

Literature and Science.

DEDICATION POEM.

THE following poem was read at the dedication, on the 17th Oct., of the Shakespeare Memorial Fountain, presented to the town of Stratford-on-Avon, by Mr. G. A. Childs of Philadelphia, U. S. The poem was composed for the occasion by Dr. Oliver Wendell Holmes.

Welcome, thrice welcome is thy silvery gleam,
Thou long imprisoned stream!
Welcome the tinkle of thy crystal beads,
As plashing raindrops to the flowery meads,
As summer's breath to Avon's whispering reeds!
From rock-walled channels, drowned in rayless night,
Leap forth to life and light:
Wake from the darkness of thy troubled dream,
And greet with answering smile the morning's beam!

No purer lymph the white-limbed Naiad knows
Than from thy chalice flows;
Not the bright spring of Afric's sunny shores,
Starry with spangles washed from golden ores,
Nor glassy stream Bandusia's fountain pours,
Nor wave translucent where Sabrina fair
Braids her loose-flowing hair,
Nor the swift current, stainless as it rose
Where chill Arveiron steals from Alpine snows.

Here shall the traveller stay his weary feet
To seek thy calm retreat;
Here at high noon the brown-armed reaper rest;
Here, when the shadows, lengthening from the west,
Call the mute song bird to his leafy nest,
Ma'ron and maid shall chat the cares away
That brooded o'er the day,
While flocking round them troops of children meet,
And all the arches ring with laughter sweet.

Here shall the steed, his patient life who spends
In toil that never ends,
Hot from his thirsty tramp o'er hill and plain,
Plunge his red nostrils, while the torturing rein
Drops in loose loops beside his floating mane;
Nor the poor brute that shares his master's lot—
Find his small needs forgot—
Truest of humble, long-enduring friends,
Whose presence cheers, whose guardian care defends!

Here lark and thrush and nightingale shall sip,
And skimming swallows dip,
And strange shy wanderers fold their lustrous plumes,
Fragrant from bowers that lend their sweet perfumes
Where Pæstum's rose or Persia's lilac blooms;
Here from his cloud the eagle stoop to drink
At the full basin's brink,
And whet his beak against its rounded lip,
His glossy feathers glistening as they drip.

Here shall the dreaming poet linger long,
Far from his listening throng—
Nor lute nor lyre his trembling hand shall bring;
Here no frail Muse shall imp her crippled wing,
No faltering minstrel strain his throat to sing!
These hallowed echoes who shall dare to claim
Whose tuneless voice would shame,
Whose jangling chords with jarring notes would wrong
The nymphs that heard the Swan of Avon's song?

What visions greet the pilgrim's raptured eyes!
What ghosts made real rise!
The dead return,—they breathe,—they live again,
Joined by the host of Fancy's airy train,
Fresh from the springs of Shakespeare's quickening brain!
The stream that slakes the soul's diviner thirst
Here found the sunbeams first;
Rich with his fame, not less shall memory prize
The gracious gifts that humbler want supplies.

O'er the wide waters reached the hand that gave
To all this bounteous wave,

With health and strength and joyous beauty
fraught;
Blest be the generous pledge of friendship, brought
From the far home of brothers' love, unbought!
Long may fair Avon's fountain flow, enrolled
With storied shrines of old,
Castalia's spring, Egeria's dewy cave,
And Horeb's rock the God of Israel clave!

Land of our Fathers, ocean makes us two,
But heart to heart is true!
Proud is your towering daughter in the West,
Yet in her burning life-blood reign confest
Her mother's pulses beating in her breast.
This holy fount, whose rills from heaven descend,
Its gracious drops shall lend
Both foreheads bathed in that baptismal dew,
And love make one the old home and the new!

Aug. 29, 1887.

Special Papers.

THE TEACHER OUT OF SCHOOL.

BY G. H. BLACKWELL.*

MUCH has been written for the benefit of teachers in their school work, but comparatively little has come under my notice for their direction in their leisure hours. I make this my only apology for bringing this subject before you.

An idea prevails that school teachers do not amount to much outside the routine of the school-room. I am of the opinion that if they made the most of their abilities and privileges, they might be nearly as useful to their fellow men and women as they are to the children placed under their care.

With so much spare time at our disposal it seems to me we might, oftener than we do, employ it for the benefit of others, and to our own credit in many ways, and that it is our duty to do so.

It would take too much time and space to point out in detail all the ways and means to this end, but I may offer a few suggestions as they come to mind.

