

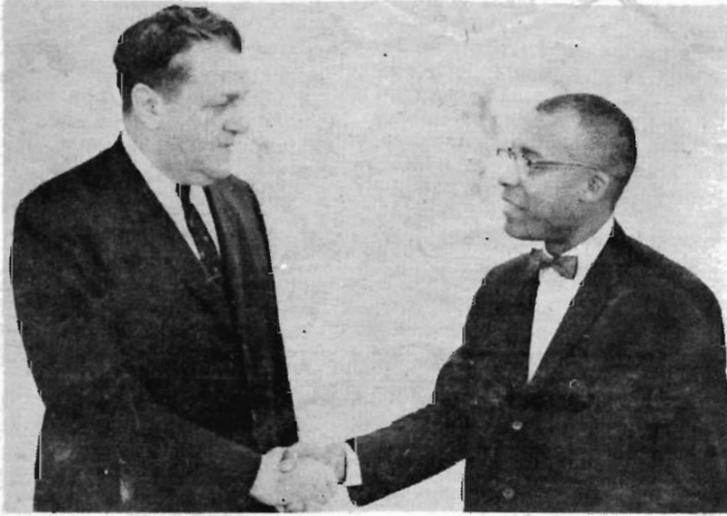
THE COURSE CAR

VOL. 2 NO. 6

MONTHLY NEWSPAPER OF THE BOWIE STATE COLLEGE PRESS CLUB

MARCH, 1967

Dr. Samuel Myers Appointed President Of Bowie



Dr. Samuel Myers, newly appointed President of Bowie is being congratulated by William L. Wilson, President of the Board of Trustees.

The Board of Trustees of the Maryland State Colleges approved the appointment of Dr. Samuel Lloyd Myers as the fourth President of Bowie State College at its meeting, March 3, 1967, on the campus of the College.

Dr. Myers is a 47-year old United States Department of State official. His current position is that of Advisor, Regional Integration and Trade, Bureau of Inter-American Affairs, United States Department of State. Prior to this assignment, he served as Professor and Chairman of the Division of Social Sciences of Morgan State College in Baltimore, Maryland, from 1950 to 1963. The President-Elect is a graduate of Morgan State College (AB-1940). In 1942, he received the MA from Boston University, and in 1949, the PhD in Economics from Harvard University. Additionally, he has taken post-doctoral work as a Ford Foundation Fellow at the University of Pennsylvania, and the Foreign Service Institute, Washington, D.C. Dr. Myers served in the United States Army from 1942-1946 and was distinguished with the rank of Captain. Following the war, he served as a Research Assistant at Harvard University and as an Economist with the United Department of Labor.

The Myers' appointment culminates a lengthy search which was conducted by a Board Committee, the Chairman of which was Robert B. Watts, a Municipal Court Judge in Baltimore City. More than twenty-five candidates have been considered and Dr. Myers is the unanimous choice of the Board Committee. Additionally, he is the unanimous choice of the Faculty Committee, the Chairman of which was Dr. A. Anderson Dumas, a member of the Faculty of Bowie State College.

Referring to the appointment, William L. Wilson, Jr., President - Board of Trustees of the State Colleges, said:

"The Board of Trustees is fortunate to have found an outstanding educator, scholar, and high-ranking government official to replace the distinguished President of Bowie State College - Dr. William E. Henry. Dr. Myers compiled an outstanding record as Professor and Chairman of the Division of Social Science, Morgan State College. He has an equally prominent record in

an important position with the State Department in Washington, D.C.

"The Bowie State College has made a significant contribution to the Maryland program of public higher education. Its graduates have distinguished many areas of service and particularly the teaching profession. The Board envisions a dynamic future for Bowie. It has found a man who can guide the institution in the all important years ahead. I want to pay particular tribute to Dr. William E. Henry. He has provided Bowie with strength and integrity. The institution is stronger because of his commitment and leadership."

The Bowie State College is located at Bowie, Maryland, in the heart of Prince George's County. It is one of the five former Maryland State Teachers Colleges and is currently making an important transition from single-purpose (teacher education) to multi-purpose (teacher education - liberal arts) status. The Board of Trustees has called for a major program of expansion for the College. By 1972, the enrollment is expected to exceed 2,000 students and within ten years - or 1977 - will exceed 5,500 students.

The current operating budget exceeds \$1,500,000 and by 1977, will be in excess of \$15,000,000. Since 1963, more than \$2,350,000 has been appropriated for physical plant expansion at Bowie. Between 1968 and 1977, the Board is calling for a significant commitment to physical plant expansion - the total to exceed \$14,000,000.

The Bowie State College is the only State College in the rapidly-growing Prince George's County - Montgomery County area. Prince George's County, which adds about 800 newcomers a week, is believed to be the fastest growing county in the United States. This year it became the largest of Maryland's twenty-three counties and, as of January 1, the population stood at 578,000 residents.

The Bowie State College was founded in 1867 and became a public institution in 1908. The College is accredited by the Middle States Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, and (See MYERS Page 4)

Bowie Gets Student From Iran

Coming to us from Iran this semester is Miss Akefeh Esfandiari. Ake is nineteen years of age and has been in the United States for two years. After coming alone to this country she stayed in a convent for three months and worked as a beautician. Fortune smiled upon Ake when one of her customers became extremely fond of her and asked her to be a part of their family. For the past 21 months, Ake has been living with the Vernon family in College Park, Maryland.

Ake went to school twelve years in Iran, but found time to do a considerable amount of traveling. She has seen the entire continent of Asia, the country of France, and Russia. In Iran, girls are forbidden to do any traveling.

Ake's mother was strongly against her coming to this country and wanted her to stay at home, marry, and get her education there. Ake convinced her father that in order to get a good background in English, so she could

teach the children of Iran, it would be necessary to study in the United States.

