Jackson suggests road to progress

Outlines five methods for improving relations

A number of suggestions to aid teachers in their attempts to improve intergroup relations have been outlined by Dr. Houston R. Jackson, assistant superintendent of schools, in the current issue of the "Baltimore Bulletin of Education."

The first of these suggestions deals with school - community contacts, such as the forthcoming Baltimore Model Youth City Council in which pupils of all races will take over the reins of the city government for two days.

Such activities according to Dr. Jackson, "bring together students of many races, creeds, national origins, and income levels in mutual interest discussions and other creative pursuits.

"Here a genuine appreciation of a fellow student's ability replaces invisible walls of race and creed."

* * *

DR. JACKSON also suggests the use of lay people in the community as speakers before groups of pupils.

"Subject matter teachers in the secondary schools have enriched their courses tremendously, both by inviting lay people of various races and religions to appear before their classes for discussion and by having committees from their classes to interview them in their homes or places of business," Dr. Jackson said.

His third suggstion dealt with "service projects" in which the pupils worked together for the good of the community, as illustrated by the collection of food and clothing for needy families at Christmas.

"When students of different religions, races and economic backgrounds engage in a common community interest, they typically find their own intergroup prejudices diminishing."

Dr. Jackson also recommended the use of field trips and said:

"There should be occasions to introduce students to interesting people of other races, religions, and national origins.

"They will see for themselves that peoples are more alike than different. Such knowledge may bridge chasms of prejudice, widen personal understandings, and deepen sensitivity to values

IN OFFERING the use of field studies as his fifth suggestion, Dr. Jackson said:

..."A comprehensive survey of **conditions in housing, employment, medical care, and recreation, will disclose covert, if not open, racial and religious discrimination in these life important areas."**

Dr. Jackson also recommended that the teachers attempt to instill in their pupils a desire to obtain more information on various people and he concluded his article with the statement:

"As we create in pupils the desire to get basic facts, to discover underlying causes, and to find reasonable solutions, we are helping them to find the answer to human relations for themselves, for America, and for the world."

Name three judges in press project

State judges for the annual School Press Project of the Maryland Tuberculosis Association and its affiliated county associations, in which school publications throughout the state are taking part, have been announced by Dr. Russell A. Nelson, president of the Association.

They are:

Mrs. Anne Albaugh, editor of the Guide; Joel Chaseman, director of public services of a local television station; William Tichnor, librarian of the Enoch Pratt Library branch in the Tuberculosis Division of Baltimore City Hospitals; and Dr. H. Maceo Williams, director of the Duird Health District.

Sponsored jointly by the National Tuberculosis Association and the Columbia Scholastic Press Association, the School Press Project is designed to assist the nations' schools in preparing students for citizenship by arousing their interest in the health and welfare of the communities in which they live.

* * *

IN FULFILLING the requirements for entry, school papers must publish student-written and edited material on two assigned subjects—"Fifty Years of Tuberculosis Control" and "This Is Tuberculosis"—and submit them to the Maryland Tuberculosis Association by January 21.

The nine best entries from Maryland, as selected by the state judges, wiill be entered in the national contest.

Last year five student publlcations in Maryland received national Certificates for their outstanding entries. They were:

"The Tattler," Bethesda-Chevy Chase High School, Montgomery County; "Kay-Hi News," Catonsville High School, Baltimore County; "The Eastern Banner," Eastern High School; "The Collegian," Baltimore City College; and "The Johnsonian," Harvey Johnson Junior High School, all, three of Baltimore City.

Dr. Nelson pointed out that tuberculosis is caused by a germ, spread from people who have the disease to those who are well. TB is a public health problem, and its control and eventual eradication can be achieved only through the cooperation of well-informed and educated citizens.

"We all look to a future in which the students of today will work for the measures necessary to build a healthy nation. We feel that the School Press Project helps achieve this end," Dr. Nelson said.

Jobs open for student trainees

The U.S. Civil Service Commisfor student trainee for positions paying $2,500 to $3,175 a year, and for bacteriologist, biochemist, and serologist, $4,205 to $8,360 a year.

The positions to be filled from the student trainee examinations are in the fields of physics, metallurgy, chemistry, cartography and engineering, and are located in various federal agencies in Washington, and vicinity.

Persons appointed will participate consisting of periods of on-the-job training in a federal establishment alternating with at an accredited college or university.

APPLICANTS must have completed an appropriate high school curriculum, or they must have had 1 to 3 years of appropriate college study. (Students who expect to complete the required training by June 30, 1955, may apply.)

A written test will be given.

AGE limits will be vaived for persons entitled to veteran preference.

The bacteriologist, biochemist and serologist positions are in positions are in hospitals and regional offices of the Veterans Administration throughout the United States and in Puerto Rico. Appropriate education or a combination of education and experience is required. No written test will be given and there is no maximum age limit.

Further information and application forms may be obtained from the Commission's Examiner in Charge at the Post Office.

Economics class opened to adults

Among the courses with a great practical value now being offered at the Douglass Evening Center is one in the field of economics.

Economics may be taken as an elective credit course by academic and commercial students. It may also be taken as a noncredit course by any adult who is interested in studying the many problems arising in connection with the efforts of people to make a living.

Registration is now in progress for the new term, which begins in February. Any course requested by 25 students will be offered at Douglass.

Robert T. Ford is principal.

Mt. Winans PTA to meet Thursday

Mt. Winans Elementary

The PTA of Mt. Winans Elementary School No. 156, Puget Street, Mt. Winans, will meet Thursday, January 27 at 7:30 p.m. in the school auditorium.

Mrs. Lillian Parrot, principal of School No. 130, will deliver an address on the problems of integration. Following the speaker conferences will be held and refreshments will be served.

Mrs. Myrtle Brooks is president, Mrs. Inez Henderson, secretary; Mrs. James R. Forrest, chairman, Mrs. Blanche R. Powell is principal.

Dunbar classes in joint service

The February Class of '45 will join the Class of '55 in vesper services at Fountain Baptist Church, Sunday afternoon at 4 p.m.

Following the services, Mrs. Bernice Kinard will entertain her classmates at tea at her home, 1403 N. Caroline St.

City views smoking as student's choice

Reprinted below is an editorial dealing with 'high school smoking" which appeared in the Jan 14 issue of "The Collegian," the student publication at City College.

It is reprinted here both because of its attractive style and the manner in which it illustrates the changing behavior patterns of high school students.

* * *

Recently there was an article in the Evening Sun discussing the smoking regulation in Baltimore highschools.

..."City Students have had the **privilege of smoking on the campus since 1947 because of the sharing of the building with the Junior College.**

"Other schools have approached the question in different manners. In Eastern the honor system has been used to promote the abstention among students. Regulations forbid smoking at Western, now occupying City's former building.

"Southern and Patterson have relaxed regulations leaving the matter up to the students themselves: Officials of these schools feel that high school students have enough judgment to decide for themselves.

