

CHARACTERISTICS OF TUTEES IN THE MANHATTAN,
KANSAS, FRIENDSHIP TUTORING PROGRAM

by

SHERRY KAY BRUSH 4871

B. S., Kansas State University, 1966

A MASTER'S THESIS

submitted in partial fulfillment of the
requirements for the degree

MASTER OF SCIENCE

Department of Family and Child Development

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1970

Approved by:

Sheldon K. Edelman
Major Professor

LD
2668
T4
1970
B758
C.2

ACKNOWLEDGMENTS

The author wishes to express appreciation to her committee members, Dr. Marjorie Stith and Dr. Richard Christ for their contribution to the thesis and especially to her major professor, Dr. Sheldon Edelman, for his untiring assistance and guidance in the preparation of this thesis.

Special thanks goes to the Family and Child Development students who aided in the collection of the data, to the mothers of the tutees who were interviewed and to Dr. George Peters who helped design the instrument.

The author especially wishes to thank Patricia Lehman and Joe DeOrdio for their assistance with the statistical methods and their continuing moral support.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	iv
Chapter	
I. INTRODUCTION	1
II. REVIEW OF LITERATURE	6
III. PROCEDURE	20
IV. RESULTS	24
V. DISCUSSION	37
VI. SUMMARY	47
LIST OF REFERENCES	49
APPENDIX - INSTRUMENT	51

LIST OF TABLES

Table	Page
1. Description of the Parents	26
2. Description of Subjects	28
3. Tutee's Goals for Tutoring	30
4. Problem Areas in School	32
5. Tutor-Tutee Relationship	34
6. Mother's Opinions	36

CHAPTER I

INTRODUCTION

The last decade has seen the rise of the tutorial phenomenon in the United States. The tutorial is a program in which the child or tutee receives individual help, usually in school work or social relationships. Randolph (1964) defines tutorials not as an extension of school but a planned educational experience which relates learning to life's demands. Tutorials provide a means for individuals to combat social problems in the United States. Tutorials should not be called a service because they do not entail an active-passive relationship. Tutorials provide growth for all involved, the tutor, the tutee and other volunteers (Metzger, 1964). Tutorials can be considered an innovation of and for social change simultaneously reaching more than one class of people.

The Manhattan Friendship Tutoring Program was launched in 1964. It began through the efforts of a few citizens and university students who saw a specific problem within the community. Douglas (1967) explained the early purpose of the program:

This program is based on the concept that many children are being handicapped in the early years of their school life by subtle maladjustments between their personalities and the public school program. It cannot be overcome unless the existing home and school environment are supplemented with one that offers the child a different view of human relations--one based on human interest and mutual respect.

The current bylaws state the program's purpose to be "to provide a structure in which persons with helping skills and interests and youth seeking help may be brought together in a personal relationship" (Annual Report, 1966-67).

This relationship provides an opportunity for mutual growth as the tutor and tutee learn about each other and learn to respect the other's values and interests.

In the five year history of the program the number of involved volunteers grew from a handful to 230. In addition to the approximately 200 tutors, 30 volunteer citizens worked as director and assistant director of the program, room-coordinators, building supervisors, advisory board members and bus supervisors.

Early in the program a seven member advisory board was organized to assure the program's continuity. The board members include a chairman and six others representing parents, tutors and interested citizens.

With the perceived success of the program various sources of support materialized. In 1965, one year after the program began, the Manhattan Human Relations Board adopted Friendship Tutoring as an official program and provided funds for its continued operation.

Community organizations and individuals became interested in the tutoring program and donated books, time and money. The tutoring sessions were held in four downtown churches which offered the space for use on Tuesday nights.

Increased community support continued in the third year

of the program when the city of Manhattan provided a separate budget for the Friendship Tutoring program. Approximately half of the budget was for the operating expenses of the program. The second half was for the salary of an executive coordinator who was to coordinate the program and direct the orientation and in-service training programs. The Department of Family and Child Development at Kansas State University provided matching funds in order to offer the coordinator a .5 graduate assistantship at the university.

The tutoring sessions were held once a week for one and one half hours. The tutoring was conducted on a one-to-one basis with the exception of the high school groups who met in small tutorial groups and concentrated more heavily on academic growth. Tutors and tutees met together in a room with five to ten other tutor-tutee partners. A room coordinator served as a resource person.

Most of the volunteer tutors were middle-class white students from Kansas University. They were given a two-meeting orientation and then they continued with in-service training with their room coordinators and occasionally an outside resource person from the community or university.

The tutees were children in the public schools from second grade through high school. Approximately half of the students were from minority groups, the majority of whom were Negro. The Friendship Tutoring program has an open door policy, that is, there is virtually no screening of applicants. The tutees come to the program because they

they had friends attending, because their parents had heard about it, or possibly their teachers had recommended it.

Little formal evaluation of the program has occurred. During the first year when there were ten to twenty tutees and a dozen tutors the members of the committee preferred to proceed tentatively and to profit from experience. "However, subjective impressions of tutors and children, reports from public and parochial school personnel, and reports from parents have been generally positive and enthusiastic. Taken together with the evidence for growth of the program, these impressions and reports indicate that the FTP is a vital and dynamic program in the Manhattan community" (Annual Report 1967-68).

In a report on evaluation in the Tutorial Assistance Center Bulletin, it was pointed out that evaluation has turned out to be one of the most difficult tasks of the tutorials, but that it will become more important as potential donors of funds ask for some concrete evidence of real effectiveness.

In 1968 Linda Funk did a study entitled, Characteristics of Tutors in the Manhattan, Kansas, Friendship Tutoring Program. She had the tutors complete a questionnaire in order to describe themselves in terms of their background, their participation in the program and their perceived success concerning their role in the Manhattan Friendship Tutoring program.

It is equally important to evaluate the program's

effectiveness for the tutee and to describe the tutee in today's program. It was decided to describe the child as perceived by the mother in a verbal interview, thus decreasing the number of contacts to be made, the number of interviewers needed and the personal error involved.

In order to continue with an effective program, it is important to set the goals of the program according to the needs of the tutee. There is a need to re-describe the tutee in today's program before the program goals can be clarified and updated.

This study was designed to describe the characteristics of the tutees in the Friendship Tutoring program during the 1968-69 school year, and their involvement with the tutoring program as perceived by their mothers or the female adult in the home. The specific objectives were to describe the tutee in terms of 1) family situation, 2) experience with the tutoring program, 3) school situation, 4) the tutor-tutee relationship and 5) how well the program is meeting tutee needs.

CHAPTER II

REVIEW OF LITERATURE

History of Tutorials

Tutorials as we know them today have developed within the past decade. Although there have been tutors for centuries, the tutorials now represent a new kind of approach with different purposes. This new approach is volunteer student tutoring, a one-to-one relationship between an older student and a younger student.

The tutorials evolved partially because of some specific social changes which were needed. The educational underachiever and the culturally deprived child both represent complex problems within our society and the two problems are interrelated. For instance, the culturally deprived child will very likely be an underachiever in a school system designed for children from a more enriched culture. It became apparent to some that the underachiever and the culturally deprived were caught in a downward spiral from which they, alone, could not escape.

At the same time that attention was being drawn to the culturally and academically deprived child, growing numbers of college students began to seek meaningful ways to express what they believed in. "By the hundreds of thousands, American College Youth are beginning to look about them and observe society's ills. Some express through picketing and

freedom marches -- others feel they can be just as active and useful by tutoring the disadvantaged" (Hamilton, 1965).