Ake finds the American people hard to understand. At first, she did not like their behavior; it seemed that the American people wrapped their lives around money. Now, she has grown to understand the people and likes them better. She finds the people at Bowie much like the people at home in Iran. Here, she does not feel like a foreigner. Her favorite person on the campus is Dorsey Stewart. Akefeh says that more than anyone else, Dorsey has helped her to make the transition here and to understand the people and her work. Her only problems here so far are that she can't always understand the way the students behave, and she feels she has too much homework. She feels a deep admiration for Mrs. Dorothy S. Smith.

Ake is enjoying her stay at Bowie and will return to Iran when her studies are completed. The one thing she will miss most about this country are the hamburgers of which she is so fond.

Freshman Chosen Miss Debutante

Miss Carolyn Elaine Pinder, daughter of Mr. Russell Pinder of Hurlock, Maryland, was chosen "Miss Debutante" as a result of a contest held by the Frontiers International of Cambridge, Maryland. Carolyn is eighteen years old and is a graduate of North Dorchester High School. She was escorted by Mr. Emerson Jones, and was sponsored by Frontiersman, J.W. Baldwin.

Carolyn won the contest by raising the most money in a benefit drive for a scholarship fund for youth. She held a fund-raising dinner and sold tickets.

Carolyn, an Elementary Education major, finished the first semester at Bowie with an overall point average of 3.60.

Coast Guard Invites College Seniors

WASHINGTON D.C. College seniors or graduates can fulfill their military obligation as officers in the U.S. Coast Guard. Qualified applicants are notified of selection for Officer Candidate School before they enlist.

OCS classes convene in September and February at the Coast Guard Reserve Training Center in historic Yorktown, Virginia. There the carefully selected college graduates receive 17 weeks of intensive, highly specialized training. Upon graduation they are commissioned as ensigns in the Coast Guard Reserve and serve on active duty for three years. Those qualified may be offered flight training.

Coast Guard officers receive the same pay and benefits as officers of other Armed Forces. Included are 30 days of annual leave and free medical and dental care.

Peaceful duties of the Coast Guard include law enforcement, (See COAST GUARD Page 4)

Bowie Site Of Upward Bound Project

This summer the facilities at Bowie State College are being used for the 1967 summer session of Upward Bound. The program is a project of The Baltimore Junior College with the cooperation of the Baltimore City Department of Education for high school students. This program began June, 1966, and is now in progress. New students may enter the program any time after January 1, 1967. The program director is Dr. Clarence J. Fields, Professor of Psychology, Baltimore, Junior College. Various teachers at Bowie have been invited to work in this program.

Project Upward Bound is designed to give more youngsters from low-income families an opportunity for post-high school education. It should act to remedy poor preparation and motivation and thus increase a youngster's promise for acceptance and success in a college environment. In brief, it is a pre-college preparatory program designed to assist the high school in generating the skills and motivation necessary for college success among young people from low-income backgrounds and with inadequate secondary school preparation.

This is an all-year project consisting of two parts - an intensive summer residential session on the college campus and an effective "follow-up" project during the remainder of the year, in which the gains made during the summer are consolidated through tutoring, after school and/or weekend sessions, and other devices. The summer program will last for 8 weeks from June 25 to August 19, and consist of an intensive program in English and mathematics Monday through Friday mornings, and an afternoon and week-end program in which a wide variety of educational and cultural activities will be provided from which students can choose. In the late afternoon and evening the students must live on the campus during the 8 weeks summer session. The follow-up program will extend through the academic year for a period of 36 weeks from September to June and will consist of Saturday morning classes in English, mathematics, and history; guidance conferences, independent student projects, and participation in cultural activities. College tutors will be available daily, to assist students with their studies.

Only those students who are in the 11th grade are eligible to participate in this program. High school drop-outs are also eligible. Students accepted for the project shall be those who meet the family income requirements and who have potential for successful college work, but whose level of achievement and/or motivation would seem to preclude their acceptance and success in an accredited college or university. Selection should be based not only on patterns of grades and test scores but also on personal interviews, re- (See BOWIE SITE Page 4)

Dr. Wiseman To Speak

Dr. Wiseman, Chairman of the Elementary Division at Bowie, has been invited to speak at the Thirteenth Annual Reading Council. His topic, "Perceptual Development in Reading," is part of the main theme of the Conference, "Changing Concepts in Reading Instruction."

The Southern Maryland Council and the national organization with which it is affiliated, the International Reading Association, were organized because of a need to solve reading problems. The Council holds monthly meetings and regular conferences to discuss reading problems, their causes, and remedies. People from all over the state are invited to the conferences to learn what is new in the field. At this conference the participants will come mainly from the Greater Washington, Baltimore, and Anne Arundel areas.

The Conference will be held at Mary M. Bethune Junior High School on April 7 and 8, 1967. The school is located at 5301 Addison Rd., N.E. in Beaver Heights, Maryland.

Bowie Students Attend Conference

Howard University sponsored a national all Negro College conference entitled "From Protest to Politics" on March 17-19, 1967.

It is contended that the recent Congressional decision not to seat Representative Adam Clayton Powell indicates that the Negro must expand upon his legislative powers in order to have substantial representation.

It is hoped that a National Student Political Union will grow out of this conference. Nineteen representatives from Bowie State College attended the conference.

Editorial

The Remaking Of A Conscience

Where do we, the people, stand in a society which is catapulted at a self-consuming speed, in a time when dehumanizing influences are never at bay? To create a sense of solidarity and involvement is almost impossible or, at best, too trying and tiresome. The American Millennium has provided a countless number of escape routes and opiates to which we may turn in times when vital self-examination and social commitment press upon us. The status quo thrives on passiveness and inertness; it will always offer a resting place to the sluggish and self-satisfied. It is no wonder that those who try to promote a vast social change are rejected or ignored. Other well-meaning individuals exalt the American way of life with high-flown praises and an unflinching optimism. Starry-eyed optimism, however, can be like the blinders on a horse, blinders which limit the vision. Just as the source of the fountain is at the gushing stream, so too is democracy vested in churning individuals on the move, those who are unafraid to upset the proverbial apple cart.

