A Look Ahead

By
DR. MARTIN D. JENKINS
President, Morgan State College

The dedication of the Carter-Grant-Wilson Administration Hall marks another step forward in the development of Morgan State College. It is appropriate at this time that we delineate the lines of future development.

That Morgan State is already and excellent — even oustanding — institution of higher education is due to the combined efforts of the faculty, the administrative officers, and the Board of Trustees, and the support of State officials, alumni and the citizens of Maryland. In our dynamic contemporary world, though, no institution can stand still — Morgan State must plan to move forward!

THE STUDENTS

With its current enrollment of more than 2,800 students, Morgan State is the second largest institution of higher education in the State in terms of full - time undergraduate enrollment. Tremendous growth is predicted in the next ten years—3,600 full - time students by 1970 and 5,000 by 1975.

When graduate, part-time and summer session students are taken into consideration, the more than 4,000 students enrolled this year will increase to 8,000 by 1975.

Our current enrollment includes both white and colored students and overseas students from 21 foreign countries. It is anticipated that racial integration at Morgan State will continue to increase and that an increasing number of foreign students will be attracted to the college.

We look forward to the time when all institutions of higher education in Maryland are substantially integrated — students, faculty and staff.

THE EDUCATION PROGRAM.

Morgan State will continue to develop a highly diversified and dynamic educational program (which is described, incidentally, in the recently published volume, THE MORGAN STATE COLLEGE PROGRAM - An Adventure in Higher Education).

It has as its objectives educating students for living, for making a living, and for democratic social order.

The general viewpoint is is described in the following mentioned volume: "The curriculum must be designed to provide for students an appropriate general education experience in the humanities, the social sciences, and the natural sciences, distributed throughout the four undergraduate years and so structured as to encourage student retention of basic content.

"In the humanities, it is imperative that students have enriching cultural experiences, both vicarious and direct. They must be led, somehow, to read widely for information, understanding and enjoyment and to carry this habit of reading into and throughout their adult years. They must have vivid and satisfying experiences, as spectators and as participants, in the arts.

"Students must understand that the humanistic experiences are not merely lessons to be learned in school and forgotten; rather, they are a way of life. It is imperative that college graduates of tomorrow play an important role in the cultural life of their communities and of our nation. In the social sciences, emphasis should be given to education for effective citizenship with particular attention to political participation; to expanding the horizons and interests of students beyond the narrow confines of race and region; and to the development of a sense of involvement, a feeling of concern about the many problems of our contemporary world."

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SPECIFIC PROVISION is made both for advising students of and preparing students for the wide range of occupations available to college graduates. We expect to find an increasing proportion of graduates in high-level occupations.

The college currently has a number of special institutes which are an integral part of the overall educational program: the Institutes for Political Education, the Urban Studies Institute, the Programed Instruction Project, and the National Science Foundation institutes for junior and senior high school teachers of science and mathematics. The number of these special institutes will increase and their scope will be greatly expanded.

Under present policy the college admits without examination students who are in the upper three-fourths of their high school graduating class. With continuing large increases both in the number of high school graduates and the percentage of high school graduates going to college, it is quite probable that, within the next few years, the College will have to restrict its enrollment to high school graduates in the upper-half of their high school class.

THE GRADUATE PROGRAM

A graduate program primarily for elementary and secondary teachers was inaugurated this year with curricula leading to master's degrees in English, history-social science, and elementary education, and an optional pattern of courses to prepare teachers for urban schools. There is no question but that the graduate program will experience a large expansion both in scope of curricula offered and in enrollment. We do not intend, however, to offer work beyond the master's level within the foreseeable future.

THE RESEARCH PROGRAM

One of the functions of an effective institution of higher education is to create new knowledge. Morgan State faculty members have a very creditable record in developing significant research projects and creative work in the natural sciences, the humanities and the social sciences.

These contributions will continue. It is anticipated, however, that in the future increased emphasis will be given to research and action programs arising from urban problems for we believe, with President Lyndon B. Johnson, that "today the frontier of imagination and innovation is inside our cities."

