

out, but there are always more to fill their places. How we wish that all our teachers might be controlled by a desire for higher and better knowledge, for constant advancement. No matter how distinguished may be the attainments of any one, the moment that private study, private reading, hours of self-communion about work ceases, that moment begins the backward progress, if we may use the expression. We are not of those who are continually urging teachers to constantly read books on the "Theories of Teaching" and multitudinous educational journals. Most of them are pernicious; a few only are good. There is a wider range of reading that demands attention. How many of our teachers know anything about the fascination of an hour or two with Walter Savage Landor? How many have studied the literature of rugged old Carlyle? Who of them think of reading Bacon's essays, or the inimitable criticisms of the polished Lowell. How many of them ever think of sitting down to read and study over such a work as George Henry Lewes' "Problems of Life and Mind," or his "History of Philosophy." How many know anything about Keats or Shelley, about Swinburne, Robert Browning or Matthew Arnold, and Emerson and Thoreau, and Wordsworth, or the dozens of other names that flood the mind as we write. In that list is better company than one will find in many a day, and yet by those who most need such companionship they are severely let alone. It is not a pleasing state of affairs. It is not a favorable commentary, but it is a true one. The fault there, how to eradicate it is a question; how to prevent it is a better one. What can be done? What has been done, has been of little value evidently. Does the remedy lie in the inculcation of a loss of good, wholesome mind-making literature, in the children of the present age? We may be wrong, but we think it does. Let us emphasize the fact that intelligence and broad range of reading are co-existent. One may become narrowed by special work, unless he places himself in contact with the great minds of fiction, of science, of philosophy. The teacher's views must be wide. To instruct others in their business; to do this well requires discrimination, intelligence, tact, knowledge of human nature, and other forces that the mind that exists in a rut cannot be expected to possess. Again let us remark that to thousands of intelligent thinking teachers these words do not apply. They need no spur. They merit no criticism. They are progressive, and we honor them; but there are those in a swamp of self-complacency, who every year sink deeper and deeper in the fatal bog. There is danger and we hasten to hang out this red light. We shall be free to utter even more radical views on this subject, and we shall not expect to be free from criticism. We welcome it, for there is bound to be an awakening all along the line, and we want our flag in the very front rank of this battle. One thing we are assured of, we have the warm, earnest, hearty support of the representative forces of the teacher's profession. We believe that, with us, they look forward to the time when a higher standard of literary culture among teachers shall be required and obtained.—*Iowa Central School Journal.*

In the "Memoir of Adiel Sherwood, D.D." recently published, the story is told of a young man who stumbled grievously over the old definition, a noun is the name of a thing, as horse, hair, justice. "What is a noun, then?" he said: "but first I must find out what is a horse-hair justice." He meditated upon this for several days, until seeing his father seated in his legal capacity as Justice of the Peace in the old horse-hair settee, he exclaimed, with delight:—"I have found it; my father is a horse-hair justice, and therefore a noun."

"You Americans," said an Englishman to a young lady, "have no ancestry to which you can point with pride." "That is very true," she assented; "most of our ancestors came from England, you know."—*New York Independent.*

## Examination Papers.

### ANNUAL EXAMINATION OF THE FANNING SCHOOL, MAEPEQUE, P. E. I.

#### ENGLISH.

GRADES VI. AND VII.—PARADISE LOST, BOOK I.—325.—FANNING SCHOOL.—JOHN A. MACPHAIL.

- a. "What though the field be lost?  
All is not lost; the unconquerable will,  
And study of revenge, immortal hate  
And courage never to submit or yield,  
And what is else not to be overcome;  
That glory never shall his wrath or might  
Extort from me:"
  - b. "Here followed his next mate,  
Both glorying to have escaped the Stygian flood,  
As gods, and by their own recovered strength,  
Not by the sufferance of supernal power."  
"Him haply slumbering on the Norway foam  
The pilot of some small night-foundered skiff  
Deeming some island, oft, as seamen tell,  
With fixed anchor in his scaly rind  
Moors by his side under the ice, while night  
Invests the sea, and wished morn delays."
1. Analyze passages a and b.
  2. Paraphrase passage c.
  3. Parse the italicized words.
  5. Make notes on:—"Norway Foam," "Night-Foundered Skiff," "Invests," "Stygian Flood," "Supernal Power."
  5. Explain the meaning of:—  
"How the heavens and earth rose out of clouds."  
"As far as God's and heavenly essence can perish."  
"Who holds the tyranny of heaven."  
"The sulphurous hail, shot after us in storm  
"O'erblown hath laid the fiery surge."  
"Tuscan Artist."  
"His ponderous shield, iliteral temper  
Massy, long, and round behind him cast."  
"To be the mast of some great admiral."
  6. Comment on the following passages:—  
"Since by fate the strength of gods  
And this empyreal substance cannot fail."  
"Hope never comes, that comes to all."  
"Our labor must be out of good still to find means of evil."  
"The mind is its own place, and in itself  
Can make a heaven of hell, a hell of heaven."
  7. Describe the appearance of Satan and of his "dungeon" or place of punishment, quoting from Milton when necessary.

#### GEOMETRY.

GRADE VI—BOOK I.

1. Bisect a line, defining each term used and proving each proposition referred to.
2. What data must be had to prove two triangles equal a, in every respect b, in area?
3. Book the truth of your statements.
4. What results follow, one line falling upon two parallel straight lines?
5. Prove two sides of a triangle are greater than twice the line joining the vertex and the middle of the base.

#### HISTORY—1625-1660.

GRADES VI AND VII.

1. Trace the descent of Charles I. from Henry VII.
2. Compare the personal character of Charles I. with that of his father.
3. Contrast the armies of Charles I. The Parliament Cromwell.
4. Trace the causes that lead  
(a) To the final expulsion of the Long Parliament  
(b) To the restoration of Charles II.