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## THE BUSINESS OF THE TEACHER.\*

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**O**UR exposition must commence with a definition. In order to save your time I will offer you a form of words that seem to me to cover the meaning of the term "education"; they have appeared in print before, but I may be pardoned for reproducing them here.

"The adult portion of the community, distributed in the forms of the Family, the State (local and imperial), the Church, and various miscellaneous corporations, desires to promote the welfare of the rising generation. This it seeks to do by the employment of certain deliberate modes of influence, as an addition to the inevitable influences of circumstance and environment which operate upon all human life. These specific influences are called Education, and those who exercise them (whether professionally or incidentally) are called Teachers."

You observe that this statement declares that two factors are necessary to an act of education: the giver and the recipient. You cannot conceive of education apart from an educator. True, popular speech employs the term "self-education," but popular speech should here be corrected:

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self-culture is an admissible term; self-education is scarcely so.

Who, then, is the educator; who is the fount, the source of educational effort? Not, surely, the teacher—he is only an agent, employed by an adult society to achieve social ends. We must get behind him, and observe how he is appointed to his task by the organized groups of adult society which we call the Family, the State, and so forth. On the first blush these distinctions may be regarded by you as pedantic, but I trust that on further consideration you will admit their necessity—as the starting point for a comprehensive treatment of educational science. It enables us to give a proper place to all those grave administrative problems relating to the control of education which it appears to be the special task of our generation to meet and to solve. The definition involves the position, now admitted by all thinking people, that education is a social duty, a matter of public concern; not, as in earlier days, a private responsibility of parents alone.

Further, you will notice the use of the terms "deliberate" and "specific." He who educates is not concerned in a vague amateur enterprise; his undertaking must be of set pur-