—Up-close look at Navy shows many changes

(Continued from Page 24)

Between their second and third years they travel to Navy and Marine Corps bases for indoctrination in aviation, Marine Corps infantry and submarines, and as first classmen they take to sea again, serving as junior officers aboard ships and submarines.

In a regulated military environment the Naval Academy is not always a fun place to go to school. There is probably not a man at Annapolis who has not wished he were at a civilian college with his friends.

"The social life is not great," says Greg, "of course living close to the Academy helps, because my friends are close."

EUGENE DAVIS

Says Gene Davis, a frank, easy-going man, "The hardest thing for me is conforming to the group, which you have to do much of the time. It's also difficult to find somewhere to just be alone."

Gene adds that adjusting to living at the Academy was an experience for him.

Gene is one of 200 black midshipmen in the 4,200-man Brigade.

"Having grown up in the city in a black neighborhood, coming here took some adjusting. There are people here from so many different backgrounds," he said.

This year is an important one for the Baltimore midshipmen.

The end of this summer will be the last time they can decide voluntarily to leave Annapolis without incurring a military obligation.

Like their classmates they are weighing the pros and cons of life at the Academy.

Bill Chatman, for one, plans to stay, "As long as my grades hold up I'll be here. Graduating from the Academy guarantees that I will get into the program I want in the Marine Corps.

"Another reason I want to stay is that I have seen some racial problems in the military and I want to work on them."

Young men interested in the Naval Academy have several ways to enter Annapolis, including appointments from congressmen and senators and through the Naval Academy Preparatory School.

Says Lieutenant Commander George Gaines, the Academy's minority affairs advisor, "It is not necessary for applicants to personally know any of the people who appoint them.

"There are many avenues of entry to the Naval Academy, and anyone who is interested can write to the Advisor for Minority Affairs, at the Candidate Guidance Office, U.S. Naval Academy, Annapolis, Md., 21402, for more information."

GREG BYRD

Forestry training fills a big gap

TUSKEGEE INSTITUTE, Ala. — Summer jobs paying $2.50 to $3 an hour, scholarships, loans and grants are being offered to lure young blacks into taking preforestry training at historic Tuskegee Institute.

The institute, in two years of pre-forestry training, prepares students for transfer to cooperating universities where they can obtain bachelor degrees in forestry or natural resource related areas of study.

The pre-forestry program was established in 1968 by a cooperative agreement between the U.S. Department of Agriculture's, Forest Service and Tuskegee Institute. It was given new impetus in 1972 by a $200,000 grant from the Weyerhaeuser Company, a multinational paper products firm.

So far, 33 male and female students—10 sophomores and 23 freshmen — are enrolled in the program. This is about one-third of all blacks studying forestry in the United States.

The special recruitment program began after a survey disclosed that there were only 15 blacks among 20,000 professional foresters in the United States.

Already the program is helping to correct this imbalance. Two black students have earned professional degrees under the program — one from the University of Michigan and one from Iowa State. One is working for the National Park Service, the other for the U.S. Department of Agriculture Forest Service.

Students enrolled in the program may receive financial assistance from various sources including the Weyerhaeuser academic scholarships, grants, loans, work-study opportunities and summer jobs.

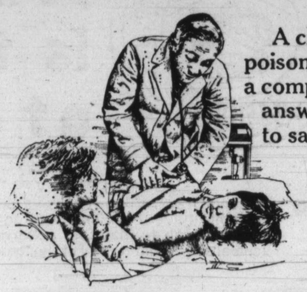
A spokesman for Tuskegee said "the needs of most students can be met regardless of their financial background." He noted that the summer jobs offer an opportunity to earn money while gaining valuable work experience. Last summer students worked in all sections of the United States, including Hawaii, he said.

The curriculum is designed to prepare the student for a Bachelor of Science degree in foresty, wild life management, fisheries, outdoor recreation, or landscape architecture.

Persons desiring additional information may write to Pre-Forestry Program, Milbank Hall, Tuskegee Institute, Ala. 36088.

BLUE-COLLAR WORKERS. Manual workers, usually those employed in production, maintenance, and related occupations, paid by the hour or according to the amount they produce.

HELPING PEOPLE FIND THE ANSWERS.



A child swallows poison. But which poison? Doctors test a blood sample, using a computer, and in seconds they have the answer. An antidote that may be able to save the child is given.

Farmers want to increase the milk yield of their herds. They turn to a university's computer center for a scientific herd management and feeding program. The result: Their cows' annual production rises dramatically, in some cases to 25% above the national average.