The tutorial represents a compensatory education program which could potentially ameliorate a variety of problems in different ways than could the school, the home, the church or other socializing agencies which affect the growing child. Change in educational institutions represents only one of many strategies for social reform, but it is one that is accessible to young people, and one where community pressure can be effective (Chesler, n.d.).

Early, many tutorials were primarily concerned with academic improvement because in our society, education is recognized as the principal means for achieving social and economic advancement. The majority of programs are now moving towards an approach which is concerned with the whole child. Milano (1969) pointed out that, although helping a child with his homework is useful at that time, what the child undoubtedly needs more urgently is to be helped in developing a better self-image, an interest in learning for itself and as a way to grow, and an understanding and perspective about society and his role in it. These other results are probably more significant for the student than the academic progress he makes.

The tutorials began because of some problems, grew because they offered a service in growth for both tutors and tutees and they continue to develop as program goals are re-evaluated in an attempt to keep programs useful for those

who participate.

Purpose of Tutorials

Tutorial program goals are developed as each program is created. It is understandable then that the purpose of programs vary as a function of the children being tutored and their needs, the number and kind of volunteers wanting to tutor and the community itself.

Chesler (n.d.) described tutorials as an experiment in providing educational services to people who ordinarily are overlooked by the mainstream educational institutions of our society. He also advocates tutorials as providing an extension of the training and values taught in college plus a meaningful way for students to express their own values. Chesler also saw tutorials as a way for the lower-classes to build leadership from within.

Other important purposes of tutorials are to develop self-respect in the tutee, to encourage academic improvement, and to create an atmosphere for trying new roles. The cross-race, cross-culture and sometimes cross-generation interaction which occurs in tutoring programs not only encourages a conscious interdependence but helps eliminate discrimination. Giving the child some individual attention is often called one of the most important purposes of the tutorials.

Relating learning to life, making education a personal experience, emphasizing education as a process and not a product--these goals for some tutorials are also the changes which William Glasser (1969) calls for in educational

innovation for our public schools.

Students from the University of Illinois, Champaign-Urbana campus created Illni House as a solution to the drop-out problem. Designed for junior and senior high students, it is a quiet place to study, with tutoring if it is needed (Armstrong, 1965).

Baun (1965) stated that the efforts of all participants in the Washington University Campus "Y" Tutoring Project in St. Louis, Missouri, have been directed toward alleviation of the inequality of educational opportunities forced upon Kinloch school children because they live in an economically deprived school district. The tutors direct efforts in both the academic area and helping the student relate to the larger society.

Stanford University students started a tutorial for Ravenswood High School students in East Palo Alto, California, to help calm the fears of white families as Negroes began moving into their housing area (Welton, 1965).

Metzger (1964) explained the two goals of the Newark Tutorial Project to be: 1) to motivate high school students to get their degree and consider college and 2) to offer a personal/cultural interchange between tutor and tutee.

Types of Tutorials

Who takes the roles of the tutor and the tutee and where the tutoring occurs depends upon the purpose of the program.

Students for Human Rights and Equality (SHARE) sponsor 70 volunteer tutors from Lycoming College who tutor culturally deprived junior and senior high students from Williamsport, Pennsylvania. They give academic assistance but feel that the encouragement and motivation tutees receive in the process is equally important. They also try to show tutees that there are jobs available if they adequately prepare themselves (Pennsylvania School Journal, 1966).

Another type of tutorial began with the Lemesa, Texas, public schools as an early morning volunteer study hall for students who were behind. Later it developed into a three hour evening program in which teachers worked as supervisors in their specialty areas, working with up to 12 students (Langford, 1968).

College students at the University of Washington, Seattle, worked in a third type of tutorial. One hundred NEA members tutored voluntarily two times a week for an hour. The Seattle Tutoring Agency meets during school time, which allows the tutee's teacher to spend more time with other students who need help.

Problems in Tutorial Programs

Like purposes, the problems faced by tutorials are unique to their individual programs. However, there are some general problems common to numbers of programs.

Shaevitz (1969) has listed five myths or misunderstandings about tutoring:

- 1) The Relationship--many people have seen "the relationship" as an end in itself. How the relationship is formed, what is the quality of the relationship and what is the effect of such a union on the child being tutored has rarely been discussed or demonstrated.
- 2) Real is Later--often tutors do not realize that this is "real" that the seriousness of the problem and the responsibility of the tutor is a here and now thing.
- 3) Know-Nothing--it is often felt that in order not to block the spontaneous and creative approach of the tutor that he should not know anything about methods of teaching or other things "professionals" know.
- 4) Independence Equals Creativity--often, programs with no structure feel that any modification of this controlled chaos would be detrimental.
- 5) It's Good to be an Ostrich--the idea that knowing facts about the child, such as his grades, will be detrimental or possibly cause the tutor to be prejudiced.

It is important that tutorials be based on concrete situations in cultural and interpersonal relations rather than solely upon our dreams and philosophies. But Diener (1967) claims that tutorials ignore almost to the same extent as the public schools the tremendous emphasis the ghetto culture places on quick accomplishments, visible rewards, and physical expression. She quotes Gordon Davis:

By definition and function the tutorial establishes an authority structure between the tutor and the tutee which is by no means subtle or beneath the surface...the individual in control of this relationship is an outsider in terms of class, residence and often color.

The largest single source of volunteer help is the college and university student. These collegians have the optimism of youth and the glamour of their position as college students in their favor. This group of volunteers also has its difficulties.

The training of the volunteer tutor has proved to be one of the problems. How much time and energy can you require a volunteer to invest? Cloward (1966) states that the demands placed on a good tutor are far beyond the volunteer stage, and encourages payment of the tutor if at all possible.

Another problem in tutor training is that many middle-class volunteers bring their own prejudices, hang-ups and ideas about social changes with them and try to impose their quick solutions upon neighborhood people. Also, at a time when they are trying to free themselves from their parents, some college tutors get their own needs for independence confused with the needs of the child (Janowitz, 1965).

Contradictory to Shavitz's observation that tutees often think "real" is later, many tutors are aware that the situation is "real" but are unrealistic in their expectations for changing the situation. With inexperienced college students there is usually more concern for immediate results than for long-range effects. It takes a patient collegian to realize that although the effort he is making does make a difference in the child's life, he will probably not see an immediate

or marked difference in the child's behavior or his life. If his dissatisfactions are communicated to the child, it can be a repetition of his failure to achieve in the classroom (Janowitz, 1965).

The streets are part of the culturally deprived child's environment. Part of his education ought to take place in the streets, since much of his learning outside of school occurs there, and the tutor ought to be out in the streets with him. Because of his own unfamiliarity with that aspect of the culture, the middle-class tutor misses a chance to communicate with the tutee on his own level (Chesler, n.d.).

Results in measuring academic improvement in the New York City demonstration tutorial were that anything less than four hours of tutoring weekly did not accomplish significant improvement. Results from social scientific and educational studies clearly point to the impossibility of teaching merely subject matter. Yet because of the title, "tutorial", most people expect academic improvement as the first goal of these programs. Parents are often disgruntled at tutors who play instead of studying. Projects which concentrate on other purposes instead of or in addition to tutoring should be called something other than tutorials with their traditional and academic connotations (Diener, 1967).

