Do's and Don'ts for Would-be Teachers

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THE teaching profession is a worthwhile calling and should never be regarded as a stop-gap or money-making occupation, least of all as a last resort for incompetents. Bernard Shaw said bitterly of the latter, "Those who can, do; those who can't, teach."

Accompanying the world as it speeds up its gait and grows literally smaller day by day, is a new concept of education with quite different aims than those of education of the past horse and buggy days. The first schools' chief aim was to fit students for a world of stability through the teaching of static knowledge alone.

Modern educators have a forward, adventurous look. They attempt to fit students for a world of change by teaching the most useful facts and by giving students the scientific attitude of mind and skill in thinking. Today the chief aims of education as defined by a committee of the National Educational Association are:

1. health, (2) worthy use of leisure, (3) worthy home membership, (4) citizenship, (5) ethical character, (6) vocational education, and (7) command of the fundamental processes, or the three R's.

Dr. Barton Morgan, head of the Vocational Education Department, has made some helpful suggestions. First of all, a teacher should like teaching. Enthusiasm is contagious. Enthusiasm and interest are two of the best motives there are for wanting to learn.

A teacher must be in good physical health to maintain her poise and sense of humor; at all times keeping a level-head and good nature, even on "off" days. Her's must be a sympathetic, understanding disposition. Helpfulness on the teacher's part must not interfere with the development of the students' initiative. Tactfulness is blessedness and she should beware of sarcasm.

The teacher sets a character example consciously or otherwise. Amid the chalk dust and discouragement of a noisy classroom, the teacher must have faith in humanity. The aspiring pedagogue should have a higher motive than just her monthly salary which will average about $120 to $125 for beginning high school teachers.

But all of a teacher's ideal makeup doesn't relate to the four walls of her classroom, for her outside interests are responsible for much of her own zest in living. During college she has had an opportunity to study music, literature and art, and once this trend is started in her leisure time she has a boundless fund of enjoyment ahead which is indirectly invested in those she teaches.

Figures concerning the opportunities for positions in home economics education for 1939 show that 89 graduates were placed in home economics teaching positions. Two graduates were placed in home demonstration and farm security positions. A few outstanding cases were also included; one graduate was placed at Sioux City, population 79,183, another at Burlington, population 27,288. One woman received a salary of $155 per month. The gratifying total result was that every qualified graduate who wanted a position obtained one.

Last year there were 75 changes in teaching positions making the turnover among home economics teachers approximately 40 percent. There has always been a strong demand for teachers of home economics and the indications are that the demand will continue to be strong. The high percentage of turnover will insure a large number of vacancies each year.

Homemaking education in Iowa presents two distinct types of schools for which our graduates are qualified, and they should realize the opportunities and limitations of each. The first are the federally reimbursed or Smith-Hughes schools; the others are the similar in program but are locally reimbursed.

There are 163 federally reimbursed departments in Iowa, employing 180 teachers which allow more than one teacher per school in some localities. There have been 65 new departments added in the past two years. The demand is strong for new departments but a limit in funds has been reached at present.

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