Funds to support these programs are now being sought

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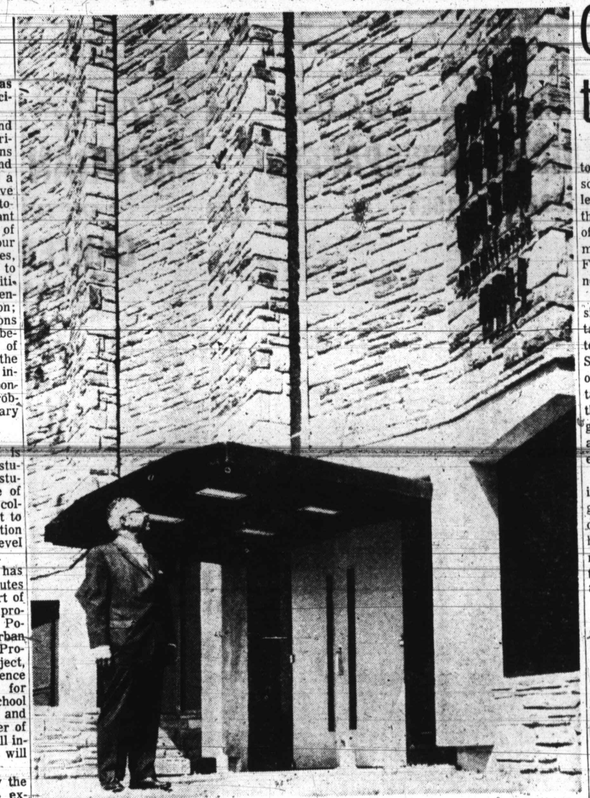

DR. MARTIN D. JENKINS, president of Morgan State College, reads names of Morgan men honored by having new administration building named for them. They are the late James H. Carter, the late George C. Grant and and Dr. Edward N. Wilson.

Grad unit to expand

Plans are under way now to expand the new graduate school at Morgan State College to include courses other than education in the fields of science, mathematics and modern languages, Dr. Frank DeCosta, dean, announced this week.

The graduate school, designed primarily for elementary and secondary school teachers, began its first year Sept. 28. Some 70 per cent of the students are elementary school teachers seeking the aMster of Education degree. The other 30 per cent are secondary school teachers.

Dr. DeCosta, who foresees in the next two years a total graduate school enrollment of over 500, stated that there have been a large number of requests for courses also in the fields of music, school administration and guidance.

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AT THE present time the graduate school is offering 18 courses. Degrees available are:

1. Master of Education for Elementary school teachers.
2. Master of Arts in teaching for secondary school teachers of English.
3. Master of Arts for students who plan to pursue degrees beyond the Master's Degree, and
4. Master of Social Science, a program designed for secondary school teachers of economics, geography, history, political science or sociology.

Beside members of the Morgan faculty, other professors are Dr. G. B. Schiffman, supervisor of reading in the Baltimore County Schools; Dr. A. W. Brewington of Towson State and Dr. G. F. Carter and Dr. W. L. Neumann of the Johns Hopkins University.

Morgan faculty members, all of whom hold doctorate degrees are Drs. F. A. DeCosta, U. G. Lee, W. E. Turpin, P. Butcher, N. A. Ford, J. W. Holmes, R. C. McConnell, O. H. Olsen, L. P. Brophy, A. E. Mruck, V. Bohum, E. O. Embree and M. R. Brooks.

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DR. DeCOSTA pointed out that the main difference in Morgan's graduate school is that all work, except two courses, are in the content fields.

Applicants must hold a bachelor's degree. The tuition fee for full - time students is $180 per semester, for part - time students $18 per semester — hour.

Normally fees are paid at registration; however a deferred payment plan is avail-

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Evening School Begins 44th year

Morgan State College in its 97th year began the 44th year of the Evening Session, on Sept. 28. The Evening Session is planned to meet the needs of many people:

(1) the man or woman in industry or business who wishes to move up in his job;
(2) The individual who wishes to use the experience that he has had and, with college training, to teach others;
(3) The person who would like to know more about history or the political science or to study languages for cultural improvement;
(4) the recent high school graduate or G.I. who must work in the day but wishes to start immediately part of his study for a degree;
(5) The man or woman who wishes training in order to change jobs.

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WHILE MANY of the regular faculty members teach in the Evening Session, part time lecturers from other colleges, from business, industry, and government, and from the school systems share their experiences from the world outside the Morgan classroom.

Mrs. Beryl Williams

Morgan Evening Session students come from many areas of life, including workers at Bethlehem Steel, Westinghouse, Baltimore Gas and Electric, the Post Office, office secretaries, substitute teachers, laboratory technicians at Johns Hopkins and Sinai, laborers, maids, clerks at DPW and Social Security, school secretaries, policemen, and others.

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MOST STUDENTS take two nights a week, Monday and Wednesday or Tuesday and Thursday. Others take three or even four courses, coming to classes all four nights or Saturday morning.

The cost of the courses, $15 per credit or $45 for a three - credit course, is an important factor.

All of the sessions, day or evening, are established with full accreditation. One may secure up to 70 credit hours in preparation for any of the several fields offering degrees in the day session. He may also secure all credits for a bachelor's degree in Business Administration, History, or Sociology.

