

STUDENTS I HAVE KNOWN.

It is not ~~very~~ easy to outline a course of treatment for a subject like this for a brief talk for the reason that it provides for so many divergent views. Since I have been teaching, which properly speaking, comprises my whole life since arriving at Man's estate, I have seen many students, a goodly number of these I have ~~seen~~ become an integral part of the world's working force. Some have done well, some have not. Neither has it always been those who gave the greatest promise, as students who have done best for the world of ^{professional or} thought, or of business improvement.

~~It seems to me there is more in~~

this subject than the mere recant
of the individual I have known
as students. The students of the
Northwestern University, Dental
School, and of other Dental schools,
with which I have from time to time
been connected are now to be found
dotting over the whole civilized world.
Many of these boys have taken prom-
inent positions in their communi-
ties. These places they have won by
their ~~zeal~~ ^{inexhaustible} ~~zeal~~ which has lead them to
the development of skill in ~~dent-~~
~~istry~~ in dentistry, in medicine
or in business enterprises. Almost
every day I hear of this or that one
of our boys who are assuming
prominence in their profession;
locally, in their state or in the
nation. Within the next ten or
fifteen years the proportion of
as comparatively recent graduates have
these will increase. Some of
increased

Men seem to do their best work and
come into prominence only in their
mature life.

It seems to me that there is
much more in this subject than
the mere recount of individuals.
I have personally known ^{as students,} and
the positions they have filled after
their school training

~~FIBERT,~~

FRAZZELS OF THE MORAL SENSE

When one looks over the aptitudes and studies carefully the impulses that seem to control the actions of men some very singular phases crop out. The best impulses of men spring from the moral sense. By this I mean that bent of mind, from whatever it may be derived, whether an inherent mental nature born with the individual, derived from early mental training, acquired from observation, or what-not, which prompts men to analyze conditions and impells them to do right - by their fellow man. ^{and to be honest with themselves.} This I call the moral sense.

When this sense is strong in the mental make-up of the individual it is ever a potent factor in leading him to seek the right

and to avoid the wrong in his dealings with his fellows. It occasionally happens that when this sense is strongly developed in most matters pertaining to social and business intercourse it is frayed somewhere about the edges or corners of the mind. This is generally due to false training in some particular direction. It often happens that men will contrive in every way to take that which does not belong to them from a railway from a city, from a show, or a school who would not be guilty of such an act toward an individual. The moral sense is present and perhaps strongly implanted but by a fault in education such associations of effort are thought to be legitimate objects for spoil. Such frays of the moral make

of a mind or of the moral sense are probably always the outcrops of improper teaching by others so afflicted or are caught by observation in early youth.

Some of these things are habits projected from a prior time when our country was new. One instance will suffice. I remember that in my early acquaintance with the shores of the great lakes ~~it~~^{it} was common for small sailing craft - to go from the larger towns, or ports, and seek a spot anywhere where a large number of young balsam fir trees were growing, ^{without question as to ownership,} cut them, load the ship with them and bring them into port for sale for Christmas trees.

^{Later} A friend of mine had acquired land on some islands on the north of lake Huron, ^{for forestry purposes,} a part of it

had been divested of its trees.
Among other plantings was one
small Island comprising ~~it~~
only about five acres which he
had planted in spruce pines.
He had tended these trees to the
fifth year and they were making
an excellent growth. One bright-
morning ^{in November} he looked out to find
every tree gone and with them
his five years work. But for the
previous habit of cutting these at
will, ^{without question of wrong} it is not probable that
any skipper then on the lakes
would have done such an act.

Things of a similar nature have
cropped out in students that I have
known and the guilty boys were
not bad boys except from some
such frazzel of the moral sense.
This sense was good and strong in
its main traits ^{has been} ~~was~~ abundantly
shown in their after life.

INCENTIVE and INITIATIVE.

The moral sense is not, however
an impelling power. It only guides
the way to ^{an upright life} ~~justice~~. It is incentive
that forces men forward and
keeps them at work. By incentive
we mean that mental quality or
disposition that impells men to
do things and prompts the initiative
qualities of mind in the selection
and adaptation of the means to
do them. Incentive, then, is as
distinctive a quality of mind as
the moral sense and initiative
is its complement or working
aid. There is probably no other
mental quality in which men
differ so radically as in incentive.
Some men are in continuous
activity during their waking hours,

not restless - but pursuing some definite thing in a well considered line of action with results in view. Such action results from incentive guided by the initiative to adapt means of arriving at a definite objective contemplated or desired.

