

- No. 1. If map is not fairly good 0
If fairly good and accurate 5 to 15
If really good and accurate 20

HISTORY.

Time 1 hour.

1. (a) Give a short account of the doings of Champlain. [7.]
- (b) Who was the last French Governor. [2.]
2. What habits of the French Colonists tended to make them unsuccessful as settlers? [5.]
3. What was the secret of success of the English Colonists? [5.]
4. What were the Canadian Exports to France during the French possession? [4.]
5. (a) Describe the taking of Quebec by Wolfe. [8.]
- (b) Who was the first English Governor of Canada? [2.]
6. What extent of country was ceded to the British by the Treaty of Paris in 1763? [6.]
7. Sketch briefly the deeds of the first Lieut.-Governor of Upper Canada. [8.]
8. (a) What led to Confederations? [4.]
- (b) When were the various Provinces admitted into the Dominion? [8.]
9. Name the present Governor-General of Canada, and the Lieut.-Governor of Ontario, and tell by whom they are appointed. [6.]

ARITHMETIC.

Time, 2 hours.

1. Addition time test. See special paper. [10.]
 2. Multiplication time test. See special paper. [10.]
 3. What is a decimal? Write $\frac{24}{1000}$ without denominator. Express $\frac{3}{8}$ as a decimal. [6.]
 4. Add together 3.784, 16.28, 543, and .543, and divide the result by 2.5. [8.]
 5. What will 3 piles of wood cost, 2 of them being 36 ft. long and 6 ft. high each, and the other 42 ft. long and 6 ft. high, at \$5.25 a cord. [16.]
- (8 for correct measure in cords.)

6. Divide 25.6 by .064; multiply 32.4 by .0015; then subtract the product from the quotient. [12.]

7. I divided a certain sum of money into 4 equal parts and placed each part in a separate box; from the first box I took $\frac{1}{4}$, from the second $\frac{1}{4}$, from the third $\frac{1}{4}$, and from the 4th $\frac{1}{4}$, taking out altogether \$99. How much money still remains in the 4 boxes? [20.]

8. Find the cost of 5 cwt. 3 qrs. 14 lbs. of cheese @ 12 $\frac{1}{4}$ cts. a pound. (Give the cost in dollars and cents.) [8.]

9. Divide 787 ac. 3 r. 17 per. 5 yds. 7 ft. 113 in. of land equally among 5 sons. [10.]

NUMBER AND ARITHMETIC.

TEACH one sign at a time with objects. Sticks that are readily handled by the teacher and easily seen by the pupils may be used. Class at the blackboard (facing the teacher), crayon in hands, ready to see what the teacher does with the numbers of objects and to describe what they see. The teacher holds 6 sticks in one hand, so that the pupils can limit them by ones, and three sticks in the other.

Teacher—See what I can do, and tell me with your crayon, on the blackboard. She puts the 6 sticks with the three sticks (unites them). Pupils instantly turn and write

$$6 + 3 = 9.$$

If a pupil makes a mistake, or writes carelessly, have him erase his work instantly. If one copies the work of another, give him something to write by himself. Quick and accurate observation is no small item in this training. By showing objects as suggested, have pupils write columns of sentences:

$$6 + 3 = 9.$$

$$5 + 5 = 10.$$

$$4 + 3 = 7.$$

$$9 + 1 = 10.$$

$$4 + 4 = 8.$$

When pupils can do this work accurately and rapidly, take one step towards the so-called abstract work. Give pupils a number of problems, and have pupils write the work as before.