ISSUES...

IN CHRISTIAN EDUCATION

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MOTIVATION

A FORE WORD

EDITOR'S NOTES

One topic that receives high ratings on lists of concerns of teachers is "motivation." Concordia students showed sufficient interest in it to catch the attention of Dr. J.D. Weinhold and faculty associates in the Teacher Laboratory program. They responded by organizing a two day symposium which took place during the spring of 1977. The materials were received so favorably that the *Issues* Editorial Committee is printing abbreviated versions of many of the papers in this number. The presenters graciously agreed to condense their papers to fit our specifications. Editorials have not been included in this issue but Dr. Bergman has solicited several book reviews from faculty reviewers. We also welcome a new feature, "A Fore-Word," by Concordia's president, Dr. M.J. Stelmachowicz.

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The materials express the viewpoints of the authors and should not be regarded by the reader as statements that have been endorsed by the Concordia faculty.

**Focusing on the issue of . . .
MOTIVATION**

Some sage has said, "To be fore warned is to be fore armed." I propose to speak a "fore" word to you in this column which will generally focus on the specific topic under consideration in that particular issue of *Issues*.

Permit me first of all to reminisce a bit and to recall with considerable pleasure that it was my privilege to serve as the first editor of *Issues* back in 1966 when this publication was founded. I was also a member of the original faculty planning committee which selected the name, "*Issues . . . in Christian Education.*" It is pleasing to see that both the name has "stuck" and the original format has remained pretty much intact.

We wanted a professional journal which would not duplicate the many news publications of our church nor copy the well established format of *Lutheran Education*. Our answer was "*Issues*," a publication which would focus on one general theme or issue and explore it from several different perspectives. The plan was and is that all articles, essays, editorials, book reviews and bibliographies be integrated with and related to the theme of that issue. All of these tend to make each issue of *Issues* a very useful item to retain in your files as a resource for future reference on the subject treated.

My personal congratulations to succeeding editors: Dr. Robert Sylwester, Dr. W. Th. Janzow and now Dr. Glenn Einspahr who have done much to develop the quality and reputation of this journal. It's good to be back and writing again for *Issues*.

This issue deals with the subject of motivation. It explains the reasons that prompt us to act, or not to act. It asks, "Why do people behave as they do?"

We know that the positive behavior of regenerate man is influenced, conditioned and prompted by God's Holy Spirit. Further, we acknowledge that even our spiritual regeneration is also a work of God. But where does the will of man come into play in our daily actions and reactions? Christian educators and all who communicate the Gospel need to be aware of many motivational factors that condition human behavior. I hope that you are herewith motivated to read on. . .

M. J. Stelmachowicz
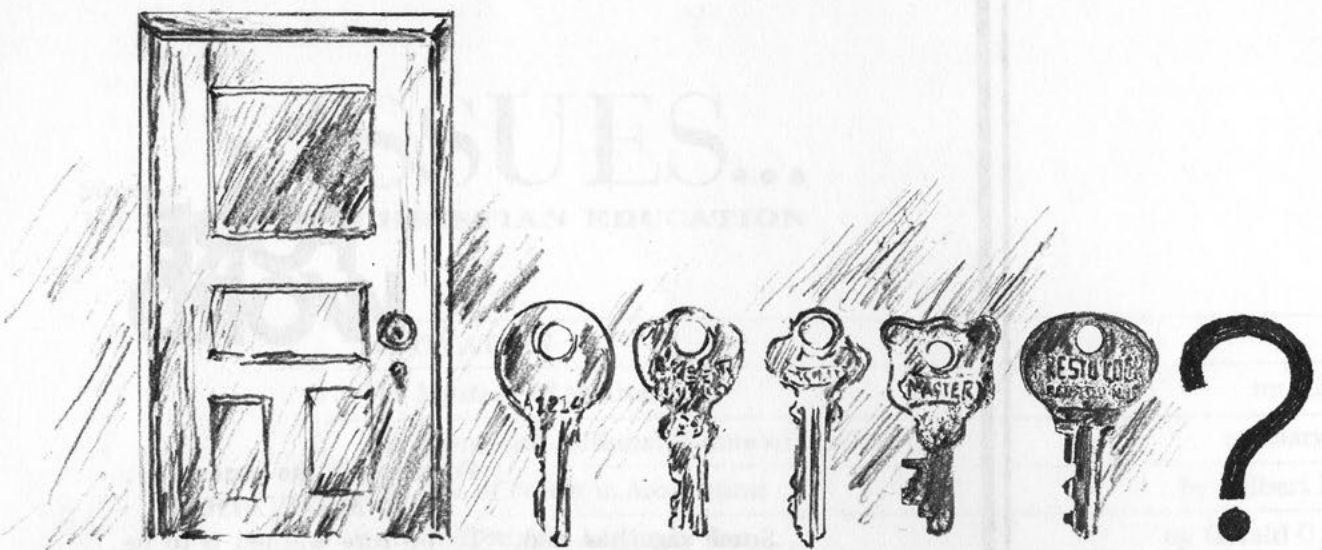
THE MYSTERY OF MOTIVATION

Motivation mystifies me. I suspect it mystifies a great many teachers. We recognize its workings, but we have trouble even defining it. At best, we sense its effects. For example, I sense that any student who works to please me works for a reason I'd prefer he not use. I sense that a student who reacts first to my grade on his paper isn't using the best reason either. I sense that these kinds of motivation will always exist, perhaps even have a place, and I sense that I can do little about removing them from the classroom. But I'd like to lessen their domination of the classroom, their tendency to appear as the most important motivators. That effort suggests a new definition of motivation, one more concerned with the atmosphere and attitude in the classroom.

I believe that a direct association exists between what a student does in the classroom, how well he does it, and in what kind of a climate he does it. Too often that climate is stuffy, boxed-in, limited, and limiting. It is characterized by deadlines, schedules, rules, grades, set standards, and prescriptions for success. As a result, outcomes are predictable, measurable, codifiable; each student can be measured against another and his product picked apart on the basis of predetermined standards. Such an atmophere motivates, I am sure, but I am not at all sure that this kind of motivation will encouage meaningful learning. It may produce "results," but they may well be boxed-in results, results measured more by form than by content and feeling. Unfortunately, too many educational systems expect teachers to provide just this kind of atmosphere. These expectations exist because many people in power positions — and most of us — grew up in such an atmosphere.

Creation of any classroom atmosphere begins with one's personal philosophy of education. In part mine reads:

My foremost obligation is always to my student. I exist for him; he does not exist for me. My responsibility to the subject matter of my chosen field is always subject to my greater responsibility to my student. When the two come into conflict, the subject matter must yield and be adapted to the student. I seek to meet him rather than expect him to meet me. I am responsible for the creation of an atmosphere for learning. I seek to avoid the building of an artificial atmosphere that is constructed of fear, threats, competition, unchangeable rules, inflexible schedules, and grading systems. Rather, I seek to build an atmosphere of trust, confidence, cooperation, self-discipline, and satisfaction. I believe that in such an atmosphere a student can breathe without fear, experiment without danger, and fail with a dignity that allows him to try again. I seek to be a model, not of perfection, but of patience and trust. I would rather a student learn understanding from me than information; I would rather he learn to share than to accumulate.

I did not always feel this way. Earlier in my career I fit better a drill sergeant image, caught up in a student-teacher war. When I analyzed my assumptions about teaching, I found they included the following:

1) Students know little; we must teach them much.
2) There is a best way to do something; it is the teacher's.
3) Mistakes are weaknesses that must be punished in some fashion.
4) True worth is measured by the teacher's standards.

I didn't like what I discovered. Armed with personal disatisfaction, I sought alternatives and gradually I found new assumptions emerging. Among them are these:

1) Students do a great deal very well, but I must look to see it. I despaired when I looked for misspellings and found twenty in a 500-word paper; that despair lessened when I realized that such a paper possessed spelling accuracy of 96%.
2) Classes are opportunities for students to learn, not for teachers to teach.
3) Guidance can be positive and still be effective.
4) Cooperation takes the place of competition; helping each other is no longer cheating.

by Robert Baden

5) Sharing of writing, etc., becomes natural and commonplace; embarrassment disappears as pleasure and confidence increase.
6) Self-satisfaction increases rather than decreases output; it does not cause laziness.
7) Students sense the worth of their work; they frequently are the best judges of excellence.
8) Emotional commitment to something is vital to creative and critical thinking.
9) Revision or correction is most effective when applied to the best work one has done rather than to the worst.
10) Grades are secondary—to everything; they have no place as threats or punishments.
11) A sense of pride in one's self and one's work goes hand-in-hand with respect for others and their work.

And so on. These assumptions-teacher attitudes actually—make possible an atmosphere in which learning is motivated and can occur without fear. When fear is removed, when trust and mutual respect are established, when confidence grows, students are open to suggestions because they desire to present their work in the best possible form and because they are proud of it. No longer is such action an admission of failure but a positive learning experience.

I anticipate your suspicion. But if you don't enjoy feeling like a drill sergeant, change you assumptions. Blend them into a conventional program. Since they are assumptions, the material used matters little. Often the only problem with conventional programs is the atmosphere in which they are used or the attitudes of teachers using them. So examine your assumptions, your attitudes; step back and look again at your goals; declare a truce with yourself and with your students and look at all they have to offer. You may begin to find that new definition of motivation. You may be surprised what happens when instead of red-circling a misspelled word you mention to Johnny with a hint of awe in your voice, "You know, Johnny, I don't think I've ever seen that word spelled that way before."

