

confers on those who have attained (*consequi*) it, is neither intended (*proponere*) by us in this place, nor [is it] necessary. But I would have asserted this without any hesitation, that, whether it is produced (*parere*) by art, or by practice, or by nature, it is the one most difficult thing of all. For of the five things of which it is said to consist, each of these is itself a great art by itself. Wherefore it can be imagined what power and what difficulty the combination (*concursus*) of five [of the] greatest arts has. [20.]

NOTE.—Omit words in []. Hyphens indicate that the words they connect are to be rendered by a single Latin word.

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.

UNIVERSITY OF TORONTO.

ANNUAL EXAMINATIONS: 1893.

Junior Matriculation.

ARTS, FOR PASS; MEDICINE, FOR PASS
AND HONORS.

Examiner—Edward B. Brown, B.A.

Parts I. and II. are for all candidates. Part III. is for candidates for Honors in Medicine only. Part IV. is for candidates in Arts only. Candidates in the Local Examinations for Women are allowed an option between Parts IV. and V.

I.—COMPOSITION

Write on one of the following subjects:
(a) Phonetic Spelling. (b) The Study of Languages. (c) The University—a matriculant's view.

II.—GRAMMAR.

1. The vowel A has at least six different sounds in English, the vowel U at least five, without reckoning the sounds which they have when joined with other vowels. Illustrate by words these eleven sounds.

2. What is grammatical, and what historical etymology? Divide the parts of speech into notional and relational words, showing the basis of the classification.

3. Write full notes on: gender and number, how they are expressed in nouns; comparison, how it is expressed in adjectives.

4. Give examples of reflective, impersonal and defective verbs.

5. Point out the grammatical errors in the following sentences:

"John was likely more to blame than Thomas and William; equally as much as John."

"The balance of the report of Mr.—'s great speech is held over for want of space."

"Can we not garnishee the debt?"

"I will call upon you as soon as ever I can get going."

"I saw him the minute he got off of the train."

III.—GRAMMAR: HONORS IN MEDICINE.

1. Analyze the following sentence:

To be resign'd when ills betide,
Patient when favours are denied,
And pleased with favours given;
Dear Chloe, this is wisdom's part,
This is that incense of the heart,
Whose fragrance smells to heaven.

2. Give definitions and examples of the following figures of speech: Antithesis, Climax, Erotesis, Euphemism, Metaphor.

3. Derive the following words: atone, daisy, bishop, surgeon, priest, curfew, verdict.

4. Accentuate the following words: decorous, peremptory, metamorphosis, category, judicature, congenital, embassy.

IV.—MARMION.

1. Write notes on Scott:—(a) As an editor; (b) as a translator; (c) as a novelist; (d) as a poet.

2. In what relation do the letters prefixed to the different cantos of *Marmion* stand to the poem? Discuss the propriety of their introduction. Give some account of the persons to whom the introductions to Cantos V. and VI. are addressed.

3. Sketch the route by which Marmion was brought to Edinburgh. What reason is suggested in the poem for the route chosen?