

## Jablon selected as dean

By Tom Mullan,  
Managing Editor

Acting Dean Kenneth Jablon has accepted the appointment as Dean of the College, it was announced late Sunday night. The announcement ended a six month search for a permanent Dean.

In a letter to the college community President Nelson P. Guild said, "Mr. Jablon has served as Acting Dean of the College since September 1, 1969. He has done so, in my estimation, with distinction. He has established an effective relationship with his faculty colleagues, students, administrative staff members and others. His unselfish dedication to the work of the College and the strength of his belief in quality education, in effective administration, and in open and candid relationships with those with whom he works lead me to the conclusion that the interests of the College are best served if Mr. Jablon continues in his position as the chief academic officer of the College."

In a telephone conversation, Dean Jablon told *State-To-Date* of some of the programs which he wishes to pursue. Among these are: a credit-no credit system, expansion of the graduate program, restructuring of the academic calendar, and the introduction of a system of interdisciplinary courses under the General Studies Program.

Mr. Jablon feels that the Office of the Dean is in need of reorganization. However, he is unable to make any specific recommendation until he has had more time to study possible methods of

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KENNETH JABLON

## Graduate program grows

By L. Dwork

Although the graduate budget for 1970-71 is somewhat smaller than this year's, the graduate studies office under the direction of Mr. Robert L. Barthlow hopes

to offer an expanded program. This year FSC offers a Master of Education degree for teachers and administrators in elementary and secondary education with 131 students enrolled first semester and 166 enrolled this semester.

According to Mr. Barthlow, the graduate office is now "in the process of developing a graduate Master of Education plan which would call for Masters of Arts and Masters of Science. Those degrees would not require either education course credits to enter nor would they entail the taking of education courses. Currently the graduate faculty is reviewing the regulations for a Master of Education degree.

The graduate office is also planning to initiate a program for a Masters of Industrial Management degree. According to Mr. Barthlow, there will be an advisory council made up of one representative from each of the five major area industries

of the University of Maryland. It recommended incorporation of the three state teacher colleges — Frostburg, Salisbury and Towson — into the University of Maryland as local branches. It also called for the establishment of regional centers in Washington and Frederick counties, in the central Eastern Shore and in Southern Maryland.

This plan had the backing of then Governor Millard Tawes and members of the state legislature (Mayor Conlon was in the legislature at that time). The bill to implement the report was defeated by one vote in the House Education Committee.

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## Commission nixes plan

The Governor's Commission for Appalachian Maryland has delayed action on a resolution by the Mayor and Council of Cumberland to review the 10-year old "Warfield Report" dealing with higher education in Maryland.

Mayor Thomas F. Conlon of Cumberland presented the city's resolution at the Commission meeting last Friday. Robert G. Garner, chairman of the council, felt no action should be taken on the resolution yet and said there should be concurrence with the people involved.

The "Warfield Report," presented in February, 1960, was a study of the problems of expansion

# State-To-Date

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FROSTBURG STATE COLLEGE

February 19, 1970

## Department finishes self-study

By Joy Allen

"The existing program for the preparation of prospective teachers, while satisfactory in some aspects, is characterized by lack of uniformity, absence of direction, and a serious necessity for revision. When student teachers stand before classes without ever having written behavioral objectives or lesson plans; when they are completely unaware of the fact that they will face apathy, indifference, and even hostility from students; when they are not prepared to cope with these problems; when elemental considerations of motivation, discipline,

grading, etc. have not been examined; when prior classroom observation opportunities are inadequate at best; then certainly those circumstances indicate a need for revision of the program in its present form."

This statement is an excerpt from the Education Department's new proposal for restructuring the teacher education program. This program is now being submitted to the curriculum committee and the faculty for approval; if implemented, it will involve incoming freshmen for the year 1970-71.

Under the new program, students would file a formal application for admission to Teacher Education with the Department of Education during the semester in which they are completing 60 hours of work. The general conditions for admission to the program

would be a completion of 60 credit hours of work, a grade point average of at least 2.25, satisfactory physical and mental health, favorable character references, a grade of at least "C" in written English or its equivalent of a grade of at least "C" in oral speech or its equivalent, and completion of Education 101 and 203.

The application will be acted on by a new committee, the Teacher Education Committee. This committee will consist of the Chairman of the Department of Education, the Academic Dean, the Dean of Students, two members from the Education Department, and five faculty members—one from the sciences, one from the languages, one from the arts, one from the social sciences, one from P. E. and one from the curriculum

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## Red Neck charter termed limited

Dean Manicur, in a letter to Frank Florentine dated February 2, has requested that the Student Association reconsider the charter submitted by Red Neck Productions. Dean Manicur stated that "the portfolio limits itself to the statement of purpose, to the activities, and to the list of officers . . . we question also the appropriateness of Student Association's approving a 'Statement' which defines an essentially business enterprise as a campus organization." The Student Association had approved and signed the charter on January 28, 1969.

