

ESSENTIALS FOR TEACHING

THE REQUIREMENTS ARE GREAT. A lack of uniform methods prevents a proper professional education of the things that stand in the way of securing good workers. Character is the first requisite. Genuine scholarship is a necessity. Common sense should be considered. Grievous mistakes made in holding up knowledge of text books as the only test.

We are all familiar with the old joke about the young man who held the letters "P. C." in the clouds and mistook them to mean "Preach Christ," only to discover later that they really meant "Play Corn." A new version of this might well be for those in whose vision appears the letter "T" which they in their ignorance mistake for the admonition to "Teach," when in fact it signifies "Takes!" Thus art should be wanting in everything professional. Teachers need to have a professional spirit such as has been developed by lawyers and physicians, and the first step in this will be a high and uniform standard of character. In the past the plain in the pandemonium resulting from the reckless methods in selecting teachers, the favoritism, the disregard for or ignorance of the real requirements, and the general disposition to let well enough alone and follow the line of least resistance. The teachers should be graded even more carefully than are the pupils, and this grading can be done only by one who understands the exact requirements for the positions and who is able to determine the applicants' ability to fulfill these requirements. This necessitates close scrutiny, and even at the best mistakes will be made. To determine the teacher's value is one of the greatest questions that face the school management, and it is hoped that the general tests here discussed may help to stimulate systematic thought with regard to choosing the right ones for the right places.

CHARACTER. It is generally assumed that the prospective teacher has a good character, though no one would assume the good character of a prospective borrower of money. If the person be a church member and believer, we are told, "The devil also believe and tremble." It is no easy matter to manage and encourage infidelity and immorality, because the unrestrained child will always go a little further in these things than his teacher. Character however, is not a matter of mere morality and belief in God. It means not only that the teacher be distinguished to wrong but he is moved with the fire of conviction to sow the seeds of righteousness and to sow them well. It does not suffice that he refrain from every appearance of evil that might compromise his value in the school room. Christianity is active and positive, and the true teacher so lives as to make it known of all that his wish is to do God's will, that his leader is God's Word. The object of education (as of life) is to make here and hereafter—both of which depend on character which in turn depends largely on the moulding and developing influence in the formative period of life. Education is training and it is easier and better to form character than to reform it. These influences are determined by the teacher; and Godly character only is adequate for the task. Mind and soul are inseparable and no person should be permitted to undertake their training whose character is not purer and stronger than that of the immature ones under his guidance.

SCHOLARSHIP. Knowledge comes, but wisdom lingers. It is a saying of old and true, and yet we continue to run our schools as though the sole aim is the acquisition of theories and facts. Teachers and pupils become mentally near-sighted in that they see only the thing in hand and never think of the land beyond. Complete mastery of a text book (and knowledge that extends even further) is one necessity for teaching. Without this no one can teach, but it is wrong to infer, as is generally the case, that this knowledge is the sole qualification needed, or that it alone is worthy of careful consideration. The present method is to give the applicant a scholastic examination and if he passes that, we risk his character, disposition, intentions and tactfulness—all of which are vital.

The possession of knowledge carries with it no certain ability for its application. True scholarship is broader and deeper than familiarity with books. It is a general term and includes knowledge of life and of the future of life for which the school is to prepare. It is the knowledge of the mental faculties and an eternal reaching out into the unknown in the endless search for more knowledge of every kind and with an abiding desire for growth toward the right. Age and opportunity do not always determine the amount of our education. Christ in the temple was wiser than the doctors because He had God enthroned in His heart and they were "self" enthroned in theirs which were closed to everything but their own opinions. This world is to educate us to receive God into our hearts, and it is usually results that in different degrees of willingness of mind one year may teach more to one person than a dozen years to another. "Wisdom," we have been told, "is knowledge perceived through and through by the light and spirit of God," and it is this wisdom that is essential to the one who would undertake to teach.

