Morgan U. honors program encourages achievement

BALTIMORE — The university honors program at Morgan State University is a comprehensive network of honors curricula, honor societies, awards and scholarships and supportive activities with outreach into nearly one-fourth of the university community.

Though the honors program, as a formal structure, is scarcely four years old, it is the culmination of over 180 years of Morgan's remarkable record of promoting academic excellence and producing some of the nation's ablest scholars.

The honors program, through its component parts, is designed to encourage the student who has demonstrated outstanding academic ability and strong motivation to study at an accelerated pace.

The students are urged to pursue challenging courses, to use a variety of supportive educational tools and to be involved both locally and nationally in honor societies and semi-professional organization.

The Morgan scholar is encouraged not only to absorb knowledge, but also to generate new knowledge and apply that knowledge to the betterment of society.

Morgan's honors curriculum consists of an honors program in general studies and several departmental honors programs.

The honors program in general studies is an individualized program tapered to the needs and interests of each student. It emphasizes the interdisciplinary approach, features a corps of seminars in methods and tools of scholarship, independent and self-directed study and offers an accelerated, dual-degree option and a controlled program of credit through proficiency testing.

All students must have a 3.3 average and carry no less than 15 credits per semester.

The various departmental honors programs, though differing in admission and retention requirements, are uniform in their emphasis upon independent research, self-directed reading and departmental internships.

Annually, every department selects one student of junior or senior classification for designation as departmental honor scholar.

This student receives a sizable financial grant and conducts a creative or research project, which is presented at the end of the year before the community of scholars and is placed on permanent file in the special collections room of the Library.

A student who completes the requirements for the honors program in his major is graduated with departmental honors.

This year, 35 of the top students in the freshman class were admitted into the honors program. They joined a sizable body of upperclassmen already engaged in research, tutoring, apprenticeships and seminars.

For the student who takes the business of education seriously, the university honors program at Morgan can be a stimulating experience.

The 1976 AFRO-AMERICAN Career Planning Supplement will be released through the world's largest chain of black newspapers in April.

It will continue to address the massive subject matter of employment opportunities for minorities in general and black men and women in particular. Don't miss the opportunity to see this supplement in all AFRO-AMERICAN Newspapers next year

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Beating the high cost of college

Washington — Proving that, what goes up doesn't necessarily come down, college costs are expected to rise 6-12 per cent to all-time highs for the 1975-76 school year.

A four-year private university now costs a hefty $4,391 in tuition, board and room and other fees, according to the College Entrance Examination Board; a public university carries a price tage of $2,679 for one year of attendance.

Even with new government programs of assistance, many students are finding it difficult or impossible to finance college.

Along with the escalating costs, a growing belief that college no longer is the passport to a secure, good paying job makes it a questionable investment for many. As a result, students are searching for alternatives to the traditional college route.

One increasingly popular solution to the high cost of college is the "no frills" vocational education offered in a variety of public and private institutions.

Vocational education offers the benefits of postsecondary education without the high costs of college. It concentrates training in a specialized career such as computer programming, commercial piloting, fashion merchandising, advertising, commercial art, even wastewater technology.

There are hundreds of careers requiring only vocational training (and not a college degree).

Shorn of "extras" such as expensive student centers, sports teams and liberal arts courses, vocational schools are able to offer high quality education at a lower cost.

For example, a student interested in commercial art may attend a college or university for four years, taking a total of 96 credits. Less than half of those credits will have been earned in commercial art subjects, with the majority in such courses as English literature, science, physical education and other non-related, but required courses.

A career school student only pays for courses he or she needs to enter the job market.

The savings can be substantial, in this case two years of tuition. An average year at a vocational school costs $1,500 to $2,000.

Unlike college, vocational training is unabashedly employment-oriented.

In addition to being taught only those skills needed for entry into the job market, career students are given "hands on" training which places them in actual work environments either with cooperating employers or in the school's own shop.

There, students learn by doing and as a result get practical work experience which often gives them the edge over academically-trained students.

With all the emphasis on employment, placement is high in accredited vocational schools.

According to the National Association of Trade and Technical Schools, an organization of accredited vocational schools, over 70 per cent of graduates find employment in their fields shortly after graduation but the figure is probably higher since many grads leave the school area for jobs and cannot be reached.

By comparison the Department of Labor estimates only 60 per cent of college grads obtain employment in their field.

In fact, the job market is increasingly becoming glutted with teachers, history majors, psychologists and others. Recent reports from the Labor Department indicate the number of grads threatens to exceed demand by 800,000.

While 15.3 million students will graduate from a college or university between 1972 and 1985, the labor force need is pegged at only 14.5 million.

Less than a quarter of the 61.2 million job openings during that time will require college, and only a third of all white-collar job openings will be filled with degree holders.

According to Herbert Bienstock, assistant regional director for the U.S. Bureau of Labor Statistics, college graduates will increasingly be forced into fields not related to their training, such as sales, clerical and service jobs.

Employment growth through 1985 is predicted to center on the service-producing areas with a 55 per cent increase in the need for craftsmen, repairmen, auto mechanics, technicians, paramedics and others.

The major factors contributing to this demand are the growing population accompanied by increasing urbanization with its emphasis on the need for more city services and, finally, a rising standard of living has accelerated the demand for all types of services.

For a listing of vocational schools, consult the U. S. Office of Education's "Directory of Postsecondary Schools With Occupational Programs" which is available from the Government Printing Office, Washington, D. C. 20402 for $3.95.

A free 104-page Directory of Accredited Trade and Technical Schools is available from NATTS, 2021 L Street, N.W., Washington, D.C. 20036.

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THE TRAVELERS

An equal opportunity employer M/F

—EEOC chief

(Continued from Page 6)

pensate its victims.

We will, of course, continue our litigation efforts whenever and wherever the tools of conciliation prove inadequate. When necessary, the commission will use the full force of the law to achieve results.

In case after case, the courts are requiring appropriate affirmative action where discrimination is found. The courts have made it clear that the obligation of an employer is to make "whole" economically and provide a "rightful place" to minority and female employees who have been the victims of job bias.

In June of this year, the U.S. Supreme Court handed down a historic decision concerning backpay. This decision is bound to have an effect on any employer who now has a suit pending in court.

That decision, Albermarle Paper Co. v. Moody, held that those discriminated against do not have to prove "bad faith" on the part of an employer in order to qualify for compensatory backpay awards.

Noting that Congress intended equal employment opportunity laws to eradicate discrimination and "make persons whole" for injuries caused by past discrimination, the Court said that a "worker's injury is no less real simply because his employer did not inflict it in 'bad faith'."

Armed with the skills of conciliation and the power of the courts, the commission will continue its efforts of assuring equal opportunity in the national job market for those willing and able to work.

Equality of opportunity is a heritage passed on to us by the Founding Fathers nearly 200 years ago.

Now, on the eve of the nation's bicentennial, we must keep the faith — faith that equal employment opportunity can work and will work if our commitment to the common cause of freedom is strong enough.