

Secondary Instructors In Institute

North Carolina College's eleventh Summer Institute for Junior and Senior High School Teachers of Science and Mathematics has 81 participants enrolled from 13 states and the District of Columbia.

The participants, teachers of science and mathematics in grades 7 through 12, have on the average less than two years' training in science and mathematics.

The Institute, sponsored by the National Science Foundation, offers seven courses. They are "Topics in Modern Biology," "Laboratory Procedures for High School Teachers of Biology," "Introduction to Modern General Chemistry," "Introduction to Modern Organic Chemistry," "Basic Concepts in Mathematics," "Introduction to Mathematical Concepts with Emphasis on the Laws of Algebra," and "Characteristics of Axiomatic Systems with Emphasis on Geometries."

Participants are enrolled in two courses, with three hours of non-graduate credit offered for each course. The courses are selected on the basis of field of interest, previous training, and teaching assignment.

The students receive weekly stipends for themselves, with additional stipends for dependents.

Among the faculty members for the institute are Dr. Mary M. Townes, director of the Institute and associate professor of biology; Vernon Clark, assistant professor of biology; Dr. Michael J. Phillip, assistant professor of biology, John Carroll University, Cleveland, Ohio; Dr. Ezra L. Totton, professor and chairman of the Department of Chemistry; James R. Butts, assistant professor of chemistry; Dr. Abdu Bardawill, associate professor of chemistry; Dr. Marjorie L. Browne, professor and chairman of the Department of Mathematics; Chavis Renwick, assistant professor of mathematics; Dr. W. M. Whyburn, professor of mathematics, Southern Methodist University, Dallas, Texas; and James R. J. Wadkins, assistant professor of mathematics, North Carolina Wesleyan.

Federal Internship Earned By Student

A North Carolina College junior from Durham has been appointed as a Summer Representative Intern in the United States Department of Labor's Office of Manpower Development.

Reginald Suitt, son of Mr. and Mrs. Willie Suitt, 803 Piper Street, will work in the office's accounting department in Washington.



SCIENCE AND MATH TEACHERS—Participants in the National Science Foundation for Teachers of Science and Mathematics are enrolled in laboratory courses in biology and chemistry. Top row, from left, J. R. Butts, a member of the Faculty, demonstrates procedures for simple distillation to Sister Zoenita. Center, Mrs. Mary McAfee and C. E. Seale set up fractional distillation equipment. Lab assistant Henry Jordan is in background. Right, Mrs. Thelma Glen and Everett Goldston check laboratory notes. Bottom row, from left, Jessie Mills, Meredith Robinson and Frank Scott examine James McCall's experiment dealing with the oxygen-carbon dioxide cycle in nature. Center, Robert Sanders, laboratory assistant, observes Sister Mary Kenneth as she adjusts a slide on her microscope. Right, James Littler and Daniel Freeman check samples drying in an electric oven.

Educators Study Poverty Problems

Some 44 teachers, principals, and school administrators are enrolled this summer in the NDEA Institute for Teachers of Disadvantaged Youth, under the direction of Dr. Joseph P. McKelpin of North Carolina College's Bureau of Educational Research.

The educators, representing public and parochial schools in 15 states, are examining through a six-phase program the various aspects of poverty as they relate to education.

Six Phases

In the first phase, Mrs. Vivian J. Beamon leads the group in a study of psychological and sociological aspects of the culturally disadvantaged. The activities in this program were designed to provide a general understanding of the influence of a child's environment on the way in which he sees the world around him, describes it, and learns about it.

Dr. Charles M. Culver and Dr. Nicholas Anastasiow are instructors in the group's study of interpersonal relationships and personality development. They examine the manner in

which the child's relationship with others affects his beliefs and attitudes about himself and other people and helps in determining the means he will use to achieve his goals.

In the phase dealing with intelligence, experience, and academic competence, C. James Dyer assists the participants in developing "a conception of intelligence in terms of information processing and action" and in extending their awareness "that intellectual development and academic competence can be enhanced by maintaining an optimal level of incongruity between school tasks and tasks involved in previous environmental encounters."

In a phase led by Mrs. Beamon, Dyer, Mrs. Hilda F. Johnson, and Dr. McKelpin, the group develops plans for working on aspects of disadvantage which they see as problems in their schools or communities.

In school practicum, Mrs. O. Mervene Couch assists the group in observation and participation in a model school with its share of disadvantaged learners, with conventional and

newer instructional media in use.

In home and community practicum, the group observes marginal and non-marginal home and community circumstances to develop greater appreciation of the influence of out-of-school environment on in-school behavior. Mrs. Hilda F. Johnson directed this aspect of the program.

Techniques, Methods

Among the newer techniques and methods used in the program, the group uses an experimental science education program developed under the auspices of the American Association for the Advancement of Science, designed to provide discovery experiences in science teaching.

The technique of microteaching provides the opportunity to learn specific technical skills in a threat-free situation.

In addition to the Institute faculty members, resource personnel include representatives of Atlanta's Urban Laboratory in Education, Duke University, the University of Michigan, the 3M Company, NCC's Data Processing Center, Phonovisual Products, Inc., and McGraw-Hill publishers.

Approximately half of the participants are from North Carolina. Other states represented include Connecticut, Delaware, Florida, Georgia, Indiana, Kentucky, Louisiana, Maryland, Missouri, New Mexico, New York, Ohio, Pennsylvania and West Virginia.

In addition to teachers and principals, Institute participants include Mrs. Rebecca Bingham Carnes, music supervisor for the Durham County Schools; Sister Martin de Porres, supervisor of elementary parochial schools in Louisville, Kentucky; and Gerald Ham, coordinator of target schools for disadvantaged youth, Bowling Green, Kentucky.



Yarborough

Student At Work In City Offices

Dwight A. Yarborough of Durham, a junior at NCC, is a summer intern in the Personnel Department of the City of Durham.

The internship is part of a summer project sponsored by the Institute of Government in Chapel Hill, placing students in municipal government posts.

The son of Mrs. Claire H. Lawrence and the late Clarence Yarborough, he was a candidate for the student body presidency at NCC this spring.

Yarborough plans to attend graduate school in public administration at the University of North Carolina in Chapel Hill, preparing for a career in city management.

He is a member of the political science club at NCC, the graphic arts staff of *Ex Umbra* magazine, photographer for the NCC Eagle yearbook, member of the advisory food service committee, ex-chairman of the Student Party at NCC.

Yarborough is a political science major, a graduate of Hillside High School, and a holder of Hillside's Scholastic Art Award.



Disadvantaged Youth Institute