



The Tutorial Center offers many opportunities and challenges for students at NCC. Its major purpose is to provide tutorial assistance to students whose backgrounds indicate academic deficiencies.

## Tutorial Center Offers Assistance

"I made an F on the first math test, a D on the second, and just recently I made a C on the mid-term exam. I think the improvement is partly due to help from the Center . . ."

"I'm not being helped by the Center, but it isn't the fault of the Center. It's my fault."

"I volunteered to come to the Center because I was headed for trouble. I am being helped."

"I don't like being forced into anything. Anyway, the Center hasn't helped me very much."

The remarks above, uttered by students enrolled in North Carolina College's Tutorial Center to the Center's counselors, perhaps represent extremes of candid expressions of the attitudes of students enrolled in the Center. Many like it; some don't. Many feel that they are being helped; some don't. Many, realizing that they may gain assistance which will enable them to raise their academic averages and thus remain at North Carolina College, are willing to meet schedules established by the Center's tutors and do the extra work required in an attempt to overcome deficiencies in certain areas.

### Director Optimistic

"Generally, we are optimistic," said Harold W. Alexander, director of the new program. "We feel that we are assisting many students—those who enter wholeheartedly into the spirit of the program—but we realize, also, that we're unable to reach some. And that's frustrating and discouraging," he added.

The college's Tutorial Center, which currently enrolls some 200 students, was authorized by the North Carolina Board of Higher Education in the fall of 1967 and is supported by funds granted by the State Legislature as part of its "catch-up" program for predominantly Negro state-supported colleges and universities. The Center began operating on February 1, with quarters in Room 106, the Robinson Science Building. Currently, most of the enrollees are second-semester freshmen. A few sophomores are included.

Alexander said the new unit's major purpose at present is to provide tutorial assistance to freshmen whose backgrounds and class performances indicate deficiencies in English, mathematics, or speech, but whose general scholastic averages show that with assistance their work in these areas may be improved. He feels that the Center's instruction, coupled with students' regular courses in English and mathematics, may enable some who would otherwise become academic casualties at the end

of the year to raise their performances—and thus their grades and averages—to acceptable levels.

### Load Reduction Viewed

"Some have had to reduce their credit loads to 12 hours, and they don't like it," he said, "but more are realizing that reduced loads, plus intensified work in the areas of weakness, may offer them a chance to improve."

"After all, we regard this as an opportunity, not a penalty, because it offers any student who has weaknesses, but shows some promise, a second chance," he added.

Students currently enrolled in the program were assigned on the basis of grades of D or F in first-semester English or mathematics or through referrals by teachers of English and mathematics. If their first-semester grades in other courses revealed that they were not academically hopeless, they were directed to the Tutorial Center. Some students who received grades of B and C in mathematics or English sought to enroll in an effort to improve even more their basic skills in these areas, Alexander said, adding that the Center enrolled more than a dozen such students.

### Individual Focused On

Individualized instruction, with an awareness of the student's deficiencies, is one of the unique features of the program, Center personnel feel. Each tutor has a maximum of 32 students assigned to him. Tutors meet their classes in group sessions one or two times per week and schedule each student for individual conferences at least one additional time per week.

Since each student enrolled in a tutorial in English or mathematics is enrolled also in a regular class in English or mathematics, the tutorial work supplements regular class work and provides opportunities for strengthening areas of apparent weakness, the tutors feel.

Counseling and library assistance are provided by two counselors and a library assistant, who are full-time members of the Center staff.

"These services are valuable adjuncts to teaching," Alexander said. "They help the confused student, the student who didn't quite adjust to college in one semester, and the student whose knowledge of the library is minimal."

### Tutors Available

In addition to the counselors and the library assistant, eight

## Sloan Matching Fund Plan Moves Forward

By DR. CHARLES W. ORR, Former Director of Development and MR. WILLIAM P. MALONE, Director of Development and Public Relations

Since November, 1965 North Carolina College has been the recipient of two "Challenge

Gifts" made by the Alfred P. Sloan Foundation of New York through the Cooperative College Development Program in which North Carolina College holds Charter Membership. The total amount of these gifts is \$63,000.00.

The first of these two gifts—\$33,333.00—was made available to NCC on a matching basis covering the period of December, 1965 through January 1968. The second "Challenge Gift" of \$30,000 carries with it four additional prizes of \$25,000 each. North Carolina College can compete for one of these four prizes and, if successful can boost its receipts from the Sloan Foundation to \$88,333.000.

