School Board guiding hand for system

Composed of nine members, the Board of School Commissioners provides the guiding hand behind the public schools, limited only by the amount of money it is able to wrest from the city Council.

The current estimate of the school Board, along with its secretary, School Superintendent Laurence G. Paquin, of what it will take to run the school system for the coming fiscal year is $97,659,089.

Overseeing this huge operation is Eli Frank Jr., president of the Board, lawyer and civic leader.

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THE SCHOOL Board sets general policy for the schools, often on the recommendation of Dr. Paquin, approves the budget, charts future paths of education and helps set the school construction program.

In addition the commissioners sit as the Board of Trustees for Baltimore Junior College.

Members of the Board are: Mrs. Elizabeth Murphy Moss, vice president and treasurer of the AFRO-AMERICAN; J. Percy Bond head of Admissions and Placement at Morgan State College; Phillip Macht, builder; Dr. William D. McElroy, of Johns Hopkins University.

William S. Stone, M.D., of the University of Maryland Medical School; Mrs. Marie Farring, civic leader; John J. Sweeney Jr., lawyer and Sidney H. Tinley Jr., banker.

The building committee is chaired by Mr. Sweeney, with Mr. Tinley and Mr. Macht as members.

The committee estimates the needs of the school system, helps develop the specifications for the buildings and follows through with the architect's drawings and final construction.

Public meetings of the School board are held every other Thursday during the school year in the Board Room at 3 E. 25th St.

ELI FRANK
School Board president

MRS. ELIZABETH M. MOSS
First woman of her race on board.

J. PERCY BOND
Morgan staffer on board

BJC comes of age with new complex

The climax of a long, arduous road for Baltimore Junior College —and the beginning of a new one — came May 4 when the college dedicated its new $7.3 million complex of buildings on Liberty Heights. Ave.

The first road began in 1947 when the college initially opened its doors in borrowed facilities of a high school, Baltimore City College.

In 1949 its first graduation class numbered 27. This June its most recent graduating class numbered 260. In those years the faculty has risen from 10 to 127.

The new site was acquired in 1959, and in the same year ground was broken for the new complex —1963 —Baltimore Junior College earned regional accreditation with high honors.

Full accreditation came in 1965 by the Middle States Association of Colleges and Secondary Schools.

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THE SECOND road for the college is the campaign to establish a modern second campus in the Inner Harbor Project.

Meanwhile the college prepares its present 3,000 students in transfer and pre-professional programs and a variety of career curriculums.

The new college buildings consist of three major structures (joined by grassy courtyards): a library building, a large gymnasium-auditorium and the large classroom building with laboratories and the campus theatre, radio station, TV studio and publications offices.

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STUDENTS enrolled in the two-year college and who wish to transfer can major in most regular courses of study and such departments as Drama-Radio-TV, Journalism and Business.

Included in the 20 two-year career program is training in departments of Construction Technology, Electronics Technology, Nursing, Laboratory and Medical Technology, Business, Teacher-Education, Data-Processing, Urban Development, Recreation Leadership and Law Enforcement.

As President Harry Bard pointed out in his dedication talk, the college has a commitment to helping solve the problems of the city:

"We at the college see Baltimore City problems such as housing, human relations, taxation and mass transportation as our problems as well.

"We are a part of the city and its people — not apart from it."

• • •

AS PART of this commitment, the Board of Trustees of the college, which also functions as the local School Board, recently approved the creation of a new Urban Affairs Department under the direction of Dr. Clarence J Fields.

Besides providing training to fill the increasing demand for neighborhood aides and professional assistants, the new department will administer a unique summer program at the college under poverty war funds.

With a $110,000 grant, Project Upward Bound will increase preparation and motivation for college for 80 high school students — who would not ordinarily have been able to attend college — and will tutor and hold meetings for them during the rest of the year.

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WITH ITS unique position in Baltimore, Dr. Bard, who is largely responsible for the school's success, says it will "seek to fill the urgent, unmet needs of hundreds of young people who can genuinely benefit from higher education.

"It is an urban college in a city whose citizens have recently shown remarkable vigor toward revitalizing their physical resources.

"BJC seeks to work continuously with those who would assure the city that there will be well educated human resources available to cope with the challenging tasks of the future."

