

Meredith Student Teachers Reveal Headaches and Joys of Job Students Range from "Problem Kids" to "Perfect Angels"

By JANE WORRELL

Long hours — tired feet — sore throats — detailed lesson plans — endless hours spent grading papers — the anxiety of being "watched" — these typical conditions suggest the plight of seniors who are in the process of student teaching on the



Student teacher Joy Adams comes to her room after a long but exciting day at school.

elementary or secondary level. Despite their predicament, the Meredith student teachers report that student teaching has its rewards also. The many unique occurrences coupled with the training gained render student teaching a fascinating and unusual experience.

Student teachers, particularly those teaching on the elementary level, are amused with the behavior of their students. Betty Brock, who teaches the first grade, is overwhelmed with the enthusiasm of her first graders who continually clap "like seals" when they are excited. However, Betty is not so amused with one child who often sings aloud in the boys' restroom and who must, consequently, apologize to the teacher in the adjacent room.

Articulation Antics

Student teachers find that many of their pupils have trouble pronouncing their teacher's name. Nancy Godwin, a sixth grade teacher, states that her students, for a while, mispronounced her name,

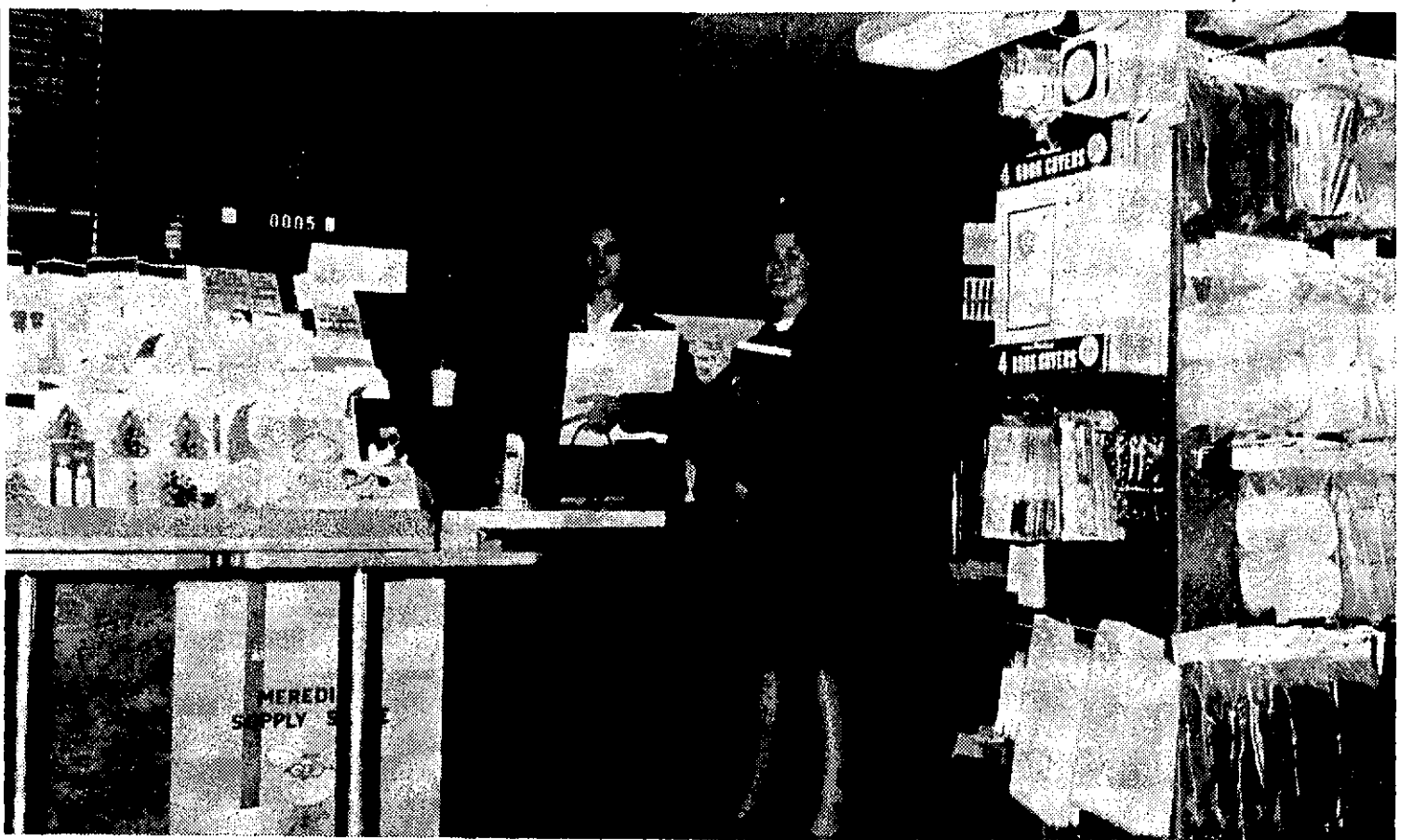
calling her "Miss Goblin." Likewise, a junior high student teacher, Margaret Rackley, was called "Miss Rackles" by her pupils.

