

INSTITUTIONAL RESEARCH AND OTHER COMMENT

Charles I. Brown (Book Review). Rath, Louis E. et al. *Values and Teaching: Working with Values in the Classroom*. Merrill, 1966, 275 p., in CHOICE, 3:11, January 1967, p. 1060.

"A Guide to the Study of Current Introduction to Textbooks", *Faculty Research Edition: Savannah State College Bulletin*, 20:2, December 1966, pp. 7-9.

Shai-ling Liu, "Personal Characteristics in Secondary School Social Student Teachers as Related to Certain Measures of Potential Teacher Behavior", *Faculty Research Edition: Savannah State College Bulletin*, 20:2, December 1966, pp. 159-164.

STUDIES IN PROCESS

Charles A. Asbury, "The establishment of a regression equation at Fayetteville State College for predicting NTE scores at graduation from SAT scores at freshman entrance".

To establish this regression equation SAT scores for 1961-62 and the NTE scores for 1964-65 will be used.

Theodore F. Boushy, "Contributing factors to the incidence of academic failure at Fayetteville State College".

The population queried for this study will be taken from recent academic probation lists.

Charles I. Brown and Laura Gilmore, "The white student in the predominately Negro colleges of North Carolina".

Among the several reactions examined by this study are the motives which prompted white students to attend predominately Negro colleges, the satisfactions and dissatisfactions experienced, the level and intensity of social acceptance or rejection by their student peers, and the reactions of their families, etc., toward them and their college choice. This study is confined to a selected number of Negro colleges and the school year 1965-66.

Betty Cooper, "A blueprint for the use of educational television at Fayetteville State College".

The principal burden of this paper will be to assay the present number of television outlets at FSC and to offer a blueprint for their more effective use in the educative process.

Jasper Turner, "Some current problems of adolescence."

Holding a rather special place among the usual social problems of 100 FSC students is an examination of attitudes, pro and con, toward the Negro movement and the processes by which these attitudes were formed.

Odell Uzzell, "An examination of the community power structure in Fayetteville".

"A longitudinal study on the long and short term effects of the Headstart Program".

This study will attempt to note the effectiveness of the Headstart Program in Fayetteville by comparing the academic and social performance of Headstart children in regular school with the academic and social performance of a control group.

Teaching and Learning Programs

Some second semester teaching programs that offer some promise of breaking with some of the traditionalism of the past:

1. The "discovery" method of teaching popularized by Jerome S. Bruner and adapted to the Social Studies by E. Fenton will be employed by Lorenzo Battle and Wilma K. Hunter in World History Since 1600 course. One unique feature of this course will be centered on the reading of "primary documents" by the students.
2. Henry M. Eldridge and Cynthia B. Huff make up the teaching-team that will bring its influence to bear on both sections of Teaching Elementary School Science and Mathematics.
3. Thomas Bacote and Mary T. Eldridge comprise the teaching-team for Music 242: Class Voice and Instruments.

In addition to the above intra-department teaching-teams, a cross-fertilization of ideas is likely to ensue from the following inter-departmental teaching-teams.

4. A section of Science 111B: General Biology has been chosen by Virginia A. Dix (Sc. & Math) and Charles I. Brown (Ed.) for an experiment in a "guided discovery and team-learning" program. The major premise underlying this team-teaching effort is that learning can be enhanced through the proper guidance of a natural learning phenomenon. That each student alternates between teaching and learning himself, teaching other students, and being taught by other students.
5. A section of Math. 100: Developmental Mathematics is under the joint tutorage of Frank Robinson (P. E.) and Henry M. Eldridge (Sc. & Math).

Some live demonstrations of extra-class teaching sessions is evidenced by Theodore F. Boushy and Penelope L. Slacum who once-a-week meet with interested students in an extra night session. For this semester's extra-sessions Dr. Boushy plans to incorporate a five-minute diagnostic conference with each student. Miss Slacum plans to continue as before to serve as a perceptor with an in-depth study-group.

—and other comment

Quite often I meet a thought that coincides so perfectly with my own that I have almost as often said, "I wish that I had said or written that." In search of words for comment on the above mentioned teaching and learning programs, I wished that I were the author of the following quote instead of Winslow R. Hatch, *Approach to Teaching*, HEW, OE-50047:14, 1966, pp. 5,6.

