Morgan State Finds One Answer

BALTIMORE — As Morgan State College progresses into a second century of providing a liberal arts program, its faculty seeks to continually restructure its curriculum to the educational needs of all the students regardless of race, religion or ethnic background.

Since its 1967 centennial, the college faculty has sought to strengthen in a more concrete and viable manner, its commitment to the urban community in which Morgan is located.

In this new urban thrust, Morgan State College's staff is passing a message on to the city, state and nation, backed by research from its faculty, that the traditional modes and methods of higher education in a formal sense are becoming more and more obsolete in today's multi-ethnic, technological society.

INNOVATIVE METHODS

Morgan's faculty regards this need for innovative methods of instruction as an obligation to produce answers, programs and ideas which will allow all of its students a chance to make a worthwhile contribution in business, industry, education, government, the arts or the sciences.

Of the many new programs developed, with the idea of an urban thrust in mind, the College's Center for Continuing Education, headed by Dean Beryl E. Williams, is considered one of the most innovative in higher education today.

The center goes beyond the traditional idea of our years of education in a classroom pursued by a student who is from 16 through 25 years old, concentrating in one field, with education terminated after completion of college or graduate and professional school.

ADEQUATE ABILITY

The center, says Dean Williams, "is directed to those persons whose pre-college experiences have not all led them to make adequate progress. Our purpose is to prepare him and give him support. Many have had the adequate ability to do this, but they need that support."

The center is particularly interested in student involvement in the community and operating independently of the classroom through laboratory and actual work experiences in the field.

There is no age limit on students enrolling in the center.

ESPECIALLY ATTRACTED

Persons who would be especially attracted to its work would include:

Recent and earlier high school graduates, evening students from adults evening centers (high school equivalence diplomas); veterans; women or men returning to college; community workers,

Teachers' aides, parent liaisons; transfer students from community colleges and other institutions; those employed during the day or at midnight; special students not pursuing a decree; overseas students and personnel.

Also, persons with special institutional or health situations; professionals continuing their education; minority groups, handicapped; maintenance men and service workers, rural residents and active service men expecting to re-enter civilian life.

INSTITUTIONAL DISCRIMINATION

With its new center, Morgan is offering admission to college students, adults and younger people, who because of financial, familial and other personal circumstances, would never have the chance to attend an institution of higher learning or complete requirements for a degree.

Too often, the traditional university and college in America has provided no meaningful educational opportunities for these groups.

Too often they have been victims of institutional discrimination because of unfair limitations on enrollment, because of age, sex, race, and lack of previous educational experiences and finances.

Too often, they never got that one chance they needed.

Now, they too are being given a chance.

VARIOUS PROGRAMS

Through various programs of the Center for Continuing Education: the evening school; language arts program for entering freshmen in cooperation with the Upward Bound Bridge Program for high school graduates;

Outreach Programs as Upward Mobility College in Social Security Administration centers at Woodlawn and downtown locations; non-credit programs on several educational levels; pre- and post-session short-term projects and seminars;

Summer sessions; training for teachers and working adults; University Without Walls and University Year in Action and the Upward Mobility College's Students on Campus Program. Enrolled students are provided with unlimited opportunities.

SPECIFIC AREAS

They are given with on-the-job instruction by faculty from the center in specific areas through agreement with private industry, business, public schools, and government.

At the same time, they receive full credit for courses taken which can be used toward a degree.

Through a highly trained staff, center students are provided with services such as counseling in academic matters; continuing education in community development programs; counseling for financial aid; counseling for veterans; job opportunity referals; social and cultural activities and volunteer service in the community.

INFORMAL BASIS

Dean Williams noted much of the work done at the center is in a direct response to needs of the community.

She said, "It is a desire by the community people for preparation in the community organization and understanding.

"Many of the students who will enroll are students whose earlier educational experiences are lacking in areas such as mathematics, writing, speech, reading comprehension, sciences, art and music appreciation. Many students may come from circumstances of crowded classrooms and conditions," she added.

The dean cited an example of an elementary school teacher who was told she needed a children's literature course on her transcript.

Through the center she was able to arrange a meeting with her instuctor off-campus and used her own classroom as a laboratory.

