



Benjamin Banneker Awards Banquet



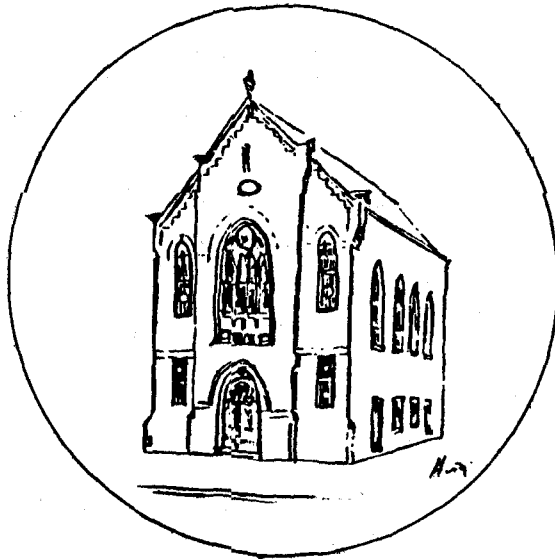
HOLIDAY INN - B.W.I AIRPORT
OCTOBER 31, 1981

LINTHICUM, MD.

*The Banneker-Douglass Museum Foundation, Inc., in cooperation with the
Maryland Commission on Afro-American History and Culture*

Maryland Commission on Afro-American History and Culture

DISCOVERING PRESERVING AND SHARING
A VITAL PART OF THE AMERICAN HERITAGE



The Banneker-Douglass Museum of Afro-American
Life and History at Old Mount Moriah

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Carroll Greene, Jr.,
Executive Director

An Agency of the Department of Economic and Community Development

The Banneker-Douglass Museum of Afro-American Life and History

Is a joint effort of the Maryland Commission on Afro-American History and Culture and the private and corporate sectors to research, preserve and present to the general public educational and cultural exhibits and programs on the history and contributions of Afro-Americans to Maryland and the Nation.

The Museum will feature

- Afro-American arts and crafts.
- Hall of National Greatness— which will honor black Marylanders who have distinguished themselves nationally.
- Permanent and temporary history exhibits.
- Gallery of Black Maritime History, tracing the story of "*Blacks and the Sea*" in military, commercial and scientific maritime history.
- Craft demonstrations.
- Lectures and films.
- Reference library on Afro-American history in Maryland.
- And will sponsor portable exhibits to travel statewide to schools, libraries, and historical organizations.

Banneker-Douglass Museum Foundation, Inc.



The Banneker-Douglass Museum Foundation was incorporated on the 8th day of May 1976. The purpose of the Corporation is to provide assistance to the State of Maryland Commission on Afro-American History and Culture in promoting the following objectives:

To solicit support that would lead to the establishment and sustainment of a museum or center of American history and culture in Annapolis with special emphasis on Afro-American life and history;

To collect, maintain, and exhibit artifacts, memorabilia, documents, books, etc., illustrative of the various periods of American history;

To maintain research archives and a library in connection with the center;

To publish literature relevant to purposes listed above;

To encourage educational and cultural programs in response to the expressed need of the serviced communities;

To encourage research in the areas of minority history, including historic preservation, education and human relations.

The members of the Foundation are:

Aris T. Allen
T. Norwood Brown
William L. Calderhead
C. LeRoy Carroll
Marian W. Carroll
Vanderlip Conway
Leonard Elenowitz
Arthur H. Fawcett

Carroll Greene, Jr.
Lynn Grigsby
Jeffrey Henderson
R. Allen Irvine
Arie Lee Pace
Yevola S. Peters
Robert M. Powell
Edith Rivers

Mary V. Wiseman

Menu

Buffet Dinner

Barbecued Spareribs

Baked Chicken

Oven-browned White Potatoes

Creamed Corn

Mixed Vegetable Salad

Assorted Individual Fruit Tarts

Rolls, Butter

Coffee, Tea

Programme

Carroll Greene, Jr., Co-Presiders
Mary V. Wiseman,

Greetings - - - - - Carroll Greene, Jr.
Invocation and Blessing - - - - - Rev. Robert M. Powell,
Vice President,
Banneker-Douglass Museum
Foundation, Inc.

DINNER - BUFFET STYLE

Welcome - - - - - Yevola S Peters, President,
Banneker-Douglass Museum
Foundation, Inc.
Musical Selection - - - - - Teresa A. B. Calvin, Member,
Annapolis Opera Board
Introduction of Guest Speaker - - - - - Dr. Roland C. McConnell,
Chairman, Maryland Commission
on Afro-American History &
Culture
ADDRESS - - - - - SILVIO A. BEDINI, AUTHOR,
THE LIFE OF BENJAMIN BANNEKER
Presentation of the High School
Awards - - - - - Yevola S. Peters
First Prize
Second Prize
SPECIAL AWARDS - - - - - Dr. Roland C. McConnell
Musical Selection - - - - - Michael Blackstone
Benediction - - - - - Rev. Robert M. Powell



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Maryland Institute, College of Art

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County of Residence		Have you ever attended M.I. before? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Name previously reg'd. under		Date of last previous attendance	
High School Attended		Year Graduated	
Other Colleges Attended		Dates	Degree
Person to contact in emergency			Phone No.
Address			

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Financial aid Yes No Type _____
(e.g. a grant)

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Tuition Assistance Yes No Type _____

Vocational Rehab. Yes No

Student status:	Credit status:
<input type="checkbox"/> BFA candidate	<input type="checkbox"/> Undergraduate
<input type="checkbox"/> MFA-ATE candidate	<input type="checkbox"/> Graduate
<input type="checkbox"/> Certificate candidate	<input type="checkbox"/> Audit
<input type="checkbox"/> Special	

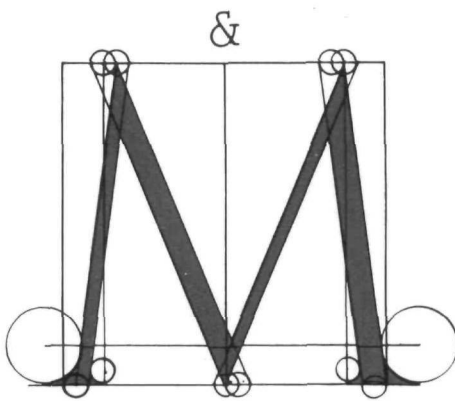
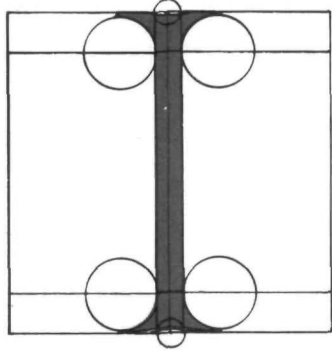
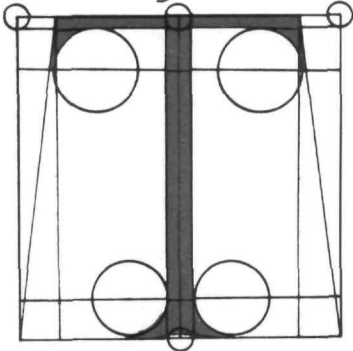
Course Title	No.	Instructor	Day of Class	Time of Class	No. of Credits	Tuition	Studio fee

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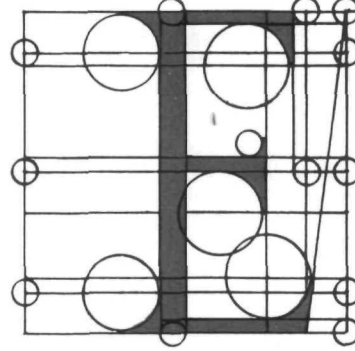
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Total tuition	
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Registration fee	10.00
Total	
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Balance due	

Evening

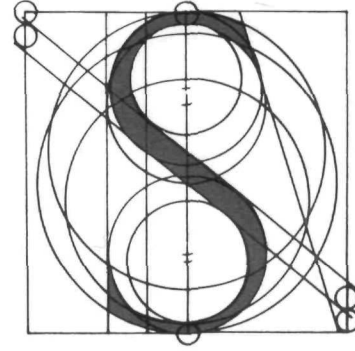


1981



Spring Continuing Studies Catalogue

Weekend



The Maryland Institute, College of Art

SUMMER LANDSCAPE PAINTING PROGRAM ANNOUNCED

ATTENTION NATURE PAINTERS

The Maryland Institute in cooperation with the Artists for Environment Foundation has planned a Summer program extraordinaire, *An Intimate Painting Experience: Maryland Institute at Walpack Center*.

Picture yourself stepping outside your door and being at the center of a variety of landscape motifs: creeks and rivers, meadows and ravines, cascades and ponds, mountain wilderness and domestic farmlands.

Imagine spending four weeks in an informal situation where every day brings an in-depth experience in nature painting—mornings going out in groups to select from and paint these various vistas, and afternoons with the freedom to find nature and interpret your response on your own terms. Evenings are filled with discussions of your work and that of other artists, poets, musicians. Rainy days are spent in the studios painting from life models (who move out-of-doors on a sunny day) and Saturday mornings bring group critiques.

Feel yourself sharing this experience with other artists who also have a commitment to the environment and who are open to responding: artist to nature, artist to canvas and artist to self.

Add to all this: instruction by artist/painter Raoul Middleman; guest artists and speakers including painters Rosemarie Beck, Eugene W. Leake and Patricia Mainardi; sculptors Jonathan Shahn and Tom Clancy; environment professional Sidney Galler; filmmaker and music composer Phill Niblock; and art dealer Allan Stone; a trip to New York museums, galleries and studios; a canoe trip down the Delaware River and you will begin to see what our Summer program offers you.

Artists for Environment Foundation is located at Walpack Center, New Jersey, which lies within the 70,000 acre Delaware Water Gap National Recreation Area. Rimmed by the Kittatinny Mountains, Walpack is a small village neatly arranged along a single street. It is a typical nineteenth century country village with a post office at

Pictured clockwise from top: Walpack Center, New Jersey, site of the Institute's Summer landscape painting program; the program's resident artist/painter Raoul Middleman, shown painting in France last year; Myers-Roe House, student dormitory at Walpack Center; aerial view of Delaware Water Gap National Recreation Area.



one end and a church and schoolhouse at the other. The Myers-Roe House, the main building for student activities, is a handsome stone structure which was built c. 1812. Additions built in the 1870's and in 1910 provide a building admirably suited for use as a dormitory, with a large dining area and comfortable lounge. Studio space is located within walking distance of the dormitory.

You may enroll in either or both four-week sessions, the first scheduled June 7 through

July 3, and the second from July 7 through August 1 and earn six credits per session. The \$880 tuition includes instruction, room and board and field trips. Begin to plan your Summer now by requesting complete information on *An Intimate Painting Experience: Maryland Institute at Walpack Center* by writing to: Continuing Studies Program Maryland Institute, College of Art 1300 W. Mount Royal Avenue Baltimore, Maryland 21217



SPECIAL INTEREST PROGRAMS INTRODUCED FOR SPRING

The Maryland Institute's Continuing Studies Program will offer exciting and diverse special interest programs in addition to over 60 evening and Saturday courses during the Spring semester. The special courses will vary in content, times offered, credit/non-credit status and cost, and will appeal to individuals with assorted levels of interest and experience.

Concentrated Courses for Credit

The new offerings will begin during semester break with

Interpreting the Human Figure, an intensive five-day (January 5-9), two-credit drawing studio taught by Barry Nemett and Howard Weiss.

Concurrent with the Baltimore Museum's retrospective exhibit of Romare Bearden, the Institute will offer *The Prevalence of Ritual: The Art of Romare Bearden*, Thursday evenings from March 26 through April 23. This two-credit seminar, led by Carroll Greene, director of the Maryland State Commission on Afro-American History and Culture and curator of the first major Bearden retrospective at New York's Museum of Modern Art in 1971, will provide intimate insights into the works of one of America's pre-eminent contemporary black artists.

Sunday Series

Highlight your Sunday afternoons by joining John Dorsey, the highly-respected *Sunday Sun* feature writer and columnist, at the Institute as he interviews ten of Baltimore's most interesting women in the arts. *Art/Women/Art*, a non-credit series co-sponsored by Goucher College and Maryland Institute, will be presented on ten Sundays between March 1 and May 10.

Short Courses

Spring's schedule of new Short Courses, each designed to provide quality exposure to its subject through excellent instruction and hands-on experience, offer a diversity of course content—be it studio or lecture/critique—at a variety of convenient times. The Spring schedule includes: *Introduction to Perspective*; *Color Theory*; *The Business of Commissioned Art*; *Gilding—A Golden Opportunity*; *Photography in Graphic Design*; *Air Brush for Illustrators*; and *Exploring Crafts through the Winter Market*.

Complete information on these three-, four- and five-session, non-credit Short Courses as well as the Sunday Series and Concentrated Courses for Credit may be found in the course description section of this catalogue.

Weekend Workshops

Rounding out Spring's special offerings will be the following series of Weekend Workshops: *Collage*; *Graphics Seminar*; *Photographing Your Artwork*; *Landscape Painting*; *Forging—Ferrous and Non-ferrous Metals*; *Collecting Photographs*; *Medical Illustration*; *Watercolor*; and *Portrait Painting*. Watch for more information on these workshops after the holidays.

FUNDAMENTAL

(Beginning) Courses

DRAWING I FF 198 A

Christine Neill
3 Cr./\$180
Wednesday
6:45-10:45 pm
Fox 23
Acquire powers of visual observation, become familiar with basic drawing methods and tools, explore conceptual ideas of image-making. Rules of simple perspective are covered and drawing from real objects in natural situations is stressed.

DRAWING I FF 198 B

Leonard Streckfus
3 Cr./\$180
Saturday
9:00 am-2:00 pm
Main 31/32
See course description FF 198 A.

DRAWING II FF 199 A

Stanley Friedman
3 Cr./\$180
Tuesday
6:45-10:45 pm
Fox 23
Emphasis is placed on further development of observational skills, technical mastery and exploration of image-making.

DRAWING II FF 199 B

Howard Weiss
3 Cr./\$180
Saturday
9:00 am-2:00 pm
Main 38/39
See course description FF 199 A.

PAINTING I FF 150 A

Dan Dudrow
3 Cr./\$180
Thursday
6:45-10:45 pm
Main 38/39
Through basic painting techniques, students will realize visual observations and personal expression. Basic methods, color mixing and the study of painting space are stressed.

PAINTING I FF 150 B

Pat Alexander
3 Cr./\$180
Saturday
9:00 am-2:00 pm
Fox 22
See course description FF 150 A.

FUNDAMENTALS OF TWO-DIMENSIONAL DESIGN FF 100

Staff
3 Cr./\$180
Tuesday
6:45-10:45 pm
Fox 25
Theories and concepts of two-dimensional art forms explored. Basic visual design principles, their application, comparisons of contemporary and historical examples, presented through lectures and slides, are applied to studio problems.

COLOR FF 108

Dan Gorski
3 Cr./\$180
Wednesday
6:45-10:45 pm
Fox 24
Color theories are explained and practiced as they relate to light pigments, printing processes and symbolic and expressionist uses.

DRAWING SYSTEMS FF 114

Frederick Nastvogel
3 Cr./\$180
Thursday
6:45-10:45 pm
Fox 25
Will explore the development of attitudes and systems of drawing which enhance our understanding of space and its depiction upon the page and in other art forms. A thorough orientation to perspective and its implications will be provided. Discussions of the physiology and psychology of vision will be included. This course should appeal to students who are leaning toward drawing, painting, printmaking, graphic design and interior design.

LETTERING AND CALLIGRAPHY FF 112

John Slorp
3 Cr./\$180
Thursday
6:45-10:45 pm
Main 13
The study of historic Western letter shapes and their evolution into modern styles. The development of a lettering discipline through the building and drawing of letters. A great attempt is made to relate human culture to the parallel development of the letter.

DRAWING

(Intermediate and Advanced)

STUDIO DRAWING: PRINCIPLES OF COMPOSITION DR 2/598

Craig Hankin
3 Cr./\$180
Monday
6:45-10:45 pm
Main 14/15
Principles and elements of visual organization are methodically studied in traditional and contemporary imagery of all types and explored by students in their own representational or abstract drawings. A practical guide to the inner mechanism of formal relationships.
Prerequisites: Drawing I and II or equivalent experience.

STUDIO DRAWING: PORTRAITURE DR 2/598

Albert Sangiamo
3 Cr./\$180
Tuesday
6:45-10:45 pm
Main 14/15
Emphasis is on the head, skull, major muscles used in facial expression. Form, structure, planes and masses are studied through drawing and clay modeling. Includes completion of a full head from life with clay on an armature. Class will work from replicas of human skulls, life models and slides.
Prerequisites: Drawing I and II or equivalent experience.

LIFE DRAWING DR 2/552 A

Peter Collier
3 Cr./\$180
Saturday
9:00 am-2:00 pm
Main 14/15
Intensive study of the human figure, action, volume, structure, anatomy, design and expressive potentialities.
Prerequisites: Drawing I and II or equivalent experience.

LIFE DRAWING DR 2/552 B

Mark Karnes
3 Cr./\$180
Wednesday
6:45-10:45 pm
Main 14/15
See course description DR 2/552 A.

FIGURE IN COMPOSITION DR 3/542

Sharon Yates
3 Cr./\$180
Thursday
6:45-10:45 pm
Main 14/15
Students draw directly from life models in groups or singularly in the classroom. Homework will include environmental situations with figures.
Prerequisites: Life Drawing and 3 cr. Studio Drawing.

SCULPTURE

FUNDAMENTAL SCULPTURE AND THREE-DIMENSIONAL FORMS SC 270

Stephanie Scuris
3 Cr./\$180
Saturday
9:00 am-2:00 pm
Station 1
Introduces basic sculpture-making processes and how these relate to the artists' concepts. Sculptural ideas will be formulated and visualized through practice and utilization of readily available materials and techniques. Slide presentations, lecture demonstrations and discussions are included.

PAINTING

(Intermediate and Advanced)

Unless otherwise specified, the following courses have Painting I (or equivalent experience) as their prerequisite.

CONTEMPORARY REALISM PT 2/550

Michael Economos
3 Cr./\$180
Thursday
6:45-10:45 pm
Station 31
Emphasis is on observing with the human as well as the technological eye. Students will concentrate on the multi-significance and usage of photography and the effect that it has had on painting in the past and present. Three assignments are required in conjunction with the problems discussed in class. Individual and group criticism will be essential.

ABSTRACT PAINTING PT 2/550

Steve Gilbert
3 Cr./\$180
Tuesday
6:45-10:45 pm
Fox 22
This course will deal with abstract concepts in painting (such as negative space; figure-ground relationships; and the spatial, emotive, and light qualities of color relationships) as they relate to individual problems and concerns of class members.

FIGURE PAINTING PT 2/596

Jim Hennessey
3 Cr./\$180
Tuesday
6:45-10:45 pm
Main 38/39
This course focuses on the manipulation of the figurative image in a spatial environment of air and light. The painterly values of individual point of view, organization and selective representation are emphasized. The poses are maintained for a minimum of three sessions.

PAINTING FROM NATURE PT 2/552

Carlene Moscatt
3 Cr./\$180
Saturday
9:00 am-2:00 pm
Fox 23
Nature in all its forms will be used for inspiration and insight into one's personal world of painting. The Institute's Nature Library, landscape, slides and individual resources will be utilized.

WATERCOLOR PT 2/592

Christine Neill
3 Cr./\$180
Monday
6:45-10:45 pm
Main 22
Beginning students explore varied approaches to watercolor through demonstrations and experimentation. Advanced students continue studio experiences through specific problems designed to strengthen technical and visual skills. Occasional out-of-doors painting included.
Prerequisite: Drawing I or equivalent experience.

LECTURE AND CRITIQUE FOR ADVANCED PAINTERS PT 3/500

Paul Moscatt
1.5 Cr./\$90
Every other Wednesday
6:45-10:45 pm
Main 30
This class is especially geared to the advanced student and graduate who would benefit from both individual and group criticism and discussion of their work. Though the class is not a working session, the student may be able to set up a limited work process during and around scheduled hours. Frequent lectures will be given, some by visiting faculty and artists who may also critique student work. Graduates and painters working on their own may find this class valuable in stimulating ideas, generating new energy, and in general, becoming part of an aesthetic community again.

