

THESIS.

Subject: *Cultivation of Habit,*

Name: *S. G. Ailes.*

Habits according to the
old adage become a second na-
ture - they render labor easy, and
the performance of duty a
pleasure - they fortify us from
a bad example, and shield
us from the force of sudden
temptation.

Only by time repeti-
tion and constant practice
are habits well established.

Constant drill should
be our motto and we should
not be impatient, if we do
not see immediate results,
for right habits can only be

formed gradually and too much should not be expected of a child.

If any obstacle should resist the formation of a good habit, and obstacles will resist, we should seek to overcome it and strive with renewed vigor.

Habits of attention, reflection, application, industry, virtue and piety are better instilled by example than by precept.

A well timed example, or illustration will have

far more influence in forming the character of a child than any number of abstract rules, for the first will be remembered and the last forgotten.

Let your rules be as few as possible, and rather fewer than seem absolutely necessary. See that they are obeyed, for a rule should never be made which is not enforced. It weakens the power of the teacher and throws him at the mercy of the pupil.

"Virtues and vices," says Locke, can by no words be

so plainly set before their understandings as the action of other men will. Show them when you direct their observations, and bid them view this, or that good or bad quality in their practice.

The great fault of the ordinary method of education is the using of a child's mind, as a storehouse in which to place rules and precepts that they do not understand.

A due attention to home exercise, regular attendance at school and a

proper observance of class arrangements should be constantly and promptly enforced by the teacher.

How often is a habit weakened in a pupil by requiring him to study too many things at once, or that which is above his capacity; by keeping him too long at one subject; or by repeating the same exercise without variation.

A pupil is often revived more by a change of work than by a cessation

from it altogether, while he is often made to detest a subject, for which he has natural talent by being required to work at it continually.

Or endeavor not to settle too many habits at once, or by variety you will confound them, and perfect none. When constant practice has made one easy, and natural, then go to another.

First of all keep your pupils practicing

that which you would have become a habit in them. Use kind words and gentle admonitions rather than harsh rebukes and chidings, as if they were wilfully guilty.

The great main springs in education are the habits of attention and concentration. The great secret in securing these is to interest your classes.

When a teacher fails to secure these in a given subject, it is time

for him to change their work,
or dismiss them that they
may get a supply of fresh air.

It is often impure
air and not the fault of the teach-
er that his pupils are inatten-
tive and unable to concentrate
their minds on their subject.

The teachers aim should
be to inculcate not only mental
but also physical habits. It has
too long been the custom to think
only of training the intellect,
and leaving the body to take
care of itself.

If a teacher should tolerate

the use of books during the time for recreation but should take plenty of exercise himself and require his pupils to follow his example.

"As is the teacher so is the school." If you find a teacher entering heartily into an exercise, it is an infallible proof that round shoulders and hollow chests are few in his school.

Always remember that a school teacher has a sacred duty to perform in relation to his pupils and country and you will be a benefit and not a hindrance to your pupils.