

Selected Articles

THE PROBLEM OF ORDER

The teacher is constantly given to understand that he is responsible for order in his school; if there is disorder it is because of what he does or neglects to do. He should at the outset have a correct ideal of an orderly school. Stillness is not to be regarded as an equivalent of order. A school where each is actively and cheerfully engaged in carrying forward according to a plan the needed work and yet not interfering with others presents the essentials of order to one who is merely looking on. To the thoughtful teacher this would not be enough; the question of motives would present itself to him; he would ask, Why are they orderly?

The aim of the teacher must be something larger than to produce a still school, valuable as that may be; it must be to produce a self-governing being. Let one who is "good at keeping order" ask himself: "Is the order good when I leave the room?" If not, there is something wrong with his aim.

When we enter a schoolroom and find it orderly we naturally conclude that it is due to something in the teacher; that he has done something, said something, has plans, rules, methods, or modes of operation that produce the condition we find. It is probable that one who was not successful would, on visiting such a school, ask: What do you do that causes this order? The belief would exist that the teacher was the cause of the order. If this enquirer is a thoughtful student, capable of carrying on an analytic process, he will conclude, after some days spent in such a school, that the production of its order is not dependent on one single quality in the teacher, but on several.

It is believed that one who is not successful in maintaining order may acquire the power if he will devote himself to a thoughtful analysis of the problem. Where there is an absence of order the teacher is apt to charge it to the pupils. But his human opinion notwithstanding, the source of order is in the teacher. Observe the order-producing teacher and endeavor to understand him, to find those qualifications he evidently possesses that operate on others and bring about the condition we term order.

To begin with, he has arrived at a just idea of what order is. This is essential. Many a well-meaning teacher has a very nebulous conception of the orderly state of a schoolroom. We define it here as a condition of progress in the school, to which each pupil contributes cheerfully and actively by doing or not doing; it is the result of a moral and physical co-operation.

An analysis of the order-producing teacher will show that he possesses these elements or characteristics:

1. A decided but pleasant manner.
2. Self-possession and self-confidence.
3. Perceives and employs the natural leaders among the pupils.
4. Follows a plan known to the pupils.
5. Considers school management; drills to form habits of obedience, paying strict attention to details.
6. Evokes public opinion to support his course.
7. Aims at the imaginative side of child life; idealizes the school.
8. Aims to elevate, refine, harmonize and delight.

THE TEACHER

By Dr. Frank Crane.

Teaching is the most honorable occupation in which any one can engage.

It is the most self-respecting business on earth.

In it one knows he is earning his salt,

if he is faithfully fulfilling his duties; he is justifying his existence among men, he is doing his bit for the state, and he is serving the Lord.

No profession offers such constant in-