MATERIALS AND METHODS FOR ARTISTS PT 2/580

Israel Hershberg
3 Cr./\$180
Monday
6:45-10:45 pm
Dolphin 20
This course covers all the various techniques and materials in painting, including grinding of paint, preparation of canvas and other paintable surfaces; also fresco including fresco demonstrations; egg tempera, and encaustic wax painting and gilding. Open to all students who wish to experiment in original or proven painting techniques and/or ideas.

PRINTMAKING

COLOR INTAGLIO/VISCOSITY PRINTING PR 2/515

Richard Hellman
3 Cr./\$180
Studio Fee \$20
Monday
6:45-10:45 pm
Dolphin 2
This course explores the art of color etching with an emphasis on viscosity printing. Developed at Hayter's Atelier 17 in Paris and New York, this process combines intaglio and relief methods which allow the application of many colors to a single plate. The full color plate is then produced with only one pass through the press, eliminating registration problems.
Prerequisite: 3 cr. Intaglio.

LITHOGRAPHY PR 2/516

John Sparks
3 Cr./\$180
Studio Fee \$20
Tuesday
6:45-10:45 pm
Dolphin 1
Lithographic techniques and processes of stone and aluminum plate; transfer, photo-litho, reversal, registration methods, xerox, plus others are examined.
Prerequisite: 3 cr. drawing, design or printmaking.

SILKSCREEN PR 2/518

Staff
3 Cr./\$180
Studio Fee \$20
Wednesday
6:45-10:45 pm
Dolphin 10
Technical and aesthetic development. Demonstrations of five stencil-making techniques to include cut, painted and photo methods. Approaches to the rendering of pictorial space will be explored. Advanced students explore their own aesthetics with silk-screen alone or in combination with other media. Attendance at first three sessions is mandatory.
Prerequisite: 3 cr. studio art or equivalent experience.

GRAPHIC DESIGN ILLUSTRATION

TYPOGRAPHY GD 2/518

Bob Helsley
3 Cr./\$180
Tuesday
6:45-10:45 pm
Main 22
Analysis of the letter form, its historical development through metal type and current practices utilizing phototype and computer facilities. Reproduction processes facilitate the solution of typography-oriented problems.
Prerequisite: 3 cr. studio art or equivalent experience.

GRAPHIC PRODUCTION II GD 2/503

Mary Pat Andrea
3 Cr./\$180
Thursday
6:45-10:45 pm
Main 22
A continuation of Graphic Production I. Emphasis on type specification and the hand skills required to produce art work for reproduction. Consideration will be given to production problems involving publication design and color process.
Prerequisite: Graphic Production I or equivalent experience.

GRAPHIC DESIGN I GD 2/510

Jerry Litofsky
3 Cr./\$180
Wednesday
6:45-10:45 pm
Main 33
A course in the application of ideas. Graphic design provides a method for creatively solving communication problems. Conceptual approach is emphasized. Assignments are related to all areas of print. Projects based on promotional, editorial and publication design will be prepared at home for class criticism.
Prerequisite: 6 cr. studio art or equivalent experience.

TELEVISION GRAPHICS AND DESIGN GD 2/536

Bob Helsley
3 Cr./\$180
Thursday
6:45-10:45 pm
Main 20
An examination of all essential aspects of television graphics, set design and animation from the advent of television to the most recent achievements in this field. Emphasis will be placed on the differences in designing for electronics and computers.
Prerequisite: Graphic Design I.

GRAPHIC DESIGN II GD 2/511

Jerry Litofsky
3 Cr./\$180
Tuesday
6:45-10:45 pm
Main 33
A continuation of Graphic Design I with emphasis on the more difficult problems of design for print and broadcast. Copy and its relation to the design solution will be covered.
Prerequisite: Graphic Design I.

TECHNIQUES AND MEDIA USED IN SCIENTIFIC ILLUSTRATION IL 2/516

David Jonah
3 Cr./\$180
Monday
6:45-10:45 pm
Main 33
Four major projects will be completed utilizing the media and techniques most commonly used in reproduction for scientific publications: carbon dust, pen and ink, black and white wash, and watercolor painting. Emphasis will be placed on the completion of finished, well-resolved pieces that are suitable for use in a professional portfolio. Specific technical information will be covered regarding the special characteristics and nuances of the various media.
Prerequisites: Drawing I and II plus 3 cr. Intermediate Drawing or Illustration I.

ILLUSTRATION II DR 3/566

Paula Adelsberger and Cameron Gerlach
3 Cr./\$180
Tuesday
6:45-10:45 pm
Main 35/36
This course is directed toward the development of individual style and interpretation. Emphasis will be placed on developing ideas and illustrations to accompany and enrich text of literature, newspapers and magazines.
Prerequisite: Illustration I

SYMBOL AND FANTASY IL 3/564

Susan Waters-Eller
3 Cr./\$180
Wednesday
6:45-10:45 pm
Main 35/36
Imagination is the primary source of imagery for these illustration problems, designed to unearth personal symbolism. Discussions of work focus on the emotive character of compositional dynamics with emphasis on the development of individual approach.
Prerequisite: 6 cr. Intermediate Drawing or Illustration II.

CERAMICS

CERAMICS CE 2/564

Ron Lang
3 Cr./\$180
Studio Fee \$15
Wednesday
6:45-10:45 pm
Fox 2
Beginning and advanced level students will cover a variety of construction and firing possibilities. Forming techniques will include wheel throwing, hand building and slip casting with stoneware and earthenware clay bodies. Both sculptural and functional approaches to clay will be explored. Lectures will be supplemented with slides. Assignments will be critiqued.

CRAFTS

STAINED GLASS CR 2/530

Saul Farber
3 Cr./\$180
Saturday
9:00 am-2:00 pm
Main 13
The endless possibilities of stained glass as an art medium will be examined with emphasis on aesthetics using both new and traditional techniques. Demonstrations, lectures, slides, books and field trips are included. For beginning and intermediate level students.

ADVANCED STAINED GLASS CR 3/531

Saul Farber
3 Cr./\$180
Monday
6:45-10:45 pm
Main 13
Students will concentrate on composition, design, color and glass relationships in stained glass. Emphasis will be on developing from a drawing a series of finished stained glass pieces: windows, lampshades, sculpture pieces, etc. Guest artists and critiques.
Prerequisite: At least one semester of stained glass or equivalent experience.

JEWELRY AND METAL FABRICATION CR 2/580

Richard Wagner
3 Cr./\$180
Studio Fee \$15
Thursday
6:45-10:45 pm
Fox 3
Exploration of metal-casting techniques that relate to the making of small art objects such as jewelry and diminutive sculpture. Techniques include lost wax, sand, cutter bone, vacuum and centrifugal processes. Students with prior experience are welcome to enroll and will be expected to undertake more involved projects.

WOOD DESIGN CR 2/562

Greg Schummers
3 Cr./\$180
Studio Fee \$15
Tuesday
6:45-10:45 pm
Fox 1
Wood technology, design, construction of simple furniture forms. Basic tools, techniques introduced. Skills in joinery, lamination, turning, etc. developed. Students with prior experience will be expected to undertake more involved projects. Students must be present for first class.

SURFACE DESIGN: RESIST DYEING CR 2/534

Jann Rosen-Queralt
3 Cr./\$180
Wednesday
6:45-10:45 pm
Fox 26
Color and two-dimensional design principles will be explored through specific studio problems, while students develop batik and discharge dyeing skills. An understanding of repeat grid systems, stamp printing and the use of stencils will be included as well as direct application of dyes to enhance the development of individual imagery.

SPECIAL INTEREST PROGRAMS

CONCENTRATED COURSES FOR CREDIT

INTERPRETING THE HUMAN FIGURE DR 2/588

Barry Nemett and Howard Weiss
2 Cr./\$120
5 days: January 5-9
9:00 am-3:00 pm
Main 14/15

Using the human figure as subject, students will experiment with concepts of form and composition. Both contemporary, abstract interpretations and more representational approaches will be presented and discussed. The class will include slide lectures by both instructors, studio drawing from the nude model, homework and critiques.

THE PREVALENCE OF RITUAL: THE ART OF ROMARE BEARDEN HA 420

Carroll Greene
2 Cr./\$120
5 Sessions/Thursday
March 26-April 23
6:00-10:00 pm
Fox 15

This special intensive course will be held concurrently with the Baltimore Museum of Art retrospective exhibition of the work of Romare Bearden in April 1981. Students will examine the chronological development of themes and styles from the 1930's to the present. Original works as well as slides, films and guest speakers will be used to support the investigation. The requirements for this course will include a term paper, attendance at the Baltimore Museum of Art exhibition and a field trip.

SUNDAY SERIES

ART/WOMEN/ART

Baltimore Women in the Arts interviewed by John Dorsey at the Maryland Institute
Co-sponsored by Goucher College and the Maryland Institute
Non-credit/\$60
10 sessions/Sunday
March 1-29; April 5, 12, 26; May 3, 10
2:00-3:30 pm
(with refreshments)
Room to be announced
Do women tend to explore different subjects from men, or do they explore the same subjects differently? Are women artists today fully accepted as the equals of men by those whom they encounter in pursuing a career—the gallery owner, the collector, the critic, the curator—or is there discrimination overt or covert? What is the shape of the arts in America today—chaotic and disintegrating, or free and vital—and does the answer to that question imply anything about the shape of civilization? What is the effect of government money on the arts and on the artist? Is there growing decentralization in the American art world, or is New York still where it all happens? What is it like to live in Baltimore and be an artist? These are among the questions to be explored in a series of ten Sunday afternoon interviews with women in the arts, conducted by John Dorsey of the *Sunday Sun*. Those interviewed will include painters Grace Hartigan and Christine Neill, photographer Barbara Young, and others working in a variety of areas and at various stages of their careers; each artist will also show examples of and discuss her own work.

SHORT COURSES

INTRODUCTION TO PERSPECTIVE

Peter Collier
Non-credit/\$45
4 sessions/Monday
February 2, 9, 23, March 2
7:00-10:00 pm
Main 20

Introduction to the basics of creating, in line, the illusion of three-dimensional space on the two-dimensional picture plane. The course covers the use of one- and two-point perspective, horizon lines, scaling, and judging angles and proportions. Mechanical systems as well as direct visual analysis will be used to put objects in perspective and then place the objects in space. Bring a sketch pad and straight-edge to the first session.

COLOR THEORY

Ray Allen
Non-credit/\$45
4 sessions/Monday
March 23-April 13
7:00-10:00 pm
Main 28/29
An introduction to the world of color interaction and its effective use. Through lectures, slides, hands-on experiments, and demonstrations, students will focus on the laws governing the phenomena of color, as well as its physiological, psychological, and cultural influences. This workshop is designed to significantly increase one's sensitivity to color and to provide a firm foundation for understanding its physical manipulation.

AIR BRUSH FOR ILLUSTRATORS

Richard Waldrup
Non-credit/\$65 (includes studio fee)
5 sessions/Thursday
March 26-April 23
7:00-10:00 pm
Fox 24
A survey of air brush techniques, stressing small format work on illustration board and paper. Instruction in the use of dyes and gouache, masking, taping, stencils, studio tips and shortcuts, and equipment maintenance.

EXPLORING CRAFTS THROUGH THE WINTER MARKET

Victoria Gellner
Non-credit/\$35
3 sessions
Saturday, February 14 and 21
10:00 am-1:00 pm
Sunday, February 22
2:30-4:30 pm
Fox 14
Develop a greater understanding of American crafts in terms of their history, aesthetics and investment possibilities through lecture, discussion and visits to the 4th Annual Winter Market. The first session will concentrate on a brief history of the crafts movement in this country beginning with the Philadelphia Centennial Exposition in 1876. The second session will involve a discussion of crafts in terms of making qualitative judgements and evaluating investment potential. Students are expected to visit the Winter Market on their own between February 18 and 22. The third session will be for wrap-up purposes.

THE BUSINESS OF COMMISSIONED ART

Lisa Kaslow
Non-credit/\$45
4 sessions/Tuesday
March 24-April 14
7:00-10:00 pm
Fox 14
An intensive, four-part course studying the mechanics of securing commissions in the fields of sculpture, painting, graphics, fiber arts, etc. Areas focused upon will include: the artist as businessperson; sources for commissions; models to final product; contracts; budgets; fabrication; installation; dealing with the public. Guest lecturers. Hands-on experience in dealing with budgets, estimates, etc.

GILDING—A GOLDEN OPPORTUNITY

Stephen Heaver
Non-credit/\$45
4 sessions/Wednesday
February 18-March 11
6:45-10:45 pm
Main 13
Exploration of raised and flat gilding in its basic forms of surface, gesso and glass application. Possibilities of its uses include: sign painting; fresco work; manuscript lettering; frame-making; sculpting; furniture and architectural detailing. Simple projects will be planned and completed in class.

PHOTOGRAPHY IN GRAPHIC DESIGN

Martin Bennett
Non-credit/\$55
5 sessions/Wednesday
March 25-April 22
7:00-10:00 pm
Main 20
An exploration of the various uses of photography in communication with special emphasis on how photography integrates with other graphic elements to convey an idea. The creative framework within which photography is utilized in posters, promotional material, editorial work, book jackets, etc. will be examined in order to understand the factors that influence photographic judgements.

WEEKEND WORKSHOPS

The following Weekend Workshops are planned for the Spring semester. Watch for more information.

COLLAGE

GRAPHICS SEMINAR

PHOTOGRAPHING YOUR ARTWORK

LANDSCAPE PAINTING

FORGING—FERROUS AND NON-FERROUS METALS

COLLECTING PHOTOGRAPHS

MEDICAL ILLUSTRATION

WATERCOLOR

PORTRAIT PAINTING

PHOTOGRAPHY

All studio courses require a 35mm or 2 1/4 roll film camera with adjustable aperture and shutter speeds. A list of additional supplies will be given at the first class meeting.

BASIC PHOTOGRAPHY P 2/532 A

Ann Gummerson
3 Cr./\$180
Lab Fee \$20
Monday
6:45-10:45 pm
Main 2
Black and white still photography will be explored with emphasis on development of visual skills, basic camera skills, darkroom techniques and the aesthetics of photographic vision. Class critiques and field assignments are included.

BASIC PHOTOGRAPHY P 2/532 B

Beverly Wilgus
3 Cr./\$180
Lab Fee \$20
Thursday
6:45-10:45 pm
Main 2
See course description P 2/532 A.

BASIC PHOTOGRAPHY P 2/532 C

John Tichenor
3 Cr./\$180
Lab Fee \$20
Saturday
9:00 am-2:00 pm
Main 2
See course description P 2/532 A.

INTERMEDIATE PHOTOGRAPHY P 3/532

Staff
3 Cr./\$180
Lab Fee \$20
Tuesday
6:45-10:45 pm
Main 2
Visual skills, techniques and content of imagery will be refined. Course includes lectures, individual and group critiques, darkroom and field assignments. Students are requested to bring examples of their work to first class.
Prerequisite: Basic Photography. Students who did not have Basic Photography at the Maryland Institute must have a portfolio review by the chairman or a designated member of the photography department to determine class placement.

ADVANCED PHOTOGRAPHY SEMINAR P 4/532

Staff
3 Cr./\$180
Studio Fee \$20
Tuesday
6:45-10:45 pm
Main 3
This course is for the student who wishes to increase visual awareness and technical proficiency through the exploration of a specific subject. The course will also include group discussion and portfolio development. Students are requested to bring examples of work to first class.
Prerequisite: Intermediate Photography with a grade of B or better. Students who did not have Intermediate Photography at the Maryland Institute must have a portfolio review by the chairman or a designated member of the photography department.

BASIC COLOR PHOTOGRAPHY P 3/582

Jack Wilgus
3 Cr./\$180
Studio Fee \$30
Wednesday
6:45-10:45 pm
Main 3
Deals with both the technical and aesthetic possibilities of the medium of color photography. The theory, history and contemporary directions of color photography are explored. The student is expected to produce a portfolio of color prints.
Prerequisite: Intermediate Photography with a grade of B or better. Students who did not have Intermediate Photography at the Maryland Institute must have a portfolio review by the chairman or a designated member of the photography department.

BASIC FILM P 2/584

David Insley
3 Cr./\$180
Studio Fee \$20
Saturday
9:00 am-2:00 pm
Main 3

This course is a beginning film production class using Super 8 which will explore the basic tools and methods of film production through the scripted film, documentary technique and experimental processes. The course material covers basic filming and sound techniques, script development, direction, editing, animation, and conceptualization of moving visual images and time. The student will produce at least 4 individual film projects.

PHOTOGRAPHY IN SOCIETY P 230

Staff
3 Cr./\$180
Saturday
9:00 am-2:00 pm
Fox 15

A survey of contemporary work in photography offering both photographers and non-photographers an introduction to and appreciation of current work as it appears in exhibited and published forms. Slides, gallery visits, guest speakers and discussion included.

HISTORY OF PHOTOGRAPHY HA 3/532

Jack Wilgus
3 Cr./\$180
Thursday
7:00-10:30 pm
Main 28/29

A survey of the development of photography from its beginnings through today. The course will include the interrelationship of photography with the other arts, the effect of changing technology on the photographic image, the tradition of the popular photograph, as well as major photographers and movements. Original photographic material will be used as examples throughout the course.

INTERIOR DESIGN

The interior design department chairman recommends the following fundamental courses (or their equivalent) be taken prior to enrolling in any of the interior design courses: *Drawing I; Two-Dimensional Design; and Color. Three-Dimensional Design/Fundamental Sculpture would also be helpful. These prerequisites do not apply to History of Furniture. Complete information on the proper sequence of interior design courses may be found under "Interior Design Program" elsewhere in this catalogue.*

TEXTILE SURVEY IN 208 CS

Staff
1.5 Cr./\$90
Monday
6:00-8:15 pm
Main 24

The systematic study of the development of fibers and fiber processing as specifically related to decorative fabrics.
Prerequisite: see italicized statement above.

DRAFTING TECHNIQUES II IN 207 CS

John Wilson
1.5 Cr./\$90
Tuesday
6:00-8:15 pm
Main 27

A continuation of Drafting Techniques I.
Prerequisite: Drafting Techniques I.

ARCHITECTURAL SYSTEMS II IN 309 CS

John Wilson 1.5 Cr./\$90
Tuesday
8:30-11:00 pm
Main 27

Application of principles and analysis of systems in architectural structures with particular emphasis on interior architectural technology.
Prerequisite: IN 308 CS.

MECHANICAL PERSPECTIVE AND BASIC RENDERING IN 209 CS

John Wilson
1.5 Cr./\$90
Wednesday
6:00-8:15 pm
Main 25/26

Prepares the student in the technical skills for presentation of design concepts and interpretation of design problems. Control of spatial illusion through perspective is emphasized.
Prerequisites: IN 206 CS and IN 207 CS (although IN 207 CS may be taken concurrently).

INTERIOR DESIGN THEORY I IN 205 CS

Suzanne Silverman
3 Cr./\$180
Thursday
6:45-10:45 pm
Main 25/26

Study of design theory using hypothetical problems in interior design. Extensive reading on man/environment systems upon which many of the design problems are based.
Prerequisites: IN 204 CS and IN 206 CS. IN 207 CS should be taken concurrently.

GRAPHIC PRESENTATION II IN 345 CS

John Wilson
1.5 Cr./\$90
Thursday
8:30-11:00 pm
Main 27

Emphasis is on the rendering of three-dimensional space, stressing drawing, media and materials appropriate to this form of graphic presentation.
Prerequisites: All 200 level courses; IN 308 CS; IN 309 CS; or portfolio review by department chairman.

INTERIOR DESIGN THEORY III IN 341 CS

Suzanne Silverman
3 Cr./\$180
Tuesday
6:45-10:45 pm
Main 25/26

A continuation of Interior Design Theory II with emphasis on more advanced hypothetical problems in interior design.
Prerequisites: All 200 level courses; IN 308 CS; IN 309 CS; IN 340 CS; IN 344 CS; IN 345 CS (although IN 345 CS may be taken concurrently); or portfolio review by department chairman.

HISTORY OF FURNITURE: ROCOCO THROUGH MODERN IN 349 CS

John Wilson
2 Cr./\$120
Thursday
6:00-8:15 pm
Main 27

Intensive study of historical national styles with special emphasis upon the characteristic details of each period.

ART EDUCATION

ART EDUCATION: INDEPENDENT ED 590

Staff
3 Cr./\$180
Time Arranged

Students have an opportunity to develop and complete an independent project relating to art education, working with the education department faculty member of your choice. The chairman of the ATE department must be contacted by the student prior to enrollment for course approval.

