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THE TEACHER VS. THE SCHOOLMASTER.*

BY J. E. WELLS, M.A., PRINCIPAL, LITERARY DEPARTMENT, CANADIAN
LITERARY INSTITUTE, WOODSTOCK.

I AM to-night to say something about the teacher and his work. The occasion and the theme recall to my mind a somewhat similar event of some eighteen or twenty years ago, when, fresh from college, it was my hap to address an audience upon a kindred theme. I say "kindred," but the indelible memories and associations of my childhood beget the hope that the kinship is of the distant, country-cousin kind. My subject at that time was, not the teacher, but the official of whom the teacher of to-day is, I suppose, the legitimate but as I fervently hope, the differentiated and developed descendant—the Schoolmaster. We still have masters of departments in our schools and colleges, but the typical schoolmaster of the past is, I trust, no more.

To the student of history in words there is a volume of meaning in the change of terms. The transition from schoolmaster to teacher spans a whole era in the march of intellect, and the advance of the science of mind-culture.

To me, and I dare say to many of my hearers, that old word, "schoolmaster" is a most suggestive one. What a motley array of dim and shadowy but never-to-be-forgotten forms comes trooping up, at the once familiar sound, from the regions of boyhood. How each well-remembered figure starts again into view at the bidding of the quickened memory, each standing out once more, with every well-known lineament of form and feature as distinct as of yore, and with each lineament inseparably associated with some, most probably unlovable, most surely unloved, trait of character. Such, to some of us, at least, were the

* The substance of a paper read before the Teachers' Association of Oxford, at Woodstock, December, 1879.