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## GOOD COLLEGE TEACHING

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THE test of good teaching is to be found in the results obtained or attained by students in good learning.

1. Good teaching may be expected where teachers are willing to give *abundantly* of their time and energy to their students in a spirit of *friendly*, patient, and sympathetic concern for their welfare. Impatience and irritation are unbecoming in good teachers; students ill at ease find it difficult to learn.
2. Good teaching requires a personality that commands attention, that creates on the part of the learner interest and enthusiasm for the subject or activity; a personality that inspires respect and confidence, that carries conviction.
3. Good teaching requires a thorough, *up-to-date* mastery of what is taught. Sometimes our students are forced to "drink from stagnant pools."
4. Good teaching requires that the teacher stick to his last. Teachers are sometimes given to spontaneous digressions into beguiling by-paths or else are purposely led there by wily students.
5. Good teaching is seldom done where the teacher continually does most of the talking. The lecture method is passing; the pupil-participating, laboratory method is taking its place.
6. Good teaching is seldom done with a uniform, mechanical layout of exercises checked in a mechanical way, involving little teaching effort or personal influence upon the student.
7. Good teaching is not evidenced by a high percentage of student failure.
8. Good teaching is usually found where you have: (a) live student interest in class work; (b) active participation by the students in class work; (c) a liberal amount of inter-student discussion; (d) a liberal premium upon independent thinking and creative work by students; (e) recognition of the superior value of voluntary class contributions by students; (f) clear, simple, direct, easily-understood statements (written or oral) by instructors; (g) an instructor who carefully prepares and plans his daily work and keeps constantly in touch with developments in his field of instruction; (h) a teacher who is enthusiastic over the value of what he is teaching but who, at the same time, is conscious of the value and relationships of other subjects in the curriculum.

NOTE: The author prepared this outline for a discussion group and not for publication. This presentation of good teaching is by no means exhaustive and leaves out many important considerations such as how to study, the use of the library, and other environmental materials and applications, etc. This summary is rather a series of cumulative impressions gleaned from actual classroom contacts.

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