

The Importance of the N. T. E.

Editor's Note: Dr. Pace's talk is of such vital concern to all F. S. C. students that we include all the pertinent points.

Member of the Class of 1970, this information which I shall attempt to share with you for a few moments has to do with the significance of the National Teacher Examinations. In 1959, I was on leave from this college, and I applied for a job, as a regular teaching job with the city of Detroit. When I made my application, I was told to report to the psychological testing center in that city and upon reporting, I went through an exhausting series of test that seemed to never end.

I want to suggest to you that testing is nothing new. Many large school systems have been using tests to certify teachers, allowing them to teach in public schools over the years. It's only been though, since 1954, that the use of tests accompanying your degree, has been used widely and you need to be aware of the significance of these tests. More and more we are going to be given standardized tests. In short, I'm saying that degrees are not going to count for very much unless you succeed on these standardized tests. This will be the significance of the NTE.

It means that your performance on these tests will determine whether or not you will be certified to teach, not withstanding the acquisition of a degree. And so it is of crucial importance at the out-National Library Contest Poetry set that you understand the fact that before you plea or before you're placed, you will be required to take the NTE, and you ought to begin now to plan, to put yourself out in terms of exposure to the library and in exposure to key notions in all deals which you must grapple with on these tests.

Now, unfortunately, we had a few students each year and we still do have a few teachers each year who make scores of less than 400. This seems to me to indicate something very important. In view of the fact that a prospective

teacher next year must make a score of 475 on the common examination on the NTE in order to teach in the State of North Carolina, and that in the year 1968, a prospective teacher must make a score of 500 in order to be certified to teach in the State of North Carolina, I think you ought to know that a score of 500 is not a high score.

The NTE consists of two examinations but only one is being currently used in North Carolina — this does not apply universally, however, — to certify teachers. That's the common examination, but when you take the NTE, you will take a test in your teaching area, in your major. Now the scores there range from 300 to

990. Most of our students are making about 500 in their teaching fields, so the average score is about 500, but you can make as high as 900. 500 is the usual range on the common examinations which are so important to us because this is how the state department determines whether or not to certify you.

The scores range from about 386.7 to 774; nevertheless, you have to make 386 to get on the sheet and some of our students don't even get on the sheet. I remember one fellow took it last year and made 342 or something of the sort, so he didn't even get on the sheet. By the same token, we had another young man, a math major, who made a score of

719 which is in the 10th percentile and pretty good.

You need to be aware that you will be given three discreet tests in general education when you take the common examination. One of these is written English; another is social science, literature and fine arts, and the third is mathematics and science. Now, if you don't get the basic fundamentals in your general education courses, it's going to show up, no two ways about it. You will also be given a test on professional education in the common examination when you take it. There will be three discreet tests in this part of the test; one in psychological foundations, one in sociological foundations and a third in teaching principles and practices.

Out of these six discreet tests, you will be given an additive score of such-and-such. I'd like to see the students here at FSC—all students who graduate — make above 600. I'm serious about this too. I had rather by choice live out in the woods, you know; you don't know, I'm telling you — nine miles from town — but voluntarily about three years ago, I started meeting with upperclassmen once a week, not because I thought I was smart enough to teach them all the things that they should have gotten in a year. Nobody but somebody stupid would think that, but what I did try to do with these students was to give them some self-confidence, just to raise the level of learning and to let them practice. We gave them all kinds of tests: In short, I tried to evidence some concern for these students.

I'm contemplating the idea now of taking you once a week for the next two years, two and a half years, and see whether or not we can find out if the concern of faculty members can raise the level of you learners in giving you some practice with tests will not be significance. You don't know who Dr. Allison Davis is yet, but you will, no doubt. He is a Negro who holds a professorship at the University of Chicago. He

spoke to a group of us in Florida last year. I forget the observation that he made with regards to testing. He said many of the upper and middle class white families take their kids to experts and have them practice on tests before they take the college entrance examination board's test, in order to give them impressionable et cetera, et cetera. Now his observation is that if these parents whose children have been exposed to all kind of enriched experiences do this, how much more we need to do this. We need to help students to become test wise as we put it, by letting them practice. Practice does not make perfect but it helps.

So this is what we would tell you to do: Allison Davis made the observation that at the end of the sophomore year at the University of Chicago, student has twenty tests, twenty standardized tests. Ninety-nine percent of those students would take any standardized test and make a high score on it, not necessarily because they were intelligent — many of them who are intelligent make pretty high scores on these tests — primarily because they know what to look for. They become test wise. They look at this item and say, "What is this guy getting at?" don't you see. Rather than guessing, rather than putting down the idea they would accept as being correct — and it might be correct — but the fellow who writes and checks the test says you must select the item that comes pretty close to what they say is the most nearly correct answer.