We must concede to the fact that in America (needless to say, in other parts of the world also) a feeling of closeness or rapport with one another is almost inconceivable. Seldom can a middle class person truly sympathize with the lower class dilemma. The cleft between the two classes is too wide. And since the middle class is the bulwark of American society, one finds it difficult to differ and so much less bothersome to agree. It would be very unrealistic, however, to expect the collective conscience to act in unison. The means of improving the human condition are as diverse and varied as the problems themselves. Not every person can be a political crusader simply because we do not express our human awareness in the same manner. The humanitarian, rather than being involved in radical political movements, is the person who disentralls himself from his particular socio-economic level and identifies with the human race as a whole.

Scholarship Competition To Close March 31st

There are two more days left in the Scholarship Competition. The Competition, in which Bowie State College has been selected to participate, is open to all undergraduate women on this campus and offers over \$7,000 in scholarships and awards. The First Grand Award is \$500; the Second Award is \$300; the Third Award is \$250; the Fourth, Fifth and Sixth Awards are \$200 each and the Seventh, Eighth, Ninth, and Tenth Awards are \$100 each. In addition there will be 100 awards consisting of sterling silver, fine china and crystal with a retail value of approximately \$50.00.

Miss Aloina Fletcher is the student representative conducting the "Silver Opinion" competition, for Reed and Barton at Bowie State College. Those interested in entering should contact Miss Fletcher at Kennard Hall, Rm. III or the student personnel office on Tuesdays for entry blanks and for complete details.

262-8070

Bowie Barber Shop
1002 CHESTNUT AVE.
BOWIE, MD.

Therefore, any social injustice affects him also.

By the same token, the contented individual, the one boxed-in by his own narrow scope of existence, may take pleasure in occasional spurts of involvement, abstract though they may be. For instance, one may donate a small fraction of his income to a corporated charity and, for a short time, feel relieved of his social commitment. Such a burst of altruism is noble-souled indeed, but through whom and to whom does the money go? We do not see brotherhood at work! If our good works are hidden from our vision and detached from our lives, we cannot expect our humaneness to have any potency at all. Our charity, like our money, is represented abstractly.

A few weeks ago the house of a family almost in the college's back yard was razed to the ground. The Davis family is without a home. Many were probably shocked and some genuinely concerned, but does it end there? Will we merely catalogue this event into our personal file like the backlog of a newspaper? We have the opportunity within our grasp to do something meaningful. We can express our goodwill directly, not by donating a large sum of money, but by helping the Davis Fund reach the students. A quota of five hundred dollars has been set, and at present the donations have not exceeded sixty dollars.

This appeal is aimed at the younger generation - the college students. Too often college students wade through four years of studying in order to succeed without ever realizing the immediacy of the present. Too often college students are so preoccupied with their academic pursuits that they fail to see beyond the page of the textbook. When we pledge our every minute to the reality of our financial ambitions, we learn nothing in college. We lend ourselves to frauds.

Choir Developments

THE Bowie State College choir has been very active in its growth throughout the years. With many of our members graduating every year, we feel that others come to fill the positions because they want and love to sing. This type of attitude is centered in every choir members mind; this is why we feel that we are the most active organization on campus. It takes an organization to function daily in order to attain perfection.

During the school years 1963-64, 1965-66, and now 1967, the college choir ventured to participate in many civic and social functions throughout the Baltimore - Washington Area, together with being sponsored by our own Bowie - Belair Community.

Since the school year 1966-67, the college choir has provided music for the Chapel Hour here at school, for the Christian Community Church in Belair, for the Women's Church League, and the senior choir of the church. On one occasion, the choir provided the music for the morning services. This type of participation makes us proud of being a daily functioning unit, among ourselves as well as to our school.

On April 13, 1967, the College Choir is presenting its Annual Spring Concert in the McKeldin Gymnasium at 8:00 with choral selections from "Porgy and Bess", "The Sound of Music" Negro spirituals, patriotic songs, and sacred selections. On April 30, the choir will be participating in the Fine Arts Festival in Belair, with other guests from the Metropolitan Area.

Inquiring Reporter

Question: In your opinion how can we raise the school spirit and extent student participation in any or every phase of campus life?

Oscar Kidd - "If various kinds of activities were planned each week, the students would take a more active part in the activities. As it is now students are tired of the same events that are given over and over."

Cedric Gambrell - "If activities such as assemblies and other programs were posted well in advance of the actual date, there would be better attendance, thereby supporting the school spirit."

Dean Sanders - "Quality, originality, interest and student involvement should permeate college activities. When these elements are present, students gain

Admission Policy At W.M.C.

--Westminister, Md. - (I.P.)- The present admissions policy at Western Maryland College is satisfactory and any deficiencies in the present student body are due to conditions affecting students after they have assumed residence on campus, according to H. Kenneth Shook, director of admissions.

A report of the Religious Life Council's sponsored discussion on the admissions policy here reveals that Dr. Robert E. Coleberd, a member of last year's admissions committee, believes that the present admissions policy and procedure are unsatisfactory and are the cause of a "non-intellectual" campus and its "boring and woefully inarticulate" students.

Dr. Coleberd said that while on paper the student body is potentially great, performance-wise it has next to nothing. He said that there are two types of students accepted: the first of these is the over achiever in high school, who becomes a drudge once his parents are no longer there to push him.

The second of these is the "academic gamesman," who has learned how to take tests and will cram for a test several days in advance, pushing all other work out of the way. This results, according to Dr. Coleberd, in more time spent in fraternity, sorority, and other sub-cultures causing an absence of intellectual atmosphere smothered in conformity and a student body that manages to get by, but learns nothing.