THE MORAL AND ACTIONAL NATURE OF THE LEARNER
by Marvin Bergman

In a class studying motivation, a teacher made an assignment with two parts: 1. write a definition of motivation; 2. discuss what the Bible says about motivation. In the next session, the teacher learned that only 5 of the 25 students had completed the assignment. One reaction to this response is to say that most of the students were not motivated. When this suggestion was made, the teacher pointed out that such a view represents a popular idea of motivation which sees motivation in terms of a teacher doing something to students.[1] In this approach, a teacher asks, "What can I do to help students do what I want them to do?" If a student does those things that a teacher feels are important, then a learner is motivated. One consequence is that the key responsibility for motivation rests upon the shoulders of the teacher.

A second approach to motivation is based on a psychological perspective which considers motivation as expending energy in moving toward a goal. The learner is seen as being engaged in a continuing quest to satisfy needs of various kinds, such as a need for physical comfort, a need to belong, or a need to be appreciated and respected. In this perspective, every learner continually experiences needs at various levels, including the physical, psychological, and social. Such needs produce a state of tension or disequilibrium, which then moves an individual to do something to satisfy those needs. The sequence is:[2]

NEED   TENSION   MOTIVATION

Activities undertaken to satisfy needs constitute intrinsic motivation.

Teachers who have planned teaching-learning strategies based on this approach no doubt have encountered a problem expressed in a variety of ways. How many learners, for example, will say to a teacher, "I have a need to complete 32 modules in the 7th grade math program?" How often has a teacher of the faith heard a member of the confirmation class say, "I have

a need to study the six chief parts?" How many adults recognize a need for continuing study of the Scriptures throughout the life span? When a learner's entire curriculum is based on personal and felt needs, one is not surprised if students opt out of a study of the catechism, mathematics, or the Bible.

A psychological view of motivation can be complemented by another facet of the teaching-learning process, that of intentionality. Teaching is marked by intentions and goals, and it may include a planned and systematic effort to help learners reach certain
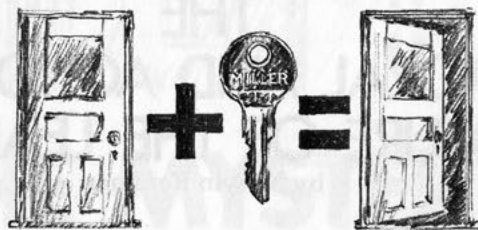
goals that go beyond felt needs. In order to tap the intrinsic motivation of a learner, a teacher may become involved in activities designed to create needs and a greater awareness of gaps that exist in a student's life. This view considers a teacher as an adult representative of the community who has a responsibility to participate in developing an array of goals that can serve as targets for both learners and teachers.

The extent of the responsibility of the learner and of the teacher in determining goals will depend in part on one's view of the nature of a learner. A key question underlying a discussion of motivation is, "What is the basic moral and actional nature of human beings?"[3] Is a learner innately good? Is a learner to be seen as innately bad? Or, is the nature of a learner neutral? The question may be rephrased in this way, "What would children, youth, or adults be like, and what would they do, if each would be left entirely on his own?"[4] A review of learning theory reveals that the basic nature of a learner has been seen in three different ways: 1. as innately bad; 2. as innately good; 3. as neutral.[5] These three views will be examined briefly in the light of a theological perspective.

The Learner as Bad

When one sees human nature as intrinsically evil, then a person's evil nature has to be curbed and harnessed. There are at least two ways of doing this. A learner's evil nature can be curbed through discipline by the teacher, which can include threats, force, and punishment. In this approach, a learner is confronted by a teacher who is older, stronger, and present in a classroom to make people learn. Learners escape from a threatening world only by learning. In order to motivate, teachers sometimes have found very ingenious devices. For example, there is a report of a teacher who kept careful record of the physical

punishment which he administered. After 51 years of teaching, he had delivered: 911,527 blows with a cane; 124,010 swats with a rod; 20,989 hits with a ruler; 136,715 blows with the hand; 10,295 slaps on the mouth; 7,905 boxes on the ear; 1,115,800 hits on the head.[6]

A second way of harnessing an evil nature is to help a learner develop a strong will. With a strongly developed will, one can curb the evil nature and put into practice a decision that has been made. In order to develop a strong will, a person must learn to do what one doesn't want to do.

This view of the nature of a learner is exposed as a distortion by a Law-Gospel perspective. The "Apology of the Augsburg Confession" points out that:

> the human will has freedom to choose among the works and things which reason by itself can grasp. To some extent, it can achieve civil righteousness or the righteousness of works. It can talk about God and express its worship of him in outward works. It can obey rulers and parents. Externally, it can choose to keep the hands from murder, adultery, or theft. Since human nature still has reason and judgment about the things that the senses can grasp, it also retains a choice in these things, as well as the liberty and ability to achieve civil righteousness.[7]

This description of the ability of a person to function contradicts the view which sees the student as an intrinsically evil being who can only be motivated through fear, the threat of punishment, rigid prescriptions by a teacher which attempt to force a student to learn, or assigning a subordinate role to the learner. All are forms of an extrinsic motivation which attempts to move learners through negative forces and approaches based on an erroneous view of human nature.

The Learner as Good

An opposite view maintains that the learner is innately good, and that everything that emerges from within an individual will be good. When a learner is placed in a healthy environment, one will develop and unfold just as a flower will grow when nourished by water and nutrients. A person will remain naturally good unless corrupted by some influence outside the self. This was the position of Rousseau, an 18th century pedagogue and philosopher who emphasized that a learner needed to develop in a natural environment free of corruption. Current expressions of this view of the learner include an unqualified trust in the judgment of the learner to make key curriculum decisions, a commitment by teachers to follow learners wherever they go, and the assignment of major evaluation responsibilities to students.

The "Apology of the Augsburg Confession" calls attention to another side of the person:

> But so great is the power of concupiscence that men obey their evil impulses more often than their sound judgment . . . For these reasons even civil righteousness is rare among men, as we see from the fact that even philosophers who seem to have wanted this righteousness did not achieve it.[8]

It is possible that a learner may confuse a personal need for an "A" with a "C" performance, to avoid a course in mathematics because of laziness, or be

"turned off" by an instructor because of an unwillingness to meet expectations. When a college junior recently described her reactions to a high-school "write-your-own-curriculum" experience, she said, "I always chose the easiest subjects and simply did my own thing. That hurt me." Expecting learners always to be motivated to perform at an optimal level reveals a naive view of human nature.

The Learner as Neutral

The most popular view of the learner in contemporary education is that the learner's nature is neutral. Instead of seeing human nature as being good or bad, a person is viewed as being filled with a potential that awaits development. A person may be compared with an egg in the process of hatching. Its growth is a natural operation which carries its own momentum. As a person unfolds through a series of stages, each stage will reveal its own unique needs. Provide the right kind of environment, and the potential of the person will be released. Human potential has no connection with innate badness or goodness. Instead, the learner is seen as being subjectively free, with an individual's personal choices and responsibilities accounting for one's life.

Placing an emphasis upon human potential is more consistent with the ideals of a democratic society than the first view which sees the learner as being innately bad. This view also assigns greater responsibility to the individual than the second view which blames the environment for any misdeeds. A focus upon developing a learner's potential and teaching in terms of developmental stages has made a significant contribution to educational practice. When adopting this view of the learner in church education, however, a Law-Gospel perspective reveals a number of limitations. The human potential point of view, for example, overlooks the need for a radical redemption of human nature in all of its facets, including the biological, psychological, social, and intellectual. It ignores the need for the Christian gospel. A second limitation is that this position presents a superficial reading of human nature, giving short shrift to the demonic element in mankind. Instead of assigning a neutral role to one's person, the Scriptures describe one consequence of the *Fall* as an introverted will which can produce immoral actions unique to the human race.

The Learner as Saint-Sinner

These and other inadequacies of the three previous views suggest a need for a fourth perspective. Biblical descriptions of spirit and flesh, light and darkness, love and hate, life and death, maturity and immaturity reveal that a Christian learner is a saint-sinner. That the learner is *simul justus et peccator* means that one is involved in many tensions and is moved to act by a variety of stimuli. The range of a Christian learner's motivation may extend from learning not to hit another person because of a fear of punishment to

making a personal sacrifice as a faith response to the grace of God. In courses focusing on professional ministry in the church, one may undertake learning projects as part of a commitment to become equipped for ministry or as a way of avoiding the embarrassment of failure. The saint-sinner dimension of both teaching and learning is expressed in a variety of ways.

Implications of a saint-sinner view of motivation are many. A number of possibilities for consideration can be suggested:

1. Becoming a son or daughter of God through baptism opens the door for the most powerful of all motives, the grace of God which produces a faith response.

2. Since the flesh of a saint-sinner remains operative, the motivation of a learner can be self-serving to the point of hurting others as well as the self.

3. Power which motivates going beyond the self is channeled through concern, witness to the Gospel, and a commitment to seek the welfare of the learner.

4. The ideal motivation in the teaching-learning process is intrinsic, involving a learner in recognizing needs, identifying goals, and engaging in learning activities.

5. A wide variability of motivation within a learner as well as among members of a class calls for flexibility on the part of a teacher in responding to different levels of motivation.

6. An identification of goals and competencies by teachers and learners can serve to strain out possible narrow and subjective motives, such as a desire for personal approval by learner or teacher which displaces a demonstration of competency.

7. Motivation can be affected by ways in which the capacities and abilities of learners are assessed. Treating an adult like a child and a child like an adult may lead to frustration for both learner and teacher. The extent of a child's ability to determine goals and select learning strategies appears to deserve additional research.

8. Within a learning community, the forgiveness of many sins motivates a sense of renewal and commitment to learning as one of life's exciting ventures.

Notes

1. George Komaridis, "Motivation to Learning," a cassette produced by Christian Educational Media, Burnsville, Minnesota, 1976.