If developing leadership within the lower-class community is one of the program goals, this goal is often stifled when the program is designed and maintained by "outsiders". People will not run their own programs until they feel

self confident enough to begin, yet they will never take over if it is done for them (Diener, 1967).

Community involvement can become a reality if adults in the community are encouraged and assisted to take over program responsibility and if they are included in program planning.

The Volunteer Phenomenon

What motivates a person to volunteer? Certainly the desire to help another person is strong. But along with the giving comes a very realistic receiving on the volunteer's part. He can benefit in several ways from his investment.

The tutoring experience usually has a constructive effect on the tutors as well as the students. The tutor grows in that "their intercultural experiences show them their own limitations and abilities in the communication of ideas and makes them more aware of present social problems as part of an active, living reality." (Baun, 1965). Other programs point out that the chief impact of the program has been the growth of the tutor and the awakening of his social and political conscience.

Tutors receive rewards for their efforts, the joy of independent work for meaningful social goals. Their commitment, courage and contact pose a new strategy for dealing with some of the most pressing problems facing education today (Chesler, 1965).

Benefits in the tutorials flow both ways. Douglas (1967) wrote of the child tutoring the tutor, as tutors eventually

get to know themselves better and have better insight into interpersonal relationships because of their tutoring experience.

The tutor's role could be described as that of a citizen sharing experiences in a mutually beneficial learning situation. This undergraduate participation has been a significant force in attempts to bring about social change (Randolph, 1964).

The tutorial can be an extension of the training received in college. It also offers something special, best described by a tutor, "You can't read about things all the time and never experience them. I know something in a different way from the way I know it in a book, when I'm holding the hand of a 7 year old" (Mallery, 1966).

Cultural Deprivation and Educational Underachievement

The causes and effects of cultural deprivation and educational underachievement are highly related and difficult to separate. The culturally deprived child is a likely educational underachiever.

Horan (1965) quoted Dr. Frank Riesman at the 1964 Tutorial Orientation Symposium concerning the interrelated problem of cultural deprivation and academic underachievement:

At the present time the school system has failed this child, his style, his culture and his strengths. The school has emphasized his deprivations, his weaknesses, his limits and in placing the emphasis on his deficits it has emphasized the wrong deficits. I think the fundamental deficits of low-income youngsters is ignorance, a lack of know-how. I do not think it is intelligence.

Many children fail in school, and failure in a success-oriented culture is hard to take (Holt, 1964). The school has many means of making it quite obvious that a student is not meeting academic or social standards (Svoboda, 1966).

The problem of the educational underachiever has existed throughout the history of education. Janowitz (1965) stated that the academic underachiever is conservatively estimated to be thirty per cent of the national school population. Holt (1964) further states that forty per cent of those who begin high school drop out before they finish.

This high rate of failure indicates that possibly our educational approach needs some innovation. Educators have been so obsessed with the social, environmental and cultural factors affecting students that they have failed to look deeply enough into the role education itself plays in causing students to fail (Glasser, 1969).

John Holt, author of How Children Fail and How Children Learn, speaks out about our schools:

. . . we continually confront them with what is senseless, ambiguous, and contradictory. . . . they come to feel that the source of their confusion lies not in the material but their own stupidity. (Holt, 1964, p. 169)

When you have acres of paper to fill up with pencil marks, you have no time to waste on the luxury of thinking. (Holt, 1964, p.169)

Our hearts leap for joy at the sight of a roomful of children all slogging away at some imposed task. (Holt, 1964, p. 169)

They use their minds, not to learn, but to get out of doing the things we tell them to do -- to make them learn. (Holt, 1967, p.vii)

. . . when we make children afraid we stop their learning dead in its tracks. (Holt, 1967, p.ix)

Considering these problems in education which affect the average student, the slow learner is even further handicapped. The Northern Student Movement found in its experience that with young people in low-income groups that public schools have failed these children by not relating their school work to their experiences (Randolph, 1964).

Some of the underachiever's problems which can partially be alleviated by a tutorial are distractions at home which interfere with concentration on homework, the fact that the slow learner may not be able to remember all that has been discussed in class and that he very possibly didn't fully understand it when it was discussed.

The schools are not wholly to blame for these societal failures. They are only partly responsible for having taught much of what the society believes about minorities. We have not committed ourselves to the tremendous task of teaching the opposite (Chesler, 1965).

Who is culturally deprived? Do we view youngsters who do not meet our standards as deprived or perhaps only different? Do we isolate the deprived for special instruction or increase contact with the non-deprived to enhance his awareness of alternatives to his present way of life? There are no clear cut answers to these questions.

It is clear that schools have complicated the matter by

putting culturally deprived children in curriculums designed for the middle-class child.

By 1970, according to the census reports, half of the population of major metropolitan areas will be culturally deprived and unable to cope effectively with life in an urban environment (Randolph, 1964).

Bridging the gap, both the cultural and academic gaps, is one of the most important things tutorials can attempt to accomplish. They help bring youngsters into the culture in which they live but feel unwanted, and they attempt to reverse the process by which we blame students rather than school systems for their underachievement.

The Manhattan Friendship Tutoring Program

A study was done by Linda Funk in 1969 to examine and describe the characteristics of tutors in the Manhattan, Kansas, Friendship Tutoring Program in terms of tutor background, use of consultation, expenditures of time, reasons for becoming involved in tutoring, the tutor's perception of the tutee's improvement in relationships with others and in school activities, and whether tutors felt tutoring was worth the time and effort and if they were successful.

Funk administered a questionnaire to the volunteer tutors, most of whom were students at Kansas State University. Findings indicated that there were more female tutors than males although there were equal numbers of male and female tutees represented. It appeared that at least one fourth of

the male tutees were being tutored by female tutors.

The average tutee had been in the program twice as long as the average tutor, possibly placing the tutor in a position to be manipulated by the more experienced tutee.

Most tutors felt that participation was worth the time and effort and perceived themselves as successful. Those tutors who felt they were successful were more at ease with their tutee at the end of the semester and those tutors who spent more time preparing for tutoring sessions were more likely to feel tutoring was worth the time and effort.

CHAPTER III

PROCEDURE

Instrument

The primary objective was to collect data which would describe the tutees currently involved in the Manhattan Friendship Tutoring Program.

The questionnaire used (Appendix) was developed in consultation with Dr. George Peters, Sociology Department, Kansas State University.

The questionnaire had four general areas: 1) information describing the family situation of the child, 2) information describing the child's school situation, 3) information about the tutee's experience in Friendship Tutoring and 4) how well the tutoring program was meeting his needs as perceived by the mother.

A pretest was completed with eight mothers working as volunteers in the program. Because they were working so closely with the program they would not have been used in the thesis sample anyway. The purpose of the pretest was to check for ease of understanding of the wording of the questions. The approach used with the mothers was important too. This was discussed with the pretest interviewees to insure cooperation and to lessen the possibility of the interviewee being insulted or feeling that her privacy was being invaded. Minor changes were made as a result of the pretest.

Subjects

The subjects of this study were 169 tutees who participated in the 1968-69 Manhattan Friendship Tutoring Program. It was decided to attempt to describe only children who had participated in the program for at least a semester and those who attended the three church buildings representing second grade through junior high. The high school section was omitted because it had a high turn over in tutees and because the nature of the tutor-tutee relationship was quite different in that group.