"Throughout the city there has been a relaxing of regulations under the pretense of keeping up with the times. If that is the case, then City is 7 years ahead of the times."

under the pretence of keeping up

(Ed.Note—Dunbar and Douglass High Schools and Carver Vocational School, have regulations against smoking.

SKILLED COOKS—The foods class of Briscoe General Vocational No. 451, received a plaque and a certificate of merit last week, for winning honorable mention in the Apprentices Exhibits for Vocational Cookery Training Schools, held as part of the 86th annual Salon of Culinary Art in New York City. William Albrecht, president of the Stewards and Caterers' Culinary Art Exhibit in Baltimore, is presenting the trophies to Mrs. Charlotte Mebane, foods teacher. Others shown, left to right, Irma Bailey, Bessie Jones, Minnie Buckyer, Vashti Taylor, Esther Williams, Alice Towson, Willie Jean Wilson, Frederick Washington, Helen Davis, Jacob Cooper, James Russell, chairman of the Stewards and Caterers Association, and John E. Wall, supervisor of facilities of the cafeteria division of the public schools.

School No. 146 PTA has speaker

Mrs. Dollie Walker, supervisor of social workers, was the speaker at the PTA Meeting held at the Grace Memorial Baptist Church last Thursday.

She spoke to the many interested parents on "Problems Affecting Sex Education In Regard to Your Children." A topic was chosen in this area for study because of the request coming from the Parent Education Class.

Many prepared questions asked by the parents were answered by Mrs. Walker.

The second grade parents met Tuesday January 11, to discuss and evaluate report cards, and promotion. After watching the film "Preface to a Life," there was a lively discussion on the emotional problems and conflicts of children.

* * *

SOME OF the parents present were: Dorothy Newbill, Elsie May Roalston, Hortense Nelson, Theresa Sanford, Ruby Duncan, Malissa McKay, Barbara Marable, Edith H. Walker, Vernell Mayo, Louise Carter, and Margaret Todd. The second grade teachers are Dorothy Pollard, Erla McKinnon, Ruth Cooper and Ellen Fisher.

Miss McKinnon, second grade teacher, and Miss Garner, Third Grade Teacher, demonstrated.

Miss Erla McKinnon, second grade teacher, demonstrated for the first and second grades and Miss Catherine I. Garner, third grade teacher, demonstrated for the faculty lessons in arithmetic.

The faculty, this year, has chosen the area of arithmetic for professional study. These demonstrations arranged by the school arithmetic committee, were applications of some of the latest practices about which the faculty has studied.

Clifton S. Murray is principal of the school.

PTA leaders meet members

New officers of the PTA of the Harvey Johnson Junior High School No. 106, were introduced to members of the organization and teachers at a meeting on Tuesday.

The officers are:

Mrs. Rosa Dingle, president; Mrs. Zelma Lyles, vice president; Mrs. Thelma Thompson treasurer.

Mrs. A. B. Koger, a teacher of parent education, spoke to the group and asked for the formation of a class in parent education.

* *

MRS. RUBYE GILL, teacher of instrumental music at the school, asked the parents to allow their children to learn to play musical instruments.

A group of ninth grade pupils under the direction of William Britt recently visited the Walters Art Gallery to hear a lecture on ancient Rome.

The school's 9A closing exercises will be held on January 28, at the John Wesley Methodist Church, Sharp and Montgomery Sts., at 1 p.m.

Schools offer pupils chance to enjoy the world's best music

By MYDELL BURWELL
Coppin State Teachers College

(Ed. Note—This is another in a series of articles written by faculty members at Coppin State Teachers College dealing with the methods used in training teachers for service in the school system. Since this training in a large measure determines what type of teacher will be in the classrooms of today and tomorrow, the AFRO publishes these articles as a public service.

Appreciation and understanding of real music, its literature, primitive beginnings, biography of its creators, its forms, patterns, great masterpieces, have become as great a need in the life that now surrounds the student as the same equipment in literature, science or language.

No school or college can now adequately give a cultural background for the new American ideal of life without offering opportunity for an intimate acquaintance with the really great music of the world.

It is well known that the best audiences for music are those who have learned what to listen for in good music and, especially, those who play or sing a little

The ideal for music education in a democracy is to give everyone the opportunity to enjoy music to the utmost of his ability.

* * *

NOWADAYS, in most schools, children hear good music on records and sing good music—folk songs handed down through the ages and modern music composed especially for them.

Tiny children play in rhythm orchestras while their older brothers and sisters, if they have the will and the ability, may play in school orchestras and bands. Someday it is hoped that such music will spread to every school in the land.

All music education is not in schools. The healing effects of music are used in what is called musicotherapy, which is really music education in the hospitals.

Not only are music's soothing strains of use in relaxing shattered nerves, but the playing of especially constructed instruments helps repair damaged muscles.

There is also music education for those outside of the schools so that they may find a fuller enjoyment of the musical treasures to freely at hand in this new age. Anyone can get a good foundation for the appreciation and understanding of music from radio concerts and lectures, or phonograph records and books.

* * *

OF ALL THE arts, music is the most closely interwoven with music and dances to music. One hears music whenever they turn on their radio or go to the theater.

In some places, many are already beginning to work to music and music has been placed in hospitals for healing purposes. Thus, music best reflects the changing world.

Those who believe in the fundamental necessity for music in the lives of individuals and of peoples often find themselves in the position of trying to justify its place in the curriculum.

In more recent times, music educators have been able to speak of its "vocation possibilities," whereas, in former years, they had to be content with such values as "general culture," "personal satisfaction," and the ability to bring joy and satisfaction to others.

* * *

MUSIC OCCUPIES a place in the curriculum of modern education because the American people realize that:

(1) It is an art whose very essence is one of beauty. Few subjects offer so much rewarding pleasure and enjoyment to the human spirit:

(2) Because of the universality of music, every one can participate in musical experiences with rewarding results;

(3) Music is an activity which can utilize the efforts of many individuals at the same time. Through group activity a feeling of good-will and cooperation for a given cause is developed. In brief it is an excellent "ice breaker."

Many friendships are formed at Glee Club rehearsals whether it is a school or community group;

(4) Music for the student is planned in the hope that it will be a source to enrich his life as a child and later as an adult. Very few will choose to follow music as a career As a result of music study in the schools, all can form an appreciative audience;

(5) In the development of human relations music can play a great role. A study of the music of a nation, racial group or religious group can result in a sympathetic and objective understanding of that group.

* * *

IN BRIEF, music is one of the most versatile, one of the most flexible, and, at the same time, most powerful of all the ways by which human beings express their thoughts and their emotions.

It has the widest variety of instrumentation, running the entire gamut from the monotonous tympany of the superlative human voice. It is effective, whether carried by a single voice or instrument or by great massed orchestras, bands, or choruses.

It leaps the barriers of linguistic differences. It knows no social or economic caste. It has the power either to create or to reflect the moods and the spirits of people.

