

Campus Voice

This Week's Question: Has religion played a large part in your college life? If so, why? If not, why not?

by Vail Weller and Nan Quatchak
Entertainment Editors



Mike Gallagher
7th Semester
Management

"It seems to me that myself (as well as others) only can relate to religion when they need a favor from God. Throughout my college experience I have had to fall back on the guidance of God more often than ever before due to more difficult decisions."



Melissa Schloss
1st Semester
Business Administration

"No, I just dropped religion about a year ago. I just don't seem to have the time anymore with work and school."



Tom Mamaux
5th Semester
English

"Due to apathy of religion on campus, I have become less involved with religion than before college. I pray before every test, though!"

Steve Arnold
3rd Semester
Non-Degree

"It has not played a part in my college life because it is not one of my top priorities. I would rather concentrate on other things."



Phoebe Bonfardine
1st Semester
Accounting

"I go to church every Sunday. I went to a Catholic High School and it taught me a lot of things that I carried into my college life."

photos by Sue Feltenberger

John King Gamble, Jr.

by Rob Prindle
Feature Editor

Most people aren't overtly excited about having a feature written about them. Dr. John Gamble raised his passivity to an art form. With his feet propped on his cluttered desk, his hands resting on his chest, he told me to ask him anything I wanted.

Each year some distinguished teacher is chosen for his excellence in teaching and presented the opportunity to give a speech. This in itself is a great achievement.

What makes this an amazing accomplishment is the realization that just eleven months ago, this same professor was giving a speech after he won the provost's award for research. Truly amazing that the same man could win both awards within the time frame of less than one year.

How could a person do this? My first thought was a bribe. I quickly dismissed this. I had the honor of experiencing Dr. Gambles teaching first hand. I knew that he was well deserving of the teaching award. I've also seen his researching prowess displayed in the glass case on the second floor of the Reed Building. Apparently, Dr. Gamble is a man who has much going for him.

I asked Dr. Gamble to explain how he related research and teaching. He said that in some ways they are related. He disagrees, however, with the idea that because a teacher does research he will be on the "cutting edge" of everything that he must teach. He may, according to Dr. Gamble, be on only five or ten of the one hundred cutting edges of a subject.

Gamble did explain that there were some "backdoor" ways that research could aid teaching. "First, the act of writing for publication...forces you to clarify a lot of your own ideas. If you've been forced to clarify them, the odds are you can teach them better." Gamble continued with a smile as he explained another connection: "If faculty are doing research, then the

pressures are reduced for faculty to teach so much." He went on to say, "The easiest way to get crummy teaching is to have faculty teaching nine or ten courses a year...they get stale."

When asked how he won the Provost's teaching award while still continuing his research, Gamble said that he tried to devote equal time to both teaching and research. He said that he won the teaching award by a combination of good scores on the course Evaluation questionnaires (CEQs) and having a lot of students and colleagues think highly of him. "My number came up," he said. "There are a lot of people around here who deserve to win that award."

Gamble has much to say about the CEQs. He advises students to take them seriously because they have much to do with a professor's future. The CEQs are taken into consideration for both awards and more importantly -- for promotion. He has read much of the research done on them. In general Gamble believes in CEQs. He thinks that students are very fair, and sometimes overly generous, when filling them out. The research shows that a teacher cannot buy good scores on the course evaluation forms. "There are a lot of people getting Cs and Ds in my class and still rating me as a good teacher." Gamble doesn't agree with some of his colleagues who say that they don't do well on student evaluation forms because their standards are so high.

Gamble has taught at Behrend for twelve years and said that although he could teach much closer to his specialty areas at University Park he would rather stay here. He thinks that Behrend has come a long way in the last ten years, and is fast becoming a first-rate small college.

Gamble has a lot of respect for both the faculty and students at Behrend. Students, he said "are generally well motivated." If he could change two things about today's students- he would ask for more passion and commitment to ideas. He wishes that students wouldn't always look for a direct



photo by Sandi Inman

link between what they learn and what they are going to be doing with their degree.

Last Thursday night Dr. Gamble gave his speech entitled "Good Teaching: Neither a Quantifier Nor A Pretender Be." Gamble holds that you cannot measure teaching with any real accuracy. He said that "Sometimes we pretend we have a stopwatch, when what we really have is a sundial." He agrees that you can use a big difference in the forms as a difference between good and bad teaching. But when you have many good teachers, Gamble states, you cannot logically use tenths of a point from an inexact measurement to indicate one teacher being superior to another.

About the pretending, Gamble said "one thing I'm sure of is you can't fake good teaching. Students will be able to separate good teaching from mediocre teaching. Students can tell good teaching from good acting." He also said that good teaching isn't just relaying facts. According to Gamble a good teacher also has to relate context and why the facts are important.