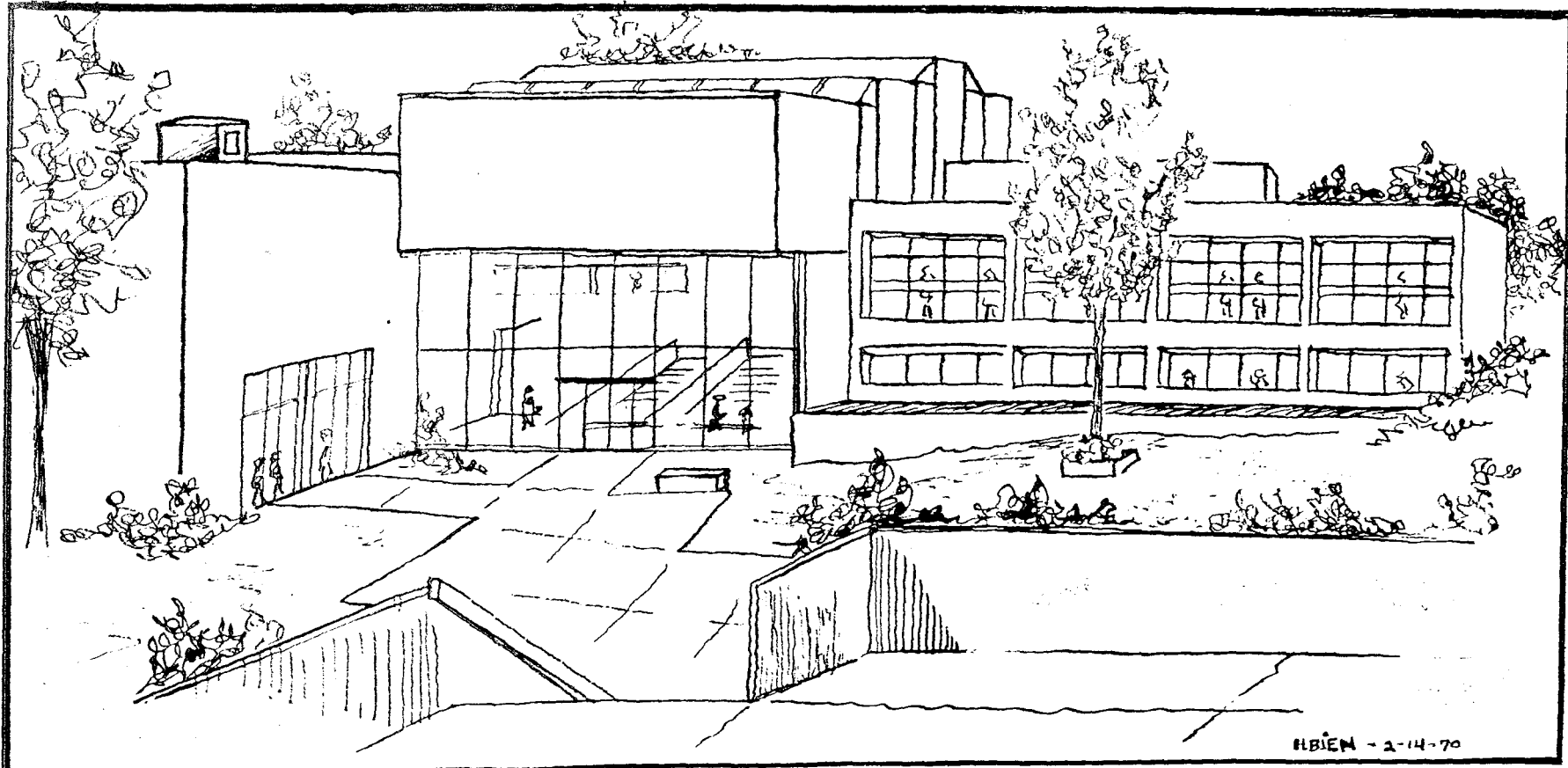
(Under the normal proceedings, the Student Senate reviews a charter. Providing the Senate passes the charter it then will go to the Dean of Students and the

President of the College for administration approval).

Both President Guild and Dean Manicur were quick to point out that they were not against granting the organization a charter, but rather that in their charter emphasis was placed in the wrong areas. Nor were they against Student Association granting a charter to a business enterprise, but they want both the Student Association and the Student Senate to realize the full implication of such an action.

The Red Neck Production's original "Statement of Purpose" stated that "The goals of Red Neck Productions will include the successful operation of a Coffee House. A Head (or Craft) Shop, and a Photo Gallery in order to

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Above is an artist's conception of the new College Center Building. Plans for the building are now being finalized and construction should begin in the Spring.

In the lower right is "Union Square." The right wing of the building will contain student organization offices, while the large section to the

far left is the ballroom. In the center is the main entrance and reception area which will be lit by natural light.

