

for knowledge, awkwardness for skill, inexperience for wisdom and confirmed character, many factors conspire. The mind grows spontaneously. Just as the acorn becomes an oak, so the mind passes through the various stages of infancy and youth to maturity by virtue of its inherent energies and manifest destiny. The parent may aid in the work by giving right guidance. The associates at home and abroad lend an unconscious influence while nature with her varied forces performs no small share in bringing the youth to a knowledge of himself, his powers and limitations. But among all the factors, two stand out as distinct and indispensable—the pupil and the teacher.

The chief agent in the great transformation is the pupil. The energy which issues in growth or assimilates knowledge must originate in the child himself. The varied helps of home, school and nature are but aids to develop this energy and bring it to a final consummation. The school with its library, laboratory and teacher is but an opportunity valuable only as the pupil makes use of it.

The teacher may do much for him by a wise and persistent scheme of training so that all his powers, physical, mental and moral will be completely, symmetrically and harmoniously developed. He can take him by the hand and teach him to climb the hill of knowledge. He can by his own personal force and effort create those conditions favorable to the child's mental growth—an act which only one of strong personality is able to accomplish. The teacher must know himself, his powers and limitations, as well as those of his pupils. He must be able to look in upon his own mind and by applying the circumstances to his own mental nature see in miniature the emotions, activities and passions of his pupils.

If now we inquire what are the elements of this marked personality, we shall find that many elude our analysis. The control which one person possesses over the mind of another is sometimes inexplicable. What gives the power is not always apparent, but the one possessing it is he who draws out the mind bringing to it development by its own activity. Though we may not discover the full secret of this power there are certain factors which seem easily found to be present.

The first of these we may term Character. By this is not understood simply moral uprightness, but that which is the active side of personality—that which expresses more directly than anything else the power of the individual. This character is the result of two factors—endowment and enviro-