The pretest was administered to eight mothers. Among them, twenty-seven of the tutees were included in the pretest. For the final report interviews were completed on 121 tutees of 62 mothers. The mothers of 21 children could not be contacted.

Because the subjects ranged in age from six to seventeen years old and because designing a questionnaire suitable for that range of ages would be difficult, it was decided to interview the mother about her child. If there was no mother in the home, a female guardian who represented that role in the home was interviewed. A questionnaire was filled out for each child involved in tutoring.

Collection of Data

A personal interview was used for collecting data because it was felt that there would be better response than if a questionnaire was mailed to the mothers.

The data were collected by eleven upperclass Family and Child Development students who volunteered to interview the mothers. They met as a group before beginning the interviews to go over the interview in an attempt to have the questions asked in the same way by all interviewers. The data were collected during a period of time from May 5, 1969 to June 7, 1969, the interviewer returning to the home if necessary to talk with the mother.

The mothers were not notified prior to the visit by the interviewer for a number of reasons. It was a short interview and did not greatly disrupt the mother's time. It was believed better to allow no time for preparation of answers beforehand. Most important, due to a poor turn out at tuttee registration the previous fall when parents were asked to come to the Douglass Center and enroll their children, it was thought that some mothers might feel shy about talking with college students about their children but still might be willing to talk with an interviewer who unexpectedly stopped by.

When filling out the questionnaire, the interviewer marked the chosen answers to the objective questions and took verbatim the answers given to the open-ended questions. If the parent felt he didn't know what the child thought concerning certain items, the mother was encouraged to give her best information from the information she had.

If the mother or female guardian was not available then no interview was completed for the child. The interviewer

returned to the home several times, varying the time of day so as to try to catch the mother at home. The actual number of tries was left to the discretion of the interviewer.

Analysis of Data

Responses to the questionnaire were coded numerically and recorded on flow sheets. The Computer Center of Kansas State University computed frequencies and percentages on each variable for the total group. Means were computed where appropriate.

All variables were then intercorrelated. Because of limitations provided by the coding of certain items, not all correlations could be used. Since this is a descriptive study, only those correlations which added to the description of the sample are reported here.

CHAPTER IV

RESULTS

Description of the Sample

Mothers of 121 tutees who had participated in the Manhattan, Kansas, Friendship Tutoring Program during the 1968-69 school year were interviewed about their children. The tutees were Manhattan public school children ranging from first grade through the eleventh grade.

Respondents

Person Interviewed. For the 121 tutees represented, 53 mothers, 7 grandmothers and 2 other female guardians were interviewed. Mothers with more than one child in tutoring gave information for each child separately.

People in the Home. Both parents were living in the home in sixty per cent of the tutees' families. Thirty-seven per cent had mother only and three per cent lived with a relative or with friends.

Immediate family members only lived in ninety per cent of the tutee's homes. Ten per cent had other relatives living with them also.

Parents Characteristics. Of the parents interviewed, fifty-one per cent were white, forty-eight per cent were black and one per cent were of Spanish American descent.

Fathers were the chief wage earners in fifty-eight per cent of the families. Mothers were the chief source of

income for twenty-seven per cent. Father and mother earned equally in three per cent of the families, eight per cent received their income from welfare and four per cent were on social security.

Four of every ten fathers were not living in the home, and educational information was not collected on them. Twenty-one per cent of the fathers and forty-seven per cent of the mothers had less than a high school diploma. One per cent of the mothers had a Ph.D. and seven per cent of the fathers had completed some type of graduate work. Twelve per cent of the mothers and three per cent of the fathers had attended technical training schools of some kind. See Table 1 for this information.

Nearly one third (29 per cent) of the chief wage earners had blue collar jobs. One out of ten had white collar jobs, more than one tenth (11 per cent) were on welfare and eighteen per cent were on pensions, social security or were retired. A detailed description of parent's occupations is indicated in Table 1.

TABLE 1

DESCRIPTION OF THE PARENTS

Variable	Number	Percentages
<u>Income of Tutee's Family</u>		
\$0-1000 per year	4	3
\$1000-3000 per year	27	22
\$3000-5000 per year	28	23
\$5000-10,000 per year	41	35
\$10,000- +	17	14
No answer	4	3
<u>Education of the Mother</u>		
Elementary education	1	1
7-9th grades	20	17
High School, no diploma	35	29
High School, diploma	30	25
College, no degree	10	8
College, degree	9	7
Ph.D.	1	1
Technical School	15	12
<u>Education of the Father</u>		
Elementary education	4	3
7-9th grades	12	10
High School, no diploma	10	8
High School, diploma	21	22
College, no degree	4	3
College, degree	3	3
M.S. degree	3	3
Ph.D.	6	5
Technical School	3	2
Not present in the home	48	40
No answer	1	1
<u>Occupation of Chief Wage Earner</u>		
Professionals	10	8
Businessmen	2	2
White Collar	12	10
Blue Collar	35	29
Service	17	14
Farm People/Unskilled	5	4
Welfare	13	11
SS/Pension/Retired	22	18
Unable to rate	5	4

Characteristics of the Subjects

Tutees varied in age from six to seventeen years old. Most of the tutees (82 per cent) ranged from seven to thirteen years of age. The mean age was 10.8 years old. See Table 2 for more information.

Male tutees accounted for fifty-five per cent of the interviews completed; females for forty-five per cent. See Table 2 for this descriptive information.

Usually, it is required that the child be in at least the second grade to be enrolled in the tutoring program. The youngest child in tutoring during the 1968-69 school year was a first grader who had been held back to repeat the first grade.

The eleventh grade was the uppermost grade represented. The tutoring program high school section has a rapid turnover since students come strictly for academic help and do not attend when tests and class problems are over. The few tenth and eleventh graders whose mothers were interviewed attended the junior high section in order to be near their friends. More information on grade distribution can be found in Table 2.

Nearly half (44 per cent) of the tutees lived in families with three or fewer children, thirty-eight per cent more lived in families with four or five children and eighteen per cent of the families had six, seven or nine children. This information can be found in Table 2.

TABLE 2

DESCRIPTION OF SUBJECTS

Variable		Number	Percentage
<u>Age of Tutee</u>			
6-9	years	37	31
10	years	21	17
11	years	17	14
12	years	11	9
13	years	15	13
14-17	years	20	16
Mean = 10.8 years			
<u>Sex of Tutee</u>			
Male		66	55
Female		55	45
<u>Tutee's Grade in School</u>			
1st grade		1	1
2nd grade		21	17
3rd grade		13	11
4th grade		16	13
5th grade		18	14
6th grade		13	11
7th grade		18	15
8th grade		7	6
9th grade		8	7
10th grade		4	3
11th grade		1	1
Special education		1	1
<u>Number of Siblings in Tutee's Home</u>			
0-2	siblings	53	44
3-4	siblings	47	38
5,6 or 8	siblings	21	18

The Child as Tutee

The second section of the questionnaire attempted to gather information about the child in his role of tutee in the Friendship Tutoring Program. The areas of concern were how he got started in the tutoring program, what the tutee's goals were in attending the program, what his school situation was, the tutor-tutee relationship, and how well the mother felt the program was meeting her child's needs.

How did the tutee get started in the tutoring program?

