

Unfair attack

I would like to respond to the unfair attack on CCSU and its faculty by Mr. Grover (Soap Box, Jan 15).

I have attended Corpus Christi State University for the past year and a half as a music education major. I have taken classes in all subject areas and have been very impressed with all faculty members I have studied with.

Mr. Grover is extremely unfair and uninformed in attacking CCSU faculty exclusively. I have attended three different colleges in my quest for a higher education and it is widely known to my students that the lecturing format is the most widely used form of teaching at the college level. . . .

In classes at CCSU where I was supposed to acquire an ability, I have indeed experienced "hands-on" learning, usually accompanied by lecture. . . .

How does Mr. Grover propose that a professor teach with a "hands-on" approach to history, philosophy, or the other "non-active" courses? . . .

. . . Mr. Grover must realize that he is not being forced to stay in the situation. Just because he feels he is not getting the education he wants does not mean it is the fault of CCSU or its educators. . . .

Oh, yes. As for his remark about an "institution that will truly be our Alma Mater (nurturing mother)" — I go to college to get an education, not to acquire a new family member.

KATHERINE M. SMITH

Reprinted from Corpus Christi Caller-Times

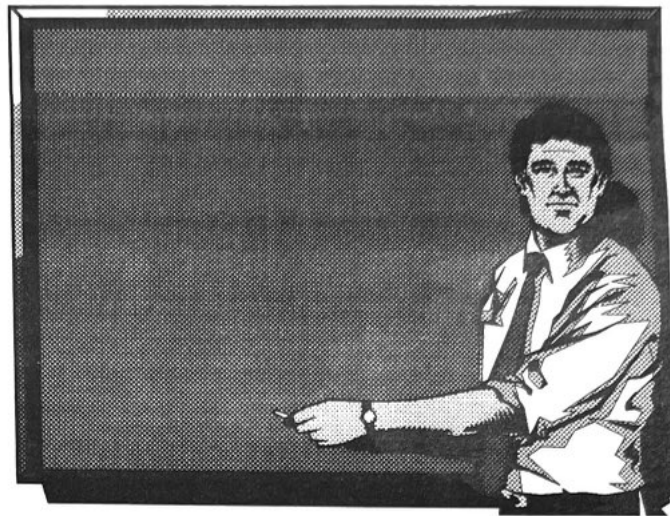
Not all CCSU teachers are ineffective

This is in response to the Soap Box by David B. Grover. I strongly disagree that all teachers at CCSU practice prehistoric teaching methods.

I've attended CCSU for over nine years, getting Master's Degrees in 1985 and 1987. The teachers that I had in the College of Education conducted their classes using effective teaching strategies and techniques. They tested what they taught.

Teachers used a variety of effective strategies, other than just lecturing, to accommodate different student learning styles. These included charts, overhead transparencies, films, handouts, oral student reports and small group activities.

One teacher I had even developed a detailed book of notes as a supplement to his course. This made it possible for him to enrich the course content and for students to listen and participate without having to take notes as the material was explained.



I have been fortunate in having excellent teachers, but I have heard horror stories from friends and other students. Worst of all are lecturers that do not cover the textbook material, yet test students over the textbook. Some classes have student oral reports that take up half the class time. Using foreign professors or teaching assistants who have

subject knowledge but no training in the methods of teaching is also very hard on students.

Universities are lucky to get so many gifted teachers who are truly outstanding in their fields. I am sure that they are not teaching for the money because they are grossly underpaid for their depth of knowledge and years of training.

I believe that most teachers do care about their students; however, some have never been exposed to the current effective teaching strategies. Techniques that would aid them in their teaching include *Madeline Hunter's Lesson Design* (shown on page 7). All public school classroom teachers in Texas were instructed in this method of effective teaching during the 1980s to improve student learning.

The questions I have are: Would it be to the student's advantage and increase student knowledge if continuing training were provided to teachers? Should faculty members attend workshops on effective teaching techniques? Will methods like those used by public school teachers be applicable to a university?

I personally feel that these are decisions the administration must make and, though students must be considered, these are not student decisions.

CORRA WARD

THE STUDENT IS

. . . the most important person on the campus.
Without students there would be no need for the institution.

. . . not a cold enrollment statistic but a flesh and blood human being
with feelings and emotions like our own.

. . . not someone to be tolerated so that we can do our thing.
They are our thing.

. . . not dependent on us. Rather, we are dependent on them.

. . . not an interruption of our work, but the purpose of it. We are not
doing them a favor by serving them. They are doing us a favor by giving us the opportunity to do so.

Many of the millions of parents who write checks for tuition costs assume their children are being taught by professors. But across American campuses, professors are neglecting teaching to produce, instead, reams of trivial, irrelevant research in the name of scholarly pursuit. It is all just part of what Midge Decter, an education critic, calls "the biggest consumer fraud in America."

From Reader's Digest of Feb. 1993 —
Martin Anderson in the Washington Post