"Research has demonstrated that students can acquire information as well without the personal intercession of an instructor as they can with it. Since teaching machines inform students as effectively as some instructors do, and since television can inform more students than a teacher can in a conventional classroom situation, professors are bound to wonder about the desirability of teaching that is primarily or even exclusively informational. The questions become still more pointed when the learning specialist tells us that 'the first thing a teacher should know about teaching is to know enough not to teach' in the sense of informing or telling.

"Teaching . . . is what is left after a teacher stops transmitting information. It involves the teacher's and the student's examination of the information that the students have acquired, preferably through a substantial effort on their part. There is, of course, little excuse for teachers to be uncertain about their role because learning specialists have been describing it for years: It is to direct student learning.

"What this means should pose no problem because students learn in much the same way as do their teachers. The teacher typically calls his learning *research* or *inquiry*. *Inquiry* would, accordingly, appear to be a good word to describe a teacher's teaching and the learning of his students".

Develop Your Other Self: T-A-L-E-N-T

By LAURA GILMORE

About fifty per cent of the people in the world are talented. Are you among this percentage? If so, are you neglecting your talent? Anyone who has been endowed with another self should use it to make his outer self radiate. For instance, if a student can paint, sing, write, act, or do anything that an ordinary person can not master, he is usually out front exhibiting his talents.

Talent is "the spice that adds flavor to the meat." Of course, the meat can be eaten without adding the spice, but it will taste flat and smell unappetizingly. This is also true of the person who does

not intermingle his talent with his other self. All of his efforts are lacking extra zest and enrichment.

FAYETTEVILLE STATE COLLEGE STUDENTS! Why not use your talents? If you can give two reasons why a person would let his talent lie dormant indefinitely, I can give you three reasons in defense of the question.

(1) On almost all applications for jobs in our country, there is a space provided to list special talents and skills. If you have a talent and have not exercised it regularly, you will find that you are not as readily prone to do your best; therefore, you might not get the job for which you are applying.

(2) If you have one basic talent, such as, singing, you will probably acquire other skills as you continue to perform. For instance, playing the piano will probably be useful to you when you are rehearsing a song. You will, therefore, be inspired to learn how to play it.

(3) To let your talent remain useless is not a sign of intelligence. Do you know of anyone who has climbed the ladder of success and left his talents behind? In order to reach our goals, we must incorporate every asset that we have been given.

Are there any challengers to defend the other side of the question?

From Thessaly To Troy

The Sigmas

We are very happy to have Brother Charles Ray Moore as a member of Phi Beta Sigma Fraternity. He is a native of Burgaw, North Carolina and is the proud son of Mr. Russell Moore. While matriculating at Fayetteville State College, he became very interested in Phi Beta Sigma Fraternity. He is a very dynamic young man who plans to promote the fraternity in every way possible. Brother Moore's main objective is to uphold brotherhood, scholarship, and service. He is majoring in Elementary Education. For his scholastic achievement, he has received numerous scholarships and grants. Last year, Brother Moore received a fifty dollar scholarship from the fraternity on Honors and Awards Day. He is one of the leading honor students in the sophomore class. Though some of our brothers will be leaving soon, Brother Moore plans to accept this great responsibility of leadership and to pledge his full allegiance to Phi Beta Sigma Fraternity.

Snoopy Talks

First, I would like to thank my audience for accepting me so very wonderfully while I was on line. Many people have the conception that going on line alone is hard. Well, really there is nothing to it. I found it to be a matter of forgetting about the spectators to a degree and imagine that you are in a world all by yourself. Perhaps the most reassuring thing that happened to me on line was when I could see and feel myself being accepted by my audience. This I observed my first day on line and especially that night on the block. In conclusion, even though the going was tough outside, it was a pleasure for me to have provided a small amount of entertainment for my fellow bronco students.

The Ivies

The Ivies of the Alpha Kappa Alpha Sorority have begun preparations for the spring line.

Thus far, they have elected officers. They are the following: Elaine Walker, president; Nan C. Miles, secretary; Shirley Lewis, treasurer; and Judith Dowe-the Ivy reporter.

The Ivies are planning many projects to help some of the needy families in the city. They are making a special effort to make sure several of the deprived families have a happy Easter.

The Ivy Club is proud to acknowledge two Dean List students namely Elaine Walker and Shirley Lewis.

With much hope and delight, the Ivies are looking forward to the gala affair of becoming AKA's in the spring.