PERSONALITY. Lord Chesterfield was preaching good pedagogy in England. An able and noble spirit by results of action; he is neither hot nor timid. This outlines the meaning of personality—temperament, disposition, appearance, culture, and force. Personality, like charity, may cover a multitude of sins and also it may embellish any number of virtues. The importance of this element is seldom appreciated when all that is required is a reputation for good character and some specific knowledge of prescribed subjects, but in the best schools it is not rare that a teacher of good character and scholarship is put aside because of failure in this regard. And as the point of contact in teaching is in the relations of the personalities of teacher and pupil, it is evident that we can not give to it too much care and attention. In temperament, disposition, patience and cheerfulness, many fall far short. A teacher who is not invariably respectful to the pupils, cannot justly expect anything from them but to do likewise, and it is so with harsh treatment, unkind words and every form of unpleasantness, any of which may destroy the effect of work that might otherwise be good. This thing that too often stands in the teacher's way is self-conceit. This unfortunate condition (an unwarranted assumption of superiority) is invariably accompanied by unwillingness to be criticized or to improve, and the teacher who cuts loose from self-culture is lost. Such a critical fault is inevitably deeply ingrained, and it is inevitable to the pupil and thereby more than done than can be overcome by much hard labor. Anyone who thinks he knows as much as to know or who is satisfied with himself or the work in which he is engaged is disqualified for the school room, being too ignorant to follow.

VICTIMS OF CIVILIZATION

THE PRICE OF ASTRONOMICAL LIFE. Several Cost in Life and Limb of a Twentieth Century Existence—'Dangerous Occupations' Not So Many. However, as Many Every-Day Functions as Good Record of Accidents in Safe Transportation.

New York, April 6.—Recently compiled statistics show that in the United States 40,000 persons, or enough to populate a good-sized city, die every year as the result of accidents. When one considers that this means that a human life is ended by a fatal accident every nine minutes in every day of the year, one begins to realize what a murderous thing is our boasted civilization. Further study of the figures reveals that 30,000 non-fatal accidents occur every day from such commonplace causes as slipping the wrong way from a moving sidewalk, or falling down steps, 444 thrown with horses, being struck by falling bricks and slipping on icy pavements or on the slippery and murderous banana peel.

The crowning attribute of personality is force, by which is meant that power of mind and character that sways the masses, that makes the master of the situation and the source of inspiration, and that leads others to do right from love of right and not from fear of punishment. It commands the attention without asking for it, and it assures the first step in the acquisition of knowledge; it moves the student to greater effort and develops his self-control, and deems unworthy the man who works under a whip, from which the children have no recourse. The teacher's manner determines the order in the school room whether it be listless, earnest, weak or strong, variable or intense, blistering or quiet, and the pupil, and it is therefore obvious that a teacher's personal traits must be reckoned even with his character and scholarship.

CONCENTRATION. There is an impression abroad that no one will teach school who can do anything else and that the incentives are generally no higher than a desire for money so as to enjoy your pleasure. It is no wonder, therefore, that the school season is a disagreeable incident in the round of daily life or light employment for a few hours supply funds to enjoy the pleasures of the day, and that few would tolerate such employments we all know, and all the condemnation of such delinquency that is needful is to contrast these erring ones with the class of those who are faithful and earnest in their work.

These others are not so rare as some people vainly imagine. They are to be found in every country and in all kinds of schools and at salaries ranging from a few dollars up to the hundreds. I know teachers engaged in country schools in the by-ways and the hedges (and on other schools) who are as devoted to their work as any people living and whose hopes and joys and ambitions are so bound up in their school in their care. They have no pleasures save in helping the children, and they love their work better than their lives. They put aside any temptation that might compromise their value as a teacher, because all other things are secondary in attraction and interest, loving the work for its own sake and finding in it a compensation in comparison with which the meagre salary is but a money. Their sympathy and feeling of responsibility for the pupils does not end with the ringing of the school bell, but continues throughout all hours and in all places.

These whole lives have been spent in the work, and it is dependent on their own passing into the evening of life without appreciation. "By consecration is our culture wrought," says Goethe—the glory of it is in itself and not in earthly reward. It exalts loyalty to service in which it depends on the useless; with it he is on the road to that greatest of all rewards: "Well done, thou good and faithful servant; enter thou into the joys of thy Lord."

