Mich. college dignifies study of manual skills

By ROBERT BERG

BIG RAPIDS, Mich. (UPI) — Robert L. Ewigleben is a college president who thinks American colleges and universities should be training more auto mechanics and fewer English literature majors.

"I think there's nothing more tragic in education than turning out students who understand all about their culture but nothing about making a living," he says, and he runs Ferris State College on that philosophy.

Only 30 per cent of the 9,000 students attending classes at Ferris State this fall are going for a bachelor's degree. The remainder are working on one or two year certificates in various courses.

The entire student body is working in such fields of study as welding, automotive body repair, dental hygiene, environmental sanitation, securing a registered nurse's license or other technical skills.

• • •

There are no majors in political science, although every course of study requires a mix of technical and liberal arts courses.

"We take any student we feel can profit by instruction," Ewigleben said in an interview. "Our university is dedicated to the idea that all work is dignified. Being an auto mechanic is just as dignified as being a college president.

"The main thing is that a man does work and is productive and gets satisfaction from that work."

Ewigleben thinks the rest of the educational world is starting to see things as he does. He believes higher education is going through a period of recovery from the reaction to the launching of the first Russian sputnik.

"The post-sputnik era was really a ridiculous era," he said. "We got a big hangup in our society on degrees. We produced a situation where now, for example, there isn't one plumber in the city of Big Rapids. But there are a lot of unemployed physicists running around the country begging for jobs."

Ferris State was founded in this western Michigan town of 9,000 in 1884 as a private technical institution by Woodbridge Ferris, a New York educator who later became governor of Michigan and a U.S. senator.

It remained a small, private institution until 1949, when the state took it over and changed it into a state college combining technical training with some liberal arts courses.

Ewigleben, 43, arrived here last March after serving three years as president of the College of San Mateo, California's largest two-year community college.

Since then he has pursued the concept of providing first class technical training combined with some liberal arts instruction.

READING THE SCOPE — Robert E. Lee, second from left, instructs Tuskegee Institute electronics students in the use of the laboratory oscilloscope. Mr .Lee is an electronics engineer from IBM's laboratory in Burlington, Vt. He is one of 18 scientists, engineers and other volunteers from IBM's professional staff, on paid leave from their regular jobs, who are spending the regular academic year teaching at 18 black colleges in the South.

Race Relations A Factor In South's School Unrest

ATLANTA — Student unrest moved from the colleges to high schools in the South during the 1970-71 school year, and remains as a goad for elimination of sources of discontent. Much of the unrest centered around race relations.

The situation is described in SOUTH TODAY, a monthly digest of Southern affairs published by the Southern Regional Council, as a challenge to greatness for Southern school administrators.

A college student, Grayson Kirtland of Brown University, an intern with SRC in the summer of 1971, is author of the report on unrest.

• • •

It shows some 4,000 high school students in the region were suspended or expelled last year as a result of the unrest, and nearly 1,000 were arrested. But wiser school administrators have tried to anticipate and eliminate sources of discontent before outbreaks occur, the report points out.

It says that by far, most of the unrest has been non-violent — including walk-outs and boycotting of classes. Where fighting has occurred, it has most often involved only a few students.

But failure to eliminate sources of unrest or to respond adequately to non-violent protest could cause violent protest, the report warns.

One result already of inadequate response of administrators has been a growing number of "push-outs," students who leave school rather than endure what they consider intolerable conditions within the schools.

• • •

Besides racial problems, other conditions causing unrest cited in the report include antiquated dress codes, lack of voice in school administration and government, and speaker bans. Racial difficulties cited were:

The playing of "Dixie" at integrated schools, and use of "Rebel" as a school symbol, both viewed by nonwhite students as discredited symbols of white supremacy.

Grading and disciplinary discrimination against non-white students.

Under-representation of non-white students in student government, cheer-leader squads, homecoming courts and the like.

• • •

Some school administrators have tended to blame unrest on "outside agitators," the report states. But nearly all instances of unrest have involved local students reacting to local situations, it concludes.

