

# Education

## TIME INC. STARTS COLLEGE SCHOLARSHIP PROGRAM FOR MINORITIES

*\$100,000 Yearly Grant Will Be Divided Among Ten Schools*

NEW YORK — Time Inc., the country's largest publishing and cable television company, has established the Time Inc. Scholars Program to assist minority college students in funding their educations. The company's initial grant of \$100,000 will be disbursed among ten colleges and universities for use during the 1983-84 academic year. The program will be renewed annually.

The Time Inc. Scho-

lars Program will help minority students interested in communications supplement their tuition and related costs. To be eligible, students must be in their sophomore, junior or senior years. Participating schools will determine the exact amount of each grant.

The ten schools selected to receive the first grants of \$10,000 each are:

Clark College, Department of Communica-

tions, Atlanta, Georgia.

Florida A&M University, School of Business and Industry, Tallahassee, Florida.

Hampton Institute, Department of Mass Media Arts, Hampton, Virginia.

Morehouse College, Department of Economics and Business, Atlanta, Georgia.

North Carolina A&T State University, general scholarship fund, Greensboro, North Carolina.

Pace University, Business School, New York City.

Tuskegee Institute, School of Business, Tuskegee Institute, Alabama.

University of California, Department of Theatre Arts Film Program, Los Angeles.

University of Texas at

El Paso, Mass Communications Department, El Paso, Texas.

Xavier University, Mass Communications Program, New Orleans, Louisiana.

In announcing the grants, Time Inc. president J. Richard Munro said, "We are proud to be working with these fine institutions to launch the Time Inc. Scholars Program. Corporations need to do more to help reverse this country's declining support of education, which is having its most severe impact on minority students. If we do not step forward, the tragic result will be increasing numbers of young men and women who are deprived of a job and a future because they lack the necessary education and skills."

## PBS AND FILMS INCORPORATED TO DISTRIBUTE COLLEGE CREDIT TV COURSES

Washington, D.C., Feb. 21 — In a unique move to assure broad availability to the American public of the college-level television courses it funds, The Annenberg/CPB Project has encouraged an alliance between the Adult Learning Service of the Public Broadcasting Service (PBS) and Films Incorporated Education (FI) by awarding them a five-year joint distribution contract, according to Mara Mayor, director of The Project.

Under the new distribution plan, the first television courses to be known as "The Annenberg/CPB Collection" will be available this fall, she said. They include:

THE BRAIN, an 8-part series produced by WNET/THIRTEEN, New York.

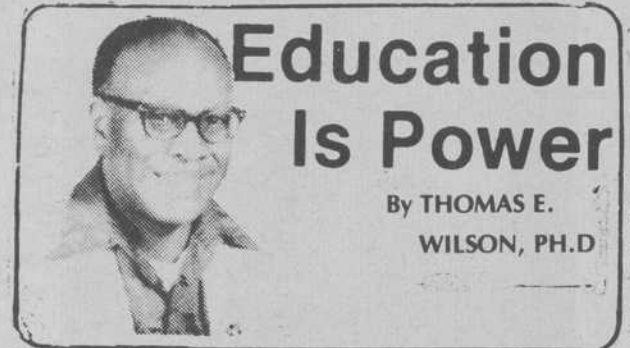
THE CONSTITUTION: THAT DELICATE BALANCE, a 13-part series produced by Media and Society Seminars, a program of the Columbia Graduate School of Journalism.

CONGRESS, WE THE PEOPLE, a 13-part series produced by WETA, Washington, D.C.

THE WRITE COURSE, 30 half-hour programs developed by the Dallas County Community College District.

"Students and general viewers nationwide will see them first on PBS, some at prime time," Dr. Mayor indicated. "They also will be available on cable and over the Instructional Television Fixed Service (ITFS). Additionally, the programs may be licensed for off-air taping or purchased in video cassette.

To make it convenient for colleges, universities, and others to obtain information about The Collection, the central toll-free telephone number and address are: 1-800-LEARNER; The Annenberg/CPB Collection, 1213 Wilmette Avenue, Wilmette, ILL. 60091. (In Illinois, call 312-256-3200.



## Education Is Power

By THOMAS E. WILSON, PH.D.

In recognizing the inevitability of rapid change in today's society, educators are challenged as never before to find the means of developing in youth a stable personality. The only predictions about the future that can be made with certainty are that it will be different and change will be a constant way of life. Supposedly, the well-adjusting personality, the stable and flexible person, can adapt to change, whereas the maladjusting personality feels threatened and becomes defensive, resistive, and often violent. The cure for these self-defeating coping strategies, so far as educators are concerned, lies not in emergency measures but rather in their steady consistent effort to make education more responsive to the real needs and essential quality of all human beings.

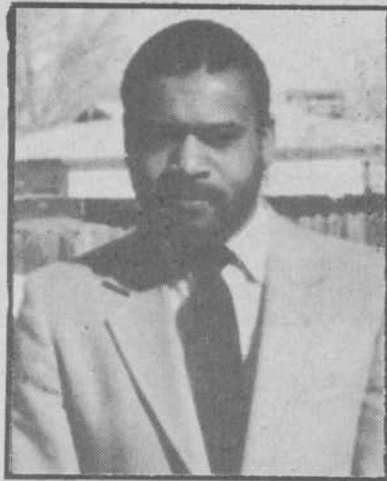
Relevance in education is contingent first upon understanding the student, and secondly, upon individualizing the educational process. Individualizing the educational process is much easier to debate than to fulfill.

Among several aspects of personality calling for better understanding, motivation possibly ranks first. Relevance to achievement, motivation is perhaps even more complex and more significant than intelligence itself. Without adequate motivation the intelligent child is hardly a match for his less intelligent but highly motivated peer. A significant factor in motivation is anticipated success — the feeling that the task at hand can be completed. The child's concept of his ability may be as crucial to his success as ability per se. If a person feels that he/she cannot produce, then the actual ability to produce is reduced or negated. By the same token, a success-oriented individual will often plunge into a project with little past experience and more often than not be successful. This feeling about ability is based on past experiences, physical, emotional, and psychological.

One noted author makes perhaps the strongest argument of all for the importance of the relation between self concept and achievement. He says that the whole of our society today is torn between those who identify with success and those who identify with failure; not between Blacks and Whites or rich and poor. The writer believes that a child creates some feeling of who he/she is, that is, an identity, which will be either positive or negative. Ages five to ten are the critical years for the development, with the home and school as the major agents.

The role of the responsible elementary teacher today is expanding far beyond the teaching of academics. It is essential that the teacher know more about the children in his/her classroom; specifically, it is important to know how they feel about themselves. There is no one method by which this information is gleaned. The conscientious teacher will seek a broad exposure to the child's behavior in different ways and at different times.

What the teacher, the parents, and the community-at-large do about enhancing the child's self-concept determines to a large extent what will happen to the child in later life. Next to the child's feeling loved, needed, and wanted, his/her self concept must be positive in order for optimum learning to take place.



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