COMMON SENSE. "The first step to wisdom," says Horace, "is to be exempt from folly." The pruning knife (figuratively or literally) is a beneficent instrument. The dead branches and the fruitless ones are cut away for the good of the better parts. And in proportion to the thoroughness and wisdom of the pruning will be the health of the vine. Some of the things that need to be removed in order to lay a wise foundation for genuine teaching are pretense and affectation, old-fogyism and hobbies and many especially just at present the many fantasies that crowd the corridors of study to the exclusion or detriment of the true and tried elements of moral and intellectual development and training.

Life on earth is supposed to have been intended to educate mankind for eternity through generally seemly means. The school of their childhood gives them their education of which they personally are to reap the harvest during the remainder of their years. School is an important and noble business because it comes in the formative period of life and is therefore capable of exerting great influence in shaping the life. In order that the school may be true to the life of which it is a part, and may prepare for the years of life to follow, it must be a vital force in touch with the workings of the world and every teacher must be a patriotic citizen directed at all times by that saying grace of which the poet sings: "good plain, hard, every-day common sense."

When a school is conducted (or mis-conducted) in defiance of business principles, when the teacher is a law unto himself and acknowledges no allegiance to man or reason, when he ignores the fact that the school is a peace-maker, when he loses himself in his books to the exclusion of active life, is it surprising that the "pedagogue" has become a jest and that even the children in awe of him laugh with him when his back is turned, conscious as they are that they know more of life than he does? It is sad to witness the spectacle of a brain with its powers focused on ostling dull and meaningless facts into the minds of the children, asking futile questions and requiring sensible answers to them, while in a circle day after day in idleness and without accomplishment. It is sad to see that the lesson is taught by rote, that the teacher is "something is more useful than any other." And something previous to to test—its sense: Good sense which only is the gift of God, and which is the mark of the seven. And though to possess fairly worth the seven. BRUCE CRAVEN.

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United States, that the railroads employ millions of men; that the number of passengers carried annually runs up to many billions; and that practically the total population of the country is some way or another engaged in contact with the railroads, the wonder is that mishaps are relatively so few.

It is a common idea that fatal accidents are much more frequent on American railroads than on those in Europe, particularly those in the United Kingdom; and many persons constantly assert that foreign lines are operated with a much greater regard for safety than are the American. The facts are quite the contrary, however. The latest statistics show that the difference in conditions here and abroad is very slight, the number of passengers killed to the billion carried, one mile, being 15.55 in the United States, while in Europe, including the United Kingdom, it is 12.15. These figures are the more significant when it is considered that the average time schedule of European roads is much slower than ours; that foreigners are more amenable to the rules and regulations made by the roads for the safety of passengers and employees; that

foreigners also are constitutionally less nervous, less insistent on speed and less impatient of delay than the citizens of this country. A comparison of the latest statistics of fatalities among passengers on English and American railroads shows that we have a clear advantage in the matter of safety. In Great Britain the proportion of passengers killed to those carried one mile is one in 61,923,000, while in this country it is one in 65,168,143. In other words the average American ought to be able to travel at least 65,000 miles by rail—enough to occupy him through several life-times—before he ran into a fatal accident; and he should be able to travel 2,541,996 miles without meeting with even slight injury.

The new and complicated machinery constantly introduced into our factories and workshops sacrifices thousands of lives a year—more, in fact, than we lost in any battle of the civil war. During 1904, the injuries and deaths caused by machinery alone were responsible for 700 deaths, more than twice the number of Americans killed in the Spanish war—while more than 40,000 persons were more or less seriously injured in the factories and shops of the Empire State alone in that single year. Workers in metal and makers of machinery and apparatus were the chief sufferers, contributing 70 fatalities to the list; the manufacture of wire and ice cost five lives; every industry, in fact, was represented by its gruesome quota. Even such seemingly harmless occupations as those of the tailor, milliner and laundry employer had their share of deaths, 25 cents, up to their account five lives, while the making of chemicals, oils and explosives were responsible for seventeen deaths.

