



Tommy Coates (right), sophomore from Marshall, N. C., works on arithmetic with three young brothers during one of their twice-weekly tutoring sessions. Left to right, Dennis, David and Larry Carson. The boys respond to Tommy's personal interest in them and look forward to their sessions together. Tommy says he has found the tutoring "one of the most rewarding experiences of my life."

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Tutoring Links Learning, Living

The Student Corps Tutoring Program was initiated during the 1969 spring semester as an attempt to provide extra educational and cultural benefits to underprivileged children in Madison and Buncombe Counties. The program, still in its formative stages, presently consists of thirty Mars Hill students, who spend one or two afternoons per week helping se-

lected elementary school students with their scholastic difficulties and also exposing the children to the various museums, theaters, and cultural events in the area. This tutoring program, under the direction of Mrs. Richard Price, has as its goal both the educational development of the students of the area, and the self-development

of the Mars Hill student tutor. It is striving to involve more college students and more children.

Ultimately the Student Corp Tutorial Program will provide needed field work for students seeking a teaching certificate and will also serve as an outlet for student involvement in the community.

Humanities Stress the Individual in Society

War and Race! Politics and Poverty! Civil Disobedience and Law! The Church and Morality! These are all elements of the human scene which need to be viewed in light of the needs and extent of a liberal education. And they are all a part of the new course entitled "Humanities" at Mars Hill College. Students are challenged not just to gather facts or accept ideas, but are asked to question and debate, to rebuke and offer new solutions, if indeed

there are any. The course begins first semester with an emphasis on form, asking students to appreciate the expressions of man in all art forms, but particularly in art, music, drama, and literature. From this point, the student is asked to question himself, his assumptions, his ideas, and then to share his thoughts with others on the campus and in the class. Hopefully, this process affects not only class activities, but all aspects of campus life — discussion in

other courses, the talk at the table in the cafeteria, the bull sessions in the dorms. But the emphasis is always on the positive, on striving for new ideas, new solutions, new goals. The questions relating to the problem of "Who Am I?" are continually stressed as being a part of each student's every day existence.

On the basis of this emphasis upon man's relation with God and his fellow man, students are asked to move to the more specific problems of what to do concerning racial riots, political corruption, the failure of the church to follow the creative cry of Christ's commands. Although the student does not always go off the campus, he is encouraged to be aware of and to evaluate every aspect of life as a fulfilling of his growth as a human being. He will read Baldwin's work and compare it with Faulkner's. He will study Job and J.B. He will read *The Fixer* and compare this with the film form. He will again come to the point of seeing all the problems of man and the ideals of man expressed in all forms . . . art, music, drama, literature, and others. Hopefully, he will, thereby, be encouraged not only to commence his education on his own, but to go out and "do his own thing." He will be encouraged to see the visions, to take cognizance of the need for change, and to realize his commitment through action. The next step is his . . . Will he?

Students Evaluate Food Stamp Plan

A study of the feasibility of Food Stamps for Madison County, North Carolina, is the primary concern of two Mars Hill College Seniors, Smith Goodrum and Joan Leich. The idea, originally springing from the Madison-Buncombe Rural Development Council, requires an examination of tax and budgetary factors, nutritional factors, the opinions of potential recipients, and the projected economic and social impact of the Food Stamp Program, as opposed to the Commodity Program under which the County now operates.

As the project has progressed, an interview of commodity recipients and a general survey have been developed which should serve as a limited county profile. Important, also, have been the interviews with the county's grocery owners, bankers, and other leading personalities to determine

their view concerning the immediate problem as well as the activities and problems of the county as a whole. Correspondence is frequently made with areas inside and outside North Carolina that are presently operating under the Food Stamp Program or where either of the two programs is of major importance.

Now that the project nears completion, the students have found not only the learning of research techniques and interview procedures to be of great value, but also the exposure to Madison County life. Here is a unique opportunity for students to be exposed to rural poverty, Appalachian customs and dignity, and untouched problems and human resources. Simultaneously with the Food Stamp issue has grown their awareness of the multi-problems of Madison County.