It should not be expected that these traits of mind will be found highly developed in our student bodies. This comes in after years if it comes at all in considerable degree. Neither is it expected ^{that} an extraordinary development of them will ever occur to many individuals. To most men such a development as will enable them to learn well ^{and its professional application} that which is known, will be a good accomplishment. Even this will take years following

the ordinary school training for its development. Only a few will be able to develop new thought of considerable value. Most men must be engaged in other parts ⁱⁿ of the world's work of the more routine sort.

But careful scrutiny of the mental processes of students will discriminate differences in the development of ^{the} moral sense, incentive and initiative that will serve the needs of school work well, moderately, or poorly. After the school will come better work for some and a gain of power, and of professional happiness.

~~Some analyses of persons may be of interest.~~

These are only the main elements of mental fitness for success. Other elements are but little less important. A man may have these in good degree and fail because of a lack of mental poise or continuity of purpose, or as it is often expressed "because of the lack of a balance wheel" That man is apt to work, first at this and then that, obtaining good results, ^{or accomplishing} ~~no~~ no one thing. Another will be a chronic mental blunderer. Some horses are shrew of foot and may be put at full speed on almost any kind of ground and never fall, Others will stumble and endanger the rider by falling. Just so some men are continually stumbling in their mental processes and become chronic blunders even though

Their incentive prompts them to work with sufficient continuity to deserve success. Many other mental states or conditions might be discussed if time would allow but for present purposes these must suffice.

Examples illustrative of the above traits of mentality are not wanting in one who has made a long study of them in actual student life and in the after and fuller development that comes with riper maturity. Some such will be added as illustrations. To these some of the curious happenings in, and following student life may be included if time permits.

A GROUP OF FOUR.

In thinking of persons in this connection I am apt to refer to those students who came to me long ago before I was much known as a teacher in organized schools. Men whose life work I have observed as well as their student life. These were mostly medical students. Rather a large proportion were looking to surgery as a practice. Among them came a few dentists. The studies were histology, pathology, chemistry, bacteriology and special work in general anatomy. They were attracted more ~~by me~~ by the facilities provided by my private laboratories, perhaps, than from any special teaching I was supposed to give them.

A group of four, ^{of these} who worked

Together interested me particularly because they were so unlike

One, an A.B. (~~George~~) worked leisurely but persistently during his vacations confining himself to the pathology of tumors, of which I had collected much material, and to suppurations. He kept excellent notes and did his work well.

Another, also an A.B. ~~also~~ was always in trouble. His incentive was good - (about 7 on a scale of Ten) initiative not so good. Although working for the M.D. degree he was a dentist and wished particularly to perfect himself in dental histology.

A third, also studying Bacteriology, suppurations and tumors was a snappy little fellow whom I nick-named Peter. He had had a very effective high school training. His incentive I would rank as 8. He could list -

Take matters very leisurely and was apt to run over things too hurriedly.

The fourth, Charley was easy in all of his movements and only reasonably accurate in his observations. I would not place his incentive higher than 2. Imitative was better. When he worked he seemed to reach his results easier than any of the others, but - he was very slow.

The greatest desire to get on was manifested by Walter and by Peter. George did not seem to count time. Neither did he seem to care what a thing was called so he knew the thing itself. I noticed however that his notes included what was said of it - in the literature. He has made a national reputation.

Peter's first anxiety was to

make a diagnosis and wished to know things, tumors and the like - intimately with that end in view. In other words he was possessed of a hobby - This lead him to neglect necessary details when he failed to see a direct bearing on his ~~hobby~~ diagnosis. He went ~~west~~ ^{west} after graduating and took a place as assistant surgeon in a large Mining Company - When his chief died some years later he took his place. He is to day probably the leading surgeon of his region.

Charley had not the incentive necessary to keep him going when free from the encouragements in school discipline and association with others. The result was that in a few years he dropped out of sight.

12th INCH LENSE INCIDENT.

What can I say of Walter. He was a chronic blunderer. He would go at things pell-mell; meet some difficulty and give it up. As an example he was especially anxious to become proficient in dental histology, as I have said. After a time he thought-contrary to advice - that he should use high power lenses, I finally gave him a particularly fine lengthwise section of a ~~cuspid~~ very large cuspid tooth and set him to make studies of the terminations of the dentinal fibrils under the enamel and under the cementum noting the differences, I arranged a camera lucida for making the drawings and showed him how to manipulate it - and how to

arrange the lighting. He worked at this steadily all day and completed very good drawings of two contiguous fields, both under the enamel, but filling in the entire circles, and joining them in one picture.

