

Tekeshia Askew, a senior Elementary Education major from Ahoskie, helps a young student at Central Elementary School in Elizabeth City. Askew, who dreamed of being a teacher ever since the 4th grade, begins her first teaching job in Chesapeake, Va., this fall. In the classroom, she likes to allow her students a certain degree of freedom. "I try to be creative," she says. "If one method doesn't work out, I'll try something else."

The Joy of Teaching

New position in Chesapeake, Va. a 'dream come true' for ECSU grad

By Mark Morris

The question makes her eyes rise toward the ceiling and the corners of her lips reach for her ears.

"I've wanted to be a teacher since the fourth grade," she says.

For Tekeshia Askew, a senior Elementary Education major from Ahoskie, N.C., it's always a pleasure to share that information.

With a first year contract worth \$24,000 and a smile worth ten times that amount, Askew is living proof that dreams come true.

"They (Chesapeake School System) came to interview us last semester as part of a program that involved 256 students from 13 schools," said Askew. "They narrowed it down to 40 people but only 38 of us actually signed contracts."

The Chesapeake, Va. school system hired Askew in September. The event was timely because it occurred less than a month before the city, as a result of Virginia State budget cuts, placed a freeze on the hiring of state employees.

For Askew, it was icing on a cake that she's savored since age nine.

"My fourth grade teacher was a role model and he inspired me to want to be a teacher," she said.

Askew attributes part of her desire to teach to racism she experienced from a teacher in the fifth grade.

"It's not where the children come from that counts but who they meet in the classroom."

Tekeshia Askew

The Chesapeake School System impressed Askew by recruiting from an equal balance of predominantly black and white institutions to include North Carolina A&T State, Fayetteville State, James Madison, and the University of Virginia as well as ECSU.

She plans to make her home in Chesapeake. This summer she will go there to embark on a promising career in education.

"I want to teach in elementary classrooms for two years to get myself established and save money toward earning my masters degree in either administration or counseling," said Askew. "I like the classroom atmosphere but I realize from my student teaching that it can burn a person out."

Askew did her student teaching this semester with second graders at Central Elementary School in Elizabeth City. She says her students have fallen in love with her teaching methods and classroom manner.

"When I began my student teaching, I gave my students a degree of freedom," she said. "I also try to be creative, if one method doesn't work

I'll try something else."

Askew thinks that coming from a family of 10 children may have made the task easier. However, she also gives tremendous credits to her pupils.

"I just have a natural love for children," she confessed. "When I see a child, out of instinct, I want to go and play with him."

Student teaching has been everything Askew thought it would be. She has felt job satisfaction from the phone calls from parents who thank her for motivating their child to learn.

Askew believes that she is a role model for her students, acknowledging that they see her more than their own parents.

Her philosophy of teaching is "It's not where the children come from that counts, but who they meet in the classroom."

Chesapeake has since lifted the freeze on the hiring of state employees but, to Tekeshia Askew, "it was too late once the contract was signed."

"I'm on my way now," she said. "Looking back on it all I have to say it was worth it."

ECSU's teaching interns must 'sink or swim' during their first encounter with students

By Mark Morris

IN-T-E-R-N-SHIP: it's that time when a college senior spends one-hundred hours applying the lessons he studied in text books for three years.

However, for 73 of ECSU's education majors, student teaching this semester was more than an internship; it was a prerequisite to "Real World 101".

With comments ranging from how it feels to wake up at 6 a.m. every morning, to kissing their comfortable blue jeans goodbye, this year's field of student teachers feel that they have a novel's worth of information that will help students following in their footsteps.

"Whatever you don't learn in your three and a half years of classes, you'll learn from student teaching," said Erika Ruffin.

Ruffin is a middle grades education major from Kelford, N.C. She did her student teaching this semester at Knapp Junior High School in Currituck.

"I saw what it was like to have 20 to 25 different personalities in a classroom," Ruffin added. "The course I had in multi-cultural education was

helpful but it wasn't like actually running a class."

Ruffin gave the example of having to deal with five students with individual problems as well as the "so-called normal kids".

"My cooperating teacher helped me tremendously," said Ruffin. "I just had to learn to be flexible."

Flexibility is a characteristic that Mignon Manns, an Elementary Education major from Newark, N.J. developed quickly.

"It's important because someone can inadvertently throw an assembly into the middle of your lesson," said Manns. "There are also times when a lesson can be sidetracked by a disciplinary problem, making preparation a must."

Student teachers also learned that their personal lives take a backseat while in the classroom. One student teacher got a bad evaluation on a morning after a tough night and ended up crying for twenty minutes in a bathroom.

