

HOW TO TEACH

TODAY we are going to examine together what *teaching* is. To many grown-ups, teaching suggests childhood experiences within the four walls of the classroom. It suggests rows of desks, tables, blackboards, chalk and the teacher "transmitting" what the learner was expected to get in school. Grown-ups recall an age of passive "acquisition" of facts, an age in which they observed the teacher acting for them. The recent findings of research work done in many areas of human interest such as psychology, anthropology, psychiatry, semantics, human relations, and others, help us to view teaching, in a new angle. We can understand the teaching process better if we visualize the teacher as a helper, as a guide in learning. We can understand this process better if we come to know that the basic responsibility of the school is to develop to a maximum the learner's total personality so that he may fulfill well his responsibility as a member of society. To fulfill this huge task, competent teachers are trained to guide the learner's growth. They are trained to believe that their major responsibility is one of devoted service in the realization of this very complex and delicate

task, the engineering of changes to be brought about in the heart and mind and body of every learner under their direction. Teaching is understanding who the learner is. Teaching is setting the stage for learning. It is creating an atmosphere amidst which the learner feels he wants to grow in certain directions to satisfy certain needs. It is selecting and organizing and evaluating the experiences with and for the students. It is helping the learner to live over and over again many varied significant situations so that he himself may realize who he is, what his strengths and weaknesses are, what he needs to improve and how he can achieve so, what he aspires to, his likes and dislikes, his feelings toward himself and toward the world around him.

Allow me to indicate at this point that we still cling to our old idea of what teaching is, in spite of the tremendous help offered by investigators in many fields of human interest. We still find ourselves telling people how to solve their problems. Yes, very often we deliver beautiful speeches on speedy solutions of family problems, mental disturbances, etc., but people keep on worrying about these problems just the same. Another example of what we have learned from our former teachers is that of telling children what to do and what not to do. To find again and again, that unless children themselves come to understand the whys and hows of their behavior, they will keep on doing what they are used to and what they think is best.

I wanted to use these two situations to show that we tend, and this you know very well, to cling to the idea and to the ways of teaching of our former teachers. Teaching today means more than rows of desks, tables and blackboards. The role of the teacher has changed. In the traditional concept of teaching and learning, the teacher dominates the learning situation. Today we think that the learner is an essential moving force. The teacher facilitates learning, while the responsibility belongs to the learner himself. The amount and quality of what he learns is largely determined by his willingness to learn. The teacher's responsibility is to arouse in the learner a strong desire to change, to grow in the direction that he sets the learner to change or grow.

What I have said so far, I hope, brings to closer view one modern concept on the nature of teaching. Teaching is a social activity. This means that at least two individuals are involved in the situation, the guide (teacher) and the learner, each one fulfilling his own responsibility in an effort to meet common purposes. That is, both are working shoulder to shoulder to meet the demands of society—the well being of the individual and of society itself. The amount and quality of the interaction of both will determine the amount and quality of growth observed. Favorable interpersonal relations will bring about a higher degree of self advancement by both the teacher and the learner.

Teaching is thus the process by means of which the teacher seeks to awaken new horizons, to find new channels of thought and action, to develop the power to guide one's own patterns of living in a changing world. I mean to say that teaching is reflected in changes, in ways of thinking, feeling, acting. Desirable changes observed along these lines speak of good teaching.

I told you before that I am placing major emphasis on the nature of the teaching-learning processes and on the conditions facilitating the learner's growth. So far I have been trying to describe what *teaching* is. Suppose we examine now what *learning* is. I know that you have already discovered that *teaching* and *learning* bear relation to each other, so much so, that at times it is difficult to explain one without explaining the other. Let's start by saying that learning is a dynamic process. This concept leads us to conceive learning as an active process. It operates from within and from without. We often hear people speaking of inner and outer changes, of spiritual and material growth of individuals.

