18. A steamboat runs 78 miles in 6 hours and 20 minutes, her engines making 19 revolutions per minute. How far is she pushed forward by each stroke of her engines?

380 min.  $\times 19 = 7220$  strokes  $78 \times 5280 = 411840$  feet. 722)411840(57315 feet.

19. Divide \$345 betwixt A B and O so that B will receive \$5 for A's \$4, while C receives \$6 for A's \$5.

 $A $20 \times 5 = $100$  $B $25 \times 5 = $125.$  $C $24 \times 5 = $120.$ 69)345(5 245

20. Find value of 78 miles, 1 furlong, 30 poles, 5 yards, 1 foot, 6 inches, at£3 17s. 6d. per mile ?

£3 17s. 6d. 78. 1. 30. 5. 1· 6. 302\_0 1 furlong. 5 9 20 poles. 10 4 10 5 yds. 1 ft. 6 in. £303 2 2} ÿ

21. Bought goods to the value of \$960 at 6 months, paid \$384 down; when is balance due?

 $960 \times 6 = 5760$  entitled to for \$1.

384

576)5760(in 10 months is balence due.

22. Received a check on the Bank of B. N. A. for £396 15s. 9d. What is its value in currency?

Ans. \$1587 15.

by practice.

- 23. What is a fraction? And give examples of the six kinds of fractions. No working required.
- 24. What is Arithmetic? Define, abstract and concrete numbers; and what is meant by the "local" and "intrusive" value of a numbe. No working required.

25. Simplify

(1) 
$$\left\{ \frac{4\frac{1}{8} - 3\frac{1}{4}}{\frac{1}{8} \times 7\frac{1}{2}} \right\} = \frac{\frac{13}{5} - \frac{14}{5}}{\frac{13}{5} \times \frac{1}{2}^6} = \frac{\frac{13}{2}}{\frac{13}{5}} = \text{Ans.}$$
  
(2)  $\frac{4\frac{1}{8} - \frac{7}{8} \times \frac{1}{1}}{\frac{6}{5}} + \frac{3445}{7458} + \text{Ans.} \quad \frac{13}{3} - \frac{7}{2} + \frac{765}{6} + \frac{3445}{6} = \frac{7}{2} + \frac{765}{6} + \frac{7445}{6} = \frac{7}{2} + \frac{7$ 

# Examination Papers.

#### DRAWING.

BY WILLIAM BURNS, HIGH SCHOOL, BRAMPTON.

#### FOR FOURTH CLASS.

1. Draw a line 3 inches long—on one side of this place a pentagon and on the other a hexagon.

2. Draw two interlacing equilateral triangles of 3 in. side (and ) inch width of side)—the vertex of the one being 1 inch above the side of the other.

3. Draw one ellipse whose axes are 4 inches and 3 inches. Within this ellipse inscribe a circle, so that its diameter shall be the shorter axes.

4. Draw a square of 3 in. side; mark its diagonals, bisect them? and draw the portion of the circle that would fall within the square if drawn from these points as centres, and half the semi-diagonal as radius.

5. Draw a circular clock face. On it place the Roman numerals, and the hands pointing to half-past nine.

6. Draw picture of four slates laid one over the other, so that a portion of each of the under three is visible.

## Practical Pepartment.

## ARNPRIOR HIGH SCHOOL.

EXAMINATION PAPER - ENGLISH LITERATURE.

- 1. "Our intellectual faculties are reducible to three sample modes of working." Name them and give the figures founded 'spon the first.
- 2. Define, and give examples of Hyperbole and Climax. Explain these figures on Psychological principles.
- 3. Name the chief sources of Brevity. Name and define the violations of Brovity.
- 4. (1) With regard to Thought or Meaning, what are the two chief qualities of style? (2) With respect to Feeling, what are the two contrasted qualities of style, and to what sides of our nature do they respectively answer?
- 5. (1) What is meant by strength in style? (2) What are the three forms of the feeling? (3) What are the three conditions necessary to constitute the sublime in composition?

6. What is meant by the Ludicrous? Define humour.

- 7. Recast so as to make the meaning clearer, the following :-(1) The wise man is happy where he gains his own approbation, the fool when he recommends himself to the applause of others." (2) "A minister noted for prolixity of etyle was once preaching before the inmates of a lunatic asylum. In one of his illustrations, he painted a scene of a man condemned to be hung, but reprieved
- under the gallows.' 8. Criticize generally Byron's sonnet on Chillon, commencing:-"Eternal spirit of the chainless mind! Brightest in dungeons, Liberty ! thou art . For there," etc.-

Many teachers have required their pupils to write descriptions of pictures. How many have asked the pupils to draw pictures to illustrate a description? Let the teacher write on the board a simple description and ask the pupils to draw the scene described. This will compel the pupils to read the description correctly—that is, get thought. It throws them upon their individuality. They must think and express their thought in drawing. The drawings may be rude at first, but they will be of much educational value because they represent thought and action .- The Iowa Teacher.

### THE TEACHER'S DREAM.

For Friday Afternoon Recitation.

The weary teacher sat alone While twilight gathered on; And not a sound was heard around-The girls and boys were gone.

Another round, another round Of labor thrown away; Another chain of care and pain Dragged through a tedious day.

"Of no avail is patient toil, Love's strength is vainly spent, Alas!" he said, and bowed his head, In lonely discontent.

But raising soon a saddened face, He started back aghast, The room by strange and wondrous change Grew to proportions vast.

It seemed a senate hall, and one Addressed a listening throng; Each burning word all bosoms stirred-Applause rose, loud and strong.

The sad spectator thought he knew The speaker's voice and look, "And for his name," he said, "the same Is on my record book."