

Professors

Cont. from Page 1

consuming work often encountered at larger schools) and on faculty interaction with students she has met and finds them "helpful and friendly." She is particularly pleased with the "open and accepting" attitude of the faculty. Their willingness to hear her ideas and share their own on an informal basis has impressed and pleased her. Although already comfortable here, Ms. Young is still "observing" Guilford, "getting to know it and finding where I fit in."

Down the stairs from Ms. Young's office in Archdale is the office of Assistant Professor of Economics, Mark Waldman. He has come to Guilford straight from the University of Florida at Gainesville where he earned his Bachelors, Masters and Doctorate degrees. His interests lie in the history of Economics and Economic thought, especially contemporary thought, and Political Economy. This semester he is teaching courses in Banking and in Principles of Economics. He teaches one class at Greensboro College through the Consortium.

Originally from Miami, Dr. Waldman chose Guilford because of its size, the good reputation of its faculty and Liberal Arts program and because of the opportunity it affords him to eventually teach a wide range of courses.

He comes from a family of teachers and "always wanted to teach, except for maybe one year when I wanted to be a race car driver." For him being here is like "living out a fantasy. I have to keep pinching myself to make sure it's really true." He feels he got the best job of any Economics graduate from Gainesville in the last five years.

Through his excitement at his own good fortune, however, he realizes that "Teaching is hard." His experience as a Graduate teaching Assistant has taught him that "You have to teach a course at least twice before you really know where you're going with it."

Although favorably impressed with Guilford so far he is still feeling his way around. "Gainesville," he says, "is the Berkley of the South" and he's not yet sure how Guilford compares. He does say with optimistic assurance, however, "I haven't met anyone at Guilford I don't like."

Guilford's Biology Department has also acquired a new assistant professor, Frank Keegan. He is glad to be in

Greensboro and away from New York City where he received his B.A. from Queens College and his M.A. and Ph.D. from the City University of New York, where he also taught before coming here. He is pleased with the slower pace of life here and especially the small school, community minded atmosphere of Guilford. He is also glad to have the chance to spend his time really teaching, although he says he works much harder here than he did at C.U.N.Y.

Dr. Keegan is teaching courses in Cell Biology, Animal Physiology and Anatomy and Physiology this term. He hopes to be able to continue his own research on the nucleic acid metabolism relationship of methylated bases to incidents of cancer. He appreciates the fact that he feels encouraged to pursue his own interests here.

He considers the lab equipment to be good and enjoys the inter-departmental sharing, something never done at large universities. "The consideration for the other guy here amazes me," he says. He also says that pieces are still needed to make alot of the equipment usable. Coming from a program at C.U.N.Y. which is largely pre-med and thus highly competitive, Dr. Keegan particularly appreciates the cooperation, friendliness and genuine eagerness to learn he has found at Guilford.

Dr. Keegan's intense interest in the Guilford's students, on both an academic and social level, is readily evident. "I'm excited about Biology and would like to communicate that excitement," he exclaims. He is concerned that Guilford maintain high admissions standards and would like to eventually do some work in that area.

Along with his wife, Jo, he is coordinator of Bryan Dorm. Through this, his teaching and possible work with the Student Union and Student Personnel Services, he hopes to be able to "Improve the quality of student life to make it as pleasant and productive as possible."

The Keegans like having the opportunity to live with, eat with and get to know students on a personal basis. Dr. Keegan is favorably impressed with Guilford Students and has not yet encountered any serious problems in Bryan. "I set high standards for myself," he says, "and I set them for others too, without being unreasonable."



Hitting the books...

Did You Hear About The Computer?

by Howard Page

Yes, friends, the rumor is true! Guilford College does have a computer and it is open to anyone! You may ask, "what good is this computer to me"? Well, I'll tell you.

For those of you in the sciences, you will find the word you consider busywork, i.e. things like taking the square root of 100 different numbers, doesn't bother the computer at all. Not only that, but if your teacher knows that you use the computer, he or she will be thoroughly impressed, and it never hurts to have your teacher impressed!

To those of you who don't have a science course, or those who have a science course and also a \$200 calculator, do not think you can't use the computer. Not only can our computer write poetry, there are innumerable games on a game disk that is put on at various times, and you can while away the hours playing "football", "Splat!" "Black-jack," etc. But you may still have doubts because you don't know how our marvelous machine works.

Fortunately for you there will be a computer course offered by the SPS (the same folks who brought you stargazing) beginning on Wednesday, September 17, at 10 AM in the basement of King, Room 030. The course will run for three weeks with each session lasting about an hour. After that, the computer will be your slave, ready and willing to obey your every command.

How To Improve Your Reading Skills

a service of the Association of American Publishers, Inc.

Reading is the most important learning skill one can acquire for success and enjoyment throughout life. It is an integral part of our personal and working lives. Consider how much time every day is spent reading newspapers, letters, books, menus, directions or signs! Eighty-five percent of college work, for example, involves reading. The better you read, the more you will succeed in study or work, and enjoy the time you spend with books.

Reading is basically the understanding of words and the association between them. To improve reading skills you must increase your ability to see and understand groupings of words, or ideas, at a speed and in a manner that is comfortable to you. To be a good reader you must concentrate on what you are doing and learn to use your eyes to the best of your ability. Move them at a rate that allows your brain to absorb the main ideas printed on a page. Remember your eyes, like fingers for the piano or legs for skiing, must be trained to be skillful.

If you would like to improve your reading skills these few steps can help:

1. Evaluate your reading habits,
2. Use your eyes efficiently,
3. Continue to broaden your vocabulary,
4. Adapt your speed so you understand the material,
5. Practice on a regular basis.

Analyze your present reading habits so that you know where to improve your skills:

Do strange words constantly stop your progress? Your vocabulary needs improving.

Do you read every single word? You should train your eyes to span phrases or "thought units" instead of individual words.

Do you always read at the same speed? Speed should vary depending on the material and your purpose for reading, e.g. fiction, newspapers, textbooks.

USE YOUR EYES EFFICIENTLY

It is the eyes that see printed words and transmit them to the brain. Understand how they work and give them the opportunity to perform well. Eyes perceive words only when they stop moving, or make what is called a "fixation". It is during this pause that the brain records what the eyes see. Depending upon your "eye span" you will perceive one, two or more words in each fixation. The average college student, for example, has a span of 1.1 words and makes four fixations per second.

Vocalizing words impedes reading progress.. Poor readers are inclined to whisper, use their lips, enunciate silently in their throat, or visualize the words in their mind. If you have any of these bad habits they should be broken because they slow down understanding. Learn to move your eyes continually forward at a pace that allows the brain to understand.

Many people need glasses to read well. Blurred words, continual eye fatigue, or itching and stinging eyes might mean you need glasses. If you think your eyes need correction, have them examined by an eye doctor. If glasses are prescribed, do not hesitate to buy and wear them. Make sure they are always free of dirt and scratches.

Don't allow your eyes to go back over words. Think about what you are seeing and keep going at a speed that is fast enough to remember at the end what you read at the beginning. Faster reading, with no retracing, helps comprehension.

COLLEGE CAMPUS REPRESENTATIVE

Needed to sell Brand Name Stereo Components to Students at lowest prices. Hi Commission, NO Investment required. Serious Inquiries ONLY! FAD COMPONENTS, INC. 20 Passaic Ave. Fairfield New Jersey 07006

JERRY DIAMOND 201-227-6814