2. *Ibid.*

3. Morris Bigge, *Learning Theories for Teachers* (New York: Harper & Row, 1976), p. 15.

4. *Ibid.*, p. 14.

5. *Ibid.*

6. B. F. Skinner, "Concern Over the Control of Human Behavior," *Science*, 124, 1956, 1060.

7. *The Book of Concord*, ed. by Theodore Tappert (Philadelphia: Muhlenberg Press, 1959). p. 225.

8. *Ibid.*

by Gilbert Blomenberg

THE USE OF POWER IN MOTIVATION

We tend to take it for granted that what we say is directly related to what we do. If we feel positively about a candidate or a cause we are inclined to engage in supportive actions. But negative feelings can provoke us to action too if they are strong enough.

Psychologists have demonstrated repeatedly that how we *say* we will behave is not necessarily predictive of how we behave. It is easy to talk about equalitarianism in education and the home, but the test is who washes the dishes, who changes the oil in the car, and who participates in determining what shall be learned and what shall be taught in the schools.

Common Power Plays

To exert influence over somebody, we often try some form of power manipulation. Several commonly used ones are listed below.

1. Message power. Who delivers the message or its style of presentation is unimportant. The message carries the power. Example: Smoking cigarettes can be injurious to your health.
2. Punishment power. The manipulator controls the punishments. The subject yields because he doesn't want to get hurt. Example: If you smoke in this building, I can have you arrested.
3. Reward power. Here the manipulator does nice things for you if you go along. Example: I plan to increase your weekly allowance if you continue to keep your room clean and orderly.
4. Authority power. The manipulator is an authority figure and you yield to that fact. Example: As your parent I forbid you to date anyone who is a member of a different church denomination.
5. Prestige power. The subject is expected to yield because he recognizes the influence which is wielded by the manipulator. Example: The

principal has checked this out carefully and can report that the Dean of the School of Education at the state university is fully in support of this action.
6. Expertise power. Here the manipulator is recognized as an expert and has the credentials. Example: Linus Pauling is the recipient of two Nobel prizes, and he is convinced that increased intake of Vitamin C affects increased longevity and physical wellbeing significantly.

Does Power Corrupt?

Lord Acton's observation is widely quoted: Power tends to corrupt and absolute power corrupts absolutely. A minority of the American population believes power can produce beneficial changes, but a majority accepts a corruptive view of the nature of power.

There is widespread warrant in history to indicate that power should be limited. Power holders are in constant danger of coming to believe that their ideas and views are superior to those of others. They also tend to widen the social distance between themselves and others. Studies of power holders in many contexts of life consistently report that power holders typically reward subordinates more because of ingratiating behavior than out of gratitude and affection. Polishing the apple often does work.

Achieving Compliance

Compliance involves yielding to elements like requests, desires, demands, and the like. How do you get someone to comply? Commonly used techniques include fear, guilt, force, guile, concession, and impugnment. Let us consider each of these briefly.

The use of fear has a long history of use, but it must be applied with care. When the fear inducing threat is too strong, people tend to avoid the message altogether. A moderate threat coupled with an outline of desired action offers more promise of success. Keeping this in mind is important if we are going to get on top of some of our major problems in the classroom and elsewhere.

The feeling of guilt affects people powerfully. It, too, can be manipulated to achieve compliance. Newspaper advertisements and TV commercials often use this technique. They make us aware of things we should have done like make a telephone call, send flowers, go to church, etc. The result is that we might possibly swing into action.

Force and bribery have often been used to motivate people. Their effectiveness seems to depend on the amount of dissonance an individual is asked to endure. If he is asked to tell a "harmless white lie" he might be induced to act. On the other hand, being pushed into a flagrant untruth makes it unlikely that he could be led into acceptance regardless of the payoff.

Some use guile as a foot in the door approach. If you can get someone committed to do a small favor

for you, refusal to do a greater favor will arouse dissonance in him. To avoid this, he will comply again. In brief, commitment to do a favor will often lead to more commitments, etc. Why? It seems that once a person has agreed to a request, he begins to see himself as the kind of person who does the things that are being requested.

Sometimes a door in the face works well. In this technique an outrageous request is presented first which the subject is sure to reject, and then it is followed up with a lesser request. This looks like a concession and increases the likelihood of compliance. If the person making the initial request lowers the ante, the person to whom the original request was addressed often feels obligated to make a related concession.

Capitalizing on fear, guilt, force, and the like often get people to comply with our wishes. More recently another dimension has seen increased use — insult them! Calling a liberal a racist or a progressive a reactionary forces that targeted person to reassess his position. Often he will begin to comply simply to restore and enhance his self-image. Extremists are probably right when they insult their lukewarm supporters. But if you are planning to use the insult approach, you had better study someone like Don Rickles or run the risk of bodily harm. Insults are best delivered politely, sensitively, and with instant readiness to withdraw them.

In Conclusion

It is small wonder that people occupying positions of power are tempted increasingly to abuse that power. Whenever we submit to power, the abuser of power is rewarded, and possibly also being corrupted. The damaging effects of such interactions on the general morale and wellbeing of a given social environment should not be surprising. Christian educators and other leaders, therefore, do well to beware *how* and *why* they use power as a force to motivate others.

Bibliographic Reference
Harari, Herbert and Kaplan, Robert M., *Psychology: Personal and Social Adjustment.* New York: Harper and Row, 1977, pages 231-268.

Consider the six year old boy who learns how to ride a two wheel bike but cannot tie his shoes; the nine year old girl who does poorly with fractions in mathematics but has no problems following a recipe while baking cookies; the twelve year old boy who has great difficulty with decimals and percentages in math class but accurately computes his own little league batting average and the current averages of players on his favorite baseball team; the freshman girl who will not spend time reading her history and English assignments but reads and retains the contents of several issues of various "pulp" magazines each month. Why do these seeming contradictions exist? What is it that seems to make a student incompetent in one setting yet extremely competent in related areas? There are no simple answers to this complex question but the individual student's level of motivation is certainly a contributing factor.

Teacher-Student Perceptions and Motivation

A danger exists in overgeneralizing the concept of motivation by classifying it into two neat categories; intrinsic and extrinsic. The "force" that applies a perceived pressure from outside the individual that causes him/her to do something is said to be extrinsic motivation. An individual acting to fulfill a need or goal he/she perceives as being important is said to be intrinsically motivated. The oversimplification of this very complex process can cause dangerous generalizations; e.g. extrinsic motivation is bad, intrinsic motivation is good; therefore only our "best" students are intrinsically motivated. This might lead us to attempt

by Gerald C. Brunworth

I CAN'T MOTIVATE ANYBODY BUT...

to "classify" the motivation behind specific actions of a student.

The behavior of individuals is shaped by their situation, that is, the people and events that affect their lives. We know that the behavior of an individual is directed toward the satisfaction of needs or the attainment of goals. Many of us in the teaching profession may be expending time and energy attempting to accomplish something that we will never be able to adequately deal with. I am slowly becoming convinced that I can't motivate anybody! What I can attempt to accomplish and and what I work very hard to achieve is the facilitation of a learning climate wherein my students can motivate themselves.

This is an important internalization for the professional educator. It is a frame of reference — a state of mind, if you will. A familar proverb suggests: if you give a man a fish, you feed him for a day; if you teach him to fish, you give him food for a lifetime. This is a key concept in education, a move away from teacher activities designed to do something *to* our students toward the goal of establishing learning climates wherein our students can *do* something for themselves.

The successful implementation of this concept depends upon our ability to see our students as individuals. We must take the time to know our students as individuals if we are to be successful in establishing helpful learning climates for them. That is difficult to do but it is essential if we as Christian teachers are to respond positively to the unique gifts God has given, in His infinite wisdom, to each individual that comes into our classroom.

Learning Styles and Motivation

Why is it that some individuals *learn* what we *teach* and others do not? One factor that demands our consideration and continued investigation is the possible dissonance between the teaching mode we employ and the "learning style" of the individual

learner. Research in the area of learning styles continues to produce findings which suggest that: 1) specific learning styles are definable; 2) learning styles differ among individuals; 3) individuals have both primary and secondary learning styles; 4) the primary learning style of an individual may vary with the subject being studied; and 5) when an individual's learning style is matched by the teaching mode, both achievement and retention are increased (Dunn and Dunn, 1975; Dunn, Dunn and Price, 1977; Hill, 1975; Karel, 1976; Riessman, 1964).

The primary learning style for an individual can be described by a variety of factors which, if applied to that individual, could ease and facilitate learning. The

present "state of the art" in formally assessing learning styles is not, at this writing, highly developed. The work of the researchers previously noted in this paper has produced assessment instruments that may be helpful when they are more fully developed. The work of Dunn and Dunn supports previous research which indicates that a student's self-perception regarding his learning styles may be as accurate as any other means currently available.

Learning styles do exist; we need to try to learn how to identify various styles and provide for these differences in our students. While I don't believe that I can motivate any of my students, I may be able to help them find out how they learn best and facilitate a climate in which they can motivate themselves. Teachers are key components in this process.

What are the factors that determine a learning style and will facilitate learning for the *individual* student in a given situation? The learner's ability to function within a variety of relationships is certainly one area that needs investigation. Does the student work well independently (studying alone), interacting with peers, in a directive tutoring situation with a peer, or as a tutor? Does the learner operate best where personal satisfaction is important or when time is limited? Does he/she need directed guidance from someone in authority? All of these are important questions.

