

bid me (to do) it, what would please me at this moment. There is here an old peasant-woman, very good and very poor. It is true that her grand-daughter is engaged to a rich vine-dresser (*vigneron*), but as it is the husband that will have the money, it may be that he will not give to the grandmother so much of it as her girl would wish; at least I fear so, and I would like the old lady not to want anything. [20.]

FRENCH AUTHOR.

Candidates for III. take A and B. Candidates for II. take B and C.

A.

1. Translate:—

Hoche donna . . . coup de grâce à des tyrans.—*Lazare Hoche*. [25.]

2. Parse:—*écrit, veuillez, en (si j'en), j'enverrais, batte*. [5.]

3. *tiennent*. Write this tense in full. [2.]

4. *son armée*. Why not "sa?" [1.]

5. *l'a excitée*. Account for the concord of the participle. [1.]

6. *le 12 novembre 1793*. Substitute words for the numerals 12 and 1793. Explain *brumaire*. [4.]

7. *des clubs*. What peculiarity in the use of this expression? [1.]

B.

1. Translate:—*Après avoir . . . à vos ordres*.—*Lazare Hoche*. [5.]

2. *fussiez*. What mood and why? [2.]

3. "*Pardon, général, j'ignorais que vous fussiez un gendarme*." What is the character of this speech? What was Hoche's object in making it? [2.]

4. Mention some of the differences between the English and the French use of the indefinite article. [3.]

5. Translate each of the following (a) literally, (b) idiomatically:—

(a) Hoche demanda qu'il lui fût permis d'écrire. [2.]

(b) A peine arrivé il se fait conduire à comité. [2.]

(c) Avec laquelle il s'était rencontré à la poison. [2.]

(d) Je ne puis me plaindre de mes malheurs, puisqu'ils m'ont appris à connaître quel ami j'avais en toi, toi mon libérateur. [4.]

6. Translate:—*Elle avait été faite . . . avait été préparée*.—*Lazare Hoche*. [5.]

(a) *redoutant*. Write a note on the concord of the pres. part. [2.]

7. Indicate, as clearly as you can, the pronunciation of:—*dix hommes, dix femmes, nous faisons, notre pays, les enfants*. [7.]

C.

1. Translate:—*L'Opposition, . . . des révolutionnaires*.—*Lazare Hoche*. [14.]

2. Write a full note on the position of French adjectives, and illustrate by examples. [5.]

3. *vendémiaire, en l'an IV*. Explain. [2.]

4. *les terroristes et les montagnards*. Explain. [4.]

5. Translate:—*Ce dernier effort . . . son beau-frère*.—*Lazare Hoche*. [5.]

6. Parse *s'endormit, suffoquant, beau-frère*. [3.]

7. *le 19 septembre 1797*. Substitute words for the numerals 19 and 1797. [3.]

ENGLISH LITERATURE.

Examiner—John Seath, B.A.

NOTE.—200 marks constitute a full paper. In valuing the answers, marks will be deducted for bad literary form.

1. State concisely the influences that affected literature about the beginning of the nineteenth century, illustrating your answer by reference to "The Lady of the Lake" and "Rip Van Winkle." [12.]

2. What personal characteristics of the authors appear in "The Lady of the Lake" and "Rip Van Winkle?" Refer to one passage in exemplification of each. [15.]

3. Quote the "Coronach" (Canto III.), or Ellen's "Song" (Canto I.). [10.]

4. "Now, yield thee, or by Him who made . . . Fitz-James arose." [10.]

(a) Ll. 1 and 2. Show that this exclamation is in harmony with Fitz-James's character. Contrast his conduct here with Rodenrick's in ll. 17-30. [12.]