Some of these situations exist outside the school, problems in the larger community. "High school unrest can many times be traced to an incident at a local drive-in or some other gathering place of students," the report says.

• • •

Situations within schools that caused trouble included Bible devotions, controversial speeches, bomb threats, and police school patrols.

The report is critical of suspension and arrest of students in the flare-ups, pointing out that both treat symptoms rather than causes and damage students academically

It lists other inadequate responses of Southern school administrators as closing schools, penalizing all students, and use of police patrols, stirring further unrest.

"By far the best strategy for administrators" is rooting out sources of discontent before trouble occurs," the report concludes, saying.

"With a positive outlook towards their students which maintains open channels of communication conscientious administrators can eliminate the sources of conflict from their schools.

"Such administrative responsiveness will nurture the growth of students as a responsible, creative force in Southern schools. The days ahead in Southern schools may yet be touched with greatness."

Savannah State to get Lambda Alpha Epsilon

Savannah State College president, Dr. Prince Jackson Jr., has announced that he is taking positive steps to establish a chapter of Lambda Alpha Epsilon on campus.

Lambda Alpha Epsilon a professional criminal justice fraternity with chapters xetending natiohwide was founded in 1937 and at that time, was a police oriented association.

However, in keeping with the 20 century needs, the fraternity has committed itself to the broader concepts of criminal justice in all of its phases and incorporating the total system which includes the police, the courts and corrections.

This national fraternity dedicated to professionalism in the fight against crime, will prove a valuable asset to both the students currently enrolled in the criminal justice program at Savannah State College, as well as enhancing the prestige of the program currently being offered in criminal justice at the college.

President Jackson has appointed Dr. Eugene Welch, head of the criminal justice program, to monitor the chapter's founding on campus and appointed Harry James, current editor of the school newspaper, The Tiger's Roar, as student coordinator in this project.

• • •

RESEARCHER — Mrs. Arthurine J. Taylor, staff associate of the National Education Asso. Research Division, helps to conduct studies from nursery through graduate education in basic educational statistics, educational finance, professional negotiation, professional salaries and fringe benefits, school law, programs and practices, and the status and opinions of school personnel.

Black family course at Va. Union

RICHMOND, Va. — "Black families have been mistreated and ignored in American scholarship," says Dr. Andrew Billingsley, a sociologist, in his book, "Black Families in White America."

Dr. Billingsley's book is one of those being used in a course on the black family at Virginia Union University. The course will emphasize the strengths of the black family and show its relationship to other institutions in the society.

Another book by Dr. Robert Staples, associate professor of sociology at Howard University will also be used.

The course will be conducted by Lettie C. Madison of the sociology department of Virginia Union and author of The Black Social Worker.

Public schools accused of failing drug education

By CRAIG PALMER

WASHINGTON (UPI) — The nation's public schools have been given a failing grade on drug education by their own national school public relations association.

"Unless schools and school districts wake up, and wake up soon, the drug menace may be all but unsolveable," concludes a special report based on information submitted by school information officers across the country.

Critics of drug education abound. The National Coordinating Council on Drug Abuse Education and Information recently found most drug education films wanting and a few that were "scientifically unacceptable."

The newest report put it this way:

"The statistics continue to swell, presenting stark evidence of a drug subculture that has taken root in society and found fertile breeding grounds in the schools."

President Nixon's "deliberately cautious" estimate is that 16 per cent of the nation's 18 million high school students are experimenting with marijuana. Most doctors, educators and drug authorities say the figure is closer to 25 or 35 per cent.

This means that up to 6 million students are taking drugs illegally," the public relations association report said. It added that some 50,000 school children are hooked hopelessly on heroin.

• • •

Of the questionaires returned by 498 schools and school districts, 176 said drugs were of no particular concern to them while 158 said they had no drug abuse program.

A total of 206 said they did not involve parents in drug abuse prevention and 218 said they had no special training for teachers in drug education.

