

PROMOTION TO FOURTH CLASS.

Third Book, page 90.—“The other resembles” \* \* \* \*  
“regard them with terror.”

PROMOTION TO FIFTH CLASS.

Fourth Book, page 102.—“Opening her eyes at last” \* \* \*  
“received her in its quiet shade.”

NOTE.—This paper is not to be seen by candidates. Examiners are required to give careful attention to the marking of the reading. Consider expression, fluency and correct pronunciation. Examiner will fill in the reading marks in list of candidates.

ENTRANCE TO ALL CLASSES.

1. Write the following letters and figures :—  
X, Y, Z, M, N, W, D, lld, mnop, rig, Crp, gn, 7, 8, 0, 9, 2.
2. Write the following passage :—There was one clear-shining star that used to come out in the sky before the rest, near the church spire, above the graves. It was larger and more beautiful, they thought, than all the others, and every night they watched for it, standing hand in hand at a window, Whoever saw it first cried out, “I see the star !”

GEOGRAPHY.

ENTRANCE TO THIRD CLASS.

Answers to be written on paper.

1. Draw a map of the County of Wellington, showing its Townships, County Town, Towns, Incorporated Villages, Railroads and chief Rivers.
2. Define island, lake, strait, cape ; give examples.
3. What other counties border on ours ?
4. Towards which direction does your shadow point at noon ?
5. Name what post-offices you can in this county.
6. What and where are Mount Forest, Drayton, Elora, Toronto and Ottawa ?
7. What revolves (or goes) around the earth ? And around what does the earth revolve ?
8. Name the cardinal points ; also the townships and the three rivers of this county.
9. At what seasons of the year are the days and nights equal in length ?

ARITHMETIC.

ENTRANCE TO THIRD CLASS.

On paper—full work required.

1. Express in words 756032009, and fifty-five millions, five thousand and eighty in figures.
2. Express in figures XCIII., CCXLIX., CDIV., CLIV., and in Roman numerals 84, 265, 319, 1578.
3. A man sold 80 bushels of wheat at  $87\frac{1}{2}$  cents a bushel. He bought 2 barrels of salt at \$1.10 each, 50 pounds of sugar at 8 cents a pound, and 3 tons of coal at \$6.50 a ton. How much money had he left ?
4. A man bought a number of horses for \$125 each, and sold them for \$132 each. He made \$133 on the lot ; find the number of horses.
5. If 2 horses are worth as much as 7 cows, and 1 cow cost \$36, what will 1 horse cost ?
6. A man buys 145 pigs at \$6 each ; he loses 15, and sells the remainder for \$70 more than all cost. Find the selling price of a pig.
7. Two persons start at the same time to travel in the same direction. One at the rate of  $3\frac{1}{2}$  miles an hour, the other at the rate of 4 miles an hour ; the first travels for 20 hours, the second for 18 hours. How far apart are their stopping places ?
9. Multiply 430897546 by 90068204.
10. Divide the sum of 43796 and 69734 by their difference.

Practical Methods.

In the JOURNAL of May 1st, we shall discuss “Best plans for making Friday Afternoons pleasant and profitable.”

We have to discuss, this time, the wisdom of placing before a pupil misspelled words for correction as a test of their knowledge of orthography. We recently published some county promotion examination papers, in which such misspelled words appeared, and a correspondent from Elgin County drew attention to the matter. Following is the correspondence on the subject :—

“A vicious system is mentioned by a correspondent in a late issue—that of false spelling to be corrected by the pupils. It is enough to rouse one's ire when he thinks of it. I am as good a speller as is ordinarily met with, yet there are some words that I can spell off-hand all right, but if given me to correct them, the longer I look at them the less certain I should feel, and would probably end by misspelling.

ALPHA.”

RICHMOND HILL, March 19th, 1886.

If spelling were a matter dependent on fixed rules or powers of memory, then, I would say, produce the misspelled words for correction, but as it is learned principally from observation, and depends upon the discrimination of the eye, it is not right to place false forms in view of the pupil to pervert the exercise of the discriminatory function. Those who spell well can notice false spelling at a glance, because the word appears in an uncouth shape to which the eye is not accustomed. If these false or irregular shapes were constantly used it would produce bewilderment worse than ignorance.

SENEX.

TORONTO, March 29th, 1886.

I think the judicious use of misspelled words as a test is not to be condemned. We have corrections of false syntax, and why not have corrections of false spelling also ? Proof readers for the press are correcting false spelling continually, and it does not injure their orthography but rather improves it, and it may be a good exercise for pupils to take up a “proof” furnished by a local printing office and make the needful corrections. To examine into what is wrong or incorrect is, in most cases, to ascertain the right, and in spelling to fix the true shape more firmly in the mind.

JEANIE.

UXBRIDGE, April 3rd, 1886.

Why not reform the spelling and use a phonetic system ? It would save an immense amount of time now expended in teaching the various phases of an irregular and arbitrary orthography—time which could be more advantageously disposed of. Advocate Spelling Reform, Mr. Editor, and be a benefactor to future generations.

COMMON SENSE.

PICTOU, N. S.

Teachers differ and pupils suffer. Teach the right form of words and let it be impressed on the tablets of the mind. No wrong forms can subsequently obliterate the right, and the pupil cannot be confused by misshapen words.

D. McD.

MANITOBA, March 31st, 1886.

Editor CANADA SCHOOL JOURNAL :

DEAR SIR,—Seeing that others are making use of your “Practical Methods Department” allow me to offer a few suggestions on teaching multiplication. Holding the opinion that multiplication should be taught at first by addition, I would start by asking :—“How much is two and two, three and three, &c ?” I would then vary the exercise by asking :—“How much is two two's, two three's, &c. ?” As an exercise on the slate I would give examples, something like this  $4673 + 4673$ , &c. In this way I would lead them on till they would understand the principle of multiplication and the simpler tables, perhaps without knowing it. I would not tell them what they were working at till they had mastered it pretty well, then I would explain it fully. The principle has been laid down that tables should be used as learned. In this way they may