EDUCATION OF EXCEPTIONAL CHILDREN (GRADUATE SEMINAR) ED 564

Dr. Kuo-hsiung Ho
3 Cr./\$180
Wednesday
5:00-7:45 pm

ATE Conference Room (Fox)
A study of the nature and educational needs of children who are exceptional. It will include mentally, physically and emotionally handicapped children as well as gifted children.

ART HISTORY

THE RE-EMERGENCE OF CRAFTS: A HISTORY OF THE PAST 200 YEARS HA 2/580

Victoria Gellner
3 Cr./\$180
Wednesday
7:00-10:00 pm
Fox 14

Students will look at the 19th century crafts movement in England and America centering on William Morris, British Arts and Crafts Guild, Louis Tiffany, the Rockwood Potters and others. Survey will also cover 20th century crafts from the Bauhaus to the 1970's with emphasis on the role of the craftsman in society.

BUDDHIST ART HA 3/504

Jane Ostryniec
3 Cr./\$180
Tuesday
7:00-10:00 pm
Main 28/29

The arts inspired by Buddhism from their beginning in India to their expression in Japanese Zen. The course will include monuments from Srilanka, Southeast Asia, Java, China, Nepal and Tibet, discussed in the context of Buddhist philosophy.

HISTORY OF PHOTOGRAPHY HA 3/532

Jack Wilgus
3 Cr./\$180
Thursday
7:00-10:30 pm
Main 28/29

See course description in PHOTOGRAPHY section.

ADDITIONAL STUDIOS

TECHNIQUES IN PASTELS FA 2/520

Denise Matuk-Kroupa
3 Cr./\$180
Thursday
6:45-10:45 pm
Fox 23

Students with some drawing experience will expand their knowledge of the pastel medium. Techniques covered will allow the student to progress from sketching with pastels to a more sophisticated use of the material. Subjects include still life, life models and landscapes.

CHINESE LANGUAGE AND CALLIGRAPHY FA 2/570

Dr. Kuo-hsiung Ho
3 Cr./\$180
Monday
5:00-7:45 pm
Main 35/36

Written Chinese with emphasis on mastering the basic calligraphy skills. Lectures on Chinese language given; painting Chinese characters with brush practiced. Students also learn simple conversation.

NON-CREDIT STUDIOS: ADULTS AND CHILDREN

INTRODUCTION TO STUDIO ART FOR ADULTS

Corliss Block
Non-credit/\$90
Saturday
9:00 am-12:00 noon
Main 30

A studio introduction to the tools and techniques of drawing and painting. Development of observational skills and exploration of approaches to interpretation through basic methods. Designed for persons without previous studio experience who have always wanted to investigate the visual arts either seriously or just for fun.

DRAWING AND PAINTING STUDIO

Grades 10-12
Ted Brower
Non-credit/\$65
Saturday
9:00 am-12:00 noon
Dolphin 21

Concentration is on drawing and painting skills in this fine arts studio for senior high school students. Students are involved with approaching art as an artist. Work includes landscape, portrait, figure and still life. The student will participate in group and individual critiques.

YOUNG PEOPLE'S STUDIOS

Grades 6-7
Barry Shauck
Dolphin 10

Grades 8-9
Al Grosso
Dolphin 20
Non-credit/\$65
Saturday
9:00 am-12:00 noon

Junior high school students experience a fine arts studio with concentration on painting and drawing skills as they relate to fine arts media. Students approach art as an artist. Work may include landscape, portrait, figure and still life. The student will participate in group and individual critiques.

GROWING THROUGH ART

Grades 1-2
Andrea Scott
Main 29

Grades 3-4
Ron Brigerman
Main 28

Grade 5
O'Neill Hammond
Main 22
Non-credit/\$65
Saturday
9:00 am-12:00 noon

This studio course provides an opportunity for school age children to express themselves through the use of many types of materials in an informal studio environment designed to help stimulate creativity and growth. A wide variety of subjects and simple tools will be used.

REGISTRATION

Students may register by mail or in person according to the dates listed in the calendar. In-person registration is required for scholarship students and students attending under employer or armed forces finance plans, Vocational Rehabilitation, Veterans Administration and the G.I. Bill. In-person registration is also required for students charging tuition on either Bank-Americard or Master Charge.

To enroll by mail a student must complete the registration form included with this catalogue and mail it together with a check or money order for the full amount of tuition plus fees to the Registrar's Office, Maryland Institute, 1300 West Mount Royal Avenue, Baltimore, Maryland 21217. Attn: Continuing Studies.

SENIOR CITIZENS

Students over 65 may take advantage of a special discounted rate of \$35.00 per credit. Senior citizens may enroll in any course on a space-available basis.

WITHDRAWALS AND REFUNDS

Tuition refunds are calculated on the basis of how many times a class has met in conjunction with the date of notification of withdrawal, not on the basis of how many classes the student attends or when the student ceases to attend class. The registration fee is not refundable except when a class is cancelled by the Institute. 100% tuition is refunded when the school is notified of withdrawal prior to the first class meeting. Partial tuition will be refunded on the following basis: 2 classes or less—80%; after 3 and 4 classes—50%; after 5 classes—no refund. Withdrawals should be directed to the Registrar's Office.

RESOURCES AND SERVICES

The Decker Library is

located on the second floor of the Mount Royal Station. Spring hours are: Monday through Thursday, 8:30 am-9:00 pm; Friday, 8:30 am-4:30 pm; and Saturday, 10:00 am-1:00 pm. Your student I.D. card entitles you to full use of the facilities.

The Maryland Institute Bookstore

carries the required books and studio materials as well as a wide range of art supplies. All art supplies are sold at a 20% discount. Spring hours are: Monday through Thursday, 8:30 am-7:00 pm; Friday, 8:30 am-3:00 pm; and Saturday, 9:00 am-1:00 pm.

The Student Services Office offers assistance in the following areas: housing, personal counseling, medical referral, placement and career counseling and financial aid (see separate article on financial aid.) Further information: 301-669-9200.

Parking is available to permit holders on the Mount Royal Station lot. Permits may be obtained for \$2.50 between 5:00 and 10:00 pm during the first week of classes in the Continuing Studies Office, Main 19.

Exhibition Program. The Institute has an extensive year-round program of student, faculty and outside curated and/or traveling exhibits which are installed in six areas.

Hours for the galleries are Monday through Saturday, 10:00 am-5:00 pm; Wednesday and Thursday, 10:00 am-9:00 pm; and Sunday, 12:00 noon-5:00 pm.

Policies

The College reserves the right to withdraw or change any courses listed; to change instructors, to amend certificate and degree requirements, and to modify or establish any tuition or fees as may be required.

Information on the college, including information for veterans, foreign students and on degree programs, is available by writing for the catalogue.

The Maryland Institute, College of Art is committed to non-discrimination in the administration of its educational policies as required by Federal regulations.

Barbara Miller,
Dean of Continuing Studies

FINANCIAL AID

Financial aid is available for students who plan to attend the Maryland Institute's classes, depending upon the program in which you enroll and the number of credits you plan to carry per term. The sources to which a student may apply are the Basic Educational Opportunity Grants (BEOG), Guaranteed Student Loans, Councilmanic Scholarships and the Veterans benefits program.

Applicants who wish to receive Basic Grants or Guaranteed Student Loans must apply for admission, be accepted as a degree candidate, and plan to earn credits toward a certificate, a bachelor's, or a master's degree (as appropriate).

Councilmanic Scholarships are not restricted to degree-seeking students; however, they can only be used for undergraduate courses or the Young People's Studio classes.

For further information regarding these three programs contact the Institute's Financial Aid Office.

Students eligible to receive veterans benefits must apply for either the BFA or MFA-degree program. VA certification is not available until after having been accepted as a degree candidate. Further information about veterans benefits is available from the Registrar's Office. The procedure for all applicants who plan to apply for the BEOG, the Guaranteed Student Loan, or Veterans benefits is as follows:

Step 1. File an application for admission with the Dean of Admissions together with the nonrefundable \$20 application fee.

Step 2. Request that an official record of grades be sent to the Dean of Admissions from your secondary school and from any accredited schools that you have attended beyond the high school level.

Step 3. Applicants should prepare a portfolio of 8 to 12 pieces; at least 3 of the items should be drawings. Transfer applicants should prepare a portfolio representing work done in all studio courses to date, with a minimum of 15 pieces.

Step 4. When the portfolio is completed, write or call the Admissions Office (301-669-9200) for an interview and portfolio review session. It is suggested that these procedures be completed at least two weeks prior to the beginning of classes.

STUDY OPTIONS

SPECIAL STUDENT STATUS

Students who wish to take courses without reference to a specific program or degree have the option of enrolling for either non-credit, undergraduate credit or, if qualified, graduate credit.

Non-credit (Audit) students may choose to enroll as auditors in any class. Auditors are expected to fulfill the same class attendance and in-class work assignments; but, in most cases, are not held responsible for the homework assignments. Tuition is the same. Courses audited may not be transferred to credit status.

Credit—Undergraduate students with a high school diploma (or its equivalent) and the appropriate background in art may enroll in courses for undergraduate credit. Students with little experience in art should enroll only in beginning level classes. Students who need advice with regard to the selection of courses should feel free to call the Office of Continuing Studies for counseling.

Credit—Graduate students with a bachelor's degree and the appropriate level of experience in art may take any class for graduate credit, with the exception of the Fundamental level classes (those with the letters FF before the course number). Students who are unsure of their ability to work at the graduate level should seek counseling through the Office of Continuing Studies. Students enrolled for graduate credit will be expected to complete additional work. There is a fee of \$5.00 per credit to enroll at the graduate level.

BFA PROGRAM

Students wishing to earn the Bachelor of Fine Arts (BFA) degree must apply for admission to the Institute through the Dean of Continuing Studies. While the BFA degree cannot be completed entirely through the Continuing Studies Program, credits may be transferred at any time to the day school program.

MFA PROGRAM FOR THE ART TEACHER

The Master of Fine Arts (MFA) in Art Education is the only degree which can be earned entirely through the Continuing Studies Program. This graduate program is designed to serve practicing art teachers interested in taking courses on a part-time basis. The program also accommodates, on a limited basis, some full-time students and some students who are qualified as teachers but are not presently teaching. Preference is given to those applicants who have one or more years of full-time teaching experience at the elementary or secondary level. Individuals who hold a bachelor's degree with a major in art education are preferred although an undergraduate degree in studio is acceptable provided undergraduate

education requirements for teacher certification have been met. Applicants are expected to have achieved a 3.0 average in their total undergraduate studies.

All applicants for this program must make a formal application through the Graduate Office for admission in January, June or September.

CERTIFICATE PROGRAM

Interested students may enroll in an organized program of instruction leading to a Certificate of Art. Students enrolled in this program may elect specialization in crafts, graphic design and illustration, fine arts, or photography. Students interested in a general art program should select a fine arts specialization. Admission to the program requires the approval of the Dean of Continuing Studies. There is no specific time limit for completion of the Certificate Program; however, an absence of more than one year requires that the Office of Continuing Studies be notified regarding the intent to continue.

The Certificate Program can be completed entirely in the evening, Saturday and/or summer classes, and is especially valuable for those students for whom pursuit of a degree is either unnecessary or impractical.

A \$10.00 certificate fee is charged at the completion of the program.

Fine Arts

6.0 Cr.	Basic Drawing I & II
3.0 Cr.	Painting I
3.0 Cr.	Color
3.0 Cr.	Fundamentals of Two-Dimensional Design
3.0 Cr.	Studio-level drawing
12.0 Cr.	Fine Arts Electives
3.0 Cr.	Art History
3.0 Cr.	Independent Project
36.0	Credits Total

Photography

3.0 Cr.	Basic Drawing I
3.0 Cr.	Fundamentals of Two-Dimensional Design
3.0 Cr.	Graphic Design I
3.0 Cr.	Basic Photography
3.0 Cr.	Intermediate Photography
12.0 Cr.	Advanced Photography
3.0 Cr.	History of Photography
3.0 Cr.	Art History
3.0 Cr.	Independent Project
36.0	Credits Total

Crafts

6.0 Cr.	Basic Drawing I & II
3.0 Cr.	Fundamentals of Two-Dimensional Design
3.0 Cr.	Color
3.0 Cr.	Fundamental Sculpture and Three-Dimensional Forms
12.0 Cr.	Crafts Electives
3.0 Cr.	History of Crafts
3.0 Cr.	Art History
3.0 Cr.	Independent Project
36.0	Credits Total

Graphic Design

6.0 Cr.	Basic Drawing I & II
3.0 Cr.	Fundamentals of Two-Dimensional Design
3.0 Cr.	Color
6.0 Cr.	Graphic Design I & II
3.0 Cr.	Illustration I
3.0 Cr.	Art History
6.0 Cr.	Graphic Design Electives
6.0 Cr.	Graphic Production I & II
36.0	Credits Total

Illustration

6.0 Cr.	Basic Drawing I & II
3.0 Cr.	Fundamentals of Two-Dimensional Design
3.0 Cr.	Color
3.0 Cr.	Lettering
3.0 Cr.	Life Drawing
3.0 Cr.	Studio-level Drawing
3.0 Cr.	Watercolor
6.0 Cr.	Illustration I & II
6.0 Cr.	Graphic Production I & II
36.0	Credits Total

INTERIOR DESIGN PROGRAM

The interior design department has a course of study for continuing studies students who wish to prepare seriously for a career in the interior design profession. Upon completion of the foundation department prerequisites, evening students may follow the outlined program which closely parallels the day school training through the junior year. At this point, students will be ready to apprentice themselves in the field or will have the option to transfer into the day program as a BFA candidate. The student who wishes to take an individual course without following the program outline or without completing the appropriate prerequisites may audit the course.

Ideally a student would complete all Level I courses before entering Level II. It is, however, possible to spread the first two levels over four semesters (two years) in the following manner: during Fall and Spring semesters of the first year, take (A) and (A') coded courses; during Fall and Spring semesters of the second year, take (B) and (B') coded courses. Textile Survey (A/B) may be taken at any point during Level I or Level II, but must be completed prior to entering Level III.

Level I (offered Fall semesters only)

1.5 Cr.	Drafting Techniques I IN 206 CS (A)
1.5 Cr.	Architectural Systems I IN 308 CS (B)
1.5 Cr.	Materials and Resources/ Introduction to Interior Design Theory I IN 204 CS (A)
1.5 Cr.	Textile Survey IN 208 CS (A/B)

Level II (offered Spring semesters only)

1.5 Cr.	Drafting Techniques II IN 207 CS (A')
1.5 Cr.	Architectural Systems II IN 309 CS (B')
3.0 Cr.	Mechanical Perspective and Basic Rendering IN 209 CS (B')
3.0 Cr.	Interior Design Theory I IN 205 CS (A')

It would be preferable to complete Level III courses prior to beginning Level IV. Again, however, the student may spread these two levels over four semesters (two years) in the following manner: during the Fall and Spring semesters of entering Level III, take the (C) and (C') coded courses; during the Fall and Spring semesters of the subsequent year, take the (D) and (D') coded courses.

Level III (offered Fall semesters only)

3.0 Cr.	Interior Design Theory II IN 340 CS (D)
3.0 Cr.	Graphic Presentation for Interior Designers I IN 344 CS (C)
2.0 Cr.	History of Furniture: Ancient through Baroque IN 348 CS*

Level IV (offered Spring semesters only)

3.0 Cr.	Interior Design Theory III IN 341 CS (D')
3.0 Cr.	Graphic Presentation for Interior Designers II IN 345 CS (C')
2.0 Cr.	History of Furniture: Rococo through Modern IN 349 CS*

* History of Furniture courses may be taken during any level in any order.

COURSES AT A GLANCE

Monday	Figurative Painting Portraiture Wood Design ▲ Lithography Intermediate Photography Advanced Photography Seminar Buddhist Art ▲ The Business of Commissioned Art ★	Silkscreen Basic Color Photography Gilding—A Golden Opportunity ★ Photography in Graphic Design ★	Saturday	Saturday/Sunday
Scientific Illustration Textile Survey Watercolor Materials and Methods for Artists Principles of Composition Advanced Stained Glass Chinese Language and Calligraphy ▲ Color Intaglio/Viscosity Printing Basic Photography ● Introduction to Perspective ★ Color Theory ★	Wednesday Ceramics ▲ Graphic Design I Symbol and Fantasy Drawing I ● Color ● Mechanical Perspective and Basic Rendering Lecture and Critique for Advanced Painters Re-Emergence of Crafts ▲ Life Drawing Surface Design: Resist Dyeing ▲ Education of Exceptional Children (Graduate Seminar)	Thursday Graphic Production II Television Graphics and Design Techniques in Pastels Painting I ● Drawing Systems ● Lettering and Calligraphy ● Interior Design Theory I Graphic Presentation II History of Furniture: Rococo through Modern ▲ Contemporary Realism Figure in Composition Jewelry and Metal Fabrication ▲ Basic Photography ● History of Photography ▲ Air Brush for Illustrators ★	Drawing I ● Drawing II Painting I ● Painting from Nature ● Life Drawing Introduction to Studio Art for Adults ● Fundamental Sculpture and Three-Dimensional Forms ● Drawing and Painting Studio: Grades 10-12 Young People's Studio: Grades 6-7 Young People's Studio: Grades 8-9 Growing through Art: Grade 5 Growing through Art: Grades 3-4 Growing through Art: Grades 1-2 Stained Glass ● Basic Photography ● Basic Film ● Photography in Society ▲	Exploring Crafts through the Winter Market ★ Time Arranged Art Education: Independent ● <i>Primarily for beginning level students.</i> ▲ <i>Open to beginning, intermediate and advanced level students.</i> ★ <i>Short courses— Non-credit.</i> <i>Courses listed without one of the above symbols have prerequisites or their equivalent as determined by the instructor. If you have any questions regarding placement in these courses, we encour- age you to call the Office of Continuing Studies.</i>
Tuesday Typography ▲ Graphic Design II Illustration II Drawing II Fundamentals of Two- Dimensional Design ● Drafting Techniques II Architectural Systems II Interior Design Theory III Abstract Painting				

1981 SPRING CALENDAR

*Last day for mail-in registration January 9

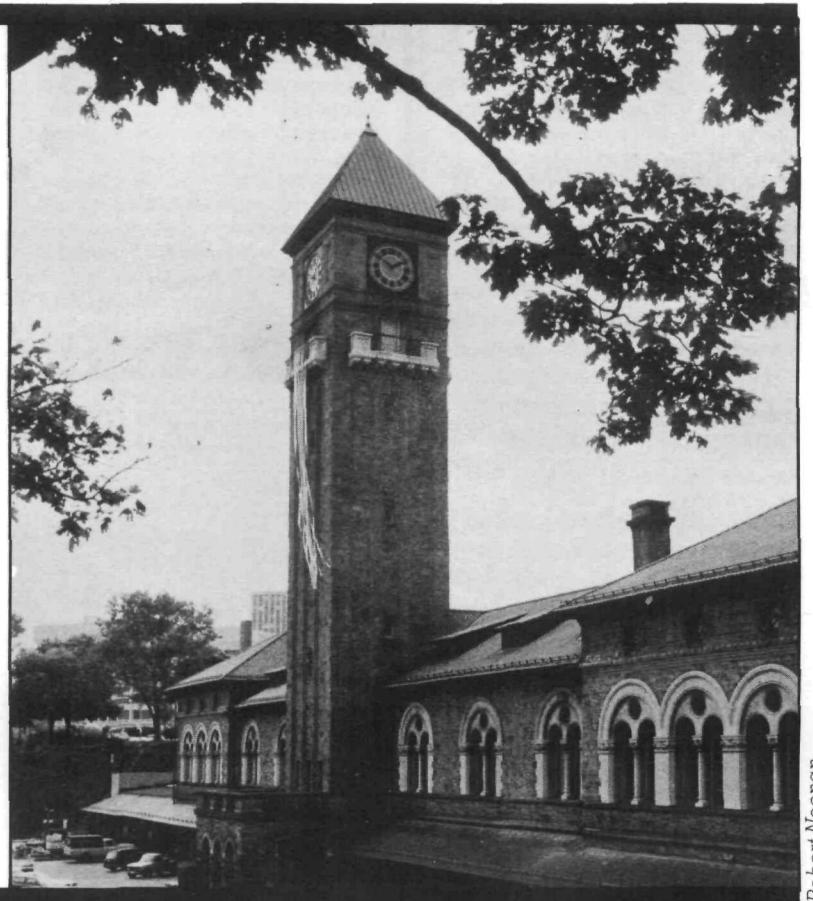
Walk-in registration
 Monday through Friday 9:00 am-4:30 pm through January 16
 Thursday 6:00-9:00 pm January 15
 Saturday 10:00 am-12:00 noon January 17

First Class
 Evening January 19
 Saturday January 24

Holidays
 Washington's Birthday February 16
 Spring vacation March 15-22
 Good Friday April 17

Last Class
 Evening May 7
 Saturday May 9

*EXCEPTION: Registration for the Short Courses will be accepted until one week prior to the beginning of each course.



