

CLASS III. TO IV.

1. Take the sum of all the odd numbers between 8,768 and 8,790 from the sum of all the even numbers between 15,623 and 15,611, divide the difference by 315 using factors two of which are 5 and 7.
2. (a) In 17 tons, 11 cwt., and 48 oz., how many lbs.?
(b) In 2,520 yds., 0 ft., 0 in., how many miles?
3. (a) In 7,879,654 weeks, how many days? how many hours?
(b) In 8 gallons, 96 quarts 64 pints, how many gallons?
4. (a) How many square yards would be left after 2 sq. ft., 6 sq. in., is cut off 761 sq. rods?
(b) How many cubic feet of cord-wood (4 ft. long) are left of a cord after a pile 4 ft. high, and 2 ft. 6 in. wide is burned?
5. Make the bill of the following transaction: Mrs Alden bought of Messrs. Cayton & Co.
5 lbs. 4 oz. lard @ 12 cts. per lb.
3 pks. of potatoes @ 45 cts. per bushel.
1 quart of vinegar @ 60 cts. per gallon.
3 ducks @ 50 cts. per pair.
16 herrings @ 25 cts. per dozen.
6. The blocks of land in London Township are one and one-half miles long, and seven furlongs wide. How many steps of 2 ft. 6 in. would a person have to take in walking around one block?
7. The old Winchester bushel of wheat weighs about 60 lbs. and contains 2,150 cubic inches. How many such bushels in a bin of clean wheat 4 ft. wide, 5 ft. high and 10 ft. long? The Imperial bushel contains 2,218 cubic inches.
8. A man has a hall $25\frac{1}{2}$ ft. long to cover with oil-cloth. 12 feet in length of the hall is 9 feet wide and the rest is 6 feet wide. He has one offer at 10c. per square foot and another at $87\frac{1}{2}$ c. per square yard. How much cheaper is the second offer?
9. (a) A boy has to divide two millions by 136, 157, 210, 343, and 504, using factors. There is one particular factor that is in every one of them. What is it? Put the work of finding the factor on the paper. (b) Find the smallest exact dividend of the first three divisors, (136, 157, and 210).

10. Find the sum of $7\frac{1}{2}$, $\frac{2}{3}$ of $\frac{27}{8}$, $\frac{1}{6}$, $\frac{5}{18}$,
 $2\frac{1}{5}$ of $\frac{17}{22}$, $289\frac{1}{10}$.
Value, 12 marks each.

GEOGRAPHY.

CLASS III. TO IV.

1. What name is given to the people of this country? What is the name of their language? What (in one word) is their religion?
2. Name four important products (exports) of this country.
3. What is a boundary line? Give an example of a mountain range that separates two countries, and of a river that separates countries.
4. Bound the township, town, or village in which you live.
5. What is an imaginary line? Give the names of the three imaginary lines. What part of the boundary of this Dominion is an imaginary line?
6. Define: Isthmus, basin or valley of a river, sea, falls, tides, eruption of a volcano, equator, earth's axis, latitude.
7. In what direction from the school is London City, Toronto, Sarnia, Ottawa, and Winnipeg? Name a railroad that runs through each.
8. Draw a map, marking the counties of Ontario on the River St. Clair, Lake St. Clair, and River Detroit.
9. Draw a map of about twenty miles of any railroad in this county, marking township and stations.
10. What and where are: Niagara, Saskatchewan, Vancouver, Fundy, Florida, New Orleans, Chili, Old London, and Blanc?
Values:—1, 6; 2, 6; 3, 6; 4, 6; 5, 6; 6, 18; 7, 10; 8, 12; 9, 6; 10, 18. Total—94.

GRAMMAR.

CLASS III. TO IV.

1. Analyze as fully as you can:
Francis, a farmer's son, took care of his father's cows in the forest. Each of them had a bell tied round her neck.
One day a man passing through the forest said to Francis, "What a beautiful bell!"
Is the master at home?
Come in quickly my worthy fellow! my good fellow! Five pounds was offered to whoever found a bag containing £100.

I'll give it to you for the £5.

Now, here is Francis.

What have you to say.

(Four marks each for full analysis, three for correctly dividing into subject and predicate.)

2. Parse: Poor Francis went home, his eyes swollen with crying, "Ah!" said he,

3. Quick, quickness, quickly. Write three simple sentences containing each of these words. Tell what part of speech each is and state the reason.

4. Select a suitable adjective and give its degrees of comparison. Select a pronoun and give both numbers of its three cases. In the example give the names of degrees, cases etc.

5. Correct and state reason:

They do not attend school very regular.

We have went through reduction twice.

I like going to school pretty good.

Him and I is in the same class.

May we carry the ladys basket?

Six months interest is due.

Which is best—my writing or his?

"Where are you going," says I to him

I laid down, I was so tired.

(One mark each for correction; three for reason.)

6. Which is right to say?

"I will teach you better," or "I will learn you better."

"When will we see you again?" or "When shall we see you again?"

"The jury was locked up," or "The jury were locked up."

"Give me the lend of your pen," or "Give me the loan of your pen."

7. Correct:

lord lorne, governor general of the dominion of canada.

Total 140 marks. Count 120 a full paper.

Values:—1, 36; 2, 36; 3, 12; 4, 7; 5, 36; 6, 8; 7, 3. Total—138.

Practical Department.

HOW CAN WHISPERING BE PREVENTED.*

Hardly a class or a lesson passes by but the teacher has occasion to complain more or less of whispering, which interrupts the instruction, if it does not render it fruitless. What can be done? In order to give a satisfactory answer it is necessary to find out (1) who whispers, and (2) what is the reason. If whispering is constant and general during school-hours, the teacher is to blame. If only a few whisper, they are the so-called chatter-boxes who cannot refrain during lessons from sharing their thoughts and observations with their neighbors.

Every class has some scholars who cannot keep from chattering, whose tongues are never quiet, who very soon tire of any teaching, and who then yield to their own thoughts and communicate their notions to other children. They are thoughtless and playful. Commands and censure are of but momentary service, because they are used too often and are not commensurate with the cause. Each fault should have its peculiar remedy. Poor writers have to make copies, and poor scholars have extra lessons to learn; chatter-boxes who disturb the recitation and the class must be isolated in order to be made harmless. They should be shown to a separate place, seated on the end of a bench, or on the bench directly in front of the teacher's desk, so that they shall have no opportunity for whispering.

If whispering prevails in the whole class, or in certain recitations, the teacher's method is not suitable. He goes on too slowly or too quickly, speaks monotonously or too rapidly, is too wordy or expresses himself in phrases which the children do not understand. Then he should direct his attention to himself and correct the faults in his method of teaching.

*Translated from the German of Friedrich K rner by Marion Talbot, A.M., for the New England Journal of Education.