The Union has been under planning for several years, and has been the subject of many previous STATE-TO-DATE articles.

Editorial comment

"Like so many parts..."

In the February 6 issue, **State-To-Date** proposed a committee which in "an atmosphere of open discussion" would evaluate FSC's teacher education program, and the proposed changes in the Education Department's plan of revision.

We urged that President Guild initiate such an activity. Unfortunately, the President has said that he will not implement **State-To-Date's** proposal. At the time of his refusal, he inferred that the education department should be given the chance to complete its plans for departmental revision.

The education department has finished its work and issued a statement of its revisions and proposals. We feel that the report would benefit under the scrutiny and discussion of a committee such as we proposed, but it now seems certain that the President will take no action to initiate a full and comprehensive study of the proposal. This is, of course, the President's prerogative.

However, tradition has it that the faculty will review the report. They will be allowed to comment on the proposals, and to express their acceptance or rejection of the plan. The document is fairly lengthy, however, and if each faculty member took the necessary time to study it, we feel they would be adding an important responsibility to their already taxed and overloaded schedules.

Having taken the time to thoroughly examine the 24 page Education report, **State-To-Date** finds the proposed program objectionable in many parts. All of our objections cannot be properly and fully explained and detailed in the limited space of this editorial.

If the plan was adopted as it now stands, the education department would be able to implement a committee to "consider applications of students to become education candidates and to accept, defer, or reject their admission into the Teacher Education program."

If this proposed screening process was implemented, it would become a method of standardizing teachers, a method which would alter or halt the continuous process of exchanging views and differences which an open-minded approach to Education requires.

This proposed screening method is further clarified in the report's **General Conditions for Admission** to the Teacher Education Program . . . which includes such phrases as "Satisfactory physical and mental health" and "favorable character references." Criteria such as these imply that the education department can specify what constitutes "satisfactory mental health." Candidates would, in effect, be forced into a preconceived mold of "proper" mental attitudes. Criteria such as these, unless specifically defined and limited, constitute the Orwellian dream of personality control.

Furthermore, the department's proposal contains a list of thirteen traits which comprise the "Goals for Teacher Education" that a student completing the program should have acquired. We feel that this list, which includes the statement "Personality traits generally considered essential for effective teaching and the ability to overcome personality traits generally considered detrimental to building effective relationships," is a series of vague statements amounting to little more than an expression of an education department desire to be able to turn so many standardized parts off the assembly line.

It is apparent that the education department's proposals need much revision. The President has failed to initiate **State-To-Date's** committee which could lead to constructive criticism, and the general faculty cannot possibly be expected to assume the burden of scrutinizing the education department's report.

It would now be appropriate for the faculty to initiate a committee to give an in-depth study to the program. We believe that our proposed committee would be both objective and fair. Consequently, we ask that the faculty request that the President implement our suggestion. If he fails to do so, then it is up to the faculty to assume the responsibility of making sure that the report is properly reviewed for the sake of the entire college community.

TEM/RVK

Letters to the editor

Dear Sir,

At the February 10, 1970 meeting, the Student Senate prompted by President Frank Florentine, spent approximately \$4,500 of student reserve monies. They did this without the necessary approval of the Senate Budget Committee, or the Treasurer of Student Association. They acted without a quorum, and in direct violation of SA policy.

Because Student Senate President David Creek, who admitted at the beginning of the meeting that he did not know what was going on, allowed Florentine to speak freely throughout the meeting. Florentine seized the opportunity to launch a bitter attack against the delinquency and lack of concern of the SA Treasurer. He then urged the Senate to act on its own, giving me the impression that he wanted to by-

pass the normal channels (as dictated in SA official policy) and to have allocation requests dispatched with expediency.

Without the presence of the SA treasurer, the senate went ahead and approved **every single request** for funding without adequate safeguards included. In one instance, more money was allocated by the Senate than was originally asked for by the requesting party. In fact, the Class Senator who originally moved that the exact amount of money requested by the party be approved, moved shortly afterwards in an unprecedented and unexplained step that the amount be upped a thousand dollars. The latter motion was immediately passed.

Through the urging of President Florentine, the sum of \$242.00 for the Psychology Club

was approved in toto by the Senate. Florentine stated that the sum had been approved by the Budget Committee at the April 1969 general budget hearings. Aside from one person present who was unable to testify, no one at the meeting was familiar with this hearing and its recommendations, and therefore could not judge whether Florentine's assertion was valid or erroneous. Yet they approved the sum total. (It may be interesting to note that the clubs original request which was approved, for a fiscal year's funding was \$242.00. So a fiscal year's funding was approved, without itemization, at the February 10 Senate meeting to cover a period from February to April, 1970, in which month the budget hearings will convene to consider approval of new allocations.)