To teachers, leaders, supervisors, administrators, directors, parents, husbands, wives, in short, to us all concerned with the well being of people around us, the point worth mentioning here is the fact that there are conditions contributing to bring about changes in people's behavior. It is important to say here that everything within the environment affects the amount and quality of progress observed in the learner. It is important to say

also that since not all situations contribute to bring about the kind of learning desired by the individual and by society, schools exist to equip the learner with the tools essential to perpetuate the best in our culture and to improve those aspects of our culture which do not stand the changing social trends. So right here we understand that, even when we realize that learning is going on all the time, in and outside the classroom, the person specially trained to guide the learner to grow continuously is expected to use advantageously the conditions affecting desirable changes. You know by experience that the teacher exerts a tremendous influence on learning. The teacher's positive influence can best be attained by his skill in operating these conditions of learning. It will thus be convenient to explore briefly some of the principles involved in the teaching—learning situation.

The first guiding principle to be mentioned here is teacher's consciousness of the purposes of education. To pilot well the destiny of the learner, the teacher must have these purposes clear in mind. We know that we are learning all the time, everywhere. But what is it that we are learning? This is the problem. Are the experiences we are living the experiences that the Commonwealth of Puerto Rico, in this particular situation, the VA, calls forth? This tells us that the teacher must face the problem of what to learn and why, what and how to teach.

The second guiding principle ties in with the principle that has just been described. The teacher must feel that the learner knows or understands what the teacher expects of him. Questions such as What are we learning? Do we need this? Do we want this? What are we aiming at? What are we practicing? What specific changes do we expect to make? will tend to keep the teacher and the student's eye on the goal that they both aspire to meet. Both will then be conscious of common purposes. Coordinated action will thus be facilitated to a great extent. When this happens otherwise, much time and energies are wasted in vain in the learner's attempting to guess what the teacher wants him to do. Frustration, brought about by teacher-pupil

misunderstanding, is also a resultant of such inability to communicate. Much more, inability to respond spontaneously to the teacher's stimuli is often interpreted as stupidity or resistance to learn.

Another guiding principle to be described this morning is the fact that the teacher must know well every individual member in class. He must gradually discover Who Johnny is. To know what Johnny wants and to lead Johnny to understand what he expects of him are very significant starting points in learning. But these are not enough. The teacher must constantly learn to see, hear, investigate, and infer on the kind of student he must lead to improvement. By seeing, hearing and investigating the teacher gathers useful information about this complex human being he must teach. He gathers objective data about the learner such as his height and weight, his physical and personal appearance, his friends, etc. There are other aspects of the student's personality that are more difficult to explore, aspects such as the student's interests, ambitions, work habits, feelings about certain thing in his environments, etc. How the student feels about his parents and relatives, his teachers, his church, his town, his social group, people outside his social group, food, clothing, the physical world, etc. mold the learner's behavior.

These inner aspects of the learner's personality play a tremendous role in facilitating or obstructing growth desired.

The inner self influences what a person wants most or least, what he likes or needs most or least, what he loves or what he hates most or least. Understanding this inner nature of the learner can't be achieved by using mechanical devices as such. This knowledge about the learner's loyalties, feeling and emotions, habits and customs is derived mostly from careful observation of how the learner behaves in a variety of situations within different kinds of groups of people. Learning to observe the learner's reaction in class provides the teacher with a wide number of cues which might prove helpful in selecting, organizing and developing the experiences which might possibly contribute to effect maximum development of the individual. The

latest investigations say that the individual see and understands life around him in the light of this inner self. He understands what he sees and hears in terms of his perceptions. The teacher must thus know that learning is unique for each student. He learns not what one tells him he should learn, but he learns in terms of his own perception. He perceives in terms of his background of experiences. He perceives in terms of his purposes. He perceives in terms of his needs. What an individual accepts or rejects is colored by his previous experiences. For instance, I hate to drink milk because at the time I had to drink it for the first time my mother poured some bitter medicine in it. This example tells that there is a cause and effect condition affecting learning. A disagreeable experience in the past accounts for my resistance into forming the habit of drinking milk which is in itself a very desirable health habit.

