

- pupils to grow. They realize that the conference which draws out the combined growth information of all teachers provides a composite description that gives teachers greater security and confidence as they counsel pupils. The technique provides for gathering, presenting, and interpreting significant data which, at its best, reveals the whole personality of a pupil, not just his academic achievement or lack of it.
- ▶ Teachers often need the help of advisers in securing the cooperation of pupils and parents when data reveals that school and parents must work out some problem together. Since the advisers and principal attend every conference, they become familiar with the strengths and weaknesses of every pupil in the school. At the end of the pupil's three years in the school, he has been the center of six discussions based on significant facts pertaining to his total behavior pattern.
  - ▶ In reporting pupils' progress to the home, teachers are able to describe progress or lack of it with greater confidence and accuracy.
  - ▶ Teachers see a need for modifying or changing the curriculum in order better to meet individual needs and are anxious to plan units of work with the help of the coordinator of instruction which involve pupils' needs, concerns, and interests.
  - ▶ Teachers build in the minds of parents a more constructive attitude toward education of the whole child by means of objective data which reveals the social, emotional, and physical patterns they are developing.
  - ▶ Teachers are enlightened by advisers who reveal certain pertinent, personal data which throws light on otherwise obscure behavior conflicts of pupils.

Through these processes of working with children, parents, the coordinator of instruction, the advisers, and the principal, the general education teacher is having an opportunity to develop a professional attitude toward how and why children behave as they do.

## *Just Good Teaching*

---

JOSEPHINE HINTGEN

Josephine Hintgen, director of guidance and curriculum in the public schools of La Crosse, Wisconsin, presents questions for conscientious teachers to ask themselves.

EACH ONE OF US, whether a teacher of kindergartners or of college seniors, should be guiding the students in our classes to a fuller and happier life. Frankly, if we are not trying to do that, we shouldn't be in the teaching profession.

That does not mean that each teacher sets himself up as a guidance specialist, nor does it mean that there would be

no need for specialists. It simply means that in every school where there is a sensitivity to human relationships and a sympathetic understanding of them, good teaching does guide child living.

### Consider the Whole Child

Good teaching automatically takes into consideration the pupil's general physical condition, memory span, emo-

tional maturity, reading ability, power of reasoning, and other physical, social, emotional, and mental characteristics. The good teacher recognizes the importance of keeping and having available a comprehensive, up-to-date record of such information. He realizes the need for using this significant information to understand the pupil and to help him improve his individual and social living.

The teacher who is interested in the well-being of each boy and girl, who sees each one as an individual, and is concerned about his or her development, is both teaching and guiding. He knows the pupil intimately as a person, likes him, accepts him despite his shortcomings, and attempts to help him face his problems and make the most of his opportunities. To do this, a teacher avails himself of every opportunity for observing and learning the background of experiences, the abilities, the interests, the needs of the pupils under his direction, and uses this knowledge in good pupil-teacher planning and pupil-parent-teacher conferences. Effective child guidance and good teaching are evident in pupils who have a sense of belonging to the group, a feeling of importance and individual worth, and assurance of achievement with "opportunities to make choices and to see how they work."

#### Let the Child Serve, too

It is essential that there be cooperative study by all members of the teaching staff in the formulation of philosophy and general policies with consistent follow-through in planning and in using all resources within the school and the community. The establishment

of good reciprocal community and school relationship is of great importance. Every effort should be made to encourage individual citizens and organizations to give services to boys and girls. The school must use and provide opportunities for each child to *serve* so that he can develop desirable motives, ideals, and aesthetic abilities and appreciations and experience the best possible training in functional citizenship.

#### Provide for Idea Growth

Subject-matter content is also important. Certainly a pupil should get all the mathematics, English, home economics, art, and the like that he is able to master but every teacher, also, has the responsibility of teaching attitudes. Social studies, literature, and science have content which should definitely influence a student's growth in ideas and ideals.

Sometimes the teacher gets so sold on his subject that he forgets that it's worthless except for its worth to human beings. If our pupils fail to be decent, productive, cooperative citizens, our subject-matter has been of little value. The effectiveness of the teaching depends on how skillfully the teachers provide those experiences that "the boys and girls need individually and in groups, now and tomorrow."

#### It's Up to the Teacher

In the system where the entire staff has worked cooperatively on its philosophy, aims, procedures, and use of resources, the teachers accept these fundamental responsibilities:

- Applying the facts and principles of child growth and development to teaching procedures

- Working actively and cooperatively with other members of the school for the benefit of boys and girls
- Conferring with parents to obtain helpful information and cooperation in an attempt to solve pupil's problems as they arise
- Accepting and asking for services from other agencies in the solution of problems
- Helping pupils become responsible citizens ready to take their place in the world.