It is the common element in all the wide variety of concerts of heaven or the happy state after death. For these reasons it is felt that music should occupy a place in the curriculum as it has justified itself in terms of the ultimate goals of education.

ASSUMING THAT the elementary school teacher has all the usual requirements of the profession, what else must she possess in order to include music among the numerous subjects she can handle?

A voice of tolerably pleasing quality, the ability to sing softly but clearly, and the ability to sing on pitch (in tune). These are all that are demanded in the way of a singing voice; indeed such vocal apparatus is superior to a "trained" voice which is often impossible to subdue.

Naturally, any further study of music beyond this course is highly valuable, particularly lessons in piano and voice. Any child or adult who really tries can learn to read music, assuming he is taught properly. It is merely a simple, natural process, really more logical than the English language.

* * *

READING MUSIC is by no means one of the superlative accomplishments of the human mind. Unfortunately, the term "reading music" in the mind of the average layman of music carries with it the feeling that is is a difficult, tedious, and monstrous feat which he could not possibly master. And that is so very untrue.

The student who takes advantage of opportunities to sing in a chorus, glee club, or good church choir, or who attends artist concerts and recitals, or who listens to the best music available on the radio or phonograph, is surely maturing herself for the time when she becomes a teacher, and is deepening her exprience and her growth culturally as well.

These benefits will endure to the end of her life, even though she might never actually tach.

* * *

WITH ALL THE subjects in which the grade-school teacher must be prepared, it is clear that only a limited time can be devoted to any one subject and its background.

A moderate amount of time, however, can be expected, and any further opportunities for training in music should not be overlooked. Although no two of us are exactly alike, and some teachers will be stronger. Surely a minimum standard in music than others, there is which almost any normal person can and should attain.

Up to the end of the 19th century, music passed through three phases.

The first idea was to teach children to sing as a formal exercise in connection with stereotyped material.

Second, it was believed that all children must early gain the power to read music in order to make available to them the treasures of music literature.

Third, the child-study movement placed emphasis upon ability to appreciate and enjoy musi as the great aim of music education.

* * *

AT THE PRESENT, the music program is so planned that children can gain an insight into the wide range of activities included in the complete world of music. Here they become makers, as well as consumers of music. Here the building of a favorable attitude toward music is held to be more important that gaining skills in music.

The program should be planned so that all the children will have:

(1) The ability to use music as a means of self-expression and communication (this includes the use of the one instrument all children in the elementary school have—the voice).

(2) An understanding of the which implies a consciousness of music as an art.

(3) An awareness of as much of the science of music as will aid in the giving meaning to music as an art.

* * *

A COLLEGE music course for elementary teachers is usually given under one of the two following plans:

(1) One in which music itself theory and notation) and how to teach it to children (methods), are presented side-by-side. This plan makes use of the method of teaching the college student in the same manner in which they will teach the children;

(2) One in which music itself is taught first, and methods-presented later. This plan requires a two - year course.

The second plan is in use at Coppin. However, as nearly as possible, the Coppin student is taught music information in the in the manner described under plan (1).

* * *

MUSIC APPRECIATION, Music fundamentals, music practicum, and music reading are the courses required in music at Coppin. In the Music Appreciation course, the student is acquainted with the great music and musicians of the world.

The role music occupied in man's life in the past as well as today is shown. The relationship of music to its sister arts—painting, sculpture and architecture in each of the great periods is discussed.

The course is one of research and classroom discussion. Following discussions a recording representing the type music or period under study is heard.

* * *

THE MUSIC Fundamentals course is one in which the student is taught the basic musical skills and techniques needed in preparation for the teaching of one's own music in the elementary school.

Emphasis is placed on the proper use of the singing voice, interpretation of the staff, bass and treble clefs, key signature, measure signature, note values, the major and minor mode, common musical terms and expressions.

Enough piano is taught to enable the student to play the melodic line of songs used on the elementary level. Opportunity will be given the student to learn to play the tonette, auto harp, rhythm bells and other rhythm band instruments.

* * *

THE MUSIC Practicum Couse is designed to give the students practice in planning and teaching a music lesson. Instruction is given in the development of a lesson plan in music. The four most widely used song series are examined and discussed.

Proper care of the child voice in singing, treatment of non singers, guidance in selecting suitable phonograph recordings for children, rhythmic, and theoretical problems of each grade are stressed. Classroom demonstrations are given and, subsequently, followed by observations at the Demonstration school.

SINCE THT majority of students who come to Coppin are limited in their music reading skills, an elementary course, Music Reading, is conducted as a prerequisite to Music Fundamentals.

Primary emphasis is placed on learning of the names of the lines and spaces of the treble and bass clefs, as well as how to notate music properly on the staff.

In conclusion each and every worker in the field of education is the representative of a hope and the exponent of a faith. He is so whether he knows it or not. This he can never understand too clearly or remember too often, for it is the very heart of his responsibility.

Baltimore Afro-American SCHOOL PAGE

JAMES WILLIAMS, School Reporter

The AFRO solicits news from all public and parochial schools. Address releases to City Desk, AFRO-AMERICAN, Baltimore 1, Md. — Tuesday edition deadline Saturday noon. Friday edition Wednesday noon. If you desire photos of school events call City Desk, MU. 5-6015.

Mosher PTA sets February plans

By MONTEREY K. CLAY

The PTA and Public Relations Committee of the James Mosher Elementary School No. 144 has submitted to the faculty and received approval for a project which will receive schoolwide emphasis during the month of February.

The theme for the month "Learning to Live Together" will be related to all special weeks, days, birthdays, etc. which will occur during the month.

Members of the committee are Miss Edna DeCoursey, Mrs. Mary Savage, Mrs. Nettie Page, and Mrs. Mary Richardson.

* * *

THE FIRST Grade Parent's Club held its second meeting on Jan. 12. After viewing the film, "Skippy and the Three R's," a discussion of the first grade program was held. Mrs. Rowena Lewis, school social worker, was introduced and spoke briefly to the group.

Parents present were: Mesdames Hattie Blackwell, Carrian Bowens, Marian Bowley, Isabella Byrd, Olivia Covington, Rachel Frazier, Elizabeth Johnson, Theola Jones, Lucille Pennington, Ardie Wallace, Annie Wells, Frances Woodson, and Mr. Harry Dorsey. Mrs. Claire Parker and Miss Edna DeCoursey were host teachers.

The parents of the Intermediate Parents' Club held their second meeting on Jan. 11. The purpose of this group is to provide opportunity for parents, pupils and teachers to work more closely together in an effort to evaluate pupil progress and to plan ways of providing for mutually recognized needs.

* * *

MRS. AMANDA GROSS will be the leader for the next meeting when the topic "Appropriate and Challenging Homework" will be discussed. Refreshments were served by the pupils.

Parents present were:

Mesdames Emma Dorsey, Marian Amprey, Inez Quarles, Amelia Rogers, Amanda Gross, Elizabeth Williams, Mary Leonard, Nina Ward, and Mr. Rufus Mitchell.

