

The Trained Teacher.

When I think of my subject I feel that it should be The Teacher, for in its final analysis there is no such thing as an untrained teacher. There are people who keep school who have had no special training for the work just as there were a few years ago people who pretended to doctor the sick without having had special training for the work. The physical well-being of individuals was so apparent that laws were passed prohibiting the quack doctor from ~~practicing his~~ practicing his wiles upon an unsuspecting public.

Teaching School is no longer
 a trade or an avocation,
 it is a profession. A
 profession that needs as
 careful study and prepara-
 tion for its practice as
 any of the other professions.

Because the ~~fact~~ medicine
 deals primarily with the
 physical well-being of ~~individuals~~^{humanity}
~~well~~ and mistakes in
 this profession may
 prove fatal to the temporal
 existence of individuals, only
 those who have taken
 a thorough course of
 instruction are allowed
 to practice. On the other-
 hand education deals
 not only with the physical,
 but ^{with} the moral and ^{the} spiritual.

wellbeing ^{with} growing
and developing young people
life. For this reason it
should be ^{safe} guarded even
more carefully than medicine.

As physicians are grouped
into two classes, General
practitioners and Specialists
so ~~Education~~ teachers may
be ^{classified} ~~grouped~~ ^{as} General practi-
tioners and Specialists. The
first class all those who
teach in our rural
schools ~~or~~ ungraded classes
~~or~~ in our graded schools.
These are they who teach
a variety of subjects. The
second class all those
who teach one or two
subjects, as the teacher of
English, the teacher of
history, the teacher of

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Shorthand, bookkeeping etc.

This Association is an organization of Specialists.

Believing it is good for the Specialist to get a general view of things, that it is good for the Commercial to get the noncommercial point of view I shall deal with this subject from its broader and more comprehensive side.

To be a trained teacher there are certain essentials.

A. ~~This is~~ A thorough knowledge of subject-matter. This by many is still held as the only essential. The view is still extant that any person who knows a subject can teach it. Alas! this basis teachers' examinations are

held. If he can stand the examination on subject matter he can teach the school. There is no doubt that a thorough knowledge of the subject to be taught is essential to good teaching. But let me say with all of the emphasis I can that a knowledge of subject-matter alone does not make a good teacher.

There is another essential equally as important by the power to impart this information to a second party. To acquire this essential calls for more study than that necessary to acquire the facts to be imparted. It rests upon a correct knowledge of child nature. A study of child psychology, yrs and adolescent psychology. The teacher must know.

how the mind of the one being taught acts. With this knowledge he is in a position to present his facts in such a way that the minds of his pupils can lay hold of the facts and make them a part of the learners knowledge.

The teacher thus trained can get the maximum of results with the minimum of effort. He sees how to plan his work so the facts to be presented may follow each other in a logical sequence. His teaching becomes a matter of intelligence. He does knowingly what the untrained does by chance or fails completely to do.

Growing out of this is the third essential (C) A knowledge of method or in other words

teaching skill. We have all heard of the skilled teacher, another name for the person who has been ~~properly~~ trained in the organization of his materials.

I have visited a room in which the teacher had but one apparent aim, to do something until the bell announced the end of the period. He started at no place and went nowhere.

When the period was over the class had been in tanglewood. On the other hand I have been in a room where the teacher had a definite aim and when the period ended it was as clear as could be that the class had been guided to a definite point and something definite had been done. The former was a so called untrained teacher

the latter a trained teacher.

But there is more still to make a thoroughly trained teacher (d) he must have the professional spirit. He must not only know his subject matter, have power to impart this knowledge with intelligence and according to a definite method but he must be able to do this in such a way that the student can make these facts his facts. He must have that spirit that quickens the mental activities of his pupils, makes them take hold of the problem and solve it. Each recitation must be to each student a problem. It is in the solution of problems that the student gains knowledge and grows in mental power.

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These four essentials unite to give us what I call *paize*. When they are properly related in a given person we have a well ballanced and efficient teacher. A person with a spirit for his work. Not a kicker or a gumbler and faultfinder, "no more complaint that my students are so dull."

Whenever a person - I will not dignify him with the title of teacher - is constantly complaining of the misconduct of his classes or of the dullness of his students rest assured that the fault lies with the ^{deficient} so called teacher. He is ~~looking~~ in one or more of these essentials and the fault is not with the students.

Let me turn for a few minutes to the advantages

that came from this kind
of preparation for the great
work of teaching the young.

Human life at best is but
a span. A few short years
and we go hence never to
return. But these few years
are filled with many and
perplexing problems. The success
or failure of each life depend
in no small measure upon
the start we get. The teacher
dealing with human being
at that age when they are
preparing for the steamer duties
of mature years plays no
small part in shaping the
destinies of each generation.
Not only the continuation of
our civilization but the very
structure itself rests in no
small measure upon our

Schools. The trained teacher will save at least one year for each of his pupils in the time needed to prepare for the duties of life. One year saved out of the twelve usually given - many more too quite often - for ~~twenty~~ ^{thirty} five pupils means a great economic gain. If the yearly income is \$500.00 it means in twelve years the trained teacher is worth to the community at least \$15000.00 more than the untrained. But it means more than that from an economic standpoint: for the student ^{guided by} the trained teacher is worth more than ~~that~~ when he becomes an economic factor than the student taught or mistaught by an untrained teacher. It is

impossible to estimate
 the economic value of a
 trained teacher. And this
 is of least importance, when
 we take into consideration
 the many other advantages
 that come to individuals
 from proper guidance at this
 tender age. Latent ambitions
 are kindled, new zeal is
 instilled, the standard of living
 is raised and human civi-
 lization ~~is~~ advanced in no
 small measure by ~~these~~ ^{the}
 conscientious, cause-driven
 intelligent teachers. The
 trained teacher is indeed
 the promoter of our indus-
 tries, the safeguard of our
 liberties and the custodian
 of our civilization. May
 the time soon come when
 our people will awake

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To the responsibilities that
rest upon them and only
the well trained this
land over will be allowed
to practice this profession!