

and so whether it contains the dependent or independent verb. Words like the *relative pronoun 'ut,'* and similar words, are usually to be found in the dependent clauses.

3. Find the *words, phrases, or clauses* that enlarge or limit the meaning of the subject. Remember such modifiers may be any one of the following: *Adjective, participle, noun in opposition, noun in genitive case, a relative clause, or a participial phrase.*

4. Find the *words, phrases, or clauses* that enlarge or limit the meaning of the *predicate.* These may be any one of the following: *Adverb, ablative case, a preposition with its noun, or an adverbial phrase.*

5. The *object* may be enlarged or limited in the same manner as the *subject.*

6. In all this work, there is always need to carefully observe the endings of the words, their position, connection, and relation.

7. In determining the meanings of the words, start with the leading or common meaning, if possible. Its derived meanings, if required, will become plain with the unfolding of the sentence. With new words, or words seemingly new, try to find their meaning by analysis, taking the stem or root, the prefix and suffix, and the force of each. Leave the words whose meanings cannot be ascertained in this manner until the last, when the context may reveal it.

8. When a sentence consists of a portion within the grasp of the student and of a portion beyond his power, go back to the beginning of the sentence and re-read. Do not fail to connect every sentence with those that have preceded it. This will often throw light on dark passages. Finally, in sight-reading, polish, especially at first, cannot enter in as an element of translation, as in carefully prepared work, nor ought this to be expected; and yet, in a little time, the crude and uncouth transferrings of idioms ought to give way to translations, ready and reasonably accurate, and a progress at once inspiring and helpful.

The Governor analyzed the troublesome boy as the boy who knew too much and asked too many questions; the boy who could learn and wouldn't, and the boy who would learn and couldn't; the boy whose chief mission in school was mischief. The teacher's chief mission is to preserve the troublesome boy from circumstances and from himself. The teacher, more than almost any other man, has occasion to use all there is in him continuously. The Governor emphasized the fact that the teacher may himself sometimes be in error, but he did not believe that the right to punish should be taken from the teacher. The less of it the better, and the broader he is, the less there will be of it. We must remember, said the Governor, that a good many of these troublesome boys will make smart men, and a good many schoolmasters, who discuss these questions, were once troublesome boys themselves. Always think of what the boy is to be, rather than what he is. There is little hope of doing the right thing with the troublesome boy until you can interest him in something he will do with zest. We must "handpick" these boys,—deal with them one by one, win them individually. Properly treated, the troublesome boy becomes a source of positive strength. The end aimed at is voluntary application on the part of the boy.

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## Official Notices.

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The Lieut.-Gov. has been pleased, by Order in Council, dated 31st August, 1886, to appoint a school commissioner for the municipality of St. Laurent de Metapédia, County Bonaventure; five school commissioners