His solution is a personal interview for each applicant, when embarrassing questions would be asked, and a required essay on intellectual interests. He concluded by saying that the truly intelligent student has a way of finding a liberal unstructured campus (in terms of curriculum, dorm regulations, dress codes, etc.), and we do not have either one.

Mr. Shook answered by saying that you can have the best student body possible and have it go bad once it gets here. The best possible prediction of success is the high school record, which is what is used here as the main consideration for acceptance. He then refuted Dr. Coleberd's proposals by saying that a person can put up a good front at an interview, and an essay can also be faked. Very few colleges use these techniques, Mr. Shook added.

Dr. Coleberd replied that the highly compartmentalized existence here is not joined by the spirit of intellectual interest because the students that are accepted do not have it. He believes that until the system is changed, the situation will remain the same.

a certain amount of pride and commitment from participation. People in general have a tendency to affiliate with activities that are status - giving in relationship to their peers. Established and worth-while common goals are essential in the development of school spirit."

Annette B. Robinson - "Having a variety of activities on the week - ends, instead of dances consistently.

Bronda Blake - "First of all, I think, if the sponsor of an organization were truly interested their enthusiasm would spread among the club members. Also, if the clubs and organizations presented worth - while programs that would make the other students proud of the club more people might participate. Students at Bowie are talented but for some reason aren't willing to join the organizations. If each student would join at least one organization and be a faithful member our school would raise to greater expectations."

Raymond L. Herbert - "I feel that school spirit and participation could be raised to a higher capacity if the students unite. Better relations in classes, clubs and the entire student body itself. Educational and social events should be so organized and planned that all students would want to come. I think that this could be initiated by the suggestion made by Miss A. Elam, and that is to plan activities a school year ahead of time so that other campuses can be informed. So students please get together and remain that way and you will see that campus life will grow educationally and socially.

Miss A. Elam - "I believe that if more students join organizations, participate in the plan-

The Feast Before The Famine

Saturday night, February 4, masqueraders paraded into the gymnasium for the Mardi Gras, the brainstorm of the Freshmen and Sophomore classes. The Mardi Gras, a French term meaning Shrove Tuesday", represents the three days before Ash Wednesday. The three days were set aside for repentance and festivities or, in other words, the feast before the famine.

The motif of the occasion was Bourbon Street. Displayed on the walls were the sidewalk sights of New Orleans. Decor hung from the ceiling and circled the dance floor in a spiralling array of color. The festive atmosphere was excellent, thanks to the efforts of the dance committee.

The merrymakers arrived in a wild assortment of costumes: the exotic attire of distant lands and times long past (for example, a freshly-landed pilgrim), slapstick outfits, improvised accountermments, and other madly-designed creations prepared expressly for the event. Students skipped, tottered, and danced majestically to the ear-bursting band on stage. After intermission a contest was held for the best costume. The students modeled on stage, each one with an unshakeable confidence in the uniqueness of his or her costume. The prize was awarded to Adrian Wiseman and Chris Newman, both of whom were robed in colorful Oriental finery.

The dance continued into the night and morning amid the din of a deafening crowd and deafening music. Walking from one end of the dance floor to the other was like crossing the deck of Noah's Ark during feeding time. Nonetheless, there were no casualties. Thank God!

ning of activities, and attend the various programs, there will be a higher level of interest and at the same time a deeper sense of belonging which in turn will create a better school spirit. As a result of participation, organization, and attendance in activities, students will undoubtedly contribute to the growth of the College Community.

Dorsey Stewart - "I recommend that the laws that have been decided upon by the S.G.A. be enforced; governing the grass regulations, cafeteria line cutting etc. If the rules are not enforced they should be abolished. I think the assemblies should be made more interesting so that people will want to attend. I think that a certain number of assemblies be mandatory for every one to attend for the attendance is outrageous. The assembly should be an intricate part of our cultural education as the classroom lecture."

From The Bookshelf

OTHER VOICES, OTHER ROOMS by Truman Capote. 321 pp. Vintage Books, 1948

Capote's first novel, OTHER VOICES, OTHER ROOMS represents the early style and technique of the brilliant, American author. This short novel of a small boy in search of his family is almost entirely eclipsed by Capote's current bestseller and widely - hailed novel, IN COLD BLOOD. Differing from his latest novel, OTHER VOICES, OTHER ROOMS is a simple and unsensational tale of a Louisiana homestead which might remind one of a typical Faulkner setting. The people of Scully's Landing have salvaged the ideas and traditions of the old South; the nostalgic grandeur and extravagance is preserved in the hum drum motions of their daily lives, although the significance is gone. Old legends permeate the novel with a Gothic - like strangeness, further serving to revive the past.

Joel Knox, the main character, leaves New Orleans en route to the home of his ailing father, a Civil War hero. Joel, being a city boy, is intrigued by the backwoods mansion. He befriends Idobel, a tomboy; Randolph, a lonely and eccentric relative; and Zoo, the maid of the mansion. When meeting these characters, we are submerged into a dark and dreary, though charming, world of people in the South. A large portion of the novel is devoted to the fond relationship between Joel and the tomboy. The tomboy introduces Joel to the history of Scully's Landing and the people which inhabit it - including Jesus Fever, a recluse in the swamps.

Let us not be swayed by popular taste; perhaps IN COLD BLOOD is not Capote's best work - at least not as a fictional piece of art.

Staff

Published throughout the college year by the students of Bowie State College.

This paper is written under the "academic freedom guidelines" as stated and supported by the AAUP.

Editor - Sandra Johnson; Exchange Editor - Lynda Edwards; News and Features - Paul Scollan, Lynda Edwards, Sandra Johnson, Jackie Covert, Eugene Ogg, Adrian Wiseman, Windy Cooper, Wendell Holloway; Reporters - Pat Rollins, Larry Lawson, Eugene Ogg, Jackie Covert, Ellen Stewart, Carolyn Nutter, Betty Haddon; Photographers - Bill Green and Pete Caldwell; Business Manager - Eugene Ogg.

