

onment—and he, who knowing the capacities of his mind, so adapts the former to the latter that he brings to perfection his gifts of nature, builds up for himself that which makes him a living power in the work of education.

The teacher should understand the value and dangers of habit, which Prof. James terms the “fly-wheel of society,” but it is not thus more aptly designated than when applied to our individual experience. Habit dooms us to fight the battles of life upon the lines of our early choices, and to make the best of a pursuit that disagrees because there is no other for which we are fitted. Daily, almost hourly, the coils of habit are being folded round about us leaving their impress like lines of cleavage in the character, and from which we cannot escape. Wise above his fellowman indeed is he who knowing this seeks to make habitual as many useful actions as he can, and guards against growing into ways which are likely to be disadvantageous. Character, says J. S. Mill, is a completely fashioned will, an aggregate of tendencies to act in a prompt, firm and definite manner upon all the emergencies of life.

The second element in this personality resulting from the study of Psychology is self-control. The teacher must have his powers under command if others are to have the benefit of them. This is true in all relations of life. If one person would influence another, he must be able to summon and exert his powers at will. How much more is this true if he would both teach and govern. No one can safely assume the office of teacher who is not so fortified in self-control as to meet sudden and repeated annoyances with composure. But in order to accomplish this there must be a well-harmonized mental and moral life. The educator must be able to see things in their true relations—imagination is adjusted to fact, association to logical procedure, emotion restricted to its right impelling influence and the will moderated by deliberation. All this is the gradual outcome of a knowledge of the activities of the mind. “Nothing but soul can quicken soul” says a writer on Education; and if the teacher would come in contact with the active soul life of his pupils he must, in the words of Socrates, know himself,

Let us now inquire in what way this knowledge will assist the teacher in training the minds placed under his care. Every pupil who stands before a teacher has in him possibilities as far surpassing the grandest structure reared by hands as a living soul surpasses dead matter. Every true teacher enjoys the high privilege of contributing something