

It is important to recognize the fact that every subject, given that its content is not totally reducible to some other subject area, presents a special set of pedagogic problems arising as a result of the distinctive character of their contents and their essential nature. The problems may be regarded as particularizations of the general pedagogical considerations which must be treated by any and all teachers who seek to seriously discharge his or her educational responsibilities in a highly efficacious manner. The teaching relation is an excessively complex one, and its complexity is readily apparent when one attempts to dissect the relation in order to isolate its component elements. The relation involves the teacher, the material, the student, and the amount of possible instructional methods, all considered within the framework of a particular institution at a given time embedded within a particular social context. No single constituent can be stressed at the expense of the others. No element can be ignored without a loss in quality of the total process. The problem of inadequate teaching should be shared equally by the administration. The reason is because of the policy of college and university administrators which rewards to faculty members promotion and tenure primarily on the basis of each member's research and publication. Those who work actively outside the confines of the classroom have been encouraged to concentrate at the expense of those who would otherwise energetically dedicate themselves to their teaching duties. I am not forwarding the fallacious tenet that teaching skills and the interest and the ability to carry on significant research are mutually exclusive. But in analyzing the teaching situation on the college level, the upshot is that all too often the student and his interests, attitudes, needs, and problems are only given cursory consideration by those involved in structuring and presenting a course. In my opinion, such factors are crucial to the development of a sound educational experience.

Where to begin?

What strikes us first is the author's wordiness. As we suggested, his ideas may be worthwhile, but they are undercut by overwhelming verbosity as well as by a host of other problems. The best way to proceed is one sentence at a time.