The largest number (45 per cent) learned about the program from friends or siblings who were already attending the program. Teachers of thirteen per cent of the tutees recommended the program to the child, while another two per cent of the tutees learned about the program through an announcement at school. Nine per cent of the tutees learned about the program through the Douglass Center, six per cent through the newspaper and seven per cent by letters sent to the parents through the tutoring program.

A small group (5 per cent) had been attending the program since its beginning and couldn't remember how they learned about it. Five per cent weren't sure how they found out and seven per cent of the children began because their parents worked in the program in some capacity.

How long has the tutee been participating?

The tutees attended the program ranging from less than a year up to four years. The average length of attendance was 19 months. Forty per cent of the tutees had attended

less than a year, twelve per cent had attended one year, twenty-four per cent for two years, seventeen per cent for three and seven per cent for the four years the program has been operating.

What are the tutee's goals in tutoring?

In forty-one per cent of the cases tutee's mothers perceived that the child's reason for attending the tutoring program was to get help in specific subjects or problems which they were having at school. Nearly one fourth (24 per cent) of the mothers perceived their children's goals as having fun or participating in the activities on Tuesday nights. Seventeen per cent were motivated to attend for friendships with the older volunteer tutor. See Table 3 for the list of perceived tutee goals.

TABLE 3
TUTEE'S GOALS FOR TUTORING

	Number	Percentage
Help with special subjects	50	41
Activities/fun	29	24
Friendship	17	14
Don't know/just like it	10	8
To learn	5	4
Individual attention	4	3
To get homework done	2	2
Improve grades	3	2
Encouragement	1	1
Siblings/friends attending	1	1

Does the tutee participate willingly?

Ninety-eight per cent of the tutees needed no

encouragement to go to tutoring. Six per cent needed to be reminded to go at times and two per cent had to be encouraged to attend.

Tutee-School

When asked how the child felt about school, twenty-nine per cent of the mothers responded that the tutee liked school very much, thirty-two per cent said that they liked it all right, thirty-three per cent said they liked some things about it but not others and six per cent said their child did not like school at all.

Then mothers were asked how well their child was doing in school. Most (45 per cent) felt they were doing all right in some areas but that they had problems in other areas. Twenty-six per cent of the tutees were perceived as doing moderately well in all areas, twenty-one per cent were doing well in all areas and eight per cent had problems in most areas.

There was a significant correlation (.58) between how well the tutee liked school and the mother's perception of how he was doing in school.

School Problems

The number of school problems reported by mothers ranged from no problems to nine problems. The mean was 3.1 problems per tutee. The mothers were asked if certain subject areas, specific learning techniques and relationships caused the child problems in school. They were also given a chance to name problems their children had in school which had not been named. The problems were then catagorized as being either a major problem for the child or a minor problem.

The problem area mentioned most often (47 per cent) was reading. Math was the second most mentioned problem area (38 per cent). There was a high correlation (.43) between attitude toward school and the number of school problems listed. Table 4 presents this data.

TABLE 4

PROBLEM AREAS IN SCHOOL

<u>Variation</u>	<u>Number</u>	<u>Percentage</u>
<u>Major Problem Areas</u>		
Reading	29	24
Math	15	12
Science	14	12
Spelling	7	6
English	12	10
Penmanship	5	4
Other subjects	3	3
Peer relationships	1	1
Adult relationships	3	3
Following directions	8	7
Learning to concentrate	18	15
Other areas	3	3
<u>Minor Problem Areas</u>		
Reading	28	23
Math	31	26
Science	16	13
Spelling	19	16
English	16	13
Penmanship	16	13
Other subjects	8	7
Peer relationships	11	9
Adult relationships	6	5
Following directions	8	7
Learning to concentrate	18	15
Other areas	1	1

Has tutee been held back in school?

Twenty-two per cent of the tutees have been held back to repeat a grade in school. Three per cent were in special education and two per cent had been involved in special summer enrichment programs.

How well do you know your child's tutor?

Mothers were asked to indicate how well they had gotten to know their child's tutor. Mothers of thirty-six per cent of the tutees had just met the tutor, twenty-four per cent felt they knew the tutor well. Seventeen per cent knew them very well and twenty-two per cent of the mothers did not know their child's tutor at all.

Does your child's tutor contact him other than Tuesday nights?

Some kind of contact other than Tuesday nights was made by the tutor in eighty-one per cent of the tutor-tutee relationships. Most of the contacts were made by phone although quite a few contacts were made by stopping by or going out to do things together.

How many tutors has he had?

Turnover of tutors has been a problem for the FTP. Tutees had from one to as many as eight tutors this year. The average was 1.4 tutors this year. The range for the total number of tutors that tutees have ever had in the program was one to nine. The average was 2.3 tutors per tutee for his total FTP experience.

Tutor-Tutee Relationship

In answer to the question about the child's feeling

about his tutor, seventy-one per cent of the mothers said the child liked his tutor very well. Only two per cent thought the tutee did not like his tutor at all.

In comparing the present tutor to previous tutors, it was found that thirty-three per cent liked them about the same. Another thirty-three per cent had only had one tutor so were unable to answer the question. Table 5 below has this information.

Has the tutor continued to contact the tutee?

Forty per cent of the tutees had had tutors who continued to contact them, most often by mail, after the program was completed for the year.

TABLE 5
TUTOR-TUTEE RELATIONSHIP

Variable	Number	Percentage
<u>How does tutee like present tutor?</u>		
Very much	86	71
All right	24	20
Not at all	2	2
Parent doesn't know	9	7
<u>Compared to previous tutor, how does tutee like present tutor?</u>		
Better than others	13	11
Less than others	13	11
About same as others	40	33
Parent doesn't know	15	12
Child has only had one tutor	40	33

Parents Opinions

Parent's goals for their children in the tutoring program.

The parent's goal, like the tutee's was most often that of wanting help with specific subjects or problems (46 per cent). This information came from an open-ended question. Table 6 has a list of responses and the number of times they were repeated by mothers.

Suggested improvements for the tutoring program.

An open-ended question was asked of the mothers, "Are there some things about the tutoring program you think could be improved? Thirty-eight per cent of the mothers said they were happy with the program and had no suggestions for improvements. The suggestion mentioned most often (18 times) was that mothers wished the tutor and tutee would work more and play less at the tutoring sessions. Table 6 includes a list of improvements suggested by the mothers and the number of times each was mentioned.

Parental evaluation of the Friendship Tutoring Program.

"How well do you believe the tutoring program is doing?" Sixty-two per cent of the mothers said very well, thirty-six per cent said all right and two per cent felt it was not doing well at all.

TABLE 6

MOTHER'S OPINIONS

<u>Variation</u>	<u>Number of times mentioned</u>
<u>Parental goals for the Friendship Tutoring Program.</u>	
Help with a specific subject	74
Encouragement	13
Friendship	12
Individual attention	9
Learn to get along with others	9
Learn how to study	8
Getting acquainted	7
Learn how to concentrate	5
Social--to get to go	5
Needs to play too	4
Learn to follow directions	3
Help reach level should be on	1
Tutoring should be work; not play	1
Contacts outside family	1
Help him as a person	1
Independence and confidence	1
<u>Parental suggested improvements for the Friendship Tutoring Program.</u>	
No suggestions; happy with program	38
Work more; play less	18
Help more directly with school problems	12
Transportation	11
Tutor and parents more involved	9
Better conduct (discipline of tutee)	7
Only one tutor, not so much changing	7
Special classes	3
Tutor of same sex	3
Inform parent of child's misbehavior	3
Make children remain in buildings	2
Make children wait inside for bus	1
Make studying more interesting	1
Have tutoring more often	1
Library problems worked out	1

CHAPTER V

DISCUSSION

The purpose of this study was to describe the characteristics of the tutees in the FTP during the 1968-69 school year, and their involvement in the program as perceived by the tutee's mother or the female adult in the home. The specific objectives were to describe the tutee's family situation, his experience in the tutoring program, his school situation, the tutor-tutee relationship and how well the program was meeting his needs.

