

## THESIS.

Subject: *Mission as a Factor in Education.*

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Education comprehends all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper and form the manners and habits of youth.

What function has attention in preparing the young for usefulness in life? Can a boy or girl make a success of life without the cultivation of this capacity to some extent? No. And the more he attends to the developing of this

capacity to some extent.

No. And the more he attends to the developing of this capacity; the better, happier, <sup>and</sup> the more useful he will be.

How important, then, for the educator to be thoroughly acquainted with the methods of cultivating this auxiliary of all the faculties of the human mind.

It is important in all the departments of education. In mathematics it is the great agent in

calling together the proper faculties for a dive into the depths of the problem before the mind. The science of botany is almost wholly dependent on the power of giving attention, and perhaps one of the best of branches of science for its cultivation. And all departments of study are more or less dependent upon this capacity.

It is the strength that leads men onward and upward in the struggle

for scientific achievements  
and discovery. It robs the  
hardest tasks of much of  
their difficulty and makes  
duty a pleasure. It solved  
for Sir Isaac Newton  
the grand problem as to  
what holds the "revolving  
worlds" together; it evolved  
those important laws of  
astronomy for Kepler  
after seventeen years of  
unflinching toil; it clothed  
the commonest thing  
with new life and beauty  
for Agassiz; and has given

to the world the grandest  
discoveries and the noblest  
philosophies.

It is not only useful  
those who are striving  
for fame and glory in the  
intellectual world, but the  
peasant may reap more  
largely by the proper  
cultivation of the habit  
of looking at objects with  
a desire to know more of  
their structure and qualities.

Seeing, then, that suc-  
cess in life is largely de-  
pendent on the development

of attention, how important  
is it in the science <sup>and</sup> art  
of education.

It is an important  
factor in intellectual  
training because it has  
the power of calling all  
the faculties of the mind  
to one point. It acts  
like a powerful lens  
with the rays of light,  
concentrating all the heat  
at one point, so that  
what before was inef-  
fectual, is now powerful  
and may fuse <sup>and</sup> penetrate

densest & hardest forms of matter. So the faculties of the mind are of but little force, unless all are brought to bear on the same idea at the same time. Attention acts as a grand chief with supreme jurisdiction over all the other powers of the mind & when a particular action of mind or body is demanded it knows & orders the proper faculties to do it.

Without this guide of the mind the world would



be but a dull dead object;  
with little of the variety or  
beauty which it now offers  
to those who have cultivated  
the habit of attention.

All actions, that are  
not automatic, require  
an act of attention. <sup>But</sup>  
it is impossible to do any  
thing at all without this  
self direction of the mind  
to what is being done. God  
in nature has so wrapped  
knowledge up <sup>and</sup> hid it  
away in the tangled masses  
of things, with only here <sup>and</sup>

then a little microscopic and  
peeping out, that it is  
only by our constant and pa-  
tient unravelling of the tan-  
gle, with close attention, that  
we know anything at all.

And the same principle is  
applicable in the struggle  
for physical attainments.

It is by closely observing  
the creation of nature, that  
we are enabled to discrim-  
inate and classify our knowl-  
edge so as to be useful for  
future generations. Without  
this capacity the botanist,

The geologist, but the geologist  
would would make but  
little progress in seeing  
distinguishing the relations  
of the things in nature.

A person might see the  
most brilliant <sup>and</sup> wonderful  
things in nature or art <sup>and</sup>  
not be impressed with their  
structure <sup>and</sup> qualities at all,  
if he does not direct the  
proper faculties; or in other  
words, give attention. They  
become, doing this, objects  
that cultivate the mind.

The grand thoughts, the

pure words, & high & noble aspirations, "which leap like angels from the temple of our hearts" would be unexperienced were it not for memory, yet memory is wholly dependent on attention.

Then as all intellectual training depends on the cultivation of the habit of attention, it is easily seen, that its importance in education stands without a peer; but the kind of attention required by most

teachness of their pupils, namely, eyes directed on the teacher, is not the kind that strengthens mind. It is not the kind sought by the earnest educator, to have the eyes of the pupil directed to him, because he demands it, but he should present his subjects in a manner that thought is aroused on the part of the student. Unless the attention of the pupils is gained, all the efforts of the teacher are in vain.