

CHAPTER XVI

THE TEACHER OF THE SOCIAL STUDIES

No professional man, then, thinks of giving according to measure. Once engaged, he gives his best, gives his personal interest, himself. His heart is in his work, and for this no equivalent is possible; what is accepted is in the nature of a fee, gratuity, or consideration, which enables him who receives it to maintain a certain expected mode of life. The real payment is the work itself, this and the chance to join with other members of the profession in guiding and enlarging the sphere of its activities. — GEORGE HERBERT PALMER in *The Ideal Teacher*.

TEACHING AS A PROFESSION

All that is said in the following chapter is based on the assumption that teaching is a profession, a lifework; and the discussion is addressed to those who see teaching from that point of view, whether they are preparing themselves for the work or preparing others. We exclude from the professional class temporary teachers — those who drift into the occupation or use it as a means to other ends — they are in no wise responsible for their admission into the work, and they are probably innocent of any realization of the sin of exploiting children's living spirits as stepping-stones to other professions, to marriage, or to money.

The purpose of this chapter is to propose a few simple ideas relative to the equipment of teachers of the social studies as a basis for discussion by those who wish to develop this profession. Enough has been written about the defects of our system. Nearly all careful observers are familiar with our mistakes — for instance, with the "war measure" of assigning classes in civics to German teachers when it was doubtful whether or not these teachers ought to be allowed to teach