A teacher must upgrade the language skills of her elementary school pupils. Her method? Individualized instruction using typewriters and dictation equipment. In three months, some of the children in her fifth grade class make nearly a year's progress.

IBM people and IBM products are at work on problems like these each day—and problems in business, industry and government, as well.

Some are solved with computers. Some are solved with typewriters or other equipment. Whatever the tool, the job is the same:

Helping people find the answers.

IBM

H.U. School of education explains philosophy

By Nancy L. Arnez, Ed. D.
Acting Dean

The School of Education at Howard University believes in, and works to develop, the uniqueness and perfectability of each individual and his capacity for self-actualization.

As a part of a predominantly black university, it has as its focus the minority and urban populations of the United States as well as the populations of the Third World.

It espouses, therefore, a philosophy of unity in which ethnicity is encouraged for the sake of cultural richness as well as a vehicle of power.

Recognizing that education is a process through which cultures perpetuate and attempt to change themselves, Howard University's School of Education is concerned with the transmission, conservation, extension and reconstruction of our unique and common cultures to the end that the highest Democratic ideals may be realized.

The School of Education at Howard University is oriented toward preparing competent workers for both traditional and innovative teaching and educational profession roles in early childhood, elementary, secondary, higher, adult and continuing, as well as for paraprofessional educational services.

This special commitment will increasingly include the development of programs in career and inservice education for urban school personnel, the espousal of and the development of practitioners for service in functional community schools and the acceptance of serving the needs of students with special motivational and experiental needs.

The School of Education will develop individuals who understand human behavior and human learning, and how these functions operate in the societal context.

The programs of study will focus, additionally, upon the increasingly complex interplay of education with psychological, sociological, political, and economic forces in local, national and world communities.

The end product who emerges from the School of Education at Howard will be a developing professional who understands the intricacies of his ethnic status in the United States and the world today; one who is motivated to continue learning throughout his life, and one who is sensitive to the problems of and willing to work for the reconstruction of his community.

The courses and experiences, therefore, in the School of Education are designed to prepare its students— both degree and non degree seekers — To:

1. Continue to develop depth and breath in liberal education, professional education, and in the teaching-major field largely through field-centered, competency-based learning activities.

2. Become a creative worker in education possessing a repertory of educational strategies and able to study, improve and evaluate educational policies, programs and practices.

3. Develop skills in communicating and relating to pupil, parents, colleagues and other school personnel, and thereby develop ways in which to work collaboratively in the translation of educational theory into productive practice.

In order to translate the foregoing philisophy and goals into the action, the School of Education proposes to:

1. Institute doctoral studies in special education and school administration.

2. Institute competency-based, field-centered learning components and activities in as many courses and programs as possible.

3. Establish a sustained liaison with area schools in the District of Columbia with the objective of operating a mini-system of schools under the educational direction of Howard University.

4. Sponsor diverse in-service and career development activities for teachers and other personnel.

The School of Education proposes to offer mini-courses, workshops, seminars and clinics for the benefit of teachers and other educational personnel.

5. Develop courses and extension services for non-degree and non-traditional students. It is envisioned that off-campus activities will be offered in churches, settlement houses, store-fronts and other community locations.

6. Expand our concern and program to devote attention to international education in conjunction with emerging African and Caribbean Institutions.

It is envisioned that the School of Education will become the center for educational studies and research relating to black and minority teaching and learning in the United States.

In addition, we shall strive to become authoritative concerning the educational status, issues and problems of the Third World.

DR. NANCY L. ARNEZ
Acting Dean, Howard University
School of Education

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Purpose: The School of Education provides professional preparation for persons desiring to teach at the various levels of education, and for those desiring to serve in a variety of related positions such as, Guidance Counselors, psychologists, researchers and specialists of different kinds. The School is oriented toward urban education, and acknowledges a special commitment to prepare Black professionals for leadership roles. This emphasis enhances an interest in the total educational system. The School seeks to contribute to educational development on a national, and indeed an international scope.

Degrees Offered:

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M.A. and M.Ed. in Administration and Supervision; Adult and Continuing Education; Counseling and Guidance; Curriculum and Teaching (Elementary or Secondary); Early Childhood; Educational Psychology; School Psychology; Educational Technology; History and Philosophy of Education; Reading; Social Foundations of Education; Special Education; and Student Personnel Administration;

For Admissions and Financial Assistance Information, Write

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