

THESIS.

Subject: *Motives to Study.*

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The teacher who desires his pupil to study, will bring about influences that guide the Will toward nutriment for the mind, for it is the Will that controls the invisible spring of the human powers, and changes the mode of motion to suit the varying conditions of the performance required.

This teacher sees a very small amount of Will energy in the mind of his pupil, he searches every channel for the cause, this found, he must discover suitable motives

which will lead the mind
from that evil road.

"Where will he find the proper
incentives?" was asked, and
may be answered by direct-
ing him to Nature's lexicon.

Says Comenius, "Educational
methods should follow the
order of Nature."

He is the successful teacher,
who obeys this great law, and
derives his motives from
externality and presents them
in the proper order; he is
the one must see the powers
of the child developing.

He proportions his stimulating forces to meet the ease; and meets it every time. Just at this point, are found frequent errors; a powerful blow is made when a much less one would answer. As a result the child does not receive the right training and the teacher's strength is much decreased. If we use an axe to take the kernel from a nut we bruise our fingers and fail to get the "goodies." This may be applied to

that great mistake of beating a child when a gentle word will serve.

Many are the motives at the teacher's command, but he is often puzzled to know which he should use, when, where, and how he should use them.

Immediately some will say use rewards and prizes, but these are not to be compared with the great motive, pleasure arising from active employment, both physically and mentally. The ideal

Teacher arranges the pupils' studies for this, and keeps him suitably and briskly employed. He varies the exercises directly as the child becomes wearied.

He shows an intense interest in the pupils' work and kindles a feeling of qualification, which always comes from effort being appreciated.

This is a great incentive for the little child; who has not seen his face sparkle from a word of praise?

He feels pleased to know that

his work is a source of pleasure to those above him. What child has not felt this and been inspired to perform a still more difficult feat? It is ⁱⁿ just such work that a vast amount of mental and physical labor is expended every day.

You may ask if it is safe to use emulation. Says Wood, "A cook might as well resolve to make bread without fermentation, as a pedagogue to carry on a school without emulation." Emulation if

properly used will decrease
deceit and create life and
interest in the school. The
evil teacher takes it in hand
and turns it to its good
uses.

The teacher who expects
to make his work a success,
loves it, and has before
him the grand ideal at
which he is aiming, and
endeavoring to have those
under his care come as
near as possible. He is
the example, the pupils his
followers, and by his being

a true example, he
creates a true motive in
the bosoms of his pupils,
which time will never
blot out.

"As is the teacher so
is the pupil."