

1
CAMPUS
BERG'S
MILL
11th

SKI RENTALS
skis, boots, poles . . .

13th & Lawrence
11th & Mill

BERG'S

NORDIC SKI SHOP
OPEN 10 - 9 PM MON. - SAT.

SUNDANCE
NATURAL FOOD STORE

BULK ORGANIC DRY FOODS
ORGANIC BEEF

BOOKS
VITAMINS
DAIRY PRODUCTS

BULK ORANGE JUICE
PURE ICE CREAM

BULK SOAPS
CLEANSERS
BODY SOAPS

BULK HERBS
TEAS

744 E. 24th Street, 343-9142

Viscount records

Valley River Center
342-7735
COAST TO COAST

**MISSED OUR YEAR-END SALE?
HERE'S A SECOND CHANCE**

**TWO DAYS ONLY
SATURDAY, SUNDAY
JAN. 22nd, 23rd,**

OPEN SUNDAYS 12-5

Tutoring: The difference between success and failure

By **TERRI EBERT**
Of the Emerald

Trying to negotiate the University environment can be trying at times. Outguessing the professor, on a final, attempting to take notes as fast as the lecturer talks, ploughing through a biology text, or writing a comp paper is daily routine. Most of us don't even think about it. We have been indoctrinated into the system since childhood; it's ingrained behavior.

But, what is it like to hassle the system, if you are not trained in it? How do you make it through a class if you dropped out of high school when you were sixteen or you come from a ghetto school that only trained you to take your place in industry and forgot the study skills.

The various programs under supportive services are trying to help students overcome the obstacles of coping with the university environment. Each program is autonomous and deals with a specific minority or economically deprived group. The students are individuals, but they share similar difficulties in trying to make it through school. Each program has turned to tutors to aid the student's adaption to the system. And they all desperately need tutors.

The tutorial program under Project Continuation is attempting to assist the economically deprived student in his transition into the University.

According to Kim Laioll, tutorial program director for Project Continuation, "The University is a survival priority setting. The project student must contend with finances, eating, clothes and discrimination." Kim says that the students receive pressure from the community because "being a project student puts labels on you as well as bad connotations.

"It's hard for the student to survive in class. The material and presentation is foreign. The University is a different view of life and it's hard to deal with people who come from economically stable backgrounds, especially professors."

Kim says, "Supportive service people have a street knowledge -- a basic simple communication. One that is basic no matter how much we complicate life. And the University stifles it with jargon and selective forms of communication and writing."

But, it is this complex communication the student must learn if he is to survive the system. Kim feels tutors are the students biggest asset in trying to overcome the communication lack in class. The tutor can develop the students skill and qualities. "He can help him to really learn."

Kim wants tutors "who really care, who can feel with the student. I need a tutor who can walk in a class and see the other side, because it means something to someone else."

"Tutoring," according to Kim, "is the opportunity to face another and yourself. It's the

most intriguing challenge to confront real feeling, it's a whole new learning process. You become more aware of now, of the situation. It can change the lives and concepts of the tutor drastically by becoming more aware of themselves and others.

"You can see a whole new trip, more choices are open to you, because you are more aware. If you're indoctrinated into the system, it narrows your views. You never see outside."

Project Life

Project Life works with a broad range of students who have dropped out of high school and just drifted or worked. They have not been involved in the school process for several years, instead they acquired their high school diploma by taking an equivalency test.

According to Joan Polk, tutorial director for the program, "The students were tracked out of the system at an early age, whereas the average University student was reinforced and encouraged by the system to go to college. They were kept in the system.

"I am trying to make the tutors aware that the student is not someone to be looked upon as unmotivated, apathetic and unskilled. Instead, the tutor has to sit back and look at the skills he has learned to manipulate and function in the system. These are skills students in the program never learned."

Joan feels that the most crucial concept the student must learn is how to negotiate the University environment. "The student must understand the basic expectations of the course and how to deal with it as well as learning the various ways of fulfilling those requirements.

"Tutors spend a lot of time helping the student in this context. They also help the student with simple things, such as making an appointment with a professor to talk about an incomplete. It's a formidable confrontation for the student and they discover that the faculty is not unapproachable."

"Tutors are really valuable in teaching the student to function in the system because they have been doing it unconsciously for so many years."

According to Joan, "The tutor is also an asset in working with the faculty who are trying to help the student. The professors open up a variety of options for the student to fulfill the course requirements. It works for a lot of students by providing different ways to learn and use the material. But, many of the project students don't know how to use any option at all. The tutors are really helpful in teaching the student how to use these options."

Joan has watched a lot of students struggle with the system and learn. She says "it takes a long time to see them gain a sense of competence, the possibility of success, self-realization and progress. It is a long hard process. It's not a package mix where all you have

to do is add water, stir and -- instant success."

Project 75

Project 75 is aiding black students in their adjustment to the University.

"Coming to the University is a big step for the students," according to David Rowles, tutorial director for the project. "The students have been tracked out of college. Whole schools in the Black community have been tracked toward industry.

"But the biggest shock is dealing with so many white people in one place.

"Also, academics often take a back seat, when you have to worry so much about the rent! David says, "98 per cent of the blacks on campus are working and going to school and it's a real hassle."

He added, "Blacks are just students trying to make it. But, they have difficulty understanding the material; it's almost a totally different language.

"We need tutors who can teach the student, who know what the professor is looking for and can outguess the white teacher by picking out the high points and the areas of concentration for the student. The ideal tutor is smart enough to almost be a professor and down to earth as a student. It takes patience.

"We have had some really shaky tutors before. We are looking for qualified tutors who know their major and don't have a superiority complex. And, we have had problems with the overhelpful tutor who will take the students tests and write his papers. We need someone with the ability to teach on a one-to-one relationship with someone of a different background. People who are people."

"The tutor also acts as a buffer," according to Greg Weed, coordinator for the project's psychology tutors. "He has to be a mediator since Blacks get turned off by real and unreal things. He has to be able to intercede between a professor and a student who won't go up and talk to the professor."

"Tutoring," according to David, "can be a real reward if you let it be. Getting to know a black on a one-to-one basis can get rid of a lot of myths whites have. The black student can bring the white closer to reality-- blow his dream world apart and make him see that the world is not as beautiful as he thought. It can also lessen the white's negative attitudes by relating to blacks on a personal level.

Native American Program

The Native American Program is aimed at helping Indian students, most of whom have come from reservations, adjust to the University.

"One of the biggest problems Indians face," according to John Wasson, tutorial director, "is getting used to having so many people around, especially in such large numbers.

"The whole university is an