DR. HARRY BARD

—Education In Baltimore

(Continued From A-1)

American Dream of universal elementary school education has been attained and accepted by the citizens of Baltimore City.

Secondary Education

The Baltimore Public School system provides secondary education for its youth through its approximately 50 junior, junior-senior, senior, and vocational high schools.

During 1965 - 66, these secondary schools enrolled 72,000 pupils in a variety of programs that, according to the superintendent, are provided for pupils in the following categories:

1. Those pupils who will continue their education in some type of educational institution after high school.
2. Those pupils for whom high school is terminal and whose immediate objective is employment.
3. Those pupils who are the victims of handicaps and consequently require special education programs.

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THIS VARIETY of programs permits secondary school youth of Baltimore to obtain the type of education their interests, needs, and capabilities dictate.

Similarly to provisions for elementary education, Baltimore provides additional secondary education through its non-public secondary schools. For example, in 1965 - 66, non-public schools enrolled approximately 23.0 percent as many secondary school pupils as did the public schools.

If this same percentage exists in 1965 - 66, one may conclude that approximately 16,550 secondary school pupils are currently enrolled in non-public schools.

In both public and non - public schools, therefore, it may be estimated that Baltimore provides secondary education for approximately 88,560 pupils. This number of pupils represents approximately 87.0 percent of the youth of Baltimore between the ages of 12 and 19.

This high percentage of the youth who are enrolled in secondary school suggests that Baltimore is fast-approaching the ideal of universal secondary education.

This ideal, which has developed as the result of one of the basic assumptions of the American Experiment in Education, is found in no other country.

Specialized Services

In addition to providing regular and special schools for its elementary and secondary school pupils, Baltimore provides specialized services for its pupils beyond classroom instruction. In 1963, the last year for which published data are available, these specialized services were performed in public schools by 58 school social workers, 28 pychologists, 12 psychometrists, 186 school counselors, and 76 librarian.

Administrators and Teachers

It is generally agreed that the quality of education pupils receive depends, in a large measure, upon the qualifications of the educational administrators and of the classroom teachers.

On this score, the Baltimore City Public School system rates high. The system is conducted by highly qualified central office administrators, school principals, and classroom teachers.

For example, it seems a significant to point out that, in 1963, 35.1 percent of the 6,479 public school teachers and principals of Baltimore held the master's degree; and 45.7 percent of them held the bachelor's degree.

Higher Education

This article limits its discussion of higher education in Baltimore City to a discussion of colleges and universities that have been approved by the Maryland State Department of Education or by regional or national accrediting agencies.

During 1965-66, there are 18 colleges and universities that are located within Metropolitan Baltimore. They comprise both public and private colleges and universities.

In the fall of this year, these 18 colleges and universities enrolled degree-students totaling 36,825. This large enrollment suggests that adequate provisions are being made in Baltimore for the education of its high school graduates who are capable of profiting from the "traditional" higher education.

On the other hand, certain sociological, economic, and technological factors are operating which seem to challenge the traditional limited purposes of higher education to the extent that the American Experiment in Education seems to be expanding to include the concept of universal higher education.

As one wit remarked — not too humorously, it seems to this writer— "It appears that the American Experiment in Education is developing very fast the concept of universal education from the cradle to the grave."

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THE 18 colleges and universities in Baltimore offer curricula leading to bachelor, graduate, and professional degrees and diplomas in the following areas:

Business, dentistry, engineering, journalism, law, liberal arts, medicine, music, nursing, pharmacy, public health, religious education, teacher education, and X-ray technology.

Thus, it may be observed that there is a relatively wide variety of higher education available to students of Baltimore.

Until relatively recently, many capable Baltimore students were denied higher education because they or their parents were unable to defray their part of the cost of higher education.

At present, however, the lack of students' or parents' financial resources is no longer a major factor preventing capable Baltimore students from obtaining a higher education.

Sufficient funds have been made available by college budgets, individual philanthropists, businesses, foundations, the State of Maryland, and the Federal Government to defray the complete cost of higher education of any capable high school graduate of Baltimore wishing to obtain a higher education.

Conclusion

The purpose of this article has been simply to describe, briefly, the provisions that are being made in Baltimore City for the education of its children and youth from kindergarten through higher education. The provisions are quite impressive.

