

AYENI FACULTY NOTES

Mrs Pleasant

* * * Issued Weekly from the Office of the Dean, A and I State College * * *
VOL II Nashville, Tennessee, October 16, 1944 No. 5

GO FORTH AND TEACH

Pour out light and truth, as God pours sunshine and rain. No longer seek knowledge as a luxury of a few, but disperse it amongst all as the bread of life. Learn only how the ignorant may learn; how the innocent may be preserved; the vicious reclaimed. Collect whatever of talent, or erudition, or eloquence, or authority, the broad land can supply, and GO FORTH AND TEACH THIS PEOPLE.

Horace Mann

MEET THE NEW TEACHERS

Mrs Shirley Evans (M A, Columbia University) is rejoining the staff in the Department of Health and Physical Education.
Mr Clinton Crooks (M S, University of Michigan) is a new addition to the Department of Health and Physical Education.
Mrs Alice Clement-Foster (A B, Spelman College, graduate study, Julliard School of Music) is a new member of the Music Department.

MIDDLE TENNESSEE TEACHERS

The College staff will be well represented at the annual meeting of the Middle Tennessee Teachers Association in session at Pearl Senior High School, October 20 -21. Among those on program are: Mrs F A Sanders, Miss Eunice Matthew, Mrs M M Brown, Miss L M Averitte and Dean G W Gore, Junior.

BE SURE TO READ

"The Functions of the Liberal Arts College in a Democratic Society"--- A Symposium in The American Scholar, Autumn Issue, 1944.

The Black and White of Rejections for Military Service, The American Teachers Association Studies, P O Box 271, Montgomery, Alabama, August, 1944.

THIRD SUNDAY SERVICES

Sunday, October 15 - 3:30 p m. Sermon by Reverend W S Ellington, First Baptist Church, East Nashville in the College Auditorium.

NOTICE

All seniors who expect to complete all requirements and graduate in December, March or June of this year, call at the Registrar's Office and secure their "Senior Standing Blanks" by November 1, 1944.

This is important and urgent.

F J D McKinney

TEACHERS SHOULD TAKE THEIR OWN EXAMINATIONS

Teachers should take their own examinations. They should write out the answers as fully as possible, then mimeograph them and give them to the students when the examination papers are returned.

There are a number of justifications for this recommendation. It improves the quality of examination question. When the instructor realizes that he, too, is going to take the examination he will phrase the question in such a way that the student is more likely to know how much and what is wanted in the answer. Furthermore the instructor is more likely to ask questions of greater significance than when he does not have to answer them himself. The object of an examination is not only to test but also to instruct. The examination affords the student an opportunity to organize and interpret a given body of information, and with the return of the mimeographed answers the students can observe their inadequacies. They have an opportunity to compare their own papers with one that, in theory, is perfect. On such occasions students are in a receptive mood, and the learning coefficient is at a maximum.

Mimeographed answers by the instructor reduce friction between students and teachers. When examination papers are returned to the students with a low grade and only a few corrections on them, students frequently believe that they are the victims of injustice. When the students are confronted with their own deficiencies they can take a low grade with greater equanimity than when only few explanations are given.

Mimeographed answers are economical of time. When the instructor attempts to insert corrections and incomplete material he is compelled to burn morning oil. Mimeographing the answers will require some time, but not so much as the time needed for correcting and completing wrong and inadequate answers.

The writer has adopted his own recommendations in this matter, and the student reaction has been a hearty indorsement.

PURDUE UNIVERSITY

VICTOR L. ALBJERG