It is my contention that due to Frank Florentine's impatience with bureaucratic drag, and the SA treasurer, he acted unjustifiably and out of order in his personal attacks and subsequent demands for the allocation of the funds by the Senate. It is my further contention that the Senate, acting without a quorum and in direct violation of SA Policies, should be investigated by a committee composed of some of the 29 Senators absent at that meeting for mismanagement of SA Contingency funds.

Hopefully, the student body will wake up and react in some way to this unprecedented expenditure of the contingency fund which is made up of Student Activities Fees. Hopefully, a Senate meeting will never again act in such an irrational, and unauthorized manner under the guise of working for the student and college welfare.

Charles Marsteller  
Student Senator

Viewpoint

Multiple-choice testing is challenged

By Gary Howard

Few Americans escape having to take some form of the multiple-choice test. Standardized tests are used in education to measure intelligence, personality, and vocational skills. Most states require potential drivers to score satisfactorily on a multiple choice driving test before obtaining a license. Standardized tests are used in clerical, mechanical, medicine, law, and governmental fields. Each year thousands of college applicants take the College Boards. The truth is that in the past twenty years, the United States has placed unhealthy reliance on the multiple-choice test as a sound method of measuring intelligence.

Mr. Banesh Hoffmann, professor of mathematics at Queens College, has repeatedly warned this country of placing too much emphasis on this method of testing:

"The nation is placing enormous reliance on machine-graded multi-choice tests as a measure of ability. . . . Our confidence in them can have dangerous consequences, not only for education but for the strength and validity of the nation. The whole question of multiple-choice testing needs thorough re-examination—and it is not getting it." Professor Hoffman argues that the standardized test has received a harmful amount of recognition from educators who are either too busy or too lazy to use more reliable forms of testing:

"For such clients, the multiple-choice test has strong and obvious appeal. It combines efficiency and economy with the splendid advantage of being labeled "objective": it can be graded quickly by machine or with a scoring stencil that even a child can use. No subjective element enters the process of grading.

The **Mental Measurements Yearbook**, published every three to six years, is the primary source of criticism for the standardized multiple-choice test. This test reviewing service examines all standardized tests produced between MMY's publication, and reports the findings through critiques of the various tests. However, MMY's validity as an objective source of criticism is in doubt. In the Introduction to the 6th Edition of MMY, published in

1965, (the 7th Edition will be ready in 1971), Professor Oscar Krisen Buros, Editor of MMY, voiced his opinion of standardized tests:

"Most commercially marketed tests are poorly constructed, inadequately validated, and of unknown value." Professor Buros then admits that as editor of the previous **Mental Measurements Yearbooks** publications, he discriminated against certain impartial reviewers: ". . . in the earlier MMY's, I attempted to avoid selecting as reviewers of a particular test, persons who were known to believe that the tests were useless."

Professor Buros confesses that all was not fair even in actual reviewing of the tests: ". . . in the case of projective techniques, I originally selected reviewers only from among persons interested in projective techniques. Because of this practice and because many psychologists interested in personality assessment refuse to review projective tests, the reviews of projective tests in the earliest yearbooks were loaded in favor of such tests."

Even in the 6th edition, the impartiality of the test reviews is suspect. Professor Buros admits: "In order to get the most competent persons available to review particular tests, I have had to invite more and more employees of test publishers to review tests."

Professor Buros states that most of the reviewers are college teachers in education and psychology, areas known to use the multiple-choice test religiously, and long-ago convinced of the validity of multiple-choice testing. Professor Buros established that of the 396 reviewers for the 6th Edition MMY: 124 are instructors in education and psychology; 122 are instructors in psychology; 51 are employees of test publishers; 27 work in test construction and research bureaus in college; 15 are research psychologists not affiliated with colleges; 13 are industrial psychologists; and 13 are clinical psychologists not affiliated with colleges, leaving only 31 reviewers not personally or professionally interested in the outcome of their own test reviews

**Editors Note: Next week Mr. Howard will discuss what's wrong with multiple-choice testing**

Concert reviewed

By Evelyn Peck

Monday evening, February 9, concert pianist, Walter Hautzig, presented a program of Romantic composers Brahms, Schubert and Chopin. Except for the Chopin Nocturne, C sharp minor, and Polonaise, A flat major, the selections Hautzig played were not widely known. Nevertheless, the program was well received.

One composition especially worth mentioning is Schubert's "Grazier" Fantasy which Hautzig performed with a great deal of feeling. The Fantasy manuscript was discovered only last year by a distant relative of Schubert's friend and Monday evening marked Hautzig's introduction of the selection in the United States.

Mr. Hautzig's characteristic fast style did not impair the clarity with which he performed. In spite of the energy that went into performing the difficult works, Hautzig's playing appeared effortless.

To the audience's demands for encores Hautzig responded with a Schubert Mazurka, a Brahms Waltz, an Argentine "Creole Dance", and finally a Chopin Waltz.

