whose blindness resulted from a service-connected disability is eligible for an automobile grant, provided the individual who will operate the vehicle is licensed by the state in which he or she lives.

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VOICE EDITORIALS

Education is Power



By Thomas E. Wilson

Children of today live not merely in an age of atomic energy, but also in an age of mass communication. Radio, TV, comics, and movies! These forms of entertainment have come to be increasingly important to our children in recent years. Sometimes it seems to adults that youngsters' leisure time is filled with little else. Many of them, unlike their elders, have never known a world without comics and movies, radio and television. Today, directly or indirectly, these forms of entertainment inescapably touch every child, and no amount of parental care can prevent this.

Most of us will agree that radio and the movies, for instance, are not harmful in themselves. It is the way they are often used and the things they bring to the eyes and ears of children that cause the trouble. For example: Using a series of pictures to tell a story, fictional or real, is an excellent device. The pictures make the story easier to follow. Important information also can be given effectively by the picture method. Quite often the printed words alone won't do the job.

But much that appears in these forms of entertainment is not always the best, and the ways in which children use these entertainments are not always the wisest. As a result, conscientious parents and teachers are bothered by a great many questions.

They are particularly concerned with the horror and violence which run through so much of the material. Do private-eye programs, murder mystery movies, and comic books filled with torture and gore increase children's fears, bad dreams, tensions, disobedience, and tendencies toward delinquency, or do they supply a harmless outlet for children's hostile and aggressive feelings?

Will the constant repetition of trite situations stunt the creativeness of children exposed to them? Will boys and girls accept the standards and values stressed by these entertainments as their own even if these are opposed to those values stressed by most parents and teachers?

Adults interested in children worry, too, because boys and girls who spend all their time watching, listening, and reading may not learn to participate in constructive activities. Will they become passive people who expect to be entertained, who have no resources for entertaining themselves? When can we say television, radio listening, movie going, and comic book reading are excessive?

What can parents and teachers do about the problems of mass communications? Some of the things that may be done are: 1) Know each child better as an individual. Learn more about the needs and interests of children of his age. 2) Study the child's interest in the media. What kinds of things does he like or dislike? 3) Learn more about each medium of communication. Study the special strengths and weaknesses of radio, TV, movies, and comics. Find out what is available for children to see and hear, and how much of it is really suitable. 4) Share the child's experiences. At home or at school, find some time to discuss your child's interests with him. 5) Provide the child with a variety of interesting, worth-while opportunities to do and to learn. Try to create an emotional climate that encourages the child to take part in enjoyable games, sports, hobbies, clubs. Welcome his friends. 6) Help the child find interesting books he can really read. Encourage your child's interest in reading by that old-fashioned but still sensible method of reading aloud together. As teachers, we can help the students

in our classes to develop their reading ability so that they will enjoy reading.

How do we as parents and teachers judge movies, comic books, radio, and TV programs for children? We will discuss this in future columns.

Remember that there is power in education!

The Hughes Report



By Thomas F. Hughes

Friday morning, Dec. 2, the Nevada Legislative committee on Educational Achievements met in the Las Vegas Commission Chambers. Mabel Hoggard spoke on both the education needs and the need to encourage children to save regularly and develop thrift habits. This timely meeting emphasizes the program of "Push" the organization headed by Rev. Jesse Jackson.

It will be remembered that Rev. Jackson grew up in the civil rights movement with Dr. Martin Luther King. When time came to place someone as President of the S.C.L.C. Rev. Jackson was a top candidate and was probably not taken because of his age (28) at that time. Now 36 years old Rev. Jackson has become the chief exponent of Black Youth Progress in the country. He exhorts the youth to "push for excellence" a simple but magnificent plan. Recently granted \$402,000 for his plan in the Los Angeles area, he immediately sat down and outlined his proposal. He asked for 1,000 parents who would see that their children spend two hours daily on studies.

Rev. Jackson has made such an impact that he was carried on "60 minutes" the CBS magazine of the air and a lengthy article appeared in the "Newsweek" magazine. Rev. Jackson is a realist. He went to Chicago and formed an S.C.L.C. Branch that grew to such proportions that reportedly Rev. Abernathy went to Chicago in 1971 and requested the funds Jackson had raised be turned over to the National office. Differences arose, so Rev. Jackson started the new organization "PUSH" - People United to Save Humanity.

He then started negotiations with the larger chain stores (A & P), beer distributors, and other big companies and demanded employment and distributorships for blacks. He won them. He went down on State Street and made the markets stop selling tainted half rotten foods, vegetables and meats to Blacks. They forced a number of stores to close and others to upgrade their merchandise.

Locally, Elijah Davis, Rev. Ball and Rev. Cuveston are attempting to start a PUSH Chapter in Vegas. PUSH could be a welcome addition if they pursue their "push for excellence" theme here. Nothing is needed more than decent education.

Recently a test showed that in Florida over 50% of the high school graduates cannot make change for a \$20 bill. Employers complain that many youngsters cannot make out an employment application. Most jobs today (except the most menial positions) require workers to make out a report of some kind or other, read invoices, check pricing or amounts of items in deliveries, etc. Even if your job does not require driving, you usually have to drive to work, but how can you get a driver's license if you can't read? We have broken down the race barriers in lodging, transportation, housing and employment. But Rev. Jackson says "what good is it to open doors if you are so full of dope you can't walk through the door." It is very encouraging to see a man of Rev. Jackson's calibre telling it "like it is." His audiences overflow constantly and the youngsters stay glued to his speech.