

equipped for the great business of teaching and carrying with them the impulse of his spirit, the inspiration of his ideals and the impress of his high character.

Many people in St. John and the vicinity heard with regret of the death of Mr. John March, which took place at Hampton, N. B., on February 19th. Mr. March was an Englishman but had lived for over fifty years in New Brunswick. At one time on the staff of the St. John Grammar School, he gave up teaching for newspaper work, and was an interesting and forceful writer. When the St. John School Board was organized Mr. March became its first secretary and after 1882 held also the post of superintendent of the city schools. When these offices were separated Mr. March continued as superintendent until his retirement in 1896. Since then he has lived in Hampton. Mr. March's natural gifts and training fitted him for valuable service in the work of education, and his tact and sympathy won the affection of both teachers and pupils.

We regret to record the death of Mr. L. S. Morse, Inspector of Schools for Digby and Annapolis Counties, N. S., which occurred in Digby on Sunday, February 20th.

EXERCISES IN COMPOSITION.

WORD STUDY.—GOOD, WELL.

Explanation: We may say that a person or a thing is good, not bad; or that a person is well, or ill. We may also say that a person does a thing well; but we should not say that he does it *good*. For example, we should not say, *John writes good*, or *Mary sings good*. We should say, *John writes well*, *Mary sings well*.

EXERCISE I.

Decide whether *well* or *good* should be used in these sentences:

1. She always behaves —.
2. Her example was always —.
3. Does he recite —?
4. How — he manages that horse.

5. Will the sick child soon be —?
6. Your work is very —.
7. He always does his work —.
8. How — he mowed the lawn.
9. She draws pictures —.

1. Use either *is* or *was* in telling or asking about one thing.
2. Use either *are* or *were* in telling or asking about more than one thing.
3. Use *are* or *were* with the word *you*, whether it means one or more than one.
4. Use *is* or *are* to express present time, and *was* or *were* to express past time.
5. The words *each*, *either* and *neither* mean one; the words *both* and *all* mean more than one.

EXERCISE II.

After reviewing these rules the class may apply them by completing the following sentences, using one of the four words:

1. Here — ten apples.
2. There — many stars.
3. Where — the children's ball?
4. Each of the answers — wrong.
5. Where — you yesterday?
6. There — the boys, now.
7. One of my lilies — in bloom.
8. A cat or a dog — in the chicken yard.
9. Each of the roses — fragrant.
10. Both of my roses — in bloom.
11. A cat and a dog — in the chicken yard.
12. — you at the party?
13. — Mary and Anna coming to the party?
14. Both of the men in the wagon — thrown out.
15. Where — the children?
16. Each of the boys — doing well.
17. — either of you at the lecture?
18. When — you in town?
19. Neither of the boys — hurt.

EXERCISE III.

Write sentences showing that you know how to use correctly the four words we are studying, with the words *each*, *both*, *you*, *neither*, *either*, *one*.