The teachers were: Mrs. Monterey Clay, Mrs. Dolores Scott, Mrs. Mary Richardson, and Daniel Breweington.

Mrs. Mary N. Brooks is principal of the school.

3 Morganites to get Army appointments

Three distinguished military students of Morgan State College have tentatively received appointments to the Regular Army, the Department of the Army has announced.

The action marks the first occasion of Regular Army appointments for any Morgan ROTC students prior to graduation in the history of the unit at the institution.

The three tentative appointees and their branch assignments are: Gordon K. Dowery, Medical Service Corps; Clover B. Street, Infantry, and Gilbert Ware, Military Police Corps. All are Marylanders—Dowery and Ware hailing from Hagerstown and Street from Baltimore.

* * *

THE APPOINTMENTS will be made final pending successful completion of the cadets' college career and Army physical examinations.

Major Willard C. Stewart, commanding officer and P.M.S. and T. of the Morgan military science department, disclosed that three additional Regular Army applications from Distinguished Military students have subsequently been submitted and are currently being processed by the Defense Department. One of these is for the Regular Marine Corps.

Announcement of these three appointments, if favorably acted upon, should be received within the next ninety days.

Morgan officer to get awards

Two Morgan State College officers will receive Merit Awards from the Maryland Classified Employees Association on February 3 when the State honors personnel who have served for 30 years or more.

Receiving awards will be James H. Carter, Assistant to President Martin D. Jenkins, and Registrar Edward N. Wilson.

Mr. Carter has been a State employee for 38 years, all of them at Morgan State College. Mr. Wilson has been a State employee for 33 years. His full tenure has also been at the college.

Governor McKeldin will present the awards during exercises at Eastern High School, State of Maryland Commissioner of Personnel Russell S. Davis has informed the Morgan honorees. Awards are to be made to 300 State employees.

Pupils give music play

The fourth grade class of the Josiah Diggs School No. 162 presented a musical play on Monday dealing with the life of Franz Schubert, with the pupils dramatizing the childhood and later life of the great composer.

Participating in the program were:

Gloria Alston, Willis Barnes, Gloria Briggs, Rovena Brunson, Yvonne Carter, Rosalie Carter, Frank Cheeseboro, Allena Comegys, Collie Covington, Christine Eades, Lauren Garrett, Linda Hargrove, Charles Harvin, BarbaraHendricks.

CYNTHIA HILL, Mary Jenifer, Bernice Jenkins, Bernadine Johnson, Samuel Johnson, Shelia Johnson, Leon Lyles, Annette Mathis, William Matthews, Thomas Nassenburg, Harry McKnight, Barbara Neal, Delores Parson, Quintos Pinkney.

Herman Richardson, Brenda Roach, Annie Rogers, Ginger Rogers, Shirley Rosenborough, Lawrence Ruffin, Rufus Sturdivaugh, Barbara Wallace, Avon Watkins, Ronald White, and Daisy Winfield.

Milton Stanley is the teacher of the class and Mrs. Vivian H. Bundy isthe school principal.

Douglass pupil wins league essay contest

Miss Marguerite Barland, Douglass High School student, won first prize of $100 in the essay contest sponsored by the Baltimore Urban League education committee.

Her winning essay was entitled "Equal Opportunity In Industry For All."

The $100 check was presented to her during a recent school assembly, by Walter T. Dixon, chairman of the contest committee.

MISS CARRIE Moore and Walter Robinson, Dunbar High students, won the second prize of $50; and the third prize of $25. Their essays were on the same subject. Their prizes likewise were presented by Mr. Dixon during a school assembly.

The contest was open to students in all public, parochial and private high schools in Baltimore.

Judges were: Dr. Martin Jenkins, president of Morgan State College; Edward Johns, executive secretary of the Baltimore Federation of Labor; and George W Plautt, Baltimore Transit Co., personnel superintendent.

Professor says Europeans seek knowledge of U.S.

America needs to acquaint Europeans frankly and honestly "with all our problems," Dr. Thomas F. Marshall, head of the department of English at Western Maryland College, said last week at Morgan State College.

Dr. Marshall made this observation while giving an illustrated lecture with Mrs. Marshall on "Greece, Democracy on the Mediterranean" at the college.

The presentation marked the first seminar sponsored by the college's division of the humanities whose chairman is Dr. Richard I. McKinney, professor and head of the department of philosophy.

* * *

REMARKING upon his experiences as a teacher in Greece last year on a Fulbright grant, Dr. Marshall said he found that Europeans are bubbling over with questions regarding America and that they always appreciate frank answers to their questions. He praised the United States for sending people to Europe who can answer questions of Europeans.

Following Dr. Marshall's lecture, Mrs. Marshall showed slides of photographs she had taken in Greece and gave the students a graphic picture of Greece of yesterday and today.

Dr. Marshall was introduced by Dr. Nick A. Ford, head of the Morgan department of English.

University of Md. Report Included Maryland State

Governor, General Assembly finally get secret report

400 students enrolled at Princess Anne

Budget is $778,519; need for new facilities, additional staff, tight admissions rules cited

President Williams and faculty commended; recommend college at Princess Anne continue

By SHIRLEY KYLE

The former secret University of Maryland report which contains a 12-paged evaluation of Maryland State College, was turned over to Governor McKeldin and members of the General Assembly this week.

Tracing the Princess Anne College's history from its beginning in 1886, the report urges that the institution be continued and commends President J. T. Williams and the faculty for their work.

The report, compiled by the Middle States Association of Colleges and Secondary Schools, stresses the need for new and improved facilities on the campus and recommends strongly that the admission requirements for students be stiffened, especially along the lines of English and mathematics.

The following is what the report states about the college:

* * *

HISTORY — Maryland State College is located at Princess Anne on the Delaware peninsula, 125 miles south of Baltimore. It is accessible by railroad and excellent roads.

* * *

IT IS handy to the southern part of Delaware and a portion of Virginia which is on the peninsula.

It began as a foundation of the Methodist Church in 1886 and in 1890 it was known as the Princess Anne Academy designated by the state as the colored branch of the Maryland Agricultural College — the latter becoming the University of Maryland.

In 1919, the University of Maryland took over the control of the school from Morgan College in Baltimore and in 1936 the institution passed into complete ownership and control of the state of Maryland was renamed Maryland State College.

* * *

THE REPORT cites other state institutions for high education of colored students: Morgan, liberal arts college, with 1,500 enrollment; Coppin State Teachers College and Maryland State Teachers College in Bowie, which have combined enrollment of 1,100 students who are trained to be elementary teachers.

Referring back to Maryland State College, the report says that until 1947, the state showed little concern for the colored landgrant college.

In the same year (1947) the state Commission on higher education, now known as the Marbury Commission, severely criticized the conditions at Princess Anne and recommended that the institution be abandoned and the functions handed over to Morgan.

There is clear evidence, on the other hand, that at least since 1939, the Board of Regents of the University of Maryland has given continuous consideration to problems at Princess Anne. The minutes of the Board record repeated appeals made by it and by the President of the University of Maryland to the legislature.