Training in looking for cues which might be significant in interpreting the learner's behavior means training oneself to examine and understand the learner's frowns, smiles, dullness or brightness. It also means training oneself to understand what the student says and how he says it, what he does and why he does things. Interpreting these cues, inferring and implying from facts, understanding cause and effect as illustrated with my dislike for drinking milk, these are scientific ways of getting into the heart, and mind and body of the learner before one can attempt to accomplish teaching successfully. This is what is expected of the teacher—to be concerned with the learner—to know well every student in class. Changes in muscular arrangements and changes in emotional adjustments are viewed as physical and emotional maturity. These changes can be successfully brought about if the teacher understands the raw material he must work with. He must also know that only when something significant occurs *inside* the learner, he will be able to remember and to use what he has learned. You and I know that learning takes place when the student remembers what he learns and applies it to life problems.

I would like to cite just one example to show how someone arranges situations in which another individual is stimulated

and encouraged to find meaning in experience, to find his own ways, to get the answer to his own problems, to gain insight into his own emotional conflict, to make his own decisions, in a word, to discover his own self and to direct his own progress.

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(Taken from *The Ghandi: Reader*
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BATING FORBIDDEN MEAT

... (A) Friend... informed me that many of our teachers were secretly taking meat and wine. He also named many well known people or Rajkot as belonging to the same company.

There were also, I was told, some high school boys among them.

I was surprised and pained. I asked my friend the reason and he explained it thus: "We are a weak people because we do not eat meat. The English are able to rule over us, because they are meat-eaters. You know how hardy I am, and how great a runner too. It is because I am a meat-eater. ... Our teachers and other distinguished people who eat meat are no fools. They know its virtues. You should do likewise. There is nothing like trying. Try, and see what strength it gives."

All these pleas on behalf of meat-eating were not advanced at a single sitting. They represent the substance of a long and elaborate argument which my friend was trying to impress upon me from time to time. . . I certainly looked feeble bodied by the side of my brother and this friend. They were both hardier, physically stronger, and more daring.

This friend's exploits cast a spell over me. He could run long distances and extraordinarily fast. He was an adept in high and long jumping. He could put up with any amount of corporal punishment. He would often display his exploits to me, as one is always dazzled when he sees in other the qualities

that he lacks himself, I was dazzled by this friend's exploits. This was followed by a strong desire to be like him. I could hardly jump or run. Why should not I also be as strong as Re?

Moreover, I was a coward. I used to be haunted by the fear of thieves, ghosts, and serpents. I did not dare to stir out of doors at night. Darkness was a terror to me. It was almost impossible for me to sleep in the dark, as I would imagine ghosts coming from one direction, thieves from another and serpents from a third. I could not therefore bear to sleep without a light in the room. . .

A doggerel of the Gujarate poet Narmad was in vogue amongst us schoolboys, as follows:

Behold the mighty Englishman
He rules the Indian small,
Because being a meat-eater
He is five cubits tall.

All this had its due effect on me. I was beaten. It began to grow on me that meat-eating was good, that it would make me strong and daring, and that, if the whole country took to meat-eating, the English could be overcome.

. . . These were the traditions in which I was born and bred. And I was extremely devoted to my parents. I knew that the moment they came to know of my having eaten meat, they would be shocked to death. Moreover, my love of truth made me extra cautious.

. . . But my mind was bent on the "reform." . . . I wished to be strong and daring and wanted my countryment also to be such, so that we might defeat the English and make India free. The frenzy of the "reform" blinded me. . .

So the day came. It is difficult fully to describe my condition. There were, on the one hand, the zeal for "reform", and the novelty of making a momentous departure in life. There was, on the other hand, the shame of hiding like a thief to do this very thing. I cannot say which of the two sawyed me more. We went in search of a lonely spot by the river, and

there I saw, for the first time in my life —meat. There was baker's bread also. I relished neither. The goat's meat was as tanghas leather. I simply could not eat it. I was sicz and had to leave off eating.

I had a very bad night afterwards. A horrible nightmare haunted me. Every time I dropped off to sleep it would seem as though a live goat were bleating inside me, and I would jump up full of remorse. But then I would remind myself that meat-eating was a duty and so become more cheerful.

My friend was not a man to give in easily. He now began to cook various delicacies with meat, and dress them neatly. And for dining, no longer was the secluded spot on the river chosen, but a State house, with its dining hall, and tables and chairs, about which my friend had made arrangements in collusion with the chief cook there.