Communication Skills and Motivation

A second crucial area to be investigated is the individual's ability to send and receive information. An assessment of such skills as reading, writing, listening and talking is essential. To what extent can the learner deal with visuals such as maps, diagrams, charts, etc.? How well does the student share understandings through the senses of sight, sound, touch, taste, and smell? How does the individual perceive himself as a learner? Is the learner able to articulate personal strengths and weaknesses? Does the individual use time well, understand nonverbal symbols and influence others through debating or promoting? How does the individual learner order and process the data collected? Will the learner respond well to structured materials (programmed instruction), materials that relate one concept to another previously learned, learning environments that call for divergent thinking or experiences that ask the learner to compare, contrast or analyze something? These will all be important pieces of information in facilitating successful learning experiences for individual students.

Finally, it will be important to know how the student stores and retrieves information. Does the learner store information through associations or rote memory? Does the individual have the skill to concentrate on a single stimulus and the ability to

ignore irrelevant distracting stimuli? Does an individual retain information on the basis of recalling a chronological order, by remembering groups of two or more objects or events, by recalling a distinctive feature or through an association with people?

The factors given above are by no means complete but they illustrate the myriad of variables that are a part of an individual's learning style. The message of this paper is that as professionals in Christian education we must be committed to facilitating successful learning experiences for each of our students. They are God's children with the unique gifts He has given. Our task is to know our students so that we can structure a learning climate that will ease and facilitate learning for individual learners in our classrooms. We need to help students identify and exploit their strongest learning styles while also helping them to develop their weaker areas. The challenge is a great one, but how can we do less for His children?

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By Glenn C. Einspahr

MOTIVATION AND THE TEACHER'S MENTAL HEALTH

I

Teachers who do not understand the nature of motivation are unhappy more of the time than they have reason to be. Beginning teachers sometimes quit during their first year because they consider themselves failures. Their problem? They thought that they had sole responsibility for the level of motivation of their students.

Everyone who teaches should remember every day that one's level of motivation, as far as human control is concerned, is primarily something that the individual does himself. It is not something that somebody else can do to him. This is called *intrinsic motivation.*

Suppose for a moment that you have asked each of your students to write one hundred words within the next hour on some topic in which he or she is interested. Unfortunately, there is one student that doesn't respond to your direction. What will you do? This question should bring a number of responses to your mind. But suppose that after each of them I say, but after you have done that, he still doesn't pick up his pencil or pen and start writing. What will you do next?

Regardless of what you suggest, there is no way that you can make a student write a hundred words. The student has to choose to do what you ask. He must become motivated to do it all by himself. The

Romans learned the hard way that even death would not deter Christians from confessing Christ as their Savior.

No matter which tools, skills or weapons a teacher has at his disposal to encourage students to become motivated, he should be wary about putting too much confidence in them. They are not as effective and foolproof as many would have us believe.

II

Motivation is one aspect of the teaching-learning process for which teachers sometimes take more responsibility than they should. If we take total responsibility for the performance of our students and have too much confidence in our equipment, we permit ourselves to be misled concerning the motivational realities of our profession. Such a state is bad because being mentally healthy is, among other things, being in touch with reality.

Teachers are taught that they have to motivate their classes. That is a noble goal, but we have just seen that when we try moving a student into action, we are really quite helpless. It is high time that we quit trying to convince ourselves that we are omnipotent in the classroom, that we can play the role of a god, and that parents and others can rightfully make us feel guilty if we are not on top of everything all of the time. When teachers accept accountability for things which they cannot possibly control, they are behaving irresponsibly.

If you have had experience with the medical profession you know that it's mainly on TV shows that doctors assume omniscience in answering such questions as, "Will she get well?" and, "When will she be able to go home after surgery tomorrow morning?" Doctors know that the surgery can be a success, but the patient may die anyway. Doctors also witness cases regularly in which the patient simply loses the will to live and gives up the struggle.

Doctors have all kinds of scientific instruments for use in medicine. Their data exceed the data teachers have available in their profession. Physicians generally have the common sense to see that they can only assist their patients in improving their health . . . if the patient is willing and if his body, with the help of God, has the capability for overcoming his malady.

Using common sense is one connection between motivation and the teacher's mental health. Any teacher who feels totally responsible for the level of motivation of his students probably also believes that he can *learn for his students*. He has forgotten that while it is the teacher who teaches the student, it is the student who does the learning.

III

Why do some teachers accept responsibility for the level of motivation of their students even when it makes them unhappy? One possibility is that teachers, like all human beings, have a need to feel important. Teachers want to be a *big* factor in the learning process in their classes. They want to be important people rather than insignificant beings. They want some credit when children learn.

A second reason some teachers may accept responsibility for student motivation is pretense. We can pretend that we are in a world of wizardliness in learning: it may be fun, but it does not change reality. It is mentally unhealthy because teachers are just *one* of the factors which determine whether or not learning will occur.

Another reason some teachers may take ownership for the motivational level of their students is that parents, school boards and others want them to do so. When students are not motivated to learn, these groups find it comfortable to blame the teachers. Teachers want to serve their constituents and often agree too readily that accepting blame goes with the job. They have been taught to keep parents and school boards happy. When the teachers accept responsibility, they are the unhappy ones. They suffer mental anguish. Their only consolation is that every month they get paid for taking the beating. Are they feeding a martyr's complex? Maybe. Do parents and school boards accomplish anything by permitting teachers to accept accountability for motivation when all the teachers can do is provide a wholesome, inviting learning environment? No.

IV

Thus far we have discussed motivation when the word has the meaning, "to be in a state or condition that causes one to act in some way." This is often called intrinsic motivation, or internal motivation. Now let us turn our attention to *extrinsic motivation*, or external motivation.

It is in the extrinsic sense that the teacher can motivate, but a teacher has perception problems when he or she thinks that external motivation will cause learning to happen without internal motivation. It isn't an either-or proposition. Both intrinsic and extrinsic motivation are important parts of the teaching-learning situation.

The teacher can motivate in the extrinsic sense of the word, that is, provide a setting in which he or she believes the student will become motivated. "Inducement" may be a better word because it means "to convince someone through the influence of both factors and persons." It includes giving green stamps, free time, grades, going to the library, etc.

Teachers induce students. They hope that the lesson for the day contains something that will appeal to every member of the class and cause him to learn. Mental health problems enter the picture when teachers feel guilty because the outcome of their combination of inducements did not reach the goal of *every* student doing the assignment.

Teachers, then, can set the stage for learning, but that is about all that they can do. It is time to be more honest with our publics by lowering the expectations of parents, boards of education and others as to what teachers can deliver. If we do, the mental health of teachers should improve. It is also time to be more honest with ourselves by accepting our role as external inducers and not internal motivators. This will bring more joy to dinner many more evenings than is now evident in the homes of teacherdom.

Please understand that this writer is not asking educators to go from the extreme of accepting accountability for motivation over which they have little control to the other extreme — irresponsibility. Teachers can't do that and be professionally honest or Christian. We are our brother's keeper whether we want to be or not.

Teachers cannot sit back and relax because they can't succeed with all students all of the time. Either students respond to their inducements or they don't. While the student must be held responsible to do his own learning, this fact cannot be a comfort to the teacher who is not doing his or her best to make learning settings attractive. Laziness is often the cause of teachers' mental health problems, and work is the remedy for that. Work, however, is not the cure when teachers try to be responsible for the wrong thing. Teachers are responsible for extrinsic motivation — the setting, or inducements to learn; but they are not responsible for the intrinsic motivation — the internal will to learn.

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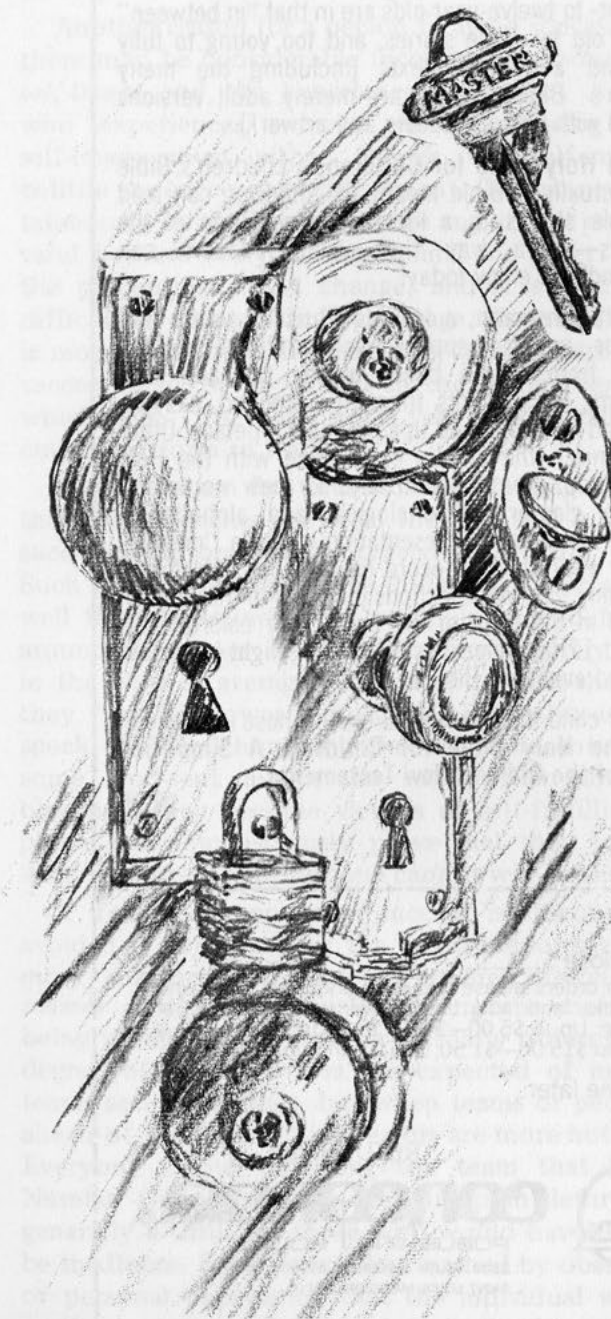# WHEN MOTIVATION WANES, CONTEMPLATE "FEAR OF SUCCESS"

by Herman L. Glaess

Motivation is the core of all learning. Motivation for growth is present from the time of conception. The human organism, under the divine direction of God, is designed for growth which will assist in coping with the environment. The God-given design and desire is for persons to cope with their changing environment and to live in a state of harmony or *homeostasis*.

