

Better Education at Oregon--A Symposium

The Oregon Daily Emerald presents the second half of a special symposium discussion of the question, "How to Improve Education at the University of Oregon."

Your chairman is Bill Byrd, graduate in education.

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Professors Must Be More Than Scholars

Byrd: College teaching has come in for a lot of comment and criticism during the last decade, and especially since the war. A number of high schools and colleges have been experimenting with new teaching techniques and some interesting changes have been made. On our campus, however, when one visits a classroom in the College of Liberal Arts, the BA school, or the school of education he will usually find the professor lecturing and the students listening—but this is Al Karr's topic. Al, what of the teaching problem here at Oregon?

Scholars—Not Teachers

Karr: While other professions require extensive preparation in the know-how of their fields, the college teaching profession, in general, concentrates on producing scholars—an important consideration admittedly—but leaves an alarming blank in matters of training in educating.

Oregon provides a striking example of a situation which the President's Commission on Higher Education had to say in its 1950 report:

"College teaching is the only major learned profession for which there does not exist a well defined program of preparation directed toward developing the skills which it is essential for the practitioner to possess."

Three Qualifications

These are the three general qualifications considered by the University when hiring instructors:

- (1) The prospective teacher's own undergraduate and graduate academic record.
- (2) His personality, will to cooperate, etc.
- (3) His ability and record in research and publication.

Is knowing one's subject, the essential qualification considered by Oregon for its instructors,

Emerald Presents Last of Articles

Higher education at Oregon, its faculty members and its methods, are again under consideration in this, the second part of a special forum discussion sponsored by the Emerald. The two-hour discussion was tape-recorded. A condensation of the first half was presented in Friday's Emerald, and here the forum is concluded.

Participants in the forum were Henry Panian, graduate student in history; Bill Carey, senior in business administration; Jo Anne Gilmore, senior in English; Al Karr, freshman in pre-journalism; and Virginia Wright, junior in sociology. Bill Byrd, graduate in education, was chairman of the panel.

Each of the five participants gave a short speech on his subject, and there was a period of questions and answers. The last two topics are covered here.

enough to make a good teacher? In 1948, the University of Chicago committee on preparation of teachers sent letters to 850 universities, colleges, teachers colleges, and a few technical colleges, asking these institutions to supply information on college teacher training. Part of this included the strengths and weaknesses of their instructors.

Standpoints

Common strengths listed were these: well prepared in field, competent researcher, high intelligence, devoted to scholarly interests.

These strengths are emphasized by Oregon. Excellent. Any teacher who does not have them is not prepared to teach.

But what weaknesses were common?

First, personal traits: colorless, poor personality, poor attitude, dislikes students. Oregon's first qualification for teachers considers this point.

Second: narrowly trained, trained in a special field, but not in related fields. Oregon has a program of five fellowships in social sciences, which doesn't take care of a broad training in other fields, however. More about that later.

Third: interest in research, not teaching. Oregon emphasizes this research interest, which shouldn't harm teaching, but it can.

Fourth: no specific training in

teaching. This weakness, the most important of all, is outstanding at Oregon.

Teaching Training Nil

The University considers it far more worthwhile for a college teacher or prospect to do research than to have any teacher training.

What teacher training does Oregon have?

That five fellowship program for graduate students, now in its second year, emphasizes broader social science training, with the opportunity for half of the preparation to be devoted to social science fields other than the major—its chief virtue.

The program, however, leads to the Ph.D. degree in only economics, history, political science, or sociology. The fellows are given teaching preparation duties and some apprentice teaching. No training is given, however, in professional education, which is the education of college teachers in the skill of teaching.

Internship

The various schools and departments have a type of internship, whereby graduate students grade papers, conduct labs, conduct voluntary question sessions, and aid the instructors.

As for the currently more important provisions for improving the teaching of present faculty members, they are virtually nonexistent. About the only provision is that instructors may take, if they wish, five hours in any subject desired.

The difficulty in improving the training future teachers lies mainly in the feeling of the University that professional education courses are of little value and the emphasis on research alone. The difficulty in improving the teaching of faculty members is obvious. The veteran professors—the excellent scholars, though their teaching may be deficient because they have never been sufficiently trained—certainly wouldn't appreciate being told that they need training.