It should be remembered that the results in this study were not obtained by interviewing the tutee directly, but rather by asking for the mother's perception of what her child's answer would be. This provided, at best, a partial description of the child since each mother's perception was likely to be affected by variables different from those which would affect the child's answer.

The description of the tutee's family situation provided some pertinent information about him. Sixty per cent of the tutees had both parents living in the home, the other forty per cent came from father-absent homes. This factor considerably affected the description of the family. There was a high correlation (.52) between the presence of the father in the home and a high occupation rating. There was also a high negative correlation (-.36) between father absence and high

income.

Even though forty per cent of the tutees were from father-absent homes, ninety per cent of the tutees were from homes where only members of the immediate family lived. This then would limit their exposure to a male role model in the home. Nearly half of the tutees were from homes with three or fewer children.

Fifty-one per cent of the parents interviewed were white, forty-eight per cent black, and one per cent were of Spanish-American descent. There were no significant correlations between race and the variables under consideration so it was assumed the black and Spanish-American mothers perceived their children without variation from the way white mothers in this sample perceived their children.

Economically, over half (59 per cent) of the tutee's families had incomes of less than \$5,000 per year. Nearly one third (29 per cent) of the chief wage earners had blue collar jobs and twenty-nine per cent were unemployed, either on welfare, a pension or were retired. A large per cent of the tutees then would be classified as coming from economically deprived homes.

In nearly all the homes where the father was present, he was the chief wage earner. In three per cent of the homes, father and mother shared equally in providing the income.

Seventy-one per cent of the mothers had been educated in the range from the seventh grade through a high school

diploma. Determining an accurate range for father's education was difficult since education information was not gathered when the father was not living in the home, thus eliminating forty per cent of the respondents. Twenty-one per cent had less than a high school diploma, twenty-two per cent more had a high school education and only sixteen per cent had more than a high school education.

This study showed fifty-five per cent of the tutees were males; forty-five per cent females as compared to Funk's (1969) report of fifty per cent each. This has some implications about the tutoring program which will be discussed later.

The study indicated that the most effective means of reaching the potential tutor was by his learning about the program from someone who was already attending. Teacher's recommendations, the Douglass Center, the newspaper and letters sent through the program in the fall were also effective but were mentioned less frequently.

The average tutee had been enrolled in FTP for nineteen months. Funk (1969) found that tutees had been enrolled twice as long as tutors and at that time the average number of months of tutee participation in FTP was 11.9. Funk pointed out that this may have made it easier for the tutee to manipulate the tutor and may have made them uncomfortable and less able to discipline the tutee.

Most mothers (41 per cent) perceived their child's goal in attending FTP to be getting help with a specific subject

and very few (2 per cent) tutees needed to be encouraged to attend the program.

The school situation data indicated that tutees do have academic problems. Each tutee had an average of 3.1 problems connected with school. Twenty-two per cent had been held back to repeat a grade, three per cent were in special education and two per cent had attended special summer enrichment programs. The high correlation (.43) between perceived attitude toward school and the number of problems the mother perceived the child had indicates a consistency in her perception, but each mother had her own set of standards for determining what would be considered a problem. One mother said she was going to call all of her child's school problems major because she thought school was important while another mother might have used failure as a measurement for a major problem.

The tutor-tutee relationship information showed that the average tutee had 1.4 tutors during that year of tutoring. Twenty-two per cent of the mothers had not met their child's tutor. Forty-one per cent of the mothers knew their child's tutor either well or very well, thirty-six per cent had just met the tutor. There was a high correlation (.43) between how well the mother knew the tutor and how well the child liked his tutor. It is not clear which factor in this relationship was the causative one.

Seventy-one per cent of the mothers perceived that their child liked his tutor very much. Eighty-one per cent of the tutors contacted their tutees other than the Tuesday night

tutoring session. There was a .46 correlation between these two factors. A good relationship probably indicates a comfortableness which encourages the tutor to devote more time and effort to the relationship.

Thirty-three per cent of the tutees liked their present tutors about the same as previous tutors they had had. Since another thirty-three per cent had had only one tutor and could not answer the question, the third who liked their tutors about the same represents a majority and this indicates that most tutees can probably make good adjustments to new relationships with new tutors fairly easily.

The last section of the interview attempted to find the parent's opinions on goals of the program, their evaluations of the past year and suggested improvements for the program.

The mother's goals, in about half (43 per cent) of the interviews were to get help for the child with a specific subject. In perceiving the tutee's goals, forty-one per cent of the mothers had perceived the same goal. This indicates that there may have been some projection when the mother was asked what the child's goal was, even though the interviewer emphasized that it was the child's goal the interviewer was asking about. Six of the goals mentioned could be classified as academic; they represent ninety-two of the hundred sixty-one remarks about goals. Approximately two thirds of the mother's goals indicate they see the tutoring program as an academic project first.

The majority (62 per cent) of the mothers evaluated the

program as doing very well. Only two per cent thought the program was not doing well at all.

Several of the mother's suggestions for program improvement were verification of factors which tutoring personnel have recognized as problems for some time; the transportation problem, the high rate of tutor turnover, preferring that the child have a same sex tutor and student discipline at the tutoring sessions.

Implications for Tutoring Program

During the 1968-69 school year, there were ten per cent more boys enrolled in tutoring than girls. Funk (1969) reported that in the spring of 1968, when half of the tutees were boys and half were girls, that at least one fourth of the male tutees were tutored by females. This problem, if same sex role model is considered desirable, continues to grow. If it is also desirable to have same race tutors, especially for Negro male tutees who usually suffer lack of a male role model, then the program still needs to work actively at recruiting male tutors, especially Negro male tutors.

The problem of discipline was mentioned in several of the mothers' suggested improvements for the program. Seven mothers desired better conduct of the children at tutoring. Three mothers said they wished they would be informed if their child misbehaved, two did not want their child to leave the building during tutoring, and one mentioned that

she wanted her child kept inside the building until the bus came to take him home. Some tutors did seem to feel that the way to make up for a culturally deprived past was by letting the child do anything he wished. Other tutors resorted to the line of least resistance or were out-manuvered by the more experienced tutee. Tutors need guidance in this area and in-service training is a possible way to offer the needed assistance.

Nearly one half (49 per cent) of the tutees in the program were from racial minorities. Approximately half (46 per cent) of the tutees were from economically handicapped homes or families who made under \$5,000 per year. Ten per cent of the families were on welfare and eighteen per cent were on social security, were retired or depended on a pension. It was impossible to determine from the study how many tutees would be classified as coming from culturally deprived homes.

Being a member of a racial minority or being economically or culturally deprived are complex problems for the growing child. Since they are also complex problems for adults it is impossible to merely hand the tutor "the answers" for coping with these problems. The tutor, however, should be prepared by the program to at least recognize some of the problems which commonly arise from these situations and be equipped with some practical ways to work with children handicapped in this way.