Psychologists have stated that the design is present for greater potentiality growth, but humans seldom reach more than ten to twenty percent of their potential. There are multitudes of reasons why human potentials are under-developed.
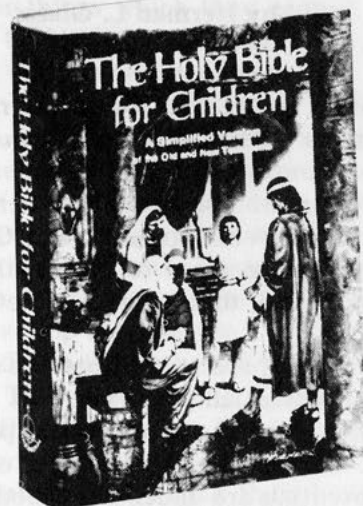
In his book, FEAR OF SUCCESS, Leon Tec discusses one of the reasons why persons do not reach a higher level of productivity. His definition indicates that it is an *unconscious* fear of the presence of the ideas that success is not justified and that success makes a person feel like a fraud. The "fear of failure," a more popular phrase, is a *conscious* fear that a person's incompetence will result in a specific mistake.[1]

Abraham Maslow labeled this "fear of success" phenomenon the "Jonah Complex," which includes the "fear of one's own greatness" or the "evasions of one's destiny."[2] Maslow hypothesized that persons often run away from the responsibilities dictated or suggested just as Jonah tried — in vain — to run away from the God-given dictates.

The purpose of this article will be to briefly fuse and expand ideas proposed by Tec and Maslow in an attempt to provide additional insights into the general field of human behavior and, specifically, in the area of motivation.

One of the reasons that a person unconsciously avoids further successes is because *others may resent such success.* (Each reader will have a personal picture of success, but that should not detract from the ideas expressed about "fear of success.") How often have people shown their resentment when another reaches perceived levels of success? The level of success is often magnified in the eyes of the observer and resentment is experienced by those observers who allow themselves to feel inferior. The real possibility of jealousy, resentment, and strained relationships can cause a person to unconsciously fear success and thus operate at less than full potential.

Another reason for a person to avoid success is that there may be considerable *incongruence between the self-image and the experienced successes.* A person who experiences success while possessing a low self-image must either change the self-image or belittle the successful achievement. One cannot simultaneously hold a low self-image and accept success as valid because one militates against the other. One of the perceptions must change, and it is much more difficult to change a low self-image. Since a self-image is more permanent, it is easier to unconsciously avoid success than to be caught in the incongruent state which says, "I'm really not a very good person; how could I perform so well?"

A third reason for unconsciously fearing success is that some persons live with the idea that *a series of successes automatically precedes ultimate failure.* Such persons feel that since things have been going so well there is bound to be unhappiness or defeat just around the corner. Not only do they sincerely believe in the "law of averages" catching up with them, but they "work" toward that end. They occasionally speak of "God humbling them." While anticipating some God-sent misfortune rather than continued blessings, they become victims of self-fulfilling prophecy and unconsciously prove that their low self-image is correct and that one cannot win consistently.

A fourth reason why success is unconsciously avoided is explained by the fact that for many *it is more comfortable to remain hidden amongst the masses or the averages.* Remaining unnoticed while being in the "same boat" with many others offers a degree of safety. Errors are expected of mediocre teams and individuals, but when teams or people are ahead of the masses, their errors are more noticeable. Everyone enjoys defeating the team that is rated Number One. Observing the champion dethroned is generally a thrill for those who would have everyone be mediocre. Each person has learned by observation or personal experience that the individual who has received a bountiful supply of plaudits, prestige, possessions, awards, is also the one in the position to be criticized, castigated, "shot at." The "lofty" position is not the one that brings forth understanding, acceptance, sympathy, or general support. Many persons prefer sympathy to repeated victory as they have discovered over a period of time that more people are willing to relate and minister to a "loser" than they are to a winner.

Some persons may unconsciously avoid repeated success because of the *expectations that accompany such repeated success.* The expectations are lower for a 50% free-throw shooter than they are for a player who shoots 85% from the line. Some few people enjoy the pressures that come with repeated success, but many more feel comfortable when the expectations are lowered. Also, an unexpected successful performance is greeted with greater enthusiasm than an expected successful performance. When a bowler with 140 average rolls a 210 game, more praise is showered than when a person with an average of 190 rolls a game of 210. The person who is consistently successful is expected to repeat and the associated "awesomeness" is less.

The "Peter Pan Complex" is a term that further describes why people unconsciously fear success. With such persons, as with Peter Pan, *there is a tendency to avoid growing up,* becoming self-sufficient, successful, responsible, knowledgeable, and competent. Many persons, young and old, receive considerable acceptance, sympathy, consoling, and support when they are other than independently successful. After all, in our society there is usually someone willing and ready to rush to the aid of persons who are helpless and in trouble. We have a difficult time allowing our children to "tough it out" and handle their own problems. Parents, teachers, and other well meaning adults are uncomfortable watching a child struggle with a difficulty. People feel better when they can solve puzzles for others, as many of my former students will remember from our class experience with the "T-Puzzle." Many people are uncomfortable as they watch another struggle with frustration. There are additional reasons why persons unconsciously avoid successes, but the previous ideas such as anticipated resentment, incongruence between self-image and successes, fear of ultimate failure, the comfortableness of being considered average, and the avoidance of responsibility connected with repeated successes explain most of the reasons why persons unconsciously fear and avoid success.

Some Additional Thoughts and Possible Applications

Individuals vacillate between admiration for others who appear to them to be almost god-like and the feeling of hostility that often accompanies or follows such admiration and respect. Yes, we generally have respect and admiration for persons who stand "above the masses" because of perceived successes which may include such things as saintli-

ness, earning capacity, noticeable skills, beautiful body, intellectual capacity, or creativity. But, at the same time, there often is considerable uneasiness, resentment, hostility, and jealousy in the person who admires while feeling that he/she lacks these qualities.

It is generally not the intent of the "superior-successful" people to make others feel hostile, inferior, or of lesser worth. In fact, these successful people often "go out of their way" to be gracious and accepting. Their "graciousness" is often misread by people who therefore may feel even more inferior and may develop additional hostility as a consequence.

Conscious awareness of what is transpiring within the self may assist in fending off this hostility. The awareness that a person has a choice either to allow or not to allow his hostile feeling to take place may assist in overcoming what to some might appear to be an automatic or a stimulus-response situation. One does not need to automatically feel hostile or inferior for people have some control over their feelings. Acceptance of the idea of control of feelings is a first step in overcoming such hostile feelings.

When children hear expressed resentment about the successes of others, they will soon conclude that "successful" people are not "liked" or accepted. It is better to point out the positive in being successful rather than the negative. How many fewer boys would want to be professional basketball or football players if they consistently heard of the negative side of the players' existence. Thus, if you want younger learners to strive for a higher level of potentiality development, don't knock success.

Overcoming the incongruence caused by a low self-image and successful experience takes considerable effort because a low self-image is developed over a period of time. To change it takes accepting, supportive, positive, significant people. It would be helpful if persons dealing with young learners would themselves focus on what's right (the blessings from God you have) and then help children see that they are products of a unique combination of genes and a general environment, both of which are God-directed and guided. In addition, our Father sent His Son to redeem and save each of us. Knowledge and faith in this phenomenon should assist young and old to raise their self-concept. But, the idea is difficult to grasp unless some significant person helps the learner to experience it.

"Failure is bound to follow success" is as true as the belief that if you roll a deuce with a die, that your chances of rolling another deuce in the next roll go down. Whenever you roll a die, no matter what the previous results, you always have the same chance for another deuce. One in six. Failure need not follow success.

Hamachek tells of a client who avoided financial success (only one measure of success) because of his resultant expectations of caring for his aging parents. The client expressed it, "Look, I've never felt too close to my parents anyway and if I made more money, I'd feel guilty if I didn't look out for them. This way I make enough but not so much that I have to worry about that."[3] Reminding ourselves and children to use their God-given talents instead of "burying" them is good advice. But, *pushing* and *cajoling* through repeated reminders may cause one to perceive success to be primarily an avoidable responsibility rather than an exciting, fulfilling, satisfying way to go.

"Having to" and "wanting to" make a very BIG difference in motivation. It is generally satisfying for adults to assist in or to make decisions for younger people. It also satisfies the "need to be needed" when one helps younger people solve their problems. Often adults become impatient and frustrated as they see younger persons struggling and searching. Granted, we don't want young people experiencing conditions causing lasting emotional difficulties, nor do we want them in danger of physical harm. On the other hand, adults can be of more lasting assistance by aiding in the development towards independence. Effective parents, teachers, and counselors move steadily toward that time when they are not needed. Feelings of independence, confidence, and successes assist persons to move away from the Peter Pan Complex and to face life with the desire and conviction that they "can do it." "Standing on your own feet" remains an admirable and emotionally healthy characteristic.

