

V. Outline South America, and print seven rivers, five gulfs and bays, six capes and two straits.

*Seventh Grade.*

I. Define Gulf, Bay, Strait, Sea, Island, Peninsula, Continent, Mountain, Colony, Canal.

II. Name in order the provinces of the Dominion, with capitals, commencing at the Atlantic.

III. Name in order the counties, with county towns, on Lake Erie.

IV. Draw an outline map of North America, and print on it six capes, seven gulfs and bays, nine lakes, six rivers, and three straits.

*Eighth Grade.*

I. Define and give the uses of Meridian, Equator, Parallels of Latitude, Arctic and Antarctic Circles, and Tropics.

II. Name in order, beginning at the Pacific, the provinces of the Dominion, with capitals.

III. Name and give the position of nine capes, five lakes, and six cities in Africa.

IV. Draw an outline map of the east and south coasts of Asia, and print neatly the names of six seas, seven gulfs, six capes, and trace five rivers.

*Ninth Grade.*

I. Define Isthmus, Promontory, Beach, Bay, Strait, Sound, Roadshead, Latitude, Longitude, First Meridian.

II. Give, with their boundaries, the political divisions of North America.

III. Name and give the position of ten gulfs, ten rivers, and six mountain ranges in Europe.

IV. Draw an outline map of Europe, and print ten capes, six seas, and six straits.

LITERATURE.

*Third Grade.*

I.—Books open at page 35.

1. What part of a book is a page? 2. Name four things that you see in this picture. 3. What colours do you observe in it? 4.

What is meant by a shadow? 5. What did the dog think on seeing his shadow in the water? 6. In what way did he then act? 7. How came he to lose both breakfast and dinner? 8. What can we learn from this lesson? 9. The last part is printed in a different kind of letter; what do you call it?

II.—Books open at page 98.

1. Where were these two children brought up? 2. Were their parents rich or poor? 3. When their parents died, in whose care were they left? (4) How did their uncle treat them? 5. Under what pretence were they taken away? 6. Did the two men do as they promised? How then? 7. Why did the uncle wish to be rid of these children? 8. Tell how the children died. 9. What became of the uncle and the two men?

*Fourth Grade.*

I.—Books open at page 144.

1. In what country was David born and brought up? 2. Spell his father's name. 3. What was David's occupation? 4. Give an instance of his bravery in youth. 5. He was a poet too. What are his writings called? 6. What people made war with David's people at that time? 7. What big man frightened all the Israelites? 8. How was David called to fight with this giant? 9. Tell how they met, and with what result.

II.—Books open at page 187.

1. What is a soldier? 2. Give the meaning of "Life-guards." 3. What did the soldier say on seeing his old favourite? 4. How did the horse show that he knew his old master? 5. Meaning of "touched at the scene" (l. 9, page 188). 6. How did the soldier show his affection for Valiant? 7. What is a "corn-chandler," and what "the picture," a few lines below? 8. When the boys saw this picture what did they do? 9. Where did this scene occur? How do you know?

*Fifth Grade.*

I.—Books open at page 1.

1. How many children were in this family? 2. What seemed to have been the farmer's object in giving each a peach? 3. What did he