

2. Write the following passage :—

The savage men gathered round the cage that moment, and amidst a dead silence the bird uttered some very uncertain chirps: but after a while he seemed to revive his memories and poured forth his soul in song. (*Value, 12*).

DRAWING.

Examiner—John Seath, B.A.

1. Draw two horizontal lines 3 inches long and 1 inch apart. Lay off the intervening space into squares. Divide each square into 16 smaller squares. On this plan, draw any variety of the Greek-Fret. Draw a horizontal line $\frac{1}{2}$ inch above and below the plan. (*Value, 5*).

2. Draw a square with $1\frac{1}{2}$ inches side. Sketch its diagonals and diameters. By the aid of these construction lines and any guide points you may wish to add, draw the outline of the Dog-tooth ornament. (*Value, 5*).

3. Draw an upright line 2 inches long. Through each extremity sketch a horizontal line extending $\frac{1}{2}$ inch to the left and the right of the upright line. Join the ends of the horizontal lines by perpendiculars. By the aid of these guide lines and any others you may require, draw the outline of a side view of a vase, with neck $\frac{1}{2}$ the height of the body—the body being based upon an oval. (*Value, 6*).

4. Draw the side view of a key of a common door lock. (*Value, 4*).

5. A block of wood, $1\frac{1}{2}$ inches long with ends $\frac{1}{2}$ inch square, is standing in an upright position. Make a drawing of the upper end and also of one of its sides. (*Value, 5*).

GEOGRAPHY.

Examiner—J. E. Hodgson, M.A.

NOTE.—A maximum of 5 marks may be allowed for neatness.

1. Draw an outline map of the County in which your Public School is situated and (a) mark the position of the chief towns and villages, (b) name its boundaries, (c) indicate the course of any railways within it. (*Value, 15*).

2. Name in consecutive order the waters which separate Ontario from the United States. (*Value, 5*).

3. Give the situation of five important cities in the United States and show how their importance is affected by their situation. (*Value, 10*).

4. Define and give an example (with situation) of each of the following:—first meridian, strait, archipelago, firth, volcano. (*Value, 10*).

5. Account for the formation of: dew, winds, tides, ice-bergs, fogs. (*Value, 10*).

6. Name and give the situation of the capitals of the different countries of Europe. (*Value, 8*).

7. Where and for what noted are the following: York Factory, Port Moody, Farther Point, Liverpool, Portsmouth, Suez Canal, Khartoum, Japan Islands, Australia, Portland, Philadelphia. (*Value, 11*).

8. Mention the chief natural products of Canada under the following heads:—the farm, the mine, the forest. (*Value, 6*).

Practical.

ONE OF A TEACHER'S TRIALS.

BY MARY AUBOTT RAND.

"Which is the worst of all?" asked Miss Amy Bent. She had been talking with her old teacher, Miss Leonard, regarding the life in which Miss Leonard had had twenty years' experience, and which Miss Amy was about to enter.

Amy was a "sweet girl-graduate," with the world before her. Only two months previous she had been cheered for her graceful valedictory at the Melton High School. She had thoroughly

improved the advantages of the public schools of her native town. She was gifted with a bright mind and a beautiful person, and was now about to begin her duties as teacher in a grammar school not far from her home. Her inquiry, "Which is the worst?" referred to the trials that teachers must encounter.

"Well, my dear," replied Miss Leonard, "your question is too indefinite: What would be 'worst' to me, you might not consider at all difficult. Will you tell me what you think the worst, and then, perhaps, I may suggest some way of making it easier."

"That's the very thing I am after, Miss Leonard," said Amy, with her gay laugh. "You can always tell what is in my mind. Well, then, it seems to me that the worst trial must be to know how to manage these fond, little, tiresome scholars that you see going for the teacher in droves,—pulling at her skirts, overloading her with their short-stemmed bouquets, and offering bites of their green apples and sticky candies. Yet, it would not do, I suppose, to make one's self unpopular by refusing their unpleasant attentions."

Miss Leonard attempted to speak, but her young friend was so much absorbed in her topic that she dashed ahead thoughtlessly.

"This sort of a tiresome child, you know, Miss Leonard, grows up to be the woman that tags after the minister or the doctor, and brags of 'my clergyman' and 'my physician,' just as she brags of 'teacher' now. Or, if it is a boy, he becomes the best of office-holders, the hanger-on, the borous caller, the person that has no business on earth, anyhow!"

"If you will allow me to speak, my dear," said Miss Leonard, mildly, "I will give you some of my experience. I appreciate all you say; and, if you wish, you can be that sort of teacher that is not 'run after.'"

"Like Mr. Dodds, for instance?" suggested Amy, with a shiver. "No, I thank you. He could never complain of any surfeit of attention."

"I once thought as you do now," continued Miss Leonard. "It was very annoying to me to be pursued by some children; though, of course, there were others, dear little things, it was a pleasure to pet. One girl who was especially disagreeable to me was a child of about seven years, named Lottie Manson. She was not bad-looking at all,—a chubby little thing, with big, gray eyes, and brown, curly hair drooping into them. She was a faithful little scholar, and never gave me trouble in her recitations or conduct. But, somehow, I took an unaccountable dislike to the child. The tone of her voice was like a discord. Her loud laughter jarred across my nerves like a twinge of neuralgia. I used to dread to pass her home, for I could never escape unseen. I would hear a joyous call from somewhere; and, in a second or two, her fat arms would be around my neck, and then I would walk wearily to school, conscious of a drag on my skirts and of a harsh though loving voice often appealing to 'teacher.'"

One busy Monday morning,—a time, you know, when teachers are said to be cross,—Lottie came running in, as I was about to ring the bell, and thrust into my hand a sticky bouquet of sunflowers. 'You had better keep them, Lottie,' said I coldly; 'I am overrun with flowers now.' And I rang the bell, I know, in a way that expressed much annoyance.

I thought no more about it till an hour later, Lottie came to my desk to ask to be dismissed because her head ached. I saw the child looked feverish, and granted her request. As she left the room in a languid way, so different from her usual boisterous manner, I observed that she carried the rejected sunflowers. A twinge of remorse came over me, and I detained her a minute. 'After all, Lottie,' said I, 'if you will let me, I would like to keep those flowers. See, I can find a little place for them in this vase.' The