Tuesday, February 10, students and faculty benefited from an inspiring and entertaining two hour Master Class with Walter Hautzig.

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Managing Editor ----- Tom Mullan  
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Page Editors ----- 1. Geri Knoebel,  
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FSC pins Geo. Washington

By Michael Kelly

Winning six out of ten matches by pins, the Frostburg team out wrestled George Washington Saturday for a 36-8 victory.

In the 118 lb. class Doug Long set the scene for Frostburg's triumph by pinning Jim Watson in 3:30. Jan Sickler of George Washington won 5 points by forfeit in the 126 lb. class, this was Washington's most profitable match. Pete Shepard, 134 lb., kept the pace up for Bobcats with a pin against Wayne Bagbad in 4:55.

Taking 1:30 of the first period, George Miller, wrestling at 142 for Frostburg, pinned Harry Fatenu. Two minutes and thirty seconds into the second period of the 150 lb. class, Mike Burkett pinned

George Washington's Roy Chaney. Ron Pashayon wrestled a 4-0 decision from Steve Feazell in the 158 lb. class for George Washington's only win. Don Barnhart won the 167 lb class with an 8-6 decision against Ken Butler.

In the 177 lb. class, Bob Bagi needed only 45 seconds to pin Bob Zemall. Pinning Ron Zucherman in 4:46 of the second period Dick Messier won the 190 lb. class. Heavy-weight Phil Ezanisho won for Frostburg the final match in a 7-3 decision.

On Tuesday, February 10, undefeated Fairmont State beat Frostburg 40-0. Alderson Broadbudds won a close fought match on Wednesday, February 11, with a 23-15 score.

Gymnastic team

Places second in tri-meet; loses to VPI

By Al Horlbogen

In competition with three schools last weekend, FSC placed second in a tri-meet with Montgomery College and William and Mary, and lost to V.P.I. Friday night Montgomery College was the big winner receiving 101.85 points for their performances. Throughout the majority of the game Frostburg was able to match the pace set by Montgomery College. However, in the end, FSC had to contend itself totally 96.25 points with second place honors. Close on the heels of Frostburg and Montgomery College was William and Mary with 92.10 points.

For Frostburg, Tom Sansom was the big point getter with 36.25 points and a first place in floor exercise. Vern Griffin took first place honors in both of his apparatus—side horse and parallel bars receiving 6.6 points and 7.0

points respectively. The remainder of the points were added by the fine performances of Pat Hollen (all around), Van Jacobs (returning after serious injury), Greg Becker, Nelson Ing (side horse), Tom Vogtman (high bar), Bob Lowe (still rings), and Al Horlbogen (vaulting).

Place	Free Exercise	Score
1	Sansom, Tom	8.5
9	Jacobs, Van	5.7
10	Becker, Greg	5.6
12	Hollen, Pat	3.0
Place	Side Horse	Score
1	Griffin, Vern	6.6
11	Hollen, Pat	5.3
5	Sansom, Tom	5.2
11	Ing, Nelson	3.8
Place	Still Rings	Score
5	Sansom, Tom	5.9
6	Becker, Greg	5.8
10	Lowe, Bob	5.1
12	Hollen, Pat	3.5
Place	Vaulting	Score
3	Sansom, Tom	7.35
4	Horlbogen, Al	6.7
9	Vogtman, Tom	5.1
Place	Parallel	Score
1	Griffin, Vern	7.0
3	Sansom, Tom	6.25
8	Hollen, Pat	2.45
Place	High Bar	Score
3	Sansom, Tom	3.05
5	Hollen, Pat	2.75
9	Vogtman, Tom	1.9
		96.25

Saturday afternoon the men were at it again and a fine crowd was on hand to watch these athletes in action against Virginia Polytech Institute.

Again Tom Sansom was the high scorer for FSC with a total of 34.70 points, receiving first place in still rings, vaulting and high bar. Vern Griffin took first place honors on the parallel bars repeating his fine form exhibited Friday night. Pat Hollen, Greg Becker, Tom Vogtman, Van Jacobs, Nelson Ing, Bob Lowe, and Al Horlbogen all helped in accumulating 88.65 points for our team.

Place	Free Exercise	Score
3	Sansom, Tom	7.2
4	Becker, Greg	5.25
5	Jacobs, Van	4.4
8	Hollen, Pat	3.25
Place	Side Horse	Score
2	Griffin, Vern	4.7
6	Ing, Nelson	3.1
6	Sansom, Tom	3.1
8	Hollen, Pat	2.75
Place	Still Rings	Score
1	Sansom, Tom	6.6
6	Becker, Greg	4.15
7	Lowe, Bob	3.95
8	Hollen, Pat	2.9
Place	Vaulting	Score
1	Sansom, Tom	8.15
5	Horlbogen	6.9
7	Vogtman, Tom	5.1
Place	Parallel Bars	Score
1	Griffin, Vern	7.65
3	Sansom, Tom	5.85
7	Hollen, Pat	3.35
Place	High Bar	Score
1	Sansom, Tom	3.8
3	Hollen, Pat	2.95
6	Vogtman, Tom	1.85
		Total 88.65

This weekend our team travels to Glassboro, New Jersey to meet the Glassboro State gymnasts on Saturday at 2 p.m.

