

5. What is the difference between an English adjective and a French adjective? When is the adjective placed before the noun in French and when after it? Translate:—This boy is bad, this girl is bad. Give the feminine forms of *prudent, actif, heureux, ancien, gros, dernier, beau, vieux, nouveau, blanc*.

6. Write out the numerals in French up to *cinquante*. Give the French words for *first, second, third, fourth* and *fifth*. Give the feminine and plural forms of *mon, notre, leur* and *son*.

SECTION III.

7. Translate into French:—Are your books as useful as mine? I have not taken her needle nor yours. Is your house finer than his? This apple is sweeter than that. Which will you take, this or that?

8. Decline the personal pronouns, and conjugate the present and imperfect tenses of *avoir* and *être*. How is *se* used in French.

9. Conjugate *parler* in the simple tenses, giving also the English.

Correspondence.

PRINCIPAL.—Do not be too anxious to eliminate collateral events, for a narrative without such, shrewdly woven in with the threads of educational history, would be dry enough. The Royal Institution is the beginning of things for Protestant education, and any of our teachers who can show that the schools in which they have taught once had connection with that organization, should communicate with the editor of the RECORD at once. In this matter there should be no delay. The reward of research in this direction is not in the direct results which may or may not be worthy of record, but in the *nimble* of knowledge which enables us to understand the past almost as well as the present.

ENQUIRING TEACHER.—In analysing a sentence or clause, the predicate is always more easily detected by the child than the subject, and of course more so in Latin and French than in English, since the form of the word in these languages is an evidence of its class. With the predicate let the pupil place the subject, and thus indicate the statement in embryo; and when the combination produces a thought incomplete, let search be made for the object, direct or indirect. In this lies the whole art of analysing sentences, and beyond this is more or less the study of grammar for its own sake. With such a simple plan for detecting the fundamentals of the sentence thoroughly understood, the analysis in the class should proceed in this order: the subject and all words or groups of words connected with the subject, the predicate and all words or groups of words connected with the predicate, the object (if there be one) and all words or groups of words connected with the object. In this way the children recognise, after a few weeks' training:

The *subject* and its *enlargements* in word, phrase, or clause (viz., attribute, adjective phrase, adjective clause).

The *predicate* and its *extensions* in word, phrase, or clause (viz., adjunct, adverbial phrase, adverbial clause).

The *object* and its *enlargements* in word, phrase, or clause (viz., attribute, adjective phrase, adjective clause).

There is a difficulty in understanding analysis, but only to the novice who thinks that a scheme of analysis that cannot be understood at first sight is a scheme or plan to be condemned. We earnestly urge upon the elementary teachers to study the above, not because it is new or original, for it is not so, but because it is simple. Will you, as a teacher of a year's standing, give us your candid opinion about the difficulty of analysis, after you have read over the above reply to you twice, studied it carefully even