The Crescents

We are fortunate to have an additional three members in the Crescent Club. They are Little Brothers Lee Liles, Braxter Atkinson, and Leroy McIntyre. We are anticipating their going over on the spring line of this school year.



Serenading the newly crowned Miss Omega Psi Phi, Miss Betty Jo Baldwin, seated foreground, are from left to right Brothers Roy Baker, Delano Dubinson, Joe Tyson, William Westfield, and Steve Thomas.

The Omegas

The Omega Psi Phi Fraternity, Inc. recently held its annual smoker in the Day Students Lounge. Highlighting the eve's festivities were the crownings of Miss Omega Psi Phi, and Miss Lampodo for the school year 1966-67.

Crowned Miss Omega Psi Phi was the beautiful and charming Miss Betty Jo Baldwin, a junior from Fayetteville, North Carolina.

The Lamps' choice for Miss Lampodo was the congenial and vivacious Miss Georgetta Jordan, a junior from Greensboro, North Carolina. There were numerous guests on hand for this gala affair. Punch and cookies were served.

THE ZETAS

The Zeta Phi Beta Sorority is pleased to add five new sisters to the family of finer womanhood. We welcome these young ladies to our sorority because we feel that they will help with the success that our sorority is now experiencing. We are also proud to have a new brother, Charles Moore. Our new sisters have already begun to show their talents on our campus. Our new sisters are: Soror Fannie Blue, Dean List student and recent graduate; Soror Henrietta Campbell, sophomore and member of the college choir; Soror Betty L. Cooper, junior and Dean List student; Soror Annie Cotton, junior and resident of the honorary dorm, Smith Hall; and Soror Laura Gilmore, junior and editor of "The Voice." With this added talent in our sorority, we are expecting to surpass our own previous records. NEOPHYTES, we are proud of you and very happy to have you as sisters.

On February 25, 1967, the annual Zetalite Ball was held in the Lilly Gymnasium at 8:15. This event was presented by the Gamma Upsilon Zeta and Omega Beta Chapters of the Zeta Phi Beta Sorority, Inc., and the Zeta Beta Sigma and Pi Chapters of the Phi Beta Sigma Fraternity, Inc.

The thirty-nine girls presented into society were as follows: Raecene S. Baldwin, Cynthia E. Bell, Arsentha Bryant, Janetta Campbell, Brenda Carroll, Lynda Carver, Barbara Covington, Maxine Dickens, Darlene Fairley, Brenda Gerald, Joyce Godwin, Quadlene Hicks, Jacquelyn Holmes, Edna Marie King, Brenda Little, Bertha McDonald, Vicky McKoy, Janice McLaurin, Ruthie Bell McLean, Patricia A. McMillan, Sylvia McMillan, Janice McLaurin, Ruthie Bell McLean, Patricia A. McMillan, Sylvia McMillan, Elirdge L. McNair, Elizabeth M. McNeill, Sarah Purdie, Claudine M. Roberts, Frances Robinson, Norma L. Rush, Bonita G. Ryals, Shirley R. Simpson, Jacelyn W. Smith, Jo Ann Smith, Ila P. Stewart, Cheryl J. Torrey, Algeania M. Warren, Marian D. Washington, Ester M. Williams, and Hattie F. Williams.

Two young ladies on campus were presented at this Ball. They were Maxine Dickens, a freshman from Tarboro, N. C. majoring in Mathematics, and Elgenia Marie Warren, a freshman from Benson, N. C., majoring in English.

The group of young ladies on our campus who are members of "The Blue and White" are not only products of finer womanhood but they are also scholars. The requirements for the Dean's List have been elevated but this was of little challenge to the Zetas. This Greek-group had more on the Dean's List than any other group; therefore, it is necessary to recognize THE ZETA LIST. This list consists of four juniors: Mattie L. Cogdell, Fayetteville; Betty L. Cooper, Wade; Mary McLaurin, Maxton and Carolyn Y. Walton, Fayetteville; six seniors: Fannie R. Blue, Marietta; Rosetta Evans, Fayetteville; Cleo E. Gatling, Virginia; Opera A. Loftin, Southern Pines; Carol F. Moore, Burgaw; and Edna M. Tisdell, Fayetteville.

Two members of the sorority received degrees at the end of the first semester and have begun serving their communities. They are Harriot Moore and Fannie Blue.