5. Name the political divisions of South America, and give the capital of each.

6. Outline a map of the southern coast of Europe, marking the seas. gulfs, straits, and islands.

7. What and where are :—Mississagua, Dunkirk, Hull, Orleans, Miramichi, Portage-la-Prairie, Hooker, Faroe, Perekop, La Hogue?

## MENTAL ARITHMETIC.

1. $17+9-12 \times 3-17 \div 5 \times 9+5 \div 10$.
2. $1250 \div 25 \times 11$.
3. A grocer mixes 8 lbs. of tea at 60 cts. a lb. with 4 lbs. at 75 cts. What is the mixture worth a lb. ?
4. If 9 cords of wood cost $27, how many cords can be bought for $19.50 ?
5. Reduce 192 farthings to shillings.
6. What change should I receive out of 40 cents after paying for 2 dozen oranges at 4 for 5 cents ?
7. Divide $45 between A and B, giving A $4 as often as B gets $5.
8. A boy gave away $\frac{2}{3}$ of his marbles to one boy and $\frac{1}{4}$ to another, and then had 18 left. How many had he at first ?
9. What part of 7 times 4 is one-ninth of 72 ?
10. $\frac{2}{3}$ of 27 is $\frac{3}{4}$ of how many times 3 ?

## ARITHMETIC.

1. Define—Unit, Abstract Number, Greatest Common Measure, Fraction.

2. The product of two numbers of which one is thrice the difference between ten thousand and one, and nine thousand nine hundred and ninety seven, is three hundred and twenty three thousand seven hundred and ninety-six. Find the other number.

3. Find the total cost of :—
    2462 ft. of boards @ $7.25 per 1000.
    1830 lbs. of hay @ $9.00 a ton.
    2828 lbs. of clover seed @ $6.25 a bushel.

4. Of a farm of 300 ac. two lots were reserved ; one 25 ac. 3 ro. 27 po., and the other 57 ac. 2 ro. 36 po. ; the remainder sold at 45 cents per sq. per. ; how much did it bring.

5. A rule 2 ft. 6 in. long is contained in two ropes 29 and 57 times respectively. How much longer is one rope than the other ?

6. What must be added to $\frac{3}{4}+1\frac{1}{5}+\frac{8}{9}$ to make the sum equal to 4 ?

7. Find the cost of plastering the four walls and ceiling of a room 20 ft. long, 16 ft. wide, 10 ft. high, at $7\frac{1}{2}$ cents a sq. yd. ?

8. A can do a piece of work in 20 days, B in 24 days, C in 30 days ; how long will it take them to do the work altogether ?
Values—10 each. 75 full paper.

## READING.
Fourth Book—Page 115.
Value—50.

## SPELLING.

1. Icy embrace. Executive council. The snow was whirled to eddying mist. The dread torpor crawling came. He manifested unparalleled fortitude. With the deep guttural bellowings of the antlered monster, and the plaintive answers of his consort. The pigmy ancestor of a numerous and giant progeny. The muzzle pointing vertically downwards upon the bait. Mr. Grant, at the imminent peril of his life, saved the remnant of the settlers from extirpation. The larch's supple sinews. Sylvan happiness reigned here. A cake of hard deer's fat with scraps of suet toasted brown intermixed, was eaten with the meat ; soup was the drink. Three completed the complement. He paid him this compliment.

2. Interpreter, apprentice, myriads, lustreless, phenomenon, halibut, eels, cranberry, mat-weed, unpalatable, combustible, belligerent, biscuits, alacrity, decoctions, abutments, grotesquely, independence, sturgeon, salmon, picturesque.
Value—40. 2 off for each error.

"OH, THAT PLATO!"—Somebody tells a good story at Emerson's expense. A Yorkshireman was advised to read some really good book, and Plato was mentioned as likely to suit him. Afterward he was asked, "Well what do you think of Plato?" ",Plato? Oh, that Plato! I'll tell you what I think of him. He's as big a humbug as ever lived. Why, man, Emerson has said it all before him."—Ex.

## Practical Department.

### SCHOOL DISCIPLINE

(1.) Reasoning. A large number of cases yield to skilfully applied argument. The teacher, by studying case after case, learns to speak so wisely that the pupil yields at once.

A pupil had refused to obey, and stood before his teacher. Without excitement the teacher said : "So, John, you refuse to give Robert his pencil?" "Yes, sir." "Let me see it." The pupil demurred, fearing the teacher would retain it. "Ah, John, you need not fear ; I don't keep people's pencils ; it is not my style." It was handed out. "How much is this worth, boys?" Some said it was worth a cent. "Well, John, will you sell this to me? The boys say it is worth a cent." Of course the matter was adjusted at once.

The teacher had given an example of the aspirate tone ; the expression : "Ha! who comes there?" One tried it and another. One boy refused. "Try it, John." John doggedly refused. "John gives it up, it is too much for him." And without provoking trouble took up the lesson.

William had been appointed "hall monitor," but refused to serve, saying he "did not come to school to do such business." "Why, President Garfield swept the rooms and rang the bell at Hiram academy', and you think the work of assisting in making a good school is beneath you ? You don't understand the sort of a world you are in. You should be glad to help forward any good work anywhere, and everywhere. I will do this. You look on to-day and to-morrow, and if you don't then want to help things along here, you will be the only one ever heard of."

John had been busy in troubling his neighbors ; the teacher commanded him to come and write his name on the blackboard in a black list—(a very questionable device). The boy refused. The pupil was a large one ; the teacher was on the alert. "John feels ashamed, and his penmanship is not good ; Henry may write it for him." The teacher thus got himself out of a difficulty.

Another teacher not so wise took out his watch, "I will give you one minute to write the name." (No movement.) "I will give you one minute more." (No movement.) "You may now take your books and leave the school." (No movement.) At recess the pupil went home and told his father ; the trustees took the boy's side, and thus this little incident nearly broke up the school. The teacher claimed he was right. Was he ?

The above is a fair sample of thousands of troubles that occur in school-rooms.

(2.) Penalties. The teacher who makes rules must have penalties—that is clear enough. Hanging for stealing was once common in enlightened England. Whipping was the schoolmaster's favorite penalty ; the rod was ever in the teacher's hands ; for poor lessons, no lessons, disorder and stubbornness, it was laid mercilessly on the pupil's back. The writer remembers at a teachers' institute hearing the details of a flogging bestowed on a pupil who came late to school. "I gave him the biggest licking he ever had," said the teacher—and he was applauded ! What was the spirit of the teacher ?

It is of not so much importance what the penalty is, as that there is one.

1. Looking at a pupil. 2. Reproving a pupil in private. 3. Reproving before the school. (This is about the most severe of all.) 4. Putting name on roll. 5. Detention. 6. Notifying parent. 7. Suspending pupil from a class. (Hearing him recite after school.) 8. Visited by a committee. 9. Removal from his seat. 10. Sent out at recess after the rest. 11. Notifying school officers. 12. Suspension from school.—Teachers' Institute.