The fear of success may be caused by one's ideas about "humility." Humility is a most admirable and Christ-like characteristic which is repeatedly mentioned in Proverbs and modeled by Jesus. Humility includes the full knowledge of the source of any success — God Himself. Humility includes the full knowledge that humans stand in awe and respect of the Creator who has also said "subdue the earth." Humility does not allow arrogance, but it does involve and allow confidence. Of course, a person's confidence may be "read" by others as arrogance and motivate a return to remaining "average" and less than successful because of reasons mentioned above. So we have another vicious circle and such encircling powers cause the avoidance of success to continue.

Break the circle. Be the cream. Use your talents. Be humble before God and confident before mankind. Be independent. I must go call my clothier to ask if I can wear a purple tie with a blue shirt and a pink suit.

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[1] Tec, Leon. *The Fear of Success.* Reader's Digest Press. New York, 1976.

[2] Maslow, A. A. "Neurosis as a Failure of Personal Growth." *Humanitas*, 1962, 2:153-159.

[3] Hamachek, Don E. *Encounters With Self.* Holt, Rinehart & Winston, 1978, page 20.

THE TEACHER AS MOTIVATOR

By Glenn O. Kraft

When we think of motivation we usually consider it as a process. In this article we shall focus on a person, the teacher, as motivator in three significant ways. First of all we will consider the teacher as a person. What is the role and model that will stimulate others to learn? Secondly, we shall examine intrinsic motivation within the teacher and the learner. Finally, we shall share some practical guides for extrinsic motivation useful to the teacher/motivator.

The Teacher As a Person

A teacher projects his values, needs and interests constantly all day long. "Know thyself" is an ancient adage which teachers are well advised to follow. Who are you? What are your values? To what extent do you need to control people's lives? What are your relative values regarding people, things and knowledge? It is possible that even the teacher role itself may be a roadblock to communication. How many faculty members really know each other? Social and activity interaction between people often helps to open locked up potential. A teacher needs to be sure of himself in a quiet, confident way. When one is accepting of one's self it is easier to enjoy others and to help them in their struggles to learn.

It seems obvious that the teacher is a person, but there are teachers who seem to have lost their personhood somewhere along life's path. This is a sad reality, for if one is not a person, it is difficult to relate to other people. To be empathetic and patient is difficult if self-centered egotism dominates one's wants, values, and problems. I have noted significant and positive changes in some teachers after they have children of their own.

Intrinsic Motivation Within the Teacher and Learner

To love one's neighbor as one loves or accepts one's self is Biblical. Based on my self acceptance, I radiate love to others. When I am intrinsically motivated to serve and aid others in learning, I radiate that joy of service to people around me. Each person finally decides to act, to learn, and to do on his "own" and by himself. Teachers who motivate are sensitive to each learner's need to "do it myself" and receive the internal joy of success and accomplishment.

Teachers project to students intrinsic factors and values such as loyalty, honesty, high ethical and moral standards, neatness, accuracy, reliability and responsible citizenship. Truly, the teacher/motivator is aiding the developing person in his internalization of values. We still don't know why or how a person *decides* to accept or reject a value. We do know that goals, aims, feelings and purposes are strong determiners of human behavior. Teachers must consider these if real intra-personal commitment is to take place. External controls flow from these internal needs, goals and standards.

Practical Guides for Extrinsic Motivation

In addition to intrinsic motivation, individuals need some external feedback on their successes or failures. It is good to have someone accept, encourage, or even recognize you. Extrinsic motivation is anything outside the person. People learn in context. The environment and conditions play a significant role in the facilitation of learning and remembering, or in blocking learning and forgetting what has been learned. The teacher's task is to discover the operational conditions that will increase and facilitate learning while at the same time decreasing emotional and conditional roadblocks to learning.

An event takes on meaning and significance in relation to accompanying social and personal reactions. A paycheck is hard to beat for most people. Individuals do many things for external feedback. Teachers often forget this, but there is ubiquitous evidence of the power of external rewards, recognition, or feedback. Teachers do have the awesome power to provide positive reinforcement or to create an environment that is very punishing just in its very existence.

Why is it that many classrooms remind one of a prison? Could it be that many teachers have not been taught how to use factors other than force in the learning environment that are under their control to maximize learning?

It is possible to create an exciting or boring context in which learners are motivated and attracted toward learning or repelled by the aversive conditions in which punishment and "playing the game" become an artificial and superficial environment having little to do with the child's "real world." Our function as facilitators of learning is to help the learner make the transition and application. Some will learn in spite of the teacher, but most lovers of learning are that way because of an understanding

teacher who provided a context in which learning was positively reinforced through meaningful activities and congruent modeling by the teacher.

Discipline and order are facilitating conditions for learning. It is difficult to motivate or be motivated by chaos and confusion. Some uncomfortableness is essential to the acquisition of any new idea or perspective. The age-old controversy between empathy and control demonstrates that there needs to be a dynamic tension between the teacher's power and responsibility to control, and the necessary freedom to learn in a comfortable context and "permissive" atmosphere. Power can be used for good or evil. A powerless teacher is a sad sight to behold, but the pointless use of power for no purpose is quite pathetic. To use power to reward the good and punish the evil makes sense in life for the child. To be fair, patient and forgiving provides a context in the love of God. As teachers competently motivate through the love of God that constrains them, a sense of joy and purpose will become a solid base for productive Christian living.

As a teacher one needs to realize that students imitate what they see. Often one hears that more is caught than taught. Teachers convince more by action than by word. For example, if I preach love and kindness but am mean and unfair to students, the contradiction is interpreted by children accurately as hypocrisy or inconsistency. Finally, all one can share is what one is. Adults should be open with children and should use power quietly and constructively for the benefit of society and the individual.

The ability to listen to others seems to be a key to success in human relations. Active listening lets the person know you are in touch with his feelings. Congruent reactions and summary statements help the person who owns the problem to process, accept and/or solve his internal concerns.

In the final analysis, God is the greatest reinforcer. He provides every good and perfect gift. He grants us grace to love and serve. He creates all. He provides eternal life in Heaven. The Lutheran teacher/motivator can play a significant role in contributing to the optimum development of each child's potential as a child of God by his own actions, by facilitating internalization of a Christian value system, and by careful scientific control of the reinforcing conditions and variables in the learning environment and process.

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MOTIVATION IN A NON-REQUIRED PROGRAM

by Edith Steinmiller

The concern of this article is the role of motivation in a non-required program. The emphasis is on internal motivation and the teacher's responsibility for this motivation. The article is written from the viewpoint of an independent teacher of piano keyboard skills.

To begin, one must focus upon the uniqueness of individualized piano instuction. There is no law requiring attendance and there are no grades or diplomas motivating the student to achieve. If not internally motivated, students do not feel the need to come to lessons or pay the fee.

Indeed, the drop-out rate seems fairly high in the field of piano instuction. It has been estimated that the average years of study is approximately two to three years. One wonders how many years children would come to the classroom and pay a special fee to attend if not required by law, diplomas, etc.

Individualize Approach

Because internal motivation plays a key role in piano instruction, the teacher has a large responsibility. He must keep the student motivated to work up to his capabilities. A special advantage of individualized instruction is that the teacher has the opportunity and obligation to choose materials to fit the abilities and goals of each child.

Louise Bates Ames, in *Stop School Failure*, points out the need for better matching of child and school. More attention must be given to individual differences to fit programs to children.[1] This the piano teacher can and must do to insure successful learning which will keep the student motivated.

Establish Attainable Goals

Successful learning begins with the piano teacher and student defining attainable goals. The over-all goal is to develop musical literacy in order that the student can become independent. He needs to develop skills to function without having a teacher's aid in learning compositions he chooses. Individual goals must also be established. The student who wants to become a performer needs many recital experiences. The student who wishes to use music as a recreational or private skill needs a different program. If the student's program does not fit his needs, he will not be motivated to continue lessons.

The teacher then must set immediate goals to be reached in weekly lessons. These goals must be progressive, step by step, to promote successful learning. Careful planning is again the responsibility of the teacher.

Success is the key to continuing internal motivation. The student must be able to go home from a lesson knowing that he can succeed and also how to attain success with the compositions chosen. The reward is the activity itself. Being able to perform a composition internally motivates the child to further attempts.

Francis Clark, well-known music educator writes, "Intrinsic motivation comes from the music itself and from the student's direct and personal involvement with it." She then speaks of two of the best teaching laws: "Never send a student home with a piece that contains any element or skill the student has not already mastered; and never send a student home with a piece without capturing the student's interest and excitement in the piece in some way and giving him a sense that he can easily master it."[2] In other words, teachers must teach and not simply assign and correct.

Provide Variety

Not only must teachers select compositions to fit the abilities of the student, but also they must choose a variety of materials. All kinds of compositions belong — classical, folk songs, popular music, and jazz. A "surprise" piece of sheet music can do much to add interest to weekly skills progressions. Popular music has value, particularly for junior high students, because it belongs to their world. Teachers can capture students' interest and also compare techniques used by today's composers with that of classical composers. With the intricacies of rhythm in today's compositions, students can surely learn much if the composition is taught properly.

Variety adds interest no matter what the learning activity. Compositions are selected with this and the student's ability in mind. If the student cannot succeed, the teacher should not hesitate to change or move to different material. Staying on the same composition week after week without progress is a fast source of motivation to give up in defeat.

Again, the responsibility returns to the teacher. All aspects must be considered. Possibly the compositions selected did not fit as planned. Maybe outside pressures, such as home atmosphere, are creating problems. Student-teacher relationships also must be considered. In this regard, one feels obligated to make a statement which should not have to be made. It is that negativism has no place in a piano teacher's day or in any other teacher's day. Personal attacks and personality references must not be used. No one wants to return to a situation which has caused hurt or discomfort.

