

stamp their images on the mind. This is generally called the first impression method of receiving instruction. Under these circumstances where neither the reason nor judgment is called into exercise, the mind is as apt, and commonly more eager, to receive evil impressions as good. This we maintain to be the foundation of the depth and weight of the teacher's responsibility. It is that imparts such a profound importance to this vocation. It is this real and awful solemnity that makes the honest teacher tremble while he is fulfilling his destined task.

Did the teacher know that the minds he is constantly addressing, were capable of receiving all that is useful and good, and of rejecting all that is useless and evil, the range and power of his responsibility would be greatly circumscribed.

The necessity of his pious caution, his unerring wisdom, and infallible tact, these with the necessity of his Christian example would be greatly decreased. It is here that the influence of the teacher receives its paramount importance, when compared with any other profession, for apart from the effects it may produce in common with all mankind upon the rational and matured mind outside the school, it is moulding, encouraging, and developing the very germs of rationality and the embryos of thought within.

If the teacher's influence ceases with the governing and discipline of mind, power would be extensive in its compass. But when we contemplate it expanding to the three mainsprings of human existence and human happiness—directing the mind or thinking power in its earliest step—touching and wakening the heart or feeling power to produce feeling as well as regulating the growth of these feelings into proper channels. When we conceive the being, power, or soul immortal in its creation and sacred in its functions, brightening beneath the teacher's efforts or blackening from his example. When we conceive the feeble star of morn bursting into the bright and glorious meridian sun or sinking into the clouds of dark and sinful midnight—we are wrapt in transport or prostrated in the dust.

Each action of the teacher, as well as each word, has a separate and almost endless history. It may be the result of thoughtlessness or even of unconsciousness, yet when we attempt to trace the streams of events that may flow from a single action we are soon bewildered by the magnitude of the maze into which it sweeps. Many a noble mind and heart have become paralyzed in their loftiest aspirations by a single word of undue censure—many a noble and useful life has been encouraged—many an erring footstep has been restored—many a philanthropic deed has been actuated by a single encouraging word. If the influence of a single word thus baffles reason and defies imagination how wonderfully comprehensive must be the influence of that life which is spent beneath the gaze of eyes, so critical that nothing escapes their notice, among ears so sensitive that nothing fails in obtaining their audience, among minds so imaginative and hearts so impulsive as to be capable of creating more fiction in a few moments than ever was dreamt of by Addison, Scott, and Macaulay.

We may assume that all those who are to figure prominently in the world of the future must come under the influence of the teachers of the present, therefore, we infer, that the character of the rising generations when matured, will be the impress of which the minds of the present teachers is the prototype, and thus we are responsible to all succeeding generations for the power we now exert. But our present is sufficient for present consideration.

(To be continued.)

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—DECEMBER EXAMINATIONS, 1885.

SECOND CLASS PROFESSIONAL.—NORMAL SCHOOLS.

READING.

Examiner—Jas. F. White.

1. In teaching Reading to a junior class what uses may be made of (a) pictures; (b) the blackboard; (c) the slates; (d) word-building (examples of last)?

Detail any other means of giving assistance at this stage.

2. "In all primary reading, pupils should fully master the thought before trying to express it."

(a) Discuss this statement.

(b) When and in what ways would you use Reading lessons to extend children's knowledge?

3. Give your views as to the value of the phonic method of teaching Reading and the desirability of its introduction into all primary classes.

From the following extract fully illustrate your plan of giving a lesson, according to that system, to a class in Part II. of the First Reader:

"How very pretty the park is at this time of the year? Here is a very pretty tree, and, hark! what a sweet song that bird has. It reminds me of the lark we used to have at home. Here is a pond with boys playing all around it. One has made a boat of a bit of bark.

There is a funny-looking man who looks like a Turk indeed! He is throwing a sharp dirk at a mark. He hits it every time."

4. What special care would you bestow upon the less advanced members of your class before, during, or after a reading lesson?

PSYCHOLOGY.

Examiner—J. A. McLellan, LL.D.

1. Briefly discuss the questions:—

(a) What is there in the mind regarded as intellect, and how did it get there?

(b) How do you prove the existence of necessary ideas?

2. Write briefly on the educational value of a proper cultivation of the perceptive powers.

3. Explain and illustrate the difference between sensation and perception.

4. What, according to Hopkins, is necessary for the successful cultivation of Memory?

5. Define and illustrate Deduction and Induction.

ARITHMETIC—METHODS.

Examiner—Cornelius Donovan, M.A.

NOTE.—Candidates will take five questions only; but these must include the seventh.

1. Explain the common system of Notation and point out its advantages. If only 7 digits (besides the cipher) were used, how would the number *thirteen* be represented?

2. Multiply 7680 by 305, stating the principles on which the process depends, and giving a detailed explanation of the several steps by which the result is reached.

3. Divide $\frac{3}{4}$ by $\frac{2}{5}$, fully explaining the process.

4. At what stage of the arithmetic course would you introduce Reduction and the Compound Rules? Give your reasons. Can one concrete number be multiplied by another? Explain.

5. Why is Practice so called? To what class of examples does this rule apply? Give a lesson in Practice, exemplifying by finding the cost of 12a.3r.15per. @ \$12.50 an acre.

6. Write notes of an introductory lesson in "Stocks." Fully explain: "The Dominion six per cents are selling at 101."

7. Briefly discuss the value of Mental Arithmetic. How would you teach it to a primary class?

ALGEBRA—METHODS.

Examiner—Cornelius Donovan, M.A.

NOTE.—Five questions (including the sixth) a full paper.

1. State the scientific value of Algebra. At what part of the school course would you introduce it, and why?

2. Show that $(a-b)(c-d) = ac - ad - bc + bd$.

3. Fully explain Horner's Method of Division illustrating by $(2x^4 - 3x^3 - 5x^2 + 2x + 5x^3 + 4x^2 + 1) \div (x^3 + 2x - 1)$

4. Generally speaking, when is an algebraic expression said to be symmetrical? Apply the principle of symmetry with full explanations to the simplification of

$$(a+b+c)^2 - a(b+c-a) - b(a+c-b) - c(a+b-c)$$

5. Note the principal difference between algebraic and arithmetical fractions. Give a first lesson in algebraic fractions.

6. Solve the following problem by simultaneous equation, explaining as if to a class every stage of the process:—

A certain number of two digits is equal to five times the sum of the digits, and if nine be added to the number, the digits are reversed; find the number.