

When You Send Your Child

you may count on increased
competition for the available

FINANCIAL assistance to college students has traditionally been synonymous with "gift scholarships"—not only in the minds of the general public, but also in the minds of a great majority of educators. However, this situation has been changing in the past decade, and the changes which have occurred can be confusing, disappointing and even disastrous to the prospective college student if he is not aware of the opportunities and requirements of the multitude of new programs which are in operation today.

I do not mean to imply that a student in need of financial assistance should no longer think of a scholarship. Gift scholarship monies available to institutions of higher learning and to private agencies have increased steadily and (we hope) will continue to increase, both in type and amount. But the important thing for the prospective college student and his parents to realize is that more qualified young people are seeking scholarships each year, and competition is ever increasing. For example, of approximately 2,000 institutions of higher education in the United States, more than 1,600 are able to award some kind of scholarship to *less than 10 per cent* of the undergraduate students enrolled. Only 26 colleges were able to award scholarships to at least 50 per cent of their undergraduate students in 1959.

It is important, too, to know what scholarships are really worth and to place them in their proper perspective. The national average annual scholarship is only \$250, compared with a median cost to the individual student of \$1,450 per year.

These figures may be regarded as "eye-openers," but the picture is not really as dismal as it may appear. Actually, more money is available for scholarships today than at any previous period in the history of higher education in this nation. However, enrolments continue to rise faster

than the number or amounts of scholarships being awarded. In the fall of 1960, the nation's colleges and universities enrolled 3,610,000 students. It has been conservatively estimated that this figure will be 6.5 million by 1970.

Since World War II, financial barriers are no longer looked upon as deterrents to a college education. Because of a greater emphasis throughout our society for education beyond high school, *some* additional training is now being sought by 25% to 30% of our high school graduates, and this figure is expected to rise to 70% or higher within 10 years. (In Oklahoma, the percentage of high school graduates going on to college is one of the nation's highest.

Financing this tremendous anticipated increase in enrolment will force colleges and universities, as well as the federal and state governments, to find funds for qualified and deserving students. But, a major part of the responsibility will fall upon the prospective student and his parents. American families must, of necessity, discard the lackadaisical attitude toward financing a college education which is altogether too prominent today. For the typical American family, the outlay of funds for college and the purchase of a home are the two largest investment expenditures. Because of this, more realistic and long-range planning is required if a college education is to be achieved.

To assist in this planning, the prospective student and his parents must know where to go for help and what to expect. One of the best sources of information is the high school principal or guidance counselor, who should have information from various institutions as to the kinds of assistance available. From this source, the student can learn of the offerings of the colleges he is interested in attending, the method of application, and the deadline for submitting applications. (Not knowing about appli-

cation deadlines is probably the greatest cause for qualified students *not* receiving assistance.) If the guidance counselor does not have the information the student seeks, he can obtain this information or can inform the student where to write.

When the student applies for financial assistance, he should be aware that applicants will increasingly be expected to accept combinations of different types of aid, i.e., scholarships, loans, part-time employment, during each year and/or over the period of the total academic program. He should not plan on a scholarship as *the* means of attending college. One reason for this, in addition to the growing competition, is that the greatest number of scholarships cover tuition fees only. Some large scholarships are available, but they are in the minority. Finally, a very significant development in the past seven or eight years is the increasing emphasis on the criterion of *need*.

definition of need

The problem of granting financial assistance to academically qualified students who are in need of help has been on the scene for a long while, but it has only been since the early 1950's that the problem has received any real attention. Consideration of need in awarding financial assistance has grown rapidly as the demand for assistance from greater numbers of students increases.

"Need" for educational purposes has been defined as "the remainder after one has subtracted all of the financial resources available to a student in a given year from the total cost of a year in college." In determining "the financial resources available to a student," the basic assumption of the principle of need is that parents are responsible for the education of children beyond the high school, and that all resources of the family must be considered in determin-

to College costs and tougher scholarship funds

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Director of Financial Aids

ing the amount of help the student needs.

The chief reason for the evolvement of this philosophy, and consequent action to implement it, is the growing concern that we *must* develop and utilize every available talent in this nation if our society is to survive. As a simple economic principle, we cannot, either realistically or morally, continue to give money where it is not needed if these gifts deprive other capable youngsters of the opportunity to obtain a college education.

One of the problems involved in implementing this approach is that, historically, gift scholarships have been used solely as a reward for superior scholastic achievement. Those who adhere to the philosophy of need are the first to stress that new ways must be found to recognize academic talent if scholarships are no longer to be based on merit alone. Part of the answer to this problem lies in the importance given academic performance by the general public.

The method of determining need varies with individual institutions and programs. At present, the largest and most complex need analysis program is that of the College Scholarship Service, an agency of the College Entrance Examination Board. The Service now has over 350 member institutions and serves as a central collection point for receiving detailed financial information about the applicant's family. O.U. does not participate in this program, except in connection with determination of the amount to be received by General Motors Scholarship recipients. However, the University adheres to many of the techniques of the Service, and it is entirely reasonable to predict that an ever-increasing number of institutions will subscribe to some standardized method of assessing student need, whether it be the College Scholarship Service or some other program.

Alumni, friends, and prospective students of the University of Oklahoma, should



As enrolments grow and costs increase, solving the complex problem of financing an education requires more specialized counseling, provided at O.U. by Financial Aids Director Ronald K. Green.

know the kinds of aid available at O.U. and the method of applying for the various types of assistance. While it is not possible to describe the total program in detail, the following summary is provided with the hope that it will assist students and their families interested in the University.

O.U. scholarships

The most important thing to remember about scholarships is the period of application. At O.U., scholarship applications for the general University program are received between February 1 and March 15 of each year for the school year beginning the following September. (The March 15 deadline is a very common date for a great majority of colleges and universities.) The deadline is necessary in order to allow time to inform students of the decision so they may make definite plans for the college year.

