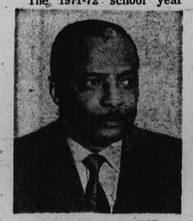
Baltimore Is Ideal For Teachers

By MARVIN C. DAVIS
Director of Personnel

BALTIMORE, Md. — Newness, dramatic change and innovation characterize the public education scene in here now, and the promise for the future holds unlimited opportunities to the Baltimore teacher.

The 1971-72 school year made its debut with a new Superintendent, Dr. Roland N. Patterson, and the autumn in marked the opening of 14 new schools or additions to existing facilities, including Lake Clifton Senior High School, the largest senior high in the nation.



MARVIN C. DAVIS
Balto. City Public Schools

For the new teacher the Baltimore City Public Schools offer a wide spectrum of exciting programs within its system which encompasses over 190,000 students.

The Model Early Childhood Education Program, involving a structured cognitive approach to learning, aims at the three-year-old and makes it possible for former "pre-schoolers" to learn more effectively than ever before.

This program and others under the early childhood umbrella give children a very real head start on their education.

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Secondary teachers are operating and continuing to develop the dynamic new Magnet Schools in Baltimore, schools that offer highly specialized curricula that reflect student interest and concerns.

To date, seven senior highs have been designated as Magnet Schools and the curricula offered in them range from environmental and ecological studies to communications, including the media, film and journalism.

Other magnet programs offer concentrations in the Humanities, business, medical service, constructive trades, foreign languages and much more. And perhaps the most exciting aspect of the Magnet Schools is the fact that teachers are playing the principal role in developing these programs in each school.

During 1972-73, year-round schools on the secondary level will go into operation. Under this concept, the school year will be divided into four quarters. Students are required to attend three quarters and have the option of attending the fourth for advanced or remedial work.

Year-Round Schools make it possible for teachers and students to take their annual vacation anytime during the year, thus eliminating the required summer break and opening new horizons of fall, winter or summer travel.

Each of the schools in this program are new, air conditioned facilities and they represent a conscious effort to better utilize building and resources for education.

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Baltimore has placed itself in the vanguard of education with its "School Without a Building" program which gives high school seniors the opportunity to earn while they learn. In this on-the-job program students and teachers are on the job site and not in a school classroom.

Studies are currently being made which will result in the launching of new reading programs on the elementary level, and similar emphasis is being given to the sciences on all levels.

In addition to the fantastic teaching opportunities in Baltimore, a 14-step payscale — $7,750 for beginning teachers — well expresses the high priority placed on education in Baltimore.

Teachers will also find an abundance of institutions of higher learning where advance studies and graduate programs may be pursued.

These include the Johns Hopkins University, Morgan State College, University of Maryland, Loyola College, Coppin State College and many others in the Baltimore Metropolitan area.

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Living in Baltimore is sharing the past, being part of the active present and projecting into the vibrant future of urban America. The city abounds in spots of interest and is a veritable storehouse of history and culture, as evidenced by its brick and cobblestone streets, quaint little parks, grand townhouses and famous monuments.

These charming reminders of the proud past coexist with dynamic Charles Center, which is crowned with a Mies van der Rohe skyscrapper. The Baltimore Symphony, opera and ballet companies, museums and outstanding theatres are tributes to Baltimore's love and respect for the arts.

For those who occasionally want to "get out of the city" the State of Maryland is called "America in Miniature" with good reason. One may drive west to the mountains or east to the ocean, and Maryland's world renown Chesapeake Bay is the source of unparallelled seafood including oysters, crabs, clams and fish.

A member of the eastern megalopolis, Baltimore is strategically located and a pleasant drive from Washington, D.C., Philadelphia and New York.

Living in Baltimore is a rich, vibrant experience. Teaching in Baltimore is to share the rewards of working with children in an exciting and varied school system that is dedicated to meeting the needs of American youth today for tomorrow.

