

7. (a) How many square yards in a path 22 feet long and 48 inches wide?

(b) How many cords of wood in a pile 23 feet long, 48 inches wide, and 6 feet high?

8. Make a bill of the following items:

J. S. Robertson bought of D. R. Pollock 4,000 envelopes at \$2.20 per thousand; 80 pass books at 40c. per dozen; 3 dozen maps at \$2.18 cents each; 12 dozen ink-bottles at 30 cents per dozen; and 19 quarts of ink at \$1.80 per gallon.

12 marks for correct work, 6 m. rks extra for a neat and correct bill.

9. Find the value of:

(a) 4,736 lbs. of wheat @ \$1.60 per cwt., or 96c. per bushel.

(b) 3,824 lbs. of barley @ 50c. per bushel of 48 lbs.

10. (a) A pile of wood 20 ft. long, 4 ft. wide, and 7 ft. high, at \$4.96 per cord.

(b) 3,786 lbs. of hay at \$10.40 per ton.

11. (a) 513 oz. @ 14 cents per lb.

(b) 339 eggs @ 16 cents per dozen.

(c) 332 quarts @ \$1.13 per gallon.

NOTE.—Nos. 9, 10, 11 may be worked by cancellation.

(To be continued.)

SCHOOL SIGNALS.

PROPER signals save time, impart vigour, and train to the habit of exact and prompt obedience. The teacher needs to have a well-adapted system of signals. All movements for show should be discarded. The necessity for each movement should be apparent. All changes should be effected in the shortest time consistent with perfect order.

The signals should be few and significant. Some schools use a vast number of signals. Arbitrary signals, such as counting, or tapping the bell, must be explained.

A spoken signal should be given with the falling inflection, and in a low, firm tone. The elocution of the teacher is an important factor in the government of the school. A thin, faltering tone and rising inflection cause the children to smile.

All movements should be executed quietly, quickly and with military precision. The noisy, sluggish, slovenly movements of some schools are distressing. The results are a

lack of interest, disorder, and bad habits. Precision gives interest. Good penmen and musicians delight in exactness. Let us begin with this morning.

1. *Ring bell.* If a pupil can be trained to do this it is better, for then the teacher can devote his time to other work. But it must be considered an honour, and one pupil should not be continued in the position too long. No one must touch the bell except the pupil designated.

2. *Assemble.* In large graded schools the pupils outside will form in columns and march to their places. Those within will pass to their seats.

3. *Attention.* At the word "Attention," there is a complete stillness. The teacher gives the directions, if any are needed, and all enter upon the work of the hour.

The same order is observed, morning, noon, and after each rest. Those not seated when the word "Attention" is spoken are tardy. No boisterous conduct must be permitted while assembling. Instead of uttering the word "Attention," the teacher may strike a bell or tap with a pencil.

During school hours. The pupil raises his hand whenever he wishes to speak or is prepared to answer a question or to do the work required. All should be made to realize that it is wrong to raise the hand unless prepared. All that object to the answer given, raise their hands. Any one wishing to offer a criticism raises the hand. A failure to raise the hand indicates approval. The pupil who wishes to ask a question indicates it by raising the hand. Whenever possible, the question should be both asked and answered silently. (One finger may mean a request to leave the room; two fingers, permission to get a book, etc.) The teacher may answer by an inclination or shake of the head. Snapping fingers must never be tolerated. Pupils must not raise hands except for good cause.

1. *Dismissal.* The teacher taps the bell once. All sit erect and await orders. The teacher makes such remarks as may be deemed necessary, and attends to any matters pertaining to discipline, etc. Be exceedingly brief. Another bell tap means:

2. *Arrange desks.* Books to be left are