* * *

THE REPORT points specifically to the minutes dated Feb. 15, 1947, whenit was noted: "it was the general sentiment of the Board that the responsibilities for the deplorable situation at Princess Anne was due primarily and almost exclusively to the failure of the former state administrative authorities to give proper consideration to requests made by the Board for funds to operate Princess Anne."

In 1947, the fortunes of Maryland State changed for the better. At that time there were 120 students enrolled; 13 members on the faculty, none of whom have held degrees higher than masters; and operated on a budget less than $40,000.

Nevertheless, the recommendations of the commission that the institution be abandoned was rejected on the ground that the college met the real growing need of higher education for colored.

The annual appropriation for its operation quadrupled and large capital appropriations were added. Fifteen new buildings have been constructed on the campus since 1947.

* * *

REQUESTS HAVE been made to the legislature for at least 11 additional structures and the administration is confident that the necessary appropriation will be made before 1960.

Such investments put beyond question the continuance of Maryland State College, which now has an enrollment of about 400 men and women (200 out of state), a number which will increase as facilities are provided.

The leadership underwent revamping in 1947 and the president, former dean and vice president of Kentucky State College, selected the administration staff and faculty.

* * *

PROBLEMS AND Objectives—Education problems:

1. There are two million citizens in Maryland, 1/5 of whom are colored. Some 50 percent of the colored are not in school beyond the sixth grade and in 1950 records show that there were 1,700 colored high school graduates in the state, all but 450 from Baltimore.

At that time (1950) the combined elementary and high school program in the colored schools was on a 11-year basis. This has now been extended to 12 years and practically every county is building a new high school for colored.

These facts explain the low admissions standards set by Maryland State College and there is the promise of an enlarged and better prepared clientele in the immediate future.

* * *

2. **THERE** is difficulty in recruiting colored faculty members with adquate academic degrees. In the U.S. there are 700 colored who have their doctorates and only 400 of these are available for teaching.

This explains why Maryland State appears to be undersupplied in instructors holding higher degrees and why two or three key faculty positions are still unfulfilled.

The president, however, sees to it that instructors lacking standard academic degrees have experience and special training equivalent to the degrees. He also sees that they pursue graduate study in view of obtaining their desired degrees in the summer and by leave of absence provided by the College.

* * *

ECONOMIC Situation of colored in Maryland — One-thrd of the employable are domestic; ¼ are on the non-skilled level; 1/6 in agriculture and less than three percent in professions, including teaching, and the rest are unclassified.

* * *

ALMOST ALL the families of the students at Maryland State have annual income of less than $2,000.

Thus the administration of Maryland state is concerned mainly with a program of agricultural and mechanical instruction. Official documents call the college the colored land-grant college of Maryland.

When, in the late 1940's, the institute was threatened with extinction, it defended its rights to survive on grounds that it was not duplicating the Morgan College program and vice versa.

The administration sees the need for a strong general education for all and is taking the appropriate steps. It does not want to be considered a liberal arts College in any "pure" sense since it might be accused of needlessly duplicating Morgan.

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MARYLAND State could not be considered as filling merely an emergency need to be eliminated if the principle of segregated education were to be abandoned.

The economic status of the majority of colored in the area served by the college would still make necessary the services of an institution with the low student costs of Maryland State.

It might also be noted that neither the University of Maryland nor the legislature consider the Maryland State exclusively a school for colored since white students are admissable, although none are in attendance now.

The school has excellent recruiting programs — High School Dayr and Vocational Days on Campus. The staff surveys the educational needs and desires of the high school graduates and conducts field trips.

Staff members also make themselves available for adult education, 4-H club and off-campus services.

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ORGANIZATION and Administration — Maryland State is a branch of the University of Maryland. It is supported by funds appropriated by the legislature.

The Board of Regents at the University of Maryland governs the College and members of the Board are appointed by the governor. The executive officer of the board is president of the University of Maryland and the college is administered by president responsible to the university president.

There are four deans for the four academic devisions; 14 administrative officials. It is organized like the University of Maryland but is not represented on two advisory boards. The Educational Council and the Administration Board both of which advise the university president as to policies and general administration.

The relationships between the teachers and students are excellent. The conditions of employment is highly satisfactory as to salaries, retirement and tenue provisions.

* * *

PROGRAMS — There is a need for lieral and vocational education. The institution is handicapped because:

1. It is young and not well known.

2. It is located in a large rural area, sparse population, poorly prepared secondary school graduates.

3. It can't have high admission or academic standards.

4. It can't attract many trained scholars to the faculty.

But it is fulfilling the education need where at least the secondary school graduates with more means and education may raise the economic and cultural living.

Maryland State will prove to be a tremendous influence on the peninsula and the increase of the number of alumni will raise the economic and cultural independence of the people.

THE STUDENTS are interested in agriculture, poultry husbundry, building construction, business, art, home economics, physical education, electricity and metal work.

They are less interested in English, history, government, sociology, chemistry, mathematics, physics and music.

The faculty and administration are will educated, responsible people. The audio-visual aids and demonstrations are commonly used but inadequate in some areas such as remedial reading.

The librarians are of faculty rank.

An examination of the admission policies, grading systems, grade curve, good standing and graduation requirements makes one feel that considerable improvement is needed. The present requirements, however, are of no significance for numerous accredited colleges today which have had similar humble beginnings.

* * *

ADMIRATION for Maryland State College as a whole prompts one to speak further toward the elimination in the future of certain doubtful practices and policies:

1. The appointments of husbands and wives to the faculty is not recommended.

2. The liberal arts program should become the central currieulum.

3. A BA should be given to liberal arts majors who have completed three years and one year foreign languages.

4. Vocational program should be built on a minimum two years of liberal arts.

5. **A B.S. should be given only in vocational areas including education.**

6. **To graduate, students should need 120 to 128 credit hours instead of 130 to 146.**

7. During the semester a student should carry only 16 to 17 hours instead of the present 19½.

8. Modify courses—one hour for physical education per semester — so the normal load can be 15 to 16 hours a semester.

9. The admission policies should include scores on the college aptitude tests. Not every applicant with minimum unit requirement should be admitted.

10. Achievement tests should be given to all students.

11. Additional remedial courses should be instituted in the freshman years to correct deficiencies and weaknesses.

12. Research on the part of the faculty should be encouraged.

13. Need Core courses in natural sciences, humanities and social science.

14. **Greater use of library by students and teacher.**

15. **Plans for measurements of results of various programs of study should be made.**

16. Organize continuous study of all graduates to realize outcomes and success of the college programs.

17. Don't know what the college means by General Education.

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LIBRARY — Inadequately housed but there are plans for improvement. The collection is small, weak in humanities but strong in technical and scientific fields.

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ACTIVITIES — Athletics, social, cultural. Provide for speakers and artists to come to campus. Also have band, drill team and students are enthusiastic about the entire program.

