

# Begin as tutor, end as friend

By Marcia Walker

Due to the enthusiastic response from both education and non-education students toward the tutorial program for the under-privileged children last semester, the Student National Education Association is optimistically continuing the program again this semester.

Since non-education students have expressed an interest, the tutorial program this year is open to any student willing to spare a couple of hours a week for such a worthy cause. Many of the students who volunteer surpass their minimum of two hours a week for the simple fact that the students begin as tutors, and after becoming involved, end up becoming a friend to those whom he has helped.

Student volunteers from this campus will be assigned to either Piedmont Junior High School, Villa Heights Elementary School, Bethel Center, or Charlotte Memorial Rehabilitation Hospital. Among the students that volunteered to tutor last semester were Carole Bailey, Deidra Buck, Victor Castillo, Mack Cochran, Carolyn Deyton, Sandra Furr, Suzanne Haefelle, Cathy Kaemmerlen, Ronnie McLuen, Helen Patten, Kay Stalvey, Sybil Sevic, Kit Ward, Ellen Witter, and Geovinna Yelton.

While these volunteers worked with the underprivileged children they kept diaries. Herewith are a few excerpts to give an idea of how rewarding and entertaining the tutorial program can be.

"We had difficulty getting the children together to sing. Mrs. Clipper was not there when we arrived and the children wanted to play. When I asked one little boy to put his truck away he ran over my foot with it. Another little boy kicked me when I picked him up off the floor. All in all this was not a very successful day at Bethel Center! (December 16) The children were in the Christmas spirit today-- so much of the time was spent listening to the children singing solos in keeping with the holiday season. We sang "We Wish You A Merry Christmas" about 15 times--but this was the time for the children to perform so we allowed them to sing anything they wanted to."

Carole Bailey (Bethel Center)

"When Glen began to withdraw from my tutoring, I began to see that

something was at work that (I felt) was beyond my help or understanding. We began to lose communication with each other. (I felt that he saw me as part of the authority which he was rebelling against.)...My last day with Glen consisted of returning textbooks to his teachers. I left him with my Shakespeare book at one point and on returning, found him full of questions and curiosity about the author, the stories in the book, and so forth. For the first time in my life I saw a person "learn" a fact--all of a sudden Glen realized that a real man had written a poem, a play, a story--and they were as good today as they were four hundred years ago, if not better. He asked when he'd get to read these stories and I told him in the eleventh or twelfth grade. Glen sighed and said "Well, I guess I won't ever get to read them." The next time I came back, there sat Glen reading aloud the balcony scene from ROMEO AND JULIET, in the old English prose and not missing a word (tests show Glen to be on a fifth grade reading level). For me, THIS was an experience."

Kit Ward (Piedmont)

"One afternoon I walked into the gym to learn that the teacher was absent and I had the "privilege" of teaching class myself. I don't mind telling anyone that I was scared to death! The whole class period seemed to be chaos--I was ready to cry, pull out my hair, and resign myself from ever wanting to become a teacher. I did make it through the hour, but I knew I would be a failure at teaching. The next day I forced myself to return and when I walked in, all the students were excitedly talking to the teacher about all the fun they had had and how much they had learned while actually enjoying themselves. I couldn't believe it, but I soon realized that it is very difficult to tell when some of these students are reacting to what I do or even how they are reacting. It was hard at first, but since that day I can tell how much these students actually want to learn and how much they need to be shown the pleasures which can accompany a learning situation."

Sybil Sevic (Piedmont)



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