This bait had its effect. I got over my dislike for bread, forswore my compassion for the goats, and became a relisher of meat-dishes, if not of meat itself. This went on for about a year. . .

I know I was lying, and lying to my mother. I also knew that, if my mother and father came to know of my having become a meat eater, they would be deeply shocked. This knowledge was growing at my heart.

Therefore I said to myself:

“Though it is essential to eat meat, and also essential to take up food “reform” in the country, yet deceiving and lying to one's father and mother is worse than not eating meat. In their lifetime, therefore, meat eating must be out of the question. When they are no more and I have found my freedom, I will eat meat openly, but until that moment arrives I will abstain from it.”

This decision I communicated to my friend, and I have never since gone back to meat. My parents never knew that two of their sons had become meat-eaters.

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The passage thus read illustrates further how learning is being affected by the experiences of the individual. It empha-

sizes how the individual is affected by external pressures. We have seen how the religious beliefs and the life habits which Gandhi has been forced to adopt came to interact with the changing and divergent beliefs and life habits of the English man in his own land, the Englishman from whose political bond he wants to break away with.

We see the individual struggling to a maximum to free himself from traditional and political oppression. To regain freedom of self he has to meet certain obstacles to attain his own well being, loyalty to his parents and to his sense of truth. It means that today teachers should stop interpreting their own experiences for the student, should stop assuming that each student has the same experiences. It means that teachers must understand that the learner has different problems and different attitudes toward learning. It means that teachers should try to penetrate into the soul of the learner and guide him to release his tensions.

The fourth guiding principle bears relation to the third principle. The teacher is a scientist and an artist. He guides the student in terms of his understanding and interpretation of the information from research about the learner and about the learning processes. He develops and tests hypothesis about better methods of teaching. He is an artist in his own ways of bringing knowledge and skill to the task of helping the learner to interpret his own experience.

What do we mean when we say that a teacher is an artist? To begin with, you and I know that the human being is always attracted to beauty, truth and well-being. The successful teacher is no exception to this fact. This is why he takes good care of his personal and physical appearance. To inspire the learner to develop a strong desire to learn, the teacher takes care also of the appearance of the room. He thinks of how attractive and comfortable it is. The learner must feel comfortable and relaxed. The lighting system, the color of the room, the chairs, tables, materials and devices, all exert a tremendous influence upon the spirit, the mind and body of the learner. Setting a favorable pleasant atmosphere helps to submerge the learner

into the task the teacher wants him to perform and to seek his whole hearted attention while performing it. It is worth remembering here that to achieve this mental preparation of the student calls for an exceptional artistic skill on the teacher's part. Dealing with varied and complex selves submitted to the influence of different environmental factors is not an easy task. It is at this point of student motivation that a teacher displays artistic skill in utilizing this experience.

The teacher chooses to place emphasis on the learner's car, house, family, children, food, clothes, stores he goes to, etc. because these are all suggestive of emotional values to the learner. They represent specific preferences or life values. They are significant to him in the particular group he belongs to. One example will illustrate this point. When you hear someone saying "I am going to Cabrer" and you know before hand that Cabrer is one of our most exclusive stores in the Metropolitan Zone, you come to understand many things about this speaker. You may, for instance, realize that he must have a very good job, that he feels pleased to buy his suits at Cabrer rather than at any other less exclusive store. You may also tend to believe that he belongs to a particular social class. A skillfull teacher will, through a short conversation or a series of questions, lead the student to reorganize past experiences, to form mental images of pleasant or unpleasant events connected to the habit of buying at Cabrer. Through this conversation the learner will thus be swiftly moved to respond naturally and spontaneously by his wanting to speak about those life events he enjoys dealing with. His interest in the conversation is shown by the glow in his eyes, the warmth of his voice pitch, the number and kind of questions asked, his heartfelt cooperation in class and by the similarities and relationships established between his personal experiences and those of others. At this stage of the lesson, the teacher finds out that the learner is ready to grasp the new material or to handle the new situation intelligently.

