

FACULTY AIRS VIEWS

EDITOR'S NOTE

Editor's note: The purpose of this page is to enable the faculty to air its opinions. Each selected faculty member was given an outline and each in his own, sought to answer our questions in addition to supplying his respective personal touches. The staff wishes to thank those interested faculty members for participating in our experiment. It is hoped that this type of operation will be continued in the future.

DR. SANTULLI

I assume the question of success has to do with educational objectives. Helping students educationally is difficult—for two reasons. First, most students come to school for job training, because of parental or peer group pressures, socialization or for want of nothing better to do. And when at school, these same students seem to follow one of three paths: Take the path of least resistance and let it all happen is the most common response. Accept the conventional norms or the prevailing bureaucracy and try to beat the system is a less frequent response. Get educated by discovering yourself and your world is rare indeed.

In this respect, the second difficulty in education becomes prominent. In my field, if not in all fields, one doesn't 'teach' the student the subject but provides opportunities, perspectives and alternatives. Education is self-discovery, and any year is successful for me where I have an opportunity to assist in such an enterprise. So, in the final analysis, success is difficult to measure since the pay off doesn't generally come in immediately but only in the long run.

Outside of the classroom, I am very active in an ecology project headed by the Freestone Chapter of Trout Unlimited. I've translated this interest into the formation of the Hazleton Campus Ecology Club, I have been pleased with the activities of this group in working on a stream clean-up and development project on Fishing Creek. I think such projects not only help the student to realize something of himself and the relevance of ideas to pressing social needs, but, in turn, benefit the community at large. The American College sees the relationship between the school and society as a vital one. We cannot afford ivory towers in the face of urgent social problems.

The Philosophy Department has recently initiated a course re-numbering program which will make more specialized courses more interesting and accessible to students on Commonwealth Campuses. Generally speaking, there are fewer prerequisites and more 100 level courses.

Personally, although Humanities course book lists are prescribed, I intentionally change courses and change book lists to keep Philosophy courses away from becoming sterile and hackneyed.

There is a great irony to this campus which is, in large part, the basis of its uniqueness. The campus tends to be 'behind the times' in its sense of tradition.

There is a sense of a family setting here. People are not often on a personal basis. The irony, however, rests with the burgeoning physical plant and the sense of transition and change that we are experiencing. We need to carefully establish effective plans for this change without sacrificing our relationships to each other. It is to be noted that our faculty is committed and that the result of this commitment is manifested in the outstanding scholars that we send to University Park. This sense of perspective usually comes late to the student, but the nostalgia for the campus runs strong—witness the number of students who return for a visit.

The students here offer a challenge to the teacher. A major problem rests with the attitude that treats the campus as a 'suitcase' college. The new Physical Education building together with the Library will help to remedy this situation but I'd like to see more student involvement in the life and welfare of the campus. Students on this campus are interesting because they come across as people and not abstractions or role players. But they need to refine their interest, demand more of what is important and more fully tap the resources on hand.

In spite of the obstacles and problems, something of value happens at the Hazleton Campus. That's why I am here—not so much out of obligation as out of a sense of purpose.

Dr. Michael Santulli

PROF. KAFKA

Professor Andrew Kafka is a teacher who enjoys his work. He has a philosophy and a set of specific goals for his course 'Effective Speech.' His variety of course objectives includes an understanding of appropriate principles and methods of speech communication; an understanding of human behaviors involved in the act of speech communications; the development of critical listening; and an appreciation of the social, professional, and ethical responsibilities in speech communications in a variety of social situations. The students are able to utilize these goals by participation in preparation and delivery of short talks, round table discussions, panel discussion, appraisal of fellow students, serving as agenda chairman and completing written exams. Professor Kafka believes that he must always strive for the students' success and the fulfillment of the goals of the course.

MR. MCKINSTRY

As per your invitation to offer an opinion about the Hazleton Campus, I will suggest some positive steps that could/should be taken to enhance the learning atmosphere for students and faculty.

There are some assumptions that must be made in order for the steps to be viewed as necessary. One assumption is that college programs will provide meaning and awareness to one's self-perception. In the process of education, each of us has the opportunity to master concepts and/or develop expertise. In general, specific courses do just that. As an aid to positive self-perception, then, the specific courses are the vehicle.

A second assumption is that students and faculty are involved in what the Hazleton Campus of the University has to offer. Perhaps a rephrasing will make this supposition clear. Most students and faculty would like to be involved in the understanding and awareness of the world to the extent that it has a personal meaningfulness, utilizing the limited, yet for the most part adequate, facilities of universities.

