

Letters

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pedagogy that the teacher's knowledge of subject matter content might turn out to be far less than desirable. As I see it, the problem is one of proper balance. Some knowledge of the technique of teaching would, in my opinion, be highly desirable for the majority of college teachers.

I believe it is a vast oversimplification to state, as Helwig does, "that the two essential characteristics of a good teacher are (i) enthusiasm and (ii) thorough knowledge of and interest in his subject." I believe that most people concentrate on "teaching" and forget that the important process is really its complement "learning." This takes place within and *only* within the mind of the student. If our educators would exhibit more concern for learning, then teaching, as such, would take care of itself. I submit that the key factor in the education process is the motivation of the learner; I would venture further that the role of the teacher is primarily that of a motivator and only secondarily that of an imparter of knowledge. Actually the student may acquire knowledge from books, audio visual aids, direct experience, or other means.

College teaching, as contrasted with secondary school teaching, is concerned with the development within the student of the power to think, reason, appreciate, and discriminate; but the exercise of intellect necessary to become learned requires self-discipline on the part of the student, not enthusiasm and interest of the teacher, or only insofar as it makes the student want to learn.

There appears to me only a tenuous relationship between learning on the part of the student and either enthusiasm or thorough knowledge of and interest in the subject matter on the part of the teacher. If these two attributes of the teacher serve to motivate the student, so much the better, but one should not rule out other techniques of motivation. Unfortunately one can think of a number of teachers who possess these two qualifications and yet who are not considered by either their peers or their students to be very good teachers.

We must recognize also that college teaching embraces a wide range from the instruction of beginning freshmen to the occasional contact with the mature graduate student pursuing studies in either purely academic or professional fields. It is my personal opinion that teaching the elementary college level courses makes the greater demands

on the motivation skill of the teacher; whereas, in graduate work, motivation may be more readily derived from the teacher who is both enthusiastic and possessed of great knowledge, because both of these qualities provide high motivation to the advanced student.

It is in this latter situation particularly that I fear that any state licensure might only serve to eliminate many of our greatest and most widely influential teachers.

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