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The changing face of a private women's college

Are you intrigued by the idea of a private women's college, but not sure if it can offer you what you are looking for?

The College of Notre Dame of Maryland, located in north Baltimore, may help you find the answer.

At Notre Dame students find a personal, friendly atmosphere where they may choose from a variety of courses in literature, science, history, management, and the arts.

Internships and independent study offer good career preparation, with new opportunities constantly being developed to match student interests.

In the past, private education was out of the question for many students because of the cost.

With more sources of financial aid becoming available to both the lower and middle income families, private education is a possibility for many who never considered it.

Fifty percent of Notre Dame students receive some type of financial aid. For example the black students organization, Eusi, awards two scholarships to incoming freshmen through money they raised by sponsoring fund - raising activities.

Today young women are developing a growing concern about their occupation after graduation.

As part of Notre Dame's educational offerings, each student begins a career development program in her freshman year in which counselors help the student plan her course of study while keeping her informed of current information on jobs, professional training, and career development.

Required for some fields of study, internships are available as an option in many others. Internships are available in a variety of settings: banks, hospitals, schools, ad agencies, social services, government agencies, TV stations, art museums, and newspapers, to name only a few.

"Winterim" is another Notre Dame feature. This is a special January term that allows students to explore non - traditional areas of learning.

Courses range from full - time internships to independent study courses in travel, producing your own TV show, and sign language, to mention only a few.

Notre Dame not only attracts interested young women to its liberal arts education, but also attracts because of its personal atmosphere.

Students are not just numbers. Faculty members know their students by their names and strive to help students accomplish their goals.

It is easy for students to make friends whether they live on campus or are the 40 percent of the students that commute from home.

Students find themselves involved with on - campus activities such as student government, community service organizations, four sports teams which compete in state and regional leagues, and numerous other social activities both on - and off - campus.

If you are not sure that, a women's college is right for you, just ask any Notre Dame student about her experience at the college.

The students believe that they have the "best of both worlds" — a place to learn and make friends with other women, while at the same time a school that is close to neighboring co - educational schools where they can exchange classes and to the numerous social opportunities that Baltimore offers.

—

If you think this type of education and social experience sounds good to you, Notre Dame invites you to the campus to take a closer look at what we have to offer.

When you visit the campus you can see a class in action, talk to students, and spend a night in the dorms if you are interested in becoming a resident.

For more information or to arrange a visit to the campus, contact the Admissions office at 435-0100, ext. 276.

—Needed a college degree

(Continued from Page 8)

more people in all the allied health professions, e.g. X-ray and lab technicians, physical therapist, etc. There will also be a need for individuals with backgrounds in the physical life sciences.

In the engineering field alone, only 844 blacks received their bachelor's degree in engineering in 1977. This represented 2.1 percent of that graduating class.

The college student who has no ability or interest in any of these areas should not become too disillusioned. There will always be jobs in those areas in which they might be interested. However, they will not be at the same rate as those in the technical fields.

Because of this, it is particularly important for the liberal arts student to consider furthering his education in the field or be involved in cooperation education and - or internship programs in his area of interest.

The experience and contacts he will make as a result of this will be invaluable. In addition to this, he should strive for good grades and if possible be involved in extra - curricular activities.

The liberal arts student might also consider taking a few courses in areas of demand, e.g. business, mathematics or computer science.

There are many companies and government agencies that will hire a college graduate for a particular position. They are not concerned about what ones academic major is, and therefore will hire them for a position or put them through an extensive on the job training program. This program is designed to give them the needed skills and knowledge to perform in this job.

If one is adequately prepared for the future by taking the proper steps now, regardless of the job market they should be able to find a job. As one personnel manager put it, "We will always have a job for that person who is good. That's because good people keep our company's profit margin always at a plus and that is our main objective."

—Black student

(Continued from Page 9)

student, as well as college resources, to evaluate the student's strengths, weaknesses, and interests. Periodic follow-up and evaluation of progress are employed.

The program is flexible, allowing for minimum or for maximum support, as needed. It is also aggressive, seeking out students, and actively involving other staff, faculty, and programs.

As goals are achieved, each student seeks assignment with an advisor in the major department of his - her choice. Long - term cooperation, planning, and replanning result in success for a majority of students.

Since 1969, minority faculty and staff have gradually increased. The increased presence and concerned efforts of these professionals have helped promote minority student welfare.

St. Augustine's College is devoted to excellence

The watchword at St. Augustine's College is excellence - in student life, in academic programs, in its facilities, in its moral climate, in reference and research materials availability, in the quality of its faculty, in its aesthetic appearance — in short, the pursuit of excellence in every facet of campus life.

Although tremendous strides have been taken in all these areas, as even a cursory examination of the college as it exists today will attest, the goal of a stable, viable, vibrant institution of higher education has never escaped the attention of those charged with the responsibility of managing the college's limited resources.

St. Augustine's has been operating over the past 13 consecutive years without having incurred a deficit and no long - term debt has been allowed to accumulate.

The college believes that it has a fundamental responsibility to its students, faculty and external supporters to insure that the necessary facilities for a quality education are provided without endangering the financial stability of the institution.

In other words, to produce the best possible product with the available resources is, and will continue to be, the guiding principle.

The college currently offers academic programs leading to career opportunities in 32 disciplines and is ever on the alert for ways to improve those that now exist and to introduce new ones so as to provide as wide a range of choices as possible for its students.

In this same vein, opportunities are constantly sought to improve the competence of its faculty and to seek out the best qualified individuals available to add to its staff.

The college believes that these two elements are basic to its pursuit of excellence.

The latest in a long time of new facilities added to the campus over the past few years include a library, administrative office and classroom building, college union, music and fine arts building, and a high-rise women's dormitory.

A health clinic and teaching laboratory is now under construction.

This new facility will provide for the health care needs of the entire college community and also serve as a teaching tool for students who desire to pursue careers in the field of allied health.

Dr. Prezell R. Robinson, president, St. Augustine's College has announced that Project Uplift received a grant from the Department of Health, Education and Welfare, which will provide support for the program's operations through Aug., 1980.

The total amount of funding received for the first two years is $139,240.00.

The Special Services Program is designed to provide developmental classes in mathematics, English composition, and reading as well as tutorials and cultural enrichment.

The students are from selected counties in the state of North Carolina. These youth come from deprived socio - economic areas. All need special counseling because they receive limited help in their high schools.

Special counseling services are provided in motivation, personality development, and group dynamics in order for them to develop their full potentialities.

RELAXING BEFORE REGISTRATION — These Saint Augustine's College co - eds relax before registration. L-R: Misses Carolyn Joyner and Sharon Lane, both of Ahoskie, N.C. relax during the Freshman Orientation Sessions at Saint Augustine's College.

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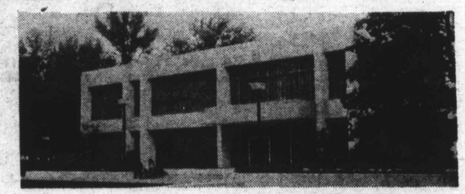

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For further information
CONTACT
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