It is unnecessary for me to say that the first duty of the teacher is to get acquainted with the parents of his pupils. But for fear the old question of how it is to be done when we are not invited to their homes should be asked, I would say, if the teacher is so formal and dignified that he cannot go without an invitation, so much the worse for the teacher. I conceive it to be as much a duty to get acquainted with the parents, as with the children, and as a duty in the first instance it should be performed.

I should not have touched this threadbare subject, however, did I not know that some teachers act as if it was their object to make as little acquaintance with the homes of their pupils as possible.

After some intercourse with the people the teacher can then have a better idea of the work that lies before him, and in many instances I believe we shall find that the foundation of our success, or the cause of our failure, in the school-room, lies in the amount of influence we have in the homes. The more fully, therefore, we are enabled to enter into the life of the community in which we live, the more will our influence be extended.

But in channels apparently disconnected with school work, the teachers may use their more extended knowledge of some branches, and their opportunities of acquiring more, so as to greatly benefit those with whom they come in contact. As different cases need different treatment, I shall mention some of the ways in which teachers may be useful to the community in which they dwell. If my remarks should set any of you to thinking on different lines from those to which you have hitherto confined yourselves, I shall be satisfied.

No two individuals are exactly alike, but there is often much similarity in the habits of the members of a community. In fact, communities, like school teachers, sometimes get into ruts. For instance, in one section the same system of farming is carried on that has been in vogue for years. The enlightened teacher, by calling to his aid his knowledge of chemistry, or botany, may often drop a word which by showing the folly of some course or system may set some one to thinking, and thus be the means of

creating an interest in the science of agriculture which will lift farming above the plane of a dreary monotony, and give it a place, so far as that district is concerned, little lower than that assigned to what are commonly called the professions.

In another district the social spirit may be dead, or the neighborhood may be disturbed by jealousies, or warped by prejudices. Where such a state of affairs exists, the careful, clear-headed teacher may do much to remedy it. By means of his own free, good-natured presence, assisted by social gatherings and other arrangements, the product of a fertile mind, he may set the people to rubbing together in such a way that their rough edges may be made smooth, and their sharp corners rounded.

Sometimes we find the literary standing of a section very low. Few of the people are readers; they are generally ignorant on the common questions of the day, and as a result are narrow-minded and bigoted. When such a state of affairs exists the high-minded, large-hearted teacher may be a veritable missionary among them.

There he will find full scope for all the qualities of mind and soul he possesses. The literary society, the reading circle, and the debating club will find their proper place, and who should be better able or more willing to direct them than the teacher? Don't look appalled and say, "We never did the like." If you have not, you should have done so, but it is not too late to begin.

There is no other agency for general improvement, that I know of, so likely to become popular in a neighborhood as one of those societies properly managed, and none more productive of good. When we think of the number there are who, not from lack of natural ability, but for want of suitable training, are unable to take their proper place in society, who are unable to express an opinion in public on even the commonest subjects, or who, as is too often the case, may in fact have no opinions of their own to express, we should be incited, each and all of us who feel the responsibilities of citizenship, to do what we can to mend matters in this respect.

We might carry this idea much farther, but it is not necessary. Probably many of you know much more on the subject than I do, but if this paper does nothing else it may serve to bring the matter again before your minds.

I do not think I need say anything about the personal deportment of the teacher out of school. While being free, open, and frank, he should not take too great liberties, or allow too much freedom with himself. He should choose his society and associates from among the best, and while meeting and mingling naturally with others, not acting pompously or assuming superiority, he should be careful that while among them he does not get to be of them.

In these days when so much is being said about religious instruction and moral training in the schools, the teacher's every word and action are noticed, and we must in self-defence, if for no higher reason, be very careful about our conduct and our company. But what kind of an opinion will our pupils have of us if we attempt to reprove them for things which they know perfectly well we indulge in and practice ourselves? It is therefore of the utmost importance that we strive to be models of deportment, and examples in every way worthy of imitation. Endeavoring to let the light of our acquirements in knowledge shine out for the benefit of those with whom we come in contact who need it, we should at the same time strive to gain information ourselves that we may use to advantage with our pupils, for I realize it to be a fact that to be a good and successful teacher in the school-room, one needs a great deal of general intelligence not derived directly from text-books, but picked up by observation and contact with men and things, and laid up in store for use as needed.

Now I am not presuming to preach a sermon, or lay down a code of rules for any one to walk by. But having noticed that many of us fail to use our spare hours to the best advantage, either to ourselves or others, and feeling that we ought to try to be patterns, as well as teachers, and do something more than teach six hours a day, I have thrown out these scattered suggestions in the hope that some of us may be led to think and act, when outside the school, not solely for our own benefit, but with a view to the good of all with whom we have to do,

* Read before the North Huron Teachers' Association.