

GEOGRAPHY.

1. Tell what is meant by School Section, Town, Hail, Snow, Tide, Delta, Island, Wind, Mountain, River.
2. Name in order, beginning with those nearest and going eastward, (1) The Continents, (2) The Oceans.
3. Name the incorporated villages in North York, telling as nearly as you can their situation.
Name the eight principal points of the compass.
4. Draw a circle about four inches in diameter, and place in it lines representing the Equator, Tropics of Cancer and Capricorn, Ecliptic, the Arctic and Antarctic Circles.
5. What and where are London, St. Lawrence, Winnipeg, Battleford, St. Clair?

SPELLING AND LITERATURE.

1. Tell in your own words the story of "The Indian Woman and the Bear."
Name and explain fully the two traits of character which, like this woman, we should cultivate, and which saved her life.
Name the opposite traits, and tell what would have been their result in her case.
2. Tell in few words the fable of "The Boy and the Crow;" and name three or more unwise notions that the boy got cured of by the supposed talk with the crow.
In the lesson on "Presence of Mind" what action of the friend shows that he possessed this gift, and how does it show it?
3. Write the following words and phrases on separate lines with at least one exact meaning to each:—"Loved them dearly; had caught; fever; raging; doctors; struggling nobly; flannels; preserver; hearthrug; manage; hic-cough; spaniel; keep pushing; manhood; assail; prospect of regaining; perceived; country-folks, scanty meal, luckily. (Extra meanings to count in like proportion.)"
4. Write out, with proper capitals and spelling, 16 lines of "Kitty and Mouse," or of "Little Drops of Water," or of "Never Say Fail." Two of the pieces given correctly to count 16.
5. Correct the spelling of the following words:—Ryme, bleeting, hanch, shepard, medows, puding, Benjamen, Raynard, jounry, wonderous, cusins, sented, squeeked, plumbtree, introod, greivous, amonds, received, middle-some, lusious.

ARITHMETIC.

1. Write down the greatest number which can be formed with the figures 7, 8, 6, and 9. Write that number in words, and also in Roman numerals.
2. Give the names of the first four periods in numeration. Write in figures, and also in words, the number which has five in the fourth period, twenty-six in the third period, and one hundred and nine in the first period.
3. To the sum of 793206, 86324, and 2749867 add the difference between 1234567 and 765479, and from your result take 79 times 24769.
4. Divide 13189212 by 937 and prove your result by multiplication.
5. What is the amount of the following bill at store:—7 pounds tea, at 65 cents a pound; 15 pounds sugar, at 8 cents a pound; 14 yards of cotton, at 13 cents a yard, and 20 yards of cloth at 68 cents a yard?
6. A boy threw a stone down the road 140 feet, and another up the road 160 feet. How far had he to walk to bring both stones back to the spot from which he threw them?

(To be continued.)

Practical.

HOW TO MAKE READING PROFITABLE.

Read an entire chapter or lesson very carefully, then take your pen and write out the substance of what you have read, in the choicest language you can command. Pursue the same course until you have completed the book or study you are seeking to master. You then have a manuscript book of your own. While reading try to grasp ideas rather than words, and do not seek to use the exact language of your author when writing your abstract.—*School Education*.

A PROOF OF ADDITION AND THE USE I MADE OF IT.

After finding the sum of the given numbers, draw a line under it and treat the whole as a new example to be added. If the work is correct, the second sum will be double the first. To illustrate, take the following:

$\begin{array}{r} 670 \\ 327 \\ 903 \\ \hline 1900 \\ 3033 \end{array}$	<p>The first sum is 1969. Draw a line under this sum, and, adding again, we have just double the first amount, or 3938.</p> <p>I give my younger pupils many examples on the board and ask them to copy and add. When they have done so, I say, Draw a line under the answer, add it with the rest, and show me the result. I can then tell whether the work is correct without footing it up, and much time is saved.</p>
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I have never found a pupil in the primary or intermediate grades, and but few in the more advanced grades, who could see how I could tell so readily.—*Ala M. Perkins, Monticello, Pa., in "School Education."*

PUNISHMENT.

The largest and one of the best day-schools I ever examined, where the whole tone of the discipline is singularly high, manly, and cheerful, has never once during its whole history had a case of corporal punishment. But the master, when I was reporting on the school, begged me not to mention this fact. I do not mean to use it, he said, but I do not want it to be in the power of the public or parents to say I am precluded from using it. "Every boy here knows that it is within my discretion." I believe that to be the true attitude for all teachers to assume. They should not have their discretion narrowed by any outward law, but they should impose a severe law upon themselves. And in carrying it out I venture to make two or three suggestions only:

(1) Never inflict corporal punishment for intellectual faults, for stupidity, or ignorance. Reserve it exclusively for vices, for something morally degrading. (2) Never inflict it while under the influence of heat or passion. (3) Never permit an assistant or an elder scholar to inflict it under any circumstances. (4) Do not let any instrument of punishment be included as a part of the school furniture, and as an object of familiar sight, or flourished about as a symbol of authority.

The great triumph of school discipline is to do without punishments altogether. And to this end it is essential that we should watch those forms of offence which occur oftenest, and see if by some better arrangements of our own, temptation to wrong may be diminished, and offences prevented. If your government is felt to be based on high principles, to be vigilant and entirely just, to be strict without being severe, to have no element of caprice or fitfulness in it; if the public opinion of the school is so formed that a scholar is unpopular who does wrong, you will find not only that all the more degrading forms of personal chastisement are unnecessary, but that the need of punishment in any form will steadily disappear.—*Fitch's Lectures*.

The ill-health of pupils, the wretched system of ventilation prevalent in many schools, and the various phases of physical education, are subjects that require thought and action on the part of every teacher.—*Selected*.