

swing, mow, grew, rend, rise, eat, dye, die, know, fly. Value, 10.

2. Name the moods, and compose a sentence to illustrate each. Value, 4+4.

3. Write the objective plural of I, he, thou, she, we. Give sentences showing the different ways the nominative may be employed, Value, 5+6.

4. Correct the following sentences :

I him and me seen the bird that fled.

who done it. our town baker.

I saw the men that was there.

Value, 4+6+3.

5. Parse italicized words—

Here are the *children who* played truant.

Mary and *Jane's* chickens are *all black*.

The man *whom* you *see* shot a *lion*.

John, you are the *boy* who said so.

Value, 6+9+9+6.

6. Compose a notice offering one dollar reward for the recovery of a book you lost. Illustrate by sentences the use of the following points : comma, period, note of interrogation, point of exclamation. Tell after each of the four sentences which you are illustrating Value 8+8.

7. Divide into subject and predicate.

Where are the pigeons?

In the morning he came to school.

Over the fence he threw the ball.

Value, 4+4+4.

CANADIAN HISTORY.

1. In what countries are Versailles, Plains of Abraham, Louisbourg, Utrecht, Detroit, Ryswick, St. Malo, Bristol, Florida, Quebec? Value 10.

2. Attach events to the following dates : 1492, 1497, 1506, 1541, 1615, 1629, 1635, 1731, 1763, 1774. Value 10.

3. Sketch carefully the researches made under Frontenac. Dates, if you can. Value 15.

4. Describe fully any two of the Colonial Wars. Be particular about names. Value 15.

5. Give a concise history of the American Revolution. Value 20.

6. Account for the name United Empire Loyalists. Tell all you know about them. Value 20.

7. Write a summary of some of the Indian Wars. Value 10.

One off for each mis-spelt word.

PRACTICAL COMPOSITION.

By JOHN SWETT : *Principal Girls' High School, San Francisco.*

SPECIAL DIRECTIONS FOR PUPILS.

1. Avoid "fine writing."

2. Never use two words where one will fully express your meaning.

3. Avoid long and complicated sentences.

4. Divide into paragraphs and punctuate *as you write*.

5. In correcting your first rough draft, observe the following order :

a. Cross out any *adjectives*, or other words that can be spared.

b. Interline any omitted words, or transpose any words, phrases or clauses

to a better position in the sentence.

c. Substitute more exact words whenever by so doing you can make the sentence clearer.

d. Go over your composition very carefully, with reference to 1. Spelling ; 2. Capitals ; 3. Punctuation ; 4. Grammatical correctness ; 5. Dot your *i's* and cross your *t's*.

6. Copy in a legible hand-writing.

GENERAL PRINCIPLES OF SENTENCE-MAKING.

1. Every sentence must be complete. It must contain at least one principal