Be Positive

One of this writer's joys in teaching came when a young boy came from his classroom for his release-time piano lesson. He was a gifted child, but had behavioral problems in the classroom. Obviously upset about something, he sat down heavily and blurted out, "Oh, I hate school!" He was asked what he hated about school. His reply was "I hate everything about school but coming here." When asked why he liked coming for his lesson, his reply was, "No one yells at me here."

Being positive does not mean, however, lowering the demand for excellence. It means that the teacher uses a different approach. Instead of saying, "You made a mistake here, or you have this rhythm wrong," the teacher focuses upon the music and the composer. The teacher points out the special rhythm or technique the composer used. Then the student does not have to be on the "defensive" side for his actions. Praise and encouragement are important. The praise must be honest and not inflated. Self-improvement from week to week must be evaluated.

Throughout this article the responsibility of the teacher has been emphasized. In the field of piano instruction, internal motivation has to be a key factor toward successful learning of the skill. Success motivates success, and the teacher must provide the atmosphere for achievement. This is accomplished by planning a program to fit the abilities of the child with attainable goals. Variety in the program promotes interest. Finally, there must be a positive relationship between student and teacher.

After a number of years working in a field where teachers do not have "captive" students, this writer
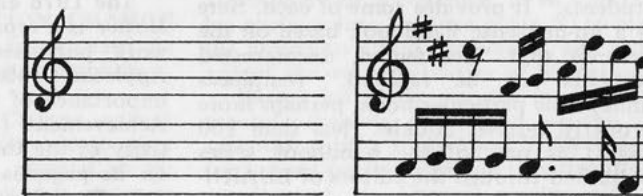
has found the responsibility for motivational teaching challenging. One finds himself working harder each year. In order to focus on the responsibility of the teacher, the author keeps the following five steps inside the cover of the lesson plan book. Maybe these steps can be of value in helping others meet the obligation of good motivational teaching:

1. Being firm is not synonymous with being negative; being positive is not the same as being permissive.
2. Consistency and patience are essential.
3. Look for and praise successive steps toward the desired goal. Don't wait for perfection.
4. Some things are best ignored.
5. Emphasize the good.

Above all, never consider teaching a problem . . . occasionally, however, a challenge![3]

FOOTNOTES
[1] Louise Bates Ames, *Stop School Failure*, Harper and Row, Publishers, New York (1972) p. 4.
[2] Frances Clark, "Question and Answer," *Clavier* XVII, 1 (January, 1978) p. 48.
[3] Anita Louise Steele, "Directive Teaching and the Music Therapy Consultant," *American Music Teacher* XVI, 6 (June-July, 1977) p. 13.

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book reviews

MOTIVATING TODAY'S STUDENTS, by Walter F. Drew. Palo Alto, California: Education Today Co., 1974.

Using vignettes, case histories, illustrative examples — call them what you will — Drew and Olds (both) tackle the problem of motivating students. This is not a didactic or textbook approach, neither is it experimental or theoretical, nor is it a comprehensive treatment of the topic, but it is an attempt to model and practice what is preached, to motivate the reader by example rather than just words, and to sow a few seeds that might grow in the ready reader.

It is billed as "strategies, activities, and approaches to help the teacher motivate students." It provides some of each. Here is a no-nonsense handbook based on the premise that "disaffected, disinterested students *can* be reached." (emphasis mine) This particular book, perhaps more properly termed booklet (less than 100 pages), is part of the handbook series published through the editors of LEARNING magazine.

Each of the six inner chapters allows a successful teacher in a real situation to explain what she does and how she motivates students. One criticism of the text is that it indirectly supports a situation that is moderating only slightly in public education — an all female cast of teachers in K-6. Capsule commentaries introduce each chapter. Then the teacher is given the platform to illustrate and speak her philosophy, style and method as well as her successes and failures. All of the grade levels are covered as well as single, multi-grade, open classrooms, inner city and suburb. The authors then abstract briefly at the end of each episode some principles of motivation.

Although the teachers vary widely in emphases and approaches, they do have certain commonalities that the reader-teacher can model: involvement with the student; tolerance, acceptance and love, and a "hang-in-there-tough" attitude ("It's motivation when they know I'm interested — that I care."); a positive view of children ("There is a big connection between self-image and motivation."); compassion, commitment and competence, and high expectations of the students ("I place emphasis on trying to learn everything possible."); a belief in intrinsic and self-motivation goals; and making learning a pleasant experience ("Feelings as well as ideas are important in learning."). School and learning are presented as a continuous dialogue between teacher and student. The emphasis is on an environment of acceptance and growth and nurturing the student to high levels of accomplishment.

The teacher (or interested parent) will find in this booklet a ready source of inspiration and ideas in an easy to read form. The length is right for the busy teacher and so is the price.

Gilbert Daenzer

THE ACHIEVEMENT MOTIVE, by David C. McClelland, John W. Atkinson, Russell A. Clark, and Edgar L. Lowell. New York: Irvington Publishers, Inc., 1976.

The 1976 edition of *The Achievement Motive* is a reprint of this very influential work published originally in 1953 by Appleton-Century-Crofts, Inc. The importance of this pioneering study of *n* Achievement (*n* Ach) and the productivity of the theoretical model proposed on its pages is difficult to overestimate. John W. Atkinson's "A New Preface with Hindsight," prepared especially for the 1976 edition, (pages A-H) provides some hints on the explosion of knowledge concerning *n* Ach and the increasing sophistication of the theoretical models which undergird present research in *n* Ach.

The Achievement Motive describes and evaluates the various theoretical models which were used to study motivation in the fields of psychology and social psychology prior to 1953. On the basis of these evaluations it was apparent to the authors that a new theoretical model had to be employed if motivation was going to be understood more completely. The model the authors chose was called the affective arousal model. A careful explanation of the reasons why the affective arousal model was chosen are provided.

The research strategy employed in arousing the achievement motive in subjects and the means of gathering the necessary data from the subjects gives concrete expression to the affective arousal model that had been chosen. Data were provided by subjects who had written paragraphs after they had been instructed to fantasize on the basis of some pictures that were shown to them. The pictures used were selected by the researchers from items previously used in Thematic Apperception Tests (TAT).

The Thematic Apperception Test uses three tactics to get at the differences of subjects' *n* Ach. The first ploy is that the subjects are unaware of the true nature of the TAT. They are not provided with the information that their achievement motivation is being sought and measured. The second tactic is that the subjects' *n* Ach is measured by analyzing the content of the fantasy stories they write in response to four to six pictures shown on a screen. The stories are limited to what can be written in five minutes. The third tactic is that four questions are also provided to guide the persons writing the stories.

In the initial research subjects were carefully conditioned so that they would be in one of three frames of mind as they wrote their paragraphs. These three states of mind were called (1) relaxed condition (2) neutral condition and (3) achievement-oriented condition. On the basis of these experiments the researchers demonstrated the usefulness of TAT with aroused subjects to determine the level of *n* Ach in the subjects.

If one desires to do any reading in current literature on *n* Ach, the authors of the articles and books assume some familiarity with the content of *The Achievement Motive*. Therefore, a special word of thanks needs to be directed to Irvington Publishers, Inc. for making this classic available once again so that a new generation of students can reflect upon the incisive insights of the McClelland team and perceive how far we have come since 1953.

Alan Harre

DEVELOPING MOTIVATION IN YOUNG CHILDREN, by Stanley Coopersmith, ed. San Francisco, California: Albion Publishing Co., 1975.

This publication is a collection of articles on the affective domain in education. It is a part of a larger effort to provide materials which describe and promote effective early education programs. With this need in focus, the Office of Economic Opportunity and the Office of Child Development established a grant for developing materials and principles for early childhood education in our country. These materials were especially designed to be employed in training and teaching programs.

The production is a very useful book for the student and for the inexperienced and experienced teacher. It is written in nontechnical language and provides valid insights into the role of self-esteem, emotions and motivation. This area has been overlooked often and too long. The book also furnishes a review and, perhaps, a fresh approach for the experienced parent or teacher by pointing to current uses of the emotions to develop the child's self-esteem and intrinsic motivation. These are excellent bases for promoting pupil success and a positive attitude in the learning and achievement process.

It would appear that expressions of the emotions are inappropriate in too many schools in public settings designated as learning or training centers for teaching skills of reason, logic and intellect. Many classrooms, no doubt, are joyless and emotionless in policy and in practice.

This publication brings together the thinking of a dozen experts on the various aspects of study in early childhood education. Stanley Coopersmith in two chapters, "The Role of Emotions in Education" and "The Building of Self-Esteem," and likewise Robert E. Sample, in the chapter, "Serving Intrinsic Motivation in Early Education," are very much on target. They analyze, describe and convey procedures showing that the cognitive and the affective domains must go hand in hand in early childhood learning. Emphasizing both supplies greater assurance for growth and a fuller development of the child's potentials. Dr. Coopersmith draws on his deep well of experiences and resources of research. He previously authored the book, *The Antecedents of Self-Esteem*. The other contributors support the conceptual framework which he expounds.

It is quite evident that children cannot make themselves enthusiastic and motivated when they do not feel that way. Children feel emotionally involved and motivated because something in the teacher, subject matter or classroom situation makes them feel that way, often without their knowledge.

Warm and accepting feelings apparently create a desire in a child to be near and similar to the person who accepts and appreciates him. Even punishment that is employed to suppress a child's undesirable behavior is more effective when it comes from loving parents and teachers than from those who reject them.

With the recognition that emotions are not a separate category of behavior and also that emotions are complex rather than simple occurrences has come an appreciation of the constructive, organizational and positive effects of learning. Emotions cannot voluntarily be controlled, but teachers who know how to verbally and nonverbally communicate warmth, trust and respect can significantly improve the motivation of the inner potentials of students to respond in a positive way.