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CATALOG — An annual bulletin should replace the present biennial publication. The requirements for graduation should be clearly stated for each program. General organization of topics should be revised and improved.

* * *

ADMISSION — The records from 1947 to the present are in satisfactory order, but the ones prior to this time are in bad shape. The data is availabe and should be placed in permanent form Dean Cottesman said in 1949.

The office is understaffed and too crowded for ready access to records and the records before 1947 need to be put in permanent form. In future student help should be eliminated. Also, secure burglar proof and fireproof vaults.

Stiffen the low admission requirements, especially along lines of English and mathematics. Now students with less than four years of high school English are permitted to enroll.

The fall 1953 students scored lower than 50 percent on the national "Iowa Silent Reading Test." There's no remedial program in mathematics and immediate steps should be taken to aid students along this line.

* * *

PLANT—

1. **LIBRARY** and science classroom constitutes the library which is adequate now for the 15,600 volumes, but will not be later if ample supply of books are provided which are necessary for a small college.

There are plans for renovating the Mechanical Arts building for additional library space.

2. Administration and Home Economics Building provides space on third floor for home management apartment and two apartments for faculty. This is poor substitute for separate home management house.

3. Gymnasium is all purpose building with little space for storage equipment. There's no dressing room for the women, they must use the dormitories. Gym appears equipped primarily for men.

4. **Women's Dormitory overcrowded. Three live together in larger rooms. Third floor is incomplete, yet 15 girls live in one big room called "bull pen". The building has capacity for 50.**

There is no space for relief matron; small reception room and no space for social activities.

5. Men's Dormitory is fair; small reception space, no area for social activities.

6. Infirmary is a frame building not suitable for health needs and no separate provisions for men and women patients. Has only two sick rooms.

7. Faculty apartments poorly designed and constructed. Erected in part by the students.

8. Dairy man and milk house, fair.

9. Men's Dormitory No. 2, fair, like other dorm.

10. **Metal Arts Shop is frame converted shed not suited to the needs of the program. An old pot-bellied stove in center of room for heat. A heating system has been proposed to prevent rust on machines during off seasons but this would be waste of funds since the building should be replaced as soon as possible.**

President listed the following needed facilities: Laundry and equipment ($50,000), auditorium, gymnasium and swimming pool for men and women ($50,000); home for president ($35,000).

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SCHOLARSHIP — Atheltes, band members and others students are assigned to "workshops" to perform specified jobs in return for the aid which does not exceed the value of tuition, room and board.

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FINANCES — These records are kept at College Park, 125 miles away. The student account and small fiscal records are kept at Maryland State. A petty cash fund of $600 is allowed for college emergency.

* * *

OUTCOME — The guidance service is composed of committee of five—Admissions Director, Dean of Men, Dean of Women, Dean of Arts and Sciences and head of English Department.

The faculty serves as Big Brothers and Big Sisters to students, but little attention is paid to consistent vocational guidance. Recommend full - time guidance expert be employed.

Alumni office has limited facilities and serves mainly as information center and has no administration functions. The Alumni needs to be formally organized and a strong office established.

Placement services are rendered by the deans. Central placement office is needed and properly trained person to run it is recommended.

* * *

RECOMMENDATIONS:

1. Appoint coordinator or executive assistant to president.
2. Appoint business manager and plant and grounds supervisor;
3. Reorganize administration and registrar's office.
4. Strengthen alumni office.
5. Raise admission standards.

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FINANCE — In 1952-1953 the college operated on a budget of $778,519, 70 percent of which came from state appropriation and the rest from federal government and revenues of the students. The assets of the college amounts to $2,755,359 in June 1953, 96 percent of which represents the value of the physical plant.

All finance matters are cleared through the University of Maryland and while this arrangements is inexpensive, it creates administration difficulties at Maryland State.

The appropriation for the college is adequate for the present program but there is need for additional appropriations towards new facilities.

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THE ATHLETIC program for intercollegiate activities receives heavy emphasis. Main sports are football and basketball. Fifty percent of the students came from out of state and large portion of them are athletes or have special abilities, such as musicians.

A large percent of the athletes get financial aid through "workshops" which provide fee, room and board and requires them to render service in return.

NEW SURROUNDINGS FOR STATE'S 'DEFECTIVE DELINQUENTS'

Patuxent Inst. new venture in criminology for Maryland

By HERBERT MANGRUM

Something new in criminology for Maryland is shaping up in a huge dormitory-type building near Jessups, Md.

Thirty-six inmates from penal institutions throughout the state were first brought to what is known as Patuxent Institution five weeks ago to launch the program.

Patuxent in time will serve as home for over 1,00 men who have been placed in the classification of defective delinquents.

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THE FIRST group which includes 23 colored inmates, was transferred from the state penal farm, House of Correction and the penitentiary. White and colored inmates are housed together.

All are convicted criminals and while at Patuxent will undergo rigid medical and occupational exams aimed at offering the man opportunity to return to society as free men.

Persons admitted there are termed mental misfits with low I.Q's as compared to a person of higher mentality whose crimes may have originated from an emotional inbalance.

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TO START THE operation off, the staff at Patuxent is comprised of three doctors, two phychologists, three social workers and a number of technicians.

The program is under the supervision of Dr. Harold Boslow, former court medical advisor. Administrative duties have been assigned to Alfred Dowd, associate director and former warden of the Indiana State Penitentiary.

There is a need for additional employees, although in the case of custodial officers or guards, careful screening has already ruled out over 10 men.

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ADDITIONAL PERSONNEL is needed in the field of psychology, social work and technical and custodial workers.

Persons who apply for positions will be given proper consideration according to officials.

Only a gleam in the eyes of state penal authorities 20 years ago, nothing in the country is comparable to Patuxent.

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IT CONSISTS of one central building with four wings. The central building contains the administrative offices and the hospital unit consisting of 16 beds.

It will also have an electroencephalograph machine and electrocardiograph as well as a dental unit and other medical services.

In the near future there will be beds for 400 inmates who will be sent to this institution by the court to determine whether or not they come under the classification of defective delinquents either in the mental or emotional sense.

People will also be sent there from institutions under the supervision of the Board of Correction.

Training, rehabilitation and incarceration are the chief aims of the institution. The length of time a man stays there will be determined not by what crime was committed, by by his readiness to rejoin society.

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THE PRESENT main building is the first of a series of buildings which are contemplated. Funds are available for the erection of an auditorium, educational and recreational buildings.

Other buildings are contemplated to house psychopathic personalities as well as a building to be used exclusively for the diagnostic clinic.

There is also a building proposed at the Women's Reformatory to house women who fall into the category of defective delinquents. This building will be closely related to the Patuxent Institution and will be under the supervision of its staff.

Patuxent is within the general administrative control and supervision of the Board of Correction, which has the authority to establish divisions and sub-divisions within the institution.

The board can also transfer into Patuxent persons sentenced or confined in the Maryland Penitentiary, the House of Correction, and the reformatory for males and females.

