

7. A load of hay and wagon together weighed 2,500 lbs., the wagon alone weighed 900 lbs.; find cost of the hay at \$12 per ton.  
 $2,000 \text{ lbs. cost } \$12 \quad 1,600 \text{ lbs. will cost } \frac{2,000}{2,500} \times \$12 = \$9.60 \text{ Ans.}$

1. From a barrel of vinegar containing  $31\frac{1}{2}$  gallons,  $14\frac{1}{2}$  gallons were drawn; how much was there left?

$$31\frac{1}{2} = 31\frac{1}{2} \\ 14\frac{1}{2} = 14\frac{1}{2}$$

$16\frac{1}{2}$  Ans.  $16\frac{1}{2}$  gallons.

2. If 1 horse eat  $\frac{2}{3}$  bushels of oats in a day, how many bushels will 10 horses eat in 6 days?

1 horse eat  $\frac{2}{3}$  in 1 day, 10 horses will eat  $\frac{20}{3}$  in one day and in 6 days they will eat  $12\frac{2}{3} = 25\frac{1}{3}$  bush. Ans.

3. Bought  $\frac{1}{2}$  of  $4\frac{1}{2}$  cords of wood for  $\frac{2}{3}$  of  $\frac{1}{2}$  of \$30; what was one cord worth at the same rate?

$$\frac{1}{2} \text{ of } \frac{1}{2} \times 4\frac{1}{2} = \frac{1}{2} \times \frac{9}{2} = \frac{9}{4} \\ \frac{2}{3} \text{ of } \frac{9}{4} = \frac{3}{2} \text{ of } \frac{9}{4} = \frac{27}{8} = \$4\frac{1}{8} \text{ Ans.}$$

4. What number is that, which if multiplied by  $\frac{3}{4}$  of  $\frac{1}{2}$  of 2 will produce  $\frac{1}{2}$ ?

$$\frac{3}{4} \text{ of } \frac{1}{2} \text{ of } 2 = \frac{3}{4} \times \frac{1}{2} \times 2 = \frac{3}{4} \times 1 = \frac{3}{4} \\ \frac{1}{2} \div \frac{3}{4} = \frac{1}{2} \times \frac{4}{3} = \frac{2}{3} \text{ Ans.}$$

5. What will  $\frac{1}{2}$  of  $10\frac{1}{2}$  cords of wood cost at  $\frac{2}{3}$  of \$42 per cord?

$$\frac{1}{2} \text{ of } 10\frac{1}{2} = 5\frac{1}{4} \\ 5\frac{1}{4} \text{ cords will cost } 5\frac{1}{4} \times \frac{2}{3} \times \$42 = \$147 \text{ Ans.}$$

6. Divide \$2000 between 2 persons so that one shall have  $\frac{2}{3}$  as much as the other.

$$\frac{2}{3} + 1 = \frac{5}{3} = \$2000, \frac{1}{5} = \$125 \\ \frac{2}{3} = \$125 \times 9 = \$1125, \frac{1}{3} = 125 \times 7 = \$875 \\ \$1125 \text{ and } \$875 \text{ Ans.}$$

## Examination Papers.

### ENTRANCE LITERATURE.

#### THE BLACK HOLE OF CALCUTTA.

By N. S. McKechnie, Eng. Master, Woodstock College.

1. Name the East Indian possessions of Great Britain.
2. "Fort William." When founded? Why so named?
3. What war was going on between France and England at the time of the Black Hole incident?
4. What were the functions of the Nabob? What change has taken place in the application of the word?
5. "The servants — forced by Duploix to become statesmen and soldiers." Name any.
6. "The governor — took refuge in the nearest ship." Name him.
7. Give brief sketch of Macaulay's life.
8. In what departments of literature did he labor?
9. What was there common in the character of most of his subjects?
10. The extract contains specimens of the following qualities of style: Parallel construction, antithesis, concreteness, abruptness. Point them out.
11. "Then the prisoners went mad — to fire among them." Criticise the two sentences, pointing out chief characteristics of the description.
12. Distinguish *whim*, *freak*, *fancy*.
13. Distinguish, *notion*, *idea*, *History* and *story*.
14. "Summer solstice." Explain.
15. (a) "The governor — was frightened out of his wits." (b) "The military commandant — could not do better than follow so good an example." Figures?
16. Derive: corpse, charnel, climate, horror, remorse, pity, savage.

