longer the period of time over which the repetition is made, the more firmly will the idea be fixed in the man's mind. The teaching of safety must not stop in one week, one month, or one year, but it must be continuous.

What do you get by continued repetition? You get reflex action, a sub-conscious working of the man's mind, so he cannot help himself. He has to do the thing that way. You do one thing, the same one, time and time again, and no matter how you try to break yourself of that habit, it is almost impossible. With an old employee who has done a thing a certain way for a long time, you may run into sales resistance, because he has formed the habit. The new man is the fellow to go after. When you are taking on new men it is your opportunity to teach them by repetition. Form the right habits.

Second, there is a proverb that practice makes perfect. Just telling a man something isn't going to teach him. He has to do it himself. Once having gained a fact or an idea, continued practice will improve technique and more firmly fix that technique in the mind. That is particularly true of complicated operations. It is the only way a man can learn them.

And right along with practice, you will remember another phase of your school work in high school or college, perhaps. You were taught how to experiment, and experimentation and practice are very similar, although actual practice is better than experimentation. To teach by experiment fixes the thing in a man's mind because he not only gets the lesson through the ear, but he gets it from several other sources. First of all, he works with his hands and gets the sense of touch. The thing is impressed on his mind through the sense of touch. Second, he hears it; third, he sees it; fourth, he has to be thinking about it while he is doing it. You are stimulating practically every sense the man has in teaching the subject, if you are doing it through practice or experiment.

I suggest to you that another old proverb might come in handy, namely, "Experience Is the Best Teacher." It ties right in with the other. What a man experiences he doesn't forget. What is told to him, as I am telling these things to you today, he soon forgets. If I were to do this job right, I would make each one of you write down the things I am telling you. I would have a board with slides or lights on it, and you would see it, and I would tell you about it. But the things I am saying to you here you are going to forget, unless you are making notes of them.

But we can also bring to any individual the result of somebody else's experience. That is where experience steps into the play. Every time there is an accident, make use of the experience obtained through that accident, because an accident is a real living issue. It is part of the man's life. If it happens to someone that he knows, or in some town that he is familiar with, he is going to be particularly interested in that accident. You picture *the accident to him*, explain the accident, and say to him, "How could it be stopped?" You are employing some of the best teaching in that way, a conference method. After he tells you how that accident should be stopped, do you think he will have an accident like that? No. He has analyzed that accident, he has told you the results and how to stop the accident, and he is not going to be queered by doing what he said should not be done.

Make use of every accident you can lay your hands on. Let the employees tell you about them; bring into play the last sense, the sense of speech. Make the man tell you how that accident can be stopped. Take him into your confidence and he won't have an accident of that type.

I mentioned a few moments ago that teaching could be improved by the use of a chart. That is known as visualization. There are a number of ways to visualize. A chart is one way, and there are also pictures, posters, actual demonstration of apparatus, just looking at it—all visual demonstrations. The only object of that in teaching is to get another entry into the man's mind through the eye. A man is given a certain number of senses. How many are you making use of? Make use of all the senses you can.

Few of us realize that we are all teachers, whether we want to be or not. Each of you, I venture to say, has some particular gentleman in mind as a person who has had influence on your life. You have set up somebody as your example. You have watched him and tried to do things as he did them. Every minute of the day, you also are a teacher, whether you want to be or not. Just the way you act makes you a teacher to somebody. And it is very easy to be a bad teacher by example. The case of railway officers standing on the tracks is a perfect example of terrible teaching. They are setting up a wrong example. They are establishing a wrong practice, and men are going to follow their example because they respect them and look up to them. It is like the case of the foreman who posts a "no smoking" sign, and the president of the road or some other officer comes through there smoking. The employee says, "I don't know what kind of fire he smokes, but I can smoke if he can."

We are today in difficult times. New men are coming on the job, and old men who have been laid off are coming back to work. They are sometimes unfamiliar with the operation; they have forgotten; the period that has elapsed since they practiced these things before has been so long that the practicing of them has become kind of lost in their minds, they are lazy, and they try to do the thing in the way they used to do it and they will get hurt. The new man and the old man coming back need especial attention, and ought to have it the day they come on the job. Don't delay, because, if you do, some of them will have trouble, perhaps a serious accident, before you can teach them again.

Address

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The speaker said in part: While sitting here thinking about this question of repeating instructions in the interest of safety, I recalled to mind that good old war horse whom we all remember, Ralph C. Richards, one of the fathers of the safety movement. I worked with him on the North Western Railroad for a great many years. He was an inspiration to anyone, regardless of whether he was on the claim end of it or the operating end of it or the safety end of it. I remember one experience while a trainmaster in Minnesota. We had a switchman with red hair who got injured too often to suit me. One day he was coming down through the yard with a string of cars and made a stop, and instead of getting off the side of a flat car as he should, he reached over and took hold of the uncoupling lever, and fell off. He was laid up for a week, and I thought, "I guess I will write to Mr. Richards and recommend that he pay the gentleman nothing for the time he is off." He was off about ten days.

Well, Mr. Richards wrote the letter for me, and I presented it to the switchman. When he got home and told his wife that he wasn't going to get any pay for those