Lack of Faith

Even the young instructors, though not advanced in teaching, are well along in their field, and put no faith in teaching principles.

What are some devices and suggestions for improving college teaching? Some practices at colleges throughout the nation include:

Fellowships such as Oregon has, broadening Ph. D. requirements, apprentice teaching, systematic study of problems of college teaching through workshops, profession-

al education, seminars, and organization to promote importance of training for college teaching.

Other practices, especially for present faculty members, include counseling instructors, measuring outcomes of teaching, study of the science and art of teaching, ratings, and administrative practices to stimulate the best efforts of faculty members.

The cause of teacher failures are not so difficult to see as they are to remove. Nevertheless, whatever is possible in improving the teaching should be accomplished—so that, while keeping Oregon's faculty scholars just as much scholars as they are now, we make them and their successors teachers in the real sense of the word.

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Panian: Al, I think I'd feel a great deal more secure about my college training if the teacher were a man who knew his stuff rather than a good teacher.

Karr: I already mentioned that a good teacher has to know his stuff, but that's not all.

Gilmore: Isn't it supposed that by the time you're college students the teacher doesn't have to give you motivation? You're supposed to have your own motivation by then.

Karr: The teacher doesn't necessarily have to give you the motivation. But he's supposed to understand how motivation in learning works so that he can administer teaching in a better way. That is mostly a criticism directed against the lecture system.

Wright: Yes, I think that's just the problem. They think the college student can get the material whether the professor is an excellent teacher or not, and all he's supposed to do is stand up there pouring out facts for the students.

Faculty, Students Need To Be Closer

Byrd: The last big problem we are to consider today is that of student-faculty relations. Too often the comment is made by students that in their four years here they never did get to know a professor well. How then are we to become friends as well as students to our professors? Here to discuss this problem is Henry Panian.

Panian: Before I begin, I want to say that I think I'm speaking generally and as I think it looks

from my viewpoint rather than from any tested material.

Just what are the reasons why the students and faculty seem to face off against each other?

One of them stems from the fact that we do have large classes, and in a large class the students feel lost and just forget about the professor and don't try to get acquainted.

Some Ideas Offered

Several suggestions: One is in the socialized class procedure—if we could have smaller classes, and if we can't have those, at least if the class is broken into smaller groups in which the professor can associate with the students, they should get to know him better.

Secondly, emphasis on a rather new aspect of the campus. At Washington State, they have a lab system whereby the professor takes the class to the student union and they have discussion groups. Each one pays for his coffee and they generally sosh.

As I understand it this sort of thing is condoned by the administration at WSC. I feel that here at Oregon, it is not exactly condoned, and teachers who do that are considered teachers who break the rules.

Faculty Firesides

At Willamette, they have what they call faculty firesides when the faculty and students get together and talk. Here at Oregon we have just started that type of program with the Friday night coffee hour in the Student Union.

Such things as bowling, card parties, and student-faculty mixers should be promoted.

I know that I have personally become acquainted with faculty members because I bowled with them, and knowing a faculty member on the bowling alley is a lot different from knowing him in class.

Formality A Bugaboo

Fraternities and sororities have faculty teas and card parties, but the atmosphere at those things is so darn formal. You still have the same tightness as in the classroom.

The faculty members invite students to their own homes, and again the atmosphere is very formal.

I think that if these things are stressed, student-faculty relationships will be bettered at Oregon: socialized class procedure, not only in the class but also in the Student Union, and this matter of informality in programs already set up.

CAMPUS CALENDAR

- 8 a.m.—Rotary Conference, SU Bldg.
- 4 p.m.—Jr. Weekend Sing Comm., Gerlinger Lounge
- 4:30 p.m.—Housemother's Tea, Alumni Hall
- 7:30 p.m.—ASUO Exec. Council, 337 SU
- 8 p.m.—Phi Mu Alpha, 334 SU

Phi Theta to Give Scholarships

Applications for scholarships awarded annually to sophomore women by Phi Theta Upsilon, junior women's service honorary, are now being accepted.