Turning to the statistics for the whole country we find that the pedestrian suffers most from accidental mishaps. Of all last year's accidents, 24.4 per cent. happened to unlucky pedestrians, while the people injured in railway travel made up 17 per cent. of the total. Seekers of amusement and recreation suffered 6.15 per cent. of all the injuries, while the bicycle was responsible for 4.98 per cent. Of the accidents of the kind of man, was accountable for 12 per cent. of all accidents of whatever description that happened in this country in the course of the year. The much vilified motor car is responsible for nearly as many accidents as agencies, seems surprisingly innocuous.

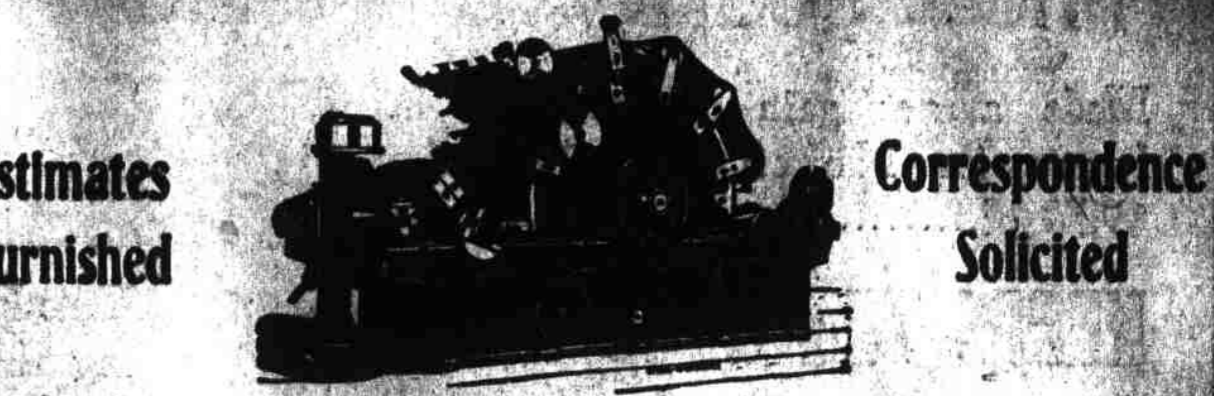
In the early days of coal mining, especially in the anthracite fields of eastern Pennsylvania, fatal accidents were of such frequent occurrence that scarcely aroused sensational interest. In 1870 more than five mine-workers out of every thousand met death through causes due directly or indirectly to their occupation. For laws were passed by the different States compelling mine-owners and managers to exercise more care in their operations and to conduct their business with more regard for human life. This remedy has been fairly effective, but mining is still one of the most dangerous of all occupations. At the close of the last century it was figured out that 2.6 per thousand employed were annually fatally injured by accidents in the anthracite and bituminous mines of the United States. As the reports upon which these figures were based were very incomplete, it is undoubtedly true that even this appalling number is a considerable under-estimate of the human sacrifice demanded each year that the fires of industry and commerce may be kept brightly burning.

There was a time when the brakeman who coupled and uncoupled cars was considered one of the servants of modern civilization whose occupation was among the most dangerous. For several years past the highest inventive ingenuity has been employed to lessen the risks of his work by providing mechanical devices to help him. The improvement that has been made is indicated by the fact that during the last decade the number of coupling fatalities each year has decreased 67 per cent., although the number of train employees has increased 37 per cent. In the same time, last year fatal accidents of this sort were thirty-five less than in 1904, while non-fatal injuries were 331 less than in the previous year.

More than half the total number of persons killed on steam railroads in 1904 were trespassers upon the property of the roads, persons for whose safety the roads were not usually responsible in any way. But it is due to them that the railroads appear in the statistics to have been the cause of more accidental deaths than any other single agency. When one recalls that there are more than 200,000 miles of steel rails stretching into every nook and corner of the country, it is not surprising that

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