

Mixed Aid Sources Make Good Package

By W. C. Blackwell
Financial Aid Officer

The start of a college career is a time of pride and satisfaction for parents as well as a time when most of us sharpen our pencils to see how we can balance the expenses against possible sources of income.

The number of young people going on to college has doubled in the past decade and is still rising. A great many of these boys and girls need financial aid.

As educational expenses have risen and more youngsters from moderate-income families have sought higher education, colleges have had to develop a more uniform and exact way of determining who needs help and how much. Scholarships and other kinds of aid awarded by colleges themselves still represent a recognition of ability and promise. But nowadays the amount of financial aid granted is more closely related to the student's actual need.

Based on Need

Financial aid from non-college sources, such as government and private organizations, also is based increasingly on need. In fact, this trend has been given additional impetus by the new federal "educational opportunity" and work-study grants for students from low-income families and others who can provide only small sums toward college expenses. The colleges are required to base these federal awards entirely on family income and need, with admissibility or good standing the sole academic requirement. These programs are especially designed to provide equality of educational opportunity for limited income families.

Many other organizations that give scholarships, while they may require evidence of superior achievement, also take need into account in determining the amounts awarded.

For example, the actual amounts provided by the National Merit Scholarships have been based on need since their inception in 1955. Two students with the same standing on tests and other measures of ability may be awarded entirely different sums. One may be offered a small scholarship as a recognition of academic achievement (or even no monetary award at all), while the other may be offered a substantial amount because he cannot otherwise attend college.

"Packaging" Increasing

Because of the need to help more students, and because of the requirements of federal programs, almost all colleges now "package" aid, offering a combination of scholarships or gifts, campus job, and loans. How much of the "package" is a gift depends on each college's available funds, the number of students it is trying to help, and its own financial aid policies.

Some colleges make jobs the initial part of their aid programs, unless there is a specific reason why a student cannot work. Other colleges stress loans more. Others—with more funds and, often, higher charges—make scholarships the largest part. Still others may offer a combination of loan and job, or other variations of the aid "package."

Jobs or Scholarships?

Some colleges try to reserve more of their scholarship money for freshmen than for upperclassmen. Freshmen usually need the time for study that would otherwise be spent in part-time work, and upperclassmen have both a better knowledge of local job opportunities and, often, a higher learning capacity. Many colleges and financial aid authorities do feel, however, that it is perfectly all right for a student to take on a modest amount of employment during the first year of college.

Naturally, one would prefer aid in the form of a full scholarship rather than in a combination of gift, loan, and job. But looking at financial aid more impersonally, the "package" method does mean that more students can be helped.

The number of combined awards offered has been increasing. This is because the federal government's Educational Opportunity grants require that the college match such grants with other funds.

Intelligence Group Employs Graduate

Theodore R. Picott, a June graduate from Newport News, Va., has accepted a position with the Defense Intelligence Agency, a branch of the Department of Defense.

As an Intelligence Research Specialist, Picott will be a member of a military-civilian team studying economic, social, cultural, physical, geographic, scientific, and military conditions, trends and forces in foreign and domestic areas.



ELEMENTARY ACTIVITIES PROGRAM—Top left, Mrs. Cora R. Rogers gives students experience in creative writing. Top right, youngsters watch filmstrip about the Congo basin under guidance of Miss Pauline Lawson. Second row, left, supervisors Mrs. R. L. Anderson and Mrs. E. E. Barfield discuss activities with Dr. Rose Butler Brown. Second row, right, pupils t "listening center" hear and watch language programmed supplement, "Phonics in a Nutshell." Third row, left, eager students answer teacher's question about addition and subtraction. Right, Mrs. Anderson and Miss L. M. Bostic show youngsters procedure for making out deposit slips in banking studies.

In Activities Program

'Team Teaching' Featured

Fifty-eight pupils from the kindergarten through the seventh grade are serving as training tools for experienced elementary teachers in NCC's Activities Program in Elementary Education.

Under the direction of Dr. Rose Butler Browne, the elementary teachers are leading the students, divided into five ungraded groups, in a study of African Life.

The team teaching approach being used is described by Dr. Browne as follows:

"There are many definitions of team teaching and many designated as team teaching. However, it is generally conceded that there are at least four criteria for team teaching in the elementary school. The first is that the team members must assume joint and simultaneous responsibility for planning, executing, and evaluating an educational program for a distinct group of pupils.

"The second is that considerable time must be scheduled for cooperative planning. The

third is that on any team the members will vary in their competencies and interests. It is important therefore to capitalize these individual differences. The fourth is that the size of the learning groups must be suited to the nature of the activities and the objectives to be achieved."

The program emphasizes creativity and makes use of recent innovations in education.

School Executives Hold Conference Thursday, Friday

The seventeenth Summer Conference for Principals and Supervisors, sponsored annually by North Carolina College, is scheduled for Thursday and Friday, July 20-21, in the auditorium of the college's education building.

According to Dr. F. G. Shipman, chairman of the NCC Department of Education and chairman of the conference, principals and supervisors from throughout the state will participate in the event.

Following the theme, "Articulation Between the Public Schools, Colleges, and Graduate Schools; Issues, Problems, Proposed Solutions," the conference will have three general sessions.

Summer Program Subsidies Come From Many Sources

Four programs with subsidies totaling approximately \$228,888 are among North Carolina College's special offerings this summer.

Three institutes beginning on June 12 have subsidies totaling \$153,888. They are the eleventh Summer Institute for Teachers of Science and Mathematics, directed by Dr. Mary Townes and subsidized by the National Science Foundation for \$75,950; the NDEA Institute for Advanced Study for Educational Media Specialists, directed by James E. Parker, with approximately \$61,938 in financial support; and the \$16,000 NSF Summer Science

Program for High Ability Eleventh Grade Students under the direction of Dr. C. E. Boulware.

Approximately 80 persons are participants in the science institute, 40 in the high school science student program, and 35 in the educational media institute.

A fourth program, the NDEA Summer Institute for Advanced Study for Elementary Teachers, Supervisors, and Principals of Disadvantaged Youth, began June 19. Directed by Dr. Joseph P. McKelpin, it has a \$75,000 subsidy and enrolls approximately 54 persons.



Miss Silver

Student Learning Newspaper Work With NY Times

Esther Silver, a sophomore from Goldsboro, N. C., is working this summer with the New York Times, in the newspaper's summer internship program.

Miss Silver, a political science major, is employed in the newspaper's library, assembling reference files for newsmen.

The daughter of Mr. and Mrs. Joel H. Silver, Miss Silver has been a house counselor during the past year at NCC. She represented North Carolina College in a Legislative workshop in Raleigh this spring.

In Goldsboro's Dillard High School, she was a member of the National Honor Society, assistant to the drama coach, president of the honor society, and winner of an essay contest sponsored by Radio Station WGOL.

She plans to attend law school or to become a newspaperwoman.