Late in the afternoon he came through my Office, hat in hand, the picture of enthusiasm - incentive gone mad - over riding all consecutiveness of thought:

He remarked that he was going to get a large piece of paper and by moving the section make a picture of the entire thing

I said - how large must your paper be? Oh, I will have it large enough. But do you know how large? No, not exactly.

Handing him a rule with hundredth inch markings I asked him to measure the specimen carefully

and make the calculation on the basis of one thousand diameter enlargement which his lens gave. He presently returned with the measurements 1.26 ~~hundredths~~ ^{inches long} by .32 broad at the widest part. How, he asked, can I determine the size of the paper from this? Haven't you studied higher mathematics in college? Yes, well, can't you multiply each of your measurements by one thousand as your lens does and reduce the inches to feet.

O certainly, that's but simple arithmetic $1.26^{\text{in}} \times 1000 = 1260 \div 12 = 105 \text{ ft}$ long $.32 \times 1000 = 320 \frac{\text{inches}}{12} \div 12 = 26.6 \text{ ft}$

But what does that mean? Think—

You do not mean to tell me the picture will be that large—Preposterous,

Well, go over your figures again.

Oh, the figures are all right; but they do not mean—?

Then what do they mean

Today you have worked well and have finished two little circles three inches in diameter. At the same rate how long will it take you to cover that paper?

Then Walter fell down. He looked as limp as a rag. He could not understand it; He never did understand it; I do not think he ever understood the mathematics of microscopic lenses in its relation to the work for which they were designed. He could not see why high powers should be confined to the study of cells, or the veryest elements of tissue forms, while for their connections, relations and minglings the low powers would tell the story better. He was always trying to do the big things first, before mastering the detail that lead up to them.

He persisted, however, and obtained

the M.D. tried to practice medicine for a while, It didn't go, tried dentistry again - I was no use. The last I knew of the man he was trying to make a living selling books. He was and is a very good man. His ~~moral~~ moral sense may get some hard jolts because of his failures and frazzled a bit, but it is there and pulling hard in the right direction.

All of these young men were of excellent moral fiber. Two had good incentive, were tenacious of purpose and pursued a direct course year after year. They succeeded. Charley had not sufficient incentive to keep him alert and going when left to his own resources, and he was lost by the way.

Poor Walter was strong, having

both the moral sense and incentive
in sufficient degree but lacked
that mental poise that was necessary
to success. He was a natural born
blunderer. He never could do things
consecutively or understand the
sequence of details. He was such
a man as would have become an
expert in doing some few things
in mechanics if his lofty notions
would have allowed him to follow
them.

~~F~~BERT

It often happens that we find in persons traits of mind that are so apparently opposites that it is hard to reconcile them ~~by any known laws of right~~ as being traits of one individual. I have often wished to know more of the mental processes of such persons.

One such I knew ~~very~~ intimately. He never was a student of mine but I knew him as a student. His parents were religious people and they designed ~~F~~Bert for the ministry and shaped his education to that end. But when ~~F~~Bert arrived at mature manhood he had different ideas. He had no objection to Preaching Sundays anywhere when people deserved him.

He insisted on full days work for a days
pay. Yet if a man was sick, ^{or injured} and lost
a day or ~~two~~ several days his full
months pay came all the same.

mm

To do so to fill a vacancy, or
~~for some considerable time~~
in the absence of a Pastor.
But he would not take a
Pulpit. He was bent on farm-
ing and did farm successfully.
I do not know that any one who
knew him questioned his moral
sense in any transaction or
accused him of efforts to over-
reach his neighbor. But he was
penurious, always insisted on
having the last cent due him
Two instances coming directly
under my observation will illustrate
both these mental traits in their
full intensity.

The first occurred during the
latter part of the war of the ~~Pop~~
Rebellion. After I had been invalided
home, I met ~~EB~~ Bert on the road,
It was spring time and the Illinois

Mud was deep. He inquired of me for some sheets of very thin note paper. I had none and was sure there was none at my Father's house, for we always used heavy paper. He was sorry, and explained that he had a letter from one of the boys fighting with Grant in the battles of the Wilderness in which he said he was writing on his last sheet of paper. His thought, he said, was, that if he had some very thin paper he could write his reply on one sheet and inclose a second sheet without doubling the postage. But he would have to wait - until he could go to town.