Many of the student teachers have had recurring problems created by students. So that events might run smoothly, it has been the duty of Meredith's student teachers to perform such acts as administering aid to youngsters with bloody noses and separating "courting couples." Karen Raines' teaching is hindered by one student who insists on whispering under his breath. Her problem is complicated by one little boy who feels compelled to say, "Yes, ma'am" after Karen's every utterance or after every message over the intercom. Margaret Rackley reports that her art students, when working with colored chalk, "delight in painting everyone else's nose, shirt, arms, hands, legs — everything in sight."

Meredith Angel

On the other hand, there are those students who are, in opposition to the problem pupils, completely enamored with their student teacher. Such is the case of Martha Osborne, who teaches art on the junior high school level. Upon appearing at school with a new coiffure, Martha noticed a similar hair-do on one of her student's drawings of an angel. Deliberating over the appropriateness of such a coiffure for an angel, Martha was surprised when the student announced that the model for his angel was his student teacher. So enamored with Linda Evans was one nine-year-old youngster that he told Linda's supervising teacher, "I wish I were fourteen!" Mary Lib Wilson was impressed when one of her pupils, after asking his student teacher her age, commented, "Oh, I've dated a twenty-one year old woman before."

Meredith's student teachers have found themselves in unusual situations since they began their student teaching. Lou Mathis, a social studies teacher, recalls the day her supervising teacher forgot about Lou and unconsciously locked her in the classroom. Margaret Rackley was placed in a not-so-pleasant circumstance when one day she was forced to walk, in high heels, several miles from Josephus Daniels Junior High School to Hillsboro Street.



Rose Humphrey and Linda Thomas, during an after school pause in the Bee Hive, exchange amusing experiences they have practice teaching.

No Old Maids

Many of the student teachers find that their students presuppose too much. For example, Bonita Bailey and Betty Brock are, as far as their students are concerned, Mrs. Bailey and Mrs. Brock. One presumptive pupil surprised Lou Mathis by asking her, "Miss Mathis, how many children do you have?" The second graders of Ruth Ellen Johnson insist on playing "matchmaker." It

seems that these youngsters call Mr. Erwin, the bachelor principal of the school, "Mr. Johnson." Lelia McFarland, who teaches at Emma Conn Elementary School, was asked the name of her fiance. Upon receiving Lelia's answer, the pupil commented, "Oh, yes, I believe I've heard of him." Lillian McFarland, Lelia's identical twin sister, found that supervising teachers can be equally presumptive. Her supervis-

ing teacher at Sherwood Bates commented one day, "I thought I saw a girl at Emma Conn School that looks just like you, but I guess it wasn't you!"

However trying and perplexing student teaching may be, student teachers are rewarded whenever, as explained by Nancy Godwin, "a child's eyes light up and you realize that he has grasped the meaning of the point you have made."