### Teachers Ask Themselves

In such a school the teacher, whether of four-year-olds, early adolescents, or older teen-agers, evaluates his teaching in the light of individual development and progress of each pupil. When he does that he will be able to cite experiences in answer to his questions.

#### *Physical health*

- A. Does my teaching foster in each child the best physical health?
1. Do I provide for them relaxation and rest at the right time?
  2. Do I know and observe the common symptoms of disease and report such symptoms to proper authorities?
  3. Do I cooperate with parents, health department, school nurse, and physician?

Jane finished all her work today. She took an active part in the class project. This change has come about since we arranged a rest period for her each morning and afternoon.

The speech clinician will give Alice the audiometric test today. Alice seems so listless. I have a feeling she doesn't hear as well as she should. I would like to have the result of the audiometric test before my conference with her parents tomorrow.

#### *Stability and attitudes*

- B. Does my teaching foster in each child the best mental and emotional health?

1. Are my pupils developing emotional stability, self-control, and wholesome mental attitudes?
2. Do I help them overcome shyness, feelings of inferiority, or over-assertiveness?
3. Do I foster an atmosphere of security?
4. Do I provide means for social recognition and approval?
5. Do I foster satisfaction in successful achievement rather than award?
6. Do I recognize and give consideration to the very few who are maladjusted?
7. Do I recognize that proper control of emotions, sense of humor, and doing purposeful tasks develop the integrated personality?

Alice received class approval for the first time this afternoon. Her sketches of all the spring flowers in this region are lovely. The opportune time came for Alice to show these sketches when we were discussing poems about spring. John suggested that one of her sketches be used for the cover of the booklet on poetry and that the others be used in the booklet to illustrate some of the poems.

I am happy to report to the psychiatrist that John is improving since I have been conscientiously following his recommendations. John has had no attacks of shaking or trembling on anticipating something exciting. He seems more spontaneous and enthusiastic. His drawings show more humor and vitality than before.

#### *Understanding conduct*

- C. Does my teaching foster social and ethical development?
1. Do I encourage in each pupil the development of honesty, dependability, integrity, and a fearless facing of reality?
  2. Do I help my pupils develop the social graces and good manners?

Martha's arithmetic has improved remarkably this past week. Her work shows that she has an understanding of the problems. She

has done her work without depending upon her brother, Jim. I had not realized that being more patient and more understanding in answering her questions was all that was needed. She wanted to be independent and do her own work.

It has been most gratifying to see how much Bill, Art, and Jess have improved in their thoughtfulness and courtesy to others. Just the simple plan of having the boys assist the girls in serving the hot dish at noon seemed to have turned the tide.

#### *Outside school*

#### D. Do I have an understanding of the child's home environment?

The study of the information given in Jerry's folder about his home environment and my visit with his mother today showed me that I must take another approach in getting at his problem. He fights with the smaller boys and girls on the playground and on the way from school. I shall see the case worker of the pension department and talk over with her the need for Jerry to go to the Boy Scout Camp this summer.

#### *Vocational groundwork*

#### E. Does my teaching promote educational and vocational achievements for each child?

1. Do my pupils participate in such activities as art, music, reading, games, and experimentations?
2. Do my pupils grow in the power of critical thinking?
3. Do my pupils steadily grow in their interest in and understanding of the world about them and their relation to it?
4. Do my pupils acquire according to their abilities a real command of reading, spelling, writing, speaking, and arithmetic?
5. Do my pupils have an opportunity to show their interests and aptitudes in such creative work as telling stories, writing poetry, painting, in playing musical in-

struments, and making handcraft articles?

6. Do my pupils receive the help which psychological services and specialized counseling services should give them?

Frances did become more enthusiastic about her school, her home, and her city after she reported to the American Problems Class the contributions which had been made by Central's graduates during the past half-century. In her study she was surprised to find how great a service some of her own family had rendered to the city and school. She has now become so interested that she wants to write a radio script about their achievements.

The pupils in my ninth grade English class in their work on the unit, *Planning Your Future*, appreciated and learned so much from their visit to the Wisconsin Employment Office. Marcia's father, an employment counselor, made the visit possible and gave to the class available information on the part-time and full-time jobs open to sixteen-year-old boys and girls this summer.

Jack, who made a study of the city's water supply, asked the class to criticize his written report. He wanted it to be accurate, well written, and approved by the class before handing it in to the local newspaper for Sunday's edition.

Mr. Hanson informed me that Allan, one of my homeroom boys, was doing an outstanding piece of work in biology. I must tell Allan about the science aptitude test to be given next week and about the Gundersen scholarship award for the senior who excels in biology, chemistry, and physics, and who is most likely to make a contribution in the field of science after college training.

These are only a few of the unclaimed achievements that one will find in any good school. When teachers, counselors, administrators, and parents work together there is no doubt that in their guiding of child living there will always will be good teaching.

Copyright © 1948 by the Association for Supervision and Curriculum Development. All rights reserved.