Tentative Summer Bulletin

To: Perspective Summer Students

Our Summer Bulletin has not been released from the presses; however, we are attaching a list of potential and/or probable course offerings. These course offerings are listed along with course descriptions.

It should be remembered course offerings are subject to class enrollment sufficient to warrant scheduling. (Other courses may be added and scheduled pending need and design on part of Summer School enrollment.)

Eugene R. Arnold
Director, Summer School

ANTHROPOLOGY AND SOCIOLOGY

*An. 306 - Selected Topics in Anthropology, 3 (3-0)

This course is offered to stimulate the interest of the student into further independent study. (By permission of the instructor.)

Soc. 400 - Independent Study, 3 (3-0)

This course is designed for individual study in areas of a particular choice to enlarge the scope of the peculiar interest of each participating student. (By permission of the instructor.)

GEOGRAPHY

Geog. 101-102 - Elements of Geography, 3 (3-0) each semester
Study of factors of the natural environment, their interaction, appraisal and utilization. A study of earth relations to other bodies in the solar system. A study of the diverse regions of the world is made with emphasis on interrelationships between plant, animal, and human life, and the natural environment. Map reading and interpretation.

Geog. 401 - Geography of Asia, 3 (3-0)

A regional study designed to show relationships between the natural environment and the cultural attainments of nations as India, China, Japan, Russia and some typical countries of Asia Minor. Consideration is given to an interpretation of current national and international problems confronting the peoples.

HISTORY

POLITICAL SCIENCE

Hist. 101 - Western Civilization to 1648, 3 (3-0)

A survey of the political, economic, social, and cultural history of the West from the earliest times to the seventeenth century.

Hist. 102 - Western Civilization since 1648, 3 (3-0)

A survey of the political, economic, social and cultural history of the West from the seventeenth century.

Hist. 201 - History of the United States to 1865, 3 (3-0)

Survey of American political, economic, and social development from the founding of the colonies to the Civil War.

Hist. 202 - History of the United States Since 1865, 3 (3-0)

Survey of American political, economic, and social development from the Civil War to the present.

Hist. 302 - Representative Americans, 3 (3-0)

A biographical approach to American history, evaluation of contributions of leading Americans to the nation's development.

PS-231 - American National Government, 3 (3-0)

A study of the basic constitutional concepts, the structure and roles of the major institutions of government, and the insti-

tutions and processes of representation and participation.

PS 332 - International Relations, 3 (3-0)

An introduction to the nature and problems of international politics including the modern state system, power factors, nationalism, imperialism, and international organization.

ART

Art 101 - Fundamentals of Design, 2 (1-2)

A study of the space arts from point of view of balance, proportions, rhythm, and harmony. Understanding of composition and design expressed in several art materials as plastics, cloth, paper, paint, and dye.

Art 302 - History and Appreciation of Art, 2 (2-0)

Man's artistic efforts through architecture, sculpture, painting, and selected minor arts. Discussion, lectures, research, visual aids, and field trips.

Art 401 - Arts and Crafts in the Elementary Grades, 2 (1-2)

Understanding and appreciation of young children's creativity. Opportunities for noting developmental sequences in creative abilities using appropriate materials, methods, and techniques with various media.

MUSIC

Music 101 - Fundamentals of Music, 2 (2-0)

The functions of music theory, keyboard work, ear training, sight reading, sight singing, elementary harmony, and written exercises.

Music 302 - Literature and Appreciation, 2 (2-0)

Exposes the students to the vast store of music literature for all mediums. Emphasis upon the function of the various forms. Musical forms studied in connection with the historical events and art trends of the particular times.

Music 303 - Instrumental Music in Elementary Grades, 2 (1-2)

The student learns to play various musical instruments suitable for developing musical interests, abilities, and tastes in children in grades one through six, also to develop rhythm groups in the classes. Experience with children in the Laboratory School. Prerequisite: 101.

ENGLISH

Eng. 101-102 - Composition and Literature, 3 (3-0) each semester

Study of the principles of grammar with intensive practice in expository writing in the first semester; in the second semester attention to various forms of writing. A research paper will culminate the second semester. Selected passages of literature are used for guidance.

Eng. 201 - English Literature, 3 (3-0)

Study of selected writings by English authors from the Old English period through the Neo-classical period. Prerequisite: 102

Eng. 202 - English Literature, 3 (3-0)

Beginning with the Romantic period this course is concerned with important British writers up to our own times. Prerequisite: 201.

Eng. 303 - The Short Story, 2 (2-0)

A study of the development of the short story as a literary form and critical reading of selected short stories.

Eng. 305 - American Literature, 3 (3-0)

Traces the background and development of American Literature from colonial times to 1865. Emphasis on the philosophies of Puritanism, Rationalism, Romanticism, and Transcendentalism as found in the works of each period's major writers. Prerequisite: 201.

Eng. 306 - American Literature, 3 (3-0)

Continuation of English 305 from 1865 to the present showing the development, as seen in the works of major writers, of contemporary American Literature. Prerequisite: 201.

Eng. 410 - Seminar in English, 3 (3-0)

Required of English majors. Each student will specialize on those areas where he needs and wants most background, will make reports to the class, will prepare a term project of some length, and engage in extended class discussions.

SPEECH

SD 203 - Public Speaking, 2 (2-0)

Helps develop proficiency in effective communication, emphasizing conversational needs and attitudes, enunciation, pronunciation, voice quality, volume control, speech making for special occasions. Prerequisite: English 102.

SD 205 - Voice and Diction, 2 (2-0)

Work under critical scrutiny to improve articulation and vocalization in speech patterns.

SPANISH

Sp. 101-102 - Beginning Spanish, 3 (3-0) each semester

Introductory courses for persons having no previous knowledge of Spanish. Combines the audio-lingual, linguistic, and traditional methods with the fundamentals of the language. Emphasis on the spoken language, the people, and the culture of the Hispanic countries. Simple readings and grammar.

