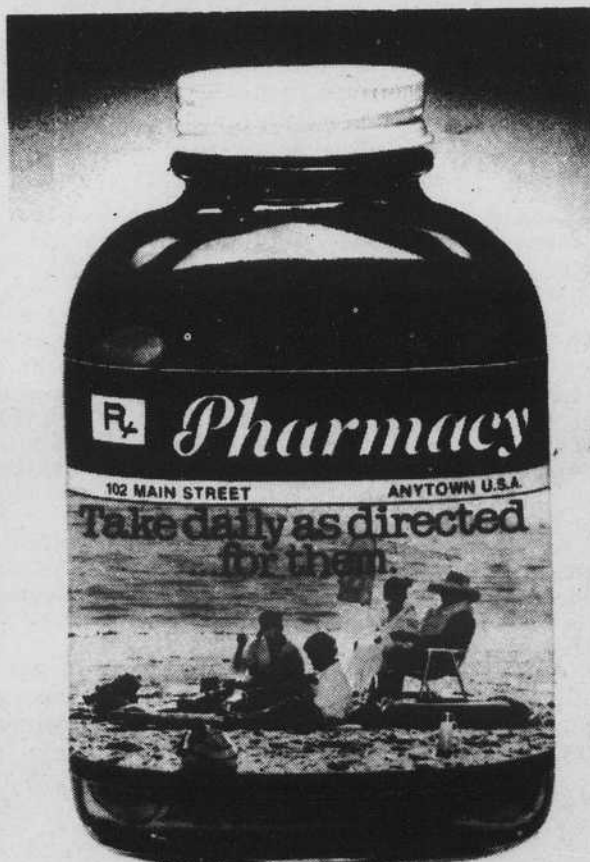


**V*A FACTS

- Q -- I have a veterans life insurance policy with a "W" prefix. I received a letter from the VA which stated that I must convert this policy within a period of time or lose it. I have misplaced the letter. Can you tell me how much time I have left to convert this policy?
- A -- Veterans Special Life Insurance (prefix RS, W) was issued from April 25, 1951, through December 31, 1956. Those who have the "W" policy, which is a limited convertible term plan, cannot renew the policy after their 50th birthday. Contact the nearest VA office for further information.
- Q -- If I purchase a home financed by a VA guaranteed loan, must I occupy this property as my home?
- A -- Yes. The eligible veteran must certify that he or she intends to occupy the property personally as his or her home. This certification must be completed both at the time application for a loan is made and when the loan is closed.
- Q -- I am attending college under the GI Bill, but I might have to drop out due to financial reasons. Can VA help?
- A -- There two programs that may help you continue your education: education loans and the work study program. To determine your eligibility for these programs, contact the nearest VA office.

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VOICE EDITORIALS

The Hughes Report

By Thomas F. Hughes



Art Townsend, publisher of The Precinct Reporter talks about the Black Press in a recent issue. His article said so well what I have been writing about our right hand, The Black Press. I pass it on to you in part.

Even in the Black community, there are those who are extremely disturbed emotionally by the very existence of the Black press.

They are ashamed when, in the presence of their white benefactors, the Black press makes reference to some act of blatant racial discrimination which has been exposed in the VOICE. Or, knowing the precarious nature of their personal finances, still making payments on home, furniture, car, TV, appliances, clothing, jewelry, credit cards, they squirm when something begins to rock the boat by calling attention to some gross neglect by some public agency.

To those Black people and countless thousands of others who suffer similar circumstances, the Black media is a quasi public instrument that has outlived its usefulness.

To many others, it is a constant reminder of 'color,' misery, tragic sacrifices during a nightmarish past they would dearly love to forget . . . a glorious history of heroics they prefer to reject.

Undeserving though it might be, those described above are still occasionally referred to as uncle toms.

But, there is the other side of the coin . . . people praise the Black media as the final source of help and hope in the effort for progress in the Black community.

This staff gets so involved in production and concerned for the actual existence of the Precinct Reporter that a concern as to whether there is a need for continued existence is overlooked or ignored.

