

2. Derive *talentum*, *præpes*, *sublimem*, *sidera*, *uncis*.

3. *Mæandro*, *Melibæa*. State their geographical position.

4. *Victorem*, *Cloanthum*. Explain construction. What verbs in Latin require two accusatives?

5. Scan *v. 261*. What peculiarity here? What is the quantity of *o* final? Give exceptions.

1. *Malea* (193).—Where situated?

2. What figure in *v. 195*? Explain fully, giving other examples.

3. *Animi* (202).—Explain the construction. Give other examples from Virgil.

4. Distinguish *sequor*, *assequor*, *consequor*, *insequor*, and *persequor*.

5. *Ultrô*.—Trace its meaning from its root. Distinguish from *sponte*. Translate the following:—"Ultrô compellare," "Ultrô bellare," "Et misorescimur ultrô," "Namque ultrô adfata timentem."

VI.

Translate *vv. 286-302*.

1. Write notes on *consessu* (290), *præmia ponit* (292), *Priami* (297), *Arcadia* (299), *Trinacrii* (300).

2. Compare *pius*. Inflect *heros*.

3. How are lines of the *Æneid* such as 294 accounted for?

4. Derive *collibus*, *theatre*, *silvæ*, *præmia*.

5. Give and distinguish synonyms of *collis*, *puer*, *alter*, *sanguis*, *comes*.

1. Give the Latin terms for the different parts of a ship.

2. Point out any instances of Anachronism in this book.

3. Mention figures of speech and peculiarities of construction which are often used by Virgil.

4. Give a description of the Roman chariot.

5. "The first thought of Virgil was the Emperor and court around the throne; the second, the elaboration of his verse." What here meant? Discuss this statement.

MODERN LANGUAGES.

JOHN SEATH, B.A., ST. CATHARINES, EDITOR.

NOTE.—The Editor of this Department will feel obliged if teachers and others send him a statement of such difficulties in English, History, or Moderns, as they may wish to see discussed. He will also be glad to receive Examination Papers in the work of the current year.

ENGLISH.

EDUCATION DEPARTMENT, ONTARIO.

DECEMBER, 1882—SPECIAL EXAMINATION.

Intermediate.

ENGLISH GRAMMAR.

1. Strong Son of God, immortal Love,
Whom we, *that* have not seen thy face,
By faith, and faith alone, embrace,
Believing where we cannot prove;
Thine are these orbs of light and shade;
Thou madest life in man and brute;
Thou madest Death; and *lo*, thy foot
Is on the skull which thou hast made.

(a) Analyse the whole passage fully.

(b) Parse the words in italics.

(c) Write out the whole passage in prose, so as to show that you thoroughly understand the meaning.—[Note.—The second value is for the literary form of the answer.]

(d) Explain the allusions in line 5, and in the last two lines.

(e) Derive *faith*, *embrace*, *prove*, *orbs*, *brute*.

(f) In what respect is the rhyme of lines 6 and 7 faulty?

2. Correct any errors in the following sentences, giving your reasons for each correction:—

(i.) The *Telegraph* might certainly have been expected to have outgrown the idea that either of the great American parties acknowledge hostility to England as its ruling principal.

(ii.) The more British Columbia becomes known, the more extraordinary appears its wonderful resources.

(iii.) The Northern and North-Western Railway have issued a new time table.

(iv.) While the plaintiff was being exam-