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So You Want to Be an Outstanding Teacher!

Barton Philipps
University of Iowa

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measuring several chemical and physical parameters along the Little Sioux River. The project, sponsored by the Iowa Science Teachers and the Iowa Conservation Education Council, brought 18 high school teachers together to learn about procedures for measuring the character of a moving body of water. The teachers are now training teams of students to assist them in their projects. The information is going to be channeled to a central collecting depot. From here it will be sent back to the participating schools. Students and teachers alike will (hopefully) produce papers for presentation at the Iowa Academy of Science - Science Teaching section in the near future. Materials will be made available to other governmental agencies if they desire. It is hoped that the program, if successful, will become a template for research teaching throughout the midwest and perhaps the entire country. Co-directors of the project are: Milbert Krohn, Spirit Lake Community School District, and Paul Joslin, Science Education, Drake University. Should any teachers be interested in setting up similar groups in other parts of the state they are invited to inquire about procedures from either of the directors.

WHAT DID YOU TEACH TODAY?

Parents on the Run
Marguerite and Willard Beecher
Grosset and Dunlap, New York, 1967

"I have taught in high school for ten years. During that time I have given assignments, among others, to a murderer, a pugilist, a thief and an imbecile. The murderer was a quiet little boy who sat on the front seat and regarded me with pale blue eyes; the pugilist lounged by the window and let loose at intervals in a raucous laughter that startled even the geraniums; the thief was a gay-hearted Lothario with a song on his lips, and the imbecile, a soft-eyed little animal seeking the shadows.

The murderer awaits death in the state penitentiary; the pugilist lost an eye in a brawl in Hong Kong; the thief by standing on tip-toe can see the window of my room from the county-jail; and the once gentle-eyed little moron beats his head against a padded wall in the state asylum.

All these pupils once sat in my room, sat and looked at me gravely across worn brown desks. I must have been a great help to those pupils - I taught them the rhyming scheme of the Elizabethan sonnet and how to diagram a complex sentence . . ."

SO YOU WANT TO BE AN OUTSTANDING TEACHER!

Barton Philipps
Science Education Center
The University of Iowa
Iowa City, Iowa 52240

Great teachers are great because of the long vacations, short working day, easy work (if you call it work), and good pay. WHAT? Who said that? Truly GREAT teachers rarely take a vacation and work overtime without pay, to guide the students in learning situations. And as for the pay, the garbage collectors in many areas make more than the teachers.

You can tell if a teacher is interested in teaching as soon as you walk into the classroom. If they let you in the door, just ask yourself a few questions as you look around. What is the philosophy of the school? Are they dedicated to pushing every child into college so the school looks good, or are they interested in the child's self image? Is it a bare, drab room or are the walls filled with things the children have done and items of interest to the child? Are the children going through the motions of work or are they smiling and busily engaged in classroom activities? Do the children do the same thing every day, or is there variety in the daily schedule? Does the child have time to think out an answer and then venture a guess, or is he or she afraid of being wrong? Which is better - the right answer or the processes of thinking that were involved? Does the child receive individual help or is everything done in groups? Must lessons be done in silence, or is communication permitted on a non-disturbing level? What chance does the child have to pursue an area of his own interest? Does the teacher make too many negative remarks about the children's work? What do the children say about school, or don't they say anything?

When is the last time you visited your child's classroom? We need interested people whether they are parents or not. YOU need to get involved with your schools. If you are

thinking about becoming a teacher, then today is the right time to start looking at classrooms and teachers. Which kind of teacher do you want to emulate? Teaching is one of the hardest and most rewarding careers in which any man or woman can ever become involved. Are you ready to share yourself with others, face new challenges every day and work with interesting colleagues? If you are, then you may be on your way to becoming a GREAT teacher.

INFORMATION NEEDED

Milbert Krohn

One of the current fads spreading through the schools of Iowa is the attention being given to mysticism. The science teacher can do a great deal to give the youth of our schools the proper attitude to deal with the technics of the occult. One of the sessions of the Science Teaching Section of the spring meeting of the Iowa Academy will be related to dealing with the problems of the occult.

Anyone who has had the experience in dealing with this problem and its effect on the adolescent mind is urged to respond to this article by informing Milbert Krohn of Spirit Lake, Iowa, of the resources that can be used to give our science teachers the armentarium to deal with the occult in the setting that the adolescent will find it. For the more erudite and scientifically inclined, whiff and poof if you will, the concern is the here and now for the kids. RSVP. Maybe we can whip up a seance!

METRIC MAXIMS --

Give a man 2.54 centimeters and he'll take 1.609 kilometers.
28.350 grams of prevention is worth 453.592 grams of cure.
Peter Piper picked 8.810 liters of pickled peppers.
A mile is as good as 1.609 kilometers.
Spare the 5.0292 meters and spoil the child.
A journey of 1.609 kilometers begins with a single step.

Let him who is without sin cast the first 6.35 kilograms.
Put your best 0.3048 meter forward.

NSTA TO INTERPRET NAEP SCIENCE FINDINGS - A FIRST

National Assessment
October, 1972, p. 3

The first in-depth interpretation of National Assessment findings is being carried out by the National Science Teachers Association (NSTA). A representative study team of scientists and science educators will attempt to answer the question: "NAEP findings in Science: what do they mean?"

State school officials, legislators, and professional educators are increasingly asking what the classroom and curriculum implications of National Assessment data are. This is the first serious effort to look at the first assessment findings in one subject area (findings reported in three basic Science volumes) and to come up with a report of their significance for education and teaching.

Heading the team will be Dr. James D. Raths, Chairman, Department of Elementary Education, University of Illinois, Urbana. Dr. J. David Lockard, Director of the Science Teaching Center, University of Maryland, College Park, will be associate director of the study. The study team will be made up of representatives of the total science teaching profession, giving representation to large cities, suburbia, black and white communities, science disciplines, elementary education, precollege education, science supervisors, curriculum coordinators, and teacher education.

The high-level panel of students will focus their study on such concerns as:

1. What NAEP findings are of crucial importance to the science teaching enterprise in the United States?
2. What are some probable explanations for the variances observed in the findings deemed significant to science teachers?
3. What data are relevant for testing the credibility of the explanations identified in response to question 2?