

(d) The best idea of the extent and variety of this trade is to be obtained by a visit to the quays, and an inspection of the cargoes landed on them.

9. Arrange in as many ways as possible without destroying the sense :

(a) All day for us the smith shall stand
Beside the flashing forge.

(b) For us the raftsmen down the stream
Their island barges steer.

(c) One fine afternoon in the month of July, a party of young ladies and gentlemen agreed to go for an excursion that evening in a pleasure boat.

10. Combine each of the following groups :

(a) Into a simple sentence :

(1) It was a magnificent palace. Near the entrance to it stood a cottage. It was old and ruinous. It was a humble dwelling. In it lived a weaver. He was poor. He was contented.

(2) A company of merchants took possession of the fort. This was two years afterwards. They formed a settlement there. They intended to trade with the natives.

(b) Into a compound sentence :

(1) The sailors were unable to remain longer on deck. They climbed into the rigging. They saw no way of escape. They gave themselves up for lost.

(2) One evening a violent storm arose. It came up suddenly. It drove the men from their work. Their ladder was fastened to the cliff. They had to leave it there.

(c) Into a complex sentence :

(1) Next day they were pursued by two canoes. These kept up the chase till the afternoon. They did not succeed in overtaking them.

(2) A poor woman heard of his great humanity. She wrote him a letter. In it she urged him to send her something for her husband. Her husband was ill. He was unable to work.

(d) Into a compound-complex sentence :

(1) There was a beautiful youth. His name was Narcissus. One day he was hunting in the forest. He lost sight of his companions. He was looking for them. He chanced to see the fountain. It was flashing in the sunlight.

(2) We were all strangers to one another. There was no one to introduce us. Consequently an awkward silence followed. We looked anxiously out of the windows. We hoped every moment for his arrival.

CLASS-ROOM.

FOURTH CLASS ARITHMETIC

Here is a case that occurred lately. I gave the problem "A and B hire a conveyance for \$3 to go ten miles and back. If C rides back with them what should he pay?" Now part of my class (dividing in proportion to the number of miles each travelled) says sixty cents is correct, while others hold that to be wrong, and say that C should pay one-third of the price of the return trip, or fifty cents. Will some one tell me which is the correct answer. J.

Try your fourth class with the following :

1. If it cost thirty cents to get a log cut into six pieces what should it cost to cut a log twice as thick into two pieces. *Ans.* 12 cts.

2. A could do a work alone in half a day, B in one-fourth of a day. How long would it take both working together?

QUESTIONS ON COWPER'S TASK, BOOK III.

1. Revert to passages in this book,

(a) Giving Cowper's statement of his belief that the "good old times" were the best (ll. 75 to 107 and 744).

(b) Shewing his sympathy with the lower animals (308-350).

(c) Giving his estimate of the chase (326).

(d) Giving his justification of himself for being interested in mankind at large (196-220).

(e) Confaining his estimate of the politicians of the time (790-810).

2. What is the personal reference in each of the following lines : 108 and 371.

3. Criticise sentiment in l. 664.

4. If, as Cowper says, the country is to be