

and upright man, a devout member of the Roman Catholic Church and a regular attendant at her services. He was for many years President of the Society of St. Vincent de Paul in St. Basil's Parish.

Mr. Baigent was at his post in the Collegiate Institute on the day of his death. After returning to his home

he complained of a slight indisposition, which, however, soon passed away. At ten o'clock, while working in his studio along with his son, the summons came which called our friend quickly away.

Mr. Baigent leaves a widow and four children, two sons and two daughters.

SCHOOL WORK.

CLASSICS.

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This column is open for the discussion of points of interest or difficulty connected with the School work in Latin or Greek.

QUESTIONS ON CÆSAR, BOOK V.

1. Translate idiomatically chap. 15, *At illi . . . receperunt.*

(a) Parse *imprudens*, his, *genere*.

(b) *pro castris*. Exemplify other meanings of *pro*.

(c) *At que his . . . duarum*. Show the force of this remark.

(d) *constitissent*. Account for the mood. Conjugate the verb and distinguish in meaning from *constituo*.

2. Translate idiomatically chap. 17, *Nostris . . . contenderunt.*

(a) *Subsidio confisi*. Give as many Latin verbs as you can that govern the abletive.

(b) *praecipites*. What adjectives in *cips* make *cipitis* and *cipis* respectively? How do you account for the difference?

(c) *sui collegrudi*. Point out and account for the peculiarity in the form of this phrase.

(d) *nobiscum*. With what words is *cum* thus written?

(e) *contenderunt*. Give Latin sentences to exemplify any other meanings or uses of this verb.

3. Translate idiomatically chap. 18, *His rebus . . . mandarent.*

(a) *confestim*. Give other examples of adverbs with this ending. State, with examples, how adverbs are usually formed.

(b) *capiti solo*. Decline throughout.

(c) Classify the subjunctive in the last sentence.

(d) *dimitterent*. Exemplify the ordinary meaning of this verb.

4. Translate idiomatically chap. 22, *Cassivelaunus . . . faciat.*

(a) Parse *permotus*, *vectigalis*.

(b) *intelligeret*, *penderet*, *faciat*. Account for the mood in each case.

(c) Distinguish *penderet* and *penderet*.

(d) *intelligeret*. Give the perfect. What other compounds of *lego* form the perfect similarly?

5. (a) Give the principal of *ago*, *tego*, *alo*, *relinquo*, *desilio*, *repello*, *reperio*.

(b) Compare *acriter*, *lenius*, *facile*, *minor*, *summus*.

(c) Give the nom. gen. and gender of *pecorum*, *abietem*, *leporem*, *genere*, *semitis*, *mensuris*, *impetum*, *signis*, *pedibus*.

(d) Mark the penult of *colloco*, *essedis*, *dispari*, *cederent*, *captivis*, *perfugis*, *vectigal navalis*, *transitur*, *extrahi*, *dividit*, *incolo*.

6. (a) Name the four points of the compass in Latin.

(b) Give and distinguish different words used for an army.

(c) Point out any errors of fact in Cæsar's account of Britain.

(d) Give the phrases used for "the van," "the rear," "the exposed flank," "to join battle," "to make an attack on them," "to launch ships," "to put in charge of the camp."

(e) Exemplify at least three ways of form-