Further assumptions can be encompassed under a general heading such as social-self fulfillment desires. This can be incorporated in the general atmosphere of the university without personal over-commitment and without university self serving requirements.

With these assumptions made, then the focus of attention is the individual student. I believe that we have the wherewithal to adequately plan a program with and for each individual student.

With some minor elaboration, the advisor system and the Career Development and Placement Division (formerly the Division of Counseling) a reasonable set of goals could be set forth for each student. This sets of goals should-should-include alternatives. They should also reflect the limitations of the institution, in regard to helping the student meet his goals. However, if the institutional goal is realistically stated in the assumptions, then the institution should serve the needs of the student. Efforts locally and within general University (and even extended more broadly to universities) must remain open to such questions as to serving the needs of the student. It is true that not all students are aware enough of themselves to choose from among realistic alternatives. It is true that not all faculty will be able to serve the individual needs of all students in a particular course. But, by reflecting on the principle of individual enhancement, we will come closer to meaningful and purposeful utilization of the university. This leads us to the question of HOW.

Quick answers as to how would include: 1. small classes (15 to 20 students) for most courses so that personal needs can be expressed and incorporated into the specific courses. 2. administrative decisions made from the point of view rather than self-serving efficiency or ease of performance. 3. supportive faculty so that instruction can become the true facility of learning that it should be; 4. consideration of safe guards to protect students, faculty and administration from coercive influence on one another.

Mr. Richard McKinstry

73-74

CALENDAR ANNOUNCED

The University Calendar for the 1973-74 year is as follows:
SUMMER TERM 1973
June 20, 21, 22
Weds-Fri-Orientation and Registration

June 25 Mon.- Classes begin

July 4, Wed.- No classes

August 18, Sat.- Classes end

August 20-22 Mon.-Wed.- Final Exams

August 26, Sunday- Commencement

FALL TERM 1973

September 4-7 Tues.-Fri.- Orientation and Registration
September 10 Mon.- Classes begin

November 17, Sat.-Classes end

November 19-21 Mon.-Wed.- Final Exams

December 1, Sat.- Commencement

On being asked last week to write for the Highacres COLLEGIAN, I was at first at a complete loss as to what to do about this task. The request came on a Wednesday, my heaviest day of teaching; a busy weekend at University Park for a departmental meeting was ahead of me; and Memorial Day—a break in the academic routine—was now threatened with, of all things, a 'Faculty Critique!' Suddenly I felt as you doubtless do when asked to write those English 1 class essays! Some guidelines, however, were given and I finally selected this question: 'Has the school year been a successful one for you and/or your students? I decided on the topic after re-reading a 'Letter,' written especially for our school magazine by the headmistress of my old London school. In this particular letter she wrote: 'It is a good thing to take stock of the year that has gone, to see wherein we have fallen short, and wherein we have gone forward; it is a good thing to overhaul our equipment and to see whether it is in good condition to meet the adventures of the next twelve months. No leader of an expedition leaves preparation to chance; his ship is fitted out with care and forethought. You are learning to steer in the expedition of life. I wonder how many of you have thought what you need in your ship for next year!'

These words are as good today as they were, I hate to say how many years ago. Let us take stock: what has the last year accomplished? Where are our shortcomings? What equipment should be on our ship?

For me, the school year has been successful in that I feel I have accomplished the many tasks assigned, academic and otherwise, to my satisfaction. Of course, it takes students to give a teacher this good feeling—my success is yours, too. And this year, it seems to me that the student is a 'different breed of cat.' During the academic turmoil of the past five years, I believe that old and young, teacher and taught, too, a good, hard look at each other and learned much. The outcome of this scrutiny seems to be that each has learned to respect and appreciate the other. The student's attitude is no longer 'I dare you to teach me,' but rather, 'Teach me - I'm willing to learn.' Results for me this past year: no flunks in Ger 1 and 2, and it is to be hoped none in Ger 3!

About taking stock of our shortcomings—well, I know mine, and you know them too! I shall continue to work on them. As for yours, they are mostly the shortcomings of youth, and as you mature, many of the failings will correct themselves. But work at them! Grow up!

And lastly, what will you need aboard your ship for the next year? You will need, as an old prayer hath it, SERENITY to accept those things you cannot change, the COURAGE to change those things you can, and, finally, the WISDOM to know the difference. A goodly cargo for 1973-74. Godspeed!

Mrs. Elizabeth Bodenstein