Tutor turnover is probably one of the most discouraging problems of the program for the tutee. This problem can possibly be lessened by a more realistic orientation, giving the potential tutor more realistic means to measure whether or not he will have the time, effort and interest to devote to the tutee. Also an enriched in-service training to help the discouraged tutor before he drops out would help.

Being a drop-out tutor is uncomfortable because quitting is considered by the tutor as disappointing the coordinator and letting the program down. If the tutor could feel freer to inform his coordinator when he must leave the program, a more organized and gradual exchange of tutors would then ease the adjustment for the tutee.

When asked what they perceived their child's goal to be in attending FTP, forty-one per cent of the responses indicated the tutees wanted help with a specific academic problem. Again when mothers were asked about their goals for the FTP for their children, over half (82) of the responses were that they wanted them to be helped academically. Although academic goals were mentioned more often than social goals, it was an open-ended question and the mother could give as many responses as she chose to. It was probably easier to give a quick answer on academic goals since they had not had time to think about goals before the interview.

In mothers' suggested improvements, the one mentioned most often, was that mothers wished tutors and tutees would study more and play less at the Tuesday night sessions.

Funk (1969) found that tutors may have a tendency to place higher priority on the tutee's academic development rather than his total development.

The Friendship Tutoring Board emphasized the importance of the relationship. This is indicated in the Annual Report for 1966-67, "The purpose of the program, as stated in its bylaws is to provide a structure in which persons with helping skills and interests in youth seeking help may be brought together in a personal relationship."

There seems to be a gap between what parents expect of the program as indicated by their goals and the goals of the Friendship Tutoring Board. It is also indicated that tutors tend to measure success in the way parents do, by academic achievement. This situation calls for attention. Possibly adjusting the goals of the program to parents and tutors expectations or making more of an effort to explain the goals of the program to these people is necessary.

Further research is indicated in the areas of what constitutes a "good" experience for the tutor and tutee in the tutoring program and how realistic the FTP's goals are in terms of what can be accomplished in a limited tutorial and what are legitimate goals for the program in terms of the tutee's needs.

Now that the tutors have been studied and described and the tutees have been described as perceived by their mothers, more work needs to be done directly with the tutee himself.

Tutor orientation and in-service training should be enriched. The orientation should not only acquaint the potential tutor with the type of tutees he is likely to be tutoring but it should give him some realistic way of measuring if he'll be an effective tutor. The in-service training needs more practical information and examples of how to deal with actual problems they will be facing.

Another area which needs time and effort spent is communication with parents. This study indicated that mothers' goals are not the same as those set up by the board. More parent involvement and awareness are important to the continued success of the program.

CHAPTER VI

SUMMARY

The purpose of this study was to describe the characteristics of the tutees in the Manhattan, Kansas, Friendship Tutoring Program in terms of their family situation, their experience with the tutoring program, their circumstances at school, the tutor-tutee relationship and how the program is doing in terms of meeting the tutee's needs.

The subjects for this study were 169 tutees who attended the sections for second graders through junior high during the spring semester of 1969. An interview was designed for gathering information descriptive of the tutee by interviewing the mother or female guardian of the home. Mothers with more than one child in tutoring were asked about each child separately. An attempt was made to interview 99 different mothers who represented the 169 sample tutees. 8 mothers and 27 children were interviewed for the pretest. Data reported on in this study represents the 121 interviews completed with 62 different mothers. It was not possible to complete interviews on 21 of the tutees.

Responses to the interview were coded. Frequencies and percentages were computed on each variable. Means were computed where appropriate and all variables were intercorrelated.

Findings indicated that more males were participating as tutees than females. Half of the tutees were members of

a racial minority. Half came from families whose income was less than \$5,000 per year and who had three or fewer children.

The average tutee had been attending the FTP for nineteen months and had had 2.3 tutors during this time. Most tutees learned about the tutoring program from friends who were already attending.

Most mother's goals and mother's perception of the child's goals for attending the tutoring program were to get help with a specific problem. Each tutee had an average of 3.1 school problems and over one fourth had had problems serious enough to be held back to repeat a grade or to be placed in special education. There was a high correlation between tutee's attitude about school and the number of school problems listed.

There was a high correlation between how well the mother knew the tutor and how well the child liked the tutor. There was also a high correlation between how well the tutee liked his tutor and whether or not the tutor contacted the tutee other than Tuesday nights.

This study showed that the majority of tutees who had had more than one tutor liked his present tutor about the same as his previous ones. The majority of the mothers evaluated the program as doing very well.

Further research is indicated in the areas of realistic goals for the program, the tutor-tutee relationship, tutor preparation, the tutee directly and involvement of the parent in the program.

LIST OF REFERENCES

- Armstrong, Annilee. Volunteer help for the dropout problem. Illinois Education, 1965, 53, 344, 347.
- Barrett-Leonard, G.T. Significant aspects of a helping relationship. Mental Hygiene, 1963, 47, 223-227.
- Baun, Eugene L. Washington University campus "Y" tutoring project. Peabody Journal of Education, 1965, 43, 161-168.
- Chesler, Mark A. Tutors for disadvantaged youth. Educational Leadership, 1965, 22, 559-563, 605, 607.
- Chesler, Mark A. Tutorials: A strategy for educational reform. Tutorial Assistance Center Bulletin 3001, Washington D.C., n.d.
- Cloward, R.D. Studies in Tutoring. Social Work Research Center, Columbia University, New York, New York, 1966.
- Collegians tutor disadvantaged high schoolers. Pennsylvania School Journal, 1966, 114, 379.
- Diener, Rachelle. Are tutorials a middle-class thing? The TAC Bulletin, 1967, 3, 1-2.
- Diener, Rachelle. Certainly not much better than nothing. The TAC Bulletin, 1967, 4, 1-2.
- Dodge, Lowell, and Mike Lawler. Why tutoring? A rationale for student tutoring. Tutorial Assistance Center publication 3002, Washington D.C., n.d.
- Douglas, Mary A. The Friendship Tutoring Program. Phi Delta Gamma Journal, Nov., 1967, 36-38.
- Education, an answer to poverty. Student N.E.A. News, 1966, 2, 4-7.
- Evaluation-a critical task. Tutorial Assistance Center Bulletin, Aug., 1966, 3-4.
- Funk, Linda J.D. Characteristics of tutors in the Manhattan, Kansas, Friendship Tutoring Program. Department of Family and Child Development, Kansas State University, Manhattan, Kansas, 1969.

