

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 keeping 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 wiles upon an unsuspecting public.

Teaching school is no longer a trade or an avocation, it is a a profession. A profession that needs as careful study and preparation for its practice as any of the other professions. Because medicine deals primarily with the physical wellbeing of human beings 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 of growing and developing young 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 teachers may be classified as General Practitioners and Specialists. The first class are those who teach in our rural schools, our ungraded classes or in our graded schools. These are they who teach a variety of subjects. The second class are those who teach one or two subjects, as the teacher of English, the teacher of History, the teacher of Shorthand, Bookkeeping, etc

omit (This association is an organization of Specialists.)

omit Believing it is good for the Specialist to get a general view point, 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- 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. Upon 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,

b.- The power to ^{impart} ~~impress~~ this information to a second ~~party~~ ^{person}.

To acquire this essential calls for more study than that necessary to acquire the facts to be im-
^{parted} ~~pressed~~. It rests upon a correct knowledge of child nature. A study of child psychology, yes, 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 learner's 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 trained in the organization of his material. . I have ~~visited a room~~ ^{visited a school} 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 no where.

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. These four essentials unite to give us what I call poise. When they are properly related in a given person we have a well balanced and efficient teacher. A person with a spirit for his work, not a kicker or a grumbler and fault-finder, no more complaint that "my students are so dull". Whenever a person -- I will not dignify him with the title

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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 so called teacher. He is deficient 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 come 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 depends in no small measure upon the start we get. The teacher dealing with human beings at that age when they are preparing for the sterner duties of mature years plays no small part in shaping the destiny 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 quite often - for thirty 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 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 civilization advanced in no small measure by the conscientious, consecrated, intelligent teachers. The trained teacher is indeed the promoter of our industries, the safeguard of our liberties and the custodian of our civilization. May the time soon come when our people will awake to the responsibilities that rest upon them, and only the well trained this land over will be allowed to practice this profession.