The last part of Gamble's speech dealt with an innovative idea. He

suggested that Behrend develop a center that teachers could go to for the improvement of their teaching. He stressed that this center should be totally confidential and voluntary. He also believes that it should be for both teachers who need help with basics and for teachers who are very good but want to become better.

John Gamble treated his speech much like a lecture. He pounded every point home, repeating them and explaining them. I had to laugh as the man trying to video tape the lecture struggled to keep Gamble in focus and in the picture as he walked around the stage (with the microphone tucked into his jacket pocket) instead of staying behind the podium.

Many times he started his response to questions from his colleagues with the phrase "good question." As I watched this I could not help but think that this was a man born to teach.

As I finished the interview I asked if he could comment on the upcoming election, he said that this election was not as interesting as most. "people are having a hard time finding real issues or real differences between the candidates." Gamble thinks that this might be the first election in 100 years where the candidate with more popular votes loses. He feels this may create an uncomfortable situation "but not a constitutional crisis."

Who will win? Dr. Gamble thinks that while Bush will probably win, he has seen far more substance from Dukakis. "We deserve more than the pabulum kind of answers that I see from Bush more often than I see from Dukakis," said Gamble. "I'll have to side with Dukakis that I'm not sure what a thousand points of light means, and if I did know I'm not sure I'd find the answer satisfying."

My 45 minute tape was running out and Dr. Gamble was looking talked-out, so I asked him one last question. Is there any advice you want to give students? He told me that he thought students comments to teachers were more important than students thought. So his advice was: take time to comment on the class when you get the CEQs at the end of the semester. "The comments mean a lot more to teachers than the 6.7 they scored on item #4."

National Collegiate Alcohol Awareness Week Penn State-Behrend

October 17 - 21, 1988

MONDAY - October 17, 1988

- 2:30 - 3:30 p.m. Spotting and Avoiding the Drunk Driver; The New Law and Underage Drinking
Reed by the RUB Desk
Presented by: Officer Tod Allen, Police and Safety, Penn State-Behrend
- 7:00 - 8:00 p.m. Metabolic Effects of Alcohol: Helpful and Harmful
Perry Lobby
Presented by: Mr. Jeff Kushner, Instructor Science and Technology, Penn State-Behrend

TUESDAY - October 18, 1988

- 7:00 - 8:00 p.m. Know Your Rights
Reed Lecture Hall
Presented by: Georgia Botinovich, Coordinator, D.U.I. Program Erie County

WEDNESDAY - October 19, 1988

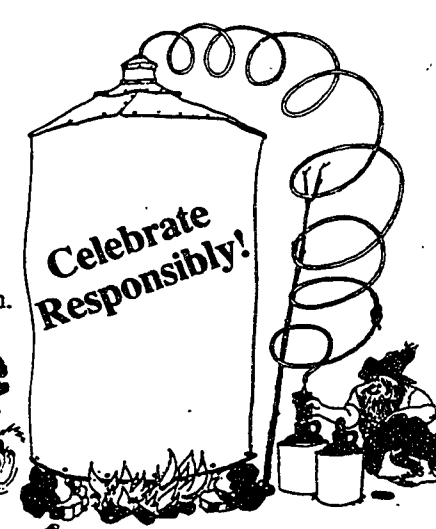
- 10:00 - 4:30 p.m. Greater Erie Collegiate Blood Drive Competition
Reed by the RUB Desk
Co-sponsored by: Tau Kappa Epsilon and Alpha Sigma Alpha
- 6:00 - 8:00 p.m. HAPPY HOUR
Lawrence Lobby
FREE FOOD AND ENTERTAINMENT
- 7:30 - 8:30 p.m. When Is It A Problem?
Lawrence Lobby
How to identify and help those with an alcohol problem.
Presented by: Sue Luteran, Intervention Specialist, Hamot Institute of Behavioral Health

THURSDAY - October 20, 1988

- 10:00 - 4:30 p.m. Greater Erie Collegiate Blood Drive Competition
Reed by the RUB Desk
Co-sponsored by: Tau Kappa Epsilon and Alpha Sigma Alpha
- 7:00 - 8:00 p.m. Creative Dating
Niagara Lobby
Presented by: Deanna Goodenow, Eric Gustafson, Jennifer Hart, Residence Life Staff and Officer Tod Allen, Penn State-Behrend

FRIDAY - October 21, 1988

- 3:00 - 5:00 p.m. HAPPY HOUR
Wintergarden
Sobriety Testing with Student and Faculty Volunteers
FREE FOOD AND ENTERTAINMENT
Coffee House Entertainment will be provided



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