It is important that during this period of human inter-course and conflicting values, we pause and reflect. Does the Black agenda include a stress that by its very nature would require the help of the Black media? Does there exist other detrimental elements to progress in the Black community that could best be contained with the assistance of the Black press? What about the potential dangers to Black progress inherent in the Bakke decision? Prop. 13? What are the safeguards to Affirmative Action? For quality education? For the concept of 'equal opportunity'?

What, who is to fill the vacuum of deteriorating Black influence and leadership? Who, what is sufficiently independent to stand firm as the advocate of the disadvantaged and against the onslaught of bigotry and racism?

During this period of general economic stress and uncertainty, who, what is best suited and qualified to protect the minorities, senior citizens and other disadvantaged citizens against inflation, job discrimination and other unfair competitive activities in the labor market?

Who is better suited to protect the consumer, to expose the politically corrupt and non-productive?

All these matters have been, are and will continue to be given the highest priority of concern by the Black press. The Black agenda is also the Black press agenda. What is good for the Black community is also good for the TOTAL community.

It is this continuing dedication and commitment to community service that give the Black press real relevance not only to Black neighborhoods, but the total community.

Subscribe to the VOICE. It will be mailed to you - only \$12.50 a year. Send to The VOICE, 616 N. "H" St, Las Vegas, Nevada 89106.

Education Is Power

By Thomas E. Wilson



No matter what we may think of radio or TV, the comics or the movies, like the telephone are part of modern living. Trying to ban them completely from our children would be a futile and senseless task.

On the other hand, we don't want our children to spend all their spare time in these activities. We want them to grow into healthy, well-rounded adults. We want to help them choose a balanced diet of fun and recreation - not one weighted only with horror, violence, or mediocrity. Helping them obtain this balance is a very complicated job - rather like tightrope walking. We know that too much sheltering or protecting is unwise; so is a complete hands-off policy. There's no good reason to intentionally expose a child to repeated experiences that are or can be frightening and harmful. Still there is a difference between an occasional nibble and a steady diet of brutality and violence. Moderation is essential.

Where does moderation end and an unbalanced entertainment diet begin? Unfortunately there is no well defined line - nor a single set of rules for parents and teachers to apply to all children.

Our problem, then is to discover ways that we can make the TV, movies, comics, and radio work for us in helping to educate our children. This can be done in several ways. We can require that children watch a particular story on TV, about animals for example, and discuss it with them. These stories are full of information that can be very beneficial to children. Make use of these discussion periods to note changes needed in sentence structure, grammar, etc., being careful not to make a formal lesson out of the discussion. We can ask children to keep a diary of the TV stories they watch, the movies they attend, the comic books they read, and the things heard on the radio. At the end of a certain period, we can ask them to share with their classroom friends, their peers, or their siblings their impressions of what they have seen, heard, or read.

Why not ask children to rate the stories movies, comic books, and/or radio stories on the basis of certain criteria, such as information gained, entertainment value, experiences added to, etc.?

Is it possible to bring the TV, movies, comic books and/or radio directly into the classroom in order that each child in the classroom may share a common experience?

It is common knowledge that most comic books are written on the sixth grade reading level and below. Why not use comic books as motivators for reluctant readers? Most of the words in most word lists are contained in most comic books. Therefore, we as teachers can use comic books as supplementary readers.

Why not use the TV viewing habits of students as insight into their habits and values? Perhaps we need courses, or at least units of work, on appreciation of one or more forms of entertainment other than TV, movies, comic books and radio.

Some school systems are reporting excellent results from TV programs prepared and telecast for classroom use, in cooperation with commercial stations. Some of the programs are prepared by student television workshops or clubs.

Television weather reports can be useful in our general science and geography classes. Programs such as Meet the Press and other forum programs often have a direct bearing on many social studies. One can find a number of programs and movies that may be fitted in with are, music, English, and other school activities if he looks for them.

There are many educational uses that may be made out of television programs, movies, comic books and radios. We, as teachers and parents, have only to look for them.

Note!