Silence has charms. Esterbrook's easy writing pens also charm by their quiet, noiseless action. Stationers sell them.

## Practical Department.

\*George Gordon Byron (1788-1824), on the death of his father, 1791, who was a dissolute captain in the Guards, went with his mother to live at Aberdeen. In 1798 on the death of his great uncle, he succeeded to the title of Lord and family estates near Nottingham. His school life was spent at Harrow and Cambridge. At nineteen he published "Hours of Idleness." He was dissipated for a time and visited on the continent for two years, which improved him much. On his return he published two cantos of "Childe Harold," producing a deep impression upon the public mind. His Turkish tales followed. In 1812 he took his seat in the House of Lords. In 1815 he married, but separated within a year, and left England for ever, but sent his poems home for publication. In 1823 he gave his pen, counsel, and money to aid Greece to throw off the Turkish rule, and displayed remarkable executive ability in bringing order out of confusion at Missolonghi. At this favorable turn in a chequered life he fell ill, and died 1824. His chief works are, "English Bards and Scotch Reviewers," "Childe Harold," "The Giaour," "Siege of Corinth," "Prisoner of Chillon," "Mazeppa," and a large number of others, containing many of exquisite beauty.

### LANGUAGE EXERCISES.

So change the following sentences that each noun shall be in the plural form, and each verb shall agree with its noun. Observe closely the spelling of each form:—

- |                                      |  |
|--------------------------------------|--|
| 1. The cat mews and purrs.           | 12. The pony is in the pasture-field.        |
| 2. The duck has a broad bill.        | 13. This monkey amuses the boys.             |
| 3. The boy plays and works.          | 14. That chimney is made of stone.           |
| 4. Has a mouse sharp teeth?          | 15. Has the donkey been fed?                 |
| 5. The tree was struck by lightning. | 16. Was the child at home?                   |
| 6. Our cow was lost in the woods.    | 17. Is the goose in the shed?                |
| 7. The horse is a beautiful animal.  | 18. A mouse is smaller than a rat.           |
| 8. This book differs from that.      | 19. That bird's nest is made of twigs.       |
| 9. The girl swings very well.        | 20. The child's hat is trimmed with flowers. |
| 10. A town is larger than a village. |  |
| 11. The box is not large enough.     |  |

So change the following sentences that each noun shall be in the singular form, and each verb shall agree with its noun:—

- |  |   |
|--|---|
| 21. Children go to school.                   | 31. Those horses are not large enough.          |
| 22. The men and women have gone home.        | 32. Were the boys home last evening?            |
| 23. Where are my books and pencils?          | 33. Have the horses been fed?                   |
| 24. Camels carry burdens.                    | 34. The ship sails over the sea.                |
| 25. The foxes were caught in the traps.      | 35. Are the men very well armed?                |
| 26. The oxen are in the stables.             | 36. The small boys sing better than the others. |
| 27. The waters gush forth.                   | 37. My sisters write to my father regularly.    |
| 28. The stories were peculiarly interesting. | 38. These stones were found in Germany.         |
| 29. White fleecy clouds are floating above.  | 39. The pupil's lessons should be explained.    |
| 30. The girls have finished their work.      |   |

—Our Country & Village Schools.

### ONE WAY OF TEACHING GRAMMAR.

BY MISS IDA M. GARDNER, IN N. E. JOURNAL OF EDUCATION.

Topic: Objective Element.

Definition: An objective element is whatever answers the question, What? or Whom? after the verb, and means a different person or thing from that denoted by the subject.

\*NOTE.—This concluding paragraph was accidentally omitted from Mr. McIlmoyle's paper on Byron's "Ocean," last week.