

It is my pleasant duty to welcome you all to this two day programme of activities designed to ease you into the important business of appearing before and interacting with the students you will be assigned to teach.

≡ School of thought that Univ Academic staff are born, not made, and that therefore a programme of this nature is not very effective. I am not at all sure how far such an idea will bear analysis. To be sure, some of us may well have been born with more potential for a Univ career than others. Even the most talented, in whatever careers, needs some form of induction. In past times it was perhaps not so formalised. I can well remember my first nervous and faltering steps as a neophyte lecturer, and how grateful I was to be apprenticed for the first term or so, to a sympathetic and experienced colleague. Much to be said for that type of approach, but also much to be said for the present exercise. We all have reason to be grateful to the organisers and contributors for all the trouble they have taken in preparing such a well balanced and comprehensive programme.

It simply cannot be accepted any longer that academic teaching is the one career for which absolutely no formal preparation is necessary.

[I fervently wished 7 yrs ago that somewhere there would be something like this]

Our staff turnover at RN is very agreeably low, of the order of 6 to 7% p.a. This means that of 230 or so acad staff only about 15 or 16 resign (usually on promotion) or retire each year. With two or three additional posts we can anticipate seeing about 20 new faces about this time of year. In 1983, it is nearer 30. Number of reasons. 19 ALP; no of posts had been vacant for some time. Not all are present at the moment; some still arriving, some already experienced lecturers. It is also pleasing to note the presence of some established members of staff. That is very encouraging, because all of us can always learn something new. In any event, a hearty welcome to you all.

A traditional distinction in university life is between the academic subjects, that typically go to make up the BA and BSc and the more traditionally professionally ~~eng~~ orientated disciplines - law, accountancy, pharmacy, journalism

to name a few obvious choices. ³ Regardless of this distinction we all have one thing in common: a strong desire to do a thoroughly professional job in our day to day contact with students. In this case there is no distinction to be made between academic & professional disciplines.

A professional commitment implies a great deal more than proficiency in the lecture theatre: preparation, presentation and follow up and all that they entail. The matters are ~~of course~~ ^{undoubtedly} of great importance, and much of your present programme is devoted to them. It is a truism of course that you are not only conveying information when you face a class and open your mouth. By every small gesture and detail of deportment you telling ^{your audience} ~~students~~ about yourself, your attitude to your subject and your attitude to the students themselves. Make no mistake: they are very acute observers of body English.

The way you are groomed and dressed, your punctuality (or lack of it), your approachability and availability outside lecture times are all of vital importance. ^{+ carrying out of commitments: assignments} Most students will forgive a great deal in terms of lack of technique, especially in a lecturer whom they know is new, provided that

They perceive that he is well versed in and enthusiastic about his subject and that he takes them, the students, seriously.

If you can forgive a few personal anecdotes to illustrate

① Cf. P.A.M. Dirac : appalling lecturer = shy convoluted, nervous, but still a great experience to see a great mind in action. Unfortunately, of course we are not all Diracs

② Euvail Pass. Belgian, Dutch, German, Danish, Swedish Rail systems. Ask yourself q: if you saw dishevelled pilot used car.

③ Patrick Myrhaardt in Lips of Les Pige

The Library Theatre ± 120 audience.

One man has to capture and sustain audience interest minute attention to detail : accent, clothing make up gestures. (how he sat or held his coffee) all created the intended image. Saw him twice 20 120th performance the second as good, if not better than 1st

In a sense, beyond an audience of 40-50 we are all actors in a one man show, like Myrhaardt. Part of that great professional tradition of the theatre, summed up in the time-honoured words "the show must go on", must rub off on all of us.

One final point: the more you put into your task the more you get out. We have all chosen academic careers because of the inherent,

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almost self-evident worthwhileness of the job.
The satisfaction of a worthwhile job done well
is hard to match. There is no substitute for it
in terms of making our lives meaningful.

May this be an enjoyable and worthwhile
programme, serving ~~as~~ an introduction to a
satisfying and worthwhile ^{in the traditional subjective mood} career at Rhodes. I
have expressed this wish, but I have no doubt
that ~~one~~ for each and every one of you it will
translate rapidly into the indicative: the course will
be of benefit to you and you will go on playing your
parts effectively in the university and in turn
derive the inner satisfaction that goes with
doing something you enjoy doing, and doing it
excellently in conformity with the highest
professional and personal standards.

It has been a pleasure sharing these few
moments with you. I shall be meeting you all
soon, I hope ~~at~~ more relaxed and
socially convivial occasions.
After what I have said, it is appropriate
that I should be followed immediately on the programme
by a short sketch drama. "Let the show
go on".