Sp. 201-202 - Intermediate Spanish, 3 (3-0) each semester

Continuation of first year Spanish, more emphasis on grammar and more advance readings. Literary texts chosen to prepare the student for Spanish literature. The same aims of beginning Spanish in relation to the Hispanic life. Prerequisite: 102 or the equivalent.

EDUCATION

PSYCHOLOGY

Ed. 212 - Human Growth and Development, 3 (3-0)

The developing individual in his social and physical environment. Materials and techniques used in scientific approaches to the study of human behavior. Recognition of behavior patterns. Preparation of an anecdotal record of a child. Interpretation of other records, theory, and direct experience. Prerequisite: Psy. 201.

Ed. 209 - Children's Literature, 3 (3-0)

Designed to arouse a genuine interest in children's books, apart from school textbooks, for a better working knowledge of this literature, and to increase awareness of degrees of excellence in content and form.

Ed. 302 - Teaching Language Arts and Social Studies, 3 (3-0)

Attention to various methods of teaching language arts and social studies in the elementary school. Prerequisite: 303.

Ed. 303 - Principles of Teaching, 2 (2-0)

Attention toward relationships

between the intellectual processes and the organization of learning experiences which help develop concepts and generalizations concerning efficient teaching. Classroom organization and management.

Ed. 304 - Teaching Arithmetic and Science, 3 (3-0)

Attention to various methods of teaching arithmetic and science in the elementary school. Prerequisite: 303.

Ed. 315 - Audio Visual Materials and Methods of Instruction, 3 (3-0)

Methods developed for vitalizing learning through the use of pictures, school trips, motion pictures, radio, recordings, and transcriptions. Experience in the location of materials, operation of apparatus, preparation of pupil and teacher made tools of learning, presentation of concrete materials.

Ed. 316 - Audio-Visual Materials Production, 3 (1-4)

Designed to help students develop basic skills in the principles of production of graphics (posters, charts, and the like), models, mock-ups, slides, motion pictures, and recordings for use as mass media of communication.

Ed. 321 - Principles of Secondary Education, 3 (3-0)

A consideration of the philosophy and objectives of secondary education as related to theory and problems.

Ed. 323 - Secondary School Curriculum, 3 (3-0)

Curriculum patterns and issues of curriculum development in the secondary school, the nature and scope of educational experiences and opportunities essential for a well-rounded program, the role of guidance, administration, and supervision in the improvement of instruction. Prerequisite: 321.

Ed. 331, Methods of Teaching Art in Secondary School, 3 (3-0)

Ed. 332, Methods of Teaching Biology, 3 (3-0)

Ed. 333, Methods of Teaching English, 3 (3-0)

Ed. 334, Methods of Teaching Foreign Languages, 3 (3-0)

Ed. 335, Methods of Teaching High School Science, 3 (3-0)

Ed. 336, Methods of Teaching History, 3 (3-0)

Ed. 337, Methods of Teaching Mathematics, 3 (3-0)

Ed. 338, Methods of Teaching Physical Education, 3 (3-0)

Ed. 339, Methods of Teaching Social Studies, 3 (3-0)

Each course in the series 331 to 339 deals with the materials and methods of teaching the subject named, with particular emphasis upon those materials and methods applying to the specific subject area the student plans to teach.

PSYCHOLOGY

Psy. 201 - General Psychology, 3 (3-0)

Consideration to principles significant in understanding and explaining human experience and behavior. Scope and methods of psychological development, learning, remembering, thinking, motivation of behavior, perception, feeling, emotions, and the measurement of individual differences.

Psy. 301 - Psychology of

Learning, 3 (3-0)

Learning as adjustment, form of learning, experimental data concerning the fundamental nature and conditions of learning, teaching and learning. Procedures helpful for improving learning efficiency, and transfer of training. Prerequisite: Ed. 202.

Psy. 303 - The Exceptional Child, 3 (3-0)

Helps the student understand the nature of children who deviate from the normal and problems made by such deviation. Attention to various deviates such as: the physically handicapped, the hard of hearing, those with speech defects, the retarded, and the emotionally disturbed. Prerequisite: Ed. 202.

Psy. 306 - Adolescent Psychology, 3 (3-0)

The individual studied from puberty to maturity, during the entire secondary school period. Implications for secondary school teachers.

HEALTH

Health 301 - Health and the School Child, 3 (3-0)

Touches school sanitation, ventilation, classroom lighting, seating arrangement, cooperating school health agencies, desirable practices in school management, balance in activities, etc.

Health 303 - Health Education in the Elementary School, 3 (3-0)

Aims to teach the elementary school teacher how to select health-teaching materials and how to use them effectively in the various elementary grades.

Health 308 - Elements of Public Health, 2 (2-0)

A study of the more common activities of community, state, and national agencies in the prevention and control of communicable diseases and the individual's responsibility and role in maintaining a desirable environment.

PHYSICAL EDUCATION

PE 104 - Community Recreation, 2 (2-0)

Considers the proper procedures and organization of material for recreational programs pertaining to playgrounds, Settlement Houses, day camps, and summer camps.

PE 105 - The Theory of Play, 2 (2-0)

Brings out the various play theories upon which we justify the use of play in our programs.

SPECIAL EDUCATION

Sp. Ed. 450 - Introduction to Special Education 3 Sem. Hrs.

A course designed to lay the foundations for study of the nature and needs of the exceptional child. The following topics are considered: Causes; characteristics; incidence, types of deficiencies in these children; implications educationally, socially, vocationally; institutional and educational trends; problems in adjustment in social programs, at home and in the community.

Ed. 551 - Curriculum Practices for Exceptional Children 3 Sem. Hrs.

