

does not reach the individual pupil. The inspiration that a student receives from an intimate association with many efficient instructors in our western colleges more than compensates for any advantage he receives in the East. I need not reiterate the truism that every teacher exerts some influence over his pupils in forming character. If it is not good it is bad. The object of this paper is to point out a few of those things in which a teacher's personality will have far more weight in determining his success than all the traditional methods of which he may avail himself.

In the first place, the personal power of the teacher should be manifest in inspiring his pupils with a desire to be independent investigators. I have in mind a young man who distinguished himself at college for his independent inquiries. Whenever a question of importance was sprung, he would examine it from every standpoint, search out all the information that he could find bearing upon it, and then reach a conclusion of value, because it was obtained with care. The man is now a prominent lawyer, and his opinion is of great weight with learned members of the bench, because they know that he never carries on a superficial investigation. The true teacher aims to have his pupils attain this degree of excellence. To do this he must be an earnest, independent thinker himself. He must have respect for the opinions of his pupils, however widely they may differ from his own, and he must lead them to see the correct view instead of simply stating it and then requiring them to accept it on faith. The teacher who ridicules the opinion of a pupil without presenting something better, and presenting it in such a way that he cannot help seeing it, lowers himself to the level of the political demagogue. The whole bearing of the teacher, in the

schoolroom and outside of it, will have far more influence in inculcating the habit of independence than all the preaching he may do on the subject.

In the second place, this personal element is conspicuous in the government of the school. If a teacher is really master of the situation, he is conscious of it and shows his power. If he is not master of the situation, his pupils see it at a glance. Of course, the true teacher governs by moral force. Too many imagine that this must be manifest chiefly in moral lectures and frequent expositions of the Scriptures in the devotional exercises. If the teacher has not great moral force himself, he will do more harm than good in this way. Frequent mistakes are made in giving too many private lectures. A bright boy who is an oracle of wisdom at home wants to make himself conspicuous before the class. He may annoy the teacher and be a bore to the class. Generally it would not be best to have a private interview and tell him of his fault. The wise teacher who has personal power will puncture the boy's bump of egotism and yet not cause him to lose his self-respect. Every pupil soon learns to keep his true place in the class of the real teacher.

Again, a teacher's personality should be seen in original means for accomplishing desirable ends and in practical talent for meeting peculiar and trying cases. Every one who has given any study to the four great military lights of the world—Alexander, Hannibal, Cæsar and Napoleon—knows very well that they were men of foresight, men who studied all the strong and weak points of their opponents, and then prepared to meet them. But, if this had been their only talent, many of their brilliant victories would have been ignominious defeats. They were men of such practical talent that, when an event