Robert Noorani

1981 SPRING
 Evening,
 Weekend
 Catalogue

The Maryland Institute, College of Art
 1300 W. Mt. Royal Avenue
 Baltimore, Maryland 21217
 PHONE (301) 669-9200

Non-Profit Org.
 U.S. Postage
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1

Working Bibliography on Maryland Sources.

The State of Maryland has a wealth of materials pertinent to the topic of Blacks and the Sea. This working bibliography will list and assess the significance of these sources. The search for documents and literature led the researcher to examine materials at the Maryland Historical Society, in Baltimore, the Enoch Pratt Library in the same city, ^{the Dundalk-Patapsco Historical Society,} and the Hall of Records in Annapolis. Mrs. Phebe Jacobsen, an archivist at the Hall of Records and a commissioner of the Maryland Commission on Afro-American History and Culture, will be of invaluable help when the commission focuses its effort to study the holdings of the Hall of Records. The researcher, however, had to spend much of his efforts finding about the resources in other Maryland institutions in areas where the commission had previously had little or no contact with.

In addition to the institutions to which the researcher visited, correspondence with Calvert Marine Museum at Solomons, Md., the University of Baltimore, and the Chesapeake Bay Maritime Museum indicates that these institutions definitely have manuscripts, prints and photographs that our commission would be interested in examining. The working bibliography for Maryland Sources will be organized by century and category. A brief summary of the findings of the materials and where they can be found or acquired will be given.

2

18th Century Manuscript Sources

Few records exist for this century, although other institutions may have additional documents. The Maryland Historical Society had only two collections of interest.

Maryland Ports-of-Entry Records, 1745-1775, MS 2355, Microfilm reel 1460. Maryland Historical Society.

From 1750 through 1772, British ships brought African slaves either from the West Indies or directly from Africa. Normally, slavers brought bondsmen directly from Africa. These ships brought as few slaves as 4 and as many as 124. The Port entry records indicated the name of the ship, the armament and the size of the crew, and where the slaves brought from.

Robert Dawson Lambdin, "Early Ship-building in Maryland A Special Reference to the Chesapeake Bay Log Canoe." Folder 17 Monographs. Miscellaneous Maryland Maritime Collection. Maryland Historical Society.

Black slaves of 18th century Talbott County given credit for building many of the primitive log canoes which the area was noted for.

19th Century Manuscript Sources

Fifty per cent of the manuscript materials are concerned with the 19th century. Maryland sources for this century mirror much of the injustices suffered by blacks. The documents give a vivid picture of how it was to be black in Antebellum and Postbellum America.

Maritime Division. Maryland Historical Society.

The Maritime Division is in the process of examining and indexing the Baltimore City directory in regard to blacks working in maritime and fishing-related occupations. As of 1982, the division has compiled a card file for the years between 1831-1880. Every year however is not compiled, although this does not make their compilation any less valuable.

Medicine

Vert. File
Fisher

Warehouse opens third
Black medical college

Reprint. Ebony 1978

MARYLAND - HISTORY (1689-1692)

Govt - Church



Impossible dream of third Black medical college was launched by Dr. Louis C. Brown, an Atlanta internist now on health services staff, Harvard University. Site of proposed Basic Medical Sciences Building, pictured at right in architect's rendering, is surveyed by men who made dream a reality. Dean Louis W. Sullivan (2nd from l.), Morehouse President Hugh M. Gloster (2nd from r.), Dr. Edgar E. Smith (r.), chairman, Board of Overseers and Dr. Calvin A. Brown, vice-chairman, Board of Trustees.



First class in gross anatomy is supervised by Dr. Raymond L. Hayes, former professor at University of Pittsburgh medical school. Classes are being conducted in interim quarters in Sale Hall and other buildings on Morehouse campus. In departure from usual custom, the students wear maroon smocks instead of traditional white.

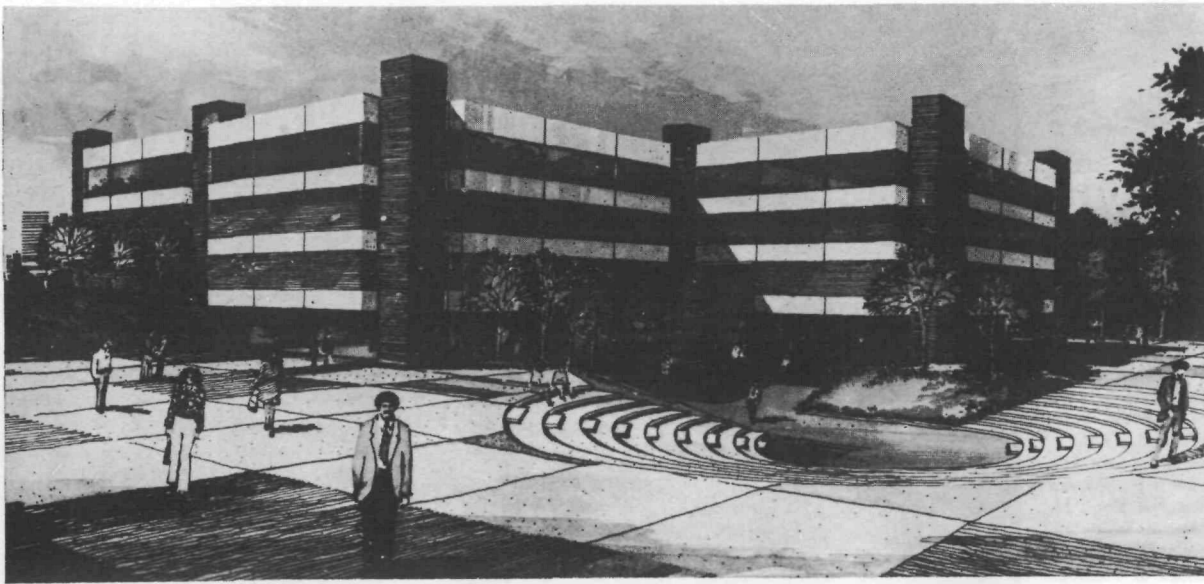
BLACK MEDICAL RENAISSANCE IN ATLANTA

Morehouse opens third
Black medical college

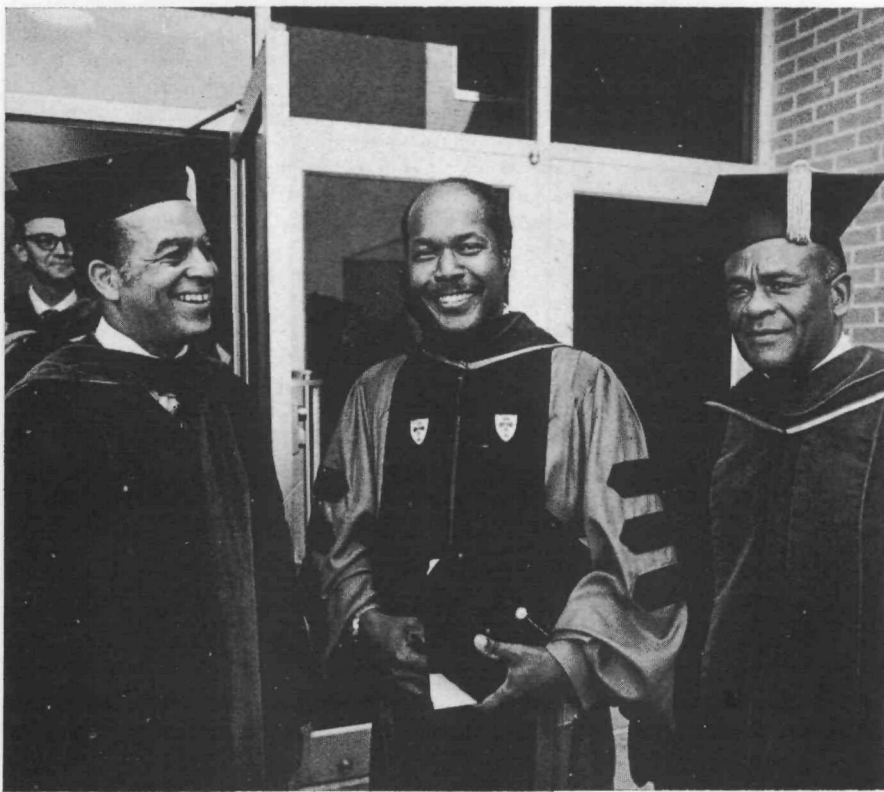
REPRINTED FROM DECEMBER 1978, EBONY

THEY said he was crazy. No one had started a medical school at a predominantly-Black college in some 78 years, and the requirements of such a venture in the 20th century—computers, microelectronic technology, high-priced medical talent and some 40 or 50 million dollars—made the idea seem foolhardy if not downright reckless. Louis C. Brown was a doctor, and he knew the risks and dangers, but he was like a man possessed. Everywhere he went, everywhere he could find an ear, he repeated his tireless and, to some, tiresome litany: *We must have another Black medical school.*

They laughed at Louis Brown in the late sixties, when he was a voice crying in executive suite wilderness. But a few weeks ago, on a bright and cloudless day in Atlanta, the doctor with a dream had the last laugh when



Inaugurating new venture, Dean Sullivan, below, left, greets President Lloyd E. Elam (l.) of Meharry Medical College, and Dean Marion Mann of Howard Medical School. Of eight medical schools founded for Blacks after Civil War, only Meharry and Howard survived. Rep. Paul G. Rogers (below) was the main speaker at inaugural ceremony.



Taking first steps, Agreta C. Eneas and Aziz Khatib observe procedures as Doctors Clinton Warner and Joseph Williams examine Allen Blanton at Southwest Community Hospital, one of the cooperating hospitals.

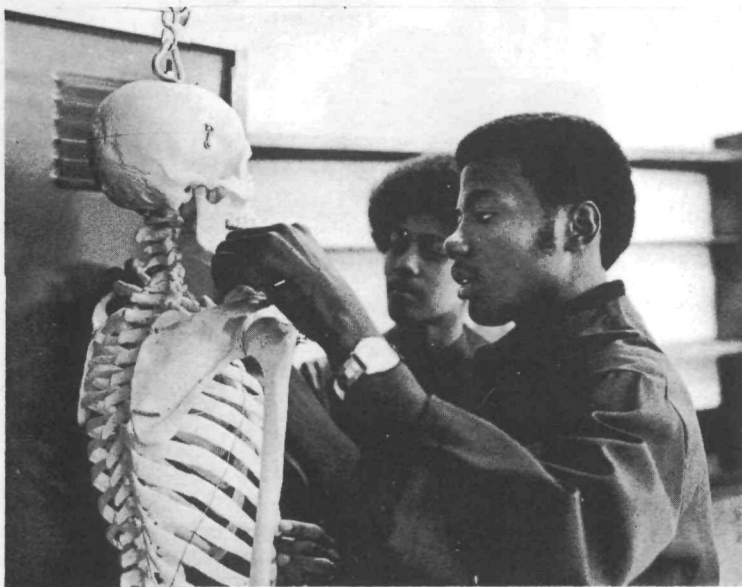
his impossible idea was inaugurated in a brilliant convocation in the Martin Luther King Chapel at Morehouse College. Louis Brown was there, and so was the man who finally bought his dream—Morehouse President Hugh M. Gloster. Also there, and the center of attention, was the man who made Brown's dream and Gloster's daring gambit a reality—Louis W. Sullivan, the new dean and director of the School of Medicine at Morehouse. They were surrounded, these three, by the great and near-great of the health world, and by the first students, 14 men and 10 women (19 Blacks, three Whites, and two Third World students). A long list of speakers, including Senators Herman Talmadge and Sam Nunn, stressed the unique mission of the school, which was founded to train primary-care physicians, who will spend, initially, two

years at Morehouse and then complete their training at cooperating four-year medical schools. But the sense of the occasion was captured most memorably by the main speaker, Congressman Paul G. Rogers (D., Fla.), chairman of the powerful House Subcommittee on Health and the Environment, and Dr. Joseph Lowery, president of the Southern Christian Leadership Conference. Rogers, who is known in Congress as "Mr. Health," said the launching of the third Black medical school was a historical event which represented "a commitment to Black America, to rural and inner city America, and a commitment to primary and preventive care." Citing alarming figures on the precipitous decline in the number of primary-care physicians (88 percent of all doctors in 1931 but only 36 percent in 1976), he said "the Morehouse Medical school there-

fore becomes far more than just a medical school training young men and women to become physicians. It becomes, in effect, a national resource dedicated to filling a national need." He went on to charge the leaders of the school with the mission of "embodying the graduates . . . with a sense of their special responsibility to the nation, that they are not simply physicians trained to treat the physical conditions of their patients, but that they have a moral commitment to better the health of the American people and to serve as role models for young people [and] to make contributions to their community and to the nation beyond those of their profession." In the same vein, and with the same fervor, Dr. Lowery told members of the charter class that they were called "not just to be physicians of the body but physicians of the dream."



Chief administrative officers, Dean Sullivan, Harold G. Logan (l.), Associate Dean Calvin H. Sinnette, and James E. Easter II, leave temporary trailer on Morehouse campus. Albenny Price and Nevorn Hall-Dunbar (below) study skeleton in anatomy lab. School will evolve into four-year institution by mid-1980s with expected class size of 96 students by 1983-84.



Members of charter class are (first row, left to right) Tyronne M. Smith, Agreta C. Eneas, Beena R. George, Cynthia D. Sadler, Gayle F. Hines, Nevorn Hall-Dunbar, Albenny Price; (second row), Rachelle Dennis, Gloria Jean Butler, Maretha D. Smith, Farok Akber Karsan, Aziz Khatib; (third row), Charlie P. Fogle, Beverly Y. Simons, Toree L. Griffin, R. Adair Blackwood, Richard R. Bloom, Thomas F. Adams, Anthony Searles; (fourth row), Augustus Reid, Eugene Evans, Jesse A. Sherrodd III, and Carl J. Duncan. Not shown is third White student, Stephen Merlin.



MEDICAL SCHOOL'S MISSION IS TO

THE LAUNCHING of the Morehouse Medical College, a daring step viewed by some observers as the most extraordinary venture undertaken by a small liberal arts college in this century, was the culmination of a long process that began with the routine appointment of a Black physician to a Georgia health manpower task force. It was while serving as a member of this task force that Dr. Louis Brown, then an Atlanta internist, became obsessed with the appalling health care needs of poor people and minorities (There is one white doctor for every 538 whites but only one Black doctor for every 4,100 Blacks).

"It became clear to me from this study," Dr. Brown says, "that the best way to get a doctor to practice medicine in a community is to educate him in that community." Brown's views were endorsed, in part, by the task force, which recommended establishment of a medical school in the Atlanta University Center. Later, as president of the Georgia State Medical Association, Brown put his case to Hugh M. Gloster, president of Morehouse College, which had an enviable record in the sciences and had trained some seven percent of all U.S. Black doctors in its pre-medical program. The idea made sense to Gloster, who sold it to his board. A 1973 feasibility study by a faculty committee, composed of Joseph Gayles, Alice Green and Thomas Norris, and a grant of \$806,964 from the Department of Health, Education and Welfare started the planning process which led, in 1975, to the selection of the first dean, Dr. Louis W. Sullivan, 44, a brilliant hematologist, then serving as professor of medicine at the Boston University Medical School. With the appointment of Sullivan, a Morehouse alumnus with a decided flair for organization and advocacy, and the support of Governor George Busbee, the Georgia legislature, the Georgia congressional delegation and Georgia's powerful black political establishment, the words and dreams became classrooms and laboratories, and the school received provisional accreditation. But the opening of the school was only the first phase in a long-range plan which will make Morehouse a four-year college by the mid-1980s. By that time, according to current projections, the school will be admitting some 96 students a year. By that time, too, according to Dean Sullivan, it will be one of the finest medical schools in America. In Sullivan's mind, and in the minds of the superb professors assembled by Sullivan, this will be no ordinary medical school. From the first day of class, the college stressed innovative curriculum methods with a strong humanistic core that requires the future doctors to deal with

SERVE MINORITIES AND THE POOR

Gwendolyn Brooks' poetry as well as gross anatomy.

"What has happened over the past, say, 30 or 40 years in medical education," Dr. Sullivan says, "is that medical schools have become, in general, increasingly scientific, increasingly technical, increasingly specialized and sub-specialized. Now, in a sense, this is understandable—it is a reaction to the tremendous explosion of medical knowledge. . . . But the end result is the situation Paul Rogers referred to in his inaugural address. Sure, we have enough ophthalmologists, but we don't have enough family physicians, people you can pick up the phone, if you have a bellyache, and call and have them see you. So our mission as a medical school is unique in that we are trying to redress an imbalance in the kinds of physicians we need to train. We do need people who *will* be family physicians, and family physicians need to be more than technologists. What has happened is that the art of medicine, the art of dealing with people, has been lost by the technology. And our goal is to train students who see themselves in a broader perspective than most students coming out of other medical schools. Our curriculum is designed to try to bring back a balance of things."

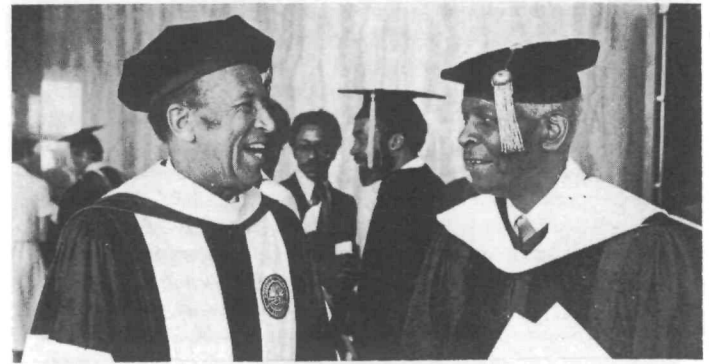
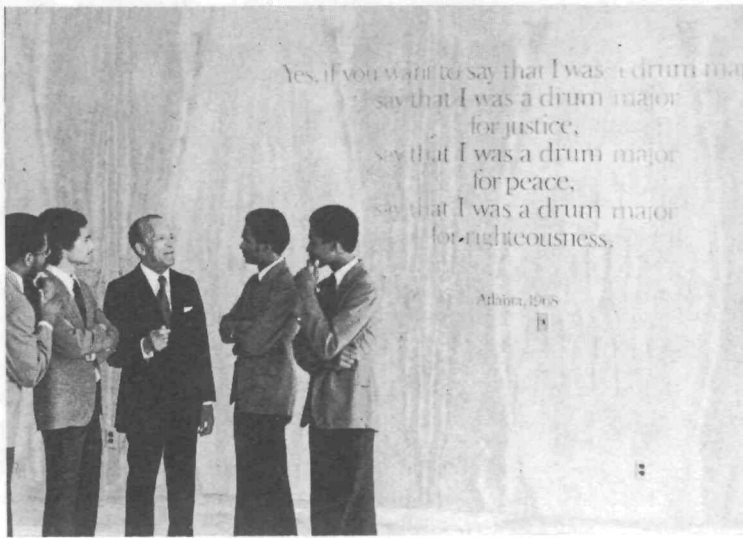
It is no accident that this splendid vision—"to bring back a balance of things"—is being projected within a context of excellence on the campus of a black college. Dr. Sullivan is no tub-thumper and he is totally committed to better health care for all minorities and all poor people, but he believes it is highly significant that this vision is unfolding at the first medical school founded on the campus of a historically black college in this century.

