

Principles of Teaching¹

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I. In my teaching, are my aims, ultimate and immediate, clear in my own mind?

Ultimate aims: What ought the students to get out of this course (every course) I teach?

Immediate aims: What point or points should be made today in order to make progress toward the realization of my ultimate aims?

II. Do I avoid talking too much or too little?

There must be as much learning as teaching. The teacher should stimulate relevant inquiry and discussion, and participate in them; but the teacher must remember that students learn only by *their own efforts*. The teacher is guide, not purveyor.

III. Do I make appropriate use of the students' previous experience and instruction?

New facts or principles (experiences) are assimilated only when they are related to past related experiences.

IV. Do I make good use of illustrative material?

Much of this material should be collected by the students as well as by the teacher.

V. Am I sure that my students react vigorously to my instruction?

Are they passive or alert during the class exercises? Do they ask pertinent questions? Do I get pointed answers or discussions in response to my questions? Do they discuss my expositions or points of view among themselves?

VI. Are most of my students usually interested in the classroom work?

The secret of interest is their own activity. Keep most of the class busy most of the time. If classes are not interested the fault is with the teacher.

VII. Do I habitually read the best contemporary literature in my field?

As soon as the teacher stops growing he should stop teaching. He must be both a reader and an observer.

VIII. What tests do I employ to assure myself that my students are achieving the results at which I aim?

Such tests must themselves be constantly tested.

¹Outline of an address, New York, December 2, 1925, at a meeting of teachers of management held annually under auspices of the Taylor Society.

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