

3. Caught a young gray squirrel in the woods.
4. When the night is beginning to lower.
5. The violets courtied and went to bed.
6. The fierce dogs lying in front of their kennels.
7. Sedate parent expressed some surprise.
8. Whisking his tail respectfully.
9. There rolled a turbulent wave.
10. Cut the rope in two with her scythe.

Pleasant, February, breakfast, occupations, scissors, caterpillar  
exquisite, believe, knowledge, apology.

(50 marks—3 off for each misspelled word).

### LITERATURE.

#### CLASS III. TO IV.

##### Gage's Third Reader.

1. Explain the words and phrases in italics in the following :  
(a) *Several changes have been made in the government of the country during the British period. After the capture of Quebec in 1759, by Wolfe, and the surrender of Montreal in the following year, the country was ruled by military law until it was formally given up to the British in 1763.*

(b) *Two children were left forsaken,  
All orphaned of mortal care;  
But with spirits too close to heaven  
To be tainted by Earth's despair,—  
Alone in that crowded city,  
Which shines like an Arctic star.  
By the banks of the frozen Neva,  
In the realm of the mighty Czar.*

2. Give Wolfe's Christian name. Who opposed Wolfe? Distinguish formally from formerly. From what nation did the British take the country? In what country is that crowded city? What other meaning has *spirits*?

3. Write the following sentences, using the proper word from those in the parentheses :

(a) You will find the (bass) (base) fiddle (lying) (laying) at the (bass) (base) of the (statue) (statut).

(b) The weary painter (through) (throw) down his (palette) (pallet) and flung himself on his (palate) (pallet) of straw.

(c) He saw a (horde) (hoard) of gipsies with a (grate) (great) many horses.

### GRAMMAR.

#### CLASS III. TO IV.

1. State to which part of speech each word in the following belongs. (Arrange in columns).

The white man far away must go,  
But ever in his heart will bear  
Remembrance of the negro's care.

2. Write the plural of sky, day, monarch, church, has, moves; the possessive singular and possessive plural of lady, child, father-in-law, who, I; the comparative and superlative of ill, many, six, beautiful, out; the past tense and past participle of the verbs go, be, see, lie.

3. Divide the following sentences into subject and predicate, and parse the words in italics :

- (a) *On the bank of the little river stood the noble general.*
- (b) *Where did you go yesterday?*
- (c) *Quietly he placed the book on the shelf.*
- (d) *In the wagon he placed eight strong men, well armed.*
- (e) *John, tell Martha, the house-maid, to come in.*

4. Correct the following :

- (a) Did you see Marys books.
- (b) James is the elder of the three.
- (c) Robert and John is in town.
- (d) He bought three pound of sugar.
- (e) Mary has wrote three lines very quick.

5. Define Number, Transitive Verb, Phrase, Predicate, Object.

### Practical.

#### TEACHING ORTHOGRAPHY.

Each word has a physiognomy. Some words have plain faces, some have features peculiar to themselves; at all are learned, not by describing them orally, but by using our *sense of sight*. Words of as many letters as they have sounds may be learned by seeing and pronouncing them. If the teacher dictates such words as *paper, lamp, pencil, etc.*, and carefully pronounces every sound, they will be written correctly. But the number of such words is comparatively small in English. Other words in which the number is greater than that of their sounds, as *book, street, slate, ring, etc.*, will have to be observed more closely, and oftener, by the young learner. In order to make the peculiarity of these words out, and strike the attention, it is well to mark them thus: *book, street slate, etc.* This should be done on the board. Such words as *separate, eulogy, forfeiture, gayety, etiquette* (I take a few out of the multitude haphazard), are often misspelled. If marked on the board as indicated, and left there a few days, it may be safely said that their peculiarities will be remembered or recalled.

The secret of vivid knowing is vivid seeing. If every spelling lesson is conducted according to the principle that we learn orthography more through sight than through the sense of hearing, I am sure we shall find little difficulty in obtaining good results. In higher grades, words may be grouped according to rules, but no rule should be given; it should invariably be discovered by the pupil. If the teacher put the following words on the board in a column, *pacement, amusement, chastisement, achievement, infringement, etc.*, and opposite to these in another column, such as *judgment, abridgment*, and others, it will not be long before the pupils have discovered why the final *e* of judge, for instance, in the second column is dropped. This is mixing in a little brains in the otherwise dry study. At every stage of the course, however, this paradox remains true: "The more crayon a teacher consumes, the better her instruction."—*Hon. Leroy D. Brown, Ohio, in the American Teacher.*

#### A POINT IN PUNCTUATION.

The following sentence is correctly punctuated :—

"*The tendency of poetry is to refine, purify, expand, and elevate.*"

When a series of words are connected by conjunctions and the conjunctions are not all expressed, it is a common error to suppose that because the conjunction is expressed between the last two words of the series, no comma is needed there.

The error arises from supposing that the comma takes the place of the conjunction. Such is not the fact. Commas are used to mark slight breaks in the thought, whether they are caused by the omission of words, or in some other way. When the mind reads a sentence like the one above, it recognizes the same connection in *thought* between all the words of the series. The omission of the comma between the first two,—thereby causing a break,—places all the rest of the words in the series on the same footing, whether the conjunctions are expressed or omitted.

This is the teaching of the best authorities on punctuation, including Wilson.—*J. P. W., in National Educator.*

From the different States comes occasionally the cheering news that such and such schools have abolished the examination fetch. Let the good work go on. More teaching and less cramming for useless examinations. For years the horrible juggernaut of examination has done its best to crush the progressiveness of teachers and the mental growth of pupils.—*Iowa Central School Journal.*