So what have I said to you? Well, I have said that the significance of the NTE which you're going to take in 1969 or 1970, lies in the fact that it will determine whether or not you will be certified to teach in the State of North Carolina; and more importantly, in many other states. I predict finally, that by 1970 when you take the common examinations of the NTE, the cutoff score is going to be between 559 and 600. Thank you.

SKETCH PAD



DR. MALVIN E. MOORE, JR.

MISS LENA MEANS

SKETCH PAD pays tribute to members of the college family who render excellent service to FSC's overall welfare during the period preceding each edition of THE VOICE. This edition salutes Dr. Malvin E. Moore Jr., Dean of the College, and Miss Lena Means, Registrar for their combined endeavors that led to the smooth operation of opening activities.

NATIONAL LIBRARY CONTEST WINNERS

The Great Society

By BARBARA MYRICK

I am but a stranger in this land of doubt — In this land where the one-eyed monster seeks Annihilation of my belief in God and Self; I wander in this country of madness that demands an end to resistance.

I feel a stranger here; yet I feel an alliance With the suffering masses of naked souls In this corrupted paradise,

For my comrades are lost in this morastic jungle Of dead ideas, and I, too, am lost. I, too, carry membership to the Cult of the lost Souls, and I feel fear.

I cry out to the night to hear emptiness; I cry and it is a hollow sound — an echo to my Tortured mind, an echo.

Work, Rest, Ride

By ELISHA CARMACHAEL

I am not one to scorn the man Who claims life's best is work, Nor am I one to relax all day And all my duties shirk.

But I say this, my favorite son, Taking love by your side to conquer worldly fortunes, You must work and rest and ride,

Work with the strongest of them all. Work till you are out of breath, Rest then son, for too much toil may lead to death; And ride my boy, among the ones

whose lives are full of sin, But ride up high above them, else you too may be forced in.

Ride with kings of might and wealth, Ride with men of shame; Ride with courage in your belt, Ride with honor's name.

Ride and ladgh and sing and cry, Ride and emotion's hide; Ride with the stars and the clouds in the sky, Ride and sing with pride.

Work better than anyone, Rest when you know you should; Ride not only among the best, my son, But among the bad and the good. Work, rest and ride my son But let charity abide — He spoke to me these words but once, Then turned his head and died.

Experiencing No Experience

By LAURA GILMORE

A young, innocent mind Grew up protected, safe from undesirable grime But the veil lifted as the changing times Put the rare, unspoiled treasure in a bind. Dents yes, but no holes yet Had gotten into the masterpiece; Any peculiar happening wouldn't let The mind's cheerful attitude cease. When ugliness squeezed in Through a pin's hole, It spread to the size of a bowl, Taking with it a larger role To learn and much later to discern.

Teaching As A Career

We must get off to a good start, spend our time wisely and be fully prepared at the end of four years. These were Dr. Frierson's "necessities" as she talked to the freshmen about teaching as a profession, its opportunities in elementary and secondary schools, preparation for the profession and personal characteristics needed for the profession.

The Head of the Division of Education told the incoming group, "We have many opportunities in college to make choices of what we will do with our training, but the very wisest choice any freshman can make is to remind himself each moment that he achieves or gains in four years, to the place where he can set outwith himself together, and unless he does his job well, unless he chooses, sometimes the library over the canteen, sometimes the curriculum center over some other point, and unless he chooses to follow what is basically beneficial to college, he will find that he has not prepared in the very best way for four years, for this job to which he has eagerly looked forward."

Dr. Frierson said that the profession of teaching is its own justification for its inclusion among the professions. Its services are critically important to society and procedures used in the profession utilize intellectual techniques. The profession guarantees the quality of its members and those members are organized for professional activities.

She said that opportunities in

both elementary and secondary education were numerous. Such positions as classroom teachers, coordinators of curricula, supervisors, special teachers, counselors, librarians and auxilliary personnel await the properly trained graduate.

Dr. Frierson added that preparation may be acquired right here at FSC. The incoming student must face up to this challenge by

getting off on the right foot at the very start of his stay here. There are now higher standards in the NTE in major concentrations, which make it necessary that a good start is made.

She concluded by mentioning certain personal characteristics vital to the teaching profession. Its members must have good mental health, vigorous physical health, imagination and good humor.

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