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Mrs. Barfield elected president of ACT

Mrs. Alvia Barfield, a reading specialist in the Los Angeles, Calif. school system, is president-elect of the NEA's Association of Classroom Teachers, which boasts a membership of over 950,000 public school teachers. She assumes presidency in July, 1972.

A graduate of Livingstone College, Salisbury, N.C., Mrs. Barfield received her master's degree from Columbia University in New York, and has done graduate work at the University of Southern California at Los Angeles, the University of California at Berkeley, Yale University, and the University of Connecticut at Storrs.

Mrs. Barfield has been active in education on the local, state and national level in North Carolina and Califironia.

A political activist, she sees the role of educators

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Number one teacher cites major purposes

WASHINGTON, D.C. — The first "Distinguished Teacher Award" by the National Association of Schools and Colleges of the United Methodist Church (NASCUMC), has been presented to a professor of physics of the faculty of Clark College, Atlanta.

Dr. Om P. Puri, professor and chairman of the department of physics, Clark College, Atlanta University Center, received the plaque and cash award from NASCUMC during its annual meeting in the Shoreham Hotel here in January.

Dr. Puri, who also chairs the college's division of science, was selected from 29 award candidates submitted by presidents, with faculty and student endorsement, of United Methodist institutions of higher learning.

Dr. Puri, who joined the Clark College faculty in 1961, has during his teaching career there been awarded a large number of grants to develop science programs and conduct science institutes.

In 1966 the United States Office of Education awarded him a $187,000 grant to develop a program in physical and biological science for some 2,000 liberal arts students in four under-graduate Atlanta University Center colleges.

Each year since then the Office of Education has awarded additional grants to continue the program. Also since 1966, Dr. Puri has directed annual National Science Foundation summer or in-service institutes.

Dr. Puri is listed in "Who's Who in American Education," "Who's Who in Leaders in Science Education," and "Who's Who in American Men of Science." In 1971 he was also nominated as "Outstanding Educator of America."

In accepting the first NASCUMC award Dr. Puri pointed to the emphasis that Clark College places on teaching its students.

He noted that a good teacher has four major purposes — to induce students to think, to arouse curiosity, to help students develop their possibilities, and to help students develop their humanity, caring for and being responsible to the community.

Besides the teacher award, the NASCUMC meeting included an opening devotional by R. Wright Spears, president of Columbia College, Columbia, S.C.; a report from Dr. Myron F. Wicke, general secretary of the United Methodist Division of Higher Education; an address by a Harvard Business School professor and concluding address by the outgoing NASCUMC president.

The association named as its 1972 president Dr. Paul Hardin III, president of Wofford College in Spartanburg, S.C. Other officers named are Dr. W. F. Quillian Jr., president of Randolph-Macon Woman's College in Lynchburg, Va., as vice-president, and Dr. Richard Benter of the Division of Higher Education, secretary-treasurer.

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In his report, Dr. Wicke noted progress on a major campaign being developed by the Division of Higher Education to gain new support for the United Methodist related colleges.

STUDENT LAB — Andrew R. Johnson (L), observes a student experiment in electronics at Tennessee State University. Mr. Johnson is an electronics engineer from IBM's Systems Development Division Endicott, N. Y. He is one of 18 scientists engineers and other volunteers from IBM's professional staff, on paid leaves from their regular jobs, who are spending the current academic year teaching at 18 black colleges in the South.

-Barfield

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expanding into community participation, and recognizes the need for teachers and parents to work together to improve the teaching profession on a variety of levels.

"We must assume responsibility in the area of politics, and we must work much harder on this than in the past," Mrs. Barfield recently noted.

"We must support people who have the same kind of human feeling as we have our children. We must have some influence with legislatures," she said.

In 1971, Mrs. Barfield was appointed by Wilson Riles, State superintendent of Public Instruction, to the Task Force on Early Childhood Education. In this role, she is responsible for writing legislation that affects pre-school children.

In 1969, she was a delegate to the prestigious World Confederation of Organizations of the Teaching Profession held in Ivory Coast, Africa.

