

the stage. His inherent energies are slumbering, and must be aroused ; his affections are dormant, and must be enkindled ; his mind is all imprisoned in the flesh, and must be *educated*, or *led out*. All the germs of power are wrapped up in his little frail being, but they are all latent, and must be developed in order to assert their power. And a general education, not of the intellect only, but of the whole being,—body, mind, and heart, including business, literature, esthetics, and religion,—is the only process of developing his complicated organism, so as to secure his highest well-being and happiness, and prepare him for the various duties, relations, and trials of this world, and for the wider sphere and higher life of the world to come.

To unfold the germs of thought and feeling, to enlighten the mind, direct the affections, and cultivate pure principles, and form good habits, to develop character in beautiful symmetry, and thus prepare the young to act well their part in the drama of life ; to dignify and ennoble humanity, and elevate it to a plane nearer to God and Heaven, is, therefore, the great work of education, and consequently the true mission of the teacher.

Much of this extensive work, is the peculiar office of the parent ; and much must be accomplished by self-culture, the influence of society and the discipline of Heaven ; yet wide is the teacher's field, and arduous and responsible are his many duties.

Education may be divided into three distinct branches, physical, intellectual, and moral, corresponding to the three departments of our being, in body, mind, and heart. These should be conducted simultaneously, and ever keep pace with each other ; still, each will admit of a separate consideration.

Physical education consists in the improvement of the corporeal organs and functions, so as to promote physical vigor,

health, and beauty, including such attention to sleep, diet, clothing, exercise, and ventilation, as shall render the body a pleasant and elegant dwelling place for the soul, and a good medium for its communication with the external world.

This branch of education is the peculiar mission of the parent. Still, every judicious teacher is aware that mental vigor and ability depend very much upon physical comfort and well-being, and that, if he would successfully promote the mental culture of his or her pupils, he must first establish this culture on the firm basis of sound health. Since imbecility, irritability, and depression are the miserable offspring of disease, every conscientious teacher will regard the promotion of his pupils' health as no insignificant part of his mission, and consequently will keep his school-room at the right temperature, and well ventilated. Nor will he let his pupils contract their chests by folding their arms, or bending over their desks, but will require them to sit erect, and stand upright, and thus secure a free and healthy respiration. Much less will a judicious teacher compel a pupil for longer than five minutes at once, to stand on the floor in a distorted position. As I shall have occasion to treat of this subject under the head of *Discipline*, I shall not anticipate what I have to say on that head ; but I have no language strong enough to condemn the practice of compelling a child to stand on the floor in a distorted position for one hour and a half ! The judicious teacher will see, too, that opportunity for exercise is afforded his pupils, as often as their age and constitution demand, and that the brain is not overtasked with study.

More emphatically is physical training the mission of the primary school teacher, because little children are educated chiefly by the external world, through their senses and corporeal energies, and are therefore, more dependent for mental improvement