

## Asking Around

Rather than spend the year trying to force our opinion on you, we have created a forum to hear from you, the college community. Each issue we will explore a different topic by random selection and short editorials, by both the staff and you, the readers.

The next Capital Times will deal with mandatory drug testing of state officials. Anyone

with an interest in this is asked to submit his feelings in typewritten format to the Capital Times, Room 212. To be considered for publishing, the editorial must be signed, and submitted by October 22.

We will also be accepting topic ideas for future Asking Around features. Any ideas selected will be credited to you in the paper.

### Excellence in Teaching

Julie Larson  
Staff writer

### Enthusiasm is Key To Teaching

I will argue that it is neither style, nor expertise which characterizes a good teacher, but rather enthusiasm. This rare quality can overcome even the worst of teaching styles, simply by its power to interest and motivate students. If interest is aroused, students may be compelled to seek knowledge even after graduation! In contrast, a well prepared lecture, which is not given life, by enthusiasm, will have little success in stirring student interest; knowledge imparted, and received, without interest will not likely survive the walls of this institution.

Enthusiastic teachers interest and motivate students, who, in turn, become enthusiastic

members of society. But it is often overlooked that instructors are employees and people; they are subject to boredom, frustration, and loss of enthusiasm. It would, thus, follow that, to preserve effective instruction, we must protect and regenerate the enthusiasm of our instructors.

There are five conditions which are crucial in perpetuating teachers' enthusiasm. A teacher must (1) feel as though he has a mission; he must (2) have support from his colleagues to accomplish this mission. He must (3) feel he is an integral part of his students' education; therefore, he must (4) believe both in his subjects and students. Finally, a teacher must (5) feel as

Jan Travers  
Editor

### Titles Don't Determine Professors' Authority

Professors have a tough job, no doubt about it. They are pulled between their personal teaching style, requirements of the course that they must cover, and making the information interesting enough to keep the students involved. The 1984 report on the excellence in American higher education, "Involvement in Learning," challenged faculty of United States colleges to "make greater use of active modes of teaching." The report suggested that in addition to teaching facts, college professors should

encourage class participation through a variety of methods. For only when the student feels involved will true learning result.

For me, that involvement begins on the first day of the semester. Prejudiced as it may sound, I am truly skeptical of the instructor who enters the classroom and introduces himself or herself with the prefix of Mr., Ms., or Dr. Right from the beginning, whether subconsciously or not, he is stating that he is the boss and if you don't believe it here is the

proof.

I have found in my first two and a half years of college that I have learned more from professors that I can call by their first name. Obviously, this is by no means a scientific study. However, if faculty feels secure enough about their position to talk to students on equal footing, a feeling of trust will be created. Students are more interested in what they learn, not in who teaches it to them. Come on profs, is your first name so awful you are ashamed to use it?

From the people who gave you the *Vego-matic* comes

# INSTANT INSTRUCTOR

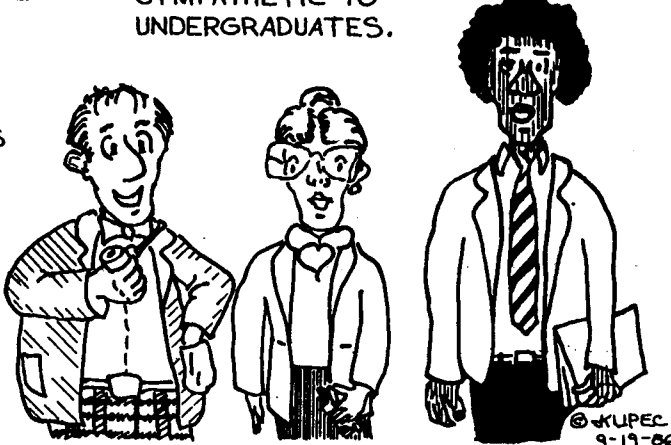
JUST ADD HOT COFFEE!

Now available in Penn State Blue and White. Some models equipped with the classic "Paterno Nose". Discounts for orders of 12 or more.

**TENURED PROFESSOR**  
A CAMPUS FIXTURE, SPOUTS JARGON WHILE WEARING CONTRASTING CLOTHING.

**MAIN CAMPUS MODEL**  
CAPABLE OF LECTURING IN FOUR DIALECTS, NONE OF THEM ENGLISH.

**BRANCH CAMPUS MODEL**  
LECTURES AND IS SYMPATHETIC TO UNDERGRADUATES.



though he is appreciated, and respected to the proper degree, by students, co-workers, and the institution.

Creating an environment which harbors these conditions should be a priority focus of this institution.

### What Makes A Good Instructor?

Interviews by Alan Pincus  
Photo by Sylvia Johnson



**Andy McGill**  
Engineering

A good teacher is one who expects more from you and also gives a little more to you. A bad teacher is one who cannot effectively communicate with his/her students even if he/she has mastered the material.



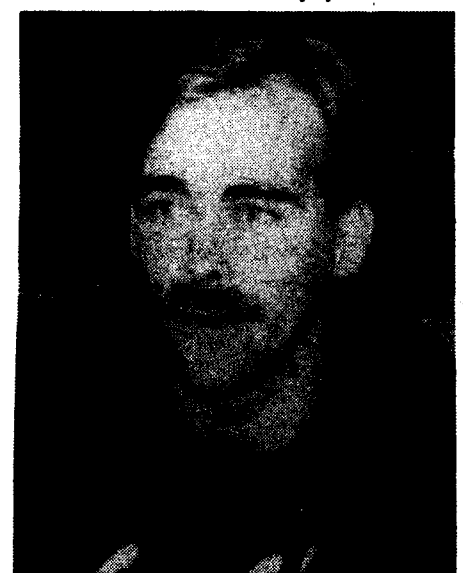
**Margaret Hammond**  
Accounting

A good teacher realizes that different students have different speeds and abilities. He then will take the proper time to see that all get whatever help they need.



**Chris DiMascio**  
Engineering

A good teacher respects his/her students. A bad teacher is one who is disorganized and unprepared.



**Dave Wallace**  
Economics

A good teacher can communicate effectively and can provide stimulus even in what would usually be a boring course. A bad teacher is 60% of the faculty at Penn State.