"One of the challenges to me in accepting this job," he says, "was to bring about a degree of self-actualization. In other words, the fact that we started our own thing, we started our institution, as hard as it was to do it. This is the most complex kind of educational enterprise to get involved in, and some of the biggest white institutions in this country considered medical colleges and decided that it was too involved. So it was pointed out to me not too long ago that, really, you know, we say we are the third predominantly Black medical school—and that's true. But really we are the *first* medical school to actually be founded by a Black institution. So I think that what's happening here is that a very strong statement is being made about the viability of Black institutions and the leadership of Blacks."



Using modern equipment, students compare notes. First class in school history on cell biology by Dr. Gordon Bailey. Dean Sullivan has raised some \$10 million in planning and start-up funds.





Morehouse College President Hugh M. Gloster chats with college students (left) in imposing entrance to Martin Luther King Chapel, shares light moment (r.) with his predecessor, Benjamin E. Mays. Martin Luther King III (below, r.) is fourth generation of his family to attend Morehouse. School has enrolled two White students.



MEDICAL SCHOOL IS PART OF A LARGE, DRAMATIC MOREHOUSE DEVELOPMENT PLAN

THE NEW medical school is a dramatic example of the second-century expansion program of Morehouse College, which has not only survived but has also prospered and blazed new paths in an era of confusion over a desegregation process that has doomed some Black colleges and that threatens others. Under the leadership of Hugh M. Gloster, who succeeded the venerable Benjamin E. Mays in 1967, Morehouse has completed a \$20 million fund-raising campaign and has constructed nine major buildings in eight years. It has also broadened and strengthened its staff and program, offering new courses in management, banking, African studies, Caribbean studies, engineering, Russian, Swahili and computer sciences.

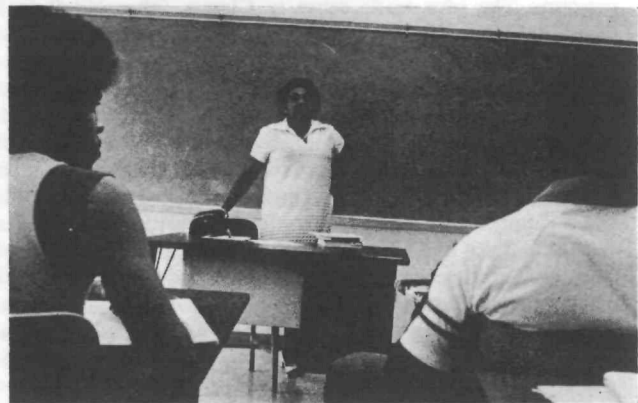
Internationally renowned as a builder of leaders and doers (Martin Luther King, Jr., Julian Bond, Maynard Jackson, Howard Thurman), the college attracts students from two-thirds of the states and 11 foreign countries. (Some 2,000 students compete for the 400 spaces in the entering freshman class.) Increasingly, and interestingly, it



Conferring with staff, Morehouse president discusses second-century development plan which led to founding of medical college. An authority on Black literature, he is the seventh president and the first alumnus to head the 111-year-old college.



Strong faculty is Morehouse tradition. Dr. Robert H. Brisbane, chairman, Department of Political Science, is an authority on Black activism. Dr. Anna H. Grant (below), chairperson, Department of Sociology, is an expert on the Black family.



Chemistry professor, Dr. Henry C. McBay (right), has taught a disproportionately large percentage of the Blacks who hold Ph.D. degree in chemistry. Dr. Edward A. Jones, French professor (below), is campus institution and the author of books and articles on *Negritude* and French literature.



attracts large numbers of black students who transfer to Morehouse after spending a year at large state universities and small private colleges in the East and West.

The secret of Morehouse's success, Dr. Gloster says, is a strong faculty, innovative curriculum developments and devoted and somewhat boastful alumni who have been known to say that "Harvard is the Morehouse of the North." There is some evidence to support the boasting. Morehouse is one of three Black colleges



Morehouse Glee Club is internationally famous, sang at inaugural of President Jimmy Carter. Computer sciences laboratory (below) offers latest developments in electronics. College was founded in 1867 to train preachers and teachers. Popular majors now are business administration, biology, engineering,



and one of four Georgia colleges with a Phi Beta Kappa chapter. It leads all Black four-year colleges and most White four-year colleges in the percentage (68 percent) of Ph.D.'s on the faculty. It leads all Black four-year colleges and most White four-year colleges in the average percentage of graduates going on to graduate and professional schools. It leads all Black four-year colleges and most White four-year colleges in the percentage of alumni who have become doctors, lawyers, dentists, college presidents, M.B.A.'s and Ph.D.'s.

Dr. Gloster believes Morehouse will equal or surpass the accomplishments of the past in its second century. "The only real weakness we have now," he says, "is endowment, and we are working on that. By the year 2000, Morehouse will be the equal of any college its size in the United States, or the world." As for the continuing debate over the need for Black colleges, he says: "If the Jews need Yeshiva and Brandeis, and Catholics need Holy Cross and Notre Dame, then Black people need Morehouse and Spelman."



College campus is swirl of cars, book-laden Morehouse men and coeds from sister institution, Spelman College. President Gloster says Morehouse is "best known college of its size in U.S.," expects enrollment to peak at about 3,000.

MARYLAND STATE COLLEGE
Princess Anne, Maryland

**EDUCATIONAL
BACKGROUND**

JOHN TAYLOR WILLIAMS

FORMAL EDUCATION

Douglas Elementary School, Muskogee, Oklahoma
Manual Training High School, Muskogee, Oklahoma
Graduated, Langston University High School, Langston, Oklahoma
B.S. (English and Sociology), Langston University, Oklahoma, (Salutatorian), 1924-28
M.A. (Education), University of Cincinnati, 1931-32
Ed.D. (School Administration and Educational Psychology), Indiana University, 1935-36 (one year)

STUDENT EXTRACURRICULAR ACTIVITIES

Manual Training High School

President, Junior Class, 1922-23	Football (Varsity) 1921-24, Captain, 1923-24
President, Senior Class, 1923-24	Baseball (Varsity) 1921-24
President, Student Council, 1923-24	Basketball (Varsity) 1921-24
Member of Chorus, 1922-23	All State End, 1922-23
	All State Fullback, 1923-24

Langston University

President, Junior Class, 1926-27	Football (Varsity) 1924-28; Captain, 1926-28
President, Senior Class, 1927-28	Baseball (Varsity) 1924-28; Manager, 1927-28
President, Student Council, 1926-28	Basketball (Varsity) 1924-28
Vice-President, YMCA, 1925-26	All-American End, Football, 1926-28
President, YMCA, 1926-27	"Chicago Defender," "Pittsburgh Courier,"
President, Sphinx Club, 1927-28	"Chicago Whip," "The Crisis"
	Captain, "Chicago Defender" Selections, 1928

Athletic Recognition: Mencke's New Encyclopedia of Sports
All-Time All American End

BIOGRAPHICAL LISTINGS

Who's Who in America
Biographical Encyclopedia of the World
Who's Who in the East
Who's Who in American Education

HONORARY

Alpha Kappa Mu (Scholarship)
Beta Kappa Xi (Scholarship)

PROFESSIONAL

National Education Association
Maryland Teachers Association

FRATERNAL

Sigma Pi Phi
Kappa Alpha Psi
Ancient and Accepted Scottish Rite of Freemasonry, 33rd Degree

TEACHING AND ADMINISTRATIVE

1928 Instructor of English, Langston University Summer School, Langston, Oklahoma
1928-31 Professor of Sociology and History, Kentucky State College, Frankfort, Kentucky
Taught courses in Sociology and History
Director of Athletics and Head Football and Basketball Coach, Kentucky State College
1932-37 Professor of Education, Kentucky State College
Taught courses in School Administration, Educational Psychology and Educational Measurements
Director of Educational Extension, Kentucky State College
Organized Educational Extension Classes throughout the State of Kentucky and supervised and directed the extension teachers
1937-47 Dean and Registrar, Kentucky State College, Frankfort, Kentucky
Visiting Professor of Education (Graduate School), Prairie View State University (Summer 1946)
1947 President of Maryland State College
Fully responsible for reorganizing the complete educational program, subject to the approval of the Board of Regents with respect to organization, administration, and control of all affairs

ROLE IN DEVELOPING A UNIVERSITY DIVISION

Maryland State College is a Division of the University of Maryland. It has been the duty of the President of this branch to coordinate the operation and administration of this educational unit so that it functions as an effective area of the University System. Appearing as a partial list of accomplishments from 1947 to 1961 are the following:

1947

Not Accredited
Five permanent buildings
Annual Operating Budget — \$187,114.00
Total full-time students — 113
Total full-time teachers — 11
Total number of employees,
including faculty — 21

1961

Fully accredited by the Middle States Association
Thirty permanent buildings
Annual Operating Budget — \$1,025,270.00
Total full-time students — 547
Total full-time teachers — 55
Total number of employees,
including faculty — 116

Salary Range (12 months' pay) No salary scale:

Professor — \$1,800.00 - \$3,600.00
Associate Professor — \$2,300.00 - \$3,240.00
Assistant Professor — none
Instructor — \$1,800.00 - \$2,200.00

No faculty housing

No Student Loan Fund

No Military Unit

Membership in Professional Associations:

National Association of Collegiate Deans
and Registrars in Negro Schools

Salary Scale (10 months)

Professor — \$8,000.00 - \$9,600.00
Associate Professor — \$7,000.00 - \$8,500.00
Assistant Professor — \$5,500.00 - \$7,500.00
Instructor — \$5,000.00 - \$6,000.00

Apartments and houses supplied to 80% of administrative officers and teaching staff

Student Loan Fund with capital to supply one-third of student body with short-time loans covering cost of room and board

Air Force ROTC

A member of 19 Professional Associations

Commendation found in the Report of the Middle States Association of Colleges and Secondary Schools, following its evaluation of the College in 1953-54:

"In evaluating the College one recognizes an intrinsic merit. It is pioneering and experimenting intelligently. Emphasis is placed on the student as an individual, not on the student as a group . . . Another commendable feature of the Institution is its consciousness of the needs of the community . . . Lines of communication seem clearly understood and generally respected . . . Finally, to be noted is the extraordinary spirit of cohesiveness and optimism which pervades the Princess Anne campus. From the President to the last Freshman, these people are convinced that there is a job to do, confident that they can do it . . ."

OTHER EXPERIENCES

Special Consultant to the American Council on Education for the United States Armed Forces Institute, 1942-45

Special Lecturer, United States Department of War (Bureau of Public Relations), for the United States Armed Forces Institute, 1942

Advisory Committee, United States Armed Forces Institute, 1942-46

Editorial Staff of the United States Armed Forces Institute, 1942-45

Expert Consultant to the Joint Army and Navy Committee on Welfare and Recreation, 1942-43

Vice-President, National Association of Collegiate Deans and Registrars, 1941

President, National Association of Collegiate Deans and Registrars, 1942

Member of Executive Committee of the National Association of Collegiate Deans and Registrars, 1943

Chairman of Secondary School Department of the Kentucky Education Association, 1938-42

Chairman, Eastern Shore Civic Association, 1948-49

Member, Maryland Advisory Committee on Civil Rights, 1958-

Vice-President, Pigskin Club, Inc. (Washington, D. C.), 1955-1959

Member of the President's Advisory Committee of the National Association of Intercollegiate Athletics, 1959-

Member of the Evaluation Committees of the Middle States Association of Colleges and Secondary Schools for the Accrediting of:

1) Delaware State College, Dover, Delaware

2) College Misericordia, Dallas, Pennsylvania

Served as Specialist in Organization and Administration

CITATIONS FOR DISTINGUISHED SERVICE

The Maryland State College Faculty as "educator, teacher, and community leader", 1957

Arnold Air Society, Honorary Member, Benjamin O. Davis Squadron, 1957

Langston University Club of Los Angeles, California, "For outstanding achievement and eminence in the field of Education and Human Relations", 1954

Kappa Alpha Psi (Eastern Province) "for significant and exemplary professional and civic achievement", 1959

Pigskin Club, Inc., Washington, D. C. — "Certificate of Attainment", 1951

Editorial Staff of the United States Armed Forces Institute — "Appreciation for Service", 1954

Joint Citation from the United States War and Navy Departments by Secretary of War R. L. Patterson and Secretary of the Navy James Forrestal "For Patriotic Service", 1954

Salisbury, Maryland Lions Club, "For Service", 1954

Maryland State College Faculty, "For Service", 1955

The 100% Wrong Club, Atlanta, Georgia (Coca Cola Company), "All-Time All-American", 1956

AFRO-American Honor Roll, "for distinguished service to education", 1960

Maryland State College National Alumni Award, "for demonstrated distinguished service", 1960

PERSONAL

JOHN TAYLOR WILLIAMS

Maryland State College

Princess Anne, Maryland

BIRTH DATE: October 24, 1904

HEIGHT — 6'3½"

WEIGHT — 210 lbs.

TELEPHONE: Princess Anne 782 — Home

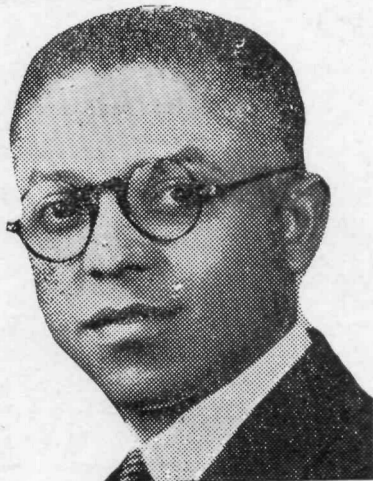
780 — Office

788 — Office

CHURCH AFFILIATION — Episcopalian



E INFORMATION



EDWARD N. WILSON
Registrar

MORGAN STATE COLLEGE
Hillen Road and Arlington Avenue

OFFICERS OF ADMINISTRATION

Dwight Oliver Wendell Holmes, Ph.D., LL.D., President—The College Campus.
John Oakley Spencer, Ph.D., LL.D., President Emeritus—100 W. University Parkway.
George Camron Grant, A.M., Dean—Bellevue Apartments.
James Hughlett Carter, A.B., Secretary—Business Manager—Bellevue Apartments.
Edward Nathaniel Wilson, A.B., Registrar—754 Dolphin Street.
Beulah Myrtle Davis, B.S., Librarian—Woolford Hall.
Merze Tate, Ph.D., Dean of Women—Tubman House.

From The Md. Negro - Koger

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Later, the work at the school was raised to college level, the name changed again to The State Teachers College.

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1937-1942.....	Dwight O. W. Holmes

REVEREND NOAH DAVIS

(A Success Story)

Sometimes, when you are down-hearted and think that you are having it hard, you may want to read a success story to bolster your spirits. I recommend the short short story as written by Noah Davis about himself. You may find it in the library.

Noah Davis was born, a slave, on a farm in Virginia of poor but very pious parents. He was taught the shoe-making trade and in due course of time, married and followed the patent of a slave of that age and time. Seven children were born to this union.

In time, he became converted to Christianity and feeling the call to preach, began exhorting upon the farm and about the vicinity. He impressed his owner very much by his sincerity and was trusted absolutely. Davis set about trying to buy his freedom, but of course could make very little headway. His master, having the utmost confidence in him, agreed to allow Davis to go on a travelling expedition with a view towards raising the money to purchase himself. Davis made the trip all the way to Boston, preaching as he went, but try as he may, he could not raise sufficient funds. He, because of the faith his master had in him, very readily then returned into slavery.

In the meantime, his reputation as a Christian preacher had got abroad and since the white Baptists of Baltimore were desiring a man to come and work among his people, they thought of Davis. They had to give a bond to his master and agreed to let him come and work in Baltimore and with the salary, \$200 per year, that they agreed to pay him, allow him in this manner to purchase his freedom.

He came and what he did here is an example of what a man of great faith and hard work may accomplish. He not only bought his freedom, but that of his wife and starting with the youngest, he steadily bought five of the remaining seven children.

He organized a church, attracted 174 members, some of the most intelligent free men of his time, and built a building with a school attached. Elsewhere herein is the account of the Baptist School that his organization fostered. It must be also read with this story to fully appreciate the extent of this good man and his wonderful work.

Reverend Noah Davis took sick about the close of the Civil War and lingered. Surely, the work that he started suffered during this lingering illness. Shortly before his death in 1866 he called about him his officers and leading members of his church and advised them to disband and join the Union Baptist Church which was then a very small struggling congregation. This they did and from this small group of able, intelligent and well-schooled leaders, Union forged to the forefront to become one of the great institutions of the State.

There have been many persons who have had to fight and struggle to make their mark in life, few deserve more credit than this lowly Negro preacher who regarded his word as the most sacred thing that he possessed.

JOHN O. SPENCER, Ph.D.

Dr. Spencer was elected President of Morgan College in August, 1902. He has served the interests of the College and the colored people of this State for thirty-five years. He is an outstanding educator and an exponent of justice for all peoples.

Dr. Spencer is an ordained minister, a member of the Baltimore Conference, Methodist Episcopal Church. He believes in and lives according to Christian principles. He has gone out on the highways and by-ways of life to bring a little sunshine and happiness to people who needed it. When he was asked to go one mile, Dr. Spencer always went two. He would give his coat and his cloak also when only one garment was requested. He possesses in abundance those intangible qualities of love, sympathy, mercy, and devotion.

Dr. Spencer is Chairman of the Maryland Inter-racial Commission, a member of the Board of Control of the State Reformatory for Colored



JOHN O. SPENCER, Ph. D.

the Board of the Association for the Handicapped, and all organizations which have for their ideals the bett

peril. Sun FEB 8 1850
 Public Schools for Colored Children—A petition from a number of colored people, backed by a memorial from a large number of respectable citizens, asking aid for the establishment of public schools for colored children in this city, was, a few days since, presented to the Court and referred to the joint committee on education. FROM SUN

WILSON MEMORIAL
 AT THE BACK OF THE
AFRICAN CHURCH, SHARP-STREET
W. M. LIVELY,

Has the honor of announcing to his friends and the public generally, that this Institution is now open for the reception of pupils of both sexes. In this School will be taught, Reading, Writing

100 YEARS

Bishop Payne's School.

Rev. Daniel A. Payne, who became afterward a bishop in his church, and the founder of the principal seat of learning—Wilberforce—was sent to this city in 1845, and made pastor of Bethel Church. In his "Recollections of Seventy Years," he gives an account of a school which he conducted in this city. I will give it in

AFRICAN FREE SCHOOL

J. J. THOMPSON, who lately notified, and all those concerned for the COLORED CHILDREN, of the School House, by the removal of the Church, has had the happiness to be



peril. **Sun**

FEB. 18. 1950

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A. BRISCOE KOGER
1730 N. PAYSON STREET
BALTIMORE 17, MARYLAND



EDWARD N. WILSON

Mr. Wilson is Registrar and Director of Publicity at Morgan College. He was educated at Morgan College and Columbia University. He was a Sergeant-Company Clerk in the U. S. Army during the World War. He is the Executive Secretary of the Maryland Commission on Scholarships for

Negroes, Secretary of the Colored Voters' League of Maryland, Corresponding Secretary of the Maryland Grand Jurors' Association, and a member of the Executive Committee of the Local Branch of the N. A. A. C. P.

In addition to the above duties, Mr. Wilson finds much of his time taken up with activities in the following organizations in which he holds membership: Walter Green Post, American Legion; American Association of Collegiate Registrars; Omega Psi Phi Fraternity; Sigma Pi Phi (Boule); Pi Lambda Psi (Scholastic Honorary Society); M. E. Church, and various committees of an educational nature.

Mr. Wilson was married in 1922 to Miss Alice M. Waring, public school teacher of Baltimore. Two children have come from this union: Frances Elizabeth and Edward, Jr.



Educators l to r.

M. Jenkins

J. Spencer

H. O. W. Holmes.

Dean Geo Grant

Edw. N. Wilson

James Carter

Dean J. Haywood

" Wm Pickens

Cash Edw. Hart,

Morgan
College,

1893

Morgan College

then regarded the latest word in school buildings among our group. The course of study and attendance, popularity and even fame, have grown apace with its buildings and equipment.

Coppin Teachers College

Coppin Teachers College of Baltimore City is the evolutionary outgrowth of the City's responsibility of having a trained teachers' personnel for her schools.

Early in the schools' growth, teachers for the elementary schools were taken from graduates from its high school and such other teachers as passed the required examinations.

With expansion and higher standards, trained teachers became necessary. In 1901 a special course of study was introduced within the high school for those who desired to follow this profession. The following year, this special course was designated as a Normal Department.

