

**HABIT AND ITS IMPORTANCE IN  
EDUCATION: AN ESSAY IN  
PEDAGOGICAL  
PSYCHOLOGY. TRANSLATED FROM THE  
GERMAN OF DR. PAUL RADESTOCK,  
WITH AN INTRODUCTION**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649534074

Habit and Its Importance in Education: An Essay in Pedagogical Psychology. Translated from the German of Dr. Paul Radestock, with an Introduction by Paul Radestock & F. A. Caspari & G. Stanley Hall

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.  
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

[www.triestepublishing.com](http://www.triestepublishing.com)

**PAUL RADESTOCK & F. A. CASPARI & G. STANLEY HALL**

**HABIT AND ITS IMPORTANCE IN  
EDUCATION: AN ESSAY IN  
PEDAGOGICAL  
PSYCHOLOGY. TRANSLATED FROM THE  
GERMAN OF DR. PAUL RADESTOCK,  
WITH AN INTRODUCTION**



HABIT  
AND ITS IMPORTANCE IN EDUCATION

*An Essay*  
IN  
PEDAGOGICAL PSYCHOLOGY

*TRANSLATED FROM THE GERMAN OF  
DR. PAUL RADESTOCK*

BY  
F. A. CASPARI

*WITH AN INTRODUCTION*

BY  
G. STANLEY HALL, Ph.D.  
PROFESSOR OF PSYCHOLOGY AND PEDAGOGY, JOHNS HOPKINS UNIVERSITY



BOSTON  
D. C. HEATH & CO., PUBLISHERS  
1889

HARVARD UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
MONROE C. GUTMAN LIBRARY

BF 335

R2

copy 2

GRADUATE SCHOOL OF EDUCATION

May 7, 1930 B

COPYRIGHT, MARCH 11, 1886,

BY F. A. CASPARI.

TYPOGRAPHY BY  
J. S. CUSHING & CO.,  
BOSTON.

PRESSWORK BY  
BERWICK & SMITH,  
BOSTON.

## CONTENTS.

CHAPTER I.		PAGE
VALUE AND LIMITS OF EDUCATION . . . . .		1
Force and value of habit . . . . .		4
Various definitions of habit . . . . .		8
CHAPTER II.		
RELATIONS BETWEEN PSYCHOLOGY AND PHYSIOLOGY . . . . .		11
Cause and effect of sensorial impressions . . . . .		12
Various ways of extending sensations . . . . .		20
CHAPTER III.		
RELATIONS OF CONCEPTIONS TO EACH OTHER . . . . .		24
Positive and negative or intercepting powers of nerves . . . . .		24
Bond uniting mental and physical functions . . . . .		26
"What makes the beginner a master." . . . .		26
"The first impression." . . . .		27
Double form of practice . . . . .		27
Analogy between psychological forms of association and various forms of physiological practice . . . . .		27
CHAPTER IV.		
PROPERLY ASSOCIATED HABITS . . . . .		29
Definitions of habit and habitude . . . . .		30
Principle of associated practice . . . . .		31
Repetition . . . . .		31
Habit in the inorganic world . . . . .		32

	PAGE
Results of habit . . . . .	32
Negative and positive use of power . . . . .	35
Division and concentration of power . . . . .	39
Aim of human education . . . . .	39
Object-lessons . . . . .	39

## CHAPTER V.

THE INTELLECT . . . . .	41
Memory and imagination . . . . .	41
Process of logical thinking . . . . .	43
Conception series . . . . .	44
Laws of the association of ideas . . . . .	45
Various talents resulting from a combination of the imagination and the intellectual faculties . . . . .	46

## CHAPTER VI.

THE WILL . . . . .	49
Influence of habit on the entire psychological life . . . . .	50
Value of associates and environment . . . . .	51
Habitude of personal action . . . . .	52
Advantages of school <i>versus</i> home education . . . . .	56

## CHAPTER VII.

SPECIAL HABITS . . . . .	63
Cleanliness . . . . .	64
Punctuality . . . . .	64
Neatness . . . . .	64
Endurance . . . . .	65
Self-control . . . . .	65
Obedience . . . . .	66
Politeness . . . . .	68
Attention . . . . .	70
Diligence . . . . .	72
Unselfishness . . . . .	73
Calisthenics . . . . .	76
Study . . . . .	77



CONTENTS.

v

CHAPTER VIII.

	PAGE
MORAL HABITS . . . . .	81
Connection between intellect and emotion . . . . .	82
Lying . . . . .	83

CHAPTER IX.

EXTREME HABITUATION . . . . .	87
Ill effects of this in general . . . . .	88
Three theories concerning the emotions . . . . .	90
Necessity of change in instruction . . . . .	91
Punishments . . . . .	92
Higher æsthetic feelings . . . . .	93
Prejudice . . . . .	95
Pedantry . . . . .	96
Law of relativeness . . . . .	97

CHAPTER X.

HABIT AND FREE WILL . . . . .	101
Genius . . . . .	102
Insanity . . . . .	106

APPENDIX.

NOTE 1 . . . . .	111
NOTE 2 . . . . .	111
NOTE 3 . . . . .	112
NOTE 4 . . . . .	113
NOTE 5 . . . . .	114
NOTE 6 . . . . .	115
NOTE 7 . . . . .	116
NOTE 8 . . . . .	116
NOTE 9 . . . . .	117
NOTE 10 . . . . .	117



## INTRODUCTION.

---

DR. PAUL RADESTOCK, the author of this work, already favorably known by several other psychological monographs, has, in scarcely less degree than Ribot in France or Sully in England, the happy faculty of absorbing the literature of a large scientific field and re-stating it in lucid, untechnical, and condensed form. He has read widely in anthropology and morbid and experimental psychology, and in this work, which is here translated entire, he has rendered his chief service to education.

He assumes that, so far as education becomes a science, or teaching a profession, it will rest more entirely upon psychology. Education he regards as progressive habituation, and good habits as even more important than good principles. What makes the novice a master is the power of the brain to lay up earlier stimuli in the form of dispositions. Habit not only lays down the trunk lines of association, and thus gives direction, but it furnishes momentum of mind and will. We have truly learned, not what we can be examined on, but what has become second nature or habit. Memory must lapse to custom, and sometimes to fixed reflex action or "will-memory," before the assimilation of instruction is complete. The stages in this process, from the residual trace left by the first act, which is the