"Yes, the classroom environment is unsympathetic to our personal problems," said Cheryl White. "But that's something we are going to have to learn to deal with."

White is a Secondary English

Education major from Woodard, N.C.

White referred to student teaching as a "sink or swim situation."

"A person has to be ready to give 150% or they won't be able to handle student teaching," White added.

For Tekeshia Askew, an Elementary Education major from Ahoskie, N.C., giving 150% started before the time to do student teaching came near.

"I took a concentration in English so I wouldn't have a problem with speech in the classroom and on the teaching exam," said Askew. "Our education majors should take advantage of all of the speech labs and voice classes offered here."

Askew said she often conversed with other teachers to get ideas from them.

"I went into it with the attitude that the more I learn beforehand, the better off I would be once my student teaching began," she said.

Most education majors have a mentor.

Whether it be an advisor or simply an instructor whose style left a lasting impression on them, they all refer to someone when they discuss their approaches to student teaching.

For Askew, it was her former advisor, Dr. Sandra Jones; for Cheryl

White, Dr. Samuel Moore; and Ruffin calls upon Dr. Louise Roberts as a muse.

Herbert Johnson, a Secondary English Education major refers to himself as "a Dr. (Robert) Thorne protegee."

"I'm a strict disciplinarian because of the way I was raised," said Johnson, "but I like Dr. Thorne's calm and relaxed style."

Johnson did his student teaching at Gates County High School. He said that student teaching has helped him develop his own ideas and style of getting information across to his students.

"I really wanted my kids to learn," he said. "During spring break, I personally arranged a field trip for my students to come to G.R. Little Library to research information for a report I gave them. Also, for every aspect of literature we covered, I had them submit their own ideas."

Ruffin also learned the power of creativity in a classroom.

"I had the students reenact the Boston Tea Party in class one day and they really had a ball," she said. "I even found out that there was an Edenton Tea Party so I had them reenact that one too."

New recycling program to cut campus waste

By Renee Knight

Liz Linney has declared war on waste.

"If we don't slow down and start recycling," says the coordinator for ECSU's new recycling program, "the earth is going to become a garbage heap."

What can ECSU students do to help?

"They can get more involved," declares Linney. "My challenge is to stimulate the students to get involved to protect the environment."

Linney assumed her new position in the spring of 1990. The position was created as part of the recycling program after a 1989 state law required all government branches, including universities, to reduce solid waste disposal by October, 1993.

Linney's efforts focus on recycling aluminum cans, cardboard, computer paper, newspaper and office paper.

For the first quarter of 1990, Linney recycled 9,542 pounds of material—192 pounds of aluminum cans, 2,200 pounds of cardboard, 3,100 pounds of computer paper, 2,100 pounds of newspaper, and 1,550 pounds of white office paper.

Linney said she is working on her goal of establishing collections containers in all campus buildings.

Linney said ECSU students should

use the containers "for their purpose," and not as trash cans.

"The University can be a training ground for the students," said Linney, "to start recycling."

Students should learn to recycle waste, Linney added, to help prevent the world from running out of natural resources, to help purify the air and save landfills.

She also pointed out that recycling materials saves everyone money.

"The savings comes from the reduction of solid waste costs," she said.