In 1909 this department was divorced entirely from the high school and a separate Normal School established. The school was located at Mount and Saratoga Streets and Mr. Joseph Lockerman was principal. Upon Mr. Lockerman's death Dr. Miles W. Connor became head, and the school steadily advanced in teacher qualification, curricula and facilities. A new building in the 1100 block of Mount St. housed the school until last year (1952) when the State took over the training of its teachers and a more desirable site was sought out.

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Our State Teachers College honors the memory of Mrs. Fannie J. Coppin, pioneer educator. She was a wife of the late Bishop Levi J. Coppin.

Maryland State College

(Princess Anne, Maryland)

Maryland State College began as a preparatory branch of Morgan College, then called The Centary Biblical Institute. It began its work in September, 1886 and was called the Delaware Conference Academy. It acquired the popular name of Princess Anne Academy, very largely from its location at Princess Anne, Maryland.

Through an arrangement with Morgan College, the University of Maryland acquired a sought of control over the school, so that the schools could qualify for funds from the Federal Government that are available to Land Grant Colleges. In 1919 Morgan agreed to transfer control to the University of Maryland, but actually, this was not completely done until 1936.

It was at this time (1936) that the College introduced a four-year curriculum in agriculture, mechanical arts and home economics. The program has expanded constantly since and now the school rightfully takes its place along besides Morgan State College, and other colleges of this same level within the section. In 1947-1948 the school acquired its present name. Several new buildings and courses, and a stronger faculty are constantly being added.

Maryland State Teachers College

(Bowie, Maryland)

The Maryland State Teachers' College at Bowie, Md. began as a Normal School under the direction of the old Freedmen's Bureau in 1870. A building located at Courtland (St. Paul) and Saratoga Sts. in Baltimore and owned by the Society of Friends was purchased.

It was called the Howard Normal School, having been named in honor of Gen. O. O. Howard, head of the Freedmen's Bureau. It supplied, principally, the teachers for the county schools within the State. Eventually it attracted to it State aid and by act of the State Legislature in 1908, the State took over the school. In 1911 the school was closed and removed to Bowie, where new buildings and a new beginning was had. It took the name of the Maryland Normal and Industrial

School for Colored Youth and later was widely known as The Bowie Normal School.

Later, the work at the school was raised to college level, the name changed again to The State Teachers College.

Morgan State College

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1948-.....	Martin D. Jenkins

Frederick Douglass High

Our largest and oldest high school is named after and for Frederick Douglass, greatest of all Maryland Negroes. "Self-made and well-made". Abolitionist, humanitarian, politician, businessman, Douglass received world-wide recognition and honors. He was named Marshall of the District of Columbia; Recorder of Deeds of Washington, and was once Minister to Haiti. Born February 14, 1817; died February 20, 1895.

Dunbar High

Named in honor of Paul Lawrence Dunbar, celebrated poet and writer.

Harvey Johnson Junior High

Reverend Harvey Johnson was a distinguished minister, writer, humanitarian and Race champion. For 50 years pastor of the Union Baptist Church. He wrote twenty or more pamphlets on a variety of subjects; fought relentlessly for reforms in education and for civic improvements; for colored teachers in the public school system and for Negro lawyers at the Bar. Organized the Brotherhood for Liberty, the forerunner of the National Association for the Advancement of Colored People. Born in Virginia in 1843; died in 1923.

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A PRE-WAR EDUCATIONAL VENTURE

(A Success Story)

The largest effort in education, prior to emancipation, was the undertaking about 1854, by the Negro Second Baptist Church, the Rev. Noah Davis, pastor, ably encouraged by the white Baptists of the State.

The congregation, under its pastor, started a gigantic project in this year. It entered into a contract with one William Crane, a leather merchant, for the erection of a building to house its congregation and at the same time project an educational program. The merchant was to buy a lot and furnish one-third of the funds for the erection of the building. He was to have use of the first floor for his business and the upper portion was for the use of the congregation.

A lot costing \$5,000 was purchased at Saratoga, Calvert and Davis streets and a building costing \$18,000 was erected. Store facilities were on the first floor, the second equipped for religious worship and the third story built to house the school. A department for males was built at one end, an auditorium in the middle and the department for females at the other end. The assembly hall was at times rented out to obtain revenue.

Three teachers were at one time employed and there were more than a hundred pupils. Three of her "grads" sailed to Africa as missionaries, one later became a pastor of Union Baptist Church; another who had studied here, was pastor of old Alfred Street Baptist Church in Alexandria, Virginia—the church where the late Rev. Harvey Johnson held membership before qualifying as Union's pastor.

The school was operated for more than seven years and failed largely because of financial difficulties that followed in the wake of outbreak of the Civil War. The building was foreclosed upon and the church without a home and the school project abandoned. I may add, that about the outbreak of the War, the Rev. Noah Davis became quite ill and lingered until his death in 1866. A perusal of the short sketch herein, together with these few facts, and one will readily conclude that the undertaking by this man of such limited education mark him as being one of the greatest of the State's early leaders.



37 years

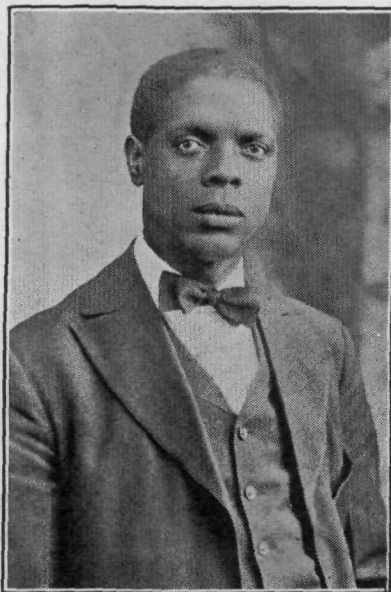


COACH EDDIE HURT

35 years



JAMES H. CARTER



DEAN WM. PICKENS.

FACULTY OF MORGAN COLLEGE AND BRANCHES.

- John O. Spencer, Ph.D.—President.
- Thomas H. Kiah—Morgan College, A. B.; Wiley College, A. M.; Principal and Teacher of English and Agriculture.
- Mary R. Kiah—Morgan College, A. B., A. M.; Teacher of Latin, in charge of Boarding Department and Laundry.
- Daniel J. Pinkett—Centenary Biblical Institute, University of Pennsylvania, A. M.; summer courses; Teacher of Mathematics.
- John E. Smith—Hampton Institute, summer courses Cornell University; Teacher of Physics, Science, Agriculture and Dairying.
- Roy L. Cordery—Hampton Institute, Chicago Correspondence Schools; Teacher of Carpentry and Joinery.
- Alice M. Carroll—Howard University, A. B., summer courses University of Pennsylvania; Girls' Preceptress and Teacher of English.
- Lida L. Brown—Morgan College, A. B., summer courses University of Pennsylvania; Teacher of English and Domestic Science.
- Robert A. Grigsby—Morgan College, A. B., summer courses Columbia University; Teacher of English and Education.
- George C. Dennis—Baltimore Colored High School, Teacher of Printing.
- Sara F. Tyler—Cheyney Training School, Teacher of Domestic Science and Art.
- Lucretia T. Kennard—Hampton Institute, summer courses University of Pennsylvania; Supervisor of Domestic Science and Art.
- Lucy E. Moore—West Chester State Normal School, Teacher of Music.
- James P. Layne—Teacher of Ironworking and Blacksmithing.



MME. E. L. BRUCE

17 Druid Hill Ave.
Baltimore, Md.

1100 S. Street, N. W.
Washington, D. C.

members, six years ago, with brother Noah Davis, a missionary of the Md. Baptist Union Association, as its pastor, who has labored most faithfully in his work. But, although colored churches of the Baptist denomination in all of our Southern and Western cities count their members by thousands, this church has now only thirty members—but our hope and prayer is, that established here in the centre of a population of full thirty thousand colored people, God may bless the humble devoted efforts of His people, and increase their numbers a hundred fold. Four years ago, the 1st of January, we commenced a Sunday school in Courtland street,—where this church has always held its regular meetings, which notwithstanding its many discouragements—mostly from a want of devoted self-denying teachers—has been unremittingly kept up morning and afternoon, till the present time, with an attendance varying from thirty to over one hundred scholars; and we feel assured that the hundreds of Bibles and Testaments, tracts, &c., with the Sunday school instructions, and the preaching of brother Davis will have laid the foundation for a lasting blessing to his peo-

ple. This little church and Sunday school have met to-day for the first time in this building, and in the language of the Psalmist David, probably on an occasion like this, we would exclaim, "Send now, we beseech thee, O Lord—O Lord, we beseech thee, send now prosperity!"—(Ps. 118: 25.)

But what are the objects for which this house has been built? I answer, the first object was, to furnish such a room as this, for the use of this church, where the gospel might be preached and its ordinances administered, and where Sunday schools and religious associations might be properly accommodated. The second was, to furnish rooms in the next story, for a male high school at one end, and a female high school at the other, and where colored missionaries for Africa might be educated for that most important field of labor; with a large hall in the centre, for a lecture room, or for any other religious, moral, or useful purposes. The upper story has four separate rooms, finished for renting to associations of colored people, with a view to paying whatever debt may remain on the building, and for defraying its current expenses;—and it is hoped that, at some future day, a



DOCTOR DWIGHT O. W. HOLMES

Mr. Lorne - first negro
president of Morgan College

ANTEBELLUM

EDUCATIONAL EFFORTS

Maryland had no laws forbidding the teaching of Free Negroes; however, there was no public school system and whatever teaching they got had to be by private effort.

With such a large percentage of Free Negroes within the State, it may be assured that efforts were made to acquire some knowledge of reading. That there were several small schools where Negroes could learn to read is known, but since most efforts were just the taking in of a few anxious persons into the homes of others who could read, the extent of these "schools" can never be known.

Mention is made here and there of such classes and school: As early as 1750 one Rev. Thomas Bacon established in Talbott County a school for poor whites and colored.

In 1761 another by this same person was established in Frederick County.

Prior to 1800 Rev. Daniel Coker established a school.

In 1824 Rev. William Livingstone established a school in connection with St. James Episcopal Church.

Others mentioned here and there are—one in connection with Sharp Street Church; one in a building in the rear of the home of Mrs. Alexander, 191 S. Dallas St.; one at Thompsen and Stirling Sts.; one under the Rev. D. A. Payne; another under a Rev. John Fortie. While most of these were just classes, we will say, for elementary work, some assumed the name academies, thus indicating that work of a high school level was being undertaken. Thus, Daniel Coker's school carried this claim while the Rev. William Watkins' Academy at one time, used a building (incidentally, located where Camden B. & O. Station now stands). The Baptist School of 1854 with three teachers and 100 pupils.

SOME PROMINENT EDUCATORS

The following are some of Maryland's successful educators:

Rev. Daniel Coker—founder of a private school about the beginning of the 19th century.

Rev. William Livingston—founder of a school in connection with the St. James Episcopal Church.

The first Maryland Negro to graduate from a college, was **Edward G. Draper**, who graduated from Dartmouth College in the Class of 1855.

MORGAN STATE COLLEGE
Department of History

MARYLAND COLORED TROOPS AND THE AMERICAN REVOLUTION

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I. A. Woodward
1961

BIBLIOGRAPHY

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MARYLAND STATE COLLEGE

Location and History

Maryland State College is located at Princess Anne, the seat of Somerset County. Princess Anne is situated on the Eastern Shore of Maryland. The College is advantageously located--approximately 239 miles from New York City; 127 miles from Baltimore; 148 miles from Philadelphia; 134 miles from Washington, D. C.; and 119 miles from Wilmington, Delaware. Motorists may use Highway 13, which passes through the heart of Princess Anne and within two city blocks of the College.

Maryland State College has a distinct and unique place in the history of education in Maryland. Since its doors were first opened in September 1886, the College has passed through successive stages of development as preparatory school, academy, junior college, and four-year college. The affairs of the College have been under the control of both Church and State. Its sources of income and support during its history have been, in whole or in part, private contributions, the Methodist Episcopal Church, and finally, the State and Federal Governments.

The College began as a preparatory branch of the Centenary Bible Institute, a Methodist school chartered in 1867 which was re-named Morgan College in 1890. The preparatory branch at Princess Anne was known as The Delaware Conference Academy. Receiving inspiration for its founding and support from the Delaware Conference of the Methodist Church, the Institution came to be known popularly as Princess Anne Academy.

By the Morrill Act of 1890, the College was officially designated as the Negro institution to receive federal funds provided to aid colleges. The designation was made in order to qualify the State of Maryland for receipt of Federal land-grant college funds. Thus, although a branch under the ownership and control of a private institution, the College was also styled the "Eastern Branch" of the Maryland Agricultural College, the predecessor of the University of Maryland. This arrangement, however, proved unsatisfactory to Federal officials, and in 1919 Morgan College and the University of Maryland agreed to transfer the control of the College to the University of Maryland. Despite the agreement of 1919, the administrative control of the College largely remained in the hands of the trustees of Morgan College until 1936, when the College passed into complete ownership and control of the State.

Junior College work was introduced at Princess Anne in 1925, and four years later the secondary curriculum was completely eliminated. In 1936, the College introduced a four-year curriculum in agriculture, mechanic arts, and home economics.

During the year 1947-48, state support for Maryland State College quadrupled. An energetic program was planned, and the College began to take on the appearance of a more vigorous life. The physical plant and the curriculum were expanded, the enrollment was increased, and the faculty was enlarged. During this same year the College received its present name as a fitting symbol for its new life, and looked forward to the most promising period of its history.

Today, March 8, 1963, there are 527 regular students enrolled and in addition a total of 730 students have been accommodated in Special Courses. Other pertinent facts are as follows:

OPERATING BUDGET	\$1,101,201.00
Permanent Buildings	34
Total Employees	119
Cars Owned by Staff	123
Cars Owned by Students	81
Personnel Living on Campus	44
Personnel Living in Princess Anne	29
Personnel Living in Salisbury Area	22
Personnel Living in Somerset County Area	17
Teachers with Master's Degrees	29
Teachers with Doctorate Degrees	14

MEMBERSHIP IN ACCREDITING
and
PROFESSIONAL ASSOCIATIONS

Maryland State College is a member of the following Accrediting and Professional Associations:

1. National Commission on Accrediting
2. Middle States Association of Colleges and Secondary Schools
3. American Council on Education
4. American Association of Land-Grant Colleges and State Universities
5. American Association of Colleges for Teacher Education
6. American Association of College Business Officers
7. National Association of College Deans and Registrars
8. Maryland Council on Education
9. American Association of Collegiate Registrars and Admissions Officers
10. American Library Association
11. Association of Social Science Teachers
12. Eastern Arts Association
13. National Association of Business Teacher Education
14. Central Intercollegiate Athletic Association
15. National Collegiate Athletic Association
16. National Association of Intercollegiate Athletics
17. Eastern College Athletic Conference
18. Eastern Association of College and University Business Officers
19. National Association of College and University Business Officers

MAIN OBJECTIVES

The Maryland State College, Division of the University of Maryland, has as its chief objectives:

1. To train the student to the end that he shall possess a degree of liberal and vocational education sufficient for good citizenship and the ability to live happily in a cultural society.
2. To train students to serve the State of Maryland and surrounding areas as community leaders, teachers, supervisors, and skilled workers.
3. To assist the individual in developing a foundation for graduate and professional study.
4. To provide scientific information and other data to homemakers and workers in agriculture and industry.

FORMAL INSTRUCTIONAL PROGRAMS

The student who enrolls at Maryland State College may pursue a major leading to the Bachelor's Degree in any of the following departments:

AGRICULTURAL EDUCATION
 GENERAL AGRICULTURE
 BUSINESS EDUCATION
 ENGLISH AND LANGUAGES
 HOME ECONOMICS
 MECHANIC ARTS

1. Art Education
2. Building Construction
3. Industrial Education

MUSIC
 NATURAL SCIENCES AND MATHEMATICS

1. Biology
2. Chemistry
3. Mathematics

PHYSICAL EDUCATION
 SECRETARIAL TRAINING (Two-Year Certificate)
 SOCIAL SCIENCES

1. History
2. Sociology
3. Social Science

STATEMENT BY RECENT
REGIONAL EVALUATION
COMMITTEE

Finally to be noted is the extraordinary spirit of cohesiveness and optimism which pervades the Princess Anne campus. From the President to the last freshman, these people are convinced that there is a job to do, confident that they can do it, grateful for the resources which have already been put at their disposal, hopeful that their very considerable needs will continue to be met by the University and the State, alert to changing needs and situations, and courageous in facing them....

The various programs of study are under constant evaluation by the faculty, and modifications are quickly made whenever opportunities to provide a broader education present themselves. The faculty and administration are made up of competent, well-educated, responsible, and dedicated people. This is shown not only by their possession of advanced degrees but particularly by their enthusiasm, their devotion to the work of the classroom, their extra-academic labors, and their participation in public and scholarly meetings off campus. Instructional methods are clearly of the order that stimulate the student to an evaluation of his own progress and to a desire for learning....

In evaluating the College one recognizes an intrinsic merit. It is pioneering and experimenting intelligently. Once a student is admitted, he or she receives guidance and faculty interest to develop all inherent qualities. Emphasis is placed on the student as an individual, not on the student as a group type....

PERTINENT COMPARATIVE ENROLMENT DATA

<u>Institution</u>	<u>Number</u>	<u>Percent</u>
University of Maryland	13,170	65.4
Morgan	2,345	11.6
Towson	1,661	8.2
Frostburg	1,246	6.2
Maryland State	527	2.6
Salisbury	486	2.4
Bowie	360	1.8
Coppin	357	1.8

PROPOSED CAPITAL IMPROVEMENT
PROGRAM
AS RECOMMENDED BY GOVERNOR FOR 1964

<u>Institution</u>	<u>Amount</u>	<u>Percent</u>
University of Maryland	\$7,508,600	61.4
Frostburg	1,900,500	15.5
Towson	1,882,500	15.4
Coppin	515,900	4.2
Morgan	206,900	1.7
Maryland State	105,900	.9
Salisbury	103,500	.8

BUILDINGS AND
YEAR OF CONSTRUCTION

<u>Name of Building</u>	<u>Year of Construction</u>
Kiah (Gymnasium)	1940
Bird (Classroom)	1940
Murphy (Women's Dormitory)	1943
Maryland (Administration Building)	1940
Waters (Cafeteria)	1950
Heating Plant	1950
Library	1939
Wilson (Classroom)	1949
Faculty Apartment	1949
Staff Cottage South	1949
Staff Cottage North	1949
Somerset (Men's Dormitory)	1949
Harford (Men's Dormitory)	1950
Trigg (Ag. Building)	1954
Infirmary	1947
Metal Arts Shop	1947
Poultry Laying House	1951
Dairy Barn Milk House and Silo	1950
Farrowing House	1956
Implement Shed	1956
Faculty Apartment	1926
Storeroom	1947
Cottage	1939
Cottage	1939
Athletic Storage	1947
Broiler House	1950
Implement Shed (2)	1952
Faculty Recreation House	1953
General Storage Building	1955
Murphy Hall Annex	1962
Business Education	1962
Art Education	1962
Faculty Residence A	1961
Faculty Residence B	1961
Faculty Residence C	1962
Faculty Residence D	1962
Physical Education (Annex)	1961
Building Construction Shop	1959
National Dairy Products Corporation Building (Purchased)	1962

It is estimated that the replacement value of property and buildings would be in excess of five and one half million dollars.

