

THESIS.

Subject: *The Cultivation of the Faculty
of Attention.*

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No faculty occupies a more prominent place in the make up of man than that of attention. Indeed it is the basis of all intellectual development.

The infant from the time of its birth exercises this faculty. So it is all through life; we are constantly exercising this wonderful faculty, and it is very evident in order that we may a strong faculty, it must be exercised in a proper manner.

This power of concentration is susceptible of unlimited

development.

It is true from the study of history that the success of men's lives depends upon the intensity of their attention.

It matters not what walk in life we may select, our success is measured by our attention to that particular line of work. So it is our duty as teachers to see how we may best cultivate the minds of the young.

The habit of directing the faculties of the mind to whatever subject that comes before us lays the corner stone of the

intellectual character. This habit requires careful cultivation; for the pupil is expected to concentrate all his powers on the subject brought before him.

Imperfect perceptions should be carefully guarded against, and incorrect conceptions promptly corrected. So much depends upon the faculty of attention, that its culture forms the basis of practical education.

To cultivate the faculty of attention, the efforts on the part of the child must be voluntary. By force you may get a child

to learn a lesson, but by this exercise you do not cultivate his power of attention.

By displaying nature and art to a child you ^{render} his attention voluntary. That which was a task for him once, now becomes a pleasure.

Our teaching should be suggestive. We should never do for a pupil what he can do for himself, and whenever we do assist it should be done in a way to lead them to go on with little assistance.

The little mountains which lie in the pathway of the pupils

should not be removed, but rather teach them how to surmount the difficulties

The habit of attention is weakened by requiring pupils to study too many things at the same time, or matters beyond their capacity, and by directing their attention too long to a given subject. When an exercise grows monotonous the pupil ceases to give attention, and his mind becomes listless.

When children become weary by close attention, their enthusiasm may be revived by a change

by a change in the manner of presenting the subject matter.

The live teacher will be quick to detect a lack of attention, and will instantly change his tactics,

The teacher on the very threshold of his work, is required to use stimulus. The forms of stimuli are various, and many of doubtful propriety.

The true stimulus is a love of knowledge. This is not so prominent in the child. That which will arouse the curiosity of the child, is the force we

should utilize,

There are people who have the power of exciting others to great mental exertion not by a promise of any specific reward or punishment, but by the inspiration of ambition,

The teacher when he endeavours to gain the attention of his pupils will find that they do not manifest the same degree of attention,

The Almighty in his wisdom has created every mind different, Hence it is impossible for the teacher to train his pupils after a particular model.

No teacher will be successful unless he knows the minds of his pupils.

The teacher must not expect to find the faculty of attention already cultivated in the mind of his pupils, but on the contrary he must expect that the cultivation of this faculty will be his constant study. Thus by wise and discrete work we may cultivate the mind of the pupil in a proper manner.

But the child with a feeble intellect is a formidable foe, and the teacher is taxed

to his utmost capacity to direct the attention of this unfortunate being.

Great care should be taken that he understands that which is given him; for the Creator has so formed him that he must go through the world slowly.

His lot is truly a hard one, and the teacher should make his work as attractive as possible.

The lazy boy demands some powerful stimuli to arouse him to action. Every motive should be tried until the right one is found.

The volatile boy is inattentive,
for he is constantly looking for
something unusual.

The timid boy is inattentive
for lack of confidence.

The quick boy is inattentive
on account of over confidence.

The boy of genius lacks atten-
tion, for his mind is wandering
and dreaming of something
suited to his taste.

It becomes the sacred duty of
the teacher to cultivate the atten-
tion of these various classes and
direct them in their proper
channels.

By the judicious exercise of attention the power of concentration is formed, which is the secret of success.

The Will in older pupils plays an important part in the cultivation of the faculty of attention.

The primary object of all discipline is the direction of the attention by the Will.

The intellectual capacity of man is measured by his power of concentration. So much importance cannot be attached to the cultivation of this faculty.