Transfers can be made at any time that the board feels that such transfers will improve discipline, or aid in safekeeping, treatment, training, or rehabilitation of intimates.

The Advisory Board can also authorize surgical operations as treatment for defective delinquents.

Permission for operations can also be requested by the inmate himself, his nearest relative or by court order.

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THIS INSTITUTION defines a defective delinquent as an individual who by the demonstration of persistent aggravated anti-social or criminal behavior, shows signs of having criminal tendencies, or one who is found to have an intellectual deficiency or emotional unbalance.

Requests for examinations can be made if a person has been convicted and sentenced in a court of Maryland for a crime coming under one or more of these headings:

Felony, misdemanor punishable by imprisonment, a crime of violence, sex crime involving force or violence, two or more convictions for any offenses of crimes punishable by imprisonment in a criminal court in Maryland.

Whenever a request has been made to examine any person for delinquency, the person involved can ask for his own psychiatrists for the purpose of determining whether or not he is a defective delinquent.

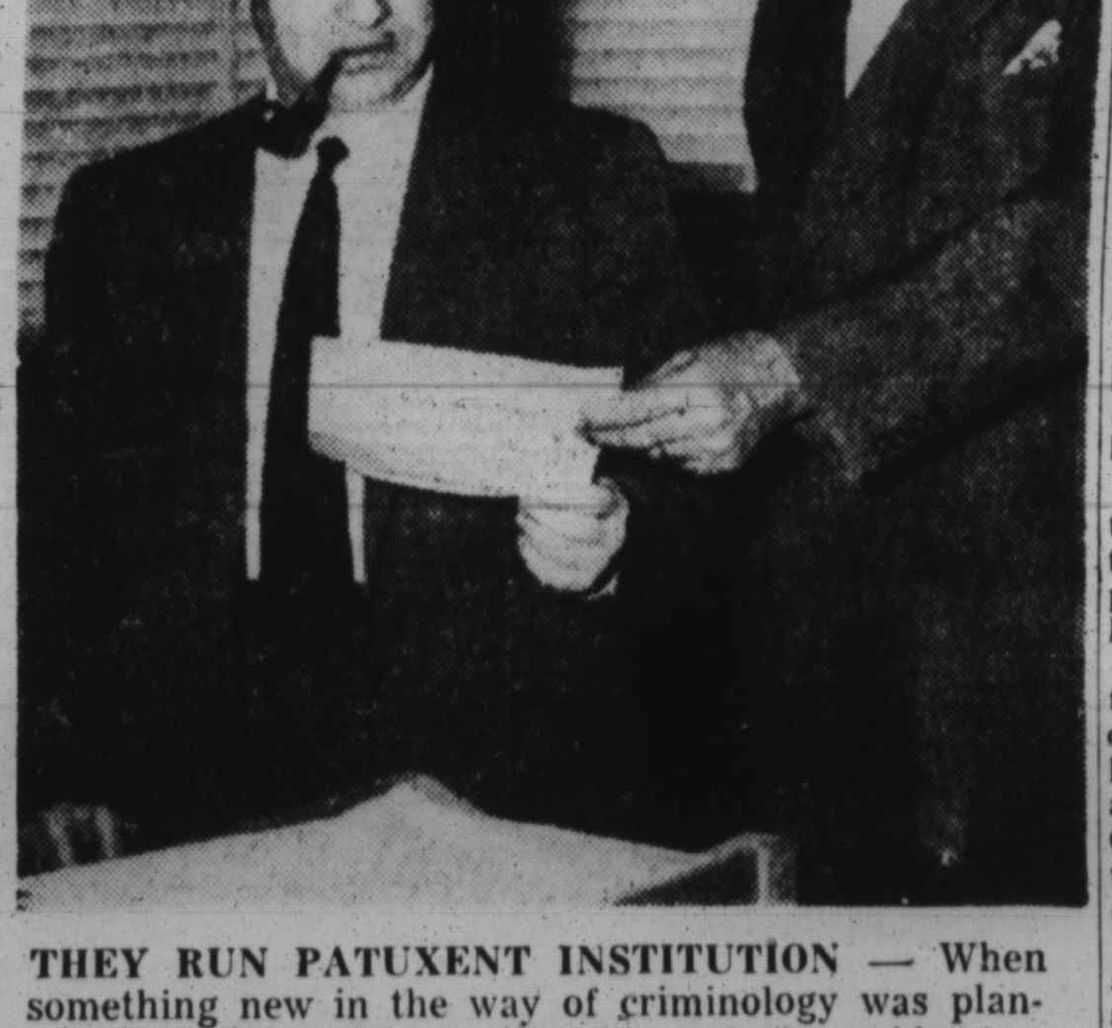
Costs for such examination will be paid for by the state.

Once admitted to Patuxent, an inmate is assigned to a work routine which is aimed at his own labor needs and not those of the institution.

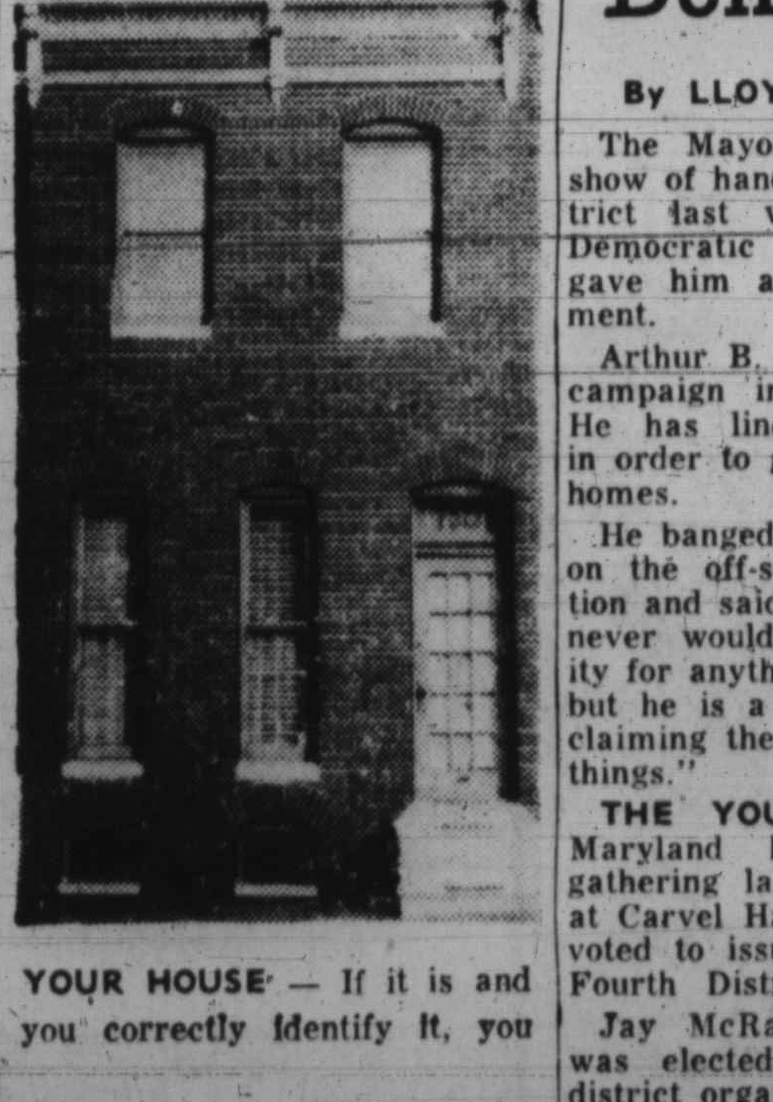
The chief aim of the institution is to restore every inmate to an emotional balance, or to teach him a job with which his mind can cope.

