

"PRINTABLE ANECDOTES"

Compiled by The Editor

Last quarter the editor invited faculty and staff members to submit "printable anecdotes" about student-instructor, or other university relationships for possible inclusion in this issue of *Forum*. Below find some of the "printable" ones:

Mis-spellings:

"pastures" for pastors; "gose" for goes; and "consiconsis" for consequences.

Examinations:

On an anatomy quiz, a student defined a floating rib as "one that is not connected to the scrotum."

On an English quiz, a student wrote: "Emerson felt that God is in nature, but that he is not eminent in it."

In an essay on explorations, a student wrote: "Magellan was the first explorer to circumcise the globe."

One professor wrote: "I recently characterized a student as having the uncanny ability to consistently come up with a good question immediately after the answer to that question had just been discussed."

Polls:

Recently the Fisheries Department returned an answer to one of many surveys or polls we all

receive. The information below was in answer to the questions for inclusion in *The Directory of Teaching Innovations in Biology*:

"Since the faculty in the Fisheries instructional program in the College of Natural Resources, Humboldt State University, is primarily engaged in instruction, we will eagerly await the results of your study. Apparently we lack innovative teaching since we were unable to suggest things that we are doing as "innovative." There are some overall propositions, however, that we have found that do enhance the teaching endeavor that may be of interest to your project:

1. Never hire anybody who does not like teaching.
2. Always hire someone who is enthusiastic about their subject and shows it rather than talks it.
3. Encourage an administration that tries to keep petty matters from clogging faculty time but always has the sense to confer and refer those matters that are vital to an atmosphere fostering the teaching enterprise.
4. In a time of societal skepticism and of reaction to intellectual pursuits, administrative sensitivity to small details felt or deemed important by teaching faculty can encourage sustained enthusiastic instruction. We observe that students respond to a sense that there instructors care. Faculty are human, too."