

geography, and even some of the higher branches of instruction taught in our schools, are merely instruments for the acquisition of knowledge, rather than the knowledge itself. The right use of these instruments, and the proper application of the knowledge acquired by them, will depend upon the nature and extent of the education which the pupils may have received.

Some teachers are of opinion that their several duties consist solely in giving instruction to their pupils; and many parents, it is feared, require nothing more from them—their only anxiety being that their children shall, as speedily as possible, become proficient in those branches of knowledge which they wish them to learn. 'To make good readers, good writers, and expert arithmeticians, was formerly the grand characteristic of a country teacher, and if he came up to this standard, his fitness for his office in other respects was very often overlooked. But of late years, we rejoice to say, higher and more correct views have been taken of school education, and the public teacher is now required to be an educator, and not a mere instructor. Education, therefore, is a science, inasmuch as the educator must be conversant with the physical, the intellectual, and moral capacities of his pupils; must know how to train and develop each faculty, without unduly interfering with the other. The undue development of the physical energies will lead to lassitude. The intellectual powers of the mind may be exercised and cultivated to such an extent, as to interfere with the physical and moral requirements of the subject on which the educator is operating. That subject is the embryo man or woman, whose physical, intellectual and moral natures are to be scientifically trained and cultivated, so as to fit the possessor for this world and the next.

The teacher being thus elevated from the office of a mere instructor to that of an educator, his qualifications must be correspondingly elevated. He must, accordingly, be qualified in every respect for the office which he has assumed. Moreover, he must be deeply impressed with the importance and responsibilities of his vicarious position. "Train up a child in the way he should go, and when he is old he will not depart from it" is an injunction addressed to teachers as well as to parents—for while children are in school, and this is usually a large portion of their time, the duties of the parents devolve upon the teachers—and consequently everything which wise and good parents consider it their duty to do for their children, the teacher of a public school should use his best endeavours to do for the pupils committed to his care. The teachers must, therefore, be considered moving in a sphere much above that of an ordinary hireling. To him is consigned the unhewn block from which he evolves the polished statue, using the beautiful imagery contained in a number of the *Spectator*. In order to efficiently perform the onerous duties which devolve upon him, the mind of the teacher should dwell in an atmosphere far removed from the world's carking cares. Inasmuch as it is his office to dispel every species of ignorance and prejudice, and to promote the civilization of his country, his welfare should become the special care of the State. The permanency of his position should not depend upon the breath of envy or the whisper of malevolence. Until the teacher of Ontario ceases to be a peripatetic knowledge box, systems of education, no matter how philosophical they may be, will do very little good. Although teachers may be increased by an artificial hot-bed system, as is now in existence, in a five-