

alive to the importance of the position he holds, who is himself instructed to see clearly the relation in which he stands to his pupils, to the *thinkers* of the next generation, to its *thought*, its *refinement*, its *culture*, its *civilization*—in a word, to the *progress* of his race. will not fail *both* to educate and to instruct. But we are so hampered at this stage of the world's progress by rules and regulations, by written examinations, by forces which do not discriminate between the true teacher and the mere grinder, that there is a strong temptation in the best of us to sink the individuality, the personal influence which we ought to exercise over our pupils, and the personal interest we ought to take in them, and to take our places along with the great bulk of the profession as mere explainers and questioners. It is so much easier, and, in the light of a coming examination, so much more satisfactory, to adopt some textbook once for all, and set ourselves down to the task of helping our classes slavishly to memorize the very phraseology of some most concise compiler. We leave our pupils as little to think out for themselves as possible. A race of boys and girls has now grown up which actually expects its teachers to do the bulk of its thinking for it. You have only to consider the classes, say in Arithmetic, which you meet day by day, in order to verify what I have said. You know that a problem deviating in the slightest detail from such as have been already explained is a mountain over which not one per cent. of your pupils will climb. You must yourself explain it fully, and thank fortune if your class is next day able to solve one differing from it only by the substitution of new values. And do we not see already, too many proofs of the truth of Mr. Herbert's statement, "Bring up a boy to do nothing for himself, make everything easy for him, subdue matter for

him, and that boy will grow up weak in body and a coward in soul, never able to subdue anything for himself?" That a time will ultimately come when strength and courage will no longer be wanted, is what few of us are ready to grant as even probable; that it has not yet arrived, and is not likely to arrive for many generations, we are all agreed. Strength both of body and mind; physical and mental hardihood; courage to undertake and ability to carry on the struggle with ignorance and vice, are in as high a degree necessary and desirable in the nineteenth century as in any earlier one. And it is given to the teacher to wield no small influence on future progress through the relation in which he stands to the next generation of thinkers and workers. Would that our teachers were themselves fully alive to the importance of what is their function in the great *Humanity!* that they might themselves first be fully aware of what nineteenth century civilization, advancement, culture, really are, and then keenly alive to the importance of helping their pupils to a full comprehension of the age in which they live, instead of being, as we too often find them, only distinguishable from the commonest kitchen-maids and farm hands by a scanty furnishing of the elements of arithmetic, *formal* grammar, and the merest trifle of history and English literature, such as can be crammed in a year's attendance at any ordinary school. Our teachers ought to represent the highest culture, refinement and scholarship of the age. And I am not now speaking of the few who are to occupy leading and foremost positions, but, Quixotic as the idea may appear, I am of opinion that our Public School Teachers throughout the length and breadth of the land ought to illustrate in their manners, their conversation, and in all their intercourse with their pupils, the re-