

## Just some of the scholarships...

### *For graduating seniors majoring in any discipline*

**Rhodes** ([www.rhodesscholar.org](http://www.rhodesscholar.org))—pays for 2-3 years of graduate study at Oxford University.

**Fulbright** ([www.iie.org/fulbright](http://www.iie.org/fulbright))—graduates may choose to study and/or do research in one of approximately 130 countries for one academic year. There are also teaching Fulbrights available in some countries in which assignments primarily focus on teaching conversational English to different populations.

**Jack Kent Cooke** ([www.jkcf.org](http://www.jkcf.org))--Scholars may use this award to attend any accredited graduate or professional school in the U.S. or abroad to pursue a graduate or professional degree, including medicine, law, or business for up to six years and up to \$50,000 annually.

### *For sophomores and juniors*

**Goldwater** ([www.act.org/goldwater](http://www.act.org/goldwater))—Each scholarship covers eligible expenses for tuition, fees, books, room and board, up to \$7,500 annually. Students must be majoring in and planning a career in the natural sciences, math, or engineering.

**Udall** ([www.udall.gov](http://www.udall.gov))—Award is up to \$5,000 to students of outstanding potential who study the environment and related fields, and to native American and Alaska Native undergraduate students in fields related to health care and tribal public policy.

**Truman** ([www.truman.gov](http://www.truman.gov))— Outstanding juniors apply to receive \$3,000 in their senior year and \$27,000 for graduate studies in preparation for careers in government and elsewhere in public service.

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## Parent As Coach:

### Assisting Your Student Applying for Prestigious Fellowships and Scholarships

## GETTYSBURG COLLEGE



## The scholarship scene

Applying for prestigious fellowships and scholarships can seem like a daunting task and, frankly, it is. These awards are not out of a good student's reach, however, if your son or daughter is willing to put forth the time and effort required to make the application truly competitive. This will require, among other things, brainstorming with faculty about feasible projects, self-reflection with regard to who the student is and what s/he really wants to do, researching a topic, and the inevitable stream of re-writes. It also requires candidates to be planful about how they're going to approach the whole application process. This is where you can come in...

## Your role as "Coach"

Assisting students in applying for these very competitive awards can be seen as analogous to coaching a basketball team. You can help your players improve their foul shooting percentages, for example, by providing them with the time and space to practice as well as giving them objective feedback about their shooting technique, but you can't shoot from the line for them. Ultimately, you have to trust that the players will put forth their best effort and make the shot, keeping in mind that even if they do, your team may still not win the game.

This analogy contains three important points—providing the "players" with sufficient practice time, giving them objective feedback with regard to their skills and abilities, and trusting that they will put forth their best effort.

The first point, which really has to do with time management, is probably the easiest for you as a coach to accomplish. Emphasizing long-term planning with your prospective applicant is a good first step. Because even good students may pull "all-nighters" to get a paper done, many students believe that they can complete the writing required in a condensed period of time, with one revision being the norm. **This is not the case!** In addition, all of these scholarships require letters of recommendation, official transcripts, assorted proofs of citizenship, etc. Compiling all of these materials takes time. The Fulbright, for example, requires a "letter of affiliation" from someone, usually a professor, in the host country, stating that s/he will supervise the prospective applicant's studies if they win the grant. Finding someone to agree, let alone obtaining a letter, can be the most time-consuming aspect of the application process. Helping your student develop a reasonable timeline can easily be a determining factor as to the quality of the application.

The second point is more difficult because it requires you to relinquish your role as parent temporarily and to look at your son's or daughter's application, especially their proposals and personal statements, critically and not through the haze of parental pride you so richly deserve. You have to put your mind into that of the people reading and making decisions about your student's candidacy. As in coaching, you can neither be too complimentary so as to mislead the players into thinking that they have no more work to do nor be too critical so as to discourage them into thinking that they'll never "make the cut."

The last point is the most difficult to achieve, as a coach and as a parent—to let go. In this case, it means that you may believe that if your student made that

umpteenth revision, they'd have the essay the way **you'd** like to see it BUT you keep those thoughts to yourself because they're pleased. It also may mean that you have to stop yourself from becoming so invested in the winning or losing aspect of the process, that the educational and character-building value it holds for your son or daughter just to have successfully completed the application gets lost for you...and for them. As is the case for any good coach, when game time comes, you have to trust that your players will incorporate, in their own way, what you've tried to teach them and play the game to the best of **their** ability. What more can a good coach ask for?

Finally, discussing the possibility of applying for these awards with your daughter or son can provide options that they may have never thought about. Many seniors are focused on graduating and starting their careers immediately. Although this is certainly the best path for some students, others would benefit from taking further study and doing research domestically or internationally. Sophomores and Juniors who have excellent grades and are entertaining thoughts of graduate school would certainly benefit from thinking about applying for an undergraduate scholarship which might improve their chances of being admitted and receiving funding for graduate or professional school.

Given the curricular goals of the College which include preparing our students for the responsibilities of local and global citizenship, Gettysburg students are truly prepared to succeed in this ever-expanding world.