

THESIS.

Subject: *Study of Mind as a
Preparation to Teach.*

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The science of teaching requires more study in moral and intellectual philosophy than any of the other sciences. For a teacher occupies the most important position held by man; his work being not to prepare for this life only, but to train the immortal soul.

A man desiring to become an engineer will spend years in learning the construction of engines. Then when one is placed at his command, he will know just what parts must be used to produce certain

results.

As a man must understand all the uses of the different parts of his engine before he can become a successful engineer, so the teacher must become acquainted with the minds of his pupils and know how to direct them before he can make a success of teaching. Nothing can be found that imposes greater responsibility upon man. Yet some persons are attempting to teach who know nothing about the laws of the mind and the

great underlying principles
of education.

There is an order of
development that is observed
by every skillful teacher, and
those who do not follow this
course fall into many snares.
They will devote much of their
time to the cultivation of one
faculty when all their efforts
should be directed in training
another.

In former years education
was not regarded as a science
and anybody was thought
capable of teaching school.

Many of our so-called
teachers, who have never studied
mental science, seem to think
the great aim in teaching is
to fill the child's mind with

Thus teachers, as a rule, were
men who had failed in busi-
ness, or had not enough energy
to succeed in any other calling
of life. This condition of affairs
greatly hindered the progress
of education, for children were
not properly trained, and good
teachers were not paid enough
to keep them in this field of
labor.

important statements or facts. While we acknowledge this to be an essential part of education it should be kept clearly before us that the teacher's principal work is to develop the powers of the pupil's mind.

"Man is a thinking and responsible being", and this cannot be said of any other living creature. Since this power places him at the head of of the animal kingdom, does it not seem reasonable that the cultivation of it should occupy the chief place in the

teacher's work?

Give a child a subject on which he can think and come to clear judgments without aid, and the knowledge gained will be fixed much better than if he had learned it by rote. This shows that even for filling the mind with facts, the thinking process is the best.

Every trade and profession has underlying principles that must be observed in the performance of the work. From these, ways or methods of doing the work have been deduced.

There is practically true of
the profession of teaching. Many
volumes have been written on the
different modes of instruction,
which are valuable to every pre-
serving teacher, but in studying
them we should remember that
they are not the primary objects
of a teacher's study.

The great underlying prin-
ciple of teaching is mental
development, and before any
pupil attempts to train the
minds of others, he must have
a knowledge of the science of
mind and its application to

his work.

Let us then as teachers make a special study of this science so that we will be competent of discharging our duties skillfully in training the young to be noble and virtuous in this life and thus prepare them for the great eternity to come.