

secundum. Note, again, the usage in the case of *nactus*.

*Milia passuum*. Note the construction with *milia*.

It is my conviction that, for advanced classes, and indeed for mere tyros, the questions on the texts read should be put in Latin, and that answers should be exacted in the same language; but, should I attempt to do so in my own classes, I should fear lest a real scholar like Prof. Goldwin Smith or Prof. Hutton, might say, *Tua latinitas haud quaquam pura est, domine*. Who has not been disgusted with gibberish that passes in our Collegiate Institutes for French and German conversation. It evokes the plaudits of the pretentious and the ignorant.

#### ENTRANCE LITERATURE.

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#### LOSS OF THE BIRKENHEAD.

FOURTH READER, LESSON III.

(Page 23-25.)

In the notes the figures, 1, 2, 3, 4, refer to stanzas.

1. Why is "flank" and not "right" or "left" used?

Right on our right, or right on our left, would be objectionable.

Why? Of what class of people is "right on our *flank*" the language? Of soldiers.

Is there any correspondence between sound and sense in line 2? Is the speed of the line suited to express rapid motion? Why not? Because there are so many long vowel sounds in it.

Why would not "shout" or "call" do as well as "shriek"?

Which word best indicates horror?

How is the time of the occurrence indicated? "Sun went down."

What was the state of the atmosphere? "Crimson sun."

Was it a stormy evening? "Dark repose."

How is the feeling of horror heightened? By the contrast of a crimson sunset on a calm sea, with the shriek of the women.

2. What caused the shriek?

Has a ship power to feel? How is the impression that it has such power conveyed? To what in relation to men are the timbers in relation to the ship compared? Timbers—nerves.

3. To what in an army are the flanks compared? What should be the occupation of a man who uses this comparison? Soldier.

What feeling has the writer towards base cowards who leave their ranks in danger's hour? Contempt.

What is the grammatical relation of planks? Subject of drifted.

4. Why was there confusion? What is the white sea-brink? Why white? The color of the coast or of the breakers.

It was clear—what was clear? For what does "it" stand?

5. "Out—devours." What sort of man said this? Were there many such on board? What is implied in "No officer of ours."

6. We had our colors, sir, to keep without a spot! How does the man uttering this compare with the one who was clamoring?

What were the colors? Discuss the advantages and disadvantages of carrying colors into battle.

7. Distinguish between "loose" and "lose." What is meant by "gave the word?" Formed whom in line to die? Compare the attention given by the soldier to the words of the coward and those of the colonel? What, to this end, is the effect of the capital letter?

8. What is the meaning of "there" in line 1? What is the subject of