Statement of Teaching Philosophy
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The two most important elements of teaching are knowledge and preparedness. As university faculty, we impart knowledge and skill to our students in the conviction that the mastery of these factors will be effective throughout their chosen endeavors and careers. We prepare them for life.

Knowledge is not just an accumulation of facts, figures and techniques, it is rather the inquisitiveness that is sparked by the act of learning and the desire to learn more. Not just the single-mindedness of mastering one skill but an understanding of the importance that all of the elements work together to create the entire body of knowledge. As teachers we must bring to our students a broad pallet of understanding and knowledge with the intent of introducing our students to the possibilities that are presented through our study of history, our awareness of the present and our desires for the future.

As teachers, we must always be accepting of experimentation in the search for knowledge and therefore must accept the successes and failures of this experimentation. Failure is part of the natural process to success. Failure and success breed the inquisitiveness that is essential for the acquisition of knowledge.

Especially in the arts, we, as teachers, must continually be mindful of preparing our students for success in their careers. The knowledge gained by our students in our classrooms and studios must have direction, sound objectives and fair assessment. The mastery of fundamentals through a thoughtful curriculum will serve these students throughout their professional lives. A curriculum that covers all periods, all styles, all techniques and is systematic in guiding students through a sequential repertoire will prepare our students for successful careers.

When we combine the historical, the theoretical and the practical forms of knowledge into a carefully constructed curriculum, we are preparing our students with knowledge for success.