

THESIS.

Subject: *Cultivation of the Observing Power.*

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Between the child from six to nine years and a youth from twelve years, there is a greater difference than between the youth and the man, and there should be a corresponding difference in the studies they pursue and the modes of instruction for these.

During childhood the attention must be largely occupied in the gathering of facts through exercise of the several senses, by this systematic training the youth acquires the proper training to fit him for the duties of man.

Since the period of childhood is best spent in attending to those things which will strengthen the mind in power, the necessity for the varied character of school instruction which is afforded by means of object lessons must be known to all primary teachers and in fact to all educators.

Observation is the careful direction of the mind objects and to train this faculty we should practice observing minutely and should analyze the objects which we look at into their respective parts.

Objects are presented to us as a whole and to be able to understand them we must separate them into their parts, hence the analyzing and understanding of objects is the result of the habit of careful observation

To show the value of careful observation, for instance, we all recognize our friends but not all of us are able to describe their features, the color of their eyes, or its most useful value in the banker detecting the counterfeit while rapidly counting his money.

or in other words we are as
babes being carried around
among new objects. it surely sees
the objects, but the seeing of them
has left no perceptible impression.

The existence of knowledge begins
when resemblances and differences
in objects are noticed; knowledge
increases in the same proportion
as the ability for defining these
are increased.

The impelling force of
observation is curiosity, the result,
knowledge, the observing powers are
not only strengthened by sight but
by tactual perception, the curiosity

may be aroused, the attention may be held for a short time by sight perception but unless the child is allowed to handle the objects and study out the different parts and associate them by sight and touch combined the interest cannot long be held and there is also much gained in obtaining the curiosity of a child aroused, you can utilize this curiosity in gaining knowledge and in forming the habit of observation.

The uneducated are generally more acute

observers as they are generally compelled to depend upon their senses for their knowledge, reading nature instead of books and thus they acquire the habit of accurate observation.

Perception is the basis of common knowledge, we talk of persons and places we have seen and if we have been careless and inaccurate in our observation we will not be able to give a clear, concise description or show a correct relation between them or a comparison with other things.

A teacher that has tact in teaching is capable of almost anything, can make uninteresting subjects interesting, that they can hardly be recognized as the same, can draw pupils out so to speak, and letting them express their thought in their own language as they see it taken from objects, not having them conform to book language and only refer them for substantiating their own theories.

The opportunities for home training are of

daily occurrences. Favorable circumstances for such exercises should be seized with avidity; wherever they go, children might thus be trained to observe and to acquire knowledge and find entertainment; for among the characteristics of children are found activity, a fondness for handling things and the desire for imitating, as a little girl will contrive a doll out of a shawl and a boy will be perfectly content to ride a stick for a horse.

No better

training can be given to the child before it is of sufficient age to be permitted to go to school, than to furnish means to enable it to best exercise these characteristics in such a manner as to lead to the proper training of observation.

Teachers should appreciate the value of the culture of the perceptive powers and endeavor to do something to afford this culture."

Let it be remembered that to training the power of observation of

pupils we lead them to
acquire definite ideas of things,
enable them to store their
minds with fresh and
interesting knowledge, lay
the foundation for a literary
or a business success and
thus do much to enhance
their happiness in life and
add to the sum of human
knowledge.