JUNIOR III TO SENIOR III.

1. Define, using complete sentences : Island, Mountain, Zone, Watershed, Earth's Axis.

2. Name, and give boundaries of, five countries, two of them to be in North America and three in South America. Mention also the principal city in each.

3. Give the inland Counties of Ontario, west of York, with their County Towns.

4. Sketch a Map of North America, marking on it: (1) eight large rivers ; (2) two mountain systems ; (3) eight capes. 5. Name the principal tributaries of (1) the Mississippi ; (2) the

Ottawa, on the Ontario side ; (3) the Amazon.

6. (1) Explain as fully as you can, the cause of Day and Night; (2) describe a trip on the train from Hamilton to Kingston, under the following headings: (1) the Counties passed through ; (2) the principal Towns on the line.

Value, 10 each. Time, 1 hour.

SENIOR III TO IV.

1. Define, using complete sentences : Desert, Meridian, Voicano, Latitude, Roadstead.

2. Sketch a Map of Europe, marking on it. (1) the countries that touch the Mediterranean Sea; (2) six large rivers; (3) six seas or gulfs.

3. What are the following, and where situated : Ortegal, Ural, Race, Jamaica, Brandon, Chudleigh, Liverpool, Battleford, Goderich, Magdalen ?

4. Name the principal islands : (1) on the east coast of America (2) on the south coast of Europe;
(3) north of America and Europe;
Dame:
(1) the Provinces of the Dominion cast of Ontario,

and their capitals ; (2) five Cities of Ontario and the Counties in which they are situated.

6 (1) Give as fully as you can the causes of the seasons; (2) describe a trip from Montreal to Winnipeg on the Canadian Pacific, mentioning among other things, any towns or cities on the way. Value, 10 each. Time, 1 hour.

ARITHMETIC.

M CLASS TO JUNIOR III.

1. Work correctly · 800456+457628+794567+8769+587698+ 81.792 + 46786 + 142867 + 389469.

2. From eight times 79896428. take 7 times 47806980 and divide the difference by 9.

3. Work correctly : (1) 1201×89 ; (2) 8096×2090 ; (3) $16952 \div 13$ (4) 16014 + 157.

4. The difference between two numbers is 87627 ; the larger num ber 18 637581. Find the sum of the two numbers.

5. A person earns 125 cents a day for six days in each week and spends 384 cents a week ; he also gives away 264 cents a month of 4 weeks. How much will he save in a year of 52 weeks?

6. A farmer bought 908 yards of cloth at 87 cents a yard, 1890 pounds of sugar at 13 cents a pound, and a suit of clothes at \$18. He gave in payment 87 bushels of wheat at 87 cents a bushel, 07 pounds of butter at 13 cents a pound, and the balance in money. How much money did he pay?

Value, 10 each. Full work required. Time, 2 hours.

JUNIOB III TO SENIOR III.

1. What number taken from 39261352 thirteen times will leave as a remainder 2639.

Find the value of $(8096 + 1208 - 97 + 189 - 1078 + 678492 - 999) \times$ 807060.

3. Work correctly: (1) 8324×87 ; (2) 20804567×2080 ; (3) $1129236 \div 139$; (4) $174909180 \div 8070$.

4. Reduce 809648 farthings to £. s. d.; and find how many oz. there are in 8 tons, 2 cwt., 5 lbs.

5. The sum of the divisor and remainder is 252; the divisor is 3 times the remainder; the dividend is 38808. Find the quotient.

6. Find the total value of 164 lbs. butter at 23 cents, 168 qts. milk at 6 cents, 187 bush. potatoes at 37 cents and 184 bush. bar-

ley at 2 cents a pound. Note. - 60lbs. wheat, or 48lbs. barley, in a bushel.

Value 10 cach. Full work required. Time, 2 hours.

SENIOR III TO IV.

1. In 806780 inches how many miles, fur., &c.; and in £807 16s., 8ld., how many farthings ?

2. A has £802, 2s., 9d., B has one-third as much as A, and C has £19, 8s. 6fd. less than A and B together. Find C's money.

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3. Work correctly : 86710 × 4070 ; £37, 17s., 61d. × 16; 37907280 ÷29070 ; £19007, 6s., 61d. ÷7.

4. Find the value of: (1) $3\frac{1}{3}+13\frac{1}{3}-\frac{1}{3}+\frac{1}{2}-\frac{1}{3}+2\frac{3}{2}-\frac{1}{3}+12\frac{1}{2}$; (2) $201\frac{1}{3}-\frac{1}{2}$ of $3\frac{2}{3}-\frac{1}{3}$ of $1\frac{1}{3}+12\frac{1}{2}$. 5. A person paid away $\frac{1}{2}$ of his money and then $\frac{1}{3}$ of what remained; he then found that he had \$770 more than $\frac{1}{3}$ of his money left How much had he at first /

6. A drover bought sheep at the rate of 3 sheep for \$18 and sold them at the rate of 9 sheep for \$72 Find his gain on 840 sheep, supposing that one sheep dies in each dozen bought, and that a dead sheep is of no value.

Value, 10 each. Full work required. Time, 2 hours.

Practical Department.

A HINT TO PRIMARY TEACHERS.

BY COL. F. W. PARKER,

The richest fruitage of the past is the ability to move forward, and the essential condition of progress is freedom-freedom to grow and help others to grow. What superintendent is not hampered ? The teacher who is looking out for a re-election can't advance. The principal with one eye on a book-publishing house can't carry his school forward. A teacher chained to examinations can't be free. Our great battle is for freedom; freedom from interference; freedom from methods. Have your own plans and carry them out. There are,-

1. Teachers who work after a pattern; they are artisans. 2. Teachers who follow an ideal erected by their own minds; they are artists. 3. Cobblers who patch up the bad work of others.

How are you to become artists instead of artisans and cobblers ? By thoughtful experience; by studying every step of your work. Ask yourself constantly, "Why do I do this ?" "How can I do it better ?" "How and where can I use the experience of others?"

Let the end be mind-development of yourself a.id pupils-power to see and think. Whatever best developes the mind, that is the most practical education. You have: (1) the thing to be taught ; and (2) the mind to be taught. Know both of these, and the method will take care of itself. Methods alone are doing incalculable evil.

God determined how the child's mind should grow. All the teacher can do, is to aid that growth. You must have freedom to do this. Well, suppose your school committee stand in your path. Take your life in your own hand and say, "Tarn me out if you will, here I stand for children's rights." We are a servile set, thinking too much of our bread and butter.

A superintendent who don't allow his teachers freedom is a nuisance, and ought to be put out. A teacher who has no ideal, no lifting horizon, is a nuisance I say to my teachers, don't follow me, go your own way to work. Do a little well. But one thing I do demand. You shall more. Move on like poor Jo. Do nothing twice alike. Don't do things as you have done them before. If a child stood up before, have him sit down now. Whatever you do, do something different. Have no patterns. Uniformity is death-unity is life. If we study the principles that underlie the education and the child nature, we don't quarrel so much

A story illustrates what is needed in our schools. A young beau hired a horse to go courting. Before he got out of town the horse balked He turashed and coaxed and slashed to no avail. A crowd gathered, and one after the other tried his plan of starting the horse. At last an old sailor said, "I can make that horse go." "Do it," said the driver. He gathered up a big handful of half-melted snow and clapped it into the horse's nose, clacked to him and away he went. "Thar, I told you I could. All that hoss wanted was a men senation." wanted was a new sensation.'

Give your scholars a new sensation, and they'll go.