TOTAL AMOUNTS AND PERCENTAGES AUTHORIZED
FOR 12-YEAR PERIOD 1947-1959 FOR " NEW
BUILDINGS" AND "OTHER PURPOSES"

	GRAND TOTAL	
	AMOUNT	PERCENT
TOTAL GRANTED BY STATE	\$56,270,280	100%
<u>INSTITUTIONS</u>		
Morgan	9,138,270	16.2
ST. MARY'S	664,230	1.2
Bowie	2,850,100	5.1
Frostburg	3,252,700	5.8
Salisbury	2,371,010	4.2
Towson	3,729,650	6.6
Coppin	1,870,600	3.3
Johns Hopkins	1,500,000	2.7
Washington	275,000	.5
Western Maryland	250,000	.4
St. John's	750,000	1.3
College Park	20,372,650	36.2
Baltimore	6,742,570	12.0
Maryland State	1,944,000	3.5
Other Localities (University of Maryland)	559,500	1.0

PLACEMENT AND STATUS
OF THE 1960-1961
48 GRADUATES OF MARYLAND STATE COLLEGE

	No.	Percent
*EDUCATION	13	27.1
GOVERNMENT	3	6.3
GRADUATE SCHOOL	5	10.4
HOSPITAL (DIETITIAN)	1	2.1
HOUSEWIFE	2	4.2
INDUSTRY	4	8.3
MILITARY SERVICE	12	25.0
UNEMPLOYED	1	2.1
UNKNOWN	7	14.5
Total	48	Graduates

*Instructor: 12
Home Demonstration Agent: 1

NAME OF GRADUATE	MAJOR	PLACEMENT OR STATUS
Alexander, Andrades	Sociology	
Ballard, Eugene J.	Phys. Ed.	Military Service
Banks, Milton	Math.	
Bernard, Joseph	Chemistry	
Boardley, Esther	Sociology	Housewife
Boulware, Cora L.	Home Ec. Ed.	*Dietitian, Coney Island Hospital, Brooklyn, N. Y.
Bowen, Myrtle	Bus. Ed.	*Instructor, Baltimore, Maryland
Briscoe, Theodore	Ind. Ed.	Military Service
Brothers, Floyd	Music	*Instructor, Washington, N. C.
Brown, Charles D.	Ind. Ed.	
Brown, Julia	Gen. Home Ec.	Unemployed because of illness
Cephas, Monya	Home Ec. Ed.	*Asst. Home Demonstration Agent, Caroline County
Champion, Ernest	Bus. Ed.	Military Service
Charms, Mary E.	Bus. Ed.	Housewife
Cherry, James D.	Ind. Ed.	*Instructor, Northampton County H.S., Machipongo, Va.
Crosse, Charis	English	*University of Maryland Graduate School
Cuyjet, Judith	Phys. Ed.	*Instructor, Douglas H. S., Baltimore, Md.

<u>NAME OF GRADUATE</u>	<u>MAJOR</u>	<u>PLACEMENT OR STATUS</u>
Davidson, Calvert	Phys. Ed.	*Instructor, Northampton H.S., Machipongo, Va.
Dent, Joseph	Bldg. Const.	*Construction Work, Washington, D. C.
Downing, Vaughn	Art Education	*Instructor, Hindes Jr.-Sr. H.S., Washington, D. C.
Drew, Frank C.	Agric. Ed.	*Substitute Teacher, Phila- delphia, attending graduate school
Eggleston, York	Phys. Ed.	*University of Maryland Graduate School
Gould, Charles	Chemistry	*Lab. Technician, Baltimore, Md.
Harley, Dorothy	Sociology	*Instructor, Simons High School Charleston, S. C.
Hatchett, Sherman	Biology	
Henry, David	Bus. Ed.	*Instructor, Francis Scott Key Jr.-Sr. H.S., Brooklyn, N.Y.
Jackson, Charles	Agr. Ed.	*Horticulturist, Andrews Air Force Base
Jackson, Mary	Bus. Ed.	
James, Eleanor	English	*Columbia University Graduate School
Johnson, Shirley	Bus. Ed.	*Secretary, Sinclair Refining Co., Philadelphia, Pa.
Jones, Bobby	Sociology	Military Service
Lee, Charles	Math.	Military Service
Lee, John	Biology	Military Service
Matthews, Alexander	Social Science	*University of Maryland Graduate School
Muse, Franklin	Social Sciences	Military Science
Pinder, Charles	Ind. Ed.	*Instructor, Springfield, Ohio H. S.
Poole, Norman	Phys. Ed.	*Instructor, Mary N. Smith H.S., Accomac, Va.
Pritchett, Louis	Bus. Ed.	Military Service
Rainey, Averill	Bus. Ed.	*Columbia University Graduate School
Randall, Ernest	Agr. Ed.	Commissioned Officer, USAF
Robinson, Joe	Phys. Ed.	*Instructor, Somerset H.S., Princess Anne, Md.
Smith, Melvin	Agr. Ed.	*Chemical Technician, Bethesda, Md.
Spencer, Gloria	Bus. Ed.	*Clerk-Steno., Dep't. of Com- merce, Washington, D. C.
Stratton, Timothy	Music Ed.	
Thomas, Arlen W.	Art. Ed.	*Afro-American Newspapers, Baltimore, Md.
Wiggins, Coleslee	Photography	Naval Officers Training School
Wright, Barbara	Biology	*Ohio State University Graduate School
Nichols, Leroy	Phys. Ed.	Military Service

*Employed in field of study

GENERAL INFORMATION

Number pursuing area for which trained at Maryland State	28
Military Service	12
Unknown	5
Housewife	2
Unemployed	1
Total	<u>48</u>

SOME FACULTY PUBLICATIONS

Maryland State College not only disseminate information but is charged with the responsibility of making contributions to existing knowledge. Some of the Faculty Publications are on the pages which follows.

PUBLICATIONS - Dr. Vernon W. Stone

TESTED STENOTYPE SHORTCUTS. Fuerth (Bavaria), Germany:
Jos. Hesse, 1948.

TESTED STENOTYPY SHORTCUTS. Chicago, Illinois: (Republished
by author), 1950.

"German Baby Crop Left by Negro G.I.'s," SURVEY, Vol. LXXXV,
No. 11, November, 1949.

"A Special Review of NEGROES IN AMERICAN SOCIETY (By Maurice R.
Davie, Department of Sociology, Yale University, Published by
Whittlesey House, 1950), SURVEY, Vol. LXXXVI, No. 4, April,
1950.

"Selected Stenotypy Notes" (From Rasse und Siedlungs Hauptamt,
Case VIII, Court I, Chief of Counsel for War Crimes, Palace of
Justice, Nuernberg (Bavaria), Germany), STENO-CHAT, JOURNAL OF
THE ASSOCIATED STENOTYPISTS OF AMERICA, May, 1952.

"Concert Criteria for the Piano," MUSIC JOURNAL, Vol. XVI, No. 3,
March, 1958.

"Shorthand Mastery Has an Hereditary-Environmental Basis,"
AMERICAN BUSINESS EDUCATION, Volume XV, No. 2, December, 1958.

"New Formulas for Logarithmic Interpolation," SCHOOL SCIENCE
AND MATHEMATICS, Volume LIX, No. 1, (Whole 516), January, 1959.

"Memorizing at the Piano," MUSIC JOURNAL, Volume XVII, No. 2,
February, 1959.

"The Application of Mathematical Statistics to the Stock Market,"
(With co-author Charles M. Brown, then undergraduate student),
THE COMMERCIAL AND FINANCIAL CHRONICLE, Volume 189, No. 5818,
February 5, 1959.

"Personalize Business Law for Your Students," JOURNAL OF BUSINESS
EDUCATION, Volume XXXIV, No. 6, March, 1959.

"Student Interest in Science and Mathematics and the 'Introductory'
Teacher," SCHOOL SCIENCE AND MATHEMATICS, Volume LIX, No. 4,
(Whole 519), April, 1959.

"The Three D's: Solving Division Decimal Dilemma," THE BALANCE
SHEET, Vol. XXXXI, No. 1, September, 1959.

PUBLICATIONS - Dr. Vernon W. Stone (Continued)

"Community Survey of Curriculum Objectives in a Small College," COLLEGIATE NEWS AND VIEWS, Vol. XIII, No. 1, October, 1959.

"Be Realistic about Typewriting Erasing," AMERICAN BUSINESS EDUCATION, Vol. 16, No. 2, December, 1959.

"Water," ANTHOLOGY (The American College Poetry Society), Vol. II, Winter, 1960.

"Selected Time Periods Based upon Net Words Per Minute in Typewriting," (With co-author Allen J. Singleton, then undergraduate student), TYPEWRITING NEWS, Vol. XXX, Spring, 1960.

"Names Can Make the Difference (Business Law)," BUSINESS TEACHER, Vol. 37, No. 6, April, 1960.

"A Test for Reversing Entries," THE ACCOUNTING REVIEW (The Teachers' Clinic), Vol. XXXV, No. 2.

"Measured Vocational Interests in Relation to Intraoccupational Proficiency," JOURNAL OF APPLIED PSYCHOLOGY, Vol. 44, No. 2, April, 1960.

"Shorthand Teachers--Demonstrate!," JOURNAL OF BUSINESS EDUCATION, Vol. XXXV, No. 8, May, 1960.

"To the Muses," ANTHOLOGY (The American College Poetry Society), Vol. III, Summer, 1960.

"All Campus Deadwood Is Not of the Genus Arbor," EDUCATION, Vol. 81, No. 2, October, 1960.

"Every Course Is A Spelling Course," BALANCE SHEET, Vol. XXXXII, No. 2, October, 1960.

SEMINAR IN BUSINESS EDUCATION. (Contributions to "Functions of Business Education," Pages 12-13, and "Curriculum," Page 19). THE NATIONAL BUSINESS EDUCATION QUARTERLY, Vol. 29, No. 2, Winter, 1960 (Bulletin 73 of the National Association for Business Teacher Education, of the United Business Education Association, of the National Education Association).

"It Is Not Clear to Me," ANTHOLOGY (The American College Poetry Society), Vol. IV, Winter, 1961.

"Word-Count Formulas for Stenography," JOURNAL OF BUSINESS EDUCATION, Vol. XXXVI, No. 7, April, 1961.

"Optical Character Recognition Applied to Phontypy: From Automatic Input to Finished Transcript Output Via Electronic Data Processing," DATA PROCESSING, Vol. 3, No. 8, August, 1961.

PUBLICATIONS - Dr. Vernon W. Stone (Continued)

"Bank Financing of Minority Housing," MARYLAND: 1961 Report to the U. S. Commission on Civil Rights from the State Advisory Committee (Subcommittee on Housing).

"The Strong Vocational Interest Blank and Occupational Proficiency," THE JOURNAL OF EDUCATIONAL RESEARCH, Vol. 55, No. 3, November, 1961.

Dr. E. W. Waters

"Vocational Aspirations, Intelligence, Problems and Socio-economic Status of Rural Negro High School Seniors On The Eastern Shore of Maryland, Their Implications," THE JOURNAL OF NEGRO EDUCATION, Fall, 1954.

"Problems of Rural Negro High School Seniors on the Eastern Shore of Maryland: A Consideration for Guidance," THE JOURNAL OF NEGRO EDUCATION, Spring, 1953.

Dr. Claud C. Marion

"Guiding Principles for Pre-Service Training of Teachers of Vocational Agriculture," AMERICAN VOCATIONAL ASSOCIATION, 1959.

"An Integrated Course of Study in the Commercial Grapefruit Enterprise," THE SOUTHWESTERN JOURNAL - LANGSTON UNIVERSITY PRESS, Summer, 1952.

"Resources for Occupational Guidance in Agricultural Education," THE AGRICULTURAL EDUCATION MAGAZINE XXXI, April, 1959.

Dr. Marion R. Myles

"Relations of Plant Hormones to Growth Correlation in Maize," GROWTH AND DIFFERENTIATION IN PLANTS, Loomis, Iowa State College Press, 1954.

PUBLICATIONS

Dr. Youra Qualls

"The Image of the Middle Class in Gift Book Fiction," SOUTHWESTERN JOURNAL, Spring, 1950.

"The Founding of the Friends Freedman's Association," BULLETIN OF FRIENDS' HISTORICAL ASSOCIATION, Spring, 1957.

Critical Reviews

1. The Surveyor, Phylon, Spring, 1961
2. The Forbidden Man, Phylon, Fall, 1960
3. Biography of Lucretia Mott, Phylon, Fall 1962.

REPORT, Workshop in Language Arts, Tuskegee Institute, Alabama, 1958. (Privately printed for circulation by Tuskegee Institute).

REPORT, Workshop in Language Arts, Tuskegee Institute, Alabama, 1959. (Privately printed for circulation by Tuskegee Institute)

"Song of Innocence, Song of Experiences," Review of THE SOUTHERN WILD by Ruth Chatterton, Phylon, Fall, 1958.

Mrs. Ann A. Shockley

"A History of Public Library Services to Negroes in the South-1900-1955," RESEARCH COMMITTEE OF DELAWARE STATE COLLEGE, 1960.

"Does the Negro College Library Need a Special Negro Collection?," LIBRARY JOURNAL, June 1, 1961.

"Reading Encouragement in the Maryland State College Library," MARYLAND LIBRARIES, Spring, 1962.

"The Picture Prize," (Short Story) NEGRO DIGEST, October, 1962. (AAUW Award)

Miss Freddie E. Hill

"The Comparison of Verbal and Visual Instruction with Trial and Error Method in Learning Certain Skills of Balance," COMPLETED RESEARCH IN HEALTH, PHYSICAL EDUCATION AND RESEARCH I, 1959 Edition.

PUBLICATIONS - Dr. W. A. Low

THE NEGRO IN NORTH CAROLINA: A DEMOGRAPHIC AND SOCIAL STUDY, Fourth Conference of Negro Land Grant Colleges for Coordinating a Program of Cooperative Social Studies, Howard University Press, 1949.

"The Establishment of Maryland State College," THE EASTERN SHORE OF MARYLAND AND VIRGINIA, Charles B. Clark, ed., New York, 1950.

"The Farmer in Post-Revolutionary Virginia, 1783-1789," AGRICULTURAL HISTORY, July, 1951.

"The Freedmen's Bureau and Education in Maryland," MARYLAND HISTORICAL MAGAZINE, March, 1952.

"Eastern Shore College," MARYLANDER AND HERALD, 125th Anniversary Edition, Princess Anne, Maryland.

"The Faith of Our Fathers: An Anthology of Americana, 1790-1860," (Book Review), JOURNAL OF NEGRO HISTORY, December, 1952.

"The Romance of African Methodism," (Book Review), JOURNAL OF SOUTHERN HISTORY, May, 1953.

"Merchant and Planter Relations in Post-Revolutionary Virginia, 1783-1789," VIRGINIA MAGAZINE OF HISTORY AND BIOGRAPHY, July, 1953.

"Some Problems of Government," AN INTRODUCTION TO AMERICAN GOVERNMENT (College Textbook), Jacobsen, et. al., eds., Harrisburg, 1954.

"A and T College, Opened in 1892, Has Grown Up," GREENSBORO DAILY NEWS, Greensboro, North Carolina, (Sunday feature), June 26, 1955.

"Frontier Politica and the Sectional Conflict," (Book Review), JOURNAL OF NEGRO HISTORY, April, 1956.

"Methodism and Morgan College, 1866-1900," NEGRO HISTORY BULLETIN, November, 1957.

SEVENTIETH ANNIVERSARY BULLETIN, Editor, Maryland State College.

"Shoremen Tried to Lead Maryland Out of the Union," SALISBURY TIMES, Salisbury, Maryland, feature, August 12, 1959.

"Delmarva Votes in 1860," SALISBURY TIMES, Salisbury, Maryland, feature, November 3, 1960.

NEGRO EDUCATION IN AMERICA, Virgil A. Clift, ed., Harper and Brothers, Chapter One on Historical Developments.

"Lincoln's Words are Timeless," (Centennial of Emancipation Proclamation), SALISBURY TIMES, Salisbury, Maryland, February 11, 1963.

RESEARCH PROJECTS - Dr. Moses W. Vaughn

"Nitrogen Partitions in Fishmeals," U. S. DEPARTMENT OF THE INTERIOR FISH AND WILDLIFE SERVICE, July 1, 1955 - December 31, 1955.

"Research on Microorganisms in Fishery Products of the Atlantic Coast and the Gulf of Mexico Preserved with Ionizing Radiations," THE U. S. DEPARTMENT OF THE INTERIOR FISH WILDLIFE SERVICE, July 1, 1957 - June 30, 1959.

"The Significance of Bacterial Flora of Bottom Muds," THE DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, PUBLIC HEALTH SERVICE, NATIONAL INSTITUTES OF HEALTH, June 1, 1959 to September 30, 1960.

"Bacteriological Analyses of Commercial Tuna Fish Pies," UNITED STATES FISH AND WILDLIFE SERVICE, 1959-1960.

"Nitrogen Determinations on Rat Feces," UNITED STATES FISH AND WILDLIFE SERVICE, 1959-1960.

MARYLAND STATE TEACHERS' ASSOCIATION

PROGRESS REPORT ON SCHOOL LEGISLATION

MARYLAND GENERAL ASSEMBLY: 1962 - 1963

March 1, 1963

- S.B.9 -Expansion of Higher Education (President) - This bill was presented to the General Assembly as a result of the Curlett Commission Report. It creates a new board of trustees to administer the five state teachers colleges which will become general state colleges. A new Advisory Council on Higher Education was also created by this legislation. This measure passed both houses unanimously and has been signed by the Governor. (See February Issue of THE MARYLAND TEACHER for details.)
- S.B.19 -Teacher Retirement. (President) - This bill would allow the Federal government to reduce a state employee's pension by the amount of any tax lien. Referred to Finance Committee. (1-2-63)
- S.B. 67 -School Buildings and Grounds for Recreational and Social Uses. (Senator Verda F. Welcome, Baltimore City, Fourth District) - This measure would provide for free utilization of school buildings and playgrounds for recreational and social uses. Referred to Education Committee. (1-7-63)
- S.B. 73 -University of Maryland Branch (Senator James A. Pine, Baltimore County) - This act would establish a branch of the University of Maryland in Baltimore County. Referred to Finance Committee. (1-10-63)
- SB.88 -Scholarships (Senator Edward T. Hall, Calvert County) - This Bill provides that students shall not automatically lose their teacher education scholarships for being placed on academic probation. This bill was amended to provide that no student would lose such a scholarship during the first three semesters of his college career due to being placed on academic probation. It has passed both houses and now awaits the Governor's signature.
- SB. 106 -Teachers' Retirement (Senator John-Clarence North, Talbot County) - This measure would permit members of the teachers' retirement system who had withdrawn their contributions to re-deposit such funds with interest and receive prior service credit. This bill has passed the Senate and has been given a favorable report by the House Ways and Means Committee.

S.B. 108 -University of Maryland Branch. (Senator John-Clarence North, Talbot County)-This act would establish a branch of the University of Maryland on the Eastern Shore. Referred to the Finance Committee. (1-17-63)

- S.B. 139 -Capital Improvements - (President) - This bill would provide a total of \$23,647,700 for capital improvements for all state purposes. Educational institutions would receive the following :

Five State Teachers Colleges	\$ 4,495,400
University of Maryland	7,614,500
Morgan State College	206,900
Referred to Finance Committee	<u>\$12,316,800</u>
(1-22-63)	

- S.B. 308 -University of Maryland Branch (Senator Paul A. Dorf, Baltimore City, Fifth District) - This bill would establish a branch of the University of Maryland in Baltimore City. Referred to Finance Committee (2-19-63)
- S.B. 324 -Western Maryland College (Senator Edward O. Weant, Jr., Carroll County) - This measure provides a state grant of \$750,000 to Western Maryland College for construction purposes. This sum must be matched by the College by January 1, 1965. Referred to Finance Committee. (2-22-63)
- S.B. 356 -Student Loans (Senator J. Joseph Curran, Baltimore City, Third District and Senator James Clark, Jr., Howard County) - This act establishes a Maryland Higher Education Loan Program to be administered by the Maryland Higher Education Loan Corporation. It would grant loans not to exceed \$1,000 per year to students in helping to defray the expenses of higher education. Referred to the Finance Committee. (2-22-63)
- S.B. 358 -State Aid to Education (Senator John Thomas Parran, Jr., Charles County; Senator Joseph W. Alton, Jr., Anne Arundel County; Senator James Clark, Jr., Howard County; Senator John A. Derr, Frederick County; Senator Paul A. Dorf, Baltimore City, Fifth District; Senator Edward T. Hall, Calvert County; Senator William L. Hodges, Baltimore City, Sixth District; Senator J. Frank Raley, Jr., St. Mary's County; Senator George E. Snyder, Washington County; Senator Verda F. Welcome, Baltimore City, Fourth District; and Senator Harry T. Phoebus, Somerset County) - The specifics of this bill are contained in the booklet entitled "Decision '63." It would provide for a new system of public school finance based on the cost of educating pupils rather than the state minimum salary schedule for teachers. A necessary tax measure included in this piece of legislation lowers the state income tax personal deduction from \$800 to \$600. Referred to Finance Committee. (2-22-63) A joint public hearing will be held on this bill on Wednesday, March 13, at 2:30 p.m., in the House of Delegates Chamber.