Toward this end he is given the opportunity to operate machinery or study academic subjects in a classroom.

When a person is released from Patuxent he will not be kept under the parole procedure. Instead it is expected that trained social workers will follow his case through.



THEY RUN PATUXENT INSTITUTION — When something new in the way of criminology was planned for Maryland by the General Assembly two years ago, no problems were involved in the selection of supervisors. Dr. Harold Boslow, left, former court medical advisor, was named director and Alfred Dowd, former warden of the Indiana State Penitentiary, associate director and superintendent. The first unit at Patuxent for the confinement and treatment of "defective delinquents" was opened last week. Thirty-six inmates were admitted the first day. The institution, near Jessups, Md., will soon have adequate facilities for 1,000.



YOUR HOUSE — If it is and you correctly identify it, you can collect $5 by calling at the AFROs City Desk BEFORE Tuesday noon. All you have to do is to be living in the house to win the $5. There'll be another Lucky House in the next issue, too. Look for it; it may be yours.

Democratic Viewpoint

By LLOYAL RANDOLPH

The Mayor had a very good show of hands on the Third District last week, the powerful Democratic faction over there gave him a whopping endorsement.

Arthur B. Price is getting his campaign in motion, but fast. He has lined up 41 telecasts in order to get into the peoples' homes.

He banged away at the Mayor on the off-street parking situation and said that . . . "the man never would accept responsibility for anything that went wrong but he is a pretty good boy at claiming the credit for the good things."

THE YOUNG Democrats of Maryland had an interracial gathering last Wednesday night at Carvel Hall in Annapolis and voted to issue a charter to the Fourth District.

Jay McRae, young attorney, was elected president of that district organization. Democracy moves on, and why shouldn't it?

Richard Rombro and Morton H. Perry, City Council Candidates with your truly, have almost daily conferences on strategy. They are good men and should make a good race of it. Both are young lawyers.

THE CITIZENS Democratic Club on Monday night endorsed this candidate for City Council. They are setting into motion an all-out effort to make this a successful campaign.

They are also starting a registration drive that will be in the general election in May. Henry G. Parks was named acting chairman of the campaign drive.

Charles Law, candidate for City Council in the Fifth District, has opened up his campaign headquarters at 1141 Poplar Grove St. Volunteers are coming to his aid in large numbers. He is the only colored candidate running in that District.

Scout committees schedule meetings

A meeting of the Field Committee of the Baltimore Area Girl Scout Council will be held at the Girl Scout Office, 3rd floor of the YWCA Buiilding, Park and Franklin Sts. at 10:30 a.m., Tuesday morning.

Mrs. Franklyn C. Hochreiter is the chairman.

On Friday, Jan. 28, the training committee will meet in the same office at 10 a.m. Mrs. Edward Marks is chairman.

—POLITICS—

Another Democratic Viewpoint

By ROBERT B. WATTS

Over in the Fifth district there is a man running for the City Council that certainly deserves careful consideration by all the voters in that district.

His name is Jacob Edelman and he formerly represented the Fourth district in the Council. Mr. Edelman was educated in the public schools of Baltimore and received his law degree from the University of Maryland in 1925.

Mr. Edelman is particularly impressive because for years he has represented a number of AF of L and CIO unions and has for many years been the champion of labor. He has a wealth of experience having served in the Council for 16 years.

He is a member of the Scottish Rite of Free Masonry and the American Jewish Congress. He has been a member of the Board of the Baltimore Urban League, serving successively with Messrs Edward L. Lewis, Alexander J. Allen and with Dr. Furman Templeton.

He received the Urban League Citation on the twenty-fifth anniversary of its existance, celebrating 'Interracial Teamwork in Action.'

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HE PARTICIPATED in the fight to secure employment of colored workers with the Baltimore Transit Company as motor man, conductors and chauffeurs.

He was also the co-sponsor of the equal employment opportunities ordinance, commonly identified as FEPC, which was lost by the City the narrowest margin after a long legislative battle in the Council.

I have personal knowledge of his long and bitter battle for this much needed legislation.

Mr. Edelman stands pledged to continue to fight for the elimination of every form of discrimination directed against all minority groups in our community.

I work with many interracial organization which day by day seek to eliminate all vestiges of racial and religious discrimination. In all my experience with these groups the name of Jake Edelman is held in high esteem for he has been the champion of everything we seek.

Certainly the voters of the Fifth district will do themselves and the people of Baltimore a great service by not only voting for this man, but by working vigorously for his election.

Republican Viewpoint

By HARRY A. COLE

Each one of us probably has a vague idea of what a legislator is; we commonly describe him as a maker of laws. However, his functions often carry him far beyond this basic duty.

He is supposed to represent the interests of his election district, his constituency. To properly represent his constituency he must first realize what it is.

For instance, if he represents the Fourth Legislative District of Baltimore City, he must realize that within its bounds there are Democrats and Republicans, Catholics, Jews, and Protestants white and colored, and politically friend and foe.

Irrespective of his feelings or allegiance, he has to be representative of all these diverse groups.

HE CAN not be labelled as a Jewish or Protestant legislator, or even a white or colored lawmaker.

By some miracle of political theory, he must exert his every effort to rise above these influences and try, under the handicaps of human frailty, to represent the best interests of the whole first.

The degree to which he succeeds in doing this determines his ability as a legislator.

OF COURSE, it would be politically naive for any elected official to not recognize the strength in his constituency which put him in office.

And, to this extent, he must of necessity (and should be willing to) introduce legislation which tends to enhance the position of his followers.

His stand on these issues should be forthright, clear and unwavering. The only determining factor to govern his actions should be whether the proposed legislation of his followers works a hardship on the other members of his district.

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IN THIS day and age, it is unmistakable that any type of legislation which removes second-class citizenship from one group is bound to enhance the po ition of the other.

This is so because good legislation promotes better relations in the community as a whole. To aid and abet enactment of better legislation is the responsibility of every red-blooded American

No tenet of democracy is truer than that which requires that each citizen safeguard and promote the welfare of his neighbor.

To strive in this cause creates a sense of righteousness which transcends all private and personal interests.

To this task, we should be dedicated from this moment on.