Memory Wizards Reveal Secrets of Talent

By BEVERLY CHEWNING

During their years on the Meredith administrative staff, Miss Mary Bland Josey and Miss Mae Grimmer have gained reputations as having remarkable memories. They have inspired the admiration of many for their exceptional ability to remember names and faces of Meredith girls as students and alumnae. Both Miss Josey and Miss Grimmer deny any special ability, but credit this capacity to the nature of their work.

Miss Josey, assistant director of public relations, said, "Memory is only a by-product of my work." She commented that she remembers names similar to the way in

which a teacher remembers material through frequent repetition as she encounters a specific name on numerous lists and through correspondence with applicants. She confessed that she has a tendency to associate names with geographical areas as a result of her correspondences.

Visits Seal Memory

Miss Josey also commented that frequently the nature of a visit with an applicant enables her to remember the student. She recalls her visit in Ann Nooe's home since Ann's school was dismissed on that specific day because of snow. Similarly when she called on Mary Alice Bell at school there was no place in the school for a conference and the principal suggested that they go to Mary Alice's home since it was near the end of the school day. Miss Josey also recalls Mary Baldwin's first visit to Meredith accompanied by her parents. Mary's mother, an alumnae of Meredith, was also a history major, and Miss Josey remembers her efforts to locate Dr. Wallace while revisiting the campus.

Techniques

Like Miss Josey, Miss Grimmer, secretary of the alumnae association, credits her ability to remember alumnae through her correspondence with them. Her association with the students, especially daughters of alumnae, enables her to remember names and faces.

She associates girls with their friends in college, the town they are from, or perhaps an incident. She commented that a girl may look like her mother and thus her recollection of both mother and daughter is aided.

Sometimes A Mix-Up

When asked if there was any one incident which she especially remembered, Miss Grimmer related an occurrence at a Granddaughters' breakfast. When she asked the girls to give her their names, she was happy to discover that one of the girls was the daughter of a graduate whose address she had been unable to obtain. Miss Grimmer confessed that at times she fails to associate the right name with the right girl at the right time.

Thirty-two Volunteers Work at Dix Hill As Part of MCA Extension Program

By GAIL STEVENSON

As one phase of the extension program of the MCA, a group of 32 Meredith girls have decided to be volunteer workers at Dorothea Dix Hospital in Raleigh.

This is a yearly project at Meredith, although Sarah Bell, this year's chairman, states that enthusiasm is much greater. Last year there were only seven volunteers and this year there are thirty-two.

Before the girls begin working with the patients, an orientation session is held at the hospital. The girls are given a brief talk about the patients they will work with by one of the hospital doctors. Before the girls meet the patients they know something of their past history and illness.

Volunteer's Role

According to Sarah, the few hours spent with the patients is "very rewarding" for both volunteer and pa-

tient. The volunteer is there "to give the patients good companionship and to make them feel human." She states that many of the patients are lonely, and that the volunteers let them know that there is someone who cares.

This year the girls from Meredith will visit one ward of approximately 130 men twice a month. Various activities such as cards, bingo, occasional parties, and singing sessions will be held for the men who range in age from 17 to 75.

"Honor Card Patients"

These men are all "honor card patients" at the hospital, which means that they are free to walk around the hospital grounds, smoke, and carry money. Because of limited space in the game rooms, the girls are usually with only fifteen of the men at a time.

Sarah stated that after visiting the hospital several times the patients learn to call the girls by name. She

added that the volunteers' main objective is to be a friend to these men, whether it is done by playing cards with them or simply attempting to strike up a conversation with some of the more withdrawn ones. She laughingly added that "more than once I have been confronted by men who are card sharks. I can't help but feel defeated before I even begin playing."

No Pay Received

These volunteer workers receive no pay but, in Sarah's words are "richly rewarded." These girls are an essential part of the help offered mental patients at Dix Hill. The Handbook given all volunteers sums up the importance of the workers with these words: "You are someone who maybe for only a brief moment, takes the patients thoughts away from himself. You are . . . someone who is a good listener, not emotional but sympathetic, and one who the patient wishes to see again."



Miss Josey and Miss Grimmer are amused at many of their recollections of Meredith graduates.