The greatest number of scholarships offered in the general program cover resident tuition fees up to a maximum of \$224 for one year. These are called University of Oklahoma Scholarships. In addition, the Alumni Development Fund provides a number of scholarships valued at \$300 to \$800 for the academic year.

Another significant program, implemented in 1960, is the Lew Wentz General Service Scholarship program. These service scholarships are valued at \$500 for one year and entail approximately 200 hours of service each semester. While this program may be regarded as being in the area of part-time employment, the monetary value in relation to the expected service more appropriately places it in the category of scholarships. In addition to the general program, the Lew Wentz Service Scholarships are also available in the areas of Fine Arts and Nursing, and in the Graduate College. However, these programs are administered independent of the general scholarship program, and students in these areas should contact the appropriate dean or departmental chairman.

Some other special scholarships, such as General Motors College Scholarships and Texaco Scholarships, are available to entering freshmen. However, an entering student need only submit *one* application to be considered automatically for all scholarships administered centrally by the University Scholarship Committee. Applications and further details may be obtained by writing or contacting the Director of

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attitudes toward borrowing have changed and student loans are gaining in importance

Financial Aids, University of Oklahoma.

Many departments and divisions of instruction offer awards to students enrolled in those academic areas. However, with the exception of some programs which require special skills or preparation, e.g., Band Scholarships and Athletic Scholarships, most of these awards are for upper-class students. This is also true of scholarships offered by the Mothers' and Dads' Associations of the University.

student loans

During the past few years, loans have become the most significant source of aid to deserving college students. In view of rising college costs and demand for assistance from a greater number of students, it is fortunate that the attitudes toward borrowing for college have changed. When we realize that most persons will not hesitate to borrow several thousands of dollars for a home or car, the benefits, both culturally and economically, to be derived from a college education make borrowing for college a very wise investment.

The implementation of the National Defense Student Loan Program, established under the National Defense Education Act of 1958, provided the needed impact for the change of attitude toward borrowing for college. The basic purpose of this program is to insure that all qualified students be permitted to attend college, regardless of the financial resources which may be available. This fund is to supplement other sources of income, such as parental contributions, earnings of the student from summer employment and part-time work during the academic year.

If a student is academically qualified and definitely in need of money to attend college, he may borrow up to \$1,000 per year and a maximum of \$5,000 for his total educational program. The interest rate is 3% annually, beginning one year after withdrawal from or completion of the educational program, and the student has 10 years in which to repay. A three-year period of grace is available to those persons entering the armed services, and a student planning to teach in any public elementary or secondary school in the United States may have up to 50% of the total loan forgiven at the rate of 10% for each year of teaching service.

Freshmen, as well as upperclass and graduate students, are eligible to borrow from the National Defense Loan Fund.

O.U. is very fortunate in that other sizable loan funds are also available, the major source of which is the Lew Wentz Foundation. However, except in very unusual circumstances, these University loans are not made to freshmen.

Applications and complete details regarding all loans may be secured from the Director of Financial Aids at O.U. While there is no deadline for submitting loan applications, entering freshmen would be wise to apply early in the final semester of the senior year in high school. Limited funds in the National Defense Student Loan Program make it necessary for *all* students to apply by no later than June 1 if they wish to be considered for one of these loans the following year. Loans are granted for one year, and students must re-apply for each succeeding year.

employment

Many opportunities for part-time employment on campus and throughout the University community are available. Rates of pay vary from 60¢ to \$1.25 per hour. Any student interested in part-time employment should direct inquiries to the Employment Supervisor, University of Oklahoma.

the future

As greater numbers of our high school graduates seek college experiences, the demand for assistance will increase proportionately. I believe that new sources of funds will be found, and that few students will be deprived of a college education because of economic circumstances. But to achieve this goal, more realistic and long-range planning will be required of the student and his parents. We estimate that 160,000 to 200,000 high school graduates do not go on to college each year because of lack of funds. As more and more institutions adopt the principle of need, I am convinced that this number will decrease. It must decrease, for we cannot tolerate the loss of talent represented by 200,000 young minds each year.

As to the source of funds, colleges and universities will certainly provide more money for scholarships and loans, and

more job opportunities will be made available. There is also general agreement among persons who are closely associated with financial aid activities that a large federal scholarship program will eventually be enacted.

state aid

State governments will also share in the responsibility to provide sources of financial assistance, over and above support of a system of higher education. I am confident that, within 10 years, almost every state in the Union will have a state-sponsored scholarship program. These programs may very well become financial assistance programs, including loans as well as scholarships. In five states which now have active scholarship programs (California, Illinois, New Jersey, New York, and Rhode Island) there are certain common characteristics. The programs are highly selective and are based on need; there are no restrictions as to the major field or occupational choice of the student; they are administered by a separate agency or "commission" which is non-political in nature, and, finally, they tend to have a general outlook toward the national interest.

Educational loans from commercial sources have begun to come into prominence and will undoubtedly increase in numbers, since we are talking about literally millions of dollars needed by students. These programs are similar to other personal loans offered by commercial lending institutions, but usually have a lower interest rate and carry a life insurance clause for the borrower and his family. In some states, bank loans are guaranteed by a state agency to encourage more liberal terms.

The sources of aid discussed have only skimmed the surface, as it would be impossible to present here a full and comprehensive review of all types of available assistance. I hope, however, that this information will give the prospective student a better understanding of what to look for and what to expect in the way of possible aid. Remember—discuss your situation with the high school principal or guidance counselor; check for scholarships and awards offered by local civic, service, and fraternal organizations, and contact the college of your choice *early* so as not to miss the deadline for aid applications.