

ARITHMETIC.

ENTRANCE TO FOURTH CLASS.

1. Define measure of a Number, the Greatest Common Measure of two or more numbers, the Least Common Multiple of two or more numbers, Prime Number, and Mixed Number. Give all the integers of which 36 is a multiple.
2. 2 cwt, 3 qrs. 15 lbs. is taken 6 times from a certain number, and the remainder contains 2 qrs. 1 lb. 7 times. Find the number in pounds.
3. Find the product of the sum and difference of the greatest and least of the following fractions :— $\frac{3}{4}$, $\frac{5}{8}$, $\frac{1}{2}$, $\frac{1}{10}$, $\frac{2}{3}$, $\frac{1}{4}$.
4. 3 horses are worth as much as 10 cows, and 8 cows as much as 14 sheep. If a sheep be worth \$7.50, find the value of 2 horses, 4 cows, and 6 sheep.
5. A person sells a piece of land 8 rods long and 6 wide at \$120 an acre, but throws off $\frac{1}{10}$ of the price for cash. How much should he receive?
6. A owes B a bill of \$42.80. He pays the debt partly with wood and partly with cash. The wood is 28 ft. long, 5 ft. high, and 4 ft. long, and is worth \$2.62 $\frac{1}{2}$ a cord. What sum in cash will settle the bill?
7. A person owns $\frac{2}{3}$ of a vessel; he sells $\frac{1}{3}$ of $\frac{2}{3}$ of his share for \$3,275. Find the value, at the same price, of the part he still owns.
8. Reduce $\frac{3}{4}$ of an ounce to the decimal of a pound, troy.
9. What number added to 7,869,456 will make it exactly divisible by 8,975?

SPELLING.

ENTRANCE TO FOURTH CLASS.

To be read slowly and distinctly, and the greatest care taken that each pupil understands every word. Each sentence to be first read in full, the pupils simply paying attention, then again slowly, the pupils writing.

1. These furry little quadrupeds can stay a long time under water.
2. Hateful rivalries of creed shall not make their martyrs bleed.
3. He leadeth me in the paths of righteousness.
4. The little ditty I have quoted must have been very quieting.
5. It is provided with a tremendous array of teeth.
6. To his eternal honor, he prevented the torture being performed.
7. The angel wrote and vanished.
8. There was a great difference between the pompous manner of the petty officer and the natural, courteous dignity of the royal traveller.
9. The giraffe is to be found in menageries and the public gardens.
10. I am a gentleman, and not an executioner.
11. All the small stones or pebbles seem to be imprisoned in pavements.
12. Merchandise, solitary, mariner, ventilation, ludicrous, deceit, sycamore, sepulchre, dissipation, hippopotamus, scythe, buoy.

GRAMMAR AND COMPOSITION.

ENTRANCE TO FOURTH CLASS.

1. Define : Possessive case, gender, syllable, inflection, vowel, indicative mood, analysis.
2. Analyz : as fully as you can :
The large are not the sweetest flowers ;
The long are not the happiest hours ;
Much talk doth not much friendship tell ;
Few words are best—I wish you well.

3. Parso : Large flowers, friendship, best, wish, you.
4. Give comparison of : True, dry, funny. Write the vowels of : Valley, sheaf, woman. Give the feminine of : Hero, negro, lily.
6. Correct :
(a) Him and me seen the bird that flew.
(b) You are stronger than me.
(c) Who do you think I saw to-day ?
(d) He throwed it into the river for I seen him when he done it.
7. Write seven or eight sentences on one of these subjects : (a) Your own school. (b) A railway station. (c) The new third reader.

Practical.

FITCH'S LECTURES ON TEACHING.

PART II.

The previous paper stated some of the merits of this book, and cheerfully gave to the talented author credit for a useful and stimulating contribution to the general literature of education. At the same time strong reasons were given for the opinion that it is not altogether suitable to the purposes for which it has been authorized in Ontario, viz., as a text-book for Normal Schools and Teachers' Institutes.

Mr. Fitch's lectures are especially valuable for the multitude of topics he has discussed, and for the suggestive way in which he has treated them. Our fluent and cheerful guide conducts us over vast and fruitful plains with fine vistas and distant mountain peaks. We wander at will on a sort of holiday trip through a pleasant country, culling a flower here, catching a glimpse of landscape there, while our versatile guide enlivens the journey by his sparkling conversation which changes from topic to topic as rapidly as the scenery varies around us. The general effect on the reader is to widen his mental horizon by discovering to him a vast region, a continent of thought, and exciting him to independent thinking. But this very sweep and comprehensiveness is a serious ground of objection against the book as a text-book for young teachers. They ought by no means to go picnicking and bivouacking over a wide territory, but rather to settle down on a well-defined district, occupying a central and commanding position. This ranch they should know thoroughly by travelling over every foot of it repeatedly. There will be more labor and less landscape; but the profit will also be more tangible and less poetic. They will acquire greater power for their special work by cultivating thoroughly a limited field, than by wandering somewhat aimlessly over a number of provinces. A few cardinal principles thoroughly grasped, and carefully traced through numerous applications to their special work—the general principles of lesson-giving with a great variety of special applications to the subjects on the Public School course—this we respectfully submit is the great desideratum for teachers—in training.

And this brings us to remark that a considerable part of the lectures is wholly inapplicable to the circumstances of American Public Schools. Take, for example, Chapter III, *The School-room and its Appliances*, and we see at a glance how far the English conception of a comfortable and convenient school-room lags behind the American realization. We are solemnly informed, for instance, that to each seat "there should be a back rail not more than ten inches high, and for very young children about seven inches high. . . ." *Ab uno disce omnes*, for this is a fair specimen of several other antiquated notions scattered here and there like fragments of ancient superstition from which the clever and clear-headed lecturer has not been able to shake himself wholly free. Chapter