The course will deal with problems, principles and procedures found to be functional in developing a curriculum commensurate to the developmental levels of these children. Examination of curricula currently in use will precede attempts to formulate model units of learning experiences for these children. Specifically, goals and instructional resources will be of major con-

(See BULLETIN Page 4)

Subtle Freshmen Stomp Sophomores 52-46

The Freshmen lined up to the pre-season forecast by defeating the tall Sophomore squad. The Freshmen five scored 32 points in the first half to 16 of the Sophomores. It seemed as though the game was out of reach of the Sophomores.

In the second half, the Sophomores rallied to within one point (47-46) but were unable to score another bucket.

Roger Bryan, again was the poison element as his clutch foul shots and field goals spelled defeat for the Sophomores.

OUTLOOK

It seems as though the Freshmen will go undefeated this year. Their coaching staff is quite adequate with Mr. Jim Baxter and Mr. Jerry Anderson at the head.

They have conquered the Sophomores and shouldn't have any more trouble with them in their next meeting; they have also conquered the Juniors and Seniors, who could perhaps give them a run for their money.

The Commuters are the only competitor left for the Freshmen -- "To be or not to be?"

Scholarships In Southern France

Five scholarships of \$1,000 each are available to qualified students applying to the Institute for American Universities for an academic year at Aix-en-Provence, in Southern France. In addition, an \$800 French Government Scholarship, reserved for French majors, and 25 tuition awards, are awarded each year.

The \$1,000 scholarships are divided among majors in French, Literature, Fine Arts, History, Social Sciences and Mediterranean Area Studies. (They are not available to students enrolled in the I.A.U. SEMESTER Program in Avignon.) Information about the Institute for American Uni-

COAST GUARD

(Continued from 1)

search and rescue, oceanographic research, marine safety, and the maintenance of aids to navigation.

Information on the U.S. Coast Guard Officer Candidate School may be obtained from Commandant (PTP-2), U. S. Coast Guard Headquarters, Washington, D.C. 20226 or the nearest Coast Guard Recruiter.

MYERS

(Continued from 1)

by the Maryland State Board of Education.

The current President, Dr. William E. Henry, is completing twenty-five years of service as President of the Institution.

The State College System of Maryland is growing and changing rapidly. The current enrollment for the System exceeds 7,000 students and by the mid-1970's, the System will enroll more than 20,000 students in both undergraduate and graduate programs. Other State Colleges under the jurisdiction of the Board of Trustees of the State Colleges - in addition to Bowie - are: Coppin State College, Baltimore, Maryland; Frostburg State College, Frostburg, Maryland; Salisbury State College, Salisbury, Maryland; and the Towson State College, Towson, Maryland.

At the meeting held in the Pullen Library on March 3, the Capital Supplement Budget of \$3,130,300 was approved by the State Board of Trustees. The Supplement was formed to replace the items that were omitted by the Governor. An additional Supplemental Budget request of \$723,431 for 1968 was submitted for the purpose of replacing the original requests, and supplying appended funds.

Sophomores Defeat Commuters Under Protest 25-24

In a game that was played on "running time" the Sophomores broke a 15-15 deadlock at half-time to down the defending champion Commuters.

With 2 minutes to go, the referee made a disputed call -- a technical foul for interference with the backboard -- a judgement call. Timeout was not called as the game terminated -- thus provoking the Commuters to protest the game.

Mr. A. C. Jordan, the Director of Athletics, stated that there will be a 5-minute playoff to determine the time winner of

the game in the very near future.

SPORTS

Freshmen Defeat Juniors - Seniors 48-37 February 27, 1967.

After being on the short end of a 15-13 halftime score, the high ranked Freshmen scored a come-from-behind victory over the intramural stars from the Junior and Senior classes.

The second half assault was led by 5'5" Roger Bryan, who plucked the strings for 16 deadly points.

The freshmen, with their lack of height, still loom as the best team in the intramural circuit.

Ask Not For Whom The Bell Tolls

In order to reach the quota of \$500 for the Davis fund, each student must donate at least one dollar for the cause. At present the Fund is in need of \$450 - meaning, of course, that the project is not doing very well. Eye-

catching signs have been placed in the Student Union and the Administration Building so that a direct appeal maybe made to the students and faculty.

universities is available in college libraries, foreign study offices, or French Departments.

Applications should be made by air mail directly to:

The Director,
Institute for American Universities,
2 bis, rue du Bon-Pasteur
13 - Aix - en - Provence
(Telephone 27,82,39)

Best Sellers

I FOUND A LOVE, by Herbert Hardy;

MOUNTAIN CLIMBING MADE EASY, by Lynda Edwards;

WHO CAN I TURN TO, by Jim Baxter;

ROOM AT THE TOP, by Adrian Wiseman and Chris Newman;

SITUATION HOPELESS BUT NOT SERIOUS, by Calvin Money;

THE GLORY GUYS, by Bernard Smith and Dee Williams;

MY CAR'S LOUDER THAN YOUR CAR, by Jerry Anderson;

I GOTTA DANCE TO KEEP FROM CRYING, by Oscar Kidd

I'M GONNA SIT RIGHT DOWN AND WRITE MYSELF A LETTER, by Joan Freeland;

WHAT MEADOWLARK LEMON TAUGHT ME, by Arlene Gary;

ANYTHING YOU CAN DO, I CAN DO BETTER, by Gary Hall

BOWIE SITE

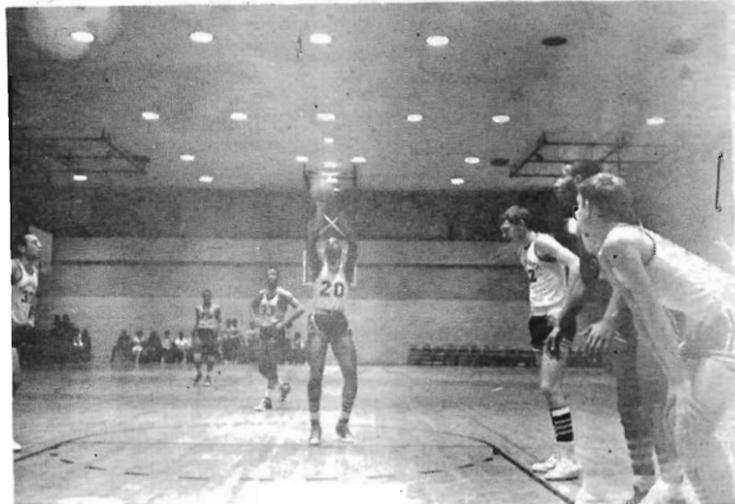
(Continued from 1)

commendations, and intuitive judgements. Testing for admission to the program is not encouraged.

