

VERY HELPFUL ACTIVITIES AT UNIVERSITY STUDIES CENTER

By NWS Writers

The tutorial program, as reported by Mrs. Roscoe, has really started off with a bang. It has made more progress than was anticipated. The students are quite interested in the Program and they see that the program is quite beneficial to them, so they attend each session regularly.

Mrs. Roscoe stated that the program has brought about an increase in the grade point average of the tutees. The students who were deficient in the various subject areas have become more conscious of their errors and after only about four weeks of tutorial sessions, can comprehend more history and economics, can speak better English and work more problems than they could before they entered the program.

The program, as previously stated by Mrs. Roscoe, is designed to help students help themselves and at the rate the students are being tutored, by the end of the semester, they will be more self-sufficient in problem subjects. Mrs. Roscoe says, "The tutorial program is very good; if you have a weakness or weaknesses, why not enter today?"

DEVELOPMENTAL READING

Mrs. Robson, director of the University Studies Center, stated that in addition to the tutorial program, there is a Developmental Reading program. Placement into and within this program was based on the student's performance on one measure of his present reading functioning -- The Nelson Denny Reading Test, Form A, as told by Mrs. Robson. The two trained personnel, Mrs. D. W. Robson and Mrs. L. S. Williams are employed to work directly with the students and to devote themselves to the study and development of needed skills with projection that will include the other components of language arts.

In the program Mrs. Robson stated that students' progress is according to their individual speed. The students have become even more interested in the program since the arrival of the new and exciting materials called "New Dimensions." Subjects under this program are: "We are Black," "Countries and Cultures," "American Album," and "Man Power and Natural Resources."

Mrs. Robson also stated that Form B of the National Reading Test will be administered at the end of the semester and those who make satisfactory progress will be dismissed from the program, but they can remain on their own if they wish. This program is open to persons who want to improve their reading skills.

Mrs. Roscoe says that, as far as the tutorial program is concerned, classes are still being added. The majority of students are volunteering help on their own.

The students are quite interested in the program. Mrs. Roscoe and Mrs. Williams are willing to help the students in any possible way.

PLEASANT ATMOSPHERE

The University Studies Center provides a pleasant atmosphere for studying when the dorms are overcrowded and noisy. It is equipped with individual booths which provide comfort and privacy. The center contains a large number of books and illustrated classics for those who care enough to inquire about them. The reading program was originated and conducted in the studies center. It has proven to be very helpful to those who applied themselves. The Freshman Orientation Program, also a part of the Studies Center, is very beneficial in that it acquaints the new students with the location of various materials and functions of the school.

Mrs. Robson and Mrs. Williams are doing a beautiful job in making the University Studies Center a pleasant place for studying. A major portion of the Studies Center which has not been mentioned is the Tutorial Program, designed to help students who need assistance other than that of the instructor. This program is headed by Mrs. Roscoe, who has a very large enrollment. The Tutorial Program is becoming more popular because they are now beginning to have one tutor for one tutee.

Soon, the center will be fully organized and on the top. In the meantime Mrs. Robson, Mrs. Williams, Mrs. Roscoe and the student employees cordially invite you to take advantage of the many materials and assistance provided in and by the University Studies Center.

STUDENT TEACHERS IN SECOND ASSAULT

The Office of Student Teaching has made assignments for nine Student Teachers for the Second Student Teaching Period. The persons assigned are: Mildred Chase (Early Childhood Education at Bladen Central in the Bladen County Public Schools), Earlyn Jordan (Intermediate Education at Bladen Central in Bladen County Public Schools), Janice Vaughn (Intermediate Education at Bladen Central in the Bladen County Public Schools), Mary Ruffin (Early Childhood Education at Edward Ev-

ans in the Fayetteville City Schools), Lucretia Edwards (Early Childhood Education at McLaurin in the Hoke County Public Schools), Alice Melton (Intermediate Education at West Hoke in Hoke County Public Schools), Maxine Phelps (Early Childhood Education at Scurlock Elementary in the Hoke County Public Schools), Josephine Dickens (English at Hoke County High School in the Hoke County Public Schools), and Barbara Small (Physical Education at Hoke County High School).

News and views of Chesnutt Library

All facets of a college or university receive criticism at one time or another, and rightly so, but recent criticism directed toward the college library here at Fayetteville State set my thoughts in motion. Do the students here at Fayetteville State realize that their college library has educational functions?

In our recent college catalog, the aims of Fayetteville State University are set forth thusly: "To encourage the attainment of excellence in scholarship; the acquisition of special skills in the arts and sciences, and the development of a sense of obligation to contribute to the cultural and economic growth of the democratic order of society." Your college library has an important role in achieving these aims or any aims, functions, or purposes set forth for Fayetteville State University. How does it go about doing this?

After doing a little research, I found five functions or educational objectives expected of the college or university library that your library here on campus attempts to fulfill. First, the library serves as an extension of the instructional activities of the classroom study-type reading by maintaining materials for reserve book circulation; by housing and giving service for the use of microfilms, records, filmstrips, etc; by providing a reading room for periodicals, reference books, government documents, etc; by furnishing study carrels, tables and chairs in the stacks area; by giving bibliographic service to students and faculty members; and by preparing exhibits and displays.

Secondly, it is stated the library should be a laboratory in which the student develops the ability to use tools of learning. Learning techniques require the attainment of certain abilities on the part of the student. The college library is the best place for him to develop the ability to locate and utilize information necessary in problem solving; to receive instruction in the use of the card catalog, bibliographies, periodical indexes, dictionaries and reference books. Instruction is given to the student, first on a formal basis as part of the freshman orientation, and then on an individual basis as needed. It should be impressed upon the mind of students the importance of learning to read and use books as a means of continuing education far beyond the college days.

The third function of the library as a teaching instrument is guiding research activities of students and faculty members. This is perhaps one of the sore spots between librarian and students because this function demands that the librarian be made aware of the relation the research question has on the student's educational process. It is necessary for the librarian to be aware in order that she will know how much searching she should do and how much the instructor expects the student to do for himself. By giving informal instruction in the use of indexes, tables of contents, and various other tools, the librarian directs the student in finding materials necessary for his academic purpose which will build a background that will enable a student to work independently.

A fourth function of the college library is to serve as a reservoir of knowledge. The library resources are designed to be made available for any demand whether the usual daily demands or unusual emergencies. This factor, the library serving as a reservoir of knowledge, should explain why certain materials, which are hard to come by in the first place, should never be taken far from the library shelves.

Fifth, the library should aid in helping students become good citizens in a democracy by developing social responsibility. Students are encouraged to respect public property by assuming the responsibility for returning library materials on time; by being considerate of fellow students; and behaving intelligently in a group so that the rights of others are not infringed upon. Along the same line students are assisted in developing attitudes of tolerance as exemplified by equal treatment of all students and waiting your turn for assistance.

These above functions of the library as a teaching instrument should throw new light on your college library.

Circulation Librarian

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