Meeting with her instructor on an informal basis, she received full credit for the

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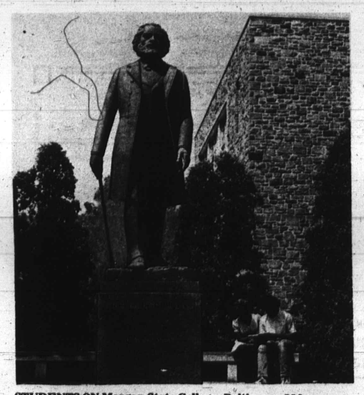

STUDENTS ON Morgan State College, Baltimore, Md. campus scan notes between classes in the shadows of the imposing statue of Frederick Douglass, the great statesman, humanitarian and emancipator. Before escaping to freedom, when he was a slave, Douglass served an apprenticeship in Baltimore.

When you walk into a campus job interview, you're only going to get about 30 minutes. That's not much. Because from that half hour, you and the company you're talking to may have to make decisions that'll affect the rest of your life.

Here are some pointers we put together on how to interview. Whether or not you ever interview with General Electric, they should help you put that 30 minutes to the best use.

How to prepare for the interview.

The first thing you've got to figure out is what you want to do in life. Make a list of exactly what you want. And of what you *don't* want. Look to your past for clues. Jobs, hobbies, clubs, education... all can suggest what you really enjoy doing. If you have trouble, get to your counselor. Fast. It's hard to get anywhere unless you know where you're headed.

Next, find out all you can about the company. It's important. Read the literature. It'll tell you what kind of jobs the company has, and what they're like. And lots of other things you can't afford to waste time asking about during the interview. (It'll also keep the interviewer from wondering why you didn't bother to read it.)

Find out the routine of an interview. Ask a friend who's already had one to describe what happened. That way you'll know what to expect and won't get uptight.

Fill out the company's information forms completely and neatly. You want the interviewer to know everything possible about your achievements and interests.

What the interviewer will be looking for.

Don't walk into any job interviews until you read this page.

What the interviewer is trying to do is make a screening decision — decide if his company should talk with you further.

At some point he'll make a limited assessment of your general appearance, poise, ability to communicate and general personality. He'll also look at a few other things.

First, he'll want to know exactly what you think you want to do. Your work preferences. Your career goals.

Second, he'll look at your qualifications... jobs, grades, training, extracurricular activities ... to see if your declared work interests seem to match your talents.

Third, he'll be looking to see if his company has a position that might match someone like you. If so, he'll explain what that job is. Its location, title, duties, training programs and so on.

How to act during the interview.

The big thing to remember about how to act during the interview is don't act. Be yourself. The company you'll be most happy working for is the one that likes you just the way you are.

Another thing to remember: don't be afraid to tell the interviewer all about yourself. Or to answer his questions honestly. For example, if you have absolutely no interest in working in finance, say so. You're trying to screen companies, too. So if finance is all a company has to offer you, you probably shouldn't work there.

What to expect after the interview.

Before you leave the interview, most companies will try to spell out as clearly as possible what to expect next.

If there's to be further action, they'll usually explain exactly what it might be, who it'll come from and when. You might be asked to supply additional material or information. You might be invited to a second interview. Or you may be notified that there are no openings. But don't feel bad about it. The average student has several interviews before he lands a job.

That's interviewing in a nutshell. Remember, an interview only lasts 30 minutes. Make the most of it.

GENERAL ELECTRIC

WHAT IS THE HOWARD UNIVERSITY COLLEGE OF MEDICINE DOING ABOUT THE CRITICAL SHORTAGE OF BLACK PHYSICIANS IN THIS COUNTRY?

Plenty!

FOR EXAMPLE:

The Early Entrance program will permit college sophomores and juniors who have completed the basic science requirements to apply for admission.

The Department of Allied Sciences is offering degree programs in nine areas of the paramedical field. These areas of study include Medex (Physicians Assistant) Medical Dietetics, Medical Technology, Nursing-Midwifery, Occupational Therapy, Physical Therapy, Radiation Therapy, Radiologic Technology, Respiratory Therapy.

Financial assistance is being made available to students from an ever increasing number of sources.

WHAT CAN YOU DO TO HELP?

Consider a CAREER IN MEDICINE

FOR FURTHER INFORMATION, PLEASE CUT OUT AND SEND TO:

OFFICE OF THE DEAN
HOWARD UNIVERSITY
COLLEGE OF MEDICINE
520 W. STREET, N.W.
WASHINGTON, D.C. 20001

Name.....
Address.....
City.....School.....

SEND ME INFORMATION ON:
THE EARLY ENTRANCE PROGRAM
ALLIED HEALTH SCIENCES, FINANCIAL AID