The survey found high rates of drug abuse in big cities. It said 40 per cent of San Francisco's junior and senior high school students were experimenting with drugs.

The figure was 25 per cent for Minneapolis and 22 per cent for Houston.

• • •

The report listed four existing school programs as models of drug education.

They were Stamford, Conn., which uses specially trained teachers in helping students to understand what causes drug abuse.

Glencove, N.Y., which began drug education among pre-kindergarten children:

Laredo, Tex., which began the nation's first comprehensive kindergarten-to-12th grade program,

And Baltimore, where all school employees, not just teachers, are used to battle drug abuse.

-Marland

(Continued from Page 20)

through the grades.

Their options are always open, whether they go on to higher education after high school or go into a career, always able to spin off from the institution whenever they wish and spin back onto it again. They will be responsible people who are concerned with their own destiny.

• • •

The Nixon Administration is deeply involved in career education as it is in all of these highlights that I have tried to give you from this quick sketch of 1971.

others, mentioning such programs as drug abuse education, experimental schools, Right to Read, increased aid to black colleges, adult education, and manpower training and development.

I assure you that we are devoting money and education, environmental thought in very large amounts in order to evolve useful answers to the questions Americans are presently asking about their schools in a spirit of disenchantment and expecting accountability.

I've been leafing through a catalogue with you today, a catalogue which is not a true measure of the goods offered therein. But after a year in office, I am persuaded that the Federal education effort is being strongly and effectively supported by this Administration.

I could go on with many even more strongly and effectively supported in the years to come. And again I say, as I said at the beginning of these remarks, we have had a good year.

I am optimistic about the future of education in this country or I would have no right standing before you today as the Commissioner of Education.

Counselors get diplomas for alcoholism training

ATLANTA — The Alcoholism Counselor Training Program awarded diplomas to counselors completing November and January training cycles in graduation exercises on Jan. 28.

The combined graduating classes heard Lyndon Wade, executive director of the Atlanta Urban League, before receiving their diplomas in a noonday ceremony.

The program, sponsored by the School of Social Work and Economic Opportunity Atlanta, Inc. (EOA), has been in existence since 1970, offering a training course on how to combat alcoholism to counselors from agencies throughout the South who attempt to overcome the problems alcoholism brings to their local communities.

Counselors graduating from the November cycle are Henry A. Ashe, Robert A. Hackney, Juanita S. Rolen and Shelton L. Willis from the Knoxville and Knox County Community Action Committee, Knoxville, Tenn.;

Jack L. Baker from the Augusta-Richmond Council on Alcohol and Drug Abuse, Augusta;

Charles E. Beall and Essie V. Donnell from the Alcohol Problems Program, Jackson, Miss., and Cox Barnes, Pee Wee Duncan and Thomas L. Sandlin from the Chambers-Tallapoosa Community Action Agency, Dadeville, Ala.

• • •

Also Rosa L. Moore, Annette R. Price, Alexander W. Quaynor, Lorraine Rascoe and Mattie Kimbell from Economic Opportunity Atlanta, Inc.;

David N. Peeks from the Johnson, Carter and Unicoi County Human Development Corporation, Elizabethton, Tenn.;

James Williams from the Louisville-Jefferson County Community Action Commission, Louisville, Ky., and Toni Mustard from the Atlanta University School of Social Work.

• • •

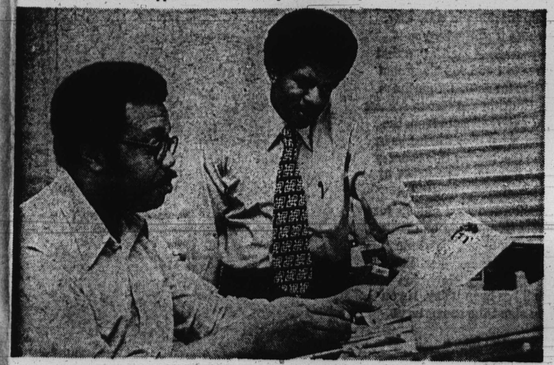
Graduating from the January cycle are: Beulah Shipp Burris, Gaston Community Action, Dallas, N.C.; Kay Francis Cooper and Gwendolyn Ann Miller, Alcohol Problems Program, Jackson, Miss.;

Clara Mae Cobb, Louisville-Jefferson County Community Action Commission, Louisville, Ky.; and Richard Davis, Florence Elizabeth Hewlett and Louella M. Marcato from the Huntsville-Madison County Community Action Committee, Huntsville, Ala.