FREE CATALOG "Headshop On Wheels"—psychedelic delights, jewelry, headgear galore P.O. Box 534 Phila. Pa. 19105

THE BALLAD OF BABY DOE will not be performed as was previously announced. Lack of time and actors has caused the cancellation of the play.

WRAmbling along with bowling

By Chris Morley

Bowling seems to be a high point of the week for many. Just a reminder that only one miss is allowed to receive credit, so try to be there. A list of the top ten bowlers is compiled and posted weekly. For the week of February 8th, they were:

- Monday**
1. Nancy Buterbaugh (336)
  2. Peggy Swartz (312)
  3. Alice Koch (306)
  4. Arlene Kramer (303)
  5. Kathy Phillippe (300)
  6. Sharon Brown (294)
  7. Jackie Mason (289)
  8. Chris Marley (284)
  9. Debbie Silk (277)
  10. Michiko Kondo (268)
- Wednesday**
1. Linda Taylor (347)
  2. Carole Greenwood (308)
  3. Miss Cleveland (307)
  4. Fran Adams (304)
  5. Peggy Barbera (286)
  6. Audrey Wagner (284)
  7. Debbie Currence (280)
  8. Donna Bowman (275)
  9. Shelia Simpson (271)
  10. Linda Cox (264)

Congratulations to the Bobkittens on their victory over Catonsville February 14th, and good luck this weekend against Univ. of Md. and Essex CC.

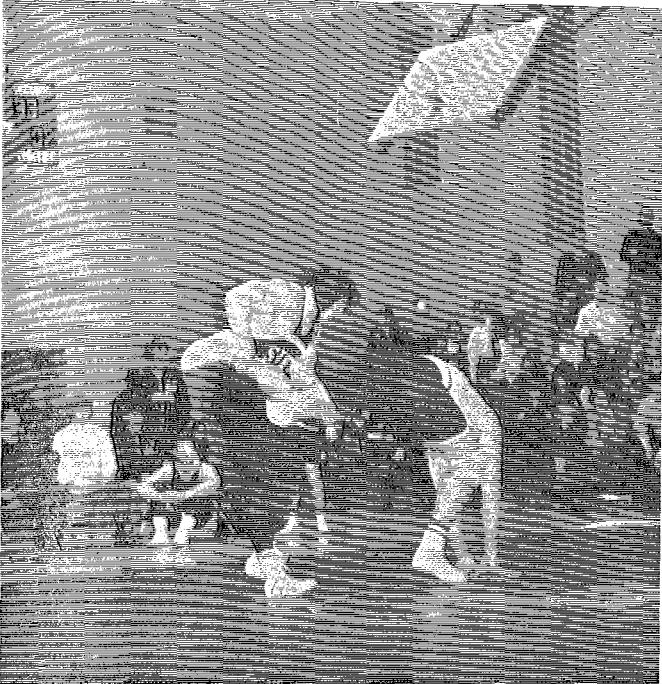
F.S.C. BOBKITTENS (remaining games)

- Feb. 20—Univ. of Md. Away
- Feb. 21—Essex CC Away
- Feb. 23—Fairmont Home
- Feb. 27—Towson State Away
- Feb. 28—Salisbury Away
- March 5, 6, 7—State BB Tournament.

A note of special importance to those playing Volleyball is that there will be no games played on the next three regular nights, due to wrestling matches and basketball games. Games will resume Thursday, February 26. Check the schedules for when you play, and be prompt. League standings are also posted.

Men's intramurals

- February 20—6:30, Wingers vs. ADX II; Diehl Indep. vs. Sig Tau II. 7:30, Dorm Outcasts vs. TKE II; Sig Tau I vs. TKE III. 8:30, Nitwits vs. Sig Tau III; TKE III vs. Whacks. 9:30, Faculty vs. Diehl III; Sig Tau IV vs. Diehl I.
- February 25—6:30, Sig Tau vs. Sowers Hall; Diehl Indep. vs. Nuclear Magnetecs. 7:30, ADX I vs. TKE II; TKE I vs. Sig Tau III. 8:30, Sig Tau I vs. Sig Tau V; Joe Orchids vs. Wingers. 9:30, People's Guardian vs. Nitwits; Allen Hall I vs. Dorm Outcasts.



Phil Evanasko uses his agility and strength against his opponent in a featured heavyweight match against Alderson Broadbudds.



...they rate at State!