We have pointed out that the teacher displays artistic skill by inducing the learner to understand forces operating within

himself, by leading him to visualize and interpret the interaction of internal and external forces. It is easier to find out the nature of the external forces affecting or conditioning learning. It is more difficult to visualize the design of the student's mental processes as cues to his struggles with the pressures and opportunities in his environment to maintain a balanced personality. For this very reason we say that using psychological, psychiatric, and sociological information bearing on the nature of the student and the learning processes requires artistic abilities in arranging and re-arranging experiences for the student to see himself inwardly and to live in accordance to his own observations by exploiting his best potentialities to a maximum. Leading an outsider to view on his own what the teacher sees and understands about the emotional aspect of the personality of the learner and to lead the outsider to view the structural organization of society requires scientific and artistic abilities. This process of self-realization is an ultimate end of teaching and learning. Enjoyment and a strong desire to keep on growing, to keep on searching are permanent values of teaching. These in turn are reflected in the development of specific work habits—specific actions we learn to perform automatically—specific feelings aroused toward pressures and opportunities in the environment.

You and I have sensed these inner changes—the result of the interaction with the external world—in our attempt to face realistically the tensions created today by heavy traffic on our way to work. Deep inside us we know we have to be on time at the VA Center or VA Hospital. But because of an external factor, automobiles pouring from all over the Metropolitan zone, our car speed must be reduced when emotionally we feel we should accelerate more and more to be on time for work. Our whole organism is highly disturbed by the presence of an annoying element, the block, the red light, when you least want it, the element that hinders our driving as fast as we want to when we want to. This disturbance is reflected in anxiety and unhappiness. Worrying about the possibility of getting late wears us down long before we start to work. Worry-

ing about what the teacher, the boss, the administrator, the supervisor might say or do to us upsets us to the point of developing an aggressive or passive attitude. Lack of responsiveness is the worst of the two. The individual shuts himself out. He can't listen, he can't see, he can't be stirred to action, he fails to have the will to find his own way out, to make his own personal adjustment to avoid the embarrassing situation of to remove the block. A sense of frustration will be a resultant if the incident repeats itself over and over again.

Once again this tells that the teacher displays his artistic skill by examining carefully and by interpreting visible marks of anxiety caused by events in or outside the school. He learns to discover these states of anxieties by watching the expressions of the face, the changing voice pitch levels and the verbal expressions of the learner. What does the teacher do then with this data? This is an important point in teaching. In a particular situation, the teacher may even pretend that he has not seen the person coming late. Or he may pause a little before giving the person any hard task. Or the teacher may simply smile at the student or tap his shoulder lightly. He may also resort to singing or reciting a poem to relax the tension. This means for you and me that the teacher's role is that of anticipating and removing the obstacles and blocks of effective learning. The art of teaching lies precisely in the teacher's initiative and resourcefulness to devise ways and means to explore and interpret the intricate mental processes of the learner. It lies primarily in developing in him a sense of acceptance which will in turn generate in physical and mental health and self direction and self improvement. What I have just said means to us all that in the preparation for learning the teacher is inducing the student to make adjustment to what follows or is expected of him. Each experience lived paves the way for the ones that follow. Henry Clay Londgren says: "Success and satisfaction or failure or frustration create attitudes and expectancies toward future experiences. Indeed the approach that a teacher uses is often more important than the information and understanding he conveys. The approach influences the attitude of the student

toward the subject, the school, learning in general adults-in-general, and even toward himself. The approach includes not only techniques and methods, but the teacher's feelings toward the subject, the school, learning-in-general, the world in general and himself."

The individual tends to live up to what people believe he can become. It is the teacher's power or faith in the learner that challenges him the most to develop himself to a maximum and to render the highest service for the well being of all concerned. Leading the student to believe in his own abilities to learn, in the material and procedures to be learned, leading the student to believe that these are worthwhile serves to inject enthusiasm and concentration in doing what must be done.

