

T H E S I S .

Subject, Co-work^{and} Sympathy as an Essential.

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We are told that the teacher makes the school. In a broader sense the people make the teacher. A teacher whose heart never goes out in sympathy to the hearts of his pupils lacks one of the greatest sources of power. The heart of the teacher should go out to everyone interested in his school.

The teacher needs the hearty co-operation of the school officers and patrons. This co-operation will depend largely on the confidence which he inspires and wins; though confidence may not always secure co-operation.

One may gain paren-

tal co-operation to some extent by cultivating the acquaintance and friendship of his patrons. Encouraging citizens to visit the school will also have a good effect.

To be successful in teaching, the teacher must also secure the scholar's co-work. After the attention from the scholar is secured, and the teacher has made clear that which he would teach, there yet remains, the co-work of the teacher and scholar to be obtained, to complete the teaching process.

"The human mind cannot make knowledge its own without an effort. It is no mere modern suggestion,

that there is no mental getting and holding except through or in conjunction with some mental giving or doing." This was the idea of Socrates. When he would teach, he always began by asking questions of his scholars in order to open their minds and secure their co-work in the teaching process. Indeed in no branch of learning can much be accomplished without intelligent and active co-work of the learner.

Dr. Arnold of Rugby, said of the comparative work of a scholar's co-work in the teaching process that "the effort a boy makes is a hundred times more valuable to him

than the knowledge acquired as the result of the effort." In the same line, Herbert Spencer adds, "the child should be taught as little as possible and induced to discover as much as possible."

The co-work of the scholar in both thinking and speaking is an essential element in the teaching process. A teacher may influence and impress a scholar, without his co-work with him, but ~~the~~ teacher cannot teach him anything unless, the teacher and scholar work together for the desirable end.

To secure the scholars' co-work in the lesson teaching,

the teacher must bring himself down to their level. It is not always easy to do so, and when that level is found, it is the teacher's duty to make his starting point there. The next thing, the teacher should see that they are familiarly at ease with him. Then, the teacher should set them at something which they can do, in the line of co-work with him.

Questioning has an important part in keeping scholars at work with their teacher. It does much in catching attention and holding attention. It does much in making clear the truth which

is to be taught. But, more than this, questioning has its place in securing the scholars' co-work, with their teachers in the completion of the teaching process.

Sympathy has a very important part in the education of mankind. People's opinions are not generally formed or controlled by arguments or reasonings, as they suppose. They are imbibed by sympathy from those whom they like or love, and who are or have been their associates. Thus, people when they arrive at maturity adhere in the main to the association both in religion and in politics,

in which they have been brought up, from the influence of sympathy with those whom they love.

They believe in this or that doctrine or system not because they have been convinced by proof, but chiefly because those whom they love believe in them. "Example is better than precept" means only that sympathy has more influence in the human heart than reasoning. This principle, so powerful at every period of life, is at its maximum in childhood. The sympathy with children, in order to be effectual, must be sincere and genuine and not assumed.

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