

WHAT IS YOUR "TEACHING IQ?"

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In the School Executive

PRACTICAL administrative circumstances in many instances prevent a supervisor from going all the way in modernizing the school instructional program. However, given a faculty whose philosophy is modified toward a clearer concept of its responsibilities for developing the potentialities of children as growing personalities, instruction can be greatly improved. Teachers who have an opportunity to develop an understanding of points of emphasis in a modern school program will assuredly grow in desirable directions.

One of the devices employed by the author in stimulating this growth is the "teaching quotient" scale. It is only a simple supervisory tool. If it stimulates that teacher introspection which is essential for professional growth, it proves its value.

Check yourself on this scale by crediting yourself with five points for all statements acceptable to you:

1. Children differ greatly in needs, interests, and abilities. Within themselves they differ in abilities in various learning areas.
2. The school's curriculum must be so developed and administered as to provide adaptability to individual needs, interests, and abilities.
3. Learning comes by doing. There is no place in school for the deadening monotony of drill for discipline's sake, drill to assure mastery of purposeless information.
4. Fully developing the potentialities of a few units is better than attempting full coverage of textbook content.
5. To do its work well, the school must be concerned with the influence of home and community on the child.
6. The aim of education is the discovery and development of a pupil's potentialities to the end that he might be equipped in a democratic environment to contribute to society as an adult in a manner affording him greatest satisfaction and returning to society the choicest fruits of his labors.
7. To develop initiative, leadership, creativeness, and a sense of responsibility, schools must provide opportunities to pupils for doing these things.
8. Learning takes place effectively only when experiences are appropriate to the child's level of physical, social, mental, and emotional development.
9. Children are not by nature lazy. They are active beings, anxious for and curious about learning.
10. The ability to learn to enter and to leave buildings and classrooms orderly without regimentation can be developed only by doing.
11. Activity for its own sake has no place in today's school.

12. There must be order if any social group is to function effectively. It must be maintained, not in an authoritative manner by teacher and pupils, but rather by developing in pupils the ability to control themselves.

13. Successful pupil participation is essential to the development of good pupil morale.

14. Potentially children are neither good nor bad. Serious conduct problems have causes.

15. A class dominated by purposeful activity on the part of pupils has no general disciplinary problems.

16. What the child is and does outside the classroom is a real test of many of the desired outcomes of education.

17. Teachers must learn to develop ways and means of evaluating the classroom curriculum and to use available measuring instruments intelligently.

18. Growth in a child's appreciation of natural beauty, ability to get along with others, ability to express himself effectively before a group. is as important as growth in the "three R's".

19. Learning is a purposeful, goal-seeking activity and is very effective when the learner is progressing toward goals accepted and recognized as his.

20. The most effective learning takes place in school when the learner sees a real purpose in a learning situation; when he has a desire to learn for learning's sake.

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