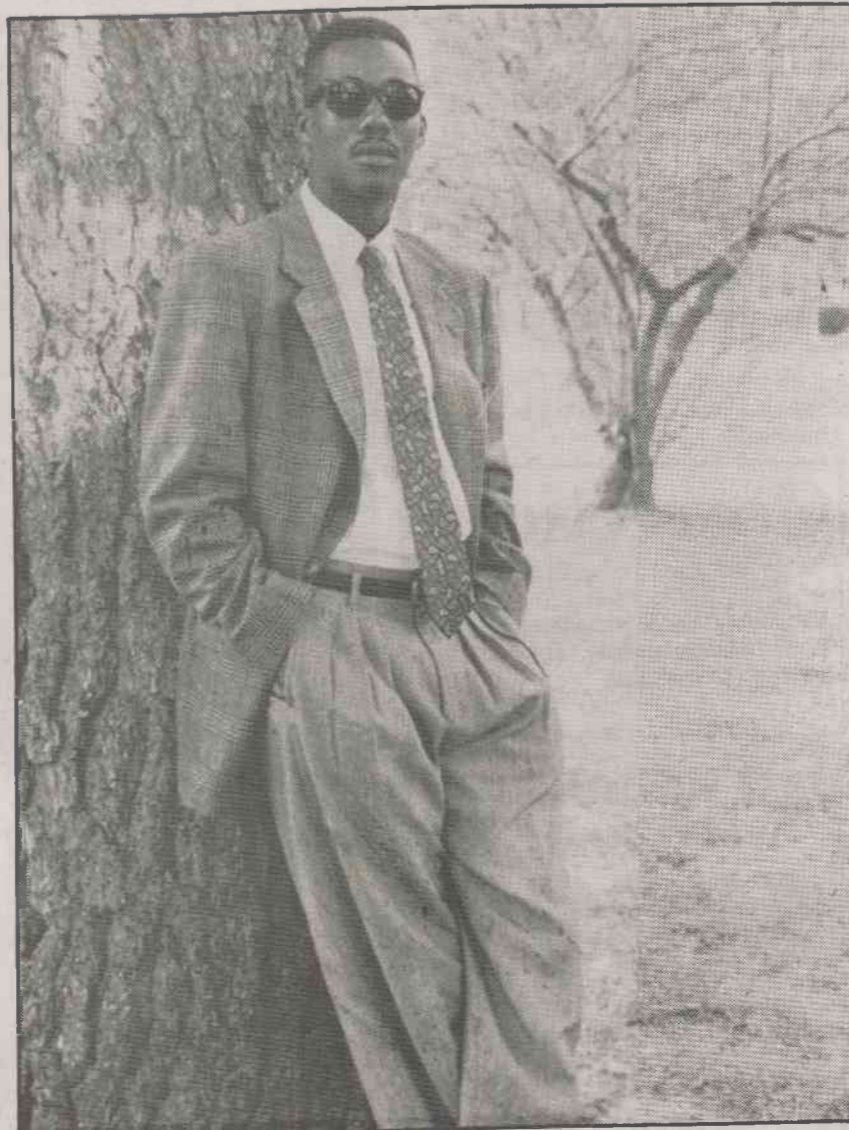
"Recycling is a necessary change in the way we handle our trash," she has written. "If our future generations are to have a clean and safe environment in which to live, we must take the initiative to change the way things have been done in the past."

Linney pointed out that recycling a ton of paper saves 17 trees.

To help raise campus awareness about recycling, Linney plans a program for Greek organizations to see who can collect the most cans.

"Which ever organization comes in first will get 65% of the proceeds from all the cans collected," she said. "And whoever comes in second will get 35% of the money from the cans."

Linney said boxes and packing materials are available from the University's recycling office, located in Room 151 Lane Hall.



ECSU's Andre McKaskie looks cool and sophisticated, even when leaning against a tree on campus. Many ECSU men are expressing themselves with bold, bright colors this spring, according to *The Compass* fashion consultant and critic, Sylvia Walton.



Sherry Davis, an ECSU teaching intern, poses with a young student, Holly Haskett. Like other education majors during their teaching internship, Davis has had to learn to adjust to the demands of teaching—a job that requires infinite patience and flexibility.

Pink and lavender o.k.

Color is in for 90's men

By Sylvia Walton

Today's ECSU man who wears pink and lavender doesn't have to worry about being called a sissy.

No more are men confined to the plain basics of tee shirts and blue jeans. Dark blue, straight-legged Levis and Lees have given way to faded Guess and ripped Bugle Boys.

Gone are the days when they felt that colors like pink, red and green were exclusively for women. The print shirts worn by today's man should boast 10, 12, or even 20 colors if there is space for them all. If there isn't than there is always a fisherman's hat or a baseball cap bearing unusual school colors such as the green and orange of the University of Miami "Hurricanes" or the purple and gold of the Louisiana State University "Tigers."

"Those colors are for sissies!" is what men of the past said. Now they say, "Those colors are for men of the 90's as well as the women."

Instead of being discouraged from expressing their emotions with fashion statements, a volcano has erupted spilling a lava hot enough to fuse the colors to create new ones and intensify those that already exist. Now is the time to make your move!

The ideal theme for spring fashion is dressing to please you.

Since the beginning of time society has emphasized beauty and fashion views of the European woman and encouraged the male to be passive in the world of fashion. In the past men have had to concentrate on being bread winners rather than looking good.

Who is to say that men are not to look as good and be as up-dated on fashion as women?

The answer is definitely none, because men do not have to be confined to a set pattern of dress.

Fashion should be thought of as an expression of who you are and how you want to present yourself to the world.

For example, if you were one of many candidates for a position at a major corporation obviously you would not walk in sluggishly with a pair of faded jeans and a tee shirt embroidered with the name of the college you attended. The attire will not give the impression you want to convey for an executive job.

You would want to create an atmosphere where you would stride confidently, displaying your well-tailored double-breast suit with the knowledge that you at least look good before your interview begins.

So men, spring fashion is all about expression. No one can make you over, nor can they limit your expressiveness in style.