Carter Grant Wilson building honors pioneering trio

JAMES H. CARTER

GEORGE C. GRANT

Morgan State College's new $650,000 administration building honors three men who dedicated their lives to making the school a first-class seat of higher learning.

The new Carter-Grant-Wilson Administration Hall stands as their monument and the history of Morgan's growth as a college is intertwined with the careers of this trio of educators.

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THE LATE James Hughlett Carter was first to work at Morgan.

As a student at Morgan he was secretary to President John Spencer. In 1916 upon graduation he was appointed official secretary to the president, a job he held until 1951. From 1937 until 1950 he also worked as business manager for Morgan.

From 1951 until his death in Oct. 1959 he was assistant to the president.

It was cheery, dimunitive "Jimmy" Carter to whom much of the credit for Morgan's choice of campus site must go. He, in fact was born in a house which stood on what is now Morgan.

In 1917 when the trustees visited the present campus with the idea of purchase, Carter came along as assistant. He told the board he knew every stream, hill and tree and showed them the house where he was born. His enthusiasm was catching.

James Carter was known by students of several generations who were benefitted by his unselfish efforts to advise and assist them with their personal problems.

His knowledge of the business, educational and personnel operations of Morgan were uncanny and his contributions in these three areas have been invaluable.

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FROM A WAITER in Pennsylvania Station to Dean of Morgan State—this is the rich legacy the late George C. Grant leaves aspiring students.

Grant, dean of Morgan from 1937 until his death in 1959, had dropped out of Howard University in 1914, married, and was working as a waiter when the Rev. Edgar A. Love, now a Methodist bishop, told him he should finish college.

Grant heeded Bishop Love's advice, entered Morgan with $5 on his tuition costs. He worked as a waiter at nights to pay his way at Morgan. He graduated with honors in 1924.

He was appointed principal of a Chestertown, Md. high school, served in this post two years, was appointed principal of Morgan Academy in 1926, taught school for three more years, became a professor of education in 1930 and was named dean of Morgan in 1937.

Dean Grant's administration was progressive. He was a willing experimenter in improving the offerings of the college. He initiated the college-wide testing programs, a new grading system, and the system of major fields of study at Morgan and the apparatus of student government.

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SURVIVING members of this triumvirate of Morgan pioneers is Dr. Edward N. Wilson, for 40 years registrar of the college and now secretary to its board of trustees.

In 1916, young "Ed" Wilson was the topic Dr. John O. Spencer, president of Morgan chose for his address to graduates of Princess Anne Academy. Dr. Spencer's speech, "The Boy Who Remained At His Post

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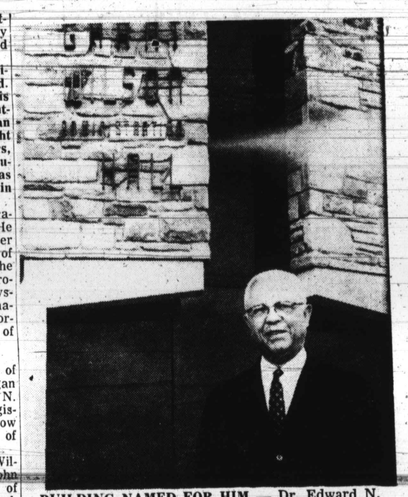

BUILDING NAMED FOR HIM — Dr. Edward N. Wilson, for 40 years registrar of Morgan State College and since his retirement secretary of the school's board of trustees, is only living one of three distinguished Morgan administrators for whom the new $650,000 administration building is named.

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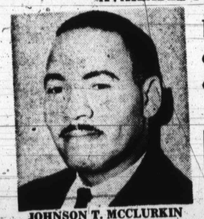

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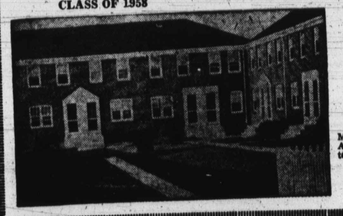

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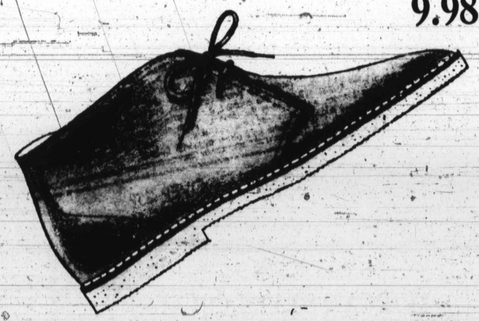

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