Students admitted to the program will receive stipends of \$10.00 per week for the 8 weeks summer session, and \$5.00 per week for 36 weeks during the school term from September, 1967 to June 1968. It should be noted that all students admitted to the program must live on the college campus during the 8 weeks summer session from June 25 to August 19. Room and board will be provided for each student.

To apply contact your high school counselor, your minister, or the Director of any organization to which you belong. These persons can obtain applications for you. Or contact directly:

Dr. Clarence J. Fields
Director, UPWARD BOUND
Baltimore Junior College
2901 Liberty Heights Avenue
Baltimore, Maryland 21215
Telephone: 523-2151



George Smallwood goes to the foul line for the Bowie State Bulldogs in the tournament game against Gallaudet.

Bowie Takes Third Place In M.I.C. Tournament

The Bowie State Bulldogs were the third place winners in the M.I.C. tournament held here at Bowie on the first and second of March. We were defeated in the first game by D. C. Teachers, who went on to defeat Coppin for first place, by the score of 86-74. Outstanding players for the Coppin - D.C. Teachers' game were Green and Hall of Coppin, and Jefferson and Scott of D.C. Teachers. The Bulldogs, coming into the tourna-

ment with a season's record of seven wins and fifteen losses, stayed in front of Gallaudet through the entire game. George Smallwood sparked the Bulldogs with the first five points of the game and played his best scoring game of the season with thirteen points. The final score was 88-81. Bowie had defeated Gallaudet once in regular season play; Jerry Anderson being the hero of that game with thirty points. Gallaudet came back to defeat us the second game.

The Bulldogs will be losing two men this semester and although their record leaned more to losses this year, they are looking forward to an outstanding season of basketball in '67 and '68. Players who were outstanding this year are: Bernard Smith, Jerry Anderson, George Williams, Herbert Hardy, Arnold Ballard, Calvin Money, Lyn Henley, Larry Lawson, Ray Lewis, Dwight Johns, and Jack Brown.

S.N.A.F.U.

The word SNAFU was coined in the military ranks during World War II to describe the common situation of equipment and men being unavailable because they were ensnared in red tape. The word itself is derived from the initials of five words which sum the predicament up very well - Situation Normal; "All Fouled Up." SNAFU can also be applied to a stalemate on the Bowie campus which came to light recently, but in a different sense than the military usage.

Nearly everyone knows of the controversy between the S.G.A. and the Junior Senate. For those who have been out of touch with events it may be explained that the incident which sparked the controversy occurred before the Christmas vacation. The Junior Senate requisitioned forty-four dollars to pay for their Christmas party. Three copies of the requisition form were filled out and approved in the Student Personnel Office. One of these copies was supposed to go to the S.G.A. but was lost somewhere in transit. The S.G.A. Treasurer never received a copy of the requisition and it was, therefore never reviewed by that organization. After the money had been disbursed by the Junior Senate the S.G.A. decided that the money was not used for the benefit of the entire student body and would not allow the money to be spent. That is how the matter now stands.

The question in this situation is not whether the Junior Senate could validly spend S.G.A. allocated funds for the purpose they intend - it is clear they could not. The real question is how the situation developed. There was break-down in procedures, if there were any procedures, in bringing this matter to the S.G.A. for consideration. There was no procedure for the S.G.A. to authorize the requisitions; there was no procedure set up for getting the requisition to the S.G.A. from the Student Personnel Office. In fact the S.G.A. has few procedures for doing anything.

So out of this SNAFU some semblance of order may come - we hope.

BULLETIN (Continued from 3) cern. (Formerly 353)

MATHEMATICS

SCIENCE

Math. 101 - Fundamental concepts of Arithmetic, 3 (3-0)

Various number systems, laws governing operations within the number system and rationalization thereof, interpretation of common and decimal fractions, and computation with approximate numbers.

Math. 102 - Fundamental Concepts of Mathematics, 3 (3-0)

Equations and inequalities, ratio and proportion, the right triangle relationship, indirect measurement, construction and interpretation of graphs, plane and solid geometry, decisions, and new topics in mathematics.

Sci. 101-102 - Biological Science, 3 (2-2) each semester

Concerned with study of the methods by which biological knowledge is acquired and tested. A study of the general characteristics of living things. A survey of the animal and plant kingdom with emphasis on the evolutionary sequences, and life histories of representative animals and plants.

Sci. 201-202 - Physical Science, 3 (2-2) each semester

Designed to give a broad acquaintance with the various fields of the physical sciences to increase awareness of physical phenomena and to show how understanding and interpretation of these phenomena contribute to living Materials selected from astronomy, earth sciences, physics, and chemistry.

Community Development Forum

Bowie State College, which lies near the geographical center of one of the nation's fastest growing communities, is one of six institutions in the state of Maryland to receive a federal grant under Title I of the Continuing Education Act of 1965.

ANNOUNCEMENT

The Third Annual Student Maryland State Teachers Association Spring Convention will be held at Salisbury State College, Salisbury, Maryland on April 22, 1967.

Members of N.E.A. will be attending and anyone else wishing to attend, please contact Robert Lennon.



Today isn't Wednesday could it wait until - - -