

sion for opening the flood-gates of speech and pouring forth a forty-minutes lecture, well enough adapted for a lazy hour on a Newport piazza, or a reading-club, but as fatal to the purpose in view as if the fire-department had been called out to drown the class-room in a flood. Not that the good lady intended to give a lecture, or supposed herself doing anything but conducting a recitation. At intervals a pupil was called up to answer a leading question or give an account of some event. Of course, if the pupil was a shirk, or had the least capability of being developed into one, she could easily "draw the fire" of the too-willing teacher, and stand the happy target of a fusillade of useful knowledge. The slow, thoughtful girl, who really had a valuable idea underneath her hesitancy of speech, found herself overridden, trampled, annihilated as effectually as the poor bewildered fox in Mr. Bennett's hunt. The result was that, in a recitation of forty minutes, probably ten were consumed by the answers of the pupils, few of these answers being accepted by their voluble mistress; while the half-hour was monopolized in a sort of *mélange* of lecture, conversation, and gossip, from which little could be gained beyond admiration for the wonderful powers of the speaker.

The *New York Herald*, a few years ago, for one day, tried the experiment of reporting the speeches in Congress exactly as they were spoken, with all their grammatical and rhetorical absurdities; but the rash act was never repeated. We have sometimes fancied the result, could every teacher be compelled, before sleeping, to read, *verbatim et literatim* everything spoken in the school-room during the day. We fancy this style of oral instruction would not survive many weeks of such exposure.

There is danger that this sort of teaching will greatly hinder the good results anticipated from our new educational methods. Every sensible mother knows how easily the kindergarten can become a mere "effluent pipe" for the discharge of a flood of baby-talk from a teacher of this sort. The object-lesson has become a nuisance in hundreds of schools where the young graduate from the Normal has simply recited her lesson from

her note-book, and told her children where to look and what to say. And there is great danger, especially in the classes in literature, history, philosophy, and kindred studies, that the pupil will be cheated of his right of individual acquisition, compelled to be one of an audience listening to a daily drizzle of talk, with occasional interruptions of a hurried answer during the pauses. And no class of teachers should guard more carefully against this fault than the brilliant graduates of colleges, placed in the school-room with no previous training in the art of instruction. To such a teacher, fresh from inspiration of senior-class studies, the slow gait of the average school-boy and the slight mental condition of the average school-girl is a positive torture. The habit of inordinate talk is thus formed as a refuge from what seems the stupidity of the pupil, or even from a conscientious desire to do something in the recitation-hour. But nowhere is self-restraint so needful, humility so precious, judicious silence so "golden," as in the presence of a class of children making their first essay at climbing the hill of knowledge. Here, as in the Christian life, it is only the wise teacher who "endureth unto the end" that "shall be saved."—*Boston Journal of Education*.

## PROFESSIONAL EXAMINATION OF THE MODEL SCHOOL, COUNTY OF HASTINGS.

DECEMBER, 1883.

### EDUCATION.

1. What are the characteristics of a good teacher? [5]
2. With what two objects should every lesson be given? and what is necessary on the part of the teacher so that he may successfully teach every lesson? [5]
3. You have a reading class of ten pupils in Second Book. Time at your disposal, twenty minutes. Lesson to be read for the first time. How would you occupy your time? [10]
4. What do you mean by a school well organized—(a) As to classification; (b) Discipline? [5]