We Seek To Serve

At a time when fragmentation, alienation, and revolt are rife, when an individual can no longer find identity in a self-contained community with a strong sense of group solidarity, significant segments of the Mars Hill College faculty and student body are quietly but resolutely taking a stand upon the fundamental issues of the social conscience. They refuse, on the one hand, to follow those who, unable to withstand the pressures of a pluralistic society, seek refuge behind a facade of isolation, vehement protest, or intellectual snobbery. On the other hand, they avoid emotional involvement with those who are so fearful and defensive that they destroy the vitality and meaning of the very forms they are determined to preserve. Instead these students and faculty members have chosen to address themselves to specific needs at hand. They hope thereby not to effect change for the sake of change but to relate to others as true neighbors in a world community.

Already their endeavor is serving as a catalyst for invigorating the intellectual climate on the campus, promoting interdisciplinary cooperation, and committing the college to community service. More and more students are demonstrating social concern and, concurrently, are overcoming prejudices and gaining insight into the problems of alleviating poverty. Faculty and students alike are recognizing that learning is both accumulative and continuous, that they must learn together how to deal with contemporary problems without ignoring historic experience and theoretical knowledge.

In this endeavor, what is the role of Mars Hill College as an institution? Its primary obligation is to mobilize all of its resources for developing human potential. Moreover, it is essential that the college give direction to the use of these resources by upholding certain principles. It must insist upon intellectual integrity and professional competence. It must foster an atmosphere of mutual trust and respect. It must be alert to inadequacies and injustices, aggressive and positive in revitalizing existing structures, and imaginative in its inauguration of fresh approaches to the world's problems. Only then can it provide the conceptual framework within which every member of the community can participate in the common goal of truth and justice.

—Pauline B. Cheek
Research Assistant for
College and Community
Development Institute.

New Opportunities Explored

New ways of linking the college and the community are constantly being studied. Three of the most recent such efforts which are proving most promising include a Saturday recreational program, a Christian Ethics Institute, and child development training.

In January of 1969 the Department of Physical Education conceived an idea for providing recreational opportunities for those youth in the County who do not have access to private or commercial recreational facilities.

Faculty members were invited to enroll their children, ages 6-13, in a recreational instructional program to be held from 9:30 A.M. - 12:00 noon for a period of ten Saturdays. For each day of participation a nominal fee of \$1.00 per child was charged, half of the fee paying for the faculty child and the other half for a less fortunate child. Physical education majors were chosen to do the instruction under the guidance of members of the physical education faculty. Activities included in the program are swimming, gymnastics, recreational games and rhythms.

Originally a pilot project including 40 to 45 children was planned. However, as the program developed it was difficult to control growth. There are presently 87 youngsters enrolled, with approximately 85% attendance each Saturday.

The culturally deprived children are transported to and from the gymnasium each Saturday. This service is also provided by the college students and faculty.

Program growth alone indicates the success of this new venture. It is hoped that the program may continue next year with the college students assuming more re-

sponsibility for its content and direction.

Recently Mars Hill College established an Institute of Christian Ethics which will initiate a weekly seminar for fifteen Protestant and Catholic ministers from Madison and Buncombe counties beginning in the fall of 1969. This seminar will deal with the whole question of poverty in the area. It will be followed in the spring by a course in Church and Community, which will be limited to twelve students.

It is hoped that this experience will encourage those who are desirous of debating whether to stay in the ministry because they cannot see a vehicle for active social participation. This will provide the opportunity for the student to redefine the church and its positions in the community.

Also proposed is an internship with the SREB research program for the Mars Hill College Institute of Christian Ethics.

Mars Hill College is working jointly with Asheville's Child Development Training Center to offer a six-hour course in childhood methods. The Child Development Training Center, sponsored by the Office of Economic Opportunity, is designed to train aides for Headstart programs in the Southeastern United States. It is offered five times a year on a five-week workshop basis. The College and the center hope to inspire the students enrolled in this course to further their education.

Also, the college hopes to apply for a grant under the Teacher Corps Program beginning in the fall of 1970. This program is designed to recruit and train upperclassmen to be teachers in schools that serve children from low-income families.

MHC

Bill Williams to participate in the Carolina State Government Program. The summer will run through August 25 students in the program. An internship is a 40-hour work program. The intern will be trained in seminar time as they gain knowledge of the community. The intern will have a chance to be of value to the community which they work for. The first week is a period which familiarizes the intern with the history, economy, politics, and geography of the state. The next 10 weeks are intensive employment. The intern will participate in the state agency's development programs in semi-weekly seminars. Bill, a junior, came actively to the community development

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