Examination Papers.

SOUTH GREY PROMOTION EXAMINATION. 20th FEBRUARY, 1885.

(Continued from last week.)

DICTATION SPELLING.

CLASS III TO IV.

1. A richly painted miniature sleigh. 2. Conspicuous paroch'al livery.

Conspicuous paroch'al livery. Innumerable descendants of the Israelites. 3.

4. We bade farewell to all our friends.

5. Λ variety of tunes inexpressibly melodious.

6. The dyer who by dying lives, a dire life maintains.

7. Proprietor and projector of the "Illustrated London News."

8. Craftiness peculiar to the Indian race. 10. With fond care support thy languish head.

(These sentences are not to be put on the black board, but given out, one at a time, very distinctly to the class by the teacher presiding.)

ARITHMETIC.

CLASS II TO III. 1. How many lbs. of sugar at 10 lbs. per \$ may be bought for

102 eggs, at 10 cents per dozen ?

A man has 5 stacks of hay, each containing 15000 lbs., and sells 16 loads, each 1000 lbs. How much hay has he left ?
A buyer paid \$830 for 29 sheep and 19 cows, the cows are \$33

each, find the price of each sheep. 4. James sold to a storekeeper, 16 lbs. butter at 18 cents per lb., 14 dozen eggs at 12 cents per dozen ; and bought 18 lbs. sugar, at 12 lbs. for \$1.00, $4\frac{1}{2}$ yds. factory, at 14 cents a yard ; and 13 lbs. rice at 5 cents per lb. How much money does the storekeeper owe him yet?

5. Divide 19 marbles between two boys, giving one boy 7 more marbles than the other.

GEOGRAPHY.

CLASS II TO III.

1. Draw a map of the County of Grey, marking the Townships, and boundary Counties. Mark the name of each Township by its initial capital letter, and also mark Owen Sound, Durham, Meaford, Markdale, Flesherton, Mount Forest and Priceville.

2. Name the counties of North America, with their Capitals.

3. Name the 5 Continents, and tell which oceans wash their shores.

4. In which direction would you require to travel from where you live to visit Owen Sound, Collingwood, Hanover, and Mount Forest.

5. Define Peninsula, Continent, Bay, Valley, Volcano, Railway, Canal, Occan, River, Island.

SPELLING DICTATION.

CLASS II TO III.

1. A bunch of narrow green leaves.

They crouched on the bridge.

The bears had committed great havoc. 3.

4. Pussy rendered important services.

5. They separated on their several errands.

6. Autumn comes with tresses grey.

Lucy had a great many dolls of her own. 7.

8.

The tortoise carries his house on his back. What is the reason that dried grapes are raisins. 9

10. I see a pretty ship sailing on the sea.

DRAWING.

CLASS II TO III

1. Draw in outline a cube, a pitcher, a mug, a teapot, a desk, and a Greek cross.

LITERATURE.

CLASS II TO III.

2. "These worms may increase and injure the ship." How did they injure the ship ?

3. "Little lips should no er be louth to confess a fault." Write a whole stanza from the lesson.

4. "Their pretty speeches melted his hard heart." Who are re-ferred to by the words "their" and "his." 5. "Goliath repeated his challenge? Who accepted this challenge?

6. "They made up their minuts to deceive the old man." Who was the old man ?

7. "The Captain readily acceded to the request." State what the request was.

Practical Department.

THE LEAST COMMON MULTIPLE.

BY J. T. ROSS, CARMI, ILL.

We hear a great deal about practical teaching. It is the loud ory of business men, and almost, if not quite, general with most teachers and text-book makers. It has always seemed to me that practical teaching was thorough teaching. I cannot understand that anything not ready when desired is practical; and I likewise cannot believe anything can be ready for demand unless it has been fully mastered. I think mistakes are frequently made by hastening over subjects, and that better results would follow if not more than one-half the ground were gone over, and the subject matter thoroughly learned.

Suppose the L. C M. to be the coming subject. Factoring has been well taught. A prime factor is really understood, and all prime factors to 100 are ready at a call. The teacher has provided himself with one or two small boxes to suit his other objects,bells, or bell and inkstand. He tries to put the bell into one of the boxes. Will it go in ?

" No, sir."

"Can you put this bell in that box, John?"

"Yes, sir; by taking it apart."

This is done; it will contain all the parts but the base; then it will not contain the whole bell.

A larger one is put out. It contains all the parts. Why would not the first box contain the bell?

"Then, for the box to contain the bell, what did it have to contain ?"

"All its parts."

The inkstand is tried, but it is found that the rest will not go in. Then a larger box is put upon the desk, and John puts all parts in it.

"That one box should contain the two objects: what was it necessary for it to contain ?"

"All their parts."

Numbers,-for example, 8, 9, and 12,-are placed upon the board. The meaning of multiple is understood to be perfectly well known.

"For a number to contain 8, John, what must it contain ?"

"All the parts of 8."

"What are they ?"

"8=2, 2, 2."

"Will these be necessary in forming the L. C. M. of these numbers ?"

"Yes. sir."

Place them out there to the right, also.

"Go on." John proceeds in like manner with 9 and 12, saying, in substance, as before.

"For a number to contain 8, it must contain all the parts of 8,