- Glasser, William. Schools without failure. New York: Harper & Row, Publishers, 1969.
- Hamilton, Andrew. Here come the tutors. P.T.A. Magazine, 1965, 60, 7-9.
- Holt, John. How children fail. New York: Pitman Publishing Corp., 1964.
- Holt, John. How children learn. New York: Pitman Publishing Corp., 1967.
- Horan, Janet. Project:literacy. National Catholic Educational Association, 1965, 62, 505-508.
- Janowitz, Gale. Helping hands. Chicago: University of Chicago Press, 1965.
- Langford, Al G. Study centers for the underachiever. Texas Outlook, 1968, 52, 12, 32-33.
- Mallery, David. Something more. Saturday Review, 1966, 49, 70-71, 77.
- Manhattan Friendship Tutoring Program, Annual Report, 1966-67 and 1967-68.
- Metzger, Barbara. A tutorial project for poor students. Journal of Marriage and the Family, 1964, 26, 440-442.
- Milano, Carol. A personal conference report. Tailorbird, May, 1969, 1-2.
- Randolph, Harland. The Northern Student Movement. Educational Record, 1964, 45, 389-394.
- Roscoe, John T. Fundamental research statistics. New York: Holt Rinehart & Winston, 1969.
- Shaevitz, Morton H. Myths of tutoring. Tailorbird, 1969, 2, 1-3.
- Stauffer, Russell G. Should you use pupil tutors? Instructor, 1967, 77, 35.
- Svoboda, William S. Negative aspects of educational programs for the culturally deprived. School and Society, Nov., 1966, 388-389.
- UW students and STAY. Student N.E.A.News, 1966, 9, 10-11.
- Welton, Shirley. When college students teach neighborhood kids. Parents, 1965, 40, 64-66, 106.

APPENDIX

Hello, I'm _____ with the Friendship Tutoring Program. We're interviewing parents of children in the tutoring program and I wondered if you'd answer a few questions for me.

This information will be used to help describe children in the tutoring program and determine their needs and goals in attending our program. Your answers, of course, will remain anonymous.

Date Taken _____ Int. # _____

Time Taken _____

Place Taken _____

Interviewed by _____

GENERAL INFORMATION

1. Person Interviewed: Mother ____ Adult female of home ____

2. Number of children in the home ____.

3. child	age	sex	relationship	tutoring
#1				
#2				
#3				
#4				
#5				
#6				
#7				

4. How many people are living in your home other than you, your husband and children? ____
 relation to family ____ no relation ____

5. Address ____ 6. Race ____

7. Are both parents living in the home? A.Yes B.No
 If No: A.Mother only B.Father only C.Relatives/friends

8. Who is the chief wage earner?

9. What is his occupation?

10. Circle the letter which includes your total income.

- A. \$0-1000 per year
- B. \$1000-3000 per year
- C. \$3000-5000 per year
- D. \$5000-10,000 per year
- E. \$10,000+ per year

11. Circle the letter below which indicates the schooling of both or which ever one is in the home.

Father

- a. elementary school only
- b. 7-9th grades
- c. high school, no diploma
- d. high school, diploma
- e. college, no degree
- f. college, degree
- g. graduate work
- h. M.S./M.A.
- i. Ph.D.
- j. technical school

Mother

- a. elementary school only
- b. 7-9th grades
- c. high school, no diploma
- d. high school, diploma
- e. college, no degree
- f. college, degree
- g. graduate work
- h. M.S./M.A.
- i. Ph.D.
- j. technical school

Int. # _____

First Name _____ Grade _____

Age _____ Tutoring Building _____

1. How did _____ get started in the Friendship Tutoring Program?
2. How long has he been taking part in the tutoring program? (approximately)
 - A. Less than a year
 - B. _____ years
 - C. I don't know
3. What do you think _____ wants to get out of the tutoring program? (emphasize what the child wants)
4. Is it ever necessary for you to encourage him to go to tutoring on Tuesday nights?
 - A. Yes B. No
5. How do you encourage him to go to tutoring on Tuesday nights?
 - A. Remind him
 - B. Make him go
 - C. Don't have to remind him
6. How does _____ feel about school? (Read answers)
 - A. He likes it very much
 - B. Likes it all right
 - C. Likes some things about it, not others
 - D. Dislikes it
7. How is _____ doing in school (Read answer choices)
 - A. He is doing well in all areas.
 - B. He is doing moderately well in all areas.
 - C. All right in some areas; problems in others
 - D. Problems in most areas.

8. Does _____ have any school problems in the following areas?

- | | |
|--------------------------------------|----------------------------|
| A. Reading | No Problems |
| B. Math | |
| C. Science | Indicate whether each is a |
| D. Spelling | major or minor problem. |
| E. English | |
| F. Writing (penmanship) | |
| G. Other subjects (indicate) | |
| H. Getting along with other students | |
| I. Feeling comfortable with adults | |
| J. Following teachers directions | |
| K. Learning how to concentrate | |
| L. Other | |

9. Has _____ ever been held back to repeat a grade for any reason?

- A. Yes B. No C. Special Education

10. How well do you know your child's tutor? (Read choices)

- A. Very well
B. Well
C. Have just met him
D. Not at all

11. Does your child's tutor contact him other then Tuesday nights?

- | | |
|--------|------------------------------|
| A. Yes | If Yes: How does he do this? |
| B. No | A. Calling |
| | B. Stopping by |
| | C. Doing things with him |
| | D. Mail |

12. How many tutors has _____ had this year? _____
How many tutors in all? _____

13. Would you say your child likes his present tutor (read answers)

- A. Very much
B. All right
C. Not at all
D. Parent doesn't feel they know

14. Compared to his previous tutors, does he like his present tutor:
- A. Better than other tutors
 - B. Less than other tutors
 - C. About the same as other tutors he's had
 - D. Parent doesn't know
 - E. Child has had only one tutor
15. Have any of his tutors continued to contact him after they left the tutoring program?
- A. Yes
 - B. No
- If Yes: How?
- A. Phone
 - B. Stop by
 - C. Doing things
 - D. Mail
16. What do you, as a parent, want the tutoring program to do for your child/children?
17. How well do you believe the tutoring program is doing?
(Read the answer choices)
- A. Very well
 - B. All right, could do better
 - C. Not doing very well at all
18. Are there some things about the tutoring program you think could be improved?

CHARACTERISTICS OF TUTEES IN THE MANHATTAN,
KANSAS, FRIENDSHIP TUTORING PROGRAM

by

SHERRY KAY BRUSH

B. S., Kansas State University, 1966

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Family and Child Development

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1970

The purpose of this research was to describe the characteristics of the tutees in the Manhattan, Kansas, Friendship Tutoring Program in terms of their family background, circumstances at school, the tutor-tutee relationship, and how well the program was meeting the needs of the tutee.

An interview was developed and administered to 62 mothers of 121 tutees who attended tutoring at least one semester during the 1968-69 school year. Frequencies and percentages were computed on each variable, means were computed where appropriate and all variables were intercorrelated.

Findings indicated that more males were participating as tutees than females. Half of the tutees were members of a racial minority. Half came from families whose income was less than \$5000 per year and who had three or fewer children.

The average tutee had been attending FTP for nineteen months and had had 2.3 tutors during that time. Most tutees learned about the tutoring program from friends who were already attending.

Most mothers' goals and mothers' perception of the children's goals were that they wanted help with a specific school problem. Each tutee had an average of 3.1 school problems and over one fourth had had problems serious enough to be held back to repeat a grade or to be placed in special education. There was a high correlation between tutee's attitude about school and the number of school problems.

There was a high correlation between how well the mother knew the tutor and how well the child liked the tutor. There was also a high correlation between how well the tutee liked his tutor and whether or not the tutor contacted the tutee other than Tuesday nights.

The study showed that the majority of tutees who had had more than one tutor liked his present tutor about the same as his previous ones. The majority of the mothers evaluated the program as doing very well.

Furthur research is indicated in the areas of realistic goals for the tutoring program, the tutor-tutee relationship, tutor preparation, the tutee directly and involvement of the parent in the program.