The art of teaching lies also in the teacher's belief that learning is a slow process and that there are many instances in which the individual has to break old habits and attitudes in meeting successfully the problems of living in a changing society. Changing our ways of living is a slow process. We all know that scientific thought helps us to understand some of our beliefs as superstitious. Yet, in spite of these findings we keep on worrying about ill-luck and broken mirrors. The teacher understands this reluctance to changes and displays in turn a high degree of patience in presenting experiences over and over again till the student comes to distinguish between facts and opinions, between truth and superstitions and their impact upon happiness and progress.

The teacher's gusto in devising ways and means to arouse the will to learn develops also from a broad understanding of cultural events. You, Members of the Junior Staff Committee, are very familiar with the many changes observed in our patterns of living because of socio-political events. Our contacts with other people and their habits of thinking and feeling have done something to us, to everything that is man made in the Eastern and Western hemisphere. The superior teacher's awareness of this ever growing concept of culture and its effect on man orients the teacher as to the kind of context and procedures to be emphasized in teaching and learning. I want to say that

it requires artistic skill to draw learning situations from this frame of reference. Leading the student to establish relations and similarities between what's happening in and outside the classroom, in and outside Puerto Rico, in and outside the United States constitutes a very desirable condition of learning; the creation of readiness to learn fundamental things.

Let me, by way of illustration, remind you of how the Spanish American War has affected the conditions of learning, of determining why what and how to learn.

Up to 1898, Puerto Rico has been primarily concerned with the teaching and learning of Spanish. After 1898 the language problem emerges as the result of the Spanish American War. English is imposed upon us all. New situations must be taken care of, such as adequate teachers' preparation, procedures and materials. The whole set up of our personality has been affected. Puerto Rico has been embarked into a new way of living because of its strategic geographical position and its tempt to become a bilingual country.

But this is not all. Russian sputniks have also stirred the world into new lines of thoughts and actions. Learning is also being affected. Again the national need of safeguarding democracy from communism places emphasis on science, mathematics and the spoken languages. Education must be redesigned along these lines. Emphasis must be placed on maximum use of languages in minimum time. Judging by the report of the U. S. State Department Bulletin No. 16, 1958, "Modern Foreign Languages in the High School", emphasis is being placed today on fluent use of foreign languages in an effort to get into the hearts and minds of people threatened by communism. Emphasis is not so much on the meaning of words as such, but on the use of linguistic symbols as an expression of the culture that they do represent. The meaning of the verbal expression is imbedded in the experience itself.

The teacher inspires the student to learn by sillfully trying to identify herself with the learner, by trying to get ideas across economically and effectively through artistic and scientific presentation of the message he wants to convey. The learner is

guided to see, to hear, and to use his hands and brains. Understanding is reflected on changes observed. It means convincing, it means moving someone to act in a particular direction.

One way of assuring oneself as to economical and efficient use of verbal symbols as means to get the message across is, besides mimic and gestures, the use of audiovisual aids. These devices help to attract the attention of the learner to the specific point to be emphasized. Much more, they serve to present details that are best conveyed thru pictorial or sound images. They afford many opportunities for the learner to make his own observations amidst a favorable atmosphere. They add realism to classroom procedures. It is the teacher's skill in selecting, preparing and using pictures as aids to learning that accounts for maximum learning in minimum time. Whenever used in the appropriate situation large attractive pictures conveying the message clearly, tend to develop and maintain interest in the task to be performed. The field of electronics is flooding the market with audio-aids, which besides the fact that they do add realism to the class procedures, they tend to alleviate the teacher's role of guiding the learning activities. They serve the learner to listen to as much as he needs to, to repeat the lesson over and over again outside the class period, to evaluate his own learning and to direct his own progress.

Before proceeding with the demonstration class illustrating some principles of learning discussed here, I would like to describe briefly some practical ways of planning and conducting a class. People are always planning. They are always thinking ahead of what to get, of what to change. Society is highly concerned with the development of an enlightened individual who may fulfill his responsibilities to maximum capacity.

The lesson plan is the device that guarantees the maximum utilization of all the most desirable conditions that will help mold the kind of citizen that will perpetuate and enrich the aspirations of our culture.

