

delicate plants that commonly grow in such corners, act well the part of wisdom when they cultivate a liberal sympathy broad enough to reach every other point of the public moral garden. If we are friends to education, we are friends to any other enterprise that promotes public weal. If we are friendly to human progress, we are hostile to that which hinders such progress. If, we are friendly to the one, and hostile to the other of the two opposing elements in the make-up of human affairs, then we are interested in what the world is interested in, we talk about what the world talks about, and read about what the world reads about. For the teacher to assume an air of indifference to political and other important current events, does not display high-mindedness, but narrow-mindedness.

Only a few thoughts are required to bring one directly to the conclusion that all teachers would wisely provide themselves with the broadest possible course of general reading.

Teaching is no more an isolated work than anything else, if indeed some do make it apparently so. Those engaged in the vocation should collect all the knowledge relating thereto that may lie within their reach. The teacher that trusts entirely to his own store of knowledge, and what he may acquire by actual experience, stands on an equal footing with the teacher of a century ago. He is dead to all the rich germs of thought concerning his profession that have been collecting since the institution of the school. The science of education demands thought as well as the science of anything else. It not only demands thought, but it demands, by its growth, collected, concentrated, and sifted thought. This demand has been supplied by leading educators, and their failures and successes in the school-room come to us on the printed page, telling how to avoid their mistakes and uncertain experiments, and how to improve by their successes. Thus we are enabled to take up the line of thought where they quit it, and aid in the further development of the science; not spending our time and efforts in arriving at conclusions that were reached a hundred years ago.

But it is not uncommon to hear an aged, and no doubt well-meaning, fellow-teacher say. "Well, I don't mind reading educational papers, works on methods, theory and practice of teaching, etc.; but then they never did help me much; I never could apply any such information in my school-room." Now the reason he cannot apply it, possibly, may be very evident. Perhaps he takes up some method that is not his own and tests its practicability by trying to make a verbatim application of it. Of course he fails in his part, and then lays the blame to the method. The truth of it is, he deserves nothing better than failure for having tried to ape another teacher. It is not intended for a teacher to make any such use of information; for if so, then one small volume might contain all he would need in a lifetime. On the other hand, he is not expected to make a mimic of himself, but to employ his own methods, improved by the suggestions of others. What will meet the demands of one case, possibly, can never meet the demands of another. When one can throw together a dozen methods of others, extract from the mass half a method of his own, and then supply the other half by his own original thinking, he will be pretty apt to have a method worthy of a thorough testing. In short, a teacher must make a method of his own before he can successfully apply it. He ought to feel that he himself has something at stake in the test.

And now we find ourselves treading on the borders of another reason why educational literature, as above explained, should be read by the teacher. *It stimulates thought.* By reading what others are doing, the teacher is led to inspect his own work, to turn his mind loose upon his own plans of conducting school work. His

question becomes, How am I to devise better and more effective ways of developing mind, imparting instruction, and governing my school? I read that my fellow-teacher, A, has adopted such and such a method of insuring regular attendance. His plan would fail in my school, but since I have come to think about it, I know a plan that I feel quite certain *will* work. As a result he adopts his better plan, and his school is thereby improved. One lurking evil of our schools is that stagnant condition of the teacher's mind. He needs to give more thought to his business. His time ought to be undivided and wholly given to school duties. When not in the school-room, he should be studying about what and how to do when he is there. The teacher's qualifications are to be estimated, not by the amount of ease with which he can teach, but by the amount of labor with which he *does* teach. Let us lay hold of all the ideas of teaching, that they may stir our own minds to think on the subject.

## Examination Questions.

EDUCATION DEPARTMENT, ONTARIO.—DECEMBER EXAMINATIONS, 1884.—ADMISSION TO HIGH SCHOOLS.

### FOURTH BOOK AND SPELLING.

EXAMINER—JOHN SEATH, B.A.

#### ONTARIO READERS.

1. Ruin seize thee, ruthless king;  
Confusion on thy banners wait!  
Though fanned by Conquest's crimson wing,  
They mock the air with idle state.  
Helm, nor hauberk's twisted mail,  
Nor e'en thy virtues, tyrant, shall avail  
To save thy secret soul from nightly fears,  
From Cambria's curse, from Cambria's tears!
- (a). Who is the king here addressed? Why is he called "ruthless" and a "tyrant"?
- (b). Explain "confusion," "banners," "mock the air," and "idle state."
- (c). As what is Conquest represented here? Why is the word spelt with a capital? Why is "Conquest's wing" described as "crimson"?
- (d). Write brief notes on "helm," "hauberk," and "twisted mail."
- (e). What "virtues" are meant? Why does the bard say "even thy virtues," "secret soul" and "nightly fears"?
- (f). Give the meaning of "Cambria" as used here.
- (g). What feelings should we express when reading the stanza?
2. A little after midnight, the joyful sound of *Land! Land!* was heard from the *Pinta*, which kept always ahead of the other ships. As soon as morning dawned, all doubts and fears were dispelled. From every ship an island was seen about two leagues to the north, whose flat and verdant fields, well stored with wood, and watered with many rivulets, presented the aspect of a delightful country. The crew of the *Pinta* instantly began the *Te Deum* as a hymn of thanksgiving to God, and were joined by those of the other ships, with tears of joy and transports of congratulation. They threw themselves at the feet of Columbus, with feelings of self-condemnation, mingled with reverence. They implored him to pardon their ignorance, incredulity and insolence, which had caused him so much unnecessary disquiet, and had so often obstructed the prosecution of his well-concerted plan; and passing in the warmth of their admiration from one extreme to another, they now pronounced the man whom they had so lately reviled and threatened, to be a person inspired by heaven with sagacity and fortitude more than human, in order to accomplish a design so far beyond the conceptions of all former ages.
- (a). Give for each of the following a meaning which may be put for it in the foregoing passage: "as soon as morning dawned," "aspect of a delightful country," "transports of congratulation," "obstructed the prosecution of his well-concerted plan," "sagacity"