MRS. BARFIELD

NEA's findings reviewed

COLUMBIA, S.C. — A projected study of problems cited by a team of National Education Association members, who spent a week studying the state's school system, was hailed as "laudable" by Mrs. Dorothy Massie, head of the study group.

Among problems cited were employment security for teachers and the lack of "free public education."

"We are talking about a right of fair dismissal procedures," Mrs. Massie said, "a right to be protected against certain arbitrary and capricious practices."

She said "free public education is something of a myth" in the state and that students, in some areas, were required to buy their own books.

Mrs. Massie said the team would present recommendations to NEA officials in Washington.

The NEA could then authorize a full-scale investigation which could result in sanctions against the state

NEA probes S. Carolina's public schools

A four-man NEA Professional Rights and Responsibilities Commission team made a preliminary inquiry on public school conditions in South Carolina this month.

The team explored problems of school finance, educational deficiencies, and related concerns reported to NEA by The South Carolina Education Association.

The SCEA delegate assembly requested the investigation at its meeting October 28.

The investigating team, composed of two NEA PR and R staff members from Washington, D.C., and two NEA Southeast Regional staff representatives from Atlanta, met with state government and school officials and with teacher leaders.

Team members also visited schools and conferred with school pesonnel and students in various regions of the state in order to define the issues and determine the nature and extent of the reported school problems.

A report of the preliminary inquiry will be made to the national PR and R Commission, which will decide on whether to authorize a full-scale investigation.

The commission has made several statewide investigations in recent years.

$1,651,037 to Watts for training of 369

LOS ANGELES — The Watts Skill Center has received funding of $1,651,037 to train 369 disadvantaged persons in a variety of occupations, the U.S. Department of Labor announced.

Edward Aguirre, regional director, said the allocation included $787,985 for enrollee subsistence allowances and $776,747 for actual training costs. The contract runs through Sept. 29.

The training program includes classes to prepare trainees for clerical, paramedical, automotive, industrial fabrication and food preparation and service occupations.

Instruction in job-finding techniques (test-taking, job applications, employment interviews) will also be provided.

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Enrollees will have 44 weeks of training to prepare them for entry-level positions. Upon completion of training, their wages are expected to average between $400 and $480 a month.

However, paramedical personnel are expected to make $615 per month and some of the food preparation specialists may make as much as $640 per month, base wages.

Enrollees will be referred by the California Department of Human Resources Development under the contract, which is funded under the Manpower Development and Training Act.

Since the opening of the Watts Center in June, 1966 more than 6,000 persons have participated in its training programs.

15 completing Bowie program

The undergraduate social work program at Bowie State College has been accredited by the National Council on Social Work Education.

Social Work was initiated at Bowie three years ago under the direction of Donald G. Morgan. Presently, over 100 students are enrolled in the program. Fifteen students will hold the honor of being the first graduating class in June, 1972.

In addition to the added status and recognition that comes to the program, the college will also enjoy the privilege of being included in the annual official Council on Social Work Education listing of Colleges and Universities Offering Undergraduate Programs in Social Welfare.

Bowie picked for choral festival

Bowie State College is one of 10 schools is America selected to participate in the Third International University Choral Festival by the Lincoln Center for the Performing Arts in New York City.

Dr. Eugene Thamon Simpson, chairman of the department of music at Bowie will select and train a quartet of singers for their Festival participation as members of a 40-voice United States "National" Chorus, and as members of a 640-voice, 16-Nation Festival Ensemble.

The Festival will be held at the John F. Kennedy Center in Washington and Lincoln Center in New York from April 15-30.

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As one of 10 contributing conductors, Dr. Simpson will carry out an extensive schedule of educational and social events. Such activities include rehearsals and workshops with Robert Shaw, festival director, and discussions and music exchanges built around the participating choruses and their concert programs.

Both the Bowie conductor and his students will be received at the White House and at the United Nations.

All expenses for the participating musicians will be borne by the Lincoln Center for the Performing Arts.