Deadline for applications is 5 p.m. Apr. 30. Scholarship blanks are available in the office of the director of women's affairs, Emerald Hall, where they may also be turned in.

Scholarships will be awarded on the basis of need, scholarship, character, and participation in campus activities. Sophomore women who will be juniors fall term are eligible.

Number and amount of each scholarship will depend on the number and caliber of applications, Jeanne Hoffman, Phi Theta president, explained. Last year four \$75 scholarships were awarded by the honorary at the annual presentation at the All-Campus Sing.

The trouble is, people who lose their tempers shortly find them only to lose them again.

Enrollment in Religion Course Shows Gain

Enrollment in religion courses winter term showed an increase of 240 per cent over the previous winter term, according to N. P. Jacobson, acting head of the department of religion.

Fall term also showed an increase over the previous year's enrollment, and this term there are even more students taking religion courses than winter term, Jacobson reported. This is in the face of a decline in University attendance, he said.

More and more students are showing a spirit of religious inquiry, or that of evaluating the goals for which men live, with which the religion courses are concerned, he said.

The growing interest in religious inquiry is unprecedented in the American school system, C. P. Shedd, professor of education at Yale Divinity School, stated recently to the University faculty. Jacobson regards this as characteristic of a period of cultural reorganization such as the present.

The seed-corn of tomorrow's culture is being planted by this large group of students interested in exercising their critical faculties, Jacobson stated.

Who is the ugliest man on the Campus?

Paul Wexler Calls For Set of Twins

Twin trouble still hampers the casting of Shakespeare's "The Comedy of Errors," but, according to Director Paul Wexler, it's now only half as serious as it was.

In other words, one set of twins, conveniently identical, has been found for the cast. But another set, called for by the play is still being sought.

"All that's necessary is to get hold of two men who look something alike," says Wexler, "but even that is a big order."

Other openings, especially male parts, are also still unassigned in the Shakespearean comedy, which is scheduled to open late in May. Anyone interested in trying out is welcome, the director emphasized. Students may do so by contacting him through the University Theater or by personal call to Ext. 325.

Director Speaks On Scouting Career

H. F. Pote, director of the Boy Scouts of America, will be on campus Apr. 14 to talk to men interested in the scouting program as a professional career.

A general meeting will be held at 9 a.m. in Emerald Hall, followed by individual interviews. Appointments for the interviews can be made by calling at the graduate placement office in Emerald Hall.

False Alarm At Phi Delt

A false alarm brought two fire engines and one fire truck to the Phi Delta Theta house Thursday night.

A woman caller reported a fire in the Phi Delt kitchen, firemen said. When the firemen arrived, they found there was no basis for the report.

When asked for further details at the fire station, firemen refused to comment on the grounds that any publicity would only cause more false alarms in the future.

"Every false alarm turned in costs the city of Eugene a considerable amount of money," the fire captain in charge said. He added that false alarms keep firemen away from possible real fires where "a child may die while we chase after some fool prank."

Civil Service Heads To Explain Jobs

George Robinson, examination supervisor, and Robert Johnson, director, representing the Oregon State Civil Service Commission, will be on campus Wednesday to explain job opportunities with the commission.

The basic qualifications, salary, employment conditions, and application procedures will be explained. Appointments for the interviews may be made at the graduate placement office, Emerald Hall.

University St. Parking Closed

For two days—Monday and Tuesday—there will be no parking on University St. between 13th and 15th. Eugene police have reserved the area for out-of-town Rotary members who will be attending a three-day conference in the Student Union.

The new signs, which were put up Saturday, will be taken down Wednesday morning, according to city officials. For the two days, students and faculty members are asked to park in the Emerald or 11th St. parking lots or on other streets not marked off.

The Rotary meeting will draw about 600 visitors and wives from all parts of Oregon and southwestern Washington. Among these will be United States Senator Wayne L. Morse, former Governor Charles A. Sprague, Harold T. Thomas of Auckland, New Zealand, and a number of other important persons.

Heads of Houses To Meet Today

Heads of Houses will meet at 4 p.m. today on the second floor of Emerald Hall in the student affairs conference room.

The meeting was previously planned for the Student Union, according to President Barbara Williams.