

(b) I will make *you* a present but I will not make *you* my heir.

4. Exemplify in succession the different functions the phrase "to see it" may perform in the analysis of a simple sentence.

5. Exemplify the following words used with the grammatical values mentioned in each case.

(a) "Here," "then," "late," as nouns.

(b) "Will," "early," "only," as adjectives.

(c) "Little," "since," "near," as adverbs.

(d) "Till," "off," "down," as prepositions.

(e) "For," "after," "else," as conjunctions.

6. Exemplify noun clauses (a) in predicate nominative; (b) in nominative absolute; (c) object of a preposition; (d) objective in apposition; (e) adverbial objective, after adjectives, intransitive verbs, nouns.

7. Exemplify adverbial clauses of (a) concession; (b) purpose; (c) consequence.

8. Exemplify adverbs, modifying (a) phrases, (b) clauses.

9. Correct any errors in the following sentences, giving your reasons in each case.

(a) If the driver don't hurry we will be late for the train.

(b) I haven't any doubt, hardly, but what more than one of the boys has spent his money in that way.

(c) If it wasn't for that I could find out easy enough whether it was she that done it or not.

(d) It's so long since he has studied algebra that I expect he has forgotten how to work those sort of questions.

(e) He seemed sort of discouraged, and said he often wished he was back at school again.

(f) If they had acted like they should have done we would have been able to finish the match inside the time allowed.

10.

"As sometimes in a dead man's face,
To those that watch it more and more,
A likeness, hardly seen before,
Comes out—to some one of his race;
So, dearest, now thy brows are cold,
I see thee, what thou art, and know
Thy likeness to the wise below,
Thy kindred with the great of old.
But there is more than I can see,
And what I see I leave unsaid,
Nor speak it knowing Death has made
His darkness beautiful with thee."

—*In Memoriam.*

(a) Write out, classify and give the relation of the clauses whose verbs are "comes," "are," "art," "can see," "has made."

(b) Give the detailed analysis of the first of these clauses.

(c) Classify the following words according to their grammatical value and give the relation of each: *seen, dearest, now, what, below, old, more, what, unsaid, knowing.*

(a) What effect would it have on the meaning and construction if the comma were placed after *it* instead of after *more* in l. 2nd.

CLASSICS.

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QUESTIONS ON CÆSAR.—BOOK III

Translate into good idiomatic English chapter 21 "Pugnatum est . . . vertere."

1. Parse *Pugnatum est, salutem, confecti.*

2. Compare *diu, acriter, superioribus.*

3. *Victoriis freti.* Give a list of Latin adjectives, followed by the ablative.

4. *Adolescentulo duce.* Explain the construction. Give examples of other "diminutive" endings.

5. Account for the mood of *possent* and *cuperent* respectively.

6. *Vertere.* In what two ways may this form be explained?

Translate into good idiomatic English chapter 24, "Prima luce . . . cogitabant."

1. Parse *consilii, tutius, impeditos.*

2. *Duplici acie.* What was the usual arrangement? Suggest a reason for the change.