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It seems like the most notable people are the unique ones, not the ones who follow the path laid out for them—even if their predecessors meant for them to follow that path. Sometimes teachers seem to be doing just that: following the path. Teachers now, teachers before them, and teachers before that have been following textbooks, applying what limited knowledge college offered, and preaching about “inspiring minds” and “thinking outside the box.”

How many really did that? How many successfully inspired, somehow, every mind that came in the door? Most importantly, how many seemed “human” in the process?

Myron Harden, by anyone’s account, is a character. Fond of (air) travel, foreign languages, food, and numerous other exciting f-words (you know, flux, Faraday, force; he’s a physics teacher!!), his range of knowledge and experience stretch so wide that he could recount—or make up, whichever you prefer—a story to grab anyone’s attention. This is a great start to a teacher. What about the knowledge?

Mr. Harden could talk about Feynman and Einstein, quantum mechanics and computing, biology and evolution, acids and bases, or any other subject in which he is educated *for hours*. He knows the histories, the bumps in each one, and a funny tale to match each—yet somehow, they all lead back to some fundamental physical concept that otherwise would have been overwhelmingly boring to comprehend.

So, he’s a character, and he’s smart. What about human?

Mr. Harden will not lie when he is having a bad day; students can tell when he is having a good day. We can tell when he’s tired. Mr. Harden has human emotions, and it makes sense.

Most importantly, Mr. Harden will *forgo* these emotions to accommodate students relentlessly. Never have I encountered another high school educator who, in seeing light in one student’s eyes, stays after 3:15 until ungodly hours like 7:00 just to help that one. In a few short years, he has undoubtedly sacrificed 10s, 100s of family and personal hours simply providing a place for zealous students to work, should they commit to the rigorous work of the subjects that he commands.

Such teachers should be recognized for their dedication; despite the human qualities for which Mr. Harden is often ridiculed, I think he is beyond worthy of an acknowledgement of *some* kind. Not that he works for that, but he deserves some return for doling out his limited time at a school like ours.

Never has an adult figure so unique, genuine, and impactful in my academic (or general) life gone so far without reasonable benefit as Mr. Harden; I see it purely as common sense that I pay my gratitude to him by acknowledging him as the educator who gave me hope in science and mathematics, my future education, and my future in general. Of course, the greatest lesson must be when I observed that following your own path and being different, even amongst ridicule, is the way to reach a new end. Follow your path—follow it closely, and it will be noted.