HOUSE BILLS

- H.J.R. 5 -Appointment of a Governor's Commission. (Speaker) - This resolution requests the appointment of a Governor's Commission to study the possibility of offering moral and religious education in public schools. Referred to Judiciary Committee (1-2-63)
- H.R. 27 -Commission to Study Use of Retirement Funds - (Delegate Harry J. McGuirk, Baltimore City, Sixth District; Delegate J. Glenn Beall, Jr., Allegany County; Delegate Charles S. Bresler, Montgomery County) - This resolution requests the Governor to appoint a commission to study the possibility of using reserve funds of the three state retirement systems for the purchase of property right of ways for the State Roads Commission. The boards of trustees of the retirement systems have taken action in opposition to this resolution. Referred to Ways and Means Committee. (2-4-63)



Bowie State College

BOWIE, MARYLAND 20715

JUNE 22, 1964

MR. A. BRISCOE KOGER
1730 NORTH PAYSON STREET
BALTIMORE 17, MARYLAND

DEAR MR. KOGER:

THANK YOU FOR YOUR LETTER OF MAY 19 IN WHICH YOU STATE YOUR PLANS TO PUBLISH A SECOND EDITION OF "THE MARYLAND NEGRO". I THINK THIS IS A VERY GOOD PROJECT.

ENCLOSED YOU WILL FIND A SMALL PHOTOGRAPH OF MYSELF. I DO NOT HAVE AN OVERALL CAMPUS VIEW. WE NOW HAVE NINE PH.D.'S ON OUR FACULTY.

VERY TRULY YOURS,

WILLIAM E. HENRY
PRESIDENT

WEH:AMB





O. SPENCER (White), President Morgan College

ADMINISTRATIVE OFFICERS

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'Marine Police' learn to take just about anything in stride

By Devera Pine

It is 10:30 on a Friday night. Two men wait on a small boat near Bodkin Point, scanning the water and the shoreline with binoculars.

They have positioned themselves far enough offshore that they are enveloped by darkness. At the same time, however, they can see the silhouettes of other boats moving against the lights of Anne Arundel county.

Another small boat appears. Working without lights, it moves slowly along the water, stopping twice.

Suddenly a flare illuminates the sky. Then a spotlight and a blue, police strobe flash on in the first boat. The chase is on.

When it ends 1 mile later against a nearby beach, the Maryland Natural Resources Police have issued citations to two men for allegedly stealing crabs.

What may seem like the plot of a television show to an outsider is all in a night's work for the Maryland Natural Resources Police. As part of their mission to enforce conservation and boating laws, the unit regularly deals with grounded or lost boats, joy-riding teenagers and crab pot thieves.

But because they have full police powers, the police also arrest motorists for drunk driving and speeding. Statewide, the department makes an average of 6,000 arrests a year.

About 16 percent of all Maryland boats are registered in Anne Arundel county, and one-third to one-half of the boating accidents occur here. As a result, the Natural Resources Police assigned to this area get more than their share of cases—both routine and extraordinary.

Take, for instance, the time police chased a sailboat out of Annapolis Harbor because the young men and women on it were indecently exposing themselves before a crowd gathered to watch the Tall Ships.

Or the case in which they were called on to break up a mutiny on one of the foreign coal ships anchored in the Chesapeake.

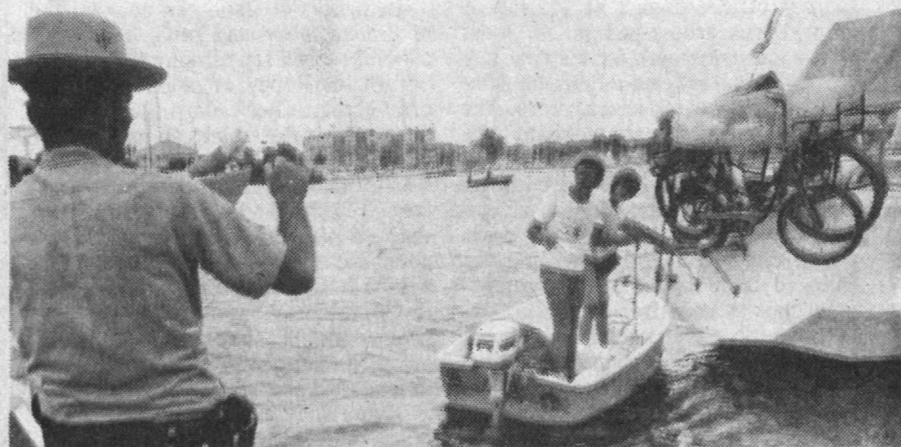
Then there was the day in December that a man left his boat spinning in circles in the bay. While the Natural Resources Police and the Coast Guard searched for the missing skipper, the man took off for New Orleans.

But the men on the force have learned to take it in stride.

"Just about everything is routine," said Capt. Frank Wood, Region Two commander. "We handle these things all the time."

Region Two of the force has 10 two-man units

See POLICE, Page 2, Col. 1



Counterclockwise from top left, Sgt. Jim Cope and Officer Trainee Marvin Jones set off on patrol. Before long they are measuring crabs, conducting inspections, looking out for safety infractions and greeting visitors.

Sun photos—Clarence B. Garrett

Protest set

Activists to rally against Perry shooting

By Stuart Low

Local chapters of the NAACP and Anne Arundel Coalition of Tenants and several other local activist groups plan a mass rally in Annapolis Wednesday night to protest the July 20 shooting of Leroy Perry by a county police officer.

Mr. Perry, a black, 48-year-old boiler room technician from Annapolis, was shot twice in the chest by Officer David Hodge after allegedly approaching the officer with a screwdriver in hand. His widow, Shirley Ann, speculated that her husband, who was stopped for erratic driving on Ritchie highway near Arnold road, intended to open his trunk with the implement to obtain his registration card.

The incident has since become a focal point for debate on police use of force—an issue rarely out of the public eye since a county police officer fatally shot Lethian resident Stanley Taylor atop his burning farmhouse in a standoff last December. Anne Arundel county police investigators are conducting a probe of the latest death, and county state's attorney Warren B. Duckett, Jr., has said he would take the homicide to a grand jury regardless of the probe's outcome.

According to rally organizer Carl Snowden, of the Community Action Agency and NAACP, a march is scheduled for 7 p.m. at the County Courthouse on Church circle, followed by a rally at First Baptist Church on West Washington street.

"We're holding this to protest the

senseless tragedy and indicate publicly that an indictment is called for," said Mr. Snowden. "There's been a lot of frustration and disenchantment building up over this shooting, a very high level of tension in our community."

Asked whether the National Association for the Advancement of Colored People was stacking its deck well in advance of the grand jury's actual verdict, Mr. Snowden responded that "We'd rather be accused of acting too

"Chief [Maxwell V.] Frye has said that his department has maintained a conservative policy in using force all along. I say if that's the case, they weren't following their own policies, either in this case or with Stanley Taylor."

—William H. Brill

early than too late. This isn't being viewed as an ordinary case; we really want to make that clear to the powers that be. Otherwise, we feel it might be expedited too easily because a county cop is involved."

Mr. Snowden's perception of the strong reaction in Annapolis's black community was echoed by several others who plan to speak at the rally: Jean Creek, of the NAACP's Anne Arundel county chapter; Wendy Hinton, of the Anne Arundel Coalition of Tenants, and the Rev. Leroy Bowman, of the First Baptist Church.

They cited a 1978 shooting of another Annapolis black, Charles Tongue, by an off-duty police officer at the local Elks Club. The officer's action was vindicated in court as justifiable homicide, but the man's family was awarded civil damages in a subsequent suit. Mr. Bowman said he was less concerned with Officer Hodge's racial attitudes than the issue of "shooting first and asking questions later."

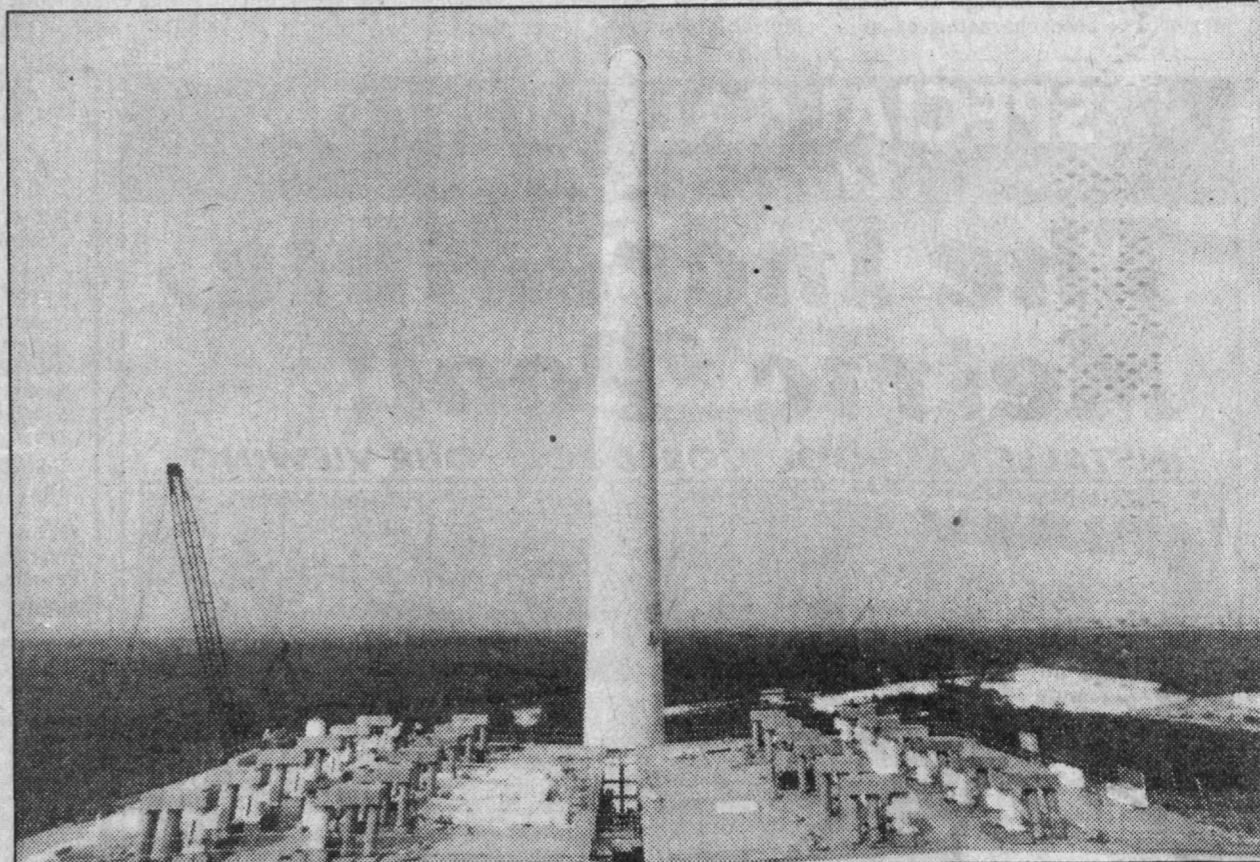
Other county and police officials, however, reserved comment until the complete facts on the 27-year-old Officer Hodge were in. To date, publicly disclosed testimony on the incident has been restricted to statements by Officer Hodge; his lawyer, Thomas A. Pavlinic, and the county police department.

Officer Hodge, a six-year veteran of the force, reported that at 3:20 a.m. he pulled Mr. Perry over to the side of Route 2 for a routine traffic check for erratic driving. Mr. Perry opened the door and "lunged out of the car with an object in his right hand," making a "downwards stabbing motion" toward the patrolman's face. Officer Hodge, "fearing for [his] life," fired twice at the driver's chest. Mr. Perry was dead on arrival at the Shock Trauma Unit of Baltimore's University Hospital.

No information has been released on how far Mr. Perry was from the officer at the time of the shooting or whether he left his car after a request for his registration.

Mr. Duckett complained that nearly 13 hours elapsed before Officer Hodge appeared at county police

See PROTEST, Page 3, Col. 3



Following trip, residents no longer oppose BG&E plans to use fly ash from Brandon Shores power plant as fill.

New tack taken to sell industry

By Stephen Proctor

Imagine a public hearing held by a firm trying to explain why a new plant it wants to build won't cause all the problems disgruntled residents are anticipating.

Corporate types in three-piece suits expound on a complex series of charts and slides while confused locals try to decide whether their imagined fears could become real.

Such scenes are enacted regularly in Anne Arundel, and often the affair

comes off badly—the executives leaving with the feeling that their arguments fell on deaf ears and residents remaining as steadfast in opposition as ever.

Recently, however, two firms planning projects in the county, Baltimore Gas and Electric Company and Soros Associates of New York, have tried a different tack for calming fear of the unknown. They brought concerned citizens face to face with their future neighbor—or rather, a replica of it.

And in at least one case—BG&E's

proposal to use coal waste (fly ash) from its Brandon Shores power plant as structural fill for a 280-acre industrial park on Marley Neck—it worked like a charm.

BG&E, which ran into stiff opposition from area residents when it made the proposal last fall, took a handful of civic leaders and county officials to a fly ash disposal site in Charleston, W.Va., early this month, and most of them came back with a different point

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SPORTS

Have a ball

A full program of fun is scheduled for today at Saw Mill Creek Park. 9-16



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College president tells why he backs education cuts

Edwin J. Delattre, appointed president of St. John's College last year, gained national attention this month for his support of President Reagan's budget cuts in education.

Urged by many educational associations and professional colleagues to oppose the federal reductions in Basic Educational Opportunity Grants, he defended the president's goal of curbing inflation—which in Dr. Delattre's eyes is a key threat to American colleges and their students' ability to pay for them. He called instead for greater cooperation among colleges, banks and corporations in guaranteeing student loans, whose high interest rates already have soared out of reach for many lower-income families.

In a telephone interview last week from St. John's second campus in Santa Fe, N.M., Dr. Delattre explained his controversial opinions to Arundel Sun reporter Stuart Low.

Question: One of your main reasons for not opposing the president's budget cuts was concern over the effects of inflation for higher education. To what extent do you see inflation already hurting liberal arts institutions like St. John's?

Answer: There's no question that inflation has already impaired the ability of families to pay for the education of their children. In inflationary times like these, it's very difficult for colleges to be fair and responsive to their own personnel: their staff and their faculty. For most of the institutions I'm familiar with, the cost of education is considerably greater

than the price that is charged [to the students]. As I said in *The Wall Street Journal*, there's no way in the world independent higher education can bear both inflation and significant federal cuts to education at the same time. So it's just crucial that those who are making the decisions about the cuts—and by the way, I don't support all the cuts—have pretty substantial evidence that they're going to make inroads into inflation. I am in correspondence with the Department of Education about criteria for eligibility in questions of needs analysis when the cuts come.

Q: [What does St. John's College plan to do this year to cope with inflation?]

A: I will be going to the finance committee of our Board of Visitors and Governors in October with a set of recommendations for ways in which St. John's can help to serve the interests of its own students and of students yet to come. I hope to have steps in progress toward the cooperation of lending institutions with the college and toward the expansion of the endowment.

Certainly by the time students are applying for financial aid in the spring of 1982, we want to be able to tell them what kinds of financial resources can be brought to bear in their behalf in September of 1982. Nobody can afford just to sit back.

Q: You have suggested three ways in which colleges might help students from lower-income families obtain financial aid: having universities guarantee bank loans; establishing a "cooperative relationship" among students, colleges and banks; and encouraging corporations to help guarantee student loans.

What would be the practical advantage to banks or corporations to get involved?

A: The practical advantage to banks is that they would have a straightforward working relationship with a responsible individual at a college, and that they would be freed from the paper work. There are some banks in our area who just don't want to get involved because of all the federal paper work and record-keeping.

Having an administrative structure where the bank can deal directly without any red tape, having students know exactly where their obligations are and having colleges take a risk with respect to the student are all inducements.

With respect to corporations, it seemed to me this might be a timely moment to suggest that they consider in their guidelines either annual funds for scholarships, annual funds for loans or endowment funds for scholarships. That might help pick up some of the slack that the cuts are likely to create.

Q: Many lower-income families, rather than incur debt through high-interest education loans, might simply choose less expensive schools. Couldn't this place a strain on state or community colleges such as Anne Arundel Community College, who are likewise being hit by budget cuts?

A: As you know, every year since 1977 more than 50 percent of the entering freshmen in America have entered two-year colleges. You have tremendous growth in that portion of American higher education.

It might become very difficult for the taxpayers if independent higher education is not

used, and if closer-to-home, less expensive institutions came to be flooded. What you would be witnessing is a real reduction in the diversity of American education, and that's a terrible risk for a pluralistic country to run.

Q: But if families have to make large sacrifices for their children's college education, wouldn't they demand to see a marketable skill at the end of four years? In other words, wouldn't they stress practical and remunerative skills at the expense of a liberal arts education such as offered at St. John's?

A: I disagree with that notion of "practical." When I think of careers, I think in terms of life-long employment. I think a lot more about preparation than specific entry-level positions.

Of course, that tendency toward viewing education as worthwhile primarily because it has short-range economic utility is very popular in this country—always has been. I'm not disdainful of that view. But to suppose that's all education is, even in the short run, seems to take a pretty dim view of the aspirations and promise of each generation of the young as they grow into the time when they will take responsibility for the world.

You're not going to have much in the way of federal policy, or a conception of citizenship in the country as a whole. You would be likely to promote the growth of a country where most people are very much divorced from significant parts of the mainstream of decision-making about where their country will go.

If I could become scholarly for just a moment, John Stuart Mill said at his commence-



EDWIN J. DELATTRE
... president of St. John's in Annapolis

ment address at St. Andrews [Scotland] in the 1860s: "Men are men before they are lawyers or doctors or engineers." There's a lot more to being a competent human being than having a particular trade skill.

And if we lose sight of that, not only education but the whole quality of life in this country will suffer.

Activist groups plan rally to protest shooting by police officer



"This isn't being viewed as an ordinary case; we really want to make that clear to the powers that be. Otherwise, we feel it might be expedited too easily because a county cop is involved."

—Carl O. Snowden

PROTEST, from Page 1 headquarters for a formal statement. Mr. Pavlinic countered that a spontaneous account was given to two officers on the scene, and that his client's police report had been prepared without his help.

Last week Mr. Duckett disclosed that two additional witnesses had glimpsed portions of the shooting: a truck driver in a nearby Safeway parking lot, and a female motorist he was aiding. Both were described as cooperative in a series of interviews.

The FBI has not yet committed itself to a full-fledged probe of the affair, confining itself instead to a check of the police and criminal investigations. If police reports and witnesses' accounts seem to warrant a more intensive review, the agency would assess whether the shooting constituted

a violation of federal civil rights statutes. The U.S. Department of Justice then would conduct its own deliberations on the FBI conclusions.

Although Officer Hodge declined an interview in the hope that the incident would be "cleared up and forgotten" as quickly as possible, three fellow officers, who requested anonymity, said he was considering resignation following the investigation. Two of these defended his character and service record, while a third pointed out that he had twice before been investigated for excessive use of force.

According to police records, he shot and wounded a 16-year-old youth in Brooklyn Park July 10, 1977, after a high-speed chase with other county and state police units. He told a jury that he had acted in self-defense, believing that the unarmed youth was

swerving toward him with a gun. The jury acquitted him of assault charges the following November.

Last year, the Anne Arundel County Circuit Court reversed a 1979 District Court conviction for Officer Hodge's alleged assault with a flashlight of a Glen Burnie teenage vandal.

County Councilman William H. Brill (D, Annapolis), one of the more vocal critics of the county police department's use of deadly force, insisted that the problem transcended the case of Officer Hodge and centered on the department's basic policies.

"A lot of policemen I've talked to were very distressed and said they didn't identify with this kind of behavior," Mr. Brill said. "Chief [Maxwell V.] Frye has said that his department has maintained a conservative policy

in using force all along. I say if that's the case, they weren't following their own policies, either in this case or with Stanley Taylor."

Mr. Brill renewed his call for a review by the office of County Executive Robert A. Pascal, who earlier this month defended the police department's record and termed Mr. Brill's attacks politically motivated.

Chief Frye was unavailable for comment, but in an earlier interview noted that department members were participating in a University of Maryland course on Crisis Intervention and Police Stress. Two men had enrolled for last February's session, he said, while three others who had already taken the five-day course were sharing their knowledge with their colleagues.

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