

THESIS.

Subject: *The Teacher's Influence.*

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A heavy obligation rests upon all men to be good, both for their own sakes and for the influence they exert upon others; but the position of some renders their example more influential than that of others.

Foremost among these is the teacher whose example is all powerful since he is surrounded by the young who are at once unsuspecting and imitative.

The children take their teacher as their model and pattern after him more closely than any sculptor after his design.

Believing his every action perfect, they imitate him until he can see himself reflected in the school; and thus the children form many habits, that follow them through life and influence their entire career.

The influence of the teacher is greatest upon

the youngest pupils, who, being inexperienced, are incompetent of distinguishing between good and bad; who have never known what doubt and mistrust mean and whose life, thus far, has been one long period of imitation, which practice they still continue, in their innocence, copying every action of the teacher and forming thus impressions that become fixed and exert a marked influence over their

whole after lives.

Since it is the impression that the teacher makes on the child's mind, that influences him, to make a desirable impression, the teacher must be what he seems and must not practice deception.

Personal influence will have its effect and as the teacher would have his pupils do, let him do himself.

The teacher is the prime-factor of the school

and his school may reasonably be judged by himself; if we were to visit a school whose teacher was nervous, noisy and harsh, we should find these same traits characteristic of his school, but should we visit a school where the teacher was calm, steady, and polite, we would observe these same qualities manifest in the deportment of his pupils, so that, As is the teacher, so will be the school."

Aside from the pur-
posed influence, which
the teacher exerts upon
the pupils, there is a
constant, intuitive force
over which he has no
control; a quiet, unnotice-
able force, which, not being
seen directly, will blossom
and bloom in the hereaf-
ter; an ever going from
the teacher to the pupil;
a something that cannot
be or never has been put
into language, but leaving
nevertheless an influence,

that will be felt, though
it be years after, when the
teacher is forgotten and
the child has grown to
maturity.

Thus we see how near-
ly perfect the teacher should
be: how gentle in person,
polite in manners, natural
in actions, cheerful of voice,
and worthy of imitation
in all things; and the
knowledge that habits
formed in child-hood are
generally life-lasting should
be all the more reason for

his surrounding his pupils with a good moral atmosphere.

It is the duty of every teacher to have his personal influence such that it will raise the morals of the school to a high standard.

He should first examine his own morals and if they be not the highest, his foremost thought should be to improve them, so that a pure moral atmosphere may pervade the school.

With such a purpose at heart, governed by the right and continually manifesting in full force those peculiar characteristics of manner and personal influence, that win, encourage, and hold in willing obedience all mental efforts, the teacher will not fail to inspire the young student with that energy and ambition to reach the goal for which he is striving; such a teacher will be rewarded

by the convictions, that his labors will bring forth fruit for the harvest and that he will not have lived in vain, if he has been the means of directing and developing the lives of men whose works shall live after them and whose influence becomes limitless and goes down to generations in the ages, yet to come."