

# \*\*V\*A FACTS

Q -- I converted my insurance to the VA Modified Life plan. Three years later I became totally disabled and my insurance premiums were waived. At age 65 my insurance will be reduced to \$5,000. I have the option to purchase an equal amount of VA Ordinary Life insurance. Will the premiums on this also be waived?

A -- Yes. In the case of an insured whose premium payments are waived because of total disability, the additional amount of Ordinary Life insurance may be issued, for which premiums may also be waived because of total disability.

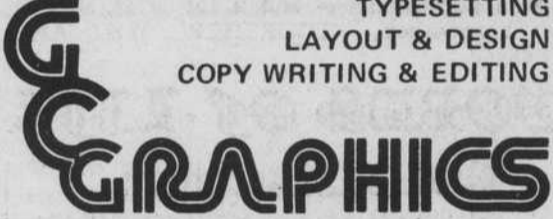
Q -- How much will the VA pay for a tutor for veterans receiving educational benefits?

A -- Eligible students may receive a maximum of \$69 per month for tutorial assistance. The total assistance to which a claimant will be eligible is \$828.

Q -- What is a VA pension and who is eligible?

A -- Pensions are monthly, monetary payments to wartime veterans with limited income, who were honorably discharged after 90 or more days service (or less if separated due to service-connected disability) who are permanently and totally disabled as a result of nonservice-connected causes. Nonservice-connected death may entitle the widow or widower and veteran's minor children to pension payments.

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## CCCC PERFORMANCE

This spring Clark County Community College will present two dramatic productions beginning in March. The first, "Hatful of Rain" a beautiful drama of drug addiction will play for four performances: March 9, 10, 11, at 8 p.m. and March 12 at 2:30 p.m. The second production, "West Side Story" is a prize-winning musical and will play for six performances: April 28, 29, May 1, 2, 3, at 8 p.m. and April 30 at 2:30 p.m. For further information contact the Humanities Department at the College.



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# VOICE EDITORIALS



## The Hughes Report

- By Thomas F. Hughes

Black History Week was greatly highlighted by the showing of the documentary film "King". Few people understood the story of Martin Luther King, his induction into the civil rights fight, the abuse and misuse he received, the stabbing by a black woman in an attempt to kill him, nor the suffering his wife and family took. The sad part of the story is that most Blacks have been denied any knowledge of the many courageous efforts of Blacks to break the terrible bondage put on Blacks in slavery.

The showing of "Roots," a historical trace of Blacks in Africa and their kidnapping and placement in slavery in the United States brought out further suffering.

Little or nothing has been said about the many contributions of Blacks in the building of this great American empire. Who can ignore the great George Washington Carver, a slave who developed over 300 uses for the peanut and caused it to be one of the agricultural staples of the South. It was Carver who taught the Southerners to rotate their crop, to revitalize the earth which had become so poor from planting the same crops, that it would grow practically nothing. So great was Dr. Carver that Henry Ford (Ford Motor Co.) offered him \$1,000,000.00 to come and work for Ford.

Who can forget William Douglass, the great Black orator of the 1800's who fought for Black civil rights, or Harriet Tubman who ran the underground railroad which ferreted Black slaves to Canada and freedom.

What about Booker T. Washington who founded a Black school to train Blacks in the fields of bricklaying, concrete, carpentry, etc. Crispus Attucks, the first man to die in the civil war. Dorie Miller the first man to die when the Japanese attacked Pearl Harbor (Second World War).

How can we ignore Walter White of the N.A.A.C.P. or Thurgood Marshall, chief counsel for NAACP and now a Supreme Court Justice.

But the bulk of praise and recognition must go to the many blacks whose backs were used to develop the agriculture of the South, those who worked without pay as slaves, the many mothers who were forced to work, raise children and take sexual use and abuse by White landlords. In every town in our land there are many unsung blacks who have done yeoman duty in the effort to make America live up to its democratic promise of fair and equal treatment. On the cultural front, the outstanding contributions by Black educators like Mary McLeod Bethune, who founded Bethune-Cookman College; Dr. Benjamin Mays of Atlanta; and hundreds of others in untold areas. One of the saddest facts is that Charles Drew, a black physician who developed blood plasma and the method of storing it died in a southern town after an accident because the white hospital would not admit him or give him blood plasma. These contributions served not only Blacks but whites as well (they were the chief economic benefactors) and served to provide some degree of education for Blacks so that they could contribute to the economy and not be a burden on it. Many youngsters are not equipped for and do not want to go to college and would be better off and happy if we could provide artisan training like Booker T. Washington had in mind. Black History will provide many more great Blacks and our society should record them and teach about it.



## Education is Power

By Thomas E. Wilson

An important problem facing our schools today is that of how to evaluate the students effectively in order that the student may eventually be helped to an adequate self-evaluation. Since the student is the one most directly affected by evaluative procedures, it appears reasonable to assume that a fair evaluative system can give him security and confidence. Too often the grading, reporting, and testing appears to the student as something done to him, not something in which he is an active participant. It is necessary to consider the student as evaluative procedures are developed and to ask continually, "How does what is done affect the individual student?"

Research indicates that students are concerned about grading, reporting to parents, and taking tests. In some communities where there is a great deal of emphasis on getting into college, students may become tense about getting good grades and doing well on tests. By identifying the students' greatest concerns, a school system may be guided in those aspects of evaluation in which adjustment of policies is needed.

Several research studies reveal that anxiety is generated when report cards are sent to the home. If students are unduly worried about their report cards, perhaps reporting practices should be examined in the light of these questions: Is the report card describing the effort that the child made in terms of his ability? Is the report so infrequent that lack of progress can come as a shock to the parents? Could there be more continuous reporting to keep parents and students better informed? Is there pressure on students to "do better than the neighbors" or to "get good grades so that he can get into the best colleges" rather than to "do his best"?

It might be useful to determine what attitudes students have about reporting and evaluative process. The student's feeling about standardized test, as a part of the evaluative process, may have a great deal to do with his level of achievement. Some students consistently achieve below ability due to a conviction that there is no point in trying.

Giving the student help in understanding what his test scores mean, and in using them constructively, is as important as interpreting such scores to parents. Students need to see clearly where their potential lies as well as where they need to work harder.

An often overlooked but tremendously important item in the entire evaluative process is that of creating a good atmosphere for taking tests. Studies show that motivation to succeed can influence test scores. Making students anxious, or threatening them in any way may only serve to lower test scores.

Another area that should be given attention in an examination of the grading process is the evaluative results and the pupil-teacher reaction. A student may believe that a low grade was the result of having a teacher who was not good for him, and he may be right. Some students and some teachers do not get along. We need to examine policies that make it difficult, if not impossible, for a student to be transferred when it becomes evident that he and his teacher are not having a good year together. Or perhaps the organizational structure, insofar as grouping and assignment of pupils is concerned, should be restudied.

Let us reiterate that grading and the entire process of evaluation should bring the student

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