

good powers in the last period of his life (*etas*), that he did not feel the want of (*requirere*) youth. There is no necessity for me to say anything about myself, although that is certainly the privilege of old age (*senilis*), and is permitted to our time of life. [17.]

NOTE.—Omit words in []. Hyphens indicate that the words they connect are to be rendered by a single Latin word.

Second Class Teachers.

LATIN AUTHORS.

I.

Translation, as in Intermediate, Part I. [5.]

1. Intermediate, 1. [9.]
2. Write notes on proper names. [14.]
3. *scribunt*. Why not subjunctive? [2.]
4. Intermediate, 3. [3.]
5. *de contemnenda gloria*. In what other way may the same idea be expressed in Latin? [2.]
6. Intermediate, 4. [4.]
7. *manubias*, derive. Intermediate, 6. [5.]

II.

Translation, as in Intermediate, Part II. [15.]

1. Mark penult. of all words in italics. [5.]
2. 3, 4, 5, 6, 7, 8, as in Intermediate.
9. *quod appellatur*. Why is the pronoun neuter? Give the rule. Distinguish between *quis* and *qui*, and give the gen. and dat. sing. [8.]

III.

Translation, as in Intermediate, Part III.

1. 2, 3, 4, 5, 6, as in Intermediate.
7. Decline in full the proper names: *Menotes*, *Mnestheus*, *Gyas*. [6.]
8. Intermediate, 7.
9. When is *-a* final long, and when short? [4.]

LATIN GRAMMAR AND COMPOSITION.

I.

1. Decline *Deus* in full, giving all forms; also *vis*, *bos*. [6.]

2. Give the gen. pl., gender and meaning of *domus*, *fortis*, *lis*, *nix*, *nux*, *flamen*, *come*, *arundo*, *lepus*, *glis*, *supellex*. [11.]

3. Compare the adjectives *acer*, *facilis*, *bonus*, *multus*, *egregius*, *falsus*, *alacer*; also the adverbs corresponding to each of these adjectives. [14.]

4. Give the cardinal, ordinal and distributive numerals from one to five inclusive; define the use of the distributives, giving examples. [8.]

5. Illustrate the following uses of the subjunctive mood, by a sentence in each case: (a) condition; (b) purpose; (c) consequence; (d) desire. [12.]

II.

Translate into Latin:

(a) 1. He so harassed and ruined Sicily for the space of three years, that it cannot by any means be restored to its ancient condition. [5.]

2. What? If the father shall attempt to seize absolute authority (*tyrannis*), and to betray his country, shall the son be silent? Indeed (*immo vero*) he will beseech his father not to do so; if he [can] effect (*proficere*) nothing, he will accuse him. [10.]

3. It is the first care (*munus*) of justice, that no one should harm anyone [else]. [4.]

4. "Nature has done ill (*rem male agere*)," said Theophrastus, when dying, "in that (*quod*) she has given long life to stags and crows, [and] so short (*exiguus*) a life to men, whose lifetime (*etas*) if it could be longer, the life of men would be furnished with all perfect arts and with all learning." [10.]

5. Give the same sentence in indirect narration, commencing:—"Theophrastus, when dying, is said to have accused nature, because," etc. [6.]

6. The age of Romulus fell in that period (*saeculum*, acc.), when Greece was already full of poets. [5.]

7. You have been able to perceive clearly (*perspicere*) my opinion from that time, when you came to Cumae to meet (*obviam*) me. [5.]

(b) To praise eloquence, and to express how great is its power, and what dignity it