

THESIS.

Subject: Relation of Habit to Growth.

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It is the most important duty of teachers to train children to habits that will be useful and make them successful in life, for our habits enter consciously or unconsciously into all our actions and in some degree controls them.

The development of the child's mind is to a very great extent with the teacher and by giving careful attention to the nature of the mind, we can mould it into anything we wish. There is no part of

our nature in which the relation between mind and body is seen more than in the formation of habits. From the time the child first takes notice it is acquiring habits of attention, observation, comparison &c. These form the basis for later instruction by the teacher and they also make the temper and disposition of the child.

The habits formed in childhood generally cling to us through our whole life. For in endeavoring to form new ones

late in life we have to unlearn
old ones. Much care should be
taken to guide the child to the
formation of habits of order,
perseverance, politeness and
many others of equal import-
ance. In a school where order
and regularity lead, the pupils
will soon prefer to do their duty
before they attend to their own
pleasures.

As we grow older our
intellectual powers become
more complex and the growth
of these powers depends upon
the retention and reproduct.

ion of past and simpler products, these images lay the foundation for the higher and more difficult operations of the mind.

We must acquire the habit of thought, for although our knowledge is gained by observation and instruction, by thinking upon what we have learned, we are able to make our knowledge of use to us. New knowledge is acquired more easily if we can connect it with previous thoughts. The lawyer could not have written an opinion in his sleep, if he

had not before cultivated the habit of thought and the mathematician could not have solved a problem, which puzzled him when awake, but for his previous training.

The growth of attention is a formation of habits: at first it is very difficult for a child to give attention, as his actions before entering school were unregulated: but by placing before him objects that will appeal to his feelings, the lesson becomes interesting and the voluntary attention is

given.

Habit depends largely on association; when the relation of an action has become fixed by association the action is performed always at a certain time and the child very soon learns to look forward to the recurrence. We can not be too careful in our actions before children for they are imitators and we should by our actions gain their respect. As the famous master of Rugby.

Thomas Arnold, now the love of his boys, one of whom said, "I am ashamed to tell a lie, because

he believes me," so every true teacher should strive to do.

In dealing with bad habits, patience is needed. The child at first does not think but acts on impulse. wait until self control and submission are formed, then reason and point out his faults, telling how he hurts others by his actions and soon he will see his faults plainly.

In trying to help a child form good habits, care should be taken as to the methods used. The best and most successful is the approbation of the teacher.

giving praise not to a few but to everyone who deserves it.

Habit is a power for good or evil. In ancient cities the streets are worn smooth and deep grooves are cut. These impressions were made by multitudes in constant succession, not by one step nor one chariot-wheel. It is so with habit and the impression made by constantly doing things is either good or bad.

It should be the aim of teachers to impress on the minds of pupils that if they have good habits these will finally have them.