THE QUEEN CITY BREWING COMPANY, CUMBERLAND, MD.





## For state colleges

**HEW eliminates desegregation deadline**

No progress has been made by federal and state officials concerning differences over desegregation of Maryland colleges. However, the federal government has dropped its deadline for the submission of a new state plan for desegregation.

After a three-hour meeting with representatives of the Department of Health, Education, and Welfare, Secretary of State Blair Lee stated that there was still a considerable amount of difference of opinion.

HEW, upon rejecting the plan that had been proposed by the state colleges and the University of Maryland, gave the state 60 days to formulate a new proposal. The state colleges and University of Maryland faced the loss of nearly \$30 million annually in federal aid. Secretary Lee said the deadline has been dropped as long as the state colleges are still contemplating the problem of desegregation.

HEW made the following recommendations concerning state

desegregation, that Maryland set attendance zones for the colleges, create academic specialties at various colleges or merge or phase out some schools.

Maryland has rejected any system of attendance zones which would require students to attend certain colleges.

"That sort of thing is all right in the elementary and secondary school level, but it's simply not appropriate for higher education," Lee said.

He said that the state "is not going to submit to the restructuring of our higher education system by outside forces for somewhat peripheral reasons."

Secretary of State Lee emphasized the fact that the original plan was not given a chance to work, and that Washington's insistence on a new plan is a mistake.

In summation of his argument Lee said, "There are more Negroes at the University of Maryland than at the Naval Academy, West Point, and the Air Force Academy combined and the federal government runs those."

**Self - Study Completed**

(Continued from Page One)

committee. If the student is not accepted into the program, he may reapply the following semester. Qualifying students will be issued a registration card as evidence of acceptance; this card will need to be presented for enrollment in professional education courses beyond the 200 level.

While the student is enrolled in the program, all qualifying conditions must be maintained before a student teaching assignment is made.

Both the elementary and secondary T. E. programs will consist of completion of three "phases" of work. In both cases, the qualification — application — acceptance process will complete "Phase I". Satisfactory completion of "Phase I" will permit students to pursue the second phase.

In the elementary education program, Phase two will consist of the Elementary Education block, which may be taken in either of the three semesters after admission to the T. E. program. While the student is enrolled in the block he will take only education courses. During the first three weeks all classes will be suspended and the student will be involved in actual classroom observations.

Phase three of the elementary education program will consist of student teaching. Prior to filing an application for student teaching, the student must have been admitted to advanced professional sequence, have completed the block program and have a 2.25 cum with senior standing.

Elementary majors will take a core of required courses in elementary education. Also, they must complete an area of concentration in two academic fields each consisting of 15 hours. The minimum number of semester hours for graduation will be 123, with a minimum of 42 hours in professional education.

Phase II of the secondary education program will begin with admission to the advanced professional sequence. Permission will be granted to enroll in Foundations of Education and the subject area methods courses, which may be taken in either of the next three semesters after admission to the T. E. program. Satisfactory completion of at least a "C" for all course work in this subject area and methods course will qualify the student for Phase III.

The third phase of the secondary education program will include student teaching. At this time students may carry no more than 15 semester hours. The Education Department contends that

they will make provision for continuous evaluation of the entire student teaching program.

Also, revisions and new courses are proposed for secondary education courses including Educational Psychology (Foundations of Education, Analysis of Teaching Behavior, Social Foundations of Education, and Methods courses).

Students enrolled in the Secondary Education programs will meet the professional education requirements, teaching major and minor requirements, and the 128 hour minimum requirement for graduation and certification.

**Jablon accepts permanent appointment**

(Continued from Page One)

restructuring the office. There is, in the words, of the new Dean, "a lot to be done . . ."

When asked if he was prepared to meeting the "growing pains" inevitable to an expanding institution, Dean Jablon responded that he foresees no major problems. The Dean feels that he can "work with people," and that he has "great confidence" in President Guild.

The decision to accept the position did not come easily to Mr. Jablon. He had not made up his mind until the President phoned him to ask that he accept the position. The decision involved what the Dean called a change in his way of life. He pointed out that he has worked many years in developing a skill in foreign languages. The position of Dean entails giving up a great deal of his work in this field. Mr. Jablon will, however, continue to teach one course. The Dean expressed "regret" at having to "give up the classroom." However, he welcomes the challenge of the position.

President Guild released the following resume of Dean Jablon:

Mr. Kenneth Jablon was born April 7, 1936 in Brooklyn, New York. He is married and has three sons. The Jablons reside at 114 Santa Fe Street, LaVale.

Mr. Jablon graduated with an A.B. degree in Spanish from Queens College, New York in 1956. He earned the A.M. degree in Spanish at the University of Iowa in 1958, and the Ph.D. in Spanish Literature and Linguistics from the University of Iowa in 1962. His doctoral dissertation is entitled, "A Critical Edition of Lope de Rueda's Pastoral Coloquies *Camila and Tymbria*."