The other instance exhibiting his strict moral sense is this.

I happened to be with him on a Railway Train. The Conductor came and took up our tickets

After he had passed through the train he returned to where we were sitting and ~~said~~ said to ~~Albert~~. Why do you buy your tickets? Haven't you an annual pass, I know you have.

Yes was the reply. But it is a Ministers pass. I use it when called to preach where I travel by rail. But to employ that when going on my own business would be wrong, I never do it. Well, but the company expects you to use it for all purposes. They may - and I know that some ministers do but the pass is not so written. It is a pass for a Minister. Today I am a business man. I will not violate the contract.

I thought of the boy fighting the battles of the wilderness with Grant and longing for a reply from home.

HITLER

I expelled a student from a school, with which I was connected, for stealing. I had had a long search for the thief. When found the evidence seemed complete. I found several articles that had been missed in his grip. Their identity could not be mistaken. The evidence was dead against him. The only plea he set up was that some one, for a joke on him had placed them there, and since the matter had become serious was not man enough to acknowledge it. In this way he claimed innocence. I found, a year or two later, that this man had graduated from another school. But what had become of him I did not know. Nearly twenty years passed. In the course of my travels

I dropped into a distant City for a day arriving about noon. I supposed I was unannounced, but some one had telegraphed the boys ^{the previous day} and several were at the station to meet me. I was conducted to a Hotel and shown to ^a my Room. After washing up I was informed that, down stairs, there were several of the fellows who wished to see me. Would I please come.

I found a splendid Banquet spread and about fifty dentists already seated at the table, waiting. Almost immediately a gentleman arose and began an address of welcome representing the Local Dental Society, and I recognized in this man the same person whom I had expelled from school for stealing so many years before. His address was exceptionally

good in its thought, wording and delivery, occupying about ten minutes. He alluded tactfully to the fact that he had begun the study of dentistry under my instruction, but having finished at another school he missed having my name on his diploma, a matter he had most sincerely regretted and should continue to regret.

I learned during my stay that he had gone to that City at once after graduation, set up a very modest office and had attended strictly to his professional business. At first he was diffident and backward among fellow dentists. But as his practice grew he gained confidence and after a few years became prominent in ^{local} professional association work.

also his family maintained a good social position. He was fully identified with the interests of the City and regarded as an exceptionally good man,

Question

Was he right and I wrong? Or did the incident work a change in the man's moral sense, ~~it~~ i.e., straighten up the Frayzel.

F

Over twenty years ago I had a student in one of my classes who worked earnestly enough but had much difficulty in keeping up with his class. He was a good fellow among the boys and well liked. Toward the later part of the term he became impressed with the idea that he would fail and over worked badly. When he came into my final examination he had his grip with him.

He intended to skip for home if the questions were hard.
He looked over the list of questions for some time. His eyes filled, and suddenly he took his grip and started for the door. I seized him by the collar and shoved him into a side room that contained nothing but a table and chair. I told him to take his

Time and answer every question the best he could before he left that room and took his grip and set it on my table before the class and told the boys what I had done.

When the faculty reviewed the grades they passed him, though they found some slight frazzels.

After twenty years this man said to me, "Do you know that I am the luckiest dog living" I have the best wife and the best children and all are doing splendidly. My practice, ^{is} all I can do, I have saved money. My investments have been fortunate.

Do you know that last Christmas was the happiest day of my life. I will tell you what I did. In our city we have many very poor people mostly widows with families of

children. Generally the husband has been killed in Rail Road work or mining. I got in touch with the relief work and obtained a list of these people. My wife selected fifty complete suits of clothes for children between three and ten years old and had them sent home. I bought ^{dressed} turkeys and chickens for fifty Christmas dinners and a great lot of toys.

On Christmas ~~at~~ eve the whole family packed those things into a large three seated sleigh that I have, removing all the seats but one to make room. And we had lots of fun over it.

The next-morning I took a driver and started out about eight o'clock. The first place I stoped I found a German woman and three children at a very slim breakfast. I had

I was careful in my distributions. I generally went in with some toys and trinkets and look^{ed} for the needs of the family. If they had plenty to eat and the clothing was bad I gave only clothing. If I found the children warmly clad I gave them eatables according to the seeming needs, etc

carried in some toys for the children
and started them to play. Then I
took the mother out to the sleigh
took out a turkey and told her
I wanted her to cook it - for a
^{christmas} dinner for those children. I
asked her to take it into the
house and come back. While she
was gone I selected a complete
suit of clothes including shoes and
socks for each child.

