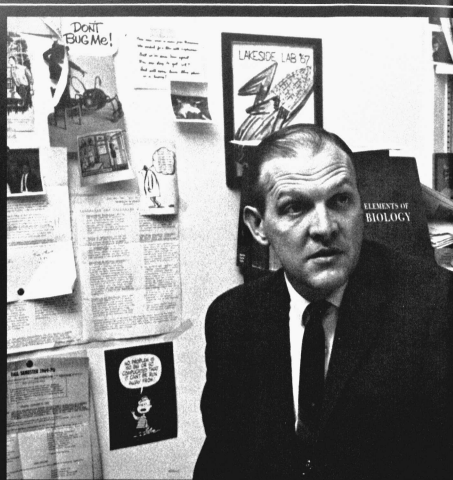


TEN TEACHERS

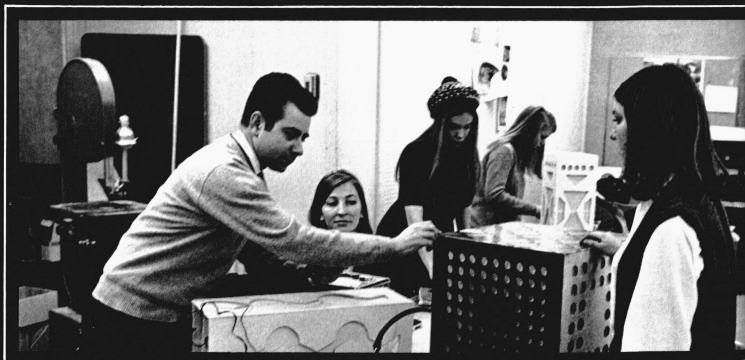
The student editors of the '70 *Savitar*, the yearbook that records the year's high lights at Ol' Mizzou from the student point of view, devoted more than 40 pages to teachers. Since there also is more than a little alumni interest in today's faculty, the *Alumnus* has reproduced some of the pictures appearing in this year's *Savitar*, together with some of the teachers' own comments about their profession.



John Farmer
ZOOLOGY

"Probably the most appealing aspect about teaching is the constant attempt to make my

students feel the way I do about the field I teach. What that involves is entertaining the students first and then 'conning them into learning something.' . . . My philosophy has





always been that the most important thing is keeping in contact with the students; the minute you take teaching as a chore, you lose contact with them."

Joseph Falsetti

INTERIOR DESIGN

"I am primarily a teacher, but as you know, teaching extends beyond the classroom. The roles of teacher and artist can be combined. I've learned a lot from students. It's natural to reject their ideas at first, just because they are students, but I can count the times that they have influenced my work with bright ideas or observations."

Alfred S. Illingworth

RELIGION

"I, for one, applaud the faculty and the administrative staff of the University of Missouri because in making provisions for the scholarly study of religion over a period of many years they have recognized by implication 1) that a liberal education is incomplete without an understanding of the religious nature of man, and 2) that the secular disciplines must not ignore the role of religious thought and behavior in human experience, and 3) that public education has an obligation to contribute to an interfaith understanding which is vitally necessary for a healthy religious pluralism."



Karl Evans

CIVIL ENGINEERING

"Education should enable a person to understand and to adapt to the environment in which he lives. With improved transportation and the demands of world trade and politics, this understanding often must be extended to unfamiliar and alien environments. . . . Problems can be solved if education produces individuals who realize that the road is long and who use each experience to glean additional knowledge which may help the progress of man."



TEN TEACHERS (Continued)

A. A. Case.

VETERINARY MEDICINE AND SURGERY

"A teacher should enjoy working with students or he should not be doing it. Acquaintance with students has always been of great importance to me. . . . The scope of the University offerings is not subject to argument, and it is growing all of the time. This does increase the student's problems of finding his place within it. The good teacher has found a place, and should be the one who can help others to do likewise."



William D. Klapp

ART

"Teaching, itself, is not so bad. Students here are generally bright, good-natured and co-operative. . . . In the classroom I am jack-of-all-styles, talking formalism here, new media there, encouraging it all, if I can. I try to deal just as seriously with the efforts of the ordinary student as with those of the talented. I have to replace personal standards with practical standards. . . . But, after all, when I am teaching I am involved with art, if not my own, and it does not seem to detract from the urge to create."

Betty Crim

NURSING

"What is the university? It is people—teachers, students and researchers—that come together in a special environment and are devoted to specific goals. . . . I am a teacher of nursing at the University because I believe that professional nursing offers a variety of opportunities for self-actualization and makes valuable contributions to mankind. A scholarly approach in a learning-oriented environment is a most effective way of learning to be a professional nurse."

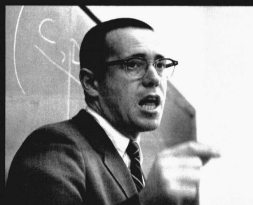




Richard S. Kirkendall

HISTORY

"Teaching feeds research and research feeds teaching. Research provides material to draw upon in the classroom. If research were not being done, teachers would have little or nothing of significance to say. Also, teaching helps research, for students raise all kinds of questions. Teaching forces me to think about things I wouldn't consider if I were strictly a researcher. There are challenges in the classroom that are just not available in meetings with professional historians."



Fred Davis

LAW

"Although you hear many complaints these days about professors giving their classroom responsibilities the short end of the stick, I think it is true that we have many dedicated teachers in our University faculties today who do their best to communicate reassurance rather than anxiety, joy rather than despair, and who, because of their enthusiasm and the firm belief in what they're doing, win the confidence and respect of their students."

William B. Bondeson

PHILOSOPHY

"A liberal education cannot be defined in terms of the facts or items of knowledge a student knows; it can only be defined in terms of what he can do. If a student can think critically, appeal to evidence and use argument; if he has the tolerance to deal with systems of value other than his own and the integrity to formulate and live by his own values; and most importantly, if he has learned how to learn, he can be called liberally educated."