When one considers the hundreds of thousands of children and youth, the ten of thousands of teachers and administrators, the tens of thousands of classified and unclassified employees and the thousands of school buildings that are involved, one concludes that education in Baltimore City is big business.

In fact, it is the biggest business in Baltimore. And, like big business, education in Baltimore City is faced with the problems of continuing efficient administration and management, expanding its facilities and personnel, and improving its product in order to obtain a reasonable and legitimate profit.

The essential differences between education and other big business in Baltimore, however, are: that education's product is children and youth; and that education's profit is the improvement of the economic, social, and cultural life in Baltimore City.

This article has refrained from any attempt to evaluate the extent to which these problems have been or are being solved.

On the other hand, this writer is convinced that the managers of education in Baltimore City are competent and that they are becoming increasingly aware of the products and purposes of education in the city. Thus, many of the educational problems eventually will be solved.

MORGAN STATE COLLEGE

SUMMER SCHOOL PART OF THE REGULAR WORK OF THE COLLEGE

The Summer School is part of the regular work of the college. All credits earned may be applied toward the appropriate degree, provided all other requirements are met. Credentials for entering freshmen desiring to pursue a degree at the College should be submitted as soon as possible.

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* Graduate credits

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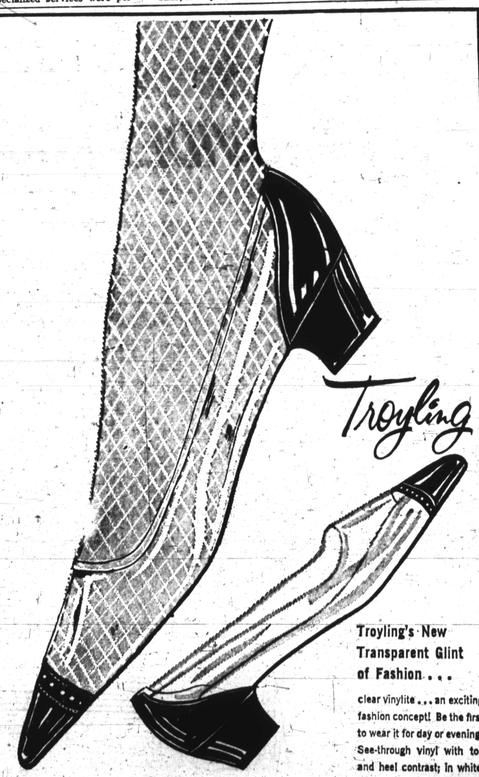

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HAHN SHOES
HOWARD & SARATOGA STREETS

Wherever you Live, Work or Play...

H K is a part of *your* Baltimore scene!

For 68 years, Hochschild, Kohn has played a major part in Baltimore's way of life! Originating in the heart of Downtown at Howard and Lexington Streets, we were the first Baltimore store to show an awareness of the need for department store service and convenience in the outlying sections.

First came H. K. Edmondson in Edmondson Village; then a year later, H.K. Belvedere at York Road and Belvedere Avenue. In quick succession, along came H.K. stores at Eastpoint (North Point Road and Eastern Blvd.) to serve the south-eastern sections of the city, and Harundale (on Ritchie Highway) to serve the southern portion of Baltimore and the rapidly growing areas of Anne Arundel County, Fort Meade, etc. Now, truly, "Wherever you live, work or play—Hochschild, Kohn is part of **your** Baltimore scene"—even more true with the opening in 1966, of a "twig" furniture shop in Reisterstown Plaza.

However, buildings are only a beginning. It's what's inside that counts . . . just as a house is not a "home" until it is filled with warmth and thoughtfulness. Over the years it has been a tradition with Hochschild, Kohn to fill each store with a spirit of friendliness, an atmosphere of relaxed comfort, and a wealth of service that you would expect only from a warm and thoughtful host . . . or a good, good neighbor. Our employees are steeped in this and they, in turn, pass it on to you so that Hochschild, Kohn may be, in truth, **your** shopping "home."

Fashion, of course, is our business . . . fashion for you, your family, your home, your garden. And we strive to play an important role on the Baltimore fashion scene by bringing you what is newest, freshest, and brightest from domestic and foreign markets. So we welcome you, as good neighbors and hope that wherever you live, work, or play, you'll make us a part of **your** Baltimore scene.

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