

THE TEACHER'S "NECESSARIES."

Locke says—"The greatest study of mankind is man;" our first great object should be to know ourselves, and by this means to become thoroughly satisfied that we possess the powers necessary to make successful teachers. I use the term *successful* advisedly, for if we have not a natural aptitude to teach, nor a goodly share of those qualities that are essentially requisite in a successful teacher, we make a grave mistake by even entering on this, the most trying of all professions.

We must have *method*; for without place and order there can neither be rapid advancement nor any satisfactory result from our labor.

We must have *memory* or the power of accurate remembrance; our knowledge should be laid up in regular places in the brain, like shelves in a store-house, to be called upon for use at will.

We must have *prudence*; we should not judge hastily, nor condemn lightly.

We must have *originality*, and boldly strike out new paths for ourselves, when we find that old methods are unsatisfactory in their results.

We must have *sympathy*; without love for children our rule will simply become one of brute force, than which there is, perhaps, nothing more harmful to the better qualities of the heart in those governed. If the moral as well as the mental faculties be not truly educated, our teaching is a failure.

We should aim at making good men and good women, not walking encyclopædias. The work done in this direction among boys, by perhaps the most distinguished and successful teacher of this century—Dr. Arnold of Rugby—furnishes us with a useful lesson.

We must have *self-reliance*, and *perseverance*; be sure we are right then go ahead without fear or favor.

Finally, we must have *good principles*; if we are true gentlemen and true ladies our efforts will be successful in really *educating* (in the highest sense of the term) those intrusted to our care.—J. A. Wismer, Parkdale, Ont.

Promotion Examinations.

WEST MIDDLESEX PROMOTION EXAMINATIONS.

READING.

SECOND TO THIRD CLASS.

1. Tell in your own words the story of "Brave Bolly."
2. Write two verses of "Things to be kept in mind." Give the meanings of employment, infants, and ascend.
3. "Open your hospitable door,
And shield me from the biting blast;
Cold, cold it blows across the moor,
The weary moor that I have passed."

What is meant by hospitable door? Give the meaning of the second line. Name the marks used before open, and after passed.

4. Compose four sentences: the first having a question mark at the end of it; the second a period; the third showing you know how to use quotation marks; the fourth must have a capital letter and a comma.

5. Give another word, or words that mean the same as remembering, composure, distracting, persevere, perceived, finally, cobbler, sedate, resided, envied.

6. Carefully write one verse from each of the following: "By-and-By," "A little word," "My father's at the helm," "Evening Hymn," "The child's first grief."

7. What words would you change in these sentences:

1. Him and me did it.
2. I begun my lesson.

3. It wasn't me that flied the kite.
4. What like of a book is that?
5. There's the men.

Six questions a full paper.

THIRD TO FOURTH CLASS.

1. Tell in your own words the story of "John Adams and his Latin." Write a sentence containing the words abominable and distinction.

2. Give the meanings of "huge recess," "precipice," "remote," "cultivate." Write the verse in which these occur. Where is Helvellyn?

3. If e'er thy breast with freedom glowed,
And spurned a tyrant's chain,
Let not thy strong oppressive force
A free-born mouse stain."

What is the meaning of 'the first line? Of the second? Give the reason of the marks used in e'er, tyrant's, free-born.

State clearly the meanings of italicized words:

1. The beaver is the *original* lumberman.
2. They are not *addicted* to works of *supererogation*.
3. Their great *original* proclaim. How do they do this?
4. Move round the dark *terrestrial* ball. What moves round?
5. They are fit for neither *warriors* nor *councillors*. Who were not fit?

5. Write some Indian rules of politeness. Give six rules of politeness practised in your school.

6. Jesus asked the lawyer two questions, and the lawyer asked him two. Write out these questions in full and their answers.

7. Why is the 1st of June a glorious day in the annals of the British Navy? State the leading points in the fight between the Chesapeake and the Shannon.

Five questions well answered a full paper.

ARITHMETIC

SECOND TO THIRD CLASS.

1. From one million take eight hundred thousand and sixty one. Prove your answer (1) by addition (2) by subtraction.

2. The multiplier is 3897, the product 292225530049; find the multiplicand.

3. Find the value of $69225510 - 1382$ divided by $187 + 496 + 375 + 897 + 690 + 107$.

4. By using factors, solve the following questions:

- (a) 769387×72 .
- (b) $610933 \div 108$.
- (c) $916873 \times 88 \div 42$.

5. How many pounds of tea at 89 cents per pound can be bought for 178 boxes of fruit worth \$5.89 per box?

6. A has 4278 dollars more than B, and 1225 dollars less than C, who has 7864 dollars? and D has as much as A and B together. How much has D?

Full work required. Five questions make a perfect paper.

THIRD TO FOURTH CLASS.

1. Cameron has manufactured in four years 2236 pair of shoes, making each successive year 180 pair more than the year before; how many pair did he manufacture the first year?

2. Find the highest common factor of 14385, 20319 and 49267.

3. John's money equals $\frac{1}{10}$ of \$1999, and Joan's is $3\frac{1}{2}$ times Tom's; how much money has Tom?

4. Compare these fractions, $\frac{5}{8}$, $\frac{1}{2}$, $\frac{3}{4}$, $\frac{1}{3}$. Find the sum of the greatest and least, the sum of the other two, and the difference of these sums.

5. Simplify the following expression:

$$2\frac{1}{2} + (3\frac{1}{2} - \frac{1}{4}) \div (3\frac{1}{2} + \frac{1}{4}) - 2\frac{1}{2} \text{ of } \frac{1}{3} - \frac{5}{7}.$$

6. What is the least number that must be taken from $71\frac{1}{2}$, so that the remainder may exactly contain $7\frac{1}{2}$?

7. Reduce $\frac{7}{1}$ to an equal fraction whose denominator is 21 more than its numerator.

8. Name each of these fractions, $\frac{2}{3}$, $\frac{7}{8}$, $\frac{3}{4}$, $\frac{1}{2}$ of $\frac{5}{12}$, $\frac{2\frac{1}{2}}{3}$, $7\frac{1}{2}$.

Find their sum and product.