



The Director's Corner

By Cecil L. Patterson

Acting Director, Summer School

Past and Future

Past

The 1966 Summer School will be poised on the brink of history as you read this column. Before the session becomes part of the past, our Data Processing Center has given some indication of what that history will look like.

The various sessions enrolled about 1250 students — down about 80 from 1965. About 675 of these were undergraduate, and 575 graduate students. They came from as far east as Rhode Island, as far west as Oregon, as far south as Florida, and as far as Idaho in whatever direction that is.

These far-ranging students were instructed by almost 100 teachers in about 200 classes. Although most of the classes ran the full nine weeks, others operated in a variety of terms. There was a three-week session for Cooperating Teachers, a five-week one in Microbiology, a six-week term in a number of areas such as the Institute for Newer Media of Instruction, and a seven-week session for Teachers of the Culturally Deprived Learner. There was even a two-week session for those engaged in Studies in Facts about Alcohol (There is as yet no report on how this group collected its data or whether it passed out any samples of its subject matter.)

New among the federally sponsored programs were the National Teacher Corps Training Group and, in its greatly expanded form, the Institute for Teachers of the Culturally Disadvantaged Learner. This institute on a much more modest scale, had been sponsored during the past two summers by the Southern Education Foundation. This year, the institute was federally sponsored and considerably expanded in scope and number of participants.

Relinquishing its participation in the institute on the Culturally Disadvantaged, the Southern Education Foundation pioneered a new development in the Institute for Cooperating Teachers. This program is designed to improve the quality of supervision of student practice teachers.

The 1966 session was also the subject of several experiments with the internal administration of the programs. Mail registration was introduced. About 10 percent of the students availed themselves of the opportunity to register in advance and thus avoid the long lines and hot

sun of registration day. The class periods were lengthened to 60 minutes, and all but two Saturday classes were eliminated. So far, there have been no serious complaints about this innovation. A number of less obvious changes in the Registrar's Office, in the Business Office, and in Data Processing contributed significantly to the smoothness of registration and associated activities. Alas, no one was able to do anything about the weather. It remained as malevolently sweltering as ever. The only suggestion this column can offer on that situation is to go to the library—it's air conditioned.

Future

Many of the problems of past

sessions remained with us. Most of our efforts in the future will be directed at them. The most formidable of those problems is the conflict that arises because our summer session opens before many of the public schools close. One of the best ways to resolve that conflict seems to be a six-week session beginning the last week in June and closing the first week in August. We have been working on that possibility for the last two years. You will probably receive some notice of our progress when the catalogs and announcements for the 1967 summer session reach you.

More Future. Happy Vacation.

Closed Circuit Television At NCC

BY JAMES E. PARKER

Director, Audiovisual-Television Center

North Carolina College at Durham is entering its third year of using closed-circuit television. The first television course was offered in the spring semester of 1965. English 120 was taught by television two days out of each week. The third day was given over completely to the receiving room teachers. The students taking the television course did somewhat better in the television course than they had done in the traditional course in English 110 the previous semester, and yet, more materials were covered in the English 120 TV course than had been covered in the traditional English 120 course.

Purpose at NCC

The undergirding purpose for which television is used at North Carolina College at Durham is to provide a superior type of instruction for the largest group of students in those areas in which television can be used effectively. Total teaching by television is generally avoided in order to make provisions for the individualization of instruction in those areas which can be done best by the teacher working with individuals or small groups.



Television demands long hours of careful preparation if it is to be exploited meaningfully. It lends itself to the multimedia approach to teaching—a method of using a variety of instructional materials which are used in an integrated way so that each reinforces the other. This method makes for greatly enriched instructional presentations. Consequently, students receive a better quality of instruction.

Video Tape

North Carolina College at Durham is in the process of purchasing a video tape recorder. This video tape recorder will be available for use during the fall semester of 1966. It will extend the flexibility of the television facilities by making it possible to pre-record a television lesson, thus freeing the television teacher to serve as a receiving room teacher or to engage in some other academic activities on some occasions, especially when live telecasting is not essential.

Video tape recordings provide a means for television teachers to observe their own teaching methods as a means to improvement. Special experiments or events may be video taped for use in subsequent presentations. Video taped lessons may be made available to students for re-use or for catching up lessons which they missed because of illness. Video taped lessons may provide an excellent source of review materials for students. Exceptionally well prepared and effectively presented lessons may be stored by means of video tape for re-use.

