

Education



Education Is Power

By THOMAS E. WILSON, PH.D.

There appear to be at least three distinct but related elements in securing the education we all need. They are, in this writer's opinion, desire, motivation, and intelligence, each of which plays an important part in our educational experience.

Desire has been defined as a wish for or a longing for something. Our desire to succeed in the realm of education is directly related to our past experiences at home and in the community in which we live. Desires may be enhanced or hampered by those around us. If our loved ones have expressed an interest in our receiving an education, our desires will be enhanced and we tend to work harder in our educational endeavors. The opposite is also true. Without the desire to learn, our studies will not produce the desired results. We tend to neglect our studies and engage in behaviors that will result in what may be called negative learning.

Motivation, as far as education is concerned, not only includes our desires, but also our purposes or goals for securing an education. For most of us, our goals should be to prepare us for making a better

living, to improve our relationships with our fellow men, to increase our knowledge of things about us, and to make us better able to use our leisure time.

Motivation is of two types. We may be motivated either intrinsically or extrinsically. By intrinsic motivation we mean being motivated from within ourselves. How badly do we want to set our goals for education at a high level, and how much are we willing to work towards the attainment of these goals? Intrinsic motivation will spur us on to do our best. It will cause us to extend ourselves to the limit to secure those desired goals. By extrinsic motivation we refer to outside influences that have been brought to bear to cause us to be moved to action. Most of us can remember a parent, a teacher, a coach, a minister, a counselor, a community condition, or some other outside influence that caused us to study hard and secure an education. These influences are very important in our lives.

Intelligence also plays an important part in our educational experiences. How well developed our capacity to learn and understand what is being taught depends to a large extent upon our desires, motivations, and our willingness to learn beginning at a very early age. Our intelligence is not static. By this we mean that our capacity to learn and understand what is being taught may change as our desires and motivations change. Most people are born with a certain capacity to learn. This capacity may be enhanced or hampered depending upon certain outside circumstances in our lives.

Basically, as human beings, we can become well educated with effort on our part.

As Blacks, we must use every resource available to guarantee that we receive the best education possible.

NEVADA PTA SURVEY RESULTS

Nevada PTS members favor stronger educational standards, higher expectations, demonstration of both student and teacher competency and more efficient use of the school day.

A random survey of State PTA membership shows general agreement with the recommendations of the National Commission on Excellence in Education.

A slim majority, however, is opposed to the recommendations of lengthening the school day or the school year. At the same time, a substantial minority of about one-third favors extending the school day and school year.

A large majority of 83.7% wants higher expectations and stronger standards. More than half of those polled indicate that neither schools nor universities currently require high enough expectations for academic performance and student behavior. However, they were split almost evenly when asked whether universities should raise requirements for admission.

A huge majority of 95% felt that students should be required to demonstrate their competence before becoming teachers. Another large major-

ity of 86% believe that teachers salaries should be increased.

PTA members want to see elected officials held accountable for stronger educational performance, supported by stronger funding. However, they had doubts whether the public would be willing to provide the needed funding.

More than half of those responding to the survey also believe that parents have not been actively involved in the education of their children.

Members strongly favored devoting more time to the "new basics," which include science, social studies and computer science, as well as English and math.

The survey was conducted by Jim Bean Consulting Associates of Carson City, seeking a PTA response to the "Nation at Risk" report. It consisted of a random selection of 486 members from Nevada PTA membership lists. The survey response was 139 replies, or 28.6% of the members sampled.

CLARK COUNTY COMMUNITY COLLEGE

Acting Director, CCCC Henderson Campus Appointed

Ms. Mary R. Malley, a graduate of the University of Arkansas, Ball State University and Oklahoma Christian College, has been appointed Acting Director of Clark County Community College's Henderson campus, according to CCCC President, Dr. Paul E. Meacham.

Malley, former director of developmental studies of Claremore Junior College (Okla.), will be responsible for the daily administration of programs and activities at the Henderson campus.

Malley has served CCCC as Evening Coordinator in Henderson for

the past two years. She was responsible for developing adjunct faculty, and she coordinated



Mary R. Malley

high school recruitment for Henderson and Boulder City.

"TRUE WEST" Next CCCC Theater Production

Clark County Community College's next production in the 1983-84 Little Theater series involves a smooth Hollywood screenwriter, his family, and a film producer, all of whom have different ideas about the techniques in presenting the play.

Filled with plot twists, the play is a funny and insightful comedy written

by Sam Shepard and directed by Kathryn Sandy O'Brien. TRUE WEST is a contemporary "true western," says Robt. Dunkerly, CCCC's director of the series.

Auditions for the True West were held at the College's Little Theater in December. Performances for the play will begin Feb. 17, at 8 p.m. at the Cheyenne campus.

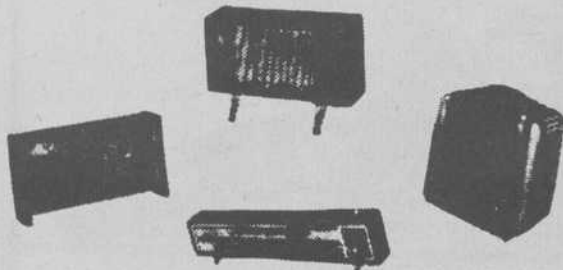


Congressman Harry Reid (D-NV) visited CCCC President Paul E. Meacham this week at the College. Congressman Reid and Dr. Meacham are shown studying the curriculum offerings, programs, and classes for the spring semester. Registration is continuing until Jan. 26, although there is a period of time permitted for late registration.

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