The good woman tried to thank
me but broke down.

I went to the next - and the next -
place in a similar manner, dis-
tributing my things. At one place
I found the mother sick. She said she
had not been able to gather ~~fuel~~ fuel
for two days. The house was freezing
cold. The children were covered up
in bed to keep them warm.

I drove to the nearest telephone

And sent this message.

Send load of Coal to —
Throw two gunney sacks of Kindling
wood on top. Stop at — and
get five loaves of bread. Be
quick. This is a rush order
to save life. Order your man to
go into the house make a fire
and see that it is going well
before he unloads the coal.
Send the Bill to me tomorrow
I shall return to that house in
an hour to see that the order has
been filled.

When I returned the man was
unloading the Coal. The stove
was hot and the place warming
up. I brought a woman to cook
their Christmas dinner.

So I went on until late in the
afternoon — until the sleigh
bed was empty then I telephoned

My wife that I was on my way
home - Hungry -

At dinner I told ~~all~~ of the
events ^{of the day} to my family. Oh the
fear of it all - The thanks of those
poor mothers - The glad shouts
of those children. They are still
singing in my ears.

The few hundreds that it
cost me don't count.

And sent this message.

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Throw two gunney sacks of Kindling
wood on top. Stop at — and
get five loaves of bread. ^{Be}
quick. This is a rush order
~~to save life.~~ Order your man to
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JOHN.

In the later part of the 90's a Freshman student came to me with a proposition to drop out and quit dentistry. He was older than the other students and in his first-year he found it difficult to renew the habit of study. But the principal cause of his discouragement was that he found that his work in the laboratories was not so good as that of the other boys.

I asked who had pointed that out to him. He said he had observed it-himself. Then your Teachers have not complained of your work. No. only they gave me a low grade, only just above passing. Why then do you think your work particularly poor

Then he gave a bill of particulars that showed an acuteness of observation that I would have rated at 97 or 98 in excellence. I told him that a man who knew his difficulties as well as his explanation showed ~~needed~~ needed only a little more practice with his fingers to correct ~~his~~ his manipulation. ~~Later~~ I advised him to go back to his work and try to put full time on his technique work and that part would come through all right.

However, he was in other ways a poor student. I cautioned him not to neglect his other studies. He went through the three years in very good shape. Not with high grades, but with a margin above passing. From his general appearance he would have

rated as ~~stupid~~ dull, or lacking
in quickness of perception, But
really his incentive was good
He worked well and was improv-
ing rapidly during his third
year

He established himself in a
country town and is proving
out better than the average of
students. He proved to be a plod-
der. Slow, but always doing
and always getting ahead in
spite of his slowness.

RUSSELL

In

A trout-fishing trip to the Gunnison River last year, ^(with by valley of Pueblo) & we stopped over night - at Salida, a small City near the head waters of the Arkansas river intending to take the Rout over Marshall Pass by daylight - next - morning. After having dinner at the Hotel, ^{we} I went outo the street for a walk through the town

As I had not proceeded far till I heard my name called and a gentleman came up, greeted me warmly saying he was Russell of the class of '98 Chicago College I cannot remember to have heard from this man after his graduation

He had settled in this place.

almost immediately after
graduating, and when the
town was a mere village

I remembered him the moment
his name was spoken, and
especially his over anxiety
to obtain patients in the clinic
and that too many of them did
not return to their engagements
He was a slow but fairly careful
student. The best thing about
him being his excellent moral
sense. I found that in his com-
munity he had developed some
special traits. He was trusted
implicitly by ~~so~~ every one.
He could have any office in
the City or County he liked, and
as a fact for years he had
always been in some public
position. But, he said, he was
a dentist. He would not accept

any place that would seriously
interfere with his practice.

This he said, was his principal
pride - his life occupation.

He was glad to do what he could
for the community in other
ways but could do most as
a dentist.

While we were talking on the
street we were hailed by a person
in an Automobile, a friend
of Russell's. He was a Surgeon
and a Graduate of Our Medical
School. He said wait - fifteen
minutes - I ^{will} take you a ride
we all got in and spent half
a beautiful Moonlight - night
rambling over Mountain
Roads. It was fine.