TV Contributions

The Southern Regional Educational Board recently published a monograph which features

ten examples of the use of television in higher education in the south. The captions to the various sections of this monograph vividly and succinctly catalogue the contributions that television can make to higher education:

Television magnifies. Television is a close-up medium. It makes it possible for all students to see detail in a way that even first-row students are unable to see in a large lecture hall.

Television records, preserves, re-uses. Video tape recorders make these advantages possible. **Television observes.** By means of television, students in the teacher training program can have access to an improved quality of observation.

Television reaches out. Television makes it possible for more people to receive instruction of a higher quality and/or of a special nature. **Television is research and development.** Where television is being used effectively, almost always one will find a continuing program of research seeking to determine better ways of teaching. **Television is revision.** Most people who explore television as a means of teaching show, or develop in the process, a healthy orientation toward change, a predisposition to experiment, to try new things and to adopt them when they prove useful.

Television motivates. It is a means of bringing to students the voices and expressions of the best talent in the respective academic fields. **Television combines with other media.** Its effectiveness depends upon the extent to which it uses films, slides, charts, models, maps, realia.

Placement Notes

By William P. Malone, Placement Director

Grads Qualify For Top Jobs

Today's students are much more aware of what is going on in the world than those a generation ago. Hence, the poverty programs have an appeal to those who wish to make a meaningful contribution to society. This increasing social awareness of today's students and teachers makes it imperative that business and government take greater strides in demonstrating their responsible and progressive involvement in the life of the nation and the world.



Those who join the Peace Corps, National Teacher Corps, and other poverty programs clearly transmit the message that the youth of today are dissatisfied with the current condition of man. All of the debates, discussions, even demonstrations, and uncertainty of the draft, reveal a restlessness and ferment out of which I hope a better day will come.

Some Reluctance

Despite the eagerness of the recruiters, many of our students are still too reluctant to believe that business and industry are sincere in their promises. Some students are still afraid that they will be hired as window dressing, without long-range career and promotion opportunities. To combat these suspicions, recruiters have resorted to bringing along successful Negro employees as exhibits.

Opportunities Growing

The range of opportunities is expanding and shows that American business and government have important roles to play in the civil rights movement. They have the obligation to abide by the spirit of the law as well as the letter and to utilize moral influence and persuasion on behalf of civil rights goals whenever they can do so effectively and positively. Also, they are going further than proclaiming a policy of equal opportunity and passively waiting for minority groups to put in an appearance. They are coming to the campus in unprecedented numbers and are actively recruiting on a competitive basis qualified Negroes for professional, managerial, and other white collar openings.

More and more students are therefore accepting positions out of the state and out of the South and the region.

A fleeting glance at the following partial list of positions accepted by 1966 graduates of North Carolina College reveals several significant facts: In demand most are accountants, chemists, mathematicians, librarians, stenographers, technicians, salesmen, research assistants, management trainees, and applicants qualified to fill many office jobs.

1966 graduates in non-traditional areas:

Maxine Battle, caseworker, Philadelphia Department of Public Assistance; Mary Louise Batts, Chemist, DuPont, Wilmington, Del.; Andrea Blue, stenographer, Soil Conservation Service, Washington, D. C.; Lorenzo Clark, physicist, NASA, Hampton, Va.; Lalie Cobb, stenographer, Glidden Paint Co., Cleveland, Ohio; Leon Creed, sales representative, IBM, New York City; Tim McCoy Deck, Job Corps, Camp Breckinridge, Ky.; William Dorsey, IBM, Production Management, Raleigh, N. C.; Samuel Frink, Peace Corps; Christine Faulcon, IBM, Raleigh, N. C.; Dorothy C. Gaither, biochemist, Food and Drug Administration, Washington, D. C.; Earl Glenn, National Teacher Corps trainee.

Naomi Green, technician, Oak Ridge National Lab, Oak Ridge, Tenn.; Patricia Hairston, stenographer, Soil Conservation Service, Washington, D. C.; Malcolm Haith, chemist, Cone Mills, Greensboro, N. C.; Mildred Hardy, stenographer, Soil Conservation Service, Washington, D. C.; Barbara Harmon, technician, New York City Health Department; Richard Harney, accountant, Prudential Life Insurance Co., Newark, N. J.; Kenneth Harris, VISTA, Madison, Wisconsin; Patricia Hawkins, chemist, DuPont, Newark, Del.; Vera Henry, chemist, Norwich Chemical, Norwich, New York; Wardell Hopkins, IBM, sales representative, Paterson, N. J.

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