Naturally, a reviewer may also discover certain limitations. The materials could have been more appropriately organized. Some good references were not included. That does not, however, distract from the nuggets which the book provides in one's search for ways to better bridge the gap between the cognitive and the affective domain in efforts to help students expand their inner self and to cope with life more effectively.

Martin J. Maehr

ENHANCING MOTIVATION CHANGE IN THE CLASSROOM, by Richard de Charms, New York: Irvington Publishers, Inc., 1976.

Evidently Richard de Charms, author of the book *Enhancing Motivation Change in the Classroom*, needed an avenue to report his research that began in 1966, research that integrated the areas of psychology and education and employed experimental research and field observation in design. What prompted de Charms to ensure data was the intrigue of investigating if the implications of basic research on motivation would hold for elementary school children. Perhaps de Charms is also attempting to entice a few more doctoral students, above the ten who have already been associated with the project, into extending the design and gathering more data.

Even though the book would never be considered a favorite fireside novel, there are sections that speak to an audience concerned about motivation in our schools. This review will attempt to highlight what in all probability would be of most interest to the classroom teacher, especially those items which might be implemented in schools.

De Charm's research speaks to the model of the stimulus response chain which includes an intermediate link of personal experience and the interpretation of the experience in reacting to an event in the environment which in turn produces a behavior. The motivated behavior then is dependent upon this middle link of the intervening personal experience.

Although the interpretation of the event may come from a variety of model types, de Charms feels these types lie somewhere on a continuum which has at its poles the chess piece model, being pushed around by others and also being used for the purposes of the person doing the pushing. The manipulated person does not feel that he can influence his environment by anything he does, but that he is forced into an environment in which others dominate and direct him.

Opposite the Pawn and on the other end of the continuum is the Origin, a person that is not pushed by others, but a person that sets his own goals and originates his own behavior. Personal causation, man's determination to be effective in changing his environment, is primary in the motivational disposition of the Origin. Acting as an Origin then requires a person 1) to study himself in a warm atmosphere of acceptance, 2) to translate his motives into realistic goals, 3) to plan the action to attain these goals, and 4) to accept the responsibilities of his actions.

Basing his study on the four fundamental elements above and on the assumptions that motivation is necessary for school performance and that motives are learned, de Charms created his research design to train both teachers and students to gradually increase motivation in the schools. The project continued over a four year period in an inner city school system of a large metropolitan area. During this time a training session was conducted for teachers in which they were treated as Origin and in which they were trained to take personal responsibility for the plan of action to be implemented in the classroom. After the programs were developed by the teachers, they carried them out. Testing was performed by de Charms and his helpers with the children in both control and experimental groups from the end of the fifth grade year until the end of the eighth grade year.

Although the fourth chapter of the book *describes* the very interesting training session with the teachers in motivation development, no specifics were given about the planning for the students motivation development program. However, procedures in the classroom experiment dealing with developing the self concept, producing achievement motivation, setting realistic goals, and understanding the Origin-Pawn concept were described.

The specific units are described in chapter five, but the person reading the material must fill in the "how to work with the units" with specific children as well as "how to continue this developing climate" during the remaining portion of the school day and year.

Data gathered from de Charm's study suggests that the middle to late elemen-

book reviews

TEACHING, LOVING, AND SELF-DIRECTED LEARNING, by David A. Thatcher, Pacific Palisades, California: Goodyear Publishing Co., 1973.

David Thatcher has a powerful message that can become a productive antidote for apathy, doubt, and lack of respect both in and toward the teaching profession. Thatcher says teaching is worthwhile, and he says it in a convincing manner. For him teaching is living, teaching is loving, and teaching is meaningful.

Thatcher's presentation is given in two parts. The first half develops a rationale for his basic premise that living, loving and learning are entwined in a marvelously intricate and dependent fashion. Thatcher's rationale is based on an existentialist position. This position incorporates the notions of the uniqueness, the worth and the actualizing drive of the individual. The existentialist thrust is continually evident in his book and is shown by his concern and encouragement for the reader to get involved. Chapter 7 is entitled, "Do It Yourself," and includes directions for choosing an area of personal growth that you would like to do and for doing it.

Learning and loving on an individual basis is also explained in part one. Thatcher utilizes Eric Berne's Transactional Analysis theory to demonstrate how dialogue can be productively processed and improved. He is comfortable with many theories but especially acknowledges the contributions of John Holt and Carl Rogers. His comments concerning the development of a mature and healthy sexuality are sensitive and articulate.

The second half of the book outlines what "self-directed learning" means to Thatcher. He has chosen this term rather than "individualized instruction," because so many profit seeking corporations have developed educational programs all claiming to provide individualized instruction. He is critical of those programs because often they are dull and uninteresting and use self-pacing activities that require working with tasks established by the adults who planned the program. Self-directed learning begins and always gives preference to the student and his choices.

An emphasis and apparent reward of self-directed learning is the rapport developed between the learners in the classroom. The teacher, who is also a learner, remains open and, by example, encourages each student to remain open to frank discussion and decision making. The teacher remains an observer and gives the individual room to grow.

Thatcher believes in accountability and discusses how individual and group accomplishments can be established. He discusses discipline, the child who won't start, and problems that occur when students serve as teachers. He confronts the concern for "covering the curriculum" head on by quoting Rogers. "This notion of coverage is based on the assumption that what is taught is what is learned; what is presented is what is assimilated. I know of no assumption so obviously untrue." (p. 193)

A strength of this second section is that he understands his position and gives explicit directions so that others can acquire similar success and understanding. His suggestions are practical and couched with examples, explanations, and alternatives. One of the unique features of his book are the reviews that he gives at the end of each chapter. He makes references to books and articles that he found pertinent and helpful in his writing.

Thatcher is comfortable with his teaching, his life and himself. He displays sensitivity, thoroughness and experience with self-directed learning. Pedagogically, self-directed learning has the unequivocal asset of being able to accept individuals where they are. Individuals can be cherished and understood even if they cannot comply or do not conform. Too often in education the presence or absence of competency are the criteria by which the child must establish his worth. When the child cannot learn or cannot understand, the child is identified as having a deficiency and often is identified as incompetent. This can be self-destructing, but it is countered where a student finds acceptance and time for the skill to develop.

Thatcher emphasizes the art of loving and caring as being inseparable parts of successful teaching. As an individual I agree with Thatcher's emphasis, but question his approach as being functional in all learning situations. Thatcher's approach is to make students accountable by trusting them. "I respect you, William, and I know you will select worthwhile activities to work on." (p. 41) His respect places the responsibility on the child. He doesn't believe in withholding privileges as a means of forcing compliance. "I will be a true teacher by showing caring respect for each pupil's present interest." (p. 195)

My difficulty with his approach is his ignoring individual conceptual differences and environmental variables that are factors in determining what responsibilities an individual accepts. Situations dictate roles and individuals also display the need for lesser or greater control.

Thatcher appears to be remarkably aware. He gives indication of knowing how controversial his position will appear to many. His writing contains no trace of apology however, but rather displays the confidence gained from observing, caring and loving — traits which he advocates. In the introduction he claims responsibility for the book and indicates he is comfortable with that responsibility (p. viii). His book, as well his air of being comfortable, is convincing.

Larry Oetting

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tary period may be of most importance for the development of personal causation. Evidence of the importance of this period in personal causation development can be seen in the increase in interaction and competition with others, which is more extensively socially orientated rather than academic in nature.

Several warnings related to Origin development when implementing motivation development are listed by de Charms. One is that although an open setting in a classroom might appear essential to training to be an Origin, it is not complete freedom that allows children to set realistic goals but, rather, to be free to structure or constrain the situation before selecting the goals. Another is a concern that individuals see the Origin as a person who makes pawns of others. It is essential that an Origin finally sees that in structuring his world he must not only make it meaningful to accomplish his goals, but also must promote the goal seeking of others in the context. Even though this person is not accountable to others, he is personally responsible for his actions which includes permitting others to function as Origins within society.

Finally the author speaks to the implications. First, he believes that personal causation not only improves motivational achievement but also the academic achievement of a child. The question of how much of each motivation is to be incorporated into the classroom becomes the responsibility of each teacher and also how much the two achievements can be integrated in the classroom. Secondly, the teacher must decide how much structure and how much freedom is to be allowed in the classroom. This task becomes difficult because of individual differences in children and one child's optimum might be inappropriate for another. The third concern relates to the comparison of personal responsibility and the accountability demands so prevalent in today's society. It appears that the stress for competitive achievement may be overlooking one of the most important sources of motivation, the feeling of personal causation that stems from internally imposed personal responsibility.

Donald Urbach

THIS SUMMER OF THE SOUL
A poem for Easter

for Gerald Brommer

even as fall turns to early snow
and shadows lengthen over the hills
the sky turns in its color
to warn of flood and famine;
even as man turns the soil
and green shoots spring
eternally upward
so the spirit bounds and springs, turns
rolls and yearns to soar
and dance eternally alive;

it is when time sounds
and birds dive into hot green honey
of spring
that we laugh without thinking,
cry suddenly with face pressed to glass
and give away things we thought close;

it is at this time
that we are most needful
of grace,
this time we wish for salvation
this time we desire peace;
and flowers open
without our seeing,
seas exult on rocky shores
and winds blow away shadows —

this summer of the soul, this wholeness,
this fair time when hours are warm and faces linger
in softness
and eyes see and ears hear
what is good

we wait the coming;
we sense the approach,
we yearn and pull like roots too-long frozen
the rebirth—our Christ!

J. T. Ledbetter

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