

QUESTIONS ON CÆSAR. BOOK IV.  
CHAPTERS 13-18.

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I. Translate into good English, Chapter 13, *His constitutis—impetrarent.*

1. Parse *mane, frequentes, fallendo.*
2. Construction of *dici, perfidia, quid.*
3. *Sui purgandi.* Point out the grammatical peculiarity, and account for it if you can.
4. *Natu.* Parse. What peculiarity?
5. *Ut dicebatur* When does *ut* take the indicative after it?
6. *Ne quem.* When is "that no, etc.," to be expressed by *ut nullus*?

II. Translate Chapter 15, *Germani—perierunt.*

1. Parse *relictis, reliqui, vi.*
2. *Audito—viderent.* Account for the change in the construction.
3. *Interfici.* What compounds of *facio* take a regular passive?
4. *Perierunt.* Write the 3rd singular of each tense of the indicative and subjunctive.

III. Translate Chapter 16, *Adquos—bossint.*

1. Parse *aequum, quicquam, satis.*
2. Classify the first four subjunctives in the extract.
3. *Qui uni.* When does *unus* take a plural?
4. Compare *aequum, magnopere, graviter, novissimo, ultimas.*
5. *Responderunt, orabant.* Account for the change of tense.
6. *Exercitum—transportaret.* Point out and account for the syntactical peculiarity.
7. *Aricivisto pulso.* Write an explanatory note.
8. Change to *Oratio recta*, "*Ut siti auxilium—futurum.*"

IV. Translate idiomatically:

1. *His discedendi potestatem fecit.*
2. *Expectare vero summæ dementiæ esse judicabat.*

3. *Navibus transire neque suae neque Populi Romani dignitatis esse statuebat.*

V. Translate into idiomatic Latin:

1. We must not give them time to adopt new plans.
2. It will not be in keeping with my dignity or that of the state to accept such terms.
3. We hope to reach the bridge before they can cross the river.
4. We are in doubt whether it is better to make an attack on them at once, or to wait till the Suevi join us with reinforcements.
5. To make known our plans to the chiefs,—to induce the Germans to join the Roman people, without their doing so by the advice of the Suevi.

VI. 1. Mark the penult of the following words as *pristini, dedunt, remanet, oblati, comparati.*

2. Distinguish in use *conferre* and *comparatum* est.
3. Distinguish *feret* and *abdere* se in *silvas* (*silvis*).
4. Conjugate *gavisus, dimensa, revinctis, defixerat, adegerat, contexebantur.*
5. Give the nominative, genitive and gender of *pedum, dolum, fibulis, pariete, ponti, salutem.*
6. Write all the participles of *transeo* and *abdo*.
7. Inflect the imperative active of *facio* and *fero*.
8. Inflect the present indicative of *voluit*, and the future indicative of *possint*.

Estem your country as your own family; your fellow-citizens as your friends; your friends as your children; and your children as your own life; and study to surpass them all in acts of kindness.—*Xenophon.*

Every time a child tries, the teacher should demand that he do his best for the formation of the habit; the best is the way to high character and moral action.—*Parsons.*