### Gifts Unrestricted

The gifts are unrestricted as to use and the decision as to the use of the funds is left entirely up to the College. North Carolina College has designated all funds not given for restricted purposes are to be used for renewable scholarships of \$1,000 each for the four years of undergraduate work. Persons eligible for scholarships are selected on the basis of need and high scholastic ability.

North Carolina College has met all the requirements for the first "Challenge Gift" of \$33,000. The Sloan Foundation matched each dollar contributed by alumni of NCC with a dollar. For every two dollars contributed by private donors within the state of North Carolina the Sloan Foundation contributed one dollar. And for every three dollars contributed by private honors within the state of North Carolina the Sloan Foundation contributed one dollar.

### Phase Closes

The first phase of the Scholarship Fund Drive closed January 31, 1968. Contributions from all sources made directly to the Scholarship Fund Drive were as follows: alumni (including faculty), \$12,128.28; faculty and staff (non-alumni), \$3,284.50; students, \$2,627.56; trustees, \$582.00; friends, \$791.00; businesses and corporations within North Carolina, \$3,284.50; foundations within North Carolina

## Alumni Director Assesses Goals

By MR. GEORGE NIXON, Director of Alumni Affairs

In September 1967, President Albert N. Whiting established the Office of Alumni Affairs in an effort to bring the policies and programs of the college and the Alumni Association into closer harmony. For the preceding 15 years all work done by and with the Alumni Association was voluntary because of a lack of funds to employ a staff.

The college's administration realized that in order for the institution to reach its potential, the aid and support of the alumni was a necessary element. The Director of Alumni Affairs is responsible for the performance of such task as may be delegated by the President of the college and the Alumni Association's Executive Committee in strengthening the lines of communication between the college and the general alumni.

### Goals Set Forth

The goals of this newly created office are: (a) alumni scholarships to students who show or have demonstrated high academic promise; (b) alumni faculty chairs—a gift to be used to establish chairs in the various academic areas in order to attract both scholarly and well-known professors and authori-

\$8,050.00; foundations outside of North Carolina, \$7,717.15; Alfred P. Sloan Foundation \$33,333.00.

The first phase of the Scholarship Fund Drive was conducted by a Steering Committee composed of Charles W. Orr, chairman; H. H. Riddick, co-chairman; G. S. Nixon, Alumni Fund director; George Thorne, treasurer. Other members included John L. Stewart, Aaron Graham, Walter McClean, H. W. Alexander, Vernice Holt, Samuel Thomas and B. T. McMillon.

### Second Gift \$30,000

The second "Challenge Gift" made available by NCC by the Alfred P. Sloan Foundation is for \$30,000 and is available on a matching basis during the period February 1, 1968 through January 31, 1970. While the second gift is available on the same basis as the first contributions from private donors, though encouraged, cannot be matched from the gift fund. The "Challenge Gift" is obtainable only when matched by contributions from NCC alumni and private donors within the state of North Carolina.

Upon matching the \$30,000 gift, NCC becomes eligible to compete for one of the four \$25,000 prizes. The first prize will go to the college which, in the judgment of the Advisory Council, has the best record in structuring and organizing its office and program of solicitation. The second prize will be awarded to the college which has the highest percentage increase in matchable funds contributed by alumni.

### Other Prizes Cited

The third prize shall be awarded to the college that is able to increase matchable local contributions higher than the other colleges in the group. And, the fourth prize will be awarded to the college which raises the largest total of matchable money from alumni and local donors during the period of 1968-69.

The second phase of the drive to match the incentive gift is now underway. Mr. William P. Malone, recently appointed Director of Development and Public Relations, is directing the Fund Drive.

ties in their fields; (c) art and historical museum—to provide students with an opportunity for cultural development and an appreciation for the arts and historical development; (d) development of a permanent fund, wisely invested to provide through its earnings a continuing source of income for future expansion of North Carolina College; (e) to provide a set sum annually for the president of the college to use as he sees fit; (1) establishment of an athletic stadium which would have adequate space to insure all types of athletic events and spectator seating; (g) continued aid in instilling a loyalty among the student body to NCC which would carry through far beyond graduation; (h) to continue promoting a good working relationship between alumni and the college's administration and the community; (i) maintenance of listing and pertinent information on all our alumni in order that we may aid various departments in locating their graduates and also keep our alumni informed of their Alma Mater's progress as well as that of other alumni.

### Problems Viewed

Since the creation of this office See ALUMNI, Page 6