The lesson plan is organized in accordance to the nature of the learner and the principles of learning. Growth is viewed as a whole. The students experience is approached from the

whole to its parts and from its parts to the whole. Variety of content material and procedures is also a basic feature of planning. Activities selected aim at maximum development of the total personality. Activities fall under three major categories; namely, preparatory, working, and application or evaluating activities. They must be as lifelike as possible and must be selected to help meet the learner's needs, interests and abilities. They must help the learner to project himself into newer worthwhile activities. Experiences selected must train the learner in gaining leadership in conducting his own self-advancement and that of his fellow beings to the extent that he is capable of doing so. Experiences selected must also provide for repeated use of the learning activities. Many opportunities must be constantly provided for the learner to show how he is improving and how he is utilizing the knowledge, habits and skills, and attitudes acquired and developed. The lesson plan must show priorities of learning established in accordance to the situation of the learner and to the purposes of education. It must indicate basic behavior changes to be made and how these are to be approached.

We mentioned already that the teacher's role in the teaching learning situation affects the quality of progress achieved by the learner. We might also say that such influence can, to a certain extent, be determined by the background of experience of the teacher himself. The plan reflects this background of experiences of both the teacher and the learner.

There are various kinds of plans, long detailed plans or short plans, long term plans or short term plans. It is recommended to use the kind of plan one understands best and the kind of plan that renders best the results expected.

Procedures outlined vary as to the content of the subject, information or skill. Procedures used in fields of interest aiming at the interpretation and acquisition of facts such as the social sciences, demand manipulation of extensive reading materials and elaborate ways of dealing with such materials. Procedures used in fields of interest aiming at the acquisition of habits and skills such as mathematics and languages, demand

the use of more limited material and rigid procedures leading toward habit formation. Procedures in both kinds of subjects must provide for the feeling of the learner toward the material and procedures that he must deal with.

To achieve maximum learning, the teacher needs to prepare himself in advance. Preparation must be of two kinds, mental and written. The written preparation is very desirable. It shows evidence of what is being achieved and what needs to be achieved. It helps the teacher and the learner to stick to the specific and general points of growth desired. It provides for continuity of the work that is being carried on.

Mental or written preparation means also differentiating the procedures in accordance to the specific point of growth desired. For example, you know that a language class attempts to lead the learner to acquire new muscular arrangements, to acquire habits of speech facilitating the process of communication. The teacher then organizes and develops a series of listening, speaking, reading and writing exercises for the pupils to repeat in meaningful situations those language difficulties to be acquired. Repeated repetition of linguistic skills is the key element of the procedures suggested to help the learner acquire the desirable linguistic impressions.

Group work, for instance calls for the development of activities such as group meetings, discussions, reports, readings, exhibition of films and pictures, recordings, interviews, etc. Planning group work activities requires skillful preparation in advance. The desirable outcomes expected facilitate the task of organizing the specific activities the learner must carry on. Outcomes such as ability to get the message across, to identify common problems, to offer possible solutions to problems, to show a strong desire to cooperate must be developed by living many experiences. The teacher must thus select in advance the specific situations he should use for the learner to gain power in these skills. Telling people what to do or reading about them won't help much in the acquisition of these new working techniques.

What remains to be done this morning is to demonstrate some of the points we have been exploring together.

A series of principles illustrated follows:

- a. The learner must know in advance the difficulty that he must overcome. He must be conscious of the *what for* of the material to be learned.
- b. The learner must visualize and use crutches (cues) to anticipate possible mistakes.
- c. The linguistic point to be acquired, the pronunciation of the "s" ending, for example, is practiced within significant context for the learner in contrasting situations.
- d. The learner must be constantly referred to what he is practicing or learning.
- e. The learner must be led to participate more than the teacher and is led to guide his own learning.
- f. The learner must be kept on the alert by rotating answers in class and by inducing him to do better and better.
- g. The learner is guided to examine progress made.
- h. The fun element must prevail through the whole class.
- i. The learner must be guided to understand that one learns by making mistakes.
- j. The use of mimic and gestures facilitate progress in learning.
- k. Praise rather than ridicule facilitates progress in learning.
- l. The student must feel that he is learning all the time.
- m. The teacher believes every learner can get something in class.
- n. The teacher is interested in the well being of every learner.

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