

2. Classify the italicised words in the following and give their relation.

(a) You should not drink so *much* just before dinner.

(b) *What* I have is scarcely *worth* carrying home.

(c) He happened to *have* taken somebody *else's* book that *day*.

(d) I feel a *little* doubtful of its *proving* a success.

3. Have nouns person? Give reasons for your answer.

4. Show that *his* and *their* cannot always be treated as pronominal adjectives.

5. Write sentences exemplifying an anacoluthic nominative, *as* used as a relative, *but* used as a so-called negative relative, a syntactical sense construction, a subjunctive mood used to express a wish.

6. How and why did the introduction of printing affect the spelling of English?

7. Explain clearly the origin of the term "The Queen's English."

#### ANSWERS TO CORRESPONDENTS.

A P. S. teacher writes: "I understand that you object to parsing *like* as a preposition or as an adverb. If not too much trouble please state your reasons."

I object to parsing *like* as a preposition because (1) to use the word seems to express *quality* or *manner*, and not merely a *relation*; (2) because *likes* and *likest* may be used in precisely the same way as *like*, and I am not prepared to admit that prepositions can be compared; (3) because in every case where I have heard it parsed as a preposition it seemed to me quite satisfactory and more natural to parse it as an adverb or an adjective. The mere fact that it is followed by an objective case, does not prove it to be a preposition, else we shall have to call *Ah* in "Ah me! what a sight that was!" a preposition. The objective may be accounted for by sup-

plying *to* or *unto*, or more simply by treating it as a survival of the old dative, used as in Latin, after some adjectives and adverbs.

The question whether *like* should ever be parsed as a conjunction depends simply on the answer to the question "Does good English literary (not colloquial) usage sanction such expressions as 'Do like I do,' 'If you had done like we did.' 'He behaved like a gentleman does.'" If it does, *like* is a conjunction; if it doesn't, it is surely wrong either to parse *like* as a conjunction, or to teach children to supply a verb after it in analysis. Speaking generally, if *like* has the force of *similar to* or *resembling* it may be parsed as an adjective; if it means *similarly to* or *in the same manner* it may be parsed as an adverb.

#### CLASSICAL DEPARTMENT.

PRINCIPAL STRANG, GODERICH.

#### QUESTIONS BASED ON CÆSAR, BOOK II., CHAPTERS 29-35.

##### I.

1. Translate Chapter 30 into good idiomatic English.

2. Account for the tense of the verbs in the first sentence.

3. Account for the mood of *irridere, instrueretur, est, confiderent*.

4. *contemptui*. Classify this use of the dative, and give two other examples of its use.

5. *turrim*. Mention any other words of the 3rd declension that make the accusative in *im*.

6. Exemplify from the chapter five different ways of forming nouns.

##### II.

1. Translate Chapter 35 into good English.

2. Classify the subjunctives in the 1st sentence.