

6. What criticism can you offer on Caesar's method of negotiating the Rubicon water-hazard?
7. Describe the Seven-Hill course at Rome. How far was it improved by (1) the Agger of Servius Tullius, (2) Curtius' bunker in the Forum?  
'Nec fortuitum spernere caespitem.' Indicate the precise position of this notice about the replacing of divots.  
'Depone tuto,' 'the ball to be dropped without a penalty.' Did this apply to the Tarpeian rock?
8. Discuss the propriety of the following renderings:—  
(1) Ludere par impar—'To play the like, then the odd.'  
(2) Permittere ventis—'To allow for the wind.'  
(3) Totus teres atque rotundus—'All even on the round.'  
(4) Nimis graviter ferre—'To tak' it ower heavy.'  
(5) Miscuerunt herbas et non innoxia verba—'They raised a cloud of turf and unparliamentary language.'  
(6) Tumidoque inflavit ahen—'He said, "Blow this bulger brassy!"'

[By W. M. LINDSAY in *Seekers after a City: Reveries and Recreations of St. Andrews Men*. Edited by C. H. BROWN and D. M. J. SOMMERVILLE. Second Impression. Published by Humphrey Milford.]



'The worst part of applications is the testimonial. Testimonial—the very word breathes disappointment. In moments of bitterness I should describe it as "a document of extravagant eulogy proceeding generally from an unknown source, which has been frequently hard to give and almost always impossible to refuse". After reading a batch of such documents, one is irresistibly reminded of Charles Lamb's childish question to his sister, "Mary, where are the naughty people buried?" But the real reason that I dislike them so much is that the art of writing eloquent and plausible testimonials is so unevenly distributed in this world, and that while the master in one school may be fortunate enough to have a vicar or a Chairman of Managers with great ingenuity and a gift for sonorous platitude, the school mistress two miles away may have a patron of the kind which John Knox called a "dumm dog", and no educated friend in the least able to do her justice. . . . There is an admirable footnote in a book by Sir Horace Plunkett which I have pinned up opposite to the desk in my office. It runs: "Personally I prefer the practice of telling the brutal truth in testimonials—a method well illustrated by the following incident which occurs to my memory. An Indian called at the ranch where I was living at the time and handed me a letter from the Agent of his Reservation: this characteristic, and, as I afterwards learned, just

Testi-  
monials.



testimonial, ran—'Tinbelly is a worthless Indian. Any one who gives him anything will be that much out.' Do any of us know a country where the testimonial would be phrased: 'Mr. P. J. Tinbelly is well qualified to discharge efficiently and faithfully any duties which may be entrusted to him'?" And some of us may remember Swift's testimonial to a servant who left him and went into the Navy: "The bearer, while he was in my service, was a liar, a rascal, and a thief. Whether his service in the Navy has improved him they may best decide who are best qualified to judge." I do not suggest that either of these are the type of applicants with whom Education Offices have to deal, but I am sure that in my time I have had to read many testimonials no less evasive.'

[From *Educational Administration*. By Sir GRAHAM BALFOUR. Published by Humphrey Milford.]



*Fit Boxes & Gallery.*

A SCENE IN THE THEATRE, by George Cruikshank.  
To show costume.

[From DAVIS's *Story of England*.]