

ARITHMETIC.

Time—3 hours.

Note.—Full work required.

- (a) Write in words 2,019; 1,020,600. (b) Write in figures XCIX; seventy thousand and twenty-five; nine hundred thousand and fifty-five.
- (a) $8787546-986497$. (b) $64329 \div 48$ [by factors].
(c) 7489×8007 .
- Find the sum, difference, product, and quotient of 4893 and 29. Write the proper name after each answer.
- Subtract 97639 as often as you can from seven hundred thousand.
- The sum of four numbers is 20,000; three of them are 697, 4090, and 8976; find the fourth.
- For a flock of 21 sheep and 43 lambs a farmer received \$401. For the lambs he got \$2 each; what was the price of a sheep?
- How much money should a person get for 87 doz. eggs at 15 cents; 49 lbs. butter at 22 cents; and 178 lbs. wool at 45 cents? Find total amount.
- The product of two numbers is twenty-one thousand three hundred and three; one of them is 789; what is the other?
- A farmer sold 45 bushels of wheat at 90 cents per bushel, and 60 bushels of oats at 42 cents per bushel; with the money received he bought cloth at 73 cents a yard. How many yards did he buy?
- How many cows at \$45 each should be given for 840 sheep at \$18 each?
- Write correct definitions of quotient, factors of a number, composite number, product, multiplicand.

Count 100 marks a full paper.

The teacher will please note that full marks are to be given for correct solutions only. For answers nearly correct (where the method is quite correct) from 10% to 50% may be given. In marking neatness of arrangement, &c., should be taken into account. For questions 1, 2, and 11 allow nothing for incorrect answers.

SECOND READER.

Time—1½ hours.

- Many of the Eastern nations had been taught from the remotest ages to expect the birth of a great and wonderful king, who should reign over all the people of the earth.
 - Who was the 'wonderful king'?
 - Name two Eastern nations. Why called Eastern?
 - What is meant by 'remotest ages'?
 - Give the title of the lesson from which this is taken.
- There are two lessons in the Second Reader entitled "Little Things"; what does each lesson teach us?
- What is a pilot? There are two pilots spoken of in a short poetical lesson in the Second Book; one leads us to perform whatever we undertake, the other hinders us in all our undertakings. What are their names?
- Mr. McKay's *ferrent* invocation was in itself an *abundant* reward for their labors.
 - Give meanings of words in italics.
 - To whom does 'their' refer?
 - What 'labors' had been performed?
 - What was the 'reward' received for the labor done?
- In the lesson on "The Bold Boy and the Coward," in what two respects did the bold boy show he had true courage?
- Give two meanings for each of the following words—bear, cheered, repaired, several, common, present; also give words meaning the opposite of—ignorance, wealthy, fail, lamenting, mourned, descending.
- I read the 'sweet story of old.' Tell this story in your own words.
- Write two verses of "The Child's First Grief."
 - And can I ever cease to be
Affectionate and kind to thee,
Who wast so very kind to me,
My mother.
Oh no! the thought I cannot bear;
And, if God please my life to spare,
I hope I shall reward thy care,
My mother.
- Write the above verses using your own words in place of those in italics.
- What is "the thought" in the first line, second verse.

(c) In what ways does this lesson tell us we can partly repay a mother's kindness?

WRITING.

ENTRANCE TO JUNIOR THIRD CLASS.

Second Reader, page 183—"The Birth of our Saviour": first paragraph.

ENTRANCE TO SENIOR III. AND IV. CLASSES.

Third Reader, page 288—"The first of June" to "happy conclusion."

Value—50.

[N.B.—This paper must not be seen by any person but the teacher until the whole examination has been completed.]

READING.

ENTRANCE TO JUNIOR THIRD CLASS.

Second Reader, page 200—"We presently found" to "and now, try again."

ENTRANCE TO SENIOR THIRD CLASS.

Third Reader, page 131—"Suddenly the appalling and murderous" to "there was a troop of them."

ENTRANCE TO FOURTH CLASS.

Third Reader, page 244—"The pale warrior, the friend of the Ottawa chief" to "a legion of fiendish voices."

Value—A maximum of 35 marks to be given for ability to read the words correctly at sight; and of 35 marks for expression (including articulation, emphasis, and the natural rendering of the thought).

Practical Department.

IS THERE A SUBSTITUTE FOR THE SPELLING-BOOK?

"False in part is false in whole" is a rule in law in regard to evidence by which lawyers throw testimony out of court. Some teachers have acted on a similar plan in throwing the spelling-book out of the school-room. Because the old spelling-book was wrong in part they discarded the use of the text-book altogether. Now they simply need a reformed spelling-book. If some teacher has the genius to teach spelling without a book, let him collect and arrange his words, giving his order and method of teaching in a text-book, in order that the ordinary teacher may have a guide. The great mass of teachers in this great field of education must have guide-books. A few teachers may be able to teach spelling successfully without a book, but they are few; the majority of teachers fail utterly in their attempts to teach spelling without a text-book on the subject. The great necessity of reform in teaching spelling is a reformed text-book subjected to its lawful purpose. What is most needed is a good method of using a good spelling-book. This is the want of the vast majority of teachers. The cry of "Burn the spelling-book" has done much good in causing new and better books to be made on the subject.

But this cry comes from the extremists. To put the average teacher in a school to teach spelling without a book is like putting a man out to sea in a boat, without a compass, and telling him to steer for the opposite shore, which he cannot see. His journey is aimless; he is lost on the wide waste of waters. So the common school-teacher, without a good spelling-book, is lost in the mid-ocean of thousands of words. His teaching is aimless, drifting to nowhere.

It is evident to the careful observer of the tendency of educational reforms "that wherever the experiment of dispensing with the spelling-book has been the longest tried, a decided reaction in favor of the text-book has set in."

Spelling is an essential branch of itself. To teach spelling is a prime duty of the teacher, and not a secondary one. If the teacher attempts to teach spelling as an after-clap to reading, geography;