Also Mattie Louise Dollar and Mildred McCier from Economic Opportunity Atlanta, Inc.; Lela Bason Few from the Atlanta Southside Comprehensive Health Center;

Jesse Boyce Gaddy, Tri-County Alcohol Program in Bennettsville, S.C.; David Elwood Jackson, Coastal Plains Area Economic Opportunity Authority, Inc. in Valdosta, Ga.;

Frances O. Martin, Manley Area Council in Louisville, Ky.; Agnes Drayton Roberson, Alcohol Abuse Center, Louisville, Ky.; William Lee Sankey, Montgomery Area Mental Health Authority in Montgomery, Ala.; and Rocoholism Center, Chattanooga. Tenn.



MOST PUBLICATIONS for the National Educational Association, the world's largest publisher of professional materials for teachers, go through the skilled hands of graphic artists Tom Gladden and Charles Ford (standing). Responsible for this mountain of material is the publications division with which Gladden and Ford are associated. The division publishes basic documents of the association, drafts and implements publishing policies, provides assistance to other units preparing and producing publications and other graphic media, prepares and mans exhibits, and promotes all publications

Michigan State sees increased enrollment

EAST LANSING, Mich. — Minority enrollment at Michigan State University has increased significantly compared to a year ago.

Data collected during 1971 fall term registration reveals that there are an estimated 3,024 minority students enrolled at MSU. A year ago, an estimated 2,064 were enrolled.

Minority enrollment now constitutes about 7.2 per cent of MSU's student population of 41,649, making Michigan State University among the few major universities in the country with more than 2,000 minority students.

Of the minority students enrolled in fall term, excluding all foreign students, an estimated 41 are American Indians; 237 are Spanish Americans; 237 are Oriental Americans; and 2,509 are black.

Data on minority students attending MSU is collected to comply with Title VI of the Civil Rights Act of 1964. It is sent to the Office for Civil Rights of the U.S. Department of Health, Education and Welfare.

• • •

All institutions of higher education receiving federal assistance are required to comply. However, students are not required to identify themselves as a member of a minority unless they wish. Student responses are voluntary.

Since data is based on individuals identifying themselves with a particular group, MSU officials believe that minority enrollment figures are approximate and not exact counts.

Considerable effort was made this year to validate responses. Some 1,600 cards which were not completed during enrollment were checked against registration information or reissued. A final count indicates about 500 persons for whom no information is available.

• • •

Even those cards which were returned were double-checked if they appeared on the surface to be unrealistic. For example, of 148 cards initially marked "American Indian," verification by a telephone call to the individual revealed more than 100 incorrectly marked cards.

Among Indian students, only those who have one-fourth or more Indian ancestry were counted as such, according to federal and many Tribal Council regulations.

The responses show 12 full-blooded Indian students, three with three-quarter Indian ancestry, and the remainder of the estimated 26 with one-quarter to one-half Indian ancestry. Again, however, the information is dependent on voluntary responses.

• • •

Nearly 900 black MSU students are freshmen. The remainder are continuing students who were enrolled last year, or are new students at the sophomore through doctoral levels.

The total of 2,509 black students compares with an estimated 1,954 a year ago, and an estimated 690 in 1967, the first year any effort was made to approximate minority students.

The "Spanish American" category includes Chicano students, but the census did not provide a further breakdown. Consideration is being given to making "Chicano" a separate definition in next year's count.