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THESIS.

Subject: **The Science of Teaching is
based on Psychology.**

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Preparation is a requirement
necessary for successful Teaching.
Experience has taught us that
the principles underlying ed-
ucation have been too much
neglected. That the teacher
requires a preparation which
will give him a comprehen-
sion of the real nature and
the true ends of education, is
evident from the fact that a
clear conception of the object
to be realized in any given
case, is the first step towards
qualifying the individual for
his calling, whatever that call-

ing may be. Those who have a clear understanding of the end to be attained by their labors, will be able the more readily and wisely to adapt those labors to the legitimate purpose. But on the other hand, those who begin with inadequate or false conceptions of the end in view, will be certain to misjudge as to the materials to be employed and the methods to be pursued in order to reach that end. Just as a successful watchmaker must know the uses of that

valuable piece of mechanism,
the nature of the materials best
suited to its construction and
operation, and the best methods
of shaping and fitting them
to the desired end, in order to
make it prove a success, so
the successful teacher before
he assumes the responsibility
of the training of the mind
and the development of its
powers, must have a knowl-
edge of the nature of the
mind and of the laws which
govern its action and determine
its growth. On this knowl-

edge are founded the true principles of education; and in showing that it is obtained from a knowledge of Psychology, we show the relation of the Science of Teaching to Psychology.

Psychology is the science which treats of the nature of the mind and the manner in which it operates. That the principles of Teaching are based on this knowledge, can be shown by inquiring into the nature of the mind. The mind can be defined only by its activities.

These activities are divided into three general classes, viz., Knowing, Feeling, and Willing, and by this classification we are enabled to define Mind as that which thinks, feels, and wills.

These distinct forms of mental action are so intimately connected, that a study of the dependence of each upon the other, and of the means by which each kind of activity is produced, results in a knowledge of the principles underlying the Science of Teaching. Since Knowing, Feeling, and

Willling are properties of the mind, they cannot exist in isolation from each other any more than form and color can in a flower.

That a knowledge of these activities of the mind is indispensable to the teacher is evident, since the object of his work is to promote the natural growth of a human being, developing all his powers systematically and symmetrically so as to give the greatest possible capability to thought and action. It

knowledge of Psychology thus
lies at the very foundation of
The teacher's work.

The mind
has a systematic order of pro-
cedure, and The necessity of The
teacher's knowing this order,
is plain from the fact that
the completeness of the devel-
opment of any faculty depends
upon the culture of the one
preceding it. Thus, he should
know that the process of ob-
taining knowledge begins
with Sensation or The impress-
ion that an object makes upon

the organs of sense. Since no Sensation can be received by the mind without Attention, the necessity of laying great stress upon the cultivation of Attention will be seen. After Attention is secured, the act of the mind in becoming conscious of a Sensation, introduces the rest of the mental powers in the order of their development, namely, Perception, and the Sensation then becomes a Percept. The act of Perception completes the process of obtaining knowledge from the

outward world. Thus we see the dependence of Perception on Sensation for the completeness of its development.

When we see that each successive step depends upon the one preceding it, we can readily imagine the evil effects that would necessarily follow a violation of this natural order. The teacher should know when these powers are most active, and the studies that are best adapted for their development. That is,

he should know what powers of the mind are the keenest and most active in childhood, and what ones are most active at the period near maturity.

Summing up, we see that the scientific teacher must have a knowledge of the nature of the mind, the manner in which it operates and the laws which govern its action and determine its growth. Since all these are embodied in The Science of Psy-

chology we may be war-
ranted in saying, The
Science of Teaching is
based on Psychology.