Mr. Jablon taught as a graduate assistant at the University of Iowa from 1956-58, as an instructor there from 1958-62, and as an assistant professor at the same institution from 1962-63. He was assistant professor of Span-

ish at Hamilton College, Clinton, N. Y. from 1963-67. During 1965-66, he was Fulbright Professor at the University of Valladolid, Spain.

During the summers of 1963 and 1964, Mr. Jablon served as instructor in the U.S. Office of Education Institute for the Retraining of Cuban Refugee Teachers of Spanish, University of Iowa. He has also served as consultant to Dadd, Mead, publishers, and to the U. S. office of Education Cuban Institute. He is a member of the American Association of Teachers of Spanish and Portuguese, and of Modern Language Association. He is an honorary member of Sigma Delta Pi, Spanish National Honorary Fraternity.

Mr. Jablon came to Frostburg State College in September 1967 at Professor and Head of the Department of Modern Foreign Languages. He served as Acting Dean of the College from September 1, 1969 until February 15, 1970. He was appointed Dean of the College on February 16, 1970.

**Commission nixes plan**

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A subsequent study by the Curlett Commission proposed a three part plan for higher education in Maryland. This study implemented in 1963, dropped "teachers" from the names of the state colleges and set up a Board of Trustees to oversee the five schools. Morgan State was later added to the state grouping.

At the Governor's Commission for Appalachian Maryland meeting Friday, Acting Dean Kenneth Jablon read a letter from President Guild concerning the "Warfield Report." In his letter, President Guild stated that neither he nor the Board of Trustees were informed of or consulted on the resolution. He pointed out that the

**George E. Moore dies Monday**

GEORGE E. MOORE

Mr. George E. Moore, Head of the Department of History, died on Monday, February 16, 1969, from complications following surgery. Mr. Moore joined the faculty as Professor and Head of the Department of History in September, 1967.

President Guild stated that "in his two and one half years with

us, he brought to the Faculty an articulate voice and strength of character which marked him as a leader. One can have only respect for a man who clung to his convictions forcefully and without hesitation."

Mr. Moore was born in Mannington, West Virginia. He received his high school education in Bradford, Pennsylvania. He holds an A.B. degree from Fairmont State College and a M.A. and a Ph.D. degree from West Virginia University. Prior to coming to Frostburg in 1967, Mr. Moore was Dean at Pembroke State College during the 1966-67 academic year. From 1959 to 1966, Mr. Moore was employed at Slippery Rock State College. He was department chairman at Fairmont State College from 1952 to 1959. From 1947 to 1952, he was Professor at Waynesburg College and during the 1946-47 academic year was instructor at Suffolk University.

Mr. John W. Davis has assumed the Headship of the Department of History.

**Guild, Manicur seek Redneck clarification**

(Continued from Page One)

meet certain needs now present on the Frostburg campus. They will also include the coordination of additional activities relevant to contemporary needs and desires of Frostburg students which are not being fulfilled through efforts of other established organizations on or off campus . . . Red Neck Productions will not seek to make a profit on any of its enterprises either as a group or for any individual member. All money taken in will be put back into one of the Red Neck-sponsored activities. All work will be done on a voluntary basis and no payment of either money or goods will be given those who assist in any project whatsoever."

Vince Niemann, one of the organizers of the Red Neck commented that "Red Neck is an informal organization. To have a constitution with by-laws and strict provisions for succession of officers would be an anachronism. Dean Manicur's contention that Red Neck is purely commercial is ridiculous. In the first place the organization does not make much profit. For example, in the

Craft Shop, Red Neck gets only 20% of the total cost of the retail price. The Red Neck is purely a service provided for the students, by the students. The problem as I see it is rhetoric."

The administration returned the "Statement of Purpose" to the Student Association with the recommendation that S. A. "permit the members of Red Neck tentative approval to function for a period of one month, or until March 15, while it determines whether it wishes to present to Student Association a constitution which would represent its interest in becoming a student organization on the campus."

**Please Note**

All these applying for Senatorial Scholarships for next year should apply in person to Mr. Fautz's office. The test as well as the Parents Confidential Statement are no longer necessary to apply for this scholarship. The deadline date for applying for Senatorial Scholarships for next year is March 1, 1970.

**PRINCE GEORGES STUDENTS**

Any student from Prince Georges County who plans to pursue a career in mental health should see Mr. Fautz to apply for scholarship for next year. Requirements for applying for this scholarship are residence in Prince Georges County, need for financial aid and a promising scholastic potential. Students in Sociology, Psychology, Elementary Education or other areas which might lead to careers in the mental health area should apply.

**RECRUITMENT DATES**

Recruiters from Baltimore County will visit the campus on February 25, 1970. They will meet to interview interested students from 9:00 a.m. to 5:00 p.m. in the Organization Room in Gunter Hall.