

BOTANY.

Examiner—J. C. GLASHAN.

1. From what does the root of an exogenous plant originate? What are the chief functions of roots? How may roots be distinguished from underground stems? (Value 12).

2. From what do stems originate? Compare, in appearance, transverse sections of the stem of an elm and of a stalk of maize? How do these stems differ in their modes of growth? (Value 12).

3. What are the functions of foliage-leaves? Describe briefly the general structure and appearance of the leaf of (a) the Sugar Maple (*Acer saccharinum*); (b) the Indian Turnip (*Ariseum triphyllum*). (Value 12)

4. Name the parts of a complete flower and briefly describe the chief modifications due to cohesion, adhesion, and suppression of parts. (Name illustrative examples of each modification you describe). (Value 20).

5. Contrast a strawberry, a raspberry, and an apple, and compare a gooseberry, a lemon, and a melon. (Value 24).

6. What are the general characters of the Cruciferae, the Leguminosae, the Liliaceae and the Gramineae? (Value 20)

Practical.

HINTS IN ORTHOEPY.

Why—hwī, not wī.

Communist—com mu-nist.

Communism—com mu-nism.

Cayenne—kī-en', not ki-an'.

Gallows—gal'lus, not gal'loz.

Bouquet—boo-ka', not bō-ka'.

Etiquette—et-e-ke't', not et'e-kot.

Benzine—ben'zine, not ben-zené.

Finance—fi nance', not ff'inance.

Museum—mu-ze'um, not mu'ze-um.

Bitumen—bi-tu'men, not bit'u-men.

Desperado—des-pe-rā'do, not ra'do.

Apparatus—ap-pa-rā'tus, not ra'tus.

Acoustics—a-kō'stics, not koo'stics.

Matutinal—mat'u-ti-nal, not tu'ti-nal.

Acclimate—ac-clī'mate, not ac'eli-mate.

Gla tiolus—glā-dī'o-lus, not glā-dī-ō'lus.

Coadjutor—co-ad-ju'tor, not co-ad'ju-tor.

Condolence—con-do'lence, not con'do-lence.

Aspirant—as-pī'rant rather than as'pir-ant.

Address (noun and verb)—ad-dress', not ad'dress.

Had as lief, had better, had best, had like, had as good, and had rather, are sometimes criticised, but they are idioms which have been in use from early times, and are abundantly supported by the best authorities. *Would as lief* and *would rather* are also used by good writers.—*Exchange*.

THE ATTRIBUTE IN GRAMMAR.

From the Educational News.

The construction in grammar called by modern grammarians the *attribute construction*, or the *attribute complement*, or the *predicate adjective*, *predicate noun*, etc., is one that often puzzles the brain of the teacher as well as that of the student. The attribute is defined as that word, phrase, or clause which completes the predicate and refers to the subject.

The predicate of a sentence may be a verb, as the "Corn grows," which is called a complete predicate; or it may be an incomplete predicate when it requires a noun, a pronoun, an adjective, or a participle to complete its meaning, as "Corn is yellow;" here the predicate is composed of the two parts, the *copula* and the *attribute*; the neuter verb *is* unites the two ideas *corn* and *yellow*, and the word *yellow* expresses the quality which is attributed to the corn; hence we say the predicate of the sentence is *is yellow*, of which *is* is the copula, and *yellow* the attribute; and in the analysis the two words must occupy the place of the complete predicate. In parsing, the copula is made to agree in number and person with the subject, and the attribute *yellow* is parsed as a common descriptive adjective relating to the subject *corn*.

Neuter verbs, intransitive verbs, and verbs in the passive voice, are used as copulas; as,

(1) The boy was attentive at church.

(2) The boy became a man.

(3) The boy was made president.

The following are examples of

ADJECTIVES USED AS ATTRIBUTES.

(a) The teacher felt *bad* because the class was not promoted.

(b) The moon looks *calm* and *beautiful* to-night.

(c) He feels *bitter* towards his opponent.

(d) The hunter arrived *safe*.

(e) The child lay *quiet* upon the floor.

(f) Stand *firm* in your opinion.

(g) The fruit tastes *sweet*.

The same words used adverbially.

(a) The boy behaved *badly* in the class-room.

(b) The moon looks down *calmly* upon the battle-field.

(c) She wept *bitterly* at the disappointment.

(d) The invalid arrived *safely*.

(e) The burglar entered the house *quietly*.

(f) Stand *firmly* upon both feet.

(g) The canary sang *sweetly*.

In (a 1) *bad* is adjective of condition; that is, it expresses the mental condition of the teacher.

In (a 2) *badly* is adverbial of manner.

In (b 1) *looks* is used in the sense of *appears*. The moon *appears*, or *is*, calm and beautiful.

In (b 2), by the figure of Personification, the moon *looks* down calmly upon the battle-field, and *calmly* is adverbial of *looks*.

In (c 1) *bitter* is an adjective, and expresses the condition of his mind towards his opponent.

In (c 2) *bitterly* is an adverb of manner.

In (d 1) *safe* is an adjective, and has reference to the bodily condition of the hunter upon arrival.

In (d 2) *safely* is adverbial of the manner of conveyance. The invalid may have been in a very critical condition, and yet the manner of conveying him may have been perfectly safe and comfortable.

In (e 1) the child *was quiet*.

In (e 2) *quietly* is an adverb of manner.

In (f 1) the meaning is, Be *firm* or unchangeable in your opinion.

In (f 2) *firmly* has reference to rigidity of muscle.

In (g 1) the fruit *is sweet*.

In (g 2) *sweetly* is an adverb of manner.

It will be noticed that whenever you wish to express *quality* or *condition* the adjective must be employed, and the principle laid down on page 101 of Raub's Practical Grammar.

When ever you can substitute any form of the verbs *to be* or *to become* for the verb in the sentence, the word following it is an adjective, covers every construction of the kind. It is perhaps as easy to remember that with verbs signifying action or motion the adverb is required, and with verbs signifying mere being or state the adjective is employed.

The following illustrates the use of the different parts of speech as attributes:

NOUNS USED AS ATTRIBUTES.

1. He returned a *friend* who came a *foe*.
2. He turned out a *worthless man*.
3. Garfield died a *martyr*.
4. The burglar fell back a *corpse*.
5. The eye is the *window* of the soul.

PRONOUNS USED AS ATTRIBUTES.

1. This is *he* of whom we spoke.
2. The book is *his* who bought it.
3. It is not *he* who you thought it was.
4. I am sure it could not have been *they*.
5. Let him be *who* he may.

PARTICIPLES USED AS ATTRIBUTES.

1. The city lies *sleeping*.
2. The boys came *running*.
3. He went *singing* through the hall.
4. The kite was seen *flying* over the houses.
5. He kept *praying* aloud.

PREPOSITIONAL PHRASES USED AS ATTRIBUTES.

1. We have been *in the habit* of sending books.
2. His friend is *in bad health*.
3. Shall I be *in time*?
4. We know that he is *in the right*.
5. If you are *about to go*, take with you peace and joy.